

**RHET 1302: Rhetoric**

Fall 2016	Ms. Hamilton
Section 501	Email: <a href="mailto:crishamilton@utdallas.edu">crishamilton@utdallas.edu</a>
MW 5:30-6:45 pm	Office Number: JO 3.704
Class location: JO 3.908	Office Hours: Wednesdays 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. It is the student's responsibility to contact the professor when absent to ascertain any changes.

**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 Dorothy Seyer. *Argument!* 2<sup>nd</sup> ed., McGraw-Hill Higher Education, 2015. ISBN: 978-1-259-74111-1.

\*In addition to the required textbook, you must be able to access Purdue OWL's MLA Formatting and Style Guide on the Internet.

**Recommended Texts**

Graff, Gerald, and Cathy Birkenstein. *"They Say / I Say": The Moves That Matter in Academic Writing*. 3rd ed., Norton, 2014.  
Strunk, William, and E. B. White. *The Elements of Style*. 4th ed., Allyn and Bacon, 1999.

**Fall 2016 Assignments and Academic Calendar**

**\*Note:** Assignments and due dates are subject to change.

Mon, Aug. 22	<b>Introduction to the Course</b> Course syllabus and class expectations Discussion of the basics of writing: organization, development, style, thesis Diagnostic Essay
Wed, Aug. 24	<b>Understanding Arguments</b> Read and annotate "The Basics of Argument," <i>Argument!</i> , Chapter 1

Mon, Aug. 29	<b>Understanding and Writing Arguments</b> Read “Responding Critically to the Arguments of Others,” <i>Argument!</i> , Chapter 2 and “Writing Effective Arguments,” <i>Argument!</i> , Chapter 3
Wed, Aug. 31	<b>Writing Arguments</b> Read “Refuting an Argument,” <i>Argument!</i> , Chapter 5 and “Taking a Position,” <i>Argument!</i> , Chapter 6
Mon, Sept. 5	<b>LABOR DAY—NO CLASS</b>
Wed, Sept. 7	<b>Writing Arguments</b> Read “More about Argument: Induction, Deduction, Analogy, and Logical Fallacies,” <i>Argument!</i> , Chapter 4 <b>*eLearning tutorial—Bring your charged laptop to class.</b>
Mon, Sept. 12	<b>Writing a Rhetorical Analysis</b> Read “Writing a Rhetorical Analysis,” <i>Argument!</i> , Chapter 9
Wed, Sept. 14	<b>Writing a Rhetorical Analysis</b> Chapter 9 continued Grammar, Mechanics, and Style Review
Mon, Sept. 19	<b>Documenting Sources</b> Read “Documenting Sources (MLA, APA, and More),” <i>Argument!</i> , Chapter 14 Plagiarism Tutorial at: <a href="http://www.utdallas.edu/library/help/PlagiarismTutorial/Plagiarism.htm">http://www.utdallas.edu/library/help/PlagiarismTutorial/Plagiarism.htm</a> <b>*Bring your charged laptop to class.</b>
Wed, Sept. 21	<b>Instructor/Student Conferences – Essay #1</b> <b>*Bring a printed copy of your Works Cited, an outline, and the first paragraph of your essay to my office during your appointed time.</b>
Mon, Sept. 26	<b>Peer Review – Essay #1</b> <b>*Bring a printed copy of your completed first draft (including Works Cited) to class.</b>
Wed, Sept. 28	<b>Essay #1: Rhetorical Analysis Essay Due (submissions of both hard and electronic copies are required).</b>  <b>*Bring a printed copy of your Rhetorical Analysis Essay to class. (Final copy only.)</b>  <b>*NOTE: Failure to hand in a hard copy of your final essay AND submit it electronically through eLearning’s turnitin assignment by 5:30 pm will result in a zero (0) for the assignment.</b>  <b>Causal Arguments</b> “Writing a Causal Analysis,” <i>Argument!</i> , Chapter 7  <b>Considering the Arguments of Others</b> “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 <b>**Readings TBD</b>
Mon, Oct. 3	<b>Problem Solution Arguments</b> Read “Writing the Problem/Solution Essay,” <i>Argument!</i> , Chapter 8
Wed, Oct. 5	<b>Introduction to Visual Arguments</b> Read “Reading, Analyzing, and Using Visuals and Statistics in Argument,” <i>Argument!</i> , Chapter 10
Mon, Oct. 10	<b>Considering Visual Arguments</b> “The Myth and Reality of the Image in American Consumer Culture,” <i>Argument!</i> , Chapter 15 <b>**Readings TBD</b>

