

## COURSE SYLLABUS—Fall 2023



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<b>Course</b>	RHET 1302.002
<b>Title</b>	Rhetoric (First-year Writing)
<b>Instructor</b>	Jenny Bhatt
<b>Meeting</b>	Mondays, Wednesdays, and Fridays
<b>Room; Time</b>	JO 4.708; 9.00 AM to 9.50 AM

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### INSTRUCTOR'S CONTACT INFORMATION

<b>Visiting Hours</b>	Wednesdays, 11.00 AM to 12.00 PM via MS Teams ( <a href="#">click this link</a> )
<b>Email Address</b>	jenny.bhatt@utdallas.edu
<b>Phone Number</b>	N/A (please use email outside classroom hours)
<b>Office Location</b>	JO 3.602

### COURSE DESCRIPTION AND OBJECTIVES

[RHET 1302](#): Rhetoric (3 semester credit hours) An integrated approach to writing, reading, and critical thinking; development of the grammatical, logical, and rhetorical skills necessary for university-level writing. *Rhetoric is the study and practice of communicating with audiences—through writing and speech as well as visual and digital media. By learning strategies that strong writers use to address readers, you will learn to reason and persuade others through your writing, both through rhetorical appeals, audience analysis, and focused purpose. You will learn practical skills that you will use in future coursework, regardless of your major.*

#### General Education Core Objectives

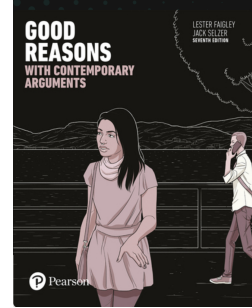
- **Communication skills**—Demonstrate effective written, oral and visual communication.
- **Critical-thinking skills**—Engage in creative and/or innovative thinking, and/or inquiry, analysis, evaluation, synthesis of information, organizing concepts, and constructing solutions.
- **Teamwork**—Demonstrate the ability to work effectively with others to support a shared purpose or goal and consider different points of view.
- **Personal responsibility**—Demonstrate the ability to connect choices, actions, and consequences to ethical decision-making.

#### Student Learning Objectives for RHET 1302

- **Communication skills**—Engage processes and use skills to enhance their written communication skills by completing essay assignments.
- **Critical thinking skills**—Engage processes and use skills to enhance their written communication skills by completing essay assignments.
- **Teamwork**—Collaborate effectively in peer reviews of their written essay drafts.
- **Personal responsibility**—Apply ethical principles for synthesizing research and documenting sources for their written essays.

## REQUIRED TEXTBOOK

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



You may rent or purchase a print or digital copy from [the UTD Bookstore](#) or [Pearson's website](#); however, you may not use a copy provided on the Internet—a violation of US Copyright Law and of the UTD [Student Code of Conduct](#).

## Additional Materials

The instructor may provide class materials to students registered for this class to complement the classroom experience. These materials may be downloaded during the course; however, these materials are for registered students only. Materials (including the textbook) may not be reproduced or shared with anyone not in this class or uploaded to other online environments except to implement an approved accommodation through the UTD Accessibility Resource Center. Students sharing course materials are violating University policy, per the UTD [Student Code of Conduct](#), and will be referred to the UTD Office of Community Standards and Conduct.

You will also want to access the MLA 9<sup>th</sup> Edition Style Guide (through the UTD Library website) or the [Purdue OWL to apply MLA 9<sup>th</sup> edition formatting](#) for your assignments.

## UNIVERSITY POLICIES AND RESOURCES

You are responsible to abide by [all University policies](#). (Visit and review UTD's policy website.)

## Comet Creed

This creed was created in 2014 by the UTD student body and is a standard by which Comets choose to live and encourage others to do the same:

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

## UTD Student Success Center: UTD Writing Center

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, with Peer Leaders asking open-ended questions that allow students to take ownership of their writing. In tutoring sessions, the Writing Center aims to provide direct, honest feedback to students. The main goal of the Writing Center is to help the writer, not just accomplish a piece of writing.

The UTD Writing Center provides free tutoring for students seeking help with writing assignments during all stages of the writing process. The Writing Center is typically open for appointments Monday–Thursday, 10 AM to 5 PM, and Friday, 10 AM to 3 PM. The Writing Center is located in McDermott Library (MC 1.310) and also offers virtual appointments. Visit [the UTD Student Success Center website for the most up-to-date information and to schedule appointments](#).

