

## RHET 1302: Rhetoric

<b>Spring 2017</b>	<b>Lydia Allen</b>
<b>Section 031</b>	<b>Email: <a href="mailto:LydiaA@utdallas.edu">LydiaA@utdallas.edu</a></b>
<b>Tue&amp;Thu 1pm-2:15pm</b>	<b>Office Number: JO 3.704</b>
<b>Class location: JO 3.908</b>	<b>Office Hours: Tue&amp;Thu immediately after class or by appointment. <i>Please inform me in class or by email if you want to meet for office hours so that I can best accommodate you.</i></b>
<b>--OR--</b>	
<b>Section 034</b>	
<b>Tue&amp;Thu 2:30-3:45</b>	
<b>Class Location: JO 3.908</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. ***Please check your UTD email regularly so that you do not miss important communication.***

### Course Description

RHET 1302 is designed to acquaint you with both the theoretical and practical aspects of rhetorical writing. As such, the course will help you not only with developing your skills for college-level writing, but it will also help you to analyze the rhetoric of other arguments in various forms such as essays, speeches, political cartoons, advertisements, websites, documentaries, etc. In your analysis and production of rhetoric, you will consider audience, formal qualities of writing, purpose, rhetorical appeals and strategies, and visual arguments, among other considerations. The rhetorical texts that you analyze will serve as models upon which to base your own writing, with an overall goal of improving how you construct and develop arguments. You will also engage in critical thinking about contemporary ethical issues, choosing a call to action that specifically relates to the major course of study you will accomplish while at university, developing arguments about that call to action over the course of the semester.

### Student Learning Objectives for RHET 1302

- **Critical thinking** – Students will analyze arguments in written and audiovisual or visual form for audience, purpose, formal qualities, devices, and rhetorical strategies, offering an evaluation of the text's rhetorical effectiveness. Analysis may also include kinesthetic, haptic, olfactory/gustatory, and affective contexts in addition to the required print, visual, and audio texts.
- **Communication**- Students will engage in interactive learning in the classroom as they build, synthesize, develop, revise and edit written arguments
- **Teamwork** –Students will offer analysis, revision, and editing assistance to the written arguments of peers
- **Personal responsibility** – Students will critically review contemporary issues in ethics and develop a vocational call to action that extends beyond the Rhet 1302 classroom
- **Leadership**- Students will guide discussion of ethical texts after preparing questions to engage fellow students in an analysis of the reading material

### Required Textbook

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

## Spring 2017 Assignments and Academic Calendar

<i>Tue, Jan 10</i>	<b>Introduction to the Course</b> Complete Student Profiles Diagnostic Essay Course syllabus and class expectations Organizing Groups A-F <i>Discussion:</i> What is Rhetoric?
<i>Thu, Jan 12</i>	<b>Theories of Ethics, Part I: Deontology and Consequentialism</b> The Stanford Encyclopedia of Philosophy: Deontological Ethics <a href="https://plato.stanford.edu/entries/ethics-deontological/">https://plato.stanford.edu/entries/ethics-deontological/</a>  <i>***Bring to class a hardcopy paper which asks at least one question for discussion of each of the two theories (a total of two (2) questions minimum). Group A leads the discussion.</i>
<i>Tue, Jan 17</i>	<b>Theories of Ethics, Part II: Virtue Ethics and the Situationist Challenge</b> The Stanford Encyclopedia of Philosophy: Virtue Ethics <a href="https://plato.stanford.edu/entries/ethics-virtue/">https://plato.stanford.edu/entries/ethics-virtue/</a>  The Stanford Encyclopedia of Philosophy: Empirical Approaches to Moral Character <a href="https://plato.stanford.edu/entries/moral-character-empirical/">https://plato.stanford.edu/entries/moral-character-empirical/</a>  <i>***Bring to class a hardcopy paper which asks at least one question for discussion of each theory (a total of two (2) questions minimum). Group B leads the discussion.</i>
<i>Thu, Jan 19</i>	<b>Theories of Ethics, Part III: Justice and Identity</b> The Stanford Encyclopedia of Philosophy: The Original Position (John Rawls) <a href="https://plato.stanford.edu/entries/original-position/">https://plato.stanford.edu/entries/original-position/</a>  The Stanford Encyclopedia of Philosophy: Feminist Ethics <a href="https://plato.stanford.edu/entries/feminism-ethics/">https://plato.stanford.edu/entries/feminism-ethics/</a>  The Stanford Encyclopedia of Philosophy: Identity Politics <a href="https://plato.stanford.edu/entries/identity-politics/">https://plato.stanford.edu/entries/identity-politics/</a>  <i>***Bring to class a hardcopy paper which asks at least one question for discussion of each of the three theories (a total of three (3) questions minimum). Group C leads the discussion.</i>  <i>***DUE NEXT CLASS: Reading Response 1: Response to at least one entry from among those listed above in The Stanford Encyclopedia of Philosophy—Which ethical theory resonates with you? Why? How does it shape your view of ethics? Are there any theories of ethics or ethical systems not covered here that shape your view of ethics and morality?</i>

