**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.

|  |
| --- |
| **Rhetoric**Syllabus (Part 1 of 2\*) |
| RHET:1030:(your 4-digit section number) | (time and place class meets and/or online modality) | (semester and year)Spring 2025 |
| **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 |
| Student Drop-in Hours | Indicate your drop-in hours and location and also include “or by appointment.”  |
| Email | Your @uiowa.edu email address |
| Course Supervisor [Faculty omit this row] | Your Teaching Mentor’s name, office number, and email |
| Department Chair | Dr. Cinda Coggins-Mosher |
| Department Main Office | 170 EPB319-335-0178; rhetoric@uiowa.edu |

**Course Description Section Aims and Learning Objectives**

Here is where instructors describe features specific to their particular section (e.g., service learning, workshopping methods, class themes, attention to information literacy, etc). See the current Instructor’s Handbook for additional information and suggestions. Instructors may list the learning outcomes of the courses, including the skills practiced and the knowledge gained of particular subject matter and/or of an approach to learning. Learning objectives should align with class activities and assessments and with the program learning outcomes listed in the General Catalog (and with those given for Rhetoric in Part 2 of this syllabus Template).

# **Course Texts**

|  |  |  |
| --- | --- | --- |
| 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]

**Course ICON site**: To access the course site, log into[Iowa Courses Online (ICON)](http://icon.uiowa.edu/index.shtml) <https://icon.uiowa.edu/index.shtml> using your Hawk ID and password.

# **Adding or Switching Sections of Rhetoric**

# The final day to add Rhetoric or switch to another section is the first Friday of the semester at 4:30 p.m. The Rhetoric Department does not make exceptions to this policy. If you have an issue with your instructor after the first week, please speak to your instructor first to try to resolve it. If that does not resolve the situation, please contact the Rhetoric Department at 319-335-0178 to set up a meeting with the Associate Chair, who will serve as mediator.

# **Class Size Caps**

# To ensure the highest quality of individualized instruction and because of our small classroom capacities, Rhetoric sections cap at a maximum of 20 students. We do not make exceptions to this policy and cannot add students beyond this 20-student limit.

**Section Polices**

Here is where instructors should clarify policies and/or expectations for their classrooms and students.

**Absence Policy**

Instructors: Describe all attendance, absence, and late work policies in detail. Be as clear as possible about the absence policy for the course. Instructors are also advised to qualify what constitutes absence depending on course delivery, whether it refers to in-person attendance, Zoom attendance, participation in asynchronous online discussions, or something else.

This will be helpful in clarifying what Departmental absence policy (i.e., “**Any student who is absent for more than a total of three weeks of course meetings may fail the whole course)** means for your specific sections. **You can find CLAS guidance on absences here: https://clas.uiowa.edu/faculty/student-attendance-and-absences**

For example: 4 unexcused absences is a letter grade drop, eg, B to C.

You are expected to come to class. The rhetoric classroom is an environment based around the process of formulating and sharing ideas and the progressive development of writing and speaking best practices and the skills of analytical and critical thinking and argumentation. Because of the highly participatory and individual nature of this class, you may, in absence, miss important peer contributions, group work, or other activities that cannot be reproduced outside of the scheduled class time and which may, therefore, adversely affect the quality of your work and its assessment. Similarly, you may also miss important verbal announcements concerning the completion of assignments, changes to the syllabus, or other plans crucial to coursework for which you will remain responsible.

**Other Expectations of Student Performance**

In addition to absences, instructors should consider specifying other classroom policies (late work; phone/device/tech use; missed presentation dates and ramifications; if grading on participation, what constitutes or how you quantify participation; content concerns; Chat GPT expectations, classroom respect and community, collaborative work procedures,

etc).

Some instructors include expectations for civil behavior and consequences for any disturbances of the class, including for those involving technology, which can distract those students sitting by the user. Students have the right to a distraction-free learning environment. Please also stress that students are expected to help each other learn and to contribute overall to the learning environment of the course. Arriving prepared for class is part of this expectation.

