

## SYLLABUS: RHET 1302

**Jennifer Dawson Kraemer**

Email: jennifer.kraemer@utdallas.edu

Office: JO 3.702

Office Hours: Wednesdays, 1-3 PM,  
or by appointment

Fall 2015

Sections 009 / 012

MWF 12-12:50 PM / 1-1:50 PM

Class location: JO 3.908

\*\*\*\*\*

*UTD Honor Code: "As a Comet, I pledge honesty, integrity, and service in all that I do."*

\*\*\*\*\*

**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 via eLearning.

### 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.

### General Education Core Objectives

- **Communication skills** – Students will demonstrate effective written, oral and visual communication.
- **Critical thinking skills** – Students will engage in creative and/or innovative thinking, and/or inquiry, analysis, evaluation, synthesis of information, organizing concepts and constructing solutions.
- **Teamwork** – Students will demonstrate the ability to work effectively with others to support a shared purpose or goal and consider different points of view.
- **Personal responsibility** – Students will demonstrate the ability to connect choices, actions and consequences to ethical decision-making.

### Student Learning Objectives for RHET 1302

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

### Required Textbook

Gooch, John, and Seyler, Dorothy. *Argument!*. Second edition. McGraw-Hill Higher Education, 2015, ISBN: 978-1-259-74111-7.

**Note:** The instructor will communicate additional assignment instructions as well as change of syllabus announcements via eLearning. Please check your UTD email and the course eLearning site regularly.

**Academic Calendar**

Mon., Aug. 24	<b>Introduction to the Course</b> <i>Diagnostic Essay</i> Course syllabus and class expectations
Wed., Aug. 26	<b>Aristotelian Appeals</b> <i>Argument!</i> , Chapter 1 “The Basics of Argument” In class video: Eduardo Briceño’s <i>TEDtalk</i> : Fixed Mindset vs. Growth Mindset (see eLearning for link to video)
Fri., Aug. 28	<b>Short writing assignment: Aristotelian analysis of Briceño’s speech</b> Turn in via eLearning Toulmin model of argumentation
Mon., Aug. 31	<b>Position Paper Introduction</b> Argument groups <i>Argument</i> , Chapter 6 “Taking a Position”
Wed., Sep. 2	<b>The Thesis Statement</b> Argument groups <i>Argument</i> , Chapter 3 “Writing Effective Arguments”
Fri., Sep. 4	<b>Counter Argument</b> Argument groups <i>Argument!</i> Chapter 5 “Refuting an Argument”
Mon., Sep. 7	<b>LABOR DAY—No Class Meeting</b>
Wed., Sep. 9	<b>Inductive and Deductive Reasoning, Analogy</b> Argument groups <i>Argument</i> , Chapter 4 “More about Argument”
Fri., Sep. 11	<b>Group position papers due via eLearning by start of class</b> Logical fallacies
Mon., Sep. 14	<b>Rhetorical Analysis: Content, Style, and Effectiveness</b> Introduce major paper #1: Rhetorical Analysis <i>Argument</i> , Chapter 2 “Responding Critically to the Arguments of Others”
Wed., Sep. 16	<b>Rhetorical Analysis topic due: post in eLearning</b> Discussion class: To prepare, read <i>Argument</i> , Chapter 19 “Students, Teachers, and Schools in the Twenty-First Century” focusing on pp. 341-345, 350-351, AND read selection(s) posted online for today’s class.
Fri., Sep. 18	<b>Read all group’s essays; vote for favorite during class</b> Sentence-level grammar and style Sentence combination and subordination take home quiz assigned (hard copy)
Mon., Sep. 21	<b>Rhetorical Analysis Drafting Workshop</b> Visit from Writing Center Group brainstorming and analyzing <i>Argument</i> Chapter 9 “Writing a Rhetorical Analysis”
Wed., Sep. 23	<b>Sentence Take Home Quiz due at start of class</b> Group rhetorical analysis activities Reading(s) posted online for today’s class
Fri., Sep. 25	<b>Incorporating quotations</b> Discussion class: To prepare, read <i>Argument</i> Chapter 16 “The Challenges of Living in a High-Tech, Multimedia World” focusing on pp. 293-295, 300-303, AND read selection(s) posted online for today’s class.

