

RHET 1302: Rhetoric

Spring 2017	Edgard Amaro
Section 08	Email: eea073000@utdallas.edu
MWF 11:00 -11:50	Office Number: JO 3. 602
Class location: JO 3.906	Office Hours: Fridays 12:00 -1:00 p.m.

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

Mon, Jan 9	<p>Introduction to the Course</p> <p>*Diagnostic Essay* (Diagnostic will be given to assess overall organization, use of topic sentences, paragraph development, and syntax)</p> <p>Course Syllabus and class expectations</p> <p>Discussion of the basics of writing: organization, development, style, thesis</p>
Wed, Jan 11	<p>Understanding Arguments, Part I</p> <p>"The Basics of Argument," <i>Argument!</i>, Chapter 1</p> <p>Rhetoric, argument, Aristotelian Model (Appeals)</p> <p>Organization of the essay (three ways to organize an essay)</p> <ol style="list-style-type: none"> 1.Chronological 2.Spatial 3.Persuasive Structures (Support, Discovery, Pro-and-Con) <p>Focus will be on Support Structure:</p> <ol style="list-style-type: none"> 1. Introduction (containing thesis, claim, or generalization) 2. Development of important points 3.Conclusion <p>Review persuasive structure sample essays</p> <p>http://writingcenter.unlv.edu/writing/organization.html</p> <p>Introduction</p> <p>Focus: Strategies for writing an effective introduction</p> <p>http://writingcenter.unc.edu/handouts/introductions/</p> <p>Process assignment: Understanding the syllabus</p>
Fri, Jan 13	<p>Understanding Arguments, Part II</p> <p>"Responding Critically to the Arguments of Others," <i>Argument!</i>, Chapter 2</p> <p>Process assignment: TBD</p> <p>Discussion of the difference between a summary and an analysis</p> <p>Active/Passive Voice:</p> <p>https://owl.english.purdue.edu/owl/resource/539/05/</p> <p>Activity (Small group): TBD</p>
Mon, Jan 16	<p>No classes – Martin Luther King, Jr. Day</p>
Wed, Jan 18	<p>Understanding Arguments, Part III</p> <p>"Responding Critically to the Arguments of Others," <i>Argument!</i>, Chapter 2</p> <p>Process assignment: Quiz Fundamental Theory and the Basics of Argument</p>
Fri, Jan 20	<p>Understanding Arguments, Part IV</p>
Mon, Jan 23	<p>Grammar, Mechanics, and Style</p> <p>Activities TBD</p>

Wed, Jan 25	<p>Writing Arguments, Part I</p> <p>"Writing Effective Arguments," <i>Argument!</i>, Chapter 3</p> <p>Audience</p> <p>Activity (Small group): TBD</p> <p>http://pwr.la.psu.edu/resources/graduate-writing-center/handouts/Drafting%20and%20Revising%20John%202010.pdf</p> <p>Discuss Purpose</p> <p>http://writing.colostate.edu/guides/page.cfm?pageid=24</p> <p>Review discussion of Thesis (Drafting)</p> <p>Importance and process of Revision and Editing</p> <p>http://writingcenter.unc.edu/handouts/revising-drafts/</p>
Fri, Jan 27	<p>Writing Arguments, Part II</p> <p>"Refuting an Argument," <i>Argument!</i>, Chapter 5</p> <p>Discuss refutation essay</p> <p>Discuss image on page 90 of <i>Argument!</i></p> <p>Process assignment activity: Watch Jon Stewart Clip</p>
Mon, Jan 30	<p>Writing Arguments, Part III</p> <p>"Taking a Position," <i>Argument!</i>, Chapter 6</p> <p>Process assignment: TBD</p> <p>Brief discussion of position essay</p> <p>Activity (whole group): Discussion of two relevant topics. Following guidelines on drafting a position essay (pg. 104)</p> <p>Students will draft a short position essay.</p>
Wed, Feb 1	<p>Writing Arguments, Part IV</p> <p>"More about Argument: Induction, Deduction, Analogy, and Logical Fallacies," <i>Argument!</i>, Chapter 4</p> <p>Discuss induction, deduction, analogy, and logical fallacies</p> <p>Activity (small group): Students will discuss and complete "Try it!" activities for each topic.</p>
Fri, Feb 3	<p>Writing a Rhetorical Analysis, Part I</p> <p>"Writing a Rhetorical Analysis," <i>Argument!</i>, Chapter 9</p> <p>Begin discussion of rhetorical analysis assignment</p> <p>We will use Chapter IX as a guideline for things to address in rhetorical essay assignment (word choice, tone, sentence structure, persuasive appeals, metaphors, comparisons, contrasts, analogies, logical fallacies).</p> <p>Discuss style analysis sample pg. 150</p> <p>Present 3 essay options for rhetorical essay assignment</p> <p>Hand out specific requirements and instructions for rhetorical essay assignment</p> <p>Activity (whole group): Students will begin drafting introduction paragraph for rhetorical essay assignment.</p> <p>Discuss Trunit.com procedures</p> <p>Discuss topic sentences</p> <p>https://owl.english.purdue.edu/engagement/index.php?category</p>

