

RHET 1302: Rhetoric

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| Fall 2017 | Tracey Berry |
| Section 13 | Email: txb112130@utdallas.edu |
| MWF 1:00-1:50 | Office Number: JO 3.602 |
| Class location: JO 3.532 | Office Hours: Mon. 11:00-11:50 & 2:00-2:30 |

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

My listed office hours are the times at which I'm in my office and ready for you to show up. But I'm at school almost every day. If you need to meet me outside of my regular office hours, I'm more than happy to meet you. I prefer that you make an appointment by e-mail, but if you drop in to my office and I am there, that's fine too. I highly encourage you to take advantage of face to face meetings like this if you have any problems or questions, or even if you just want to touch base with me about your progress.

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: 9781307081763.

Fall 2017 Assignments and Academic Calendar

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| Mon, Aug 21 | Introduction to the Course Course syllabus and class expectations Discussion of the basics of writing: organization, development, style, thesis **Diagnostic Essay** Homework Assignment: Submit a greeting on Turnitin on e-Learning by 11:59pm Tuesday night. |
| Wed, Aug 23 | Understanding Arguments, Part I "The Basics of Argument," <i>Argument!</i> , Chapter 1 |
| Fri, Aug 25 | Understanding Arguments, Part II |
| Mon, Aug 28 | Understanding Arguments, Part III "Responding Critically to the Arguments of Others," <i>Argument!</i> , Chapter 2 |
| Wed, Aug 30 | Understanding Arguments, Part IV |
| Fri, Sep 1 | Grammar, Mechanics, and Style MLA review |
| Mon, Sep 4 | Labor Day; No Classes |
| Wed, Sep 6 | Writing Arguments, Part I "Writing Effective Arguments," <i>Argument!</i> , Chapter 3 |
| Fri, Sep 8 | Writing Arguments, Part II "Refuting an Argument," <i>Argument!</i> , Chapter 5 |

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| <i>Mon, Sep 11</i> | Writing Arguments, Part III "Taking a Position," <i>Argument!</i> , Chapter 6 "Writing the Problem/Solution Essay," <i>Argument!</i> , Chapter 8 Homework: Write an Introduction and submit it on e-Learning by 11:59pm Wednesday night. |
| <i>Wed, Sep 13</i> | Writing Arguments, Part IV "More about Argument: Induction, Deduction, Analogy, and Logical Fallacies," <i>Argument!</i> , Chapter 4 Essay#1 Assigned Homework: Bring two copies of an article or essay for your group on Friday. |
| <i>Fri, Sep 15</i> | Writing a Rhetorical Analysis, Part I "Writing a Rhetorical Analysis," <i>Argument!</i> , Chapter 9 Group Source Selection Homework: Bring a secondary source on Monday |
| <i>Mon, Sep 18</i> | Writing a Rhetorical Analysis, Part II |
| <i>Wed, Sep 20</i> | Documenting Sources "Documenting Sources (MLA, APA, and More)," <i>Argument!</i> , Chapter 14 Plagiarism Tutorial at: http://www.utdallas.edu/library/help/PlagiarismTutorial/Plagiarism.htm |
| <i>Fri, Sep 22</i> | Causal Arguments "Writing a Causal Analysis," <i>Argument!</i> , Chapter 7 The Quote Sandwich |
| <i>Sun, Sep 24</i> | Rough Draft for Essay #1 (800 Word Minimum) Due by 11:59pm on e-Learning |
| <i>Mon, Sep 25</i> | No Class—Student/Instructor Conferences |
| <i>Wed, Sep 27</i> | No Class—Student/Instructor Conferences |
| <i>Fri, Sep 29</i> | Peer Review – Essay #1. Bring Hard Copy of Draft to class—no exceptions! |
| <i>Mon, Oct 2</i> | Considering the Arguments of Others Readings from Chapter 17-18 TBA Body Paragraphs-Paragraph Unity Essay #1 Review and Q&A session. |
| <i>Wed, Oct 4</i> | Essay #1: Rhetorical Analysis Due by 11:59pm on e-Learning Introduction to Visual Arguments, Part I "Reading, Analyzing, and Using Visuals and Statistics in Argument," <i>Argument!</i> , Chapter 10 Signs, Symbols, and Color |

