

RHET 1302: Rhetoric

Course Syllabus

Spring 2014
Section 006
Monday Wednesday, and Friday,
from 10:00 – 10: 50 am
Class location: JO 3.908

Instructor: José Jiménez-Justiniano

Email: jxj105220@utdallas.edu
Office Number: JO 3.602
Office Hours: Monday, from 11:00 am –
12:00 pm or by appointment

NOTE: All matters associated with this course are subject to change at the instructor's discretion. Any and all changes will be communicated to students in writing.

Course Description

RHET 1302 will prepare you for college-level writing while helping you develop your critical thinking skills. Rhetoric is the study and practice of how people communicate with audiences, not only in writing and speech, but also through visual and digital media. 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 use to address their readers, you will learn to reason better and to persuade others in your own writing, both through rhetorical appeals and through analysis of audience and purpose that is at the heart of the study of rhetoric. Practically speaking, you will also 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

Gooch, John, and Dorothy Seyler. *Argument!* Second edition. New York: McGraw-Hill Higher Education, 2013.

Spring 2014 Assignments and Academic Calendar

W	Dates	Readings and In-Class Activities	Some Important Deadlines
1	Mon., Jan. 13 th	Introduction to the Course **Diagnostic Essay** Discussion of Course syllabus and class expectations	
	Wed., Jan. 15 th	Review of the Essay and the Argument Discussion of the basics of writing: format, audience, development, organization, and style “The Basics of Argument” (Chapter 1) “Know Your Audience,” pages 50-52 (Chapter 3)	1. Deadline for the Quiz from Plagiarism Tutorial from the library*** (Print and complete the quiz, sign it, and bring it to class)
	Fri., Jan. 17 th	Integrating Information from Outside Sources “Documenting Sources to Avoid Plagiarism,” on pages 206-208 (Chapter 12) Academic Honesty Orientation from the Judicial Affairs Office	
2	Mon., Jan. 20 th	No Class: Martin Luther King Day	
	Wed., Jan. 22 nd	Integrating Information from Outside Sources (Cont’d) “Writing Summaries” and “Writing Paraphrases,” on pages 30-33 (Chapter 2)	
	Fri., Jan. 24 th	Beginning and Endings “Writing Effective Arguments” (Chapter 3) “Avoid Ineffective Openings” and “Write Effective Openings,” pages 219-221 (Chapter 13) “Avoid Ineffective Conclusions” and “Write Effective Conclusions,” page 226 (Chapter 13)	
3	Mon., Jan. 27 th	Introduction to the Blog Project Developing the Argument in the Body Paragraphs “Compose Solid, Unified Paragraphs”; “Provide Unity and Coherence”; and “Guide Readers through Source Materials,” from page 221 to 224 (Chapter 13) “Support for Claims,” from page 19 to 24 (Chapter 1)	
	Wed., Jan. 29 th	Introduction to Essay #1 Writing Arguments “Taking a Position” (Chapter 6) “Refuting an Argument” (Chapter 5)	
	Fri., Jan. 31 st	Writing Arguments (cont’d)	
4	Mon., Feb. 3 rd	Essay #1: Workshop/Peer Revision/Conferences	

