

RHET 1302: Rhetoric

Fall 2016	Dr. Lora Burnett
Section 39	Email: lora.burnett@utdallas.edu
TR 8:30-9:45	Office Number: JO 5.109
Class location: JO 3.532	Office Hours: Tue/Th, 10-11 a.m.

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. **In this course you will write, and write, and write some more. You will get better at it – trust me.** 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 coursework 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 Dorothy Seyler. *Argument!*. Second edition. McGraw-Hill Higher Education, 2015, ISBN: 978-1-259-74111-1.

Required Materials for Class

You are required to bring your book and a hard copy of your current paper draft to each class meeting. If you do not have a printer, you may use one of the many computer labs on campus to print your draft. If you do not have your book and your draft, I may ask you to leave and you may be counted as absent.

You will also need a folder for handouts, and paper and pencil/pen for each class meeting. A spiral notebook with pocket dividers would work. Just make sure to keep all your work for the class together, keep it in good order, and bring it to class. Every time.

Daily Schedule

My colleague Dr. Sara Keeth developed an outstanding rubric for structuring, pacing and evaluating RHET 1302 coursework throughout the semester; with her kind permission, I have adopted and adapted many of her innovations and assignment descriptions for my own course schedule and grading methodologies, as outlined below.

- Every Tuesday:**
1. Complete the assigned reading(s) before class
 2. Take the online quiz before coming to class.
 3. Bring your current draft (hard copy, printed out) and your book to class.
- (Even on writing conference days, you still have reading/quizzes)
- Every Thursday:**
1. Revise your draft and **turn it in online** before coming to class.
 2. Print out the revised draft and **bring it** (and your book) **to class**.
 3. Bring any additional assigned readings/homework to class.

On any class day, there may be in-class writing assignments not listed in this schedule.

<i>Tue, Aug 23</i>	Introduction to the Course In class: Diagnostic Essay Course syllabus and class expectations
<i>Thu, Aug 25</i>	Discussion of the basics of writing Introduction to rhetorical analysis
<i>Tue, Aug 30</i>	Reading/Quiz: Plagiarism tutorial (go to https://www.utdallas.edu/library/plagiarism/ , use the sidebar menu to navigate through the tutorial, then take the quiz and email me your score or bring it as a hard copy to class) Chapter 1, “The Basics of Argument”
<i>Thu, Sep 1</i>	Due: zero draft, rhetorical analysis
<i>Tue, Sep 6</i>	Reading/Quiz: Chapter 9, “Writing a Rhetorical Analysis”
<i>Thu, Sep 8</i>	Due: first draft, rhetorical analysis In class: Peer Review Sign up for writing conference times

<i>Tue, Sep 13</i>	Writing conferences with me individually Conference counts as your class attendance for the day No class meeting Reading/Quiz: Chapter 2, “Responding Critically to the Arguments of Others” Chapter 3, “Writing Effective Arguments”
<i>Thu, Sep 15</i>	Due: revision plan for rhetorical analysis In class: grammar / style worksheet
<i>Tue, Sep 20</i>	Reading/Quiz: Chapter 5, “Refuting an Argument” Chapter 6, “Taking a Position”
<i>Thu, Sep 22</i>	Due: final draft, rhetorical analysis Introduction to visual rhetoric analysis
<i>Tue, Sep 27</i>	Reading/quiz: Chapter 10, “Reading, Analyzing, and Using Visuals and Statistics in Argument” Chapter 15, “The Myth and Reality of the Image in American Consumer Culture”
<i>Thu, Sep 29</i>	Due: zero draft, visual rhetoric analysis
<i>Tue, Oct 4</i>	Reading/Quiz: Chapter 4, “More about Argument” Chapter 19, “Students, Teachers and Schools in the 21 st Century”
<i>Thu, Oct 6</i>	Due: first draft, visual rhetoric analysis In class: Peer Review Sign up for writing conference times
<i>Tue, Oct 11</i>	Writing conferences with me individually Conference counts as your class attendance for the day No class meeting Reading/Quiz: Chapter 7, “Writing a Causal Analysis” Chapter 16, “The Challenges of Living in a High-Tech, Multimedia World”
<i>Thu, Oct 13</i>	Due: revision plan for visual rhetoric analysis CLASS MEETS IN LIBRARY for research methods orientation
<i>Tue, Oct 18</i>	Reading/Quiz: Chapter 14, “Documenting Sources (MLA, APA, and More)”
<i>Thu, Oct 20</i>	Due: final draft, visual rhetoric analysis Introduction to academic research essay
<i>Tue, Oct 25</i>	Reading/Quiz: Chapter 11, “Planning the Researched Argument”
<i>Thu, Oct 27</i>	Due: Proposal, research essay **WL Period Ends**
<i>Tue, Nov 1</i>	Reading/Quiz: Chapter 12, “Evaluating and Utilizing Sources”