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.

**Academic Honesty and Misconduct**

All students in CLAS courses are expected to abide by the college’s standards of academic honesty. Undergraduate academic misconduct must be reported by instructors to CLAS according to these procedures (https://clas.uiowa.edu/faculty/undergraduate-teaching-policies-resources/academic-misconduct).

Instructors: please provide guidance on particular academic honesty policies in your course, such as the role of collaboration with other classmates on homework assignments and exams, using internet study services and exam review tools, use and misuse of AI tools, etc.

**ChatGPT Policy/ Statement on AI**

Instructors may draft their own policy based on the intentions and practices of their own sections:

Generative AI (such as Chat GPT) is an emerging technology that can be used to create new content, including written text. While there are a variety of settings in which this technology will likely become a go-to tool, the Rhetoric classroom is not one of them. While it might ethically be used to generate ideas, or used by instructors for activities like comparing or revising an AI-generated response to a prompt, when it comes to your own written work, we want to see YOU as a writer and work with you as a distinct individual. Remember, the Rhetoric classroom is a foundational course where you will be learning to write, speak, and generally craft and communicate your ideas more effectively, with a focus on process and improvement. We don’t want to know what a robot thinks about something or has to say, or how an algorithm thinks an argument might be made; we want to know what YOU think and see how you are forming and expressing your own ideas. Outsourcing this work to AI is a betrayal of this process and of your own critical thinking. Yes, writing is hard work, and writing and revising are quite time-consuming activities. But: Rhetoric is the place where this work is centered, and where we look to ensure that you are comfortable and confident in doing this vital work on your own, for your own maximum benefit. AI-short cuts, though they may benefit you later as you gain editorial experience in manipulating what you want to produce as a writer, are to be avoided in this context, as they are hurtful more than helpful in providing the process-based writing experience you are expected to embrace in Rhetoric as a developing writer. Rhetoric, in other words, requires your human participation, no matter how messy or uncertain. Any student found to be submitting AI generated work as or in place of their own is guilty of academic misconduct, and such student may face the same penalties an instructor holds for ‘traditional’ plagiarism (failure of assignment, failure of course with repeated offense).

**SDS Accommodations**

This sample language can also be tailored accordingly to instructor policy and preference:

Rhetoric faculty are committed to providing an accessible and equitable classroom experience. Students requesting academic accommodations for a disability should do so through the Student Disability Services (SDS) office and must discuss specific accommodations with the instructor. Students seeking accommodation should also be aware that a reasonable accommodation preserves the integrity of the course and does not change or lower the essential elements of the course or compromise its learning objectives. In developing a Disability-Related Absence and Deadline Modification (DRADM) Agreement, accommodations cannot result in a fundamental alteration of the course. Not every course can be adjusted in the same way; in Rhetoric, a highly participatory and individuated course in a small, interactive, studio setting, this may mean that additional absences run counter to the goals of the course and a student’s ability to succeed in it. Similarly, in a course which fundamentally requires a speaking or oral performance component, a request to give no speeches will run counter to course objectives, whereas requesting additional time to complete a writing assignment may be quite reasonable. Rhetoric is very much a course dedicated to individual improvement and growth---as writers, speakers, critical readers and thinkers, and humans--and all students should communicate any difficulty completing the work of the course with their instructors in striving for individually-defined success.

**Student Complaints**

Students with a complaint about a grade or a related matter should first discuss the situation with the instructor and/or the course supervisor (if applicable), and finally with the DEO (Chair) of the department, school or program offering the course. Sometimes students will be referred to the department or program’s Director of Undergraduate Studies (DUS).

**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.

Instructors: Examples for different types of assignments are below; replace with your own content, including as much detail as possible about the number and type of assignments and late work policies, or remove if not appropriate. Outline the percentage that each assignment, project, quiz, exam, etc., is worth.

Example language for quizzes: To ensure that students are understanding the course readings and material, regular quizzes will be given, covering assigned readings and administered on ICON Quizzes. The reading quizzes will be worth 10 points each. Starting in week two, the quizzes will be offered at roughly two to three-week intervals. They will evaluate your understanding of key information presented in the course readings for the time covered by the quiz.

