

RHET 1302: Rhetoric

Fall 2016	Dr. Allene Nichols
Section RHET1302.021.16F	Email: allenen@utdallas.edu
MWF 4:00-4:50 PM	Office Number: JO 3.530
Class location: JO 3.908	Office Hours: MWF 3:00-4:00 PM or 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 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.

Other Required Materials

You will need to bring in a spiral notebook to use as a writing journal.

Fall 2016 Assignments and Academic Calendar

Mon, Aug 22	Introduction to the Course **Diagnostic Essay** Course syllabus and class expectations	
Wed, Aug 24	Understanding Arguments, Part I "The Basics of Argument," <i>Argument!</i> , Chapter 1 Aristotelian Model Discussion of the basics of writing: organization, development, style, thesis	Read Chapter 1, pp. 1-16 Sign in to Turnitin
Fri, Aug 26	Understanding Arguments, Part II Toulmin Model	Read Chapter 1, pp. 17-27
Mon, Aug 29	Understanding Arguments, Part III "Responding Critically to the Arguments of Others," <i>Argument!</i> , Chapter 2 Style analysis	Read Chapter 2
Wed, Aug 31	Understanding Arguments, Part IV Introduction to summary writing	
Fri, Sep 2	Grammar, Mechanics, and Style Summary writing workshop Organizing paragraphs	Summarize the first three paragraphs of Hillary Rodham Clinton's speech on p. 48 and turn into Turnitin by class time. Bring a copy to class. You may use the MLA template in Turnitin for the header.
Mon, Sep 5	Labor Day; No Classes	
Wed, Sep 7	Writing Arguments, Part I "Writing Effective Arguments," <i>Argument!</i> , Chapter 3 Introduce Essay #1 Assignment Peer review instruction	Read Chapter 3

<i>Fri, Sep 9</i>	Writing Arguments, Part II "Refuting an Argument," <i>Argument!</i> , Chapter 5 Introduction to thesis writing and audience	Read Chapter 5
<i>Mon, Sep 12</i>	Writing Arguments, Part III "Taking a Position," <i>Argument!</i> , Chapter 6 Thesis workshop Individual thesis review	Read Chapter 6 Bring in two typed copies of a thesis statement for the first paper
<i>Wed, Sep 14</i>	Writing Arguments, Part IV "More about Argument: Induction, Deduction, Analogy, and Logical Fallacies," <i>Argument!</i> , Chapter 4	Read Chapter 4
<i>Fri, Sep 16</i>	Writing a Rhetorical Analysis, Part I "Writing a Rhetorical Analysis," <i>Argument!</i> , Chapter 9 Organizing your essay	Read Chapter 9
<i>Mon, Sep 19</i>	Documenting Sources "Documenting Sources (MLA, APA, and More)," <i>Argument!</i> , Chapter 14 Plagiarism Tutorial at: http://libguides.utdallas.edu/c.php?g=217695&p=1438026	Bring in a one to two-page document describing your essay's organization. You may use an outline, a list, or a narrative, but you MUST write in full sentences.
<i>Wed, Sep 21</i>	Writing a Rhetorical Analysis, Part II Writing the opening paragraph	Read Chapter 14
<i>Fri, Sep 23</i>	Causal Arguments "Writing a Causal Analysis," <i>Argument!</i> , Chapter 7 Opening paragraph workshop	Read Chapter 7 Bring in two typed copies of an opening paragraph for your essay.
<i>Mon, Sep 26</i>	Peer Review – Essay #1	Bring in two copies of your essay.
<i>Wed, Sep 28</i>	Peer Review/Individual Conferences – Essay #1	Bring in two copies of your essay.
<i>Fri, Sep 30</i>	Peer Review/Individual Conferences – Essay #1	Bring in two copies of your essay.
<i>Mon, Oct 3</i>	Considering the Arguments of Others Introduce Essay #2 Assignment "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	Essay #1: Rhetorical Analysis Due Read Chapter 17, p. 310 Read Chapter 18, pp. 325-7
<i>Wed, Oct 5</i>	Introduction to Visual Arguments, Part I "Reading, Analyzing, and Using Visuals and Statistics in Argument," <i>Argument!</i> , Chapter 10	Read Chapter 10

