English 355: Rhetoric and Writing
Fall 2014

Dr. Robin Gray Nicks

Office: 1108A McClung Tower
Office Hours: Mondays 2:45-3:45 & Wednesdays 9-11 am in 1108A McClung Tower; & by appointment
Office Phone: 4-8888
Email: rickets@utk.edu (best way to reach me)
Website: http://web.utk.edu/~rnicks
Twitter: @drgraynicks

Class Location: HSS 115
Class Time:
Section 003 meets 2:10-3:25 pm
Section 004 meets 3:40-4:55 pm

Course Description:
This course serves as an introduction to the rhetoric and writing concentration of the undergraduate major in English and covers both theory and practice, focusing on multiple modes and genres of writing. Students will learn rhetorical theory, discourse analysis, and social movement theory, among other theories and genres. The course requires extensive reading and writing, with review and revision at all stages of the writing process. Requirements include three major projects, presentations, blogs, and microblogs. This course meets the requirements for and is listed as a “WC” (communicating through writing; writing intensive) course.

Course Goals:
By the end of this course, students will be able to:

• Describe writing instruction and rhetoric in ancient Greece, classical Rome, the European Christian era, Medieval Europe, and contemporary America.

• Identify, explain and apply basic rhetorical concepts (appeals, types of discourse, argument, canons of rhetoric, collaborative writing, evidence, thesis, stases, topoi, purpose, brainstorming, revision, editing, peer review)

• Apply rhetorical strategies effectively in various writing situations

• Explain the relationship between writing/rhetoric and its socio-politico-cultural contexts

• Identify and explain the contribution to rhetoric of major rhetorical theorists

• Demonstrate and apply knowledge of MLA style format for writing and citing sources
• Demonstrate research skills for issues in rhetoric and composition
• Produce organized, coherent, readable papers that incorporate various sources
• Write, revise, and edit multiple drafts of papers

In addition, this course will give students the opportunity to achieve the following goals for the BA in English Studies set forth by the Department of English:

1. Students will be able to analyze and interpret texts.
2. Students will be able to construct effective arguments.
3. Students will be able to demonstrate effective writing skills.
4. Students will be able to demonstrate advanced research and information literacy skills

**Required Texts:**
**Other texts available online via Blackboard**

**Optional Text:**

**Assignments/Grade Breakdown:**
Each assignment—including homework—must be typed (unless otherwise noted), double-spaced, using 12 pt. Times New Roman, with one-inch margins on all sides. Include your name, course number and section, and instructor name (all in upper left hand corner) and title (centered) on first page. Subsequent pages should have your last name and page number in the header (right justified). Unless otherwise noted, you will submit written work in electronic form to BB. Failure to turn in written work to BB in the proper format by class time on the due date will result in penalties. More information will be forthcoming on assignment sheets posted to BB.

**Active Participation, In-Class Writing, Blogs, & Twitter 10%**
This category requires ACTIVE participation in our class discussions. Active participation means that you offer comments or questions during discussion. Occasionally, you will have an in-class writing, blog, tweets, or quiz that will also count in this part of your weighted course grade. If you do not speak in class, your participation grade will suffer greatly. Each absence result in a zero for the day’s participation grade, regardless of the other work you may have completed. You will be responsible for keeping track of your participation through the semester.

**Presentation & Notes 15%**
During the first two units, you will select one of the supplementary texts from the assignment sheet, examine it, and report on its contributions to rhetorical theory. To earn credit for this assignment, you must do an oral presentation and submit a PowerPoint with speaker notes.
Project #1: The Province of Rhetoric 20%
Our first readings in the course will introduce us to early theories of rhetoric and the foundations of rhetorical reading and persuasion. For your first paper, you will develop an academic argument on rhetoric’s province—what it studies, is it a techne or not, does it create knowledge, is it simply sophistry, etc. You will consider how rhetoric figures into your own field of study and how it is or is not useful. You should refer to specific readings, including Herrick and Aristotle, and you should include at least 2 other scholarly sources that we have not read in class. This is your own argument supported by evidence from primary and secondary sources.

