

RHET 1302: Rhetoric

Course Syllabus

Fall 2013

Section 002

MWF 9:00 – 9:50 AM

Class location: JO 3.536

Mark Jenkins

Email: mark.jenkins@utdallas.edu

Office Number: JO 3.704

Office Hours: Monday and Wednesday,
12:30 – 1:20 PM, other times by
appointment

Outside of class and office hours, email is the best way to contact me. Expect a reply within 48 hours. If more time has passed, something has gone wrong and you should resend your email.

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 speaking, you will learn skills that you can use in your future course work regardless of your major.

Student Learning Objectives

- Students will be able to write in different ways for different audiences.
- Students will be able to write effectively using appropriate organization, mechanics, and style.
- Students will be able to construct effective written arguments.
- Students will be able to gather, incorporate, and interpret source material in their writing.

Required Texts

Gooch, John, and Seyler, Dorothy. *Argument!*. **Second edition**. McGraw-Hill Higher Education, 2013. ISBN: 007338402X

Fall 2013 Assignments and Academic Calendar

Mon, Aug 26	Introduction to the Course **Diagnostic Essay** Course syllabus and class expectations
Wed, Aug 28	Discussion of the basics of writing: organization, development, style, thesis Understanding Arguments "The Basics of Argument," <i>Argument!</i> , Chapter 1
Fri, Aug 30	Understanding Arguments (cont'd) "Responding Critically to the Arguments of Others," <i>Argument!</i> , Chapter 2
No Class – Labor Day Holiday, September 3rd	
Wed, Sep 4	Understanding Arguments (cont'd) "Responding Critically to the Arguments of Others," <i>Argument!</i> , Chapter 2 (cont'd from Aug 31) "Writing Effective Arguments," <i>Argument!</i> , Chapter 3 Introduce Summary Assignment
Fri, Sep 6	Using library's databases session. Meet in McDermott Library lobby by Circulation Desk.
Mon, Sep 9	Writing Arguments "Writing Effective Arguments," <i>Argument!</i> , Chapter 3 (cont'd from Sep 5) Grammar and Mechanics Review Introduce Essay #1 Assignment "Taking a Position," <i>Argument!</i> , Chapter 6
Wed, Sep 12	Writing Arguments (cont'd) "Refuting an Argument," <i>Argument!</i> , Chapter 5
Fri, Sep 14	Writing Arguments (cont'd) Summary Assignment Due
Mon, Sep 17	Writing Arguments (cont'd) "More about Argument: Induction, Deduction, Analogy, and Logical Fallacies," Chapter 4
Wed, Sep 19	In-Class Workshop/Peer Review/ – Essay #1
Fri, Sep 20	Writing a Rhetorical Analysis "Writing a Rhetorical Analysis," Chapter 9 Introduce Essay #2
Mon, Sep 23	Essay #1: Position Paper Due Considering the Arguments of Others "Violent Media or Violent Society?," <i>Argument!</i> , Chapter 17
Wed, Sep 25	Considering the Arguments of Others (cont'd) "Arguing about Politics: the Good, the Bad, and the Ugly," <i>Argument!</i> , Chapter 18
Fri, Sep 27	Considering the Arguments of Others (cont'd) Essay 2 Zero Draft Due "Arguing about Politics: the Good, the Bad, and the Ugly," <i>Argument!</i> , Chapter 18
Mon, Sep 30	Documenting Sources "Documenting Sources (MLA, APA, and More)," <i>Argument!</i> , Chapter 14
Wed, Oct 2	Causal Arguments "Writing a Causal Analysis," Chapter 7 Plagiarism Tutorial at:

	http://www.utdallas.edu/deanofstudents/bigfour/#plagiarism
Fri, Oct 4	Peer Review/Conferences – Essay #2
Mon, Oct 7	Conferences – Essay #2
Wed, Oct 9	Conferences – Essay #2
Fri, Oct 11	Essay #2: Rhetorical Analysis Due Visual Arguments “Reading, Analyzing, and Using Visuals and Statistics in Argument,” Chapter 10
Mon, Oct 14	Visual Arguments (cont’d) “Reading, Analyzing, and Using Visuals and Statistics in Argument,” Chapter 10 (cont’d)
Wed, Oct 16	Considering Visual Arguments Essay #3 Proposal Due “The Myth and Reality of the Image in American Consumer Culture,” <i>Argument!</i> , Chapter 15 “The End of Consumer Culture?” By Hugh Graham 274-77 “Consumerism is ‘Eating the Future’” by Andy Coghlan 282-283
Fri, Oct 18	Considering Visual Arguments (cont’d) “The Myth and Reality of the Image in American Consumer Culture,” <i>Argument!</i> , Chapter 15 (cont’d) “Capitalism, Consumerism, and Feminism” by Nina Power 278-780 “McDonald’s Hit by Happy Meal Toy Ban” by Carla Fried 284-285
Mon, Oct 21	Considering Visual Arguments “The Challenges of Living in a High-Tech, Multimedia World,” <i>Argument!</i> , Chapter 16 “Five Years Later, The Huffington Post (And Online Media) Are Coming of Age” by Henry Blodget 293-296 “Defending Video Games: Breeding Evil?” 299-300
Wed, Oct 23	Considering Visual Arguments “If Technology is Making Us Stupid, It’s Not Technology’s Fault” by David Theo Goldberg 301-303 “On Facebook, Biggest Threat to Your Private Data May Be You” by Jacquielynn Floyd 304-305 “All Watched over by Machines of Loving Grace” by Richard Brautigan 306
Fri, Oct 25	In-Class Workshop/Peer Revision/Conferences – Essay #3
Mon, Oct 28	In-Class Workshop/Peer Revision/Conferences – Essay #3
Wed, Oct 30	In-Class Workshop/Peer Revision/Conferences – Essay #3
Fri, Nov 1	Essay #3: Visual Analysis Due Problem Solution Arguments “Writing the Problem/Solution Essay,” <i>Argument!</i> , Chapter 8 Introduce Essay #4
Mon, Nov 4	Considering the Arguments of Others “Students, Teachers, and Schools in the 21 st Century,” <i>Argument!</i> , Chapter 19
Wed, Nov 6	Considering the Arguments of Others “Freedom of Expression in the 21 st Century,” <i>Argument!</i> , Chapter 20
Fri, Nov 8	Considering the Arguments of Others “Competing Perspectives on the American Economic and Financial Crisis,” <i>Argument!</i> , Chapter 24

	Introduce Annotated Bibliography Assignment
Mon, Nov 11	Considering the Arguments of Others "Enduring Controversies in a New Age: Abortion, Animal Rights, Capital Punishment, and Health Care," <i>Argument!</i> , Chapter 21
Wed, Nov 13	Writing a Researched Argument "Planning the Researched Argument," <i>Argument!</i> , Chapter 11
Fri, Nov 15	Writing a Researched Argument "Marriage and Gender Roles: Changing Attitudes vs. Traditional Values," <i>Argument!</i> , Chapter 22
Mon, Nov 18	Essay #4 Prospectus Due Using Sources "Evaluating and Utilizing Sources," <i>Argument!</i> , Chapter 12
Wed, Nov 20	Drafting and Revising Research Essays "Drafting and Revising the Research Argument," <i>Argument!</i> , Chapter 13
Fri, Nov 22	Drafting and Revising Research Essays Annotated Bibliography Assignment Due
No Class – Fall and Thanksgiving Break November 23 – 30	
Mon, Dec 2	Conferences – Essay #4
Wed, Dec 4	Conferences – Essay #4
Fri, Dec 6	Conferences – Essay #4
Mon, Dec 9	Essay #4 Final Peer Review
Wed, Dec 11	Essay #4: Academic Essay Due Course Wrap-up

Grading

Essay #1: Position Paper	10%
Essay #2: Rhetorical Analysis (Zero and Rough Draft= 5% of total 15%)	15%
Essay #3: Visual Analysis (Zero and Rough Draft= 5% each of total 20%)	20%
Essay #4: Academic Essay & Prospectus (Prospectus and Rough Draft 5% each = 10% of total 30%)	30%
Online Discussion Forum	5%
Homework/Peer Review/Other Assignments	5%
Quizzes	5%
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.)