**COURSE CALENDAR**

Students can find [UTD's Fall 2023 Academic Calendar online](#). The instructor reserves the right to adjust the Course Calendar to best meet students' learning needs.

<b>UNIT ONE: Understanding Arguments (Weeks 1-2)</b>	
Mon., August 21	<b>Introduction to RHET 1302</b> Course Syllabus, Class Expectations, and Diagnostic Essay Overview Library Visit
Wed., August 23	<b>Understanding Arguments, Part I</b> Chapter 1, "Making an Effective Argument" Writing Basics: organization, development, style, thesis Grammar, Mechanics, and Style Tutorial/Quizzes Overview
Fri., August 25	<b>Understanding Arguments, Part II</b> Chapter 2, "Reading Arguments" Chapter 22, "Sustainability" <b>DIAGNOSTIC ESSAY DUE</b>
Mon., August 28	<b>Understanding Arguments, Part III</b> Chapter 3, "Finding Arguments" Essay #1 Topic and Process Assignments
Wed., August 30	<b>Understanding Arguments, Part IV</b> Chapter 8, "Definition Arguments"
Fri., September 1	<b>Understanding Arguments, Part V</b> Chapter 27, "Brave New Gadgets" <b>ESSAY #1 PROCESS ASSIGNMENT DUE</b>
<b>UNIT TWO: Rhetorical Analysis (Weeks 3-5)</b>	
Mon., September 4	<b>Labor Day—US Federal Holiday</b> (No class meetings)
Wed., September 6	<b>Considering a Rhetorical Analysis, Part I</b> Chapter 6, "Analyzing Written Arguments" <i>Last day to drop class without a "W"</i> ( <a href="#">UTD Academic Calendar, Fall 2023</a> )
Fri., September 8	<b>Considering a Rhetorical Analysis, Part II</b> Chapter 9, "Causal Arguments" <b>ESSAY #1 PROCESS ASSIGNMENT DUE</b>
Mon., September 11	<b>Considering a Rhetorical Analysis, Part III</b> Chapter 23, "City Life"
Wed., September 13	<b>Writing a Rhetorical Analysis, Part I</b> Chapter 24, "Education"
Fri., September 15	<b>Writing a Rhetorical Analysis, Part II</b> <b>ESSAY #1 PROCESS ASSIGNMENT DUE</b>

Mon., September 18	<b>Writing a Rhetorical Analysis, Part III</b>
Wed., September 20	<b>Writing a Rhetorical Analysis, Part IV</b>
Fri., September 22	<b>Peer Review For Essay #1: Rough Draft</b>
Mon., September 25	<b>Peer Review For Essay #1: Revision</b>
Wed., September 27	<b>Peer Review For Essay #1: Final Review</b>
<b>UNIT THREE: Visual Rhetorical Analysis (Weeks 6–8)</b>	
Fri., September 29	<b>Introduction: Visual Rhetorical Analysis</b> Chapter 7, “Analyzing Visual and Multimedia Arguments” <b>ESSAY #1 DUE</b>
Mon., October 2	<b>Considering a Visual Rhetorical Analysis, Part I</b> Chapter 10, “Evaluation Arguments” Essay #2 Topic and Process Assignments
Wed. October 4	<b>Considering a Visual Rhetorical Analysis, Part II</b>
Fri., October 6	<b>Considering a Visual Rhetorical Analysis, Part II</b> Chapter 26, “Regulating Substances, Regulating Bodies” <b>ESSAY #2 PROCESS ASSIGNMENT DUE</b>
Mon., October 9	<b>Writing a Visual Rhetorical Analysis, Part 1</b> Chapter 11, “Narrative Arguments”
Wed., October 11	<b>Writing a Visual Rhetorical Analysis, Part II</b> Chapter 4, “Drafting Arguments”
Fri., October 13	<b>Writing a Visual Rhetorical Analysis, Part III</b> Chapter 5, “Revising and Editing Arguments” <b>ESSAY #2 PROCESS ASSIGNMENT DUE</b>
Mon., October 16	<b>Documenting Sources</b> Chapter 20, “Documenting Sources in MLA Style” <a href="#">Plagiarism Tutorial from the UTD McDermott Library Staff</a>
<b>UNIT FOUR: Academic Research (Weeks 9–16)</b>	
Wed., October 18	<b>Considering the Research, Part I</b> Chapter 16, “Planning Research”
Fri., October 20	<b>Considering the Research, Part II</b> <b>ESSAY #2 PROCESS ASSIGNMENT DUE</b>

