

Instructor: Brandy Spencer
 Email: brandy.spencer@utdallas.edu
 Office: MS Teams
 Office Hours: by appointment

Course: Rhetoric 1302.013
 Days: Mon. & Wed.
 Time: 1:00 – 2:15 pm
 Location: MS Teams 1302.013

Course Modality and Expectations:

Instructional Mode	Virtual/Remote. This class is offered in a synchronous, online learning format at the day and time of the class. The instructor delivers live instruction online and students complete the course at a distance.
Course Platform	This course will be delivered live via MS Teams and recorded. Recordings will then be available in MS Stream, and a link to the recording will be posted in eLearning for those choosing either the asynchronous option (see below) or simply to review the lesson.
Expectations	<p>Regardless of each students' chosen modality, he or she will be expected to adhere to syllabus due dates for weekly Discussion Board posts and Assignments.</p> <p>A certain level of computer and internet literacy, as well as minimum technological requirements must be met in order to enable a successful learning experience. Please review Getting Started with eLearning: https://ets.utdallas.edu/elearning/students/current/getting-started.</p> <p>Students must be attentive daily to UT Dallas email and the RHET 1302.013 eLearning course homepage for all course information and updates.</p>
Asynchronous Learning Guidelines	<p>You may choose to complete this course asynchronously. At any time throughout the course, if you choose the asynchronous modality, you must inform your instructor immediately and maintain regular communication with the class. For more information, see this link for UT Dallas asynchronous learning guidelines: https://www.utdallas.edu/fall-2020/asynchronous-access-for-fall-2020/</p> <p>For those taking the course asynchronously, you will be expected to watch all class recordings and email your instructor a summary of what was covered, along with responses to questions that are posed in the class, each week. These emails will be in addition to any regular assignments (such as discussion board posts, reading responses, etc.)</p>

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 enhance your reasoning and persuasive skills 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 coursework regardless of your major.

General Education Core Objectives:

Communication skills – Students will demonstrate effective written, oral and visual communication.

Critical thinking skills – Students will engage in creative and/or innovative thinking, and/or inquiry, analysis, evaluation, synthesis of information, organizing concepts and constructing solutions.

Teamwork – Students will demonstrate the ability to work effectively with others to support a shared purpose or goal and consider different points of view.

Personal responsibility – Students will demonstrate the ability to connect choices, actions and consequences to ethical decision-making.

Student Learning Objectives for RHET 1302:

Communication skills – Students will be able to engage processes and use skills to enhance their written communication skills by completing essay assignments.

Critical thinking skills – Students will be able to engage processes and use skills to enhance their written communication skills by completing essay assignments.

Teamwork – Students will be able to collaborate effectively in peer reviews of their written essay drafts.

Personal responsibility – Students will be able to apply ethical principles for synthesizing research and documenting sources for their written essays.

Course Policies:**Attendance**

Where attendance would typically be a significant element for RHET 1302, this is a unique semester. In-class attendance will not be calculated in grading. However, in lieu of attendance points, class participation will be imperative.

Class Participation

Regular class participation is expected regardless of course modality. Students who fail to participate in the class regularly are inviting scholastic difficulty. A portion of the grade in the course is directly tied to class participation. It also includes students' engagement in group or other activities during class that solicit feedback on homework assignments, readings, and/or materials covered in the lectures and/or labs. Class participation is documented. Successful class participation is defined as consistently adhering to University requirements, as presented in the syllabus. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Your success in this course is a function of your level of engagement, your preparation for class, and your overall behavior. I am interested in the quality of your remarks rather than the quantity. However, I do believe that quantity produces quality. Therefore, participation in short, weekly writing assignments is crucial not only to your success, but also the success of your classmates. Through regular writing, your skills will improve. Please use your analysis of the readings, your daily/weekly assignments, and prior research and/or study when responding orally in class, and please be prepared to support any points that you make.

As noted above, for those taking the course asynchronously, you will be expected to watch all class recordings and email me a summary of what was covered, along with responses to questions that I pose in the class, each week. These emails will be in addition to any regular assignments (such as discussion board posts, reading responses, etc.) For those attending class synchronously, you will only be required to submit weekly summaries if your camera is not on and you do not respond in class.

