

RHET 1302: Rhetoric

Term: Spring 2017	Instructor's Name: José Jiménez-Justiniano
Section: 037	Email: jxj105220@utdallas.edu
Class Days & Time: Tuesday and Thursday, from 4:00 to 5:15 PM	Office Number: JO 3.530
Class location: JO 3.908	Office Hours: Tuesday and Thursday, from 5:30 to 7:00 PM or by appointment

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

Course Description

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

General Education Core Objectives

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

Student Learning Objectives for RHET 1302

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

Required Textbook

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

Spring 2017 Assignments and Academic Calendar

W	Dates	Readings and In-Class Activities	Some Important Deadlines
1	Tue, Jan. 10 th	Introduction to the Course Discussion of Course syllabus and class expectations	
	Thu, Jan. 12 th	Diagnostic Essay	
2	Tue, Jan. 17 th	Review of the Essay and the Argument Discussion of the basics of writing: the writing process, the structure of the essay, audience, organization. “The Basics of Argument” (Chapter 1) “Know Your Audience,” from page 50 to 52 (Chapter 3)	
	Thu, Jan. 19 th	Beginnings and Endings “Writing the Introduction and the Conclusion,” from page 58 to 59, and “Drafting a Claim or Thesis,” from page 54 to 55. (Chapter 3) “Avoid Ineffective Openings” and “Write Effective Openings,” in pages 219-221, and “Avoid Ineffective Conclusions” and “Write Effective Conclusions,” in page 226. (Chapter 13) Writing Process and Effective Arguments “Writing Effective Arguments” (Chapter 3)	
3	Tue, Jan. 24 th	Introduction to the Blog Project Developing the Argument in the Body Paragraphs “Compose Solid, Unified Paragraphs”; “Provide Unity and Coherence”; and “Guide Readers through Source Materials,” from page 221 to 224 (Chapter 13) “Support for Claims,” from page 19 to 24 (Chapter 1)	
	Thu, Jan. 26 th	Introduction to Essay # 1 Writing a Rhetorical Analysis “Analytical Response,” pages 33-38 (Chapter 2) “Writing a Rhetorical Analysis” (Chapter 9)	
4	Tue, Jan. 31 st	Different Forms of Arguments and Common Problems with the Argument “More about Argument: Induction, Deduction, Analogy, and Logical Fallacies” (Chapter 4)	

	Thu, Feb. 2 nd	Considering the Arguments of Others “Guns Provide Safety? At What Cost?” (Chapter 17) and “Text of President Obama’s Tucson Memorial Speech” (Chapter 18)	
5	Tue, Feb. 7 th	Academic Honesty and Avoiding Plagiarism Orientation from the Judicial Affairs Office “Documenting Sources (MLA, APA, and More)” (Chapter 14) and “Documenting Sources to Avoid Plagiarism,” from page 206 to 208 (Chapter 12) Plagiarism Tutorial at: http://www.utdallas.edu/library/help/PlagiarismTutorial/Plagiarism.htm	
	Thu, Feb. 9 th	Integrating Information from Outside Sources Using quotations (materials will be provided by the instructor) and “Writing Paraphrases,” on pages 32-33 (Chapter 2)	
6	Tue, Feb. 14 th	Essay #1: Peer Review	1st Draft of Essay # 1 is due (Submit it to Turnitin.com by 2:00 PM and bring a hard copy to class)
	Thu, Feb. 16 th	Essay #1: Peer-Review	
7	Tue, Feb. 21 st	Introduction to Essay # 2 Visual Arguments “Reading, Analyzing, and Using Visuals and Statistics in Argument” (Chapter 10)	Final Draft of Essay # 1 is due (Submit it to Turnitin.com by 2:00 PM and bring a hard copy to class)
	Thu, Feb. 23 rd	Practicing the Visual Analysis	
8	Tue, Feb. 28 th	More Practice of the Visual Analysis	
	Thu, Mar. 2 nd	Considering Visual Texts in a Social Context “Capitalism, Consumerism, and Feminism” (in Chapter 15) and “Kia Advertisement”	
9	Tue, Mar. 7 th	An Approach to the Academic Research Essay “Writing the Problem/Solution Essay” (Chapter 8)	
	Thu, Mar. 9 th	Introduction to the Prospectus and Annotated Bibliography “Planning the Researched Argument” (Chapter 11) and “Writing Summaries,” from page 30 to 32 (Chapter 2).	

