

English 831 | Rhetorical Traditions

Indiana University of Pennsylvania, Spring 2017

Course Info: English 831, Section 001, #22773

Class Meeting Time & Location: M 2:30-5 in HSS 210

Professor: Dr. Matt Vetter

Office Location: HSS 50600

Office Hours: Monday, Wednesday: 1-2:30pm; Tuesday, 1-3pm

Email: mvetter@iup.edu; **Phone:** 724-357-4935

Course Introduction

English 831: Rhetorical Traditions serves as a multicultural introduction to rhetoric, rhetorical theory, and rhetorical history. Rhetoric has been predominantly and historically identified as a Western (Greco-Roman) domain, one in which male voices figure/d prominently. This course seeks to challenge and disrupt such identification, through a re-visioning of rhetoric as it is practiced and understood by voices outside dominant discourses. To that end, while we will read some classical texts by figures such as Plato and Aristotle, we will take a comparative approach that examines rhetoric in ancient cultures beyond the Greek tradition. Furthermore, by exploring contemporary theories, practices, and applications, we will work to validate traditionally marginalized voices and identities. We will pay special attention to the ways in which feminist rhetorical practices allow us to rethink rhetoric, and the ways in which digital technologies are shaping new methods of rhetoric and communication. Finally, throughout the course we will ground our study of rhetoric in its application to the teaching of writing.

IUP Course Catalogue Description

Studies how rhetorical traditions influence the teaching of composition. Examines how cultural factors such as history, politics, ideology, gender, race, and ethnicity affect the composing process. Encourages students to think of composition as an open, multicultural event of imagination and social innovation.

Course Goals

- Identify, understand, and apply rhetorical histories to the practice and teaching of writing
- Understand the significance of and need for a multicultural and feminist approach to rhetoric and rhetorical history
- Be introduced to contemporary theories and practices of digital rhetoric
- Make connections between rhetorical theory and composition
- Conduct meaningful research on a rhetorical tradition, theory, or concept and compose an original argument about its implications for composition pedagogy
- Prepare and give a class lesson, and lead discussion on, a particular rhetorical theory
- Use digital tools to enhance communication and learning

Required Course Texts

Please purchase print copies of the following titles.

Horner, Bruce, Min-Zhan Lu, and Paul Kei Matsuda, eds. *Cross-Language Relations in Composition*. Southern Illinois U P, 2010.

Kennedy, George A. *Comparative Rhetoric: An Historical and Cross-Cultural Introduction*. Oxford U P, 1997.

Ratcliffe, Krista. *Rhetorical Listening: Identification, Gender, Whiteness*. Southern Illinois U P, 2005.

Schell, Eileen E., and K. J. Rawson, eds. *Rhetorica in Motion: Feminist Rhetorical Methods and Methodologies*. U of Pittsburgh P, 2010.

Additional readings (articles and book chapters) will be made available as scanned PDFs.

Supporting Course Texts (available in Vetter's office)

Do not buy these texts. They will be available in my office for individual projects.

Ballif, Michelle, ed. *Theorizing Histories of Rhetoric*. Southern Illinois U P, 2013.

Bizzell, Patricia and Bruce Herzberg, eds. *The Rhetorical Tradition: Readings from Classical Times to the Present*. Bedford/St. Martin's, 2001.

Borchers, Timothy. *Rhetorical Theory: An Introduction*. Waveland, 2006.

Degenaro, William, ed. *Who Says? Working-Class Rhetoric, Class Consciousness, and Community*. U of Pittsburgh P, 2007.

Eyman, Douglas. *Digital Rhetoric: Theory, Method, Practice*. U of Michigan P, 2015.

Foss, Karen A., Foss, Sonja K., and Cindy L. Griffin. *Readings in Feminist Rhetorical Theory*. Waveland, 2004.

Hurlbert, Claude. *National Healing: Race, State, and the Teaching of Composition*. Utah State U P, 2012.

Lipson, Carol S. and Roberta A. Binkley, eds. *Rhetoric Before and Beyond the Greeks*. State U of New York P, 2004.

Murphy, James J., ed. *A Short History of Writing Instruction: From Ancient Greece to Contemporary America*. Routledge, 2012.

Course Materials

1 subject notebook for taking notes during class sessions

Digital tools: Google, Wikipedia, and Slack accounts

Recommended: Laptop or tablet for in-class digital work

Grade Distribution

Digital Commonplace Book – 15%

Rhetorical Theory Lesson – 15%

Wikipedia Edit – 20%

Researched Argument Proposal – 10%

Researched Argument – 40%

Course Work

Digital Commonplace Book: You will keep a digital commonplace book using Google docs to record and write out observations, responses, and useful notes and quotes from our weekly reading assignments. I may ask you to do a more focused writing occasionally, but for the most part, this assignment should be motivated by your own reading engagement and interest. Find a passage or a quote that is particularly compelling? Copy it into your commonplace book, with a short annotation about how it shapes your thinking about a topic. Be sure to include identifying information about the source.

