

RHET 1302: Rhetoric

Fall 2017	Lizbette Ocasio-Russe
Section 1302.05	Email: lxo160130@utdallas.edu
MWF 10:00-10:50	Office Number: JO 3.702
Class location: JO 3.906	Office Hours: Thurs 5:00-6:50 pm or by appointment

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

Course Description

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

General Education Core Objectives

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

Student Learning Objectives for RHET 1302

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

All students will demonstrate the open mindedness, acceptance, and respect for all points of view expected of them as adults pursuing higher education. My class is a safe space for learning and exploring where respectful self-expression is encouraged. Condescension and disrespect of any kind will not be tolerated. Failure to comply with this policy will result in my insisting the student leave class

Required Textbook

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

Fall 2017 Assignments and Academic Calendar

<i>Mon, Aug 21</i>	Introduction to the Course **Diagnostic Essay** - What is your favorite movie? Why? Course syllabus and class expectations Discussion – What is writing? → organization, development, style, thesis
<i>Wed, Aug 23</i>	Understanding Arguments, Part I “The Basics of Argument,” <i>Argument!</i> , Chapter 1 “Piecing Together a Definition of Rhetoric,” <i>Understanding Rhetoric</i> (PDF) -Written Reflection: What arguments do you engage in daily? (Partner, friend, parents, siblings)
<i>Fri, Aug 25</i>	Understanding Arguments, Part II “Setting Rhetorical Concepts Loose on the World,” <i>Understanding Rhetoric</i> (PDF) -Whole group activity: Identify the type of claim (fact, value, judgement, policy) -Individual activity/Whole group discussion: Deconstructing musical arguments - What arguments do the songs presented make? How do they accomplish it?
<i>Mon, Aug 28</i>	Understanding Arguments, Part III “Responding Critically to the Arguments of Others,” <i>Argument!</i> , Chapter 2 -Group activity: In groups of three, read the article provided and deconstruct the argument by identifying its different parts. Also, indicate which artistic proof (s) is used to support the argument.
<i>Wed, Aug 30</i>	Understanding Arguments, Part IV -Written Reflection: UFOs: fact or fiction? Why?
<i>Fri, Sep 1</i>	Grammar, Mechanics, and Style -Peer Review of Diagnostic Essays (looking for mechanical mistakes)
<i>Mon, Sep 4</i>	Labor Day; No Classes

Wed, Sep 6	<p>Writing Arguments, Part I “Writing Effective Arguments,” <i>Argument!</i>, Chapter 3 “Going Boldly Through the Writing Process,” <i>Understanding Rhetoric</i> (PDF)</p> <ul style="list-style-type: none"> - Discussion: The Writing Process - Individual Activity: Write down the details of your writing process
Fri, Sep 8	<p>Writing Arguments, Part II “Refuting an Argument,” <i>Argument!</i>, Chapter 5</p> <ul style="list-style-type: none"> - Group Activity: In groups of six, read the article provided and use your laptops to find sources and claims that will assist you in refuting the article’s thesis. Designate a recorder to write three paragraphs including the main points of the argument you are opposing, your thesis (disagreement), and your refutation (specifics of your counterargument)
Mon, Sep 11	<p>Writing Arguments, Part III “Taking a Position,” <i>Argument!</i>, Chapter 6 -Written Reflection: Should recreational marijuana be legalized? Why?</p>
Wed, Sep 13	<p>Writing Arguments, Part IV “More about Argument: Induction, Deduction, Analogy, and Logical Fallacies,” <i>Argument!</i>, Chapter 4 -Whole group activity: Identify the logical fallacy</p>
Fri, Sep 15	<p>Writing a Rhetorical Analysis, Part I “Writing a Rhetorical Analysis,” <i>Argument!</i>, Chapter 9 Whole group activity: Analyze the speech provided (Black Mirror)</p>
Mon, Sep 18	<p>Writing a Rhetorical Analysis, Part II -Harvey Milk – “Hope” Speech -Whole group activity: Identify the text’s tone -In pairs, read the student essays and grade them on a scale from 1-6, 6 being the highest possible grade</p>
Wed, Sep 20	<p>Documenting Sources “Documenting Sources (MLA, APA, and More),” <i>Argument!</i>, Chapter 14 -Individual activity: Create three citations for your favorite movie, your favorite book, and the article or speech chosen for your Rhet. Analysis Plagiarism Tutorial at: http://www.utdallas.edu/library/help/PlagiarismTutorial/Plagiarism.htm</p>
Fri, Sep 22	<p>Causal Arguments “Writing a Causal Analysis,” <i>Argument!</i>, Chapter 7 -Whole group activity: Review and Practice ppt.</p>
Mon, Sep 25	<p>Peer Review – Essay #1 Tentative Thesis and Introduction #1 DUE – Roundtable Peer Review</p>
Wed, Sep 27	<p>Peer Review Sheet questions 1-4 – Essay #1</p>

