

## COURSE SYLLABUS—FALL 2025

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<b>Course</b>	RHET 1301.001—Rhetoric 1
<b>Meeting Days and Time</b>	Mo/We 8:30a – 9:45a
<b>Instructor Office Hours</b>	Mondays and Wednesdays 11:15a – 12:15p and by appointment
<b>Instructor</b>	Dr. Wayne Reed
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<b>Office Number</b>	JO 3.926

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## RHET 1301: Rhetoric I

### Course Description

RHET 1301 is a Core course whose goal is to enable you to grow in the areas of critical thinking, communication, team work, and personal responsibility. In this course students are introduced to rhetorical tools, invention strategies, and writing processes that will help them thrive as writers in a university setting and beyond. The course is centered around four major writing assignments designed to enable you to become not just a more polished but a more thoughtful writer. Each writing assignment builds on the previous one and reaches new levels of higher order thinking. We start with a personal learning narrative then move on to a short annotated bibliography to identify and compare arguments, followed by a rhetorical analysis essay designed to shape your ability to articulate how an argument is constructed, followed by a synthesis essay that teaches you how to think through the relationship between two pieces. Part of becoming a more sophisticated writer involves becoming a more sophisticated reader. Therefore, we will read a variety of texts and use them as springboards for discussions and exercises that will help sharpen our analytical skills. The ultimate goal of this course is for you to become a more sophisticated writer so that you can navigate the world beyond the university with a more critical eye.

### Learning Outcomes

In this course, students who succeed in achieving the Learning Outcomes will demonstrate the ability to

- Analyze, summarize, and respond to texts, employing critical reading strategies to identify the rhetorical situation, an author's position, main ideas, genre conventions, and rhetorical strategies.
- Identify writing processes and gain skills for creating unique written communication in English. (Students will demonstrate the ability to evaluate the credibility and accuracy of written texts.)
- Collaborate to support a shared purpose and consider varying perspectives and counterarguments via reading and discussing texts, presenting as a group, and engaging in in-class discussions and writing and peer-review workshops.
- Manage time, work through the writing process, take ownership of learning, and apply

appropriate tone and voice.

## **Required Course Materials**

*Practical Writing for a Digital World* by Walker, Jason, Carie S. Tucker King, and Contributors. .  
Kendall Hunt Publishers, 2025.

(This book is being tested this semester (Fall 2025), so you will be provided with a printed copy of the book at no charge. You will need a three-ring binder or folder for the textbook content. After the semester, you may keep the printed copy of the book. **You may not give the book to anyone else; it is protected by the U.S. Copyright Law.**)

Other course materials will be available to you on Blackboard.

You will also need internet and UTD email access, a pen or pencil, and resources that your instructor will provide throughout the semester.

## **Evaluation and Grades**

This course is organized around four major assignment units. The minor assignments will appear in each unit with the exception of the End of Semester Reflection.

### **Major Assignments**

Personal Narrative	10%
Annotated Bibliography	10%
Rhetorical Analysis	15%
Synthesis	15%

### **Minor Assignments**

Weekly Briefs	15%
Participation	15%
Peer Reviews	10%
Team Presentations	5%
End of Semester Reflection	5%

***Important Note:*** You cannot pass RHET 1301 without submitting a final version of each of the major assignments.

## **Assignment Descriptions**

### ***(Major Assignment 1) Personal Narrative***

A Personal Narrative is your reflection and storytelling of an experience that taught you something. Your story matters, and others can learn from your experiences! For A1, you will write a 300-word personal narrative and then ask AI to write a version of that story. Then, write a 200-word narrative about your observations between the two versions.

MLA requires that you cite any AI tool that you use, with the date and the prompt. Therefore, you will provide a Works Cited list at the end of your document.

### ***(Major Assignment 2) Annotated Bibliography***

In college and the workplace, you will be required to research for information, data, and answers to questions. In A2, you will start this research process. You will start learning how to find evidence to

support your thesis (main idea) for each paper. You will learn to use UTD's Library resources as well as determine what evidence is credible. You will identify two journal articles related to your major or interests and build a citation and an annotation for each article. (We encourage you to follow [instructions and examples presented in the Purdue OWL.](#))

Annotating is an important skill; it requires that you be able to read, comprehend, and summarize an article and then identify the value of that article for your own work. (For your A2, you may choose two articles that you will use for your Rhetorical Analysis [A3] or for your Informative Synthesis Paper [A4].)

