

**RHET 1302: Rhetoric**

|                          |   |
|--------------------------|---|
| Fall 2016                | Kriss Kirk  |
| Section 036              | Email: kek160430@utdallas.edu                       |
| TR 4:00-5:15 pm          | Office Number: JO 3.704                             |
| Class location: JO 3.906 | Office Hours: Tuesdays 2:30-3:30 and 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.

**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 and I take attendance at the beginning. 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. See me with extenuating circumstances (meaning serious illness or injury, major family emergency, you're a student athlete with an away game, etc.), and understand that a doctor's note or other documentation is required if you're asking for an excused absence that does not count against the semester total.

*If a student misses a class, it is his/her responsibility to study the material for that class and to find out what assignments or instructions the professor gave in that particular class. **An assignment missed due to a missed class will not be excused.*** You will be counted as present if you are in attendance and have the proper materials needed for class. This means that if you do not have your rough drafts on peer editing days, you will be counted as absent.

### **Peer Reviews**

Note that the first draft of all your major assignments will be peer-reviewed during class. **If you come to class without a paper on the date the first draft is due, I will mark you absent and send you away to do your work.** This WILL count toward your total absences.

### **Punctuality**

Try to avoid habitual lateness and/or leaving class too early. Once in a while is forgivable, doing it regularly is not, and I start counting the time against your overall attendance if it becomes excessive (20 minutes late = ½ absence, 30 minutes = full absence). If you do get a warning that your late entrances or early exits have become egregious, or that your missed classes have started to add up, take it seriously. Each unexcused absence in excess of four will lower your final letter grade for the course to the next level on the +/- scale. For example, if your final grade for the course after all assignment points are calculated is a B, your fifth unexcused absence will lower it to a B-, and your sixth will lower it to a C+. If your final grade after all points are calculated is a C, your fifth unexcused absence lowers it to a C-, and your sixth lowers it to a D.

**Students with seven or more unexcused absences (who have not provided the documentation required to have one or more of those absences excused) will receive a grade of F for the course.** Life is complicated and things can go a bit haywire at times during a long semester, but don't risk a serious dent in your grade over an attendance issue if you can help it. Your GPA will thank you later.

### **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. You will receive 10 points per day. Participation in this class is defined as 1) answering questions the instructor asks, 2) engaging in conversation with classmates and the instructor, and 3) being polite. Disrespectful behaviors include, but are not limited to, the following: apathy, belligerent attitudes, destructive or hateful comments, disruptive

conduct (coming to class late, holding private conversations, sleeping, packing up your things before the end of class), and working off topic.

**Late Work**

Late papers will be lowered 10 points per day late, up to 3 days. This means that an assignment due Tuesday in class will not be accepted any later than Friday at class time. Late assignments (such as paper drafts and homework) *will not be accepted* unless this is due to extreme circumstances, such as serious illness and death in the family. If this happens, it is the student's responsibility to document these problems, and it is up to the teacher to accept the late work. Remember that students may reach a point when it is impossible to make up late work regardless of the circumstances.

**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. You may, if the situation calls for it, use your laptop, but the instructor has the right to ask you to put it away at any time.

**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>

### 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  | 10%  |
| Homework/Participation  | 10%  |
| Grammar Game and Skit   | 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.)

### Grammar Game

(5%) due: 9-1

You will be assigned a chapter set from the book *Grammar Troublespots*, which is uploaded as a file on Blackboard. From these chapters, your group must come up with a lesson plan to teach the class about your chapters, come up with a game to play at the end, and create a handout to share with the class.

You have 20 minutes maximum.

### Logical Fallacy Skits

(5%) due: 9-15

You will work with a group to write and perform a skit which presents a logical fallacy we discuss in class.

### Essay #1: Rhetorical Analysis

One on one draft (5%) due: 9-20

Writing center draft (5%) due: 9-27

Final draft (10%) due: 9-29

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.

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 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

Peer review draft (10%) due: 10-18

Final draft (10%) due: 10-25

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.

The Visual Rhetorical Analysis assignment asks you to select a print advertisement 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. Since you are analyzing an advertisement, for example, 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 visual part of the ad and the print part?
- 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

Peer review draft (10%) due: 11-29

One on one draft (5%) due: 12-1

Final draft (10%) due: 12-15

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.

