

RHET 1302: Rhetoric

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Spring 2017	Professor Amanda Field
Section <u>1302.010</u>	Email: axl151930@utdallas.edu
MWF 12:00-12:50	Office Number: JO 3.926
Class location: JO 3.532	Office Hours: MW 10:15-11:30; Schedule Appt. Outside Office Hours

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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.

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Course Description

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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.

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General Education Core Objectives

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- **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.

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Student Learning Objectives for RHET 1302

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- **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.

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

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Contacting the Professor

If you need to contact the professor through email to ask a question, or schedule a conference, make sure to include your full name, class number, description of the assignment in question, and your question. If you do not follow these directions, you may not receive a helpful reply.

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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.

Each student is allowed four (4) absences. For each absence, you will email me notification of your absence as a courtesy. Save these absences for when you really need them. Your final grade will suffer a 4% reduction for each missed class you accumulate over the four absences allocated for the term. *You are responsible for your attendance.*

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Punctuality

Tardiness to class is disrespectful to both your instructor and your peers. The door will be closed at the beginning of class, and you will not be allowed in once the door is closed. You may remain outside, and discuss the missed coursework after class is dismissed, though you will still be counted as absent.

Class Participation

Your success in this course is a function of your level of engagement. Feel free to use your analysis of the readings, your assignments, and prior studies when responding orally in class. 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. Cell phones are allowed to be out during class, but refrain from personal use during class.

Late Work Policy

Every assignment has a due date. Students are expected to submit assignments by the assigned due date. No late assignments will be accepted unless given prior notice to the due date by professor for an emergency as detailed in the emergency circumstance form on e-learning.

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~~How to be successful in this class:~~

- ~~1. Attend every class and communicate with peers and professor.~~
- ~~2. Be prepared and have necessary materials for class.~~
- ~~3. Upload assignments to e-learning when due.~~
- ~~4. Use feedback to improve your writing. Make appointments at the Writing Center.~~
- ~~5. Confused, frustrated, or lost, please ask for help. It happens to everyone.~~

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Required Materials

You must have access to the Internet. This is very important, as course announcements, and assignments will need to be accessed through e-learning. Papers must be in a MLA compatible word

processor, such as Microsoft Word. The library is a free source for both Internet and Microsoft Word. Lack of access is the student's responsibility, not the professor.

Assignment and Grade Values

Grading is based on the UTD Undergraduate Catalog and a 1000-point cumulative scale for points earned from assignments. I will make use of the +/- system in grading as stipulated by the current University of Texas at Dallas Undergraduate Catalog.

Grades are awarded as follows:

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

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

Spring 2017 Assignments and Academic Calendar

Mon, Jan 9

Unit 1: Understanding and Writing Arguments **Introduction to the Course**

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Day	Topic	Assignment	Due Date
Mon, Jan 30	Writing Effective Arguments, "Argument!", Chapter 3	Discussion	
	"Students, Teachers, and Schools in the 21st Century," Argument!, Chapter 19		
	Analysis		
	Hmwk: Participation #3: Find an Argument: Due in-class on Mon, Jan 30th		
Mon, Jan 30	Writing Arguments, Part II		
	"Refuting an Argument," Argument!, Chapter 5		
	Hmwk: Process #2: Understanding an Argument: Due Fri, Feb 3 rd before class on e-learning		
Wed, Feb 1	Writing Arguments, Part III		
	"Refuting an Argument," Argument!, Chapter 5		
	"Taking a Position," Argument!, Chapter 6		
	Hmwk: Read "Enduring Controversies in a New Age: Abortion, Animal Rights, Capital Punishment, and Health Care," Argument!, Chapter 21		
Fri, Feb 3	Writing Arguments, Part IV		
	"Enduring Controversies in a New Age: Abortion, Animal Rights, Capital Punishment, and Health Care," Argument!, Chapter 21 Discussion		
	Hmwk: Read "Writing a Rhetorical Analysis," Argument!, Chapter 9	More about Argument: Induction, Deduction, Analogy, and Logical Fallacies," Argument!, Chapter 4 [Instructors requiring an online component (eLearning, electronic writing assignment, etc.) may introduce it on this day.]	
Mon, Feb 6	Writing a Rhetorical Analysis, Part I		
	"Writing a Rhetorical Analysis," Argument!, Chapter 9	Discussion	
	Introduction of Rhetorical Analysis Assignment		
	Hmwk: Process #3: Responding to Arguments: Due Fri, Feb 10 th before class on e-learning		
Wed, Feb 8	Writing a Rhetorical Analysis, Part II		
	Comparison of Arguments Discussion		
	Hmwk: Participation #4: MLA list assignment: Due in-class on Fri, Feb 10		
Fri, Feb 10	Documenting Sources		
	"Documenting Sources (MLA, APA, and More)," Argument!, Chapter 14		
	Plagiarism Tutorial at: http://www.utdallas.edu/library/help/PlagiarismTutorial/Plagiarism.htm		
	Hmwk: Paper Proposal due Mon, Feb 13 th before class on e-learning		
Mon, Feb 13	Causal Arguments		
	"Writing a Causal Analysis," Argument!, Chapter 7		
	Sign up for Conference Times		
	Hmwk: Work on Essay		
Wed, Feb 15	Peer Review – Essay #1		
	Drafting: Outlining: Organization of Ideas, Instructors may also schedule individual conferences during this time in addition to, but not in lieu of, peer review sessions.		
Fri, Feb 17	Peer Review – Essay #1		
	Draft Review		