### ***(Major Assignment 3) Rhetorical Analysis***

Critical thinking requires that you be able to analyze the rhetorical principles and appeals integrated into a message. Therefore, for this assignment, you will choose a delivered message (speech, journal article, website, etc.—approved by your instructor) and analyze the message per principles of rhetoric that you are studying in this class.

### ***(Major Assignment 4) Informative Synthesis Paper***

You will write an Informative Synthesis Paper—a rhetorical discussion of two articles with opposing views. The paper will require development and iterations throughout the semester. Synthesis differs from summary. A **summary** requires that you choose one source and provide a condensed narrative, in your own words, to let the reader know the main ideas of the source. In contrast, a **synthesis** requires that you understand two or more works and you “weave” narrative about those works together in a scholarly discussion.

### ***Weekly Briefs***

These informal writings (250-350 words) will help you get into the habit of thinking through questions and topics discussed in our readings and putting them down on paper. We will do ten throughout the semester.

### ***Team Presentations***

Twice during the semester, you and a group of classmates will present on an assigned topic. You will create a ten-minute slide show in which every member will have a speaking assignment.

### ***Peer Review***

Peer review is an important part of learning; it allows you to read other students' work to learn from their strengths and weaknesses and to obtain feedback from your classmate audience. You will earn points for each of four peer reviews during the semester.

### ***Personal Reflection on Learning***

Scholars who excel consistently reflect on their learning and evaluate what they have learned and what they need to continue to learn or practice; therefore, at the end of the semester, you will submit a Personal Reflect [A5] about what you have accomplished and learned in the course, as well as the course's relevance to your future learning.

This document should be formatted in MLA format and should address your work in class and your assignments. The reflection should be at least 250 words.

### ***Participation***

The classroom is not the only place where you can learn to improve your writing. This semester you will be expected to make three appointments at UTD's Writing Center where you will meet with a peer tutor who will collaborate with you on ways to improve your essay. In addition you will have two required one-on-one conferences with me, your instructor throughout the semester.

## **Course Policies**

### **Class Attendance, Punctuality, and Participation**

In this course, the bulk of your learning and growth will come from the interactions we have in class. Because so much of the course relies on class discussions, peer feedback, and sharing of perspectives, you will be expected to attend class regularly. That is why RHET 1301 has an attendance requirement. In each class session, you will participate in class discussion, group work, and free-writing; therefore, your attentive and active participation is essential and constitutes a portion of your grade.

*Any student who misses more than 4 days of class will be subject to a decrease in their final grade.*

### **Make-Up Work, Deadlines, Late Work, and Extra Credit**

Assignments are due by the Deadlines posted in the Course Calendar, unless you communicate prior to the deadline with a valid emergency and request for late submission.

### **Original Work**

This class is designed to cultivate your writing ability. Each assignment is developed so that you are encouraged to go through all the stages of the writing process. In other words, your growth is more important than your final performance. The course is structured in such a way that there is no reason to plagiarize or use unauthorized tools.

In addition to violating the UTD Student Code of Conduct, if you plagiarize or use unauthorized A.I. tools to circumvent the writing process, you will have cheated yourself of an opportunity to learn how to use writing to express and generate your own thoughts. This will not be tolerated in this course. The consequences for using A.I. or plagiarizing include but are not limited to rewriting your entire paper from draft one on a different topic, significant point reduction, or receiving a failing grade for a major assignment, which would result in a failing grade for the course.

Instructors in RHET 1301 are required to submit any suspicious content to the Office of Community Standards and Conduct (OCSC) for investigation. Once an instructor submits an assignment, that instructor has no control over the situation but must comply with the OCSC decision regarding the assignment.

### **Class Materials**

The instructor may provide class materials to you and your classmates who are registered for this class. These materials may be downloaded during the semester. These materials are **for registered students only**. You may not reproduce or share materials outside the class members. You may not record class sessions or meetings with your instructor. You may not upload materials to online environments (including portals like Chegg). Failure to comply with these University requirements is a violation of the Student Code of Conduct and will result in a referral to the Office of Community Standards and Conduct.

