

RHET 1302: Rhetoric

Course Syllabus

Fall 2013

Section 003

MWF 9:00-9:50 a.m.

Class location: JO 3.908

Jennifer M. Hudson

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Office Number: JO 3.702

Office Hours: Wednesdays 10:00-11:00
a.m. or by appointment

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 with 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 use to address their readers, you will learn to reason better and to persuade others in your own writing, both through rhetorical appeals and through analysis of audience and purpose that is at the heart of the study of rhetoric. Practically speaking, you will also 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 Text

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

FALL 2013 ASSIGNMENTS AND ACADEMIC CALENDAR

Mon, Aug. 26	Introduction to the Course **Diagnostic Essay** Course syllabus and class expectations What is rhetoric? Discussion of the basics of writing: organization, development, style, thesis, etc.
Wed, Aug. 28	Understanding Arguments "The Basics of Argument," <i>Argument!</i> , Chapter 1
Fri, Aug. 30	Understanding Arguments (continued) "Responding Critically to the Arguments of Others," <i>Argument!</i> , Chapter 2
Mon, Sept. 2	No Class – Labor Day Holiday
Wed, Sept. 4	Understanding Arguments (continued) "Responding Critically to the Arguments of Others," <i>Argument!</i> , Chapter 2 (continued from Aug. 30) "Writing Effective Arguments," <i>Argument!</i> , Chapter 3 **Introduce Essay #1 Assignment**
Fri, Sept. 6	Writing Arguments "Writing Effective Arguments," <i>Argument!</i> , Chapter 3 (continued from Sept. 4) "Taking a Position," <i>Argument!</i> , Chapter 6
Mon, Sept. 9	Writing Arguments (continued) "Taking a Position," <i>Argument!</i> , Chapter 6 (continued from Sept. 6) "Refuting an Argument," <i>Argument!</i> , Chapter 5
Wed, Sept. 11	Writing Arguments (continued) "Refuting an Argument," <i>Argument!</i> , Chapter 5 (continued from Sept. 9) "More about Argument: Induction, Deduction, Analogy, and Logical Fallacies," <i>Argument!</i> , Chapter 4 Grammar and Mechanics Review – "The Mechanics of Writing," <i>MLA Handbook</i> , Chapter 3*
Fri, Sept. 13	In-Class Workshop/Peer Revision/Conferences – Essay #1
Mon, Sept. 16	In-Class Workshop/Peer Revision/Conferences – Essay #1
Wed, Sept. 18	In-Class Workshop/Peer Revision/Conferences – Essay #1
Fri, Sept. 20	**Essay #1: Position Paper Due** Writing a Rhetorical Analysis "Writing a Rhetorical Analysis," <i>Argument!</i> , Chapter 9
Mon, Sept. 23	Considering the Arguments of Others "Parents Television Council Movie Reviews," <i>Argument!</i> , Chapter 17 (Handout) "Mall Riots: Why Are Some Americans Becoming Violent Shoppers?," <i>Argument!</i> , Chapter 17 **Introduce Essay #2 Assignment**
Wed, Sept. 25	Considering the Arguments of Others (continued) "What is Violent Rhetoric?," <i>Argument!</i> , Chapter 18 "The Politics of Superheroes," <i>Argument!</i> , Chapter 18
Fri, Sept. 27	Documenting Sources "Documenting Sources (MLA, APA, and More)," <i>Argument!</i> , Chapter 14 Plagiarism Tutorial: http://www.utdallas.edu/library/help/PlagiarismTutorial/Plagiarism.htm

