RHET 1302: Rhetoric

Note to instructors: Make sure to delete or edit all BLUE text before photocopying and distributing your syllabus.

Fall 2016	Jamie Wheeler-Matlock
Section 035	Email: xx
TR 8:30-9	Office Number: JO 3.xxx
Class location: JO 3.906	Office Hours: by appt only

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.

Fall 2016 Assignments and Academic Calendar

Tue, Aug 23	**Introduction to the Course** **Diagnostic Essay** Course syllabus and class expectations Discussion of the basics of writing: organization, development, style, thesis
Thu, Aug 25	**Understanding Arguments, Part I** "The Basics of Argument," *Argument!*, Chapter 1
Tue, Aug 30	**Understanding Arguments, Part II** "Responding Critically to the Arguments of Others," *Argument!*, Chapter 2
Thu, Sep 1	**Writing Arguments, Part I** "Writing Effective Arguments," *Argument!*, Chapter 3 Grammar, Mechanics, and Style Review
Tue, Sep 6	**Writing Arguments, Part II** "Refuting an Argument," *Argument!*, Chapter 5 "Taking a Position," *Argument!*, Chapter 6
Thu, Sep 8	**Writing Arguments, Part III** "More about Argument: Induction, Deduction, Analogy, and Logical Fallacies," *Argument!*, Chapter 4
Tue, Sep 13	**Writing a Rhetorical Analysis** "Writing a Rhetorical Analysis," *Argument!*, Chapter 9
Thu, Sep 15	**Documenting Sources** "Documenting Sources (MLA, APA, and More)," *Argument!*, Chapter 14 Plagiarism Tutorial at: http://www.utdallas.edu/library/help/PlagiarismTutorial/Plagiarism.htm
Tue, Sep 20	**Causal Arguments** "Writing a Causal Analysis," *Argument!*, Chapter 7
Thu, Sep 22	**Peer Review – Essay #1**
Tue, Sep 27	**Conferences, Essay #1; Due to Turnitin.com by 11:59pm**
Thu, Sep 29	**Essay #1: Rhetorical Analysis Due** **Considering the Arguments of Others**

	"Violent Media or Violent Society?," *Argument!*, Chapter 17 "Arguing about Politics: the Good, the Bad, and the Ugly," *Argument!*, Chapter 18
Tue, Oct 4	**Introduction to Visual Arguments** "Reading, Analyzing, and Using Visuals and Statistics in Argument," *Argument!*, Chapter 10
Thu, Oct 6	**Considering Visual Arguments, Part I** "The Myth and Reality of the Image in American Consumer Culture," *Argument!*, Chapter 15
Tue, Oct 11	**Considering Visual Arguments, Part II** "The Challenges of Living in a High-Tech, Multimedia World," *Argument!*, Chapter 16
Thu, Oct 13	**Considering Visual Arguments, Part III**
Tue, Oct 18	**Peer Review – Essay #2**
Thu, Oct 20	**Conferences, Essay #2: Due to Turnitin.com by 11:59pm**
Tue, Oct 25	**Problem Solution Arguments** "Writing the Problem/Solution Essay," *Argument!*, Chapter 8
Thu, Oct 27	**Essay #2: Visual Rhetorical Analysis Due** **Considering the Arguments of Others** "Students, Teachers, and Schools in the 21st Century," *Argument!*, Chapter 19 "Freedom of Expression in the 21st Century," *Argument!*, Chapter 20 "Enduring Controversies in a New Age: Abortion, Animal Rights, Capital Punishment, and Health Care," *Argument!*, Chapter 21 ****WL Period Ends****
Tue, Nov 1	**Writing a Researched Argument** "Planning the Researched Argument," *Argument!*, Chapter 11
Thu, Nov 3	**Writing a Prospectus and Annotated Bibliography**
Tue, Nov 8	**Using Sources, Part I** "Evaluating and Utilizing Sources," *Argument!*, Chapter 12
Thu, Nov 10	**Prospectus Due** **Using Sources, Part II**
Tue, Nov 15	**Drafting and Revising Research Essays** "Drafting and Revising the Research Argument," *Argument!*, Chapter 13 Grammar, Mechanics, and Style Review

Thu, Nov 17	**Annotated Bibliography Due** **Considering the Arguments of Others** "Marriage and Gender Roles: Changing Attitudes vs. Traditional Values," *Argument!*, Chapter 22 "Arguing about Science and Religion: Policy, Politics, and Culture," *Argument!*, Chapter 23 "Competing Perspectives on the American Economic and Financial Crisis," *Argument!*, Chapter 24
Nov 21-26	**No Class – Fall and Thanksgiving Break**
Tue, Nov 29	**Peer Review – Essay #3**
Thu, Dec 1	**Conferences, Essay #3**
Tue, Dec 6	**Essay #3: Academic Research Essay Due** Course Wrap-up

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 (short electronic writing assignments, homework, quizzes, short response papers, and/or daily writing exercises)	10%
Participation	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: Sept 27 by 11:59pm to Turnitin.com

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

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: Thurs, Oct 10 by 11:59pm to TURNITIN.COM

The Visual Rhetorical Analysis assignment asks you to select a photograph, print advertisement, and/or work of art and analyze its features to discover a deeper meaning. Just like a written text, a visual communicates meaning on a deeper level beyond merely the literal. Your essay will illuminate this meaning thereby helping your audience understand your interpretation of the image.

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

- What 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 (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: Tues, Dec 6 by 11:59pm to TURNITIN.COM

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

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

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, 11 or 12-point font, MLA format for annotated bibliographies, 100- to 125- word entries
Due:

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.]

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 three (3) 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., 6 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 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.

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

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

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.

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 1302.035. 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): _____