**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. The syllabus **must be approved** by the Teaching Mentor before being sent to Kris and **before being distributed to students either on ICON or in class**.

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

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

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

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| **Rhetoric**Syllabus (Part 1 of 2\*) | | | |
| RHET:1060:(your 4-digit section number) | (time and place class meets) | | (semester and year) |
| **University of Iowa Old Capitol dome logo next to "Department of Rhetoric"**  The College of Liberal Arts and Sciences  <https://clas.uiowa.edu/rhetoric> | | | |
| Instructor | | Your Name | |
| Office/Office Hours | | Your office number and office hours | |
| Email | | Your @uiowa.edu email address | |
| Course Supervisor [Faculty omit this row] | | Your Teaching Mentor’s name, office number, office hours, telephone, and email | |
| Department Chair | | Steve Duck,164 EPB  319-335-0186; steve-duck@uiowa.edu | |
| Department Main Office | | 170 EPB  319-335-0178; rhetoric@uiowa.edu | |

# **Course Texts**

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

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

**Section Aims and Policies**

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

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

**Major Assignments and Deadlines**

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

**Grading**

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

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

Grading scale:

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

Statement on arithmetic rounding of grades:

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

Include either:

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

Or:

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

Accessing your grades:

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

**Additional instruction and tutoring support**

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

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

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| **The Speaking Center** offers one-on-one and small group tutoring and consultation 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/> |

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

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

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| **Success in Rhetoric (SIR)** 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  <https://tutor.uiowa.edu/find-help/help-labs/success-in-rhetoric-sir/> |

**Calendar of Course Assignments and Activities**

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

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

Fall 2018 course schedule

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| Week 1: Monday, August 20 (Friday, August 24 is last day for students to add, drop, or exchange existing registration) |  | | | | |
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| Week 2: August 27 | | | | |  |
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| Week 3: Tuesday, September 4 (Labor Day is Sep 3) | |  | | | |
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| Week 4: Sep 10 |  | | | | |
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| Week 5: Sep 17 |  | | | | |
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| Week 6: Sep 24 |  | | | | |
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| Week 7: Oct 1 |  | | | | |
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| Week 8: Oct 8 |  | | | | |
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| Week 9: Oct 15 |  | | | | |
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| Week 10: Oct 22 |  | | | | |
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| Week 11: Oct 29 (last day to drop individual courses without dean’s approval) | | | |  | |
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| Week 12: Nov 5 (Early Registration begins) | | | | | |
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| Week 13: Nov 12 |  | | | | |
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| Week 14: Nov 19 Thanksgiving Recess—no classes |  | | | | |
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| Week 15: Nov 26 |  | | | | |
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| Week 16: Dec 3 Last week of classes. Close of classes on December 7 | | | | | |
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| Week 17: Final Exam Week. There is no exam in Rhetoric. Classes do not meet. | | | | | |

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