

## RHET 1302: Rhetoric

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### Course Syllabus

Fall 2013

Section 006

MWF (10:00 am. – 10:50 am.)

Class location: JO 3.908

**Instructor: Vanessa Baker**

Email: vdb013000@utdallas.edu

Office Number: JO 3.602

Office Hours: **Wednesday**

**11:00 am. – 12:00 pm.**

**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

**Rhetoric** – via writing, speech, visual and digital media – is the study and practice of how one communicates his or her message to an intended audience. The purpose for writing, paired with audience-analysis, is at the heart of the study of rhetoric. The **RHET 1302** course helps the student to develop critical thinking skills, as well as the skills for college-level writing so that the student can reason better and persuade others through his or her writing. The student will examine and implement the three rhetorical appeals—\*reasoning (logos); emotions (pathos); and personality or character (ethos). These are the strategies good writers use to engage and persuade. While the student develops skills to analyze the way rhetoric, in its various forms, addresses the audience, he or she will also learn skills that are applicable in future course work regardless of the discipline.

\*(Corbett and Connors: *Classical Rhetoric for the Modern Student* 32)

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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:

Gooch, John, and Seyler, Dorothy: *Argument!* – Second Edition. McGraw-Hill Higher Education, 2013.

Flash Drive (or another device to store writing and researched material)

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## Fall 2013 Assignments and Academic Calendar

## Topics for Essays will be given prior to each essay assignment

Mon, Aug 26	<p><b>Introduction to the Course:</b> Course syllabus and class expectations</p> <p><b>MLA FORMAT:</b> [MLA Handbook for Writers of Research Papers (7<sup>th</sup> edition – 2009)]</p> <p><b>Diagnostic Essay: Thesis will be given in class</b></p> <p><b>Rhetoric: An Introduction to and understanding of the Term</b></p>
Wed, Aug 28	<p><b>Rhetoric: An Introduction to and understanding of the Term</b> (cont'd)</p> <p>"The Basics of Argument," <i>Argument!</i>, <b>Chapter 1</b></p> <p>Discussion of the basics of writing: ORGANIZATION, DEVELOPMENT, STYLE, THESIS</p> <p><b>ARRANGEMENT OF THE ARGUMENT ESSAY</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Statement of Fact</li> <li>• Confirmation</li> <li>• Refutation</li> <li>• Conclusion</li> </ul> <p><b>Plagiarism Tutorial at:</b>  <a href="http://www.utdallas.edu/library/help/PlagiarismTutorial/Plagiarism.htm">http://www.utdallas.edu/library/help/PlagiarismTutorial/Plagiarism.htm</a></p>
Fri, Aug 30	<p><b>The Argument: WHAT IS THE ARGUMENT: Understanding Arguments</b></p> <p>"Responding Critically to the Arguments of Others," <i>Argument!</i>, <b>Chapter 2</b></p>
<b>No Class – Labor Day Holiday, September 2<sup>nd</sup></b>	
Wed, Sep 4	<p><b>Understanding Arguments</b> (cont'd)</p> <p>"Responding Critically to the Arguments of Others," <i>Argument!</i>, <b>Chapter 2</b> (cont'd from Aug 30)</p> <p><b>Introduction to "<i>Academia-Accepted</i>" Research</b></p>
Fri, Sep 6	<p><b>"Academia-Accepted" Research</b> (cont'd)</p> <p><b>Writing Arguments:</b></p> <p>"Writing Effective Arguments," <i>Argument!</i>, <b>Chapter 3 and Class Notes</b></p> <p><b>Grammar and Mechanics Diagnostic and Review; and Peer-Review Guidelines</b></p> <p><b>"Take Your Position" Essay #1: Topic</b></p>
Mon, Sep 9	<p><b>Writing The Argument—Research Essay #1: Assignment</b></p> <p>"Taking a Position," <i>Argument!</i>, <b>Chapter 6</b></p> <p><b>Prospectus: Discussion for final assignment preparation</b></p>
Wed, Sep 11	<p><b>Writing Arguments</b> (cont'd)</p> <p>"Refuting an Argument," <i>Argument!</i>, <b>Chapter 5</b></p>

