Handbook for Rhetoric Instructors 2018-2019

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**QUICK REFERENCE: IMPORTANT CONTACTS**

|  |  |  |
| --- | --- | --- |
| **Exigency** | **Call or Email** | **At** |
| Need to find an acceptable\* sub for a predicted absence from class (e.g. conference).\*Members of the Rhetoric listserv or UI instructors who have previously completed PDP | The Rhetoric listserv | Rhet-instructors@list.uiowa.edu |
| Unexpectedly have to miss classand have not been able to arrange for a sub | Abby Rush, Kris Bevelacqua, Bree Neyland,  and Barb Pooley\* Email Kris and Bree, and CC Barb and your Teaching Mentor. No exceptions. | Abby-rush@uiowa.edukristine-bevelacqua@uiowa.edu breyan-neyland@uiowa.edubarbara-pooley@uiowa.edu  319-335-0178, 319-335-0203 |
| Need administrative help | Barbara Pooley | barbara-pooley@uiowa.edu  319-335-2684 |
| Have students with concerns | Carol Severino, Complaints Officer  | carol-severino@uiowa.edu  319-335-0179 |
| Suspect a case of plagiarism | Consult Teaching Mentor and, if approved, submit report to CLAS | <http://clas.uiowa.edu/faculty/teaching-policies-resources-academic-fraud>  |
| Need something beyond the scope of this list | Your Teaching Mentor, then Steve Duck | steve-duck@uiowa.edu 319-335-0186 |



## Students in Need of Help

If you have concerns about an undergraduate student, please consult with Associate Dean Helena Dettmer. The Associate Dean works very closely with the Office of the Dean of Students to support your work in the classroom.

* In the Associate Dean’s office, Peter Hubbard is available to consult with you about behavioral issues in the classroom, including issues about respect and civility, concerns about a student’s mental health, and family emergencies.
* Kathryn Hall handles undergraduate academic misconduct and consults on issues related to undergraduate students and CLAS teaching policy and procedures.

Either person will be able to help you if the other is unavailable. Please call 319-335-2633 or stop by the office in 120 Schaeffer Hall during regular hours (M-F, 8:00-4:30).

The [Office of the Dean of Students](http://dos.uiowa.edu/assistance/) also lists important resources for helping students. The site, for example, has links to the Threat Assessment Team, University Counseling Services, and the Sexual Misconduct Response Coordinator. It also has [quick guide scenarios](http://dos.uiowa.edu/assistance/quick-guide-for-helping-students/quick-guide-scenarios/) that suggest responses to particular situations.

The Office of the Dean of Students provides assistance to University of Iowa students experiencing crises and emergencies. These may include:

* Hospitalization
* Medical emergencies or long-term illness
* Mental health concerns
* Chronic conditions
* Death of a family member
* Natural Disasters - Fire, Tornado, Displacement
* Off campus living concerns
* Unexpected events or challenges

We know that students may experience a variety of challenges during their college career. The Office of the Dean of Students is a central location that provides coordinated efforts along with campus partners to assist students with overcoming challenges to be successful and continue towards graduation.

If a situation with a student arises or you have questions, concerns, or need more information, please do not hesitate to contact the office at 319-335-1162, by email, or by sharing a concern through this [form](http://dos.uiowa.edu/assistance/ask/) (also available at https://dos.uiowa.edu/assistance/ask/).

Angie Reams, the Assistant to the Dean for Student Care Initiatives at <http://dos.uiowa.edu/assistance/> is also available.

## 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 courses aim 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 or presentations that take into account the interests and concerns of the intended audience.

### Courses & Characteristics

Nearly all students take RHET 1030, the four-semester credit hour (s.c.h.) course, but there are three sch versions for students who have completed partial requirements. The vast majority of Rhetoric instructors will teach RHET 1030 for four sch.

**RHET 1030**

**Rhetoric (4 sch)**

* The standard General Education Rhetoric course includes college-level writing, speaking and listening in its curriculum.
* Requires two major writing assignments and two [separate] major speeches.

**RHET 1040**

**Writing and Reading (3 s.c.h.)**

* 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 s.c.h.)**

* 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. 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 normally taught by faculty members, or advanced 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 to 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 message 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 can also involve searching for and using media accessible through free online search engines, and subscription databases and print resources available through the University of Iowa Libraries. 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. Librarians collaborate with instructors to develop assignments, locate resources to complement learning objectives, and discuss plans for information literacy integration. The Libraries has developed a Subject Guide for Rhetoric Instructors (<http://guides.lib.uiowa.edu/rhetoricinstructors>) which features exercises designed for instructors to use, adapt, and integrate into their lessons and assignments. Instructors interested in collaborating with librarians can submit a collaboration request form provided on the subject guide. It is optimal to submit your collaboration request form in the first weeks of the semester so that the information literacy instruction begins early and is integrated throughout the semester. The library also has a Rhetoric Subject Guide with resources designed to support students as they learn about and conduct research. Instructors are encouraged to make the Rhetoric Subject Guide link (<http://guides.lib.uiowa.edu/rhetoric>) available to their students from course web pages and syllabi.

Rhetoric is about developing and analyzing persuasive skills and strategies. We are teaching students *how* to think, not *what* to think. Note that the class is not about mastering 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 emphasizes *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 workshopping experiences in class time.

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. Instructors at the [Speaking Center](http://clas.uiowa.edu/rhetoric/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. The [Conversation Center](https://clas.uiowa.edu/rhetoric/conversation-center) helps students become more at ease with the conventions of conversational English and is particularly useful for students who are not native speakers of English.

