

- Practice critical and creative thinking by engaging arguments from multiple perspectives, recognizing that there are almost always more than two sides to any issue.
- Analyze a particular audience and adapt their communication to address that audience's unique needs, beliefs, experiences, and abilities.
- Consider the ethical implications of diverse forms of persuasive argumentation.

Evaluation Methods

Blog Posts and Responses:	200
Kairos and Argument Analysis:	200
Midterm Exam:	125
Stylistic Analysis:	200
Multi-Audience Argument:	200
Participation:	75
(Total: 1000 points)	

Grading Scale:

900–1000	A
800–899	B
700–799	C
600–699	D
0–599	F

Attendance

This course is highly dependent on student interaction and discussion. For this reason, class attendance is mandatory to successfully complete the course. ***You may miss no more than 2 classes during the semester (one week of meetings for a Tuesday/Thursday class) without penalty. Additional absences will accrue penalties to your final course grade. For each additional unexcused absence, your course grade will drop by half a letter grade.***

Exceptions to this policy may be made for certain absences. For the purposes of this course, "excused absences" include verifiable medical or family emergencies, university approved activities (accompanied by a university excuse), illness, and other absences as outlined in the University's "Student Absence from Class" policy http://policies.eku.edu/sites/policies.eku.edu/files/policies/4.1.6_student_absence_adopted_12.1.14.pdf.

Students asking for an absence to be excused must bring documentation of the reasons for the absence. Students whose absences are not excused will not normally be allowed to make up tests, quizzes, and/or assignments. Students who anticipate having a high number of *excused* absences should contact their instructor as soon as the situation arises so that they can make arrangements for how to handle missed class time. Late arrival or early departures from class that are unexcused will be considered in the tabulation of absences as well.

Last Date to Drop the Course

Please visit the Colonel's Compass online (<http://colonelscompass.eku.edu/>) for the last date to drop the course.

Accommodations for Students with Disabilities

A student with a "disability" may be an individual with a physical or mental impairment that substantially limits one or more major life activities such as learning, seeing or hearing. Additionally, pregnancy or a related medical condition that causes a similar substantial limitation may also be considered a disability under the ADA.

If you are registered with the [Office of Services for Individuals with Disabilities](#), please obtain your accommodation letters from the [OSID](#) and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the [OSID](#), please contact the office in the Whitlock Building Room 361 by email at disserv@eku.edu or by telephone at (859) 622-2933. Upon individual request, this syllabus can be made available in an alternative format.

Academic Integrity

Students are advised that ECU's Academic Integrity policy will strictly be enforced in this course. The [Academic Integrity policy](#) is available at the [policy website](#). Questions regarding the policy may be directed to the Office of Academic Integrity.

Official Email

An official ECU email is established for each registered student, each faculty member, and each staff member. All University communications sent via email will be sent to this ECU email address.

Course Requirements

Blog Posts and Responses: These are meant to be low-stakes writing opportunities where you can explore and practice concepts and ideas covered in the readings and course discussions. So long as you complete these entries on time, respond to the topic, write at least 250 words, and employ some basic proofreading, you will receive a full 10 points for each entry. You may submit a blog post late for 5 points; however, they must be submitted by the next class period. One missed, late, or incomplete blog entry (so, your lowest score) will be dropped from the final grade.

Blog posts: For each post, raise questions, challenges, and ideas about the applicability of the day's reading topic. Also, explore how one or some of the concepts apply to your area of professional focus—ideally, how you see it in action within the type of text/genre you have chosen to focus your conventions document on. Choose a concept and give an example.

Blog responses: Each week when a blog post is due, comment on and respond to at least two classmate's posts.

Genre Analysis and Style Guide: An in-depth rhetorical analysis that pays particular attention to genre, audience, and context. Will include a "style guide" for effective use of the genre, which you will share with your classmates. Total packet: 2250–3000 words.

Midterm Exam: The midterm exam will be a mixture of multiple choice, fill in the blank, and short response questions drawing from the course readings up to that point.

Stylistic Analysis and Creative Application: A two-part assignment that includes an analysis of what makes the style of a text of your choice effective and your own imitation or creative application of that style. This text should be 2250–3000 words.

