

RHET 1302: Rhetoric

Course Syllabus

Fall 2009
Section 015
MW 4:00-5:15 p.m.
Class location: JO.4306

Instructor: Andra Yount

Email: andra.yount@student.utdallas.edu
*Email me Monday-Thursday 9:00 a.m.-
5:00 p.m. only
Office Number: **JO 4.118**
Office Hours: MW 5:30-6:30 p.m. or by
appointment
Office Phone: (972) 883-2018

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 rhetorical appeals and through analysis of audience, purpose, and exigency that is at the heart of the study of rhetoric. For Rhetoric 1302, you will read and reread texts and write multi-draft essays. 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.
- Students will be able to gather, incorporate, and interpret source material in their writing.

Required Texts

Hardin, Joe Marshall. *Choices: Situations for College Writing*. Southlake: Fountainhead, 2007. PDF file. (USB flash drive)

Rhetoric Program, UT-Dallas. *Writing and Reasoning Across Disciplines: A Reader for RHET 1302*. McGraw-Hill Learning Solutions, 2009.

Fall 2009 Assignments and Academic Calendar

Mon, Aug 24	Introduction to the Course Diagnostic Essay Course syllabus and class expectations Discuss the basics of writing: organization, development (transitional words and phrases, paragraph structure), style issues Due Wednesday: register online for Choices using USB flash drive; bring reader & Choices flash drive to class
Wed, Aug 26	Making Choices about Process and Rhetoric <i>Choices</i> , "Introduction" and Chapter 1 (pages 3-19) <i>Course Reader</i> , "Happiness is a Warm Planet" by Thomas Gale Moore Due Monday: Complete bio and photo in Choices
Mon, Aug 31	Making Ethical Choices in Your Writing <i>Choices</i> , Appendix 1 (pages 119-122) Plagiarism Tutorial at [http://www.utdallas.edu/library/help/PlagiarismTutorial/Plagiarism.htm]
Wed, Sep 2	Making Choices about Exigency, Genre, and Readership <i>Choices</i> , Chapter 2 (pages 21-32) Assign Blog Project (ongoing throughout the semester) *everyone open Choices and browse through requirements
Mon, Sep 7	No Class – Labor Day Holiday
Wed, Sep 9	Making Choices about Structure <i>Choices</i> , Chapter 3 (pages 33-49)
Mon, Sep 14	Critical Thinking and Logical Fallacy Class activities TBA
Wed, Sep 16	Making Community Choices – Community Writing Toulmin Method <i>Choices</i> , Chapter 5 (pages 61-75)
Mon, Sep 21	Community Writing Grammar and Style Review <i>Choices</i> , Appendix 2 (pages 135-150) Due Wednesday: Draft 1 of Community Writing on Choices as .doc document (worth 1/3 of grade)
Wed, Sep 23	Draft 1 Community Writing due on Choices In-Class Workshop/Peer Revision/Conferences – Community Writing
Mon, Sep 28	BLOG 1 DUE In-Class Workshop/Peer Revision/Conferences – Community Writing Due Wednesday: Community Writing Draft 2 Due on Choices AND Turnitin.com (worth 2/3 of grade)
Wed, Sep 30	Community Writing Project Draft 2 Due Making Choices about Culture and the Media <i>Choices</i> , Chapter 6 (pages 77-91)
Mon, Oct 5	Making Choices about Culture and the Media (continued) Media Critique
Wed, Oct 7	Making Choices about Culture and the Media (continued) Style, Grammar, and Mechanics Review
Mon, Oct 12	BLOG 2 DUE Reading Written Arguments Readings for discussion: Readings TBA by instructor