Class Recordings:

I will record each regular meeting of this course. Recordings will be available to all students registered for this class, as they are intended to supplement the classroom experience. Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the Office of Student AccessAbility has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. If the instructor or a UTD school/department/office plans any other uses for the recordings, consent of the students identifiable in the recordings is required prior to such use unless an exception is allowed by law. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Late Work:

All assignments must be submitted when and as required in order to successfully complete this course. No late work will be accepted. If you are having issues with an assignment, please contact me prior to its due date. If you know that you will miss work due to an excused absence, speak with me ahead of time. Communication is key!

Extra Credit:

No extra credit will be available. There is plenty of opportunity to do well built into this class. Simply, come to class, do the work, and communicate in order to succeed.

Grading:

The Final Grade Scale is as follows:

A+ 1000 – 970	B+ 899.9 – 870	C+ 799.9 – 770	D+ 699.9 – 670	F 599.9
A 969.9 – 930	B 869.9 – 830	C 769.9 – 730	D 669.9 – 630	& below
A- 929.9 – 900	B- 829.9 – 800	C- 729.9 – 700	D- 629.9 – 600	

Essay #1: Rhetorical Analysis	20%; 200 points
Essay #2: Visual Rhetorical Analysis	20%; 200 points
Essay #3: Academic Research Essay	25%; 250 points
Final Proposal and Annotated Bibliography Combined	5%; 50 points
Peer Reviews (3)	10%; 100 points
Process	10%; 100 points
Participation	10%; 100 points
Total	100%; 1,000 points

Assignment Descriptions:

Detailed Assignment Descriptions are available in eLearning*

Essay #1: Rhetorical Analysis

Length: 900-1200 words (not including Works Cited) in MLA format, 12-point font

Source limit: One (1) source minimum

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

Due: in eLearning by 11:59 pm Sat, 2/27

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 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 textbook 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), 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.

Essay #2: Visual Rhetorical Analysis

Length: 900-1200 words (not including Works Cited) in MLA format, 12-point font

Source limit: Two (2) sources minimum

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

Due: in eLearning by 11:59 pm Sat, 4/3

The Visual Rhetorical 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 thereby helping your audience understand your interpretation of the image.

If you are analyzing an advertisement, for example, then you should consider these questions:

- What product 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?

Remember that your essay should be free of grammatical and mechanical mistakes, and you should, as always, proofread your essay very carefully.

Essay #3: Academic Research Essay

Length: 1300-2000 words (not including Works Cited) in MLA format, 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.

Due: in eLearning by 11:59 pm Sat, 5/8

For 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.

Proposal

Length: 250-500 words, MLA format, 12-point font, double-spaced

Due: in eLearning by 11:59 pm Fri, 4/16

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, please 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.

Annotated Bibliography

Length: Five (5) entries minimum, MLA format for annotated bibliographies, 100- to 125- word entries

Due: in eLearning by 11:59 pm Fri, 4/23

You will write an annotated bibliography of at least five (5) scholarly (e.g., *Journal of the American Medical Association*) and popular sources (e.g., *Popular Science*). These sources must constitute “academic” work, or the sources must at least come from credible sources. You may use online sources, but you should make absolutely certain these sources are both authentic and credible. ****Do not use Wikipedia or Sparknotes!**** Source materials may also be texts that you are using in this class or texts within your own field of study.

Your entries (annotations) should provide both a brief summary of the source and also an evaluation of its effectiveness. The annotations should identify the author’s thesis or claim. In evaluating the source ask yourself different questions to determine its effectiveness. For example, does the author prove his or her claim? Does he or she overlook any important issues? Will this source prove useful in your research effort?

An Annotated Bibliography example is available in our eLearning*

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.

Required Textbook:

Good Reasons with Contemporary Arguments, 7th Edition by Lester Faigley and Jack Selzer. Published by Pearson (2018), ISBN-13: 9780134392875, ISBN-10: 0134392876. Additional Readings are available in eLearning*

Recommended Texts:

Graff, Gerald. *They Say / I Say*. 4th edition with Readings. – 9780393631685
Strunk Jr., William and E.B. White. *The Elements of Style*. 4th edition. – 9780205309023

Spring 2021 Academic Calendar and Major Assignments:

<u>Week 1</u> <i>Wed, 1/20</i>	<u>Unit 1: Understanding Arguments: Weeks 1 – 2.5</u> Introduction to the Course Course Syllabus & Class Expectations
<u>Week 2</u> <i>Mon, 1/25</i>	Chapter 1, “Making an Effective Argument” Chapter 2, “Reading Arguments” A conversation on the basics of writing: organization, development, style, thesis Diagnostic Essay Assigned
<i>Wed, 1/27</i>	Chapter 3, “Finding Arguments” “I Take Your Point” Entering Class Discussions from <i>They Say / I Say</i> in eLearning* Diagnostic Essay due in eLearning by 11:59 pm Sat, 1/30
<u>Week 3</u> <i>Mon, 2/1</i>	Chapter 8, “Definition Arguments” Chapter 9, “Causal Arguments” Chapter 10, “Evaluation Arguments”
<i>Wed, 2/3</i>	<u>Unit 2: Rhetorical Analysis: Weeks 3.5 – 6</u> Chapter 6, “Analyzing Written Arguments” Essay #1 Assigned & Discussed
<u>Week 4</u> <i>Mon, 2/8</i>	Sherman, pages 334 – 337 Carnevale, pages 372 – 378 Sweanor, pages 466 – 470
<i>Wed, 2/10</i>	Chapter 11, “Narrative Arguments” Konnikova, pages 325 – 328
<u>Week 5</u> <i>Mon, 2/15</i>	Chapter 4, “Drafting Arguments” A Conversation on Organization
<i>Wed, 2/17</i>	Grammar & Mechanics Workshop Essay #1 Rough Draft due in eLearning by 11:59 pm Fri, 2/19
<u>Week 6</u> <i>Mon, 2/22</i>	Peer Review – Essay #1: Rough Draft and Revision
<i>Wed, 2/24</i>	Peer Review – Essay #1: Final Review Essay #1 is due on eLearning by 11:59 pm Sat, 2/27

<u>Week 7</u> <i>Mon, 3/1</i>	<u>Unit 3: Visual Rhetorical Analysis: Weeks 7 – 11</u> Chapter 7, “Analyzing Visual and Multimedia Arguments” Essay #2 Assigned & Discussed
<i>Wed, 3/3</i>	Chapter 13, “Proposal Arguments” Gitlow, pages 460 – 461 Rockmore, pages 470 – 472
<u>Week 8</u> <i>Mon, 3/8</i>	Chapter 12, “Rebuttal Arguments” Diamond, pages 292 – 296 Schuman, pages 472 – 473
<i>Wed, 3/10</i>	J.K. Rowling, “The Fringe Benefits of Failure, and the Importance of Imagination” on eLearning*
<u>Week 9</u> <i>Mon, 3/15</i> <i>Wed, 3/17</i>	**Spring Break**
<u>Week 10</u> <i>Mon, 3/22</i>	Documenting Sources Chapter 20, “Documenting Sources in MLA Style”
<i>Wed, 3/24</i>	“You Mean I Can Just Say It That Way?” Academic Writing Doesn’t Mean Setting Aside Your Own Voice from <i>They Say / I Say</i> on eLearning* Essay #2 Rough Draft due in eLearning by 11:59 pm Fri, 3/26
<u>Week 11</u> <i>Mon, 3/29</i>	Peer Review – Essay #2: Rough Draft and Revision Chapter 5, “Revising and Editing Arguments”
<i>Wed, 3/31</i>	Peer Review – Essay #2: Final Review Essay #2 is due in eLearning by 11:59 pm Sat, 4/3
<u>Week 12</u> <i>Mon, 4/5</i>	<u>Unit 4: Academic Research: Weeks 12 – 16</u> Chapter 16, “Planning Research” Essay #3 Assigned & Discussed
<i>Wed, 4/7</i>	Chapter 17, “Finding Sources” Chapter 18, “Evaluating and Recording Sources” Virtual library tour
<u>Week 13</u> <i>Mon, 4/12</i>	Writing a Proposal
<i>Wed, 4/14</i>	Chapter 19, “Writing the Research Project” Proposal is due in eLearning by 11:59 pm Fri, 4/16

<u>Week 14</u> <i>Mon, 4/19</i>	Writing an Annotated Bibliography
<i>Wed, 4/21</i>	“Developing a Thesis” from <i>The Sundance Writer</i> on eLearning* Annotated Bibliography is due in eLearning by 11:59 pm Fri, 4/23
<u>Week 15</u> <i>Mon, 4/26</i>	“As He Himself Puts It” The Art of Quoting from <i>They Say / I Say</i> on eLearning*
<i>Wed, 4/28</i>	Plagiarism Tutorial, Paraphrasing Workshop Essay #3 Rough Draft is due in eLearning by 11:59 pm Fri, 4/30
<u>Week 16</u> <i>Mon, 5/3</i>	Peer Review – Essay #3: Draft and Revision Grammar, Mechanics, and Style Review
<i>Wed, 5/5</i>	Final Conversation Essay #3 Final review Essay #3 is due in eLearning by 11:59 pm Sat, 5/8

