

RHET 1302: RHETORIC AND COMPOSITION

COURSE INFORMATION

Term: Spring 2014

Course Number: RHET 1302.031

Days: T-TH, 1-2:15pm

Location: JO 3.908

Instructor: Sahalie Hashim, MFA

Main Contact: eLearning Messages

Alternative Contact:
sxh126730@utdallas.edu

Office Hours: Tuesday, 2:15-3:15pm,
JO 3.602 & by appointment

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

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.)
ISBN-13: 978-0073384023

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 source material in your writing

Course Policies

Attendance

Your thoughtful, 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, arrive late or leave early, you may be counted absent for that day. You are allowed 3 absences without major penalty, although you will not be able to make up in-class work, and will accrue a deduction from your participation point total (-6 pts/day). Each absence after the third will result in a 2.5% reduction from your overall grade (in addition to losing participation points). Please contact me by email if you will be absent for school related activities, or 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 (-2 pts/day). 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

Unless otherwise asked, please leave laptops, ipads, ipods, and other entertaining electronic devices at home.

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 (-1 pt/day).

Microsoft Word

All composition assignments should be submitted as a Microsoft Word document (.doc or .docx). If you do not have access to MS Word, OpenOffice.org is a word-compatible program that may be downloaded online for free.

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 through 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 final drafts of every essay to turnitin.com through eLearning. Turnitin.com will generate a report that details any and all plagiarism (whether intentional or not) you have committed. All instances of plagiarism are reported.

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 to success in this class and any subsequent college class in which essays are required. Should you need to review MLA, our textbook *Argument!* offers detailed explanations and numerous examples of proper formatting. All final essay drafts should be formatted according to MLA rules.

Course Requirements

In order to pass this course, students must turn in first 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 or 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

Assigned Reading/Quizzes

The assigned reading in Rhetoric 1302 is designed to make you a better thinker and assist you with your essay writing. *Argument!* is a very accessible textbook with short chapters and clear prose. I expect every student to complete the assigned reading on time. I trust that you will *want* to do the reading to assist your own learning curve, but as an incentive, I will give pop reading quizzes on some days to keep you honest and on your toes.

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 paragraph structure.

First Draft Conferences

I will read your SF-first drafts and will reply to your draft with in-text comments through eLearning. During our workshop weeks, you will be required to meet with me one on one to discuss any questions or concerns you may have about my comments, or your first draft in general. Conferences are held to ensure that you have read and understood my feedback.

Assignment Descriptions Cont.

Peer Workshop/Editing Sheets

Before each final essay is due you will also be put into groups of three and asked to peer edit each other's essays. While you will be required to fill out an editing sheet for each peer, it is up to the group to decide how to best proceed with peer editing. During workshop weeks, each student should bring a hard copy of their essay to class for their partners. The peer editing process not only provides you with thoughtful feedback from multiple peers, 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. I will evaluate how well students are engaging in the peer editing process and filling out workshop sheets, however, the majority of your workshop grade will rest on the evaluations your peers give you at the end of each peer editing session.

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 my feedback as well as peer editing feedback and, therefore, should be an improved version of your first drafts. 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 using rhetorical appeals.



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 meaning in order to help your audience understand your interpretation of the image.

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 organized and subordinated claims. Students may choose

to submit their final drafts to an academic undergraduate journal or online organization for extra credit. Journals will need to be approved by the instructor, and proof of submission will be required.

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, 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 final 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 2014 Schedule

Week One- Introduction to the Course and Writing Process Review

Tuesday- January 14th

Welcome!

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

Thursday- January 16th

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

In class: Discussion and Activity

Week Two- Understanding and Writing Arguments

Tuesday- January 21st

Read before class: Chapter 3- *Argument!* (p. 48-62)

In class: Discussion and Activity, Review Essay Structure, Handout- Essay 1, Review- SF First Draft Format

Thursday- January 23rd

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

In class: Discussion and Activity, Brainstorm for Essay 1

Week Three- Writing and Refuting Arguments

Tuesday- January 28th

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

In class: Discussion and Activity, Review eLearning submissions

Thursday- January 30th

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

In class: Discussion and Activity, Peer Editing Review

DUE Friday (Jan. 31st): SF- First Draft- Essay 1 on eLearning by Midnight

Week Four- Peer Editing and Conferences

Tuesday- February 4th

Bring a hard copy of your First Draft- E1 to Class! (In essay format)