Fri, Sep 13	<b>[IF SCHEDULING PERMITS, CLASS MEETS IN THE <u>FOUNDERS WRITING LAB</u>]</b> Writing Arguments: Writing & Research
Mon, Sep 16	<b>[IF SCHEDULING PERMITS, CLASS MEETS IN THE <u>FOUNDERS WRITING LAB</u>]</b>
Wed, Sep 18	<b>Writing Arguments (cont'd) In-Class Writing</b> "More about Argument: Induction, Deduction, Analogy, and Logical Fallacies," Chapter 4 <b>In-Class Workshop/Peer Revision/Conferences – Essay #1</b>
Fri, Sep 20	<b>In-Class Workshop/Peer Revision/Conferences – Essay #1</b>
Mon, Sep 23	<b>In-Class Workshop/Peer Revision/Conferences – Essay #1</b>
Wed, Sep 25	<b>Essay #1: Position Paper Due</b>  <b>Writing a Rhetorical Analysis</b> "Writing a Rhetorical Analysis," <b>Chapter 9</b>
Fri, Sep 27	<b>Considering the Arguments of Others</b> "Violent Media or Violent Society?," <i>Argument!</i> , <b>Chapter 17</b>  "Arguing about Politics: the Good, the Bad, and the Ugly," <i>Argument!</i> , <b>Chapter 18</b> <b>[Select readings and examples will be assigned and discussed]</b>
Mon, Sep 30	<b>Considering the Arguments of Others (cont'd)</b>
Wed, Oct 2	<b>Documenting Sources Review:</b> "Documenting Sources (MLA, APA, and More)," <i>Argument!</i> , <b>Chapter 14</b>
Fri, Oct 4	<b>Causal Arguments</b> "Writing a Causal Analysis," <b>Chapter 7</b>  <b>Essay #2: Subject Provided for Student-Created Thesis (Position)</b>
Mon, Oct 7	<b>[IF SCHEDULING PERMITS, CLASS MEETS IN THE <u>FOUNDERS WRITING LAB</u>]</b>  <b>Essay #2 Research</b>
Wed, Oct 9	<b>In-Class Workshop/Peer Revision/Conferences – Essay #2</b>
Fri, Oct 11	<b>In-Class Workshop/Peer Revision/Conferences – Essay #2</b>
Mon, Oct 14	<b>Essay #2: Rhetorical Analysis Due</b>  <b>Visual Arguments</b> "Reading, Analyzing, and Using Visuals and Statistics in Argument," <b>Chapter 10</b>
Wed, Oct 16	<b>Visual Arguments (cont'd)</b> "Reading, Analyzing, and Using Visuals and Statistics . . ." <b>Chapter 10 (cont'd)</b>
Fri, Oct 18	<b>Considering Visual Arguments</b> "The Myth and Reality of the Image in American Consumer Culture," <i>Argument!</i> , <b>Chapter 15</b>  <b>[Select readings and examples will be assigned and discussed]</b>

