

**RHET 1302: Rhetoric**

<b>Fall 2016</b>	<b>Edgar Amaro</b>
<b>Section 16</b>	<b>Email: <a href="mailto:edgar.amaro@utdallas.edu">edgar.amaro@utdallas.edu</a></b>
<b>Mon/Wed/Fri 2:00-2:50</b>	<b>Office Number: JO 3.602</b>
<b>Class location: JO 3.532</b>	<b>Office Hours: Fri 10:00 a.m.-12:00 p.m.</b>

**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 course work regardless of your major.

**General Education Core Objectives**

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

**Student Learning Objectives for RHET 1302**

- **Communication skills** – Students will be able to engage processes and use skills to enhance their written communication skills by completing essay assignments.
- **Critical thinking skills** – Students will be able to engage processes and use skills to enhance their written communication skills by completing essay assignments.
- **Teamwork** – Students will be able to collaborate effectively in peer reviews of their written essay drafts.

- **Personal responsibility** – Students will be able to apply ethical principles for synthesizing research and documenting sources for their written essays.

### Required Textbook

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

## Fall 2016 Assignments and Academic Calendar

Mon, Aug 22	<b>Introduction to the Course</b> <b>*Diagnostic Essay*</b> (Diagnostic will be given to assess overall organization, use of topic sentences, paragraph development, and syntax) <b>Course Syllabus and class expectations</b> Discussion of the basics of writing: organization, development, style, thesis
Wed, Aug 24	<b>Understanding Arguments, Part I</b> “The Basics of Argument,” <i>Argument!</i> , Chapter 1 <b>Rhetoric, argument, Aristotelian Model (Appeals)</b>  <b>Organization of the essay</b> (three ways to organize an essay) 1.Chronological 2.Spatial 3. <b>Persuasive Structures</b> (Support, Discovery, Pro-and-Con) Focus will be on <b>Support Structure</b> : 1. Introduction, containing thesis, claim, or generalization 2. Development of important points 3.Conclusion Review persuasive structure <b>sample essays</b> <a href="http://writingcenter.unlv.edu/writing/organization.html">http://writingcenter.unlv.edu/writing/organization.html</a>  <b>Introduction</b> Focus: Strategies for writing an effective introduction <a href="http://writingcenter.unc.edu/handouts/introductions/">http://writingcenter.unc.edu/handouts/introductions/</a> <b>Process assignment: Understanding the syllabus</b>
Fri, Aug 26	<b>Understanding Arguments Part II</b> “Responding Critically to the Arguments of Others,” <i>Argument!</i> , Chapter 2 <b>Process assignment: TBD</b> <b>Discussion of the difference between a summary and an analysis</b> <b>Active/Passive Voice:</b> <a href="https://owl.english.purdue.edu/owl/resource/539/05/">https://owl.english.purdue.edu/owl/resource/539/05/</a> <b>Activity (Small group): TBD</b>