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| <i>Fri, Oct 6</i> | Introduction to Visual Arguments, Part II Essay #2 Assigned Body Paragraphs-Transitions Analyzing Ads and Commercials |
| <i>Mon, Oct 9</i> | Considering Visual Arguments, Part I “The Myth and Reality of the Image in American Consumer Culture,” <i>Argument!</i> , Chapter 15 Homework: Bring Primary Visual on Wednesday. |
| <i>Wed, Oct 11</i> | Considering Visual Arguments, Part II Readings from Chapter 16 TBA Analyzing Ads and Commercials Pt. II Homework: Bring Secondary Sources on Friday. |
| <i>Fri, Oct 13</i> | Considering Visual Arguments, Part III Analyzing Art Body Paragraphs-Quote Sandwiching Revisited |
| <i>Sun, Oct 15</i> | Rough Draft for Essay #2 (800 Word Minimum) Due by 11:59pm on e-Learning |
| <i>Mon, Oct 16</i> | No Class—Student/Instructor Conferences |
| <i>Wed, Oct 18</i> | No Class—Student/Instructor Conferences |
| <i>Fri, Oct 20</i> | Peer Review – Essay #2. Bring Hard Copy to Class—no exceptions! Homework: Write a Reverse Outline of your paper and submit on e-Learning by 11:59pm Sunday night. |
| <i>Mon, Oct 23</i> | Problem Solution Arguments “Planning the Researched Argument,” <i>Argument!</i> , Chapter 11 Essay #2 Q&A Session |
| <i>Wed, Oct 25</i> | <<<Library Day>>> Meet in the library lobby—ON TIME!<<<Library Day>>> **Essay #2: Visual Rhetorical Analysis Due by 11:59pm on e-learning** Considering the Arguments of Others Researched Argument Essay Assigned |
| <i>Thu, Oct 26</i> | **WL Period Ends** |
| <i>Fri, Oct 27</i> | Problem Solution Arguments Readings from chapters 19-21 TBA Homework: Propose a Topic and Three Sources on e-Learning by 11:59pm Monday. |
| <i>Mon, Oct 30</i> | Considering the Arguments of Others Readings from chapters 19-21 TBA |

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| <i>Wed, Nov 1</i> | Considering the Arguments of Others Readings from chapters 19-21 TBA |
| <i>Fri, Nov 3</i> | Writing a Prospectus and Annotated Bibliography |
| <i>Mon, Nov 6</i> | Using Sources, Part I "Evaluating and Utilizing Sources," <i>Argument!</i> , Chapter 12 Have another quote sandwich! Homework: Make Tracey a quote sandwich and submit it on e-Learning by 11:59pm Thursday. |
| <i>Wed, Nov 8</i> | Using Sources, Part II The Physics of Quoting: Ellipses, Brackets, and Parentheses |
| <i>Fri, Nov 10</i> | Using Sources, Part III The Art of Paraphrasing |
| <i>Mon, Nov 13</i> | Using Sources, Part IV Wrap-Up and all Sources Due (5) Due in Class Today |
| <i>Wed, Nov 15</i> | Drafting and Revising Research Essays, Part I "Drafting and Revising the Research Argument," <i>Argument!</i> , Chapter 13 |
| <i>Fri, Nov 17</i> | Prospectus and Annotated Bibliography Due by 11:59pm on e-Learning Sunday Drafting and Revising Research Essays, Part II Grammar, Mechanics, and Style Review Making a Plan, Creating an Outline |
| <i>Nov 20-26</i> | No Class –Thanksgiving Break |
| <i>Mon, Nov 27</i> | **Rough Drafts (1100 words minimum) Due on e-Learning by 11:59pm** Considering the Arguments of Others Readings from chapters 22-24 TBA Group Writing Workshop |
| <i>Wed, Nov 29</i> | Peer Review – Essay #3. Bring Hard Copy to class—no exceptions |
| <i>Fri, Dec 1</i> | No Class—Peer Review – Essay #3 |
| <i>Mon, Dec 4</i> | No Class—Peer Review – Essay #3 |
| <i>Wed, Dec 6</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 |

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| 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 (Homework 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.

Assignment Descriptions

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

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: October 4th

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, 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: October 25th

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: December 6th

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: November 17th

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: November 17th

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>.]

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. Arriving to class after the sign-up sheet has been returned to me will count as an absence. Leaving early will count as an absence.

Each student is allowed three absences, no questions asked. Save them for when you really need them. You will suffer a reduction of 1/3 of a full letter on your final grade for each absence you accumulate over three (e.g., 6 absences=a full letter grade reduction, 9=2 full letters, 10+ absences will result in failure for the course no matter your class performance). *You are responsible for your attendance. You must make sure you sign the roll sheet.*

Special note: Your three freebies include illness, funerals, emergencies, etc. This means doctor's notes and other "official" excuses DO NOT cancel absences in this course. You get three, they are free, no note necessary. Your grade begins to drop at number four, no exceptions. Actually, I have to accept notes from the university if you have to miss for official UTDallas business such as a sporting event. If that occurs, we will work it out as long as you provide me with proper documentation *before you are absent. No documentation, no excused absence.*

Punctuality

Persistent tardiness to class is disrespectful to both your instructor and your peers. I will consider you absent if you arrive after the sign-up sheet has returned to my possession.

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 (YES, BRING YOUR BOOK AND SYLLABUS TO EVERY SESSION). But it doesn't end there. I am truly interested in your thoughts; I want you to talk, at least occasionally, just to let me know that you are keeping up and thinking about what we are doing, and also 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 responding orally in class, and please be prepared to back up any points you make. Don't be too shy to engage in class, we are all in this together, but if you have an issue in that area, talk to me in private and we'll work something out. There's always a way for you to participate. Always. And 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. 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.*

Late Work

All assignments must be submitted when and as required in order to successfully complete this course. Late assignments will only be accepted with my approval *before the deadline*. This means that you, with a *valid reason*, contact me, *before the deadline*, and get my permission to turn it in late. Even then there will be a reduction of 15% per day (including weekends and holidays) from the final assignment grade for any late assignment. Let me be clear, there is absolutely no scenario where we (you and I) don't 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 15% per day.

