**OnRamps RHE 309K (Dual Enrollment) Syllabus & Policy Statement**

**Reading & Writing the Rhetoric of American Identity**

**Spring 2017**

**INSTRUCTOR INFORMATION**

Connie Steel, Instructor & Course Coordinator, csteel@austin.utexas.edu, 512.232.2232

Office Hours via Canvas Teleconference: By appointment during normal business hours (M-F 8-5). Teleconferences with the UT instructor occur **in the college Canvas course**.

**COURSE DESCRIPTION**This first-year college writing course aims to prepare students to become more effective in analyzing and producing arguments. It does so by articulating and having students practice well-established principles of rhetoric and argumentation. In particular, we examine arguments about American identity and identity formation – both personal and cultural. Learners will analyze and produce arguments concerning gender, race, and ethnicity, and consider how these aspects of our selves relate to an individual’s identity as an American. The goal is to foster learners’ abilities to analyze arguments presented by others, and to write sound and effective arguments of their own – an ability that will enhance their academic, professional, personal, and civic lives. Rhetoric is a lens that can be used to analyze any topic, and in this course, students will be introduced to rhetoric to study the many and varied ways that we position ourselves as individuals within American culture.

 **LEARNING OBJECTIVES**The readings, discussions and writing assignments in this course are designed for learning how to:

Recognizing rhetorical situations *Good writers know their audience.*

Analyzing arguments *Deep dives into logic, organization, and reasoning.*

Identifying underlying values *What big ideas underlie an argument?*

Giving and receiving feedback *Learning through peer instruction.*
Formulating a research question *Keep it simple, keep it real.*

Conducting research *Know where to look.*

Evaluating sources *Which arguments are worth using and why?*

Drafting and revising *Practice makes perfect.*

**REQUIRED ON-LINE TEXTBOOK & COURSE WEBSITE**

Course Website: <https://onramps.instructure.com>

You are required to have internet access to the Canvas LMS for this course. Guides are available in the Student Resources folder. You will have access to two Canvas courses: the OnRamps high school course (all coursework) and the UT Austin college course (College assignment gradebook). You will get many of your assignments, and turn in your UT work, in the Canvas Learning System. In addition to the assignments, there are learning tools and practice quizzes to help you be successful in the course. Your teacher will tell you when assignments are due, and you will be able to see the due dates in Canvas.

**COLLEGE READINESS**You must meet one of three college-readiness requirements to be eligible to receive college credit for RHE309.

1. (Preferred Method) College readiness will be met through a passing grade of 70% or higher in the prerequisite course RHE306.
2. Or, students not meeting the prerequisite may appeal via a Qualifying Writing Portfolio. The Qualifying Writing Portfolio consists of a 4-6 page college level writing sample with a works cited. The writing sample must be of C-level quality or higher. The Qualifying Writing Sample is due in the third week of the semester to the College Instructor.
3. Or, students who have not met one of the above two criteria may appeal based on Texas Success Initiative (TSI) requirements for enrolling in a college course. Successful TSI scores submitted in the Fall, will carry over to the Spring.

**UT COURSE ASSESSMENTS**
Your final college course grade will be determined based on your performance on the following take home essay assessments and one peer review assignment. All of these assessments will be uploaded through Canvas course assignments:

1. Rhetorical Analysis Essay (4-6 pp) – an analysis essay sequence consisting of an essay and peer review. (20%)
2. Rhetorical Analysis Revision (4-6 pp) – a formal revision of the rhetorical analysis essay with goals sheet (25%)
3. Annotated bibliography (4-6 pp) – an annotated bibliography on a research topic of the student’s choice (25%)
4. Final Researched argument (4-6 pp) – this argumentative essay requires students to use evidence from their research project (30%)

**COLLEGE COURSE GRADES**

Final grades will be assigned according to the plus/minus grade cutoffs listed below. (The University of Texas at Austin does not recognize the grade A+, therefore, any assignment grades transmitted to the high school will be numerically based).

A=94-100 A-=90-93

B+=87-89 B=84-86 B-=80-83

C+=77-79 C=74-76 C-=70-73

D+=67-69 D=64-66 D-=60-63

F=0-60

**UWC (UNIVERSITY WRITING CENTER) CONSULTATIONS**

Students may take advantage of UT’s University Writing Center teleconference functions in Canvas for writing consultations on drafts of their writing assignments. (There is no charge for this service). Students can access appointment scheduling via the UWC button on the lefthand navigation panel of their Canvas course. **Students should log into the college Canvas course for the teleconference.**

**EMAIL ACCOUNTS--MANDATORY**

Email is an official means of communication at UT-Austin, and your instructor will use this medium to communicate class information. Keep your email address properly updated in the Canvas and UTEID systems at all times.

*Note:* “I didn’t read my email,” is not an acceptable excuse for missing an assignment deadline.

**CANVAS PASSWORD MAINTENANCE—MANDATORY**

Canvas is the official medium for submitting college assignments. All students are required to maintain their UTEID and password throughout the semester at all times.

*Note:* “I was locked out of Canvas,” is not an acceptable excuse for missing an assignment deadline.

