

RHET 1302: Rhetoric

Course Syllabus

Fall 2009
Section 022
TR 11:30-12:45
Class location: JO 4.306

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Office Hours: Tuesday 1-2 and by appt.
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NOTE: All matters associated with this course are subject to change at the instructor's discretion. Any changes will be communicated to students in writing.

Course Description

Rhetoric 1302 will prepare you for college-level writing while helping you develop your critical thinking skills. Rhetoric is the study of persuasion, not only in writing and speech, but also through visual and other means. In this class, you will develop skills to analyze the way rhetoric, in its various forms, addresses audiences. By paying attention to the strategies that good writers and speakers use to persuade their particular audiences, you will learn to reason better and to persuade others in your own writing, both through rhetorical appeals and through analysis of audience, purpose, and occasion that is at the heart of the study of rhetoric. For Rhetoric 1302, you will read and reread texts and write multi-draft essays. Practically speaking, you will learn skills that you can use in your future course work regardless of your major.

Student Learning Objectives

- Students will be able to write in different ways for different audiences.
- Students will be able to write effectively using appropriate organization, mechanics, and style.
- Students will be able to construct effective written arguments.
- Students will be able to gather, incorporate, and interpret source material in their writing.

Required Texts

Hardin, Joe Marshall. *Choices: Situations for College Writing*. Southlake: Fountainhead, 2007. PDF file.

Rhetoric Program, UT-Dallas. *Writing and Reasoning Across Disciplines: A Reader for RHET 1302*. McGraw-Hill Learning Solutions, 2009.

Fall 2009 Assignments and Academic Calendar

Thu, Aug 20 **Introduction to the Course**
Diagnostic Essay
Course syllabus and class expectations
Discuss the basics of writing: organization, development (transitional words and phrases, paragraph structure), style issues
Read Atwood for Tues!

Tue, Aug 25 **Making Choices about Process and Rhetoric**
Choices, "Introduction" and Chapter 1 (pages 3-19)
Course Reader, "Beginnings" by Margaret Atwood
I give "La Chute" handout for Thurs

Thu, Aug 27	Making Ethical Choices in Your Writing <i>Choices</i> , Appendix 1 (pages 119-122) Plagiarism Tutorial at [http://www.utdallas.edu/library/help/PlagiarismTutorial/Plagiarism.htm] Discuss "La Chute" by Camus Read Fitzhugh's "Cannibals All!" for Tues(<i>Course Reader</i>)
Tue, Sep 1	Making Choices about Exigency, Genre, and Readership <i>Choices</i> , Chapter 2 (pages 21-32) Discuss Fitzhugh Begin Blog project (ongoing throughout the semester) Read Garrison for next class
Thu, Sep 3	Making Choices about Structure <i>Choices</i> , Chapter 3 (pages 33-49) Course Reader William Lloyd Garrison "Address to the American Colonization Society"
Tue, Sep 8	Critical Thinking and Logical Fallacy Blog Project In class worksheets
Thu, Sep 10	Grammar and Style Review <i>Choices</i> , Appendix 2 (pages 135-150) In class group work.
Tue, Sep 15	*Draft of Rhetorical Analysis Due* Toulmin Method In class group work
Thu, Sep 17	In-Class Workshop/Peer Revision/Conferences – Rhetorical Analysis
Tue, Sep 22	In-Class Workshop/Peer Revision/Conferences – Rhetorical Analysis
Thu, Sep 24	Making Choices about Culture and the Media Rhetorical Analysis Due Reminder: Turnitin.com <i>Choices</i> , Chapter 6 (pages 77-91)
Tue, Sep 29	Making Choices about Culture and the Media (continued) <i>Course Reader</i> , Dave Barry "Red, White and Beer" Media Critique In class examples
Thu, Oct 1	Making Choices about Culture and the Media (continued) Style, Grammar, and Mechanics Review Course Reader Marita Sturken's "The Wall, the Screen, and the Image" Blog Project
Tue, Oct 6	Career Choices Mickey Choate lecture
Thu, Oct 8	Using Sources, MLA and APA Format (Review) Continuation of October 6 Continue Work on Media Critique Review of MLA and APA
Tue, Oct 13	*Draft of Media Critique Due* In-Class Workshop/Peer Revision/Conferences –Media Critique Essay
Thu, Oct 15	In-Class Workshop/Peer Revision/Conferences –Media Critique Essay Hand out Langer's Gendered Suffering
Tue, Oct 20	Making Academic Choices <i>Choices</i> , Chapter 8 (pages 105-118) Lawrence Langer "Gendered Suffering," handout Give Marx handout for next class