Mon, Oct 21	<p><b>Considering Visual Arguments</b> (cont'd)</p> <p>"The Myth and Reality of the Image in American Consumer Culture," <i>Argument!</i>, <b>Chapter 15</b> (cont'd)</p> <p>[Select readings and examples will be assigned and discussed]</p>
Wed, Oct 23	<p><b>Considering Visual Arguments</b></p> <p>"The Challenges of Living in a High-Tech, Multimedia World," <i>Argument!</i>, <b>Chapter 16</b></p> <p><b>Position and Essay #3: Subject Provided for <b>GROUP-CREATED</b> Thesis (Position)</b></p> <p>[Each student WILL write an essay about a section of the Group Position]</p> <p>[Select readings and examples will be assigned and discussed]</p>
Fri, Oct 25	<b>[IF SCHEDULING PERMITS, CLASS MEETS IN THE <b>FOUNDERS WRITING LAB</b></b>
Mon, Oct 28	<b>In-Class <b>GROUP</b> Workshop/Peer Revision/Conferences – Essay #3</b>
Wed, Oct 30	<b>In-Class <b>GROUP</b> Workshop/Peer Revision/Conferences – Essay #3</b>
<b>Thu, Oct 31</b>	<b>**WL Period Ends**</b>
Fri, Nov 1	<b>In-Class Workshop/Peer Revision/Conferences – Essay #3</b>
Mon, Nov 4	<p><b>Position #3: Visual Analysis: Group Presentation</b></p> <p><b>Essay #3: [Each student write an essay about a section of the Position] - DUE</b></p> <p><b>Problem Solution Arguments</b></p> <p>"Writing the Problem/Solution Essay," <i>Argument!</i>, <b>Chapter 8</b></p> <p>Some Academic Essays follow a Problem/Solution Organizational Structure.</p>
Wed, Nov 6	<p><b>Considering the Arguments of Others</b></p> <p>"Students, Teachers, and Schools in the 21<sup>st</sup> Century," <i>Argument!</i>, <b>Chapter 19</b></p> <p>"Freedom of Expression in the 21<sup>st</sup> Century," <i>Argument!</i>, <b>Chapter 20</b></p> <p>"Enduring Controversies in a New Age: Abortion, Animal Rights, Capital Punishment, and Health Care," <i>Argument!</i>, <b>Chapter 21</b></p> <p>[Each student write an essay about a section of the Position]</p>
Fri, Nov 8	<p><b>Considering the Arguments of Others</b> (cont'd)</p> <p>"Students, Teachers, and Schools in the 21<sup>st</sup> Century," <i>Argument!</i>, <b>Chapter 19</b></p> <p>"Freedom of Expression in the 21<sup>st</sup> Century," <i>Argument!</i>, <b>Chapter 20</b></p> <p>"Enduring Controversies in a New Age: Abortion, Animal Rights, Capital Punishment, and Health Care," <i>Argument!</i>, <b>Chapter 21</b></p>
Mon, Nov 11	<p><b>Considering the Arguments of Others</b> (cont'd)</p> <p>"Students, Teachers, and Schools in the 21<sup>st</sup> Century," <i>Argument!</i>, <b>Chapter 19</b></p> <p>"Freedom of Expression in the 21<sup>st</sup> Century," <i>Argument!</i>, <b>Chapter 20</b></p> <p>"Enduring Controversies in a New Age: Abortion, Animal Rights, Capital Punishment,</p>

	and Health Care," <i>Argument!</i> , Chapter 21
Wed, Nov 13	<b>Writing a Researched Argument</b> "Planning the Researched Argument," <i>Argument!</i> , Chapter 11
Fri, Nov 15	<b>Writing a Researched Argument</b> Class Discussion of Chapter 11
Mon, Nov 18	<b>Prospectus Due</b>  <b>Using Sources</b> "Evaluating and Utilizing Sources," <i>Argument!</i> , Chapter 12
Wed, Nov 20	<b>Drafting and Revising Research Essays</b> "Drafting and Revising the Research Argument," <i>Argument!</i> , Chapter 13
Fri, Nov 22	<b>[IF SCHEDULING PERMITS, CLASS MEETS IN THE FOUNDERS WRITING LAB]</b>  <b>Drafting and Revising Research Essays</b>
<b>No Class – Fall and Thanksgiving Break: November 25 – 30</b>	
Mon, Dec 2	<b>Considering the Arguments of Others</b> "Marriage and Gender Roles: Changing Attitudes vs. Traditional Values," <i>Argument!</i> , Chapter 22  "Arguing about Science and Religion: Policy, Politics, and Culture," <i>Argument!</i> , Chapter 23  "Competing Perspectives on the American Economic and Financial Crisis," <i>Argument!</i> , Chapter 24  [Select readings and examples will be assigned and discussed]
Wed, Dec 4	<b>In-Class Workshop/Peer Revision/Conferences – Essay #4</b>
Fri, Dec 6	<b>In-Class Workshop/Peer Revision/Conferences – Essay #4</b>
Mon, Dec 9	<b>In-Class Workshop/Peer Revision/Conferences – Essay #4</b>
Wed, Dec 11	<b>Essay #4: Academic Essay Due</b> Course Wrap-up