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10	Tue, Mar. 21 st	Essay # 2: Peer-Review	1st Draft of Essay # 2 is Due (Submit it to Turnitin.com by 2:00 PM and bring a hard copy to class)
	Thu, Mar. 23 rd	Essay # 2: Peer-Review	
11	Mon, Mar. 27 th	**WL Period Ends**	
	Tue, Mar. 28 th	Visit to the Library Using Sources “Evaluating and Utilizing Sources” (Chapter 12)	Final Draft of Essay # 2 is Due (Submit it to Turnitin.com by 2:00 PM and bring a hard copy to class)
	Thu, Mar. 30 th	Introduction to Essay # 3 “Taking a Position” (Chapter 6) and “Drafting and Revising the Research Argument” (Chapter 13) Another Approach to the Academic Research Essay “Writing a Casual Analysis” (Chapter 7)	
12	Tue, Apr. 4 th	Review of the MLA Format	
	Thu, Apr. 6 th	Counterarguments and Refutation “Refuting an Argument” (Chapter 5)	Prospectus and Annotated Bibliography Are Due (Submit it to Turnitin.com by 2:00 PM and bring a hard copy to class)
13	Tue, Apr. 11 th	Considering the Arguments of Others “The Schools Are Destroying the Freedom of Speech” and “What We Risk When We Ban Racist Speech” (Chapter 20)	
	Thu, Apr. 13 th	Considering the Arguments of Others “Huckleberry Finn Revision: Pro” and “Huckleberry Finn Revision: Con” (Chapter 20)	
14	Tue, Apr. 18 th	Considering the Arguments of Others “5 Reasons Social Media is Dangerous for Me” and “If Technology is Making Us Stupid, It’s Not Technology’s Fault” (Chapter 16)	
	Thu, Apr. 20 th	Essay #3: Peer-Review	1st Draft of Essay # 3 is due (Submit it to Turnitin.com by 2:00 PM and bring a hard copy to class)
15	Tue, Apr. 25 th	Essay #3: Peer Review	

	Thu, Apr. 27 th	Course Wrap-up	Final Draft of Essay # 3 is due (Submit it to Turnitin.com by 2:00 PM and bring a hard copy to class)
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Grading

Assignment a/o Activity Category	Value
Essay # 1: Rhetorical Analysis	20%
Essay # 2: Visual Rhetorical Analysis	20%
Prospectus and Annotated Bibliography (for Essay # 3)	5%
Essay # 3: Academic Research Essay	25%
Process Performance (Blog, online forum, and / or other assignments about the reading and writing process.)	10%
Peer Review	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.)

Grade Scale

Grade	Cumulative Credit Points (Final % Grade)
A	93.0-100.0
A-	90.0-92.9
B+	87.0-89.9
B	83.0-86.9
B-	80.0-82.9
C+	77.0-79.9
C	73.0-76.9
C-	70.0-72.9
D+	67.0-69.9
D	63.0-66.9
D-	60.0-62.9
F	0-59.9

Assignment Descriptions

(**Note:** All major assignments have to be submitted to Turnitin.com before they are graded. The digital copy of the assignment you submit through Turnitin.com must be the same as the hard copy you hand in. Information from outside sources used in any of the written assignments must be identified according to the MLA format. The MLA format will be discussed in class. If you are using a source that is not covered in the class discussion of the MLA format, you should see the instructor and / or visit the Online Writing Lab at Purdue. More specific instructions as well as the guidelines for evaluation will be given when the assignments are introduced in class.)

Essay #1: Rhetorical Analysis

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

Source limit: One (1) source minimum

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 will 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, the 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.

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

Essay #2: Visual Rhetorical Analysis

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

Source limit: Two (2) sources minimum

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 product 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. Finally, you need to make sure that your essay includes a “Works Cited” page and in-text (parenthetical) citations as stipulated by the MLA format.

Prospectus and Annotated Bibliography (This assignment will consist of two parts.)

Part I. Prospectus

Length: 250-500 words

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, you can 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.

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

Part II. Annotated Bibliography

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. ****Do not use Wikipedia or Sparknotes.**** Source materials may also be texts that you are using in this class or texts within your own field of study.

Your entries (annotations) should provide both a brief summary of the source and also an evaluation of its effectiveness. The annotations should identify the author’s thesis or claim. In evaluating the source ask yourself different questions to determine its effectiveness. For example, does the author prove his or her claim? Does he or she overlook any important issues? Will this source prove useful in your research effort?

Essay #3: Academic Research Essay

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

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

For this assignment, write an essay that examines an issue of importance within your academic discipline. You will be graded on your ability to present an informed, effective argument that demonstrates your understanding of the subject, displays your research into its issues, effectively uses source material (in summary, paraphrase, and cogent quotations), and reaches logical, substantiated conclusions based on well organized and subordinated claims.

At least five sources (three scholarly and two popular) must be cited in the final draft of your Academic Essay. Your drafts are expected to contain a cogent, well-formed argument based on that preliminary work and to be presented in the MLA style, which is a required, graded element of this assignment.

You must include a “Works Cited” page and in-text (parenthetical) citations as stipulated by the MLA format.

