

RHET 1302: Rhetoric

Fall 2016

RHET 1302, Mon-Wed-Fri

Section 004: 10:00-10:50am in [JO 3.532](#)

Section 011: 12:00-12:50pm in [JO 3.906](#)

Section 015: 1:00-1:50pm in [JO 3.908](#)

Section 018: 2:00-2:50pm in [JO 3.908](#)

Dr. Sara Keeth

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Office Number: [JO 5.410B](#)

Office Hours: [MWF 11-11:50am](#), or by apt

Class meets Aug 22-Dec 7

No class meeting 9/5, 11/21-25, or conference days listed below

This syllabus, in a nutshell:
Respect others. Come to class. Do the work.
(And always bring your draft.)

Note: All matters associated with this course are subject to change at the instructor's discretion. Changes to the syllabus 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. **You will write—a lot.** 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.

My goal is for you to do many drafts of each major essay. You will have writing due every week. By doing many drafts, you will avoid painful last-minute writing, and you will produce final drafts of much higher quality that you would otherwise. Students generally find this method to be both helpful in improving their writing and far less stressful than writing everything at the last minute.

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!*. 2nd edition. McGraw-Hill Higher Education, 2015. ISBN: 978-1-259-74111-1.

Requirements for class: You are required to bring your book and a hard copy of your current paper draft to each class meeting. PLAN AHEAD.

There are computer labs on campus where you may print your drafts. If you do not have your book and your draft, I may ask you to leave and you may be counted absent.

You will also need a folder to keep handouts in, and paper and pencil/pen for each class meeting.

Daily Schedule:

Every Monday:

1. Read the assigned chapters.
2. Take the online quiz before- [midnight the night before coming to class](#).
3. Bring your current draft (a hard copy, printed out) and your book to class.
**There are three weeks scheduled for writing conferences.
 You still have readings and a quiz due online on those weeks.*

Every Wednesday:

1. Revise your draft and turn it in online before- [midnight the night before coming to class](#).
2. Print out the revised draft and bring it (along with your book) to class.

Every Friday:

1. Do the assigned reading (if applicable)
2. Bring your current draft (a hard copy, printed out) and your book to class.
3. Be prepared to participate in (or lead) discussion over the reading.

<i>Mon Aug 22</i>	Introduction to the Course In class: Diagnostic essay Course syllabus and class expectations
<i>Wed Aug 24</i>	Introduction to rhetoric and rhetorical analysis: Lincoln's Gettysburg address
<i>Fri Aug 26</i>	Discussion of the basics of writing: organization, development, style, thesis Read: employer survey from "Raising the Bar: Employers' Views on College Learning in the Wake of the Economic Downturn"
<i>Mon Aug 29</i>	Read: plagiarism website, "The Basics of Argument," <i>Argument!</i> , Chapter 1 *take the reading quiz online-includes syllabus quiz
<i>Wed Aug 31</i>	Due: Zero Draft: Rhetorical Analysis

