

RHET 1302: Rhetoric

Fall 2018	Sarah Snyder
Section 030	Email: sarah.seiselmyer@utdallas.edu
TR 2:30pm-3:45pm	Office Number: JO 3.702
Class location: JO 3.532	Office Hours: 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.

Required Textbook

- Carman, Lindsey. *The Young Adult's Guide to Flawless Writing: Essential Explanations, Examples, and Exercises*. Atlantic Publishing Group, 2016.
- Gooch, John, and Dorothy Seyler. *Argument!* 2nd ed., McGraw-Hill Higher Education, 2015.
- Graff, Gerald, et al. *"They Say / I Say": The Moves That Matter in Academic Writing: With Readings*. 2nd ed., W.W. Norton, 2012.
- Losh, Elizabeth, and Jonathan Alexander. *Understanding Rhetoric: A Graphic Guide to Writing*. Illustrated by Kevin Cannon and Zander Cannon, Bedford/St. Martin's, 2013.

Fall 2018 Assignments and Academic Calendar

Date:	In Class:	Assignments for Next Class:
<i>Tue, Aug 21</i>	Introduction to the Course Introductions The writing process What are your expectations? Diagnostic Essay	Read "Issue 1" and "Issue 2" from <i>Understanding Rhetoric</i>
<i>Thu, Aug 23</i>	Discuss rhetoric and reading critically In-Class Writing **Diagnostic essay due by midnight**	Read "Issue 3" and "Issue 4" from <i>Understanding Rhetoric</i> **Diagnostic essay due by midnight**
<i>Tue, Aug 28</i>	Discuss Audience and identity In-class writing / groups	Read chapter 4, <i>Argument</i>
<i>Thu, Aug 30</i>	Logical Fallacies Induction/deduction Begin skits	Finish skits
<i>Tue, Sep 4</i>	Skits Assign essay 1-Rhetorical Analysis	Read "Introduction" from <i>TSIS</i> and chapter 3, <i>Argument</i> "Writing a Rhetorical Analysis," <i>Argument!</i> , Chapter 9 Do preliminary search for essay for rhetorical analysis
<i>Thu, Sep 6</i>	Introduction to Argument In class work on essays TSIS- Chapters 11 and 13	Find two different options for your rhetorical analysis. Bring both to class.
<i>Tue, Sep 11</i>	Writing a Rhetorical Analysis Rhetorical appeals Thesis statements	Write tentative thesis and introduction
<i>Thu, Sep 13</i>	Thesis workshop Quote sandwich Noodletools	Read "chapter 7" and "chapter 8" from <i>TSIS</i>

<i>Tue, Sep 18</i>	Saying why it matters and putting it all together In-class writing Grammar Games	Finish essay 1
<i>Thu, Sep 20</i>	Peer Review Essay #1	Plagiarism Tutorial at: http://www.utdallas.edu/library/help/PlagiarismTutorial/Plagiarism.htm Complete plagiarism quiz
<i>Tue, Sep 25</i>	Class canceled for individual conferences. Bring 2 hard copies. Essay must be turned in on eLearning before our meeting	Revise your essay using my feedback. Read "Issue 6" from <i>UR</i>
<i>Thu, Sep 27</i>	Essay #1: Rhetorical Analysis Due Considering the Arguments of Others Assign essay 2 Alien video Discuss design and analysis	"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 Bring three visuals you might want to work with. Bring pictures to class. Choose which visual you will be working with. Write tentative thesis and introduction
<i>Tue, Oct 2</i>	In class work with visual media Okay your chosen visual with me via email Grammar Games	Begin your analysis. The more you have, the better you will do in class Thursday.
<i>Thu, Oct 4</i>	Thesis workshop Group work Revision checklist Grammar Games	Finish essay 2
<i>Tue, Oct 9</i>	Peer review Grammar Games	
<i>Thu, Oct 11</i>	Essay 2 due Discuss investigation essay Brainstorm topics Grammar Games	
<i>Tue, Oct 16</i>	No Class	
<i>Thu, Oct 18</i>	No Class	
<i>Tue, Oct 23</i>	Assign annotated bibliography	Finish at least 3 entries Read "chapter 6" from <i>TSIS</i> Bring questions for the librarian Next session will be in the library Please meet in the library-on time!
<i>Thu, Oct 25</i>	Library Day-Meet in the library	Find a source that disagrees with your stance. Bring it to class. Read chapter 7 & 8 <i>Argument</i>
<i>Tue, Oct 30</i>	Refuting an argument Naysayers Group work on annotated bibliographies	