### Grading

Essay #1: Position Paper	10%
Essay #2: Rhetorical Analysis	15%
Essay #3: Visual Analysis	20%
Essay #4: Academic Essay & Proposal (Proposal = 5%, Essay = 25%)	30%
Process Performance (*Blog, online forum, or another digital assignment or method will be decided.)	5%
Homework/Peer Review/Quizzes/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, 2013-14.*)

Essay #1: Position Paper	10%	100
Essay #2: Rhetorical Analysis	15%	150
Essay #3: Visual Analysis	20%	200
Essay #4: Academic Essay & Proposal	30%	300
Process Performance	5%	50
Assignments/Presentations/Quizzes/Homework	10%	100
Participation	10%	100
<b>Total</b>	<b>100%</b>	<b>1000 pts</b>

150 point totals for Essay #2, Rhetorical Analysis:

141-150 = A

135-140 = A-

130-134 = B+

125-129 = B

120-124 = B-

115-119 = C+

110-114 = C

105-109 = C-

90-104 = D

Below 90 = F

250 point total for Essay #4, Academic Essay (25% without Prospectus):

231-250 = A

225-230 = A-

218-224 = B+

208-217 = B

200-207 = B-

193-199 = C+

183-192 = C

175-182 = C-

150-174 = D

Below 150 = F

## Assignment Descriptions

(Note: You must submit all major assignments to Turnitin.com by the due date.)

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### Essay #1: Position Paper

**Due: Wed, Sep 25**

Length: 500-750 words, double-spaced, using 11- or 12-point font.

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 using rhetorical appeals.

Remember to consult Chapter 6 of *Argument!* for additional guidance on taking a position. Your essay should also be free of grammatical and mechanical errors as well as present a clear thesis.

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### Essay #2: Rhetorical Analysis

**Due Date: Mon, Oct 14**

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

Source limit: Two (2) sources 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 image you analyze for your visual analysis essay and the research you use in your Academic Argument essay. In this paper, analyze an essay selected by your instructor from the reader or another essay you select with the approval of your instructor.

To begin your analysis, look at the different rhetorical information and guidelines provided in the chapters of the first two sections (Understanding Arguments and Writing Arguments) of our text that we have covered 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 #3: Visual Analysis**

**Due Date: Mon, Nov 4**

Length: 1000-1250 words (not including Works Cited) in MLA format, 11 or 12-point 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 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 meaning, which will help your audience to understand your interpretation of the image.

**Refer back to Chapter 10 of *Argument!*** for additional guidance. Specifically, the "Good Advice" box on page 157 can help you in analyzing your visual. If you are analyzing an advertisement, for example, then you should consider these questions:

- What produce or service is being advertised?
- Who seems to be the targeted audience?
- What is the ad's primary strategy?
- Does the ad use specific rhetorical strategies such as humor, understatement, or irony?
- What is the relation between the visual part of the ad (photo, drawing, typeface, etc.) and the print part (the text or copy)?
- What is the ad's overall visual impression?

Remember that your essay should be free of grammatical and mechanical mistakes, and you should, as always, proofread your essay very carefully.

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### **Prospectus**

**Due: Mon, Nov 18**

Length: 250-500 words, MLA format, 11 or 12-point font, double-spaced

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. You can change your mind

later, but for now, write a brief proposal that outlines your research plan. In writing this plan, please consider the following questions:

1. What is your tentative thesis/claim (overall argument, or position)?
2. What are additional questions that most interest you and might help you develop your claim?
3. What might be some additional ideas that back up/support your claim (reasons)?
4. What prior beliefs, assumptions, preconceptions, ideas, or prejudices might be brought to this project (warrants)?
5. What personal experiences may have shaped the way you feel?