Tue, Jan24

### **Contemporary Applied Ethics: Moral Status, The Individual, and the Family**

Gooch and Seyler:

Chapter 20: Freedom of Expression in the 21<sup>st</sup> Century

Chapter 21: Enduring Controversies in a New Age: Abortion, Animal Rights, Capital Punishment, and Health Care

Chapter 22: Marriage and Gender Roles: Changing Attitudes and Traditional Values

*\*\*\*Bring to class a hardcopy paper which asks at least one question for discussion of each of the three chapters (a total of three (3) questions minimum). Group D leads the discussion.*

Thu, Jan26

### **Contemporary Applied Ethics: The Polis**

Gooch and Seyler:

Chapter 18: Arguing about Politics: The Good, The Bad, and the Ugly

Chapter 19: Students, Teachers, and Schools in the 21<sup>st</sup> Century

Chapter 23: Arguing about Science and Religion: Policy, Politics, and Culture

*\*\*\*Bring to class a hardcopy paper which asks at least one question for discussion of each of the three chapters (a total of three (3) questions minimum). Group E leads the discussion.*

Tue, Jan 31

### **Contemporary Applied Ethics: Global Issues**

Gooch and Seyler:

Chapter 15: The Myth and the Reality of the Image in American Consumer Culture

Chapter 16: The Challenges of Living in a High-Tech, Multimedia World

Chapter 24: Competing Perspectives on the American Economic and Financial Crisis

*\*\*\*Bring to class a hardcopy paper which asks at least one question for discussion of each of the three chapters (a total of three (3) questions minimum). Group F leads the discussion.*

*\*\*\*DUE NEXT CLASS: Reading Response 2: Response to at least one chapter from among the chapters listed above from Gooch and Seyler—What issues in contemporary applied ethics appeal most to you? What might move you to a call for action? Are there any topics not covered here that might move you to a call to action?*

Thu, Feb2

### **The Call to Action: Choosing a Topic**

Gooch and Seyler: Chapter 6: Taking a position

### **General Introduction to Written and Visual Rhetorical Analyses**

Gooch and Seyler: Chapter 9: Writing a Rhetorical Analysis

Tue, Feb 7

### **The Writing Process: Critical Reading**

Gooch and Seyler:

Chapter 2: Responding Critically to the Arguments of Others

Chapter 12: Evaluating and Utilizing Sources

*\*\*\*Process: Due next class: Bring a hard copy of two written and two visual sources for analysis. (The sources should have some kind of theme in common. At least one of*

the visual sources must be printable or have a working link to the source.)

*Thu, Feb 9*

### **Planning The Written Rhetorical Analysis**

Mini-conferences to discuss your written sources.

Gooch and Seyler:

Chapter 4: More about Argument: Induction, Deduction, Analogy, and Logical Fallacies

UNC Writing Center: Fallacies

<http://writingcenter.unc.edu/handouts/fallacies/>

*Tue, Feb 14*

### **The Writing Process: Drafting**

Gooch and Seyler:

Chapter 3: Writing Effective Arguments

Chapter 13: Drafting and Revising

(Handout: Graphic Organizers and Outlines)

UNC Writing Center:

Audience:

<http://writingcenter.unc.edu/handouts/audience/>

Thesis Statements

<http://writingcenter.unc.edu/handouts/thesis-statements/>

**\*\*\*Process:** Due next class: Bring to class a hard copy of your tentative thesis for the written rhetorical analysis and either an outline or graphic organizer of your topics and evidence.

