

RHET 1302: Rhetoric

Fall 2007 Section 019 T Th – 10:00 – 11:15 A.M.

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NOTE: All matters associated with this course are subject to change at the instructor's discretion. Changes will be communicated to students in writing.

Course Description

Rhetoric 1302 will prepare you for college-level writing while helping you develop your critical thinking skills. Rhetoric is the study of persuasion, not only in writing and speech, but also through visual and other means. In this class, you will develop skills to analyze the way rhetoric, in its various forms, targets audiences. By paying attention to the strategies that good writers and speakers use to persuade their particular audiences, you will learn to reason better and to persuade others in your own writing, both through specific techniques and rhetorical appeals, and through the increased sensitivity to audience, purpose, and occasion that is at the heart of the study of rhetoric. For Rhetoric 1302, you will read and reread texts and write multi-draft essays. Practically speaking, you will learn skills that you can use in your future coursework regardless of your major.

Student Learning Objectives

- Students will be able to write in different ways for different audiences;
- Students will be able to write effectively using appropriate organization, mechanics, and style;
- Students will be able to construct effective written arguments; and
- Students will be able to gather, incorporate, and interpret source material in their writing.

Required Textbooks

Crusius, Timothy W. and Carolyn E. Channell. *The Aims of Argument: A Text and Reader*. Fifth Edition. New York: McGraw-Hill, 2006. [ISBN: 0-07-321761-1]

Maimon, Elaine P., Janice H. Peritz, and Kathleen Blake Yancey. *A Writer's Resource: A Handbook for Writing and Research*. Second Edition. New York: McGraw-Hill, 2007. [ISBN: 978-0-07-325938-3]

Fall 2007 Assignments and Academic Calendar

Assignments from *The Aims of Argument* will be denoted by *AA*; Assignments from *A Writer's Resource* will be denoted by *AWR*.

NOTE: COMPLETE ASSIGNED READINGS PRIOR TO CLASS

Thu, Aug 16	Introduction to the Course Course syllabus and class expectations Discuss the "basics" of writing: organization, development (transitional words and phrases, paragraph structure), style issues
Tue, Aug 21	Reading and Understanding Arguments Discuss <i>AA</i> , Chapters 1 - 2 and <i>AWR</i> , Chapter (Section) 4 Introduce argumentation: claims, reasoning, warrants, evidence

Thu, Aug 23	Toulmin Method for Argumentation Discuss <i>A4</i> , Chapter 3 Assignment: "The Great (and Continuing) Economic Debate of the 20th Century"
Tue, Aug 28	Inquiry and Interpretation in Academic Argument Visual Arguments Discuss <i>A4</i> , Chapters 4 and 6
Thu, Aug 30	Visual Argument <u>"Think Piece 1" due</u> Peer Review Practice and small group discussion of peer "Think Pieces." Assignment: Photo essay, page 309 and "Representations of Terror in the Legitimation of War," pages 316-320 from <i>A4</i>
Tue, Sep 4	Assessing and Using Sources, MLA Format Discuss <i>A4</i> , Chapter 5 and <i>AWR</i> , Chapter 6 Review MLA format (in-text citations and "Works Cited" pages)
Thu, Sep 6	Grammar and Mechanics Review Discuss <i>AWR</i> , Chapters (Sections) 1-2 (grammar, format, mechanics, evidence, fallacies, and plagiarism). Also refer to pages A1-A18 in <i>A4</i> .
Tue, Sep 11	Peer Review/In Class Workshop <u>First draft of Essay #1 due today</u> Peer reviews
Thu, Sep 13	In Class Workshop Teacher conference and in-class writing on Essay #1.
Tue, Sep 18	Essay #1 Wrap-up <u>Essay #1 due by 5:00 P.M.</u> Conduct research and complete reading for Think Piece #2
Thu, Sep 20	Arguing to Mediate <u>"Think Piece 2" due</u> Discuss <i>A4</i> , Chapter 9
Tue, Sep 25	Arguing to Mediate Discuss assigned reading. "The Beige and the Black," by Michael Lind (<i>A4</i> , pages 767-771) and "The Distribution of Distress," by Patricia J. Williams (<i>A4</i> , pages 799-809)
Thu, Sep 27	Arguing to Mediate <u>Outline for Essay 2 Due</u> Discuss and compare "What Women Want," by David Buss (<i>A4</i> , pages 465-476) to "Men Want Something Else," by the same author (<i>A4</i> , pages 479-490)
Tue, Oct 2	In Class Workshop <u>First draft of Essay #2 due</u> Peer review
Thu, Oct 4	In Class Workshop Work on Essay #2
Tue, Oct 9	Essay # 2 Wrap Up <u>Final draft of Essay #2 due</u> In class -- Prepare Think Piece 3 using one of the two following articles, "Who Prospers," by Lawrence E. Harrison or "The Gospel According to the Soprano's" by Chris Seay.
Thu, Oct 11	**LAST DAY TO DROP WITH WP/WF** Arguing to Convince <u>"Think Piece 3" due</u> Discuss <i>A4</i> , Chapter 7 and Essay #3 assignment
Tue, Oct 16	Arguing to Persuade Discuss <i>A4</i> , Chapter 8 and Prospectus assignment
Thu, Oct 18	Arguing to Convince or Persuade Discuss readings: "Saddam's Iraq and Islamic Terrorism: What We Now Know" on Web CT and an article of your choice from <i>A4</i> , Chapter 10, "After 9/11: Understanding Terrorism Assessing the Response". Small group discussions of paper topics

