

## RHET 1302: Rhetoric

Fall 2020	Cristian Carlo L. Suller
Section 1302.503.20F	Email: CLS180002@utdallas.edu
Monday/Wednesday 5:30-6:45 PM	Office Number: JO 3.704/5.410B
Class Location: GR 2.302	Office Hours: M/W 4-5:30 PM

**Note:** All matters associated with this course are subject to change at the instructor's discretion, especially with the unprecedented mixing of modalities in instruction. Any 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**

*Good Reasons with Contemporary Arguments, 7<sup>th</sup> Edition* by Lester Faigley and Jack Selzer. Published by Pearson (2018), ISBN-13: 978-0134392875, ISBN-10: 0134392876.

**Fall 2020 Assignments and Academic Calendar**

**Important note to students:** Listed below are the dates for major assignments and activities. Specific tasks and assignments will be posted on E-Learning.

<i>Mon, 08/17</i>	<b><u>Unit 1: Understanding Arguments: Weeks 1-2.5</u></b> <b>Introduction to the Course</b> Course syllabus and class expectations Diagnostic Essay
<i>Wed, 08/19</i>	<b>Understanding Arguments, Part I</b> Chapter 1, "Making an Effective Argument" Chapter 2, "Reading Arguments" Discussion of the basics of writing: organization, development, style, thesis
<i>Mon, 08/24</i>	<b>Understanding Arguments, Part II</b> Chapter 3, "Finding Arguments" Chapter 22, "Sustainability"
<i>Wed, 08/26</i>	<b>Understanding Arguments, Part III</b> Chapter 8, "Definition Arguments" Grammar, Mechanics, and Style
<i>Mon, 08/31</i>	<b>Understanding Arguments, Part IV</b> Chapter 27, "Brave New Gadgets"
<i>Wed, 09/02</i>	<b><u>Unit 2: Rhetorical Analysis: Weeks 2.5-6</u></b> <b>Considering a Rhetorical Analysis, Part I</b> Chapter 6, "Analyzing Written Arguments"
<i>Mon, 09/07</i>	<b>Considering a Rhetorical Analysis, Part II (Labor Day; Online Mode)</b> Chapter 9, "Causal Arguments"
<i>Wed, 09/09</i>	<b>Writing a Rhetorical Analysis, Part I</b> Chapter 23, "City Life"
<i>Mon, 09/14</i>	<b>Writing a Rhetorical Analysis, Part II</b> Chapter 24, "Education"
<i>Wed, 09/16</i>	<b>Writing a Rhetorical Analysis, Part III</b>

<i>Mon, 09/21</i>	<b>Peer Review – Essay #1: Rough Draft and Revision</b> <b>Peer Review- Essay #1: Final Review</b> <b>Essay #1 is due.</b>
<i>Wed, 09/23</i>	<b><u>Unit 3: Visual Rhetorical Analysis: Weeks 7-10</u></b> Chapter 7, “Analyzing Visual and Multimedia Arguments”
<i>Mon, 09/28</i>	<b>Considering a Visual Rhetorical Analysis, Part I</b> Chapter 10, “Evaluation Arguments”
<i>Wed, 09/30</i>	<b>Considering a Visual Rhetorical Analysis, Part II</b> Chapter 26, “Regulating Substances, Regulating Bodies”
<i>Mon, 10/05</i>	<b>Writing a Visual Rhetorical Analysis, Part 1</b> Chapter 11, “Narrative Arguments”
<i>Wed, 10/07</i>	<b>Writing a Visual Rhetorical Analysis, Part II</b> Chapter 4, “Drafting Arguments”
<i>Mon, 10/12</i>	<b>Writing a Visual Rhetorical Analysis, Part III</b> <b>Documenting Sources</b> Chapter 20, “Documenting Sources in MLA Style”
<i>Wed, 10/14</i>	Plagiarism Tutorial at: <a href="http://www.utdallas.edu/library/help/PlagiarismTutorial/Plagiarism.htm">http://www.utdallas.edu/library/help/PlagiarismTutorial/Plagiarism.htm</a>
<i>Mon, 10/19</i>	<b>Peer Review – Essay #2: Rough Draft and Revision</b> Chapter 5, “Revising and Editing Arguments”
<i>Wed, 10/21</i>	<b>**WL Period Ends**</b>
<i>Wed, 10/21</i>	<b>Peer Review—Essay #2: Final Review</b> <b>Essay #2 is due.</b>
<i>Mon, 10/26</i>	<b><u>Unit 4: Academic Research: Weeks 11-16</u></b> <b>Considering the Research, Part I</b> Chapter 16, “Planning Research”
<i>Wed, 10/28</i>	<b>Considering the Research, Part II</b> Chapter 17, “Finding Sources”
<i>Mon, 11/02</i>	<b>Considering a Researched Argument, Part I</b> Chapter 12, “Rebuttal Arguments”
<i>Wed, 11/04</i>	<b>Considering a Researched Argument, Part II</b> Chapter 13, “Proposal Arguments”

<i>Mon, 11/19</i>	<b>Writing a Prospectus and Annotated Bibliography</b> Chapter 18, “Evaluating and Recording Sources”
<i>Wed, 11/11</i>	<b>Using Sources, Part I</b> <b>Prospectus is due.</b>
<i>Mon, 11/16</i>	<b>Using Sources, Part II</b> Chapter 25, “Science and Ethics”
<i>Wed, 11/18</i>	<b>Drafting and Revising Research Essays, Part I</b> Chapter 19, “Writing the Research Project” <b>Annotated Bibliography is due.</b>
<i>Mon, 11/23</i>	<b>Course Wrap-up and Essay #3 Final Review. (Student must collect all unclaimed written works submitted throughout the semester.)</b>
<i>Wed, 11/25</i>	<b>Essay #3 submission. Note that we going to meet online on this day to address any concern that you may have before I finalize the grades.</b>

