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<td>Kris Bevelacqua, Bree Neyland, and Barb Pooley * Email Kris and Bree, and CC Barb and your Teaching Mentor. No exceptions.</td>
<td><a href="mailto:kristine-bevelacqua@uiowa.edu">kristine-bevelacqua@uiowa.edu</a></td>
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<td>Carol Severino [Fall]</td>
<td><a href="mailto:carol-severino@uiowa.edu">carol-severino@uiowa.edu</a></td>
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<td>Mary Trachsel [Spring]</td>
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RHETORIC COURSES & CURRICULUM

Our Role in the University Curriculum
Rhetoric is a foundational course in the General Education curriculum. The course prepares students for engaged participation in University life through practice in critical thinking, reading, research, writing, listening, and speaking skills that future courses will build on, regardless of major. These same skills equally prepare students for educational and civic life beyond the University.

Sound academic literacy skills also promote responsible citizenship in a democracy. Because of the prominence and power of print literacy in academic and professional spheres, the Rhetoric course continues to emphasize the development of verbal literacy skills. As literacy extends beyond print, digital, and other media forms, the course emphasizes attention to the role, purpose, and impact of form and format on audience and social context. Thus, the Rhetoric course aims to foster the broad and deep development of all forms of literacy, including composition and analysis of speeches, readings, images, spaces, social media, and advertisements.

The Rhetoric curriculum is grounded in the idea 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 compositions that take into account the interests and concerns of the intended audience.

Courses & Characteristics
Nearly all students take RHET 1030, the four-semester hour (SH) course, but there are three SH versions for students who have completed partial requirements. The vast majority of Rhetoric instructors will teach RHET 1030 for four SH.

RHET 1030
Rhetoric (4 SH)
• The standard General Education Rhetoric course includes college-level writing, speaking and listening in its curriculum.
• Requires two major writing assignments and two major speeches.

RHET 1040
Writing and Reading (4 SH)
• A General Education Rhetoric course for students who have fulfilled the public speaking requirement, but not the requirements for college-level writing coursework.
• Requires three major writing assignments.

RHET 1060
Speaking and Reading (3 SH)
• A General Education Rhetoric course for students who have fulfilled all college-level writing requirements, but have not yet taken a course in public speaking.
• Requires three major speeches.

Honors: The Department Executive Officer [DEO, Chair] may designate some RHET 1030 sections as "Honors," which limits enrollment to students in the Honors program.
Courses in Common: Courses in Common is a special program for first-year students at UI that allows them to enroll in a shared set of courses with the same group of classmates. Sometimes, sections of Rhetoric are designated CIC (check MAUI and look for a "C" next to the course title). CIC courses are designed to facilitate strong social and intellectual bonds among students. Some CIC sections are designated for students who have declared majors in a specific field, e.g., Business or Engineering. Talk to your Teaching Mentor if you have questions about leading a CIC section.

Special Topics: Some Rhetoric sections are designated as special topics courses, focusing on conversations in STEM disciplines (science, technology, engineering, and mathematics), law, business, social sciences, or health. Special topics courses are taught by faculty members, not graduate instructors.

Curriculum Sequence
All Rhetoric courses follow the same general curriculum. The sequence of assignments begins with description and rhetorical analysis of a public “conversation,” taking into consideration purpose, occasion, and audience. The sequence ends with students crafting informed and well-considered arguments that account for the interests and concerns of the intended audience.

Rhetoric is the art of persuasion broadly conceived in multiple forms and genres: essays, speeches, films, images, advertisements, products, and spatial design. Rhetoric considers form and genre as means of persuasion. A rhetorical perspective seeks to understand and use the means and mechanisms of persuasion. Thus, Rhetoric is an essential foundation for the kinds of critical thinking necessary in any academic discipline, profession, or personal endeavor. Rhetoric courses emphasize the broad applicability of rhetoric not only in college, but also in everyday life (e.g., media awareness, civic engagement, activism, decision-making, relationship conduct, scientific choices, and networking).

Rhetoric cultivates skills for the critical thinking that characterizes college classrooms. Students should also come to understand the application of rhetoric in the context of their daily lives. For example, examination of consumer culture might illuminate how our understanding of adolescent identity is informed by advertising for products and experiences (e.g., music, clothing, style) that become representative of teens and teen culture. This examination offers students an introduction to media criticism via rhetoric, and asks them to consider their own experiences with the practice of consumption across contexts.

We begin by helping students understand that most utterances and acts can be considered rhetorically: some texts are obviously persuasive (an ad, blog, editorial, or political speech); others are less obviously argumentative but just as available for rhetorical analysis (architectural spaces, fashion, dietary guidelines, Tweets, Facebook pictures, comedy routines, musical preferences). Through such analysis, we ask students to consider:

- **rhetor** (e.g., writer, designer, artist)
- **audience** (e.g., parents, business owners, cheerleaders)
- **message** (e.g., buy this, do that, think this way)
- **medium** (e.g., paper, screen, body, public space, clay, canvas)
- **context** (the social world in which the text exists)
Rhetorical analysis also considers the types of appeals, or persuasive strategies, used: appeals to logic (evidence and rationale, facts, claims, warrants, evidence), appeals to identity or the character and credibility of the rhetor, and appeals to emotions.

Description and rhetorical analysis involve attention to relationships between content and form--between what is communicated and how it is communicated. Drawing students’ attention to how form creates meaning is pedagogically useful. Form includes, but is not limited to, argumentative structure, medium, persuasive appeals, arrangement, style, figures of speech, performance, “visuals” accompanying a speech or lecture, or images and links on a website.

Some Rhetoric instructors treat description and analysis as a single instructional unit, while others see them as distinct stages, but all instructors emphasize their critical value. Students learn that one cannot reasonably adopt any position until one has first described and analyzed alternatives, and evaluated their respective strengths and weaknesses against the position one wishes to craft and put forward.

Arguing for a given position requires the rhetor to inform herself about the ongoing conversation to which she wishes to contribute. Many students struggle to filter, assess and organize information in efficient and responsible ways, in part because of an (over)abundance of information available through Google and similar sources, and their unpreparedness to engage it critically.

In Rhetoric, students learn to conduct research skillfully. Research includes inquiry methods from a variety of disciplines, for instance experimentation, interviews, consultations, ethnography, observation, and design. Research also can involve using many media and databases (not only Google, but also scholarly search engines at the library as well as print resources). Even more important than introducing students to an array of research sources, a Rhetoric class teaches information literacy skills that will help students evaluate the quality and relevance of information they find. Students learn information literacy skills with the help of their instructors and university librarians. The library also has a Rhetoric page with exercises designed to teach students about research (insert link here). Students visit the library to understand the organization and storage of knowledge in the stacks, through databases, and in special collections. The Libraries’ Head of Research and Library Instruction matches every Rhetoric section with a librarian, who can work with instructors to teach students the skills of navigating databases, managing citations, evaluating sources, and developing and pursuing research. You will be notified of your matched librarian before the semester, and it is optimal for instructors to contact your matched librarian in the first weeks of the semester, so that information literacy instruction begins early and is integrated throughout the semester.