## 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:

**Apply 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.

**Engage in 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.
* Make proper use of syntax, grammar, punctuation, and correct 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 will enable you to assess student progress toward course objectives. You should provide your assessments with students, offering 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. Although they may be included in the evaluations, 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 provided by 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 of each) should count at least 60% 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 Powered by CANVAS

ICON (powered by CANVAS) is a course management system offered by the University of Iowa with a full range of customizable options, which can enhance your Rhetoric teaching. 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 are available through ITS. Go to [icon.uiowa.edu](file:///C%3A%5CUsers%5CSteve%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CContent.Outlook%5CFLZRH0XG%5Cicon.uiowa.edu) to log in (and then choose the Instructors tab for training and support) and go to <https://its.uiowa.edu/support/article/104903> to find links for training sessions, online support, and contacts.

CLAS Policy states that all instructors must post their syllabi to ICON.

## 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 Teaching Mentors (TMs), incorporate additional objects of analysis. If you want to use reading materials outside the approved list, you will need to petition your TM, 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 TM 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 syllabi must adhere to requirements of the College and the University as well as of 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*](http://clas.uiowa.edu/rhetoric/instructors/syllabus-templates) containing universally required information (<http://clas.uiowa.edu/rhetoric/instructors/syllabus-templates>). The College of Liberal Arts and Sciences requires the following to be included in all syllabi: <https://clas.uiowa.edu/faculty/teaching-policies-resources-syllabus-insert>. All instructors should familiarize themselves with the information on these documents before classes start and should then share it with their students on the first day of class. **A copy of your syllabus, including the common syllabus information, must be posted on each instructor’s class ICON site.**

### Section Syllabus Template

Following the Departmental syllabus templates, 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. A draft calendar **must** be released to students at the start of semester. While it can be revised during the semester as events unfold, the **due dates for all assignments must be given out at the start of semester** and are not changeable.

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. This is not only 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. Note that it is Department policy that at least one major assignment must be completed and **returned to the students, with feedback**, **by midterm.**

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](file:///%5C%5Chome.iowa.uiowa.edu%5Cbneyland%5CDocuments%5CSyllabi%20and%20Handbook%20Templates%5CFor%20AY%202015-16%5Chttp%5C%3Aclas.uiowa.edu%5Crhetoric%5Cfor-instructors%5Csample-syllabus).

* Section syllabi must be approved by a Teaching Mentor and 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 Mentor 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 Bevelacqua on or before the Friday of the first week of class.
* **Approved** syllabi must be posted to ICON before the start of classes.

The college requires that departments hold a copy of a syllabus for every class taught; please 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 is 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 (powered by CANVAS), has a gradebook option that many Rhetoric teachers find useful.

### Student Portfolios

In the Professional Development Program (PDP), faculty leaders 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 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. All calendars should announce the due dates for major assignments; these must be announced at the start of semester and are not moveable.

Regardless of the system, no student should ever have reason to be surprised by their final grade and all students must receive a midterm grade on at least one assignment, with feedback, at midterm.

### Midterm and Final Grades

Midterm and final grades are based primarily on the major assignments (at least 60% 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 administrators 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. No student should ever be uncertain about their performance in the course after midterm and those who are not doing well should be given the chance to improve in the second half of semester. All instructors should have returned at least one major assignment (and preferably two) by midterm, **complete with feedback and assessment guidance**.

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. The DEO will then review all departmental grades for consistency, before they are released to students on MyUI/MAUI.

***Never, ever release grades to students or make promises about 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 60%) on a series of major writing and speaking assignments. The rest of the grade depends on other activities: informal speeches, responses to reading, peer response workshops, focused exercises, participation (no more than 20%).

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, but does not award A+. 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:

A 15%

B 34%

C 40%

D 8%

F 3% Average: 2.50

All instructors must include on their syllabus one or other of the below statements, with, if appropriate, clear guidance for the student--and any appellate administrators-- on the way in which rounding will affect grades.

Instructors must include either one of the following in their syllabi:

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. If a grade is in an arithmetical grey zone (for example, 79.49 which would be rounded up arithmetically to 80) then I will use the arithmetical rules for rounding up: For example, 79.44 would remain at C+ but 79.45 would round up to B-).

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.

For more information on CLAS grading guidelines and practices, see

<http://clas.uiowa.edu/faculty/teaching-policies-resources-grading-system-and-distribution>

*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, and it is protected by FERPA.

### Participation & Late Work

Any student who is absent for more than a total equivalent to three weeks of course meetings (equivalent of 9 or 12 s.h. depending on the frequency of the class meetings) may be failed by the instructor for the whole course.

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 active student engagement rather than mere 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.

"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 and the Registration Center. For further information, see <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>). 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 only with preapproval from the DEO (or a Teaching Mentor). It will be permitted 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 must consult your Teaching Mentor to discuss this grade and it may not be offered without approval from the DEO. Typically, you and the student must arrange and report a new due date (usually within two weeks of the end of semester) 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 or outside 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

The only person who can sign an Add slip is the instructor. There is no need to sign a Drop slip since this is done by the student electronically. Change slips are no longer used at all. 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, Abby, and Bree), DEO, and your Teaching Mentor.
* Provide students will other means of contact (e.g. phone, email) or alternative times to meet.
* Arrange for an approved sub (who has taken PDP) as quickly as possible by emailing the rhet-instructors listserv or obtaining the help of someone who has previously taken PDP. Often, several instructors are in need of subs in advance (e.g. to attend conferences) and can arrange to swap classes or sections. Subs are acceptable only if they are teaching Rhetoric or have previously completed PDP.

