

RHET 1302: Rhetoric

Fall 2016	Ms. Stout
Section 023	Email: patricia.stout@utdallas.edu
TR 10:00 am – 11:15 am	Office Number: JO 3.704
Class location: JO 3.532	Office Hours: Wed 1:00 pm – 3:00 pm or by appointment

Note: All matters associated with this course are subject to change at the instructor's discretion. Any and all changes will be communicated to students in writing.

Course Description

RHET 1302 will prepare you for college-level writing while helping you develop your critical thinking skills. Rhetoric is the study and practice of how people communicate with audiences, not only in writing and speech, but also through visual and digital media. In this class, you will develop skills to analyze the way rhetoric, in its various forms, addresses audiences. By paying attention to the strategies that good writers use to address their readers, you will learn to reason better and to persuade others in your own writing, both through rhetorical appeals and through analysis of audience and purpose that is at the heart of the study of rhetoric. Practically speaking, you will also learn skills that you can use in your future coursework regardless of your major.

General Education Core Objectives

- **Communication skills** – Students will demonstrate effective written, oral and visual communication.
- **Critical thinking skills** – Students will engage in creative and/or innovative thinking, and/or inquiry, analysis, evaluation, synthesis of information, organizing concepts and constructing solutions.
- **Teamwork** – Students will demonstrate the ability to work effectively with others to support a shared purpose or goal and consider different points of view.
- **Personal responsibility** – Students will demonstrate the ability to connect choices, actions and consequences to ethical decision-making.

Student Learning Objectives for RHET 1302

- **Communication skills** – Students will be able to engage processes and use skills to enhance their written communication skills by completing essay assignments.
- **Critical thinking skills** – Students will be able to engage processes and use skills to enhance their written communication skills by completing essay assignments.
- **Teamwork** – Students will be able to collaborate effectively in peer reviews of their written essay drafts.
- **Personal responsibility** – Students will be able to apply ethical principles for synthesizing research and documenting sources for their written essays.

Required Textbook

Gooch, John, and Dorothy Seyler. *Argument!*. Second edition. McGraw-Hill Higher Education, 2015, ISBN: 978-1-259-74111-1.

Fall 2016 Assignments and Academic Calendar

<i>Tue, Aug 23</i>	Introduction to the Course Course syllabus and class expectations **Diagnostic Essay**
<i>Thu, Aug 25</i>	Understanding Arguments, Part I Reading: "The Basics of Argument," <i>Argument!</i> , Ch. 1
<i>Tue, Aug 30</i>	Understanding Arguments, Part II Reading: "Responding Critically to the Arguments of Others," <i>Argument!</i> , Ch. 2
<i>Thu, Sep 1</i>	Writing Arguments, Part I Reading: "Writing Effective Arguments," <i>Argument!</i> , Ch. 3 Grammar, Mechanics, and Style Review
<i>Tue, Sep 6</i>	Writing Arguments, Part II Reading: "More about Argument: Induction, Deduction, Analogy, and Logical Fallacies," <i>Argument!</i> , Ch. 4
<i>Thu, Sep 8</i>	Writing Arguments, Part III Reading: "Refuting an Argument," <i>Argument!</i> , Ch. 5 Reading: "Taking a Position," <i>Argument!</i> , Ch. 6
<i>Tue, Sep 13</i>	Writing a Rhetorical Analysis "Writing a Rhetorical Analysis," <i>Argument!</i> , Ch. 9 **Instructor Introduces Essay # 1 Assignment**
<i>Thu, Sep 15</i>	Documenting Sources Reading: "Documenting Sources (MLA, APA, and More)," <i>Argument!</i> , Ch. 14 **Essay #1 Topic and Rhetorical Devices Due on eLearning by 11:59 p.m. on Sunday**
<i>Tue, Sep 20</i>	Documenting Sources Continued Reading: "Documenting Sources (MLA, APA, and More)," <i>Argument!</i> , Ch. 14 Plagiarism Tutorial at: http://www.utdallas.edu/library/help/PlagiarismTutorial/Plagiarism.htm
<i>Thu, Sep 22</i>	Causal Arguments Reading: "Writing a Causal Analysis," <i>Argument!</i> , Ch. 7
<i>Tue, Sep 27</i>	<i>First Draft of Essay # 1 Due on eLearning at 10:00 a.m.</i> **Bring two printed copies of First Draft to class** Peer Review – Essay #1 Individual Conferences with Instructor
<i>Thu, Sep 29</i>	Peer Review – Essay #1 Individual Conferences with Instructor
<i>Tue, Oct 4</i>	<i>Essay #1: Rhetorical Analysis Due by 10:00 a.m. on eLearning through Turnitin</i>