<i>Fri, Oct 7</i>	Introduction to Visual Arguments, Part II Cultural/Social analysis of visuals Developing a thesis statement	Bring in a copy of the image you want to analyze
<i>Mon, Oct 10</i>	Considering Visual Arguments, Part I "The Myth and Reality of the Image in American Consumer Culture," <i>Argument!</i> , Chapter 15	Bring in two typed copies of a thesis statement. Read Chapter 15, pp. 280, 284-5
<i>Wed, Oct 12</i>	Considering Visual Arguments, Part II "The Challenges of Living in a High-Tech, Multimedia World," <i>Argument!</i> , Chapter 16	Read Chapter 16, pp. 291-2, 296-7
<i>Fri, Oct 14</i>	Considering Visual Arguments, Part III	
<i>Mon, Oct 17</i>	Peer Review – Essay #2	
<i>Wed, Oct 19</i>	Peer Review – Essay #2	
<i>Fri, Oct 21</i>	Peer Review – Essay #2	
<i>Mon, Oct 24</i>	Problem Solution Arguments "Writing the Problem/Solution Essay," <i>Argument!</i> , Chapter 8	Read Chapter 8
<i>Wed, Oct 26</i>	Considering the Arguments of Others Introduce Essay #3 Assignment Arguments, Counterarguments, and Rebuttals "Students, Teachers, and Schools in the 21st Century," <i>Argument!</i> , Chapter 19 "Freedom of Expression in the 21st Century," <i>Argument!</i> , Chapter 20	Essay #2: Visual Rhetorical Analysis Due Read Chapter 19, pp.343-6 Read Chapter 20, pp. 356-7, 372-3
<i>Thu, Oct 27</i>	**WL Period Ends**	
<i>Fri, Oct 28</i>	Considering the Arguments of Others "Enduring Controversies in a New Age: Abortion, Animal Rights, Capital Punishment, and Health Care," <i>Argument!</i> , Chapter 21	Read Chapter 21, pp.387-8
<i>Mon, Oct 31</i>	Writing a Researched Argument, Part I "Planning the Researched Argument," <i>Argument!</i> , Chapter 11	Read Chapter 11
<i>Wed, Nov 2</i>	Writing a Researched Argument, Part II	
<i>Fri, Nov 4</i>	Writing a Prospectus and Annotated Bibliography	

Mon, Nov 7	Using Sources, Part I "Evaluating and Utilizing Sources," <i>Argument!</i> , Chapter 12 Library Instruction – Meet at the information desk	Read Chapter 12
Wed, Nov 9	Using Sources, Part II	
Fri, Nov 11	Using Sources, Part III	Prospectus Due
Mon, Nov 14	Using Sources, Part IV	Bring in two typed copies of a thesis statement.
Wed, Nov 16	Drafting and Revising Research Essays, Part I "Drafting and Revising the Research Argument," <i>Argument!</i> , Chapter 13	
Fri, Nov 18	Drafting and Revising Research Essays, Part II Grammar, Mechanics, and Style Review	Annotated Bibliography Due Journal due
Nov 21-26	No Class – Fall and Thanksgiving Break	
Mon, Nov 28	Considering the Arguments of Others "Marriage and Gender Roles: Changing Attitudes vs. Traditional Values," <i>Argument!</i> , Chapter 22	Read Chapter 22, pp. 399, 401-
Wed, Nov 30	Peer Review – Essay #3	
Fri, Dec 2	Peer Review – Essay #3	
Mon, Dec 5	Peer Review – Essay #3	
Wed, Dec 7	Course Wrap-up	Essay #3: Academic Research Essay Due

Grading

Essay #1: Rhetorical Analysis	20%
Essay #2: Visual Rhetorical Analysis	20%
Essay #3: Academic Research Essay	25%
Prospectus and Annotated Bibliography Combined (Research Essay)	5%
Peer Reviews (3)	10%
Process (homework assignments)	10%
Participation (writing journal)	10%
Total	100%

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

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: Mon, Oct 3

Article options:

"Capitalism, Consumerism, and Feminism," pp. 278-80

"Defending Video Games: Breeding Evil?" pp. 298-9

"Do Guns Provide Safety: At What Cost?" pp. 313-15

"The Politics of Superheroes," pp. 332-5

"Glee, The Simpsons, and Virtual Child Porn," pp. 364-5

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: Wed, Oct 26

The Visual Rhetorical Analysis assignment asks you to select a movie poster 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: Wednesday, Dec 7

For this assignment, write an essay that examines an issue of importance within your academic discipline or field of interest. 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: Friday, Nov 11

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: Fri, Nov 18

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>.]

In-Class Assignments

On most class days, you will participate in a warm-up writing exercise and additional group and individual exercises. These assignments cannot be made up and are part of your participation grade.

However, the journal entry assignment for each day will be posted and, if you miss a class, you may fill in the entry any time before the journal is due on Nov. 18.

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 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., 7 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. I will consider you tardy if you arrive after I take roll.

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.

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.

Because peer workshops are only effective if everyone participates fully, if you fail to bring two typed copies of the rough draft of your essay on peer review/workshop days, you will be asked to leave the class and this will be counted as an absence. Attendance at individual reviews is also mandatory, and failure to appear will be counted as an absence.

Late Work

All drafts, including final, must be submitted when and as required in order to successfully complete this course. Late assignments will suffer grade deductions or may not be accepted. Papers submitted a day late will have 25 points deducted from the final grade. Papers submitted two days late will have 50 points deducted from the final grade. Papers submitted after two days will not be accepted.

Personal Communication Devices

Turn off all cell phones, music players (including headphones), and other personal communication devices before the start of class. Do not use such devices during class.

Use of computers or other personal electronic devices for non-class purposes will result in a warning the first time and an absence thereafter. If you are using such a device for class related purposes, you must inform me beforehand.

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.***. 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): _____