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 (Bree and Abby) and EPB Administrative Services Administrator (Kris) and make a "good faith" effort to arrange for an approved substitute who must have taken PDP.

* Email or call Kris and Abby ASAP (kristine-bevelacqua@uiowa.edu and abby-rush@uiowa.edu), and CC Bree (breyan-neyland@uiowa.edu) and 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 Abby, and cc Barb, Bree, and your Teaching Mentor. No exceptions.

abby-rush@uiowa.edu

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 in a public place, 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.] Be careful to observe this rule when holding office hours with the door open or with another person present in the same room.

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).

For more information, refer to <https://registrar.uiowa.edu/ferpa>

### FERPA Online Training

To ensure the University of Iowa community is in compliance with FERPA regulations, you are required to complete the online FERPA training module within the first two months of hire (<https://provost.uiowa.edu/files/provost.uiowa.edu/files/ferpa.pdf>). After having completed the training, you will be required to attest to an Annual Certification Notice in subsequent years.

### Sexual Harassment Prevention Education (SHPE)

Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community have a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. See the UI [Office of the Sexual Misconduct Response Coordinator](http://osmrc.uiowa.edu/) for assistance, definitions, and the full University policy.

The University of Iowa is committed to the creation of a positive work environment for all. Toward this goal and per the University of Iowa’s Policy on Sexual Harassment (<http://www.uiowa.edu/~our/opmanual/ii/04.htm>), you are required to successfully complete an approved sexual harassment prevention education course during the first six months of employment and then at least every three years thereafter. You may satisfy this requirement by completing an approved instructor-led or online course. You may register for these courses through UI Employee Self Service (<https://login.uiowa.edu/uip/login.page?service=https://hris.uiowa.edu/portal/>). Further information about the education requirement and login instructions is available at: <http://diversity.uiowa.edu/eod/sexual-harassment-prevention-education-resources-0>.

### SHPE and Reports of Assault

Faculty considered the question of reporting sexual harassment and assault and made a distinction between the two. We are all mandatory reporters of sexual harassment, but the matter of assault is more complicated. Faculty noted the intimacy of a confidential relationship between a teacher and a student, which they wish to recognize and preserve. Faculty wished to be sure that the student had given permission for any report to be made and after further discussion decided to adopt the wording from the IDEAL website as a guide to best practice.

#### **Responding to Student Disclosures about Sexual Assault**

Recent scholarship shows that instructors who teach about sexual assault or gender issues in their courses are likely to have students come forward to share their experiences of sexual assault or interpersonal violence. Pedagogically speaking, the University of Iowa Campus Culture Project is more likely to encourage these disclosures than some other courses of similar content, because these lessons ask students to draw connections between class content and their day-to-day lives, rather than treating the two as separate.

As an instructor you are not a counselor and you are not a therapist, nor are you expected to act like one. You are a teacher trying to create a mutually respectful learning environment; you are an authority figure that students often come to trust. That position and the likelihood that you will field a student disclosure mean that there are some things you should know:

* + College students often avoid revealing their experiences of sexual assault to their parents (in campus surveys victims often report not going to the hospital or the police because they didn’t want their parents to know). This means that they are lacking support from the primary figures of authority and care in their lives.
	+ In a survey conducted with colleges across the nation, only 3% of the instructors interviewed said that a disclosing student had ever asked for an extension on an assignment or leniency in grading.
	+ Survivors who share their experiences in search of support are far less likely to share their experiences with anyone else if they feel the first person failed to support them. This is not meant to scare you, but to show you that your response to a student disclosure could have a significant impact.
	+ As a TA, faculty member, or instructor, you are **not** a mandatory reporter unless you have administrative responsibilities as a departmental executive officer, a departmental director or coordinator of undergraduate or graduate studies, or a director or coordinator of any departmental, collegiate, or university off campus academic program. If you are not in one of these positions you do not have to report student disclosures to any campus organizations or authorities, and you can assure the student of the confidentiality of their disclosure.
	+ If you are a mandatory reporter according to the list above you are obligated to 1) inform the student of the services available through the Rape Victim Advocacy Program 2) refer the student to the Office of the Sexual Misconduct Response Coordinator (OSMRC) 3) notify OSMRC of the disclosure within two business days. **Also, if you are a mandatory reporter, you should make your students aware of this at the beginning of the semester.**
	+ Of the disclosures reported, most occurred when a student came to the instructor’s office, many occurred via email, and some occurred through a writing response or other class assignment. Obviously these should be handled differently. The suggestions below are not applicable to every situation and should be used as far as you are comfortable or able, but they are good to have in mind so that a student disclosure does not catch you unprepared.

#### **Suggestions for Receiving Student Disclosures**

1. For in person disclosures, listen carefully to what the student says using active listening techniques such as paraphrasing what the person said, maintaining eye contact, nodding etc.
2. When the student has finished talking about their experience, or for a disclosure in an email, respond with a statement of support such as, “I’m glad you talked to me about this, and I want to make sure you are getting the help you need.” Remember that students are coming to you often because they are not getting the support they need from friends or family.
3. You might ask the student if they are getting help from their family, friends, or a therapist, and if they have gone to the police or the hospital following the event. When asking questions, however, it is important to gauge the student’s reaction and not pressure them to reveal something they do not wish to.
4. Have ready a list of campus resources for student mental health as well as survivor advocacy and support (see attached list at the end of this packet).
5. For disclosures in an assignment, you might follow up with an email connecting the student to campus resources.

