



RHE 306 | Summer 2020
Unique Number: 82110
MTWThF Asynchronous
Location: Online

Instructor: Ian Ferris
ian.ferris@utexas.edu

Office Hours:
TTh 1-2 and W 4-5 and by
appointment via Zoom
(video) and/or GChat (text)

About the Course

UT's motto is "What starts here changes the world." In RHE 306 Rhetoric & Writing, you will take the first step in changing the world by learning how to argue effectively in the public sphere.

In this class, you will learn how to examine a public controversy, analyze various positions that people hold in that controversy, and effectively advocate your own position. You will also explore the ethics of argumentation, explaining what it means to "fairly" represent someone with whom you disagree, or how responsibly to address a community with particular values and interests. Your work in this course will help you advance the critical writing and reading skills you will need to succeed in courses for your major and university degree.

This course may be used to fulfill three hours of the communication component of the university core curriculum and addresses the following four core course objectives established by the Texas Higher Education Coordinating Board: communication skills, critical thinking skills, teamwork, and personal responsibility.

You will learn how to:

- Understand a range of positions in a local controversy
- Analyze and evaluate an argument about a local controversy, using rhetorical tools
- Argue that the controversy needs a solution and/or argue for a particular solution
- Propose a specific, implementable solution based on collaborative research

Given the constraints of the ongoing COVID-19 pandemic, we will be pursuing these learning goals entirely online and asynchronously, meaning there is no regular meeting time. Expectations for how we will all maintain daily engagement will be explained further at the start of the term.

Textbooks

- Faigley, Lester, and Jack Selzer. *Good Reasons with Contemporary Arguments*. 7th ed., Pearson, 2018. ISBN-10: 0134392876
- UNC Chapel Hill Online Resources (<https://writingcenter.unc.edu/tips-and-tools/>)
- Other readings available on Canvas

Coursework & Grading

You will be graded on the following assignments this term:

- Project 1: Annotated Bibliography: 15%
- Project 2.1: Rhetorical Analysis: 10%
- Project 2.2: Rhetorical Analysis Revision: 15%
- Project 3 Draft & Peer Review: 5%
- Project 3: Proposal Argument: 25%
- Project 4: Infographic: 10%
- Process Work & Participation: 20%

Final grades will be determined on the following scale. Please note: To ensure fairness, all numbers are absolute, and will not be rounded up or down at any stage. For example, a B- will be inclusive of all scores of 80.0000 through 83.9999. The University does not recognize the grade of A+.

- | | | |
|------------|------------|------------|
| ▪ A=94-100 | ▪ B-=80-83 | ▪ D+=67-69 |
| ▪ A-=90-93 | ▪ C+=77-79 | ▪ D=64-66 |
| ▪ B+=87-89 | ▪ C=74-76 | ▪ D-=60-63 |
| ▪ B=84-86 | ▪ C-=70-73 | ▪ F=0-59 |

Unit Projects

At the end of each of our 3 units, you will write an annotated bibliography, two essays ranging from 4-7 pages each (above designated Rhetorical Analysis and Proposal Argument), and an infographic. You will also be graded on your revision of the Rhetorical Analysis based on my feedback, and you will be graded on your participation in Project 3's peer review. In addition, you will compose four short writing assignments.

In order to receive a passing mark for the course, regardless of your performance on other assignments or total average of all your grades, all major assignments must be completed to my satisfaction.

Process Work & Participation

Because active involvement with course content class is an essential component of getting the most out of this course, participation will be a measured aspect of your grade. To provide opportunities for a variety of styles of participation, there will be a number of approaches offered throughout the term to fulfill this requirement including: written response posts, discussion boards, and group activities. These will all be clearly established and facilitated on Canvas.

Course Policies

Title IX Reporting

Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, sexual misconduct, dating/domestic violence, and stalking at federally funded educational institutions. The university is committed to providing support and resources as well as to investigating in the case of any such incidents.

As an instructor, I am required by law to report any Title IX related incidents that are disclosed in writing or discussion. If you want to speak with someone without an official report being made, you can email advocate@austin.utexas.edu. For more information, visit <http://www.titleix.utexas.edu>.

Accessibility

Your success in this class is important to me. **If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible.** Together we'll develop strategies to meet both your needs and course requirements.

I am committed to making all course materials as accessible as possible, and to working with students if any of these materials are inaccessible. We will all need some accommodations in this class, because we all learn differently. If you need specific accommodations, let me know. Any conversations we have about accommodations are confidential. **I am happy to take extra steps to ensure accessibility for all students.**

Safe Space Policy

This class will always strive to be a safe space for learning and development; that is, a space where we can develop and refine the knowledge and skills necessary for culturally competent practice. Learning requires stretching beyond comfort zones, and yet **feeling safe is a prerequisite for a good learning environment**. As we all bring diverse experiences to our shared classroom, below are some general guidelines to help create the environment we want.

