

## RHET 1302 Course Syllabus (Fall 2022)



**Course** RHET 1302-002 and RHET 1302-005  
**Course Title** Rhetoric 1302  
**Professor** Richard D. Treat  
**Term** Fall 2022

**Meetings** Mondays, Wednesdays, and Fridays at 9:00 AM-9:50 AM (RHET 1302-002) and 10:00 AM-10:50 AM (RHET 1302-005) in JO 3.906

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### Professor's Contact Information

**Office Location** JO 3.926

**Email Address** richard.treat@utdallas.edu

**Office Hours** Wednesdays 11:30 AM-12:30 PM (or by appointment)

### 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 will 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, 7<sup>th</sup> Edition* by Lester Faigley and Jack Selzer. Published by Pearson (2018), ISBN-13: 978-0134392875, ISBN-10: 0134392876.

**Assignments and Academic Calendar (Fall 2022)**

<i>Mon, 08/22</i>	<b><u>Unit 1: Understanding Arguments</u></b> Introduction to the Course Syllabus and Class Expectations Diagnostic Writing Assignment
<i>Wed, 08/24</i>	<b>Understanding Arguments, Part I</b> What's an Argument? / The Writing Process Chapter 1, "Making an Effective Argument"
<i>Fri, 08/26</i>	<b>Understanding Arguments, Part II</b> Critical Reading & Annotating Chapter 2, "Reading Arguments"
<i>Mon, 08/29</i>	<b>Understanding Arguments, Part III</b> Identifying & Summarizing Arguments Chapter 3, "Finding Arguments" <b>Syllabus Agreement Due</b> <b>Identity Introduction (Diagnostic) Due</b>
<i>Wed, 08/31</i>	<b>Understanding Arguments, Part IV</b> Identifying the Main Points Grammar, Mechanics, and Style: Fragments & Run-ons
<i>Fri, 9/02</i>	<b>Understanding Arguments, Part V</b> Evaluating Deductive Arguments Chapter 27, "Brave New Gadgets" (pp. 506-513)
<i>Mon, 09/05</i>	<b>Labor Day – No Class</b>
<i>Wed, 09/07</i>	<b><u>Unit 2: Rhetorical Analysis</u></b> <b>Considering a Rhetorical Analysis, Part I</b> Evaluating Non-Deductive Arguments Chapter 6, "Analyzing Written Arguments" <b>Annotating &amp; Summarizing Activity Due</b>
<i>Fri, 09/09</i>	<b>Considering a Rhetorical Analysis, Part II</b> Rhetorical Analysis Assignment Chapter 9, "Causal Arguments"
<i>Mon, 09/12</i>	<b>Considering a Rhetorical Analysis, Part III</b> <b>Writing a Rhetorical Analysis, Part I</b> <b>Analyzing an Argument Activity Due</b>
<i>Wed, 09/14</i>	<b>Writing a Rhetorical Analysis, Part II</b> Chapter 24, "Education"

<i>Fri, 09/16</i>	<b>Writing a Rhetorical Analysis, Part III</b> Quoting & Citing: Integrating Quotes
<i>Mon, 09/19</i>	<b>Writing a Rhetorical Analysis, Part IV</b> Quoting & Citing: Special Cases <b>Essay #1 Outline &amp; 1+ Pages Due</b>
<i>Wed, 09/21</i>	<b>Peer Review #1</b> Tips for Revising Your Writing
<i>Fri, 09/23</i>	<b>Tips for Revising Your Writing</b> <b>Peer Review #1 Due</b>
<i>Mon, 09/26</i>	<b>Tips for Editing Your Writing</b> <b>Essay #1 Rough Draft Due</b>
<i>Wed, 09/28</i>	<b>Student Conferences on MS Teams</b> <b>Peer Review #2</b>
<i>Fri, 09/30</i>	<b>Student Conferences on MS Teams</b> <b>Peer Review #2 Due</b>
<i>Mon, 10/03</i>	<b>Rhythm: Sentence Length &amp; Variety</b> Sentence Types <b>Essay #1 Final Version Due (by 11:59 p.m.)</b>
<i>Wed, 10/05</i>	<b><u>Unit 3: Visual Rhetorical Analysis</u></b> <b>Considering a Visual Rhetorical Analysis, Part I</b> Chapter 7, "Analyzing Visual and Multimedia Arguments"
<i>Fri, 10/07</i>	<b>Considering a Visual Rhetorical Analysis, Part II</b> Chapter 10, "Evaluation Arguments"
<i>Mon, 10/10</i>	<b>Considering a Visual Rhetorical Analysis, Part III</b> Chapter 11, "Narrative Arguments" <b>Chapter Annotations Due</b>
<i>Wed, 10/12</i>	<b>Writing a Visual Rhetorical Analysis, Part I</b>
<i>Fri, 10/14</i>	<b>Writing a Visual Rhetorical Analysis, Part II</b>
<i>Mon, 10/17</i>	<b>Writing a Visual Rhetorical Analysis, Part III</b> Chapter 5, "Revising and Editing Arguments" <b>Visual &amp; Scene Analysis Activity</b>