<i>Thu, Nov 3</i>	Due: Annotated bibliography, research essay
<i>Tue, Nov 8</i>	Reading/Quiz: Chapter 8, “Writing the Problem/Solution Essay” Chapter 13, “Drafting and Revising the Research Argument”
<i>Thu, Nov 10</i>	Due: zero draft, research essay
<i>Tue, Nov 15</i>	Reading/Quiz: Chapter 24, “Marriage and Gender Roles: Changing Attitudes vs. Traditional Values”
<i>Thu, Nov 17</i>	Due: first draft, research essay In class: peer review
<i>Nov 21-26</i>	No Class – Fall and Thanksgiving Break
<i>Tue, Nov 29</i>	Writing conferences with me individually Conference counts as your class attendance for the day No class meeting Reading/Quiz: Chapter 21, “Freedom of Expression in the 21 st Century”
<i>Thu, Dec 1</i>	Due: revision plan, research essay
<i>Tue, Dec 6</i>	Due: Academic Research Essay Course wrap-up
	NO FINAL EXAM

Grading

Essay #1: Rhetorical Analysis	20%
Essay #2: Visual Rhetorical Analysis	20%
Essay #3: Academic Research Essay	25%
Proposal and Annotated Bibliography Combined (Research Essay)	5%
Peer Reviews (3)	10%
Process (includes quizzes and in-class writing)	10%
Participation & Professionalism	10%
Total	100%

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

Essay & Draft Grades

For each major essay, your essay grade is made up of the four drafts/revision plans:

Zero draft: 15%

First draft: 30%

Revision plan: 15%

Final draft: 40%

(Note that the research paper proposal and annotated bibliography are counted together as a separate grade.)

Draft Descriptions

ZERO DRAFT – This is more than a free write; this is the first focused attempt to construct your argument in complete sentences. The zero draft should be **at least** half the length of the final paper. Casual, unedited format

FIRST DRAFT – A first draft is the best full-length draft that you can produce at this point in the writing process. It should meet the target word count requirement for the assignment. This draft must be formatted according to MLA guidelines. Your prose in this draft should be clean and scholarly; you should proofread before turning it in to make sure it is free of grammatical errors.

REVISION PLAN / NOTES – A description of how you plan to revise your paper, based on the feedback you have received from your peer reviewers and your instructor.

FINAL DRAFT: The best draft you can produce. Clean, edited, properly formatted according to MLA guidelines. This draft must meet the target word count for the assignment. This draft represents your most polished, most carefully executed work.

How I Grade and Comment on Your Drafts

In order to focus on giving you meaningful feedback, I have adopted a simplified grading process. If you turn in your draft on time, meeting the assignment description and the draft criteria outlined above, you will receive a default “B” score for that portion of the essay grade. If your work is exemplary, demonstrating excellent and impressive writing as well as remarkable and original thought, it will receive an “A” as appropriate. Drafts that are too short, too long, or that do not otherwise meet the draft criteria outlined above will receive “C” or lower grades.

I may or may not make some comments on your zero draft, but I will reserve most of my comments for your first draft. I generally do not comment on final drafts because you will not be revising them further in my class. However, if you would like to take one of your final essays from this class and further develop your work with an eye to eventual publication, I will be more than happy to read and comment on your revisions, even after the semester is over.

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: **Thursday, September 22**

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 will also apply to the image you analyze for your visual analysis essay and the research you use in your academic research essay.

In this paper, you will analyze an essay selected by your instructor from the course textbook or from additional assigned readings. If you wish to write about an essay published in a different source, you will need to get your instructor’s approval.

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 – **a single main point you wish to make** -- 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. Even though the essay you will be analyzing is the published, polished work of a professionally-edited writer, you may nevertheless 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. Summary works best when interwoven with your analysis – in a particular paragraph, you can use a succinct summary statement about one point an author makes as evidence for the point you wish to make in the service of your larger argument. Rather than summarizing the author’s work, you should concentrate on developing your own 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: **Thursday, October 20**

The Visual Rhetorical Analysis assignment asks you to select a photograph, print advertisement, and/or work of art and analyze its design in order to identify and assess its argument, its message. Just like a verbal text, a visual text can convey meaning beyond some simple, transparently literal and unmediated depiction of a real or imagined situation. Your essay will identify this visual message and explain how the various elements of the visual text work to convey this idea to the audience. You will thereby help your own audience understand your interpretation of the image.