Example language for class participation: [Note: including a basic rubric for class participation grading is helpful to students. Additionally, consider ways to make participation accessible for all students in the classroom. Depending on the course, in addition to speaking in full-class discussion, participation might include active listening, note-taking, in-class writing activities, group or partner work, clicker questions, exit tickets, ICON discussions, and/or emailing thoughts or questions about course material. Please include which activities will be considered toward students’ participation grades.] Regular and prompt attendance is mandatory for this course. Because a substantial percentage of your grade will be based on class attendance and participation (15%), it is in your interest to attend every class and to arrive with significant contributions to make to discussions. Participation in this class includes making lists of issues for class discussion, giving prepared, oral responses to questions on textual and visual materials, and making productive contributions to small-group discussions.

Example language for papers: Each student will prepare two short essays (about 3 pages each). Students will discuss and work on these essays during discussion section, and several of the assignments will involve preparation of some aspect of these essays, such as a draft thesis statement, introduction, and conclusion. You will receive feedback from the instructor or students on these components so you can revise and improve your final submission. Each assignment is posted on ICON. Essays are to be submitted electronically via ICON by the due dates posted in the “Course Calendar” below. Each assignment will be worth 50 points toward the final grade. Work submitted late will be subject to a 5% penalty for each day/portion of day after the deadline the assignment is submitted.

Example language for case studies: At the end of each unit, we will have a case study assignment. Students will read an assigned set of articles related to the unit. After reading the articles, students will complete a series of assignments, including solving questions from the articles, posting on course discussion boards to comment on key aspects of the articles, and submitting written reflections that respond to prompts about the articles. Detailed instructions and rubrics will be provided for each case study as we complete each unit.

Example language for exams: Students in this course will take two exams of equal weight. Each exam will cover material from approximately half of the course, including information presented in lecture, discussion section, and the assigned readings. The exams will test students’ knowledge of basic concepts, terms, and general trends discussed in the course. The exams will consist of a mix of short answer, multiple choice, and true/false questions. Study guides will be posted on ICON at least a week before each exam, but students should begin studying earlier, and the guide should only be one of the study tools used. Suggested study techniques for the exam are for the student to complete and take notes on all the assigned readings for the exam as they are assigned, and then to use course notes, readings, and PowerPoint slides to be sure that they are familiar with all the terms and concepts outlined on the study guide. Study strategies that include an element of self-testing are particularly helpful.

**End of Semester Deadlines**

All work for the course must be turned in by the last week of classes to give instructors time to grade it and to honor instructors’ legal work contracts. As per CLAS guidelines, no late work will be accepted after final grades are turned in. Grades of Incomplete are not awarded except in extremely rare and unavoidable situations and must meet strict criteria and be pre-approved by the Department Chair.

**Grading**

You must let students know whether the course uses the plus or minus grading system, including whether A+ is given and the criteria for earning it. 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.

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.

Grading scale:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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 pre-approval by the DEO. Before seeking preapproval, the student and the instructor should agree on a deadline for the work missed and include any other expectations in writing using [Incomplete Agreement Form](https://clas.uiowa.edu/sites/default/files/CLAS%20UNDERGRADUATE%20INCOMPLETE%20COMPLETION%20AGREEMENT%281%29.pdf). More information on incompletes can be found here: <https://clas.uiowa.edu/faculty/grades-undergraduate-policies-and-guidelines#Incompletes> |

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 is required, including feedback on at least one major assignment.**

**References and Letters of Support**

Rhetoric courses are small and allow instructors to become familiar with students’ communication and critical thinking skills. As a result, Rhetoric instructors are often asked to provide many letters of support or serve as references for students when they apply for scholarships or jobs. Please be sure to request permission well ahead of time to allow enough time for your instructor to provide a quality recommendation for you.

