**Syllabus Template for Core Rhetoric (RHET:1030)**

All General Education Rhetoric **RHET:1030** instructors are required to use this template   
for their syllabi. The syllabus **must be approved** by the Teaching Mentor before being sent to Kris and **before being distributed to students either on ICON or in class**.

Enter language relevant to your course where the **red text** appears in the document below, and then ensure that all red text is black before you finalize and distribute.

At the time you revise your syllabus each semester, take the opportunity to review the following important information about requirements, standards, and best practices:

1. Instructors must make syllabi available in ICON; be sure to **publish** your ICON course site and **publish** the area of your course site where you post the syllabus.
2. Instructors must be familiar with all policies in parts 1&2 of this document.
3. Instructors must be familiar with the policies and articulation of the curriculum in the Handbook for Rhetoric Instructors available at: <https://clas.uiowa.edu/rhetoric/instructors>.
4. Work closely with your Teaching Mentor to design syllabi and assignments.
5. Exact dates for major assignments must be included in syllabi.

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| **Rhetoric**Syllabus (Part 1 of 2\*) | | | |
| RHET:1030:(your 4-digit section number) | (time and place class meets) | | (semester and year) |
| **University of Iowa Old Capitol dome logo next to "Department of Rhetoric"**  The College of Liberal Arts and Sciences  <https://clas.uiowa.edu/rhetoric> | | | |
| Instructor | | Your Name | |
| Student Drop-in Hours | | Indicate your drop-in hours and also include “or by appointment.” | |
| Email | | Your @uiowa.edu email address | |
| Course Supervisor [Faculty omit this row] | | Your Teaching Mentor’s name, office number, walk-in hours, telephone, and email | |
| Department Chair | | Steve Duck,164 EPB  319-335-0186; steve-duck@uiowa.edu | |
| Department Main Office | | 170 EPB  319-335-0178; rhetoric@uiowa.edu | |

# **Course Texts**

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| --- | --- | --- |
| Title: | Author: | ISBN-13: |
| List title and edition of all required books | Author Name | 000-0000000000 |
| List title and edition of all required books | Author Name | 000-0000000000 |
| List title and edition of all required books | Author Name | 000-0000000000 |

Texts are available at [list the book store where the instructor placed the order]

# **Course Delivery**

Here is where instructors describe whether their course will be delivered in person, virtually, or both virtually and in person. Try to avoid jargons (such as hybrid, blended, etc.) and use language simple enough for students to clearly understand the mode(s) of delivery you’ll use in your course. Also mention that this course will be delivered virtually after Thanksgiving Recess.

*Sample Syllabi Statement*

Our course will meet both virtually and in person.

**On Mondays:** Live lectures via Zoom at 1:30-2:20, with short quizzes given during the lecture. Zoom links are added to our ICON calendar each Monday by 1:00 p.m.

**On Wednesday and Fridays:** In-person discussions and activities in your assigned classroom at 1:30-2:20. Your classroom appears on the course schedule and on your personal schedule in MyUI.

All UI courses will be delivered virtually after Thanksgiving Recess. This class will continue to meet on Mondays for lectures via Zoom and on Wednesdays and Fridays for discussions also via Zoom rather than in your former classroom.

*Best Practice*: Include this “modality” information on related assignments and on the syllabus calendar of due dates/readings. Students will forget; problems will be avoided by reminders.

*Resources for Online Instruction*: If you are teaching online or hybrid classes, here are some links and resources that may be useful for online instruction: Rhetoric Refresh (available on ICON), [IDEAL](http://ideal.uiowa.edu/), [Rhetoric Department's Guides to Teaching Online](https://clas.uiowa.edu/rhetoric/instructors), and [Distance and Online Education (DOE)](https://teachonline.uiowa.edu/).

**Section Aims and Policies**

Here is where instructors describe features specific to their particular section (e.g., service learning, workshopping methods, class themes, attention to information literacy, classroom respect and community, collaborative work procedures, policy about texting/phone/PDA/ computer use during class time, etc.) See the current Instructor’s Handbook for additional information and suggestions.

If your students will be undertaking collaborative assignments, it is important that you clearly state the manner in which students can work together without falling into plagiarism. At the very least, you should direct students’ attention to the CLAS policies on group work. These are included in the “Clarifying Student Collaboration” section of the second part of the syllabus document.

