

**RHET 1302: Rhetoric
Fall 2008, Section 006
MWF 10:30am-11:20am, JO 4.306**

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

Course Description

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

Student Learning Objectives

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

Required Textbooks

Crusius, Timothy W. and Carolyn E. Channell. *The Aims of Argument: A Text and Reader*. Sixth Edition. New York: McGraw-Hill, 2009. [ISBN: 978-0-07-332617-7]

Maimon, Elaine P., Janice H. Peritz, and Kathleen Blake Yancey. *A Writer's Resource: A Handbook for Writing and Research*. Second Edition. New York: McGraw-Hill, 2007. [ISBN: 978-0-07-325938-3]

Fall 2008 Assignments and Academic Calendar

Assignments from *The Aims of Argument* will be denoted by AA; assignments from *A Writer's Resource* will be denoted by AWR.

Fri, Aug 22	Introduction to the Course **Diagnostic Essay** Course syllabus and class expectations
Mon, Aug 25	The "Basics" of Good Writing Discuss the "basics" of writing: organization, development (transitional words and phrases, paragraph structure), style issues

Wed, Aug 27	Reading and Understanding Arguments Aims of Argument (AA), Chapter 1
Fri, Aug 29	Reading and Understanding Arguments AA, Chapter 1 (cont'd)
Wed, Sep 3	Reading and Understanding Arguments A Writer's Resource (AWR), Tabs 1-4
Fri, Sep 5	Rhetorical Analysis of Text Think Piece #1 Due AA, Chapter 2
Mon, Sep 8	Rhetorical Analysis of Text AA, Chapter 2 (cont'd)
Wed, Sep 10	The Toulmin Method AA, Chapter 3
Fri, Sep 12	Inquiry and Interpretation in Academic Argument Critical Thinking and Logical Fallacy Rhetorical Analysis Essay Due AA, Chapter 7 and Appendix B
Mon, Sep 15	Visual Rhetoric AA, Chapter 4
Wed, Sep 17	Visual Rhetoric AA, Chapter 4 (cont'd)
Fri, Sep 19	Visual Rhetoric Supplemental readings/activities provided by instructor
Mon, Sep 22	In Class Workshop/Peer Revision/Conferences – Visual Rhetoric
Wed, Sep 24	In Class Workshop/Peer Revision/Conferences – Visual Rhetoric
Fri, Sep 26	In Class Workshop/Peer Revision/Conferences – Visual Rhetoric Visual Rhetoric Essay Draft Due
Mon, Sep 29	Style, Grammar, and Mechanics AWR, Tab 12
Wed, Oct 1	Editing and Revising AWR, Tabs 9-11
Fri, Oct 3	Editing and Revising Think Piece #2 Due AA, Appendix A
Mon, Oct 6	Assessing and Using Sources, MLA Format AA, Chapter 5
Wed, Oct 8	Assessing and Using Sources, MLA Format AWR, Tab 6, 7, 8
Fri, Oct 10	Ethical Writing and Plagiarism Visual Rhetoric Portfolio Due AA, Chapter 6
Mon, Oct 13	Arguing to Convince AA, Chapter 8
Wed, Oct 15	Arguing to Convince AA, Chapter 8 (cont'd)
Fri, Oct 17	Arguing to Convince Readings for discussion from AA, Chapter 11: Twitchell, pp. 337-342 Twitchell, pp. 365-369
Mon, Oct 20	Arguing to Persuade AA, Chapter 9
Wed, Oct 22	Arguing to Persuade AA, Chapter 9 (cont'd)
Thu, Oct 23	**Last day to drop with WP/WF**
Fri, Oct 24	Arguing to Persuade Reading for discussion (text available on WebCT): "Millennials Need to Get Real about Work World" [See Essay 3 description, Option A]