Wed, Oct. 12	<p><b>Considering Visual Arguments</b>          “The Challenges of Living in a High-Tech, Multimedia World,” <i>Argument!</i>, Chapter 16          **Readings TBD</p>
Mon, Oct. 17	<p><b>Considering Visual Arguments</b>          **Readings TBD</p>
Wed, Oct. 19	<p><b>Instructor/Student Conferences – Essay #2</b>  <b>*Bring a printed copy of your Works Cited, an outline, and the first paragraph of your essay to my office during your appointed time.</b></p>
Mon, Oct. 24	<p><b>Peer Review – Essay #2</b>  <b>*Bring a printed copy of your completed first draft (including Works Cited) to class.</b></p>
Wed, Oct. 26	<p><b>Essay #2: Visual Rhetorical Analysis Essay Due (submissions of both hard and electronic copies are required).</b></p> <p><b>*Bring a printed copy of your Visual Rhetorical Analysis Essay to class. (Final copy only.)</b></p> <p><b>*NOTE: Failure to hand in a hard copy of your final essay AND submit it electronically through eLearning’s turnitin assignment by 5:30 pm will result in a zero (0) for the assignment.</b></p> <p><b><u>**Withdrawal Period Ends October 27th**</u></b></p> <p><b>Considering the Arguments of Others</b>          “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          “Enduring Controversies in a New Age: Abortion, Animal Rights, Capital Punishment, and Health Care,” <i>Argument!</i>, Chapter 21          **Readings TBD</p>
Mon, Oct. 31	<p><b>Writing a Researched Argument</b>          Read “Planning the Researched Argument,” <i>Argument!</i>, Chapter 11</p>
Wed, Nov. 2	<p><b>Writing a Prospectus and Annotated Bibliography</b></p>
Mon, Nov. 7	<p><b>Using Sources</b>          Read “Evaluating and Utilizing Sources,” <i>Argument!</i>, Chapter 12</p>
Wed, Nov. 9	<p><b>Using Sources</b>  <b>**Meet in the library.</b></p>
Mon, Nov. 14	<p><b>Prospectus Due no later than 5:30 pm in eLearning</b>  <b>Using Sources</b></p> <p><b>**Meet in the library.</b></p>
Wed, Nov. 16	<p><b>Annotated Bibliography Due no later than 5:30pm in eLearning</b>  <b>Drafting and Revising Research Essays</b>          Read “Drafting and Revising the Research Argument,” <i>Argument!</i>, Chapter 13          Grammar, Mechanics, and Style Review</p>
Mon, Nov. 21-25	<p><b>FALL BREAK AND THANKSGIVING HOLIDAY—NO CLASSES</b></p>

Mon, Nov. 28	<b>Considering the Arguments of Others</b> “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 TBD <b>*Bring your laptop with your completed Works Cited on it to class.</b>
Wed, Nov. 30	<b>Instructor/Student Conferences – Essay #3</b> <b>*Bring a printed copy of your Works Cited, an outline, and the first paragraph of your essay to my office during your appointed time.</b>
Mon, Dec. 5	<b>Peer Review – Essay #3</b> <b>*Bring a printed copy of your completed first draft to class.</b>
Wed, Dec. 7	<b>Essay #3: Academic Argument Essay Due (submissions of both hard and electronic copies are required).</b>  <b>*Bring a printed copy of your Academic Argument Essay to class. (Final copy only.)</b>  <b>*NOTE: Failure to hand in a hard copy of your final essay AND submit it electronically through eLearning’s turnitin assignment by 5:30 pm will result in a zero (0) for the assignment.</b>  <b>*Bring your laptop to class for course surveys.</b>  Course Wrap-up

## Grading

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

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

**\*If you ever wish to discuss grades, you must make an appointment—University policy forbids discussing grades via email.**

## Assignment Descriptions

**Note:** You must submit all major assignments through eLearning’s turnitin assignment by the due date and time. In addition to this, you must bring a hard copy of your essay to class on the day it is due. Your assignment will be considered late if you fail to do these two things. It is YOUR responsibility to ensure that your work is turned in on time. Please verify your electronic submissions. **No late work will be accepted. Work that is not accepted earns a zero (0).**

### Essay #1: Rhetorical Analysis Essay

Length: 1000-1250 words (not including Works Cited) in MLA format, 12-point font, Times New Roman, and double-spaced

Source limit: One (1) source minimum

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

**Due: Wednesday, September 28th at 5:30 pm (submitted through eLearning’s turnitin assignment and printed copy in class)**

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 Essay**

Length: 1000-1250 words (not including Works Cited) in MLA format, 12-point font, Times New Roman, and double-spaced  
Source limit: Two (2) sources minimum, at least one of which must come from a print source (a printed book, magazine, newspaper, etc.) \*Note: You will probably have to go to the library and check out a book to fulfill this requirement.  
You must include a “Works Cited” page and use correct MLA format for in-text (parenthetical) citations.

