

Fall 2023– RHE 306: Rhetoric and Writing

Instructor: Montéz Jennings

Unique number: 43210

Class Time and Place: 2-3:30PM; BEN 1. 124

E-mail: mjenkins@utexas.edu

Course Website: [Canvas](http://canvas.utexas.edu/) - <http://canvas.utexas.edu/>

Office: TBD

Student (Office) hours:

Where: [Zoom](#)

When: Tuesday (5-8pm)

Thursday (5-8pm)

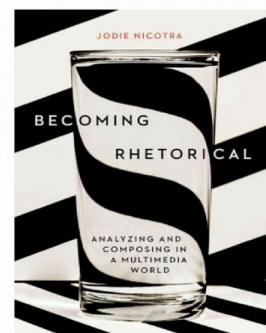
Fridays (12-4pm)

By appointment.

How: [Click Link Here](#)

Required Textbooks

- Nicotra, Jodie. *Becoming Rhetorical*. Cengage, 2018.
- **ISBN-10: 978-1305956773**
- UNC-Chapel Hill's [Writing Center Resources \(online\)](#)
- Other readings available on Canvas or by instructor.



About the Course

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 public rhetoric, analyze various positions that people hold, 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 to responsibly 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:

- examine a related set of texts, learning how to identify their claims and assumptions.
- find a similar set of texts about a local issue, then perform a rhetorical analysis on them to understand how people are arguing about an issue locally.
- identify and argue for a change related to that issue.

- develop that advocacy in a multimodal argument for a specific audience.

Coursework and Grading

You will be graded on the following assignments this term:

- Project 1: Understand and analyze the rhetorical situation in a set of texts (20%)
- Project 2: Rhetorically analyze a local argument (20%)
- Project 3: Propose a course of action (30%)
- Project 4: Develop a multimedia argument (10%)
- Short Writing Assignments (20%)

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 projects must be completed (i.e., include all specified components).

Grades

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+.

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

Helpful Resources

The following resources may be helpful this semester:

- [Department of Rhetoric and Writing](http://www.drw.utexas.edu/) - <http://www.drw.utexas.edu/>
- [University Writing Center](http://uwc.utexas.edu/) - <http://uwc.utexas.edu/>
- [UT Libraries](http://www.lib.utexas.edu/) - <http://www.lib.utexas.edu/>
- [University Health Services](http://healthyhorns.utexas.edu) – <http://healthyhorns.utexas.edu>
- [Counseling and Mental Health Center](https://cmhc.utexas.edu/) -- <https://cmhc.utexas.edu/>
- [Services for Students with Disabilities](http://diversity.utexas.edu/disability/) -- <http://diversity.utexas.edu/disability/>
- [Sanger Learning Center](https://ugs.utexas.edu/slc) -- <https://ugs.utexas.edu/slc>
- [Title IX Campus resources](https://titleix.utexas.edu/campus-resources) -- <https://titleix.utexas.edu/campus-resources>
- [Behavioral Concerns Advice Line \(BCAL\)](https://safety.utexas.edu/behavior-concerns-advice-line) -- 512-232-5050 -- <https://safety.utexas.edu/behavior-concerns-advice-line>

Class Policies

Longhorn Textbook Access Program

RHE 306 is participating in the [Longhorn Textbook Access Program](#). This means you have immediate access to the course textbook, *Becoming Rhetorical*, through the “My Textbooks” tab in Canvas. You are not required to purchase an access code from the bookstore or online because the cost will be included

on your *What I Owe* page at a reduced price. If you prefer to get your textbook elsewhere, you may opt out of this program by the 12th day of class. For more information, review the [Cengage RHE 306 course page](#) and the [Longhorn Textbook Access page on the University Co-Op website](#).

Inclusive Community Guidelines

Seneca once said, “Wherever there is a human being, there is an opportunity for kindness.”

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. I will happily call you by the name and pronouns you give me. Please let me know your 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.

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 and Discussion Guidelines

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, here are some general guidelines to help create the environment we want.

- 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.
- Because 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 understandings.
- Take risks in speaking honestly; this will help the learning of the group.

Weapons Policy

With the exception of concealed handguns, no weapons may be brought into the classroom. Course participants with a license to carry a handgun **must keep it concealed** and on their person at all times. If a gun or any other weapon becomes visible, the person who sees the weapon should leave the classroom and call 911 so that law enforcement personnel can take appropriate action and restore an atmosphere conducive to learning.

Handguns may not be brought to the classroom in backpacks, bags, or purses. Course participants will be called upon at unpredictable times to move about the room, go to the front of the room and participate in a presentation, or otherwise be separated from their belongings. University policy and the implementation of the law would be violated by the separation of the gun owner from their weapon that would result from these required classroom activities.

