



Course: RHET 1302.047
Course Title: Rhetoric 1302
Instructor: Jennifer Cantrell-Sutor
Term: Spring 2022
Meetings: Thursdays 11:30 -12:45 (Hybrid)

Professor's Contact Info:

Office Location: JO 3.602

Office Hours: Thursdays, 1:00-2:30 or by appointment

Email Address: Jennifer.Cantrell-Sutor@UTDallas.edu

Other: Please use your official UTD email for communication

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 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

Class Materials

The instructor may provide class materials that will be made available to all students registered for this class as they are intended to supplement the classroom experience. These materials may be downloaded during the course, however, these materials are for registered students' use only. Classroom materials may not be reproduced or shared with those not in class, or uploaded to other online environments, except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Required Textbook

Good Reasons with Contemporary Arguments, 7th Edition by Lester Faigley and Jack Selzer. Published by Pearson (2018), ISBN-13: 978-0134392875, ISBN-10: 0134392876.

Spring 2022 Assignments and Academic Calendar

<i>Thursday, 1/20</i>	<u>Unit 1: Understanding Arguments:</u> Meet via Teams (synchronous) Introduction to the Course Course syllabus and class expectations Diagnostic Essay Discussion
<i>Asynchronous</i>	Chapter 1, “Making an Effective Argument” Work on Diagnostic Essay (due to eLearning by 11:59 p.m. on 1/27)
<i>Thursday, 1/27</i>	Meet via Teams (synchronous) Chapter 3, “Finding Arguments” Class Exercise: Building a persuasive argument
<i>Asynchronous</i>	Chapter 2, “Reading Arguments” Blackboard lecture (Chapter 2) Chapter 22, “Sustainability” (intro only, pg. 278-283) Jared Diamond’s “Will Big Business Save the Earth” (pg. 292-296) Discussion Board Post

<i>Thursday, 2/3</i>	<u>Unit 2: Rhetorical Analysis:</u> Meet via Teams (synchronous) Chapter 6, “Analyzing Written Arguments” Chapter 27, “Brave New Gadgets” (intro only, pg. 489-492) John Perry Barlow’s “A Declaration of the Independence of Cyberspace” (pg. 517-518) In-Class Exercise: Analyzing Rhetoric
<i>Asynchronous</i>	Blackboard Lecture (Grammar, Mechanics, and Style) Grammar Quiz on eLearning Complete Plagiarism Tutorial on Library Website (see eLearning Week-at-a-Glance tab for link) Plagiarism Quiz on Library website
<i>Thursday, 2/10</i>	Begin Meeting In-Person (will continue through the rest of semester unless otherwise noted) Chapter 4, “Drafting Arguments” Chapter 23, “The Walkability Dividend” only (pg. 329-333) Group Exercise: Rhetorical Analysis
<i>Asynchronous</i>	Ted Ed Video re Rhetoric (link in Week-at-a-Glance) Chapter 27, “Small Change: Why the Revolution will not be Tweeted” (pg. 506-513) Work on Essay 1
<i>Thursday, 2/17</i>	Peer Review – Essay 1: Rough Draft and Revision Bring a printed copy of your essay to class Bring a printed copy of the Peer Editing Feedback form to class (posted to Week-at-a-Glance)
<i>Asynchronous</i>	Continue working on Essay 1
<i>Thursday, 2/24</i>	Peer Review- Essay 1: Final Review Bring a printed copy of your essay to class We will <i>not</i> use the feedback form for this review cycle Essay 1 is due by 11:59 p.m. to Turnitin
<i>Asynchronous</i>	<u>Unit 3: Visual Rhetorical Analysis:</u> Chapter 7, “Analyzing Visual and Multimedia Arguments” Blackboard Video Lecture (Visual Rhetorical Analysis) Discussion Board Post: Practice Analyzing Visual Rhetoric
<i>Thursday, 3/3</i>	In-Class Exercise: Visual Rhetorical Analysis Bring a printed copy of the visual analysis worksheet to class (in Week-at-a-Glance) Visual Analysis Worksheet due March 6, 11:59 p.m. to eLearning
<i>Asynchronous</i>	Chapter 8, “Definition Arguments” Chapter 9, “Causal Arguments” Discussion Board Post: Draft one of the above arguments

