

RHET 1302: Rhetoric

Summer 2017	Instructor: David Lyons
Section 1302.052	Email: DLL101020@utdallas.edu
T/R 1:00pm-5:15pm	Office Number: JO 3.926
Class Location: JO 3.908	Office Hours: TBA

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.

Regarding Office Hours and Contacting the Professor

I will be in my office and available to meet during the times listed. Feel free to drop in during those hours, but scheduling an appointment with me in advance will ensure that I can give you the time needed. If you cannot meet during my office hours, I am generally very available during the week. If you need to meet, just let me know. I strongly recommend you meet with me to discuss any problems or questions.

Regarding email contact: In general terms, I check my email a minimum of three times a day, morning, noon, and evening. Roughly, this means 8am, 12pm, and 8pm. Although it is highly likely that I will check my email more often than this, you cannot expect to get a prompt response if you email me at 4am (for example).

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.

Recommended Supplies

1. Pen/Pencil/Paper. This is a writing class.
2. Binder/Folder for handouts. Always bring your syllabus, rough drafts and handouts to class.
3. Laptop/tablet. We will be workshoping assignments in class. If you do not have access to a laptop or other electronic writing device, be sure to bring extra paper and your current assignment.
4. Access to a printer. You're expected to print a lot this semester. You can print at the UTD library or computer labs for a small fee.
5. Coffee.

Summer 2017 Assignments and Academic Calendar

Note on Calendar: Due to the cramped and hectic nature of the Summer semester as well as the long length of classes, we will be workshoping assignments in class quite often. Towards the end of the semester, lectures will be given as needed. This is why the last half of the calendar looks sparse--it does not mean the workload has been reduced, it merely indicates that classroom activities become more reactionary.

Tuesday, May 30th	Chapters 1-2 Syllabus and Class Expectations Basics of Writing Diagnostic Essay Basics of Argument Homework Assignment #1: Submit a greeting on Turnitin on e-Learning by 11:59pm
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Thursday, June 1st	Chapters 3-6, 9 Homework Assignment #2: Bring two copies of an article or essay for your group to discuss in preparation for Essay #1 MLA Format Logical Fallacies Writing the Rhetorical Analysis
◆ Tuesday, June 6th	Rhetorical Analysis Rough Drafts (800 words) Due in Class and Turnitin by 11:59pm Homework Assignment #3: Bring a secondary source to class Chapters 7, 14 Peer Review #1 Documenting Sources Quote Sandwich
◆ Thursday, June 8th	Rhetorical Analysis Final Draft Due on Turnitin by 11:59pm Homework Assignment #4: Bring a visual to class Chapters 10, 15 Body Paragraphs and Unity Essay #1 discussion Signs, Symbols, and Color Analyzing Ads and Commercials
◆ Tuesday, June 13th	Visual Analysis Rough Draft Due (800 words) in Class and Turnitin by 11:59pm Homework Assignment #5: Bring a secondary source to class Peer Review #2 Body Paragraphs Revisited Planning the Research Essay Writing the Reverse Outline
◆ Thursday, June 15th	Visual Analysis Final Draft Due on Turnitin by 11:59pm Homework Assignment #6: Bring your reverse outline to class Lecture (topic as needed) Writing Workshop
Tuesday, June 20th	Homework Assignment #7: Propose a Topic and Three Sources in class Lecture (topic as needed) Writing Workshop
◆ Thursday, June 22nd	Annotated Bibliography and Prospectus Due on Turnitin by 11:59pm Homework Assignment #8: Bring a detailed outline to class Lecture (topic as needed) Writing Workshop

◆ Tuesday, June 27th	Research Essay Rough Draft (1000 words) Due in Class and Turnitin by 11:59pm Homework Assignment #9: Bring physical source to class Peer Review #3 Lecture (topic as needed) Writing Workshop
Thursday, June 29th	Homework Assignment #10: Bring revision notes and plans to class Lecture (topic as needed) Writing Workshop
◆ Monday, July 3rd	Research Essay Final Draft Due on Turnitin by 11:59pm

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

Assignments

Essay #1: Rhetorical Analysis	20% (200 points)
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Essay #2: Visual Rhetorical Analysis	20% (200 points)
Essay #3: Academic Research Essay	25% (250 points)
Prospectus and Annotated Bibliography for Research Essay (combined)	5% (50 points)
Peer Review (3 total)	10% (100 points)
Process (Short Homeworks)	10% (100 points)
Participation	10% (100 points)
Total	100% (1000 points)

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

Extra Credit: No extra credit is preplanned. Sometimes extra credit will be offered to the entire class. Extra credit will **never** be offered individually. Extra credit is **not promised**. Do not expect it.