<i>Wed, 10/19</i>	<b>Documenting Sources</b> Chapter 20, “Documenting Sources in MLA Style” Plagiarism Tutorial at: <a href="https://libguides.utdallas.edu/c.php?g=217695&amp;p=1437553">https://libguides.utdallas.edu/c.php?g=217695&amp;p=1437553</a>
<i>Fri, 10/21</i>	<b>Paraphrasing</b> <b>Essay #2 Outline &amp; 1+ Pages Due</b>
<i>Mon, 10/24</i>	<b>Paraphrasing Cont.</b> <b>Essay #2 Rough Draft Due</b>
<i>Wed, 10/26</i>	<b>Revising &amp; Editing</b> <b>Peer Review #3</b>
<i>Fri, 10/28</i>	<b>Student Conferences on MS Teams</b> <b>Peer Review #3 Due</b>
<i>Mon, 10/31</i>	<b>Student Conferences on MS Teams</b> <b>Essay #2 Final Version Due (by 11:59 PM)</b>
<i>Wed, 11/02</i>	<b>Writing Concisely</b>
<i>Fri, 11/04</i>	<b><u>Unit 4: Academic Research</u></b> <b>Considering the Research, Part I</b> Developing a Research Question
<i>Mon, 11/07</i>	<b>Considering the Research, Part II</b> Chapter 16, “Planning Research”
<i>Wed, 11/09</i>	<b>Considering the Research, Part III</b> Chapter 17, “Finding Sources”
<i>Fri, 11/11</i>	<b>Considering a Researched Argument, Part I</b> Chapter 12, “Rebuttal Arguments”
<i>Mon, 11/14</i>	<b>Considering a Researched Argument, Part II</b> Chapter 13, “Proposal Arguments”
<i>Wed, 11/16</i>	<b>Writing a Prospectus</b> Chapter 18, “Evaluating and Recording Sources”
<i>Fri, 11/18</i>	<b>Writing an Annotated Bibliography</b> <b>Prospectus Due</b>
<i>Mon, 11/22- Sun, 11/27</i>	<b>Thanksgiving – No Classes</b>

<i>Mon, 11/28</i>	<b>Using Sources, Part I</b> Quoting, Paraphrasing, & Summarizing
<i>Wed, 11/30</i>	<b>Using Sources, Part II</b> <b>Annotated Bibliography Due</b>
<i>Fri, 12/02</i>	<b>Drafting and Revising Research Essays, Part I</b> Chapter 19, "Writing the Research Project"
<i>Mon, 12/05</i>	<b>Drafting and Revising Research Essays, Part II</b> Grammar, Mechanics, and Style Review: Concision <b>Essay #3 Outline &amp; 2+ Pages Due</b>
<i>Wed, 12/07</i>	<b>Student Conferences on MS Teams</b> <b>Peer Review #4 and #5</b>
<i>Fri, 12/09</i>	<b>Student Conferences on MS Teams</b> <b>Essay #3 Rough Draft Due</b>
<i>Mon, 12/12</i>	<b>Peer Review #4 and #5 Due (by 11:59 PM)</b> <b>Essay #3 Final Version Due (by 11:59 PM)</b>

**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		

<b>Essay #1: Rhetorical Analysis</b>	20%; 200 points
<b>Essay #2: Visual Rhetorical Analysis</b>	20%; 200 points
<b>Essay #3: Academic Research Essay</b>	25%; 250 points
<b>Prospectus and Annotated Bibliography (10 and 40 pts.)</b>	5%; 50 points
<b>Peer Reviews (20 pts. each)</b>	10%; 100 points
<b>Process (Daily Assignments, 10 pts. each)</b>	10%; 100 points
<b>Attendance &amp; Participation</b>	10%; 100 points

<b>Total</b>	100%; 1,000 points
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I will make use of the +/- system in grading as stipulated by the current University of Texas at Dallas Undergraduate Catalog.