Mon, Aug 29	<b>Understanding Arguments, Part III</b> “Responding Critically to the Arguments of Others,” <i>Argument!</i> , Chapter 2 Process assignment: Quiz Fundamental Theory and the Basics of Argument
Wed, Aug 31	<b>Understanding Arguments, Part IV</b>
Fri, Sep 2	<b>Grammar, Mechanics, and Style</b>  <b>Subject/Verb agreement, run-on sentences, transitions</b>  <b>Activities TBD</b>
Mon, Sep 5	<b>Labor Day; No Classes</b>
Wed, Sep 7	<b>Writing Arguments, Part I</b> “Writing Effective Arguments,” <i>Argument!</i> , Chapter 3 <b>Audience</b> <b>Activity (Small group):</b> TBD <a href="http://pwr.la.psu.edu/resources/graduate-writing-center/handouts/Drafting%20and%20Revising%20John%202010.pdf">http://pwr.la.psu.edu/resources/graduate-writing-center/handouts/Drafting%20and%20Revising%20John%202010.pdf</a> <b>Discuss Purpose</b> <a href="http://writing.colostate.edu/guides/page.cfm?pageid=24">http://writing.colostate.edu/guides/page.cfm?pageid=24</a> <b>Review discussion of Thesis (Drafting)</b> <b>Importance and process of Revision and Editing</b> <a href="http://writingcenter.unc.edu/handouts/revising-drafts/">http://writingcenter.unc.edu/handouts/revising-drafts/</a>
Fri, Sep 9	<b>Writing Arguments, Part II</b> “Refuting an Argument,” <i>Argument!</i> , Chapter 5 <b>Discuss refutation essay</b> <b>Discuss image on page 90 of <i>Argument!</i></b> <b>Process assignment activity:</b> Watch Jon Stewart Clip
Mon, Sep 12	<b>Writing Arguments, Part III</b> “Taking a Position,” <i>Argument!</i> , Chapter 6 <b>Process assignment:</b> TBD <b>Brief discussion of position essay</b> <b>Activity (whole group):</b> Discussion of two <b>relevant topics</b> . Following guidelines on drafting a <b>position essay</b> (pg. 104) Students will draft a short position essay.
Wed, Sep 14	<b>Writing Arguments, Part IV</b> “More about Argument: Induction, Deduction, Analogy, and Logical Fallacies,” <i>Argument!</i> , Chapter 4 <b>Discuss induction, deduction, analogy, and logical fallacies</b> <b>Activity (small group):</b> Students will discuss and complete “Try it!” activities for

	each topic.
<i>Fri, Sep 16</i>	<p><b>Writing a Rhetorical Analysis, Part I</b>  “Writing a Rhetorical Analysis,” <i>Argument!</i>, Chapter 9</p> <p><b>Begin discussion of rhetorical analysis assignment</b>  We will use Chapter IX as a guideline for things to address in rhetorical essay assignment (word choice, tone, sentence structure, persuasive appeals, metaphors, comparisons, contrasts, analogies, logical fallacies).</p> <p><b>Discuss style analysis sample pg. 150</b>  <b>Present 3 essay options for rhetorical essay assignment</b>  <b>Hand out specific requirements and instructions for rhetorical essay assignment</b></p> <p><b>Activity (whole group):</b> Students will begin drafting introduction paragraph for rhetorical essay assignment.  Discuss Trunit.com procedures</p> <p><b>Discuss topic sentences</b>  <a href="https://owl.english.purdue.edu/engagement/index.php?category_id=2&amp;sub_category_id=1&amp;article_id=29">https://owl.english.purdue.edu/engagement/index.php?category_id=2&amp;sub_category_id=1&amp;article_id=29</a></p> <p><b>Activity (small group):</b> TBD</p>
<i>Mon, Sep 19</i>	<b>Writing a Rhetorical Analysis, Part II</b>
<i>Wed, Sep 21</i>	<p><b>Documenting Sources</b>  “Documenting Sources (MLA, APA, and More),” <i>Argument!</i>, Chapter 14</p> <p><b>Documenting sources</b>  <b>Discuss MLA documentation requirement and formatting</b>  <b>Activity (whole group):</b> MLA citation and formatting exercise.</p> <p><b>Plagiarism Tutorial at:</b>  <a href="http://www.utdallas.edu/library/help/PlagiarismTutorial/Plagiarism.htm">http://www.utdallas.edu/library/help/PlagiarismTutorial/Plagiarism.htm</a></p>
<i>Fri, Sep 23</i>	<p>Judicial Affairs presentation</p> <p><b>Causal Arguments</b>  “Writing a Causal Analysis,” <i>Argument!</i>, Chapter 7</p> <p><b>Review Turnit.com procedures</b>  Process assignment: Quiz Appropriate Documentation of Source Material</p>
<i>Mon, Sep 26</i>	<p><b>Submit first draft of Rhetorical Analysis to Turnitin.com by 12:59 p.m.</b>  <b>Peer Review Essay 1- Students must bring a hard copy of first draft.</b></p>