Mon., October 23	<b>Peer Review For Essay #2: Rough Draft</b>
Wed., October 25	<b>Peer Review For Essay #2: Revision</b>
Fri., October 27	<b>Peer Review For Essay #2: Final Review</b> <b>ESSAY #2 DUE</b>
Mon., October 30	<b>Considering the Research, Part III</b> Chapter 17, "Finding Sources" Essay #3 Topic and Process Assignments
Wed., November 1	<b>Considering a Researched Argument, Part I</b> Chapter 12, "Rebuttal Arguments"
Fri., November 3	<b>Considering a Researched Argument, Part II</b> Chapter 13, "Proposal Arguments" <b>ESSAY #3 PROCESS ASSIGNMENT DUE</b>
Mon., November 6	<b>Writing a Prospectus and Annotated Bibliography</b> Chapter 18, "Evaluating and Recording Sources"
Wed., November 8	<b>Using Sources, Part I</b>
Fri., November 10	<b>Using Sources, Part II</b> Chapter 25, "Science and Ethics" <b>PROSPECTUS DUE</b>
Mon., November 13	<b>Drafting and Revising Research Essays, Part I</b> Chapter 19, "Writing the Research Project"
Wed., November 15	<b>Drafting and Revising Research Essays, Part II</b>
Fri., November 17	<b>Drafting and Revising Research Essays, Part III</b> <b>ANNOTATED BIBLIOGRAPHY DUE</b>
<b>Mon., November 20 to Fri., November 24: FALL BREAK; THANKSGIVING; NO CLASSES</b>	
Mon., November 27	<b>Editing and Revision Best Practices</b>
Wed., November 29	<b>Peer Review For Essay #3: Rough Draft</b>
Fri., December 1	<b>Peer Review For Essay #3: Revision</b>
Mon., December 4	<b>Peer Review For Essay #3: Final Review</b>
Wed., December 6	<b>Course Wrap-up</b> <b>ESSAY #3 DUE</b>

## GRADES AND ASSIGNMENTS

Grades are earned by students rather than given by instructors. Do not request that I embellish your grade; to do so is unethical.

I will make use of the +/- system in grading as stipulated by the current UTD Undergraduate Catalog.

### Grading Scale

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

### Assignments and Percentage/Points Values

The following provides the breakdown of assignment percentages and points.

Assignment Name	Percentage (Points)
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 for Research Essay (combined)	5% (50 points)
Peer Reviews (1 for each essay; combined)	10% (100 points)
Process (short electronic writing assignments, homework, quizzes, short response papers, daily writing exercises, or other low-impact assignments assigned.)	10% (100 points)
Participation	10% (100 points)
<b>Total</b>	<b>100% (1,000 points)</b>

## ASSIGNMENT DESCRIPTIONS

You must submit all major assignments to Turnitin.com by the deadline.

### Essay #1: Rhetorical Analysis

Format: MLA 9<sup>th</sup> ed. (12-point Times New Roman, double-spaced, 1-inch margins, etc.)

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

Source: One (1) source minimum (at least focus of analysis)

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

**Due: September 29, 2023, by 11:59 pm on TURNITIN.COM**

This assignment will require you to think and write critically about a text. You will also use the skills for this assignment when you write your Visual Analysis Essay (Essay #2) and your Academic Argument Essay (Essay #3).

Write an analysis of the rhetorical strategies and techniques used by a writer in constructing a short essay; analyze a written work from your textbook or other work that has been selected or approved. Consider the different rhetorical information and guidelines provided in the chapters of the first two sections (“Understanding Arguments” and “Writing Arguments”) of the textbook and writing strategies discussed in class (e.g., writer’s backing of a claim, use of evidence, logic and/or logical fallacies; organizational

strategies; style, humor, and/or tone). Choose your rhetorical approach and focus on one element in this paper. You are required to have a thesis about the work you choose and the elements of its rhetoric. [For example, you may 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.] You may provide a nuanced thesis that does not conclude the essay is entirely good or bad.

Works appropriate for this assignment are composed by published, respected writers who have quality to their writing; at the same time, you may find gaps, disagree with the logic or approach, or find significant concerns not addressed by the piece. Although you may include a brief summary of what the writer says, the summary should be a short portion of your essay; concentrate on developing your argument, using evidence from the essay and insight to support your claim. The essay should include a Works Cited page, formatted per MLA 9<sup>th</sup> ed., and you should proofread your essay for technical errors.

### **Essay #2: Visual Rhetorical Analysis**

Format: MLA 9<sup>th</sup> ed. (12-point Times New Roman, double-spaced, 1-inch margins, etc.)