<i>Thursday, 3/10</i>	Chapter 10, "Evaluation Arguments" Chapter 11, "Narrative Arguments"
<i>Asynchronous</i>	YouTube Video re Analyzing Visual Arguments Discussion Board post: Two potential visuals for Essay 2
<i>Thursday, 3/17</i>	SPRING BREAK –No Classes
<i>Thursday, 3/24</i>	Chapter 5, "Revising and Editing Arguments" Peer Review – Essay 2: Rough Draft and Revision Bring a printed copy of your essay to class & the Peer Editing Feedback form
<i>Asynchronous</i>	Work on Essay 2
<i>Thursday, 3/31</i> WL Period Ends Today!	Peer Review—Essay 2: Final Review Bring a printed copy of your essay to class We will <i>not</i> use the feedback form for this review cycle Essay 2 is due by 11:59 p.m. to Turnitin.
<i>Asynchronous</i>	Unit 4: Academic Research: Chapter 16, "Planning Research" Chapter 17, "Finding Sources"
<i>Thursday, 4/7</i>	Conducting Library Research (visit with research librarian, meet in Library) Chapter 16: Planning Research Worksheet due by 11:59 p.m., April 10 th (Week-at-a-Glance tab)
<i>Asynchronous</i>	Chapter 12, "Rebuttal Arguments" Chapter 13, "Proposal Arguments" Discussion Post: Draft one of the above arguments
<i>Thursday, 4/14</i>	Chapter 19, "Writing the Research Project" Writing a Prospectus and Annotated Bibliography (Templates in Week-at-a-Glance)
<i>Asynchronous</i>	Chapter 20, "Documenting Sources in MLA Style" MLA Quiz on eLearning
<i>Thursday, 4/21</i>	Presentation of research projects (rough drafts) and class workshop Prospectus & Annotated Bibliography due by 11:59 p.m. to Turnitin.
<i>Asynchronous</i>	Chapter 18, "Evaluating and Recording Sources" Work on Essay 3
<i>Thursday, 4/28</i>	Peer Review – Essay 3: Rough Draft and Revision Bring a printed copy of your essay to class & the Peer Editing Feedback form
<i>Asynchronous</i>	Work on Essay 3
<i>Thursday, 5/5</i>	Peer Review Essay 3: Final review. Bring a printed copy of your essay to class Essay 3 is due by 11:59 p.m. to Turnitin.

Grading**Final Grade Levels:**

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

Final Grade Breakdown by Points/Percentages:

Essay #1: Rhetorical Analysis	20%; 200 points
Essay #2: Visual Rhetorical Analysis	20%; 200 points
Essay #3: Academic Research Essay	25%; 250 points
Prospectus and Annotated Bibliography Combined (Research Essay)	5%; 50 points
Peer Reviews (3)	10%; 100 points
Process: 10 points each (two quizzes, two worksheets, one short presentation, and five discussion posts)	10%; 100 points
Participation	10%; 100 points
Total	100%; 1,000 points

I will make use of the +/- system in grading as stipulated by the current University of Texas at Dallas Undergraduate Catalog.

Essay 1, 2, & 3 Grade Breakdown by Points:

Essays 1 & 2 200-point total per essay	Essay 3 250-point total without Prospectus & Ann. Bib.
185-200 = A 180-184 = A- 175-179 = B+ 165-174 = B 160-164 = B- 155-159 = C+ 145-154 = C 140-144 = C- 120-139 = D 119 and below = F	231-250 = A 225-230 = A- 218-224 = B+ 208-217 = B 200-207 = B- 193-199 = C+ 183-192 = C 175-182 = C- 150-174 = D 149 and below = F

Assignment Descriptions

Essay 1: Rhetorical Analysis

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

Format: MLA format, 12-point font, works cited page and in-text citations required

Source limit: One (1) source minimum

Due: February 24, by 11:59 p.m. to Turnitin

For this assignment, you will write an analysis of the rhetorical strategies and techniques used by a writer in constructing a short essay (Malcolm Gladwell’s “Small Change: Why the Revolution will not be Tweeted” on pages 506-513 of the text). 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.

To begin your analysis, look at the different rhetorical information and guidelines provided in the chapters that we have covered thus far, and the 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.

Please see the Grading Rubric on eLearning for additional criteria required and the distribution of points for this essay.

Essay 2: Visual Rhetorical Analysis

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

Format: MLA format, 12-point font, works cited page and in-text citations required

Source limit: Two (2) sources minimum

Due: March 31, by 11:59 p.m. to Turnitin

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 might consider the following 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.

