

# RHET 1302: RHETORIC AND COMPOSITION

## COURSE INFORMATION

**Term:** Fall 2014

**Course Number:** RHET 1302.010

**Days:** MWF, 12-12:50pm

**Location:** JO 3.532

**Instructor:** Sahalie Hashim, MFA

**Main Contact:** eLearning Messages

**Alternative Contact:**  
sxh126730@utdallas.edu

**Office Hours:** Wednesdays 1-3pm,  
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 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.

## Required Texts

1. *This syllabus* is designed to keep you organized, and on track. 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 (2<sup>nd</sup> Ed.)  
ISBN-13: 978-0073384023

## Student Learning Objectives for Rhetoric 1302

1. **Communication skills** – Students will be able to engage processes and use skills to enhance their written communication skills by completing essay assignments.
2. **Critical thinking skills** – Students will be able to engage processes and use skills to enhance their written communication skills by completing essay assignments.
3. **Teamwork** – Students will be able to collaborate effectively in peer reviews of their written essay drafts.
4. **Personal responsibility** – Students will be able to apply ethical principles for synthesizing research and documenting sources for their written essays.

## **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 4 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 put laptops, ipads, ipods, and other entertaining electronic devices away.

### ***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 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 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 or Zmail.** 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

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## 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 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: Rhetorical Analysis***

Length: 1000-1250 words  
Source limit: 1 source minimum

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.

### ***Essay Two: Visual Rhetorical Analysis***

Length: 1000-1250 words  
Source limit: 2 sources minimum

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.

### ***Essay Three: Academic Research Paper***

Length: 1500-2000 words  
Source limit: 5 source minimum

For 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.

## **Assignment Descriptions and Expectations Cont.**

### ***Essay Four: Academic Essay Cont.***

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. Students may submit their final drafts to an academic undergraduate journal or online organization for extra credit. Journals will need to be approved by the instructor.

### ***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, 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.

### ***Annotated Bibliography***

Length: 5 entries minimum, 100-125 word entries

You will write an annotated bibliography of at least five (5) scholarly (e.g., *Journal of the American Medical Association*) and popular sources (e.g., *Popular Science*). **\*\*Do not use Wikipedia or Sparknotes.\*\*** Your entries (annotations) should provide both a brief summary of the source and also an evaluation of its effectiveness. The annotations should identify the author's thesis or claim. In evaluating the source ask yourself different questions to determine its effectiveness.

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## **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, 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 UT Dallas Writing Center is a free resource for you, the UT Dallas student, to help take your writing to the next level. Tutors are available every day of the week to work with you. Walk-ins and appointments are welcome.

Monday-Thursday: 10am-7pm  
Friday-Saturday: 10am-4pm  
Sunday: 3pm-5pm

<http://www.utdallas.edu/studentuccess/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.