Wed, Sep 28	<b>Peer Review - Essay 1</b> <b>*Bring hard copy of first draft to class.</b> <b>Assign readings from Chapter 17</b>
Fri, Sep 30	<b>Peer Review/Conferences - Essay 1</b> <b>*Bring hard copy of reviewed first draft.</b>
Mon, Oct 3	<b>Essay #1: Rhetorical Analysis Due</b> <b>Considering the Arguments of Others</b> <i>"Violent Media or Violent Society?," Argument!, Chapter 17</i> <b>Discuss violent rhetoric in media/and politics</b> <b>Activity:</b> Class was previously divided into 5 groups (3 or 4 per group). Each group was assigned one reading from chapter 17 and they will lead discussion with questions found at the end of each reading. Whole group discussion of "What is 'Violent Rhetoric'?" (pg. 327) <b>Activity/Process assignment:</b> TBD
Wed, Oct 5	<b>Introduction to Visual Arguments, Part 1</b> <i>"Reading, Analyzing, and Using Visuals and Statistics in Argument," Argument!, Chapter 10</i> <b>Discuss different types of visual arguments and how to read them with insight.</b> (Use "Good Advice" chart on pg. 157 as guideline) <b>Activity (small group):</b> TBD <b>Students will present ads they have selected.</b> <b>Hand out and discuss specific requirements and instructions for visual analysis essay.</b>
Fri, Oct 7	<b>Introduction to Visual Arguments, Part II</b>
Mon, Oct 10	<b>Considering Visual Arguments, Part I</b> <i>"The Myth and Reality of the Image in American Consumer Culture," Argument!, Chapter 15</i> <b>Discuss and analyze Kia advertisement</b> <b>Discuss "McDonald's Hit by Happy Meal Toy Ban"</b> <b>Activity:</b> Discussions will be based on rhetorical appeals, audience, purpose of advertisement, as well as on the questions following each ad. Students will write one paragraph addressing several rhetorical devices for one of the ads. <b>Process assignment:</b> TBD

Wed, Oct 12	<p><b>Considering Visual Arguments, Part II</b></p> <p>"The Challenges of Living in a High-Tech, Multimedia World," <i>Argument!</i>, Chapter 16</p> <p><b>Brief discussion on privacy and technology</b></p> <p><b>Discuss "On Facebook Biggest Threat to Your Private Data May Be You"</b> (pg. 304), or obtain a more recent publication on privacy (possibly NSA).</p> <p><b>Activity:</b> Students will analyze reading for thesis, defense of argument, support for claims, tone, appeals, audience, and purpose. They will write a paragraph addressing several rhetorical devices.</p>
Fri, Oct 14	<p><b>Considering Visual Arguments, Part III</b></p> <p><b>Activity:</b> View scene from <i>City Hall</i> and conduct a rhetorical analysis</p> <p><b>Students will view ads (commercials)</b></p> <p><b>Activity:</b> Students will analyze ads for thesis, defense of argument, support for claims, tone, appeals, audience, and purpose</p> <p><b>Present samples of visual analysis essay</b></p> <p><b>Q&amp;A session on visual analysis assignment</b></p>
Mon, Oct 17	<p><b>Submit first draft of visual analysis essay by 12:59 p.m. to Turnitin.com.</b></p> <p><b>Peer Review –Essay 2</b></p>
Wed, Oct 19	<p><b>Peer Review – Essay 2</b></p> <p><b>*Bring hard copy of first draft.</b></p>
Fri, Oct 21	<p><b>Peer Review – Essay 2</b></p> <p><b>*Bring hard copy of reviewed first draft.</b></p>
Mon, Oct 24	<p><b>Problem Solution Arguments</b></p> <p>"Writing the Problem/Solution Essay," <i>Argument!</i>, Chapter 8</p> <p><b>Discuss the problem solution essay as a type of academic essay</b></p> <p><a href="http://spot.pcc.edu/~dramirez/262Writing8/Handouts/Handbook_ProbSolnEssay.pdf">http://spot.pcc.edu/~dramirez/262Writing8/Handouts/Handbook_ProbSolnEssay.pdf</a></p> <p><b>Activity:</b> TBD</p>
Wed, Oct 26	<p><b>Considering the Arguments of Others</b></p> <p><b>Essay #2: Visual Rhetorical Analysis Due</b></p> <p>"Students, Teachers, and Schools in the 21st Century," <i>Argument!</i>, Chapter 19</p> <p>"Freedom of Expression in the 21st Century," <i>Argument!</i>, Chapter 20</p> <p>Punishment, and Health Care," <i>Argument!</i>, Chapter 21</p>

