

## 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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<b>Course Number</b>	RHET 1301.001
<b>Course Title</b>	“Rhetoric I”
<b>Term</b>	Spring 2026
<b>Meetings</b>	Section 001: MW 8:30a – 9:45a; CB 1.223 Section 002: MW 10:00a – 11:15a; FN 2.204 Section 007: TR 11:30a – 12:45p; CB 1.210

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### INSTRUCTOR’S INFORMATION

<b>Instructor’s Name</b>	Dr. Wayne Reed
<b>Office Location</b>	JO 3.926
<b>Email Address</b>	<a href="mailto:wayne.reed@utdallas.edu">wayne.reed@utdallas.edu</a>
<b>Office Visiting Hours</b>	Th 1:00p – 2:00p and by appointment

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### COURSE DESCRIPTION (from UTD Catalog)

[RHET 1301](#) ([ENGL 1301](#)) Rhetoric I (3 semester credit hours) An introductory writing course that includes instruction in practical reasoning and the principles of rhetoric.

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### GENERAL CORE AREA 010 COMMUNICATION

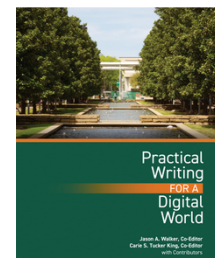
<b>Description</b>	Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.
<b>Core Objectives</b>	<b>Critical Thinking (CT)</b> —to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information <b>Communication (COM)</b> —to include effective development, interpretation, and expression of ideas through written, oral, and visual communication <b>Teamwork (TW)</b> —to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal <b>Personal Responsibility (PR)</b> —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).

Walker, Jason, et al. *Practical Writing for a Digital World*. Kendall Hunt Publishing, 2025.



**The textbook is required, and you must purchase the version with the GREEN COVER.** You will save money if you purchase your textbook in the UTD Bookstore. If you order from the publisher, you will need to pay a high shipping rate.

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 via class discussions, writing, and peer-review.
- 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), your overall grade will be subject to a drop of one letter 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.

### Major Assignments

Personal Narrative	10%
Rhetorical Analysis	15%
Synthesis	20%
Final Reflection	10%

### Minor Assignments

In-class Writings	15%
Participation	15%
Peer Reviews	10%
Team Presentations	5%

Your grades in this course are designed to reflect not just your proficiency in meeting the course objectives but also your commitment to the writing process and the development of your writing and critical thinking skills. With this in mind, each major assignment will consist of three drafts, the third of which will be considered your final draft. You will be expected to show an ability to draft, outline, and revise your essay and to respond to feedback on each step in the process. The weight of your grade depends more on your ability to show growth than your ability to write a “perfect” essay. 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: Personal Narrative (900–1100 words)

Your instructor will provide the theme for this assignment, and you will choose a time in your life when this theme was relevant. You will focus this written work on organization and how to convey meaning in a structured way, such as flashbacks, multiple points of view, or the perspective of an object or character. (Use a structure other than chronology.) Think creatively about how to structure your story and critically consider your reader. (Consider what the reader knows and need to know and consider how each section conveys information to your readers to shape their perspectives.)

### *Objectives*

In this assignment, you will

- Critically consider your life experiences and how to tell your story to an identified audience.
- Grow as a writer, practicing mechanics and creating audience-centric text.
- Plan and then organize and structure your narrative in a creative way.
- Work through the Writing Process to plan, draft, revise, edit, respond to peer reviews, and refine and proofread your writing.
- Manage your time and coursework to work through the Writing Process.

*Submit your Personal Narrative (A1) as a DOCX on the course Blackboard page via TurnItIn.*

### **Assignment 2: Rhetorical Analysis (1000–1200 words)**

Your instructor will choose a text, a space, or a community for you to analyze. You should focus on the text to ask: “How does this text/space/community work?” “How do the parts fit together to create the whole?”

