

ENGL 102: Rhetoric and Composition: Ancient Rhetorics for the Next Millenium

Textbook: Crowley, Sharon and Debra Hawhee, Ancient Rhetorics for Contemporary Students. 4th ed. NY: Pearson, 2009.

Ancient Rhetorics (3 meetings, but 1 is really a course welcome day)

goals: begin to define rhetoric and argument; begin to understand the legacy of rhetoric, introduce Zotero as commonplace technology

reading: Crowley/Hawhee chapter 1

writing:

- 750 words in-class/homework

- 500 words progymnasmata

research: Zotero for commonplacing

grading: activities, progymnasmata, discussion

teaching notes:

1. welcome; classroom and course policies; introductions; Jon Stewart clip and 1.2 in groups; homework: reading

2. reading questions; define “proposition”, “issue”, and “rhetorical situation”; 1.5a&b individually in class, 1.5c with a partner; homework: reading and 1.5d

3. 1.5e&f with partners; reading questions; activity 1.4 individually; Zotero lesson (for class notes, for homework, for research, for fun!), demonstration, and practice; homework: fable or tale

Kairos (2 meetings)

goals: introduce the relativity of context--kairos and its role in contemporary rhetoric; practice Zotero commonplacing; define topic for final paper(s)

reading: Crowley/Hawhee chapter 2

writing:

- 750 words in-class/homework

- 500 words progymnasmata

research: kairos and 1.5 Topic

grading: activities, progymnasmata, discussion

teaching notes:

1. reading questions; Zotero time on “kairos”; discuss representations/ uses of “Kairos”; Zotero time on topic from 1.5; 2.1 in groups; homework: select one of progymnasmata

2. show/find/discuss knowledge mapping (Vizlab, GraphJam); listen to This American Life, “Mapping” (parts?); 2.3 on topic from 1.5 (above, hereafter, “Topic”); homework: chreia or proverb

Stasis Theory (2 meetings)

goals: promote stasis theory as invention for argument; apply stasis questioning process to Topics, practice additional invention methods

reading: Crowley/Hawhee chapter 3

writing:

- 750 words in-class/homework

- 500 words progymnasmata

research: generating research questions skill
grading: activities, progymnasmata, discussion
teaching notes:

1. Zotero time: “stasis”; alternately demonstrate stasis process on class topic then have students work chunks of stasis process on their own Topics; homework: select one of progymnasmata
2. using stasis questions for research questions; students generate own research questions based on Topic stasis; demonstrate stasis analysis of an existing opinion article in newspaper; students locate (Zotero) and do same for opinion on their Topics (3.3); homework: confirmation or refutation

Common Topics/Commonplaces (2 meetings +LIBRARY?!?)

goals: LIBRARY SESSION?, introduction of common topics for invention, introduction of commonplaces of ideology (and awareness ideologies in research), application of non-textual research/evidence

reading: Crowley/Hawhee chapter 4

writing:

- 750 words in-class/homework
- 500 words progymnasmata

research: researching images, evaluating sources for ideology

grading: reading quiz, activity, progymnasmata, description, discussion

teaching notes:

1. LIBRARY SESSION?
2. Zotero time on “commonplace”, “topic”, and “ideology”; 4.2 in staff parking lot: 25 bumper stickers, esp. ones that relate to Topic; homework: assemble into Flickr stream, share, add pertinent Topic(al) examples to Zotero, find 25 images/signs online, put in Flickr, import Flickr stream into Zotero
3. alternately demonstrate common topics of invention with students generating their own on their Topics; homework: common-place for students’ own Topic

Logical Proof (2 meetings)

goals: define logos, analyze and construct enthymemes, identify and select examples of logical proof

reading: Crowley/Hawhee chapter 5

writing:

- 750 words in-class/homework
- 500 words progymnasmata

research: locating logical proofs for Topic

grading: activities, progymnasmata, discussion

teaching notes:

1. Construct deductive bubble (p. 164) and deductive major/minor premise + conclusion sequences for Topic; examine Flickr streams for enthymemes, construct enthymemes for Topics

2. Zotero time to locate or originate historical and fictional examples, analogy, simile, maxim, and sign (at least one each) for Topic; homework: Encomium/Invective for Topic

Ethical Proof (1 meeting)

goals: define ethos, recognize value and application of ethical proof

reading: Crowley/Hawhee chapter 6

writing:

- 500 words in-class/homework
- 500 words progymnasmata

research: ethos

grading: activities, progymnasmata, discussion

teaching notes:

1. Zotero time on “ethos”; brainstorm audiences for Topic; select 3? and write each a message talking about Topic; homework: comparison or character

Pathetic Proof (2 meetings)

goals: define pathos, recognize value and application of ethical proof

reading: Crowley/Hawhee chapter 7

writing:

- 750 words in-class/homework
- 500 words progymnasmata

research: researching video

grading: activities, progymnasmata, discussion

teaching notes:

1. brainstorm various emotions; in groups, search out advertising examples (in youtube?) of each
2. 7.1 for Topic; start on homework: description

Extrinsic Proof (1 meeting +LIBRARY?)

goals: define extrinsics, recognize value and application of extrinsic proofs

reading: Crowley/Hawhee chapter 8

writing:

- 750 words in-class/homework
- 500 words progymnasmata

research: extrinsic proofs

grading: activities, progymnasmata, discussion

teaching notes:

1. Look through research (Zotero) and completed writing to locate examples of testimony, community authorities, proximate authorities, and data; determine 8 examples total you want to use in your Topic; homework: thesis
2. Library session?