Instructors are also advised to qualify what constitutes absence depending on course delivery, whether it refers to in-person attendance, Zoom attendance, participation in asynchronous online discussions, or something else. This will be helpful in clarifying what Departmental absence policy (i.e., “**Any student who is absent for more than a total of three weeks of course meetings may fail the whole course)** means for your specific sections.

**Major Assignments and Deadlines**

Here is where instructors describe the four major assignments specific to their particular section, including deadlines and brief descriptions of what students will do in response.

**Grading**

I will determine final grades on the University’s A-F grade scale (see below), with A as the highest possible grade. Course grades depend mainly on a series of major writing and speaking assignments. The rest of your grade depends on [Describe here other activities in your class that will contribute to the student’s final grade. For example, “other activities: informal speeches, responses to assigned readings, peer response workshops, focused exercises, and other class participation.”] You must complete all major assignments satisfactorily (grade of D- or higher) to receive a passing grade in the course, but this is not the only requirement you must satisfy in order to pass. There is no final examination in this course.

Describe your formula for determining final grades. Briefly indicate how student performances on major assignments, informal work, and participation are weighted (points or percentages). Current department guidelines require that at least 60% of the final grade be based on performance on the four major assignments, with no more than 20% allocated to participation. The goal here is that it is very clear to your students how each course assignment or activity contributes to their grades. See the Handbook for advice and information about grading, assignments and distribution requirements.

Grading scale:

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| A: 93-100 | B+: 87-89 | C+: 77-79 | D+: 67-69 | F: 59 and below |
| A-: 90-92 | B: 83-86 | C: 73-76 | D: 63-66 |  |
|  | B-: 80-82 | C-: 70-72 | D-: 60-62 |  |
| The top grade is an A  Incompletes require pre-approval by the DEO | | | | |

Statement on arithmetic rounding of grades:

All instructors must include on their syllabus one or other of the below statements to provide clear guidance for the student—and any appellate administrators—on the way rounding will affect grades.

Include either:

Grades are calculated using the UI computational scheme that assigns letter grades according to an agreed university-wide formula. Results will not be rounded up arithmetically. Hence, for example, 79.99 is C+ not B-.

Or:

Grades are calculated using the UI computational scheme that assigns letter grades according to an agreed university-wide formula. Grades are rounded up or down arithmetically to the second decimal. Hence, for example, 79.49 would round down to 79 (C+) but 79.50 would round up to 80 (B-).

Accessing your grades:

Inform students how they can access their grades throughout the semester (e.g., view in ICON, schedule a meeting with the instructor, etc.). **Note that a midterm indication of “performance so far” is required, along with feedback on a completed major assignment.**

**Additional Instruction and Tutoring Support**

To help your transition to university-level scholarship, the Rhetoric Department provides free, individualized instruction and assistance with writing, public speaking, multimodal composition, and other skills supporting student success. These programs provide instruction and assistance to all University of Iowa students, staff, and faculty to improve and practice important academic and career skills.

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| **The Writing Center** offers suggestions and feedback on all sorts of writing, including course papers, articles intended for publication, theses and dissertations, creative writing, and multimedia projects. | 110 English Philosophy Building  (319) 335-0188  Writing-Center@uiowa.edu  <http://writingcenter.uiowa.edu> |

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| **The Speaking Center** offers one-on-one and small group tutoring and consultation (both in person and online) to students, instructors, and the larger community who would like to work on any aspect of oral communication. Instructors and groups can also contact us about tailored workshops on public speaking, 3 Minute Thesis competition preparation, communicating research with the public, graduate school applications/interviews, fostering class discussions, and others. | 412 English Philosophy Building  (319)-335-0205 <https://speakingcenter.uiowa.edu/> |

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| **The Conversation Center** helps students develop intercultural awareness and communication skills through the Intercultural Conversation Hour and our Conversation Partners Program. Students build language and cultural fluency and confidence in informal verbal communication. | (319) 384-4176  [http://clas.uiowa.edu/rhetoric/ conversation-center](http://clas.uiowa.edu/rhetoric/conversation-center) |

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| **Iowa Digital Engagement and Learning (IDEAL)** offers tutoring, classroom support, and equipment checkout for students and instructors working on digital projects like videos, PowerPoints, podcasts, websites, and animation. | 108 English Philosophy Building  [ideal@uiowa.edu](mailto:ideal@uiowa.edu)  <http://ideal.uiowa.edu> |