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

- What product 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 graphical part of the ad (photo, drawing, typeface, etc.) and the typographical 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 requirement: At least 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: **Tuesday, December 6**

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 instructor will cover the differences between “scholarly” and “popular” sources in class. While you may use some popular/mainstream sources to make authoritative claims about your subject, you may also consider using these popular sources to illustrate commonly held (mis)perceptions of your academic field. We will discuss these different approaches in class. However you choose to integrate the popular works with the works of scholarship, your essay should present a cogent, well-formed argument based on your own research. As usual, your essay must conform to the specifications of MLA style – a required, graded element of this assignment.

Proposal

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

Due: **Thursday, October 27**

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, 12-point font, MLA format for annotated bibliographies, 100- to 125- word entries

Due: **Thursday, November 3**

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 should be the work of scholars and experts, published in reputable academic journals and mainstream periodicals for well-educated readers. Again, your instructor will explain how to distinguish between a “scholarly” and a “popular” source for the purposes of this assignment. You may use online sources, but you should make absolutely certain these sources are both authentic and credible. ****Do not use Wikipedia or Sparknotes.**** Texts that you are using in this class or textbooks within your own field

of study may also be acceptable sources for this assignment. Please consult your instructor if you have questions or concerns about using a particular source.

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 focused 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 2% reduction for each absence you accumulate over three (e.g., 5 absences = 4% 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 20 minutes late to class.

Class Participation

Your success in this course is a function of your level of engagement, your preparation for class, and your behavior in the classroom. 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.

Your interaction with your peers and your instructor should always be respectful, and you should demonstrate maturity and professionalism in our class discussions. *Like all college classes, this class may touch upon topics that are upsetting to students who may have prior experiences with or anxieties about matters under discussion. If something in this class distresses you, please see me in my office hours and I will be glad to discuss the issue with you.*

Participation in this course does not include doing work unrelated to this course during class, sleeping in class, or using computers or other personal electronic devices for personal messaging, research, or entertainment.

Late Work

All drafts, including final drafts, must be submitted when and as required in order to successfully complete this course. Late work will drop one letter grade for every day late. A portion of a day counts as a full day. So, if you turn in a paper two hours after it's due, your paper is one day late. If you turn it in 27 hours after it's due, your paper is two days late, and the grade will be adjusted accordingly.

There is no opportunity to make up quizzes or in-class assignments.

Electronics Policy:

You may not use your cell phones or any personal communication devices during class. No selfies, no Pokémon, no tweeting, no photography, no audio/video recording of any kind. Class is just a little over an hour long. We will all have to figure out how to get through it together without updating our status and/or checking our mentions.

If you choose to bring a laptop to class, please keep your laptop closed unless directed otherwise.

Exceptions to the laptop policy will be made as needed for students who provide proper documentation from the accessibility office.

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>.

Sharing Confidential Information

Students considering sharing personal information in email, in person, or within assignments or exams should be aware that faculty members and teaching/research assistants are required by UT Dallas policy to report information about sexual misconduct to the UT Dallas Title IX Coordinator. Per university policy, faculty have been informed that they must identify the student to the UT Dallas Title IX Coordinator. Students who wish to have confidential discussions of incidents related to sexual harassment or sexual misconduct should contact the Student Counseling Center (972-883-2527 or after hours 972-UTD-TALK or 972-883-8255), the Women's Center (972-883-8255), a health care provider in the Student Health Center (972-883-2747), a clergyperson (or other legally recognized religious advisor) of their choice, or an off-campus resource (i.e., rape crisis center, doctor, psychologist). Students who are sexually assaulted, harassed, or victims of sexual misconduct, domestic violence, or stalking, are encouraged to directly report these incidents to the UT Dallas Police Department at 972-883-2222 or to the Title IX Coordinator at 972-883-2218. Additional information and resources may be found at <http://www.utdallas.edu/oiec/title-ix/resources>.

Comet Creed

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:

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

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>

I have read and understood the policies for RHET 1302.039. I agree to comply with the policies for the Fall 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): _____