Because our instructors have heavy teaching, service, and professional development loads, the Rhetoric Department asks students to use the other services available to them from the University for help on things like assignments in other courses, personal statements for professional school, cover letters, course advising, and so forth. Our instructors do not have the time to provide these additional services outside of their work demands, and the other services on campus who are trained to do this work depend on student usage to thrive.

**Additional Instruction and 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. The Writing Center is also happy to provide feedback on speeches and assist in the process of creating and delivering any of your oral communication tasks.  | 110 English Philosophy Building(319) 335-0188Writing-Center@uiowa.edu<http://writingcenter.uiowa.edu> |

|  |  |
| --- | --- |
| In cooperation with the Department, **University of Iowa Libraries** offers support to help students become better researchers, including one-on-one meetings with librarians. One 30-minute meeting can help students: locate reliable resources; develop and revise research topics; learn how to search library databases, and more. To schedule an appointment or learn about drop-in services: www.lib.uiowa.edu/research/consultations | <http://www.lib.uiowa.edu/research/consultations/> |
| The University also offers a variety of **Counseling Services** to help you manage your mental and emotional health as a student. These services are also free and also available virtually.  | https://counseling.uiowa.edu/ |

**Mental Health Resources and Student Support**

CLAS encourages instructors to draw students’ attention to the expanded language on mental health resources in this template at the beginning of the course and frequently throughout the semester.

Students are encouraged to be mindful of their mental health and seek help as a preventive measure or if feeling overwhelmed and/or struggling to meet course expectations. Students are encouraged to talk to their instructor for assistance with course-related concerns. For additional mental health support, please see the guidance and resources at mentalhealth.uiowa.edu, including the 24-7 UI Support and Crisis Line.

Additionally, the Office of the Dean of Students can help students navigate personal crisis situations. They can provide one-on-one support, help with identifying options, and access to basic needs resources (such as food, rent, childcare, etc.). Student Care and Assistance: 132 IMU, dos-assistance@uiowa.edu, or 319-335-1162 and more info: dos.uiowa.edu/assistance

**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: Detailed reading assignments, other assignments, and exams should be noted on a calendar of assignments. **Instructors may present the course plan calendar as either a grid or list.** It is important to inform students in advance about required readings, class work, and due dates for major assignments, drafts, required workshops, and rehearsals. Calendar headings highlighting topics or ideas studied each week can be very helpful to students. It is also helpful for students to have an evaluated assignment before the third week of the class in order to provide explicit course expectations. Also, students are more likely to participate and attend a class when graded assignments occur throughout the semester on a regular basis.

For an example of the kinds of things you may wish to map onto your course template/schedule, a sample assignment progression may look like:

**Assignment 1 (Paper)**

Lesson 1 Introduce the Assignment

Lesson 2 Assignment 1 Q & A & Review

Lesson 3 Topic Selection **Due**

Lesson 4 Misc.

Lesson 5 Rough Draft Due for Workshop

Lesson 6 Work/Feedback Session 1

Lesson 7 Work/Feedback Session 2

Lesson 8 Assignment 1 **Final Draft Due** | Reflection **Due** by Friday

**Assignment 2 (Presentation)**

Lesson 8 Assignment 2 soft intro and related activities

Lesson 9 Assignment 2 Q & A & Review

Lesson 10 Topic Selection Activity/Guidance

Lesson 11 Topic Selection and Research Plan **Due**

Lesson 12 Draft Workshop| Work Session

Lesson 13 Presentation Workshop | Work Session

Lesson 14 Assignment 2 **Due**

Lesson 15 Presentations Continued/Reflection **Due** by Friday

**Assignment 3 (Paper)**

Lesson 16 Introduction to the Assignment | Q & A

Lesson 17 Assignment 3 Recap

Lesson 18 Topic Selection **Due**

Lesson 19 Misc.