Note on Assignments:

Rough drafts are not graded but failure to bring a rough draft to class on the due date results in:

1. Receiving 0 points for peer review
2. A 10% penalty on the final draft.

Assignment Descriptions

Note: You must submit all major assignments to Turnitin.com by the due date. Failure to turn in one of the major assignments (the three essays) by the deadline will result in failing the course!

Essay #1: Rhetorical Analysis

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

Source limit: One (1) source minimum

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

Due: Rough draft due June 6th. Final draft due June 8th.

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 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

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: Rough draft due June 13th. Final draft due June 15th.

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) 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: Rough draft due June 27th. Final draft due July 3rd.

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

Due: June 22nd.

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: June 22nd

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.

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

Reminder: You must submit all major assignments to Turnitin.com by the due date. Failure to turn in one of the major assignments (the three essays) by the deadline will result in failing the course!

Course Policies

Attendance

Despite my relaxed demeanor and appearance, I am very strict when it comes to attendance and turning work in on time. You have been warned (again).

You are allowed **one (1)** free absence, no questions asked, no excuse needed. You would do well to save this absence for when you really need it. Life is inevitable. You will get a flat tire, oversleep, get sick, or suffer any other number of difficulties. Do not spend this absence willy-nilly and regret needing it later.

For **each** absence after the 1st (i.e.: 2nd, 3rd, 4th, etc) you will suffer a **5%** reduction of your **total final grade**. For example if you leave the class with a 92% final grade and two absences, your final grade will be reduced to 87%. Three absences would reduce it to a 82%, etc.

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 arrive late, leave early, sleep, engage in non-class-related activities, or interfere with your classmates' ability to learn you may be counted absent for that day or have your participation score reduced (or both).

I am notoriously punctual. You have been warned (again).

If circumstances occur that physically or legally prevent you from attending class, substantial evidence of the event **might** excuse additional absences. Your free absence includes illness, funerals, alien invasions, emergencies, wizarding mishaps, etc. Abuse of this clause **will** revoke any privileges at the professor's discretion.

Look, sometimes life gets in the way of school. It happens. But, for example, if you have to leave for two weeks to attend a family funeral out of state, you're going to miss 40% of this class. In an event such as this, dropping the class may be more beneficial.

If you have to miss for official UTDallas business such as a sporting event, provide me with proper documentation **before you are absent**. Preferably a week before the event. You must still make up any missed work.

Class Participation

Your success in this course is a function of your level of engagement. Engagement starts with doing the readings and the home-writing and coming to class on time with your syllabus and your book and yourself fully prepared to work.

I was once in a class with a fellow student who never even brought a pencil or paper to class. They did not pass. Do not be that student. Make an effort. It will serve you well.

I am interested in your thoughts; I want you to talk because I believe your participation will make the class more enjoyable for everyone. That said, 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 participating in class, and please be prepared to back up any points you make. Please do not be shy. We are all in this together. However, if class participation is something you struggle with, or worry about, talk to me in private and we will work something out. Do not forget, you are graded on participation.

Participation in this course does not include doing unrelated work during class, sleeping in class, or using computers or other personal electronic devices for personal messaging, research, or entertainment. If I notice excessive unnecessary use of electronics, I will mention it to you either in person after class or in an e-mail. Further use of unsanctioned electronic devices will result in participation grade penalties. Egregious use/ignoring the instructor's warnings will result in being marked absent for the class. You have been warned (again).