Mon., Sep. 28	<b>Quotation Quiz on eLearning due at 11:59 PM</b> Thesis and introduction workshop for rhetorical analysis Group meeting
Wed., Sep. 30	<b>First draft of rhetorical analysis du (in class, <u>two</u> hard copies)</b> Peer reviews Play Doh
Fri., Oct. 2	<b>Writing Conferences with Instructor—no formal class</b> Come to your scheduled writing conference time to discuss your paper. Bring at least two questions or issues you would like to discuss.
Mon., Oct. 5	<b>Rhetorical Analysis Final Draft due by 10 PM via eLearning</b> Introduction to visual analysis/analyzing artwork <i>Argument</i> Chapter 10 “Reading, Analyzing, and Using Visuals and Statistics in Argument”
Wed., Oct. 7	<b>Advertising Appeals</b> Introduce major paper #2: Visual Analysis.
Fri., Oct. 9	<b>Advertising Appeals, con’t</b> Discussion class: to prepare, read <i>Argument</i> Chapter 15 “The Myth and Reality of Image in American Culture” focusing on pp. 281-283, 286-287, AND read selection(s) posted online
Mon., Oct. 12	<b>Visual Analysis topic due—posted with links on eLearning by the start of class</b> Begin tropes project in class
Wed., Oct. 14	<b>Comments on group members’ topics due on eLearning by start of class</b> Group work on trope activity
Fri., Oct. 16	<b>Plagiarism tutorial:</b> <a href="http://utdallas.edu/library/help/PlagiarismTutorial/Plagiarism.htm">http://utdallas.edu/library/help/PlagiarismTutorial/Plagiarism.htm</a> Discussion class: to prepare, read <i>Argument</i> Chapter 18 “Arguing about Politics: the Good, the Bad, and the Ugly” focusing on pp. 329-331, 332-325, AND read selection(s) posted online.
Mon., Oct. 19	<b>Academic integrity</b> Speaker: Laura Smith from Judicial Affairs Work on trope activity
Wed., Oct. 21	<b>Citation activity</b> How to cite various media in MLA format <i>Argument</i> Chapter 14 “Documenting Sources”
Fri., Oct. 23	<b>Trope projects due to eLearning by start of class</b> Group presentations on trope projects
Mon., Oct. 26	<b>Visual analysis thesis and introductory paragraph due (<u>one</u> hard copy)</b> Workshop introductory paragraphs in class
Wed., Oct. 28	<b>First draft of visual analysis due in class (<u>one</u> hard copy)</b> Peer evaluations
Thur., Oct. 29	<b>LAST DAY TO WITHDRAW FROM CLASS</b>
Fri., Oct. 30	<b>Final copy visual analysis paper due at 10 PM (via eLearning)</b> Introduction to research essay assignment Research cohort activities
Mon., Nov. 2	<b>Academic research</b> Research cohort activities <i>Argument!</i> , Chapter 7 “Writing a Causal Analysis”
Wed., Nov. 4	<b>Types of research essays</b> Research cohort activities <i>Argument</i> Chapter 8 “Writing the Problem/Solution Essay”
Fri., Nov. 6	<b>Library Day—Researching using library databases</b> Meet in lobby of McDermott library at regular class time <i>Argument</i> Chapter 12 “Evaluating and Utilizing Sources”

Mon., Nov. 9	<b>Prospectus Workshop</b> <i>Argument!</i> , Chapter 11 “Planning the Researched Argument”
Wed., Nov. 11	<b>Research Day</b> Bring tablets or laptops for practice using library databases
Fri., Nov. 13	<b>Prospectus due at beginning of class (<u>one</u> hard copy)</b> Organizing research arguments Research cohort activities
Mon., Nov. 16	<b>Annotated Bibliography Workshop</b> Research cohort activities <i>Argument</i> Chapter 13 “Drafting and Revising the Researched Argument”
Wed., Nov. 18	<b>Writing introductions and thesis statements</b> Research cohort activities
Fri., Nov. 20	<b>Annotated Bibliography due at 10 PM via eLearning</b> Research cohort activities and writing workshop for research argument
Mon., Nov. 23- Fri., Nov. 27	<b>FALL AND THANKSGIVING BREAK—no class</b>
Mon., Nov. 30	<b>Thesis for research paper due—bring ONE hard copy to class</b> Thesis workshop/ research cohort activities/ writing workshop
Wed., Dec. 2	<b>Cohort outlines and introductory paragraphs due on eLearning at end of class</b> Writing workshop and cohort meetings
Fri., Dec. 4	<b>Individual student/instructor writing conferences—no formal class</b> Come at your scheduled time to discuss the first 750-1000 words of your research argument
Mon., Dec. 7	<b>First draft (full word count) of research paper due at class time—bring one hard copy</b> Peer conferences
Wed., Dec. 9	<b>Last day of class!</b> Course wrap up <b>Final copy of researched essay due via eLearning by 10 PM</b>