Lesson 20 Draft **Due for Workshop**

Lesson 21 Assignment 3 Work Session

Lesson 22 **Final Draft** **Due |** Reflection **Due** by Fri

**Assignment 4 (Presentation)**

Lesson 22 Assignment 4 Intro

Lesson 23 Assignment 4 Recap, Review, Q & A

Lesson 24 Assignment 4 Rough Outline **Due** for Generative Workshop

Lesson 25 Misc. (eg, intros and conclusions)

Lesson 26 Assignment 4 Rough Presentation **Due** for Workshop

Lesson 27 Assignment 4 Revision Work Session

Lesson 28 Assignment 4 Presentations **Due**

Lesson 29 Prezs Cont. | Concluding Remarks | Reflections **Due** by Friday

**Spring 2025 Course Schedule**

|  |  |
| --- | --- |
| Week 1: Tuesday, January 21, 2025 Opening of Classes (No classes Monday, Jan 20, MLK Day) |  |
|  |  |
| Week 2: Monday, Jan 27 |  |
|  |  |
| Week 3: Monday, Feb 3 |  |
|  |  |
| Week 4: Monday, Feb 10 |  |
|  |  |
| Week 5: Monday, Feb 17 |  |
|  |  |
| Week 6: Monday, Feb 24 |  |
|  |  |
| Week 7: Monday, March 3 |  |
|  |  |
| Week 8: Monday, March 10 |  |
|  |  |
| Week 9: SPRING BREAK MARCH 16-23 |  |
|  |  |
| Week 10: Monday, March 24 |  |
|  |  |
| Week 11: Monday, March 31 |  |
|  |  |
| Week 12: Monday, April 7 |
|  |  |
| Week 13: Monday, April 14 |  |
|  |  |
| Week 14: Monday, April 21 |  |
|  |  |
| Week 15: Monday, April 28 |  |
|  |  |
| Week 16: Monday, May 5 |  |
| Close of Classes May 9, Deadline for All Work in Rhetoric |  |
| Week 17: Monday, May 12: Finals Exam Week |
| There is no exam in Rhetoric. Classes do not meet. |
|  |

\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\*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.

|  |
| --- |
| **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 | Dr. Cinda Coggins Mosher |
| Department Main Office | 170 EPB319-335-0178; rhetoric@uiowa.edu |

Rhetoric Course Goals and Learning Objectives

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.

With the successful completion of the course, students should be able to:

* Demonstrate rhetorical awareness through activities that ask them to articulate and assess the controlling ideas and persuasive strategies in a variety of texts
* Practice composition as a process that includes idea development and recursive revision over time
* Create informed arguments with identifiable controlling ideas and purposes
* Account for the interests and concerns of intended audiences in compositions and performances
* Develop research skills necessary to efficiently and responsibly find, filter, assess, and organize information from multiple sources representing diverse perspectives
* Create compositions and deliver performances in multiple genres, including applying appropriate technologies, in order to address intended audiences
* Understand themselves as readers, writers, speakers, and listeners with the rhetorical skills necessary to select and make use of persuasive strategies, evidence, and media in their roles as scholars and citizens

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.

Many factors go into earning a high grade in Rhetoric, and there is no pre-determined grade distribution that places students in competition with each other. In fact, your grade will be partially determined by: how well you collaborate with others through peer workshops, in-class group activities, your role in fostering quality and inclusive class discussion, and so forth. Each graded assignment will include clear instructions and information on how it will be assessed.

As a rule, students who excel in Rhetoric:

* attend class every scheduled class period--except in rare and unavoidable circumstances
* come to each class prepared to actively engage in scheduled activities (peer workshops, class discussions and activities, etc.)
* meet every deadline for all assignments
* carefully follow formal and informal assignment and rubric guidelines
* apply instructor feedback to future assignments
* use available departmental and university resources when necessary

Attendance, Participation, and Academic Expectations

This course is performance-based, emphasizing learning through daily activities and homework. You are expected to actively participate in discussions, exercises, and other class work. Each assignment prepares you for the next; thus skipping 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 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, and carefully and energetically preparing in advance for each class.