<i>Fri Sep 2</i>	<p>Read: -Speech critique, Steve Jobs (Stanford 2005) by Andrew Dlugan http://sixminutes.dlugan.com/video-critique-steve-jobs-stanford-2005/ “Donald Trump May Sound Like a Clown, but He Is a Rhetoric Pro Like Cicero” https://thinkprogress.org/donald-trump-may-sound-like-a-clown-but-he-is-a-rhetoric-pro-like-cicero-ac40fd1cda79#.1nc2d1o4w</p> <p>In class: How can we dispassionately analyze a topic when we feel very strongly (positively or negatively) about it?</p>
<i>Mon Sep 5</i>	LABOR DAY – NO CLASS MEETING
<i>Wed Sep 7</i>	<p>Due: first draft: rhetorical analysis In-class: peer review Sign up for writing conference time.</p>
<i>Fri Sep 9</i>	<p>Writing conferences with me individually. Our meeting counts as your class attendance for today. No class meeting.</p>
<i>Mon Sep 12</i>	<p>Writing conferences with me individually. Our meeting counts as your class attendance for today. No class meeting.</p> <p>Read: “Writing a Rhetorical Analysis,” <i>Argument!</i>, Chapter 9 Read: “Responding Critically to the Arguments of Others,” <i>Argument!</i>, Chap. 2 *quiz online</p>
<i>Wed Sep 14</i>	Due: Revision plan, rhetorical analysis
<i>Fri Sep 16</i>	Long Read: Ta-Nehisi Coates’ “The Case for Reparations”
<i>Mon Sep 19</i>	<p>Read: “Refuting an Argument,” <i>Argument!</i>, Chapter 5 “Taking a Position,” <i>Argument!</i>, Chapter 6 *quiz online</p>
<i>Wed Sep 21</i>	<p>Due: Final draft, rhetorical analysis (<i>Yes, you still bring a hard copy of your final draft to class.</i>) TBD: Writing Center Workshop: Visual Analysis</p>
<i>Fri Sep 23</i>	<p>Read: Aristotle on Enthymeme In class: enthymemes and syllogisms</p>
<i>Mon Sep 26</i>	<p>Reading, Analyzing, and Using Visuals and Statistics in Argument,” <i>Argument!</i>, Chapter 10 “Writing Effective Arguments,” <i>Argument!</i>, Chapter 3 *quiz online</p>
<i>Wed Sep 28</i>	Due: zero draft, visual rhetoric analysis
<i>Fri Sep 30</i>	<p>Read: “Writing About Film” handout by Duke University Watch: “Michael Bay: What is Bayhem?” by Every Frame a Painting https://youtu.be/2THVvshvq0Q In class: Introduction to Visual Arguments</p>

<i>Mon Oct 3</i>	Read: "The Myth and Reality of the Image in American Consumer Culture," <i>Argument!</i> , Chapter 15 *quiz online
<i>Wed Oct 5</i>	Due: first draft, visual rhetoric analysis In class: peer review Sign up for writing conference time.
<i>Fri Oct 7</i>	Individual writing conferences with professor. No class meeting.
<i>Mon Oct 10</i>	Individual writing conferences with professor. No class meeting. Read: "Writing a Causal Analysis," <i>Argument!</i> , Chapter 7 "Violent Media or Violent Society?," <i>Argument!</i> , Chapter 17 *quiz online
<i>Wed Oct 12</i>	Due: Revision plan, visual rhetoric analysis.
<i>Fri Oct 14</i>	Read: In-class: TBD
<i>Mon Oct 17</i>	Read: "The Challenges of Living in a High-Tech, Multimedia World," <i>Argument!</i> , Chapter 16. *quiz online
<i>Wed Oct 19</i>	Due: final draft, visual rhetorical analysis In class: final draft review; what is an annotated bibliography?
<i>Fri Oct 21</i>	Read: Peggy Macintosh's "White Privilege: Unpacking the Invisible Knapsack" https://www.deanza.edu/faculty/lewisjulie/White Priviledge Unpacking the Invisible Knapsack.pdf In class discussion: Can a list be an argument?
<i>Mon Oct 24</i>	Read: Your sources for your annotated bibliography *brief feedback quiz online
<i>Wed Oct 26</i>	Due: Annotated bibliography, research essay AND Due: Proposal, research essay
<i>Fri Oct 28</i>	Read: Halloween TBD
<i>Mon Oct 31</i>	Read: "Writing the Problem/Solution Essay," <i>Argument!</i> , Chapter 8 "Planning the Researched Argument," <i>Argument!</i> , Chapter 11 *quiz online
<i>Wed Nov 2</i>	Due: zero draft, research essay
<i>Fri Nov 4</i>	Library/Writing Center workshop: TBD
<i>Mon Nov 7</i>	Read: "Documenting Sources (MLA, APA, and More)," <i>Argument!</i> , Chapter 14 Read: "Evaluating and Utilizing Sources," <i>Argument!</i> , Chapter 12 *quiz online

