Foundations of Rhetoric, English 3363.H01, Spring 2018 (Jan. 16-May 2)
Class meeting time: TR 02:00-03:15 PM
Class location: OCNR 243
Final Exam: May 8 (Tuesday) 1:45-4:15 PM

Instructor: Dr. Susan Wolff Murphy
Office: Faculty Center 203C
Office Phone: 825-5990
Office Hours: TR 12-2, T 3:15-4:15, M 10-12, and other times by appointment.
Email: susan.murphy@tamucc.edu
Website: http://englishwiki.tamucc.edu/wiki/WolffMurphy/Home and Blackboard

Course Overview
This course is intended to help you become more aware rhetorically and more agile as a reader, researcher, and writer in various contexts. Rhetoric is defined by Aristotle as "discovering" the "available means of persuasion" in any situation. Rhetoric has changed as human societies have changed, but two elements remain constant: Rhetoric provides us with the skills to persuade others effectively, and it provides us with tools to effectively evaluate the way people are trying to persuade us (or others).

Taken broadly, rhetorical skills can be employed in workplaces (to produce the effect of credibility, for example) and academic pursuits (forms of evidence and argument differ for different disciplines), as well as in advocacy situations (political, civic, etc.).

Given the centrality of rhetoric to our personal and public lives, a course that acquaints you with major concepts in rhetorical thought and that teaches you to analyze these elements in public and private communication should be of great use to you.

Student Learning Outcomes
Students in this course will:

- Apply appropriate rhetorical tools (theoretical and practical) in discussions and in writing assignments to analyze effectively various historical and contemporary situations.
- Apply appropriate rhetorical tools (theoretical and practical) to produce texts that effectively address specific rhetorical situations.
- Analyze the role/impact of rhetoric in issues/debates important to students.

Textbooks (required)


Materials
We will be using a wide variety of texts available online, in the library, and available for download in Blackboard. Additional expectations for course "materials":

- Active student account to access University resources (network, library, student support)
- Active account @ Microsoft Office 365 (free from University)
- Active account @ Google (optional)
Grade Distribution
Major Course Requirements (Grade Distribution: dates, nature of assignments, assignment weight)

Please remember that MLA or APA should consistently be used for manuscript formatting and citations, except when we are creating genres that follow other rules. In those cases, you’re expected to adhere to the conventions of the genres you are creating.

Extra credit will be offered for taking advantage of the services of the CASA Writing Center and participating in the Big Event and other events, when students write a reflection (see below).

<table>
<thead>
<tr>
<th>Major Graded Assignments</th>
<th>Weight</th>
<th>Due Dates</th>
<th>Projects/Assignments/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily participation and process due dates</td>
<td>14%</td>
<td>½ point daily</td>
<td>Jan. 19-May 2 (28 class meetings)</td>
</tr>
<tr>
<td>Reading responses</td>
<td>11%</td>
<td>Jan. 24-Mar 7 (see wiki/BB)</td>
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</tr>
<tr>
<td>Advocacy Project Portfolio</td>
<td>30%</td>
<td>Mar 2</td>
<td>Reflection + Evidence will include research and writing activities (topic proposals, genre proposals, reflecting on research)</td>
</tr>
<tr>
<td>Career Project Portfolio</td>
<td>20%</td>
<td>Mar 30</td>
<td>Reflection + Evidence will include • researching, drafting, revising, editing genres appropriate for your discipline/career/ major</td>
</tr>
<tr>
<td>Group Project Portfolio</td>
<td>25%</td>
<td>4:15 PM May 9</td>
<td>Reflection + Evidence will include • Written/composed rhetorical products for the group project • Peer review • Other research/writing activities related to collaboration</td>
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</tbody>
</table>

Brief Assignment Descriptions
Specific instructions for all major assignments are provided in Blackboard.

Submitting assignments
Most writing assignments must be submitted through Blackboard. This may mean you submit a link to a shared folder (@ Google or Office 365). All students now have access to Office 365, Microsoft’s online version of the Office software suite, at no charge. See this link for more information: [http://it.tamucc.edu/Office365/Office365.html](http://it.tamucc.edu/Office365/Office365.html). Unless otherwise directed, do not send coursework to the instructor via email.

