

# RHETORICAL STUDIES

English 450  
Online

Rhetorical Studies is a specialized course designed to expose English majors and minors to the theories and applications of the writing and reading processes and to enhance critical thinking skills. This course will assist students to use effectively the tools of reading, writing, and thinking in their personal, academic, professional, and public lives.

## Course Goals

- Introduce the theoretical foundations of the reading process.
- Introduce the theoretical foundations of the writing process.
- Integrate literary theory with reading and writing theories.
- Synthesize various theories and apply them successfully to individual reading and writing processes.
- Stress the connections between reading, writing, and critical thinking.
- Identify and strengthen personal reading, writing, and learning strategies.

## Texts

Goodman, Ken. *On Reading*. New York: Scholastic, 1996.

Ramage, John D., John C. Bean, and June Johnson. *Writing Arguments: A Rhetoric with Readings*. Concise Edition. 4<sup>th</sup> ed. New York: Pearson Longman, 2007.

Palmquist, Mike. *Designing Writing: A Practical Guide*. Boston: Bedford/St. Martin's, 2005.

## Organization of English 450

The basic pattern of the course is one of (1) *theory*, (2) *practice*, and (3) *critique*.

## Online Course Sessions

You will participate in an online course session each week. We'll use this time to engage specific questions drawn from your reading/discussion groups, reflective blogs, and course materials. Near the end of the semester, you'll also use this time to meet as editorial

boards. As our time together each week is limited, it is imperative that you come to this session well prepared to contribute to the discussion. (15%)

## Reflective Blog

You will keep a weekly blog in which you reflect on each week's course materials and make connections between various texts, your own experience, and your personal practice. In addition, you will subscribe to and read at least two other students' blogs. (10%)

## Reading/Discussion Group

You will participate in a weekly reading/discussion group in which you collaborate with others to summarize the key points of each reading assignment, make connections to other articles and course materials, and formulate questions about what you've read. (10%)

## Job Application Materials

You will submit two cover letters and two resumes (one chronological and one functional). One application set will be for an editor in chief position and the other will be for a sponsoring editor position. (5%)

## Magazine Proposal

Working with your editorial board, you will propose the funding of a startup class magazine with an analysis of the types of articles the magazine publishes reflecting the interests and attitudes of the magazine's target audience. (10%)

### **Magazine Publication**

Working with your editorial board, you will create a magazine that will issue a call for articles, peer review the articles, write the magazine's cover story, and design/layout the articles for class publication. Each student will be a member of an editorial board and write and submit at least one article for publication. (40%)

### **Multi-genre Research/Reflection Report**

You will write an evaluative report of your English 450 learning experience by integrating multiple rhetorical genres such as research, argumentation, reflection, short fiction, poetry, nonfiction, drama, original literature, or visual rhetoric. (10%)

### **Conduct of the Class**

#### **Late Assignments**

Assignments are due on the date listed in the course schedule. If for some extraordinary reason you cannot turn your work in on time, you must make arrangements with me for an extension. Each student is entitled to only one extension, so use it wisely. An extension gives you 24 hours from the original due date to hand your work in without a grade cut. **Plan for catastrophes:** back up your work multiple times and resist the urge to procrastinate. (You **cannot** use an extension for an assignment that impacts other students: collaborative work or editorial board work.)

#### **Grading and Evaluation**

The teacher will evaluate all formal assignments and comment on what works well and offer suggestions for improvement.

#### **Online Collaboration**

While many students will be attending classes on campus, others will be living and working at a distance. To accommodate collaboration, please remember that you can't require students to meet physically on campus to work on the magazine project. I'll set up online conference rooms for each editorial board to facilitate real-time meetings, and you're

welcome to meet in person *if* everyone in your board can participate, but you should plan to do much of your collaboration online.

### **Attendance Requirements**

This is a highly interactive course. The success of this course and your individual success depend on your active participation and your thorough preparation for online class sessions. You're allowed two absences without a grade deduction. After that, your final course grade will drop 10% for each online session absence.

### **E-mail**

Students must have access to BYU-Idaho e-mail. If you prefer other email servers, please arrange with your carrier to forward your campus email.