## Assignment Descriptions

### PARTICIPATION AND PROCESS ASSIGNMENTS.

#### Short Writing Assignments

Short writing assignments and in-class activities will be assigned throughout the semester and will count as a part of your process and participation grade for this class. More detailed instructions will be given before assignments are due.

### MAJOR ASSIGNMENTS

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

#### Essay #1: Rhetorical Analysis

Length: 1000-1250 words (not including Works Cited) in MLA format, 12-point font

Source limit: One (1) source minimum

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

Due: Monday, October 5, at 10 PM via eLearning

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 from those recommended by your instructor and posted on eLearning.

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 textbook 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), 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.

#### Essay #2: Visual Rhetorical Analysis

Length: 1000-1250 words (not including Works Cited) in MLA format, 12-point font

Source limit: Two (2) sources minimum

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

Due: Friday, October 30, at 10 PM via eLearning

The Visual Rhetorical Analysis assignment asks you to select a print ad or commercial created by the Ad Council 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 thereby helping your audience understand your interpretation of the image or images.

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

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

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

### **Prospectus**

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

Due: Friday, November 13, at beginning of class

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.

### **Annotated Bibliography**

Length: Five (5) entries minimum, MLA format for annotated bibliographies, 100- to 125- word entries

Due: Friday, November 20, by 10 PM via eLearning

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*). These sources must constitute “academic” work, or the sources must at least come from credible sources. You may use online sources, but you should make absolutely certain these sources are both authentic and credible. **\*\*Do not use Wikipedia or Sparknotes.\*\*** Source materials may also be texts that you are using in this class or texts within your own field of study.

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. For example, does the author prove his or her claim? Does he or she overlook any important issues? Will this source prove useful in your research effort?

Sample entry:

Waite, Linda J., Frances Kobrin Goldscheider, and Christina Witsberger. "Nonfamily Living and the Erosion of Traditional Family Orientations among Young Adults." *American Sociological Review* 51 (1986): 541-54.

The authors, researchers at the Rand Corporation and Brown University, use data from the National Longitudinal Surveys of Young Women and Young Men to test their hypothesis that nonfamily living by young adults alters their attitudes, values, plans, and expectations, moving them away from their belief in traditional sex roles. They find their hypothesis strongly supported in young females, while the effects were fewer in studies of young males. Increasing the time away from parents before marrying increased individualism, self-sufficiency, and changes in attitudes about families. In contrast, an earlier study by Williams cited below shows no significant gender differences in sex role attitudes as a result of nonfamily living.

[Annotation example taken from Cornell University Library,  
<http://www.library.cornell.edu/olinuris/ref/research/skill28.htm>.]

### **Essay #3: Academic Research Essay**

Length: 1500-2000 words (not including Works Cited) in MLA format, 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.

Due: Wednesday, December 10, at beginning of class

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.

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.

## Grading

*Assignments are pre-weighted. The total points possible for the course is 1000 points. The instructor will make use of the +/- system as stipulated by the current The University of Texas at Dallas Undergraduate Catalog.*

<b>Participation and Process</b> Quizzes, class presentation, peer evaluations, attendance, etc.	30%
<b>Rhetorical Analysis</b> First paper	20%
<b>Visual Analysis</b> Second paper	20%
<b>Prospectus and Annotated Bibliography</b>	5%
<b>Research Essay</b> Third paper	25%
<b>Total</b>	100%

Final grades will be based on a 1000-point system as follows:

Points earned	Letter grade
930-1000	A
900-929	A-
870-899	B+
830-869	B
800-829	B-
770-799	C+
730-769	C
700-729	C-
670-699	D+
630-669	D
600-629	D-
Below 600	F

## Course Policies

### Participation and Attendance

Your participation is crucial for achieving the learning objectives described earlier in this syllabus, and 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 daily/weekly assignments, and prior research and/or study when responding orally in class, and please be prepared to back up any points you make.