*Thu, Feb 16*

### **The Writing Process: Revising**

Seyler and Gooch: Chapter 13: Drafting and Revising

UNC Writing Center: Revising

<http://writingcenter.unc.edu/handouts/revising-drafts/>

*Tue, Feb 21*

### **The Writing Process: Editing, Proofreading, and Documenting Sources**

#### **Editing and Proofreading**

UNC Writing Center: Editing and Proofreading

<http://writingcenter.unc.edu/handouts/editing-and-proofreading/>

#### **Documenting Sources**

Gooch and Seyler: Chapter 14: Documenting Sources

OWL Purdue website at: <https://owl.english.purdue.edu/owl/section/2/>

Plagiarism Tutorial at:

<http://www.utdallas.edu/library/help/PlagiarismTutorial/Plagiarism.htm>

Thu, Feb 23	<b>Putting it All Together: The Written Rhetorical Analysis</b> Mini-conferences to discuss your progress.
Tue, Feb 28	<b>Peer Review – Essay #1: The Written Rhetorical Analysis</b> Handout: Written Rhetorical Analysis Peer Review Worksheet <i>***You must submit all peer review worksheets throughout the semester for full credit in the peer review process.</i>
Thu, Mar 2	<b>Peer Review – Essay #1</b> Handout: Written Rhetorical Analysis Peer Review Worksheet  <i>***Essay #1 due next class. Bring a hardcopy to class. Upload an electronic copy to Turnitin.com.</i>
Tue, Mar 7	<b>Introduction to The Visual Rhetorical Analysis</b> Analyzing print images, political cartoons, graphics, and other still images
Thu, Mar 9	<b>Visual Rhetorical Analysis</b> Analyzing documentaries, news clips, movies, and other moving images
Mar 13-18	<b>SPRING BREAK</b>
Tue, Mar 21	<b>Planning Visual Arguments</b> Purdue OWL: Visual Rhetoric <a href="https://owl.english.purdue.edu/owl/owlprint/725/">https://owl.english.purdue.edu/owl/owlprint/725/</a>  Purdue OWL: Visual Rhetoric (Overview) <a href="https://owl.english.purdue.edu/owl/resource/691/01/">https://owl.english.purdue.edu/owl/resource/691/01/</a>  <i>***Process: Due next class: Bring to class a hard copy of your tentative thesis for the visual rhetorical analysis and either an outline or graphic organizer of your topics and evidence.</i>
Thu, Mar 23	<b>Synthesizing, Revising, and Editing Visual Arguments</b> Mini-conferences to discuss your progress.
Tue, Mar 27	<b>Peer Review – Essay #2: The Visual Rhetorical Analysis</b> Handout: Visual Rhetorical Analysis Peer Review Worksheet
Thu, Mar 30	<b>Peer Review – Essay #2</b> Handout: Visual Rhetorical Analysis Peer Review Worksheet

<i>Tue, Apr 4</i>	<b>Planning the Researched Essay</b> Gooch and Seyler: Chapter 11: Planning the Researched Essay  *** <i>Essay #2 due. Bring a hardcopy to class. Upload an electronic copy to Turnitin.com.</i>
<i>Thu, Apr 6</i>	<b>Writing the Prospectus and Preparing the Annotated Bibliography</b>  UNLV, Dr. Borchard: <a href="https://faculty.unlv.edu/borchard/JMS708/prospectus_fall13.pdf">https://faculty.unlv.edu/borchard/JMS708/prospectus_fall13.pdf</a>  (Handout: Sample Prospectus)  UNC Writing Center: Annotated Bibliographies <a href="http://writingcenter.unc.edu/handouts/annotated-bibliographies/">http://writingcenter.unc.edu/handouts/annotated-bibliographies/</a>  (Handout: Sample Annotated Bibliography)
<i>Tue, Apr 11</i>	<b>Synthesizing the Researched Argument</b>  *** <i>Prospectus and annotated bibliography due next class. Bring a hardcopy to class.</i>  *** <i>Process: Due next class: Bring to class a hard copy of your tentative thesis for the researched essay and either an outline or graphic organizer of your topics and evidence.</i>
<i>Thu, Apr 13</i>	<b>Revising, and Editing the Researched Essay</b> Mini-conferences
<i>Tue, Apr 18</i>	<b>Rhetoric Beyond the Classroom: E-Portfolios and Maintaining a Professional Online Presence</b> Handout: E-portfolio project for extra credit, due <b>Wed, May 10 by 6pm.</b>
<i>Thu, Apr 20</i>	<b>Peer Review – Essay #3: The Researched Essay</b> Handout: The Researched Essay Peer Review Worksheet
<i>Tue, Apr 25</i>	<b>Peer Review – Essay #3</b> Handout: The Researched Essay Peer Review Worksheet
<i>Thu, Apr 27</i>	<b>Last day of class: Wrapping Things Up</b>  *** <i>Essay #3 due. Bring a hardcopy to class. Upload an electronic copy to Turnitin.com.</i>  *** <i>REMINDER: You will receive up to 3 extra credit points on your final grade if you set up and complete according to my instructions an E-portfolio by Wednesday, May 10. You must email me the link by 6pm of that day to receive credit.</i> ***

