ENGL 543 Sect. 001 Spring 2016

**Instructor:** Prof. Joseph Bartolotta **Office Hours:** 2:00-4:00 Thursday

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**Class Time:** 4:00-6:30, Thursday

**Classroom:** Mitchell Hall 216

###### Textbooks and Materials

All course texts will be online, either found by you through citation, or posted as a pdf to the Learn website.

###### Description

This course will focus primarily on 20th-century and contemporary rhetoric.

This course has several objectives:

**Define and understand key terms and concepts.** You should be able to define and describe the significance of some key rhetorical terms and concepts that come from both ancient and contemporary rhetorical thought.

**Use the key terms/concepts to analyze and evaluate a variety of texts.** Think of these terms/concepts as tools—or “heuristics”—that allow you to do things you otherwise couldn’t do. In other words, you should understand these terms/concepts *and* be able to “think with” them and apply them to analyze various “texts,” from a speech by a presidential candidate, to a literary work, to a visual production (such as an ad or other display), and so forth.

**Provide a sketch of the trajectory of rhetorical thought** from the Ancient Greeks to contemporary theories of cultural studies, rhetoric, and composition.

**Use your understanding of rhetorical history and theory to inform and enhance your work.** Appreciate and articulate how a deep understanding of the history of rhetorical thought can enhance your work—no matter what career you choose.

**Use the rhetorical perspective to foster insights into a variety of analytical and productive activities.** This most general and most abstract of the outcomes suggests that the rhetorical perspective should allow you to see, analyze, and evaluate the world in some new ways. You should understand that a rhetorical perspective views the world this way:

* 1. Rhetorical epistemology differs fundamentally from traditional philosophical.
  2. Language and thought always and inevitably interpenetrate; I’d like you to be able to apply and “spin” the implications of this relationship to a variety of intellectual and practical endeavors.
  3. Language, like all action and all meaning, is situated. If you want to understand any verbal or symbolic action, you must understand its situatedness.

***Articulate* your goals and outcomes.** I’m very interested in learning what you are most concerned with mastering. In your final portfolio, you will articulate your own goals for yourself in this course and beyond.

This course is designed for students who come from a broad range of disciplines, and students are encouraged to incorporate their interests into their assignments and our discussions. At the same time, I ask that students immerse themselves in the rich and dynamic field of TPC scholarship.

###### Assignments

All Major Assignments are due as PDFs to our course LEARN site at 9:00 PM local (Albuquerque) time on the due date. Anything submitted past this time is considered late. Late work will be assessed a penalty of 1/3 of a letter grade (i.e., from B+ to B) for every 12 hours past the due date it is late. For example, if an assignment is due on Tuesday at 9:00 PM and turned in on Wednesday at 11:00 PM, the grade will would go down a full letter grade (i.e., from B+ to C). Do not let this happen to you! All major essays must be completed for you to receive a passing grade at the end of the semester.

What follows are sketches of upcoming assignments. Full assignment prompts are forthcoming.

**Online Discussion Posts.** In addition to major assignments, you will need to posy to our weekly course discussion board on Learn. All readings are expected to be read and with responses on the discussion board by the Wednesday night before class. Our discussions on Thursday will draw from these posts. You may write about what you want so long as it is germane to the readings for class. If you cannot think of something to say, you can reply to another’s post or you may write about ideas you find novel, confusing, complicated, or talk about some of the overlap you see between articles. All posts should be about 200-300 words, or may be a pair of posts in a week that add up to that word count.

**Journal Crib Sheet.** This is an assignment where you crib information about a journal in rhetoric to share with your colleagues. I will collect all of these and put them together as a large PDF to share with your colleagues.

**Class presentation and annotated bibliography.** Each of you will do some of the supplementary reading (and other stuff you may choose with my consultation) and present on it during the day we’re discussing that; these should be between eight and twelve minutes in length. You will also create an annotated bibliography (due a week later) of two or three pages, telling us what’s cool and new and how it ties in with other discussions we’re having in class. You should plan to meet with me at least a week before your presentation to discuss what you’ll focus on.

**Take-home exam.** I believe in exams even for graduate students because they bring the class together and motivate students to master the language and basic ideas. Past students have told me that as awful as they are to prepare for and take, they are excellent practice for PhD comprehensives. You’ll thank me for this one day.

**Conference proposal**. Turn one of your reflections or another idea into a proposal for a rhetoric and composition conference. Gear it toward one of the conferences we’ll discuss in class (I’ll provide CFPs), such as RSA, Watson, WRAB, CCCC, ABC, ATTW, NCA, Feminisms and Rhetoric… I will not only grade the proposal but also put you in “panels” for your end-of-the-semester presentations. This proposal will also forecast your final paper for the class.

**Final Paper.** About 18-25 pages (including works cited) where you wrestle with the mighty dragon of rhetoric with an emphasis on a particular topic.