Source: Ballenger, Bruce. *The Curious Researcher*. New York: Longman, 2007.

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#### **Essay #4: Academic Essay**

**Due: Wed, Dec 11**

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)

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 five sources (three scholarly and two popular) must be cited in the final draft 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.

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#### **Blog Project (TO BE DISCUSSED)**

Length: at least 250 words

Minimum five (5) due during the semester

At five (5) different times this semester, 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.

These are writing exercises, so **avoid "txt msg spk"**. **Avoid abbreviated responses or simply saying, "I agree"**, in answering a classmate; such responses will not suffice. Although individual entries are not graded, the blog is graded writing as a whole.

I will look for improvement over time in your ability and willingness to express ideas in controlled, focused blog entries.

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## Course Policies

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### Attendance

Because each class period consists of a mixture of class discussion, group work and freewriting, each student's thoughtful, attentive, and active participation is essential (and will form a portion of the final grade). If you sleep, engage in non-class-related activities, or interfere with other 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 four (4) unexcused absences, no questions asked. Save them for when you really need them. Your final grade will suffer a 4% reduction for *each* unexcused absence you accumulate over three (e.g., 6 unexcused absences = 8% total reduction). **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.**

**With Proper Documentation: an absence is excused for illness and/or university-sponsored trips. It is your responsibility to inform me and provide documentation.**

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### 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 consider you absent if you arrive more than 20 minutes late to class.**

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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 the final, must be submitted when and as required in order to successfully complete this course. Late assignments will suffer grade deductions or may not be accepted.

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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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**ACADEMIC INTEGRITY**

**PLAGIARISM:** Copying verbatim without giving credit to the source is called **PLAGIARISM**. Below, the Longman Handbook explains the consequences:

**PLAGIARISM**, which comes from a Latin word for “kidnapping,” generally refers to the theft of another person’s ideas or words. However, plagiarism is part of a system of beliefs and regulations that govern the ways we write and the ways we use people’s words. In college, you are in a setting where the rules about plagiarism are strict and apply to almost any kind of work you do for a course. Not learning and following those rules can lead to a failing grade for either a paper or an entire course, a special plagiarism notation on your transcript, or expulsion from your college or university. Very serious plagiarism, especially at higher levels of research and scholarship, can result in lawsuits and can ruin a career. (Longman Writer’s Companion 182)

**CONTRACT**  
(Sign and turn in)

**PLAGIARISM:** Copying verbatim without giving credit to the source is called **PLAGIARISM**. Below, the Longman Handbook explains the consequences:

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Name (**print**): \_\_\_\_\_ understand the concept of plagiarism. I understand that if I commit plagiarism, I will suffer the full penalty of the policy that has been set by the University of Texas at Dallas.

Upon signing this contract, I attest that I will not commit the act of plagiarism. If I have a question concerning how to properly cite material for my assignments, I will seek assistance from the instructor.

\_\_\_\_\_  
Signature (Date) \_\_\_\_\_ .

UTD e-mail address: \_\_\_\_\_ (**ONLY UTD e-mail address**)

**Initial below:**

**All electronic devices** will only be used for class-assigned activities; no personal use of any device is accepted \_\_\_\_\_

**Cell phones will not be used for personal use** in class \_\_\_\_\_

(It is okay to be excused from class when it is necessary to use the phone.)

I have read and understood the policies for RHET 1302.006. I agree to comply with the policies for the Fall 2013 semester. I realize that failure to comply with these policies will result in a reduced grade for the course.

Students in RHET 1302 are expected to maintain a high level of responsibility and academic honesty. It is critically important that you produce original written work and that you 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>

Ask your instructor should 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, then he or she will typically receive a "0" on the assignment in question.

## University Policies

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

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