**Any student who is absent for more than a total of three weeks of course meetings may fail the whole course.**

Adds/Drops & Transfers

All section changes are handled on-line, unless your advisor requires a signed add/drop slip. Students cannot add Rhetoric GE courses or change Rhetoric GE sections after 4:30p.m. on the first Friday of the semester. For more information, see the CLAS website at <https://clas.uiowa.edu/students/students-academic-policies/registration-policies>. Transfer students are placed in this course based on transcripts. Contact the Rhetoric Office with any questions.

University of Iowa Policies and Procedures

Attendance and Classroom Expectations

Students are responsible for attending class and for knowing an instructor’s attendance policies, which vary by course and content area. All students are expected to attend class and to contribute to its learning environment in part by complying with University policies and directives regarding appropriate classroom behavior or other matters.

Absences

Students are responsible for communicating with instructors as soon they know that an absence might occur or as soon as possible in the case of an illness or an unavoidable circumstance. Students can use the CLAS absence form to help communicate with instructors who will decide if the absence is excused or unexcused, and students should be advised to consult and abide by an instructor’s absence policy.

Absences: Illness, Unavoidable Circumstances, and University Sponsored Activities

Students who are ill, in an unavoidable circumstance affecting academic work, or who miss class because of a University sponsored activity are allowed by UI policy to make up a missed exam. Documentation is required by the instructor except in the case of a brief illness. Students are responsible for communicating with instructors as soon as the absence is known (<https://opsmanual.uiowa.edu/students/absences-class#8.1>).

Absences: Holy Days

Reasonable accommodations are allowed for students whose religious holy days coincide with their classroom assignments, tests, and attendance if the student notifies the instructor in writing of any such religious Holy Day conflicts within the first days of the semester and no later than the third week. (See the UI Operations Manual, <https://opsmanual.uiowa.edu/students/absences-class#8.2>).

Absences: Military Service Obligations

Students absent from class due to U.S. veteran or U.S. military service obligations (including military service-related medical appointments, military orders, and National Guard Service obligations) must be excused without penalty. Instructors must make reasonable accommodations to allow students to make-up exams or other work. Students must communicate with their instructors about the expected possibility of missing class as soon as possible. (For more information, see <https://opsmanual.uiowa.edu/iv-8-absences-class%C2%A0-0>).

**Drop Deadline for this Course**

You may drop an individual course before the deadline; after this deadline you will need collegiate approval. You can look up the [drop deadline for this course](https://registrar.uiowa.edu/course-deadlines) here. When you drop a course, a “W” will appear on your transcript. The mark of “W” is a neutral mark that does not affect your GPA. Directions for adding or dropping a course and other registration changes can be found on the [Registrar’s website](https://registrar.uiowa.edu/change-registration-myui). Undergraduate students can find policies on dropping and withdrawing[here](https://clas.uiowa.edu/students/students-academic-policies/registration-policies#dropping)**.**Graduate students should adhere to the academic deadlines and policies set by the Graduate College.

Academic Honesty and Misconduct

All students in CLAS courses are expected to abide by the CLAS Code of Academic Honesty. Undergraduate academic misconduct must be reported by instructors to CLAS according to these procedures. Graduate academic misconduct must be reported to the Graduate College according to Section F of the Graduate College Manual.

Complaints about Academic Matters

**Student Complaints**

Students with a complaint about a grade or a related matter should first discuss the situation with the instructor and/or the course supervisor (if applicable), and finally with the Director or Chair of the school, department, or program offering the course.

Undergraduate students should contact CLAS Undergraduate Programs for support when the matter is not resolved at the previous level. Graduate students should contact the CLAS Associate Dean for Graduate Education and Outreach and Engagement when additional support is needed.

Communication: UI Email

Students are responsible for all official correspondences sent to their UI email address (uiowa.edu) and must use this address for any communication with instructors or staff in the UI community (Operations Manual, III.15.2). Emails should be respectful and brief, with complex matters addressed during the instructor’s drop-in hours, for example. Faculty are not expected to answer email after business hours or during the weekends.