Rhetoric is about developing persuasive skills and strategies. We are teaching students how to think, not what to think. Note that the class is not about masterying any major or discipline; teaching students about specific religious, political, or social beliefs; or being persuaded to agree with the instructor's perspective on any issue. Once students have done their homework and learned about the breadth and depth of the conversations that interest them, they are well-positioned to contribute to those discussions deliberately, persuasively, and with the interests of a wide variety of factors and parties in mind.
**PROCESS PEDAGOGY**

Throughout the semester, instructors work with students to 1) develop analytic and critical processes for writing and speaking and 2) improve the clarity and effectiveness of their writing and oral presentations. Rhetoric and composition studies emphasize *process pedagogy*, a focus on an extended and layered process of preparation, collaboration, feedback, and revision involved in creating knowledge. The rhetoric curriculum engages students in these processes; instructors design workshops to grant students multiple opportunities to give and receive feedback, to revise, and to strengthen their work. Many students have never experienced taking the time to fully revise a piece of writing or a speech through multiple drafts and rehearsals; more often, they procrastinate and rush in their preparation of a single draft the night before it is due. Students also often arrive at the university with little or inconsistent experience with workshopping. Students’ writing and speaking improve most dramatically when they experience polishing their own and their classmates’ work through multiple iterations and a number of formal workshops.

Rhetoric students are often especially anxious about delivering speeches. This course exists in part to help students gain experience and skill as public speakers, supporting and guiding them as they work to overcome these fears and present ideas in public. The Teaching Commons website houses a number of in-class activities that engage students in practicing presentation, playing with orality and becoming more comfortable with public speaking. In addition, instructors at the [Speaking Center](#) are incredibly helpful in supporting all students’ development of presentational skills, and can be of especial help to those who identify as particularly anxious, non-native English speakers, and those who need practice speaking smoothly or sustaining eye contact with audiences.

**DIGITAL RHETORIC AND TECHNOLOGY IN THE CLASSROOM**

Because the Rhetoric classroom so rigorously attends to form, mode, and medium, it has become a powerful site where students both persuasively craft and critically consider rhetoric across media. Rhetoric instructors aim to use work in one medium to enhance work in and awareness about other media. Rhetoric classes frequently theorize the “digital age” through attention to its interpenetration with more traditional media, closely analyzing the difference that choice of medium makes in constructing meaning and the world around us. These activities (e.g., juxtapositions of ancient and “smart” tablets, discussions of multimodal publics and our diverse participation in and alienation from them) proceed most critically when we introduce students to the vagaries of technological determinism, rather than privileging the power of any given form. The rhetoric classroom is unusual in that it is a space where a critical and sustained attention to technologies—to their affordances, to the conditions of possibility they create, and to their limitations--can powerfully unfold. Considering means, mode, context, and audience, rhetoric students engage “how technology is … inextricably linked to literacy and literacy education” at the same time that we “aid colleagues, students, administrators, politicians, and other[s] gain some increasingly critical and productive perspective on technological literacy” (Selfe 24).

**PEDAGOGICAL GOALS AND LEARNING OUTCOMES FOR RHETORIC**

At the end of the course, students should be able to:

**Rhetorical Knowledge**
- Articulate a rhetorical purpose.
- Analyze, and respond effectively to the needs of different audiences.
• Craft rhetoric appropriate to different rhetorical situations and occasions.
• Recognize and employ an array of rhetorical concepts and persuasive strategies.

Critical Thinking, Reading, Writing, and Information Literacy
• Use writing and reading for inquiry and communication
• Understand each writing assignment as a series of tasks, including locating, evaluating, analyzing, and synthesizing appropriate primary and secondary sources.
• Consider, assess, and critically engage existing knowledge when developing one’s own ideas.
• Practice effective means of organizing and documenting research.
• Deploy more effectively syntax, grammar, punctuation, and spelling.
• Locate, evaluate, organize, and use research material collected from multiple sources.

Composition
• Compose multiple drafts to create polished writing and presentations.
• Use multiple strategies for generating, revising, editing, proofreading, and delivery/production
• Understand writing, speaking and composition as open processes which permit and prompt rhetors to revise their work.
• Understand the collaborative and social aspects of writing, speaking and composition.
• Productively and substantively critique their own and others' work.

Public Speaking
• Plan, arrange, and construct speeches for different purposes, including speeches that entertain, inform, and persuade.
• Develop credible research-based support for speeches.
• Craft verbal and nonverbal messages in response to particular audiences and purposes.
• Deliver timed speeches before audiences and respond to audience questions.
• Evaluate their own and others' speaking, with attention to preparation, arrangement, critical thinking, and delivery.
• Prepare and use effective visual aids.

DESIGNING YOUR COURSE

Essential Academic and Civic Literacy Skills:
Reasoning, Inquiring, Reading, Writing, Listening, Speaking
Students come to Rhetoric variously prepared for the language demands of university life. Our job as Rhetoric instructors is to help our students understand these demands and develop the skills they need to meet them. The main responsibility in designing a course is to guide the development of students’ cognitive skills (reasoning, inquiring) in concert with the communication skills, both receptive (reading, listening) and assertive (writing, speaking), required for college success and responsible citizenship.

Assignments: Informal and Major Skills Practice
Through activities and assignments, Rhetoric teachers design “informal” (or low-stakes) and “major” (higher stakes) opportunities for students to practice and apply essential academic literacy skills. In designing exercises for your classes, you should begin by assessing the academic literacy skills your students bring with them at the start of the semester. Accordingly,
informal class activities in the first week or two might take the form of getting-to-know-you exercises, questionnaires, interviews, and autobiographical as well as analytical assignments. Once you have a general sense of your students’ strengths and weaknesses in reading, writing, listening, speaking, inquiring, and reasoning in relatively informal settings, you can begin designing formal assignments to guide and test the development of those skills in isolation and in combination. As the semester progresses, exercises and assignments should build one upon another, asking students to practice familiar skills with increasing rigor, to add new skills to their repertoire, or to practice both new and familiar skills in increasingly complex combinations. Students’ performances on both informal and major assignments enable instructors to assess student progress toward course objectives. As instructors, we need to share our assessments with students, providing frequent feedback to help them understand how to invest their time and effort to improve their critical reading, thinking, writing and speaking skills as they complete the work for the course.

**Informal Assignments**

All rhetoric courses feature numerous small-scale writing and speaking assignments that serve as stepping stones to the production of major essays and speeches. These may include such activities as reading discussions, reading responses, impromptu speeches, small group exercises, and brainstorming activities. These informal assignments tend to be exploratory and improvised rather than polished and formal, and they should be evaluated in terms of their content, discovery, and potential rather than formal perfection, and they should not weigh more heavily in the course grade than any one of the four major assignments.

**Major Assignments**

The backbone of the Rhetoric class is the four major assignments in the 1030 course. These assignments are important assessment points for students and teachers. Students’ performances on these relatively “high stakes” speaking and writing assignments (two each) should count at least 70% toward their final grades in the course. As instructors, we look to students’ performances on these assignments as demonstrations of their best efforts and as indicators of which skills we need to explain further to students collectively or individually, requiring them to practice more in succeeding activities and assignments.