	<p>_id=2&sub_category_id=1&article_id=29</p> <p>Activity (small group): TBD</p>
Mon, Feb 6	<p>Writing a Rhetorical Analysis, Part II</p>
Wed, Feb 8	<p>Documenting Sources</p> <p>"Documenting Sources (MLA, APA, and More)," <i>Argument!</i>, Chapter 14</p> <p>Documenting sources</p> <p>Discuss MLA documentation requirement and formatting</p> <p>Activity (whole group): MLA citation and formatting exercise.</p> <p>Plagiarism Tutorial at:</p> <p>http://www.utdallas.edu/library/help/PlagiarismTutorial/Plagiarism.htm</p>
Fri, Feb 10	<p>Causal Arguments</p> <p>Judicial Affairs presentation</p> <p>Causal Arguments</p> <p>"Writing a Causal Analysis," <i>Argument!</i>, Chapter 7</p> <p>Review Turnit.com procedures</p> <p>Process assignment: Quiz Appropriate Documentation of Source Material</p>
Mon, Feb 13	<p>Peer Review – Essay #1</p> <p>Submit first draft of Rhetorical Analysis to Turnitin.com by 10:59 a.m.</p> <p>Peer Review Essay 1- Students must bring a hard copy of first draft.</p>
Wed, Feb 15	<p>Peer Review – Essay #1</p> <p>*Bring hard copy of first draft to class.</p> <p>Assign readings from Chapter 17</p>
Fri, Feb 17	<p>Peer Review – Essay #1</p> <p>*Bring hard copy of reviewed first draft.</p>
Mon, Feb 20	<p>Essay #1: Rhetorical Analysis Due</p> <p>Considering the Arguments of Others</p> <p>"Violent Media or Violent Society?," <i>Argument!</i>, Chapter 17</p> <p>Discuss violent rhetoric in media/and politics</p> <p>Activity: Class was previously divided into 5 groups (3 or 4 per group). Each group was assigned one reading from chapter 17 and they will lead discussion with questions found at the end of each reading.</p> <p>Whole group discussion of "What is 'Violent Rhetoric'?" (pg. 327)</p> <p>Activity/Process assignment: TBD</p>
Wed, Feb 22	<p>Introduction to Visual Arguments, Part I</p> <p>"Reading, Analyzing, and Using Visuals and Statistics in Argument," <i>Argument!</i>, Chapter 10</p> <p>Discuss different types of visual arguments and how to read them with insight. (Use "Good Advice" chart on pg. 157 as guideline)</p> <p>Activity (small group): TBD</p> <p>Students will present ads they have selected.</p> <p>Hand out and discuss specific requirements and instructions for visual analysis</p>

	essay.
<i>Fri, Feb 24</i>	Introduction to Visual Arguments, Part II
<i>Mon, Feb 27</i>	Considering Visual Arguments, Part I "The Myth and Reality of the Image in American Consumer Culture," <i>Argument!</i> , Chapter 15 Discuss and analyze Kia advertisement Discuss "McDonald's Hit by Happy Meal Toy Ban" Activity: Discussions will be based on rhetorical appeals, audience, purpose of advertisement, as well as on the questions following each ad. Students will write one paragraph addressing several rhetorical devices for one of the ads. Process assignment: TBD
<i>Wed, Mar 1</i>	Considering Visual Arguments, Part II "The Challenges of Living in a High-Tech, Multimedia World," <i>Argument!</i> , Chapter 16 Brief discussion on privacy and technology Discuss "On Facebook Biggest Threat to Your Private Data May Be You" (pg. 304), or obtain a more recent publication on privacy (possibly NSA). Activity: Students will analyze reading for thesis, defense of argument, support for claims, tone, appeals, audience, and purpose. They will write a paragraph addressing several rhetorical devices.
<i>Fri, Mar 3</i>	Considering Visual Arguments, Part III Students will view ads (commercial) Activity: Students will analyze ads for thesis, defense of argument, support for claims, tone, appeals, audience, and purpose Present samples of visual analysis essay Q&A session on visual analysis assignment.
<i>Mon, Mar 6</i>	Peer Review – Essay #2 Submit first draft of visual analysis essay by 10:59 a.m. to Turnitin.com. *Bring hard copy of first draft to class.
<i>Wed, Mar 8</i>	Peer Review – Essay #2 *Bring hard copy of first draft to class.
<i>Fri, Mar 10</i>	Peer Review – Essay #2 *Bring hard copy of reviewed first draft to class.
<i>March 13-18</i>	Spring Break; No classes
<i>Mon, Mar 20</i>	Problem Solution Arguments "Writing the Problem/Solution Essay," <i>Argument!</i> , Chapter 8 Discuss the problem solution essay as a type of academic essay http://spot.pcc.edu/~dramirez/262Writing8/Handouts/Handbook_ProbSolnEssay.pdf