**DEADLINES POLICY: TIMING IS EVERYTHING!Unexcused missed work may result in a grade of 0 points or an F.** Time management is a key to success in this course due to our emphasis on the revision process. All major assignments are take-home essays. Late work is not accepted. If a student foresees a legitimate reason for an alternate deadline, such as the death of a family member or an ongoing medical issue, you may contact the College Instructor in **advance** of a deadline to negotiate an excused alternate deadline. In Canvas, write a professional email including justification for the request, current status of the project, and propose an alternate deadline. Your request may or may not be accepted and the instructor reserves the right to impose a grade reduction for late work that will be determined on a case-by-case basis. **Once essay grades have been released late submissions for that assignment will be refused.**

If you are **suddenly ill or have an urgent emergency** that prevents you from turning in a college assessment during your scheduled time, contact your UT Instructor or Course Coordinator right away to negotiate an alternate deadline. If you are only able to contact the high school teacher due to lack of computer access, request that he or she contact the college instructor on your behalf. In an emergency situation, provide documentation to your high school only. The college and high school instructors will coordinate for verification purposes.

**University of Texas Core Values**

The core values of the University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.”

**SCHOLASTIC HONESTY**

Recall that before beginning the Fall RHE306 prerequisite course, OnRamps students completed an Orientation course in Canvas. Please take a moment to review the section on academic integrity. If you joined OnRamps late or mid-year, please contact Dr. Steel to get access.

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. So, take care to read and understand the *Statement on Scholastic Responsibility*, which can be found online at <http://www.utexas.edu/cola/depts/rhetoric/firstyearwriting/plagiarismcollusion.php>. If you have any doubts about your use of sources, ask your instructor for help ***before*** submitting the assignment.

**STUDENTS WITH DISABILITIES**
Dual enrollment students who receive high school accommodations/modifications can also receive accommodations for Dual Enrollment courses. Accommodations should follow the students Individual Education Plan or 504 that have been provided by the high school. Accommodations are individualized and based on the student’s need and disability.

Possible accommodations that are allowable depending on the student need and disability include extended test time, taking the test in a reduced distraction area, utilizing speech software, the use of a calculator, or test questions can be read but NOT explained. OnRamps Instructors are not allowed to eliminate answers on a test or provide a word bank as these are not approved post-secondary accommodations.

**CLAIMING UT CREDIT**All enrolled students that successfully meet the college-readiness requirements and complete the college course will be assigned a final college course grade in May. You may elect to claim your UT credit or not. We encourage you to discuss this choice with your high school counselor. If you accept your letter grade for UT credit, that credit is guaranteed to transfer to public Texas colleges and universities. Save this syllabus in case the college you choose to attend needs it to determine course equivalency.

This is a no-risk proposition. If you are not satisfied with your college grade, you don’t need to claim it. If you are, take the credit wherever you go to school. Either way, you will have experience with what is expected in college, and you will be ready to handle it.

**Transcript** ordering information is available at [www.onramps.org](http://www.onramps.org). To access your transcript later: keep notes on your UTEID, password and email address. Update your OnRamps profile with an **email address** that you will have beyond high school to make sure you can access your transcript after you complete the course! If you don’t have a long-term email address, you could set one up for free at google.com. Tips: Your future self will want to keep using your emails address for scholarship and internship applications so pick a username to reflect your professional identity. Similarly, when filling out on-line profiles and forms use proper capitalization, punctuation and your legal name as information entered in these fields often populates to future documents like transcripts, bills, checks, and diplomas.

**LETTER GRADE VS. PASS/FAIL**

You may elect in January to take the course for a letter grade or as pass/fail. Regardless of the option you choose, you may drop the course in May according to OnRamps late drop policy. If you enroll in the course for a letter grade and you attend UT Austin, then your UT transcript will have a letter grade for the course and will factor into your GPA. If you enroll in the course as pass/fail and you pass an OnRamps course, this will not be factored into your GPA should you enroll at UT Austin. Courses taken for Pass/Fail designation at **UT Austin** **do not** fulfill core curriculum requirements at the University. The applicability toward a degree for Pass/Fail courses is entirely up to the UT Austin college, program, and major. Students are encouraged to contact their planned major departments to determine whether OnRamps courses taken Pass/Fail count toward that major at UT Austin.

If you plan to attend a college other than UT Austin, please consult that college to fully understand how letter grades and Pass/Fail designations are treated in terms of transfer. For many Texas institutions, OnRamps courses will transfer as credit without the letter grade.

**COLLEGE COURSE SCHEDULE**

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| **Essay** | **Student Deadline** | **Expected Grade Return Date** |
| Spring--Rhetorical Analysis 1 | February 10, 2017 | February 23, 2017 |
| Spring—Rhetorical Analysis Revision 2 | March 3, 2017 | March 20, 2017 |
| Spring--Annotated Bibliography | April 10, 2017 | April 21, 2017 |
| Spring--Final Argument | May 3, 2017—no exceptions | May 12, 2017 |

**HIGH SCHOOL COURSE SCHEDULE**

To give you tools for organization your high school instructor is attaching a schedule. Your high school instructor reserves the right to change the high school schedule and inform students of changes as pedagogical needs arise. Please keep in mind that this is a dual enrollment course meaning that your high school grade is exclusively determined by your high school instructor, and your college grade is exclusively determined by your college instructor.