Arrangement (2 meetings)

goals: understand roles of exordium, narrative, partition, arguments, and peroration in an academic essay; construct those essay parts

reading: Crowley/Hawhee chapter 9

writing:

- 200 words on activity #1 (318) for your argument
- Reviewing all the research and writing you have located to date, assemble a 10 page paper.

research:

grading: activities, progymnasmata, discussion

teaching notes:

1. Examine sample academic essay, in small groups, identify parts; students draft exordiums to own Topics; homework: draft peroration
2. Using Zotero, locate useful material and begin pasting it into sections/outline; homework: rough draft of 10 page paper (must include introduction and conclusion).

Style (2 meetings)

goals: recognize value and application of tropes and figures, create tropes and figures and use appropriately

reading: Crowley/Hawhee chapter 10

research: identify style influence in research

writing:

- 750 words in-class/homework
- 500 words progymnasmata

grading: trope hunt, imitation, discussion

teaching notes:

1. Trope Hunt in teams; homework: invent/revise in 3 tropes/figures into Paper and compose a paragraph summarizing style revisions
2. Imitation exercise: do one as a class, students imitate on own topics; homework: insert all imitated sentences into Paper and revise accordingly, determine cultural, organizational, literate, and electronic memory systems for Topic and list/bring notes

Memory (2 meetings)

goals: experiment with boundaries/genres of memory

reading: Crowley/Hawhee chapter 11

research: translation software, summary software, alternative definitions of summary

writing: analysis and revision

grading: activities, discussion

teaching notes:

1. Select a sentence from your paper and complete Paraphrase exercise 1 (403); automatically translate your entire paper into another language using Google Translate and then automatically translate it back into English. Determine whether any of the resulting language is beneficial to keep in your paper and revise accordingly; homework: 11.1 (403) using 11th sentence in Paper
2. Turn your paper into a text cloud via Wordle. Determine whether you think the text cloud accurately represents the message of your paper. Write 200 words analyzing your cloud; experiment with strategies to alter

the relative importance of various words and revise Paper accordingly;
homework: experiment with Tapor/Vizlab/other to construct an alternative representation of your paper.

Delivery and Hypertext (2 meetings)

goals: understand ethos implications of writing mechanics, introduce hypertext theory

reading: Crowley/Hawhee chapter 12, selections from Landow, George P. *Hypertext: the convergence of contemporary critical theory and technology*. Baltimore: JHUP, 1992.

writing:

- revision

research: punctuation, resources for editing

grading: activities, discussion

teaching notes:

1. in pairs, find a definition and 10 visual examples of a punctuation mark; discuss as class; in pairs, read first and last pages of Paper while partner edits for grammar, etc. and switch; homework: revise Paper for grammar, punctuation, etc.
2. Hypertext Theory, examples, experimenting with some WYSIWYG web editor/Wordpress.

Delivery and Revision (2 meetings)

goals: introduce academic genres, experiment with remediation, introduce visual rhetoric

reading: handout something about academic genres, especially the bibliographic product spectrum

writing:

- remediate your paper as a visual essay

grading: visual essay, discussion

teaching notes:

1. export Zotero as annotated bibliography
2. locate visual arguments related to Topic; add to Zotero; draft visual essay; homework: revise visual essay

Delivery and Revision (2 meetings)

writing:

- remediate your paper as a hypertext

grading: hypertext, discussion

teaching notes:

1. lab time for hypertext mashup
2. lab time for hypertext mashup

Peer Review/Presentations/Revisions (2 meetings)

reading: peer work

writing:

- 200 words responding to each of 7 peer texts

grading: peer reviews, presentations, discussion

teaching notes:

1. Workshop student work
2. Workshop student work

Peer Review/Presentations/Revisions (2 meetings)

reading: peer work

writing:

- 200 words responding to each of 7 peer texts

grading: peer reviews, presentations, discussion, course evaluation

teaching notes:

1. Workshop student work
2. Workshop student work; course evaluations

Major Assignments:

1. Search for images and video that represent the ideas you've examined with Your Topic this semester. Look back at your initial brainstorming and Wordle for search terms. Add the most useful resources to Zotero, making sure to store the image file in addition to its bibliographic data. Arrange your images in a meaningful order and assemble them into a slideshow or other format.
2. Using the research on Your Topic (in Zotero), in print, digital, audio, visual, video, personal interview, formats or anything else that you've located throughout the semester, select the 50 most useful to defining or arguing Your Topic. Export an annotated bibliography in MLA format. Each annotation should be about 50 words. Remember to alphabetize.
3. Construct a 2500 word argumentative, researched, academic essay on Your Topic, using the writing you have done for the progymnasmata, homework, research, and in-class activities you have completed throughout this semester. You must cite sources in MLA format and use a tone appropriate for your peers, your instructor, and her boss.
4. Combine your essay, image collection, and annotated bibliography into a hypertext. Place images and video inline where possible and link out to resources where that's a better choice. Determine a type of delivery system appropriate for your hypertext (blog? CD? DVD? diorama?) and compose a short argument (500 words/5 minutes or equivalent) for your design and delivery choices.