Project #2: Extended Rhetorical Analysis 25%
For this paper, you will analyze a primary text of mainstream rhetoric (speech, website, etc) that would be considered to advocate for something/someone or to be activist in nature. You may analyze the message with consideration of identity or another message you interpret. Your thesis should argue your interpretation of the message and its effectiveness. You should consider all and discuss some of the rhetorical theory we’ve covered so far—the rhetorical situation, the kind of rhetoric (deliberative, forensic, epideictic), the appropriateness of delivery, the effectiveness of persuasion. You should support your thesis using at least 2 of the secondary sources we have read in class and at least one other that we have not read in class and that you have found through independent research. If you choose a speech or website, you should include a URL for your reader. If you choose to write on a memorial or park, you must include original photographs of the site.

Project #3: Social Movement Project 30%
Social Movement Project (2 parts totaling 30%)
During the semester, we have analyzed rhetoric’s province and we have analyzed the effectiveness of different kinds of rhetoric. For this project, you will now implement what we have learned about rhetoric’s providence and effectiveness by designing a publication for a non-mainstream social movement or group of your choice, along with designing an additional element to create interest in the movement/group and direct the audience to your publication. You will also write a short rhetorical analysis of your campaign, explaining why you made the choices you made, referring to the rhetorical concepts we’ve explored throughout the semester.

Grading Scale:
We will adhere to the official university grading scale for all assignments and the final course grade. It is as follows:

A = 93-100   A- = 90-92.9   B+ = 87-89.9   B = 83-86.9
B- = 80-82.99  C+ = 77-79.9  C = 73-76.9   C- = 70-72.9
D+ = 67-69.9   D = 63-66.9   D- = 60-62.9   F = 0-59.9
**Academic Honesty & Plagiarism**

You are expected to abide by **UTK’s Honor Statement:**

*An essential feature of the University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity. ~From Hilltopics*

All work you turn in must be your own; appropriating others’ work, cutting and pasting from the internet, failing to properly acknowledge sources, turning in work that was substantially written or rewritten by a friend, family member, or tutor, providing false attributions of source material, falsifying data, or other forms of plagiarism or academic dishonesty will result in failing the assignment and other penalties up to and including failure of the course and possible additional university action. All plagiarism and academic dishonesty is reported to the Office of Judicial Affairs and the Dean’s Office of your College. Plagiarism is serious; we’ll talk about what it is and how to avoid it throughout the semester.

UTK’s policy on plagiarism is stated in *Hilltopics:*

Plagiarism is using the intellectual property or product of someone else without giving proper credit. The undocumented use of someone else’s words or ideas in any medium of communication (unless such information is recognized as common knowledge) is a serious offense, subject to disciplinary action that may include failure in a course and/or dismissal from the University.

Specific examples of plagiarism are:

- copying without proper documentation (quotation marks and a citation) written or spoken words, phrases, or sentences from any source;
- summarizing or paraphrasing without proper documentation (citation) ideas and phrases from another source (unless such information is recognized as common knowledge);
- borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge);
- collaborating on a graded assignment without the instructor’s approval;
- submitting work, either in whole or in part, created by a professional service and used without attribution (e.g., paper, speech, bibliography, or photograph).

In addition to the types of plagiarism listed above, I consider recycling work from another class to be academic dishonesty and doing so will result in failing the assignment.

**Revision**

Although there is no extra credit in this class, students may choose to revise one of their first two papers, but if they choose to do so, the new paper must be a complete revision of the previous version (do not just “fix” minor errors). The rewrite, along with a memo detailing the extent of the revision, is due the last day of class. The new paper grade will be the *average* of both the original grade and the revision grade. Please note that papers that received a zero because they
were plagiarized or never turned in are ineligible for this option.

**How to Be Successful in this Course:**

*** Student Effort on Assignments: Unfortunately, hard work does not necessarily correspond to a high grade. Some of us can write a 15 page paper and earn an A with little effort, while others must work hard to earn a D or C. The grades you earn are based upon the final product, not on effort. All grading will be based on the quality of the assignment submitted. Life difficulties, unfortunately, tend to affect performance but cannot be factored into grading criteria.