Grading Guidelines

Audience, situations, and purpose change with every essay and create different challenges with every assignment. The success of an essay depends, in large part, on how effectively the writer assesses and addresses the demands and opportunities present by the essay's audience, situation, and purpose.

The "A" or "B" essay:

1. has a clearly discernible central idea or purpose that relates directly to the assigned topic
2. has a clearly organizational plan with effective transitional devices
3. develops ideas logically and supports them with concrete, specific evidence or detail
4. uses precise, vigorous and appropriate words or phrases as well as varied and sophisticated sentence structures
5. maintains an engaging tone
6. has few, if any, grammatical and/or mechanical errors
7. properly uses MLA citation for all sources in-text and on a works cited page. Sources are clearly introduced and incorporated into the essay with clear explanation and interpretation.

In an "A" essay, the ideas are imaginative and are expressed freely and vividly. The "B" essay contains most of the qualities of good writing itemized above, but to a lesser degree. It differs from an "A" essay in that it shows definite competence, but lacks distinction. The examples and details are substantial and pertinent, but may not be as precise or imaginative.

The "C" essay:

1. meets only the basic criteria in a minimal way
2. has a central idea which is related directly to the assigned topic and which is presented with sufficient clarity that the reader is aware of the writer's purpose
3. is organized clearly enough for the reader to perceive the writer's plan
4. presents in a coherent paragraphs evidence or details to substantiate the points that are made
5. uses ordinary, everyday words accurately and idiomatically
6. avoids both the monotony created by a series of choppy, simple sentences and the incoherence caused by long, confusing sentences
7. contains grammatical and/ or mechanical errors, but not sufficient severity and frequency to obscure the sense of what the writer is saying or to distract the reader
8. makes some attempt at using and citing sources correctly.

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

The “D” or “F” essay:

1. lacks a central idea or principle
2. lacks a clear organizational plan such as a thesis statement
3. develops the subject superficially, repetitiously, incoherently or illogically
4. does not relate directly to the assigned topic
5. uses rudimentary or tangled prose that is difficult to follow and understand
6. includes inaccurate, vague, slang, or inappropriate vocabulary
7. contains series grammatical and/or mechanical errors
8. 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

Please follow this format for all of your essay rough drafts and final copies:

- Final drafts should follow the MLA format. This includes citing all outside sources correctly both in text and on a works cited page. An example of a paper in MLA format can be found in *Argument!* on pages 244-251.
- Essays must be typed, double-spaced, on one side of the paper, and with standard margins on the right and left sides, top, and bottom of the page.
- The font used for your final draft should be **12-point Times** or a similarly proportioned and sized font.
- Pages must be numbered with your last name and page number in the upper right-hand corner in the document header.
- Your essays must have a title, but not a separate title page.

Note: Essays that fail to meet MLA format requirements are subject to a letter grade reduction. We will review MLA formatting well in advance of the first essay’s due date and you will have many different resources for MLA citation.