### 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 are administered electronically by central administration. You do, however, 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 Services]. 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. For final, required classroom assessments, the University has moved to on-line assessments of courses and these are typically released to students on ICON during the last two weeks of semester. You will be able to see (on ICON) the numbers of students who have completed an evaluation before the end of the semester and you can have the system send an anonymous reminder to those who have not done so. You will not be able to see the results until after grades have been published by the Registrar. Students may be reminded in class that these should be completed, but the instructor must leave the room if the students are given time in class to fill them out.

### Research Studies

A researcher must receive permission from the Department before approaching teachers about using a class in a 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/>.

### 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 for a second year as a Rhetoric TA 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 timely submission of grades and required syllabi), and in occasional memoranda (e.g., completing midterm requirements in a timely manner).

* Appointments beyond the second year are less common, but may occur, depending on the needs of the Department.
* Onlyhalf-time assistantships [=1HTE] are generally available.
* TAs should not apply for or accept other contracts without first receiving a release from the Rhetoric department.

When extra sections are available (e.g. summer session courses), the DEO typically gives preference to 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.

It is a precondition of an offer of Summer employment that the nominee has signed a contract to return to teach in Rhetoric in the following Fall. If such a return is expected at the time of the offer of Summer support but is subsequently changed, then the offer and consequent commitments will be forfeit.

### 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>.

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 <https://opsmanual.uiowa.edu/human-resources/termination-appointment/graduate-assistant-dismissal-procedure>

## 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 your 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 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 the assigned section of RHET:5350 colloquium.
* The colloquium is graded Pass/Fail.
* Instructors cannot enroll in any course that conflicts with the Colloquium, including any course that meets from 2:30-3:45pm on Thursdays.
* Regular attendance in the colloquium is mandatory and a contractual requirement.

PDP is designed to balance discussions (of larger issues in pedagogy and instruction) with practical support in developing teaching materials and troubleshooting classroom issues. Style, activities, and instruction can differ 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 (TM) who guides graduate instructors 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 semester teaching Rhetoric, the Teaching Mentor is a PDP leader, but the Teaching Mentor may change during subsequent semesters.

Teaching Mentors are charged with fostering an instructor’s 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: Kris Bevelacqua at kristine-bevelacqua@uiowa.edu).
* Final grades before the Friday of Exam Week, 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 at least one 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 listerv early in the Fall semester: respond if you are interested.

## The Writing, Conversation, and Speaking Centers and IDEAL

We are fortunate to have excellent resources for students and instructors housed in our Department.

The **Writing Center** (110 EPB) supports any member of 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: http://writingcenter.uiowa.edu/

* 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 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://speakingcenter.uiowa.edu/>. If you are interested in tutoring in the Speaking Center, contact the Director, Bree Neyland, at breyan-neyland@uiowa.edu

**The Conversation Center** (<http://clas.uiowa.edu/rhetoric/conversation-center>; phone: Ben Hassman at 319-385-0185; email at conversation-center@uiowa.edu) helps undergraduate students develop intercultural awareness and communication skills. Through the Intercultural Conversation Hour and our Conversation Partners Program, students build confidence and cultural fluency with the English language; with informal, “low-stakes” verbal interactions; and with other cultures.

**Success in Rhetoric (SIR)** (2012 Main Library; phone: 319-353-2747) offers fifty-minute, skills-based, small-group tutoring to any student enrolled in Rhetoric. Sessions are led by fellow students who have recently and successfully completed Rhetoric. Rhetoric students may conveniently drop-in at the beginning of any SIR session. Updated tutoring times and topics are available here: <https://tutor.uiowa.edu/find-help/help-labs/success-in-rhetoric-sir/>

These provide instruction and assistance to all University of Iowa students, staff and faculty to improve and practice important academic and career skills.

**IDEAL (Iowa Digital Engagement and Learning)** (<https://clas.uiowa.edu/rhetoric/resources/iowa-digital-engagement-and-learning-ideal>; phone: Anne Sand at 319-384-3628; email at anne-sand@uiowa.edu) is supported by the Office of the Executive Vice President and Provost and housed in Rhetoric. IDEAL works with instructors to devise resources and develop projects that make classroom innovation easier. These projects ask students to engage with communities beyond the classroom by using digital technologies and creating work that endures beyond the semester.

**The Libraries:** Librarians are available to offer support to students working on library-based research. Students can drop by the Consultation Space near the Service Desk at the Main Library from 9 a.m. to 5 p.m. Monday through Friday. [Subject specialist librarians](http://www.lib.uiowa.edu/services/subspecialists/) are also available by appointment. (See list of subject specialist librarians and contact information here: <http://www.lib.uiowa.edu/services/subspecialists>). For quick questions, the Service Desk or Chat Reference service are available.

## 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 Complaints Officer deals with complaints: Carol Severino is the Complaints Officer (carol-severino@uiowa.edu)
* 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. This Office provides informal conflict resolution, mediation services and advocacy for fair treatment and fair process. The services are confidential, neutral, informal, and independent. For more information, see <http://www.uiowa.edu/ombuds/>.

### 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 uncertain of the rules about knowledge production and attribution. While learning to use sources properly, students often misuse them by paraphrasing too closely or citing inaccurately. 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 early 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 typical 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 from an existing discussion.

Preventing plagiarism is most effective when you:

* Design distinctive assignments connected closely to your course's themes.
* Break the assignment down into stages and include checkpoints so that by the time a final draft is turned in, you are familiar with the student's writing and have had ample opportunity to provide feedback and support in proper citation and attribution.
* Include in your 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 instructors, we strive to use our best judgment to determine if a case is intentional plagiarism or not. In 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, and fall under 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 <http://clas.uiowa.edu/faculty/teaching-policies-resources-academic-fraud>. 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 first 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 or the Dept. may falsely assume that this is the first instance of such plagiarism by the student.

