

RHET 1302: Rhetoric COURSE SYLLABUS

Spring 2017	Course Instructor: Sharron Wilkins Conrad
Section 009	Email: swc071000@utdallas.edu
MWF 11-11:50 a.m.	Office Number: JO 3.602
Class location: 3.908	Office Hours: Mon. 10-11 a.m. and by appt.

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.

Websites

Major assignments will be submitted to [Turnitin.com](http://turnitin.com). We will also use eLearning: <http://elearning.utdallas.edu>

Spring 2017 Assignments and Academic Calendar

Mon, Jan 9	Introduction to the Course **Diagnostic Essay** Course syllabus and class expectations Discussion of the basics of writing: organization, development, style, thesis
Wed, Jan 11	Understanding Arguments, Part I “The Basics of Argument,” <i>Argument!</i> , Chapter 1
Fri, Jan 13	Understanding Arguments, Part II Continuation of the January 11 th class <u>Quiz #1: Syllabus and Chapter 1</u>
Mon, Jan 16	Dr. Martin Luther King, Jr. Holiday – No Class
Wed, Jan 18	Understanding Arguments, Part III “Responding Critically to the Arguments of Others,” <i>Argument!</i> , Chapter 2
Fri, Jan 20	Understanding Arguments, Part IV Continuation of the January 18 th class
Mon, Jan 23	Grammar, Mechanics, and Style
Wed, Jan 25	Writing Arguments, Part I “Writing Effective Arguments,” <i>Argument!</i> , Chapter 3
Fri, Jan 27	Writing Arguments, Part II “Refuting an Argument,” <i>Argument!</i> , Chapter 5 <u>Quiz #2: Grammar 101</u>
Mon, Jan 30	Writing Arguments, Part III “Taking a Position,” <i>Argument!</i> , Chapter 6
Wed, Feb 1	Writing Arguments, Part IV “More about Argument: Induction, Deduction, Analogy, and Logical Fallacies,” <i>Argument!</i> , Chapter 4
Fri, Feb 3	Writing a Rhetorical Analysis, Part I “Writing a Rhetorical Analysis,” <i>Argument!</i> , Chapter 9

Mon, Feb 6	Writing a Rhetorical Analysis, Part II Continuation of the February 5 th class
Wed, Feb 8	Documenting Sources “Documenting Sources (MLA, APA, and More),” <i>Argument!</i> , Chapter 14 <u>Quiz #3: Documenting Sources, Recognizing Plagiarism and Chapter 14</u>
Fri, Feb 10	Causal Arguments “Writing a Causal Analysis,” <i>Argument!</i> , Chapter 7
Mon, Feb 13	Student Conferences with Instructor – Essay #1 Draft of Essay #1 due by 9 a.m. on Turnitin.com
Wed, Feb 15	Student Conferences with Instructor – Essay #1
Fri, Feb 17	Peer Review – Essay #1
Mon, Feb 20	Essay #1: Rhetorical Analysis Due by 9 a.m. on Turnitin.com
Mon, Feb 20	Considering the Arguments of Others “Violent Media or Violent Society?,” <i>Argument!</i> , Chapter 17 “Arguing about Politics: the Good, the Bad, and the Ugly,” <i>Argument!</i> , Chapter 18
Wed, Feb 22	Introduction to Visual Arguments, Part I “Reading, Analyzing, and Using Visuals and Statistics in Argument,” <i>Argument!</i> , Chapter 10 <u>Quiz #4: Revisiting Thesis Statements and Essay Structure</u>
Fri, Feb 24	Introduction to Visual Arguments, Part II Continuation of the February 22 nd class
Mon, Feb 27	Considering Visual Arguments, Part I “The Myth and Reality of the Image in American Consumer Culture,” <i>Argument!</i> , Chapter 15
Wed, Mar 1	Considering Visual Arguments, Part II “The Challenges of Living in a High-Tech, Multimedia World,” <i>Argument!</i> , Chapter 16
Fri, Mar 3	Considering Visual Arguments, Part III
Mon, Mar 6	Student Conferences with Instructor – Essay #2 Draft of Essay #2 due by 9 a.m. on Turnitin.com
Wed, Mar 8	Student Conferences with Instructor – Essay #2
Fri, Mar 10	Peer Review – Essay #2

