

## COURSE SYLLABUS

In 2014, the UTD Student Body established the standard by which UTD Comets live, called the Comet Creed: **“As a Comet, I pledge honesty, integrity, and service in all that I do.”**

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**Course Number** RHET 1302.503  
**Course Title** “Rhetoric II”  
**Term** Spring 2026  
**Meetings** MW 7-8:15 PM, CB 1.102

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### INSTRUCTOR’S INFORMATION

**Instructor’s Name** Tamara George  
**Office Location** JO 4.910  
**Email Address** Tamara.George@UTDallas.edu  
**Office Visiting Hours** Office hours are by appointment in person and via TEAMS

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### COURSE DESCRIPTION (from UTD Catalog)

[RHET 1302](#) ([ENGL 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. (3-0) S

**Note that this is a writing course. You may not use AI tools without written consent from your instructor. AI tools include, but are not limited to, Google Translate, ChatGPT, Grammarly, and other tools that produce or revise text.**

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### GENERAL CORE AREA 010 COMMUNICATION

**Description** Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.

**Core Objectives**  
**Critical Thinking (CT)**—to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information  
**Communication (COM)**—to include effective development, interpretation, and expression of ideas through written, oral, and visual communication  
**Teamwork (TW)**—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal  
**Personal Responsibility (PR)**—to include the ability to connect choices, actions, and consequences to ethical decision-making

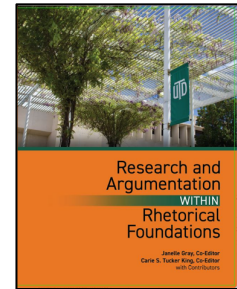
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## REQUIRED TEXT

The Rhetoric Team has created a textbook **for you** and are taking no royalties—to ensure that you can afford the textbook, which is required for the class. Purchase the book from [the Kendall Hunt Website](#) or from [the UTD Bookstore](#) (no shipping).

**Gray, Janelle, Carie King, and Contributors. *Research and Argumentation within Rhetorical Foundations*. Kendall Hunt Publications, 2024.**

If you create or use a digital copy or reproduction of the textbook, you are violating US Copyright Law and the UTD Code of Conduct, and you will be referred to the Dean of Students.



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## COURSE LEARNING OUTCOMES

The term *rhetoric* means effective communication with a dedicated audience and a purpose. You will need rhetoric skills, no matter your major in college or your profession. RHET 1301 will help you improve your reading, writing, critical-thinking, and research skills and will help you better understand reasoning and the writing process.

Students who succeed in this course demonstrate proficiency in these Learning Outcomes:

- 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 employ 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, 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 to writing.

This work is challenging; even your instructors must practice and study to build their skills in rhetoric. Therefore, if you need help, ask your instructor. You may also visit the UTD Writing Center to work with a tutor.

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## UNIVERSITY POLICIES AND RESOURCES

Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#). Visit the [Syllabus Policies](#) page to view the University’s policies and procedures segment of the course syllabus.

If you have a disability, review [the section](#) of the UTD Syllabus Policies and Procedures webpage. UTD is committed to providing reasonable accommodations for persons with disabilities. If you seek accommodations under the Americans with Disabilities Act (2008), you must register with the [UTD AccessAbility Resource Center](#). Contact the Center via 972-883-2098 or [accessability@utdallas.edu](mailto:accessability@utdallas.edu).

If you need academic support, you should visit the [Academic Support Resources](#) page to view the University’s resources for all students.

*Use your UTD email address for all official communication.*

### **Title IX and Student Safety and Confidentiality**

Students who experience harassment, sexual misconduct, domestic violence, or stalking are encouraged to report these incidents to the UTD Police (972.883.2222) or the Title IX Coordinator (972.883.2218). Faculty and TAs are required to report any Title IX incidents to the University.

### **Academic Integrity**

UTD has a no-tolerance policy for plagiarism, copyright infringement, and academic dishonesty (including missing citations), and academic work requires citations. *If you do not cite sources with in-text and end-of-text citations, place direct quotes in quotation marks, or publish original work (not work for another class, from another person, or from AI), your work will be referred to UTD's Office of Community Standards and Conduct.*

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## **COURSE POLICIES AND RESOURCES**

**Course Materials**—The instructor may provide you with class materials to supplement the classroom experience. These materials may be downloaded during the course; however, you may not reproduce them, share them outside your class members, or upload any part of them to online environments.

Unless the UTD AccessAbility Resource Center and the instructor have communicated about your recording class sessions, you may not record any part of our meetings.