Course Policies
Attendance/Participation
Because this class depends on peer collaboration and in-class activities to enact the social element of writing rhetorically and to help you comprehend the class materials, there are no "free" absences. If you miss class, you will receive a zero for daily participation done on that day. These assignments may not be made up or turned in late. To be considered present, you must be on time, participate in all class activities, not use your phone or computer for activities that do not pertain to class (alert me if you have an urgent reason for texting), and remain in class for the entire period. In-class work is worth 14% of your course grade.
**Late Work/Extensions**
If there is something that prevents you from meeting a deadline, you can request an extension to complete or turn the work in late. The approval of an extension is entirely at my discretion and will depend on the reason for your absence, your record of completion of work, and attendance. All requests for extensions must be sent and confirmed by email.

**Writing Center Extra Credit**
All writers benefit by having an attentive reader respond to their work at any stage. I encourage students to earn extra credit on any assignment they take to the writing center. Staple your visit slip to the assignment and/or scan it when you’re submitting. There are myriad reasons for this; however, here are a couple for the practical minded student:

1. Writers typically write and think simultaneously. We therefore sometimes make leaps of meaning that readers cannot follow. An attentive reader can tell you when and where your writing becomes difficult to follow, vague, confusing, or etc.
2. When writers tackle difficult tasks, we lose control of less complex things like spelling, grammar, and mechanics. It is helpful to have someone help you to see these.
3. Assignments taken to the writing center are almost always better as a result of that consultation.

**Where Is It?**
The CASA Writing Center at TAMUCC, located in Room 112 of the Glasscock Student Success Center, provides free help for students at any stage of their writing process. Writing Consultants are trained to support writers in planning, outlining, drafting, organizing, and/or revising their writing and are also knowledgeable in citing sources in various documentation styles used in academic writing. It offers both face-to-face and online appointments for both undergraduate and graduate students. The Writing Center works closely with faculty across the TAMUCC campus to understand writing in different disciplines and to help students meet these expectations. The Writing Center encourages students to make a 30-minute appointment; however, if Writing Consultants are available, they do accept walk-in appointments. Appointments are available online as well! Visit casa.tamucc.edu/wc.php to create an account using your @islander.tamucc.edu email address. Once you have an account, you can log-on to make an appointment.

**Classroom/professional behavior**
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

More specifically, in this course, I want our community of learning to be a “Safe Zone”: Professional etiquette and civility are expected. Respect the diversity of the classroom. Personal attacks or hate speech are unacceptable on any grounds, including (but not limited to) race, gender, class, sexual/affectional orientation, religion, age, or disability.
**Academic Honesty/Plagiarism**

**Definition:** In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers. Most current discussions of plagiarism fail to distinguish between:

1. Submitting someone else’s text as one’s own or attempting to blur the line between one’s own ideas or words and those borrowed from another source, and
2. Carelessly or inadequately citing ideas and words borrowed from another source.

Such discussions conflate plagiarism with the misuse of sources. Ethical writers make every effort to acknowledge sources fully and appropriately in accordance with the contexts and genres of their writing. (Quoted from “Defining and Avoiding Plagiarism: The WPA Statement on Best Practices”)

Plagiarism is a serious violation of departmental and University policies, but it is sometimes difficult to understand what plagiarism actually is. Often, students commit unintentional plagiarism (not citing sources properly, for example), because they are unaware of the standards that apply. Plagiarism includes:

- Using the work of another as your own,
- Downloading or purchasing ready-made essays off the web and using them as your own,
- Using resource materials without correct documentation,
- Using the organization or language of a source without using quote marks and proper citation.
- Turning in a researched project without citing sources in an appropriate documentation style.

When you are confused about citation of quotes or ideas, please visit the Writing Center or me to get help. Information on MLA documentation rules and APA documentation rules is available at Purdue University’s OWL: [http://owl.english.purdue.edu/](http://owl.english.purdue.edu/), and from our local Writing Center at CASA.

**Notice to Student with Disabilities**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom, or on campus, please contact the Disability Services office for assistance.

**Academic Advising**

The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

If your major is in another college, please go to: [http://www.tamucc.edu/academics/advising.php](http://www.tamucc.edu/academics/advising.php) for information about how to contact your advisor.

