

RHET 1302: RHETORIC AND COMPOSITION

COURSE INFORMATION

Term: Spring 2013

Course Number: RHET 1302.026

Days: Tues. & Thurs., 10:00-11:15am

Location: JO 3.532

Instructor: Sahalie Hashim, MFA

Contact: eLearning Messages

Emergency Contact:
sxh126730@utdallas.edu

Course Syllabus

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.



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 to audiences, not only in writing and speech, but also through visual and digital media. 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

Required Texts

1. *This syllabus* is designed to keep you organized, and on track. You should look over your syllabus EVERYDAY. If you lose it, you can print a new one from the "Syllabus" tab on eLearning.

2. Textbook: *Argument!* by John Gooch and Dorothy Seyler (2nd Ed.)

Course Goals

After completing this course you should

- Be able to write in different ways for different audiences
- Be able to write effectively using appropriate organization, mechanics, and style
- Be able to construct effective written arguments
- Be able to gather, incorporate, and interpret course material in your writing

Course Policies

Attendance

Your thoughtful, attentive, and active participation is essential to success in Rhetoric 1302, and is worth 10% 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. Leaving early will count as an absence as well. While you are allowed 3 unexcused absences, you will still miss out on participation points for those days you are gone and will not be able to make up in-class work. Each absence after the third will result in a 2.5% reduction from your overall grade. Please, contact me by email if you experience a personal or emergency situation that requires you to miss class.

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. You will be counted tardy if you arrive after roll has been taken. If you arrive more than 20 minutes late to class you will accrue an unexcused absence.

Electronics

Class Participation & Preparation

Students should come to class prepared. This means having read the required texts for the day, as well as completing the required homework on time. Students should bring the textbook *Argument!* to every class.

Your participation grade will be based on your active engagement with the course. This means how well you pay attention to lecture, how well you complete in-class work and collaborate with peers, and the quality of your contribution to in-class discussion. Please use your analysis of the readings, prior research and/or study when responding orally in class, and be prepared to back up any points you make.

Cell Phone Use

Cell phones are disruptive and distracting. Please silence your phones before entering the classroom. If you absolutely must make a call, receive a call, or send a text, I ask that you leave the classroom before doing so. Anyone caught texting during class will receive a deduction from their participation point total for that day.

Microsoft Word

All composition assignments should be submitted as a Microsoft Word document

Late Work Policy

All assignments must be completed on time. Any assignment turned in after the deadline will receive a 10% deduction from the assignment point total for each day it is late (2 days late = -20%). I do not provide feedback on late work.

eLearning

This class relies heavily on eLearning. Many of your assignments, as well as all correspondence with your peers and I, will be done on this program. As such, it is absolutely *essential* that you learn and understand how eLearning functions immediately. Not understanding how eLearning works will NOT be accepted as an excuse for late work, or an incomplete assignment. If you do not own a computer, there are many computer labs on campus available to you. If you have any doubts about using eLearning please talk to me during the first week of classes.

Turnitin.com

In order to dissuade dishonesty and plagiarism, all students will be required to submit second drafts and final drafts of every essay to turnitin.com. You will need to create an account at

Course Policies Cont.

MLA Formatting

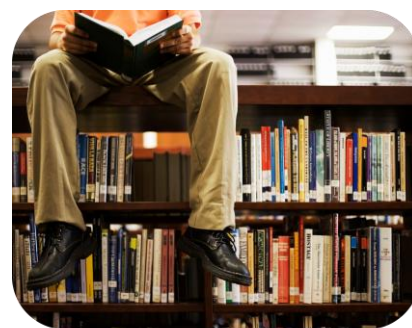
The Modern Language Associate style is a standard for written communication, which makes it easier for readers to understand the text they are reading. Being able to correctly format English essays is essential for success in this class and any subsequent college class in which essays are required. Should you need to review, our textbook *Argument!* offers detailed explanations and numerous examples of proper MLA formatting. All final essay drafts should be formatted according to MLA

Course Requirements

In order to pass this course, students must turn in second drafts and final drafts of every major essay. This includes the position paper, rhetorical analysis, visual analysis, and final research paper.

Reaching Me

Please feel free to come to my office hour, or make an appointment with me if you have doubts/questions about the class. **All correspondence should be done through eLearning Messages.** Please give me at least a day to reply.