Other Graded Work and/or Performance

Peer Review

During the peer review sessions, you will read your classmates' essays and provide them with feedback.

The grade you receive for participating in peer review will be determined, in great part, by your willingness and readiness to participate in this stage of the writing process. The first draft of each of the major essays will be submitted to Turnitin.com before the class and a hard copy must be brought to the classroom. You must bring a clean copy of this draft or subsequent drafts to any other peer-review sessions set for the assignment. These drafts are not final; they do not have to be a complete and perfect version of your essay. However, you must have at least 75% of the assignment completed before the class so the peer-review process can be effective. Not submitting this draft to Turnitin.com and / or coming to class without a hard copy of your first (second or third) draft will be interpreted as an unwillingness to participate in peer review. Failure to fulfill these requirements will result in the loss of points for peer-review, and it might result in your complete exclusion from participating in the peer-review session.

Beyond this, the peer-review grade will be determined by the quality of your comments. The feedback you provide should help your classmates understand what is working effectively in their essay and what needs further improvement, so you should try to be specific and clear. You should explain your observations and reference the information discussed in class when it is necessary.

Participation

Participation will principally consists of voluntary comments and relevant questions that contribute to the development of the group's discussion. Beyond expressing your opinions and interpretations of the readings, you should be prepared to enter into a conversation with your classmates. This means being ready to clarify and support the claims you make in class. You can use personal experiences as well as previous research or study to do this. However, your contribution will be more valuable if you are able to connect it with the readings assigned for class, that is, the readings assigned for that day or readings covered in previous class sessions. Therefore, reading, completing homework assignments, and bringing all the materials you need to the classroom is crucial to your performance in class. Indeed, coming prepared to class will make it easier for you to get a high grade for participation.

Although this is not an attendance grade, all absences will be considered when the participation grade is determined. In fact, the participation grade will be anchored to the percentile of classes you have attended for the semester; therefore, any absence can be detrimental to the evaluation of your performance in class. However, the final participation grade will be determined by your actual participation. Typically, your grade will be 5-20 percentile points more or less than the percentile anchoring the grade, as determined by an evaluation of your preparedness and willingness to participate in class as well as the quality

of your remarks. This final evaluation of your participation will be based on notes taken by the instructor and other assessment tools meant to determine whether you have read before class or have properly completed the work done in the classroom. For instance, if you only come to 22 class sessions out of a total of 30 class sessions but always come prepared and participate willingly in every one of these sessions, you would not get a higher percentile grade than 93%, since you did not participate in more than one quarter of the class sessions. (In this example, the anchor percentile is 73%, so your grade cannot go higher than 93%, that is, $73+20$.) On the other hand, if you are present in all of the class sessions but often come unprepared for them and do not volunteer to participate in any of the discussions held in the classroom, you will get less than a 90% in the participation grade. Hence, you should not expect that perfect attendance will translate into a perfect score in participation, since your presence in class is only a part of the criteria used to determine this grade.

Finally, you should be conscious that the evaluation criteria and method described above is built upon the assumption that you are committed to the course, i.e., you intend to fulfill the minimum requirements of the class. If you consistently come to class completely unprepared and refuse to participate, you engage in non-class-related activities (e.g., as sleeping, doing work for other classes, using electronic devices), or you interfere with your classmates' ability to learn by creating digressions and / or behaving inappropriately, the deduction from the anchor percentile might be greater than the 20 percentile points stipulated above.

Course Policies

Attendance

For the purpose of this course, attendance will not only consist of being present in the classroom; you are expected to be an active part of class. If you engage in non-class-related activities during the class or obstruct your classmates' ability to learn, you could be counted absent for the day. If you leave early or you leave the classroom for long periods of time (i.e., ten minutes or more), you could also be counted absent. There will be few chances to make-up the work done in your absence and your final grade for the course will be affected if you are absent more than a few times.

You will have three chances to be absent to class without having to provide an excuse or receiving any penalties beyond missing the work done in these class sessions. Each absence after these first three absences will result in a deduction of four percentile points from your final percentile grade for the class. For instance, six unexcused absences will represent a total deduction of twelve percentile points (6 absences – 3 absences = 3 absences x 4 percentile points) from the final percentile grade of the class. Hence, if you have 91% in the class at the end of the semester and you have been absent a total of six times, your final percentile for the course would be 79% ($91\% - 12\%$), that is, a “C+” instead of an “A-.”

You should keep in mind that this policy does not represent a chance for you to take a day off from class; it is meant to mitigate the pressure of having to produce documents that might justify your absence if unpredictable circumstances prevent you from coming to class. If there is a legitimate reason for any absence (e.g., a medical reason), you need to notify the instructor of it and provide any related evidence (e.g., a doctor's note) upon your return to class, so the instructor can determine whether the absence will be excused or not. Absences will only be excused when there is a legitimate reason for them and the appropriate documentation has been presented in a timely manner, as specified above. Absences during the semester will not be excused at the end of it.