	Wed., Feb. 5 th	Essay #1: Workshop/Peer Revision/Conferences	
	Fri., Feb. 7 th	Essay #1: Workshop/Peer Revision/Conferences	
5	Mon., Feb. 10 th	Introduction to Prospectus Preparing for the Research Paper “Finding a Workable and Manageable Topic,” pages 179-182 (Chapter 11)	1. Deadline for Essay # 1 (Subm it to Turnitin.com by 9:15 am and bring a hard copy to class)
	Wed., Feb. 12 th	Introduction to Essay # 2 Writing a Rhetorical Analysis “Analytical Response,” pages 33-38 (Chapter 2) “Writing a Rhetorical Analysis” (Chapter 9)	
	Fri., Feb. 14 th	Different Forms of Arguments and Common Problems with Logic “Induction,” “Deduction,” “Analogy,” and “Causes of Illogic,” pages 68-73 (Chapter 4)	
6	Mon., Feb. 17 th	Common Problems with Logic (cont’d) Logical Fallacies, pages 73-79 (Chapter 4)	1. Bring a Possible Topic for your Research Essay
	Wed., Feb. 19 th	Considering the Arguments of Others “Guns Provide Safety? At What Cost?” (Chapter 18)	
	Fri., Feb. 21 st	Considering the Arguments of Others (cont’d) “Text of President Obama’s Tucson Memorial Speech” (Chapter 18)	
7	Mon., Feb. 24 th	Documenting Sources “Documenting Sources (MLA, APA, and More)” (Chapter 14)	
	Wed., Feb. 26 th	Essay #2: Workshop/Peer Revision/Conferences	
	Fri., Feb. 28 th	Essay #2: Workshop/Peer Revision/Conferences	
8	Mon., Mar. 3 rd	Essay #2: Workshop/Peer Revision/Conferences	
	Wed., Mar. 5 th	Review of the Prospectus Review of Grammar	1. Deadline for Essay # 2 (Subm it to Turnitin.com by 9:15 am and bring a hard copy to class)
	Fri., Mar. 7 th	Visit to the Library Using Sources “Evaluating and Utilizing Sources” (Chapter 12)	

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9	Mon., Mar 17 th	Introduction to Essay # 3 Visual Arguments “Reading, Analyzing, and Using Visuals and Statistics in Argument” (Chapter 10)	
	Wed., Mar. 19 th	Considering the Visual Arguments and the Problems with Representation “Capitalism, Consumerism, and Feminism” and “Kia Advertisement” (Chapter 15)	
	Fri., Mar. 21 st	Review of the MLA Format	
10	Mon., Mar. 24 th	Practicing the Visual Analysis	1. Deadline for Prospectus (Submit it to Turnitin.com by 9:15 am and bring a hard copy to class)
	Wed., Mar. 26 th	Practicing the Visual Analysis	
	Fri., Mar. 28 th	Review of Style and Grammar	
11	Mon., Mar. 31 st	Essay #3: Workshop/Peer Revision/Conferences	
	Wed., Apr. 2 nd	Essay #3: Workshop/Peer Revision/Conferences	
	Fri., Apr. 4 th	Essay #3: Workshop/Peer Revision/Conferences	
12	Mon., Apr. 7 th	Introduction of Essay # 4 Causal Arguments and Problem Solution Arguments “Writing the Problem/Solution Essay” (Chapter 8) and “Writing a Causal Analysis” (Chapter 7)	1. Deadline for Essay # 3 (Submit it to Turnitin.com by 9:15 am and bring a hard copy to class)
	Wed., Apr. 9 th	Review of the Introduction of the Essay	
	Fri., Apr. 11 th	Peer Review of the Introduction of the Research Essay	
13	Mon., Apr. 14 th	Drafting and Revising Research Essays “Drafting and Revising the Research Argument” (Chapter 13)	
	Wed., Apr. 16 th	Considering the Arguments of Others “Dear Francis Collins: Opposition to Therapeutic Cloning About Ethics, Not Religion” (Chapter 23)	
	Fri., Apr. 18 th	Considering the Arguments of Others (cont’d) “Helping Christians Reconcile God with Science,” (Chapter 23)	

14	Mon., Apr. 21 st	Considering the Arguments of Others (cont'd) “Who Teaches this? You May be Surprised” (Chapter 23)	
	Wed., Apr. 23 rd	Considering the Arguments of Others (cont'd) “Censoring Science Won’t Make Us Any Safer” (Chapter 23)	
	Fri., Apr. 25 th	Essay #4: Workshop/Peer Revision/Conferences	
15	Mon., Apr. 28 th	Essay #4: Workshop/Peer Revision/Conferences	
	Wed., Apr. 30 th	Essay #4: Workshop/Peer Revision/Conferences	
	Fri., May 2 nd	Course Wrap-up	1. Deadline for Essay # 4 (Submit it to Turnitin.com by 9:45 am and bring a hard copy to class)

*** <http://www.utdallas.edu/library/help/PlagiarismTutorial/Plagiarism.htm>

Note: All chapter numbers refer to chapters in the textbook (*Argument!*). You should read the complete chapter before the class, unless a specific set of pages or sections of the chapter have been identified in the Calendar or are specified in the class. If you have any question concerning what you have to read for a specific class session, please feel free to ask.