<i>Wed Nov 9</i>	Due: first draft, research essay In class: peer review Sign up for writing conferences
<i>Fri Nov 11</i>	Individual writing conferences No class meeting
<i>Mon Nov 14</i>	Individual writing conferences No class meeting “More about Argument: Induction, Deduction, Analogy, and Logical Fallacies,” <i>Argument!</i> , Chapter 4 *quiz online
<i>Wed Nov 16</i>	Due: revision plan, research essay
<i>Fri Nov 18</i>	Read: study hacks TBD In-class: College writing and effective time management
	FALL BREAK/THANKSGIVING BREAK: NOV 21-25
<i>Mon Nov 28</i>	Read: “Drafting and Revising the Research Argument,” <i>Argument!</i> , Chapter 13 *quiz online
<i>Wed Nov 30</i>	Due: final draft, research essay In-class: final draft review, writing on the internet
<i>Fri Dec 2</i>	In-class: writing on the internet Read: “Breaking Down the Problem with Mansplaining (And Other Forms of Privileged Explaining)” by R. Nithya http://everydayfeminism.com/2014/12/the-problem-with-privilege-explaining/ “On the Condition of Anonymity: Disembodied Exhibitionism and Oblique Trolling Strategies” by Demetrios Jason Lallas *contains strong language “Writing Well, Part 4: Trolling” by Sirlin on Game Design http://www.sirlin.net/articles/writing-well-part-4-trolling
<i>Mon Dec 5</i>	In-class: business and professional writing *brief feedback quiz online
<i>Wed Dec 7</i>	In-class: business and professional writing Course Wrap-up/Review
	No final exam.

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: includes quizzes, in-class writing, and leading discussion	10%
Participation & Professionalism	10%
Total	100%

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

Final Grades: I like to say that I don't give grades: you earn them. Your final letter grade is simply a record of what you did in the class – your persistence in attendance, what you remembered to turn in, the quizzes you took, the peer review you showed up for. It is not an overall judgment of your intelligence or your worth as a human being—that can never be reflected by a final grade.

Ways you can improve your final grade, even if you think you aren't a good writer:

1. Show up.
2. With your draft and your book.
3. On time, every time.
4. Turn in every single draft, on time.
5. Complete every single quiz.
6. Take notes on the readings.
7. Pay attention in class. Engage.
8. Put your phone away—be present.
9. Do as much bonus work as possible.
10. Be teachable.

Essay & Draft Grades:

In order to focus on giving you meaningful feedback, my grading process has been simplified: if you turn in your draft on time, meeting the assignment description and the draft criteria, you will receive a default “B” score for the draft or part of the essay. If your work is exemplary (demonstrates excellent and impressive writing, as well as remarkable and original thought), it will receive an “A” as appropriate. Drafts that are too short or do not meet the draft criteria will receive “C” or lower grades. For the drafts, I will focus on ABCD grades rather than plus/minus grades.

Draft descriptions:

<i>zero draft:</i> More than a free write. The draft that appears before the first draft. At least half of the length of the final paper. Casual, unedited format.
<i>first draft:</i> A first draft is the best draft that you can produce at this point in the writing process. Should reach final word length . Clean, edited, MLA format, scholarly prose.
<i>revision plan/notes:</i> A description of how you plan to revise your paper, based on the feedback you have received. See also the “Writing Feedback Worksheet” on eLearning. Clean but casual format. At least 250 words.
<i>final draft:</i> The best draft you can produce. Clean, edited, MLA format, scholarly prose. Your most polished work. Reaches final word length.

For each major essay, your essay grade is made up of the four drafts:

Zero draft: 15%

First draft: 30%

Revision Plan: 15%

Final draft: 40%

Assignment Descriptions

(Note: You must submit all major assignments to eLearning/TurnItIn by [midnight the night before](#) the due date.)

Essay #1: Rhetorical Analysis

Length: 1000-1250 words (not including Works Cited) in MLA format, 12-point font

Source limit: One (1) source minimum

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

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 (one primary and one secondary)

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

The Visual Rhetorical Analysis assignment asks you to select a 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 produce 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.

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 (of which at least three must be peer-reviewed/scholarly) 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/Proposal

Length: One page (250 words) or more describing your plan for the paper. See "the worksheet "Writing the Proposal" on eLearning. MLA format, 11 or 12-point font, double-spaced.