Punctuality

You must be in the classroom and ready for class when the session is set to begin. If you arrive late, you will not have the chance to complete the work done during the beginning of the class. Moreover, persistent tardiness will affect your grade in the course. For every three times you arrive late, you will incur one absence. If you arrive more than twenty minutes late, you will be counted absent for the day. These absences will not be covered by the three unexcused absences allowed by the attendance policy. Absences due to tardiness will be counted at the end of the semester, even if you have not been otherwise absent to the class.

Note: You are responsible for signing the attendance sheet. If you do not sign in, you will be counted absent. It is imperative that you keep track of the number of times you have been absent or tardy, so you do not lose points from your final grade. Moreover, you should make sure you are doing everything within your power to keep up with the class. In other words, you are the person responsible for finding out announcement made during the class session, getting handouts and notes from the class, and making arrangements to pick up any graded work from your instructor, if graded work has been handed back in your absence.

Late Work

All assignments must be submitted on time and in the manner specified by the instructor in order for you to receive full credit for them. Late work will lose points and / or may not be accepted.

Typically, the penalty for submitting work late will be an initial deduction of 10 percentile points and additional 10 percentile points for every 24 hours in between the deadline and the time you submit your paper. These points will be deducted from the percentile points you earn for the assignment. You will have 72 hours after the deadline to submit your paper. After this seventy two hours, your assignment will not be accepted. For instance, if an assignment is due right before the class, on a Tuesday, and you submit it right before the next class, on Thursday, your final grade for the assignment will be reduced by 30 percentile points. (This deduction of thirty percentile points represents the deduction of the initial 10% points + the deduction of 10% point for the 24 hours from Tuesday to

Wednesday + the deduction of 10% points for the 24 hours from Wednesday to Thursday.) In this example, your paper would not be accepted if you submit it on Friday after the time set for the original deadline, right before the class. You can submit the assignment Friday morning (before the 72 hours late period has passed) and bring a hard copy to class the next week, Tuesday.

Indeed, you should keep in mind that all the major writing assignments will be considered on time, late, or will not be accepted based on the time when you submit them through Turnitin.com. Finally, you should be aware that some assignments, such as the drafts for peer-review and the third essay, will not be accepted late. Any changes in this policy will be notified to you in writing when the assignment is introduced in class.

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.

Academic Integrity

Students in RHET 1302 are expected to maintain a high level of responsibility and academic honesty. It is critically important you produce original written work and document all sources accurately using MLA format.

Please consult the following web sites addressing academic integrity as well as what constitutes cheating at UTD:

<http://www.utdallas.edu/deanofstudents/integrity/>

<http://www.utdallas.edu/deanofstudents/dishonesty/>

<http://www.utdallas.edu/deanofstudents/bigfour/>

Ask your instructor should you become concerned that you are possibly committing an act of scholastic dishonesty. UTD will hold you accountable regardless of whether or not you intended to plagiarize your paper.

RHET 1302 students suspected of plagiarism or any other act of scholastic dishonesty are subject to disciplinary proceedings. Should the Judicial Affairs Officer find a student responsible, then he or she will typically receive a “0” on the assignment in question.

University Policies

Please review the university policies at <http://go.utdallas.edu/syllabus-policies>.

Sharing Confidential Information

Students considering sharing personal information in email, in person, or within assignments or exams should be aware that faculty members and teaching/research assistants are required by UT Dallas policy to report information about sexual misconduct to the UT Dallas Title IX Coordinator. Per university policy, faculty have been informed that they must identify the student to the UT Dallas Title IX Coordinator. Students who wish to have confidential discussions of incidents related to sexual harassment or sexual misconduct should contact the Student Counseling Center (972-883-2527 or after hours 972-UTD-TALK or 972-883-8255), the Women's Center (972-883-8255), a health care provider in the Student Health Center (972-883-2747), a clergyperson (or other legally recognized religious advisor) of their choice, or an off-campus resource (i.e., rape crisis center, doctor, psychologist). Students who are sexually assaulted, harassed, or victims of sexual misconduct, domestic violence, or stalking, are encouraged to directly report these incidents to the UT Dallas Police Department at 972-883-2222 or to the Title IX Coordinator at 972-883-2218. Additional information and resources may be found at <http://www.utdallas.edu/oiec/title-ix/resources>.

Comet Creed

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:

“As a Comet, I pledge honesty, integrity, and service in all that I do.”

UT Dallas Writing Center

Located in McDermott Library room 1.312, 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.

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>

I have read and understood the policies for RHET 1302.037. 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): _____