Grading

Essay #1: Position Paper	10%
Essay #2: Rhetorical Analysis	15%
Essay #3: Visual Analysis	20%
Prospectus	5%
Essay #4: Academic Research Essay	25%
Process Performance (Blog, online forum, and / or other assignments about the reading and writing process.)	5%
Homework/Peer Review/Quizzes/Other Assignments	10%
Participation	10%
Total	100%

(I will make use of the +/- system in grading as stipulated by *The University of Texas at Dallas Undergraduate Catalogue, 2010-2012.*)

Grade Scale:

100-93 A
 92-90 A-
 89-87 B+
 86-83 B
 82-80 B-
 79-77 C+
 76-73 C
 72-70 C-
 69-67 D+
 66-63 D
 62-60 D-
 59- F

Assignment Descriptions

(**Note:** All major assignments have to be submitted to Turnitin.com before they are graded. The digital copy of assignment you submit through Turnitin.com must be the same as the hard copy you hand in. Information from outside sources used in any of the written assignments must be identified according to the MLA format. The MLA format will be discussed in class. If you are using a source that is not covered in the class discussion of the MLA format, you should see the instructor and / or visit the Online Writing Lab at Purdue. More specific instructions as well as the guidelines for evaluation will be given when the assignments are introduced in class.)

Essay #1: Position Paper

Length: 500-750 words

In a letter to Dr. Daniel, President of UTD, take a position on an issue facing the campus. Your letter, for example, could express your point of view on the campus parking situation or whether or not the university should offer students a wider-range of dining options in the Student Union. Regardless of what you choose, though, you must convince President Daniel of your position by providing good evidence and effectively using rhetorical appeals.

Remember to consult Chapter 6 of *Argument!* for additional guidance on taking a position. Your essay should also be free of grammatical and mechanical errors as well as present a clear thesis.

Essay #2: Rhetorical Analysis

Length: 750-1000 words (not including Works Cited) in MLA format

Source limit: One (1) source minimum

For this assignment, you will 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 a text. The skills you use in this exercise also apply to the image you analyze for your visual analysis essay and the research you use in your Academic Argument essay. In this paper, analyze an essay selected by your instructor from the reader or another essay you select with the approval of your instructor.

To begin your analysis, look at the different rhetorical information and guidelines provided in the chapters of the first two sections (Understanding Arguments and Writing Arguments) of our text that we have covered 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.

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

Essay #3: Visual Analysis

Length: 1000-1250 words (not including Works Cited)

Source limit: Two (2) sources minimum

The Visual Analysis assignment asks you to select a photograph, print advertisement, and/or work of art and analyze its features to discover a deeper meaning. Just like a written text, a visual communicates meaning on a deeper level beyond merely the literal. Your essay will illuminate this meaning helping your audience understand your interpretation of the image.

Refer back to Chapter 10 of *Argument!* for additional guidance. Specifically, the “Good Advice” box on page 157 can help you in analyzing your visual. If you are analyzing an advertisement, for example, then you should consider these questions:

- What produce or service is being advertised?
- Who seems to be the targeted audience?
- What is the ad’s primary strategy?
- Does the ad use specific rhetorical strategies such as humor, understatement, or irony?
- What is the relation between the visual part of the ad (photo, drawing, typeface, etc.) and the print part (the text or copy)?
- What is the ad’s overall visual impression?