This is an important moment in the research process. How well you've crafted your research questions will significantly influence the success of your project. You can change your mind later, but for now, write a brief proposal that outlines your research plan. In writing this plan, please consider the following questions:

1. What is your tentative thesis/claim (overall argument, or position)?
2. What are additional questions that most interest you and might help you develop your claim?
3. What might be some additional ideas that back up/support your claim (reasons)?
4. What prior beliefs, assumptions, preconceptions, ideas, or prejudices might be brought to this project (warrants)?
5. What personal experiences may have shaped the way you feel?

Source: Ballenger, Bruce. *The Curious Researcher*. New York: Longman, 2007.

Annotated Bibliography

A list of your sources. For each source, include one paragraph of your summary and assessment. Clean and edited MLA format; scholarly prose.

Visit the OWL at Purdue <http://owl.english.purdue.edu/owl/resource/614/1/> for more instructions and examples of annotated bibliographies.

Length: Five (5) entries minimum, MLA format for annotated bibliographies, 100- to 125- word entries

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. *You may 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>.]

Quizzes:

Quizzes will be provided online for each Monday reading. They must be completed before ~~class~~ [time12:01am](#) on Monday, even on conference days. Set a reminder alarm for yourself. You may take each quiz as many times as you like in order to increase your score (until the deadline).

Leading Discussion:

You will sign up for three (3) slots—one Friday reading and two Monday readings-- to lead discussion over an assigned reading for five (5) minutes. When you lead discussion, you will need to do the following:

- Read the material provided in detail.
- Take responsibility for guiding the discussion to focus on rhetorical techniques or rhetorical analysis in the reading (rather than the subject of the reading). **For example:** focus on how Ta-Nehesi Coates uses logo, pathos, and ethos rather than on his topic of reparations.
- Choose an aspect of the reading/argument that you find interesting, unpack/explain it, and suggest issues/questions for further discussion. For example:

“On page 100, [author’s name] says [interesting or provocative quote]. I find this interesting because [your reasons]. How might this statement reveal the author’s bias/intent/use of rhetorical technique?”

- Again - keep the focus on the rhetoric, not the topic.
- Ask yourself: “Why did Dr. Keeth assign this reading? What am I supposed to learn about rhetoric from this reading?” Then design your discussion questions accordingly.

See the handout “asking better questions” for ideas on asking better discussion questions. You may give me a hard copy of your discussion questions if you choose to do so.

You have the option to write on the board, provide an outline or handouts, or even give a short reading quiz or two-minute response paper—or none of these--if you so choose.

You must be present to lead discussion on the day you sign up for in order to receive credit. If you have items to give me, you must give them to me during the class period when you lead discussion. Leading discussion counts the same as a quiz grade. I will score this element the way I grade drafts: meeting the assignment description = B.

Course Policies

Difficult Topics: Writing encompasses the human experience. Some texts refer to sensitive topics including violence and abuse. If any of the texts discussed in class cause you personal distress or bring up memories of trauma, please speak to me during office hours and seek help from the Counseling Center.

Difficult Times:

At some point, everyone has a bad semester. Please talk to me (and to your advisor, and to your other professors) before it gets worse. Don’t ghost on me. I care about what happens to you.

That said, I’m not a trained counselor. Here are some resources with people who are better equipped than I am:

UTD Counseling Center: 972-883-2575 (office), 972-UTD-TALK (after-hours helpline)

Text/chat support for depression, loneliness, etc: <http://www.7cups.com/> (also an app)

Suicide hotline: 1-800-273-8255 (press 1 for veterans’ line)

Dating abuse/domestic violence: 1-800-799-7233

Eating disorders: 1-800-931-2237

Cutting/self harm: 800-366-8288

LGBTQ support: 866-488-7386

Veterans in crisis line: 1-800-273-8255

Syllabus: It is your responsibility to keep up with the readings on this syllabus. Reading and writing assignments due dates are subject to change (with advance notice).

If you miss class, it is your responsibility to find out what was discussed, and whether any changes to the syllabus or due dates were announced in class. Make a friend! Please do not ask your professors whether you “missed anything important” on the day you were absent. (You did.)

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.

In other words: the attendance policy is not negotiable. You must attend class, both in body and in mind, in order to do well.

