

Spring 2012
RHE 306: Rhetoric and Writing
Class Policy Statement

Instructor: Steven J LeMieux

Unique number: 44030

Class Time and Place: FAC 7 12:30-2:00

E-mail: stevenjlemieux@utexas.edu

Course Website: <http://rhe306s12lemieux.pbworks.com>

Office: FAC 16

Office hours: Tuesday 2:00-3:00 and Thursday 1:00-2:00 and by appointment

Textbooks:

- ✓ *The Death and Life of the Great American School System.* Diane Ravitch. Basic, 2010.
- ✓ *Critical Situations: A Rhetoric for Writing in Communities (UT Custom Edition).* Crowley and Stancliff. Penguin, 2011.
- ✓ *Easy Writer: A Pocket Reference.* Fourth Edition. Lunsford. Bedford/St. Martin's, 2009.

RHE 306 – Rhetoric & Writing is a course in argumentation that situates rhetoric as an art of civic discourse. It is designed to enhance your ability to analyze the various positions held in any public debate and to advocate your own position effectively. Your work in this course will help you advance the critical writing and reading skills you will need to succeed in courses for your major and university degree.

You will learn how to

1. identify, evaluate, construct, and organize effective arguments;
2. read critically;
3. advocate a specific position responsibly;
4. conduct library and web-based research and document sources;
5. produce a clean, efficient style and adapt it to various rhetorical situations; and
6. edit and proofread your own and others' prose.

Coursework and Grading:

You will be graded on the following assignments this term:

- ✓ Paper 1.1 and 1.2
- ✓ Paper 2.1 and 2.2
- ✓ Paper 3.1 and 3.2
- ✓ Research summaries
- ✓ Weekly Observations
- ✓ Learning Record Observations
- ✓ Learning Record Portfolios (mid-term and final)
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Grade Breakdown

This rhe306 section will be employing the Learning Record rather than the familiar evaluative grading methodology. The Learning Record is a process and evidenced based grading system where the student must compile, document, and present evidence of their growth throughout the semester. You will compile a portfolio of work throughout the semester, record brief weekly observations on your work, and compose formal reflections on your progress at the midterm and

at the end of the semester. Your work in class (formal and informal writing assignments), group activities, and relevant work outside of the class will provide the evidence from which you will build an argument about your performance in the course. You'll craft an argument, using your work in class as evidence, that presents the grade you believe you have earned.

And while we will be discussing this process throughout the course, broadly speaking, you will gauge your effective improvements by analysing your progress within the course strands with the five dimensions of learning, as laid out in the Learning record. For this particular course our strands are Writing, Research, Argumentation, and Digital Literacy. The Five dimensions of learning are confidence and independence, knowledge and understanding, skills and strategies, use of prior and emerging experience, and reflection. Your Learning Record reflections will discuss how your work measures on these dimensions in terms of the Course Strands. We will discuss the LR in detail at the beginning of the semester, and we will have various conversations about compiling the LR as the semester progresses.

- A** Represents outstanding participation in all course activities; all assigned work completed, with very high quality in all work produced for the course. Evidence of significant development across the five dimensions of learning. The Learning Record at this level demonstrates activity that goes significantly beyond the required course work in one or more course strands.
- B** Represents excellent participation in all course activities; all assigned work completed, with consistently high quality in course work. Evidence of marked development across the five dimensions of learning.
- C** Represents good participation in all course activities; all assigned work completed, with generally good quality overall in course work. Evidence of some development across the five dimensions of learning.
- D** Represents uneven participation in course activities; some gaps in assigned work completed, with inconsistent quality in course work. Evidence of development across the five dimensions of learning is partial or unclear.
- F** Represents minimal participation in course activities; serious gaps in assigned work completed, or very low quality in course work. Evidence of development is not available.

Plus and minus grades will be employed when a student falls between these criteria.

Major Assignments

Students will write three essays ranging from 4-7 pages each (above designated as 1.1, 2.1, and 3.1), and they will revise each of these three based on the instructor's feedback (above designated as 1.2, 2.2, and 3.2). Students will compose five to six short writing assignments and frequent LR observations. Finally, students will craft two LR evaluations (midterm and final).

Helpful Resources

The following websites will be helpful this semester:

DRW - <http://www.drw.utexas.edu/>

UWC - <http://uwc.utexas.edu/>

Blackboard - <https://courses.utexas.edu/webapps/login/>
UT Libraries - <http://www.lib.utexas.edu/>

Late Work: One (full) letter grade off every day (not class day) it is late.

Department of Rhetoric & Writing RHE Course Policy Statement, 2011-12

ATTENDANCE

Rhetoric & Writing has established this attendance policy for all RHE courses. Any questions or appeals concerning this policy must be made directly to the department Associate Chair. You are expected to attend class, to arrive on time, to have prepared assigned reading and writing, and to participate in all in-class editing, revising, and discussion sessions. **Should you miss the equivalent of five TTH or MW class sessions or seven MWF sessions this semester, excused or not, you will fail the course.** If you find that an unavoidable problem prevents you from attending class, you should contact your instructor as soon as possible, preferably ahead of time, to let him or her know.