## Grading

Reading Responses	10%
Process	5%
Essay #1: Rhetorical Analysis	20%
Essay #2: Visual Rhetorical Analysis	20%
Prospectus and Annotated Bibliography Combined (Research Essay)	5%
Essay #3: Academic Research Essay	25%
Peer Reviews (for all 3 essays)	5%
Participation	10%
<b>Total</b>	<b>100%</b>

I will make use of the +/- system in grading. The grading scale for this course is:

A+ 97.5-100	A 93-97.499	A- 89.5-92.999
B+ 87.5-89.499	B 83-87.499	B- 79.5-82.999
C+ 77.5-79.499	C 73-77.499	C- 69.5-72.999
D+ 67.5-69.499	D 63-67.499	D- 59.5-62.999
	F Below 59.499	

## Assignment Descriptions

### Reading Response 1: Ethical Theory

Length: 750-1000 words (MLA format, 12-point font, double-spaced, provide a word count)

*Due: Tue, Jan 24, hardcopy in class*

After reading through several primers on ethical theories, please choose which theory/theories best resonate with you in your own approach to ethics. What might have been familiar in the theories you read about? What ideas might have given you a new way to frame your ideas or provided you some insight into your own ideas? Don't forget to provide a clear description of the theory/theories you are exploring and support your analysis with textual evidence. Your paper is a response to the readings and should demonstrate a careful engagement with the material.

### Reading Response 2: Applied Ethics

Length 750-1000 words (MLA format, 12-point font, double-spaced, provide a word count)

*Due: Thu, Feb 2, hardcopy in class*

Reading through contemporary topics in ethics, which controversy/ controversies are most important to you? Which do you think might be worth fighting for? How might these controversies affect you personally? How might they shape your vocation (calling/career) or your personal life? Don't forget to provide a clear description of the controversy/controversies you are exploring and support your analysis with textual evidence. Your paper is a response to the readings and should demonstrate a careful engagement with the material.

**Essay #1: Rhetorical Analysis**

Body Length: 1000-1250 words (MLA format, parenthetical citations, 12-point font, double-spaced, provide a word count)

Source limit: Two (2) sources minimum, include a works cited page

*Due: Tue, Mar 7, hardcopy in class and online at Turnitin.com*

In this paper, you will analyze the methods and strategies that each author has used to make an argument, offering a comparison/contrast in an intertextual discussion of the works. Please note that you are not agreeing or disagreeing with each author's position, but rather taking a close look at *how* the arguments are constructed. The following questions can help you to form a discussion about the rhetoric of the works you are analyzing: Who is the author? Who is the audience? What is the context of the work? What is the purpose of the work? What kind of sources (if any) did the author use? What is the tone? What techniques established the tone? What appeals were made? What literary devices were used? What other techniques did the author use to persuade the reader? Was the author successful or effective in his or her construction of the argument, rhetorically? How do the styles of the two authors compare/contrast? Is one work more successful than the other? Why or why not?