	<p><i>Assignment</i></p> <p>**Turn in Peer Review Sheets for Essay # 1 at beginning of class**</p> <p>Introduction to Visual Arguments</p> <p>Reading: "Reading, Analyzing, and Using Visuals and Statistics in Argument," <i>Argument!</i>, Ch. 10</p> <p>**Instructor introduces Essay # 2 Assignment**</p>
Thu, Oct 6	<p>Introduction to Visual Arguments Continued & Considering Visual Arguments, Part I</p> <p>Reading: "Table of Data on Video Game Violence" by Procon.org in "Violent Media or Violent Society," <i>Argument!</i>, Ch. 17</p> <p>Reading: "What is 'Violent Rhetoric'?" by Scott Eric Kaufman in <i>Argument!</i>, Ch. 18</p> <p>**Essay # 2 Topic and Rhetorical Devices due for approval by instructor on eLearning by 11:59 p.m. on Sunday**</p>
Tue, Oct 11	<p>Considering Visual Arguments, Part II</p> <p><i>Present approved topic for Essay # 2 in class</i></p> <p>Reading: "Unhate Campaign" by Benetton, "McDonald's Hit by Happy Meal Toy Ban" by Carla Fried, and "Why the Music Industry Hates Guitar Hero" by Jeff Howe in "The Myth and Reality of the Image in American Consumer Culture", <i>Argument!</i>, Ch. 15</p>
Thu, Oct 13	<p>Considering Visual Arguments, Part III</p> <p>Reading: "If Technology Is Making Us Stupid, It's Not Technology's Fault" by David Theo Goldberg in "The Challenges of Living in a High-Tech, Multimedia World," <i>Argument!</i>, Ch. 16</p> <p>Grammar, Mechanics, and Style Review</p>
Tue, Oct 18	<p><i>First Draft of Essay # 2 due on eLearning by 10:00 a.m.</i></p> <p>**Bring two printed copies of First Draft to class**</p> <p>Peer Review – Essay #2</p> <p>Individual conferences with Instructor</p>
Thu, Oct 20	<p>Peer Review – Essay #2</p> <p>Individual conferences with Instructor</p>
Tue, Oct 25	<p><i>Essay # 2: Rhetorical Visual Analysis due by 10:00 a.m. submitted on eLearning through Turnitin Assignment</i></p> <p>**Turn in Peer Review Sheets for Essay # 2 at beginning of class**</p> <p>Problem Solution Arguments</p> <p>Reading: "Writing the Problem/Solution Essay," <i>Argument!</i>, Ch. 8</p> <p>**Instructor Introduces Essay # 3 Assignment**</p>
Thu, Oct 27	<p>Writing a Researched Argument</p> <p>Reading: "Planning the Researched Argument," <i>Argument!</i>, Ch. 11</p> <p>WL Period Ends</p> <p>**Instructor Introduces Prospectus and Annotated Bibliography Assignment**</p> <p>**Research Topic for Essay # 3 due for approval by Instructor on eLearning by 11:59 p.m. on Sunday**</p>

<i>Tue, Nov 1</i>	Writing a Prospectus and Annotated Bibliography & Considering the Arguments of Others Reading: "Students, Teachers, and Schools in the 21 st Century," <i>Argument!</i> , Ch. 19
<i>Thu, Nov 3</i>	Using Sources, Part I Reading: "Evaluating and Utilizing Sources," <i>Argument!</i> , Ch. 12
<i>Tue, Nov 8</i>	Meet in Library Using Sources, Part II Library tour / orientation
<i>Thu, Nov 10</i>	<i>Prospectus and Annotated Bibliography due by 10:00 a.m. on eLearning through Turnitin Assignment.</i> Drafting and Revising Research Essays Reading: "Drafting and Revising the Research Argument," <i>Argument!</i> , Ch. 13 Considering the Arguments of Others Reading: "Human Cloning Breakthrough Prompts Religious Objections," by David Gibson in "Arguing about Science and Religion: Policy, Politics, and Culture," <i>Argument!</i> , Ch. 23 Reading: "Degrees and Dollars" by Paul Krugman in "Competing perspectives on the American economic and financial crisis," <i>Argument!</i> , Ch. 24
<i>Tue, Nov 15</i>	Grammar, Mechanics, and Style Review In-class Essay # 3 Workshop
<i>Thu, Nov 17</i>	<i>First Draft of Essay # 3 due by 10:00 a.m. on eLearning</i> <i>**Bring two printed copies of First Draft to class**</i> Peer Review – Essay #3 Individual Conferences with Instructor
<i>Nov 21-26</i>	No Class – Fall and Thanksgiving Break
<i>Tue, Nov 29</i>	Peer Review – Essay #3 Individual Conferences with Instructor
<i>Thu, Dec 1</i>	In-class Essay # 3 Workshop
<i>Tue, Dec 6</i>	<i>Essay #3: Academic Research Essay Due by 10:00 a.m. on eLearning through Turnitin Assignment</i> Course Wrap-up <i>**Turn in Peer Review Sheets for Essay # 3 at beginning of class**</i>

