

RHET 1302: Rhetoric

Fall 2016	Instructor: David Lyons
Section 1302.003	Email: dll101020@utdallas.edu
MWF 9:00am-9:50am	Office Number: JO 3.926
Class location: JO 3.908	Office Hours: M/W/F 10am-11am (subject to change based on classroom poll)

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.

Missed Classes (see attendance policy)

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Regarding Office Hours and Contacting the Professor

I will be in my office and available to meet during the times listed. Feel free to drop in during those hours, but scheduling an appointment with me in advance will ensure that I can give you the time needed. If you cannot meet during my office hours, I am generally very available during the week. If you need to meet, just let me know. I strongly recommend you meet with me to discuss any problems or questions.

Regarding email contact: In general terms, I check my email a minimum of three times a day, morning, noon, and evening. Roughly, this means 8am, 12pm, and 8pm. Although it is highly likely that I will check my email more often than this, you cannot expect to get a prompt response if you email me at 4am (for example).

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

<i>Mon, Aug 22</i>	Introduction to the Course Course syllabus and class expectations Discussion of the basics of writing: organization, development, style, thesis Diagnostic Essay Homework Assignment: Submit a greeting on Turnitin on e-Learning by 11:59pm Tuesday night
<i>Wed, Aug 24</i>	Understanding Arguments, Part I “The Basics of Argument,” <i>Argument!</i> , Chapter 1
<i>Fri, Aug 26</i>	Understanding Arguments, Part II
<i>Mon, Aug 29</i>	Understanding Arguments, Part III “Responding Critically to the Arguments of Others,” <i>Argument!</i> , Chapter 2
<i>Wed, Aug 31</i>	Understanding Arguments, Part IV

<i>Fri, Sep 2</i>	Grammar, Mechanics, and Style MLA Review
<i>Mon, Sep 5</i>	Labor Day; No Classes
<i>Wed, Sep 7</i>	Writing Arguments, Part I “Writing Effective Arguments,” <i>Argument!</i> , Chapter 3
<i>Fri, Sep 9</i>	Writing Arguments, Part II “Refuting an Argument,” <i>Argument!</i> , Chapter 5

<i>Mon, Sep 12</i>	Writing Arguments, Part III “Taking a Position,” <i>Argument!</i> , Chapter 6 “Writing the Problem/Solution Essay,” <i>Argument!</i> , Chapter 8 Homework: Write an Introduction and submit it on e-Learning by 11:59pm Wednesday night.
<i>Wed, Sep 14</i>	Writing Arguments, Part IV “More about Argument: Induction, Deduction, Analogy, and Logical Fallacies,” <i>Argument!</i> , Chapter 4 Essay#1 Assigned Homework: Bring two copies of an article or essay for your group on Friday.
<i>Fri, Sep 16</i>	Writing a Rhetorical Analysis, Part I “Writing a Rhetorical Analysis,” <i>Argument!</i> , Chapter 9 Group Source Selection Homework: Bring a secondary source on Monday
<i>Mon, Sep 19</i>	Writing a Rhetorical Analysis, Part II
<i>Wed, Sep 21</i>	Documenting Sources “Documenting Sources (MLA, APA, and More),” <i>Argument!</i> , Chapter 14

	Plagiarism Tutorial at: http://www.utdallas.edu/library/help/PlagiarismTutorial/Plagiarism.htm
<i>Fri, Sep 23</i>	Causal Arguments “Writing a Causal Analysis,” <i>Argument!</i> , Chapter 7 The Quote Sandwich
<i>Sun, Sep 25</i>	Rough Draft for Essay #1 (800 Word Minimum) Due by 11:59pm on e-Learning
<i>Mon, Sep 26</i>	No Class—Student/Instructor Conferences
<i>Wed, Sep 28</i>	No Class—Student/Instructor Conferences Note Friday the 30th assignment
<i>Fri, Sep 30</i>	Peer Review – Essay #1—Bring Hard Copy of Draft to Class
<i>Mon, Oct 3</i>	Considering the Arguments of Others Readings from Chapter 17-18 TBA Body Paragraphs-Paragraph Unity Essay #1 Review and Q&A session
<i>Wed, Oct 5</i>	Essay #1: Rhetorical Analysis Due by 11:59pm on e-Learning Introduction to Visual Arguments, Part I “Reading, Analyzing, and Using Visuals and Statistics in Argument,” <i>Argument!</i> , Chapter 10 Signs, Symbols, and Color
<i>Fri, Oct 7</i>	Introduction to Visual Arguments, Part II Essay #2 Assigned Body Paragraphs-Transitions Analyzing Ads and Commercials
<i>Mon, Oct 10</i>	Considering Visual Arguments, Part I