Mon, Oct 27	Arguing to Mediate/Rogierian Argument AA, Chapter 10
Wed, Oct 29	Arguing to Mediate/Rogierian Argument AA, Chapter 10 (cont'd)
Fri, Oct 31	Arguing to Convince/Persuade Think Piece #3 Due Reading for discussion (text available on WebCT): "I Choose, My Choice"
Mon, Nov 3	Arguing to Convince/Persuade Continuation of Oct 31
Wed, Nov 5	In Class Workshop: Prospectus
Fri, Nov 7	Arguing to Convince/Persuade Prospectus Due Readings for discussion from AA, Chapter 17: Pinker, pp. 669-674 Elliott, pp. 678-683
Mon, Nov 10	MLA Format and Citation Review
Wed, Nov 12	In Class Workshop: Annotated Bibliography
Fri, Nov 14	In Class Workshop: Annotated Bibliography
Mon, Nov 17	Grammar and Mechanics Review Annotated Bibliography Due
Wed, Nov 19	Arguing to Convince/Persuade Readings for discussion (available on WebCT): Fuller, "What Is News?" Squires, "The Impossibility of Fairness"
Fri, Nov 21	In Class Workshop/Conferences/Peer Revision – Persuasive Research Essay
Mon, Nov 24	In Class Workshop/Conferences/Peer Revision – Persuasive Research Essay
Wed, Nov 26	In Class Workshop/Conferences/Peer Revision – Persuasive Research Essay Persuasive Research Essay Draft Due
Mon, Dec 1	Arguing to Convince/Persuade Think Piece #4 Due Reading for discussion from AA, Chapter 15: Jacoby, pp. 567-572 Huntington, pp. 573-577
Wed, Dec 3	Arguing to Convince/Persuade Readings for discussion from AA, Chapter 12: Fisher, pp. 429-443 Konner, pp. 485-488
Fri, Dec 5	Arguing to Convince/Persuade Continuation from Dec 3
Mon, Dec 8	Persuasive Research Portfolio Due Course Wrap-Up

****NOTE: Any** writing you submit for this course (including "rough" or preliminary "drafts") will be subjected to scrutiny for academic and scholastic dishonesty. Please see page 10 of this syllabus regarding UTD's policy on "Academic Integrity." You must also submit **all** written assignments to Turnitin.com.

Assignments and Percentages

Rhetorical Analysis	10%
Visual Rhetoric Essay and Portfolio	20%
Prospectus	5%
Annotated Bibliography	5%
Persuasive Research Essay and Portfolio	25%
"Think Pieces" (Response Papers, 4 total, 300 to 500 words)	10%
Homework/Short Assignments/Presentations/Quizzes	15%

Attendance and Participation	10%
Total	100%

Major Assignments

Rhetorical Analysis Essay

Due Date: September 12

Length: 600–750 words (not including Works Cited), 11- or 12-point font, double-spaced

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 texts; the skills you use in this exercise will also apply to the images or media you analyze for your Visual Rhetoric essay and the research you use in your Argument essay. Your paper will analyze one of two possible essays selected from Chapters 11-17 in *The Aims of Argument* or an essay you choose with the approval of your instructor.

To begin your analysis, you may wish to look at the Toulmin system and writing strategies you 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 concepts 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.

Visual Rhetoric Essay and Portfolio

Draft due: September 26

Portfolio due: October 10

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

Visual Rhetoric emphasizes the way visual images make meaning. Visual rhetoric is related to semiotics, or the process of sign-making in culture. Roland Barthes' work in semiotics may be of interest to you – especially, his essays in *Camera Lucida* and 1964's "The Rhetoric of the Image."

Your Visual Rhetoric portfolio will include the draft of this essay, the final version, and completed peer review worksheets.

You will write an essay contextualizing a photo, advertisement, or storyboard that offers both an explanation and an analysis of its meaning. The image(s) must focus upon a political or social issue. For example, you may write in regards to Election 2008, or how within this medium, gender or race is approached. Think not only of contemporary images, but also of images historically. This essay will require some research in finding the image(s) as well as interpreting and analyzing the chosen medium. Consider using the internet in your research, for example,

visit (<http://ffffound.com/>). I encourage you to integrate image(s) into the body of the essay. The essay will include a Photo Essay and a Photo Essay Portfolio.

Prospectus

Due: November 7

Length: 500–750 words, 11- or 12-point font, double-spaced

You must write a 500 to 750 word prospectus outlining your next assignment -- the argument to convince or persuade. In this prospectus, you must tell the reader the nature of your topic, why the topic is important, how you are going address the subject, and what source material you will bring to your argument. Within this prospectus, you will outline your claim(s), reason(s), and evidence following the guidelines discussed in the Toulmin method.

