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| **Honors Rhetoric**Syllabus (Part 1 of 2\*) |
| RHET: 1030:0009 | 2:30-4:20 PM MW 224 NH | Spring 2020 |
| **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 | Dr. Stephanie Tsank |
| Office/Walk-in Hours | 556 EPB; Wednesdays 9:30-12:30 and by appt.  |
| Email | stephanie-tsank@uiowa.edu |
| 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: |
| *Thank You for Arguing: What Aristotle, Lincoln, and Homer Simpson Can Teach Us About the Art of Persuasion* (3rd Edition) | Jay Heinrichs | 978-0804189934 |

\*Course text available at Prairie Lights Bookstore, 15 S. Dubuque St. Additional readings will be provided on ICON.

**SECTION AIMS AND POLICIES**

Practically speaking, the primary goal of this course is to teach you how to identify and, in turn, create persuasive arguments. In the process, you will acquire and sharpen your reading, writing, and speaking skills, and will ideally be able to observe tangible growth in these areas. At the same time, the underlying—and perhaps less quantifiable—aims of this course center around cultivating self-knowledge and revision, building community, and fostering collective inquiry.

Our course trajectory, in-class activities, and major assignments are meant to help us achieve the aforementioned goals. For the first eight weeks, we will focus on learning core rhetorical concepts using Heinrichs as a guide, and will identify the rhetorical strategies employed in a variety of media, including but not limited to print advertisements, commercials, TED talks, speeches, and nonfiction essays. We will begin our class with an accessible, low-pressure presentation called Show What You Know, and a short analytical essay. During these first eight weeks, we will also dive into our Leading Discussion Assignment, which constitutes one of the four major assignments for the course. This assignment will ask you to lead class discussion in small groups based on selected readings and conduct relevant research so that you can begin to synthesize complex arguments and test them out with peers.

When we return from Spring Break, we will turn our focus to more abstract and outward-facing rhetorical endeavors. At the same time, you will begin the project of advocacy, using the rhetorical skills you have learned to craft persuasive arguments of your own. As such, your second major writing assignment will ask you to analyze the rhetoric of a public space and make an argument for whether the space should change in specific ways or remain unchanged. Finally, the semester will culminate in a collaborative multimedia project which will enable you to combine your speaking and writing skills through civic participation in the greater Iowa City and University of Iowa community. This experience will sharpen your rhetorical skills by asking you to persuasively advocate, in multimedia fashion, for a local narrative that you believe deserves more attention.

Note on technology in the classroom: Technology is a ubiquitous and vital part of our society—and classroom—that I intend for us to utilize as a learning tool. To that end, I will occasionally ask you to use your devices—such as laptops, tablets, or phones—to assist with activities (keep in mind you may rent laptops and other devices from the library). However, I permit technology in the classroom only because I trust your ability to thoughtfully participate in our classroom community without distracting others around you by texting, Facebooking, shopping online, or watching videos. The onus is on you, as a member of our classroom community, to act respectfully and considerately in order to help us maintain a focused and stimulating classroom environment. **During lectures, class discussions, peer presentations, and anything else that requires your attention I expect all cell phones, tablets, and laptops to be put away *unless* you are taking notes.** If I notice an excess of technology use in the classroom that is not productive, I reserve the right to modify this already lax policy, as it is my job to ensure that everyone in our classroom has the opportunity to learn unobstructed. It is very easy for me to discern if you are disengaged, and these behaviors *will* negatively impact your participation grade.

Note on collaboration: This course will require a substantial amount of group work, both for credit and as a resource for day-to-day learning. I expect all students to work together thoughtfully and with mutual respect. I expect all students to contribute honestly and equally during group projects and breakout sessions in class. Each instance of graded group work will include an individual reflection component that will allow you to recount your experiences. If there are problems with group work, however, please see me as soon as possible so that we may find a path forward. Keeping me in the loop will also ensure that grades are not negatively impacted by group tensions or disagreements. Please also pay special attention to the University of Iowa’s policies regarding group work, which are included in the “Clarifying Student Collaboration” section of the second part of the syllabus.