### **Academic Honesty**

"BYU-Idaho students should seek to be totally honest in all their dealings. They should complete their own work and be evaluated for that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct." (*BYU-Idaho Catalog* 2007-2008, p. 44. See catalog for full discussion of Academic Dishonesty, pp. 44-45.)

This course will adhere to procedures for handling incidents of academic dishonesty found in the *BYU-Idaho Catalog*, 2007-2008 pp. 44-45.

### **Special Limitations**

To accommodate students with special learning, physical, emotional, mental, social, or other limitations, the student must notify the teacher the first week of class. By law, BYU-Idaho is only required to assist those students who make these issues known during the first week.

### **Caveat**

The teacher reserves the right to make changes in course content and policy at any time during the semester or term.

Due dates are posted online in each week's task list. All assignments **except** weekly self-assessments are due completed by Wednesday, noon MST each week—before our online class session. Self-assessments are due completed by Thursday, midnight MST each week. Check the weekly task list online every week to review weekly tasks and deadlines.

<b>Introduction to the Course (1/7 – 1/9)</b>	
<input type="checkbox"/> Print and read a copy of the course syllabus. <input type="checkbox"/> Review the following presentations: <ul style="list-style-type: none"> <li>○ Introduction to Rhetoric 450</li> <li>○ Learning by Faith: The BYU-Idaho Learning Model</li> </ul> <input type="checkbox"/> Introduce yourself to the rest of the class. <input type="checkbox"/> Sign up for a reading/discussion group <input type="checkbox"/> Complete the syllabus quiz.	
<b>Week One (1/7 – 1/14)</b>	<b>Introduction to Rhetoric</b>
<input type="checkbox"/> Presentations – Truth Seeking and Persuasion / Resumes and Cover Letters <input type="checkbox"/> Read and annotate: <ul style="list-style-type: none"> <li>○ Ramage, Ch. 1 – Argument: An Introduction (3-18)</li> <li>○ S. Michael Halloran – Rhetoric in the American College Curriculum: The Decline of Public Discourse (184-197) – Online</li> <li>○ Kemp's Brief History of Rhetoric (1-10) – Online</li> <li>○ Edward P.J. Corbett – Introduction to Classical Rhetoric for the Modern Student (1-26) - Online</li> </ul> <input type="checkbox"/> Contribute to your group's reading wiki <input type="checkbox"/> Review the job postings from Spori Publications and prepare job materials portfolio <input type="checkbox"/> Participate in this week's online class session <input type="checkbox"/> Reflective blog entry <input type="checkbox"/> Weekly Self-Assessment	
<b>Week Two (1/14 – 1/21)</b>	<b>Introduction to Rhetoric</b>
<b>Job Materials Portfolio Due – Wednesday (1/21)</b>	
<input type="checkbox"/> Presentation – Four Philosophies meet Major Pedagogical Theories <input type="checkbox"/> Read and annotate: <ul style="list-style-type: none"> <li>○ Ramage, Ch. 2 – Reading Arguments (19-44)</li> <li>○ Ramage, Ch. 3 – Writing Arguments (45-63)</li> <li>○ Fulkerson – Four Philosophies of Composition (343-348) – Online</li> <li>○ Berlin – Contemporary Composition: The Major Pedagogical Theories (765-777) – Online</li> <li>○ Fulkerson – A Comment on Pedagogical Theories in Contemporary Composition (82-85) – Online</li> <li>○ Berlin – James Berlin Responds (85-88) - Online</li> </ul> <input type="checkbox"/> Contribute to your group's reading wiki <input type="checkbox"/> Contribute to an analysis of the sources of disagreement between Fulkerson and Berlin <input type="checkbox"/> Participate in this week's online class session <input type="checkbox"/> Reflective blog entry <input type="checkbox"/> Weekly Self-Assessment	
<b>Week Three (1/21 – 1/28)</b>	<b>Reading</b>
<input type="checkbox"/> Presentation – Warrants <input type="checkbox"/> Read and annotate: <ul style="list-style-type: none"> <li>○ Ramage, Ch. 4 – The Core of an Argument (67-77)</li> <li>○ Ramage, Ch. 5 – The Logical Structure of Arguments (78-93)</li> <li>○ Goodman, Ch. 1 – What is Reading? (1-10)</li> <li>○ Goodman, Ch. 2 – What is Language? (11-20)</li> <li>○ Goodman, Ch. 3 – How Language Works (21-36)</li> <li>○ Goodman, Ch. 4 – How Proficient Reading Works (37-52)</li> </ul> <input type="checkbox"/> Me Quilt – Reading Reflection <input type="checkbox"/> Contribute to your group's reading wiki <input type="checkbox"/> Participate in this week's online class session. <ul style="list-style-type: none"> <li><input type="checkbox"/> Reflective blog entry</li> </ul> <input type="checkbox"/> Weekly Self-Assessment	