"Writing is physical work. It's sweaty work. You just can't will yourself to become a good writer. You really have to work at it."
-Will Haygood

Assignment Descriptions

Reading Quizzes

I will give sporadic pop reading quizzes on days with assigned reading. This is done to ensure that you are completing and comprehending the assigned material. Poor class scores on reading quizzes will increase the amount of quizzes given. Students may make up one missed quiz by sending me a paragraph summary of the assigned reading through eLearning messages before the start of the subsequent class period.

Structure-Focused First Drafts

All students will be asked to complete a structure-focused first draft for every essay. This draft will focus on structure first, and content second. Students will be asked to outline the internal structure of every paragraph before they fill in the content of their draft. On a basic level the SF-first draft is a hyper-outline surrounded by the complete content you would include in a regular draft. These drafts are designed to improve your understanding of academic essay movement and

Response to First Draft Comments

I will read your SF-first drafts and send you a copy of your draft with in-text comments included as a .pdf through eLearning. Once you receive my comments you will have 24 hours to respond to them through an assignment created in eLearning. This is to ensure that you have read and understood my comments. This will also give you the opportunity to ask me any questions you might have. Responses should be no more than 2-3 sentences and will count as one quiz grade.

Assignment Descriptions Cont.

Second Drafts

All students are required to write second drafts of their essay once they have read and considered my comments to their SF-first draft. Second drafts will be submitted on turnitin.com and are due one hour before the start of class on the day we are peer editing. Students who fail to turn in a second draft will automatically receive a zero on their final draft. Second drafts must reflect critical consideration toward improvement, meaning they cannot be copies of the first draft.

Peer Workshop/Editing Sheets

Before each final essay is due you will also be asked to edit a peer's essay in class. Each student should bring a hard copy of their essay to class for these editing workshops and will be paired with another student to work with. This process not only provides you with thoughtful feedback from a peer, but also sharpens your own editing skills. Being able to edit your own papers for organization, content, and mechanics is an essential part of being a competent writer. For this reason, peer editing is extremely important, and all

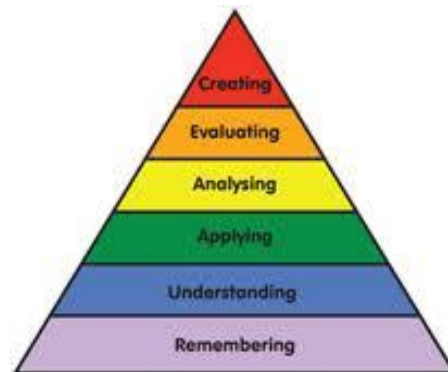
Final Drafts

Final drafts are the end result of each essay and should reflect the hard work and thoughtfulness that has gone into improving your essay at every stage of the writing process. Final drafts should take into consideration peer editing feedback and, therefore, should be an improved version of your second draft. Final drafts are due on eLearning and are graded with a rubric.

Essay One: Position Paper

Length: 500-750 words

In a letter to Dr. Daniel, President of UTD, take a position on an issue facing the campus. Your letter, for example, could express your point of view on the campus parking situation or whether or not the university should offer students a wider-range of dining options in the Student Union. Regardless of what you choose, though, you must convince President Daniel of



your position by providing good evidence and effectively

Essay Two: Rhetorical Analysis

Length: 750-1000 words

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 how a text was constructed. The skills you use in this exercise also apply to the image you analyze for your visual analysis essay and the research you use in your academic argument essay. In this paper, you will analyze an essay selected by your instructor from the textbook or another essay you select with the approval of your instructor.

Essay Three: Visual Analysis

Length: 1000-1250 words

The Visual Analysis assignment asks you to select a photograph, print advertisement, and/or work of art and analyze its features to discover a deeper meaning. Just like a written text, a visual communicates meaning on a deeper level beyond merely the literal. Your essay will illuminate this

Assignment Descriptions and Expectations Cont.

Essay Four: Academic Essay

Length: 1500-2000 words

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

submit their final drafts to an academic undergraduate journal for publication consideration. Journals will need to be approved by the instructor, and proof of submission will be required. Students may find the following website helpful in their search for a suitable journal:
www.research.ucsb.edu

Prospectus

Length: 250-500 words

The prospectus is a brief proposal that outlines your research plan. It may include a rough outline of your essay, an annotated bibliography or a listing of possible outside sources of information you plan on using, and relevant research questions. This is an important moment in the research process. How well you've crafted your research questions will significantly influence the success of your project.