Thu, Oct 22	Arguing in the Disciplines **LAST DAY TO DROP WITH WP/WF** Paul Johnson "Karl Marx: Howling Gigantic Curses" Handout
Tue, Oct 27	Arguing in the Disciplines Media Critique Essay Due Reminder: Turnitin.com <i>Course Reader</i> Dr King's "I Have a Dream" Speech Group Work Hand out excerpt from Deborah Lipstadt's <u>Denying the Holocaust</u>
Thu, Oct 29	Arguing in the Disciplines Discuss Lipdstadt Handout Blog project Continue work on Academic Essay
Tue, Nov 3	Arguing in the Disciplines Handout of M Atwood's Helen of Troy Does Countertop Dancing, Browning's My Last Duchess, and Marvell's To His Coy Mistress. Give Snow and Lightman Handout.
Thu, Nov 5	Arguing in the Disciplines Discuss CP Snow and Alan Lightman excerpts on a Handout
Tue, Nov 10	*Draft Due for Academic Essay* In-Class Workshop/Conferences/Peer Revision – Academic Essay
Thu, Nov 12	In-Class Workshop/Conferences/Peer Revision – Academic Essay
Tue, Nov 17	Arguing in the Disciplines Course Reader 123-132(Hawking-Barry) Handout Tamar Jacoby "The New Immigrants and the Issue of Assimilation" and Linda Chavez's "The Realities of Immigration" for next time
Thu, Nov 19	Academic Essay Due Reminder: Turnitin.com Discuss Tamar Jacoby "The New Immigrants and the Issue of Assimilation" and Linda Chavez's "The Realities of Immigration" Blog Project In class workshop
Tue, Nov 24	Arguing in the Disciplines Course Reader 68-75(Cofer- Wong)
Thu, Nov 26	No Class – Thanksgiving Holiday
Tue, Dec 1	In-Class Workshop Revising the Portfolio
Thu, Dec 3	Portfolio Due Course Wrap-Up

Grading

Blog Project	10%
Project 1: Community Writing or Rhetorical Analysis	10%
Project 2: Visual Literacy or Media Critique	15%
Project 3: Academic Essay	25%
Portfolio	15%
Assignments/Presentations	15%
Attendance/Participation	10%
Total	100%

(I will make use of the +/- system in grading as stipulated by the [University of Texas at Dallas Undergraduate Catalogue, 2008 – 2010.](#))

Assignment Descriptions

Project 1: Rhetorical Analysis

Draft Due: Sept 15th

Due Date: Sept 24th

Length: 750-1000 words (not including Works Cited) in MLA format, 11 or 12-point font

For this assignment, write an analysis of the rhetorical strategies and techniques used by a writer in constructing a short essay. The purpose of this assignment is to think and write critically about texts. The skills you use in this exercise also apply to the images or media you analyze for your Media Critique or Visual Literacy essay and the research you use in your Academic Argument essay. In this paper, analyze one of two possible essays selected from the reader or another essay you select with the approval of your instructor.

To begin your analysis, look at the different rhetorical choices evaluated in the first three chapters of our text, and other writing strategies we have discussed in class, such as the writer's backing of a claim, use of evidence, logic (or logical fallacies), address of counterarguments, organizational strategies, style, humor, and/or tone. Choose an approach and be selective: you cannot cover all of these elements in a single paper. You must have a thesis about the article you choose and elements of its rhetoric. You might, for example, write a thesis that addresses a single important technique of the writer, a few of the central strategies used by the writer to structure the article, or the effectiveness or ineffectiveness of the essay in achieving its purpose for a particular audience, using selected criteria. It is fine to have a nuanced thesis that does not conclude the essay is entirely good or entirely bad. Remember that these pieces are composed by published, respected writers who have quality to their writing; at the same time, you may find gaps in the writing, disagree with the logic or approach, or find significant concerns that are not addressed by the piece. While you may include a very brief summary of what the writer says, summary should only be a small portion of your essay, and you should concentrate on developing your argument/thesis about the essay, using evidence and insight to support your claim. The essay should include a Work or Works Cited page. Be sure to proofread your essay for technical errors.

Project 2: Media Critique

Draft Due: Oct 13th

Due Date: Oct 27th

Length: 1000-1250 words (not including Works Cited) in MLA format, 11 or 12-point font

Choices defines the term *cultural myth* as "...the idea that complex meanings have become attached to certain symbols, characters, settings, or narratives" (80). Keeping this in mind, the Media Critique assignment asks you to pick a film with which you are familiar—an old favorite or one that you have seen recently—and identify a cultural myth within it. In this essay, you must identify and describe the cultural myth in the film that you have chosen, write a thesis statement that hypothesizes on how the cultural myth is used (in moving the plot forward, defining a character, or in product placement), and then support this thesis using ethos, pathos, logos, examples from the film, and appropriate film terms (defined below).