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| **Success in Rhetoric (SIR)** tutoring sessions are led by fellow students who have recently and successfully completed Rhetoric. Any Rhetoric-related questions and/or questions related to a major assignment at any stage (understanding the assignment prompt, deciding on a topic, researching, analyzing, drafting, revising, etc.) are welcome. Enrolled Rhetoric students may conveniently drop-in to a Zoom SIR session with no appointment required. Please have the major assignment description for which you need help handy—printed or electronic is great. Updated tutoring times and Zoom link are available at the provided URL. | <https://tutor.uiowa.edu/find-help/help-labs/success-in-rhetoric-sir/> |

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| In cooperation with the Department, **University of Iowa Libraries** offers support to help students become better researchers, including one-on-one meetings with librarians. One 30-minute meeting can help students: locate reliable resources; develop and revise research topics; learn how to search library databases, and more. To schedule an appointment or learn about drop-in services: www.lib.uiowa.edu/research/consultations | <http://www.lib.uiowa.edu/research/consultations/> |

**Calendar of Course Assignments and Activities**

This is a tentative calendar and is **subject to change.** I will post updates to ICON and/or announce updates in class. Students are responsible for tracking course activities, readings, and assignments as the semester progresses.

**Instructors may present the course plan calendar as either a grid or list.** It is important to inform students in advance about required readings and due dates for major assignments, drafts, required workshops, and rehearsals. A course schedule for the new semester will be posted in the “Instructors” section of the department website in advance and can be cut and pasted here. Due dates for major assignments must be posted at the start of semester.

Fall 2020 course schedule

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| Week 1: Monday, August 24 |  | | | | |
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| Week 2: Aug 31 | | | | |  |
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| Week 3: Sep 7 | |  | | | |
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| Week 4: Sep 14 |  | | | | |
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| Week 5: Sep 21 |  | | | | |
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| Week 6: Sep 28 |  | | | | |
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| Week 7: Oct 5 |  | | | | |
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| Week 8: Oct 12 |  | | | | |
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| Week 9: Oct 19 |  | | | | |
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| Week 10: Oct 26 |  | | | | |
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| Week 11: Nov 2 | | | |  | |
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| Week 12: Nov 9 | | | | | |
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| Week 13: Nov 16 |  | | | | |
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| Week 14: Thanksgiving recess Nov 22 – Nov 29. All courses move to online instruction after the recess. |  | | | | |
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| Week 15: Nov 30 |  | | | | |
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| Week 16: Dec 7. Close of classes Dec 11 | | | | | |
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| Week 17: Dec 14-18 Final Exam Week. There is no exam in Rhetoric. Classes do not meet. | | | | | |

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\*This document is part 1 of a two-part syllabus. Parts 1 and 2 together constitute the syllabus for this course. Both parts contain important policies and requirements for this course, and you should read both documents posted in the course ICON site. Part 1 contains information specific to the day-to-day activities of this section, while part 2 contains important information pertaining to all sections of Rhetoric. You are responsible for being aware of the content of the entire syllabus, parts 1 and 2.

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| **Rhetoric**Syllabus (Part 2 of 2\*) | |
| Common policies and practices for all Core Rhetoric courses  RHET:1030 - RHET:1040 - RHET 1060 | |
| **University of Iowa Old Capitol dome logo next to "Department of Rhetoric"**  The College of Liberal Arts and Sciences  <https://clas.uiowa.edu/rhetoric> | |
| Department Chair | Steve Duck, 164 EPB  319-335-0186; steve-duck@uiowa.edu |
| Department Main Office | 170 EPB  319-335-0178; rhetoric@uiowa.edu |

Rhetoric Course Goals

Rhetoric is a foundational course in the General Education curriculum. The course prepares you for engaged participation in University life through practice in critical thinking, reading, writing, listening, speaking, and research skills that future courses will build upon, regardless of major.

Sound academic literacy skills promote responsible citizenship in a democracy. Toward that end, Rhetoric courses emphasize the roles, purposes, and impacts of multiple media on audience and social context.

The curriculum is grounded in the premise that consequential questions of public import generate diverse responses. The sequence of assignments begins with description and rhetorical analysis of those responses, taking into consideration purpose, medium, occasion, and audience. The sequence ends with students crafting informed and well-considered presentations/compositions that take into account the interests and concerns of intended audiences.