If you are not present for activities such as lectures and discussions, you will miss critical information. Your absence on days of group meetings or peer evaluations affects not only you but other students as well. Sleeping, talking, arriving later than ten minutes into the class period, texting, surfing, or other disrespectful behavior will result in being counted absent for that class day. Mobile phones and other electronics must be turned to silent. Missing a scheduled teacher conference without making arrangements for rescheduling will



result in two absences recorded for that day. Arriving more than ten minutes late or leaving early will count as an absence.

Each student is allowed four (4) absences, no questions asked. Save them for when you really need them. Your final grade will suffer a 4% reduction for each absence you accumulate over three (e.g., 6 absences = 12% total reduction). **Missing more than twelve classes in a semester will result in an “NF” (Non-Attendance Failure) for the course.** Remember, above all, that it is your responsibility to alert me of any circumstances (i.e. need for accommodation, illness, etc.) that might warrant my special consideration. If you have a serious medical issue during the course of the semester or participate in university-sponsored activities, documentation may be required in order for these absences not to count against your final grade.

Above all, **signing the attendance roll every day is your personal responsibility.** Signing other people in or having a friend sign you present is an act of academic dishonesty and will result in referral to the Office of Judicial Affairs.

## **Late Work**

All assignments must be submitted on time or suffer late penalties. The instructor will not, under any circumstances, accept work that is more than a week late. Late work will be reduced by a letter grade for each day the assignment is late. **Neglecting to turn in one or more of the major papers will result in an automatic failure for the course.**

## **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, 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>.

## UT Dallas Writing Center

Located in McDermott Library room 1.312, 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. Even published authors, like J. K. Rowling, need someone to bounce their ideas off of, so drop by and talk to them. Walk-ins and appointments are welcome. In addition, the Writing Center website offers helpful information on common student writing concerns.

Monday – Thursday: 10 am – 7 pm

Friday – Saturday: 10 am – 4 pm

Sunday: 2 pm – 5 pm

<http://www.utdallas.edu/studentsuccess/writing>

### Collegiate Writing Workshop Series

The Collegiate Writing Workshop Series is a series of 4 one-hour workshops designed to help UT Dallas first-year students acclimate to college writing by offering workshops to refresh their technical skills and support them in their coursework for RHET 1302. The workshops are offered on different days of the week and at different times of day so that students who are not able to come to one might be able to attend a different one.

### Schedule for Fall 2015 Workshop Series

Location: All classes held in the McDermott Library

Date	Topic	Location
Sept. 29, 5 pm	Rhetorical Analysis Workshop	McDermott 3.610
Oct. 22, 5 pm	Visual Analysis Workshop	McDermott 3.610
Nov. 10, 5 pm	Writing the Proposal Concisely	McDermott 3.612
Dec. 1, 5 pm	Revising for Academic Style	McDermott 3.610

.....

The instructor will give **10 points extra credit** on the first two major assignments of **15 points extra credit** on the final major assignment for students making use of the Writing Center's services for that paper. Students may fulfill this extra credit by attending a workshop or personal tutoring session. Please be sure to have the Writing Center email proof of attendance to the instructor at [jennifer.kraemer@utdallas.edu](mailto:jennifer.kraemer@utdallas.edu).

.....

I have read the syllabus and policies for Introduction to Rhetoric and understand them. I agree to comply with these policies for the Fall, 2014 semester and realize that any non-compliance may result in a reduced grade in this course.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name (printed): \_\_\_\_\_

UTD email address: \_\_\_\_\_

.....

If you agree to let your instructor share your writing samples (with name and all other identifying information removed), you are allowing the instructor to demonstrate rhetorical concepts in a way that is specially tailored for your particular writing class. The instructor will treat your writing sample with respect and will only use it to illustrate certain points.

I agree to allow my instructor to use samples of my writing for demonstration purposes during 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 (printed): \_\_\_\_\_