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

Source: Two (2) source minimum (one is the focus of analysis)

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

**Due: October 27, 2023, by 11:59 pm on TURNITIN.COM**

For the Visual Rhetorical Analysis (Essay #2), select a photograph, print advertisement, or work of art (approved by your instructor) and analyze its visual features to discover a deeper meaning. Like a written text, a visual communicates meaning beyond the literal; your analysis will illuminate this meaning, helping your audience understand how you interpret the image.

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

- What product/service is being advertised?
- Who is the targeted audience?
- What is the advertisement’s primary strategy?
- Does the advertisement use specific rhetorical strategies such as humor, understatement, or irony?
- What is the relationship between the visual part of the advertisement (e.g., photo, typeface, color) and the print (text or copy)?
- What overall impression does the advertisement deliver?

You should proofread your essay carefully before you submit your final work.

### **Essay #3: Academic Research Essay**

Format: MLA 9<sup>th</sup> ed. (12-point Times New Roman, double-spaced, 1-inch margins, etc.)

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

Source: Three (3) scholarly sources and two (2) popular sources (five [5] total minimum)

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

**Due: December 06, 2023, by 11:59 pm on TURNITIN.COM**

For your Academic Research Essay, examine an issue of importance within your academic discipline. You will be graded on your ability to present an informed, effective argument (supported by cited evidence) that demonstrates that you understand the subject, displays your research into the issues, effectively uses source material (summary, paraphrase, and direct quotations), and reaches logical, substantiated conclusions based on well-organized and subordinated claims.

You must include and correctly cite at least five (5) sources (three scholarly and two popular) in the final draft of your Academic Research Essay. Your drafts should contain a well-formed argument based on your preliminary work and be presented in the MLA style, which is a required element of this assignment.

### **Prospectus**

Format: MLA 9<sup>th</sup> ed. (12-point Times New Roman, double-spaced, 1-inch margins, etc.)

Length: 250–500 words (not including Works Cited)

Include a “Works Cited” page if you use any outside sources to propose your argument.

**Due: November 10, 2023, by 11:59 pm on TURNITIN.COM**

The Prospectus is an important part of your research process, and its content and your skill and “pre-work” will significantly influence the success of your Academic Research Essay. You may change your topic before submitting your final document, but at this point, start the process and write a proposal that outlines your Research Plan. In writing this plan, consider the following questions (from Ballenger):

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

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

### **Annotated Bibliography**

Format: MLA 9<sup>th</sup> ed. (12-point Times New Roman, double-spaced, 1-inch margins, etc.)

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

**Due: November 17, 2023, by 11:59 pm on TURNITIN.COM**

Write an Annotated Bibliography of at least five (5) scholarly (e.g., *Journal of the American Medical Association*) and popular (e.g., *Popular Science*) sources. These sources must constitute “academic” work or come from credible sources. You may use online sources, but ensure that these sources are both authentic and credible. Source materials may also be texts that you are using in this class or texts within your own field of study.

You may not cite Wikipedia, encyclopedias, or SparkNotes. Focus on finding primary (rather than secondary) sources.

Your entries (annotations) should begin with the bibliographic entry and then provide both a brief summary of the source and an evaluation of its effectiveness. The annotations should identify the author’s thesis or claim. In evaluating the source, ask yourself about the work’s effectiveness: e.g., do the authors prove their claim? Do they overlook any important issues? Will this source prove useful in your research?

For an example, visit [the Purdue OWL page titled “Annotated Bibliography Samples.”](#)

### **COURSE POLICIES**

The following policies are specific to your section of RHET 1302.

#### **Class Attendance**

Class attendance is expected, regardless of course frequency or modality. Students who fail to attend class regularly are inviting scholastic difficulty. Because each class meeting includes class discussion, group work, and free writing, your attentive and active participation is essential (and constitutes a portion of your grade).

In RHET 1302, each student is allowed four (4) absences; you are advised to save those four to use when you need them. After four (4) absences, you will earn a 4% reduction on your final grade for each absence (e.g., 7 absences = 4 allowed plus 3 additional; 3 x 4% = 12% total reduction).

### **Punctuality**

Persistent tardiness to class is disrespectful to both your instructor and your peers. Arriving late will affect your participation grade in this course: four (4) tardies equal one (1) absence for the course, and you are considered absent if you arrive more than 10 minutes late to class. *You are responsible for your attendance. You must sign the attendance sheet and/or notify me if you arrive late after I have recorded attendance.* Be on time for class. If you leave early, you will be marked absent and will lose participation points.