### 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 (re-use of high school essays is plagiarism under this definition).

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 an instructor notices 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 Health

If a student needs first aid, contact Abby who has a First Aid Kit in her office.

If a student expresses concerns about his/her mental health, including references to thoughts of suicide, contact your Teaching Mentor and the DEO. They will contact the student’s advisors. If it is an emergency, contact 911.

Please be aware of the student’s right to privacy. You may not discuss the issue with other TAs or students.

Consider, too, the following suggestions offered by University Counseling Services [UCS]:

#### What Can You Do?

The options you choose depend upon the urgency of the situation. For students who are having difficulty but seem able to cope, you may choose not to intervene, to limit your interaction to the academic issue, or to deal with it on a more personal level. If you judge a situation to be more urgent, you might decide that more active and timely involvement on your part is appropriate. Don’t forget that a lot of undergraduates experience significant home-sickness when coming to College and this may surface particularly around weeks three and four. The transition to college is a life event with many consequences and it should not be minimized nor exaggerated: confirm for the individual that anxieties and a sense of displacement are very common reactions and do not in themselves indicate any general inability to cope.

#### How Do You Make A Referral?

When you have decided a student might benefit from counseling, it is usually best to express your recommendation in a matter-of-fact manner. Make it clear that this represents your best judgment based on your observations of the student. Be specific regarding the behavior that has raised your concerns and avoid attributing anything negative to the individual's character.

Except in an emergency, the option must be left open for the student to accept or refuse counseling. If the student is reluctant for any reason, simply express your acceptance of those feelings so that your relationship with the student is not jeopardized. Give the student room to consider alternatives by suggesting that maybe you can talk after the student has had some time to think it over.

Once the student has agreed that counseling might be useful, there are several possible steps to take, depending on the urgency of the situation and how committed the student is to following through on the referral. You can give the student information about the UCS and urge the student to call for an appointment. Another option is to accompany the student yourself. The UCS staff would appreciate your calling ahead if a student is being brought over or sent directly in an emergency, so that plans can be made to have a counselor available.

In emergency involving students who are unwilling or unable to seek help on their own, staff and faculty members may call the UCS at 335-7294. For any referral, whether the student accepts it or not, follow up with him or her later to show your continuing interest.

#### What Happens At The UCS?

Once the student contacts the UCS, an appointment is made for an initial interview. This is usually within a few days from the time of contact, but can often even happen the same day. In an emergency, the student will be seen that day.

Information forms are completed before the student is seen. During the first meeting, a counselor assesses the student's needs and the ways the UCS may be able to help. Options the counselor considers include individual counseling, groups or workshops, or referral to private or community counseling services. Some students may leave the initial appointment feeling able to handle their concerns without further assistance.

Counseling services provided at the UCS for students are free and confidential. Information is released only with a student's written permission. This means that a counselor cannot discuss the student's situation with anyone unless the student provides written permission. Exceptions to confidentiality may occur if there is clear danger to self or others or in the case of court-ordered subpoenas.

#### Consultation Is Available To You

If you have concerns and questions about a student, staff members at the UCS are available to help you:

* Assess the situation, its seriousness, and potential referral.
* Learn about resources, both on- and off campus, so you can suggest the most appropriate help when talking with the student.
* Learn the best way to make a referral if appropriate.
* Clarify your own feelings about the student and consider the ways you can be most effective.
* Other Important Information

University Counseling Service is staffed by eleven licensed psychologists and three predoctoral interns. Our office is open from 8:00 a.m. to 5:00 p.m. (including over the noon hour), Monday through Friday. We also encourage you to visit our website (<http://www.uiowa.edu/ucs/>) for more information about our services and agency. Our phone number is 335-7294. If an emergency occurs after hours, you are encouraged to call the Crisis Center at 351-0140; Department of Public Safety at 335-5022; or UIHC Emergency Room at 356-2233. If you have concerns about another staff or faculty member, Faculty and Staff Services can be reached at 335-2085.

Individuals with disabilities are encouraged to attend all University of Iowa sponsored events. If you are a person with a disability who requires an accommodation in order to participate in these programs, please contact University Counseling Service in advance at 335-7294.

Also consider offering the student the following information:

* Crisis Center of Johnson County 319-351-0140
* National Suicide Prevention Lifeline 1800-273-8255
* Iowa Crisis Chat with free instant messaging at IowaCrisisChat.org
* University Counseling Service 319-335-7294 or go to counseling.studentlife.uiowa.edu

Sometimes students who are already in counseling prefer to use the IowaCrisisChat messaging.

For more information, see University Counseling Services <https://counseling.uiowa.edu/self-help/helping-students-in-emotional-distress-guide-for-faculty-and-staff/>

### 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 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 College. 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.

## Appendix A: Approved Booklist for Experienced Rhetoric Instructors 2018-2019



**REQUIRED COURSE MATERIAL SELECTION FORM –– Due to your teaching mentor June 25, 2018.**

**Changes for the spring semester, 2019, must be approved by your teaching mentor.**

**This form walks instructors through the process of selecting required material to assign in Rhetoric class. Required course materials commonly include readers, visual imagery, trade books, podcasts, peer-reviewed essays and articles, websites, speeches, performances and other objects of inquiry. The box below explains the Rhetoric department’s parameters for instructors selecting the course materials we require.**

***Check off your choices in the approved materials list below.***

|  |
| --- |
| ***New rhetoric instructors choose from options 1-3 when selecting course materials.*** 1. One to three items from the list below labeled **RHETORICAL** **INQUIRY**.