Mar 13-18	Spring Break – No Class
Mon, Mar 20	Problem Solution Arguments “Writing the Problem/Solution Essay,” <i>Argument!</i> , Chapter 8
Wed, Mar 22	Essay #2: Visual Rhetorical Analysis Due by 9 a.m. on Turnitin.com Considering the Arguments of Others “Students, Teachers, and Schools in 21st Century,” <i>Argument!</i> , Chapter 19 “Freedom of Expression in the 21st Century,” <i>Argument!</i> , Chapter 20 “Enduring Controversies in a New Age: Abortion, Animal Rights, Capital Punishment, and Health Care,” <i>Argument!</i> , Chapter 21
Fri, Mar 24	Considering the Arguments of Others Continuation of the March 22 nd class
Mon, Mar 27	Writing a Researched Argument, Part I “Planning the Researched Argument,” <i>Argument!</i> , Chapter 11 **WL Period Ends**
Wed, Mar 29	Writing a Researched Argument, Part II Continuation of the March 27 th class
Fri, Mar 31	Writing a Prospectus and Annotated Bibliography
Mon, Apr 3	***Library Tour*** – Meet in McDermott Library Lobby
Wed, Apr 5	Using Sources, Part I “Evaluating and Utilizing Sources,” <i>Argument!</i> , Chapter 12 <u>Quiz 5: McDermott Library Review and Revisiting MLA Formatting</u>
Fri, Apr 7	Using Sources, Part II
Mon, Apr 10	Using Sources, Part IV
Wed, Apr 12	Prospectus and Bibliography Due by 9 a.m. on Turnitin.com <u>Bring a hard copy of the Prospectus and Bibliography to class.</u>
Wed, Apr 12	Drafting and Revising Research Essays, Part I “Drafting and Revising the Research Argument,” <i>Argument!</i> , Chapter 13
Fri, Apr 14	Drafting and Revising Research Essays, Part II Continuation of the April 12 th class Grammar, Mechanics, and Style Review
Mon, Apr 17	Considering the Arguments of Others “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
Wed, Apr 19	Student Conferences with Instructor – Essay #3
Fri, Apr 21	Student Conferences with Instructor – Essay #3 Draft of Essay #3 due by 9 a.m. on Turnitin.com
Mon, Apr 24	Peer Review – Essay #3
Wed, Apr 26	Peer Review Essay #3
Fri, Apr 28	Essay #3: Academic Research Essay Due by 9 a.m. on Turnitin.com <u>Bring a hard copy of the Academic Research Essay to class.</u> Course Wrap-Up

Grading

Essay #1: Rhetorical Analysis	20%
Essay #2: Visual Rhetorical Analysis	20%
Essay #3: Academic Research Essay	25%
Prospectus and Annotated Bibliography (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.

Essay #1: Rhetorical Analysis	20%	200
Essay #2: Visual Rhetorical Analysis	20%	200
Essay #3: Academic Research Essay	25%	250
Prospectus and Annotated Bibliography (Research Essay)	5%	50
Peer Reviews (3)	10%	100
Process	10%	100
Participation	10%	100
Total	100%	1000

200-point total for Essay #1, Rhetorical Analysis:

185-200 = A	155-159 = C+
180-184 = A-	145-154 = C
175-179 = B+	140-144 = C-
165-174 = B	120-139 = D
160-164 = B-	119 and below = F

250-point total for Essay #3, Academic Research Essay (25% without Prospectus):

231-250 = A	193-199 = C+
225-230 = A-	183-192 = C
218-224 = B+	175-182 = C-
208-217 = B	150-174 = D
200-207 = B-	149 and below = F

Assignment Descriptions

(**Note:** You must submit all assignments to Turnitin.com by 12 noon on the due date.)

Essay #1: Rhetorical Analysis

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

Source limit: One (1) source minimum

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

Due: Monday, February 20, 2017 by 9 a.m. on Turnitin.com.

For this assignment, you will write an analysis of the rhetorical strategies and techniques used by a writer in constructing a short essay. The purpose of this assignment is to think and write critically about a text. In this paper, analyze an essay selected by your instructor from the reader or another essay you select with the approval of your instructor.

NOTE: Remember, the assignment is not for you to argue with the writer's main point. You are examining the way that the writer has crafted his or her argument and how the essay is constructed. Did the writer use the tools of rhetoric effectively? Why or why not? Has the writer made use of clear evidence, logic (or logical fallacies), organizational strategies, style, humor, and/or tone. You will obviously be unable to cover all of these elements in a single paper, so you must focus on the few that are used most often or that have the greatest impact.