Late Work

All assignments should be completed on time. However, arrangements should be made with me prior to the due date should an extension be necessary. If there has not been an arrangement for an extension, assignments will receive an automatic 10% permanent reduction in grade. Students have up to four days to complete late work. (Example, if an assignment is due Monday, students have until Friday 11:59 PM to turn in the assignment).

Tardiness

Attendance will be recorded at each class session.

Early departures from class that are unexcused will be considered an absence. Students who will arrive late should notify the instructor by the start of class, 2:00PM. Just as punctuality and attendance is critical for success in any career, so it is a significant factor of achievement with this course.

Technology Policy

In this course, we will use technology almost daily for in class activities, research, or other tasks. I encourage you to bring a device with you to class. However, use of computers for social and entertainment purposes during class will be considered a disruptive behavior.

Department of Rhetoric & Writing

RHE Course Policies Statements, 2023-2024

ATTENDANCE POLICY

Rhetoric & Writing has established this attendance policy for all RHE courses. Any questions or appeals concerning this policy must be made directly to the department Associate Chair, Clay Spinuzzi (clay.spinuzzi@utexas.edu).

Unless you are ill or have an excused absence (see below), you are expected to attend class in person, to arrive on time, to have prepared assigned reading and writing, and to participate in all in-class editing, revising, discussion, and conference sessions. Should you miss the equivalent of **five TTH or MW** class sessions or **seven MWF** sessions this semester, you will **fail** the course. If you find that an unavoidable problem prevents you from attending class, contact me as soon as possible, preferably ahead of time, to let them know.

- ***Absences due to illness.*** If you are ill, please do not come to class. Instead, communicate with your instructor as soon as possible. The instructor will provide an assignment that you can do to make up this absence. If you do not complete this assignment, your absence will count toward your total number of possible absences.
- ***Absences due to University-organized or sponsored events.*** If you are a student involved in a University-organized or sponsored event requiring you to travel, please present your instructor with an official list of possible travel days at the start of the semester. Your instructor may consider excusing up to 5 absences when such absences are related to University-organized or sponsored events. For each agreed-upon absence, the instructor will provide an assignment for you to complete to “make up” the absence. If you do not complete the assignment by the agreed-upon deadline, your absence will count toward your total number of possible absences.
- ***Excused absences.*** You will not be penalized for missing class on religious holy days. A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor, in writing, at least one week before the absence, so that alternative arrangements can be made to complete work. If you know you will have to miss class(es) for this reason, provide your instructor with the date(s) as early as possible. Please note that the University specifies very few other excused absences (e.g., jury duty).

When you must miss a class, you are responsible for getting notes and assignments from a classmate. The instructor may, but is not obligated to, provide alternative arrangements such as attendance over Zoom or recordings of class sessions.

Class Safety

To help preserve our in person learning environment, the university recommends the following.

- [Vaccinations are widely available.](#) The vaccine will help protect against the transmission of the virus to others and reduce serious symptoms in those who are vaccinated.

- [Proactive Community Testing](#) remains an important part of the university's efforts to protect our community. Tests are fast and free.
- Visit protect.utexas.edu for more information

Our best protection against spreading COVID-19 on campus is for students to stay home if they are showing symptoms. If you don't feel well, please stay home (see the Attendance Policy for more).

The University of Texas at Austin does not require that students or instructors wear masks. However, if you prefer to wear a mask in class, we support that choice.

CLASS RECORDINGS

Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

SCHOLASTIC HONESTY

As an instructor, I am interested in your intellectual prowess as well as your thoughts and musings. Please represent yourself as honestly as possible.

Turning in work that is not your own (including AI-generated work), 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](#). If you have any doubts about your use of sources, ask your instructor for help before handing in the assignment.

[UT security guidance](#) states: "ChatGPT or similar AI Tools must not be used to generate output that would be considered non-public," and these include "completion of academic work in a manner not allowed by the instructor."

STUDENTS WITH DISABILITIES

Any student with a documented disability who requires academic accommodations should contact [UT's Disability and Access program](#) at 512-471-6259 (voice) or 512-410-6644 (video phone) as soon as possible to request an official letter outlining authorized accommodations.

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 sex discrimination, discrimination on the basis of pregnancy, 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 the [Title IX Office](#), or contact them via email (titleix@austin.utexas.edu) or phone (512-471-0419). Instructors are 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.

DEPARTMENT CLIMATE

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 [our complete climate statement](#). If you have any questions or climate-related concerns, please contact the DRW Department Chair, Diane Davis (ddd@utexas.edu), Associate Chair Clay Spinuzzi (clay.spinuzzi@utexas.edu), or the director of the Division of Diversity and Community Engagement (DDCE).

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 through [UTMail](#).

When emailing please include your name, class, and question/message. For example: "Jennings RHE 306-Absence 9/14" or "RHE 306 Jennings- Homework 1 Question."