Outside Sources of Help

eLearning

eLearning is designed to help you stay more organized. It also makes classroom materials and information more accessible. All assignments, except for in-class work, and second drafts, will be due on eLearning. Along with academic assistance, eLearning also allows you to communicate and post messages for your peers, giving you a broader support network for any questions or doubts you might have about the class.

The Writing Center

Location: McDermott Library - MC 1.206

The Writing Center serves as a student-centered resource for the UT Dallas community. [It] offers one-on-one consultations at no charge, providing help at any stage of the writing process and with any kind of writing assignment or personal essay. (Language borrowed from the Writing Center website)

<http://www.utdallas.edu/GEMS/writing/>

Your instructor

I am more than happy to meet with you outside of class to help you in any way that I can. Please come to my office hours during the week, or contact me via eLearning to set up a meeting.

Your Peers

Studying with peers can help alleviate stress and is a learning opportunity. Don't be afraid to work together or ask each other for help.

Spring 2013 Schedule

Week One- Introduction to Course and Critical Thinking

Tuesday- Jan. 15th

Welcome!

In class: Syllabus, eLearning, Why Write?
Diagnostic Essay & Writing Process Review

Thursday- Jan. 17th

In class: Syllabus Quiz, Review Writing
Process, & Critical Thinking

Week Two- Understanding and Writing Arguments

Tuesday- Jan. 22nd

Read before class: Chapter 1- *Argument!* (p.
4-26)

In class: Discussion and Activity

Thursday- Jan. 24th

Read before class: Chapter 2- *Argument!* (p.
30-41)

In class: Discussion and Activity

Week Three- Understanding and Writing Arguments

Tuesday- Jan. 29th

Read before class: Chapter 3- *Argument!* (p.
48)

In class: Discussion and Activity, Handout-
Essay 1

Thursday- Jan. 31st

Read before class: Chapter 6- *Argument!* (p.
98-108)

In class: Discussion and Activity

DUE Saturday (Feb. 2nd): Structure Focused
First Draft- Essay 1 on eLearning by 12pm

Week Four- Writing and Refuting Arguments

Tuesday- Feb. 5th

Read before class: Chapter 5- *Argument!* (p.
86-95)

In class: Discussion and Activity

Thursday- Feb. 7th

Read before class: Chapter 4- *Argument!* (p.
68-80)

In class: Discussion and Activity, Peer
Editing Expectations

Week Five- Peer Editing and Paper Presentations

Tuesday- Feb. 12th

Bring a hard copy of your second draft to class!!

In class: Peer editing and discussion with a partner

DUE: Second Draft- Essay 1 on Turnitin.com

Thursday- Feb. 14th

In class: Finish peer editing, Informal paper presentations, Review grading rubric

DUE Saturday (16th): Final Draft- Essay 1 on eLearning by 12pm (Noon).

Week Six- Rhetorical Analysis

Tuesday- Feb. 19th

Read before class: Chapter 9- *Argument!* (p. 140-150)

In class: Discussion and Activity, Handout- Essay 2

Thursday- Feb. 21st

Read before class: "The End of Consumer Culture?" (p. 274-277)

In class: Continue discussion of Rhetorical Analysis, Analyze short essay

DUE Saturday (23rd): Structure Focused

Week Seven- Documenting Sources & MLA formatting

Tuesday- Feb. 26th

Read before class: Chapter 12 (p. 202-210) & pages 234-244 in *Argument!*

In class: Discussion and Activity: documenting sources in-text, brackets, and ...

Thursday- Feb. 28th

Read before class: Review pages 234-244 in *Argument!*

In class: Discussion and Activity: works cited formatting, avoiding plagiarism

Week Eight- Peer Editing and Paper Presentations

Tuesday- March 5th

Bring a hard copy of your second draft to class!!

In class: Peer editing and discussion with a partner

DUE: Second Draft- Essay 2 on Turnitin.com by 9:00am & as a hard copy in

Thursday- March 7th

In class: Finish peer editing, Informal paper presentations, Review grading rubric

DUE Saturday (9th): Final Draft- Essay 2 on eLearning by 12pm (Noon).