## **Fall 2014 Schedule**

### ***Week One- Introduction to the Course and Writing Process Review***

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#### **Monday- Aug. 25th**

**Welcome!**

**In class:** Syllabus, eLearning, Why Write?, Diagnostic Essay

#### **Wednesday- Aug. 27th**

**In class:** Writing Process Review, Start review of essay structure and writing process

#### **Friday- Aug. 29th**

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

**In class:** Finish review of essay structure, Chapter 3 Discussion

### ***Week Two- Understanding Arguments***

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#### **Monday- Sept. 1st**

**No Class- Labor Day**

#### **Wednesday- Sept. 3rd**

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

**In class:** Discussion and Activity

#### **Friday- Sept. 5th**

**In class:** Continue Discussion and Activity of Chapter 1

### ***Week Three- Introduction to Rhetorical Analysis***

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#### **Monday- Sept. 8th**

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

**In class:** Discussion and Activity, Handout for Essay 1, Review and create SF-First Draft

#### **Wednesday- Sept. 10th**

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

**In class:** Discussion and Activity, Brainstorm-E1

#### **Friday- Sept. 12th**

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

**In class:** Discussion and Activity, Peer Editing Review

### ***Week Four- MLA and Plagiarism Review***

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#### **Monday- Sept. 15th**

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

**In class:** MLA Review, Writing Center Visit

#### **Wednesday- Sept. 17th**

**In class:** Cont. MLA Review

**DUE Midnight:** SF- First Draft- Essay 1 on eLearning

#### **Friday- Sept. 19th**

**In class:** Plagiarism Presentation, Review Peer Editing Etiquette

### ***Week Five- Peer Editing & In-Class Conferences***

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#### **Monday- Sept. 22nd**

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

**In class:** Peer Editing/Conferences

#### **Wednesday- Sept. 24th**

**In class:** Peer Editing/Conferences

#### **Friday- Sept. 26th**

**In class:** Finish Peer Editing/Conferences

**DUE in class:** Peer Editing Evaluations

### ***Week Six- Informal Presentations and Visual Analysis***

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#### **Monday- Sept. 29th**

**In class:** Informal Essay Presentations

#### **Wednesday- Oct. 1st**

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

**DUE Midnight:** Final Draft- Essay 1 on eLearning

#### **Friday- Oct. 3rd**

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

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

### ***Week Seven- Analyzing the Visual***

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#### **Monday- Oct. 6th**

**In class:** Analyzing advertisements and pictures, Discussion and Activity, Brainstorm for Essay 2

#### **Wednesday- Oct. 8th**

**In class:** Analyzing advertisements and pictures Cont.

**DUE:** A digital copy of your visual in an e-mail attachment to my Zmail

#### **Friday- Oct. 10th**

**In class:** Analyzing the visual in videos

**DUE Saturday (Oct. 11th):** SF- First Draft- Essay 2 on eLearning by Midnight

### ***Week Eight- Finish Visual Analysis / Peer Editing & In-Class Conferences***

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#### **Monday- Oct. 13th**

**In class:** Finish analyzing the visual in videos, Style and Grace Lesson

#### **Wednesday- Oct. 15th**

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

**In class:** Peer Editing/Conferences

#### **Friday- Oct. 17th**

**In class:** Peer Editing/Conferences

**\*Midterm Grades posted and Attendance Warnings sent out.**

### ***Week Nine- Finish Peer Editing and Informal Essay Presentations***

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#### **Monday- Oct. 20th**

**In class:** Finish Peer Editing/ Conferences

**DUE in class:** Peer Editing Evaluations

#### **Wednesday- Oct. 22nd**

**In class:** Informal Essay Presentations

#### **Friday- Oct. 24th**

**In class:** Informal Essay Presentations, Review Grading Rubric

**DUE Midnight:** Final Draft- Essay 2 on eLearning

### ***Week Ten- The Academic Research Essay***

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#### **Monday- Oct. 27th**

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

**In class:** Discussion and Activity

#### **Wednesday- Oct. 29th**

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

**In class:** Discussion and Activity

#### **Friday- Oct. 31st**

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

**In class:** Discussion and Activity, Handout- Essay 3, Writing the Prospectus and Annotated Bibliography

### ***Week Eleven- Academic Essay Genres and Research Lesson***

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#### **Monday- Nov. 3rd**

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

**In class:** Discussion and Activity, Brainstorm for Essay 3, Create SF-First Draft

#### **Wednesday- Nov. 5th**

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

**In class:** Discussion and Activity, Thesis Handout

#### **Friday- Nov. 7th**

**Research Lesson-** Meet in Library!

**DUE Midnight:** Prospectus- Essay 3 on eLearning

### ***Week Twelve- Research and Coherency Practice***

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#### **Monday- Nov. 10th**

**In class:** Researching for Essay 3- bring laptops!

#### **Wednesday- Nov. 12th**

**In class:** Researching for Essay 3- bring laptops!

#### **Friday- Nov. 14th**

**In class:** Coherency Review

**DUE Midnight:** Annotated Bibliography on eLearning



### ***Week Thirteen- MLA Review and In-Class Drafting***

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#### **Monday- Nov. 17th**

**Review before class:** pp. 234-244 in *Argument!*

**In class:** in-text and works cited formatting, brackets and ellipses, avoiding plagiarism review

#### **Wednesday- Nov. 19th**

**Bring Laptops!**

**In class:** Work on SF-First Draft, In-Class Conferences

#### **Friday- Nov. 21st**

**Bring Laptops!**

**In class:** Work on SF-First Draft, In-Class Conferences

**DUE Midnight:** SF- First Draft- Essay 3 on eLearning

### ***Fall and Thanksgiving Break***

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#### **Monday- Nov. 24th**

*No Class*

#### **Wednesday- Nov. 26th**

*No Class*

#### **Friday- Nov. 28th**

*No Class*

### ***Week Fourteen- Peer Editing and Conferences***

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#### **Monday- Dec. 1st**

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

**In class:** Peer Editing/ Conferences

#### **Wednesday- Dec. 3rd**

**In class:** Peer Editing/ Conferences

#### **Friday- Dec. 5th**

**In class:** Finish Peer Editing/ Conferences

**DUE in class:** Peer Editing Evaluations

### ***Week Fifteen- Essay Presentations***

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#### **Monday- Dec. 8th**

**In class:** Informal Essay Presentations

#### **Wednesday- Dec. 10th**

**In class:** Informal Essay Presentations, Review Grading Rubric

#### **Friday- Dec. 12th**

*No Class*

**DUE Midnight:** Final Draft- Essay 3 on eLearning

## Grading

*Essay 1: Rhetorical Analysis	20%
Essay 2: Visual Analysis	20%
Essay 3: Academic Research Essay	25%
Prospectus and Annotated Bibliography	5%
Reading Quizzes	10%
Peer Editing	10%
Attendance & Participation	10%
<b>Total</b>	<b>100%</b>

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

\*Note: Essay grades include first drafts (30%) and final drafts (70%).

### **Letter Grades\***

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

## 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/deanofstudents/integrity/>

<http://www.utdallas.edu/deanofstudents/dishonesty/>

<http://www.utdallas.edu/deanofstudents/bigfour/>

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, 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>.