EMERGENCY INFORMATION

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside. Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building. Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class. In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: The University of Texas at Austin Police Department, or Fire Prevention Services office. See more on [emergency evacuation routes and emergency procedures](#).

You can find more information about planning for emergencies on the [Emergency Preparedness site](#).

Behavior Concerns Advice Line (BCAL): 512-232-5050

Use this resource to help fellow UT members about whom you have concerns. Learn more at the [Behavior Concerns Advice Line website](#).

Questions about these policies should be addressed to:

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

Course Schedule

Major Assignments	Due Date
Discussion Post: What is Rhetoric?	8/24
Two annotated citations	8/29
One annotated citation	8/31
Two annotated citations	9/7
Project 1 Draft	9/12
Project 1	9/14
Discussion Post: possible topics for unit 2	9/19
Research Log	9/21
Discussion Post: Research Update 1	9/26
Discussion Post: Research Update 2	9/28
Discussion Post: Research Update 3	10/3
Discussion Post: Mapping Stakeholders	10/5
Discussion Post: Evaluating Sources	10/10
Project 2 Draft	10/12
Project 2	10/17
Discussion Post: possible proposals and their audiences	10/19
Discussion Post: Explanations and Facts	10/24
Discussion Post: Definitions	10/26
Discussion Post: Alternative Perspectives and Counterarguments	10/31
Discussion Post: Evaluating the Problem	11/2

Discussion Post: Describing Your Proposal	11/7
Discussion Post: Outline/Map of Project 3	11/9
Project 3 Draft	11/14
Peer Reviews and Peer Review Responses	11/16
Project 3	11/28
Genre Analysis	11/30
Project 4	12/7

Unit 1		Goals	Major Project	Weeks (approximate)
Understanding and Analyzing a Rhetorical Situation		<ul style="list-style-type: none"> • Understand how texts hold/foreclose the space for a conversation or respond to others in a conversation • Analyze logos, pathos, and ethos in a text • Identify communicator, message, purpose, constraints, and audience 	Project 1: Understand and Analyze the rhetorical situation in a set of texts (20%)	1-4
Week	Date	Topic	What should I do before class?	What happens after?

1	8/22	<i>Introduction to Course</i>		Breathe! Email with questions if you have any. Complete Discussion Board: What is Rhetoric?
	8/24	<i>Introduction to Rhetoric</i>	<p>Read <i>Becoming Rhetorical</i> “Introduction: What it Means to Become Rhetorical”</p> <p>Read Herrick - up to “stop for Unit 1”</p> <p>Read theme guide, syllabus, and Unit 1 overview</p>	<p>Complete annotated citations of both sources</p>
2	8/29	<i>The Rhetorical Situation and Identifying Stakeholders</i>	<p>Read <i>Becoming Rhetorical</i> “Chapter 1: The Basic Rhetorical Situation”</p> <p>Read “More driverless cars are coming to Austin: What you need to know</p> <p>Listen to Radiolab’s episode “Driverless Dilemma” (hyperlinked here)</p>	<p>Find and read a new source for Project 1 that provides insight on a missing or underrepresented stakeholder in the conversation around driverless vehicles</p> <p>Complete an annotated citation</p>
	8/31	<i>The Rhetorical Appeals and Expanded Rhetorical Situation, Pt. 1</i>	Read <i>Becoming Rhetorical</i> “Chapter 2: The Expanded Rhetorical Situation”	
3	9/5	<i>Rhetorical Appeals expanded</i>	Bring an example of a rhetorical artifact to class(this can be a video, advertisement, article	Find and read your second unique source for Project 1

			etc... related to AI or Automation)	<u>Complete</u> two annotated citations—one for the podcast episode and the other for your new unique source
	9/7	<i>The Expanded Rhetorical Situation, Pt. 2</i>	<u>Listen to “Don’t Fall for the AI Hype” from Tech Won’t Save Us</u> (hyperlinked here).	<u>Complete</u> the Project 1 Draft assignment
4	9/12	<i>Project 1 Workshopping</i>		<u>Complete</u> Project 1

Unit 2	Goals	Major Project	Weeks (approximate)
Rhetorically Analyzing Arguments	<p>Define a contingent issue</p> <ul style="list-style-type: none"> • Identify varying views and stakeholders, using a range of credible sources • Apply proper citation style to the sources. • Understand the differences between different type of sources and potential limitations • Reflect on how different views play up/down stakeholders or dimensions of the issues at stake 	Project 2: Rhetorically analyze a local argument (20%)	4-8