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

Prospectus

Length: 250-500 words

This is an important moment in the research process. How well you've crafted your research questions will significantly influence the success of your project. You can change your mind later, but for now, write a brief proposal that outlines your research plan. In writing this plan, you can consider the following questions:

1. What is your tentative thesis/claim (overall argument, or position)?
2. What are additional questions that most interest you and might help you develop your claim?
3. What might be some additional ideas that back up/support your claim (reasons)?
4. What prior beliefs, assumptions, preconceptions, ideas, or prejudices might be brought to this project (warrants)?
5. What personal experiences may have shaped the way you feel?

Source: Ballenger, Bruce. *The Curious Researcher*. New York: Longman, 2007.

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

Essay #4: Academic Research Essay

Length: 1500-2000 words (not including Works Cited)

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

In this assignment, write an essay that examines an issue of importance within your academic discipline. 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 five sources (three scholarly and two popular) must be cited in the final draft 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.

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

Process Performance - Blog Project

Number of Postings: Minimum of four (4) posts during the semester

Length: 300 words per posting

At four (4) different times this semester, you will post to a blog designated for your particular RHET 1302 section. Your blog entries should offer a thoughtful consideration of your writing process and / or a careful evaluation of your performance in the writing assignments done in class. This means that you should try to be as specific as possible when considering the challenges you faced throughout the semester as well as the possible solution to overcome these challenges.

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 also writing exercises, so avoid “txt msg spk”. Furthermore, abbreviated responses or simply saying, “I agree”, in answering a classmate will not suffice. Although individual entries are not graded, the blog is graded writing as a whole. You are expected to show improvement over time in your ability to express ideas in controlled, focused blog entries.

Other Graded Work and/or Class Performance:

Peer Review

During the peer review sessions, you will read your classmates’ essays and provide them with feedback.

The grade you receive for participating in peer review will be determined in great part by your willingness and readiness to participate in this stage of the writing process. The first draft of each of the major essays will be submitted to Turnitin.com before the class. Not submitting this draft to Turnitin.com and / or coming to class without a hard copy of your first (or second) draft will be interpreted as an unwillingness to participate in peer review. The drafts you submit to Turnitin.com and bring to class are not final; they do not have to be a complete and perfect version of your essay. Nevertheless, you must have at least eighty percent of the assignment completed before the class in order for the peer-review process to be effective. Failure to fulfill these requirements will result in the loss of points for the peer-review session.

Beyond this, the peer-review grade will be determined by the quality of your comments. The feedback that you provide through this process should lead your classmates to understand what is working effectively in their essay and what needs further improvement, so you should try to be specific and clear. You should explain your observations and reference the information discussed in class when it is necessary.

Class Participation

Participation will principally consist of voluntary comments and relevant questions that contribute to the development of the group's discussion during each class session. Please use your analysis of the readings, your blog posts, and prior research and/or study when responding orally in class. You should also be prepared to back up any points you make, since your grade will depend, in great part, on your ability to participate in the group's discussion.

You are expected to be ready to participate in all class sessions. You should always come prepared for class, i.e., bring the materials and homework assigned for each session. Consistently coming to class unprepared; engaging in non-class-related activities, such as sleeping, doing work for other classes, using electronic devices without the authorization of the instructor; or interfering with your classmates' ability to learn by creating digressions and / or behaving inappropriately in class will significantly affect your participation grade and could serve as the bases for counting you absent for the day (See the "Attendance Policy" for the course).

Although this is not an attendance grade, your attendance will play an important role in determining the grade you will receive for participation. All absences to class represent a possible deduction in the participation grade. However, the final participation grade will be determined by the quality of your remarks and your willingness to participate in class.

Course Policies:

Attendance

Attendance is essential to your success in the class. For the purpose of this course, attendance does not only consist of being present in the classroom; you are expected to be an active part of class, which means that you should come ready to respond to the instructor's questions and participate in group work. If you sleep, engage in non-class-related activities, or obstruct your classmates' ability to learn you will be counted absent for that day.