	<b>Activity:</b> Class was previously divided into 5 groups (3 or 4 per group). Each group was assigned one reading from each chapter and they will lead discussion with questions found at the end of each reading.
Thu, Oct 27	<b>**WL Period Ends**</b>
Fri, Oct 28	<b>Considering the Arguments of Others</b>  "Enduring Controversies in a New Age: Abortion, Animal Rights, Capital Punishment, and Health Care," <i>Argument!</i> , Chapter 21
Mon, Oct 31	<b>Writing a Researched Argument, Part I</b> "Planning the Researched Argument," <i>Argument!</i> , Chapter 11 <b>Writing a Prospectus and Annotated Bibliography</b> <b>Discuss Research Proposal examples (pgs. 183-184)</b> Students will use the Subject/Topic/Claim/Proposal format <b>Activity:</b> Students will begin writing a rough draft of the prospectus. <b>Discussion of Annotated Bibliography</b> <a href="http://guides.library.cornell.edu/annotatedbibliography">http://guides.library.cornell.edu/annotatedbibliography</a> <b>Write rough draft (Prospectus)</b>
Wed, Nov 2	<b>Writing a Researched Argument, Part II</b>
Fri, Nov 4	<b>Writing a Prospectus and Annotated Bibliography</b> <b>Discuss Research Proposal examples (pgs. 183-184)</b> Students will use the Subject/Topic/Claim/Proposal format <b>Activity:</b> Students will begin writing a rough draft of the prospectus. <b>Discussion of Annotated Bibliography</b> <a href="http://guides.library.cornell.edu/annotatedbibliography">http://guides.library.cornell.edu/annotatedbibliography</a> <b>Write rough draft (Prospectus)</b>
Mon, Nov 7	<b>Using Sources, Part I</b> "Evaluating and Utilizing Sources," <i>Argument!</i> , Chapter 12 <b>Students will present rough draft of prospectus</b> <b>Activity/Process assignment: Press Conference-</b> Each student will present their topic and research proposal to the class. Class will evaluate if the topic is too narrow or too broad, as well as pose questions that may help guide research. <b>Process assignment: Quiz Initiating Academic Research</b>
Wed, Nov 9	<b>Using Sources, Part II</b>