Grading

Description	Points	Percentage
Essay # 1: Rhetorical Analysis	200	20%
Essay # 2: Visual Rhetorical Analysis	200	20%
Essay # 3: Academic Research Essay	250	25%
Prospectus and Annotated Bibliography Combined (Research Essay)	50	5%
Peer Reviews (3)	100	10%
Pop Quizzes & In-class/Homework Assignments	100	10%
Participation	100	10%
Total	1,000	100%

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

Grading Scale

93 – 100	A	73 – 76	C
90 – 92	A-	70 – 72	C-
87 – 89	B+	67 – 69	D+
83 – 86	B	60 – 66	D
80 – 82	B-	0 – 59	F
77 -79	C+		

Assignment Descriptions

(Note: You must submit all major assignments to Turnitin.com by the due date.)

Essay # 1: Rhetorical Analysis (200 points)

Due: Tuesday, October 4, 2016 by 10:00 a.m. through eLearning Turnitin Assignment.

Length: 1,000 – 1,250 words (not including Works Cited page) in MLA format, 12-point font in Times New Roman.

Sources: One source minimum.

You must include a Cover page, a Works Cite page, and use correct MLA format throughout the paper, including proper 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 found in Chapters 17 – 24 in the *Argument!* textbook or a historical speech from americanrhetoric.com. Your text for analysis and rhetorical devices (strategies or techniques used by the author) must be pre-approved by the instructor.

The introduction of your essay should briefly identify the author of the text (essay or historical speech), the intended purpose of the text, the intended audience of the text, and any critical

background information (5 Ws) necessary for the reader to understand your analysis that will follow. The introduction of the essay must also contain a clear thesis statement that reflects your argument. Throughout the body of the essay you should concentrate on developing your argument (or thesis), using evidence and insight to support your claim from specific examples in the text. Rather than summarizing the text, the essay needs to demonstrate college-level critical thinking skills to analyze how and why the text contains specific rhetorical devices. You should also include a well thought-out conclusion to your essay. Be sure to proofread your essay for technical errors.

Essay # 2: Visual Rhetorical Analysis (200 points)

Due: Tuesday, October 25, 2016 by 10:00 a.m. through eLearning Turnitin Assignment.

Length: 1,000 – 1,250 words (not including Works Cited page) in MLA format, 12-point font in Times New Roman.

You must include a Cover page, a Works Cite page, and use correct MLA format throughout paper, including proper in-text (parenthetical) citations.

Sources: Two sources minimum. One of these sources must be a scholarly source that is specifically related to your rhetorical analysis. This means that the source can help explain one of the rhetorical devices you are analyzing or provide another person's perspective on the visual you are analyzing. The second of the two sources needs to help provide background information on your visual.

Scholarly Source include:

- Book
- Your Textbook
- Journal Article

For this assignment, you will write an analysis of the rhetorical devices for tone used in a selected and approved visual, and explain how they allow the creator to build credibility with the viewer or appeal emotionally or logically to the viewer (ethos, pathos, and logos). In turn, you will need to explain how this allows the visual to accomplish or not accomplish its purpose. Your visual must be pre-approved by the instructor.

The introduction of your essay should briefly identify the creator of the visual (or sponsoring company if analyzing an advertisement), the visual's purpose, the intended audience of the visual, and any critical background information (5 Ws) necessary for the reader to understand your analysis that will follow. The introduction of the essay must also contain a clear thesis statement that reflects your argument. Throughout the body of the essay you should concentrate on developing your argument (or thesis) by using specific evidence and insight from the visual to support your claim. Rather than summarizing the visual, the essay needs to demonstrate college-level critical thinking skills to analyze how and why the visual contains specific rhetorical devices. You should also include a well thought-out conclusion to your essay. Be sure to proofread your essay for technical errors.

For this assignment, you are analyzing the deeper meaning of the visual. Every time that you explain a rhetorical device for tone in the essay (e.g. color, texture, metaphor, etc.), you must also explain **how** and **why** this rhetorical device is being used.

Annotated Bibliography

Due: Thursday, November 10, 2016 at 10:00 a.m. through eLearning Turnitin Assignment.

Length: Five (5) entries minimum, at least three (3) of the five (5) sources need to be scholarly sources, such as peer-reviewed journal articles or published books. Each entry must be 100-125 words. Annotated Bibliography needs to be in MLA format.

For this assignment, you will need to write an annotated bibliography for your research paper that includes at least (5) sources, three (3) of which must be scholarly sources, and the remaining two (2) may be credible popular sources. You may use online sources, but you should make absolutely certain these sources are both authentic and credible. 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 consist of the following: a brief summary of the source, with identification of the author's thesis or claim; an evaluation of the source; and, how this source will be useful to your research.