Assignment Descriptions

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

Essay #1: Position Paper

In an essay for students, faculty, or university administrators, take a position on an issue facing the UTD campus or another community. Your essay, for example, could consider the on

campus living situation or whether or not the university should offer students a wider-range of course options. Regardless of what you choose, though, you must convince readers of your position by providing good evidence, and effectively using rhetorical appeals, starting with a clear, focused thesis that establishes a clear position and argument. **Please note: Your instructor has read too many essays about parking and campus dining. So please don't write about either one of these topics. Please.**

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: 2- 4 pages, double-spaced, using 12-point font Times or Times New Roman only.
Rough Draft Due Wednesday, September 19. Submit to eLearning and bring two hard copies to class
Final Draft Due Monday, September 23. Submit to eLearning and bring one hard copy.

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, choosing one essay from the list provided on eLearning. 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 from list a list of essays provided by 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.

Zero Draft Due Date: Friday, September 27

Rough Draft Due Date: Friday, October 3rd. Bring a hard copy to your conference and Submit to eLearning.

Final Draft Due Date: Friday, October 11. Submit to eLearning and bring a hard copy.

Length: 3-5 double-spaced pages (not including Works Cited) in MLA format, 11 or 12-point

Source limit: One (1) source minimum Three (3) sources Maximum

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 based on a thoughtful, close reading. 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, along with three to four supporting reasons 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.

What can you focus on for this option?

Text- what does the text or dialogue say? How does it support a particular reading of the advertisement? What does it imply? What about the particular font?

Photography/ Imagery – who or what is the ad depicting? Colors, setting, layout- what is front and center compared to what is in the background or other sections?

Ethos, Pathos, Logos- which of these does the ad use? It may use more than one. Is it an effective way to sell the specific product?

Audience- who exactly is the ad targeting? Men or Women? Young or old? Someone that exercises? Where (magazine, newspaper, website) the ad appears can be a huge clue.

Important considerations:

Keep in mind that some media selections may not be suitable for this assignment. If you are unsure whether your choice will work for this assignment, ask your instructor.

Use your interpretation and analysis of the image to support your points, **along with** outside sources to further support your argument. In other words, this is **not** a four-page description of an advertisement or image.

While the images will serve as the main source text, you will need to use other outside sources. This essay needs at least **two** outside sources (**not** counting the advertisement). It would be especially useful to find sources that include statistics, research studies, and real life documented examples, to validate the points a particular movie raises. Remember that Wikipedia and similar websites like about.com or ehow.com, are not acceptable sources. Make use of the databases offered through UTD's Library and website.

Length: 4-6 double-spaced pages (not including Works Cited) in MLA format, 11 or 12-point font.

Source limit: Two (2) credible sources minimum (Your chosen image is **not** one of these sources).

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

Zero Draft Due on eLearning and in class Wednesday, October 16.

Rough Draft Due Friday, October 25.

Final Draft Due Friday, November 1. Submit to eLearning and a bring hard copy to class.

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.

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.

Here are some example topics you may use:

- 1) Choosing a particular field, such as education, medical, technology, or business, consider what major changes (3-5 changes) have occurred in the last 10-20 years. Are these changes for the better or for the worse? Once the essay finishes considering what exactly these changes are, consider what may have caused these changes.
- 2) Find a topic, issue, or problem within your field that interests you. Researching publications, organizations, and related sources, consider why is it of interest to you. How does it affect your field in the present? How might it affect your field in the future?
- 3) Or you may propose your own topic. Just keep in mind that it needs to be a topic that you can contribute to based on the research time and page length. Some topics that would **not** work include: global warming, illegal immigration, gun control, the death penalty, abortion, and nationalized health care. These topics are not only broad for an essay of this length, but are already well debated, often with emotional arguments that make them unsuitable for an objective, reasoned essay.

Prospectus Due Date Monday, November 18

Rough Draft Due Monday December 2 on eLearning and bring a hard copy to conference.

Final Draft Due Wednesday, December 11. Submit to eLearning

Length: 6- 8 pages (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.

Prospectus (Note: This primarily pertains to essay #4, but you may use it help write your proposals for Essay #2 and #3, though both proposals for these essays only need to be a page long)

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.