You will not be penalized for missing class on religious holy days. A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor, in writing, well in advance of the absence, so that alternative arrangements can be made to complete work. If you know you will have to miss class(es) for this reason, provide your instructor with the date(s) as early as possible. Please note that the University specifies very few other excused absences (e.g., jury duty).

When you must miss a class, you are responsible for getting notes and assignments from a classmate.

SCHOLASTIC HONESTY

Turning in work that is not your own, or any other form of scholastic dishonesty, will result in a major course penalty, possibly failure of the course. This standard applies to *all* drafts and assignments, and a report of the incident will be submitted to the Office of the Dean of Students and filed in your permanent UT record. Under certain circumstances, the Dean of Students will initiate proceedings to expel you from the University. So, take care to read and understand the *Statement on Scholastic Responsibility*, which can be found online at:

<http://www.drw.utexas.edu/first-year/writing/plagiarism>. If you have any doubts about your use of sources, ask your instructor for help *before* handing in the assignment.

UNDERGRADUATE WRITING CENTER

You are strongly encouraged to use the Undergraduate Writing Center in FAC 211 (471-6222; <http://uwc.utexas.edu/>), which offers *free* one-on-one writing consultations with trained specialists. UWC consultants are trained to help you develop and improve your writing in ways that preserve the integrity of your work.

STUDENTS WITH DISABILITIES

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact Services for Students with Disabilities (SSD), at (512) 471-6259 [voice] or (866) 329-3986 [video phone].

EMAIL ACCOUNTS

Email is an official means of communication at UT-Austin, and your instructor will use this medium to communicate class information. You are therefore required to obtain a UT email account and to check it daily. All students may claim an email address at no cost by going to <http://www.utexas.edu/computer/email/>.

Questions about these policies should be addressed to:

Department of Rhetoric & Writing
The University of Texas at Austin
Parlin Hall, Room 3
rhetoric@uts.cc.utexas.edu
(512) 471-6109

Plagiarism & Collusion

Statement on Scholastic Responsibility

The writing you do in the Department of Rhetoric and Writing (DRW) courses must be your own. Passing off the work of others as your own can be either plagiarism or collusion. Both are scholastic offenses that the Department of Rhetoric and Writing will not tolerate. Be certain you understand what these terms mean.

This statement describes the acceptable and unacceptable forms of quoting and paraphrasing information in your written work and defines specific types of academic violations. You will sign and turn in to your instructor an agreement confirming that you have read and understood this policy, including the penalties for committing plagiarism or collusion. The DRW will keep your signed form on file.

Please read this statement carefully. Its detailed information can help you understand the need for documentation whenever you incorporate research into your papers. If parts of the statement are unclear, ask your instructor to explain them.

Plagiarism. The General Information Catalog of the University of Texas at Austin defines *plagiarism* as follows: "the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit."

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- **You commit plagiarism if** you fail to acknowledge the sources of any information in your paper that is not either common knowledge or personal knowledge. Common knowledge includes facts, dates, events, information, and concepts that belong generally to the educated public. Even if you used a reference book to discover the dates of George Washington's presidency, for example, you would not have to acknowledge the source because those dates fall into the range of historical common knowledge. If you borrowed material that interpreted or commented on Washington's presidency, however, you would be expected to cite your source. You can acknowledge a source through in-text citations, attribution lines (for example, "George Will observes in *Men at Work* . . ."), footnotes, or other forms of documentation approved by your instructor.
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- **You commit plagiarism if** you fail to acknowledge direct quotation either by using quotation marks when quoting short passages or indentation when quoting longer passages. Without the quotation marks or indentation, a passage copied directly from a source might be considered plagiarized even if it were followed by an in-text citation or a footnote: the citation or footnote acknowledges that you have a source but it does not indicate that you have borrowed someone else's exact words. If you use the language of a source, word-for-word, you must use quotation marks or block indentation.
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- **You commit plagiarism if** you too closely paraphrase the original words of your source. Some students think that they can avoid a charge of plagiarism by changing a few words in each sentence they copy, or by rearranging the shape of phrases or the order of sentences in a paragraph. This is not true. When you take notes, you must be careful to put ideas in your own words, or to use direct quotation when you are relying on phrases borrowed directly from a source.

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- **You commit plagiarism if** you borrow the ideas, examples, or structure of your source without acknowledging it. You can be guilty of plagiarism if you systematically borrow the ideas and organization of a source—even if the language of your piece is substantially original. A student who, for example, reports on a major news event by using exactly the same ideas in the same order as they appear in an article in *Time* or *Newsweek* might be accused of plagiarism.
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- **You commit plagiarism if** you take, buy, or receive a paper written by someone else and present it as your own.
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- **You commit plagiarism if** you use one paper for two different courses, or re-use a paper previously submitted for credit, without the prior approval of both instructors.

If you want to use words, ideas, or the structure of a selection such as the passage below from *Harper's*, you may do so correctly in two ways.

