

## Term Information

Effective Term Autumn 2014

## General Information

Course Bulletin Listing/Subject Area English  
Fiscal Unit/Academic Org English - D0537  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 2279  
Course Title Introduction to Writing, Rhetoric, Literacy  
Transcript Abbreviation Wrtg,Rhet,Literacy  
Course Description An introduction to common methods, concepts, and subjects associated with rhetoric, composition, and literacy. Course involves analysis and discussion of texts from a variety of genres, media and modes.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark

## Prerequisites and Exclusions

Prerequisites/Corequisites English 1110 or equivalent.  
Exclusions

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 23.0101  
Subsidy Level Baccalaureate Course  
Intended Rank Freshman, Sophomore, Junior

## Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

## Course Details

### **Course goals or learning objectives/outcomes**

- Students apply key concepts of WRL studies to convey messages, persuade audiences, and create meaning; students use library and internet resources, analyze texts and artifacts and produce various texts to gauge and engage relevant contexts.

### **Content Topic List**

- Archival research
- Writing as Contextual/Social
- Collaborative learning
- Writing across the curriculum
- Academic writing, workplace writing, on-line composition
- Social and cultural influences on rhetoric and literacy
- Writing, research and revision

## Attachments

- New Course Proposal, Rationale English 2279.docx: New Course Rationale  
*(Other Supporting Documentation. Owner: Lowry,Debra Susan)*
- Sample Syllabus, English 2279.docx: Syllabus  
*(Syllabus. Owner: Lowry,Debra Susan)*

## Comments

- This is a new course, required for the WRL concentration in the revised English major. *(by Lowry,Debra Susan on 12/16/2013 02:09 PM)*

## Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Lowry,Debra Susan	12/16/2013 04:24 PM	Submitted for Approval
Approved	Lowry,Debra Susan	12/16/2013 04:28 PM	Unit Approval
Approved	Heysel,Garett Robert	12/17/2013 10:03 PM	College Approval
Pending Approval	Vankeerbergen,Bernadette Chantal Nolen,Dawn Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole Hanlin,Deborah Kay	12/17/2013 10:03 PM	ASCCAO Approval

New Course Proposal:

**English 2279: Introduction to Writing, Rhetoric, Literacy | 3 credit hours**

**Twice weekly, 80-minute periods**

**Course Description:** An introduction to common methods, concepts, and subjects associated with rhetoric, composition, and literacy. Course involves analysis and discussion of texts from a variety of genres, media, and modes.

**Prerequisite(s):** 1110 (110) or equivalent

**Rationale:**

When the department approved its restructured major, it established four concentrations: Creative Writing; Folklore; Literature; and Writing, Rhetoric, Literacy. Each concentration area is required to either designate an existing methods course or create a new methods course for its students to take; RCL proposes to create a new methods course that reflects the specialized nature of scholarship in this area titled, "Introduction to Writing, Rhetoric, Literacy."

This course is designed to introduce students to the key concepts and lines of inquiry of the Writing, Rhetoric, Literacy concentration. Together, these fields study the ways people use language and other symbol systems to convey messages, persuade audiences, and create meaning. WRL is also concerned with how these practices are learned and taught. This course should appeal to students from a variety of constituencies, including linguistics, communication, education and, most obviously, students majoring in English and undertaking a concentration in WRL; we also anticipate that non-concentration majors might take this as a lower-level elective.

Although one important function of this course is introducing students to the scholarly methods of WRL, equally important is familiarizing students with key concepts that underlie work in the field. First of all is the idea that communication is always contextual. It follows, then, that we gain a more complete understanding of a communicative act when we deliberately study that context. Secondly, symbols/words are not transparent; they do not carry only denotative meanings, but are also shaped by various historical and cultural influences on language use. Finally, this course maintains that reading and writing can be studied and practiced. There are methods, theories, and patterns that can illuminate these acts of constructing meaning. WRL scholars often strive to identify those methods, theories, and patterns in order to help people to teach writing and literacy courses and to use language and other symbol systems more effectively.