Each student is allowed three (3) absences, no questions asked. Save them for when you really need them. Your final grade will suffer a 2% reduction for each absence you accumulate over three (e.g., 7 absences = 8% 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.

Track your own attendance for your classes. Please do not ask me how many “skips” you have used.

Please be on time. I will note tardies at three minutes past the start of class. Four tardies = one absence. Missing more than 20% of class (beginning, middle, or end) equals an absence.

Absences may be excused per UTD policy; for example, if you have a doctor's note, religious holiday, a note from a UTD group coach or sponsor, or an obituary notice from a family member. Please notify me in advance whenever possible.

PLEASE NOTE: We will have three scheduled conference days to discuss your papers. You are required to sign up for a time to meet with me individually. Missing your scheduled conference time (or neglecting to schedule a time) counts as an absence.

Bring your draft to class: This class is a writing lab, and we will work on your current paper draft in each class meeting. In order to participate in class, you must bring a hard copy of your current draft. **If you do not have your draft, you will be asked to leave class to go print it out—and tardy and absence policies will still apply. No draft, no class.** Put a reminder in your phone or your calendar to print out your draft in advance, once a week.

It's due when it's due: Your drafts are due on TurnItIn.com via eLearning [by midnight the night before](#) on the day that the syllabus says they are due. If TurnItIn is not working, email the draft to me. If the internet is down, bring a hard copy to class. If your computer is broken, there are multiple computer labs on campus (one is right outside our classroom). If there is no electricity, handwrite your draft and bring it to class. Your draft is due when it's due. **That said:**

Two Days of Grace: Each of you receives two days of grace from me for use on the online drafts of your essays. Use this when you need it most: two of your drafts could be submitted one day late, or one draft could be two days late. Days will not be “pro-rated”: If you turn in a draft twenty minutes late, you have used one day. If you turn in a draft 36 hours late, you have used two days. After you have used your two days, your late work will be penalized (typical penalty is to drop a letter grade for every day late). This policy does not apply to hard copies of your draft for in-class work.

There is no make-up work for any quizzes or in-class assignments which may occur. If you are absent and the absence is not covered under “excused absences,” you will receive a zero for any in-class quiz or work you miss.

Participating in Class discussion: I want to point out that participating in class discussion is a large percentage of your grade. Please put as much effort into class discussion as you do into other parts of the course. Bringing your reading notes to class is a great way to remember the main points and questions you have about a text.

How to contact me: E-mail is the best way to contact me with questions about the course or assignments. I will do my best to answer all e-mail messages within 48 hours, Monday-Friday. Please feel free to come to my posted office hours or to set up a meeting time if you have another class during my office hours.

If you have questions about an assignment that is due, you should know that your assignment due date will not change, whether you receive a reply from me or not.

Phones: Be respectful. Texting in class is rude. Take the opportunity to break the habit now. Class is only 50 minutes long; please check your text messages before or after class and not during class time. If you text or are otherwise distracted by your devices during class you may be counted absent. Texting, tweeting, snapping, gramming, catching Pokemon, etcetera, etcetera, etcetera is likewise prohibited during class unless it is part of a class exercise or specifically approved by the instructor. Recording of class is prohibited unless you have the approval of the instructor.

Computer Policy: I love technology! However, recent studies suggest the following:

1. Students who bring laptops to class perform worse (on average) than their non-laptop using peers, and are much less likely to pay attention in class.
 - A. <http://ssrn.com/abstract=1078740>
 - B. <http://www.winona.edu/psychology/media/friedlaptopfinal.pdf>
2. Even the smartest college students suffer academically when they use the Internet in class for non-academic purposes:
 - A. <https://www.sciencedaily.com/releases/2014/06/140617112218.htm>
3. Students who take notes with pen & paper perform better on exams than students who type their notes:
 - A. <http://chronicle.com/blogs/wiredcampus/taking-notes-by-hand-benefits-recall-researchers-find/51411>

- B. <http://pss.sagepub.com/content/early/2014/04/22/0956797614524581.abstract>
- 4. Texting during class interrupts learning and reduces performance (AKA grades):
 - A. <https://www.sciencedaily.com/releases/2015/06/150604141531.htm>
 - B. <https://www.sciencedaily.com/releases/2012/04/120404101822.htm>

My goal as a teacher is for you to learn. I want to help you perform better in class. For those reasons, ***please keep your laptops closed unless directed otherwise.*** Exceptions may be made for accessibility.