Instructors should observe the following rules when designing and presenting major assignments:

1. Students receive a written assignment sheet (hard copy or electronic) framing their task and laying out information about process, due dates and grades.
2. All student work (papers and presentations) must undergo *more than one revision* or draft, with the composition process lasting a period of weeks before the final version is due.
3. All Rhetoric classes conduct in-class workshops around the major assignments, during which students give and receive feedback on their drafts or rehearsed speeches. Written responses from the instructor and from peers are especially instructive in the revision process. Instructors are responsible for designing purposeful workshop formats, helping their students understand how to offer and incorporate constructive feedback.
4. At least one major assignment must explicitly involve students in conducting research (not necessarily through the library).
5. All four major assignments must be distinct from one another. For example, major essay #1 cannot become the script for major speech #1.
6. A student must complete at a satisfactory level all four [in RHET 1030; all three in 1040 and 1060] major assignments in order to earn a passing grade.

**ICON**

ICON is a course management system offered by the University of Iowa with a full range of customizable options, which can enhance your Rhetoric teaching. It is not presently required that you use it. Most relevant to Rhetoric instructors, ICON includes:

- An area for you to post course materials, e.g. the syllabus and assignment sheets.
- Secure and private discussion boards.
- A "drop box" for electronic submission of assignments.
- Group email to all members of the class.
- A gradebook that allows you to set weights for categories and track holistic evaluation measures (check/check plus). One benefit of using the ICON gradebook is that the student can access grades at any time and has no excuse or reason to be surprised at the end of the semester.

Support and training for ICON is available through ITS. Go to icon.uiowa.edu to find links for training sessions, online support, and contacts.

**TEXTBOOKS**

**Required: Texts to Help You Teach College-Level Reading**

Every Rhetoric class uses departmentally approved texts to support the reading component of the course. Instructors in their first semester of teaching Rhetoric choose reading texts from an annually updated list of approved “readers” (anthologies of articles) and trade books. It is important to note that Rhetoric classes at Iowa cultivate a different kind of reading than do General Education Literature classes. Readers and trade books appropriate for Rhetoric are nonfiction texts, featuring investigative journalism, academic deliberation, political advocacy, and various kinds of argumentation.

The reading text options open to first-semester Rhetoric instructors are the following, selected from the approved list of readers and trade books in Appendix A.

All instructors have these options available (see Appendix A):

- one reader from the approved textbook list
- one reader plus a trade book from the approved list
- two (or in rare cases three) trade books from the approved list

Instructors who have successfully completed the Professional Development Program [PDP] and at least one semester of Rhetoric teaching may, with the approval of their mentors, incorporate additional objects of analysis. If you want to use reading materials outside the approved list, you will need to petition your mentor, in advance of the textbook order due date. The petition process entails filling out a Textbook Application form (available from the department’s webpage, or from Kris) and providing your mentor with copies of the books or course pack readings.

**Optional:** Texts to help you teach college-level thinking, speaking and writing skills.

In addition to reading texts, instructors may choose to use “rhetorics,” “style guides,” or “handbooks” to help them teach other academic skills. Often readers will contain textbook material of this sort along with the featured readings. First-semester Rhetoric teachers may select
these from the list of departmentally approved optional texts. After their first semester of teaching, instructors may petition to use other such texts not included on the list.

Instructors also frequently bring to class supplementary materials that support critical engagement with trade books and/or rhetorics. These may include visual materials, podcasts, interviews, YouTube videos, blogposts, clips, editorials, etc. These materials populate many rhetoric classrooms, yet we curate them to support the main texts and students' work with their major assignments. We use them to support critical reading, writing, listening and speaking. For a current list of departmentally approved reading and optional texts, see Appendix A.

SYLLABI

Departmental Syllabus
As a course in the General Education (GE) Program in the College of Liberal Arts and Sciences (CLAS), Rhetoric must adhere to requirements of the College and the University as well as the Rhetoric Department. CLAS requires all teachers to present and discuss an electronic or hard copy syllabus on the first day of class, informing students of the institutional rules and objectives that govern the course in general as well as the particular rules and objectives that distinguish individual sections of the course. The Rhetoric Department provides a Departmental Syllabus containing universally required information (http://clas.uiowa.edu/rhetoric/instructors/syllabus-templates). All instructors should familiarize themselves with the information on this document and share it with their students on the first day of class. A copy of this document should be posted on the class ICON site.

Section Syllabus Template
In addition to the Departmental syllabus, Rhetoric instructors should design a syllabus for their own sections, including a class policy statement and a calendar indicating class activities and due dates for assignments. When designing a course calendar, we aim to distribute the major assignments throughout the semester rather than attempting to crowd them all in the final half of the semester. Not only is this easier on you when it comes to grading, it also gives students maximum time to learn and improve in response to feedback, and it avoids a surprise final grade based on multiple assignments evaluated in a short amount of time.

The Department provides a template for reporting required policy information; individual instructors should customize this template to describe their own sections. The template is available at http://clas.uiowa.edu/rhetoric/for-instructors/sample-syllabus.

- Section syllabi must be approved by a teaching advisor or the DEO before they are released to students or posted on ICON.
- All graduate instructors must send a draft of the section syllabus to their teaching advisors or the DEO by the Friday before the start of the semester.
- All instructors must send an approved final copy of the section syllabus to their Teaching Mentor and to Kris on or before the Friday of the first week of class.

The college requires that departments hold a copy of a syllabus for every class taught; please make efforts to get these documents in on time so that Kris does not need to chase down individuals.
RESPONDING TO AND EVALUATING STUDENT WORK

Responding to Student Work
Instructor responses to student work take different forms and serve different purposes. Formative feedback, often in the form of marginal comments or an endnote, is offered while the student’s work is in-process; such feedback serves to help the student further develop and improve her/his work on the assignment before the final version is due. Summative feedback, by contrast, is given on the completed assignment—generally along with a grade—usually in the form of marginal/end comments, a rubric, or some combination thereof. Summative feedback serves an evaluative function, helping students understand their grades, recognize the strengths and weaknesses of their work on the assignment, and think about how to improve their future performance.

In the interests of efficiency and effectiveness, most rhetoric instructors find it useful to consider in advance how much feedback we want to give our students, of what kinds, and at which stages. Rather than spending time commenting extensively on a finished written assignment, for example, it might be more valuable to offer that feedback early on in the process, while the writer can make immediate use of it, and to limit final feedback to a rubric or brief endnote with the grade. Frontloading feedback in this way emphasizes student learning in concert with evaluation.

Evaluating and Grading
There is a range of approaches and preferences when it comes to evaluating and grading student work. The Teaching Commons, your Teaching Mentor, and your fellow instructors can offer useful models of various grading approaches. Most Rhetoric teachers grade individual assignments throughout the semester, using points or percentages. Other teachers favor a holistic or portfolio method, periodically evaluating students’ overall performances. Many teachers use some combination of these approaches: for example, dividing major assignments, informal work, and participation into separate weighted performance categories and then evaluating holistically within each category. Most teachers develop rubrics or descriptors that establish expectations and evaluative criteria for assignments and other coursework. The University of Iowa’s course management system, ICON, has a gradebook option that many Rhetoric teachers find useful.