Behavior

Be respectful of your colleagues. There is zero tolerance for slurs or derogatory language. In general, don't discriminate based on race, gender presentation, marital status, religion, disability, age, or sexual orientation.

Everyone in our class has the right to be addressed in accordance with their personal identity. The university provides me with a class roster containing each student's legal name and sex marker. **I will gladly address you by the name and gender pronoun with which you identify.** Please let me know your preferred name and pronouns early in the semester, so your peers and I can address you appropriately.

If you find a reading or assignment triggering in any way, or suspect that you will be triggered, please contact me as soon as possible. I am happy to speak with you about the content of the material in advance and/or provide you with an alternative assignment. If you are troubled by or feel unsafe in any class discussion, please speak with me as soon as possible so that we can work to resolve the immediate problem and prevent future issues.

Learning Procedures

It is never okay to laugh at, belittle, or harass a colleague because of their opinion or point of view. **Always think about how your comments will support our learning as a group.** But safe doesn't mean operating in an environment where beliefs and ideas go unchallenged. Challenging colleagues to explain their arguments in a thoughtful manner is key to creating an engaging learning community.

- Make a commitment to understand unfamiliar positions from the context or point of view of your peers.
- Speak for yourself rather than for a group (use your "I" statements).
- Be present – really listening to your colleagues will dramatically improve your in-class experience and prevent most misunderstandings.
- Take risks in speaking honestly; this will help the learning of the group.

Late Work

All assignments, including due dates and submission instructions, are documented on Canvas. For each day that an assignment is turned in past the deadline, half a letter grade will be deducted from the assigned grade.

Dept of Rhetoric & Writing Policies Statement

Scholastic Honesty

Turning in work that is not your own, or any other form of scholastic dishonesty, will result in a major course penalty, possibly failure of the course. This standard applies to *all* drafts and assignments, and a report of the incident will be submitted to the Office of the Dean of Students and filed in your permanent UT record. Under certain circumstances, the Dean of Students will initiate proceedings to expel you from the University.

So, take care to read and understand the *Statement on Scholastic Responsibility*, which can be found online at

<https://liberalarts.utexas.edu/rhetoric/RHE%20306/plagiarismcollusion.php> If you have any doubts about your use of sources, ask your instructor for help *before* handing in the assignment.

Students with Disabilities

Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities (SSD) at 512-471-6259 (voice) or 1-866-329-3986 (video phone) as soon as possible to request an official letter outlining authorized accommodations. More information is available on the Services for Students with Disabilities website at <http://ddce.utexas.edu/disability/>

Title IX and Senate Bill 212

Beginning January 1, 2020, Texas Senate Bill 212 requires all employees of Texas universities, including faculty, report any information to the Title IX Office regarding sexual harassment, sexual assault, dating violence and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, or one-on-one conversations) must be reported. If you would like to speak with someone who can provide support or remedies without making an official report to the university, please email advocate@austin.utexas.edu. For more information about reporting options and resources, visit <http://www.titleix.utexas.edu/>, contact the Title IX Office via email at titleix@austin.utexas.edu, or call 512-471-0419.

Although graduate teaching and research assistants are not subject to Texas Senate Bill 212, they are still mandatory reporters under Federal Title IX laws and are required to report a wide range of behaviors we refer to as sexual misconduct, including the types of sexual misconduct covered under Texas Senate Bill 212. The Title IX office has developed supportive ways to respond to a survivor and compiled campus resources to support survivors.

Climate Statement

At the Department of Rhetoric and Writing, we are unambiguous in our commitment to fostering a diverse, inclusive, and respectful professional and educational climate. For more information on our climate commitments, see the complete climate statement at <https://liberalarts.utexas.edu/rhetoric/about/mission.php>. If you have any questions or climate-related concerns, please contact the chair of the climate advisory committee: Professor Scott Graham (ssg@utexas.edu).

Email Accounts

Email is an official means of communication at UT-Austin, and your instructor will use this medium to communicate class information. You are therefore required to obtain a UT email account and to check it daily. All students may claim an email address at no cost by going to the IT Services website at <https://get.utmail.utexas.edu/>

Emergency Information

You can find information about planning for emergencies on the Emergency Preparedness site at <http://www.utexas.edu/safety/preparedness/>

Behavior Concerns Advice Line: 512-232-5050

Use this resource to help fellow UT members about whom you have concerns. You can learn more about the Behavior Concerns Advice Line on their site at <https://operations.utexas.edu/units/csas/bcal.php>

Questions About These Policies?