Wed, Oct 14	Using Sources, MLA and APA Format (Review) Continue Work Media Critique Due Monday: Draft 1 Media Critique Due on Choices
Mon, Oct 19	Draft 1 Media Critique Due on Choices (.doc document) In-Class Workshop/Peer Revision/Conferences Media Critique Essay
Wed, Oct 21	In-Class Workshop/Peer Revision/Conferences Media Critique Essay
Thu, Oct 22	**LAST DAY TO DROP WITH WP/WF**
Mon, Oct 26	BLOG 3 DUE Media Critique Draft 2 Due on Choices AND Turnitin.com Making Academic Choices <i>Choices</i> , Chapter 8 (pages 105-118)
Wed, Oct 28	Arguing in the Disciplines Readings for discussion: <i>Course Reader: Literary and Artistic Expression</i> Robert Frost, "Mending Wall" pgs. 207-208 Ursula K. LeGuin, "It Was a Dark and Stormy Night..." pgs. 231-238
Mon, Nov 2	Arguing in the Disciplines Readings for discussion: <i>Course Reader: Historical Moments</i> William Faulkner, "Nobel Prize Award Speech" pgs. 281-282 Primo Levi, "'Hydrogen' from the Periodic Table" pgs 288-292 Other readings TBA
Wed, Nov 4	Arguing in the Disciplines Assign Academic Essay Works Cited format, research discussion Prewriting Suggestions
Mon, Nov 9	BLOG 4 DUE Arguing in the Disciplines Readings for discussion TBA <i>Course Reader: Science, Technology, and Society</i>
Wed, Nov 11	Arguing in the Disciplines Readings for discussion TBA <i>Course Reader: Law, Politics, and Economics</i>
Mon, Nov 16	Academic Project Draft 1 Due on Choices (ready for peer editing, including WC page) In-Class Workshop/Conferences/Peer Revision – Academic Essay
Wed, Nov 18	In-Class Workshop/Conferences/Peer Revision – Academic Essay Sign up for conferences
Mon, Nov 23	BLOG 5 DUE Conferences: attendance required *bring a hard copy of your academic project as complete as possible
Wed, Nov 25	Academic Project Draft 2 Due on Choices and Turnitin.com
Mon, Nov 30	Arguing in the Disciplines Readings for discussion: <i>Course Reader: Gender and Cultural Studies</i> Readings TBA by instructor
Wed, Dec 2	In-Class Workshop Revising the Portfolio/Reflection Essay
Mon, Dec 7	Portfolio Due (Reflection Essay due on Choices and Turnitin.com) Course Wrap-Up

Grading

Note: I will give you a rubric for each graded assignment below before it is due. Please keep these rubrics in case you have any questions about the grades you are assigned.

Blog Project (cumulative grade for blogs 1-5)	10%
Project 1: Community Writing	10%
Project 2: Media Critique	15%
Project 3: Academic Essay	25%
Portfolio (all online Choices content plus Reflection Letter)	15%
Assignments/Presentations (Homework/Public Blog/Other Daily Work)	15%
Attendance/Participation	10%
Total	100%

(I will make use of the +/- system in grading as stipulated by the [University of Texas at Dallas Undergraduate Catalogue, 2008 – 2010.](#))

I will grade using the following letter grade scale.

GRADE	DESCRIPTION	GPA
A+		4.00
A	Excellent	4.00
A-		3.67
B+		3.33
B	Good	3.00
B-		2.67
C+		2.33
C	Fair	2.00
C-		1.67
D+		1.33
D	Poor	1.00
D-		0.67
F	Failure	0.00

Here is an example:

For the Community Writing Project, a student earns:

Draft 1 = C (2.0) worth 1/3

Draft 2 = B+ (3.33) worth 2/3

$2.0 + 3.33 + 3.33 / 3 = 2.8$ or somewhere between B- and B (usually I will round up to B in this case, depending on my evaluation of the overall quality of the work)

Here is a breakdown of grading criteria and expectations:

A = few or no grammatical errors, standard requirements met

--there is a clear purpose and organization

--originality, audience awareness, coherence, basic correctness

--unusually thought provoking and entertaining

--definite voice

--has the "wow" factor (offers a new, original, and interesting perspective)

B = better than average, few grammatical errors, standard requirements met

--there is a clear purpose and organization

--audience awareness, basic correctness

--definite voice

C = Average, standard requirements met

--audience awareness
--there may not be a clear voice/presence

D = below average, does not meet standard requirements
--too many errors for coherence/understanding
--not organized and/or confusing

F = below average, does not meet standard requirements

Assignment Descriptions

Project 1: Community Writing

Due Dates:

Draft 1: Wednesday, September 23, 2009 on Choices

Draft 2: Wednesday, September 30, 2009 on Choices AND Turnitin.com

Length: 750-1000 words (not including Works Cited page) in MLA format, 11 or 12-point font

In Chapter 5 of *Choices*, you learned that you are a member of several communities. These communities can range from very broad classifications like your status as a student at this university, or the very specific like your participation in an activist group that supports a local cause. The Community Writing assignment asks you to think critically about the communities of which you are a part and to select a community that you can discuss with some competence. Once you have selected a community, identify a problem within that community and then form an opinion about the problem. From this opinion form a thesis statement, and use ethos, pathos, and logos to persuade your audience to agree with your thesis. Topics may take the form of (but are not limited to) the options listed below:

Option I: Identify a problem within your selected community and propose action(s) that might solve it.