<i>Fri, Nov 11</i>	<b>Prospectus Due (Submit to Turnitin.com)</b> <b>Using Sources, Part III</b> <b>Continuation of Press Conference</b> <b>Q&amp;A on sources</b>
<i>Mon, Nov 14</i>	<b>Using Sources, Part IV</b> <b>Activity: TBD</b>
<i>Wed, Nov 16</i>	<b>Drafting and Revising Research Essays, Part I</b> "Drafting and Revising the Research Argument," <i>Argument!</i> , Chapter 13 Assign readings for chapters, 22,23,24 <b>Process assignments: Quiz Argumentative Essays</b>
<i>Fri, Nov 18</i>	<b>Annotated Bibliography Due (Submit to Turnitin.com)</b> <b>Drafting and Revising Research Essays, Part II</b> <b>Grammar, Mechanics, and Style Review</b> <b>Considering the Arguments of Others</b> "Marriage and Gender Roles: Changing Attitudes vs. Traditional Values," <i>Argument!</i> , Chapter 22 "Arguing about Science and Religion: Policy, Politics, and Culture," <i>Argument!</i> , Chapter 23 "Competing Perspectives on the American Economic and Financial Crisis," Chapter 24 <b>Activity:</b> Class was previously divided into 5 groups (3 or 4 per group). Each group was assigned one reading from chapter 22, 23, and 24. Students will lead discussion with questions found at the end of each reading.
<i>Nov 21-26</i>	<b>No Class – Fall and Thanksgiving Break</b>
<i>Mon, Nov 28</i>	<b>Considering the Arguments of Others</b> "Marriage and Gender Roles: Changing Attitudes vs. Traditional Values," <i>Argument!</i> , Chapter 22 "Arguing about Science and Religion: Policy, Politics, and Culture," <i>Argument!</i> , Chapter 23 "Competing Perspectives on the American Economic and Financial Crisis," <i>Argument!</i> , Chapter 24
<i>Wed, Nov 30</i>	<b>Peer Review Essay 3</b> <b>Submit first draft of the academic research essay by 12:59 p.m. to Turnitin.com.</b>



	<b>*Bring hard copy of first draft.</b>
<i>Fri, Dec 2</i>	<b>Peer Review Essay 3</b> <b>*Bring hard copy.</b>
<i>Mon, Dec 5</i>	<b>Peer Review Essay 3</b> <b>*Bring hard copy of reviewed second draft.</b>
<i>Wed, Dec 7</i>	<b>Course wrap-up</b> <b>Essay #3: Academic Research Essay due by 11:59 p.m.</b>

### Grading

Essay #1: Rhetorical Analysis	20%
Essay #2: Visual Rhetorical Analysis	20%
Essay #3: Academic Research Essay	25%
Prospectus and Annotated Bibliography (Research Essay)	5%
Peer Reviews (3)	10%
Process	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. I will use a grading rubric for each major assignment.

### Assignment Descriptions

#### Process Grade

Your process grade will consist of 4 quizzes worth 10 points each, 3 timely submissions of a first draft to Turnitin.com worth 10 points each (failure to bring a hard copy to peer review will result in a 5 point penalty), and 3 short writing assignments worth 10 points each.

#### Peer Review

For each major assignment we will have 3 peer review sessions prior to the submission of the final draft. In order to have a balanced and fair peer review session, everyone is required to bring a hard copy of their revised draft to every session. As stated above, failure to do so will result in a 5 point deduction of your process grade. Also, you must submit your peer review

feedback document on the date you are to submit the final draft of a major assignment. Failure to submit your feedback form will affect your peer review score.

### Peer Review Feedback Forms

Due Dates:

Essay 1: October 3<sup>rd</sup>

Essay 2: October 26<sup>th</sup>

Essay 3: December 7<sup>th</sup>

### **\*\*Important\*\***

All of the following assignments must be submitted to Turnit.com by the stipulated due date and time.

Proof-read your work and make sure it is free of grammatical errors before you submit it.

First (rough) and final drafts must be submitted to Turnit.com.

### **Essay #1: Rhetorical Analysis**

Length: 1000-1250 words (not including Works Cited)

Format: MLA

Font: 12-point, double spaced

Source limit: One (1) source minimum

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

You must submit your paper to Turnit.com by due date.

**First draft due date:** September 26<sup>th</sup> by 1:59 p.m.

**Final draft due date:** October 3<sup>rd</sup> by 11:59 p.m.

**Late Policy:** You have until 11:59 p.m. of October 3<sup>rd</sup> to submit your final draft to Turnitin.com. You will receive a full grade deduction for every day it is late.

You will choose a short essay or article (from a total of two or three selected by your instructor) and you will write an analysis of the rhetorical strategies and techniques used by the author in constructing the 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.