Student Portfolios
In the Professional Development Program (PDP), colloquia faculty will collect sample portfolios from each instructor that include copies of student work, including forms of feedback and signs of substantive revision. These portfolios guide a required midterm meeting in which mentors support instructors in assessing and adjusting their pedagogies, uses of feedback, and teaching strategies for the second half of the semester. Many instructors, after they complete PDP, opt to require all rhetoric students to keep portfolios of class work to encourage awareness of improvement over the course of the semester. Teaching Mentors in subsequent semesters may ask for these portfolios as well.

NOTE: When designing a course calendar, it is crucial to space out the major assignments through the semester. Spacing reduces instructors’ grading-related stress. It also creates time to provide students with substantial evaluative feedback as a part of process pedagogy before midterm, so that everyone may avoid an unpleasantly surprising grade based on multiple assignments evaluated in a short period of time.
Regardless of the system, no student should ever have reason to be surprised by their final grade.

**Midterm and Final Grades**

Midterm and final grades are based primarily on the major assignments (at least 70% of the grade if you use percentages). Since Rhetoric is a performance course, most teachers also evaluate students’ classroom participation. If you include participation, the course syllabus must define it and specify criteria for evaluation, and it should receive much less weight than major assignments (typically 10-15%, never more than 20%).

At midterm, all students must receive a grade, either in writing or on ICON. All midterm grades below a C- must be reported to the Registrar via MAUI. The department administrator will send an email reminding the instructors about these reports. *Before releasing any grades to students or the low grades on MAUI, you must review your class grade distributions with your Teaching Mentor.* For new instructors, this process is part of the midterm folder review meeting, which offers an opportunity for discussion, reflection, and adjustments to the grading approach.

At the end of the semester, Teaching Mentors will again review instructors’ grade distributions. Once you have calculated your students’ final grades, you must enter and save them on MAUI, then inform your Teaching Mentor that the grades are ready for review. Grades approved by the Teaching Mentor are submitted to the DEO on MAUI. Bree will then review all departmental grades for consistency, before they are released to students on ISIS/MAUI.

*Never release grades to students or make promises regarding grades until the grades have been reviewed and approved.*

**Grade Distributions**

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. Course grades depend mainly (at least 70%) on a series of major writing and speaking assignments. The rest of the grade (no more than 30%) depends on other activities: informal speeches, responses to reading, peer response workshops, focused exercises, participation.

NOTE: All Major Assignments for Rhetoric courses must be completed satisfactorily for a student to receive a passing grade overall.

The Rhetoric Department does not mandate a grade distribution or curve. However, the College of Liberal Arts and Sciences does suggest guidelines, noting that “[f]airness to students…implies consistent grading among courses of the same level within one department.” For introductory courses, the College recommends this distribution:

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<td>A</td>
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<tr>
<td>B</td>
<td>34%</td>
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<tr>
<td>C</td>
<td>40%</td>
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<td>D</td>
<td>8%</td>
</tr>
<tr>
<td>F</td>
<td>3%</td>
</tr>
</tbody>
</table>

Average: 2.50

The Rhetoric Department is committed to process pedagogy and expects that students will be given ample feedback from peers and instructors and will thus have multiple opportunities to improve their performance.
NOTE: You may periodically receive forms from other University offices asking you to evaluate the performance of particular students in your classes. As participants in various university programs, including athletics, these students receive extra monitoring and support through the Academic Advising Center. The information you provide is submitted only to University officials, who use it to better enable student success.

**Participation & Late Work**

Rhetoric is a performance-based course, and the department emphasizes active participation. Absences can have a negative effect on a student’s grade, of course, in the sense that participation isn’t possible if the student doesn’t show up—but the focus is on student engagement rather than attendance. Because "active participation" can be interpreted in different ways, instructors should consider and then articulate in their syllabi what it means in the context of their course.

Instructors cannot reward or penalize a student because of attendance. We can lower a grade on account of missing work, including participation in discussion and other class activities, but not for absences per se or a pattern of absenteeism. (Note: if an instructor is concerned about excessive absences on the part of one of your students, discussing the matter with a Teaching Mentor is helpful.)

"No late work" is not an acceptable policy in the Rhetoric Department. The CLAS recommends that we accommodate excused absences, which in Rhetoric generally means allowing students to make up a reasonable amount of work without penalty if circumstances allow.

Excused absences are caused by such unavoidable circumstances as illness, family emergencies, mandatory religious obligations, or “[a]uthorized University activities, which includes athletics, marching band, etc.” Absences that can be predicted (university activities, religious obligations) should be officially documented in advance. For medical and personal excuses, teachers may ask students to complete the “Explanatory Statement for Absence from Class” form available from Student Health Services, the Registration Center, or [http://www.registrar.uiowa.edu/Student/FormsforStudents/tabid/79/Default.aspx](http://www.registrar.uiowa.edu/Student/FormsforStudents/tabid/79/Default.aspx). For further information, see [http://clas.uiowa.edu/faculty/teaching-policies-resources-student-absences](http://clas.uiowa.edu/faculty/teaching-policies-resources-student-absences).

CLAS also directs teachers to excuse another sort of absence: “While students remain responsible for learning class material and completion of course requirements, faculty should respect reasonable decisions by students, based on their exercise of their own intellectual freedom, to not attend part or all of a particular class session” (UI Operations Manual III.15.2f and at [http://clas.uiowa.edu/faculty/professional-policies-faculty-responsibilities-professional-ethics-academic-responsibility](http://clas.uiowa.edu/faculty/professional-policies-faculty-responsibilities-professional-ethics-academic-responsibility)). If a student decides to be absent for such reasons, the teacher may (but need not) require an alternative assignment or activity.

Students sometimes ask to skip an evening Rhetoric section to take a test for another class. These are not excused absences. Scheduled classes always take precedence over exams given outside of
class time, so the other teacher is required to offer your students “reasonable options without penalty.” For details, see the CLAS policy on night exams at http://clas.uiowa.edu/faculty/teaching-policies-resources-examination-policies.

Incompletes
A grade of "I" or Incomplete may be given to a student at your discretion, but only if 1) the unfinished portion of the student's work is small, 2) the rest of the work satisfactory, and 3) the reason for not finishing is legitimate (e.g., serious illness). You should consult your Teaching Mentor before assigning an “I.” Typically, you and the student must arrange and report a new due date by which the Incomplete work must be turned in. Any "I" automatically becomes an F if the instructor does not change it (via the usual MAUI procedure) by the end of the next full semester. See the CLAS Handbook at http://clas.uiowa.edu/students/handbook/grading-system.

POLICIES AND PROCEDURES
Administrative Home
Rhetoric is a mainstay of the College of Liberal Arts and Sciences and is governed by their policies. Learn more at http://clas.uiowa.edu/faculty.

Office Hours
All instructors are required to hold three office hours per week in a designated departmental office (no off campus meetings, not even in coffee shops).
- Instructors must post office hours on the office door each semester and actually be in their office, available for student drop-ins.
- Instructors must also indicate availability for meetings “by appointment” if a student has a conflict with your designated office hours.