**Attendance**—Students who fail to attend class and to participate are inviting scholastic difficulty, and your instructor wants you to succeed. Your instructor will document your attendance and participation.

You may be absent four times without penalty. Two tardies of more than 10 minutes equal one absence. After four absences (regardless of the reason), you lose 2.5% of your overall grade for each absence. You are encouraged to save absences for illness, appointments, vehicle issues, and other life challenges. If you are experiencing a challenge that may require additional absences, you should communicate with the UTD Dean of Students Office. If you have a religious holiday or a University-sponsored activity, you must provide your instructor an email with supporting documentation 1 week in advanced to miss class without penalty.

**Success in this Class**—You are encouraged to

- Check email daily (M–F) and read weekly announcements.
- Complete all readings, drafts, and assignments before the deadlines and with excellence.
- Attend all class meetings and participate in class discussions and activities.
- Engage regularly and respectfully with your team members.
- Communicate with your instructor if you have questions. Student emails are answered within 2 business (M–F) days.
- Visit during Student Visiting Hours, which are for *your* benefit.

**Writing classes are challenging, but your instructor is available to help you succeed.**

**Citizenship**—This class will require that you communicate with your instructor and your classmates, and you are encouraged to communicate with respect and kindness to build a strong classroom community.

You may respectfully disagree, but your instructor expects your language to be gracious. Students who become aggressive or disrespectful will be referred to the Dean of Students.

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## ASSIGNMENTS

In this class, you will complete formative assignments (low-stakes assignments to help you acquire skills and work through the writing process) and summative assignments (major assignments that make up a large part of your grade). This course is a 3-hour college course, and, according to the Carnegie Unit, **you will spend 6–9 hours a week on this course**. The following descriptions will help you fulfill the course objectives and grow as a writer and thinker.

Assignment and General Core Objectives	Value
Assignment 1 (A1)—Statement of Purpose and AI Comparison <sup>1,2,4</sup>	100 pts
Assignment 2 (A2)—Research Prospectus <sup>1,2,4</sup>	150 pts
Assignment 3 (A3)—Annotated Bibliography <sup>1,2,4</sup>	200 pts
Assignment 4 (A4)—Position Paper <sup>1,2,4</sup>	150 pts
Peer Reviews (four reviews, 25 points each) <sup>1,2,3,4</sup>	100 pts
Textbook Assignments <sup>1,4</sup>	50 pts
Low-Impact Assignments (Drafts and Discussions), Participation, and Engagement <sup>1,2,3,4</sup>	250 pts
<b>Total</b>	<b>1000 pts</b>

General Core Objectives: <sup>1</sup>Critical Thinking, <sup>2</sup>Communication, <sup>3</sup>Teamwork, <sup>4</sup>Personal Responsibility

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## GRADING POLICY

You will earn your grades in this class; if you are struggling, speak to your instructor. Final grades are calculated per the University scale:

1000–970 = A+	899–870 = B+	799–770 = C+	699–670 = D+	599–500 = F
969–930 = A	869–830 = B	769–730 = C	669–630 = D	
929–900 = A-	829–800 = B-	729–700 = C-	629–600 = D-	

Your course grades will be calculated per demonstrated excellence (or proficiency) in meeting the course objectives. **Grades are earned; they are not rounded up, and points are not “given.”** If you have issues, speak to your instructor. If you cannot settle your concerns, you may consider the [grievance policy on the UTD Website](#).

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## ASSIGNMENT DESCRIPTIONS

### General Instructions

Follow these instructions for all assignments:

- Format your assignments using MLA Style for submission. (You may use a template for MS Word.)
- Cite all sources per MLA Style with in-text and end-of-text citations. (You will need to provide a “Works Cited” list alphabetized at the end.)
- Proofread your submissions before submitting them to ensure that you follow capitalization, punctuation, grammar, and spelling assignments.
- Save *all* drafts and work on assignments until the end of the semester.

- Submit original work for *all* assignments in this course. Do not use AI tools for any submissions. Do not submit work that is written for other courses. *Unless your instructor provides written instructions that allows AI usage for an assignment, you may not use any AI tools, including Google Translate, ChatGPT, and Grammarly.*

Go through these General Instructions before submitting each assignment.

**Assignment 1 (A1): Statement of Purpose (300 words), AI-Generated Statement (300 words), and Comparison (1000 words)**

**Sunday, February 8, 11:59 PM via TurnItIn through BlackBoard**

You will create a Statement of Purpose (SOP) that will provide a foundation narrative for your graduate-school applications, job interviews, and cover letters. Your SOP will help you write better and consider your audience.