Note on classroom environment: I expect each of you to actively participate in cultivating a positive, respectful, supportive, and collaborative classroom environment. I will do my best to foster a space in which you feel both comfortable and challenged. Meanwhile, it is your job to act professionally and courteously in relation to myself and your peers. Therefore:

* Do not talk over other students or the instructor.
* Do not pack up your belongings until class time is officially over.
* Do not engage in distracting activities on technological devices or otherwise.
* Do listen carefully to other students’ contributions with an open mind.
* Do visit office/walk-in hours and stay and chat with me before or after class.
* Do come to class prepared to fully engage in our community.

How you comport yourself in our classroom will have a huge impact on the success of this course for everyone involved. Your active presence and thoughtful engagement are highly valued.

**MAJOR ASSIGNMENTS AND DEADLINES**

**Essay 1 – Ad Analysis (Individual)—Due Date: Friday, Feb. 21—10%**

This initial writing assignment will ask you to identify and analyze the persuasive strategies employed by an advertisement of your choosing.

**Speech 1 – Leading Discussion Assignment (Group)—Due Date: Ongoing—15%**

For this assignment, you will lead a 50-minute portion of class based on a selected nonfiction reading. You will choose from essays on topics such as food ethics, contemporary issues surrounding race, gender, ability, the addiction narrative, popular culture, and social media. Your job will be to lead discussion on the reading itself *and* conduct additional research that will broaden our understanding of the topic’s multitude of perspectives.

**Essay 2 – Public Space Report (Group or Individual)—Due Date: Friday., April 10—20%**

For your second essay, you will assess the rhetoric of a local public space, and ultimately advocate for a position or future course of action. Ideally, the public space that you choose will be associated with an area of interest for you. This assignment combines your skills in analysis with your burgeoning prowess in persuasion.

**Speech 2 – Iowa Narratives Project (Group)—Due Date: May 4-6—20%**

For your last assignment, you will participate in the Iowa Narratives Project, collaborating on a podcast that will showcase a local under-recognized narrative.

These four major assignments are meant to introduce you to different types of rhetorical practices, and are specifically designed to allow you to explore the varying ways that rhetoric operates around us. In this course we will also progress from analysis (examining others’ arguments and rhetorical strategies) to advocacy (crafting our own). Each assignment will contain a draft component, and often, a reflection component. **Late work will not be accepted unless you have made prior arrangements with the instructor.** Please also keep in mind that while I will go over, in detail, requirements for each major assignment, it is your responsibility to ensure you understand the assignment requirements. If you have *any* questions, ask.

This course participates in the **Writing Fellows** program, which means you will be assigned a writing fellow who will provide specific draft feedback for both major writing assignments. Our writing fellows are:

Paige Stevens (paige-stevens@uiowa.edu)
Evan Mantler (evan-mantler@uiowa.edu)

Writing Fellows is a peer tutoring program to increase the awareness and importance of writing, revising, and collaborative learning in courses across the disciplines. The Writing Fellows Program started at Brown University in the early eighties and has since spread to large and small colleges all over the U.S. As Honors students competitively selected for their writing abilities and social skills and trained in a special course to tutor, University of Iowa Writing Fellows comment on 7-12 writers' polished drafts and then meet with these writers to discuss approaches to revision.

**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 six blog posts, focused in-class activities, and active participation in group work and class discussions and other aspects of the course (such as the Writing Fellows program). I will announce blog post prompts during the week they are due, and you will receive in-class reminders to submit them. **Late blog posts will not be accepted.** 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.

**4 Major Assignments** (2 Essays, 2 Speeches)—65% of final grade

**Blog Posts** (6 total, evenly weighted)—15% of final grade

**Show What You Know**—5% of final grade

**Participation**—15% of final grade

**24/7 Policy:** Please note that I operate on a 24/7 rule regarding conversations about grading. This means that you should wait 24 hours after receiving a grade/feedback on an assignment to talk to me about your grade. This gives you time to schedule a meeting with me, read and interact with my feedback, and prepare specific and thoughtful questions. It also gives me time to reread your work and similarly prepare to have a productive conversation with you. You should also discuss grade concerns with me within 7 days of receiving feedback. This keeps the assignment fresh in both of our minds, and keeps conversations focused on fairness and quality. Conversations about grades will only occur in person. I will not discuss grades over email, as these interactions are rarely productive.