Course Registration
Only the DEO can sign for add/drops in Rhetoric classes. If a student presents an add slip signed by the DEO, assume that the student will be added to your roster on MAUI shortly. If a student is NOT on your roster, send them to the Main Office immediately (170 EPB).

Absences from Teaching
According to the Operations Manual, instructors must "meet classes as scheduled and, when circumstances prevent this, they must arrange equivalent alternative instruction." Please refer to section III-15.1 of the Operations Manual at http://clas.uiowa.edu/faculty/professional-policies-faculty-responsibilities-professional-ethics-academic-responsibility

- "As scheduled" means at the assigned time and place for every session.
- Occasional exceptions may be made for field trips or visits to the library for specific course purposes.
- Classes may not be canceled for conferences with students.

If you know in advance that you will be missing class, you must:
- Notify the main office (Kris and Bree), DEO, and your Teaching Mentor.
- Arrange for a sub as quickly as possible by asking around or emailing the rhet-instructors listserv. Often, several instructors are in need of subs in advance (e.g. to attend conferences) and can arrange to swap classes or sections.
Graduate employees who have questions about maternity leave or other long-term leave issues should consult the graduate employee contract at the COGS website (cogs.org) and be in touch with the main office, DEO, and your Teaching Mentor as soon as possible.

If you must miss class unexpectedly, you must notify the Department Office and EPB Administrative Services Administrator (Kris and Bree) and make a "good faith" effort to arrange for a substitute.

- Email or call Kris and Bree ASAP (kristine-bevelacqua@uiowa.edu and breyan-neyland@uiowa.edu), and CC Barb (barbara-pooley@uiowa.edu) on the email.
- Email the rhet-instructors listserv requesting a sub. Be sure to include the date, time, and meeting place of your class, and it helps if you have a description of the activity that day (e.g., "Lead the class through a workshop of their speech drafts--I will email you the handout.").
- While instructors often offer incentives for substituting (baked goods, etc.), this is not required and you aren't expected to compensate other people for covering your class.

If you unexpectedly have to miss class and have not been able to arrange for a sub, call 319-335-0178 and then email Kris and Bree, and cc Barb and your Teaching Mentor. No exceptions.

kristine-bevelacqua@uiowa.edu
breyan-neyland@uiowa.edu
barbara-pooley@uiowa.edu

These are contractual obligations. Unreported absences may result in financial or other penalties, up to and including withholding of pay and loss of position.

FERPA
The Federal Educational Rights and Privacy Act of 1974 (FERPA) grants students certain rights and places certain obligations on the University. The most important thing to remember is that student records are highly confidential.

- Never post grades, even with names removed.
- Never leave student work in halls, the mailroom, or the Dept. office.
- Never discuss a student's performance with anyone who is not authorized: parent, roommate, classmate, etc. If a parent contacts you, direct them to the DEO and alert the DEO immediately. Politely decline to discuss the matter. [You may confidentially discuss these matters with your Teaching Mentor or other Department or University official when you need help.]

Do not talk about students and grades publicly. Thanks to the magic of Google, it is easy for students to find out if you've mentioned their performance on Facebook, for example. Consider ways you can protect your own privacy and never use names or identifying information. Be discreet.

The only exception to the rule, then, is that you may share confidential information with a University officer who needs it to perform their job (e.g., an academic adviser or your Teaching Mentor).

Student folders are also confidential. If you do not return student folders at the end of the semester, the College requires that you keep them for the next full semester and maintain grade records for five years (ICON makes this less daunting).
Equal Opportunity and Diversity
The Department shares the University's belief that the diversity in our classes enhances the quality of education. The Rhetoric course offers students an opportunity to learn with diverse peers, and we are especially mindful to establish for first-year students the importance of respect and open-mindedness in the college classroom.

There is an art to constructing a classroom that invites an open exchange of ideas, active listening, and respect for different views, backgrounds, experiences and investments. The Rhetoric classroom is a particularly important site for engaging students in practices of intellectual exchange and mutual respect, and often involves open discussion about politics as well as gender, race, sexuality, ability, religion, class, citizenship and other categories of identity and difference.

We aim for our classrooms to remain spaces where students feel both comfortable exploring ideas and inspired to do their best work. To the extent of our abilities, we should sustain classrooms where discrimination or harassment do not occur. Because it involves writing and speaking, the rhetoric classroom also often requires instructors to be sensitive and responsive to students’ different backgrounds in writing and speaking, based on ability, history with the English language, cultural background, etc. Finding ways to enhance students’ abilities to write and speak standard English, without devaluing other modes of expression, can be challenging and is an important part of our pedagogy.

Formal policies around diversity are built into the syllabus template, and more information is at http://diversity.uiowa.edu/eod/. If instructors have questions or concerns, Teaching Mentors, PDP co-leaders, or the DEO (faculty) are all resources. The Teaching Commons also includes materials about teaching about and with diversity in the rhetoric classroom.

Relationships with Students
Do not date your students while they are your students (and preferably, do not date them at all). Dating students creates conflicts of interest and potential abuses of power. Any romantic and/or sexual relationship between an instructor and a student in an instructional context is prohibited at The University of Iowa, as the Operations Manual states.

For more information, see the training module you are required to complete as an employee of the institution, or review policies at http://www.uiowa.edu/~our/opmanual/ii/05.htm.

Course Evaluations
Evaluations at the end of the course are mandatory, and we have the option of giving students an opportunity to write a midterm evaluation of a course using our own prompts. For midterm assessments, assure students that these are optional and make sure they stay anonymous in their feedback (CLAS policy: Optional Mid-term Evaluations at http://clas.uiowa.edu/faculty/teaching-policies-resources-student-evaluation-teaching:
Some instructors find it beneficial to have a mid-term or earlier evaluation for their own use. Instructors may devise their own evaluation instruments or may work with EES (Exam and Evaluation Service). Instructors who choose to do such evaluations should assure students that these evaluations are optional and must develop ways to preserve the anonymity of the responses.

During the final few weeks of the semester, we are required to set aside at least 20 minutes of class for students to complete the required and standardized ACE forms provided by the Department. Instructors may not be present in the room during evaluation completion. Students need number two pencils to complete evaluations. You can get golf pencils from the Main Office for this purpose, but you must return these.

Course evaluations will be returned to instructors a few weeks after the end of the term and are delivered to Department mailboxes. The Department scans all evaluations so that instructors can use both the quantitative data and qualitative comments to improve future teaching and in job applications.

**Research Studies**

A researcher must receive permission from the Department before approaching teachers about using a class in the study. The DEO reviews initial requests to ensure that the project is relevant to the Department, does not demand excessive time, and allows students to give informed consent. Participation is always voluntary.

If instructors want to conduct research or collect data in the Rhetoric Department, talk to Teaching Mentors and the DEO. Everyone must obtain the appropriate Human Subjects Research approval through the University's IRB (Institutional Review Board) and, depending on the project, may be required to obtain consent forms from students. Learn more at [http://hso.research.uiowa.edu/](http://hso.research.uiowa.edu/).

**Sale of Materials**

University policy forbids instructors to collect money from students for any reason, including the sale of educational materials (e.g., supplies).