(This list includes trade books, creative non-fiction, and other long form arguments that rhetors substantiate with careful investigation and sustain with informed persuasion.)1. A **READER** from the approved list below.

(Readers present texts and imagery as primary source material for students to rhetorically analyze alongside an introduction to the art and craft of rhetoric.)1. A combination of the above: **RHETORICAL INQUIRY** and a **READER** from the approved list below.

***In addition to the above, all instructors may choose to assign one or more of the following OPTIONAL materials:*** 1. **RHETORICS**

(*Rhetorics* introduce students to the craft and elements of reading and writing, speaking and listening, research and persuasion - see the department’s list below.)1. A selection of **COMPOSITIONS** curated by the department as fruitful for the Rhetoric classroom

(See the department’s list of compositions below.)***Options 6-7 are available to returning, experienced instructors. To select materials using options 6 or 7 requires completion of PDP. It also requires filling out the “Alternative Materials Application” form (see below) & getting a teaching mentor’s approval signature.***1. Materials (other than fiction or poetry) not on the pre-approved list that you have discussed with your teaching mentor.
2. A **COURSE PACK** compiled in consultation with the Libraries’ Course Reserves, printed by the UI Bookstore or a local copy shop, or a **CUSTOM READER** from a publisher. Course Reserves, the copy shop or the publisher will aid instructors in adhering to copyright regulations.

*\*Please bear in mind the cost to students when making choices about materials you require. Prices listed below are estimated.* *\*Instructors are responsible for arranging for their own desk copies (the complimentary copies of texts that publishers ship to instructors who assign their books). You may have to search around to find Information about ordering desk copies at the websites of the presses listed below (Norton, Harper, Anchor Press, etc.). Often you can order desk copies in the “educator” section of the sites. Publishers will ask for information about what you are teaching, how many students are enrolled (20), your email and your home address. Some publishers send free desk copies, others offer them at a deep discount. ORDER YOUR DESK COPIES WELL IN ADVANCE or you will find yourself buying a full-priced copy from a bookseller.* |

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ RHET:1030:\_\_\_\_\_\_\_\_\_\_ Number of Sections: \_\_\_\_\_\_\_\_Semester\_\_\_\_\_\_**

**RHETORICAL INQUIRY**

🞏 [***The Sixth Extinction: An Unnatural History***](http://us.macmillan.com/thesixthextinction-1/elizabethkolbert/9781250062185/)(Elizabeth Kolbert; MacMillan. #978-1250062185) $17

🞏 [***Hollowing Out the Middle: Rural Brain Drain and What it Means for America***](http://www.beacon.org/Hollowing-Out-the-Middle-P840.aspx)(Patrick Carr and Maria Kefalas; Beacon Press.

 #978-0807006146) $17

🞏 [***Just Mercy: A Story of Justice and Redemption***](https://www.penguinrandomhouse.com/books/224792/just-mercy-by-bryan-stevenson/) (Bryan Stevenson; Penguin Random House. #978-0812984965) $16

🞏 [***Eaarth***](http://us.macmillan.com/eaarth/BillMcKibben)(Bill McKibben; St. Martin’s Griffin. #978-0312541194) $16

🞏 [***All That We Share***](http://thenewpress.com/books/all-that-we-share)(Jay Walljasper; New Press. #978-1595584991) $19

🞏 [***The Glass Cage: How Our Computers are Changing Us***](http://www.amazon.com/Glass-Cage-How-Computers-Changing/dp/0393351637/ref%3Dsr_1_3?ie=UTF8&qid=1431109486&sr=8-3&keywords=nicholas+carr+glass+cage) (Nicolas Carr; Norton. #978-0393351637) $18

🞏 [***The Influencing Machine***](http://books.wwnorton.com/books/the-influencing-machine/)(Brooke Gladstone; W.W. Norton. #978-0393342468) $17

🞏 [***Bento Box in the Heartland: My Japanese Girlhood in Whitebread America***](http://www.amazon.com/Bento-Box-Heartland-Japanese-Whitebread/dp/158005191X)(Linda Furiya; Seal Press. #978-1580051910) $13

🞏  [***Zeitoun***](https://www.randomhouse.com/acmart/catalog/display.pperl?isbn=9780307387943)(Dave Eggers; Vintage Books. #978-0307387943) $16

🞏 [***We Should All Be Feminists***](http://www.amazon.com/We-Should-All-Be-Feminists/dp/110191176X/ref%3Dsr_1_4?ie=UTF8&qid=1431110003&sr=8-4&keywords=Chimamanda+Adichie%2C) ***(***Chimamanda Ngozi Adichie; Anchor. # 978-1101911761) $7

🞏 [***Eating Animals***](http://www.hachettebookgroup.com/titles/jonathan-safran-foer/eating-animals/9780316069885/) (Jonathan Safran Foer; Back Bay Books. #978-0316069885) $15

🞏 [***The American Way of Eating***](https://catalog.simonandschuster.com/TitleDetails/TitleDetails.aspx?cid=10888&isbn=9781439171967&a=)(Tracie MacMillan; Scribner. #978-1439171967) $17

🞏 [***Outliers***](http://www.hachettebookgroup.com/titles/malcolm-gladwell/outliers/9780316017930/)(Malcolm Gladwell; Little, Brown & Co. #978-0316017930) $17

🞏 [***The Ghost Map***](http://www.penguin.com/book/the-ghost-map-by-steven-johnson/9781594482694)(Steven Johnson; Riverhead. #978-1594482694) $16

🞏 [***Persepolis: The Story of a Childhood***](http://www.amazon.com/Persepolis-Childhood-Pantheon-Graphic-Novels/dp/037571457X?ie=UTF8&*Version*=1&*entries*=0)**OR**[***The Complete Persepolis (parts I & II)***](http://www.amazon.com/gp/product/0375714839/ref%3Dpd_lpo_sbs_dp_ss_1?pf_rd_p=1944687642&pf_rd_s=lpo-top-stripe-1&pf_rd_t=201&pf_rd_i=037571457X&pf_rd_m=ATVPDKIKX0DER&pf_rd_r=0CK1NRXNC4X570T1N3P9)(Marjane Satrapi; Pantheon.