<b>Week Four (1/28 – 2/4)</b>	<b>Reading</b>
<b>Editors-in-Chief Hire Sponsoring Editors</b>	
<input type="checkbox"/> Read and annotate: <ul style="list-style-type: none"> <li>○ Ramage, Ch. 6 – Using Evidence Effectively (94-111)</li> <li>○ Ramage, Ch. 10 – An Introduction to the Types of Claims (165-177)</li> <li>○ Goodman, Ch. 6 – How Written Text Works (62-89)</li> <li>○ Goodman, Ch. 7 – The Reading Process: Cycles and Strategies (90-116)</li> </ul> <input type="checkbox"/> Contribute to your group's reading wiki <input type="checkbox"/> Reading Updike's "Roger Bobo Plays the Tuba" <input type="checkbox"/> Participate in this week's online class session. <input type="checkbox"/> Reflective blog entry <input type="checkbox"/> Weekly Self-Assessment	
<b>Week Five (2/4 – 2/11)</b>	<b>Writing</b>
<input type="checkbox"/> Read and annotate: <ul style="list-style-type: none"> <li>○ Ramage, Ch. 7 – Moving Your Audience (112-120)</li> <li>○ Ramage, Ch. 8 – Accommodating Your Audience (121-136)</li> <li>○ Ong, Walter J. "The Writer's Audience is Always a Fiction" (9-21) – Online</li> <li>○ Murray, Donald M. "Teaching the Other Self: The Writer's First Reader" (140-147) – Online</li> </ul> <input type="checkbox"/> Contribute to your group's reading wiki <input type="checkbox"/> Editorial Board Meeting – Proposal <input type="checkbox"/> My Audience is... (Class Blog) <input type="checkbox"/> Participate in this week's online class session. <input type="checkbox"/> Reflective blog entry <input type="checkbox"/> Weekly Self-Assessment	
<b>Week Six (2/11 – 2/18)</b>	<b>Writing</b>
<b>Post Call for Articles – Wed. (2/18), midnight MST</b>	
<input type="checkbox"/> Read and annotate: <ul style="list-style-type: none"> <li>○ Ramage, Ch. 15 – Proposal Arguments (250-274)</li> <li>○ Ramage, Ch. 9 – Conducting Visual Arguments (137-162)</li> <li>○ Palmquist, Mike. <u>Designing Writing</u> (3-23)</li> <li>○ Britton, James. "Shaping at the Point of Utterance" (29-33) – Online</li> <li>○ Elbow, Peter. "How to Get Power through Voice" (62-67) – Online</li> </ul> <input type="checkbox"/> Contribute to your group's reading wiki <input type="checkbox"/> Editorial Board Meeting – Proposal / Call for Articles <input type="checkbox"/> Participate in this week's online class session. <input type="checkbox"/> Reflective blog entry <input type="checkbox"/> Weekly Self-Assessment	
<b>Week Seven (2/18 – 2/25)</b>	<b>Readers and Writers</b>
<b>Magazine Proposal, Initial Cover Design, and Advertisements Due - Wed (2/25), midnight MST</b>	
<input type="checkbox"/> Read and annotate: <ul style="list-style-type: none"> <li>○ Ramage, Ch. 11 – Categorical and Definitional Arguments (178-197)</li> <li>○ Ramage Ch. 12 – Causal Arguments (198-216)</li> <li>○ Ede, Lisa and Andrea Lunsford. "Audience Addressed/Audience Invoked: The Role of Audience in Composition Theory and Pedagogy" (155-171) Online</li> <li>○ Berthoff, Ann E. "A Curious Triangle and the Double-Entry Notebook" (41-47) Online</li> <li>○ Winterowd, W. Ross. "The Rhetorical Transaction of Reading" (185-191) Online</li> </ul> <input type="checkbox"/> Contribute to your group's reading wiki <input type="checkbox"/> Editorial Board Meeting – Proposal / Call for Articles <input type="checkbox"/> Participate in this week's online class session. <input type="checkbox"/> Reflective blog entry <input type="checkbox"/> Weekly Self-Assessment	

