

RHET 1302.036: Rhetoric

Fall 2015	Merry Jett
Section .036	Email: mxj120530@utdallas.edu
TR 4:00-5:15	Office Number: JO 3.704
Class location: JO 3.906	Office Hours: Thursday 1:00PM-2:30PM Also available by appointment

Note: All matters associated with this course are subject to change at the instructor's discretion. Any and all changes will be communicated to students in writing.

Course Description

RHET 1302 will prepare you for college-level writing while helping you develop your critical thinking skills. Rhetoric is the study and practice of how people communicate with audiences, not only in writing and speech, but also through visual and digital media. In this class, you will develop skills to analyze the way rhetoric, in its various forms, addresses audiences. By paying attention to the strategies that good writers use to address their readers, you will learn to reason better and to persuade others in your own writing, both through rhetorical appeals and through analysis of audience and purpose that is at the heart of the study of rhetoric. Practically speaking, you will also learn skills that you can use in your future course work regardless of your major.

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: 978-1-259-74111-1.

Fall 2015 Assignments and Academic Calendar

Tue, Aug 25	Introduction to the Course **Diagnostic Essay** Course syllabus and class expectations Discussion of the basics of writing: organization, development, style, thesis
Thu, Aug 27	Understanding Arguments, Part I "The Basics of Argument," <i>Argument!</i> , Chapter 1 Syllabus Quiz in class (10 questions) For Homework due 9/1 in class: <i>Argument!</i> pg 10: "Find the Right in Punishment for Teen-Age Sexting" Follow the instructions on pg 10. (Will make photocopies in case students do not have textbooks yet).
Tue, Sep 1	Understanding Arguments, Part II "Responding Critically to the Arguments of Others," <i>Argument!</i> , Chapter 2 In class: Read Peggy McIntosh article and answer questions For Homework due 9/3 in class: <i>Argument!</i> pg 43-44: Communication Key to Egypt's Uprising by Hany Rashwan. Answer all questions.
Thu, Sep 3	Writing Arguments, Part I "Writing Effective Arguments," <i>Argument!</i> , Chapter 3 For Homework Due 9/8: <i>Argument!</i> Pg 63-64 "We Need Higher Quality Outrage" by Deborah Tannen. Answer all questions. And write two summaries 1) For your grandparents and one for your best friend
Tue, Sep 8	Writing Arguments, Part II Grammar, Mechanics, and Style Review "More about Argument: Induction, Deduction, Analogy, and Logical Fallacies," <i>Argument!</i> , Chapter 4 For Homework: "Beast as a Saint" handout and questions
Thu, Sep 10	Writing Arguments, Part III "Refuting an Argument," <i>Argument!</i> , Chapter 5 "Taking a Position," <i>Argument!</i> , Chapter 6 For Homework: Refutation Essay "Should the Police Carry Guns?" 2 page, double spaced draft, with at least two sources, submitted through elearning by Tuesday 9/15 at 11:59PM

Tue, Sep 15	<p>Writing a Rhetorical Analysis "Writing a Rhetorical Analysis," <i>Argument!</i>, Chapter 9 Sample student essays handed out in class Homework: <i>Argument!</i> pg 416-418 "Here's how the CDC can restore its reputation after Ebola scare" by Jeffrey Weiss. Annotate article and practice analyzing rhetorical devices Choose one of five articles to use for your Rhet Analysis from <i>Argument!</i></p> <p>P.434 "A Suburban Place to Call Their Own" by Robert Diaz p.383 "How the Boston Bombing Challenges Death Penalty Foes" by Jonah Goldberg p.350 "Educated, Unemployed, and Frustrated" p. 313 "Do Guns Provide Safety? At What Cost?" p. 293 "5 Reasons Social Media Is Dangerous for Me"</p>
Thu, Sep 17	<p>Documenting Sources "Documenting Sources (MLA, APA, and More)," <i>Argument!</i>, Chapter 14 Plagiarism Tutorial at: http://www.utdallas.edu/library/help/PlagiarismTutorial/Plagiarism.htm You may bring laptops today to look up sources in the UTD library and practice citing. You may also work on annotating article for Rhet Analysis. Be working on rough draft</p>
Tue, Sep 22	<p>Causal Arguments "Writing a Causal Analysis," <i>Argument!</i>, Chapter 7 Be writing a rough draft of Rhet Analysis</p>
Thu, Sep 24	<p>Peer Review – Essay #1 Bring Rough Draft to class. Must edit two other student papers MUST BE PRESENT FOR PEER REVIEW. NO MAKEUPS.</p>
Tue, Sep 29	<p>No formal Class Meeting Conferences with Professor Jett</p>
Thu, Oct 1	<p>Essay #1: Rhetorical Analysis Due online by 11:59PM Hard copy due in class Considering the Arguments of Others "Violent Media or Violent Society?," <i>Argument!</i>, Chapter 17 "Arguing about Politics: the Good, the Bad, and the Ugly," <i>Argument!</i>, Chapter 18 Possible TBA in class reading, No Homework</p>
Tue, Oct 6	<p>Introduction to Visual Arguments "Reading, Analyzing, and Using Visuals and Statistics in Argument," <i>Argument!</i>, Chapter 10 Find image for visual analysis</p>