Annotated Bibliography

Due: November 17

Length: Eight (8) entries minimum, MLA format for annotated bibliographies, 100- to 125- word entries

You will write an annotated bibliography of at least eight (8) 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.**** These source materials may also be texts that you are using in this class, or texts within your own field of interest (i.e., from your major 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>]

Persuasive Research Essay and Portfolio

Draft due: November 26

Portfolio due: December 8

Length: 1500–2000 words, 11- or 12-point font, double-spaced

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

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

You will write an essay that presents a convincing or persuasive argument that follows the guidelines and criteria established in Aims of Argument. In doing so, you will develop a sophisticated and cogent argument to either convince (to change a belief or attitude), or persuade (to call upon the audience to take action). This essay is not a research paper that explains the issues, but one that begins with a controversial claim and then seeks to convince or persuade the reader that this claim represents the best position on the topic. The goal of this exercise is not to announce your own beliefs, but to convince or persuade somebody else to change their opinion or behavior by the weight of your comprehensive argument. Other than a brief paragraph introducing the topic, advance your argument in every paragraph.

Your Persuasive Research portfolio will include the draft of this essay, the final version, prospectus, annotated bibliography, and completed peer review worksheets.

Select from one of the possible topics with the final approval of the instructor:

A. Develop an argument based on the Dallas Morning News series by Cheryl Hall on the "Millennial Generation." Take a position on the given assumption that though millennial generation college graduates are tech savvy recruits full of potential, they are never-the-less too idealistic and "thin-skinned" to be effective employees.

B. Starting with the position portrayed in "I Choose, My Choice!" by Sandra Tsing Loh in *The Atlantic*, take a position on the outcome(s) of the feminist revolution from the perspective of your generation. You may wish to further focus on a particular gender, race, or ethnic perspective. You must first research and define your generation's perspective based on class exercises and then define your position.

C. Identify and take a position on a controversial subject within your career field. Confer with the instructor to ensure that the topic is both suitable and significantly defined.

"Think Pieces" or Response Papers

"Think Pieces" are 300-500 word focused arguments about a particular reading. You should write "Think Pieces" as economically as possible, with no superfluous verbiage. You should establish your point from the beginning (i.e., in the first sentence) and support your claims with textual evidence.

Suggested strategies:

- Focus on a particular problem you see in the essay.
- Focus on an issue/point/claim you would like to defend, counter, or elaborate upon further.

- Understand the text as being “in dialogue” with another piece we have read, and write a mini-essay on how you think the essays “speak” to each other.

Think of these suggestions as merely guidelines. You will have some freedom to experiment with your responses.

“Think Piece 1” Due: September 5

“Think Piece 2” Due: October 3

“Think Piece 3” Due: October 31

“Think Piece 4” Due: December 1

Course and Instructor Policies

Attendance Policy

Because each class period will consist of a mixture of lecture, discussion, group work and freewriting, your thoughtful, attentive, and active participation is **essential** (and will form a portion of your grade). If you sleep, engage in non-class-related activities, or interfere with your classmates' ability to learn you will be counted absent for that day. Be on time - class will start promptly at 10:30am. Leaving early will count as an absence.

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

Punctuality

Persistent tardiness to class is disrespectful to both your instructor and your peers. Continually arriving late to class will affect your participation grade in the course. Three (3) tardies will result in one (1) unexcused absence for the course; I will consider you absent if you arrive more than 10 minutes late to class.

Class Participation

Your success in this course is a function of your level of engagement. I am interested in the quality of your remarks rather than the quantity. Please use your analysis of the readings, your weekly responses (“Think Pieces”), 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.

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.

Personal Communication Devices

Turn off all cell phones, pagers, and other personal communication devices before the start of class. Do not use them during class.

Room and Equipment Use

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

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

Student Conduct and Discipline

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

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

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

Academic Integrity

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

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

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

Email Use

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a

UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

Withdrawal from Class

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

Student Grievance Procedures

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

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

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

Incomplete Grade Policy

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

Disability Services

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

The contact information for the Office of Disability Services is:

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

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

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

Religious Holy Days

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

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

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

I have read the policies for Rhetoric 1302-006 and understood them. I agree to comply with the policies for the Fall 2008 semester. I realize that failure to comply with these policies will result in a reduced grade the course.

Signature: _____ Date: _____

Name (print): _____

E-mail address: _____

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

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

Signature: _____ Date: _____

Name (print): _____