

Course Objectives and Procedures

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

The course goals for English 450 include:

- ❖ Apply BYU-Idaho Learning Model to prepare, teach one another, and ponder/prove.
- ❖ Gain an understanding of classical and contemporary rhetoric.
- ❖ Apply effective rhetoric to multiple discourse genres.
- ❖ Create an online magazine through a student editorial board.
- ❖ Examine how to make meaning through the reading, writing, and critical thinking processes.

□ 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. 5th ed. New York: Pearson Longman, 2010.

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

□ Organization of English 450

English 450 has the following major assignments:

Quizzes

Students will take a reading quiz on each *Writing Argument* chapter. The quizzes will open one week prior to the scheduled class discussion and close at the beginning of that class. Students may use the textbook to take the quiz. The quiz cannot be repeated. Each quiz is 10 points. (160 points total)

Students will review traditional mechanics and punctuation rules such as subject/verb agreement and commas. Eight quizzes—10 points each and one exam (180 points).

Writing Arguments PowerPoint Presentation

Each student will present a five-minute PowerPoint review of one chapter from Ramage's *Writing Arguments* (50 points).

Rhetorical Readings Discussion

Questions/Summary

Small teams of students will summarize a rhetorical reading and generate ten discussion questions to guide other students through the article. Students will post on I-Learn the summary and questions by 8:00 a.m. the day prior to class discussion. (50 points).

Discussion Board Synthesis Response

Students will write a response synthesizing that week's rhetorical readings. Each response will identify a specific point, pattern, similarity, or principle of at least two readings.

The response will include an introduction (a one-sentence statement that sums up the synthesis focus as well as pertinent text and author background), a discussion of synthesis information, , and a conclusion applying the synthesis to the emphasis, communication, or life. (250-word minimum.)

Each week's synthesis response is due that Saturday at midnight. Each response is worth 10 points (100 points total)

Rhetorical Discourse Portfolio

Students will create a portfolio demonstrating expertise and examples of personal, academic, professional, and public discourse. The portfolio will consist of seven student-created documents; nearly all documents may be written with a partner. Most documents will be approximately 400-500 words long. Each document will reflect a clear understanding of rhetorical situations and analysis (*logos, ethos, pathos, and kairos*). Below are some pre-approved options; however, students may seek instructor approval for other choices. Each document is 50 points (350 points total).

Job Application Materials

Students 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 an editor position. One recommendation request letter. (100 points)

Magazine Proposal

Students will propose the funding of a startup class online magazine with an analysis of the types of articles the magazine publishes reflecting the interests and attitudes of the magazine's target audience. (100 points)

Magazine Cover Story Research Paper

Student editorial boards will generate a formal, academic research report which will become the cover story for their online magazine. This scholarly research paper should be documented in 2009 MLA style and be approximately 2000 words in length. (100 points)

Magazine Writing Portfolio

Students will create an online magazine through a student editorial board that will issue a call for articles, peer review the articles, and design/layout the articles for class publication. Each student will be a member of an editorial board and write and submit an article for publication. (300 points)

Multi-genre Research/Reflection Report

Students will write an evaluative report of their English 450 learning experience by integrating multiple rhetorical genres such as research, argumentation, reflection, short fiction, poetry, nonfiction, drama, original literature, or visual rhetoric. (100 points)

□ Conduct of the Class

The basic pattern of the course is one of (1) *theory*, (2) *practice*, (3) *critique*. The course of theory are the texts and readings supplemented by materials

furnished by the instructor. The theory and principles of each assignment is thoroughly discussed in informal classroom sessions. Included in these discussions are numerous examples of the application of each principle to teaching language arts.

LATE ASSIGNMENTS NOT ACCEPTED

□ Grading and Evaluation

The teacher will evaluate all formal assignments and comment on what works well and offer suggestions for improvement. The teacher will assign a letter grade and record a number grade in the roll book. Most often the number grade follows the breakdown below

A	=	95%	C	=	75%
A-	=	92%	C-	=	72%
B+	=	88%	D+	=	68%
B	=	85%	D	=	65%
B-	=	82%	D-	=	62%
C+	=	78%	F	=	59%

The teacher reserves the right to slightly alter the number points depending on the student's performance. For example, instead of recording a 92% for an A-, the teacher may record a 90%.

□ Teacher Conferencing

Most student questions and concerns are handled in the classroom through class or individual discussion. Students may schedule an appointment with the teacher for more extended conferencing. Rarely will the teacher read an entire document during a conference but rather will assist the student in identifying the writing frustration and in developing options to solve the communication problems.

Students who wish to conference with the teacher about a graded paper must meet the following two conditions (there are no rewrite options to improve a graded assignment):

1. Wait 24 hours before making an appointment with the teacher.
2. Come to the appointment with a list of suggestions to improve the paper. The teacher will discuss those options with the student.

❑ Attendance Requirements

Random quizzes are used to check attendance. The quizzes cannot be made up so class attendance is essential because the quizzes will not be announced. The student has the responsibility to attend class and to be prepared for class. If the student misses class, the student should contact the teacher out of courtesy via office phone-mail or email **prior** to class.

This is a highly interactive course. The success of this course and your individual success depends on your regular presence and promptness, your thorough preparation for class, and your active participation within class. You may have **three class absences without a grade penalty**.

Please note: I make no distinction between "excused" and "unexcused" absence. You are responsible for saving your absence leave to accommodate unexpected illness or personal / family need.

Excessive absence will result in *deduction from final average of 1 percentage point per hour of absence over the limit*. If you miss more than three class periods, you will not be able to earn an A in the course. If you miss more than four class periods, the highest grade you can earn in the course is a C. If you miss five or more classes, you will earn an F in the course.

