Rhetoric
Syllabus (Part 2 of 2*)

Common policies and practices for all Core Rhetoric courses

RHET:1030 - RHET:1040 - RHET 1060

The College of Liberal Arts and Sciences
https://clas.uiowa.edu/rhetoric

Department Chair
Steve Duck, 164 EPB
319-335-0186; steve-duck@uiowa.edu

Department Main Office
170 EPB
319-335-0178; rhetoric@uiowa.edu

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

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

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

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

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

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

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

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

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

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

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

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 fail the whole course.

Excused Absences & Late Work
According to University policy (please refer to http://clas.uiowa.edu/faculty/teaching-policies-resources-student-absences-for-a-detailed-explanation-of-this-policy), absences from class are excused in the following circumstances:

- Illness or injury.
- Family emergencies.
- Mandatory religious obligations—must be documented and arranged in advance.
- Authorized University activities—must be documented and arranged in advance.

If you have a conscientious objection to course material covered on a given day, you may choose not to come, and may be asked to complete an alternative assignment or activity. See UI Operations Manual III.15.2f. Your instructor may require you to complete the Registrar's "Explanatory Statement for Absence from Class" form, which is available at http://www.registrar.uiowa.edu/Student/FormsforStudents/tabid/79/Default.aspx.

Late work will be credited only by arrangement with the instructor, and it may not always be possible to make up an oral presentation even if an absence is excused.

Falsifying excused absences, including on Student Health self-reports, is a violation of the Code of Student Life and as such will be reported to the Associate Dean for Undergraduate Programs & Curriculum, who can impose University sanctions.

**Adds/Drops & Transfers**

All section changes are handled on-line, unless your advisor requires a signed add/drop slip. Add/drop slips are valid only if signed by the DEO of the Rhetoric Department—your instructor does not sign add/drop slips. No Adds are permitted after the first Friday of the Fall semester and after the first Monday of the Spring semester. Transfer students are placed in this course based on transcripts. Contact the Rhetoric Office with any questions.

**University of Iowa Policies and Procedures**

**Administrative Home**

The College of Liberal Arts and Sciences is the administrative home for Rhetoric. Different colleges may have different policies. Please refer to the CLAS Academic Handbook at http://clas.uiowa.edu/students/handbook.

**Diversity & Inclusion**

The University of Iowa prohibits discrimination in employment or in its educational programs and activities on the basis of race, national origin, color, creed, religion, sex, age, disability, veteran status, sexual orientation, gender identity, or associational preference. No acts of discrimination will be tolerated in this class. Formal policies around diversity are built into the syllabus template, and more information is at http://diversity.uiowa.edu/eod/.

**Nondiscrimination in the Classroom**

The University of Iowa is committed to making the classroom a respectful and inclusive space for all people irrespective of their gender, sexual, racial, religious or other identities. Toward this goal, students are invited to optionally share their preferred names and pronouns with their instructors and classmates. The University of Iowa prohibits discrimination and harassment
against individuals on the basis of race, class, gender, sexual orientation, national origin, and other identity categories set forth in the University’s Human Rights policy. For more information, contact the Office of Equal Opportunity and Diversity, diversity@iowa.edu or visit diversity.uiowa.edu.

Accommodations for Disabilities
The University of Iowa is committed to providing an educational experience that is accessible to all students. A student may request academic accommodations for a disability (which include but are not limited to mental health, attention, learning, vision, and physical or health-related conditions). A student seeking academic accommodations should first register with Student Disability Services and then meet with the course instructor privately in the instructor's office to make particular arrangements. Reasonable accommodations are established through an interactive process between the student, instructor, and SDS. See http://sds.studentlife.uiowa.edu/ for information.

Understanding Sexual Harassment
Sexual harassment subverts the mission of the University and threatens the wellbeing of students, faculty, and staff. We share 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 at https://osmrc.uiowa.edu/ and Part II.4 of the Operations Manual at http://www.uiowa.edu/~our/opmanual/ii/04.htm for assistance, definitions, and the full University policy.

Electronic Communication
You are responsible for all official correspondences sent to your standard University of Iowa e-mail address (@uiowa.edu). Check your account frequently.

Academic Fraud
Any instance of a student falsely presenting work that is not their own (e.g. plagiarism, cheating) is academic fraud and is taken seriously by the College. The instructor reports any suspicion of fraud to the department and follows procedures outlined http://clas.uiowa.edu/faculty/teaching-policies-resources-academic-fraud. Consequences may include failure of the assignment or course, suspension, or expulsion.

Resubmitting work for which academic credit has already been given is fraud. It does not matter where or when the work was previously submitted. Any student who has previously submitted work for grading in Rhetoric and who resubmits that work in another class is committing academic fraud. For that reason, if you are repeating Rhetoric for a second grade option or for any other reason, you must submit work that is new or that has been substantially revised in terms of effort and extension of thought and quality.

Academic Honesty
All CLAS students or students taking classes offered by CLAS have, in essence, agreed to the College's Code of Academic Honesty: "I pledge to do my own academic work and to excel to the best of my abilities, upholding the IOWA Challenge. I promise not to lie about my academic
work, to cheat, or to steal the words or ideas of others; nor will I help fellow students to violate the Code of Academic Honesty." Any student committing academic misconduct is reported to the College and placed on disciplinary probation or may be suspended or expelled (CLAS Academic Policies Handbook).