<b>Week Eight (2/25 – 3/4)</b>	<b>Pedagogy</b>
<input type="checkbox"/> Read and annotate: <ul style="list-style-type: none"> <li>○ Palmquist, Mike. <u>Designing Writing</u> (35-59, 72-76, 94-96)</li> <li>○ Moffett, James. "I, You, and It" (243-248) Online</li> <li>○ Young, Richard E. "Concepts of Art and the Teaching of Writing" (176-183) Online</li> </ul> <input type="checkbox"/> Contribute to your group's reading wiki <input type="checkbox"/> Editorial Board Meeting – Cover Story <input type="checkbox"/> Contribute to course pedagogy matrix <input type="checkbox"/> Participate in this week's online class session. <input type="checkbox"/> Reflective blog entry <input type="checkbox"/> Weekly Self-Assessment	
<b>Week Nine (3/4 – 3/11)</b>	<b>Discourse Communities</b>
<b>Cover Story Due with Layout – Wed. (3/11), midnight MST</b>	
<input type="checkbox"/> Read and annotate: <ul style="list-style-type: none"> <li>○ Ramage, Ch. 13 – Resemblance Arguments (217-227)</li> <li>○ Ramage Ch. 14 – Evaluation and Ethical Arguments (228-249)</li> <li>○ Bartholomae, David. "Inventing the University" (623-653) Online</li> <li>○ Flynn, Elizabeth A. "Composing as a Woman" (423-435) Online</li> <li>○ Villanueva, Victor. "Ingles in the Colleges" (65-90) Online</li> </ul> <input type="checkbox"/> Contribute to your group's reading wiki <input type="checkbox"/> Editorial Board Meeting – Cover Story <input type="checkbox"/> Participate in this week's online class session. <input type="checkbox"/> Reflective blog entry <input type="checkbox"/> Weekly Self-Assessment	
<b>Week Ten (3/11 – 3/18)</b>	<b>Magazine Project</b>
<input type="checkbox"/> Palmquist – Use as a reference as needed <input type="checkbox"/> Read and respond to articles submitted to your editorial board. <input type="checkbox"/> Revise your own submissions for publication. <input type="checkbox"/> Editorial Board Meeting – Submissions / Visual Rhetoric Presentation <input type="checkbox"/> Participate in this week's online class session. <input type="checkbox"/> Weekly Self-Assessment	
<b>Week Eleven (3/18 – 3/25)</b>	<b>Magazine Project</b>
<b>Visual Rhetoric Presentation Due (3/25) (.pdf files – Online Session)</b>	
<input type="checkbox"/> Review Guidelines for Multi-Genre Research/Reflective Report <input type="checkbox"/> Palmquist – Use as a reference as needed <input type="checkbox"/> Read and respond to articles submitted to your editorial board. <input type="checkbox"/> Revise your own submissions for publication. <input type="checkbox"/> Editorial Board Meeting – Submissions / Visual Rhetoric Presentation <input type="checkbox"/> Participate in this week's online class session. <input type="checkbox"/> Weekly Self-Assessment	
<b>Week Twelve (3/25 – 4/1)</b>	<b>Magazine Project</b>
<b>Finished Magazine Due (Wednesday, April 1<sup>st</sup>, midnight MST)</b>	
<input type="checkbox"/> Palmquist – Use as a reference as needed <input type="checkbox"/> Finalize all article submissions <input type="checkbox"/> Finalize your own submissions <input type="checkbox"/> Editorial Board Meeting – Finalize magazine publication <input type="checkbox"/> Participate in this week's online class session. <input type="checkbox"/> Complete editorial board evaluations <input type="checkbox"/> Weekly Self-Assessment	

**Week Thirteen (4/1 – 4/8)**

**Course Assessment**

**Multi-Genre Research/Reflection Report Due Wednesday (4/8), midnight MST**

- Prepare brief insight from multi-genre research/reflective report – online class session
- Contribute to the course bibliography
- Participate in this week's online class session
- Complete a Course Evaluation