**Presentation.** This will be a presentation based on your paper. Presentations are usually 15-20 minutes long, so you will not be able to represent the full scope of your paper. You will need to develop the careful skill of concision in describing your work and working it into a new medium.

**Reflection.** 5-page reflection on what you learned about rhetoric, your own interests in the field, how you plan to pursue your studies (wherever they may lead you), what areas of the field interest you most, and a reflection on the student learning outcomes.

**Class Attendance and Participation**

Much of our work will be in groups. You are expected to fulfill your share of group work and to interact courteously with your peers at all times. Classes are run in a discussion/workshop format; therefore, regular attendance and active participation are important. One of the strongest components of any democracy is an informed citizenry that is ready to participate civically. Not being prepared for class preempts your ability to participate and may impede the inquiry of others, and I may excuse students who I discover to not be adequately prepared. Attendance to me is more than simply filling a seat—it is a demonstration of a willingness to engage in the day’s topics. Missing more than one week’s worth of class may result in a lower grade. **Missing six or more class sessions may result in an automatic failing grade.**

**Grading and Evaluation**

***Units and Grade Distribution***

The course work is divided by 1000 points. All assignments are not necessarily equal, although at the very least any major assignment will account for at least 10% of your final grade. I also include a +/- 50 points for participation which I will issue at my discretion based on a student’s participation in class. While the attendance policy covers excessive absences, the participation points offer a punitive measure for those who are on the cusp of excessive absences

Journal Crib Sheet contribution 50 Points

Class Presentation and Annotated Bibliography 100 Points

Take-home exam 100 Points

Conference Proposal 100 Points

Presentation 200 Points

Final Paper 200 Points

Reflection 100 Points

Online Discussion Posts 150 Points

Class participation +/-50

***Grade Descriptions for Writing Assignments***

A Exemplary work; the qualities of a B paper, plus imagination and effective expression.

B Mature work; thorough analysis of the writing problem, appropriate and effective substance, good organization, and solid expression (style). Few problems in correctness.

C Competent, developing work; satisfactory analysis of the problem, organization, and expression, but nothing remarkably good or bad. Acceptable sentence structure; other problems in mechanics or usage may occur.

D Beginning-level work; presence of a defect in context, substance, organization, style, or delivery; inadequate treatment of the assignment. Possible sentence structure and other correctness errors.

F Basic-level work; lack of context, inadequate coverage of essential points, poor organization,

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| --- | --- | --- | --- | --- |
| **A+** 97-100+% | **B+** 87-89.9% | **C+**  77-79.9% | **D+** 67-69.9% | **F** 0-59.9% |
| **A**  93-96.9% | **B** 84-86.9% | **C** 74-76.9% | **D** 64.66.9% |  |
| **A-** 90-92.9% | **B-** 80-83.9% | **C-** 70-73.9% | **D-** 60-63.9% |  |

###### Save everything

I cannot stress this point enough: consider uploading all drafts of your work to GoogleDrive, the Apple iCloud, or a service such as Dropbox (<https://www.dropbox.com/>), or SpiderOak (<https://spideroak.com/>). Losing work due to computer malfunction or leaving something on a computer desktop and not having it available for class will be your responsibility.

**What Do You Believe, Dr. Bartolotta?**  
I believe that the classroom is a sort of sacred space where we come together to ponder and discuss our world and our place in it. I believe that one of the most important parts of what we do in the classroom is pondering how and why we communicate. Through this inquiry, we can come to realize our own strengths and weakness, and how messages, no matter how small, are transmitted to us. I find this type of inquiry fun, but I also take it seriously. I believe that this line of inquiry, even at its most confusing and discouraging points, is still a celebration of the faculties of the human mind, and ultimately helps people appreciate themselves and others in a new dimension. By taking this class with me, you are agreeing to engage yourself and your world fully and critically.

I believe this class is for a mature audience and language may represent that. I believe academic work should not be divorced from the rest of our lives, and in this class, we will examine materials from advertisements, film and other media that may include language or themes some find offensive. When examining these materials, please think about how the material works rhetorically, and how the vocabulary or presentation of the subject moves audiences to react to it.

I believe in a democratic classroom where discussion is encouraged and everyone feels comfortable participating. Racism, misogyny, misandry, homophobia, and other ideologies that are fueled by gross generalizations do not contribute harmoniously to my idea of a truly democratic classroom and will not be tolerated. I believe that labels we are assigned seldom touch the essence of our being, and that each individual, no matter what he or she has been labeled, is more complex than a single word can represent. Therefore, in our classroom, we will respect each other’s individual uniqueness and complexity by abstaining from generalizations.