*** Student responsibility: As adults and professionals (or professionals-in-training), you will be expected to take responsibility for your performance in this class. You are responsible for keeping up with all information presented on Blackboard.com, for asking questions about aspects of assignments that you don't understand, for knowing and adhering to all course and university policies, for managing your time effectively, and for saving written documents to minimize assignment loss due to computer crises.

*** Expected Time Spent on Reading and Homework: Plan to spend A MINIMUM of 2-3 hours out of class on our readings and studying for every 1 hour we spend in class. This comes out to at least 6-9 hours a week. (This time minimum does NOT guarantee a good grade. It is just a first step toward doing well.)

*** If you have questions about your grades, you should come by during office hours or make an appointment. I cannot and will not discuss grades over email as it is not a private forum and possibly violates privacy laws.

**Resources:**

**The Library**
The UTK Library is staffed by knowledgeable and helpful professionals and should be one of your first research resources throughout your time at UTK. Here are the two tips for letting the library make your life easier: you can chat with a reference librarian to ask a quick question (about almost anything) and you can request a book for pickup at Hodges rather than weeding through the stacks.

**The Writing Center (4-2611)**
The Writing Center provides free, one-to-one help to all writers. The trained tutors offer constructive feedback during any stage of the writing process. While the Writing Center is not a proofreading service, the tutors will help students with anything related to their writing, including grammar, brainstorming, organizing, polishing final drafts, citing sources, and more. No appointment is needed; just walk in.

**HSS 212:** Monday - Thursday 9 - 6:30 / Friday 9 - 3

**Commons North, Hodges Library:** Sunday, Monday, and Wednesday 5 - 7 pm (excluding holidays)

Email: writingcenter@utk.edu
Website: http://writingcenter.utk.edu
Facebook: http://www.facebook.com/UTKWritingCenter

Disabilities Accommodations
The Office of Disabilities Services wants you to know: “If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact the Office of Disability Services at 2227 Dunford Hall, 974-6087. This will ensure that you are properly registered for services.” http://ods.utk.edu

The Counseling Center
The Counseling Center’s mission is to promote students’ psychological, educational, and social well being. They provide a variety of services, including crisis intervention, individual counseling, workshops, and more. If you or someone you know could benefit from their assistance, contact them anytime.
Location: 1800 Volunteer Blvd (in the Student Health Building)
Phone: 865-974-2196
Email: counselingcenter@utk.edu
http://counselingcenter.utk.edu

Policies:
***I know it looks like there are a lot of policies. My goal is to give you as much information in this document as I can. It outlines my expectations and standards; it will serve as a reference source for all of us. When you have a question about policies, due dates, readings, or anything else, you should first consult this syllabus. If you truly do not find an answer to your question, at that point, please email me.

Email
I check email at least once a day during the week and once on the weekend. I expect the same of you, and I expect that you will use your UTK account. Failure to check your email or the failure of the account to which you have forwarded your UTK account to deliver my messages is not an excuse for failure to know what’s going on in our class.

It’s important to participate in and practice the sort of professional etiquette expected once you leave school. For this reason, we will all use subject lines that clearly indicate the purpose of our messages, open emails with a salutation, use appropriate language and tone, and close by signing our names.

Computer Problems
That your computer has crashed, your printer died, or any other computer related problem has occurred is not an excuse to turn in your work. There are multiple computer labs on campus; use one.
Cell Phones
I recognize the usefulness of smartphones when we want to search something in class. However, unless it’s a day where I have okayed smartphone use, phones should be silenced and put out of sight.

Late Work
I do NOT take late work of any kind or allow anyone to make up any in-class work, nor do I give any kind of extra credit. If you have some sort of extenuating circumstance, let me know. I may be willing to grant an extension, but I also may ask you to provide documentation. No documentation when I ask will mean no extension.

Tardiness and Attendance
Because much of the work occurs in class—discussions, quizzes, in-class writings & activities, etc—your attendance is essential. You should come to every class, on time, with reading/writing assignments completed, and prepared to take part in discussion/group work.