Mental Health Resources and Student Support

Students are encouraged to be mindful of their mental health and seek help as a preventive measure or if feeling overwhelmed and/or struggling to meet course expectations. Students are encouraged to talk to their instructor for assistance with specific class-related concerns. For additional support and counseling, students are encouraged to contact University Counseling Service (UCS). Information about UCS, including resources and how to schedule an appointment, can be found at counseling.uiowa.edu. Find out more about UI mental health services at mentalhealth.uiowa.edu.

Student Care and Assistance provides assistance to University of Iowa students who are experiencing a variety of crisis and emergency situations, including but not limited to medical issues, family emergencies, unexpected challenges, and sourcing basic needs such as food and shelter. More information on the resources related to basic needs can be found at basicneeds.uiowa.edu/resources/. Students are encouraged to contact Student Care & Assistance in the Office of the Dean of Students (Room 135 IMU, dos-assistance@uiowa.edu, or 319-335-1162) for support and assistance with resources.

**University Policies**

[**Accommodations for Students with Disabilities**](https://provost.uiowa.edu/teaching-resources/course-syllabi-information#accommodations-for-students-with-disabilities)

The University is committed to providing an educational experience that is accessible to all. If a student has a diagnosed disability or other disabling condition that may impact the student’s ability to complete the course requirements as stated in the syllabus, the student may seek accommodations through [Student Disability Services](https://sds.studentlife.uiowa.edu/students/) (SDS). SDS is responsible for making Letters of Accommodation (LOA) available. **The student must provide an LOA to the instructor as early in the semester as possible, but requests not made at least two weeks prior to the scheduled activity for which an accommodation is sought may not be accommodated.** The LOA will specify what reasonable course accommodations the student is eligible for and those the instructor should provide. Additional information can be found on the [SDS website](https://sds.studentlife.uiowa.edu/students/apply).

[**Free Speech and Expression**](https://provost.uiowa.edu/teaching-resources/course-syllabi-information#free-speech-and-expression)

[**Absences for** [**Religious Holy Days**](https://opsmanual.uiowa.edu/students/absences-class#8.2)](https://opsmanual.uiowa.edu/students/absences-class#8.2)

[**Classroom Expectations**](https://provost.uiowa.edu/teaching-resources/course-syllabi-information#classroom-expectations)

[**Non-discrimination**](https://provost.uiowa.edu/teaching-resources/course-syllabi-information#non-discrimination-statement)

The University of Iowa is committed to making the classroom a respectful and inclusive space for people of all gender, sexual, racial, religious, and other identities. Toward this goal, students are invited in MyUI to optionally share the names and pronouns they would like their instructors and advisors to use to address them. The University of Iowa prohibits discrimination and harassment against individuals based on race, class, gender, sexual orientation, national origin, and other identity categories indicated by the University’s Human Rights policy. Contact the Office of Equal Opportunity and Diversity at https://diversity.uiowa.edu/division/office-equal-opportunity-and-diversity-eod.

[**Sexual Harassment/Misconduct and Supportive Measures**](https://provost.uiowa.edu/teaching-resources/course-syllabi-information#sexual-harassment--sexual-misconduct-and-supportive-measures)

Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff; all members of the UI community are expected to conduct themselves in a manner that maintains an environment free from sexual harassment and sexual misconduct. Those experiencing sexual harassment are strongly encouraged to report the incidents and to seek help (https://osmrc.uiowa.edu/).

[**Sharing of Class Recordings**](https://provost.uiowa.edu/teaching-resources/course-syllabi-information#sharing-of-class-recordings-if-appropriate) (if appropriate)

Course lectures and discussions are sometimes recorded or live-streamed. These are only available to students registered for the course and the intellectual property of the faculty member. These materials may not be shared or reproduced without the explicit written consent of the instructors. Students may not share these recordings with those who are not enrolled in the course; likewise, students may not upload recordings to any other online environment. Doing so is a breach of the Code of Student Conduct and could be a violation of the Federal Education Rights and Privacy Act (FERPA); also see https://dos.uiowa.edu/policies/code-of-student-life/.

\_\_\_\_\_\_\_\_\_\_\_

\*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.