I have identified myself variously as a student of Rhetoric, Literacy, Composition, Technical Communication, Usability Testing, Philosophy, and several other related fields. Above all, however, I consider myself a student of Writing in its myriad forms. In my life, I have seen both beautiful and terrible writing, but in my approach to teaching I am not interested in making aesthetic judgments about writing. In my classroom, I strive to make sure no writing is ever a source of ridicule, nor any writer is an object of scorn for his or her prose. I find questions such as, “why was this text composed in this way?” or, “what was the author trying to achieve, and did it work?” to be more productive and engaging and more helpful to understanding writing. In this course, we will all be students of writing, and our inquiry will seek to understand writing, not chastise it.

###### Disability Accommodation

In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to the instructor’s attention, as I am not legally permitted to inquire. Students who may require assistance in emergency evacuations should contact the instructor as to the most appropriate procedures to follow. Contact Accessibility Resource Center at 505-277-3506 for additional information.

A qualified disability is one that has been diagnosed and documented through UNM's Accessibility Resource Center. See http://as2.unm.edu/ for more information.

**Academic Dishonesty**

The University of New Mexico Student Handbook describes Academic Dishonesty as follows:

Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or otherwise fails to meet the standards. Any student judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course.

Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records.

(<http://www.unm.edu/~pathfind/common/policies/academic-dishonesty.html>)

“Plagiarism” is a type of academic dishonesty. It occurs when writers deliberately use another person’s language, ideas, or materials and present them as their own without acknowledging the source. Every first-year writing class covers plagiarism in great detail, so there is little excuse for failing to understand what constitutes plagiarism or the consequences that will result.

*Types of plagiarism.* Plagiarism can include any of the following:

Failing to quote material taken from another source.

Failing to cite material taken from another source.

Submitting writing that was written by another person or for another class.

Submitting writing that was substantially edited by another person.

*Possible consequences.* The instructor decides the academic consequence to be imposed,

depending on the seriousness of the violation. Sanctions include the following:

Adequately redo or revise the assignment in question;

Fail the assignment in question;

Be dropped from the class with a W; or

Fail the class.

Be subject to more severe sanctions imposed by the Dean of Students.

My policy is to give students the benefit of the doubt until you turn in an assignment for evaluation. If you have any question as to whether or not a passage of your writing qualifies as plagiarism, please ask me before you turn in your assignment.

All students who plagiarize will be reported to the Dean of Students, who maintains a file of past plagiarism cases. The instructor may use the Dean of Students Adjudication form or simply direct a memo to Rob Burford ([rburford@unm.edu](mailto:rburford@unm.edu)), Judicial Affairs Specialist, Dean of Students Office. The UNM Student Code of Conduct also addresses Academic Dishonesty at <http://pathfinder.unm.edu/policies.htm#studentcode>.

Understanding what constitutes plagiarism and academic dishonesty will help prevent you from committing these acts inadvertently and will strengthen your communication. Plagiarism is a serious legal and ethical breach, and it is treated as such by the university. If you have any questions about documentation, see me before you turn in an assignment.

### **Respectful Campus Policy**

The English Department affirms its commitment to the joint responsibility of instructors and students to foster and maintain a positive learning environment.

###### Sexual Assault and Gender Harassment Policy

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources from the UNM Sexual Assault Response Team here:

Phone: (505) 277-3716 (Women's Resource Center)

<http://sart.unm.edu/index.html>

There are several resources available outside UNM that may help as well, such as:

Know your IX: <http://knowyourix.org/>

Not Alone: <https://www.notalone.gov/>

Clery Center for Campus Security: <http://clerycenter.org/>

### **Classroom Conduct**

UNM students and instructors are bound by the terms of the Student Code of Conduct, which is published in the UNM Pathfinder ([[http://pathfinder.unm.edu/policies.htm#studentcode](https://webmail.unm.edu/Redirect/Anchor/studentcode/pathfinder.unm.edu/policies.htm)](http://pathfinder.unm.edu/policies.htm#studentcode)). I expect you to enter class ready to learn and participate and with a positive and respectful attitude. If you disagree with someone or something, I expect you to handle the disagreement in a mature manner. And, of course, do not text/listen to your iPod/read a magazine/etc. when class is in session. If you need to take a break or deal with an important issue, go out in the hallway. I will ask you to leave the classroom (and take an absence) if you are disruptive, unprepared, or disrespectful.

###### Computer Ethics

All workshop and revised drafts of major assignments must be done on a word-processor. Because word-processors are powerful writing tools that can save time and greatly aid the processes of revising and editing, preliminary drafts are best done on a word-processor as well.

See the University Policy on Acceptable Computer Use here: http://policy.unm.edu/university-policies/2000/2500.html

Save everything. I cannot stress this point enough: purchase a small thumb drive if you need to—you will not need to use more than a gigabyte for this class—and backup your material there.

### **The CAPS Writing Center for Additional Writing Assistance**

You can get additional help from trained tutors on campus (CAPS: third floor of Zimmerman library) and online at [www.unm.edu/~caps](http://www.unm.edu/~caps). See pages 13–14 of the UNM section in *Writing Today* for more information.