Your rhetorical analysis essay should address the rhetorical strategies employed by the author (Sections Understanding Arguments” and “Writing Arguments” offer rhetorical information and guidelines). Among the things you should include in your essay are:

- Your thesis or argument about the elements of rhetoric found in the article
- Appeals (effective/ineffective)
- Logical fallacies
- Tone
- Rhetorical Strategies (not all, but enough to support your argument)
- Accompany rhetorical information with examples from the text
- Brief summary (should you decide to include one)
- How successful are the strategies implemented in persuading a particular audience

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)

Format: MLA

Font: 12-point, double spaced

Source limit: Two (2) sources minimum

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

**First draft due date:** October 17<sup>th</sup> by 1:59 p.m.

**Final draft due date:** October 26th by 11:59 p.m.

**Late Policy:** You have until 11:59 p.m. of October 26<sup>th</sup> to submit your essay to Turnitin.com. You will receive a full grade deduction for every day it is late.

For this assignment, choose an image or visual advertisement and you will analyze its features to discover a deeper meaning. Your essay will illuminate this meaning thereby helping your audience understand your interpretation of the image. By addressing rhetorical strategies (i.e., appeals, tone,) you will be able to present a rhetorical analysis of the image.

Refer to Chapter 10 of *Argument!* for additional guidance. Use the “Good Advice” box on page 157 as a guide. If for, example, you are analyzing an advertisement, you should consider these questions:

- What product or service is being advertised?
- Who seems to be the targeted audience?  
(Identifying the targeted audience will make it easier for you to analyze the strategies used in the advertisement and if they are appropriate for that particular audience; in other words, you will be able to determine if the strategies used persuade the audience. Consequently, you will also be able to determine if the advertisement is effective or ineffective.)
- 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?

### **Essay #3: Academic Research Essay**

Length: 1500-2000 words (not including Works Cited)

Format: MLA

Font: 12-point, 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.

**First draft due date:** November 30<sup>th</sup> by 1:59 p.m.

**Final draft due date:** December 7th by 11:59 p.m.

**Late Policy:** You have until 11:59 p.m. of December 7th to submit your essay to Turnitin.com.

**\*\*Late submissions will not be accepted\*\***

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

Format: MLA

Font: 11 or 12-point font, double-spaced

**Due:** November 11<sup>th</sup>

You must submit your prospectus to Turnitin.com by due date.

**Late Policy:** You have until 11:59 p.m. of November 11<sup>th</sup> to submit your prospectus to Turnitin.com. You will receive a 10 point penalty for every day it is late.

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. Please use the Subject/Topic/Claim/Research Proposal model found on page 183.

Please consider the following guide questions to help you in your process.

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**

Sources: Five (5) entries minimum

Format: MLA format for annotated bibliographies

Length: 100- to 125- word entries

**Due:** November 18<sup>th</sup>

You must submit your paper to Turnitin.com by due date.

**Late Policy:** You have until 11:59 p.m. of November 18<sup>th</sup> to submit your prospectus to Turnitin.com. You will receive a 10 point penalty for every day it is late.

You can find additional information and examples on annotated bibliographies at:

<http://guides.library.cornell.edu/annotatedbibliography>

You will write an annotated bibliography of at least 3 scholarly (e.g., *Journal of the American Medical Association*) and 2 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**

Each student is allowed four (4) 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 4 (e.g., 7 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 10 minutes late to class. *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*

### **Class Participation**

Participation is highly encouraged. It represents 5% of your final grade; although it may not seem significant, it could easily represent the difference between an "A" and a "B."

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

Participation in this course does not include doing work unrelated to this course during class, sleeping in class, or using 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. (Late policy will vary by assignment.)**

### **Personal Communication Devices**

Turn off all cell phones, pagers, and other personal communication devices before the start of class. Do not use such devices during class. No exceptions. Consistent use of cell phones (texting or gaming) will affect your final grade.

### **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 1302.016. 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): \_\_\_\_\_

