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**RHET 1302: Rhetoric**

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**Course Syllabus**

Fall 2010

Section 013

MW 2:30 – 3:45

Class location: JO 4.122

**Prof. Christine Jones**

Email: christine.rh.jones@student.utdallas.edu

Office Number: JO 4.120

Office Hours: MW 12:30 – 1:30

Office Phone: (972) 883-2050

**NOTE:** All matters associated with this course are subject to change at the instructor's discretion. Any and all changes will be communicated to students in writing.

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**Course Description**

RHET 1302 will prepare you for college-level writing while helping you develop your critical thinking skills. Rhetoric is the study and practice of how people communicate messages, not only in writing and speech, but also through visual and digital mediums. 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 RHET 1302, you will read and reread texts and write multi-draft essays. Practically speaking, you will learn skills that you can use in your future course work regardless of your major.

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**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.

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**Required Texts**

Rosenwasser, David and Stephen, Jill. *Writing Analytically with Readings*. Thomson/Wadsworth, 2008.

**Recommended:** Students, if they own such devices, are encouraged (**not** required) to bring laptop computers to class.

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## Fall 2010 Assignments and Academic Calendar

Mon, Aug 23	<b>Introduction to the Course</b> <b>**Diagnostic Essay**</b> Course syllabus and class expectations Discuss the basics of writing: rhetorical situation
Wed, Aug 25	<b>The Process of Critical Analysis</b> <i>Writing Analytically</i> , Chapter 1 Discuss the basics of writing: organization, development (transitional words and phrases, paragraph structure), style issues
Mon, Aug 30	<b>The Process of Critical Analysis (cont'd)</b> <i>Writing Analytically</i> , Chapters 2 <b>Finding, Citing, and Integrating Sources</b> <i>Writing Analytically</i> , Chapter 13 (pages 323-343) Plagiarism Tutorial at <a href="http://www.utdallas.edu/library/help/PlagiarismTutorial/Plagiarism.htm">[http://www.utdallas.edu/library/help/PlagiarismTutorial/Plagiarism.htm]</a>
Wed, Sep 1	<b>The Process of Critical Analysis (cont'd)</b> <i>Writing Analytically</i> , Chapter 3 "Blogging in the Global Lunchroom" by Geoffrey Nunberg, 421 Begin Blog project (ongoing throughout the semester) <b>Introduce Essay #1 Assignment</b>
Mon, Sep 6	<b>Labor Day Holiday – NO CLASS</b>
Wed, Sep 8	<b>The Process of Critical Reading</b> <i>Writing Analytically</i> , Chapter 4 "Powerpoint is Evil" by Edward Tufte, 451
Mon, Sep 13	<b>Using Evidence</b> <i>Writing Analytically</i> , Chapter 5 "The Naked Crowd" by Jeffrey Rosen, 408 <b>Have topic for Essay #1</b>
Wed, Sep 15	<b>Thesis Statements</b> <i>Writing Analytically</i> , Chapters 6-7
Mon, Sep 20	<b>DUE: Essay #1 Rough Draft (reminder: turnitin.com by noon)</b> <b>Conferences/Peer Review/Workshops</b>
Wed, Sep 22	<b>Conferences/Peer Review/Workshops</b>
Mon, Sep 27	<b>Introductions and Conclusions</b> <i>Writing Analytically</i> , Chapter 8 <b>Bring Essay for Revision</b>
Wed, Sep 29	<b>Organization and Development</b> <i>Writing Analytically</i> , Chapter 9 <b>Bring Essay for Revision</b>