With the successful completion of the course, students should be able to:

* Demonstrate rhetorical awareness through activities that ask them to articulate and assess the controlling ideas and persuasive strategies in a variety of texts
* Practice composition as a process that includes idea development and recursive revision over time
* Create informed arguments with identifiable controlling ideas and purposes
* Account for the interests and concerns of intended audiences in compositions and performances
* Develop research skills necessary to efficiently and responsibly find, filter, assess, and organize information from multiple sources representing diverse perspectives
* Create compositions and deliver performances in multiple genres, including applying appropriate technologies, in order to address intended audiences
* Understand themselves as readers, writers, speakers, and listeners with the rhetorical skills necessary to select and make use of persuasive strategies, evidence, and media in their roles as scholars and citizens

Grading

Final grades will be determined on the University’s A-F grade scale, with A as the highest possible grade. There is no final examination in this course. The majority of your grade depends on a series of major assignments. The rest of your grade depends on other activities: informal speeches, responses to reading, peer response workshops, and other class participation.

*Earning a C* in this class signifies adequate performance. You are producing competent college-level work, completing all projects satisfactorily and on time, contributing positively to the classroom environment, giving basic attention to revision, and showing improvement across the semester. (Note: you cannot earn higher than a C without giving consistent, effective attention to the revision and workshop process.)

*To earn a B,* you must exceed the aforementioned requirements. You do this by producing proficient work that shows good evidence of revision and attention to audience considerations, by being an active, constructive participant in the classroom, by completing all activities thoroughly and with care, and by showing preparation, organization, and improvement in every area.

*To earn an A,* you must excel consistently. This will include producing polished, well-crafted work that demonstrates mastery of new techniques and skills, using the revision process strategically to shape your work for your audience, and taking an active, thoughtful role in the classroom.

*Earning a grade of D or lower* means that you have not met minimum class standards in some way, and/or have hurt your grade by plagiarizing, not turning in work, or failing to participate. Students most often get D and F grades because they are not participating in class activities or not completing the steps of the major assignments on time.

Attendance, Participation, and Academic Expectations

This course is performance-based, emphasizing learning through daily activities and homework. You are expected to actively participate in discussions, exercises, and other class work. Each assignment prepares you for the next; thus skipping an assignment will lower the quality of your overall performance, limiting your learning, and your grade in the course.

For a 4 credit hour course, you are expected to work on average at least 8 hours outside of class per week (i.e. 2 hours per each credit hour per week). If you are taking four courses for 13 credit hours then you are expected to be spending 26 hours per week, outside of class, preparing, reading, writing and researching. The link at <http://clas.uiowa.edu/faculty/teaching-policies-resources-student-workload-guidelines> explains this more fully. Many students, especially first-year students, believe that studying "a lot" can be defined as around 12 hours a week, but being a student at UI involves much more than that.

To demonstrate excellence in Rhetoric, you must produce consistently high quality work. This will include producing polished, well-crafted work that demonstrates mastery of new techniques and skills, using the revision process strategically to shape your work for your audience, providing useful feedback to your peers, and carefully and energetically preparing in advance for each class.

**Any student who is absent for more than a total of three weeks of course meetings may fail the whole course.**

Adds/Drops & Transfers

All section changes are handled on-line, unless your advisor requires a signed add/drop slip. No adds are permitted after the deadline for adding a course (usually the Monday of the second week of Fall and Spring Semesters). For more information, see the CLAS website at <https://clas.uiowa.edu/students/students-academic-policies/registration-policies>. Transfer students are placed in this course based on transcripts. Contact the Rhetoric Office with any questions.

University of Iowa Policies and Procedures

Absences and Attendance

Students are responsible for attending class and for contributing to the learning environment of a course. Students are also responsible for knowing their course absence policies, which will vary by instructor. All absence policies, however, must uphold the UI policy related to student illness, mandatory religious obligations, including Holy Day obligations, military service obligations, unavoidable circumstances or University authorized activities. Students may use the CLAS absence form to aid communication with the instructor who will decide if the absence is excused or unexcused. The form is on ICON in the top banner under "Student Tools.” More information is at <https://clas.uiowa.edu/students/handbook/attendance-absences>.

Academic Integrity

All undergraduates enrolled in courses offered by CLAS have, in essence, agreed to the College's [Code of Academic Honesty](https://clas.uiowa.edu/students/handbook/academic-fraud-honor-code). Misconduct is reported to the College, resulting in suspension or other sanctions, with sanctions communicated with the student through UI email. Visit this page for information: (<https://clas.uiowa.edu/students/handbook/academic-fraud-honor-code>).