Late Work

All assignments **must** be submitted **when and as required** in order to successfully complete this course. Late assignments will **only** be accepted by gaining my approval **before the deadline**. This means that you must contact me with a valid reason **before the deadline**, and get my permission to turn the assignment in late. Even then there will be a **reduction of 10% (essentially a full letter grade) per day** (including weekends and holidays) from the final grade for any late assignment. For example, an assignment worth 200 points that is a day late has 20 points subtracted from your final grade on the assignment.

There is **absolutely no scenario** where we (you and I) do not communicate **before the deadline** and I take a late assignment from you. If you try this, I will be disappointed; you will be more disappointed. Again, even if you receive permission to be late with an assignment, you will lose 10% per day.

Are there exceptions to this policy? Maybe, for a situation involving death, hospitalization, detainment by law enforcement, kidnapping, natural disasters, etc. In order to take advantage of this exception you must provide convincing proof of the circumstances. Examples include doctor's notes, arrest reports, dated ransom notes etc. Your word alone will not suffice, nor will a note from your mother. Abuse of this clause **will** revoke any privileges at the professor's discretion.

Some assignments will be turned in on e-Learning (all three of the major papers will be) and some will be turned in as hard copies in class. Others will be done in class. There is **no acceptable excuse** for failing to turn in a paper that is due electronically. Even if e-Learning is down or will not accept your assignment for some reason, you can still send it to me via e-mail **before the deadline**.

I want to reiterate this: **EMAIL ME YOUR ASSIGNMENTS BEFORE THE DEADLINE AS A BACKUP.**

I do not want to hear about your computer problems. Borrow a computer. Use a computer lab. There are a thousand more solutions than there are excuses. Get it to me on time. If a homework paper is due in class in hardcopy and you cannot be here that day, send it to me via e-mail the day **before class**. Remember, on time means before the deadline, not after. Not ever. There will be spur-of-the-moment in-class writing; it will be graded; if you miss it, you miss it.

Remember, on Essays 1-3, if you fail to turn it in, you fail the course. No exceptions. The three major essays for this course are required. **Fail to turn one in, fail the course.**

Personal Communication Devices

Turn off all cell phones, tablets, laptops, pagers, satellite installations, telegraphs and other personal communication devices before the start of class. Do not use such devices during class unless appropriate. Once again, if I notice excessive unnecessary use of electronics, I will mention it to you either in person after class or in an e-mail. After I mention it once, I will simply count you absent for the day every time I notice it after that day. You have been warned twice.

Academic Integrity

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.”

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.

You will be using a professional and vetted anti-plagiarism website. It is very good at its job. I will also learn how you write and be able to spot when the writing is not your own. Do not cheat, even by accident. This is your first and final warning. Any evidence of academic dishonesty will be turned over to the higher authorities.

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.

University Policies

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

Sharing Confidential Information

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

UT Dallas Writing Center

Located in McDermott Library room 1.206, the UT Dallas Writing Center is a free resource for you, the UT Dallas student, to help take your writing to the next level. Tutors are available every day of the week to work with you. Even published authors, like J. K. Rowling, need someone to bounce their ideas off of, so drop by and talk to them. Walk-ins and appointments are welcome.

Monday – Thursday: 10 am – 7 pm

Friday – Saturday: 10 am – 4 pm

Sunday: 3 pm – 5 pm

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

Helpful Pro-Tips on how to Succeed in this Course (and life)

- Do the work.
- Do not waste your free absences.
- Be on time.
- Do the work.
- Do not fear failure. Sucking at something is the first step to becoming sort of good at something.

- Expect to do much more work outside of class than you do in class. Give yourself time, your GPA will thank you. An hour in, two hours out. That's 16 hours a week for this class.
- Do the work.
- Learn to manage your time, and once done, give yourself some time off.
- Participate.
- Put your phone away.
- Understand that my goal is not to crush your spirit, but to teach you skills that you will need in future coursework.
- Be kind, considerate, and respectful to everyone. Remember Vonnegut's rule.
- Do the work.
- Sleep at night.
- Come to class.
- Communicate with me and your classmates.
- Make use of my office hours. It feels like a waste of my time when I sit there for hours all alone.
- Do the work.