Questions about these policies should be addressed to:

Department of Rhetoric & Writing
The University of Texas at Austin
Parlin Hall, Room 3
rhetoric@uts.cc.utexas.edu
(512) 471-6109

Course Daily Schedule

Week	Day	Daily Goals, Major Deadlines, and Readings	Activities
1	Th 6/4	Intros to the Course and Each Other <ul style="list-style-type: none"> Syllabus 	Response Post: Initial Course Reflection Discussion Board: Self-Introduction
	F 6/5	Course Theme & Choosing a Controversy <ul style="list-style-type: none"> Good Reasons (GR) Ch 2.1-2.2; 3.1-3.3 	Discussion Board: Brainstorming Topics Post (6/5) Respond (6/7)
2	M 6/8	Refining Research Practices <ul style="list-style-type: none"> GR Ch 1; 17.1-17.3 2 Texts, TBD 	Group Activity: Informational vs Viewpoint Post (6/8) Respond (6/9)
	T 6/9	Summarizing, Paraphrasing, and Quoting <ul style="list-style-type: none"> GR Ch 2.4; 19 	Response Post: S/P/Q Practice
	W 6/10	Evaluating Credibility & Bias <i>RS1 Due by End of the Day</i> <ul style="list-style-type: none"> GR Ch 18 	Response Post: C & B Practice
	Th 6/11	Working with Scholarly Sources <ul style="list-style-type: none"> How to Read a Journal Article Handout Excerpts from Article, TBD 	Response Post: Scholarly Source Practice

2	F 6/12	Mapping Controversies <i>RS2 Due by End of the Day</i> <ul style="list-style-type: none"> 2 Texts, TBD 	Group Activity: Mapping Controversies Post (6/14) Respond (6/15)
3	M 6/15	Evaluating a Sample Annotated Bibliography <ul style="list-style-type: none"> Sample Annotated Bibliography 	Group Activity: Synthesizing Controversies Post (6/15) Respond (6/16)
	Unit II		
	T 6/16	Intro to Rhetorical Analysis <ul style="list-style-type: none"> GR Ch 6.1 1 Text, TBD 	Discussion Board: ID-ing Audience(s)
	W 6/17	Textual Analysis <i>Annotated Bibliography Due by End of the Day</i> <ul style="list-style-type: none"> GR Ch 6.2 	Discussion Board: TA Practice
	Th 6/18	Contextual Analysis <ul style="list-style-type: none"> GR Ch 6.3 	Discussion Board: CA Practice
	F 6/19	Writing a Rhetorical Analysis <i>RS3 Due by End of the Day</i> <i>Project 2.1 Due by End of the Day Sunday</i> <ul style="list-style-type: none"> GR Ch 6.4 Sample Student Rhetorical Analysis 2.1 	Activity: Worktime for RS3
4	M 6/22	Revisions & Thesis Statements <ul style="list-style-type: none"> Thesis Statements Handout Sample Student Rhetorical Analysis 2.2 	Discussion Board: TS Practice

4	T 6/23	Introductions & Conclusions <ul style="list-style-type: none"> ▪ Introductions Handout ▪ Conclusions Handout 	Written Response: I & C Practice
	W 6/24	Reverse Outlining & Reorganizing <ul style="list-style-type: none"> ▪ Reverse Outlining Handout ▪ Reorganizing Handout 	Written Response: RO & R Practice
	Unit III		
	Th 6/25	Intro to Proposal Arguments <ul style="list-style-type: none"> ▪ GR Ch 13 	Group Activity: Discussing Proposals Post (6/25) Response (6/26)
	F 6/26	Proposal Arguments Continued <i>Project 2.2 Due by End of the Day Sunday</i> <ul style="list-style-type: none"> ▪ Sample Proposal Argument 	Response Post: Proposal Planning (6/27)
5	M 6/29	Rebuttal Arguments <ul style="list-style-type: none"> ▪ GR Ch 2.3, 3.5, 12 ▪ Sample Text, TBD 	Response Post: Analyzing a Rebuttal
	T 6/30	Evaluating a Sample Proposal & Evidence-Based Feedback <ul style="list-style-type: none"> ▪ Sample Student Proposal Argument 	Group Activity: EBF Practice Post (6/30) Response (7/1)
	W 7/1	Intro to Working with Visuals <i>RS4 Due by End of the Day</i> <ul style="list-style-type: none"> ▪ Sample Infographics, TBD 	Response Post: Piktochart Rough Map
	Th 7/2	Visual Design & Piktochart Continued <ul style="list-style-type: none"> ▪ GR Ch 14 ▪ More Sample Infographics, TBD 	Response Post: Infographic Plan

5	F 7/3	No Class – Independence Day Observed	—
6	M 7/6	Proposal Peer Review <i>Proposal Draft Due by Noon</i>	Assignment: Peer Reviews (7/7)
	T 7/7	Integrating Sources into Infographics	Response Post: Explanation of Sources
	W 7/8	Infographic Workshop Day	Activity: Worktime for Infographic
	Th 7/9	Last Day of Class – Course Reflections <i>Proposal Final Draft Due Sunday</i> <i>Infographic Due Sunday</i>	Response Post: Final Reflection