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 pre-approval by the DEO |

Statement on arithmetic rounding of grades: 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: Grades will be regularly updated on Canvas as assignments are submitted and evaluated. You will also receive a grade at midterm meant to indicate your progress in the course thus far, as well as feedback on at least one major assignment. You may schedule a meeting with me at any point during the semester to discuss your grade in the course, and I encourage you to take advantage of this opportunity earlier, rather than later, in the semester. Oftentimes when students approach me to discuss grades, it is too late in the semester to make substantial changes to classroom performance and/or performance on assignments. Thus, if you have questions or concerns about your grade, I urge you to initiate a discussion as soon as possible.

**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/> |

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| 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/> |

**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.

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| ***Week 1: Monday, Jan 20 is Martin Luther King Day—no classes. Classes begin Tuesday, Jan 21.***  |  |
| Wed., Jan. 22: Syllabus Review, Handout “What is Rhetoric?”  |  |
| ***Week 2 – Practicing Rhetorical Analysis***  |  |
| Mon., Jan. 27: Introduce Essay 1, blog tutorial, SWYK, read TYFA Ch. 1-2Wed., Jan. 29: Read TYFA Ch. 3-4; “Shitty First Drafts” by Anne Lamott  | Blog Post 1 due Fri. 5 p.m.  |
| ***Week 3***  |  |
| Mon., Feb. 3: Read TYFA Ch. 5-6, ad analysis continued Wed., Feb. 5: Show What You Know presentations  | Essay 1 drafts due |
| ***Week 4***  |  |
| Mon., Feb. 10: LDA reading, see schedule (ICON); introduce LDA and group sign-up Wed., Feb. 12: Read TYFA Ch. 7-8; ethos/decorum  | Writing Fellows – Conferences |
| ***Week 5 – Essay 1 due***  |  |
| Mon., Feb. 17: LDA reading, see schedule (ICON) Wed., Feb. 19: Read TYFA Ch. 9-12; mapping activity  | ***Essay 1 due Friday by 5 p.m.*** |
| ***Week 6 – Begin Leading Discussion Assignment***  |  |
| Mon., Feb. 24: ***LDA 1***, complete scheduled reading (ICON) Wed., Feb. 26: Read TFA Ch. 14; logical fallacies practice  | BP 2 due Fri. 5 p.m.  |
| ***Week 7***  |  |
| Mon., Mar. 2: ***LDA 2***, complete scheduled reading (ICON)Wed., Mar. 4: TED talks  |  |
| ***Week 8***  |  |
| Mon., Mar. 9: ***LDA 3***, complete scheduled reading (ICON)Wed., Mar. 11: Citation practices; midterm reflection  | BP 3 due Fri. 5 p.m.  |
| ***Week 9 - Spring Break*** |  |
| NO CLASSES  |  |
| ***Week 10***  |  |
| Mon., Mar. 23: Introduce Space Report; ***LDA 4***, complete scheduled reading (ICON)Wed., Mar. 25: Rhetoric of Herky  | BP 4 due Fri. 5 p.m.  |
| ***Week 11***  |  |
| Mon., Mar. 30: ***LDA 5***, complete scheduled reading (ICON)Wed., April 1: Space analysis | Space Report drafts due  |
| ***Week 12 – Space Report due***  |
| Mon., April 6: Film screening/visual rhetoric Wed., April 8: Film screening/discussion  | Writing Fellows – Conferences***Space Report due by Friday by 5 p.m.*** |
| ***Week 13 – End Leading Discussion Assignment***  |  |
| Mon., April 13: ***LDA 6,*** complete scheduled reading (ICON); Introduce Iowa Narratives Project Wed., April 16: Podcast tutorial; rhetoric of interviews  |  |
| ***Week 14***  |  |
| Mon., April 20: Informal project workshops Wed., April 22: TBA  | BP 5 due Fri. 5 p.m.  |
| ***Week 15***  |  |
| Mon., April 27:TBA Wed., April 29: Iowa Narratives Workshop  |  |
| ***Week 16 - Close of classes May 8. Exams week is May 11-15. There is no final exam for this course.***  |
| Mon., May 4: ***Podcast presentations***Wed., May 6: ***Podcast presentations*** BP 6 due Friday by 5 p.m.  |