Rhetorical Theory Lesson: For this assignment, you will prepare and present a brief, 15-20 minute lesson on some aspect of rhetoric or rhetorical theory. You might, for instance, provide an overview on

the five canons of rhetoric; summarize some of the main tenets of classical (Greco-Roman) rhetoric; or help define and explain critical rhetoric, among other possibilities. Your lesson should draw primarily from Timothy Borchert's *Rhetorical Theory: An Introduction*, which we will share as a class, although other resources are certainly welcome as well. Thinking of this as an opportunity to teach your classmates about a particular aspect of rhetoric or rhetorical theory. To help present your lesson, you should prepare a handout and short activity for discussion or other class engagement.

Wikipedia Edit: We'll work in small groups of 3 or 4 to update Wikipedia articles on subjects relating to rhetoric. A central goal for this project will be to address how the encyclopedia presents rhetoric within a primarily Western/male tradition, and to make edits which complicate this representation by adding content from alternate traditions. To prepare for this assignment, we will learn about Wikipedia conventions and policies, spend time reading from the encyclopedia, and practice writing in a neutral style appropriate to the genre. Each group will also write a brief (2-3pp.) reflective essay on the project.

Researched Argument: A traditional researched argument in which you explore a rhetorical tradition, theory, or concept – and apply it to the contemporary teaching of writing. I want to encourage everyone to examine an aspect of rhetoric outside the dominant, Greco-Roman tradition. We will discuss formal requirements related to length, genre, and research in class.

Researched Argument Proposal: A detailed proposal for the above project.

Course Policies

Atmosphere: I ask that everyone in our class practice civility, kindness, and collegiality. Let's build a community that values constructive critique and mutual support of each other's work, educational and cultural background, and individuality.

Participation: I expect a high level of participation in a graduate-level course. You should come prepared to every class session, having completed all assigned readings and writing assignments due for that session. Commonplace book assignments should be completed before every session. You should be ready to contribute through active listening and discussion.

Attendance: Attendance and punctuality are required in this course. I strongly recommend that you attend every session, but you may miss one class with no grade reduction. Health related issues or other documented excused will be handled on a case-by-case basis. Absences after the first one will result in a 5% reduction to your final course grade.

Late Work: I will only accept late work if we have talked and come to some agreement. If something is going on that is going to hinder you from finishing a project, please talk to me **before** the project is due.

Communication: I use e-mail to communicate important information about the class. You are responsible for checking your school account regularly. You should also check Slack often for announcements concerning reading and writing assignments. You may email me at mvetter@iup.edu. I will do my best to respond within 24 hours.

Ethics: I define plagiarism as deliberate cheating, whether by claiming another's ideas or work as your own (fraud) or making up or falsifying information (fabrication) will result in a course grade of F and a report to Community Standards. You are at all times responsible for handling sources ethically by

acknowledging the author and source of directly borrowed ideas and language in your writing.

Accessibility: The Office of Advising and Testing, in Pratt Hall, room 216, offers evaluation and support for students with disabilities. Please let me know as soon as possible if you need an accommodation in order to work successfully in this class. This classroom strives for full accessibility, and it is not necessary for you to have an official accommodation letter from Disability Services in order to request changes to the classroom that will better serve your needs as a student, although you are encouraged to explore the possible supports they can offer if you are a student with a disability. Both able bodied students and students with disabilities are encouraged to suggest any improvements to the learning environment.

Electronic Devices: Laptops, smart phones, and tablets **are encouraged** in my classroom, and should be used to reference assigned readings, our blogs or other course activities.

Writing Center: Trained graduate tutors in the IUP Writing Center can help you at any stage in the writing process, from developing a topic to drafting and revising. They can help you to document sources, understand your professor's feedback, and more. The Writing Center has three locations: For walk-in tutoring (no appointments), visit Room 218 in Eicher Hall, or visit the Satellite Writing Center in the Library, first floor. You can also make an appointment for an online tutoring session (at least 24 hours in advance). The Writing Center's website contains a link for making appointments for online sessions, or call 724-357-3029.

IUP Sexual Violence Policy: Indiana University of Pennsylvania is committed to maintaining a learning and work environment that is free from sexual harassment and sexual violence. Acts of sexual harassment or sexual violence, including sexual assault, dating violence, domestic violence, and stalking, seriously undermine the atmosphere of trust and respect that is essential to a university community. Moreover, sexual harassment and sexual violence are legally prohibited and will not be tolerated. To report a complaint of sexual harassment or sexual violence, including sexual assault, dating violence, domestic violence, and stalking, against a student and discuss options, contact a Campus Security Authority coordinator; the Office of Student Conduct, 307 Pratt Hall, at 724-357-1264; or the Compliance Officer/Title IX Coordinator. If the student does not want to proceed with a student conduct complaint or police report, the Compliance Officer/Title IX Coordinator will still investigate to determine what occurred and take appropriate steps to resolve the situation, mindful of the University's obligation to provide a safe and nondiscriminatory environment for all students.