Thu, Oct 8	Considering Visual Arguments, Part I "The Myth and Reality of the Image in American Consumer Culture," <i>Argument!</i> , Chapter 15 For Homework: <i>Argument</i> pg. 281 "Unhate Campaign" Complete Questions
Tue, Oct 13	Considering Visual Arguments, Part II "The Challenges of Living in a High-Tech, Multimedia World," <i>Argument!</i> , Chapter 16 Must have image, begin rough draft
Thu, Oct 15	Considering Visual Arguments, Part III Continue Working on Rough Draft
Tue, Oct 20	Peer Review – Essay #2 MUST BE PRESENT FOR PEER REVIEW. NO MAKEUPS
Thu, Oct 22	No formal class meeting Conferences With Professor Jett
Tue, Oct 27	Essay #2: Visual Rhetorical Analysis Due online by 11:59PM Hard Copy due in class Considering the Arguments of Others Problem Solution Arguments "Writing the Problem/Solution Essay," <i>Argument!</i> , Chapter 8 **WL Period Ends** No Homework
Thu, Oct 29	Writing a Researched Argument Writing a Prospectus "Planning the Researched Argument," <i>Argument!</i> , Chapter 11 Begin writing a Prospectus for your Research topic
Tue, Nov 3	Work on Prospectus in Class May Bring Laptop Homework: Must Submit Prospectus by 11:59PM through elearning.
Thu, Nov 5	Annotated Bibliography Using Sources, Part I "Evaluating and Utilizing Sources," <i>Argument!</i> , Chapter 12 May Bring Laptop
Tue, Nov 10	Work on Annotated Bibliography in Class/possible library day
Thu, Nov 12	No formal Class Meeting. Professor Jett will be at a Conference. Work on Annotated bib or Rough Draft for Research paper

<i>Tue, Nov 17</i>	Drafting and Revising Research Essays "Drafting and Revising the Research Argument," <i>Argument!</i> , Chapter 13 Grammar, Mechanics, and Style Review Annotated Bibliography Due online by 11:59PM Work on Rough Draft
<i>Thu, Nov 19</i>	Considering the Arguments of Others "Marriage and Gender Roles: Changing Attitudes vs. Traditional Values," <i>Argument!</i> , Chapter 22 "Arguing about Science and Religion: Policy, Politics, and Culture," <i>Argument!</i> , Chapter 23 "Competing Perspectives on the American Economic and Financial Crisis," <i>Argument!</i> , Chapter 24 Readings TBA
<i>Nov 23-28</i>	No Class – Fall and Thanksgiving Break
<i>Tue, Dec 1</i>	Peer Review – Essay #3 MUST BE PRESENT FOR PEER REVIEW. NO MAKEUPS
<i>Thu, Dec 3</i>	NO CLASS Conferences with Professor Jett
<i>Tue, Dec 8</i>	Essay #3: Academic Research Essay Due ONLINE BY 11:59PM Course Wrap-up

Grading

Essay #1: Rhetorical Analysis	20%	200
Essay #2: Visual Rhetorical Analysis	20%	200
Essay #3: Academic Research Essay	25%	250
Prospectus and Annotated Bibliography <u>Combined</u> (Research Essay)	5%	50
Peer Reviews (3)	10%	100
Process	10%	100
Participation	10%	100
Total	100%	1000

200-point total for Essay #1, Rhetorical Analysis:

185-200 = A
 180-184 = A-

175-179 = B+
165-174 = B
160-164 = B-
155-159 = C+
145-154 = C
140-144 = C-
120-139 = D
119 and below = F

250-point total for Essay #3, Academic Research Essay (25% without Prospectus):

231-250 = A
225-230 = A-
218-224 = B+
208-217 = B
200-207 = B-
193-199 = C+
183-192 = C
175-182 = C-
150-174 = D
149 and below = F

Assignment Descriptions

(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: 10/1

For this assignment, you will write an analysis of the rhetorical strategies and techniques used by a writer in constructing a short essay. The purpose of this assignment is to think and write critically about a text. The skills you use in this exercise also apply to the image you analyze for your visual analysis essay and the research you use in your Academic Argument essay. In this paper, analyze an essay selected by your instructor from the reader or another essay you select with the approval of your instructor.

To begin your analysis, look at the different rhetorical information and guidelines provided in the chapters of the first two sections ("Understanding Arguments" and "Writing Arguments") of our 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: 10/27

The Visual Rhetorical 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 thereby 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?

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

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: 12/8

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.

Prospectus

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

Due: 11/3

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: 11/17

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>.]

Course Policies

Attendance

Because each class period consists of a mixture of class discussion, group work and free writing, 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 three (3) 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). *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, and I will consider you absent if you arrive more than 10 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 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.

Participation in this course does not include doing work unrelated to this course during class, sleeping in class, eating distracting food, intensive grooming, or using the computers or other personal electronic devices for personal messaging, research, or entertainment. Laptops and tablets may only be used with the permission of the professor on special research days.

Late Work

All drafts, including final, must be submitted when and as required in order to successfully complete this course. Late assignments will not be accepted except with proper medical or legal documentation.

Personal Communication Devices

Turn off all cell phones, pagers, and other personal communication devices before the start of class. Do not use such devices during class unless instructed by the professor.

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 1.206, 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. 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.

Monday – Thursday: 10 am – 7 pm

Friday – Saturday: 10 am – 4 pm

Sunday: 3 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: TBD

Date	Topic
Sept. 29, 5 pm	Rhetorical Analysis Workshop
Oct. 22, 5 pm	Visual Analysis Workshop
Nov. 10, 5 pm	Writing the Proposal Concisely

Dec. 1, 5 pm

Revising for Academic Style

Why Do We Write? By Todd Finley

<http://www.edutopia.org/blog/why-we-have-to-write-todd-finley>

To be subtle. To be true. To be original. To be on. • To sing without moving your lips. • To explore the conventions of a thousand genres and befriend a thousand tribes. • To set your love free. • To tweet and be RTed. • To convince someone to give you money. • To get better at doing hard things.

break

Because everything that matters is written. • It's a Zen act. Use just enough words, but not too many. • Because writing sharpens thinking. • To solve problems. • To eulogize your friend. • To turn bad prose into good. • To conquer fear. • Because writers (Kurt Cobain, Winston Churchill, Oscar Wilde, Steven Pressfield, Zora Neale Hurston, Sherman Alexie and Tupac Shakur) are cool.

To flirt. • To be understood. • To understand. • To forward social justice, suppress tyranny and save the world. • To critique. • To see faces in shadows. • To make *sans serif* memes. • To brainstorm dog names: Moby, Jet, Beefheart, Boomer, Thor, Snooker, Google, Moose, Mahalo. • To compose monomyths. • To write entertaining dialogue like, "Coffee is for closers." • Because closers finish what they start.

Because greeting cards with someone else's sentiments are lame. • To marinate your brain in wow. • To create the next Yoda. • Write. Revise. There is no other way. • To commit the armies of your mind to a task before you are ready. • To replace emotional trauma with resolve. • To exercise mirror neurons. • To talk to your high power. • To prioritize. • To forgive like Nelson Mandela. • Because the world needs you to tell us who you are. • To realize there's more in you than you think. • To be human. Join the club.

Because writing is critical to every discipline. • To understand author's craft. • To make "text-to-world" connections. • To use metaphors to understand. • To predict the future, like George Orwell. • To map the psyche, like Freud. • To fill dark skies with cherry blossoms, like Matsuo Basho. • To leave love notes on the fridge. • Because poets scare fascists. • To be immortal.

(And why do *you* have to write today? Surely you have your reasons . . .)

I have read and understood the policies for RHET 1302.033 I agree to comply with the policies for the Fall 2015 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): _____