<i>Thu, Nov 1</i>	Problem / Solution essays Causal analysis essays	<p>Annotated Bibliographies Due by Nov. 6th at midnight</p> <p>Read “Issue 5” from <i>UR</i> and chapter 5 from <i>TSIS</i> Read chapter 13 from <i>Argument</i> Begin writing proposal Work on proposal Read chapter 4 from <i>TSIS</i> Write tentative thesis and introduction.</p> <p>Write. You must have 75% of your draft by peer review days.</p> <p>Revise your essay then take a break from it. I strongly advise you have it done Saturday so you can leave it alone for a few days.</p>
<i>Tue, Nov 6</i>	Responding critically to the arguments of others Assign and discuss proposal	
<i>Thu, Nov 8</i>	Discuss essay 3 In class work on proposals	
<i>Tue, Nov 13</i>	Proposal due Discuss essay 3 Begin writing	
<i>Thu, Nov 15</i>	Thesis workshop	
<i>Nov 19-23</i>	No Class – Fall and Thanksgiving Break	
<i>Tue, Nov 27</i>	Peer Review – Essay #3	
<i>Thu, Nov 29</i>	Peer Review – Essay #3	
<i>Tue, Dec 4</i>	Essay #3: Academic Research Essay Due	
<i>Thu, Dec 6</i>	Course Wrap-up	
<i>Mon. Dec 8</i>	Extra credit reflection essay due	

Grading

I. Grading

Assignments which are not **major papers** MUST be turned in on time or they will not be graded.

	A	93-100	A-	90-92.9	
B+	87-89.9	B	83-86.9	B-	80-82.9
C+	77-79.9	C	73-76.9	C-	70-72.9
D+	67-69.9	D	63-66.9	D-	60-62.9
	F	59.9 and under			

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 Discussions	10%
Homework/Participation	10%
Grammar Game and Skit	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.)

II. Format Guidelines

Each assignment MUST have the following traits:

- 12-point Times New Roman font
- Double spaced
- No extra spacing before or after paragraphs (This is standard in Word; please fix it)
- Your last name and the page number in the top right corner of each page
- This information in the upper left-hand corner of *the first page* (not in the heading):
Your Name
Sarah Snyder
RHET 1302.030
Date

Please see Purdue Owl for full MLA guidelines, including works cited information:

<https://owl.english.purdue.edu/owl/resource/747/01/>

Assignment Descriptions

All major assignments (*papers*) must be completed and submitted on eLearning in order to pass this course. These major assignments may be turned in late, but will have ten percent deducted from the assignment grade for each day the assignment is late, unless you make prior arrangements. I understand that emergencies arise, and I can work with you, but you must communicate any anticipated delays in a timely manner. *Non-major assignments may not be turned in late.*

Participation (10%)

You will receive 10 participation points per day and I will assess your participation based on the following: participation in this class is defined as 1) answering questions the instructor asks, 2) engaging in conversation with classmates and the instructor, and 3) being polite. Disrespectful behaviors include, but are not limited to, the following: apathy, belligerent attitudes, destructive or hateful comments, disruptive conduct (coming to class late, holding private conversations, sleeping, packing up your things before the end of class), and working off topic. Engaging in these behaviors will result in a loss of daily participation points.

Peer Discussions (10%)

For each paper you write this semester, you will do some form of peer discussion. Each paper will have different guidelines, which means each discussion will look different. The purpose of these discussions is not to tell your peers “this is terrible” or “this is wonderful”; the purpose is to help each other create the best piece of writing possible and, in the process, find ways to improve your own writing.

Tentative Thesis & Introduction

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 debatable. The thesis statement should be weaved

into an introduction of a well-developed paragraph of at least 7 sentences. 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.

Though this assignment is meant as a starting point, you should still make a serious effort. If your introduction and/or thesis appears rushed or like you didn't try, you will not receive full credit. If your comments on your peers' papers are limited and unhelpful, you will not receive full credit. If you do not come to class and participate in the thesis/intro workshop, you will receive no credit.