In class: Peer Editing/ Conferences

Thursday- February 6th

In class: Finish Peer Editing/ Conferences

DUE in class: Peer Editing Evaluations

Week Five- Essay Presentations & Rhetorical Analysis

Tuesday- February 11th

In class: Informal Essay Presentations, Review Grading Rubric & Turnitin.com

DUE Wednesday (Feb. 12th): Final Draft- Essay 1 on eLearning by Midnight

Thursday- February 13th

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

In class: Discussion and Activity, Handout- Essay 2, Create SF- First Draft

Week Six- Rhetorical Analysis & MLA Review

Tuesday- February 18th

Read before class: Chapter 9- *Argument!* (p. 140-151) & "Special Report: Could Wikileaks Cause..." (p. 372-373)

In class: Discussion and Activity, practice rhetorical analysis, Brainstorm for Essay 2

Thursday- February 20th

Read before class: Ch. 12 (p. 202-210) and pp. 234-244

In class: MLA Review

DUE Friday (Feb. 21st): SF- First Draft- Essay 2 on eLearning by Midnight

Week Seven- Peer Editing and Conferences

Tuesday- February 25th

Bring a hard copy of your First Draft- E2 to Class! (In essay format)

In class: Peer Editing/Conferences

Thursday- February 27th

In class: Finish Peer Editing/Conferences

DUE in class: Peer Editing Evaluations

Week Eight- Essay Presentations and Visual Analysis

Tuesday- March 4th

In class: Informal Essay Presentations, Review Grading Rubric

DUE Wednesday (March 5th): Final Draft- Essay 2 on eLearning by Midnight

Thursday- March 6th

Read before class: Ch. 10- *Argument!* (p. 156-172)

In class: Discussion and Activity, Handout- Essay 3, Create SF- First Draft

***Midterm Grades posted by March 8th, and attendance warnings sent out.**

Spring Break- No Class

Tuesday- March 11th

No Class

Thursday- March 13th

No Class

DUE by Friday (March 14th): A digital copy of your visual in an e-mail attachment to my Zmail account.

Week Nine- Visual Argument

Tuesday- March 18th

In class: Analyzing advertisements and pictures, Discussion and Activity, Brainstorm for Essay 3

Thursday- March 20th

In class: Analyzing the visual in videos, Style and Grace lesson

DUE Friday (March 14th): SF- First Draft- Essay 3 on eLearning by Midnight

Week Ten- Peer Editing and Conferences

Tuesday- March 25th

Bring a hard copy of your First Draft-E3 to Class! (In essay format)

In class: Peer Editing/Conferences

Thursday- March 27th

In class: Finish Peer Editing/Conferences

DUE in class: Peer Editing Evaluations

Week Eleven- Essay Presentations and Academic Essay

Tuesday- April 1st

In class: Informal Essay Presentations, Review Grading Rubric

DUE Wednesday (March 26th): Final Draft- Essay 3 on eLearning by Midnight

Thursday- April 3rd

Read before class: Chapter 8- *Argument!* (p. 128-135)

In class: Discussion and Activity, Handout- Essay 4, Writing the Prospectus

Week Twelve- Academic Essay and Planning

Tuesday- April 8th

Read before class: Chapter 11- *Argument!*
(p. 178-197)

In class: Discussion and Activity,
Brainstorm for Essay 4, Create SF- First
Draft

Thursday- April 10th

Read before class: Chapter 13- *Argument!*
(p. 216-228)

In class: Discussion and Activity, Thesis
Handout

DUE Friday (April 4th): Prospectus- Essay 4

Week Thirteen- Academic Essay and Research

Tuesday- April 15th

In class: Research Lesson- Meet in Library!

Thursday- April 17th

In class: Researching for Essay 4- bring
laptops!
Possible MLA/Plagiarism/Coherency
Review

DUE Friday (April 18th): SF- First Draft-
Essay 4 on eLearning by Midnight

Week Fourteen- Peer Editing and Conferences

Tuesday- April 22nd

**Bring a hard copy of your First Draft- E4 to
Class! (In essay format)**

In class: Peer Editing/Conferences

Thursday- April 24th

In class: Finish Peer Editing/Conferences

DUE in class: Peer Editing Evaluations

Week Fifteen- Essay Presentations

Tuesday- April 29th

In class: Informal Essay Presentations, final
MLA formatting check

Thursday- May 1st

In class: Informal Essay Presentations,
Review Grading Rubric

DUE Friday (May 2nd): Final Draft- Essay 4
on eLearning by Midnight

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	5%
Peer Editing	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 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>.