Option II: The general public may not feel that belonging to your community is beneficial to either its members or outsiders. Taking the stance that membership in your community is beneficial, argue how and why.

Option III: Identify a visual or compose a slogan that encapsulates your communities' goals and ideals. Explain how the visual or slogan is suitable for your community.

For examples of community writing, peruse the forums, blogs, and online magazines associated with your community. These texts will not only inform you about issues related to your community, but may also give you some idea of style. You should adapt your writing to your intended audience. The style of this essay may be informal, but should be free of technical errors. This essay asks you about your own experiences, and therefore should not require you to do much research or rely on the ideas of others. If you choose to use outside sources, you must include a Works Cited page in MLA format.

Below are the URLs of a few examples:

<http://media.www.utdmercury.com/media/storage/paper691/news/2009/02/09/Opinion/Professors.Can.Prevent.Another.Textbook.Fleecing-3618684.shtml>

http://www.randsinrepose.com/archives/2007/11/11/the_nerd_handbook.html

<http://www.scientificamerican.com/article.cfm?id=women-tenured-science-professors>

Project 2: Media Critique

Due Date:

Draft 1: Monday, October 19, 2009

Draft 2: Monday, October 26, 2009

Length: 1000-1250 words (not including Works Cited) in MLA format, 11 or 12-point font

Choices defines the term *cultural myth* as "...the idea that complex meanings have become attached to certain symbols, characters, settings, or narratives" (80). Keeping this in mind, the Media Critique assignment asks you to pick a film (or some other medium such as video games, advertising/print media, etc.) with which you are familiar—an old favorite or one that you have seen recently—and identify a cultural myth within it. In this essay, you must identify and describe the cultural myth in the film that you have chosen, write a thesis statement that hypothesizes on how the cultural myth is used (in moving the plot forward, defining a character, or in product placement), and then support this thesis using ethos, pathos, logos, examples from the film, and appropriate film (or other media) terms (defined below).

You do not have the space to fully elaborate on the cultural myths of the entire film/other medium; you must pick one or two sequences (defined below) to analyze. This essay should be completed in a formal tone. Imagine that you are writing this essay to be included in a major magazine or an academic publication. The final draft of this essay should be free of technical errors. Also, keep in mind that some films may not be suitable for this assignment. For instance, a romantic comedy may not work with Option I, but may work well for options II, and III. If you are unsure whether your film will work for the Media Critique, ask your instructor. Topics may take the form of (but are not limited to) the options listed below:

Option I: Identify how artistic elements of the film support or subvert the cultural myth. Artistic elements are defined here as color, character development, setting, sound, and editing.

Option II: Identify a film in which you have noticed a lot of product placement, and then identify how the cultural myths of the film or the product itself alter the meaning of the film or the perception of the product.

Option III: Find a film that either has no product placement, or in which product placement exists in a pivotal scene or sequence. Change or insert either an existing product or one you have created and then, after inserting the product, hypothesize the meaning of the scene or sequence. This option requires that your visual show an edited still from the film with the product creatively displayed. (This option requires advanced technical knowledge, so choose option 1 or 2 if you're not sure what to do here.)

The following are a few terms that will help you critique a film:

Frame: What is encompassed by the shot. Other objects can also act as "frames," such as mirrors, windows, and doors.

Shot: Each movement of the camera within a scene.

Scene: An action (created by a series of shots) that takes place in one place at one time.

Sequence: A series of scenes that are interwoven and lead to a development in the plot of a film.