Mon, Oct 4	<b>DUE: Essay #1 Final Draft</b> <b>Reminder:</b> Turnitin.com by noon <b>Toulmin Method of Argumentation</b>
Wed, Oct 6	<b>Introduce Essay #2 Assignment</b> <b>Analyzing the Visual</b> <i>Writing Analytically</i> , Chapter 17: "Looking at Photographs" by Elliot, Rosenwasser, and Stephen, 517 (midterm blog entries due Fri, Oct. 8, 11:59 pm)
Mon, Oct 11	<b>Analyzing the Visual</b> <i>Writing Analytically</i> , "Images of Women in European Art" by John Berger, 577; "Listening to Khakis: What America's Most Popular Pants Tell us About the Way Guys Think" by Malcolm Gladwell, 781.
Wed, Oct 13	<b>Analyzing the Visual/ Culture and Media</b> Visual Rhetoric: Continued <i>Writing Analytically</i> , Chapter 20: "King of the Hill Democrats?" by Matt Bai, 772; "Oy Gay!" by Kera Bolonik, 776. <b>Choose paper topic</b>
Mon, Oct 18	<b>Style and Tone</b> <i>Writing Analytically</i> , Chapter 10 "Politics and the English Language" by George Orwell, 694
Wed, Oct 20	<b>Style and Tone (cont'd)</b> <b>DUE: Essay #2 Rough Draft (reminder: turnitin.com by noon)</b> <i>Writing Analytically</i> , Chapter 11 (introduce grammar/mechanics assignment)
Mon, Oct 25	<b>Conferences: Show up prepared with revised draft at assigned time</b> <b>**Last day to drop with a WP/WF**</b>
Wed, Oct 27	<b>Conferences: Show up prepared with revised draft at assigned time</b>
Mon, Nov 1	<b>Grammar and Mechanics Review and Workshop</b> <i>Writing Analytically</i> , Chapter 14 <b>Bring Revised Essays for proofreading</b>
Wed, Nov 3	<b>DUE: Essay #2 Final Draft</b> <b>Reminder:</b> Turnitin.com by noon Library/Research Review <b>Introduce Essay #3 Assignment</b>
Mon, Nov 8	<b>Finding, Citing, and Integrating Sources</b> <i>Writing Analytically</i> , Chapters 12 and 13 (pages 343-347 only)
Wed, Nov 10	<b>DUE: Potential Bibliography</b>
Mon, Nov 15	<b>Reading Analytically</b> "Assimilation, American Style" by Peter Salins, pg 607; "Put On a Happy Face: Masking the Differences Between Blacks and Whites" by Benjamin DeMott, 641

Wed, Nov 17	<b>DUE: Proposal/Abstract for Essay #3</b> <b>Reading Analytically (continued)</b> "On Political Labels" by Christopher Borick, pg 673; "Interview with Frank Lunts" pg 711
Mon, Nov 22	<b>DUE: Rough Draft – Essay #3 (reminder: turnitin.com by noon)</b> <b>In class peer review</b>
Wed, Nov 24	<b>Conferences: Show up prepared with revised draft at assigned time</b>
<b>Nov 25-27</b>	<b>Thanksgiving Holiday – NO CLASSES</b>
Mon, Nov 29	<b>Conferences: Show up prepared with revised draft at assigned time</b>
Wed, Dec 1	<b>In-Class Workshop</b> Final proofreading check list, Revising the Portfolio, Reflection Essay <b>Bring Revised Essays for Review</b>
Mon, Dec 6	<b>DUE: Essay #3 Final Draft (reminder: turnitin.com by noon)</b> <b>DUE: Portfolio (Reflection Essay due by *11:59 pm on turnitin.com for a complete portfolio; final blog entries due by 11:59 pm) Course Wrap-Up , work on Reflection Essay</b>

**Grading**

Blog Project	20%
Essay #1: Community Writing or Rhetorical Analysis	10%
Essay #2: Visual Literacy	15%
Essay #3: Academic Research Essay & Proposal (Proposal = 5% of total 25%)	25%
Portfolio	10%
Homework/Peer Review/Other Assignments	10%
Participation	10%
<b>Total</b>	<b>100%</b>

(I will make use of the +/- system in grading as stipulated by *The University of Texas at Dallas Undergraduate Catalogue, 2010-2012.*)

<b>Grade</b>	<b>Minimum</b>	<b>Description</b>	<b>Grade Points per Semester Hour</b>
A+	97		4.00
A	93	Excellent	4.00
A-	90		3.67
B+	87		3.33
B	83	Good	3.00
B-	80		2.67
C+	77		2.33
C	73	Fair	2.00
C-	70		1.67
D+	67		1.33
D	63	Poor	1.00
D-	60		0.67
F	0	Failure	0.00

## Assignment Descriptions

**(You must submit all major assignments to Turnitin.com by 12:00 noon on the due date except as noted\*)**

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### Essay #1: Rhetorical Analysis