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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.

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.

*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 missing a class or 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.

An undergraduate absence form is now available for students to use at <http://clas.uiowa.edu/deos/mailing/august-14-2019/undergraduate-student-absence-form-new-fall-2019>; it appears on ICON under *Student Tools*. The purpose of the form is to remind students that they are expected to attend class and to contribute to the learning environment. The form asks students to acknowledge that it is their responsibility to learn any missed materials.

Students are asked to give the form to instructors in person in order to discuss the absence if needed, particularly since talking with an instructor seems challenging for some of today’s students. The form has a space for an instructor to enter whether or not the absence is excused. We hope this impresses on students the importance of knowing the course attendance policy as stated in the syllabus.

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 9 or 12 s.h. depending on the frequency of the class 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. No adds are permitted after the deadline for adding a course (usually the Monday of the second week of Fall and Spring Semesters). 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

Absences and Attendance

Students are responsible for attending class and for contributing to the learning environment of a course. Students are also responsible for knowing the absence policies for their courses, which will vary by instructor. All absence policies, however, must uphold the UI policy related to student illness, mandatory religious obligations, unavoidable circumstances, or University authorized activities (https://clas.uiowa.edu/students/handbook/attendance-absences). Students may use this absence form to communicate with instructors: https://clas.uiowa.edu/sites/default/files/ABSENCE%20EXPLANATION%20FORM2019.pdf

**Academic Integrity**

All undergraduates enrolled in courses offered by CLAS have, in essence, agreed to the College's Code of Academic Honesty. Misconduct is reported to the College, resulting in suspension or other sanctions, with sanctions communicated with the student through the UI email address (<https://clas.uiowa.edu/students/handbook/academic-fraud-honor-code>).

Accommodations for Disabilities

UI is committed to an educational experience that is accessible to all students. A student may request academic accommodations for a disability (such as mental health, attention, learning, vision, and physical or health-related condition) by registering with Student Disability Services (SDS). The student is then responsible for discussing specific accommodations with the instructor. More information is at <https://sds.studentlife.uiowa.edu/>.

Administrative Home of the Course

The College of Liberal Arts and Sciences (CLAS) is the administrative home of this course and governs its add/drop deadlines, the second-grade-only option, and related policies. Other colleges may have different policies. CLAS policies may be found here: <https://clas.uiowa.edu/students/handbook>.

Communication and the Required Use of UI Email

Students are responsible for official correspondences sent to the UI email address (uiowa.edu) and must use this address for all communication within UI (Operations Manual, III.15.2).

Complaints

Students with a complaint about a course should first visit with the instructor or course supervisor and then with the Chair of the department or program offering the course; students may next bring the issue to CLAS in 120 Schaeffer Hall. For more information, see <https://clas.uiowa.edu/students/handbook/student-rights-responsibilities>.

Final Examination Policies

The final exam schedule is announced around the fifth week of classes; students are responsible for knowing the date, time, and place of a final exam. Students should not make travel plans until knowing this information. No exams of any kind are allowed the week before finals. Visit <https://registrar.uiowa.edu/final-examination-scheduling-policies>.

Nondiscrimination in the Classroom

UI 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.uiowa.edu).

Sexual Harassment

Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community must uphold the UI mission and contribute to a safe environment that enhances learning. Incidents of sexual harassment must be reported immediately. For assistance, please see https://osmrc.uiowa.edu/.

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