

RHET 1302: Rhetoric

Summer 2016	Professor Amanda Like
Section RHET 1302.051	Email: axl151930@utdallas.edu
TTH 8:30am-12:45pm	Office Number: JO 3.926
Class location: JO 3.908	Office Hours: TTH 1:15-2:00; Schedule Appt. Outside Office Hours

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.

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 one (1) absence, no questions asked. Save it for when you really need it. Your final grade will suffer a 4% reduction for each missed class you accumulate over the one session absence allocated for the term. *You are responsible for your attendance. You must make sure you 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 20 minutes late to class.

Class Participation

Your success in this course is a function of your level of engagement. Feel free to use your analysis of the readings, your assignments, and prior studies when responding orally in class. Participation in this course does not include doing work unrelated to this course during class, sleeping in class, or using the computers or other personal electronic devices for personal messaging, research, or entertainment. Cell phones are allowed to be out during class, but refrain from personal use during class.

Late Work Policy

Every assignment has a due date. Students are expected to submit process and participation assignments by the assigned due date. No late assignments will be accepted.

Contacting the Professor

If you need to contact the professor through email to ask a question, or schedule a conference, make sure to include your full name, class number, description of the assignment in question, and your question. If you do not follow these directions, you may not receive a helpful reply.

How to be successful in this class:

1. Attend every class and communicate with peers and professor.
2. Be prepared and have necessary materials for class.
3. Upload assignments to e-learning when due.
4. Use feedback to improve your writing. Make appointments at the Writing Center.
5. Confused, frustrated, or lost, please ask for help. It happens to everyone.

Academic Integrity

"As a Comet, I pledge honesty, integrity, and service in all that I do."

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

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

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. Schedule to come.

Required Materials

You must have access to the Internet. This is very important, as course announcements, and assignments will need to be accessed through e-learning. Papers must be in a MLA compatible word processor, such as Microsoft Word. The library is a free source for both Internet and Microsoft Word. Lack of access is the student's responsibility, not the professor.

Summer 2016 Assignments and Academic Calendar

Tuesday, May 24	<p style="text-align: center;"><u>Unit 1: Understanding and Writing Arguments-Week 1</u></p> <p>Introduction to the Course Course syllabus and class expectations Discussion of the basics of writing: organization, development, style, thesis **Diagnostic Essay The Basics of Argument (Chpt 1): The Modest Proposal Assignment</p> <p>Once Upon A Time: Quoting, Paraphrasing, Summarizing, and Analyzing a Fairytale</p>
Thurs, May 26th	<p>Hmwk: Read Chpts 3 and 6 and Process #1: Fairy Tales: A Study Assignment</p> <p>Writing Arguments Writing Effective Arguments (Chpt 3) Refuting an Argument (Chpt 5) Taking a Position (Chpt 6) Induction, Deduction, Analogy, and Logical Fallacies: (Chpt 4)</p>
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Tues, May 31st	<p style="text-align: center;"><u>Unit 2: Rhetorical Analysis-Week 2</u></p> <p>Writing a Rhetorical Analysis, Part I Writing a Rhetorical Analysis: (Chpt 9) Violent Media or Violent Society?: (Chpt 17) Arguing about Politics: the Good, the Bad, and the Ugly: (Chpt 18) Documenting Sources: All About MLA: (Chpt 14)</p>
Thurs, June 2	<p>Hmwk: Prep for Paper Workshop and Process# 3: MLA Practice</p> <p>Essay #1: Paper Workshop Introduction to Visual Arguments: Visual Details in Art and Print Ads Reading, Analyzing, and Using Visuals and Statistics in Argument: Chpt 10 Introduction to Visual Arguments: Artwork and Print Ads</p>
	<p>Hmwk: Read Chpt 10, and Process #4: Artwork and Print Ads</p> <p style="text-align: center;">***Turn in Rhetorical Analysis Paper, Sunday by 11:59 pm ***</p>
Tues, June 7	<p style="text-align: center;"><u>Unit 3: Visual Rhetorical Analysis –Week 3</u></p> <p>Introduction to Visual Arguments: Commercials, Music Videos, and Films Arguments</p>
Thurs, June 9	<p>Hmwk: Process #5: Visual Argument Practice</p> <p>Essay #2: Instructor-Student Conference Writing a Researched Argument Planning the Researched Argument: (Chpt 11)</p>
	<p>Hmwk: Process #6: Research Prep</p> <p style="text-align: center;">***Turn in Visual Rhetorical Analysis Paper, Sunday by 11:59 pm ***</p>
Tues, June 14	<p style="text-align: center;"><u>Unit 4: Research Argument</u></p> <p>Introduction to Researched Arguments Evaluating Sources: (Chpt 12) Searching for Sources Writing a Prospectus</p>
Thurs, June 16	<p>Hmwk: Process #7: Finding Research</p> <p>Writing with Sources Drafting and Revising the Research Argument: (Chpt 13) Grammar, Mechanics, and Style Review: Research Style</p> <p>Hmwk: Work on Annotated Bibliography</p> <p style="text-align: center;">***Turn in Prospectus Due Thursday by 11:59 pm***</p>

Tues, June 21	Using Sources: Formatting Your Sources Research Style: Balancing Research and Your Writing
Thurs, June 23	Hmwk: Process #8: Formatting Your Sources Writing a Annotated Bibliography Research Writing Style: Formatting and Revision
Tues, June 28	Hmwk: Prep for Paper Workshop Paper Workshop and Course Wrap-Up
Turn in Annotated Bibliography and Research Paper Due Thursday by 11:59 pm	

I will make use of the +/- system in grading as stipulated by the current University of Texas at Dallas Undergraduate Catalog.
Assignment Descriptions: All major assignments are to be turned in through e-learning's link by the due date.

Grading

Essay #1: Rhetorical Analysis: Due Sunday 2/28 @ 11:59 pm on e-learning	200 Points
Essay #2: Visual Rhetorical Analysis: Due Sunday 4/3 @ 11:59 pm on e-learning	200 Points
Essay #3: Academic Research Essay: Due Sunday 5/1 @ 11:59 pm on e-learning	250 Points
Prospectus and Annotated Bibliography Combined (Research Essay): Due Sunday 4/17 @ 11:59 pm on e-learning	50 Points (25 each)
Peer Reviews/Conferences (3)	100 Points
Process (Out-of-Class Assignments)	100 Points
Participation (In-Class Assignments)	100 Points
Total	1000 Points

Essay #1: Rhetorical Analysis

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

Source limit: One (1) source minimum (primary source)

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

Due: Sunday 6/5 @ 11:59 pm on e-learning

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. In this paper, analyze an essay selected by your instructor 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. 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.

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(primary source and additional source)

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

Due: Sunday 6/12 @ 11:59 pm on e-learning

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.

Prospectus

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

Due: Thursday 6/16 @11:59 pm on e-learning

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.

Essay #3: Academic Research Essay

Length: 1500-2000 words (not including Works Cited) in MLA format, 12-point font, double-spaced

Source limit: One (1) scholarly (5 sources total)

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

Due: Thursday 6/30 @11:59 pm on e-learning

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 two sources 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.

Annotated Bibliography

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

Due: Thursday 6/30 @11:59 pm on e-learning

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, think ethos. 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>.]

Syllabus Contract for Summer 2016

I have read and understood the policies for RHET 1302. I agree to comply with the policies for the Summer 2016 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): _____