Because the work done in each class period is designed to prepare you to complete the major assignments of the course, you should not miss any class sessions. However, you will be allowed three absences, no questions asked. Each absence after the first three will result in a deduction from your final percentile grade for the class. **You will lose three percentile points for *each* absence you accumulate after the first three.** For instance, 7 unexcused absences will represent a total deduction of 12 percentile points (7 absences – 3 absences = 4 absences x 3 percentile points). Hence, if you have 92% in the class at the end of the semester and you have been absent a total of 7 times, your final percentile for the course would be 80% (92% – 12%).

This policy does not represent a chance for you to take a day off from class; it is meant to mitigate the pressure of having to produce documents that might justify your absence if unpredictable circumstances prevent you from coming to class. If there is a legitimate reason for any absence (e.g., a medical reason), you need to notify the instructor of it and provide any related evidence (e.g., a doctor's note) upon your return to class, so the instructor can determine whether the absence will be excused or not. Absences will only be excused when there is a

legitimate reason for them and the appropriate documentation has been presented in a timely manner, as specified above. **Absences during the semester will not be excused at the end of it.**

Punctuality

Be on time - class starts promptly.

Persistent tardiness 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 absence for the course; you will be considered absent if you arrive more than 15 minutes late to class, and you will not have the chance to make-up work done during the first part of the class. **If you miss a quiz or any other activity because you arrived late, you will not have the chance to make it up, so please make sure that you arrive on time.**

You are responsible for your attendance. You must make sure you sign the roll sheet. You are also responsible for any material covered in class when you are not present; this includes the announcements made at the beginning of the class.

Leaving early will count as an absence.

Being absent to class will also affect your participation grade (see “Class Participation”).

Late Work

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

Typically, the penalty for submitting late assignments will be a deduction of ten (10) percentile points from the grade. An additional ten (10) percentile points will be deducted from the grade for every 24 hours that passes in between the deadline and the time you hand in the assignment. For instance, if an assignment is due on Tuesday, and you hand it in on Thursday, your final grade for the assignment will be reduced by 20 percentile points. Assignments will not be accepted more than seventy two (72) hours after the deadline, and some assignments, such as the drafts for peer-review and the research paper, will not be accepted late. Any changes in this policy will be notified to you in writing when the assignment is introduced in class.

Personal Communication Devices

Turn off all cell phones and other personal communication devices before the start of class. These devices include the use of personal computer. Do not use such devices during class unless authorized by the instructor. If you make use of these devices in class, your participation grade will be affected and you might be considered absent.

Academic Integrity

Students in RHET 1302 are expected to maintain a high level of responsibility and academic honesty. It is critically important that the assignments submitted for grading represent the original work you have done for the class and that you document all sources accurately using MLA format.

Please consult the following web sites addressing academic integrity as well as what constitutes cheating at UTD:

<http://www.utdallas.edu/judicialaffairs/UTDJudicialAffairs-AcademicIntegrity.html>

<http://www.utdallas.edu/judicialaffairs/UTDJudicialAffairs-Basicexamples.html>

Ask your instructor should you become concerned that you are possibly committing an act of scholastic dishonesty. UTD will hold you accountable regardless of whether or not you intended to plagiarize your paper.

RHET 1302 students suspected of plagiarism or any other act of scholastic dishonesty are subject to disciplinary proceedings. Should the Judicial Affairs Officer find a student responsible, then he or she will typically receive a “0” on the assignment in question.

University Policies

Please review the university policies at <http://go.utdallas.edu/syllabus-policies>.

I have read the policies for RHET 1302.006 and understood them. I agree to comply with the policies set for the Spring 2014 semester. I realize that failure to comply with these policies will result in a reduced grade in the course.

Signature: _____ Date: _____

Name (print): _____

UTD 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 the 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 in writing I no longer wish my work to be shared.

Signature: _____ Date: _____

Name (print): _____