You will then use a generative AI (GenAI) tool and prompt the tool to write an SOP about you. (Do not flow your SOP into the GenAI tool. This is not a “revision” of your drafted SOP.) This step will help you think creatively about when AI-generated texts are ethical and appropriate and also experience strengths and weaknesses of your writing and of GenAI texts. Ensure that you *cite your prompt, tool, and date* in an MLA-formatted citation.

You will then critically analyze your SOP and the GenAI SOP and compare the two documents. How do they differ? How are they the same? Provide a thesis statement and address at least three points to support your thesis. Limit direct quotes but refer to the two documents. Construct the merged document with a Descriptive Title, your SOP, the GenAI SOP, and your comparison that contains an Introduction with thesis statement and Body followed by your Conclusion and Works Cited.

*Objectives*

In this assignment, you will

- Plan, draft, and develop a SOP—to begin to outline your professional objectives.
- Engage with, investigate, and understand the implications, uses, and potential issues of AI technology.
- Compare and contrast your paper and the AI-generated paper.
- Consider your ethical responsibility to cite any GenAI tools used in scholarly works (with permission).

**Assignment 2 (A2): Prospectus (Proposal) for Position Paper (600–800 words)**

**Due Sunday, March 8, 11: 59 PM via TurnItIn through BlackBoard**

The *Prospectus* encompasses an important part of your research process—for position papers, full proposals, and research papers like literature reviews. (Many contract bids start with a Statement of Intent or Proposal, which are similar to a Prospectus.)

This document influences your success on your Position Paper (A4); you are beginning the process of A4 by writing this Prospectus to outline your plan for research. Choose an issue that interests you; you will establish your position (argument) as you research your topic. In the Prospectus, consider addressing the following questions (from Ballenger):

1. What is your tentative thesis/claim (overall argument or position) related to the identified issue?
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)?

You will include a “Works Cited” page to cite resources used in your argument for your Prospectus. (Source: Ballenger, Bruce. *The Curious Researcher*. Longman, 2007.)

In your Prospectus, you should include three credible, related resources with in-text and end-of-text (Works Cited) citations.

### *Objectives*

In this assignment, you will

- Identify an issue and your position related to that issue.
- Find credible resources and evidence that relate to the issue and support your position for your Position Paper and integrate those sources into your narrative.
- Draft a Prospectus (propose your research) with your thesis/claim, initial sources, position on the argument, and anticipated value of research.
- “Pitch” your research to your instructor, applying a persuasive (rhetorical) tone in the Prospectus.
- Conceive and plan your semester research.

### **Assignment 3 (A3): Annotated Bibliography (10 sources)**

**Due Sunday, April 13, 11:59 PM via TurnItIn through BlackBoard**

An *Annotated Bibliography* provides annotations (summaries written by you, the researcher) of credible resources to help you consider the content, context, and value of resources. These sources must constitute “academic” work and/or come from credible sources. You may use online sources but ensure that they are authentic and credible. Focus on finding primary (rather than secondary) sources. **Do not cite Wikipedia, encyclopedias, or SparkNotes.**

You will provide three parts to each annotation (designed per the [Purdue OWL page titled “Annotated Bibliography Samples”](#)), with your Annotated Bibliography entries alphabetized.

1. MLA 9<sup>th</sup> ed. bibliographic reference for each source with hanging indent
2. Summary (in your own words) of the source (8–10 sentences)
3. Evaluation of source’s effectiveness and relevance to your study (3–4 sentences)

Your summary should identify the author’s thesis or claim. Your evaluation should address 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 and how?

### *Objectives*

In this assignment, you will

- Identify relevant, credible, primary sources related to a pre-determined topic.
- Format bibliographic entries for Works Cited lists.
- Summarize and annotate scholarly writings to prepare for your Position Paper (A4).

### **Assignment 4 (A4): Position Paper (1500–2000 words, without citation list)**

**Due Before May 12, 11:59PM via TurnItIn through BlackBoard**

A *Position Paper*, also called a *White Paper*, is a research-supported narrative that presents an issue or argument and presents a thesis that establishes your position related to that issue. You then support your position with credible evidence; you must cite *at least 10 credible sources* and provide in-text and

end-of-text citations for each. A position paper can be presented as a conference paper and typically serves to persuade the audience to agree with your point of view.