Multi-Audience Argument: You will construct an argument about a topic of your choice (but within the constraints of the assignment sheet). Rather than a single paper, however, you will write three separate texts addressing or responding to three distinct audiences. In total, these should reach at least 1000 words in length. The argument pieces will be accompanied by a cover letter and your own substantive annotations and comments explaining the various rhetorical choices you made, linking them to topics covered throughout the semester in the readings and class discussions. Together, this project should be 2250–3000 words.

Participation: Your active involvement is crucial for the success of the course and for your learning. You can gain full points by being actively engaged in class discussions, peer group work (especially through your written responses to your peers' work), and being overall a good citizen of the classroom community.

Late Work: All assignments should be submitted on time. Late major assignments will be downgraded a full letter grade per day late. If you would like to request an extension on an assignment, please talk to me at least 48 hours before the due date; due-date extensions are not guaranteed, but rather are dependent upon good cause. See above for late policies on blog posts and in-class writing.

General Assessment Criteria: Specific criteria for each major assignment will be explained and developed in class. However, all writing you produce in ENG2XX should meet the following general criteria: (a) The writing meets the requirements and parameters for the assignment; (b) the writing is intelligent, well-informed, respectful of others, grammatically competent and stylistically fluent, well organized, and, most importantly, rhetorically effective for its purpose, audience, and context.

Course Outline

Schedule is subject to change. Changes will be announced in class (when possible), on Blackboard, and via email; emergency cancelations or changes will be announced via email and Blackboard—please check your ECU email account regularly.

You are responsible for keeping up with material covered and assignments due on any days that you miss class.

Week 1

Tuesday, 8/30

In Class:

- Introductions and course overview.
- Review of rhetoric from ENG101, 102, and other classes.
- Identify some examples of effective rhetoric (and think about what “effective” entails).
- Set up blog.

Thursday, 9/1

Have Read:

- Longaker & Walker 1–6
- Booth viii–22 (preface and Chapter 1, “How Many Rhetorics?”)
- I’ve posted pdf scans for those whose books haven’t arrived yet.

Have Written:

In your blog post, reflect on Booth’s distinctions between rhetoric, “rhetickery,” and listening rhetoric. How do these help to rethink rhetoric as an area of study? If you wish, you might tie in some recent examples of one or more of these rhetorics in action.

In Class:

- Respond to peers’ blog posts.
- Discuss reading.

Week 2

Tuesday, 9/6

Have Read:

- Booth Chapter 2 (pp. 23–38)
- Booth Chapter 3, “Judging Rhetoric” (pp. 39–54)

Have Written:

Find examples of at least two of the types of rhetoric Booth mentions in chapter 3, “Judging Rhetoric.”

- What about each example makes it fit to the type (or perhaps, types) you believe it belongs to?
- In what ways is each “effective” rhetoric?
- What are its failings (in terms of concerns such as clarity, ethics, rationality, sensitivity, and so on)?

In Class:

Discuss readings.

- What makes effective rhetoric?
- What makes ethical rhetoric?

Classically, the effective rhetor was also an ethical rhetor; many of the critiques of rhetoric today, however, come from an apparent separation between rhetoric and ethics (what Booth calls “rhetrickery”).

- What can we as users of rhetoric—as writers, as professionals, as educators—do to be ethical and effective rhetors and to encourage others to do the same?

Thursday, 9/8

Have Read:

- Longaker & Walker 7–28, “Kairos and the Rhetorical Situation”
- Bill Clinton's Oklahoma bombing memorial prayer address.

Have Written:

On your blog, try to identify in Clinton's address each of the parts of the “textual rhetorical situation” as laid out by Longaker and Walker on page 16. Also, bring in an example of a text (and I use that term in its broad sense) that you find particularly kairotic or timely (physical copies or web links are both fine).

In Class:

- Discuss reading.
- Practice analyzing kairos and the rhetorical situation.

Week 3

Tuesday, 9/13

Have Read:

- Bitzer, “Rhetorical Situation”
- Vatz, “The Myth of the Rhetorical Situation”
- Jamieson, “Generic Constraints and the Rhetorical Situation”

Have Written:

Blog in response to the three readings.

- How do these three views about the rhetorical situation effect how you might look at a text or other instance of rhetoric?
- What thoughts and or questions do you have about these authors’ debate on the rhetorical situation?

Thursday, 9/15

Have Read:

- Luzón, “Genre Analysis in Technical Communication.”