The Writing Center:

Located in McDermott Library (MC 1.310), the UT Dallas Writing Center is a free resource for students seeking help with a writing assignment. Tutors are available to work with you on your assignment during all stages of the writing process. Virtual asynchronous appointments will be available for Spring 2021. All workshops will be hosted via Microsoft Teams Live.

The UTD Writing Center philosophy stems from the peer-to-peer model of collaborative learning. Students and Peer Leaders engage in one-on-one conversations about their work and Peer Leaders will lead sessions by asking open-ended, engaging questions which allow the student to take ownership of their own writing. The Writing Center aims to provide direct, honest feedback to students in each tutoring session. The main goal of our Writing Center is to help the writer, not just the piece of writing.

Spring 2021 Hours:

Monday – Thursday: 10 am – 5 pm

Friday: 10 am – 2 pm

(Subject to change based on tutor availability)

RHET 1302 Workshops:

Writing a Rhetorical Analysis- February 10th

Writing a Visual Analysis- March 24th

Writing an Annotated Bibliography- April 21st

Revising for Academic Style- April 28th

(Times to be announced)

Writing Center Workshops:

Avoiding Plagiarism

Choosing the Best Sources for Your Paper

Common Grammar Mistakes and Editing for Grammar

(Dates/times to be announced)

Visit the Student Success Center website for the most up-to-date information and to schedule appointments:

<https://studentsuccess.utdallas.edu/programs/writing-center/>

University Policies:

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

Academic Integrity:

Students in RHET 1302 are expected to maintain a high level of responsibility and academic honesty. It is critically important you produce original written work and 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/deanofstudents/integrity/>

<http://www.utdallas.edu/deanofstudents/dishonesty/>

<http://www.utdallas.edu/deanofstudents/bigfour/>

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.

Sharing Confidential Information:

Students considering sharing personal information in email, in person, or within assignments or exams should be aware that faculty members and teaching/research assistants are required by UT Dallas policy to report information about sexual misconduct to the UT Dallas Title IX Coordinator. Per university policy, faculty have been informed that they must identify the student to the UT Dallas Title IX Coordinator. Students who wish to have confidential discussions of incidents related to sexual harassment or sexual misconduct should contact the Student Counseling Center (972-883-2527 or after hours 972-UTD-TALK or 972-883-8255), the Women's Center (972-883-8255), a health care provider in the Student Health Center (972-883-2747), a clergy person (or other legally recognized religious advisor) of their choice, or an off-campus resource (i.e., rape crisis center, doctor, psychologist). Students who are sexually

assaulted, harassed, or victims of sexual misconduct, domestic violence, or stalking, are encouraged to directly report these incidents to the UT Dallas Police Department at 972-883-2222 or to the Title IX Coordinator at 972-883-2218. Additional information and resources may be found at <https://www.utdallas.edu/institutional-initiatives/title-ix/resources/>.

Technical Support:

If you experience any issues with your UT Dallas account, contact the UT Dallas Office of Information Technology Help Desk via e-mail at assist@utdallas.edu or via telephone at 972-883-2911.

UT Dallas provides eLearning technical support 24 hours a day, 7 days a week. The services include a toll-free telephone number for immediate assistance (1-866-588-3192), email request service at elarning@utdallas.edu, and an online chat service. Please use this link to access the UTD eLearning

Helpdesk: <https://ets.utdallas.edu/elarning/helpdesk>.

COVID-19 Guideline and Resources:

The information contained in the following link lists the University's COVID-19 resources for students and instructors of record.

Please see <http://go.utdallas.edu/syllabus-policies>.

[COVID-19 Latest Campus Updates](#): check frequently

[Student Resources](#): a variety of resources are available to help students during this unprecedented pandemic.

Comet Creed:

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:

“As a Comet, I pledge honesty, integrity, and service in all that I do.”

I have read and understood the policies for RHET 1302. I agree to comply with the policies for the Fall 2020 semester. I realize that failure to comply with these policies will result in a reduced grade for 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 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): _____