**Dropping a Class**

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop
to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. April 6 is the last day to drop a class with an automatic grade of “W” this term.

Grade Appeals Process
As stated in University Procedure 13.02.99.C2.03, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.03, Student Grade Appeals. These documents are accessible online at: http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s office in the college in which the course is taught. For complete details on the process of submitting a formal grade appeal in CLA, please visit the College of Liberal Arts website, http://cla.tamucc.edu/about/student-resources.html.

Statement of Academic Continuity
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

Questions?
If you have any questions or concerns regarding this syllabus, please speak with me as soon as possible. You are responsible for understanding and adhering to the policies of this course and the University.

Tentative Schedule
Check wiki daily for class plans & homework (link is on Blackboard). This schedule may change!

<table>
<thead>
<tr>
<th>Week/Day</th>
<th>Tuesday</th>
<th>Thursday</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to writing/research/the rhetorical situation.</td>
<td>Definitions of rhetoric (Rhetorical Timeline)</td>
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<tr>
<td>Introduction to course &amp; rhetorical timeline</td>
<td>Understanding reasons to write, keywords.</td>
<td>Reading 1</td>
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<td>• Introduction: Spaces for Writing (purple section) (1-31)</td>
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<td>• NWWK 1.0, 1.1, 1.2, 1.3, 1.5</td>
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<td>Week 2</td>
<td>Jan. 24-26</td>
<td>Build course websites/portfolios – share with SWM.</td>
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<td>- ethos/pathos/logos, exigency, Kairos, rhetorical analysis</td>
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<td>- Explore propaganda as an example (WWII).</td>
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<td>- Brainstorming advocacy possibilities.</td>
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<td>Week 3</td>
<td>Jan. 31-Feb. 2</td>
<td>Reading 3</td>
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<td>- Issue 5: Research (blue) (181-215)</td>
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<td>- Fister, &quot;Decode the Academy&quot;</td>
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<td>- ACRL “Framework for Information Literacy”</td>
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<td>Discovery Day</td>
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<td>Inquiry, research questions.</td>
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<td>Week 4</td>
<td>Feb. 7-9</td>
<td>Reading 5</td>
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<td></td>
<td>- Issue 3: Writing Identities</td>
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<td></td>
<td>- NWWK 3.0, 3.1, 3.2, 3.5</td>
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<td>“worknet” a source.</td>
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<td>Week 5</td>
<td>Feb. 14-16</td>
<td>Reading 7</td>
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<td>- Issue 7: Going Public</td>
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<td><strong>Genre proposal due</strong></td>
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<td>Week 6</td>
<td>Feb. 21-23</td>
<td>Reading 9</td>
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<td>- I6: Rethinking revision</td>
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<td>- NWWK 4.3, 4.4</td>
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<td>Workshop</td>
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<td>Week 7</td>
<td>Feb. 28-30</td>
<td>Reading 10</td>
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<td>- NWWK 5.2, 5.4</td>
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</tbody>
</table>
| Week 8  
Mar 7-9 | Reading 11  
- NWWK 2.3, 3.4  
Start career project. | Career project. |
|---|---|---|
| Week 9  
Mar. 21-23 | Career project.  
- Professional/academic discourse (credibility)  
- Advocacy | Career project.  
*People's Poetry Festival (Feb. 22-24)* |
| Spring Break (March 11-19) |  |  |
| Week 10  
Mar. 28-30 | Career project. | Career project due. |
| Week 11  
April 4-6 | Group Project (research) | Group Project (research)  
Keynote: Dr. Lily Wong, “Transpacific Attachments: Sex Work, Media Networks, and Affective Histories of Chineseness.” |
| Week 12  
April 11-13 | Group Project (research) | Group Project (research/drafting) |
| Week 13  
April 18-20 | Group Project (research/drafting) | Group Project (revisions) |
| Week 14  
April 25-27 | Group Project due – share with FB/client | Group reflection/revisions/evaluation |
| Week 15  
May 2 (last day) | Group Portfolio Preparation |  |
| Final Exam  
Tues. May 9  
1:45–4:15 PM | **Final Group Portfolio due** (on BB.) |  |