There will be an attendance sheet for each session for Title IV reporting and my notes on each student’s participation. If you miss more than SIX classes this semester, you will fail the course. I treat you as a responsible adult; if you must miss class, I trust that you have a very good reason for doing so. Thus, I do not need or accept notes from your doctor, mother, etc. Nonetheless, excessive absences, regardless of the reason, reduce how much you can learn, and the grading policy is designed to reflect this. If you are the victim of a serious illness, please email me, so I can help you work out how best to proceed.

If you are MORE THAN TEN MINUTES late to class, YOUR PARTICIPATION GRADE WILL BE A ZERO FOR THE DAY, and you will be marked absent on the attendance sheet to count toward your total number of absences. If you must come late or leave early, let me know in advance so that we can work something out.

Harassment
All students are expected to conduct themselves in a respectful and responsible manner that enhances education. Any conduct that disrupts the learning process may lead to disciplinary action and a failing grade.
**Tentative Schedule**

I reserve the right to change the schedule as we progress. All updates will be posted to Blackboard.

Each Writing Assignment is due BEFORE CLASS on the date listed. Homework should be printed and brought to class. Essays/Major assignments should be submitted as a WORD or RTF file attachment to Blackboard.

AANM = *Alternative and Activist New Media.*

Herrick = *The History and Theory of Rhetoric*

BB = Blackboard

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<tr>
<th>Date</th>
<th>Reading Assignment</th>
<th>Written Assignment/Homework</th>
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<tbody>
<tr>
<td>Aug 21</td>
<td>Introduction to course</td>
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<td>Aug 26</td>
<td>Herrick, Ch. 1, Ch. 2 section “The Sophists,” and Ch. 3</td>
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<td>Aug 28</td>
<td>Herrick Ch. 4 and Ch. 5</td>
<td>from last class: Tweet 2 examples of rhetoric encountered in everyday doings.</td>
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<td>Sept 2</td>
<td>Selections from <em>Ancient Rhetorics</em> on BB and Amossy, “How to Do Things with Doxa” (BB)</td>
<td><strong>Blog #1 Due (example and thick description of example of rhetoric encountered every day)</strong></td>
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<td>Sept 4</td>
<td>Herrick, Ch. 9</td>
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<td>Sept 9</td>
<td>Herrick Ch. 10; Bitzer, “The Rhetorical Situation” (BB); Selections from Kenneth Burke’s Rhetoric of Motives and Symbolic of Motives (BB)</td>
<td><strong>Blog #2 Due (What does a theory of rhetoric need to account for/do?)</strong></td>
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<td>Date</td>
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<td>Sept 11</td>
<td>Presentations about following articles:</td>
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<td>Richard J. Burke “Politics as Rhetoric”; Ruth Amossy “Rhetoric at the</td>
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<td>of Practical Reasoning”</td>
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<td><strong>All on Bb</strong></td>
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<td>Sept 16</td>
<td>Presentations about following articles:</td>
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<td>Andrea Lunsford “Rhetoric Feminism, and the Politics of Textual Ownership”</td>
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<td>Cheryl Glenn “Silence: A Rhetorical Art for Resisting Discipline(s)”</td>
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<td>Nick Hopkins and Steve Reicher “Social Movement Rhetoric and the Social</td>
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<td>Psychology of Collective Action”</td>
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<td><strong>All on Bb</strong></td>
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<td>Sept 18</td>
<td>Listen to “Organizing and Connecting Ideas” podcast (BB) Bring Laptop!</td>
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<td>Reach Chapter 1 in <em>Style: Lessons in Clarity and Grace</em> (BB)</td>
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<td><strong>Blog #3 (freewriting)</strong></td>
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<td>Bring laptop and sketch of an outline</td>
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<td>Sept 23</td>
<td>Listen to “Giving and Getting Feedback” podcast (BB)</td>
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<td>Full draft for Peer Review</td>