Tue, Oct 23	Prospectus Workshop Work on Prospectus in class
Thu, Oct 25	Arguing to Convince or Persuade <u>Prospectus due</u> Introduce Annotated Bibliography assignment Discuss readings: Supplemental readings from instructor
Tue, Oct 30	In Class Workshop: Annotated Bibliography Workshop Annotated Bibliographies in class Discuss Readings: Class selects two essays from <i>A4</i> , Chapter 12, "Feminism: Evaluating the Effects of Gender Roles"
Thu, Nov 1	Arguing to Convince/Persuade Discuss Readings: "Why I am a Pagan," by Zitkala-Sa and "An Address to Whites" by Elias Boudinot.
Tue, Nov 6	<u>Annotated Bibliography due</u> Grammar and Mechanics Review Review grammar, mechanics, and style issues based upon <i>AWR</i> , Chapters 9-12. Correct all issues noted in the graded version of Essay 2.
Thu, Nov 8	In Class Workshop "Think Piece 4" Due – Write about something related to, but not the focus of your Essay #3. In class conferences with instructor and student evaluations
Tue, Nov 13	In Class Workshop <u>Draft of Essay #3 Due</u> Peer review.
Thu, Nov 15	In Class Workshop <u>Rewritten and honed opening and closing paragraph due</u> Continue work on Essay #3
Tue, Nov 20	Course Wrap-Up Last Day of Class <u>Essay #3 Due</u>

Thanksgiving Holiday (University closed November 22 – 24)

Assignments and Total Points Percentages

	Draft	Final
Essay 1, Visual Rhetoric (Draft and Final)	100	100
Essay 2, Arguing to Mediate (Draft and Final)	100	100
Prospectus		50
Annotated Bibliography		50
Essay 3, Arguing to Convince/Persuade (Draft and Final)	100	150
"Think Pieces" (Response Papers, 4 total, 300 to 500 words)		100
		Total for 4
Homework/Short Assignments/Presentations/Quizzes		50
Attendance and Participation		100
Total		1000 points

Major Assignments

Essay #1: Visual Rhetoric

Visual Rhetoric emphasizes the way visual images make meaning. Visual rhetoric is related to semiotics, or the process of sign-making in culture. Roland Barthes' work in semiotics may be of interest to you – especially, his essays in *Camera Lucida* and 1964's "The Rhetoric of the Image."

Write a 1000 word argument integrated with visual rhetoric. The media used will help propel the argument using the criteria in Chapter 4 of *The Aims of Argument*. Cite all sources and images utilized using MLA format and include a completed Essay Coversheet.

Option 1: Create an annotated portfolio of 7 to 10 photographs, campaign posters, and/or political logos and print advertisements of a current U.S. presidential candidate. Then write an essay that states a claim about the politician's use of print media and "photo opps." Explain and analysis what these images convey. Demonstrate how the images you selected validate your claim, damage the candidate, should be improved, and how these images "should" or "might" influence the electorate.

Resource:

http://www.pineforge.com/leonguerrero/community_guide/creating_your_own_visual_essay.htm

Option 2: Rhetorically analyze a film. The essay should identify features of the film that communicates a specific message to the audience. Then, you will analyze those features (e.g., statements the characters make, visual images used) and how these features convey an argument. Remember that your essay *must* make a claim; simply summarizing the plot of the film will not earn the essay a very high grade. You will need to seek my approval for the because not every film is acceptable for this assignment.

First Draft Due: Tuesday, September 11th

Final Draft Due: Tuesday, September 18th -- Turn in hard copy and submit online at Turnitin.com

Essay #2: Arguing to Mediate

In *Aims of Argument*, Crusius and Channell tell us that "mediation requires the mediator to rise above a dispute, including his or her own preferences, to see what is reasonable and right in conflicting positions. The mediator's best asset is wisdom" (268). When arguing to mediate, the writer must first understand both positions on a given issue. He or she should first paraphrase and summarize both arguments, identifying the central claim or thesis of both sides and the premises used to support their respective arguments. Then, the writer identifies the areas of agreement *and* disagreement and focuses upon differences over facts, interests, values, and interpretations. Finally, the writer offers a solution after finding common ground between the two opposing points of view.