 #978-0375714573/#978-0375714832) $14/$25

🞏 [***The Immortal Life of Henrietta Lacks***](https://www.penguinrandomhouse.com/books/168191/the-immortal-life-of-henrietta-lacks-by-rebecca-skloot/) (Rebecca Skloot; Broadway Books. #978-0804190107

) $16

🞏 [***Staring: How We Look***](http://www.amazon.com/Staring-How-Look-Rosemarie-Garland-Thomson/dp/0195326806/ref%3Dsr_1_1?ie=UTF8&qid=1431113024&sr=8-1&keywords=rosemarie+garland-thomson) Rosemarie Garland-Thomson; Oxford University Press. #978-0195326802) $16

🞏 [***Citizen: An American Lyric***](https://www.graywolfpress.org/books/citizen)*(*Claudia Rankine; Gray Wolf Press. #978-1555976903) $20

🞏 [***The Laramie Project & The Laramie Project: Ten Years Later***](http://www.amazon.com/Laramie-Project-Ten-Years-Later/dp/082222450X) (Moises Kaufman; Vintage. #978-0804170390) $15

🞏[***Everybody Lies: Big Data. New Data. And What the Internet Can Tell Us About Who We Really Are***](https://www.harpercollins.com/9780062390851/everybody-lies)**.** (Seth Stephens-Davidowitz; Dey St.

 #978-0062390851) $27.91

🞏 [***High Price: a Neuroscientists’ Journey of Self-Discovery That Challenges Everything You Know About Drugs and Society***](http://www.amazon.com/dp/0062015893/ref%3Drdr_ext_tmb) (Carl Hart;

 Revolution Books. # 978-0062015891) $13

🞏 [***Maus I***](http://www.amazon.com/Maus-Vol-1-Father-Bleeds-History/dp/0394747232?ie=UTF8&*Version*=1&*entries*=0) **OR**[***The Complete Maus (parts I & II)***](http://www.amazon.com/gp/product/0679406417/ref%3Dpd_lpo_sbs_dp_ss_1?pf_rd_p=1944687542&pf_rd_s=lpo-top-stripe-1&pf_rd_t=201&pf_rd_i=0394747232&pf_rd_m=ATVPDKIKX0DER&pf_rd_r=0A1AW2ETXKNP85F1HBWW)(Art Spiegelman; Pantheon. #978-0394747231/#978-0679406419) $16/$35

**READERS**

🞏 [***Envision in Depth, 4rd edition***](https://www.pearsonhighered.com/product/Alfano-Envision-in-Depth-Reading-Writing-and-Researching-Arguments-4th-Edition/9780134093987.html) (Alfano & O’Brien, Pearson/Longman. #978-0134093987) $104.60

🞏 [**They Say/I Say w/Readings 4th edition**](http://books.wwnorton.com/books/webad.aspx?id=4294994973) (Graff, Birkenstein & Durst; W.W. Norton. #978-0393631685) $50.00

🞏 [***Writing Arguments, 9th edition***](https://www.pearsonhighered.com/product/Ramage-Writing-Arguments-A-Rhetoric-with-Readings-9th-Edition/9780205171637.html)(Ramage & Bean; Longman. #978-0205171637) $113.60 new

🞏 [***Everything’s an Argument w/Readings, 7th edition***](http://www.macmillanlearning.com/Catalog/product/everythingsanargumentwithreadingswith2016mlaupdate-seventhedition-lunsford)(Lunsford & Ruszkiewicz; Bedford/St. Martin’s. #978-1319085742) $88.99

**COMPOSITIONS (optional supplements)**

🞏 [***The New York Times***](http://search.lib.uiowa.edu/primo_library/libweb/action/display.do?fn=search&indx=1&tabs=detailsTab&vl(1UI0)=contains&dscnt=0&recIds=dedupmrg160385712&initializeIndex=true&vid=01IOWA&institution=01IOWA&tab=default_tab&isMobile=false&dstmp=1492627652012&elementId=0&frbrVersion=&query=any%2Ccontains%2Cnew%20york%20times&search_scope=default_scope&scp.scps=scope%3A(01IOWA_LIBGUIDES)%2Cscope%3A(01IOWA_LIBWEB)%2Cscope%3A(01IOWA_IRO)%2Cscope%3A(01IOWA_COLLGUIDES)%2Cscope%3A(01IOWA)%2Cscope%3A(01IOWA_CDM)%2Cprimo_central_multiple_fe&displayMode=full&renderMode=poppedOut&ct=display&recIdxs=0&vl(60001835UI0)=any&samlLogin=true&doc=dedupmrg160385712&vl(freeText0)=new%20york%20times&fromLogin=true) (access provided free through the UI Library)

🞏 [***Serial***](https://serialpodcast.org/) (podcast)

🞏 [***This American Life***](http://www.thisamericanlife.org/) *(select podcasts)*