### Assignment Descriptions

**Note:** You must submit all major assignments to Turnitin.com by the due date.

#### *Essay #1: Rhetorical Analysis*

- Length: 1000-1250 words (not including Works Cited) in MLA format, 12-point font.
- Source limit: One (1) source minimum.
- Quotations: Two or more well-integrated quotes
- You must include a “Works Cited” page and use correct MLA format for in-text (parenthetical) citations.
- **Due: 10/03/22 by 11:59 PM**

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 parts (“Reading and Discovering Arguments,” “Analyzing 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), emotional appeals, credibility, 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: 1000-1250 words (not including Works Cited) in MLA format, 12-point font.
- Source limit: Two (2) sources minimum.
- Quotations: Two or more well-integrated quotes.
- You must include a “Works Cited” page and use correct MLA format for in-text (parenthetical) citations.
- **Due: 10/31/22 by 11:59 PM**

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 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?

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: 1500-2000 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 should utilize outside sources (to develop your argument) throughout the essay—both paraphrasing and, when appropriate, quoting.
- You must include a “Works Cited” page and use correct MLA format for in-text (parenthetical) citations.
- **Due: 12/12/22 by 11:59 PM**

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.

### ***Prospectus***

- Length: 250-500 words, MLA format, 11 or 12-point font, double-spaced.
- **Due: 11/19/22 by 9:00 AM**

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: 11/30/22 by 9:00 AM**

You will write an annotated bibliography of at least five sources: three or more scholarly (e.g., *Journal of the American Medical Association*) and up to two 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 Kobrin 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>.]

## Course Policies

### *Class Attendance*

The University's attendance policy requirement is that individual faculty set their course attendance requirements. Regular and punctual class attendance is expected regardless of modality. Students who fail to attend class regularly are inviting scholastic difficulty. In some courses, instructors may have special attendance requirements; these should be made known to students during the first week of classes. These attendance requirements will not be used as part of grading (see Class Participation below for grading information).

In-person participation records may be used to assist the University or local public health authorities in performing COVID-19 occurrence monitoring. Please note – in-person attendance requires consistently adhering to University requirements, including wearing a face covering and other public safety requirements related to COVID-19, as presented in this syllabus. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

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.

Each student is allowed **four (3) absences**, no questions asked. Save them for when you really need them. Your participation grade will suffer a **10% reduction** for each absence

you accumulate over three (e.g., 5 absences = 10% total reduction). *You are responsible for your attendance. You must make sure you notify me if you arrive late and after I have taken roll.*

### ***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 may consider you absent if you arrive more than 10 minutes late to class.

### ***Class Participation***

Regular class participation is expected regardless of class modality. Students who fail to participate in class regularly are inviting scholastic difficulty. A portion of the grade for this course 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). Class participation is documented by faculty. Successful participation is defined as consistently adhering to University requirements, as presented in this 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 behavior in the classroom. I am interested in the quality of your remarks. 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](#).

The instructor 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. 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](#).

### ***Peer Reviews***

You will peer review partners' papers for each major essay. This helps you develop an eye for revision and get valuable advice to improve your essay. You should consult the guiding questions and write a minimum of **200 words**, including what works and what could be improved. While it is important to provide constructive criticism, you should word your criticism tactfully.

### ***Conferences***

Three times during the semester, you will have the opportunity to conference on MS Teams instead of meeting for a regular class. When I am doing this, we will not have regular class. An announcement will be made on eLearning at least a week in advance for you to sign up for a conference time. These conferences are especially important because they allow for extended individual time to focus on the strengths and weaknesses of your papers as well as the progress you are making in the course. You will receive a daily grade for each conference. **Missed conference appointments are not made up.**

### ***Late Work***

All drafts, including final, must be submitted when and as required in order to successfully complete this course. Late assignments will suffer up to a **5% grade deduction** per day late. I will, however, drop your lowest daily assignment at the end of the semester.

### ***Personal Communication Devices***

Turn off or put away cell phones, music players (including headphones), and other personal communication devices before the start of class. Do not use such devices during class.

### ***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>

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.

### ***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. Again, all Comets are strongly encouraged to wear face coverings indoors regardless of vaccination status. 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?](#)” webpage).

### ***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>.

### ***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>.

### ***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.

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

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

I have read and understood the policies for RHET 1302. I agree to comply with the policies for the Fall 2022 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: \_\_\_\_\_

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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): \_\_\_\_\_