Grammar Game

(5%)

In the beginning of the semester, you will sign up for a presentation day and pick a grammar rule:

1. Come up with a lesson plan to teach the class about the rule:
 - a. This should be an approximation of what you will say and how you will teach the rule. You don't need to do a formal lesson plan per se, but you do need to detail how you plan to teach this rule, including who will say what.
2. Come up with a game to play that will solidify the rule in your classmates' minds. Games you may use include (but are not limited to) the following
 - a. Jeopardy
 - b. Family Feud
 - c. Millionaire
3. Create a handout to share with the class.
 - a.) Your handout should include the rule(s) and examples. It can be similar to the lesson plan.

You will have 30 minutes maximum during the class period in which you are presenting.

Logical Fallacy Skits

(5%) due: 09/04

You will work with a group to write and perform a skit, which presents 5 logical fallacies we discuss in class. In your skit you must:

- Utilize 5 fallacies within the dialogue and action of a single skit. Enact them but do not identify which fallacies you've used. We must be able to guess which fallacies you are using. You should consider
 - how it works,
 - who uses it to manipulate others, and
 - who succumbs (as in victim whose thinking is altered) to it.
- Indicate after each fallacy to allow the class an opportunity to identify them.

Before class, each group member must turn in a copy of the skit with each fallacy identified as it occurs in the drama and a sentence or two explaining how the skit illustrates each fallacy. Please use the eLearning assignment page to do so. There is no required time minimum for the skit; however, it must enact each fallacy clearly and should not exceed 5 minutes.

Essay #1: Rhetorical Analysis

Tentative thesis & intro (5%) due: 09/13

One on one draft (5%) due: 09/20

Final draft (10%) due: 09/27

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

Source limit: One (1) source minimum

For this paper, you will choose an article, speech, or essay, and analyze the rhetorical strategies and techniques used for effectiveness. The purpose of this assignment is to think and write critically about a text. The skills you use in this exercise will also apply to the image you analyze for your visual analysis essay and the research you use in your Academic Argument essay.

Your rhetorical analysis essay should address the rhetorical strategies employed by the author (*Argument!* is a useful resource for this). Among the things you should include in your essay are:

- Your thesis or argument about the elements of rhetoric found in the classic argument
- Appeals (and whether they are effective/ineffective)
- Tone
- Rhetorical Strategies (not all, but enough to support your argument)
- Examples from the text
- Brief summary (should you decide to include one)
- How successful the strategies implemented are in persuading a particular audience

Choose an approach and be selective: you cannot cover all of these elements in a single paper. You must have a thesis—**a single main point you wish to make**—about the visual and elements of its rhetoric. You might, for example, write a thesis that addresses a single important technique, a few of the central strategies used, or the effectiveness or ineffectiveness of the visual 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.* While you should include a very brief summary of what the visual looks like, 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.

Remember, a well-written conclusion will go beyond simply repeating and summarizing your analysis by showing the point of the technique deployed by the author or speaker. If the body of your rhetorical analysis explains how a rhetorical work achieved a particular effect, the conclusion is where you can step back to articulate why the writer or speaker chose that technique and what the effect accomplishes for his audience.

Essay #2: Visual Rhetorical Analysis

Chosen work due: 10/02

Intro and thesis due (5%): 10/04

Peer review draft (5%) due: 10/09

Final draft (10%) due: 10/11

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

Source limit: Two (2) sources minimum

The Visual Rhetorical Analysis assignment asks you to select a visual text 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.

This semester, you will choose and analyze a work of visual rhetoric. You may choose an advertisement, a student organization bulletin board from the Student Union, a music video, a work of art, etc., so long as it is a work designed to influence someone. *You must okay your chosen work with me by October 02.* When choosing, keep in mind how easy or difficult it will be

for you to analyze based on how many elements the work contains and how much of an argument you can see as you look at it. 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. As you analyze your chosen board, consider these questions:

- What is the purpose?
- Who might the intended audience be? Who might appreciate or enjoy it? How can you tell?
- What kinds of people might have participated in creating it? How do you know?
- What rhetorical appeals are being used to make an argument (ethos, logos, pathos)?
- What stereotypes or possible conflicts could this perpetuate?
- What do *you* think this piece is doing? Make an argument about what you believe this piece represents or reveals about people, about the organization being represented, about society in general, etc.