<i>Fri, Sep 29</i>	Peer Review Sheet question 5-7 (complete draft)– Essay #1
<i>Mon, Oct 2</i>	Essay #1: Rhetorical Analysis Due Considering the Arguments of Others “Violent Media or Violent Society?,” <i>Argument!</i> , Chapter 17 “Arguing about Politics: the Good, the Bad, and the Ugly,” <i>Argument!</i> , Chapter 18 Written Reflection: What’s your opinion on violent media?
<i>Wed, Oct 4</i>	Introduction to Visual Arguments, Part I “Reading, Analyzing, and Using Visuals and Statistics in Argument,” <i>Argument!</i> , Chapter 10
<i>Fri, Oct 6</i>	Introduction to Visual Arguments, Part II -Group Activity: Deconstruct the advertisement assigned to your group (answer the questions provided)
<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 -Individual activity: Freewrite on the topic of advertising -Whole group brainstorming activity: your thoughts on advertising
<i>Wed, Oct 11</i>	Considering Visual Arguments, Part II “The Challenges of Living in a High-Tech, Multimedia World,” <i>Argument!</i> , Chapter 16 Freewriting activity: Technology Written Reflection: Creating identities on social media networks
<i>Fri, Oct 13</i>	Considering Visual Arguments, Part III
<i>Mon, Oct 16</i>	Tentative Thesis and Introduction #2 DUE – Roundtable Peer Review
<i>Wed, Oct 18</i>	Peer Review Sheet questions 1-4 – Essay #2
<i>Fri, Oct 20</i>	Peer Review Sheet questions 5-8 (completed draft) – Essay #2
<i>Mon, Oct 23</i>	Essay #2: Visual Rhetorical Analysis Due Problem Solution Arguments “Writing the Problem/Solution Essay,” <i>Argument!</i> , Chapter 8 -Whole group activity: create a problem/solution argument as a group
<i>Wed, Oct 25</i>	Considering the Arguments of Others “Students, Teachers, and Schools in the 21st Century,” <i>Argument!</i> , Chapter 19 “Freedom of Expression in the 21st Century,” <i>Argument!</i> , Chapter 20 -Written Reflection: What does freedom of expression mean to you?
<i>Thu, Oct 26</i>	**WL Period Ends**

<i>Fri, Oct 27</i>	<p>Considering the Arguments of Others “Enduring Controversies in a New Age: Abortion, Animal Rights, Capital Punishment, and Health Care,” <i>Argument!</i>, Chapter 21 Written Reflection: Do you support or oppose the death penalty? Why or why not?</p>
<i>Mon, Oct 30</i>	<p>Writing a Researched Argument, Part I “Planning the Researched Argument,” <i>Argument!</i>, Chapter 11 -Whole group activity: workshop student theses from Essay #2</p>
<i>Wed, Nov 1</i>	<p>Writing a Researched Argument, Part II -Whole group activity: Online exploration of UTD’s library website</p>
<i>Fri, Nov 3</i>	<p>Writing a Prospectus and Annotated Bibliography -Quote Sandwich Mini Lesson</p>
<i>Mon, Nov 6</i>	<p>Using Sources, Part I “Evaluating and Utilizing Sources,” <i>Argument!</i>, Chapter 12 -In-class time to research for upcoming Prospectus</p>
<i>Wed, Nov 8</i>	<p>Using Sources, Part II Whole group activity: Common knowledge quiz -Library Tour/Orientation (subject to change)</p>
<i>Fri, Nov 10</i>	<p>Prospectus Due Using Sources, Part III -Whole group activity: Workshop students’ use of sources in Essay #2</p>
<i>Mon, Nov 13</i>	<p>Using Sources, Part IV Individual activity: Practice creating a quote sandwich by rewriting a quote from Essay #2 -In-class time to research Annotated Bibliography</p>
<i>Wed, Nov 15</i>	<p>Drafting and Revising Research Essays, Part I Chapter 12/Sources and MLA practice “Drafting and Revising the Research Argument,” <i>Argument!</i>, Chapter 13 -Whole group activity: Analysis and workshop of students’ openings and paragraphs from Essay #2</p>
<i>Fri, Nov 17</i>	<p>Annotated Bibliography Due Drafting and Revising Research Essays, Part II Grammar and a few other things (quiz) -Whole group activity: Analyze and workshop students’ titles and conclusions from Essay #2 Grammar, Mechanics, and Style Review -Correcting mechanical errors: Workshop of students’ work from Essay #2 -Written Reflection: If you could have one superpower what would it be and</p>