Could there be an exception to this policy? Maybe, for a situation involving death, hospitalization, detainment by law enforcement, kidnapping, natural disasters, etc... , I might decide to accept a late assignment without prior permission or penalty (but rarely without both), but I will need convincing proof of the circumstances surrounding the incident. Proof includes, but is not limited to, doctors' notes, arrest reports, funeral services programs, a video of you on the evening news being rescued from kidnappers, etc... Seriously, though, *words coming out of your mouth or a note from your mom aren't going to be good enough*, even if your mom is a doctor.

Most assignments will be turned in on e-Learning (all three of the major papers will be) and a few will be turned in as hard copies in class. Others will be written 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*. Don't tell me about your computer problems; you can borrow a computer; there are free computer labs on this campus with working computers. Get it to me on time. If a homework paper is due in class in hardcopy and you can't be here that day, send it to me via e-mail *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. Let's do that one *one more time: the three major essays for this course are required. Fail to turn one in, on time, fail the course.*

Personal Communication Devices

Turn off all cell phones, tablets, laptops, pagers, Star Trek communicators, flare-guns, dog-whistles, 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.

Don't cheat or plagiarize. Not even by accident. Bad people cheat and plagiarize. Don't be one of them because bad people are bad, and I *always* turn bad people in to the authorities who handle bad people. It gets messy. Oftentimes there are tears and other unpleasantness. You wouldn't like it, I *know* I don't. Let's avoid that situation, shall we?

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 me 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>.

UT Dallas Writing Center

Located in McDermott Library (MC 1.312), the UT Dallas Writing Center is a free resource for students seeking help with a writing assignment. Tutors are available to work with you on your assignment during all stages of the writing process. Appointments are encouraged, but drop-ins are welcome, too.

Fall 2017 Hours:

Monday – Thursday: 10 am – 5 pm

Monday – Thursday drop-in hours: 2 pm – 5 pm

Friday: 10 am – 1 pm

Sunday: 1 pm – 4 pm

Collegiate Writing Workshops

The Collegiate Writing Workshops are one-hour workshops designed to help UT Dallas first-year students acclimate to college writing. During these workshops, expect to refresh your technical skills and gain valuable tools to help you succeed in RHET 1302. The Writing Center hopes to serve as many students as possible, so each workshop is offered twice!

| Topic | Date |
|-----------------------------|-----------------------------------------------|
| Rhetorical Analysis | Wed 9/20 at 5:00 pm & Thur 9/21 at 11:30 am |
| Visual Analysis | Mon 10/16 at 5:00 pm & Tue 10/17 at 11:30 am |
| Revising for Academic Style | Wed 11/29 at 5:00 pm & Thur 11/30 at 11:30 am |

The Writing Center will also host additional workshops (open to all UTD students) covering content not included in the Collegiate Writing series. To see that schedule and to register for RHET workshops, please visit:

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

WARNING! (or Recipe for Success, depending on how you choose to approach life)

There is a good bit of reading for this course, and some of it may be dense and challenging (although some is easy and fun), so it is absolutely necessary for you to come to every session prepared, perky, and ready to work. This is why we have such a severe attendance and participation policy; it keeps you on your toes. Everyone has a bad week now and then, and for this reason, you have the three free absences. Since things like coming to class late, playing games on your laptop or cellphone, sleeping, etc... can also count as absences, some of you will likely use up your free absences fairly rapidly. All I can say is *try to avoid that situation*. If you get sick or need to go to a funeral or encounter some other real emergency, it would be a shame to lose points from your final grade because you already squandered three free absences for frivolous reasons earlier in the semester.

There is also a lot of writing in this class, most of it relatively short, and I want you to take it seriously and give it your best. If you do all of the assignments, spend some quality time with them, and try to build your skills (with my guidance) as you go, you should not only be able to do well in this course, but you are also going to leave with enhanced abilities that absolutely will help you in the rest of your school life. My course may seem difficult at times, but it will make your future courses easier—at least that is my goal. You will get my absolute best, and *I expect yours*. If you don't put in the time and effort on a paper, it will show. I promise. I've graded a lot of papers.

In addition to the above expectations, I also expect you to conduct yourselves in class like the sensitive, mature, adult, exceptionally attractive and intelligent human beings I know you all to be. This means that inconsideration or disrespect of any type for me or your fellow students (*especially them*) simply *will not be tolerated*.

In review:

- Read the readings. (Thoroughly and more than an hour before class)
- Do the assignments (ON TIME).
- Sleep at night.
- Come to class (ON TIME).
- Ask questions.
- Consider others.
- Succeed.

This recipe for success works in other classes and outside of school as well. Really.

EXTRA TIP:

Consult with me about any and all concerns you have regarding this course; I'm nice and I like to help. Ninety-nine percent of the time I won't break the rules for you (because it isn't fair), but that does not mean that I can't help.

I have read and understood the policies for RHET 1302.10. I agree to comply with the policies for the Fall 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): _____