Title IX: In order to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred to the Department of Human Services (1-800-932-0313) and University Police (724-357-2141). Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: <http://www.iup.edu/social-equity/policies/title-ix/>

Course Schedule *Subject to change according to class needs

Date	Topic/Activity	Readings/Assignments due
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1/23	Introduction and Icebreakers; Syllabus Review; Rhetorical Narratives (in-class writing); Google and Slack Sign-ups	Read: Syllabus
1/30	Classical Rhetoric – Review and discuss Bizzell and Herzberg; Plato and Aspasia; Rhetorical Theory Lessons 1 & 2	Read: Bizzell and Herzberg’s “Classical Rhetoric: Introduction”; Selections from <i>Phaedrus</i> and <i>Gorgias</i> dialogues; Selections from Aspasia Due: Commonplace Book Entry
2/6	Classical Rhetoric – Continued Rhetorical Theory Lessons 3 & 4; Pedagogy Applications	Selections from Aristotle’s <i>Rhetoric</i> ; Selections from Cicero; Fleming, “Rhetoric and Argumentation” Due: Commonplace Book Entry
2/13	Introduction to Comparative Rhetoric; Rhetoric in Societies without Writing; Rhetorical Theory Lessons 5 & 6	Read: Part I in Kennedy, <i>Comparative Rhetoric</i> ; Mao, “Reflective Encounters: Illustrating Comparative Rhetoric” Due: Commonplace Book Entry
2/20	Rhetoric in Ancient Literate Societies; Global Rhetorics; Rhetorical Theory Lesson 7 & 8	Read: Part II in Kennedy, <i>Comparative Rhetoric</i> ; Hesford, “Global Turns and Cautions in Rhetoric and Composition Studies”; Baca, “Rethinking Composition, 500 Years Later” Due: Commonplace Book Entry
2/27	Rhetorical Listening; Cultural Rhetorics; Identity Rhetorical Theory Lesson 9 & 10	Read: Ratcliffe, <i>Rhetorical Listening: Identification, Gender, Whiteness</i> Due: Commonplace Book Entry
3/6	Contemporary Applications of Feminist Theory in Composition and Rhetoric; Rhetorical Theory Lesson 11& 12; Introduce Researched Argument Assignment	Read: Schell and Rawson, <i>Rhetorica in Motion: Feminist Rhetorical Methods and Methodologies</i> , Part I Due: Commonplace Book Entry
3/13	Spring Break – No Class	Spring Break – No Class
3/20	Feminist Theory Continued; Rhetorical Theory Lessons 13 & 14	Read: Schell and Rawson, <i>Rhetorica in Motion: Feminist Rhetorical Methods and Methodologies</i> , Part II Due: Commonplace Book Entry
3/27	Multicultural Traditions and the Teaching of Composition; Pedagogy Applications; Rhetorical Theory Lesson 15; Introduce Wikipedia Project;	Read: Horner, Lu, and Matsuda, <i>Cross-Language Relations in Composition</i> , Part I Due: Commonplace Book Entry
4/3	Multicultural Traditions and the Teaching of Composition Continued; Pedagogy Applications; Rhetorical Theory; Wikipedia Training Review	Read: Horner, Lu, and Matsuda, <i>Cross-Language Relations in Composition</i> , Part II Due: Commonplace Book Entry; Researched Argument Proposal; Wikipedia Training Modules “Wikipedia Essentials” & “Editing Basics”
4/10	Digital Rhetoric;	Read: Selections from Eyman, “Digital

	Wikipedia Training Review; In-class Critique and Article Proposal; Collaborative Reading Selection for 4/17	Rhetoric" (Ch. 2); Fraiberg, "Composition 2.0"; Porter, "Recovering Delivery for Digital Rhetoric" Due: Commonplace Book Entry; Wikipedia Training Module "Evaluating Articles and Sources"
4/17	Who's Missing? Class Collaboratively Selects Reading; Bizzell and Jarratt; Rhetorical Theory Lesson: Wikipedia Training Review;	Read: Bizzell and Jarratt, "Rhetorical Traditions, Pluralized Cannons, Relevant History, and other Disputed Terms" Due: Commonplace Book Entry; Training Modules "Sandboxes" & "Plagiarism"
4/24	Wikipedia Editing; In-class Draft Workshop & Peer Review of Research Projects	Due: Research Project Draft: Wikipedia Training Module "Peer Review"
5/1	Research Projects due; Brief Presentations and Party	Due: Researched Project; Final Wikipedia Edits & Reflective Essay

Rhetorical Theory Lessons: Approved Topics

(You may also propose an alternate topic for approval)

The 5 Canons of Rhetoric
Sophistic/Second Sophistic Rhetoric
Rhetoric in the Middle Ages
Dramatism/Dramatistic Theory
Critical Rhetoric
Gendered Rhetorical Theories
Afrocentric Rhetorical Theories
Chinese Theories of Rhetoric
Native American Rhetoric

Rhetoric, Media, & Technology
Visual Rhetoric
Postmodern Rhetoric
Cultural Rhetorical Studies
Identity Rhetorics
Materialist/Object-Oriented Rhetoric
Sonic Rhetorics
Social Justice Rhetorics
Rhetorics of Place / Spatial Theory
Medical/Health Rhetorics