Essay #3: Academic Investigation Essay

Intro and thesis due (5%): 11/15

One on one draft (5%) due: 11/27

Peer review draft (5%) due: 11/29

Final draft (10%) due 12/04

Length: 1500-2000 words (not including Works Cited) in MLA format

Source limit: At least three (3) scholarly and two (2) popular sources (at least 5 sources total)

An investigative essay asks you to synthesize your own words with those of other writers. You are entering the conversation with other writers. For this assignment, you will need to think critically about something that interests you. Using your own personal thoughts, opinions, positions, and claims, you will interact and respond, ultimately extending or distinguishing other texts relating to your topic. You will be entering conversations already taking place concerning your topic, and you are joining in to discuss the debate, equipped with your own thoughts, as well as credible sources. Your essay must:

1. Take a stance on some aspect of your topic.
 - a. You must have a thesis statement which explains your viewpoint.
2. Quote directly from at least five sources
3. Have ample examples to explain your views

Annotated Bibliography

(2.5%) due: 11/06

Length: Seven (7) entries minimum, MLA format for annotated bibs, 100- to 125- word entries

You will write an annotated bibliography of at least seven (7) scholarly (found through a journal on library website) and popular sources. These sources must constitute “academic” work, or the sources must at least come from credible sources.

Each annotation must include the following:

1. The source’s thesis or main point (in your own words)
2. An evaluation of the source’s strengths and weaknesses (effectiveness)
 - a. For example, does the author prove his or her claim?
 - b. Does he or she overlook any important issues?
 - c. Will this source prove useful in your research effort?
3. The source's usefulness to your research

The following is an example annotation:

Walcott, Rinaldo. *Performing the Postmodern: Black Atlantic Rap and Identity in North America*. PhD dissertation. U of Toronto, 1996.

Walcott's argument is that hip hop is a culture that is inherently postmodern in terms of aesthetic choices, language, music, and other cultural artifacts. Rap music, the main tenet of hip hop culture, is both reflective and representative of the performativity of black cultural politics, which are themselves postmodern from their rapid change. Individuals who recognize the complexities of hip hop as conditioned by their place, their identity, and their place identity is postmodern. While Walcott proves his point by referencing renowned authors such as bell hooks and using evidence in the form of lyrics and quotes, he is bound by his era and focuses heavily on black nationalism and Afrocentrism to prove his point. Though this has potential to be problematic, I am aware of his bias and will provide foundation for his dissertation with other research that does not contain these biases. Overall, Walcott's dissertation will help me form a foundation for my argument.

Proposal

(2.5%) due: 11/13

Length: 250-500 words, MLA format

Imagine you are going to present your paper at a symposium. You will prepare a proposal that specifies the subject, topic, and principal claim that you will be exploring. It will also include a brief paragraph that will outline your tentative research plan and the thesis you plan to argue. While you don't need to have all your research done, you should have some idea what you will be arguing in your essay. You should look at the databases so you have some idea of the research available before you begin writing the proposal.

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 three (3) absences, no questions asked. Save them for when you really need them. See me with extenuating circumstances (meaning serious illness or injury, major family emergency, you're a student athlete with an away game, etc.), and understand that a doctor's note or other documentation is required if you're asking for an excused absence that does not count against the semester total. Each unexcused absence in excess of three will lower your final letter grade for the course to the next level on the +/- scale. For example, if your final grade for the course after all assignment points are calculated is a B, your fourth unexcused absence will lower it to a B-, and your fifth will lower it to a C+. If your final grade after all points are calculated is a C, your sixth unexcused absence lowers it to a C-. **Students with seven or more unexcused absences (who have not provided the documentation required to have one or more of those absences excused) will receive a grade of F for the course.** Life is complicated and things can go a bit haywire at times during a long semester, but don't risk a serious

dent in your grade over an attendance issue if you can help it. Your GPA will thank you later.

*If a student misses a class, it is his/her responsibility to study the material for that class and to find out what assignments or instructions the professor gave in that particular class. **An assignment missed due to a missed class will not be excused.*** You will be counted as present if you are in attendance and have the proper materials needed for class. This means that if you do not have your rough drafts on peer review days, you will be counted as absent.

Punctuality

Try to avoid habitual lateness and/or leaving class too early. Once in a while is forgivable, doing it regularly is not. I take attendance at the beginning of class. If you are late, I will mark that in my gradebook. Three tardies will be equal to one unexcused absence. If you do get a warning that your late entrances or early exits have become egregious, or that your missed classes have started to add up, take it seriously.