Accommodations for Disabilities

UI is committed to an educational experience that is accessible to all students. A student may request academic accommodations for a disability (such as mental health, attention, learning, vision, and physical or health-related condition) by registering with Student Disability Services (SDS). The student is then responsible for discussing specific accommodations with the instructor. More information is at <https://sds.studentlife.uiowa.edu/>.

Administrative Home of the Course

The College of Liberal Arts and Sciences (CLAS) is the administrative home of this course and governs its add/drop deadlines, the second-grade-only option, and related policies. Other colleges may have different policies. CLAS policies may be found here: <https://clas.uiowa.edu/students/handbook>.

Class Behavioral Expectations

Students are expected to comply with University policies regarding appropriate classroom behavior as outlined in the [Code of Student Life](https://dos.uiowa.edu/policies/code-of-student-life/). This includes the policies and procedures that all students have agreed to regarding the Steps Forward for Fall 2020 in response to the COVID-19 pandemic. Particularly, all students are required to wear a face covering when in a UI building, including a classroom. In addition, the density of seats in classrooms has been reduced; in some instances, this will allow 6 feet or more between students while other cases, it may be less. Regardless, wearing a face covering and maintaining as much distance as possible are vital to slowing the spread of COVID-19. In the event that a student disrupts the classroom environment through their failure to comply with the reasonable directive of an instructor or the University, the instructor has the authority to ask that the student immediately leave the space for the remainder of the class period. Additionally, the instructor is asked to report the incident to the [Office of Student Accountability](https://dos.uiowa.edu/accountability/) for the possibility of additional follow-up. Students who need a temporary alternative learning arrangement related to COVID-19 expectations should contact Student Disability Services ( [https://sds.studentlife.uiowa.edu/fall-2020/covid-19-temporary-learning- arrangements/](https://sds.studentlife.uiowa.edu/fall-2020/covid-19-temporary-learning-%20arrangements/); +1 319 335-1462)

Class Recordings: Privacy and Sharing

Some sessions of a course could be recorded or live-streamed. Such a recording or streaming will only be available to students registered for the course. These recordings are the intellectual property of the faculty, and they may not be shared or reproduced without the explicit written consent of the faculty member. Students may not share these sessions with those not in the class; likewise, students may not upload recordings to any other online environment. Doing so is a breach of the Code of Student Conduct and, in some cases, a violation of the Federal Education Rights and Privacy Act (FERPA).

Communication and the Required Use of UI Email

Students are responsible for official correspondences sent to the UI email address (uiowa.edu) and must use this address for all communication within UI ([Operations Manual, III.15.2](https://opsmanual.uiowa.edu/human-resources/professional-ethics-and-academic-responsibility#15.2)).

Complaints

Students with a complaint about an academic issue should first visit with the instructor or course supervisor and then with the Chair of the department or program offering the course; students may next bring the issue to the College of Liberal Arts and Sciences; see this page for more information: <https://clas.uiowa.edu/students/handbook/student-rights-responsibilities>.

Final Examination Policies

The final exam schedule is announced around the fifth week of classes; students are responsible for knowing the date, time, and location of a final exam. Students should not make travel plans until knowing this information. No exams of any kind are allowed the week before finals with very few exceptions made (for labs, ESL and some world language courses, and off-cycle courses): <https://registrar.uiowa.edu/final-examination-scheduling-policies>.

Nondiscrimination in the Classroom

The University of Iowa is committed to making the classroom a respectful and inclusive space for people of all gender, sexual, racial, religious, and other identities. Toward this goal, students are invited in MyUI to optionally share the names and pronouns they would like their instructors and advisors to use to address them. The University of Iowa prohibits discrimination and harassment against individuals on the basis of race, class, gender, sexual orientation, national origin, and other identity categories set forth in the University’s Human Rights policy. For more information, contact the Office of Equal Opportunity and Diversity (<https://diversity.uiowa.edu/eod>; +1 319 335-0705 or ([diversity.uiowa.edu](http://diversity.uiowa.edu/)).

Sexual Harassment

Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community must uphold the UI mission and contribute to a safe environment that enhances learning. Incidents of sexual harassment must be reported immediately. For assistance, please see <https://osmrc.uiowa.edu/>.

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\*This document is part 2 of a two-part syllabus. Parts 1 and 2 together constitute the syllabus for this course. Both parts contain important policies and requirements for this course, and you should read both documents posted in the course ICON site. Part 1 contains information specific to this section, while part 2 contains important information pertaining to all sections of Rhetoric. You are responsible for being aware of the content of the entire syllabus, parts 1 and 2.