Examples of questions to consider when evaluating the source are listed below.

Does the author prove his or her claim?

Does he or she overlook any important issues?

Is the author a qualified source for this particular subject matter?

What evidence does he or she use to support his or her claim?

**Do not use Wikipedia or Sparknotes.*

Prospectus

Due: Thursday, November 10, 2016 at 10:00 a.m. through eLearning Turnitin Assignment.

Length: 250 – 500 words, MLA format, 12-point font, Times New Roman, 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.

You will need to address the following points in your Prospectus.

1. Introduce the importance of your topic to the reader and how it applies to your discipline.
2. State your research question.
3. Explain the complexity of your topic (What potential evidence/points might you use to support your argument? What is the alternative view to your argument?)
4. What is your tentative thesis/claim (overall argument, or position)?

Essay # 3: Academic Research Essay (250 points)

Due: Tuesday, December 6, 2016 by 10:00 a.m. through eLearning Turnitin Assignment

Length: 1,500 – 2,000 words (not including Works Cited and Title page) in MLA format, 12-point font, double-spaced

Sources: Three (3) scholarly sources and (2) credible popular sources (5 sources total)

- For this assignment, scholarly sources consist of **peer-reviewed journal articles** and **published books** on your selected and approved topic.
- Popular sources may consist of credible journalistic articles. You may use online sources, but you should make absolutely certain these sources are both authentic and credible.

**Do not use Wikipedia or Sparknotes.*

Format: You must include a Cover page, a Works Cited page, and use correct MLA format throughout the paper, including proper in-text (parenthetical) citations.

For this assignment, you will write an essay that examines a pre-approved 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.

The introduction of your Academic Research Essay should inform the reader of the significance of your topic, state your research question, provide the reader with some initial insight into what scholars in the field have said about your topic, and include a clear thesis statement that reflects your argument (you must take a stance on the issue). The body of your paper should be devoted to developing your argument through well thought-out analysis, supported by scholarly evidence in the field. The conclusion should summarize the findings of your paper, explain the significance of your findings within the field, and suggest further research that should be conducted on this topic.

Extra Credit:

If you complete one of the UT Dallas Writing Center's Spring Workshop Series or complete an individual tutoring session at the UT Dallas Writing Center to work on one of the assigned essays for this class, you will receive 5 points extra credit that will be applied to the final grade you receive on that essay. You may receive 5 points extra credit on Essay # 1, Essay # 2, Essay # 3, and the Prospectus & Annotated Bibliography.

Attendance:

Because each class period consists of a mixture of class discussion, group work, and individual writing assignments, your thoughtful, attentive, and active participation is essential (and will form a portion of your grade). If you leave class early, you will be counted absent for the day.

Each student is allowed three (3) absences, no questions asked. Save them for when you really need them. Your final grade in the course 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 at the beginning of class or notify me after class if you arrive late and need to do so.**

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. 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.

Doing work unrelated to this course during class, sleeping in class, or using laptops, cell phones, and other personal electronic devices for personal messaging, research, or entertainment will result in a total loss of participation points for the day that will be deducted from your final participation grade.

Late Work:

All late assignments will suffer a 25% deduction of the assignment's value if received anywhere through the first 24 hours after the due date, a 50% deduction if received between 24 and 48 hours, and a 100% reduction (or a zero on the assignment) if received after 48 hours.

Personal Communication Devices:

Cell phones, and other personal communication devices must be switched to silent and put away during class. The use of cell phones during class will result in a loss of all participation points for that class. The instructor will announce occasional in-class activities in which the use of cell phones, iPads, and Laptops may be used. Using these devices for non class-related activities will also result in a total loss of participation points for that class session.

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: 9 am – 5 pm

Friday – Saturday: 10 am – 4 pm

Sunday: 1 pm – 4 pm

<http://www.utdallas.edu/studentsuccess/writing>

Collegiate Writing Workshop Series

The Collegiate Writing Workshop Series is a series of 4 one-hour workshops designed to help UT Dallas first-year students acclimate to college writing by offering workshops to refresh their technical skills and support them in their coursework for RHET 1302. The workshops are offered on different days of the week and at different times of day so that students who are not able to come to one might be able to attend a different one.

Schedule for Spring 2016 Workshop Series

Location: TBD

Date	Topic
Sept. 29, 5-6 pm	Rhetorical Analysis Workshop
Oct. 22, 5-6 pm	Visual Analysis Workshop
Nov. 10, 5-6 pm	Writing the Proposal Concisely
Dec. 1, 5-6 pm	Revising for Academic Style

*Make sure to confirm hours of operation and Workshop dates and times with the UT Dallas Writing Center, as these dates and times listed in the syllabus may change.

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): _____