Have Written:

In your blog, I want you to situate yourself professionally and answer the following questions:

- How do you see yourself using writing in your career?

- What are some types of composing do you anticipate doing?

In Class:

- Discuss reading.
- Introduce Genre Analysis project.
- Brainstorm topics.

Week 4

Tuesday, 9/20

Have Read:

- Carolyn Miller and Dawn Shepherd, “Blogging as Social Action: A Genre Analysis of a Weblog.”

In Class:

- Discuss reading.
- Generate a Google Doc of questions to guide Genre Analysis.

Thursday, 9/22

Have read:

- Spooner and Yancey, “Postings on a Genre of Email.”

Have Written:

Find some examples of your genre and sources explaining the genre, its purpose, and strategies (finding these materials should be an ongoing process—keep looking for samples!).

In Class:

- First half: Discuss reading.
- Second half: Workshop.

Week 5

Tuesday, 9/27

Have Written:

- Generate a draft statement explaining the genre, its purpose, context, and audience.
- Prepare a list of conventions, annotated example texts, and bibliography/source list.
- Bring in several examples that you have marked up and commented on.

In Class:

- Workshop.
- Work with texts to plan out your genre analysis.

Thursday, 9/29

In Class:

- Generate midterm study guide as a Google doc

Week 6

Tuesday, 10/4

****Midterm Exam****

Thursday, 10/6

Have Written:

Draft Style Sheets due for workshopping.

Week 7

Tuesday, 10/11—Fall Break

Thursday, 10/13

Have Written:

- Complete versions of the genre analysis (5+ pages) for peer workshopping.
- Post to Google Drive

Week 8

Tuesday, 10/18

Have Read:

- Ronald on Style

Have Written:

- Final Draft of Genre Analysis and Style Guide due.
- Post to Private Folder in Google Drive.

Thursday, 10/20

Have Read:

- T.R. Johnson, “Ancient and Contemporary Compositions That ‘Come Alive’: Clarity as Pleasure, Sound as Magic”

Week 9

Tuesday, 10/25

Have Read:

Longaker and Walker 136–159 on Style

In Class:

- Look at some samples of different styles.
- Write a short imitation of style

Thursday, 10/27

Have Read:

- Longaker and Walker 160–184 (final section on style).

Have Written:

- Write an imitation of an author whose style you admire and post to your blog. What stylistic devices do you use?

Week 10

Tuesday, 11/1

Have Read:

- Richard Lanham, “Style/Substance Matrix”

In Class:

- Introduce Style Analysis assignment

Thursday, 11/3

Have Read:

- Roland Barthes, “The Rhetoric of the Image”

In Class:

- Workshop on Visual Rhetoric

Week 11

Tuesday, 11/8

Have Written:

- Draft description due

In Class:

- Workshop descriptions

Thursday, 11/10

Have Written:

- Draft of Style Analysis due

In Class:

- Peer review

Week 12—Argument

Tuesday, 11/15

Have Read:

- Longaker and Walker 44–66.
- Find ads to bring for an in-class activity.

Have Written:

- Style Analysis Due online

In Class:

- Discuss reading.
- Practice identifying datum, claim, warrant, backing, and restriction.
- How do the artistic and inartistic pisteis fit into this model of argument?

Thursday, 11/17

Have Read:

- Longaker and Walker 71–91 (Stases) and President Clinton’s speech.

In Class:

- Discuss stasis theory.
- Introduce Multi-Audience Argument Project

Week 13

Tuesday, 11/22

- Individual conferences to discuss Multi-Audience project topic and plan

Thursday 11/24 - Thanksgiving Break

Week 14

Tuesday, 11/29

Have Read:

- Booth, 107–128, “The Threats of Political Rhetrickerly”
- Booth, 129–147, “Media Rhetrickerly.”

In Class:

- Discuss reading.
- Discuss the role of ethics in your multi-audience projects.

Thursday, 12/1

Have Written:

- Partial draft of multi-audience argument due.

In Class:

- Peer review of partial drafts.
- Collaborate to generate evaluation criteria for the arguments.

Week 15

Tuesday, 12/6

Have Written:

- Full drafts of multi-audience arguments due.

In Class:

- Peer review of full drafts

Thursday, 12/8

In Class:

- Share multi-argument projects.

Finals Week

Final Exam

In Class:

- Share multi-argument projects.
- Course de-briefing.