Mon, Sept. 30	Documenting Sources (continued) Plagiarism Quiz MLA Tutorial MLA Quiz **Get instructor's approval on text for Essay #2**
Wed, Oct. 2	Causal Arguments "Writing a Causal Analysis," <i>Argument!</i> , Chapter 7
Fri, Oct 4	Causal Arguments (continued) "Writing a Causal Analysis," <i>Argument!</i> , Chapter 7 (continued from Oct. 2)
Mon, Oct. 7	In-Class Workshop/Peer Revision/Conferences – Essay #2
Wed, Oct. 9	In-Class Workshop/Peer Revision/Conferences – Essay #2
Fri, Oct. 11	In-Class Workshop/Peer Revision/Conferences – Essay #2
Mon, Oct. 14	**Essay #2: Rhetorical Analysis Due** Visual Arguments "Reading, Analyzing, and Using Visuals and Statistics in Argument," <i>Argument!</i> , Chapter 10 **Introduce Essay #3 Assignment**
Wed, Oct. 16	Visual Arguments (continued) Analyze visuals of various media **Introduce Visual Analysis Presentation Assignment**
Fri, Oct. 18	Considering Visual Arguments "The End of Consumer Culture?," <i>Argument!</i> , Chapter 15 "Consumerism is 'Eating the Future,'" <i>Argument!</i> , Chapter 15 Midterm Review
Mon, Oct. 21	Considering Visual Arguments (continued) "If Technology Is Making Us Stupid, It's Not Technology's Fault," <i>Argument!</i> , Chapter 16 "On Facebook, Biggest Threat to Your Private Data May Be You?," <i>Argument!</i> , Chapter 16 **Get instructor's approval on image choice for Essay #3**
Wed, Oct. 23	Considering Visual Arguments (continued) Visual Analysis Presentations
Fri, Oct. 25	Considering Visual Arguments (continued) Visual Analysis Presentations
Mon, Oct. 28	In-Class Workshop/Peer Revision/Conferences – Essay #3
Wed, Oct. 30	In-Class Workshop/Peer Revision/Conferences – Essay #3
Thu, Oct. 31	**WL Period Ends**
Fri, Nov. 1	In-Class Workshop/Peer Revision/Conferences – Essay #3
Mon, Nov. 4	**Essay #3: Visual Analysis Due** Problem Solution Arguments "Writing the Problem/Solution Essay," <i>Argument!</i> , Chapter 8 **Introduce Essay #4 Assignment and Prospectus**
Wed, Nov. 6	Considering the Arguments of Others "Political Cartoon on Standardized Testing," <i>Argument!</i> , Chapter 19 "Editorial Cartoon about Education," <i>Argument!</i> , Chapter 19 "Standards-Based Accountability's High Stakes," <i>Argument!</i> , Chapter 19

Fri, Nov. 8	Considering the Arguments of Others (continued) "A Little Civility, Please?," <i>Argument!</i> , Chapter 20 "Huckleberry Finn Revision: Pro and Con," <i>Argument!</i> , Chapter 20
Mon, Nov. 11	Considering the Arguments of Others (continued) "A Defense of Wikileaks: How it Could Actually Improve Foreign Policy," <i>Argument!</i> , Chapter 20 "Special Report: Could Wikileaks Cause World War III or the End of the World?," <i>Argument!</i> , Chapter 20
Wed, Nov. 13	Writing a Researched Argument "Planning the Researched Argument," <i>Argument!</i> , Chapter 11 "Planning Your Argument," <i>A Manual for Writers</i> , Chapter 5* **Get instructor's approval on Essay #4 topic**
Fri, Nov. 15	Using Sources Session on how to use library databases. **Meet in the lobby of McDermott Library**
Mon, Nov. 18	**Prospectus Due** Using Sources "Evaluating and Utilizing Sources," <i>Argument!</i> , Chapter 12
Wed, Nov. 20	**Annotated Works Cited Due** Drafting and Revising Research Essays "Planning a First Draft," <i>A Manual for Writers</i> , Chapter 6* "Drafting and Revising the Research Argument," <i>Argument!</i> , Chapter 13
Fri, Nov. 22	Drafting and Revising Research Essays (continued) "Revising Your Draft," <i>A Manual for Writers</i> , Chapter 9* "Writing Your Final Introduction and Conclusion," <i>A Manual for Writers</i> , Chapter 10* "Revising Sentences," <i>A Manual for Writers</i> , Chapter 11*
Nov. 25-30	No Class – Fall and Thanksgiving Break
Mon, Dec. 2	Drafting and Revising Research Essays (continued) Considering the Arguments of Others "Degrees and Dollars," <i>Argument!</i> , Chapter 24 (Handout)
Wed, Dec. 4	In-Class Workshop/Peer Revision/Conferences – Essay #4
Fri, Dec. 6	In-Class Workshop/Peer Revision/Conferences – Essay #4
Mon, Dec. 9	In-Class Workshop/Peer Revision/Conferences – Essay #4
Wed, Dec. 11	**Essay #4: Academic Essay Due** 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%
Visual Analysis Presentation	5%
Homework/Peer Review/Quizzes/Other Assignments	10%
Participation	10%
Total	100%