You do not have the space to fully elaborate on the cultural myths of the entire film; you must pick one or two sequences (defined below) to analyze. This essay should be completed in a formal tone. Imagine that you are writing this essay to be included in a major magazine or an academic publication. The final

draft of this essay should be free of technical errors. Also, keep in mind that some films may not be suitable for this assignment. For instance, a romantic comedy may not work with Option I, but may work well for options II, and III. If you are unsure whether your film will work for the Media Critique, ask your instructor. Topics may take the form of (but are not limited to) the options listed below:

Option I: Identify how artistic elements of the film support or subvert the cultural myth. Artistic elements are defined here as color, character development, setting, sound, and editing.

Option II: Identify a film in which you have noticed a lot of product placement, and then identify how the cultural myths of the film or the product itself alter the meaning of the film or the perception of the product.

Option III: Find a film that either has no product placement, or in which product placement exists in a pivotal scene or sequence. Change or insert either an existing product or one you have created and then, after inserting the product, hypothesize the meaning of the scene or sequence. This option requires that your visual show an edited still from the film with the product creatively displayed.

The following are a few terms that will help you critique a film:

Frame: What is encompassed by the shot. Other objects can also act as "frames," such as mirrors, windows, and doors.

Shot: Each movement of the camera within a scene.

Scene: An action (created by a series of shots) that takes place in one place at one time.

Sequence: A series of scenes that are interwoven and lead to a development in the plot of a film.

Project 3: Academic Essay

Draft: Nov 10th

Due Date: Nov 19th

Length: 1500-2000 words (not including Works Cited) in MLA format, 11- or 12-point font, double-spaced

Source limit: Three (3) scholarly and two (2) popular sources (5 sources total)

You must include a "Works Cited" page and use correct MLA format for in-text (parenthetical) citations.

Identify and take a position on a controversial topic of interest within your career field involving an ethical subject. Take a position on a given assumption, research said subject (this can be done in many ways: internet, interviewing your professors, library research, "real world" research or on the job conferencing and interviewing, etc), and only after you have gathered all of your information should you begin to think about writing your essay (i.e. convince or persuade somebody else to change their opinion or behavior by the weight of your comprehensive argument). Confer with me to ensure that the topic is both suitable and significantly defined. You will be graded on your ability to present an informed, effective argument that demonstrates your understanding of the subject, displays your research into its issues, effectively uses source material (in summary, paraphrase, and cogent quotations), and reaches logical, substantiated conclusions based on well organized and subordinated claims.

At least three of these sources must be cited in the first and final drafts of your Academic Essay. Your drafts are expected to contain a cogent, well-formed argument based on that preliminary work and to be presented in the MLA style, which is a required, graded element of this assignment.

Blog Project

Due Date: Dec 3rd

Each writing project will require directed blog entries; length is as directed by the project. Free writing exercises (select your own subject) at least one per week after week 2; these should be 100-250 words.

Blog assignments are due throughout the semester as directed in the Choices text and online course content. Complete each required blog entry as directed. In addition, you are required to use the blog for free writing exercises (at least one per week). Use your blog freely within the bounds of good sense. Think of blog entries as something you would be willing to say in class (or have someone read aloud in class). Entries should conform to a good sense of propriety and classroom etiquette. Keep in mind that these are writing exercises, so avoid "txt msg speak." Although individual entries are not graded, the blog is graded as a whole. I will be looking for improvement over time in your ability and willingness to express ideas in controlled, focused blog entries.

Course Portfolio

Due Date: Dec 3rd

The course portfolio is a complete collection of the work you have done during the semester. It is an opportunity for you to assess your progress as a writer, and evaluate those areas in which you still need work. Along with the final copies of assignments, include a reflection letter examining your work. It should highlight problems you faced, how you feel you improved, areas in which you are still unclear or feel you need more help. Keep in mind that this letter serves as a guide to help me evaluate your portfolio. It is your chance to direct my attention to what you have done best, as well as explain weaknesses in your pieces, demonstrating an awareness of how you might improve. This is not an argument for me to positively evaluate you. Rather, it is an opportunity to reflect on the individual assignments as well as your work as a whole.

The complete portfolio is comprised of the following:

- Blog project (Reflection letter)
- Rhetorical Analysis/Community Writing
- Media Critique/Visual Literacy Essay
- Academic Essay

Note: In addition to the final copies of all assignments, include all planning materials such as outlines and drafts.