Due Date Monday, November 26th Submit to eLearning and bring a hard copy to class

Length: 1 to 2 pages, MLA format, 11 or 12-point font, double-spaced

Online Discussion Forum

Length: at least 250 words

Minimum five (5) due during the semester

At five (5) different times this semester, you will post to the class forum on eLearning for your particular RHET 1302 section. Your entries should offer a thoughtful response to course readings and/or class discussions. Starting with the third week of September, discussion forum entries will be due by Tuesday at 11:59 PM. Responses will be due the following Sunday at 11:59 PM.

As learning to read critically is an essential part of the course, you will find reading articles on your own based on your own interests as a way to practice analytical skills. This can often lead to ideas for paper topics and even potential sources. To help with this process, I would like you to choose from the following websites: www.wired.com, www.nytimes.com, www.theatlantic.com, <http://www.thewashingtonpost.com/> <http://www.sciencemag.org/> <http://www.smithsonianmag.com/> and other websites listed under links on eLearning.

Each time, choose one article that you find interesting. After you reading it at least once, try to summarize the writer's main point. Then, spend the rest of your response responding to this idea. Do you agree with their point? Why? How does the writer make their point (Rhetorical appeal, Evidence)? Who is the article for? What else might you need to know to understand the article? While the article may have a few images, avoid writing about only collections of images.

Use your discussion forum entry freely within the bounds of good sense. Think of these 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 discussion forum 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 entries.

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

Zero Drafts

Zero Drafts serve as an informal way to explore and consider an essay topic. Not quite an outline or a rough draft, it comes after you've done some prewriting as it considers an essay's topic, focus, and even argument. As you explore all three elements, the zero draft will help you focus and show how you might take the next step towards a rough draft. For our purposes, it should provide some idea of the essay's organization and be approximately a full page long and typed.

Peer Review

A writer's best friend is often another writer. With this in mind, each rough draft will be reviewed by one classmate, as well as sometimes by your instructor. You of course should consider having others look at your drafts as well. I will provide a handout to use, but starting in class, you will review one other classmate's rough draft based on both areas they believe need attention and what you believe merits attention. This will be based on assigned groups of 3. We will practice on a sample student essay before the first essay rough draft. You will email comments to both the student and upload comments on eLearning for my review. This is part of your homework grade.

Quizzes

Quizzes will be given regularly to ensure you are reading and otherwise keeping up with class. Some will be given in class and others online. They may not be made up if missed.

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 = 12% 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.**

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.

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.

Late Work

All drafts, including final, must be submitted when and as required in order to successfully complete this course. Late assignments will suffer a final grade deduction of **10%** for each day late. After a week (seven days) such assignments will receive a zero. If you are having trouble completing a specific assignment please get in touch with me as soon as possible and consider making use of the school's writing center. Technological issues (computer, internet, software, or printer) are not an acceptable excuse for not submitting work by due dates. There are several computer labs on campus for your use, including JO 2.310

Uploading a final draft to Turnitin (via eLearning) is a required part of writing assignments for this course. Failure to do so by the due date will result in losing points, 5% of the final grade for each day late.

Personal Communication Devices

Turn off all cell phones, tablets, laptops, and other personal communication devices before the start of class. Use of such devices during class time is not only distracting to yourself, but to your classmates, and instructor. Therefore, do not use such devices during class. If I repeatedly ask you to put away such devices, it will affect your class participation grade, and you may be asked to leave for that day and being marked absent.

Extra Credit

While no extra is offered for this course, you may revise **one** of your first three essays, using my feedback and feedback from others, for a higher grade. Keep in mind that a revision doesn't guarantee a higher grade, especially if significant changes are not made. The revised grade will replace the previous grade, but only if it is higher. **Essays that receive an A- or higher (90 % or above) are exempt from this option. Please turn in a hard copy of this revision along with the original graded draft. The last day for submitting a revision is Wednesday November 20th.**

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 1302.002 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 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): _____