GRADING GUIDELINES

I will make use of the +/- system in grading as stipulated by *The University of Texas at Dallas Undergraduate Catalogue, 2013-14*.

The success of an essay depends, in large part, on how effectively the writer assesses and addresses the demands and opportunities of Aristotle's "Rhetoric Triangle": audience, speaker, and subject.

The "A" or "B" essay:

1. Has a clearly discernible central idea or purpose that relates directly to the assigned topic.
2. Has a clear organizational plan and uses effective transitional devices.
3. Develops ideas logically and supports them with concrete, specific evidence.
4. Uses precise, appropriate words and phrases as well as varied and sophisticated syntax.
5. Maintains an engaging tone.
6. Has few, if any, grammatical errors.
7. Properly uses MLA citation and sources are seamlessly incorporated into the essay.

In an "A" essay, the ideas are imaginative and are expressed vividly. A "B" essay contains most of the qualities of good writing itemized above, but to a lesser degree. A "B" essay differs from an "A" essay in that it shows definite competence, but lacks distinction.

The "C" essay:

1. Meets only the basic criteria in a minimal way.
2. Has a central idea which is related to the assigned topic.
3. Is organized in such a way that the reader can perceive the writer's plan.
4. Provides evidence to substantiate the points that are made.
5. Uses ordinary, everyday words accurately and idiomatically.
6. Contains grammatical errors, but not to the extent that they obscure what the writer is saying.
7. Makes some attempt at using and citing sources.

While the "C" paper gets the job done, it lacks both imagination and intellectual rigor. Insight is adequate, but not marked by independent thought. Presentation is marred by redundancy and vagueness.

The “D” or “F” essay:

1. Lacks a central idea or principle.
2. Lacks a clear organizational plan (i.e. thesis statement, conclusion, etc.).
3. Develops the subject superficially, repetitiously, incoherently, and/or illogically.
4. Does not relate directly to the assigned topic.
5. Uses rudimentary or tangled prose that is difficult to follow and understand; uses slang or inappropriate vocabulary.
6. Contains series grammatical errors.
7. May use sources but they are dropped in with little thought or purpose.

The difference between a “D” and an “F” essay is that the “F” essay has at least one of the above problems to an extraordinary degree or many of the problems to a degree that is unacceptable in college.

GENERAL ESSAY FORMAT GUIDELINES

Follow this format for **ALL** of your essay rough drafts and final copies:

1. Final drafts must follow the MLA citation format. An example of a paper in MLA format can be found in *Argument!*, pages 244-251.
2. Essays must be **typed, double-spaced**, on one side of the paper, and with standard margins.
3. The font used for your final draft should be **12-point Times New Roman** or a comparable font.
4. Pages must be numbered with your name and page number in the upper right-hand corner in the document **header**.
5. Your essays must have a **title**.
6. You **MUST** submit all major assignments to Turnitin.com by the due date **AND** bring a hard copy to class on the due date.
7. The instructor will accept rough drafts of any paper assignment. The extent of feedback will be in direct proportion to the amount of time between the date the draft is submitted and the due date of the final assignment.

Assignment Descriptions

Essay #1: Position Paper

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.

Length: 500-750 words (2-4 pages)

Rough Draft Due: Friday, September 13 (bring two hard copies to class)

Due: Friday, September 20

Essay #2: Rhetorical Analysis

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 grammatical and technical errors.

Length: 750-1000 words (3-5 pages); does **NOT** including Works Cited page

Source limit: One (1) source minimum

You **MUST** get your instructor’s approval for your choice of text by **Monday, September 30**.