Mon, Feb 20	Peer Review – Essay #1 Draft Check	Formatted
	****Essay Due Wed, Feb. 22nd, at 11: 59 pm****	Formatted
Wed, Feb 22	Essay #1: Rhetorical Analysis Due Considering the Arguments of Others “Violent Media or Violent Society?,” Argument!, Chapter 17 “Arguing about Politics: the Good, the Bad, and the Ugly,” Argument!, Chapter 18 Hmwk: Process #4: Responding to Arguments: Due Fri, Feb 24th before class on e-learning [Instructors may choose select readings and examples from these chapters.]	Formatted
Fri, Feb 24	Introduction to Visual Arguments, Part I “Reading, Analyzing, and Using Visuals and Statistics in Argument,” Argument!, Chapter 10 Introduction to Visual Analysis Argument Commercial Analysis Hmwk: Participation #5: Consider the Argument: Commercials: Due in-class on Mon, Feb 27th	Formatted
Mon, Feb 27	Introduction to Visual Arguments, Part II Works of Art Hmwk: Participation #6: Consider the Argument: Works of Art: Due in-class on Wed, Mar 1st	Formatted
Wed, Mar 1	Considering Visual Arguments, Part I “The Myth and Reality of the Image in American Consumer Culture,” Argument!, Chapter 15 [Instructors may choose select readings and examples from this chapter.] Print Ads Hmwk: Process # 5: Responding to Arguments: Due Fri, Mar 3rd before class on e-learning	Formatted
Fri, Mar 3	Considering Visual Arguments, Part II “The Challenges of Living in a High Tech, Multimedia World,” Argument!, Chapter 16 Photography Hmwk: Process #6: Responding to Arguments: Due Fri, Mar 3rd before class on e-learning [Instructors may choose select readings and examples from this chapter.]	Formatted
Mon, Mar 6	Considering Visual Arguments, Part III Visual Element Review Sign up for Conference Times Hmwk: Work on Essay [Instructors may choose activities, readings, etc. on this day.]	Formatted
Wed, Mar 8	Peer Review – Essay #2 Drafting: Outlining: Organization of Ideas	Formatted
Fri, Mar 10	Peer Review – Essay #2 Draft Review	Formatted
Mar13-18	Spring Break	Formatted
Mon, Mar	Peer Review – Essay #2	Formatted

******Essay Due Fri, Mar. 24th^d at 11: 59 pm******

Hmwk: Process #7: Responding to Arguments: Due Fri, Mar 24th before class on e-learning [Instructors can use this class as a preview for teaching the Academic Essay. In other words, they can explain that some Academic Essays can follow a problem/solution organizational structure.]

Hmwk: Process #8: Responding to Arguments: Due Mon, Mar 27th before class on e-learning. Instructors may choose select readings and examples from either of these chapters.