### **Class Participation**

Class participation is expected, regardless of class modality. Students who fail to participate in class are inviting scholastic difficulty. To reward those who participate, a portion of your grade for this course is directly tied to your participation in class and to your engagement in activities that solicit your feedback, such as homework assignments, readings, and materials covered in lectures. 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 rather than the quantity. Use your analysis of the readings, your daily/weekly assignments, and prior research and/or study when responding orally in class, and be prepared to back up any points you make. If you sleep, engage in non-class-related activities (e.g., play games or work on other tasks on your computer or phone), or interfere with your classmates' ability to learn, you will be counted absent for that day.

### **Class Recordings**

Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the UTD AccessAbility Resource Center has approved the student to record instruction *and informed the instructor*, students are prohibited from recording any part of class meetings or materials. Recordings may not be published, reproduced, or shared with those not in the class; they may not be uploaded to online environments except to implement an approved UTD AccessAbility Resource Center accommodation. Failure to comply with these University requirements is a violation of the [UTD Student Code of Conduct](#), and students will be referred to the UTD Office of Community Standards and Conduct for suspected violations.

### **Late Work**

All drafts, including final documents, must be submitted by the deadline and per instructions to successfully complete this course. Late assignments, including assignments submitted incorrectly, will suffer grade deductions or may not be accepted.

### **Personal Communication Devices**

During class meetings, turn off your cell phone, music player (including headphones), and other personal communication devices. Do not use devices during class unless directed by the instructor (e.g., notetaking, accessing the textbook, or researching or reading in class).

### **Academic Integrity**

Students at UTD and in RHET 1302 will maintain a high level of responsibility and academic honesty. Consult the following resources addressing academic integrity and what constitutes academic dishonesty 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 me, your instructor, if you are concerned that you might be committing scholastic dishonesty. I offer Visiting Hours (see the first page for details) and am here to help you learn to write and communicate with integrity.

The following is true for all submissions, whether small assignments or major essays:

- All work that you submit must be original work for this semester, this class, and this section of RHET 1302. You may not submit work from other classes or other semesters (called “self-plagiarism”).
- You are required to document any source of information (book, article, video, music, website, photograph, lecture, slide deck, etc.) in MLA 9<sup>th</sup> edition format. (Using information that someone else has created, researched, and/or reported is called “plagiarism.” Using information or words from several sources and stringing them together is called “patchwork plagiarism.” Accidentally leaving citations or quotation marks out of your document is labeled as “unintentional plagiarism.” No form of plagiarism is acceptable at UTD.) UTD will hold you accountable regardless of whether or not you intended to plagiarize in an assignment.
- Coursework submitted is to be *your* original work. You may not use writing services, another’s work, or AI writers. Original work is proven with outlines, drafts, proposals, and accurate citations throughout the writing process as well as a consistent tone in the student’s writing.

You can find more detailed information in [the UTD Student Code of Conduct](#).

RHET 1302 students suspected of plagiarism or other acts of scholastic dishonesty, as outlined in the [UTD Student Code of Conduct](#), are subject to referral to the UTD Office of Community Standards and Conduct. Conduct Officers will research the situation, providing students with due process as part of the investigation process. Students found not responsible see their referrals dismissed; students found responsible will receive sanctions to reinforce University policies outlined in the [UTD Student Code of Conduct](#). Students are encouraged to review the code and know their responsibilities as part of the UTD community.

### **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 UTD policy to report information about sexual misconduct to the UTD Title IX Coordinator. Instructors must identify the student to the UTD 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; after hours 972-UTD-TALK or 972-883-8255); the Gender Center (972-883-8255); 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 UTD Police 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>.

**COURSE SYLLABUS CONTRACT—Fall 2023**

I have read and understood the policies for RHET 1302. I agree to comply with the policies. I realize that failure to comply with these policies will result in a reduced grade for the course.

Signature:

Date:

Name (print):

UTD NetID:

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Using students' works during RHET 1302 allows instructors to demonstrate writing concepts with examples specifically tailored for this course. Using a sample paper or an excerpt benefits students by allowing them to evaluate the strengths and weaknesses in others' writing and to apply instruction 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. 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 to demonstrate principles and content during RHET 1302 sections. I may revoke my permission by informing my instructor in writing.

Signature:

Date:

Name (print):

UTD NetID:

Instructor's Name:

RHET 1302, Section