**Rights, Resources, and Obligations As Members of the Department**

Reappointment is common but should never be taken for granted. To be eligible for re-hire, first-year instructors must make adequate progress towards a degree and satisfactorily fulfill their teaching obligations as explained in the letter of appointment (e.g., attending the August PDP workshop), in this Handbook (e.g., grading policies), and in occasional memoranda (e.g., completing course evaluations in a timely manner).

- Appointments beyond the second year are less common, but may occur, depending on the needs of the Department.
- Only half-time assistantships [=1HTE] (3 sections per year) are generally available. When extra sections are available (e.g. summer session courses), the DEO typically gives preference to experienced graduate instructors with an outstanding record for teaching and service, who have made progress in their degrees, and have not previously benefitted from extra assignments. For summer sections, preference is given to TAs scheduled to teach in the Dept. the following year.
**Graduate Employees**
The general contract for *all* graduate employees is negotiated by the graduate student employee union, COGS (Committee to Organize Graduate Students). Graduate TAs can view the contract, their rights as a graduate employee, information about grievance procedures, and other issues that affect them as a grad employee (health insurance, for example) at [http://cogs.org](http://cogs.org).

Because Iowa is a "right to work" state, no one is automatically made a member of the graduate student union. For more information on membership and the union, contact COGS.

**Graduate Instructor Dismissal**
According to the Operations Manual, grounds for dismissal include:

1. Loss of student status: A TA may be dismissed by the Dean of his or her college during the term of appointment if the TA's status as a student or degree candidate is suspended or terminated.
2. Other grounds - an assistant may be dismissed by the Dean of his or her College during the term of appointment(s) for any reason sufficient to dismiss a faculty member, or for failure to follow or implement properly and adequately reasonable instructions of his or her supervisor when such instructions are within the proper scope of the supervisor's duties.

For more detail on this issue, consult section 12.4 of the Operations Manual at [http://www.uiowa.edu/~our/opmnual/iii/12.htm](http://www.uiowa.edu/~our/opmnual/iii/12.htm).

**Professional Development Program (PDP)**
Rhetoric's Professional Development Program (PDP) aims to support all graduate instructors and faculty during their first semester of teaching, along with meeting the general goal of promoting our long-term growth as educators. Attendance and satisfactory performance in the August workshop and Thursday afternoon Colloquium are conditions of employment.

PDP begins with a mandatory, three-day orientation workshop in August, the week before classes begin. Advisory groups of 6-8 new teachers are team-taught by experienced graduate instructors and faculty leaders. During this workshop, PDPers begin developing a course schedule for the semester and detailed lessons for the opening weeks of class. These discussions continue through the Fall semester in the required PDP colloquia, RHET:5350, which meets 3:30-5:20 on Thursday afternoons.

- All new graduate instructors must enroll in their assigned section of RHET:5350 colloquium.
- The colloquium is graded S/U.
- Instructors cannot enroll in any courses that conflict with the Colloquium, including courses that meet from 2:30-3:45.
- Regular attendance in the colloquium is mandatory.

PDP is designed to balance discussions of larger issues in pedagogy and instruction, with providing practical support in developing teaching materials and troubleshooting classroom issues. Style, activities, and instruction can vary from section to section. Once first-year
instructors have completed PDP, the Department offers graduate-level courses that provide further opportunities for professional development (e.g. courses on service learning, advanced pedagogy, teaching with multimodal texts, teaching in a Writing Center).

**Mentoring**
Every graduate instructor has an assigned faculty Teaching Mentor who guides students in teaching, addressing questions ranging from course design to grading to dealing with student concerns. The Teaching Mentors also act as designated "course supervisors," giving them some administrative purview over mentees and their courses. During an instructor’s first year teaching rhetoric, the Teaching Mentor is her PDP leader, but the mentor may change during subsequent semesters.

Teaching Mentors are charged with fostering instructors’ development as a pedagogue, approving course materials, with especial attention to the four major assignments.

**Instructors are required to provide the following materials to Teaching Mentors on time:**
- Draft of syllabus by the Friday before the start of the semester, including a course schedule listing due dates for the four major assignments and all drafts and speech rehearsal dates.
- Assignment sheets for major assignments for approval before they are given to students
- Final copy of syllabus (cc: the Rhetoric Administrative Coordinator).
- Final grades, for approval before submission to the DEO.

*NOTE:* Ideally, the relationship between Teaching Mentor and graduate instructor is a mutually beneficial apprenticeship that productively contributes to TAs’ growth as college-level instructors and success as Rhetoric teachers. If at any time instructors would like to discuss issues about teaching or the Department with someone other than the assigned Teaching Mentor, these persons should contact the DEO.

**GRADUATE ADVISORY COMMITTEE (GAC)**
The GAC represents graduate instructors in departmental discussions. The GAC meets regularly with the DEO, and a member sits in on faculty meetings to represent the graduate instructor perspective on policy, curriculum, etc. Often, the GAC communicates with instructors via the listserv to respond to issues, provide information, and solicit feedback. The GAC is made up of a small group of volunteer members who typically serve two years (so that every year there are a few folks who've done it before). You must be available for regular meetings and participate in discussions via email (in other words, you must be an *active* participant or else let someone else take your place!).

GAC is a professional development opportunity that allows you to serve the department, and to influence and understand Departmental policy. An email about GAC is circulated via the listserv early in the Fall semester: respond if you are interested.

**THE WRITING AND SPEAKING CENTERS**
We are fortunate to have two excellent resources for students and instructors housed in our Department.
The Writing Center (110 EPB) supports any student at the University needing assistance with writing. The Center operates via enrollment tutoring, tutoring appointments, and on-line tutoring. Check out the website for a complete description of Writing Center services, including a section devoted entirely to support for instructors: www.uiowa.edu/~writingc/.

- At the start of the semester, pick up some brochures for your students. New TAs may request that a representative of the Center visit your classes and explain the Center's services. These services are free and Rhetoric students get top priority. That being said, faculty may not require students to visit the Writing Center for help on papers. Encourage, cajole, strenuously request, but do not require. The sooner that students sign up, the better.
- If you're interested in tutoring in the Writing Center, you must take the RHET:5375 Teaching in a Writing Center course, which is offered ONLY in the Fall. The course offers instruction in one-on-one tutoring, working with second-language students, and providing focused assistance to inexperienced writers and readers. Contact Carol Severino at carol-severino@uiowa.edu if you are interested.

The Speaking Center (410,412, 414 EPB) offers support for any student at the University seeking to improve oral communication skills. The Center houses a library of example videos and resources for instructors needing assistance with teaching speech. The Speaking Center also offers instructor consultations on any pedagogical issue. Please see the Speaking Center website for more information: http://clas.uiowa.edu/rhetoric/for-students/speaking-center. If you are interested in tutoring in the Speaking Center, contact the Director, Cinda Coggins-Mosher, at sarah-coggins@uiowa.edu

**TROUBLESHOOTING**

**Department Procedure for Handling Problems and Concerns**

Your first point of contact for problems and concerns is your Teaching Mentor (graduate instructors) or the DEO (faculty). Beyond that, it depends on the problem at hand.