“Enduring Controversies in a New Age: Abortion, Animal Rights, Capital Punishment, and Health Care,” *Argument!*, Chapter 21 [Instructors may choose select readings and examples]

Hmwk: Participation #8: Consider the Argument: Research, Part 2: Due in-class on Fri, Mar 31st

Hmwk: Process #9: Responding to Arguments: Due Mon, Apr 3 before class on e-learning

Hmwk: Please Read “Evaluating and Utilizing Sources,” *Argument!*, Chapter 12 [Instructors decide activities and/or may choose activities from the RHET 12 archive.]

“Evaluating and Utilizing Sources,” *Argument!*, Chapter 12

	<p>[Instructors may choose to schedule a “library tour/orientation” on this class day, April 7, or April 10.]</p> <p>Hmwk: Participation #9: Consider the Argument: Research, Part 3: Due in-class on Fri. Apr. 7th</p>
Fri, Apr 7	<p>Using Sources, Part II</p> <p>Prospectus Review</p> <p>Participation #9 Discussion</p> <p>Hmwk: Work on Prospectus [Instructors decide activities and/or may choose activities from the RHET 1302 archive.]</p>
Mon, Apr 10	<p>Prospectus Due at 11:59 pm on e-learning</p> <p>Using Sources, Part III</p> <p>Hmwk: Process #10: Annotated Bibliography Check Due Fri, Apr 4th before class on e-learning [Instructors decide activities and/or may choose activities from the RHET 1302 archive.]</p>
Wed, Apr 12	<p>Using Sources, Part IV</p> <p>Consider the Argument: “Competing Perspectives on the American Economic and Financial Crisis,” <i>Argument!</i>, Chapter 24</p> <p>Hmwk: Please Read “Drafting and Revising the Research Argument,” <i>Argument!</i>, Chapter 13 [Instructors decide activities and/or may choose activities from the RHET 1302 archive.]</p>
Fri, Apr 14	<p>Drafting and Revising Research Essays, Part I</p> <p>“Drafting and Revising the Research Argument,” <i>Argument!</i>, Chapter 13</p> <p>Hmwk: Work on Annotated Bibliography</p>
Mon, Apr 17	<p>Annotated Bibliography Due at 11:59 pm on e-learning</p> <p>Drafting and Revising Research Essays, Part II</p> <p>Grammar, Mechanics, and Style Review</p> <p>Hmwk: Work on Research [Instructors decide activities and/or may choose activities from the RHET 1302 archive.]</p>
Wed, Apr 19	<p>Considering the Arguments of Others</p> <p>“Marriage and Gender Roles: Changing Attitudes vs. Traditional Values,” <i>Argument!</i>, Chapter 22</p> <p>Hmwk: Work on Research “Arguing about Science and Religion: Policy, Politics, and Culture,” <i>Argument!</i>, Chapter 23</p> <p>“Competing Perspectives on the American Economic and Financial Crisis,” <i>Argument!</i>, Chapter 24</p> <p>[Instructors may choose select readings and examples from any or all of these chapters.]</p>
Fri, Apr 21	<p>Peer Review – Essay #3</p> <p>Drafting: Outlining: Organization of Ideas</p>

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Mon, Apr 24 **Peer Review – Essay #3**

Draft Review

Wed, Apr 26 **Peer Review – Essay #3**

Draft Check

Fri, Apr 28 **Essay #3: Academic Research Essay Due**

Course Wrap-up -- Final grades posted by ing period extends from Tuesday, May 2 until Thursday, May 11.

Note to instructors: Midterm grades are due Saturday, March 4 (normally by 10:00 a.m. — exact time may vary; University calendar reflects Mid term grades viewable Monday, March 6). Final grades are due no later than Monday, March 6. Final grading period extends from Tuesday, May 2 until Thursday, May 11. Do not make any assignments due or hold students accountable for anything on Monday, May 1. This day is designated as the reading day for final exams. University policy prohibits instructors from giving exams or requiring assignment submission on “reading” days.

Grading

Note to instructors: You may devise your own methods for calculating grades, but the percentages for assignments must remain as indicated on this syllabus.