Please see the Grading Rubric on eLearning for additional criteria required and the distribution of points for this essay.

Essay 3: Academic Research Essay

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

Format: MLA format, 12-point font, works cited page and in-text citations required

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

Due: May 5, by 11:59 p.m. to Turnitin

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.

Please see the Grading Rubric on eLearning for additional criteria required and the distribution of points for this essay.

Prospectus

Length: 250-500 words

Format: MLA

Source Limit: N/A

Due: April 21 by 11:59 p.m. to Turnitin

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 (4-6 sentences each)

Format: MLA format for annotated bibliographies

Source Limit: 5 sources total (3 scholarly and 2 popular sources)

Due: April 21 by 11:59 p.m. to Turnitin

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?

Sample entry:

Waite, Linda J., Frances Koberg Goldscheider, and Christina Witsberger. "Nonfamily Living and the Erosion of Traditional Family Orientations among Young Adults." *American Sociological Review* 51 (1986): 541-54.

The authors, researchers at the Rand Corporation and Brown University, use data from the National Longitudinal Surveys of Young Women and Young Men to test their hypothesis that nonfamily living by young adults alters their attitudes, values, plans, and expectations, moving them away from their belief in traditional sex roles. They find their hypothesis strongly supported in young females, while the effects were fewer in studies of young males. Increasing the time away from parents before marrying increased individualism, self-sufficiency, and changes in attitudes about families. In contrast, an earlier study by Williams cited below shows no significant gender differences in sex role attitudes as a result of nonfamily living.

[Annotation example taken from Cornell University Library,
<http://www.library.cornell.edu/olinuris/ref/research/skill28.htm>.]

COVID-19 GUIDELINES AND RESOURCES

Classroom Safety and COVID-19

To help preserve the University's in-person learning environment, UT Dallas recommends the following:

Adhere to the University's [CDC Updated Guidelines](#) issued on July 30, 2021. All Comets are strongly encouraged to wear face coverings indoors regardless of vaccination status. Please note this represents a change in the [campus guidance](#) issued on May 20, 2021.

Accommodations for Students Who Must Isolate or Quarantine Due to COVID-19

To keep the UT Dallas community as safe as possible, the University requires students who test positive for COVID-19 or who are close contacts as determined by the campus contact tracing program to isolate or quarantine as applicable. As such, I will be notified by the Dean of Students' Office if a student in this class has been required to isolate (positive case) or quarantine

(exposed). In those instances, I will work directly with the student to modify and/or adjust assignment due dates as is necessary and fair.

Verifying COVID-19 Isolations or Quarantines

Students need to self-report COVID-19 positive results or exposures via an [online form](#) so that university campus tracers can verify, record, and take necessary campus precautions. Students should not attend class until cleared by campus tracers.

Vaccinations/Testing

Vaccinations are widely available, free, and not billed to health insurance. The vaccine will help protect against the transmission of the virus to others and reduce serious symptoms in those who are vaccinated. You are encouraged to get a Covid-19 Vaccine and register your vaccination status through the [voluntary vaccine report form](#).

Proactive Community Testing remains an important part of the university's efforts to protect our community. Tests are fast and free. Please check the [Comets United](#) webpage for additional information.

Students who have tested positive for COVID-19 or may have been exposed should not attend class in person and should instead follow required disclosure notifications as posted on the university's website (see "[What should I do if I become sick?](#)").

[Student Safety](#) remains an important part of the UT Dallas' efforts to protect our community. All students will adhere to the Comet Commitment. All Comets will be expected to complete the mandatory [Required Daily Health Screening](#). Those students who do not comply will be referred to the Office of Community Standards and Conduct for disciplinary action under the Student Code of Conduct at <https://policy.utdallas.edu.utdsp5003>. All students are encouraged to read the [Recommendations for Students Returning to Campus](#) issued on August 2, 2021.

Visit [Comets United webpage](#) to obtain the latest information on the University's guidance and resources for campus health and safety.

[Student Resources](#): a variety of resources are available to help students to obtain counseling, health care, and academic support.

COURSE POLICIES

Class Attendance

Regular and punctual class attendance is expected regardless of modality. Students who fail to attend class regularly are inviting scholastic difficulty. Because each class period consists of a mixture of class discussion, group work and free writing, 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.

You are responsible for your attendance. You must make sure you sign the roll sheet and/or notify me if you arrive late and after I have taken roll.