	<p>"The Myth and Reality of the Image in American Consumer Culture," <i>Argument!</i>, Chapter 15</p> <p>Homework: Bring Primary Visual on Wednesday.</p>
Wed, Oct 12	<p>Considering Visual Arguments, Part II</p> <p>Readings from Chapter 16 TBA</p> <p>Analyzing Ads and Commercials Pt. II</p> <p>Homework: Bring Secondary Sources on Friday.</p>
Fri, Oct 14	<p>Considering Visual Arguments, Part III</p> <p>Analyzing Art</p> <p>Body Paragraphs-Quote Sandwiching Revisited</p>
Sun Oct 16	<p>Rough Draft for Essay #2 (800 Word Minimum) Due by 11:59pm on e-Learning</p>
Mon, Oct 17	<p>No Class—Student/Instructor Conferences</p>
Wed, Oct 19	<p>No Class—Student/Instructor Conferences</p> <p>Note Friday the 21st assignment</p>
Fri, Oct 21	<p>Peer Review – Essay #2—Bring Hard Copy of Draft to Class</p> <p>Homework: Write a Body Paragraph and submit on e-Learning by 11:59pm Sunday night.</p>
Mon, Oct 24	<p>Writing a Researched Argument, Part I</p> <p>"Planning the Researched Argument," <i>Argument!</i>, Chapter 11</p> <p>Essay #2 Q&A Session</p>
Wed, Oct 26	<p>Essay #2: Visual Rhetorical Analysis Due</p> <p>Writing a Researched Argument, Part II</p> <p>Researched Argument Essay Assigned</p>
Thu, Oct 27	<p>**Withdraw Late Period Ends**</p>
Fri, Oct 28	<p>**Library Visit! Meet at the Library! Don't be Late!**</p> <p>Problem Solution Arguments</p>

	Readings from chapters 19-21 TBA Homework: Propose a Topic and Three Sources on e-Learning by 11:59pm Monday.
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<i>Mon, Oct 31</i>	Considering the Arguments of Others Readings from chapters 19-21 TBA
<i>Wed, Nov 2</i>	Considering the Arguments of Others Readings from chapters 19-21 TBA
<i>Fri, Nov 4</i>	Writing a Prospectus and Annotated Bibliography
<i>Mon, Nov 7</i>	Using Sources, Part I "Evaluating and Utilizing Sources," <i>Argument!</i> , Chapter 12 Have Another Quote Sandwich Homework: Make a quote sandwich and submit it on e-Learning by 11:59pm Thursday.
<i>Wed, Nov 9</i>	Using Sources, Part II The Physics of Quoting: Ellipses, Brackets, and Parentheses
<i>Fri, Nov 11</i>	Using Sources, Part III The Art of Paraphrasing
<i>Mon, Nov 14</i>	Using Sources, Part IV Wrap-Up and all Sources Due (5) Due in Class Today
<i>Wed, Nov 16</i>	Drafting and Revising Research Essays, Part I "Drafting and Revising the Research Argument," <i>Argument!</i> , Chapter 13
<i>Fri, Nov 18</i>	Prospectus and Annotated Bibliography Due by 11:59pm on e-Learning Sunday Night Drafting and Revising Research Essays, Part II Grammar, Mechanics, and Style Review

	Making a Plan, Creating an Outline
<i>Nov 21-26</i>	No Class – Fall and Thanksgiving Break
<i>Mon, Nov 28</i>	Considering the Arguments of Others **Rough Drafts (1100 words minimum) Due on e-Learning by 11:59pm** Group Writing Workshop Considering the Arguments of Others Readings from chapters 22-24 TBA Note Wednesday 30th assignment
<i>Wed, Nov 30</i>	Peer Review – Essay #3—Bring Hard Copy of Draft to Class
<i>Fri, Dec 2</i>	No Class—Student/Instructor Conferences
<i>Mon, Dec 5</i>	No Class—Student/Instructor Conferences
<i>Wed, Dec 7</i>	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%
3 Peer Reviews (Combined total)	10%
Small Assignments	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. No late work is accepted.

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: October 5th

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: October 26th

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: December 7th

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: November 18th

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:

What is your tentative thesis/claim (overall argument, or position)?

What are additional questions that most interest you and might help you develop your claim?

What might be some additional ideas that back up/support your claim (reasons)?

What prior beliefs, assumptions, preconceptions, ideas, or prejudices might be brought to this project (warrants)?

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: November 18th

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. Arriving to class after the sign-up sheet has been returned to me will count as an absence. Leaving early will count as an absence.

Each student is allowed **four (4)** absences, no questions asked. You would do well to save these absences for when you really need them. Life is inevitable. You will get a flat tire, oversleep, get sick, or suffer any other number of difficulties. Do not spend your absences willy-nilly and regret needing them later.

For **each** absence after the fourth (IE: 5th, 6th, 7th, etc) you will suffer a 5% reduction of your final grade. This is essentially half a letter grade.

I know how hard it can be to come to class some days, especially a morning class. It can be done. Please do not let absences ruin your final grade.

You are responsible for your attendance. You must make sure you sign the roll sheet.

Protip: Use the bubbles on the first page of the syllabus to track your number of missed classes. Do note that the instructor's official records override your own. The absence tracker is merely a tool to help you keep track.