The aim of this course is to provide flexibility of instruction so that instructors may choose, if they wish, to place more emphasis on a particular subset of the concentration area (e.g., focusing more on literacy studies or rhetorical theory), but not ignore the other two areas entirely. It should also be noted that the purpose of this course is not to provide a "best of," canon-reifying experience, nor an exhaustive, overly superficial tour of the major questions addressed by the field. Because many of the research methodologies used by scholars in these disciplines are difficult to implement in a classroom setting at the 2000 level (involving, for example, IRB approval, teacher-research, or long-term embedding in a research site), the course does not aim to provide students with in-depth analysis and practice of the various research methods of the field. Rather, the course should provide students with some sense of the *range* of subjects and methods they might encounter as they pursue a concentration in WRL; this might

include historical, digital, or genre analysis, rhetorical criticism, ethnographic or qualitative case studies, or other approaches to studying and practicing rhetoric, composition, and literacy. The course should involve students in both the analysis and the production of texts (broadly defined) as appropriate to introductory level work. Students should also be introduced to the secondary research tools (databases, etc.) that they will need for upper-level courses in the concentration. The sample syllabi appended to this proposal demonstrate this anticipated flexibility of course design.

**Learning Outcomes:**

While individual sections of English 2279 will exhibit a certain degree of curricular flexibility (e.g., one section might focus more heavily on literacy studies, while another might deal with historical rhetorical methods in greater detail), all iterations of the course will share the same learning outcomes. Students taking this course will:

- develop an understanding of the definitions of and key distinctions among rhetoric, composition, and literacy studies and a discipline-based familiarity with the range of questions pursued by WRL as well as with the methods used to answer those questions;
- be able to analyze texts and artifacts using the concepts, terminology, and lines of inquiry common to WRL scholarship, and to gauge and engage the contexts relevant to that analysis
- be able to produce texts (written or otherwise) that demonstrate an awareness of the generic conventions common to the work done in WRL;
- be familiar with, and gain facility using, resources typically found in WRL scholarship (e.g., library resources, specific journals, and internet databases).

**Assessment:**

This course will be assessed during its first five years by an ad hoc committee comprised of faculty members in the concentration area in consultation with the Director of Undergraduate Studies. The assessment plan will include:

- Course evaluations (SEI and Discursive) will be evaluated to determine how well the class is fulfilling its goals in the eyes of the students.
- At year 3 and 5 of the assessment, we will conduct a sample follow-up survey of 25 randomly selected students who had taken English 2279 earlier in their careers to assess the long-term benefits of and satisfaction with the class.
- Collect a random sampling of student written assignments from multiple sections of the course to assess the presence of and proficiency in the learning outcomes addressed above.

## **SAMPLE SYLLABUS:**

### **English 2279, Introduction to Writing, Rhetoric, Literacy**

**Days/Times:** Twice weekly, 80 minute periods

**Location**

**Semester**

**Instructor**

**Office Hours**

**Contact Information**

#### **Course Description:**

English 2279, Introduction to Writing, Rhetoric, Literacy, introduces students to these interrelated fields. Together, this discipline studies the ways people use language and other symbols to convey messages, persuade audiences, and create meaning. Those who study writing, rhetoric, and literacy are also very concerned with how these practices are learned and taught. In one semester, we can only dip into the wide variety of work in these fields; this course is designed to introduce students to the key concepts in the studies of writing, rhetoric, and literacy and to allow students opportunities to pursue their own interests in relation to those concepts.

#### **Learning Outcomes:**

While individual sections of English 2279 will exhibit a certain degree of curricular flexibility (e.g., one section might focus more heavily on literacy studies, while another might deal with historical rhetorical methods in greater detail), all iterations of the course will share the same learning outcomes. Students taking this course will:

- develop an understanding of the definitions of and key distinctions among rhetoric, composition, and literacy studies and a discipline-based familiarity with the range of questions pursued by WRL as well as with the methods used to answer those questions;
- be able to analyze texts and artifacts using the concepts, terminology, and lines of inquiry common to WRL scholarship, and to gauge and engage the contexts relevant to that analysis
- be able to produce texts (written or otherwise) that demonstrate an awareness of the generic conventions common to the work done in WRL;
- be familiar with, and gain facility using, resources typically found in WRL scholarship (e.g., library resources, specific journals, and internet databases).

#### **Prerequisites:**

English 1110 or its equivalent.

#### **Required Materials:**

Readings will be available on Carmen; you should bring these to class on the days we discuss them. A flash drive or other means of storing and transporting your work in progress.