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<td>Sept 25</td>
<td>Listen to and take notes on Grammar Girl Podcast “So You Think You Can</td>
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<td>Edit” (BB)</td>
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<td>No Class in classroom: Chance to drop into office for last-minute help or</td>
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<td>answers</td>
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<td>Sept 30</td>
<td>Consigny “Rhetoric and its Situations” (BB) and Vatz, “The Myth of the</td>
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<td>Rhetorical Situation” (BB)</td>
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<td><strong>Project #1 Due to BB at 11:59 pm ET</strong></td>
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<td>Date</td>
<td>Reading/Activity</td>
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| Oct 2  | Garret and Xiao, “The Rhetorical Situation Revisited” (BB); and Gorrell, “The Rhetorical Situation Again” (BB)  
Quiz: Chart similarities and differences among Bitzer, Vatz, Consigny, Garret and Xiao, and Gorrell. which think most accurate theory & why |
| Oct 7  | **Reading TBA**  
Possibly Wendy Hesford “Reading Rape Stories” & Susan Bandes “Empathy, Narrative, and Victim Impact Statements” |
| Oct 9  | Johnson, “Parlor Rhetoric and the Performance of Gender in Postbellum America” (BB) and Condit “In Praise of Eloquent Diversity: Gender and Rhetoric as Public Persuasion” (BB)  
Blog #4 |
| Oct 14 | Chapter 2 and 3 in *AANM* and Gallagher “Memory and Reconciliation in the Birmingham Civil Rights Institute” (BB)  
Blog #5 (Rhetorical Analysis Planning)  
Bring Plan and whatever you have of a draft; we'll work on drafts in class, so bring your laptop. |
| Oct 16 | No Class Fall Break  
NO Class Fall Break |
| Oct 21 | Chapters 2 & 6 from *A Private Sphere: Democracy in a Digital Age* (BB) |
| Oct 23 | Listen to Grammar Girl’s “Dumbing Down” podcast (BB)  
Blog #5 (Rhetorical Analysis Planning)  
Bring Plan and whatever you have of a draft; we'll work on drafts in class, so bring your laptop. |
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<th>Date</th>
<th>Assignment</th>
<th>Notes</th>
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<tr>
<td>Oct 28</td>
<td>Read Chapter 2 in <em>Style: Lessons in Clarity and Grace</em> (BB)</td>
<td>Full draft for Peer Review</td>
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<td>Oct 30</td>
<td>Podcasts TBA</td>
<td>Project #2 Due to BB by 11:59 pm</td>
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<td>Nov 4</td>
<td>Porter, “Recovering Delivery for Digital Rhetoric” (BB) and Kessler, “Composing for Delivery” (BB)</td>
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<td>Nov 6</td>
<td>Chapter 5 in <em>AANM</em> and other readings tba. Possibly Reber &amp; Berger’s “Framing Analysis of Activist Rhetoric” (BB) and Stern “Toward a Coherent Theory of Environmentally Significant Behavior”</td>
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<td>Nov 11</td>
<td>Chapter 6 in <em>AANM</em> Chapter 1 of <em>Compose, Design, Advocate</em> (BB)</td>
<td>Blog #6</td>
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<td>Nov 13</td>
<td>McLuhan Chapter 1 and 31 of <em>Understanding Media</em> (BB) Chapters 2 &amp; 3 of <em>Compose, Design, Advocate</em> (BB)</td>
<td>Blog #7: Project planning &amp; design plan</td>
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<td>Nov 18</td>
<td>Chapter 5 of <em>YouTube</em> (BB)</td>
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<td>Nov 20</td>
<td>Working on Drafting projects in Class Bring Laptop!!</td>
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<td>Nov 25</td>
<td>Working on Drafting projects in Class Bring Laptop!!</td>
<td>Draft of Social Movement -- Public Portion</td>
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<td>Nov 27</td>
<td>NO Class Thanksgiving</td>
<td>No Class Thanksgiving</td>
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<tr>
<td>Dec 2</td>
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<td>Draft of final project (Both parts)</td>
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ENTIRE Social Movement Project due during your Final Exam time.

**Final Exams:**
Section 003 will meet 2:45-4:45 pm in our classroom on December 4th
Section 004 will meet 5:00-7:00 pm in our classroom on December 4th
**You can earn up to 3 points on your Social Movement Project’s grade if you come to the classroom by during the exam and “present” your project to the class. Details of the “presentation” will be handed out. You will NOT be penalized in any way if you choose not to attend or present, though you cannot earn the extra points.**