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

At least five sources (three scholarly and two popular) must be cited in the final draft of your Academic Essay. Your drafts are expected to contain a cogent, well-formed argument based on that preliminary work and to be presented in the MLA style, which is a required, graded element of this assignment.

## Prospectus

(2.5%) due: 11-8

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

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

(2.5%) due: 11-17

Length: Seven (7) entries minimum, 12-point font, MLA format for annotated bibliographies, 100- to 125- word entries

You will write an annotated bibliography of at least seven (7) 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>.]

### **Reflection Essay**

Extra Credit (3%) due: 12-15

A 750-1,000 word reflection essay examining your work. It should highlight problems you faced, how you feel you improved, and areas in which you are still unclear or feel you need more help. The essay should address these questions for each of the essays you submitted during the semester and for the blog project, as well as providing an overview of the work you did during the semester as a whole.

Some things the reflection essay might address include:

- Important revisions you made in the process of writing a paper
- Patterns you seem to have in your writing
- Differences between drafts
- Challenges with specific assignments
- What you learned
- What is still confusing?
- How you look at writing differently than when the semester began
- How has your writing changed?
- How your writing process has changed



I have read and understood the policies for RHET 1302.036. 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: \_\_\_\_\_

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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): \_\_\_\_\_

**Fall 2016 Tentative Class Schedule**

| <i>date</i> | <b>In Class</b>   | <b>For Next Class</b>   |
|-------------|---|---|
| 8-23        | <b>Introduction to the Course</b><br><b>**Diagnostic Essay**</b><br>Course syllabus and class expectations<br>Discussion of the basics of writing: organization, development, style, thesis   | Read Chapter 1<br><b>Work on Diagnostic Essay</b>                         |
| 8-25        | <b>Understanding Arguments, Part I</b><br>“The Basics of Argument,” <i>Argument!</i> , Chapter 1<br><b>Assign Grammar Games</b>   | <b>Diagnostic Essay due Friday</b><br>Read chapter 2<br>Discussion Post 1 |
| 8-30        | <b>Understanding Arguments, Part II</b><br>“Responding Critically to the Arguments of Others,” <i>Argument!</i> , Chapter 2   | Read chapter 3<br><b>Finish grammar games</b>                             |
| 9-1         | <b>Writing Arguments, Part I</b><br>“Writing Effective Arguments,” <i>Argument!</i> , Chapter 3<br><b>Grammar Games</b>   | Read chapters 5 and 6<br>Discussion Post 2                                |
| 9-6         | <b>Writing Arguments, Part II</b><br>“Refuting an Argument,” <i>Argument!</i> , Chapter 5<br>“Taking a Position,” <i>Argument!</i> , Chapter 6  | Read chapter 4<br>Discussion Post 3                                       |
| 9-8         | <b>Writing Arguments, Part III</b><br>“More about Argument: Induction, Deduction, Analogy, and Logical Fallacies,” <i>Argument!</i> , Chapter 4<br><b>Assign skits</b>  | Read chapter 9<br><b>Work on skits</b>                                    |
| 9-13        | <b>Writing a Rhetorical Analysis</b><br>“Writing a Rhetorical Analysis,” <i>Argument!</i> , Chapter 9<br><b>Assign essay 1</b>  | Read chapter 14<br><b>Finalize skit</b>                                   |
| 9-15        | <b>Documenting Sources</b><br>“Documenting Sources (MLA, APA, and More),” <i>Argument!</i> , Chapter 14<br>Plagiarism Tutorial at:<br><a href="http://www.utdallas.edu/library/help/PlagiarismTutorial/Plagiarism.htm">http://www.utdallas.edu/library/help/PlagiarismTutorial/Plagiarism.htm</a><br><b>Logical fallacy skits</b> | <b>Bring TWO printed copies of your draft to our one on one meeting</b>   |
| 9-20        | <b>Classes canceled for one on one conferences</b>  | Edit based on my comments, then go to the writing center                  |
| 9-22        | <b>Classes canceled so you can go to the writing center</b>   |   |
| 9-27        | <b>Editing and Revising—Bring drafts and notes from writing center</b><br>Read “Saying is Believing”  | Edit based on writing center notes<br>Read chapter 7                      |
| 9-29        | <b>Essay #1: Rhetorical Analysis Due</b><br><b>Causal Arguments</b><br>“Writing a Causal Analysis,” <i>Argument!</i> , Chapter 7  | Read chapters 17 and 18<br>Discussion post 4                              |