***Midterm Grades posted**

Spring Break- No Classes**Tuesday- March 12th*****No Class*****Thursday- March 14th*****No Class******Week Nine- Visual Argument***

Tuesday- March 19th**Read before class:** Chapter 10- *Argument!*
(p. 156-172)**In class:** Discussion and Activity, Handout-
Essay 3**Thursday- March 21st****Read before class:** Visual Handout
(eLearning)**In class:** Analyzing advertisements and
pictures, Discussion and Activity**DUE Saturday (23rd):** Structure Focused
Final Draft- Essay 3 on Turnitin.com by 12pm***Week Ten- Visual Argument Cont.*****Tuesday- March 26th****In class:** Analyzing the visual continued:
pictures and videos, Discussion and Activity**Thursday- March 28th****In class:** Style and Grace Lesson***Week Eleven- Peer Editing and Paper Presentations*****Tuesday- April 2nd****Bring a hard copy of your second draft to
class!!****In class:** Peer editing and discussion with a
partner**DUE:** Second Draft- Essay 3 on Turnitin.com
by 9:00am & as a hard copy in class**Thursday- April 4th****In class:** Finish peer editing, Informal paper
presentations, Review grading rubric**DUE Saturday (6th):** Final Draft- Essay 3 on
eLearning by 12pm (Noon).

Week Twelve- Problem/Solution "Academic" Essay and Planning**Tuesday- April 9th****Read before class:** Chapter 8- *Argument!* (p. 128-135)**In class:** Discussion and Activity, Handout- Essay 4, Writing the Prospectus**Thursday- April 11th****Read before class:** Chapter 11- *Argument!* (p. 186-197)**In class:** Thesis handout, Discussion and Activity**DUE Saturday (13th):** Prospectus on eLearning by 12pm (Noon)***Week Thirteen- Academic Essay and Research*****Tuesday- April 16th****Read before class:** Chapter 13- *Argument!* (p. 216-228)**In class:** Discussion and Activity**Thursday- April 18th****In class:** Library Tour and research lesson**DUE Saturday (20th):** Structure Focused First Draft- Essay 4 on eLearning by 12pm (Noon).***Week Fourteen- Conferences and Peer Editing*****Tuesday- April 23rd****In class:** Mini-conferences, work on research, review MLA formatting if needed**Thursday- April 25th****Bring a hard copy of your second draft to class!!****In class:** Peer editing and discussion with a partner**DUE:** Second Draft- Essay 4 on Turnitin.com by 9:00am & as a hard copy in class***Week Fifteen- Peer Editing and Paper Presentations*****Tuesday- April 30th****In class:** Finish peer editing, Review grading rubric**Thursday- May 2nd****In class:** Paper presentations**DUE Saturday (4th):** Final Draft- Essay 4 on eLearning by 12pm (Noon).

Grading

*Essay 1: Position Paper	10%
Essay 2: Rhetorical Analysis	15%
Essay 3: Visual Analysis	20%
Essay 4: Academic Essay & Prospectus (Prospectus = 5% of total 30%)	30%
Reading Quizzes & Comments Response	5%
Peer Editing Sheets	10%
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, 2010-2012.*)

*Note: Essay grades include first, second, and final drafts

Letter Grades*

A.....	93% – 100%
A-	90% – 92%
B+	87% – 89%
B.....	83% – 86%
B-	80% – 82%
C+.....	77% – 79%
C.....	73% – 76%
C-	70% – 72%
D+.....	67% – 69%
D.....	60% – 66%
F	0% – 59%

Academic Integrity

Students in RHET 1302 are expected to maintain a high level of responsibility and academic honesty. It is critically important you produce original written work and document all sources accurately using MLA format.

Please consult the following web sites addressing academic integrity as well as what constitutes cheating at UTD:

<http://www.utdallas.edu/judicialaffairs/UTDJudicialAffairs-AcademicIntegrity.html>

<http://www.utdallas.edu/judicialaffairs/UTDJudicialAffairs-Basicexamples.html>

Please ask me if you become concerned that you are possibly committing an act of scholastic dishonesty. UTD will hold you accountable regardless of whether or not you intended to plagiarize your paper.

RHET 1302 students suspected of plagiarism or any other act of scholastic dishonesty are subject to disciplinary proceedings. Should the Judicial Affairs Officer find a student responsible, he or she will typically receive a “0” on the assignment in question.

University Policies

Please review the university policies at <http://go.utdallas.edu/syllabus-policies>.