Medical costs will bankrupt this country if they continue on their current trajectory. And there are no data to demonstrate that improved management techniques will solve the problem. "Managed care" and "managed competition" might save money in the short run (though the examples of some other managed industries—such as the utilities and airlines do not inspire confidence). But the bulk of the savings achieved by Health Maintenance Organizations has been achieved by cutting back on expensive, unprofitable facilities such as burn centers, neonatal-intensive-care units, emergency rooms, and the like. In other words, HMOs conduct what amounts to a hidden form of health-care rationing—confident that municipal and university hospitals are still around to pick up the slack. (Gaylin 62)

From: Gaylin, Willard M.D. "Faulty Diagnosis: Why Clinton's Health-Care Plan Won't Cure What Ails Us." *Harper's* (Oct. 1993): 57-64.

You may quote from the passage directly, using appropriate citations and quotation marks, or (when the quotation is lengthy) indentation. For example:

Willard Gaylin, a professor of psychiatry at Columbia Medical School, maintains that "medical costs will bankrupt this country if they continue on their current trajectory. And there are no data to demonstrate that improved management techniques will solve the problem" (62).

You may report the information in your own words, acknowledging Gaylin as your source and using an in-text citation to indicate the location of the passage:

Doctor Gaylin, for instance, does not believe that the improved management techniques proposed by the Clinton administration will solve the problem of rising medical costs, because the cost-cutting measures followed by HMOs under the current system will not be feasible when all Americans belong to such health collectives (62).

You may not simply change a few words or phrases and call the material your own, even if

you acknowledge a source. The following passage based on Gaylin's original would be considered plagiarism, with or without an in-text citation or footnote:

Medical expenses will ruin America if we stay on our current path. There is no evidence that better management techniques will fix the trouble. "Managed care" may save some money today, but the way things are we will still pay for expensive, unprofitable care tomorrow.

You may not call the work your own if you change the language in the original passage but closely follow its organization, ideas, and examples. Most instructors would consider the following passage too much like Gaylin's original to be considered acceptable as a student's work:

Our country will go broke if it follows on its current path. And there is no information that says we can get out of this mess through better management. HMOs are successful today because they leave the county and teaching hospitals to fund costly, unprofitable specialized care (Gaylin 62).

Collusion. The current General Information Catalog of the University of Texas at Austin defines *collusion* as follows: "the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty."

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- **You commit collusion if you allow someone else to write your papers.**
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- **You also commit collusion if you allow someone else to edit your papers.** It is scholastically dishonest for students to employ tutors to correct, edit, or modify essays in any substantive way. The same reservations and restrictions apply, within reason, to any outside assistance you may receive from a parent, friend, roommate, or academic tutor. Any changes, deletions, rearrangements, additions, or corrections made in your essays should represent your own work. If you want assistance in a course beyond that which your instructor can offer in class or in office hours, you may use the DRW's Undergraduate Writing Center (UWC) in the FAC or remote locations or the Learning Skills Center (LSC) in Jester A332. Tutors at these facilities are trained to comment on essays and to offer advice without editing or rewriting papers.

PENALTIES: If you have any questions or doubts about the way you are employing sources or getting assistance in writing a given paper, consult your instructor before handing it in. The penalties for plagiarism or collusion can be severe. In all demonstrable cases of either offense, the DRW recommends that its instructors fail the student for the entire course, not just for the paper. However, the penalty in a given case is at the discretion of the individual instructor.

Your instructor must discuss any charge of scholastic dishonesty directly with you and may also refer you to the Chair or Associate Chair of the Department of Rhetoric and Writing. In most instances, a plagiarism or collusion case is resolved either in the meeting between student and instructor, or between instructor, student, and Chair or Associate Chair. If it is not, a student has a right to a hearing before a designated University official and a right to make an appeal to the Office of the Dean of Students.

Semester Planning – MW**RHE 306 Syllabus Monday-Wednesday Schedule**

Date	Major Assignment Due Dates
W 1/18	Syllabus and Course Goals
M 1/23	
W 1/25	RS1 Due
M 1/30	Learning Record A1 and A2
W 2/1	
M 2/6	RS2 Due
W 2/8	RS3 Due
M 2/13	
W 2/15	Peer Review 1.1
M 2/20	Paper 1.1 Due
W 2/22	
M 2/27	
W 2/29	Paper 1.2 Due
M 3/5	Learning Record Midterm B1 and C1
W 3/7	Conferences
M 3/12	SPRING BREAK
W 3/14	SPRING BREAK
M 3/19	RS4 Due
W 3/21	RS5 Due
M 3/26	
W 3/28	Peer Review 2.1
M 4/2	Paper 2.1 Due
W 4/4	
M 4/9	Paper 2.2 Due
W 4/11	
M 4/16	
W 4/18	Peer Review 3.1
M 4/23	Paper 3.1 Due
W 4/25	
M 4/30	Paper 3.2 Due
W 5/2	Last Day of Class
M 5/7	Learning Record Final B2 and C2