Due Date: Rough Draft: Mon. September 20<sup>th</sup>; Final Draft: Mon. Oct 4<sup>th</sup> (Turnitin.com copy for each due by 12:00 noon on due date)

Length: 750-1000 words (not including Works Cited) in MLA format, 12-point, Times New Roman font

Source limit: One (1) source minimum

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

For this assignment, you will write an analysis of the rhetorical strategies and techniques used by a writer in constructing a short essay. The purpose of this assignment is to think and write critically about a text. The skills you use in this exercise also apply to the images or media you analyze for your Visual Rhetoric and the Media essay and the research you use in your Academic Argument essay. In this paper, analyze any essay included in this syllabus or another essay from the textbook with the approval of your instructor.

To begin your analysis, look at the different rhetorical choices evaluated in the first three chapters of our text, and other writing strategies we have discussed in class, such as the writer's backing of a claim, use of evidence, logic (or logical fallacies), address of counterarguments, organizational strategies, style, humor, and/or tone. Choose an approach and be selective: you cannot cover all of these elements in a single paper. You must have a thesis about the article you choose and elements of its rhetoric. You might, for example, 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. It is fine to have a nuanced thesis that does not conclude the essay is entirely good or entirely bad. Remember that these pieces are composed by published, respected writers who have quality to their writing; at the same time, you may find gaps in the writing, disagree with the logic or approach, or find significant concerns that are not addressed by the piece. While you may include a very brief summary of what the writer says, summary should only be a small portion of your essay, and you should concentrate on developing your argument/thesis about the essay, using evidence and insight to support your claim. The essay should include a Work or Works Cited page. Be sure to proofread your essay for technical errors.

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**Essay #2: Visual Rhetoric and the Media**

Due Date: Rough Draft: Wed., Oct. 20; Final Draft: Wed., Nov. 3; both drafts due on turnitin.com by 12:00 noon.

Length: 1000-1250 words (not including Works Cited) in MLA format, 12-point, Times New Roman font

Source limit: Two (2) sources minimum

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

The Visual Rhetoric and the Media assignment asks you to select a piece of media (e.g., film, advertisement, television show, music video, etc.) to analyze in one of the ways outlined below. Each option encourages you to analyze the rhetoric of a visual medium and/or discuss how your media piece represents or reflects a culturally significant element that contains cultural meaning and relevance for its time. 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. You must include a minimum of two sources in your essay, so ensure there are sources discussing your media selection. The final draft of this essay should be free of technical errors. Also, keep in mind that some media selections may not be suitable for this assignment. If you are unsure whether your choice will work for the assignment, ask your instructor.

Topics may take the form of the options listed below:

**Option I:** In this essay, you must choose a film, television show, music video, or another visual medium that you pick with instructor approval that either supports or subverts a culturally significant element (defined here as either ideology, a complex idea, archetype, stereotype, or symbol). Identify and describe the culturally significant element and write a thesis statement that hypothesizes on how the culturally significant element is used (in moving the plot forward, defining a character, propagating a particular belief, etc.), and then support this thesis using examples of artistic elements from the media piece that either support or subvert the culturally significant element. Artistic elements include (but are not limited to) color, character development, setting, sound, and editing.

You do not have the space to fully elaborate on the culturally significant elements of the entire piece if you decide to work with a film or television show; you must pick one or two sequences (defined below) or scenes to analyze.

**Option II:** Select a series of related advertisements (either print ads or television commercials) and perform a rhetorical analysis in which you hypothesize on the target market of the ads, discuss how the ads use visual rhetoric to appeal to that market, and determine whether or not the ads are effective in reaching their target market.

**Option III:** Select a social or cultural topic/issue of interest that receives significant media coverage. Choose a topic which can be addressed both visually and in writing. Form an argument about the topic; then, using the criteria discussed in class, find and incorporate visual-rhetorical elements which support your argument. You may use your own drawings, diagrams, charts, or photographs or choose to use images from other appropriately licensed sources. You may choose to assemble a visual essay, then write your argument to use those images. Alternately, you may choose to write an essay, then find images that help to make your point. Your grade is based on the quality of your writing and the appropriateness and effectiveness of the visual elements selected. In other words, both your written work and your visual elements should make the same argument and should work together to make your point. Do not forget to cite the sources for all images used; your text must meet MLA format requirements for source identification, should include in-text citations and a Works Cited page. However, the page layout may vary as you can choose to use the appearance of text and images on the page as part of your visual argument.

