**English 283: Rhetorical Theory and Its Applications**

Course Syllabus

Fall 2013: MW 11:30-12:45 STV 221A

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Office hours: Mondays 1:30-2:30pm, Wednesdays 10-11am, and by appointment

**Course Description:** Rhetoric surrounds us. It’s a part of our words, our actions, our values, and our beliefs. In this course, we will explore rhetorical concepts and apply them to contemporary texts, explore how rhetoric shapes and is shaped by language, and explore how rhetoric reveals commonplaces, ideologies, beliefs, and emotions. We will have a particular focus on sensory perception and our “sense making” of our environments with regard to environmental justice.

**Anticipated Learning Outcomes and Course Goals:**

Upon completion of this course students will:

* analyze foundational rhetorical concepts and their historical roots in Western civilization
* discover how rhetoric shapes and is shaped by language, beliefs, values, ideologies, and our senses
* consider how rhetorical concepts, ideologies, and beliefs inform discussions of “making sense” in contemporary U.S. society
* demonstrate knowledge of rhetorical concepts by applying them to contemporary discourses
* investigate how rhetoric functions in different disciplinary, cultural, and environmental contexts
* distinguish between ethos, logos, and pathos
* incorporate sensory rhetorics into a variety of argumentation tactics
* create different forms of delivery for different audiences, purposes, and rhetorical situations
* synthesize different forms of rhetorical appeals designed for specific audiences
* display nuanced understanding of rhetorical practices and theories
* work on written, oral, and visual delivery skills individually and in collaboration with others
* confront and focus upon historical and cultural paradoxes via rhetoric and sensory perceptions

**Course Materials:**

* Sharon Crowley and Debra Hawhee’s *Ancient Rhetorics for Contemporary Students,* 5th edition
* Diane Ackerman’s *The Natural History of the Senses*
* John M. Henshaw’s *A Tour of the Senses*
* Winona LaDuke *All Our Relations*
* Readings from David Howes, *The Empire of the Senses* (Available in ReggieNet)
* Readings from Jim Drobnick’s *Smell Culture Reader* (Available in ReggieNet)
* Additional Readings are in ReggieNet and listed on my syllabus

**Course Policies:** Policies Align with the Undergraduate Core Curriculum guidelines

**Attendance:** Attending class is important for your success in this course. Beginning with the third absence, your final letter grade will be lowered by 1/2 letter grade per absence and you may not be able to make up work missed during class. Students should notify the instructor about their absence as far in advance as possible, and it is always the student’s responsibility to inquire about making up work. Since it is disruptive for students to come into class late, three tardies add up to one absence.

**Participation:** This classroom is a learning community, and all students must participate in order for it to function as one. Participation includes contributing to class discussion and being actively involved in class activities. Please keep cell phones off and put away and avoid side conversations during class time.

**Overview of Semester:** Assignment overview with Descriptions

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| --- | --- | --- |
| Project | Points | % |
| Active Informed PresenceCapstone AnalysisReading Responses | 100100100 | 5%20%10% |
| Essay Test 1  | 100 | 15% |
| Homework assignments  | 100 | 15% |
| Essay Test 2  | 100 | 15% |
| Analysis Essay | 100 | 20% |
| **TOTAL** | 700 | **100%** |

The grading scale for the final course grade is as follows:

90-100 = A 80-89 = B 70-79 = C 60-69 = D Below 60 = F

*Reading responses, reading quizzes, in-class work, participation, and other homework*: This category includes daily homework such as written reading responses (submit a copy to your ReggieNet filedrop folder, and bring a hard copy to class), in-class work (group and individual), occasional reading quizzes, participation during large and small group discussion, and other homework as assigned including small group field investigations around campus.

*Tests*: There will be two essay tests during this semester that will ask you to demonstrate your knowledge and application of rhetorical concepts. You will be provided with more details about the tests as they approach.

*Essay*: You will complete a rhetorical analysis essay during the course. It will be an in-depth application of rhetorical concepts we examine during the course. You will research contemporary rhetoric focusing on an environmental justice issue and propose a set of solutions to the problem. The capstone project you complete with your group will logically inform your topic selection. You will be provided with an assignment sheet on this essay ahead of time.

*Capstone Analysis*: The capstone project for this course is a persuasive presentation about an environmental justice issue including potential solutions to the problem. In teams, you will create a presentation based upon the sensory topic you investigated in field mapping of your sensory experiences, i.e. visual, auditory, olfactory, haptic (touch), or taste, but it will have to be extended to include an environmental justice issue you each research and addressed. You will present the capstone presentations to the public in a department-wide symposium. You will need to create promotional materials to draw an audience, invite members of the community to learn about the environmental justice problems you’d like people to pay more attention to, and you may feel free to invite friends and family. You may be as ambitious as you wish with this activity and may source it as a public presentation on your resume.