	why?
Nov 20-26	No Class – Fall and Thanksgiving Break
Mon, Nov 27	Considering the Arguments of Others “Marriage and Gender Roles: Changing Attitudes vs. Traditional Values,” <i>Argument!</i> , Chapter 22 “Arguing about Science and Religion: Policy, Politics, and Culture,” <i>Argument!</i> , Chapter 23 “Competing Perspectives on the American Economic and Financial Crisis,” <i>Argument!</i> , Chapter 24 -Whole group brainstorming activity: Gender stereotypes -Written Reflection: How have gender stereotypes affected you?
Wed, Nov 29	Tentative Thesis and Introduction #3 DUE - Peer Review Roundtable – Essay #3
Fri, Dec 1	Peer Review Sheet questions 1-4 – Essay #3
Mon, Dec 4	Peer Review Sheet questions 5-8 (completed draft) – Essay #3
Wed, Dec 6	Essay #3: Academic Research Essay Due Course Wrap-up (Course Evaluation)

Grading

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

Assignment and Grade Values

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	10%
Participation	10%
Total	100%

*****FAILURE TO TURN IN ANY OF THE 3 MAJOR ESSAYS WILL RESULT IN AUTOMATIC FAILURE*****

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.)

Tentative Thesis and Introduction (Three – One for each essay)

Length: 300- 400 words, in MLA format, 12-point font, double spaced, **submit as a Word doc.**

#1 due – Sept. 25

#2 due – Oct. 16

#3 due – Nov. 29

Before each of your formal essays, you will prepare a tentative thesis and introduction to workshop during peer review. The thesis should be focused and unique to you, not a generalized or common knowledge statement that is not debated. The thesis statement should be weaved into an introduction of no less than two, well-developed paragraphs. Your thesis statement should be able to stand on its own as a complete sentence and should not be a broad topic or statement of purpose. Your introduction should preview the main points that will be covered in your essay and give a clear indication of the direction your argument will take. This assignment is by no means definitive. It is meant to give you a place from which to start and begin organizing your thoughts. You may change your topic and thesis later on if you so choose. **You are required to bring a hardcopy of the assignment to class in addition to submitting it to Elearning/Turnitin.**

Essay #1: Rhetorical Analysis

Length: 1000-1250 words (not including Works Cited) in MLA format, 12-point font, **submit as a Word doc.**

Source limit: One (1) source minimum

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

Due: **Oct. 2**

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, **submit as a Word doc.**

Source limit: Two (2) sources minimum

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

Due: **Oct. 23**

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, **submit as a Word doc.**

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: **Dec. 6**

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, **submit as a Word doc.**

Due: **Nov. 10**

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, **submit as a Word doc.**

Due: **Nov. 17**

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 Koblin Goldscheider, and Christina Witsberger. "Nonfamily Living and the Erosion of Traditional Family Orientations among Young Adults." *American Sociological Review*, vol. 51, 1986, pp. 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. Leaving early will count as an absence.

Each student is allowed four (4) absences, no questions asked. Save them for when you really need them. Your final grade will suffer a 4% reduction for each absence you accumulate over four (e.g., 7 absences = 12% total reduction). *You are responsible for your attendance. You must make sure you sign the roll sheet and/or notify me if you arrive late and after I have taken roll.*

Any absences over four (4) may be excused with valid documentation. Documented excuses must be turned in to the instructor upon your return to class. NO EXCEPTIONS!

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. Engagement in any of the aforementioned activities will result in a zero or deducted points from your daily participation grade.

Late Work

All drafts, including final, must be submitted when and as required in order to successfully complete this course. **LATE ASSIGNMENTS WILL NOT BE ACCEPTED.**

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 unless indicated by the instructor.

Academic Integrity

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

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

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

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

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

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

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

University Policies

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

Sharing Confidential Information

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

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

Comet Creed

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

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

UT Dallas Writing Center

Located in McDermott Library (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 accommodate as many students as possible, so each workshop is offered twice!

Topic	Date
Rhetorical Analysis 11:30 am	Wednesday 9/20 at 5:00 pm & Thursday 9/21 at 11:30 am
Visual Analysis am	Monday 10/16 at 5:00 pm & Tuesday 10/17 at 11:30 am
Revising for Academic Style 11:30 am	Wednesday 11/29 at 5:00 pm & Thursday 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>

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