If you have an accommodation assignment by UTD's AccessAbility Resource Center (ARC) and your instructor has received UTD documentation from the ARC, you may use resources to meet your accommodations.

If the instructor records a class meeting, that recording will be available to all class members. If that recording is for any other purpose and students can be identified in the recording, you will be informed so you can provide consent, unless the law establishes an exception.

## **University Policies and Resources**

You are responsible to abide by [UTD policies](#), which include ***academic integrity***: citing your sources, submitting your own writing, and using real and credible resources. Academic integrity requires that you work through the writing process, document different drafts, and maintain a high level of responsibility as a member of the UTD community. If you have concerns about your or someone else's work, meet privately with your professor.

If your assignment is referred to the UTD Office of Community Standards and Conduct (OCSC), respond to email (from Maxient) promptly and meet with a Conduct Officer. The Officer will meet with you, investigate, and determine the outcome. ([The UTD 2021 Student Handbook is a helpful resource.](#))

### **UTD Writing Center**

We all struggle with writing at some point and can benefit from help. When you struggle, visit the UTD Writing Center, which provides Peer Leaders who provide direct, honest feedback and methods to improve student writing.

The Writing Center offers in-person and virtual appointments. Visit the [UTD Student Success Center website](#) for location, hours, and scheduling.

### **Communication**

In this course, you will use online tools, including BlackBoard (served by UTD eLearning), TurnItIn (through BlackBoard), and email. Use your UTD email address for all official communication. Student emails and messages on discussion boards will be answered within 3 working days (M–F) under normal circumstances.

### **Sharing Confidential Information**

UTD instructors and staff are legally required to report any sensitive information about sexual misconduct with the UTD Title IX Coordinator. If you are sexually assaulted, harassed, or victims of sexual misconduct, domestic violence, or stalking, you are encouraged to report these incidents to the UTD Police at 972-883-2222 or to the Title IX Coordinator at 972-883-2218. [Visit UTD Compliance](#)

#### **UTD Resources**

- [Academic Support Resources](#)
- [Getting Started with eLearning on Blackboard](#)
- [eLearning Support Center](#) 24 hours a day, 7 days a week email and online chat (or 1-866-588-3192)
- [eLearning Help Desk](#)

#### **UTD Academic-Integrity Resources**

If you have questions, speak to your Instructor or Program Director or consult the following UTD policies and resources:

- [UTD OCSC HomePage](#)
- [UT System and UTD Info on Conduct](#)
- [UTD and UT System Policies](#)
- [UTD Info on Academic Integrity](#)
- [UTD Student Code of Conduct](#)

[for additional information and resources.](#)

#### **Resources for Confidential Contact**

To confidentially discuss incidents related to sexual harassment or sexual misconduct, contact

- UTD Student Counseling Center (972-883-2527) or after hours (972-UTD-TALK (8255))
- UTD Student Health Center (972-883-2747).

#### **AccessAbility Resource Center**

UT Dallas is strongly committed to ensuring and maintaining an environment that guarantees students with disabilities have full access to educational programs, activities, communication systems and facilities. The AccessAbility Resource Center (ARC) has been delegated the authority to prescribe types of reasonable accommodations each student is eligible to receive with the support and understanding of our committed faculty. Students who have registered and are eligible to receive accommodations will provide an accommodation letter on official letterhead to their course instructors. Only students who provide such a letter should be accommodated. Please remember that a student's disability and accommodations are considered confidential information and should not be disclosed except in the case of imminent harm to the student or others.

The ARC is located in the Administration Building ([AD 2.224](#)), and personnel can be reached at [972-883-2098](tel:972-883-2098) or [studentaccess@utdallas.edu](mailto:studentaccess@utdallas.edu). For additional information, please visit the [ARC website](#) or read more about Section 504 of the Rehabilitation Act and the Rehabilitation Act of 1973 on the U.S. Department of Education's [Disability Discrimination: Overview of the Laws website](#).

#### **COMET CREED**

The creed was created in 2014 by the UTD student body as a standard by which Comets live:

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