**Making a Suggestion or a Complaint**

You and your Rhetoric instructor may not always see eye to eye. If there is a problem, please speak to your instructor first. Often you and your instructor can resolve the issue without need for further action. Your instructor may consult with the course supervisor for advice. If matters are still unresolved, feel free to speak with Carol Severino (carol-severino@uiowa.edu), the department officer charged with dealing with student concerns. If she cannot resolve the issue, then it goes to Steve Duck, the Rhetoric DEO. Complaints must be made within six months of the incident. Please refer to the CLAS Academic Policies Handbook at http://clas.uiowa.edu/students/handbook.

**Clarifying Student Collaboration**

Some of your work may be collaborative. Each student on a research team is expected to complete a similar amount of work and to contribute equally to the project. Each student will complete a self-evaluation and a group evaluation, describing this equality or the lack of it during the group’s work. For more information, see the assignment sheet, the grading rubric, and the self-evaluation form for the project. Students who misrepresent themselves as equal partners in this collaborative project but who are actually letting others do the bulk of the work will be reported to the College for academic dishonesty. If you have questions, it is your responsibility to ask them.

**Reacting Safely to Severe Storms**

In severe weather, you should seek shelter in the lowest, innermost part of the building, away from windows. The class will continue if possible when the event is over. Please refer to Operations Manual, II.22 or http://emergency.uiowa.edu/content/severe-weather and be sure to sign up for http://hawkalert.uiowa.edu/.

*This document is part 2 of a two-part syllabus. Parts 1 and 2 together constitute the syllabus for this course. Both parts contain important policies and requirements for this course, and you should read both documents posted in the course ICON site. Part 1 contains information specific to this section, while part 2 contains important information pertaining to all sections of Rhetoric. You are responsible for being aware of the content of the entire syllabus, parts 1 and 2.*
Syllabus Template for Core Rhetoric Speaking and Reading (RHET:1060)

All General Education Rhetoric RHET:1060 instructors are required to use this template for their syllabi.

### Rhetoric

**Syllabus (Part 1 of 2*)**

<table>
<thead>
<tr>
<th>RHET:1060: (your 4-digit section number)</th>
<th>(time and place class meets)</th>
<th>(semester and year)</th>
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</thead>
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**Department of Rhetoric**

The College of Liberal Arts and Sciences [https://clas.uiowa.edu/rhetoric](https://clas.uiowa.edu/rhetoric)

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Office/Office Hours</th>
<th>Email</th>
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<tr>
<th>Course Supervisor</th>
<th>Department Chair</th>
<th>Department Main Office</th>
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<tbody>
<tr>
<td></td>
<td>Steve Duck, 164 EPB</td>
<td>170 EPB</td>
</tr>
<tr>
<td></td>
<td>319-335-0186; <a href="mailto:steve-duck@uiowa.edu">steve-duck@uiowa.edu</a></td>
<td>319-335-0178; <a href="mailto:rhetoric@uiowa.edu">rhetoric@uiowa.edu</a></td>
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**Course Texts**

<table>
<thead>
<tr>
<th>Title:</th>
<th>Author:</th>
<th>ISBN-13:</th>
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**Section Aims and Policies**

Here is where instructors describe features specific to their particular section (e.g., service learning, workshopping methods, class themes, attention to information literacy, classroom respect and community, collaborative work procedures, policy about texting/phone/PDA/computer use during class time, etc.)
Major Assignments and Deadlines

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

Grading

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

Grading scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>A-</td>
<td>90-92</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>73-76</td>
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<tr>
<td>C-</td>
<td>70-72</td>
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<tr>
<td>D+</td>
<td>67-69</td>
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<tr>
<td>D</td>
<td>63-66</td>
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<tr>
<td>D-</td>
<td>60-62</td>
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<tr>
<td>F</td>
<td>59 and below</td>
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</tbody>
</table>

The top grade is an A
Incompletes require approval by the DEO

Accessing your grades:

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

Additional instruction and tutoring support

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

**The Writing Center** offers suggestions and feedback on all sorts of writing, including course papers, articles intended for publication, theses and dissertations, creative writing, and multimedia projects.

110 English Philosophy Building
(319) 335-0188
Writing-Center@uiowa.edu
http://writingcenter.uiowa.edu
### The Speaking Center
The Speaking Center offers one-on-one and small group tutoring and consultation to students and instructors on campus who would like to work on any aspect of oral communication.

412 English Philosophy Building  
(319)-335-0205  
[https://speakingcenter.uiowa.edu/](https://speakingcenter.uiowa.edu/)

### The Conversation Center
The Conversation Center helps students develop intercultural awareness and communication skills through the *Intercultural Conversation Hour* and our *Conversation Partners Program*. Students build language and cultural fluency and confidence in informal verbal communication.

(319) 384-4176  
[http://clas.uiowa.edu/rhetoric/conversation-center](http://clas.uiowa.edu/rhetoric/conversation-center)

### Iowa Digital Engagement and Learning (IDEAL)
Iowa Digital Engagement and Learning (IDEAL) offers tutoring, classroom support, and equipment checkout for students and instructors working on digital projects like videos, PowerPoints, podcasts, websites, and animation.

108 English Philosophy Building  
[ideal@uiowa.edu](mailto:ideal@uiowa.edu)  
[http://ideal.uiowa.edu](http://ideal.uiowa.edu)

### Success in Rhetoric (SIR)
Success in Rhetoric (SIR) offers 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 at the website.

2012 Main Library  
(319) 353-2747  

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

#### Fall 2018 course schedule

<table>
<thead>
<tr>
<th>Week 1: Monday, August 20 (Friday, August 24 is last day for students to add, drop, or exchange existing registration)</th>
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<tr>
<td>Week 2: August 27</td>
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<td>Week 3: Tuesday, September 4 (Labor Day is Sep 3)</td>
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<td>Week 4: Sep 10</td>
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<td>Week 5: Sep 17</td>
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