You will consider rhetorical appeals—*pathos* (emotional appeal), *logos* (logical appeal), and *ethos* (credibility)—to the focus of your analysis. Apply these appeals to produce a fresh perspective on how appeals function within the topic. You should also consider the rhetorical situation (audience, purpose, exigency); credibility of the speaker(s); relationships between the speaker and the intended audience; or characteristics that direct messages to a particular audience.

### *Objectives*

In this assignment, you will

- Observe and analyze contexts for rhetorical appeals—e.g., texts, spaces, and discourse communities.
- Critically consider presence and uses of appeals.
- Present a thesis statement (argument) that presents what you observed and support your argument with evidence from your observations.

Your instructor will provide additional instructions. Ensure that you ask questions and read instructions.

### **Assignment 3: Synthesis Essay (1100–1300 words)**

You will negotiate multiple texts to find your own argument by critically analyzing texts and reflecting your own thoughts while grounding them in existing discourse. You will focus this essay on the conversation (discourse) between multiple sources to present how the two sources are “conversing.”

Choose two or more texts on the same topic; texts may agree or disagree. You will annotate the sources to identify shared or contrasting messages, and you will synthesize the messages in your essay by considering: e.g., Do the texts have the same or different conclusions? How do the texts approach the topic differently? What new questions do they pose? What logical frameworks or dimensions do the texts use?

### *Objectives*

In this assignment, you will

- Annotate at least two sources that address the same topic or issue.
- Identify the sources’ positions and perspectives.
- Establish a thesis statement that you can prove with the two or more sources.
- Objectively weave the two sources together in a “conversation” to show how they are related.

Your instructor will provide additional instructions. Ensure that you ask questions and read instructions.

#### **Assignment 4: Learning Reflection**

Research shows that students who reflect on their learning will retain more of their learning. Therefore, throughout the semester, you will reflect on your experiences with writing. For this document, return to notes in your textbook, on discussion board posts, and in your responses to comments to consider what you have learned and accomplished throughout the semester. Reflect on Course Objectives (presented in the Course Syllabus) as well as the Writing Process for each assignment. Contemplate and address how you will apply your learning and the writing process to other courses and professional activities.

#### *Objectives*

In this assignment, you will

- Reflect on readings, course materials, peer reviews, instructor feedback, the Writing Process, and textbook work to identify what you have learned.
- Cite your own work (omit “self plagiarism”) to direct the reader to your work throughout the semester.
- Address how you can continue to improve your reading and writing skills.
- Narrate how you will use these skills in future classes and in your professional endeavors.

Your instructor will provide additional instructions. Ensure that you ask questions and read instructions.

### 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	Introducing RHET 1301 Valuing Reading and Writing Reading and Writing Better to Succeed in College and the Workplace
Week 2 Jan. 26–30	Reading in a Writing Class Finding Power and Purpose in Your Writing
Week 3 Feb. 2–6	Defining and Using Rhetorical Appeals Applying Rhetorical Appeals in Your Writing
Week 4 Feb. 9–13	Creating and Structuring an Effective Argument Persuading Others in the Workplace
Week 5 Feb. 16–20	Finding Credible Sources Annotating Sources
Week 6 Feb. 23–27	Analyzing Texts Researching and Finding Evidence
Week 7 Mar. 2–6	Presenting Sources of Evidence Attributing Relevant Sources
Week 8 Mar. 9–13	Improving Your Analysis to Synthesize Sources Critically Thinking about Sources
Mar. 16–20	Spring Break
Week 9 Mar. 23–27	Improving Your Arguments Strengthening Your Writing
Week 10 Mar. 30–Apr. 3	Reviewing Texts Revising Your Work
Week 11 Apr. 7–11	Editing, Revising, and Proofreading Responding to Peer Reviews
Week 12 Apr. 14–18	Expanding Your Draft Revisiting Your Audience Analysis
Week 13 Apr. 21–25	Taking Ownership of Your Writing in College and Beyond Continuing Your Learning and Writing
Week 14 Apr. 28–May 2	Conferencing on Writing Workshopping on Writing Projects
Week 15 May 5–8	Reflecting on Your Learning Looking Ahead
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.*