**Schedule Abbreviations:**

AR = *Ancient Rhetorics for Contemporary Students*

DA = Diane Ackerman

JH = John Henshaw

WL = Winona LaDuke

Selections from *Empire of the Senses* – David Howes, editor (in ReggieNet)

Selections from *The Smell Culture Reader* – Jim Drobnick, editor (in ReggieNet)

Other Readings on ReggieNet = Access on ReggieNet

**Weekly Schedule**

(See Annotated Bibliography for Contextual Details)

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| **Preview** **Week 1** | Introductory readings (or viewings) distributed before the semester:“The Rhetorical Situation” Lloyd Bitzer (ReggieNet)“The Myth of the Rhetorical Situation” Richard Vatz (ReggieNet)Brief Video Content - Paradigm Change (ReggieNet)(RSA animated video that presents points pertinent to my teaching philosophy.)Brief Video Content - What Motivates Us? (ReggieNet)(RSA animated video that illustrates ideas that trigger intrinsic motivation.) |
| Aug 19 | Introduction to the course and definitions of rhetoricIn-Class Reading ~ Think-Pair-Share activity:“The Origins of Rhetoric: Literacy and Democracy in Ancient Greece” by R. Katula |
|   |   |
| Aug 21 | Read Ch. 1 p. 1-25 (Introduction to AR textbook)Read “The Stench of Power” by Hans J. Rindisbacker (ReggieNet) |
|   | Complete Informed Consent forms |
| **Week 2** |   |
| Aug 26 | Read Ch. 4 p. 88-112 (Commonplaces) in ARRead “The Ethic of Expediency” by Steven B. Katz (ReggieNet)  |
|   |   |
| Aug 28 | Read Howes’s Intro. to *The Empire of the Senses* (ReggieNet)Read “Smellscape” by J. Douglas Porteau (ReggieNet)Provide Field Investigation Assignment Guidelines |
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| **Week 3** |
| Sept 2 | No class - Labor Day |
|   |   |
| Sept 4 | Read Ch. 2 p. 37-51 (Kairos) in AR Read “The Witch’s Senses: Sensory Ideologies and Transgressive Feminities from the Renaissance to Modernity” by Constance Classsen (ReggieNet) |
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| **Week 4** |   |
| Sept 9 | Read “Smell Ch.” in DAExchange Field Team Reflexive Responses and “Sensory Maps” |
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| Sept 11 | Read Ch. 11 p. 374-404 (Memory) in AR  |
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| **Week 5** |  |
| Sept 16 | Review for Test One |
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| Sept 18 | **Test One** |
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| **Week 6** |   |
| Sept 23 | Read Intro, Ch. 2 and Ch. 6 of JHChemical Stimuli & Chemical Senses chps. |
|   | Discuss Essay Annotated Bibliography |
|   |   |
| Sept 25 | Read “The Death of the Sensuous Chemist: The ‘New’ Chemistry and the Transformation of Sensuous Technology” by Lissa Robert (ReggieNet)  |
|   | Course feedback (in-class) |
| **Week 7** |   |
| Sept 30 | Writing Group Day for Essay Draft and Capstone Group Presentation |
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| Oct 2 | **Essay Draft Due** |
|   | Be prepared to share a segment of your paper aloud in class |
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| **Week 8** |   |
| Oct 7 | Read Ch. 5 p. 118-141 (Logic) in AR Read Laura Micciche’s “Emotion, Ethics, and Rhetorical Action” (ReggieNet) |
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| Oct 9 | Read Ch. 4 and 5 of JHThe Science of Sensation & Vision chps.Provide Capstone Assignment Guidelines |
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| **Week 9** |   |
| Oct 14 | Read Ch. 6 p. 146-164 (Ethics) in AR  |
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| Oct 16 | Read Ch. 2 “Touch” in DAExchange Essay Assignment Drafts and Concept Maps or Outlines for Group Capstone |
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| **Week 10** |   |
| Oct 21 | Read Ch. 7 p. 170-188 (Passions) in AR  |
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| Oct 23 | Read Ch. 3 “Taste” in DARead Sections of Pierre Bourdieu’s “Distinction: A Social Critique of the Judgment of Taste” (ReggieNet)Discuss Group Abstracts |
| **Week 11** |   |
| Oct 28 | Read Ch. 8 p. 200-216 (Proofs) in AR View “Waste Land” by Lucy Walker |
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| Oct 30 | Read “Hyperesthesia, or The Sensual Logic of Late Capitalism” by David Howes (ReggieNet)View remainder of “Waste Land”Group Drafts Due for Exchange |
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| **Week 12** |   |
| Nov 4 | Review for Test TwoDiscuss “Waste Land” |
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| Nov 6 | **Test Two** |
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| **Week 13** |   |
| Nov 11 | Read Ch.4 “Hearing” in DA |
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| Nov 13 | **Essay Draft Two Due**Read Ch. 12 p. 405-449 (Delivery) in ARRead selections from Brenda Jo Brueggeman’s *Lend Me Your Ear: Rhetorical Construction of Deafness* (ReggieNet)Discuss Visual Analysis Final Project |
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| **Week 14** |   |
|   | No class - Thanksgiving break |
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| **Week 15** |   |
| Nov 25 | Read Winona LaDuke’s *All Our Relations* |
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| Nov 27 | Discuss *All Our Relations* |
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| **Week 16** |   |
| Dec 2 | Writing Group Day for Capstone |
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| Dec 4 | **Capstone Presentations** |
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| **Week 17 - Finals Week** |
|   | Turn in Final Revisions if Needed on Final Essay. Have a great break! |