	Activity: TBD
Wed, Mar 22	Essay #2: Visual Rhetorical Analysis Due Considering the Arguments of Others "Students, Teachers, and Schools in the 21st Century," <i>Argument!</i> , Chapter 19 "Freedom of Expression in the 21st Century," <i>Argument!</i> , Chapter 20
Fri, Mar 24	Considering the Arguments of Others "Enduring Controversies in a New Age: Abortion, Animal Rights, Capital Punishment, and Health Care," <i>Argument!</i> , Chapter 21
Mon, Mar 27	Writing a Researched Argument, Part I "Planning the Researched Argument," <i>Argument!</i> , Chapter 11 Writing a Prospectus and Annotated Bibliography Discuss Research Proposal examples (pgs. 183-184) Students will use the Subject/Topic/Claim/Proposal format Activity: Students will begin writing a rough draft of the prospectus. Discussion of Annotated Bibliography http://guides.library.cornell.edu/annotatedbibliography Write rough draft (Prospectus) **WL Period Ends**
Wed, Mar 29	Writing a Researched Argument, Part II
Fri, Mar 31	Writing a Prospectus and Annotated Bibliography Discuss Research Proposal examples (pgs. 183-184) Students will use the Subject/Topic/Claim/Proposal format Activity: Students will begin writing a rough draft of the prospectus. Discussion of Annotated Bibliography http://guides.library.cornell.edu/annotatedbibliography Write rough draft (Prospectus)
Mon, Apr 3	Using Sources, Part I Library Orientation (Tentative) "Evaluating and Utilizing Sources," <i>Argument!</i> , Chapter 12 Students will present rough draft of prospectus Activity/Process assignment: Press Conference- Each student will present their topic and research proposal to the class. Class will evaluate if the topic is too narrow or too broad, as well as pose questions that may help guide research. Process assignment: Quiz Initiating Academic Research.
Wed, Apr 5	Using Sources, Part II
Fri, Apr 7	Prospectus Due (Submit to Turnitin.com) Using Sources, Part III
Mon, Apr 10	Using Sources, Part IV

<i>Wed, Apr 12</i>	Drafting and Revising Research Essays, Part I "Drafting and Revising the Research Argument," <i>Argument!</i> , Chapter 13 Assign readings for chapters, 22,23,24 Process assignments: Quiz Argumentative Essays
<i>Fri, Apr 14</i>	Annotated Bibliography Due (Submit to Turnitin.com) Drafting and Revising Research Essays, Part II
<i>Mon, Apr 17</i>	Grammar, Mechanics, and Style Review
<i>Wed, Apr 19</i>	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
<i>Fri, Apr 21</i>	Peer Review Essay 3 Submit first draft of the academic research essay by 10:59 a.m. to Turnitin.com. *Bring hard copy of first draft to class.
<i>Mon, Apr 24</i>	Peer Review – Essay #3 *Bring hard copy of first draft to class.
<i>Wed, Apr 26</i>	Peer Review – Essay #3 *Bring hard copy of revised first draft to class.
<i>Fri, Apr 28</i>	Essay #3: Academic Research Essay Due Course Wrap-up

Grading

Assignment and Grade Values

Grading is based on the UTD Undergraduate Catalog and a 1000-point cumulative scale for points earned from assignments. Grades are awarded as follows:

Grade	Cumulative Credit Points
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

Essay #1: Rhetorical Analysis	20%
Essay #2: Visual Rhetorical Analysis	20%
Essay #3: Academic Research Essay	25%
Prospectus and Annotated Bibliography Combined (Research Essay)	5%
Peer Reviews (3)	10%
Process (short writing assignments, quizzes, short response papers, daily writing exercises, or any other low-impact assignments)	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 Combined (Research Essay)	5%	50
Peer Reviews (3)	10%	100
Process	10%	100
Participation	10%	100

Total	100%	1000
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Assignment Descriptions

(Note: You must submit all major assignments to Turnitin.com by the due date.)