Peer Reviews

Note that the first draft of all your major assignments will be peer-reviewed during class. **If you come to class without a paper on the date the first draft is due, I will mark you absent and send make you sit in class to do your work.** This WILL count toward your total absences.

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

Late papers will be lowered 10 points per day late, up to 3 days. This means that an assignment due Monday in class will not be accepted any later than Thursday at class time. Late assignments (such as paper drafts and homework) *will not be accepted* unless this is due to extreme circumstances, such as serious illness and death in the family. If this happens, it is the student's responsibility to document these problems, and it is up to the teacher to accept the late work. Remember that students may reach a point when it is impossible to make up late work regardless of the circumstances.

Personal Communication Devices

Turn off all cell phones, music players (including taking headphones off), and other personal communication devices before the start of class. Do not use such devices during class. You may, if the situation calls for it, use your laptop, but I retain the right to ask you to put it away at any time

Sample Rubric

All assignments will be graded using the following deductions, as well as a rubric similar to the one below.

Deductions:

- -2 for each quotation without an introduction
- -5 for each 150 words the assignment is short
- -10 per day late (beginning immediately after time due on turnitin.com)

	Excellent 10-7	Good 6-4	Needs improvement 3-2	Not acceptable 1-0
Critical foundation	Critical foundation is clear; the author has seamlessly integrated the critical theory with discussion of the novel.	Critical foundation is evident but not entirely clear; critical theory feels somewhat connected to the novel.	The critical theory and the novel discussed in separate portions of the essay; theory and novel are not woven together.	There is no discussion of critical theory; there is no discussion of a novel.
Interpretation and findings	Interpretation is successfully defended; conclusion provides sophisticated, thought-provoking, and convincing analysis into the larger implications and/or significance.	Interpretation makes sense but reader is still left with some questions.	Interpretation has not been defended well.	There is no interpretation evident.
Scholarly interaction	Author elegantly weaves in supporting evidence, maintaining own voice while entering a meaningful conversation with other scholars.	Author maintains own voice while entering a meaningful conversation with other scholars.	Author discusses other scholars without entering the conversation.	Author's voice is overpowered by other scholars.
Evidence	Discussion of interpretation is well-developed, including quotations as evidence to support and illustrate ideas are that not only selected and skillfully integrated but demonstrate deep understanding of the text	Discussion of interpretation is developed, including quotations as evidence to support and illustrate ideas. A deep understanding of the text is missing.	There is discussion of interpretation, but not enough evidence is given.	There is no textual evidence.
MLA	Has properly used MLA format in heading, title, body of paper, and page numbering. Sources are properly cited using MLA format correctly.	MLA format in heading, title, body of paper, or page numbering has errors. Sources are properly cited using MLA format correctly.	Errors in MLA format in heading, title, body of paper, or page numbering. Sources are cited but not correctly.	Sources are not cited at all (this is plagiarism and will result in a 0 on the assignment)
Organization	The sequence of ideas and transitions are seamless and fluid; body paragraphs are clearly focused and cohesive; the essay is tightly unified around one clear argument.	The sequence of ideas and transitions could use work; body paragraphs are focused and cohesive; the essay is tightly unified around one clear argument.	The sequence of ideas doesn't make sense; body paragraphs are haphazard and tangential; the essay is unified around one clear argument.	The sequence of ideas doesn't make sense; body paragraphs are haphazard and tangential; the essay is not unified.
Mechanics	Essay is flawlessly written with a flair for academic style. There are few or no errors in mechanics, usage, grammar, or spelling. This is ready to be submitted as a conference paper or article now.	Writing is clear, professional, and communicates main points; sentences could use variation; words choice seems inconsistent.	Writing is understandable but lackluster.	Writing is difficult to understand and/or very unprofessional; contains numerous errors

Total possible: 70

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 2018 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 9/19 at 5:00 pm & Thursday 9/20 at 11:30 am
Visual Analysis am	Monday 10/15 at 5:00 pm & Tuesday 10/16 at 11:30 am
Revising for Academic Style 11:30 am	Wednesday 11/28 at 5:00 pm & Thursday 11/29 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 1302.030. I agree to comply with the policies for the Fall 2018 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): _____