A few things to keep in mind:

- The reader of your paper should be able to easily find your thesis statement (what you intend to focus on in your exploration of the writer's essay).
- Perhaps you will examine the writer's use of humor and hyperbole to get his or her point across?
- Maybe the writer primarily engages logic to make the case in the essay and you will focus on how logic has been used throughout.
- Has the writer overlooked a key idea in crafting the argument (perhaps because he or she was focused on one specific rhetorical tool)?
- You should not summarize all of the writer's main points. Only summarize what is necessary for you to highlight the rhetorical tools you are using to analyze the essay.
- Grammar, syntax, spelling and formatting will be considered in your final grade.
- Your paper must have a Works Cited page that follows MLA format.
- The essay should be double-spaced.
- The essay should include page numbers.

Essay #2: Visual Rhetorical Analysis

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

Source limit: Two (2) sources minimum

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

Due: Wednesday, March 22, 2017 by 9 a.m. on Turnitin.com. (You MUST submit a hard copy of your final essay at the start of class.)

The Visual Rhetorical Analysis assignment asks you to select a photograph, print advertisement, video, film and/or work of art and analyze its features to discover a deeper meaning. Your essay should introduce the graphic using descriptive language that illuminates the visual's meaning for your audience. (Write your description comprehensively, as though the reader does not have access to the piece you are describing.)

A few things to keep in mind:

- Who seems to be the targeted audience? How can you tell?
- What is the visual's primary strategy?
- Does the graphic use specific rhetorical strategies such as humor, understatement, irony, or sarcasm?
- How are colors (or black and whites) used to reinforce the visual's message?
- What is the relation between the visual part of the graphic (photo, drawing, typeface, etc.) and any text or copy that may be included?
- How is the scale (relative size) of the imagery or text being used to convey a message? Are some items in the foreground or background? If so, what message do these decisions send?
- What product or service or idea is being advertised or promoted?
- What is the ad's overall visual impression?
- Grammar, syntax, spelling and formatting will be considered in your final grade.
- Your paper must have a Works Cited page that follows MLA format.

Essay #3: Academic Research Essay

Length: 1500-2000 words (not including Works Cited) in MLA format, 12-point font, double-spaced

Source limit: Three (3) scholarly and two (2) popular sources (5 sources total)

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

Due: Friday, April 28, 2017 by 9 a.m. on Turnitin.com. (You MUST submit a hard copy of your final essay at the start of class.)

Write an essay that examines an issue of importance within your academic discipline.

NOTE: Your topic must involve a debate that can be situated within the academic discourse (and therefore can be supported with academic as well as popular sources.)

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 organized, subordinated claims.

At least five sources (three scholarly and two popular) must be cited in the final draft of your Research 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.

A few things to keep in mind about the Research Essay:

- This is not a book report, it is a research essay. Your analysis must present two sides of an issue, then take a stand as to which side makes the most cogent argument and explain why you have reached that conclusion.
- Your topic must involve a debate that can be situated within the academic discourse (and therefore has arguments that can be supported with academic sources.)
- You may cite visual resources (ads, films, political cartoons, works of art, graphs, etc.) for the Research Essay.
- If it makes sense for your topic, student-conducted research studies and interviews with subject experts is permitted and can be accepted as academic sources. (See the instructor if you intend to conduct your own interview or independent research for this project.)
- Use of the first person (“I read an article about this...” “What I mentioned in the first paragraph...”) is not appropriate for a research essay.
- Remember to introduce writers whose work you refer to in your writing. Rather than introducing a speaker for the first time with “Mark Miller states that” you should provide additional detail. “Yale University psychologist Dr. Mark Miller addressed this in his paper, ‘Studies on Appalachian Youth,’ noting that....”.

Prospectus

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

Due: Wednesday, April 12, 2017 by 9 a.m. on Turnitin.com. (You MUST submit a hard copy of your final Prospectus at the start of class.)

A prospectus is a paper proposal where the author outlines what his or her paper will be about, why it is important, and how he or she will accomplish their end goal of constructing an effective argument. Your final paper may differ from what is included in the prospectus, but this document should provide the reader with a close approximation of where your paper is headed.

Ideally, your prospectus should consist of the following attributes, in an order that is logical and clear to the reader:

- An introduction to the issue, which lays out its importance, audience, and the stance (thesis) of the author.
- A paragraph or series of paragraphs that outline the author’s argument, including the author’s reasoning and evidence. This information should be briefly and succinctly stated.
- A brief description of which sources will inform the author’s argument.