- Our TA Officer deals with complaints: Carol Severino is the TA Officer (carol-severino@uiowa.edu) for Fall and Mary Trachsel (mary-trachsel@uiowa.edu) for Spring
- Ultimately, the DEO will handle any unresolved problems at the Departmental level: Our DEO is Steve Duck.

The Office of the Ombudsperson is a resource for any member of the university community - including students, faculty, and staff - with a problem or concern. They provide informal conflict resolution, mediation services and advocacy for fair treatment and fair process. Their services are confidential, neutral, informal, and independent. For more information, see http://www.uiowa.edu/~ombud/.

**Plagiarism**

Plagiarism, a form of academic misconduct, is the unattributed recycling of others’ words or ideas and constitutes intellectual theft. CLAS has a uniform policy for proceeding when students plagiarize, which can take a wide array of forms, from purchasing papers to a failure to parenthetically cite a source or use quotation marks to mark off a quotation. That academic honesty code is available here at http://clas.uiowa.edu/students/handbook/academic-fraud-honor-code.
Plagiarism poses nuanced challenges for instructors working with first-year students and international students. Some students are unclear about the rules about knowledge production and attribution. While learning to use sources properly, students often misuse them by paraphrasing too closely, inaccurately citing, etc. It is a good idea to spend some time early in the semester and again when assignments are due, discussing the nature of plagiarism and answering student questions about it. All rhetoric instructors are required to address with students “what counts” as plagiarism at some point in the semester. Usually this work is yoked to an assignment so that the lesson is not abstract but involves working responsibly and efficiently with sources as part of composing a paper or speech.

**Preventing Plagiarism**

In the Rhetoric classroom, where we focus on the process of crafting written and spoken documents over time, it is topical to include in process pedagogy attention to locating appropriate sources, to tracing where ideas come from, and to the process of creating work that is distinctly one’s own even as it emerges for response in community.

Preventing plagiarism is most effective when we:

- Design distinctive assignments connected closely to a course’s themes.
- Break the assignment down into stages and include checkpoints so that by the time a final draft is turned in, we are familiar with the student’s writing and have had ample opportunity to provide feedback and support in proper citation and attribution.
- Include in our syllabuses an early class session that focuses on citations and use of resources.
- Ask students to “authenticate” their research by turning in copies of their sources, annotated bibliographies, and other documents.

That said, plagiarism should never be ignored. As faculty, we strive to use our best judgment to determine if a case is intentional plagiarism or not. If a minor case (forgetting quotation marks once), it can be dealt with through criticism and revision. Major cases of plagiarism (borrowing swaths of prose from an Internet source without attribution) are a different matter, governed by College and University policies regarding academic misconduct. The CLAS has the following academic fraud policies.

1. **Document suspected plagiarism carefully:**
   - Scan or download a copy of the student’s assignment. (You can ask the Main Office to scan a hard copy.)
   - If you are able to locate the plagiarized sources, download or scan them.

2. **Graduate instructors should contact their Teaching Mentors immediately, before contacting the student or responding to the assignment.** Share your documentation with the Teaching Mentor.
   - If you cannot adequately document the plagiarism, grade the assignment according to its success in responding to the prompt and address your concerns about proper attribution, or use of sources in your feedback or comments in a conference without accusing them of plagiarism. *Do not accuse someone of plagiarism without documentation.*
   - If, together with your Teaching Mentor, you determine that the plagiarism was intentional or constitutes a major offense (students’ intentions are sometimes unclear), the Mentor will guide you in following CLAS reporting procedures.

3. **Send the student an email from your uiowa address to their uiowa address asking them to discuss the situation in person.** Guidelines for the email can be found online at
You must adhere to these guidelines!

4. Discuss the situation with the student face-to-face and take notes to document the student’s response.

5. After, and only after, the student responds and/or you are able to discuss it with them, complete the online reporting form for academic fraud, which can be found at http://clas.uiowa.edu/report-academic-fraud. The form automatically copies the DEO, Associate Dean, and the student.

Consequences:

- Any assignment showing evidence of intentional academic fraud must be graded as F. (You have the option of failing a student for the entire course, but in order to do so, you must consult with your Teaching Mentor, the DEO, and the Associate Dean for Undergraduate Programs and Curriculum at the CLAS.)
- For the first offense of fraud, students are typically placed on disciplinary probation.
- For a second offense, the student is suspended for a semester.
- For a third offense, the student is expelled.

Thus, it is crucial that all instances of intentional plagiarism be documented and reported. Otherwise, a student may repeatedly cheat in more than one course without consequence.

Other Academic Misconduct

Resubmitting work for which academic credit has already been given is fraud. Make sure that the undergraduates understand this point. It does not matter where or when the work was previously submitted.

Instructors have widely divergent policies on students “working together” and the relation of such collaborations to academic misconduct. These differences often confuse our students. If you assign group projects or other assignments that require collaboration and/or group work, be sure that your assignment clearly describes what is permissible collaboration and what is not.

Disruptive Behavior

From time to time every teacher encounters mild misbehavior in class, and these incidents can usually be handled as a matter of the normal conduct of the class. When faculty notice a pattern of misbehavior emerging, it is helpful to meet individually with the student to discuss it. Instructors are always invited to discuss any behavior problems as early as possible with Teaching Mentors. Mentors would rather know about a situation before it becomes a problem than after it has developed into a difficulty; remaining in communication with mentors is usually instructive for undergraduates and graduate instructors alike.

In the unusual instance that a student is a major disruption in class and refuses to stop, instructors should feel comfortable telling them to leave. Immediately report such an instance to Teaching Mentors (for graduate instructors) or the DEO (for department faculty).

In exceptional cases of dangerous disruption, you should call the UI Department of Public Safety and request that the student be removed from class: 319-335-5022 (program that into your
phone!) *This option should not be used lightly and is very seldom necessary.* Obviously, if you call for police assistance with dangerous student behavior, you should immediately report the incident to the DEO (everyone) and the Office and your Teaching Mentor (graduate instructors).

**Student Complaints**
The syllabus explains to students the proper recourse for complaints.
1. First, they should talk to you.
2. If necessary, they can approach The Complaints Officer for the semester (for graduate instructors), or the DEO (faculty).
3. As a last resort, they can contact the College.

These steps are important and shouldn't be skipped, although some students and parents may attempt to go straight to the top. Emphasize step one and make it as easy as possible for them to approach you with concerns.

During Step 2, this is what happens:
- The Complaints Officer handles concerns for courses taught by graduate instructors. [The DEO handles concerns for full-time faculty members.]
- The Complaints Officer establishes that the student has spoken with you or has a valid reason for feeling uncomfortable approaching you.
- The Complaints Officer then decides how to proceed based on the nature of the complaint.
- When appropriate, the student is invited to write up his or her concerns.
- You have an opportunity to write a response.

Most complaints are resolved at the Department level; students seldom file complaints with the College and our policies of managing ourselves internally respect the many kinds of issues that arise. Time and low-level intervention resolve most issues before escalation.

Complaints must remain confidential unless the Complaints Officer needs to consult with another official. Documents related to complaints are rarely placed in teachers' personnel files and never without their being informed.