At the end of the semester, if you have **perfect attendance**, you will have a **bonus of 1 percentage point added to your final average**.

❑ E-mail

Students must have access to BYU-Idaho e-mail. If students prefer other email servers, students should arrange with their carriers to forward their campus email directly to them.

❑ 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, 2010-2011*, p. 68. See catalog for full discussion of Academic Dishonesty, pp. 68-69.)

This course will adhere to procedures for handling incidents of academic dishonesty found in the *BYU-Idaho Catalog, 2010-2011*, pp. 68-69.

❑ 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.

RHETORICAL STUDIES
English 450:2
R. Keller
Winter 2011

Jan 6 H Introduction to Course
 Bednar, "A Reservoir of Living Water"
 BYU-Idaho Learning Model

Lesson One

11 T Job Materials

13 H Ramage, Ch. 1, "Argument: An Introduction,"
 2
 Corbett, "Introduction to *Classical Rhetoric for the Modern Student*," 1-5; 15-26
 Mechanics review (Commas; Semicolons and Colons)

Lesson Two

18 T Villaneuva, "*Inglés* in the College"
 Ramage, Ch. 2, "Argument as Inquiry: Reading and Exploring," 14
 Ramage, Ch. 3, "The Core of an Argument: A Claim with Reasons," 44
 Mechanics review (Other Punctuation)
 Job Materials Portfolio Draft Due

20 H **Job Materials Portfolio Due**
 Ede and Lunsford, "Audience Addressed/Audience Invoked: The Role of Audience in Composition Theory and Pedagogy"
 Goodman, Ch. 1 "What is Reading," 1
 Mechanics review (Capitalism; Personal Nouns; Subject and Verb Agreement)

Lesson Three—Mechanics Review Exam Week

25 T Ong, "The Writer's Audience is Always Fiction"
 Ramage, Ch. 4, "The Logical Structure of Arguments," 55
 Literacy Me-Quilt
 Mechanics review (Pronouns and Antecedents/Personal Pronouns)

27 H **Mechanics Review Due**
 Aristotle, *Rhetoric*
 Cicero, *De Oratore*, Book II
 Winterowd, "The Rhetorical Transaction of Reading"

Lesson Four—

Feb 1 T Goodman, Ch. 2, "What is Language," 11
 Goodman, Ch. 3, "How Language Works," 21

Ramage, Ch. 5, "Using Evidence Effectively," 69

3 H Goodman, Ch. 4, "How Proficient Reading Works," 37
 Ramage, Ch. 6, "Moving Your Audience: *Ethos*, *Pathos*, and *Kairos*," 87
 North, "From *The Making of Knowledge in Composition*"

Editors in chief Select Boards
Rhetorical Discourse Portfolio—Entry 1
Literacy Me-Quilt Due

Lesson Five

8 T Halloran, "Rhetoric in the American College Curriculum: The Decline of Public Discourse" Proposals
 Ramage, Ch. 15, "Proposal Arguments," 247
 Ramage, Ch. 7, "Responding to Objections and Alternative Views," 99

10 H Ramage, Ch. 8, "Analyzing Arguments Rhetorically," 118
 Britton, "Shaping at the Point of Utterance"

Lesson Six

15 T Magazine Proposal Workshop

17 H **Magazine Proposal Due**
 Elbow, "How to Get Power through Voice"
 Ramage, Ch. 10, "An Introduction to the Types of Claims," 164

Lesson Seven

22 T Goodman, Ch. 6, "How Written Text Works," 62
 Ramage, Ch. 11, "Definitional Arguments," 173

24 H **Rhetorical Discourse Portfolio—Entries 2-3 Due**
Post Calls for Articles
 Quintilian, *Institutes of Oratory*, Book II
 Moffett, "I, You, and It"
 Ramage, Appendix One, "Informal Fallacies," 271

Lesson Eight

Mar 1 T Helsing, "The Subject of Genre"
 Isocrates, *Antidosis*
 Longinus, *On the Sublime*
 Ramage, Ch. 12, "Causal Arguments," 192
 Research Paper Draft Due

- 3 H Young, "Concepts of Art in the Teaching of Writing"
Ramage, Ch. 13, "Resemblance Arguments," 214
Goodman, Ch. 7, "The Reading Process: Cycles and Strategies," 90

Lesson Nine

- 8 T **Research Paper Due**
Fulkerson, "Four Philosophies of Composition"
Ramage, Ch. 14, "Evaluation and Ethical Arguments," 226
- 10 H Christine dePizan, *The Book of the City of Ladies*
Ramage, Ch. 9, "Analyzing Visual Arguments," 135

Lesson Ten

- 15 T **Rhetorical Discourse Portfolio—Entries 4-5 Due**
Murray, "Teaching the Other Self: The Writer's First Reader"
- 17 H Flynn, "Composing as a Woman"
Sor Juan Inés de la Cruz, *The Poet's Answer to the Most Illustrious Sister Filotea de la Cruz*
Palmquist, Part One, "Designing for Effect," 3-31
Cover Story Article Due

Week Eleven

- 22 T Bartholomae, "Inventing the University"
Palmquist, Part Two, "Understanding Design Elements," 33-83
Palmquist, Part Three, "Designing Documents," 85-122
- 24 H **Visual Rhetoric Presentation**

Week Twelve

- 29 T **Rhetorical Discourse Portfolio— Entries 6-7 Due**
Magazine Workshop
- 31 H **Magazine Submission**

Week Thirteen

- Apr 5 T **Multi-genre Research/Reflective Report Due**
- 8 F 450:2 Final (8:45-10:15 p.m.)

NOTES