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FA 21 Intro Survey

This survey is confidential, between you and the professor. It will take you about 15 minutes to complete.

* Required

NOTE: This interactive syllabus activity replaced a simple introductory survey. Inspired by Dr. Guy McHendry's work on his site: InteractiveSyllabus.com

1. Email *

2. What is your name (first and last, as it appears in university rosters)? *

Mark only one oval.

☐ N/A

NOTE: using FormRanger, this pre-populates a drop-down with all of the students' names in the final version. Those are omitted here for student privacy.

3. How do you prefer to be addressed (e.g., nicknames, shortening of your name, by your last name, etc.)? *

4. What are your pronouns? (she/her, he/him, xe/xir, they/them, etc.)

Accessing the Course

5. How's your technology access this semester? Consider devices, internet access/speed, etc. If you need assistance with this, where can you locate it?

6. What life challenges do you anticipate dealing with this semester? For example, heavy courseload, caring for kids/elders, health challenges, noise in your workspace, high number of hours at work, employment concerns, food insecurity, etc. It's okay if you don't know all this right now, but if I can help connect you with resources or support at any point, or if you need some flexibility, please feel free to get in touch.

7. What parts of the syllabus provide help with life challenges? Do you need help locating any resources not contained in the syllabus? *

8. What would help make this course fully accessible for you?

Classroom Climate

9. What are problematic forms of digital interaction, based on the policy in the syllabus? What healthy communication norms would you like to see implemented in our classroom community this semester?

10. Why are diverse perspectives important for the study of rhetoric? *

11. Is cursing permitted in the course? Why or why not? *

Coursework

12. Do you need to purchase any materials for this course? Where can you find out?

*

13. Due dates for assignments can be located where? *

Check all that apply.

- ☐ Syllabus Course Schedule
- ☐ Classroom assignment
- ☐ Weekly announcement
- ☐ Classroom calendar

14. Where can you locate assignment handouts in this course? *

Mark only one oval.

- ☐ Syllabus Site
- ☐ Canvas
- ☐ Classroom

15. What's a flex token? List 2 ways you can use a flex token in this course. *

16. This course requires which of the following assignments: *

Check all that apply.

- ☐ Weekly criticism posts on a blog
- ☐ Weekly reading and annotations
- ☐ Quizzes about the readings
- ☐ A weekly "check-in" form to make sure I haven't missed anything
- ☐ Personal journal reflection entries
- ☐ Weekly spec sheets
- ☐ Peer reviews of one another's work
- ☐ A midterm and final
- ☐ TIP: You can find these details in the Course Schedule and Assignments overview pages!

17. How does grading work in this class? *

18. I commit to pursue ____ grade bundle this semester (you can switch later, if you need to!). *

Mark only one oval.

- ☐ A
- ☐ B
- ☐ C

19. As you create work in this course this semester, what are some things you need to consider relating to copyright and academic integrity, according to the syllabus? Where can you locate guidance about this?

Setting Goals

20. Why did you choose this section of this class? What are you looking forward to this semester?

21. What exposure have you had to rhetoric in your courses in the past? What do you already know about rhetoric, in other words? *

22. Rank the course learning outcomes with 5 being the one most relevant/important for you and 1 being the least for you, personally.

Mark only one oval per row.

	1	2	3	4	5
Apply rhetorical criticism methods to analyze phenomena	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyze the role of culture and contexts on the creation of and management of rhetorical choices used to inform and move audiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrate theories of power, privilege, & difference into your understanding of rhetorical analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employ critical and analytical perspectives to critique and produce effective rhetorical criticism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate effective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

communication
by analyzing
and creating
rhetoric with
clear lines of
reasoning,
development of
ideas, and
documentation
of sources

23. In addition to the mandated outcomes for the course, we are going to work on augmenting your critical literacies this semester. Which FOUR of these are you most excited to work on? *

Check all that apply.

- ☐ Demonstrate intellectual humility, with an open mind and a skeptical stance;
- ☐ Differentiate between rhetorical methods, including the ability to articulate the capabilities and constraints of an array of rhetorical, hermeneutical methods;
- ☐ Select and employ an appropriate critical method to analyze texts;
- ☐ Draw reasonable conclusions based on the analysis and interpretation of a text;
- ☐ Acknowledge you are developing your own authoritative voice in the area and recognize the responsibilities being a contributor to the scholarly and public conversation entails;
- ☐ Locate authoritative sources, recognizing that authority may be conferred or manifested in unexpected ways and thus question traditional notions of authority and recognize the value of diverse epistemological approaches;
- ☐ Follow ethical and legal guidelines in gathering and using information;
- ☐ Synthesize ideas gathered from multiple sources;
- ☐ Arrange information meaningfully;
- ☐ Identify how information may be perceived differently based on the medium in which it is presented; and,
- ☐ Exhibit mental flexibility and creativity.

24. What are some ways you commit to work to realize the literacies and/or learning outcome(s) you identified as most important to you? *

25. What are 3 goals you will pursue to "claim your education" in this course this semester? *

Anything else?

26. Do you have any other questions or concerns you'd like to share at this point?

Congratulations on completing the first steps to succeed in this course! This is a long survey, I know, but it's designed to make sure you are fully equipped for our journey together this semester. I look forward to working with you. Remember, if you have any questions, the syllabus has information about how to get in touch with me. Welcome!