Rough Draft Due: Monday, October 7 (bring two hard copies to class)

Due: Monday, October 14

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

Essay #3: Visual Analysis

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 helping your audience 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?

You may structure your essay as a review of the advertisement, making a judgment of its overall success or failure to sell a particular product to a target audience. Your judgment should appear in a clear thesis statement in the introduction. Provide a description of the ad in a paragraph or two before focusing on specific reasons. Whatever parts of the ad the essay focuses on should provide support for this interpretation.

Suggestions:

- **Text** – what is the text’s message? How does it support a particular reading of the advertisement? What does it imply? Remember to discuss aspects such as font style, font size, color, etc.
- **Photograph or Advertisement** – who or what is the image depicting? Remember to discuss aspects such as use of color, setting, format, and layout. You may discuss whether the image uses ethos, pathos, and/or logos.
- **Artwork** – what is the subject? How is the subject portrayed? What story does the piece of art tell, either directly or indirectly? Remember to discuss aspects such as use of color, artistic style, art medium, etc. You may discuss whether the artwork uses ethos, pathos, and/or logos and whether or not the artist’s choice is an effective way to “sell” the art to its intended audience.
- **Audience** – who exactly is the ad targeting? Where the ad appears (i.e. newspaper, magazine, website, etc.) can be a big clue. Do **NOT** merely say general audience; there is always a specific, intended audience. Remember to discuss aspects such as gender, age, ethnicity, nationality, etc.

Important considerations:

- You **MUST** get your instructor's approval for your choice of imagery by **Monday, October 21**.
- This is **NOT** a description of an advertisement or image; you must **analyze** it as well.
- Use your interpretation and analysis of the image to support your points in addition to outside sources to further substantiate your argument.
- This essay needs at least **TWO** outside sources in addition to the image you choose. Remember that Wikipedia and similar websites like about.com or ehow.com are not acceptable sources.

Length: 1000-1250 words (4-6 pages); does **NOT** including Works Cited page

Source limit: Two (2) sources minimum. Your chosen image is **NOT** one of the two sources.

Rough Draft Due: Monday, October 28 (bring two hard copies to class)

Due: Monday, November 4

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

Essay #4: Prospectus

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.

Length: 250-500 words (1-2 pages)

Due: Monday, November 18

Essay #4: Academic Essay

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.

This is your chance to use everything you have learned this semester and put it into practice by teaching me something about a topic from your field of study. Find an issue you are really drawn to – something you get really excited or really angry about, something that is controversial, or something that is cutting-edge. Make sure you are interested in and passionate about your topic.

Important Considerations:

- You **MUST** get your instructor's approval for your chosen topic by **Wednesday, November 13**.
- At least **five** sources (**three** scholarly and **two** popular) must be cited in the final draft of your Academic Essay.
- Your paper **MUST** take a stand and present a clear argument.
- Your drafts are expected to contain a cogent, well-formed argument.
- You must use the MLA style, which is a required, graded element of this assignment.
- You should make use of the numerous databases offered through the UTD McDermott Library.

Length: 1500-2000 words (6-8 pages); does **NOT** including Works Cited page

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

Rough Draft Due: Wednesday, December 4 (**bring two hard copies to class**)

Due: Wednesday, December 11

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

Course Policies

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 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.**

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 (3) tardies will result in one (1) unexcused absence for the course; I will consider you absent if you arrive more than 20 minutes late to class.

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, prior research, and/or study when responding orally in class, and 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 computers or other personal electronic devices for personal messaging, research, or entertainment.

If it is apparent that students have not done the reading and are not prepared for class discussion, pop quizzes will be given.

Respect and decorum is expected during lectures and class discussions. The instructor expects your undivided attention during class, just as you will receive the instructor's during class discussions and during office hours.

Late Work

All drafts, including 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.

Personal Communication Devices

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

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>

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

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

I have read the policies for RHET 1302 and understood them. 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 in the course.

Signature: _____ Date: _____

Name (print): _____

UTD 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): _____