Process Grade

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

Peer Review

For each major assignment we will have 3 peer review sessions prior to the submission of the final draft. In order to have a balanced and fair peer review session, everyone is required to bring a hard copy of their revised draft to every session. **Do not expect your classmates to read you first drafts from your phone!** As stated above, failure to bring a hard copy of your draft to peer review sessions will result in a 5-point deduction of your process grade. Also, you must submit your peer review feedback document on the first day we meet following the submission of the final draft to Turnitin.com. Failure to submit your feedback form will affect your peer review score.

Peer Review Feedback Forms

Due Dates:

Essay 1: February 22

Essay 2: March 24

Essay 3: May 2-May 5

*I will **not accept** peer review forms for the academic research essay after May 5.

You may submit peer review forms prior to due date if you wish to do so.

****Important****

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

First (rough) and final drafts of the three major assignments (essays) must be submitted to Turnit.com.

Essay #1: Rhetorical Analysis

Essay #1: Rhetorical Analysis

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

Format: MLA

Font: 12-point, double spaced

Source limit: One (1) source minimum

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

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

First draft due date: February 13 by 10:59 a.m.

Final draft due date: February 20 by 11:59 p.m.

Late Policy: You have until 11:59 p.m. of February 20 to submit your final draft to Turnitin.com. You will receive a twenty-five-point deduction for every day it is late.

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, you will analyze an essay selected by 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.

Essay #2: Visual Rhetorical Analysis

Essay #2: Visual Rhetorical Analysis

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

Format: MLA

Font: 12-point, double spaced

Source limit: Two (2) sources minimum

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

First draft due date: March 6 by 10:59 a.m.

Final draft due date: March 22 by 11:59 p.m.

Late Policy: You have until 11:59 p.m. of March 22 to submit your essay to Turnitin.com. You will receive a twenty-five-point deduction for every day it is late.

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)

Format: MLA

Font: 12-point, double spaced

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

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

First draft due date: April 21 by 10:59 a.m.

Final draft due date: April 28 by 11:59 p.m.

Late Policy: You have until 11:59 p.m. of April 28 to submit your essay to Turnitin.com.

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

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

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

Prospectus

Length: 250-500 words

Format: MLA

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

Due: April 7

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

Late Policy: You have until 11:59 p.m. of April 7 to submit your prospectus to Turnitin.com. You will receive a 10-point penalty for every day it is late.

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

Sources: Five (5) entries minimum

Format: MLA format for annotated bibliographies

Length: 100- to 125- word entries

Due: April 14

You must submit your annotated bibliography to Turnitin.com by due date.

Late Policy: You have until 11:59 p.m. of April 14 to submit your annotated bibliography to Turnitin.com. You will receive a 10-point penalty for every day it is late.

You will write an annotated bibliography of at least three (3) scholarly (e.g., *Journal of the American Medical Association*) and two (2) popular sources (e.g., *Popular Science*). These sources must constitute "academic" work, or the sources must at least come from credible sources. You may use online sources, but you should make absolutely certain these sources are both authentic and credible. ****Do not use Wikipedia or Sparknotes.**** Source materials may also be texts that you are using in this class or texts within your own field of study.

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

Sample entry:

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

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

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

Course Policies

Attendance and Punctuality

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 (using personal communication devices and reading or studying for other classes), 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.**

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 four (e.g., 7 absences = 12% total reduction). **You are responsible for your attendance. You must make sure you sign the roll sheet and/or notify me if you arrive late and after I have taken roll. If you arrive after I have taken roll, you will be considered late. You must sign the attendance sheet even if you are late. Make sure to indicate that you are late on the attendance sheet.**

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.**

Class Participation

Your success in this course is a function of your level **of engagement, your preparation for class, and your behavior in the classroom.** I am interested in the quality of your remarks rather than the quantity. Please use your analysis of the readings, your daily/weekly assignments, and prior research and/or study when responding orally in class, and please be prepared to back up any points you make.

Participation in this course does not include doing work unrelated to this course during class, sleeping in class, or using computers or other personal electronic devices for personal messaging, research, or entertainment. I will inform you when and for what purpose you will use your personal computers.

All required drafts of your assignments must be submitted when and as required in order to successfully complete this course.

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.** Use of personal devices will affect your attendance record and participation grade.

Academic Integrity

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

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

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

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

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

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

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

University Policies

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

Sharing Confidential Information

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

encouraged to directly report these incidents to the UT Dallas Police Department at 972-883-2222 or to the Title IX Coordinator at 972-883-2218. Additional information and resources may be found at <http://www.utdallas.edu/oiec/title-ix/resources>.

Comet Creed

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

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

UT Dallas Writing Center

Located in McDermott Library room 1.312, 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.

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>

I have read and understood the policies for RHET 1302.008. 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): _____