Project 3: Academic Essay

Step 1 Due: Wednesday, November 11, 2009

*** Bring at least 5 sources as stated below, a Works Cited page with these sources listed, and a thesis statement

Draft 1 Due: Monday, November 16, 2009

Draft 2 Due: Wednesday, November 25, 2009

Length: 1500-2000 words (not including Works Cited) in MLA format, 11- or 12-point font, double-spaced

Source limit: Three (3) scholarly and two (2) popular sources (5 sources total) *at research stage (choose at least 3 for final draft)

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

In this assignment, write an essay that examines an issue of importance within your academic discipline. You will be graded on your ability to present an informed, effective argument that demonstrates your understanding of the subject, displays your research into its issues, effectively uses source material (in summary, paraphrase, and cogent quotations), and reaches logical, substantiated conclusions based on well organized and subordinated claims.

At least three of these sources must be cited in the first and final drafts of your Academic Essay. Your drafts are expected to contain a cogent, well-formed argument based on that preliminary work and to be presented in the MLA style, which is a required, graded element of this assignment.

Blog Project

Blog 1 Due: Monday, September 28, 2009

Blog 2 Due: Monday, October 12, 2009

Blog 3 Due: Monday, October 26, 2009

Blog 4 Due: Monday, November 9, 2009

Blog 5 Due: Monday, November 23, 2009

Each writing project will require directed blog entries; length is as directed by the project. Free writing exercises (select your own subject) at least one every 2 weeks; these should be 250-500 words in length.

Blog assignments are due throughout the semester as directed in the Choices text and online course content. Complete each required blog entry as directed. In addition, you are required to use the blog for free writing exercises (at least one per week). Use your blog freely within the bounds of good sense. Think of blog entries as something you would be willing to say in class (or have someone read aloud in class). Entries should conform to a good sense of propriety and classroom etiquette. Keep in mind that these are writing exercises, so avoid “txt msg speak.” Although individual entries are not graded, the blog is graded writing as a whole. I will be looking for improvement over time in your ability and willingness to express ideas in controlled, focused blog entries.

Course Portfolio

Due Date: Monday, December 7, 2009

The course portfolio is a complete collection of the work you have done during the semester. It is an opportunity for you to assess your progress as a writer, and evaluate those areas in which you still need work. Along with the final copies of assignments, **include a reflection letter examining your work.** It should highlight problems you faced, how you feel you improved, areas in which you are still unclear or feel you need more help. Keep in mind that this letter serves as a guide to help me evaluate your portfolio. It is your chance to direct my attention to what you have done best, as well as explain weaknesses in your pieces, demonstrating an awareness of how you might improve. This is not an argument for me to positively evaluate you. Rather, it is an opportunity to reflect on the individual assignments as well as your work as a whole.

The complete portfolio is comprised of the following:

- Blog Project
- Community Writing Essay
- Media Critique Essay
- Academic Essay
- Reflection letter

Note: In addition to the final copies of all assignments, include all planning materials such as outlines and drafts.

Some things the letter might address include:

- Important revisions you made in the process of writing a paper
 - Patterns you seem to have in your writing
 - Differences between drafts
 - Challenges with specific assignments
 - What you learned
 - What is still confusing
 - How you look at writing differently than when the semester began
 - How has your writing changed
 - How your writing process has changed
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Course Policies

Attendance

Because each class period consists of a mixture of lecture, discussion, group work and free writing, 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 starts promptly. 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. **Each student is allowed three (3) 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 tardies will result in one unexcused absence for the course. I will pass around a sign-in sheet, in sheet, and if you arrive after the sign in sheet has gone around, you are tardy. (it takes about 5 minutes)**

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 blog posts, 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. If you are sleeping or unprepared, I may ask you to leave the classroom because you are earning an absence in that case. You cannot participate in peer editing (and receive attendance credit) if you do not have a completed draft.

Late Work

All drafts, including final, must be submitted when and as required (online) in order to successfully complete this course. **Late assignments will not be accepted under any circumstances since drafts are due online.** However, if you have legitimate documentation from a doctor, your absence may be excused.

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. You may be asked to turn them off and receive point deductions from your participation grade if you use them during class time.

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).

University Policies

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.

UTD 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

UTD 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 UTD 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 UTD provides a method for students to have their UTD mail forwarded to other accounts.

***Please note my email availability hours: Monday-Thursday 9:00 a.m.-5:00 p.m. If I receive emails outside of these times, I will delete them. Please specify the following information in each email you send me:**

Name

Class

Reason for email

Your UTD email address

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 Grades

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

UTD 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 and understood them. I agree to comply with the policies for the Fall 2009 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): _____