

# ENGL 3312-001 – Introduction to Rhetoric

## Course Information

<b>Department</b>	Language, Literature, and Arts
<b>Course Title</b>	Introduction to Rhetoric
<b>Credit Hours</b>	3
<b>Prerequisite</b>	ENGL 2370, Intro to English Studies

Course Description: This course introduces students to concepts, traditions, and debates in rhetorical theory and provides experience in the application of rhetoric in English studies as a discipline.

## Course Goals

- Articulate working understandings of what rhetoric is
- Explore current discussions in the field of rhetorical study
- Think and write critically about theoretical issues and questions pertinent to the study of rhetoric
- Explore personal interests in the field of rhetorical study

## Major Course Requirements

### Reading Responses

For each reading assignment, students will take notes, highlight, and write down their comments, questions, and thoughts for use in discussion.

### Project One: Scholarly Report

Students will draft a report about a professional journal or professional organization in the fields of rhetoric, composition, or technical communication (or a related field if interested in something specific). The goal is to gain a broad understanding of the journal or professional organization students have chosen, including the identity, purpose, and audience of that journal or organization, and to share that information with classmates.

### Project Two: Topics of Conversation

Students will draft a report about a current topic of conversation that interests them in the fields of rhetoric, composition, technical writing, or a related field. The goal is to gain a broad understanding of at least one current conversation(s) in the field about their topic of interest and to share that information with classmates.

### Project Three: Research Presentation

Students will create a presentation about something that interests them in the fields of rhetoric, composition, or technical writing. The goal is to do a deep dive into their topic of interest and to share that information with classmates in the form of a presentation that will take place during the last several weeks of class. Students are required to present a particular position on the topic in their presentation, rather than being strictly informative.

### Final: E-portfolio and Reflection Essay

A writing portfolio is a collection of work a writer selects, reflects on, and shares with an audience. Through their emphasis on reflection, portfolios support writers in their development as writers. They also prepare writers to communicate effectively in future situations both within and beyond the classroom. Students will look back on their experiences over the course of the semester. The goal of this reflection is to help students understand what they have learned and to gain a better understanding of how they will continue to develop as thinkers, writers, and rhetoricians.

## Required Texts

- [Wikipedia's entry on Rhetoric](#)
- [Douglas Eyman](#), (2015) *Digital Rhetoric: Theory, Method, and Practice* Ch. 1, pages 12-18
- [Ron Christiansen](#) (2019): "Story as Rhetorical: We Can't Escape Story No Matter How Hard We Try"
- [Laura R. Micciche](#) (2004): "Making a Case for Rhetorical Grammar"

- [Gloria Anzaldúa](#) (1987): “How to Tame a Wild Tongue”
- [Vershawn Ashanti Young](#) (2010): “Should Writers Use They Own English?”
- [April Baker-Bell](#), [Bonnie J. Williams-Farrier](#), [Davena Jackson](#), [Lamar Johnson](#), [Carmen Kynard](#), and [Teaira McMurtry](#) (2020): “This Ain’t Another Statement! This is a DEMAND for Black Linguistic Justice!”
- [Wikipedia overview of Feminist Rhetoric](#) and [List of Feminist Rhetoricians](#)
- [Audre Lorde](#) (1984): “The Master’s Tools Will Never Dismantle the Master’s House”
- [bell hooks](#) (2000): *Feminism Is for Everybody* ch. 1, 2, and 4
- [Katherine Durack](#) (1997): “Gender, Technology, and the History of Technical Communication”
- [Wikipedia overview of Anzaldua’s Borderlands/La Frontera: The New Mestiza](#)
- [Alexandra Hidalgo](#) (2016): “Vanishing Fronteras: A Call for Documentary Filmmaking in Cultural Rhetorics (con la ayuda de Anzaldúa)”
- Wikipedia overview of [This Bridge Called My Back](#)
- 40<sup>th</sup> anniversary edition of *This Bridge Called My Back*
- [Linda Tuhiwai Smith](#) (2012): “Introduction” to the book *Decolonizing Methodologies: Research and Indigenous Peoples*
- [Malea Powell](#) (2002): “Rhetorics of Survivance: How American Indians Use Writing”
- [Matthew Cox](#) and [Michael Faris](#) (2015): “An Annotated Bibliography of LGBTQ Rhetorics”
- [Jonathan Alexander](#) and [Jaqueline Rhodes](#), “Queer Rhetoric and the Pleasures of the Archive”
- [Maureen Johnson](#), [Daisy Levy](#), [Katie Manthey](#), and [Maria Novotny](#) (2015): “Embodiment: Embodying Feminist Rhetorics”
- [Lisa Phillips](#) (2015): “Smellscapes, Social Justice, and Olfactory Perception”
- [Jamie Landau](#) (2016): “Feeling Rhetorical Critics: Another Affective-Emotional Field Method for Rhetorical Studies”
- [Wikipedia overview of the Rhetoric of Health and Medicine](#)
- [Barbara Sharf](#) and [Marsha Vanderford](#) (2003): “Illness Narratives and the Social Construction of Health”
- [Judy Seagal](#) (2008): “Rhetoric of Health and Medicine” from the *SAGE Handbook of Rhetorical Studies*
- [the Wikipedia overview of Disability Studies](#)
- [Jay Dolmage](#) (2014): *Disability Rhetoric* Ch. 1
- [M. Remi Yergeau](#) (2018): *Authoring Autism: On Rhetoric and Neurological Queerness*, Introduction
- [Peter Goggin](#) (2013): [Environmental Rhetoric and Ecologies of Place](#)

- [Wikipedia overview on Digital Rhetoric](#)
- [Douglas Eyman](#), *Digital Rhetoric: Theory, Method, and Practice* Ch. 1
- [Ian Bogost](#) (2008), "The Rhetoric of Video Games"
- [Jennifer deWinter](#) and [Stephanie Vie](#) (2015): "Sparklegate: Gamification, Academic Gravitas, and the Infantilization of Play"