Disability accommodations: If you anticipate accessibility issues related to the format or requirements of the course, please meet with me so we can discuss solutions. If you plan to use reasonable accommodations, you must register and self-identify through the established process.

Academic Integrity

"If you cheated on that in the dark of the morning, well, you're going to get found out now, under the bright lights." — Joe Frazier, undisputed world heavyweight champion boxer (1944-2011)

Writing is thinking. If you aren't doing your own work, you aren't learning. **If you need help with citations, please contact your instructor or the Writing Center.**

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. **If you are having trouble, please talk to me before the problem gets any worse.**

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/>

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>.

The Writing Center in [MC 1.206](#)

This is a writing class. You have a free resource on campus to help you with writing. Pssst... It's on the bottom floor of the library, and online at <http://www.utdallas.edu/studentsuccess/writing>.

The writing center can help you in two big ways:

1. Workshops, where you not only become a better writer, but also get bonus points for this class.
2. Individual appointments, where you can get one-on-one help with your writing.

From the Writing Center:

Typically, the concerns that students bring to the Center include but are not limited to:

- *Finding a topic for a paper*
- *Organizing ideas and clarifying thoughts*
- *Drafting and revising papers*
- *Documenting sources*
- *Preparing for essay exams*

At the Writing Center, we will help you identify the strengths and weaknesses of your paper and discuss strategies for improvement with you. We will also address any questions you have about the rules and conventions related to your writing assignment.

Because the help we provide is intended to foster independence, we do not proofread or edit papers. However, we will help you improve your proofreading and editing skills.

Individual Appointments:

Make an appointment online at <http://www.utdallas.edu/studentsuccess/writing/index.html> or by calling 972.883.6736.

Before you go, print out the checklist at

http://www.utdallas.edu/studentsuccess/doc/writingC/WC_StudentChecklist.pdf

(it's also on our class eLearning page). This will help your writing consultant help you.

Writing Center Workshops

The writing center offers workshops such as the Collegiate Writing Workshop Series, 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.

Workshop Options may include RHET 1302 workshops, the English Writing hour, Collegiate Writing workshop series, the Undergraduate Writing and Research Series, or the individual Sentence Basics Tutorial or the Transitioning to College Writing Tutorial. (~~Fall 2016~~Fall 2016 schedule TBA)

For the individual Sentence Basics or Transitioning to College Writing workshops, make a normal appointment, but make sure they know that you are looking for a specific tutorial by writing the title in the comments or telling them over the phone when you make the appointment.

BONUS POINTS #1: You may earn 1 bonus point on your final grade for each of the Writing Center workshops you attend. One workshop = one point. Arrive early; space is limited. Be sure you

sign in and stay the whole time in order to receive credit. You must bring me documentation that you attended the workshop in order to receive credit (your notes, signed by the workshop instructor, are a good choice). You may earn **up to five points (five workshops) on your final grade** for workshops.

BONUS POINTS #2: You may earn 0.5 bonus points on your final grade for each of the times you meet individually with a tutor at the Writing Center. Two meetings = one point. You must bring me documentation that you met with a Writing Center Tutor in order to receive credit (ask your tutor for this documentation). You may earn **up to eight points (sixteen meetings) on your final grade** via individual meetings.

Bonus points are an excellent way to make up for excessive absences. There are no other bonus opportunities.

I'm looking forward to a productive semester where each of you experiences significant improvement on your writing skills. That improvement will be in proportion to your dedication to the class. Take advantage of this opportunity to work hard and improve. Improvement in your writing skills will pay off for you throughout both your academic career and your career in your chosen profession.

I have read and understood the policies for RHET 1302. I agree to comply with the policies for the ~~Fall 2016~~ Fall 2016 semester. I realize that failure to comply with these policies will result in a reduced grade in 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): _____