The following are a few terms that will help you critique a film, TV show, commercial, or video:

**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.

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

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

Due: Proposal/Abstract: Wed., Nov. 17; Rough Draft: Mon., Nov. 22 (noon, turnitin.com); Final Draft: Mon., Dec. 6 (noon, turnitin.com)

Source requirement: Three (3) scholarly and two (2) popular sources (5 sources total)

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**

Length: 100-250 words

Due Date: one per week beginning Week 2

(6 entries due by midterm: 11:59 pm, Friday, Oct. 8<sup>th</sup>; 14 entries total due by 11:59 pm, Monday, Dec. 6<sup>th</sup>.)

At least once a week, you will post to a blog designated for your particular RHET 1302 section. Your blog entries should offer a thoughtful response to course readings and/or class discussions.

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 spk”. Furthermore, abbreviated responses or simply saying, “I agree”, in answering a classmate will not suffice. 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. In order to move your grade to above average status, you should include, in addition to the required responses, appropriate links, pictures, or videos and/or promote discussion through commenting on other class members’ entries. The address for this class blog is <http://adventuresinrhetoric.blogspot.com>. After I send you an invitation email to join the blog, you will be able to set up a profile, post entries, and comment on other entries. This blog will be private for our class; only participating members with a password will be able to see it.

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## **Course Portfolio (E-Portfolio)**

Due Date: Mon. Dec. 6 (\***reflection essay due by 11:59 pm on turnitin.com**)

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.

The complete portfolio will include the following:

1. Reflection Essay: A 750-1,000 word reflection essay examining your work. It should highlight problems you faced, how you feel you improved, and areas in which you are still unclear or feel you need more help. The essay should address these questions for *each* of the essays you submitted during the semester and for the blog project, as well as providing an overview of the work you did during the semester as a whole.

Keep in mind that this essay 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. Some things the reflection essay 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

2. Completed Blog Project

3. Copies of both drafts of your:

- Rhetorical Analysis
- Media Critique Essay
- Academic Essay

**If you have properly submitted both drafts of all essays to turnitin.com, you do not need to turn them in again for the portfolio. Simply submit your reflection essay to turnitin.com by 11:59 pm on Monday, Dec. 6<sup>th</sup> to complete your portfolio.**

## Course Policies

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### Attendance

Because each class period consists of a mixture of class discussion, group work and freewriting, 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.

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 grade for the semester. **You are responsible for your attendance. You must make sure you sign the roll sheet and/or notify me if you arrive late and after I have taken roll.**

### Punctuality

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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 consider you absent if you arrive more than 20 minutes late to class. You will be counted tardy if you arrive after I have passed around the sign-in sheet.

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**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.

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**Late Work**

All drafts, including final, must be submitted when and as required in order to successfully complete this course. **A late final draft will suffer deductions of 10 points per calendar day. This deduction will be applied to both paper and electronic submissions;** therefore, if a student hands in a physical copy of the paper, but fails to submit it to turnitin.com by the deadline, the student will suffer the grade deduction. **Late first drafts will not be graded and will automatically lower the grade of the final paper by 10 points.** (Likewise, turning in a first draft automatically earns you 10 points.)

No make up work is allowed; however, to make up for assignments missed (other class assignments or homework) due to unexpected absences, I will drop the two lowest homework/assignment grades at the end of the semester.

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**Personal Communication Devices**

Turn off all cell phones, pagers, and other personal communication devices before the start of class. Do not use such devices during class.

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**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

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### 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 (Class ID: 3380324; Password: Toulmin)**, which searches the web for possible plagiarism and is over 90% effective.

**For complete university course policies, please visit:**

<http://provost.utdallas.edu/home/syllabus-policies>

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I have read the policies for RHET 1302. 013 and understood them. I agree to comply with the policies for the Fall 2010 semester. I realize that failure to comply with these policies will result in a reduced grade the course.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name (print): \_\_\_\_\_

UTD e-mail address: \_\_\_\_\_

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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): \_\_\_\_\_