Examine an issue of importance within your academic discipline and present an informed argument with supported (cited) evidence to demonstrate your understanding, display your research into the issue, and provide a logical and research-substantiated conclusion. Content of the support should include summary, paraphrase, and direct quotes (used sparingly) and should be your original writing (no AI-generated or checked content).

### *Objectives*

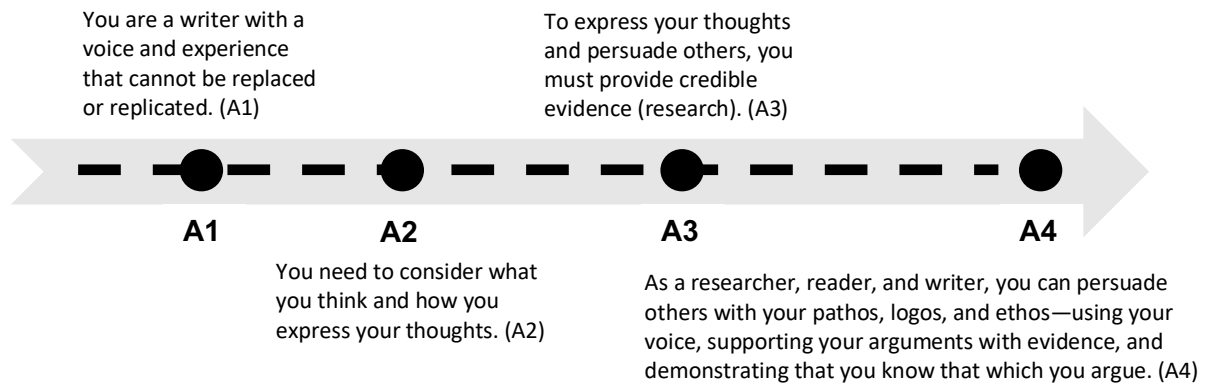
In this assignment, you will

- Express yourself by presenting an educated position.
- Support your position (argument) with evidence from credible resources.
- Integrate materials from your Writing Process into your Position Paper.
- Synthesize materials from your research into your narrative with integrity.
- Build your communication/writing skills by working through a persuasive written work.

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## CONSTRUCTION OF ASSIGNMENTS

The major assignments for this course (A1, A2, A3, and A4) build on each other (and on the writing process—outlines, drafts, peer review, etc., shown as a dotted line in the process) and help you grow as a critical thinker, reader, researcher, and writer—roles that you will need to fill for *all* of your college classes as well as your work as a professional. You can see the process in the figure below.



### ABBREVIATED COURSE CALENDAR

The full calendar will be available on Course Blackboard Page.

<b>Week of Class</b> (Mon–Fri)	<b>Topics Addressed in Preparation and Course Content</b> (Deadlines Published on Class Blackboard Page)
Week 1 Jan. 19–23	Introduce Course and Topics, Syllabus, and University and Course Expectations Begin to build a Classroom Community
Week 2 Jan. 26–30	Determine Rhetorical Applications in the Academic and Professional Worlds Consider Audiences
Week 3 Feb. 2–6	Review Language Foundations Consider English Mechanics Rules and Style Principles
Week 4 Feb. 9–13	Build Your Argument Consider and apply Rhetorical Appeals
Week 5 Feb. 16–20	Draft Argument Statements Review Thesis Statements to Ensure Concision and Remove Ambiguity
Week 6 Feb. 23–27	Begin the Research Process Identify and Evaluate Sources
Week 7 Mar. 2–6	Use your Library Strategically Communicate with your Instructor (Conferences)
Week 8 Mar. 9–13	Analyze and Annotate Sources Build Rebuttal Arguments
Mar. 16–20	Spring Break
Week 9 Mar. 23–27	Attribute Sources Choose Annotation Types
Week 10 Mar. 30–Apr. 3	Annotate Sources Summarize, Paraphrase, and Quote Resources Responsibly
Week 11 Apr. 7–11	Build Coherence in your Draft Ensure Your Message is Audience Appropriate
Week 12 Apr. 14–18	Present Evidence Engage in the Recursive Writing Process
Week 13 Apr. 21–25	Peer Review with Intent Revise, Edit, and Finalize Your Research and Argument
Week 14 Apr. 28–May 2	Discover Rhetorical Uses in Upper-Level Courses Consider Applications of Course Materials in Professional Settings
Week 15 May 5–8	Workshop to Finalize Your Writing Reflect on and Evaluate Your Learning
May 9	Reading Day (No University Events or Deadlines)
May 11–15	Final Examination Week

*The instructor reserves the right to change this syllabus if necessary to help you accomplish the Course Objectives.*