**Due: Wednesday, October 26th at 5:30 pm (submitted through eLearning’s turnitin assignment and printed copy in class)**

The Visual Rhetorical Analysis assignment asks you to select a photograph, print advertisement, television commercial, 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 Argument Essay**

Length: 1500-2000 words (not including Works Cited) in MLA format, 12-point font, Times New Roman, and double-spaced  
Source limit: Three (3) scholarly and two (2) popular sources (5 sources total), at least two of which must be print sources (from a printed book, magazine, newspaper, etc.)  
You must include a “Works Cited” page and use correct MLA format for in-text (parenthetical) citations.

**Due: Wednesday, December 7th at 5:30 pm (submitted through eLearning’s turnitin assignment and printed copy in class)**

For this assignment, write an essay that examines an issue of importance within your academic discipline. You will be graded on your ability to present an informed, effective argument that demonstrates your understanding of the subject, displays your research into its issues, effectively uses source material (in summary, paraphrase, and cogent quotations), and reaches logical, substantiated conclusions based on well organized and subordinated claims.

At least five sources (three scholarly and two popular) must be cited in the final draft of your Academic Argument 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.

**\*\*Note:** Alternative topics for this assignment are available upon request. Please see your instructor for more details.

### **Prospectus**

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

**Due: Monday, November 14th at 5:30 pm through eLearning's turnitin assignment**

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, 12 point font, Times New Roman

**Due: Wednesday, November 16th at 5:30 pm through eLearning's turnitin assignment**

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 Kobern Goldscheider, and Christina Witsberger. "Nonfamily Living and the Erosion of Traditional Family Orientations among Young Adults." *American Sociological Review*, vol. 5, 1986, pp. 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, and/or you may also be asked to leave the room. 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 3% reduction for each absence you accumulate over three (e.g., 6 absences = 9% 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.* Though not required, you may wish to contact me via email in the event of an absence. Note: Absences resulting from illness and/or university-sponsored trips may be excused with appropriate documentation (ie. doctor's note).

### 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. Attendance will be taken via a signed roll sheet. It is your responsibility to ensure that you sign it on or before 5:50 pm and remain for the duration of the class in order to be counted present.

### 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 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.

### Late Work

**Late assignments will not be accepted in this class. An assignment that is not accepted earns a zero (0).** All drafts, including final, must be submitted when and as required in order to successfully complete this course. It is YOUR responsibility to ensure that your work gets in on time. This includes verifying electronic submissions. **When you know you will be absent, you must email your assignment(s) to me before the start of class that day or sooner to receive credit.** If we have a process/participation grade on a day you are absent, you must email me **before class starts** on the day of your absence in order to get the assignment and get your completed work to me before the next class. It is HIGHLY recommended that you email copies of your essays, your prospectus, and your annotated bibliography to yourself in the event of an emergency. Extenuating circumstances will be considered on a case-by-case basis. In all circumstances, timely communication is key.

### Emails

It is crucial that you have access to the Internet and check all emails from your instructor, including the weekly Saturday emails for the course. If you need to contact your instructor 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. I will typically respond to emails from students within twenty-four hours.

### Electronic Devices

Turn off all cell phones, pagers, laptops, iPods, and other electronic devices before the start of class. Do not use such devices during class unless I tell you to do so.

Students in RHET 1302 are expected to maintain a high level of responsibility and academic honesty. **It is critical that you produce original written work and document all sources accurately using the correct MLA formatting guidelines.**

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” (zero) 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 clergy person (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. Note: Students are encouraged to schedule appointments in advance, as they fill up quickly around the time major papers are due.

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 1302.501. 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 for 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. Peer reviews are for a grade. 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 in writing that I no longer wish my work to be shared.

\*Note: One sentence examples from students' work may be used for grammatical exercises. These examples are mandatory.

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

Name (print): \_\_\_\_\_