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

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

~~**Note to instructors:** You may devise your own methods for calculating grades, but the percentages for assignments must remain as indicated on this syllabus. Possible method for calculating grades: —~~

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

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

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

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

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

~~**Assignment Descriptions**~~

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

Essay #1: Rhetorical Analysis

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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: Wed, Feb. 22nd at 11:59 pm ✕✕

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

To begin your analysis, look at the different rhetorical information and guidelines provided in the chapters of the first ~~two~~ sections (“Understanding and Arguments” and “Writing Arguments”) of our textbook that we have covered and other writing strategies we have discussed in class, such as the writer’s backing of a claim, use of evidence, logic (or logical fallacies), organizational strategies, style, humor, and/or tone. Choose an approach and be selective: you cannot cover all of these elements in a single paper. You must have a thesis about the article you choose and elements of its rhetoric. You might, for example, write a thesis that addresses a single important technique of the writer, a few of the central strategies used by the writer to structure the article, or the effectiveness or ineffectiveness of the essay in achieving its purpose for a particular audience, using selected criteria. ~~It is fine to have a nuanced thesis that does not conclude the essay is entirely good or entirely bad.~~ Remember that these pieces are composed by published, respected writers who have quality to their writing; at the same time, you may find gaps in the writing, disagree with the logic or approach, or find significant concerns that are not addressed by the piece. While you may include a very brief summary of what the writer says, summary should only be a small portion of your essay, and you should concentrate on developing your argument/thesis about the essay, using evidence and insight to support your claim. The essay should include a Work or Works Cited page. Be sure to proofread your essay for technical errors.

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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: Fri, Mar. 24th at 11: 59 pm ✕✕

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~~(Note to instructors: You may exercise a greater degree of latitude in altering and revising this assignment description. This essay assignment, for example, could ask students to analyze the rhetoric of television commercials, a photograph, or work of art. Regardless, the assignment must ask students to engage, analyze, and/or use something related to the visual or to media. And the students should always remain focused on rhetoric and, specifically, the visual image as rhetoric.)~~

~~You may, if you so choose, assign an essay that requires students incorporate visuals in support of an argument. *Argument!*, Chapter 10 addresses how visuals can make arguments either in and of themselves or in support of a written text. The following assignment description, however, asks students to write a visual analysis of a photograph, political cartoon, or advertisement.)~~

The Visual Rhetorical Analysis assignment asks you to select a photograph, print advertisement, commercial, 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.

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Refer back to Chapter 10 of *Argument!* for additional guidance. Specifically, the “Good Advice” box on page 157 can help you in analyzing your visual. If you are analyzing an advertisement, for example, then you should consider these questions:

- What produce or service is being advertised?
- Who seems to be the targeted audience?
- What is the ad’s primary strategy?
- Does the ad use specific rhetorical strategies such as humor, understatement, or irony?
- What is the relation between the visual part of the ad (photo, drawing, typeface, etc.) and the print part (the text or copy)?
- What is the ad’s overall visual impression?

Remember that your essay should be free of grammatical and mechanical mistakes, and you should, as always, proofread your essay very carefully.

Essay #3: Academic Research Essay

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

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

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

Due: Sun, Apr. 30th at 11:59 pm

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~~(Note to instructors: You may exercise some latitude in altering and revising this assignment description in that you can broaden the scope of the assignment to permit other topics (i.e., topics not directly related or possibly unrelated to the student’s major field of study).~~

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, MLA format, 11 or 12-point font, double-spaced

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Due: **Mon, Apr. 10th at 11:59 pm**

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

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

Due: **Mon, Apr 17th at 11:59pm on e-learning**

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?

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.

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

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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.

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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 make sure you sign the roll sheet when it is passed around, and if you arrive late you will not be counted as present. I will consider excusing absences resulting from illness and/or university sponsored trips on a case-by-case basis with appropriate documentation given within a week of the absence.

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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, 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 the computers or other personal electronic devices for personal messaging, research, or entertainment.

Late Work

All drafts, including final, must be submitted when and as required in order to successfully complete this course. Late assignments

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.”

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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.

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

Monday – Thursday: 10 am – 7 pm

Friday – Saturday: 10 am – 4 pm

Sunday: 3 pm – 5 pm

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

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I have read and understood the policies for RHET 1302. .010***. 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: _____

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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): _____