Each student is allowed two (2) absences, no questions asked. Save them for when you really need them. Your final grade will suffer a 5% reduction for each absence you accumulate over two (e.g., 4 absences = 10% total reduction). The deduction is calculated using the total point value for the semester, not your earned points for the semester. For example, the course is worth 1,000 points total. If you have earned 900 points during the semester, and you have accumulated 4 total absences (2 excused and 2 unexcused), then your grade will suffer a 100 point deduction (1,000 points x 10%).

Please note that absences due to Covid-related illness, quarantine, or isolation will be excused with appropriate documentation, as will absences resulting from university-sponsored trips.

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, and I will consider you absent if you arrive more than 10 minutes late to class.

Class Participation

Regular class participation is expected regardless of class modality. A portion of the grade for this course (10%) is directly tied to your participation in this class. It also includes engaging in group or other activities during class that solicit your feedback on homework assignments, readings, or materials covered in the lectures (and/or labs). Your success in this course is a function of your level of engagement, your preparation for class, and your behavior in the classroom. I am interested in the quality of your remarks rather than the quantity. 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 back up any points you make.

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.

Class Recordings

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. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

I may record meetings of this course. Any recordings will be available to all students registered for this class as they are intended to supplement the classroom experience.

If I and/or another 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. Late assignments will suffer a grade deduction of 10% per day. Assignments more than three days late will not be accepted. Please note that “day” in this context is defined as a “calendar day” and not a 24-hour period. For example, if an assignment is due on Thursday at 11:59 p.m. and you submit it on Friday at 12:01 a.m., the assignment is one day late and will suffer the 10% penalty.

Personal Communication Devices

Turn off all cell phones, music players (including headphones), and other personal communication devices before the start of class. Use of laptops will be permitted occasionally at the professor’s discretion. Repeated misuse of laptops during class time may result in a complete ban on such devices; consequently, you are required to limit laptop use to class-related assignments only.

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:

- <https://conduct.utdallas.edu>
- <https://conduct.utdallas.edu/students>
- <https://conduct.utdallas.edu/policies>
- <https://conduct.utdallas.edu/integrity>
- <https://policy.utdallas.edu/utdsp5003>

Please speak with me should you become concerned that you are possibly committing an act of scholastic dishonesty when preparing a paper for this course. I am happy to explain citation rules

and requirements in greater detail. UTD will hold you accountable regardless of whether or not you intended to plagiarize your paper. In fact, most instances of plagiarism result from poor note taking or a lack of understanding of citation and paraphrasing rules.

RHET 1302 students suspected of plagiarism, or any other act of scholastic dishonesty, may be 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 clergyperson (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 <http://www.utdallas.edu/oiec/title-ix/resources>.

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.

The Writing Center will open on January 17th for the Spring semester. Expected hours for their physical location will be Monday through Thursday 10 a.m. to 5:00 p.m., and Friday 10 a.m. to 3:00 p.m. As with recent semesters, they will continue to offer virtual appointments as well.

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 the Writing Center is to help the writer, not just the piece of writing.

Students who visit the writing center and submit the required form (located on eLearning), will receive a five-point bonus on the paper that was edited during their visit.

Visit the Student Success Center website for the most up-to-date information and to schedule appointments: <https://studentsuccess.utdallas.edu/programs/writing-center/>

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.”

University Policies

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

INDICATION OF UNDERSTANDING AND VOLUNTARY WAIVERS

Course Policies

Please indicate your understanding of the aforementioned course policies by signing and submitting the top portion of the following page.

Sharing Student Work Product

If you are comfortable allowing the professor to share your work product (anonymously) please sign and submit the bottom portion of the following page.

Statement of Understanding of Rhetoric 1302 Course Policies

I have read and understood the policies for RHET 1302. I agree to comply with the policies for the Spring 2022 semester. I realize that failure to comply with these policies will result in a reduced grade for the course and/or disciplinary action.

Signature: _____ Date: _____

Name (print): _____

UTD e-mail address: _____

-----**BREAK**-----

Consent to the (Anonymous) Sharing of Student Work Product

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.

Your work will be treated respectfully by instructors, and fellow students will be held to the same standards of respect and decorum.

All identifying information will be removed prior to the writing samples being shared.

If you agree to share your work product for class demonstration and exercises, please sign below:

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): _____

Please note: Students are expected to share their written work in small groups for peer review purposes even if they do not consent to the broader sharing of their work product as outlined above.