Additional thoughts and considerations:

- What are some other questions that your paper may address (pending where your research takes you)?
- What prior beliefs, assumptions, preconceptions, ideas, or prejudices might be brought to this project (warrants)?
- You want your prospectus to read like a mini-version of your paper, but you also need it to grab the reader's attention and make them want to actually read your final paper. The prospectus should be logically structured, cohesive, and proofread.

Annotated Bibliography

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

Due: Wednesday, April 12, 2017 by 9 a.m. on Turnitin.com. (You MUST submit a hard copy of your final Annotated Bibliography at the start of class.)

An annotated bibliography is a list of sources that you have considered for inclusion in your argument. The entries in your annotated bibliography should begin with an **MLA** works cited entry, followed by a short paragraph (around 100-125 words) that summarizes the argument or information presented in the source, and an evaluation of its effectiveness and possible uses.

Your research paper must include at least five sources, all of which must be properly cited and related to your topic. Your citations should include popular sources (such as newspaper or magazine articles) as well as academic sources (journals articles, non-fiction books, documents, speeches).

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.

- What are the author(s) credentials?
- What is the key thesis of the source?
- What type of source is it (an article, book, website, photograph, etc.)?
- 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? Why or why not?

NOTE: Your Research Paper CAN have more and different sources than those that appear on your Annotated Bibliography. In other words the Works Cited page of your Research Paper will not be limited by what you submit for your Annotated Bibliography assignment. They are two completely different assignments.

Sample Annotated Bibliography Entry

Waite, Linda J., Frances Kobrin Goldscheider, and Christina Witsberger. "Nonfamily Living and the Erosion of Traditional Family Orientations among Young Adults." *American Sociological Review* 51 (1986): 541-54.

The authors, researchers at the Rand Corporation and Brown University, use data from the National Longitudinal Surveys of Young Women and Young Men to test their hypothesis that nonfamily living by young adults alters their attitudes, values, plans, and expectations, moving them away from their belief in traditional sex roles. They find their hypothesis strongly supported in young females, while the effects were fewer in studies of young males. Increasing the time away from parents before marrying increased individualism, self-sufficiency, and changes in attitudes about families. In contrast, an earlier study by Williams cited below shows no significant gender differences in sex role attitudes as a result of nonfamily living.

[Annotation example taken from Cornell University Library,
<http://www.library.cornell.edu/olinuris/ref/research/skill28.htm>]

Course Policies

Attendance

Because each class period consists of a mixture of class discussion, group work and free writing, your thoughtful, attentive, and active participation is essential (and will form a portion of your grade). If you sleep, engage in non-class-related activities, or interfere with your classmates' ability to learn you will be counted absent for that day. Be on time - class starts promptly. Leaving early will count as an absence. **It is your responsibility to sign the daily attendance sheet.**

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 three (e.g., 7 absences = 12% total reduction). *You are responsible for your attendance. You must notify me if you arrive late and after I have taken roll.* Missing a Peer Review day will count as two (2) unexcused absences.

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.

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.

Participation in this course does not include doing work unrelated to this course during class, sleeping in class, or using the computers or other personal electronic devices for personal messaging, research, or entertainment. A significant portion of your class participation grade will be derived from your active and full engagement on peer review dates.

Late Work

All drafts, including final, must be submitted when and as required in order to successfully complete this course. If you are absent from class when a Peer Review draft or another assignment is due, your assignment is still due at the beginning of that day's class. Late assignments will suffer grade deductions or may not be accepted.

NOTE: It is your responsibility to ensure that your Turnitin.com submission has been successful. You will see a confirmation screen after your assignment has been successfully submitted via Turnitin.com. If you think that your submission may not have gone through via Turnitin.com, email your submission to the instructor within 10 minutes of the submission deadline without penalty. Any assignment that arrives after 9:10 a.m. will be docked a letter grade for each day after the deadline. Hard copies of final assignments will be collected at the start of class on the date due. Failure to submit a hard copy will result in points taken off your overall assignment score.

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 unless instructor gives permission for their use.

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>.

UT Dallas Writing Center

Located in McDermott Library room 1.312, 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. Confirmed Writing Center visits will receive extra credit.

Writing Center Hours:

Monday – Thursday: 9 am – 5 pm (last appointment at 4:30 pm)

Friday – Saturday: 10 am – 4 pm (last appointment at 3:30 pm)

Sunday: 1 pm – 4 pm

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

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.”

I have read and understood the policies for RHET 1302, Section 009 I agree to comply with the policies for the Spring 2017 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): _____