For this essay assignment, you will choose two essays from authors who take completely different positions on a given issue (e.g., human cloning, immigration). You will then write a 1500 word essay that mediates between the two authors' positions, finally offering a common ground and solution by the end of your paper.

You may use essays from the *Aims of Argument* textbook or other essays I approve.

Outline due: September 27

First draft due: October 2

Final draft due: October 9 -- Turn in hard copy and submit online at Turnitin.com

Prospectus

Due: October 25

Length: 500-750 words, 12 point font, double-spaced

You must write a 500 to 750 word prospectus outlining your next assignment -- the argument to convince or persuade. In this prospectus, you must tell the reader the nature of your topic, why the topic is important, how you are going to address the subject, and what source material you will use for your argument. With this prospectus **outline your claim(s), reason(s), and evidence following the guidelines of the Toulmin method – use chart on page 52.**

Annotated Bibliography

Due: November 6

Length: Eight (8) entries minimum, MLA format for annotated bibliographies, 100 to 125 word entries

You will write an annotated bibliography of at least eight (8) 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.**** These source materials may also be texts that you are using in this class, or texts within your own field of interest (i.e., from your major 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 Annotated Bibliography:

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): 541-554.

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>]

Essay #3: Arguing to Convince or Persuade

First draft due: November 13

Final draft due: November 20 -- Turn in hard copy and submit online at Turnitin.com

Length: 1500 to 2000 words, 11 or 12 point font, double-spaced

Minimum Sources Required: 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.

Write a 1500 to 2000 word argument following the guidelines in chapters 7 and 8 of *The Aims of Argument*. You must construct a sophisticated and cogent argument to either convince (to change a belief or attitude), or persuade (to call upon the audience to take action).

"Think Pieces" or Response Papers

"Think Pieces" are 300-500 word focused arguments about a particular reading. You should write "Think Pieces" as economically as possible, with no superfluous verbiage. You should establish your point from the beginning (i.e., in the first sentence) and support your claims with textual evidence.

Suggested strategies:

- Focus on a particular problem you see in the essay.
- Focus on an issue/point/claim you would like to defend, counter, or elaborate upon further.
- Understand the text as being "in dialogue" with another piece we have read, and write a mini-essay on how you think the essays "speak" to each other.

Think of these suggestions as merely guidelines. You will have some freedom to experiment with your responses.

"Think Piece 1" Due: August 30

"Think Piece 2" Due: September 20

"Think Piece 3" Due: October 11

"Think Piece 4" Due: November 8

Course and Instructor Policies

Attendance Policy

Because each class period will consist of a mixture of lecture, discussion, group work and freewriting, 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 will start promptly at 10:00 A.M. Two tardies count as one absence, as will leaving class early.

Attendance is absolutely crucial to your success in Rhetoric 1302. I encourage you to come to every class meeting; otherwise, you will miss a great deal of information and material you need to succeed in this course. Therefore, **there are no excused absences** (emergencies will be considered on a case by case basis). Each student is allowed three (3) missed classes, no questions asked. Save them for when you really need them. **Each additional absence above the noted three will cause 4% to be deducted off your final letter grade for the semester.**

Class Participation

Your success in this course is a function of your level of engagement. I am interested in the quality of your remarks rather than the quantity. Please use your analysis of the readings, your weekly responses ("Think Pieces"), and prior research and/or study when responding orally in class, and please be prepared to back up any points you make.

Late Work

All drafts, including final, must be submitted when and as required in order to successfully complete this course. Late assignments will suffer grade deductions or may not be accepted.

Personal Communication Devices

Turn off all cell phones, pagers, and other personal communication devices before the start of class. Do not use them during class.

Room and Equipment Use

Tampering with or destroying any of the computers, printers, modems, or wiring in the classroom is strictly prohibited. Violations will result in disciplinary action by the Dean of Students' office.

Student Conduct and Discipline

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, A to Z Guide, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3, and in Title V, Rules on Student Services and Activities of the university's Handbook of Operating Procedures. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism

(see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

Email Use

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

Withdrawal from Class

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

Student Grievance Procedures

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's Handbook of Operating Procedures.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

Incomplete Grade Policy

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of E.

Disability Services

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:

The University of Texas at Dallas, SU 22

PO Box 830688

Richardson, Texas 75083-0688

(972) 883-2098 (voice or TTY)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

Religious Holy Days

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

Name: _____

Email: _____

Name: _____

Email: _____

UTD Major: _____ Last Grade in English: _____

UTD Major: _____ Last Grade in English: _____

Write a brief essay discussing the three most life-defining aspects of your academic, social, physical, and spiritual self.

[illegible]

I have read the policies for Rhetoric 1302.019 and understood them. I agree to comply with the policies for the Fall 2007 semester. I realize that failure to comply with these policies will result in a reduced grade for the course.

Signature: _____

Date: _____

Name (print): _____