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

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

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

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

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

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| **Rhetoric**Syllabus (Part 1 of 2\*) |
| RHET:1030:(your 4-digit section number) | (time and place class meets) | (semester and year) |
| **University of Iowa Old Capitol dome logo next to "Department of Rhetoric"**The College of Liberal Arts and Sciences <https://clas.uiowa.edu/rhetoric>   |
| Instructor | Your Name |
| 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 EPB319-335-0186; steve-duck@uiowa.edu |
| Department Main Office | 170 EPB319-335-0178; 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 writing and speaking assignments. The rest of your grade depends on [Describe here other activities in your class that will contribute to the student’s final grade. For example, “other activities: informal speeches, responses to assigned readings, peer response workshops, focused exercises, and other class participation.”] You must complete all major assignments satisfactorily (grade of D- or higher) to receive a passing grade in the course, but this is not the only requirement you must satisfy in order to pass. There is no final examination in this course.

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

Grading scale:

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| --- | --- | --- | --- | --- |
| A: 93-100 | B+: 87-89 | C+: 77-79 | D+: 67-69 | F: 59 and below |
| A-: 90-92 | B: 83-86 | C: 73-76 | D: 63-66 |  |
|  | B-: 80-82 | C-: 70-72 | D-: 60-62 |  |
| The top grade is an AIncompletes 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) 335-0188Writing-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 Buildingideal@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.

Spring 2019 course schedule

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| Week 1: Monday, January 14 |  |
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| Week 2: January 22 (Jan 21 is MLK Day and UI Is closed.) |  |
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| Week 3: January 28  |  |
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| Week 4: Feb 4  |  |
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| Week 5: Feb 11 |  |
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| Week 6: Feb 18 |  |
|  |  |
| Week 7: Feb 25 |  |
|  |  |
| Week 8: March 4  |  |
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| Week 9: March 11  |  |
|  |  |
| Week 10: March 18 No classes; Spring break through March 24  |
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| Week 11: March 25  |  |
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| Week 12: April 1 |
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| Week 13: April 8 (early registration starts) |  |
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| Week 14: April 15 |  |
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| Week 15: April 22  |  |
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| Week 16: April 29 (Classes close May 3rd) |
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| Week 17: May 6 Exam week; There is no exam in Rhetoric; Class does not meet |

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

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| **Rhetoric**Syllabus (Part 2 of 2\*) |
| Common policies and practices for all Core Rhetoric coursesRHET:1030 - RHET:1040 - RHET 1060 |
| **University of Iowa Old Capitol dome logo next to "Department of Rhetoric"**The College of Liberal Arts and Sciences <https://clas.uiowa.edu/rhetoric>   |
| Department Chair | Steve Duck, 164 EPB319-335-0186; steve-duck@uiowa.edu |
| Department Main Office | 170 EPB319-335-0178; 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*](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](http://clas.uiowa.edu/students/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.](https://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/](https://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](http://www.uiowa.edu/~our/opmanual/ii/04.htm) 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](https://clas.uiowa.edu/students/handbook/academic-fraud-honor-code): "I pledge to do my own academic work and to excel to the best of my abilities, upholding the [IOWA Challenge](https://newstudents.uiowa.edu/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](https://clas.uiowa.edu/students/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](http://clas.uiowa.edu/students/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](http://www.uiowa.edu/~our/opmanual/ii/22.htm)or <http://emergency.uiowa.edu/content/severe-weather> and be sure to sign up for<http://hawkalert.uiowa.edu/>.

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