## Grading

### Final Grade Levels

A+	970-1000	A	930-969.9	A-	900-929.9
B+	870-899.9	B	830-869.9	B-	800-829.9
C+	770-799.9	C	730-769.9	C-	700-729.9
D+	670-699.9	D	630-669.9	D-	600-629.9
F	599.9 and under				

Essay #1: Rhetorical Analysis	20%; 200 points
Essay #2: Visual Rhetorical Analysis	20%; 200 points
Essay #3: Academic Research Essay	25%; 250 points
Prospectus and Annotated Bibliography Combined (Research Essay)	5%; 50 points
Peer Reviews (3)	10%; 100 points
Process (Discussion Board Posts and Short Assignments)	10%; 100 points
Participation	10%; 100 points
Total	100%; 1,000 points

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

200-point total for Essay #1, Rhetorical Analysis and Essay #2, Visual Rhetorical Analysis:

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

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

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

### **Assignment Descriptions**

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

#### **Essay #1: Rhetorical Analysis**

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: 9/23

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: 10/21

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.

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: 11/25

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: 11/11

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: 11/18

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. Leaving early will count as an absence.

Each student is allowed a total of 4 absences for the entire semester. Beyond the number of allowable absences, it will lower the grade of the student by one letter (for example, from A to A-). This attendance policy will be strictly implemented.

Students who opt to have the asynchronous learning mode will be given a different set of bi-weekly tasks to ensure consistent participation and learning. As per UTD policy, a student may shift to the asynchronous mode at any point during the semester, however, a formal request must be sent to the instructor via e-mail one week prior to the shift. This will allow the instructor to make the necessary adjustments regarding grouping, scheduling, and so on.

For more information about the asynchronous modality of learning, click on this link:  
<https://www.utdallas.edu/fall-2020/asynchronous-access-for-fall-2020/>.

### **Punctuality**

In an adult-learning environment, students are responsible for lessons or activities missed due to tardiness. While I do not assume that students come to class with the intention to be late, three instances of tardiness will count as one absence.

### **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 or online. 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.

For students who are choosing the asynchronous option, the participation grades will be determined based on their weekly discussion board posts. Each student will compose an original post answering a specific question or prompt. Additionally, each student will also be required to respond to posts by other students. Rubrics for each the discussion board task will be posted on Monday morning, and grades for all responses will be made visible to students on Friday evening. Students are encouraged to engage in meaningful discussions on the discussion boards in lieu of the classroom discussion and interaction.

### **Late Work**

To be fair to everybody who submits on time, no late work will be accepted. If the student anticipates to be absent or to have an activity on a deadline, he or she is allowed submit the work in advance.

### **Personal Communication Devices**

For students choosing the in-class option, the use of cell phones, music players (including headphones), and other personal communication devices is prohibited.

For students choosing the asynchronous mode, the same rule applies while fulfilling your academic tasks for this class.

### **Academic Integrity**

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

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

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

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

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

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

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

### **University Policies**

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

### **Sharing Confidential Information**

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

### **Comet Creed**

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

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

### **The Writing Center**

Located in McDermott Library (MC 1.310), 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. Virtual asynchronous appointments will be available for Fall 2020 if our staff is unable to host in-person sessions. The UTD Writing Center philosophy stems from the peer-to-peer model of collaborative learning. Students and Peer Leaders engage in one-on-one conversations about their work and Peer Leaders will lead sessions by asking open-ended, engaging questions which allow the student to take ownership of their own writing. The Writing Center aims to provide direct, honest feedback to students in each tutoring session. The main goal of our Writing Center is to help the writer, not just the piece of writing.

**RHET 1302 Workshops**

The Transition from High School to College Writing- September 9<sup>th</sup>

Writing a Rhetorical Analysis- September 16<sup>th</sup>

Writing a Visual Analysis- October 7<sup>th</sup>

Writing an Annotated Bibliography- October 28<sup>th</sup>

Revising for Academic Style- November 18<sup>th</sup>

(Times and virtual platform to be announced)

**Writing Center Workshops**

Writing American Style Research Papers

Avoiding Plagiarism

Writing Personal Statements

Choosing the Best Sources for Your Paper

Common Grammar Mistakes and Editing for Grammar

(Dates/times and virtual platform to be announced)

Visit the Student Success Center website for the most up-to-date information and to schedule appointments: <https://www.utdallas.edu/studentsuccess/writing-and-speaking/writing-center/>

I have read and understood the policies for RHET 1302. I agree to comply with the policies for the Fall 2020 semester. I realize that failure to comply with these policies will result in a reduced grade for the course.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name (print): \_\_\_\_\_

UTD e-mail address: \_\_\_\_\_

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The use of students' work during Rhetoric class allows instructors to demonstrate writing concepts with examples specifically tailored for this course. Use of a sample paper or an excerpt from a paper benefits students by allowing them to evaluate the strengths and weaknesses in others' writing and to apply what's learned to their own work. If you agree to allow your instructor to share your writing samples, your name and other identifying information will be removed from writing samples. Your work will be treated respectfully by instructors, who also expect that students demonstrate such respect. All students are expected to participate in peer review. If you agree to share your work for class demonstration and exercises, please sign the following statement:

I allow my instructor to use samples of my writing for demonstration during this class and for other sections of Rhetoric. I may revoke my permission by letting my instructor know I no longer wish my work to be shared.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name (print): \_\_\_\_\_