		<ul style="list-style-type: none"> • Write an analysis of the contingent issue 		
Week	Date	Topic	What should I do before class?	What happens after?
4	9/14	<i>Introduction to Unit 2</i>		Complete discussion post: possible topics for unit 2
5	9/19	<i>Beginning Research UWC Presentation</i>	Read <i>Becoming Rhetorical</i> “Chapter 12: Research: Composing with Multiple Sources” Continue reading Herrick from section “Rhetorical Discourse” through marking “Stop for Unit 2”	Complete the Research Log
	9/21	<i>Evaluating and Incorporating Sources</i>		
6	9/26	<i>Rhetoric & Research</i>		
	9/28	<i>Analyzing Textual Rhetoric</i>	Read <i>Becoming Rhetorical</i> “Chapter 3: Analyzing Textual Rhetoric”	Complete discussion post: Research Update 1
7	10/3	<i>Writing Process: Summary, Writing Thesis Statements and Reverse Outlining</i>	Read <i>Becoming Rhetorical</i> “Chapter 13: Creating Written Compositions”	Complete discussion post: Research Update 2
	10/5	<i>Mapping Stakeholders</i>		Complete discussion post: Research Update 3

8	10/10	<i>Workshopping Project 2</i>		<u>Complete a draft of Project 2</u>
	10/12	<i>Workshopping Project 2</i>		<u>Complete Project 2</u>

Unit 3		Goals	Major Project	Weeks (approximate)
Proposing a Course of Action		<ul style="list-style-type: none"> • Perform research • Apply proper documentation procedures • Analyze the chosen (local) audience • Recommend a solution to the problem and support the solution with evidence and rhetorical appeals • Write a convincing argument 	Project 3: Propose a course of action (30%)	8-12
Week	Date	Topic	What should I do before class?	After?
9	10/17	<i>Introducing Unit 3</i>		<u>Complete the discussion post: possible proposals and their audiences</u>
	10/19	<i>Responding to Rhetorical Problems with Arguments</i>	<u>Read <i>Becoming Rhetorical</i> “Chapter 6: The Invitation to Rhetoric: Formulating Rhetorical Problems”</u>	<u>Complete the discussion post: Proposal & Audience</u>

			<p>“Chapter 7: Responding to Rhetorical Problems with Arguments”</p>	
10	10/24	<i>Explanation Arguments</i>	<p>Finish reading Herrick from section “Social Functions of the Art of Rhetoric” to the end of the chapter</p> <p>Read <i>Becoming Rhetorical</i> “Chapter 8: Explaining”</p>	<p>Complete the discussion post: Explanations and facts</p>
	10/26	<i>Definition Arguments</i>	Read <i>Becoming Rhetorical</i> “Chapter 9: Defining”	<p>Complete the discussion post: Definitions</p>
11	10/31	<i>Rhetorical Problems and Alternative Perspectives</i>	<p>Read the excerpt from Longaker’s chapter “Concession, Refutation, and Rebuttal,” which—among other types of responses—are different ways to engage and respond to different perspectives</p>	<p>Complete the discussion post: Alternate Perspectives & Counterarguments</p>
	11/2	<i>Evaluative Arguments</i>	Read <i>Becoming Rhetorical</i> “Chapter 10: Evaluating”	<p>Complete the discussion post: Evaluating the Problem</p>
12	11/7	<i>Proposal Arguments</i>	Becoming Rhetorical “Chapter 11: Proposing”	<p>Complete the discussion post: Describing your Proposal</p>
	11/9	<i>Planning and Drafting Project 3</i>		<p>Complete an outline/map of project 3</p>

13	11/14	Project 3 Peer Review: <i>Bring Draft of project 3</i>		<u>Complete and submit any remaining work on your peer reviews and peer review responses</u>
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Unit 4		Goals	Major Project	Weeks (approximate)
Rhetorically Analyzing Arguments		<ul style="list-style-type: none"> • Select an argument to develop • Integrate sources from the students' and others' research • Apply strategies of visual rhetoric • Compose a multimedia text presenting the solution 	Project 4: Develop a multimedia argument (10%)	13-16
Week	Date	Topic	What should I do before class?	After?
	11/16	<i>Developing a Multimedia Argument</i>	<u>Read <i>Becoming Rhetorical</i> “Chapter 4: Analyzing Visual Rhetoric” and “Chapter 5: Analyzing Multimodal Rhetoric”</u>	
14	11/21	<i>Fall Break</i>	<u>Fall Break</u>	<u>Fall Break</u>
	11/24	<i>Fall Break</i>	<u>Fal Break</u>	<u>Fall Break</u>
15	11/28	<i>Introducing Unit 4 and Creating Multimodal Compositions</i>	<u>Read <i>Becoming Rhetorical</i> “Chapter 14: Creating Visual Compositions” and “Chapter 15: Creating Multimodal Compositions”</u>	<u>Submit Project 3</u> <u>Complete the discussion post: analyze your project 4 format</u>

	11/30	<i>Last Day of Class</i>		
16		<i>Final Exam</i>		<u>Submit Project 4 by the end of our final exam period</u>