Special note: Contrary to popular belief, I am very soft-hearted. This means that under any other circumstance I would believe any story and do anything I could to help. This class is not such a circumstance. I do not want to hear stories or excuses. I will not believe or accept them. Period.

Your four freebies include illness, funerals, alien invasions, emergencies, wizarding mishaps, etc. This means doctor's notes and other "official" excuses **do not** cancel absences in this

course. You get four, they are free, no note necessary. Your grade begins to drop at number five. This is the policy. It is non-negotiable.

If you have to miss for official UTDallas business such as a sporting event, provide me with proper documentation **before you are absent**. Preferably a week before the event. You must still make up any missed work.

Punctuality

Tardiness is disrespectful to both your instructor and your peers. I will consider you absent if you arrive after the sign-up sheet has returned to my possession.

I am notoriously punctual. You are forewarned.

Class Participation

Your success in this course is a function of your level of engagement. Engagement starts with doing the readings and the home-writing and coming to class on time with your syllabus and your book and yourself fully prepared to work.

I was once in a class with a fellow student who never even brought a pencil or paper to class. They did not pass. Do not be that student. Make an effort. It will serve you well.

I am interested in your thoughts; I want you to talk because I believe your participation will make the class more enjoyable for everyone. That said, 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 participating in class, and please be prepared to back up any points you make. Please do not be shy. We are all in this together. However, if class participation is something you struggle with, or worry about, talk to me in private and we will work something out. Do not forget, you are graded on participation.

Participation in this course does not include doing unrelated work during class, sleeping in class, or using computers or other personal electronic devices for personal messaging, research, or entertainment. If I notice excessive unnecessary use of electronics, I will mention it to you either in person after class or in an e-mail. After, I will simply count you absent for the day if I notice. You have been warned.

Late Work

All assignments must be submitted when and as required in order to successfully complete this course. Late assignments will only be accepted with my approval **before the deadline**. This means that you must contact me with a valid reason **before the deadline**, and get my permission to turn the assignment in late. Even then there will be a **reduction of 10%**

(essentially a full letter grade) per day (including weekends and holidays) from the final grade for any late assignment.

There is absolutely no scenario where we (you and I) do not communicate **before the deadline** and I take a late assignment from you. If you try this, I will be disappointed; you will be more disappointed. Again, even if you receive permission to be late with an assignment, you will lose 10% per day.

Are there exceptions to this policy? Maybe, for a situation involving death, hospitalization, detainment by law enforcement, kidnapping, natural disasters, etc. In order to take advantage of this exception you must provide convincing proof of the circumstances. Examples include doctor's notes, arrest reports, dated ransom notes etc. Your word alone will not suffice, nor will a note from your mother.

Some assignments will be turned in on e-Learning (all three of the major papers will be) and some will be turned in as hard copies in class. Others will be done in class. There is **no acceptable excuse** for failing to turn in a paper that is due electronically. Even if e-Learning is down or will not accept your assignment for some reason, you can still send it to me via e-mail **before the deadline**.

I do not want to hear about your computer problems. Borrow a computer. Use a computer lab. There are a thousand more solutions than there are excuses. Get it to me on time. If a homework paper is due in class in hardcopy and you cannot be here that day, send it to me via e-mail the day **before class**. Remember, on time means before the deadline, not after. Not ever. There will be spur-of-the-moment in-class writing; it will be graded; if you miss it, you miss it.

Remember, on Essays 1-3, if you fail to turn it in, you fail the course. No exceptions. The three major essays for this course are required. **Fail to turn one in, fail the course.**

Personal Communication Devices

Turn off all cell phones, tablets, laptops, pagers, satellite installations, telegraphs and other personal communication devices before the start of class. Do not use such devices during class unless appropriate. Once again, if I notice excessive unnecessary use of electronics, I will mention it to you either in person after class or in an e-mail. After I mention it once, I will simply count you absent for the day every time I notice it after that day. You have been warned twice.

Academic Integrity

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."

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.

You will be using a professional and vetted anti-plagiarism website. It is very good at its job. I will also learn how you write and be able to spot when the writing is not your own. Do not cheat, even by accident. This is your first and final warning. Any evidence of academic dishonesty will be turned over to the higher authorities.

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.

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>.

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>

Helpful Pro-Tips on how to Succeed in this Course (and life)

- Do the work.
- Do not waste your free absences.
- Be on time.
- Do the work.
- Do not fear failure. Sucking at something is the first step to becoming sort of good at something.
- Expect to do much more work outside of class than you do in class. Give yourself time, your GPA will thank you. An hour in, two hours out. That's 6 hours a week for this class.
- Do the work.
- Learn to manage your time, and once done, give yourself some time off.
- Participate.
- Understand that my goal is not to crush your spirit, but to teach you skills that you will need in future coursework.
- Be kind, considerate, and respectful to everyone. Remember Vonnegut's rule.
- Do the work.
- Sleep at night.
- Communicate with me and your classmates.
- Make use of my office hours. It feels like a waste of my time when I sit there for hours all alone.
- Do the work.

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): _____