🞏 [***Last Week Tonight***](https://www.youtube.com/user/LastWeekTonight/videos) *with John Oliver*

🞏 TED Talks, such as

* [**Chimamanda Adichie, “The Danger of the Single Story”**](http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en)
* [**Dave Isay, “Everyone Has a Story that Needs to be Heard”**](http://www.ted.com/talks/dave_isay_everyone_around_you_has_a_story_the_world_needs_to_hear)
* [**Sherry Turkle, “Connected, but Alone?”**](http://www.ted.com/talks/sherry_turkle_alone_together?language=en)
* [**Playlist: The Pursuit of Justice**](http://www.ted.com/playlists/15/the_pursuit_of_justice)
* [**Playlist: The Remix**](http://www.ted.com/playlists/156/the_remix)
* [**Playlist: Open Source, Open World**](http://www.ted.com/playlists/13/open_source_open_world)

🞏[***Racialicious***](http://www.racialicious.com/)

🞏 [***Enabling City***](http://enablingcity.com/)

🞏 [***Unsettling America***](https://unsettlingamerica.wordpress.com/2014/06/06/settler-colonialism-primer/) and [***Idle No More***](http://www.idlenomore.ca/)

🞏 [***Just Seeds Artist Collective***](http://www.justseeds.org/about/who_we_are.html) and [***Guerilla Girls***](http://www.guerrillagirls.com/)

🞏 [***College Feminisms***](http://thefeministwire.com/category/college_feminisms/) at *The Feminist Wire*

**RHETORICS (optional supplements)**

🞏 [***The Rhetorical Situation***](https://owl.english.purdue.edu/owl/resource/625/01/) (from Purdue University’s OWL – Online Writing Lab)

🞏 [***The Forest of Rhetoric / Silvae Rhetorica***](http://rhetoric.byu.edu/)site (from Brigham Young University)

🞏 [***Materials for First-Year Writers***](http://writing-speech.dartmouth.edu/learning/materials/materials-first-year-writers) (from Dartmouth University)

🞏 [**Composition and the Rules of Visual Design**](http://photoinf.com/General/Robert_Berdan/Composition_and_the_Elements_of_Visual_Design.htm) (R. Berdan)

🞏 [**Writer/Designer: A Guide to Making Multimodal Projects**](https://www.macmillanlearning.com/Catalog/product/writerdesigner-secondedition-ball) (Ball, Sheppard & Arola; Bedford/St. Martin’s#978-1319058562) $37.99

🞏 [***Envision: Writing & Researching Arguments, 5th edition***](https://www.pearsonhighered.com/product/Alfano-Envision-Writing-and-Researching-Arguments-5th-Edition/9780134071763.html)(Alfano & O’Brien; Pearson/Longman. # 978-0134071763) $66.80

🞏 [***They Say/I Say 4th edition***](http://books.wwnorton.com/books/webad.aspx?id=4294994972)(Graff & Birkenstein; W.W. Norton. # 978-0393631678) $27.50

🞏 [***The Nuts & Bolts of College Writing, 2nd edition***](http://www.hackettpublishing.com/student-writing-guides/the-nuts-and-bolts-of-college-writing-2nd-edition)(Harvey*;* Hackett. #978-1603848985) $13

🞏 [***Thank You for Arguing, Revised & Updated,*** *3rd edition*](https://www.penguinrandomhouse.com/books/555278/thank-you-for-arguing-third-edition-by-jay-heinrichs/)(Heinrichs; Random House. # 13: 978-0804189934) $17

🞏 [***Everything's An Argument, 7th edition***](https://www.macmillanlearning.com/Catalog/product/everythingsanargumentwith2016mlaupdate-seventhedition-lunsford)(Lunsford & Ruszkiewicz; Bedford/St. Martin’s. #13: 978-1319085759) $63.99

🞏 [***A Pocket Guide to Public Speaking, 5th edition***](https://www.macmillanlearning.com/Catalog/product/pocketguidetopublicspeaking-fifthedition-ohair)(O’Hair, Rubenstein & Stewart; Bedford/St. Martin’s. #978-1457670404) $48.99

**ALTERNATIVE REQUIRED COURSE MATERIAL APPLICATION (Experienced Rhetoric TAs Only)**

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_RHET:\_\_\_\_\_\_ Number of Sections: \_\_\_\_\_\_ Semester: ­\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |
| --- |
| To petition for use any alternative materials **(rhetorical inquiry or a reader not on the approved list, a coursepack or custom reader, or other materials)**,you must first complete this form, submit it to your Mentor for approval, and attach it to the book order form (above). You are responsible for arranging with a publisher or copy shop for any desk copies you would like to order (complimentary copies available to instructors who assign a publisher’s material). Note also that you agree to write an evaluation of your class’s experience with the text and email it to your teaching mentor at the end of the term.A few words of advice: for coursepacks or custom readers that serve as the primary source of readings for the course: think in terms of 15-20 readings clustered around a few select themes or topic areas. |

***I request permission to adopt the following materials as a supplement to or substitute for those from the approved list:***

🞏 A READER and/or RHETORICAL INQUIRY not on the pre-approved materials list: Provide title, author, publisher, price, and ISBN. Briefly describe the content of each and your specific plans for using the resource in your course.

🞏 COURSEPACK or CUSTOM READER: Provide a table of contents and describe your specific plans for the materials in your course. Indicate where the materials will be copied or printed (the UI Bookstore, a local copy shop, or a publisher).

Instructor’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentor’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Appendix B: Grading Methods

|  |  |  |
| --- | --- | --- |
| **Method** | **Some Benefits** | **Some Drawbacks** |
| **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.
 |