**Image Credits and References:**
APPENDIX A: APPROVED BOOK LIST FOR EXPERIENCED INSTRUCTORS
Rhetoric Department/2014-15

You have three options for selecting reading materials for your Rhetoric course:

1. Assign two or three of the approved trade books. (You may add an optional “rhetoric” or handbook if you choose)
2. Assign one of the approved readers (i.e. anthologies). (You may add an optional “rhetoric” or handbook if you choose.)
3. Assign a reader and a trade book from the approved textbook list. (You may add an optional “rhetoric” if you choose.)

TRADE BOOKS

Trade book publisher links listed in order of popularity. Exam copies of trade books aren’t always free, but in many cases the fee is minimal.

- The Shallows (Nicholas Carr; W.W. Norton. #978-0-393-33975-8) $16
- Persepolis: The Story of a Childhood OR The Complete Persepolis (parts I & II) (Marjane Satrapi; Pantheon. #978-0-375-71457-3/#978-0-375-71483-2) $14/$25
- The Immortal Life of Henrietta Lacks (Rebecca Skloot; Broadway. #978-1-400-05218-9) $16
- Reality Is Broken (Jane McGonigal; Penguin. #978-0-143-12061-2) $17
- Eating Animals (Jonathan Safran Foer; Back Bay Books. #978-0-316-06988-5) $15
- Generation Me (Jean Twenge; Free Press. #978-0-743-27698-6) $16
- Zeitoun (Dave Eggers; Vintage Books; #978-0-307-38794-3) $16
- The Influencing Machine (Brooke Gladstone; W.W. Norton. #978-0-393-34246-8) $17
- Methland (Nick Reding; Bloomsbury. #978-1-608-19207-6) $16
- Outliers (Malcolm Gladwell; Little, Brown & Co. #978-0-316-01793-0) $17
- All That We Share (Jay Walljasper; New Press. #978-1-59558-499-1) $19
- Freakonomics (Levitt & Dubner; Harper Perennial. #978-0-060-73133-5) $16
- The Ghost Map (Steven Johnson; Riverhead. #978-1-59448-269-4) $16
- Alone Together (Sherry Turkle; Basic Books. #978-0-465-03146-7) $17
- The Future of Life (Edward O. Wilson; Vintage. #978-0-679-76811-1) $16
- Maus I OR The Complete Maus (parts I & II) (Art Spiegelman; Pantheon. #978-0-394-74723-1/#978-0-679-40641-9) $16/$35
- The American Way of Eating (Tracie McMillan; Scribner. #978-1-4391-7196-7) $17
- Eaarth (Bill McKibben; St. Martin’s Griffin. #978-0-3125-4119-4) $16
- The Laramie Project & The Laramie Project: Ten Years Later (Moises Kaufman; Vintage. #978-0-8041-7039-0) $15

READERS
Look on the publisher’s website for a “desk copy” or “exam copy” policy for educators - ordering options are available through a drop-down menu that will take you to a form to fill out and submit.

- **They Say/I Say w/Readings, 2nd edition** (Graff, Birkenstein & Durst; W.W. Norton. #978-0-393-91275-3) $50
- **Envision in Depth, 3rd edition** (Alfano & O’Brien, Pearson/Longman. #978-0-3218-9996-5) $88
- **Everything’s an Argument w/Readings, 6th edition** (Lunsford & Ruszkiewicz; Bedford. #978-1-4576-0604-5) $79

**OPTIONAL RHETORICS and HANDBOOKS**

Look on the publisher’s website for a “desk copy” or “exam copy” policy for educators - ordering options are available through a drop-down menu that will take you to a form to fill out and submit.

- **Thank You for Arguing, Revised & Updated** (Heinrichs; Random House. #978-0-385-34775-4) $15
- **Everything’s An Argument, 6th edition** (Lunsford & Ruszkiewicz; Bedford/St. Martin’s. #978-1-45760606-9) $50
- **They Say/I Say, 3rd edition** (Graff & Birkenstein; W.W. Norton. #978-0-393-93584-4) $25
- **A Pocket Guide to Public Speaking, 4th edition** (O’Hair, Rubenstein & Stewart; Bedford. #978-1-4576-0184-2) $39
- **Envision: Writing & Researching Arguments, 4th edition** (Alfano & O’Brien; Pearson/Longman. #978-0-3218-9995-8) $57
- **The Nuts & Bolts of College Writing, 2nd edition** (Harvey; Hackett. #978-1-60384-898-5) $11

Books above, from this last category on the approved list are optional for adoption. They are instructional texts that can only be assigned in conjunction with a reader and/or trade books. Some of these texts are fairly expensive, so you should adopt one of them only if you intend to have students read a good portion of its contents and to make it a regular part of your course. (Also note that in several cases, two versions of the same book are on the list, one a rhetoric-only and the other a rhetoric-plus-readings version.)

The texts on the above list serve a range of functions:

- **Thank You For Arguing, Envision, and Everything’s an Argument** introduce students to argumentation and related rhetorical concepts
- **They Say/I Say** offers students tools for entering into academic discourse
- **The Pocket Guide** offers useful ways of thinking about and teaching public speaking
- and **The Nuts and Bolts of College Writing** is a brief style handbook

**APPENDIX B: GRADING METHODS**

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<th>Method</th>
<th>Some Benefits</th>
<th>Some Drawbacks</th>
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| Points                          | · Simple and straightforward.  
|                               | · Importance of assignment reflected in its total point value.  
|                               | · Makes it clear where quality of work was present and where it fell short.  
|                               | · Easily calculable.  
|                               | · Easy to unintentionally inflate grades by having many small assignments for which students get full (or nearly full) credit.  
|                               | · Little wiggle room: sometimes a student may earn a grade based on points that doesn't line up with your judgment about the quality of work.  
|                               | · Students can obsess over points instead of focusing on the aspects of their work that need development.  
|                               | · Students count points and challenge grades on decimal places rather than quality.  

| Percentages or "Weighted" Grades | · No matter how many assignments are in a category, you can control how much they count toward the overall grade by determining the category's weight.  
|                               | · Points on individual grades makes it clear where quality of work was present and where it fell short.  
|                               | · Easily calculable (especially using ICON).  
|                               | · Students may be confused when dozens of 10/10 on small assignments don't yield an A because the category is weighted less than major assignments.  
|                               | · You have to predetermine a category for every assignment you will ever use.  
|                               | · Because individual assignments are typically graded by points, you still have some of the above drawbacks.  

| Holistic or Portfolio-Based    | · Grading is based on meeting objectives, not "getting points:" totally different conversations with students.  
|                               | · Grading is based on individual student growth and improvement over time.  
|                               | · A portfolio method can attend to diversity in background and ability in a way that benefits students.  
|                               | · You have more control over grading and may feel that students are more accurately assessed for their abilities.  
|                               | · Requires a strong rubric and firm conviction so that you can explain exactly why students earned the grade they did.  
|                               | · Requires intensive feedback.  
|                               | · You'll need a good system for recording your evaluations and assessments. ICON can be configured for holistic grading, but it can't calculate final grades for you based on +/-, etc.  

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