**Essay #2: Visual Rhetorical Analysis**

Body Length: 1000-1250 words (MLA format, parenthetical citations, 12-point font, double-spaced, provide a word count)

Source limit: Two (2) sources minimum, include a works cited page

*Due: Tue, Apr 4, hardcopy in class and online at Turnitin.com*

In this paper, you will analyze the methods and strategies that each artist has used to make a visual argument, offering a comparison/contrast in an intertextual discussion of the works. Please note that you are mainly focusing on the *visual* elements in the text, although written elements may also be discussed in support of your discussion of the visual elements. The following questions can help you to form a discussion about the visual rhetoric of the works you are analyzing: Who is the creator of the visual text? Who is the audience? What is the context of the work? What is the purpose of the work? What might be inferred from the work? What techniques established the visual message in the work? What other visual techniques did the author use? Was the artist successful or effective in his or her construction of the visual rhetoric? How do the works of the two artists compare/contrast? Is one work more successful than the other? Why or why not?

**Prospectus**

Length: 500-750 words (MLA format, 12-point font, double-spaced, provide a word count)

*Due: Thu Apr 13, hardcopy in class*

I have asked you to think about your "call to action" so that you may begin to form a position based on your own values. Although you might choose among several formats (a position paper, a problem-solution paper, etc.), you are developing a research paper that explores and analyzes a subject matter that is important to you. In your prospectus, be sure to describe your topic, offer some conceptual questions or ideas to help develop your claim, describe your project's significance, and discuss which sources may inform your research.



### **Annotated Bibliography**

Length: Six (6) entries minimum (MLA format for annotated bibliographies, 150- to 175- word entries), at least three (3) sources must be peer-reviewed, scholarly works and three (3) must be primary sources.

*Due: Thu, Apr 13, hardcopy in class*

The annotated bibliography functions to complete the prospectus, which is the proposal for a research project. As such, it demonstrates an initial reading of relevant source material that will help to develop your project. For each source, consider the following questions: What kind of source is it? What is its main idea? What is being analyzed? How does the source contribute to a larger conversation or trend? Whom might the source respond to? Why did you choose it? How does it pertain to your project? Is the source effective?

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

Length: 1500-2000 words (MLA format, parenthetical citations, 12-point font, double-spaced, provide a word count)

Source limit: Three (3) scholarly and three (3) popular sources (6 sources total), include a works cited page

*Due: Thu, Apr 27, hardcopy in class and online at Turnitin.com*

This paper is the culmination of your work in this class to date. It reflects your careful consideration of controversial topics, your “call to action” (and if that call pertains to your major, even better!), your analysis of the arguments of others, and your understanding of the broader conversation surrounding your topic. Ideally, this paper is the place for you to make your original contribution to the topic with your own analysis, evaluation, and claims. The paper is well organized, makes a central claim, supports the central claim with specific evidence that is appropriately documented, makes careful use of the arguments of others in exploring the broader conversation, and offers insightful analyses. The central claim of the paper needs to be sufficiently narrow given the space allotted to ensure the optimal use of that space. We will work throughout the semester to cover each of the “working parts” of a research paper, so this paper should reflect knowledge of that developmental process.

## **Course Policies**

### **Attendance**

Each student is allowed three (3) absences without penalty. Each unexcused absence after the allotted 3 will result in a 6% reduction in your grade (i.e. six (6) unexcused absences will result in a 36% reduction of your grade, making a 64% the highest you can obtain if you otherwise had an A+, and you will very likely fail if you have anything less than an A+; seven (7) unexcused absences will result in a 42% reduction in your grade, making a 58% the highest you can obtain, which is an automatic fail). If you leave class more than 10 minutes early without an excused reason, you will be counted absent.

### **Punctuality**

You are late to class if you arrive after I have taken roll (approximately 5 minutes) or if you leave less than 10 minutes early without an excused reason. Three tardies will result in one unexcused absence for the course.

**Class Participation**

You will have opportunities for discussion and for short, in-class written responses. Off-task behavior will be corrected.

**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.

**Personal Communication Devices**

Turn off all cell phones, music players (including headphones), and other personal communication devices before the start of class. Do not use such devices during class unless otherwise instructed. Use of a personal computer is only acceptable for on-task behavior.

**Academic Integrity**

As per the policies of the university, students in RHET 1302 are expected to maintain a high level of responsibility, integrity, and academic honesty. Plagiarism is a very serious offence, so it is critically important you produce original written work and document all sources accurately (including previously completed, unpublished work) 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. 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): \_\_\_\_\_