Some things the letter might address include:

- Important revisions you made in the process of writing a paper
- Patterns you seem to have in your writing
- Differences between drafts
- Challenges with specific assignments
- What you learned
- What is still confusing
- How you look at writing differently than when the semester began
- How has your writing changed
- How your writing process has changed

Course Policies

Attendance

Because each class period consists of a mixture of lecture, discussion, group work and freewriting, your thoughtful, attentive, and active participation is essential (and will form a portion of your grade). If you

sleep, engage in non-class-related activities, or interfere with your classmates' ability to learn you will be counted absent for that day. Be on time - class starts promptly. Leaving early will count as an absence.

Attendance is absolutely crucial to your success in Rhetoric 1302. I encourage you to come to every class meeting; otherwise, you will miss a great deal of information and material you need to succeed in this course. Each student is allowed **three** missed classes, no questions asked. Save them for when you really need them. Each additional absence above the noted three will cause 4% to be deducted off your final letter grade for the semester.

Punctuality

Persistent tardiness to class is disrespectful to both your instructor and your peers. Continually arriving late to class will affect your participation grade in the course. Three tardies will result in one unexcused absence for the course. You will be counted tardy if you arrive after I have already passed around the sign in sheet. No exceptions.

Class Participation

Your success in this course is a function of your level of engagement. I am interested in the quality of your remarks rather than the quantity. Please use your analysis of the readings, your blog posts, and prior research and/or study when responding orally in class, and please be prepared to back up any points you make. Class participation should not be equated with merely "talking out loud in class," or "speaking sans thought" simply because one thinks they are being graded. Participation is derived from informed reading of, and completion of, all prior assignments and readings for that particular day, and should not come about because a student is trying to "make up" for the fact that they did not do the reading and would like to speak without any knowledge of the textual assignment covered in class that day.

Participation in this course does not include doing work unrelated to this course during class, sleeping in class, or using the computers or other personal electronic devices for personal messaging, research, or entertainment.

Late Work

All drafts, including final, must be submitted when and as required in order to successfully complete this course. Late assignments will not be accepted.

Personal Communication Devices

Turn off all cell phones, and other personal communication devices before the start of class. Do not use them during class. I know we are going over texts in this class, but NOT those types of texts.

Room and Equipment Use

Tampering with or destroying any of the computers, printers, modems, or wiring in the classroom is strictly prohibited. Violations will result in disciplinary action by the Dean of Students' office.

Hacking a door code and entering a classroom without the instructor's permission constitutes criminal trespass. The Director of Rhetoric and Writing will pursue action through the Dean of Students' Office and/or the UTD Police Department against any student who engages in such behavior. The Director of Rhetoric and Writing will also pursue action against students who are caught attempting to enter a room without permission (i.e., entering possible number combinations in an attempt to open a classroom door).

University Policies

Student Conduct and Discipline

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, A to Z Guide, which is provided to all registered students each academic year.

UTD administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3, and in Title V, Rules on Student Services and Activities of the university's Handbook of Operating Procedures. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

To ensure that all students are fairly evaluated, all written coursework will be uploaded to turnitin.com.

To do so please:

1. Go to turnitin.com
2. Create an account
3. Enroll in your section (022). The class ID # is 2812461 and the password is (pause for effect) ethics.
4. Upload your work onto the website.

Email Use

UTD recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's UTD email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information.

UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at UTD provides a method for students to have their UTD mail forwarded to other accounts.

Withdrawal from Class

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of **F** in a course if you choose not to attend the class once you are enrolled.

Student Grievance Procedures

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's Handbook of Operating Procedures.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

Incomplete Grades

Incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of **F**.

Disability Services

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:

The University of Texas at Dallas, SU 22
 PO Box 830688
 Richardson, Texas 75083-0688
 (972) 883-2098 (voice or TTY)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus

an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

Religious Holy Days

UTD will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

I have read the policies for Rhetoric 1302.022 and understood them. I agree to comply with the policies for the Fall 2009 semester. I realize that failure to comply with these policies will result in a reduced grade the course.

Signature: _____ Date: _____

Name (print): _____

E-mail address: _____

The use of students' work during Rhetoric class allows instructors to demonstrate writing concepts with examples specifically tailored for this course. Use of a sample paper or an excerpt from a paper benefits students by allowing them to evaluate the strengths and weaknesses in others' writing and to apply what's learned to their own work. If you agree to allow your instructor to share your writing samples, your name and other identifying information will be removed from writing samples. Your work will be treated respectfully by instructors, who also expect that students demonstrate such respect. All students are expected to participate in peer review. If you agree to share your work for class demonstration and exercises, please sign the following statement:

I allow my instructor to use samples of my writing for demonstration during this class and for other sections of Rhetoric. I may revoke my permission by letting my instructor know I no longer wish my work to be shared.

Signature: _____ Date: _____

Name (print): _____