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| 10-4  | <b>Considering the Arguments of Others</b><br>“Violent Media or Violent Society?,” <i>Argument!</i> , Chapter 17<br>“Arguing about Politics: the Good, the Bad, and the Ugly,” <i>Argument!</i> , Chapter 18  | Read chapter 10<br>Discussion post 5               |
| 10-6  | <b>Introduction to Visual Arguments</b><br>“Reading, Analyzing, and Using Visuals and Statistics in Argument,” <i>Argument!</i> , Chapter 10<br><i>Assign essay 2</i>   | Read chapter 15<br>Discussion post 6               |
| 10-11 | <b>Considering Visual Arguments, Part I</b><br>“The Myth and Reality of the Image in American Consumer Culture,” <i>Argument!</i> , Chapter 15  | Read chapter 16<br>Discussion post 7               |
| 10-13 | <b>Considering Visual Arguments, Part II</b><br>“The Challenges of Living in a High-Tech, Multimedia World,” <i>Argument!</i> , Chapter 16  | <i>Finalize essay</i>                              |
| 10-18 | <i>Peer Review – Essay #2</i>   |  |
| 10-20 | <i>Peer Review – Essay #2</i>   | <i>Finish essay 2 edits</i><br>Read chapter 8      |
| 10-25 | <i>Essay 2 due</i><br><b>Problem Solution Arguments</b><br>“Writing the Problem/Solution Essay,” <i>Argument!</i> , Chapter 8<br><i>Assign Essay 3, Annotated Bibliography, and Prospectus</i>  | Read chapters 19, 20, and 21<br>Discussion post 8  |
| 10-27 | <b>Considering the Arguments of Others</b><br>“Students, Teachers, and Schools in the 21st Century,” <i>Argument!</i> , Chapter 19<br>“Freedom of Expression in the 21st Century,” <i>Argument!</i> , Chapter 20<br>“Enduring Controversies in a New Age: Abortion, Animal Rights, Capital Punishment, and Health Care,” <i>Argument!</i> , Chapter 21<br><b>**WL Period Ends**</b> | Read chapter 11<br>Discussion post 9               |
| 11-1  | <b>Writing a Researched Argument</b><br><b>Writing a Prospectus and Annotated Bibliography</b><br>“Planning the Researched Argument,” <i>Argument!</i> , Chapter 11   | Bring questions and concerns to library            |
| 11-3  | <b>LIBRARY DAY—Meet at the information desk</b>   | Read chapter 12<br>Discussion post 10              |
| 11-8  | Prospectus Due<br><b>Using Sources, Part I</b><br>“Evaluating and Utilizing Sources,” <i>Argument!</i> , Chapter 12   | <i>Begin annotated bib</i>                         |
| 11-10 | <b>Using Sources, Part II</b>   | Read chapters 22, 23, and 24<br>Discussion post 11 |

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| 11-15               | <b>Considering the Arguments of Others</b><br>“Marriage and Gender Roles: Changing Attitudes vs. Traditional Values,” <i>Argument!</i> , Chapter 22<br>“Arguing about Science and Religion: Policy, Politics, and Culture,” <i>Argument!</i> , Chapter 23<br>“Competing Perspectives on the American Economic and Financial Crisis,” <i>Argument!</i> , Chapter 24 | Read chapter 13<br>Finish annotated bib                              |
| 11-17               | Annotated Bib Due<br><b>Drafting and Revising Research Essays</b><br>“Drafting and Revising the Research Argument,” <i>Argument!</i> , Chapter 13  |  |
| 11-21<br>-<br>11-26 | <b>No Class – Fall and Thanksgiving Break</b>  | Write essay 3  |
| 11-29               | <b>Peer Review – Essay #3</b>  | Edit from peer review—bring TWO printed copies to one on one meeting |
| 12-1<br>and<br>12-6 | <b>Classes canceled for one on one meetings</b>  |  |
| 12-15<br>5-<br>7:45 | Course Wrap-up   | Essay #3: Academic Research Essay Due                                |