#### **Required Work:**

Reading Responses 25%

As you will learn over the course of the semester, writing is a mode of thinking. These Reading Responses are designed not only to help you prepare for class discussions, but also to help you see how writing can foster critical thinking. On each day marked with "RR," a Reading Response is due. Responses should be 300-400 words each, and they will be submitted on Carmen. You should answer questions such as, "What do you think about what you read this week? What seemed important from the readings? How do this week's readings connect to (or push against) other texts we have read in this course?" Your reading responses should not be

summaries of the assigned reading, though you may need to provide a small amount of summary to contextualize your response.

#### Two Papers 40% (20% each)

The papers are designed to allow you to explore your specific interests from among the lines of inquiry in WRL and to practice the secondary research skills you will need for future course in the concentration. Twice this semester, you will submit papers for peer and instructor review that use the research resources and analytical tools introduced in class.

*The first paper* will be a rhetorical analysis of a historical or contemporary text; in addition to analyzing the text itself, you should provide information about the historical, social, and/or political context in order to allow readers to understand the rhetorical choices made by the author(s).

*The second paper* will be a study of a “site” in which you write (an academic discipline, an online space, a workplace, etc.); using your own observations and relevant secondary research, describe the kinds of writing that occur in your site, the qualities of “good” writing in that site, the kinds of feedback writers receive in that site, and other features that characterize writing in that site. More information about these assignments will be provided in class

#### Collaborative Research Project and Presentation 25%

For this project, you and your classmates will study the uses of literacy in everyday life and/or the representations of literacy in popular culture. Each project should include a visual or other media component incorporated into a multi-media presentation. I encourage you to examine literature, film, popular and other cultural materials in preparation for a 15 minute presentation to the class. You may also conduct interviews or a survey or record observations of literate practices at OSU and in the surrounding community.

In addition to the presentation, each group will submit an outline of the presentation, a bibliography of sources on which it is based, and an evaluation/critique of the project. You will also have an opportunity to evaluate the members of your group. In this work, groups may use some of the approaches, questions, methods found in the course readings and discussion, as well as ideas presented in the texts you locate as part of your secondary research for this assignment.

Consider these possibilities: 1) *an ethnographic study of peoples’ uses and practices of literacy*, aimed at testing, comparing, or clarifying some general ideas or hypotheses in the field of study; 2) *a study of the portrayals and representations of reading and writing*, and readers and writers in literature, films, visual arts, popular and other cultures; 3) *a more traditional library-based research project*.

The presentations may combine oral, written, and visual elements, and modes of exposition and expression. I encourage you to conduct research in nontraditional sources, especially visual expressions. I also encourage you to use visual and/or other nontraditional modes of expression in the final presentation to the class.

Each group will define a topic and propose an approach to it. Course materials will assist with this—use them to help with approaches, conceptual matters, research design, theory, sources, comparisons, etc.. Brief research proposals will be circulated (with a copy to the instructor) early in your time working on this project, with brief presentations to the class for comments and questions. During the final week, fuller presentations will be made, with written outlines and bibliographies due at time of presentations.

### Peer Review and Participation 10%

As you will learn over the course of the semester, WRL theory and practice articulate the principle that language use and meaning-making are social acts. Therefore, participation in class discussions is very important. The field of WRL recognizes the importance of audience and context to any act of composing. To gain first-hand experience with these aspects of writing, you will also be asked to provide feedback on drafts of your classmates' short papers. We will discuss the characteristics of effective feedback and our collective expectations for peer review in class.

## **Course Policies**

### Attendance

Because this is a discussion- and practice-based course, we will adhere to the following attendance policy: each unexcused absence after two will result in the lowering of your final grade by a third of a grade (for example, from a B to a B-). Excused absences, such as those for documented illnesses, family tragedies, religious observances, or documented university-related activities will not affect your grade. If you accumulate six unexcused absences, you will fail the course. Even if your absence is excused, you are responsible for any work done or assignments made during that class.

### Late Work Policy

If circumstances arise that will keep you from submitting your work on time, contact me as soon as possible. I will deduct one letter grade (10% of whatever the whole is worth) for each day any assignment is late without a valid excuse.

Unless otherwise noted, all assignments are due at the beginning of class. If you hand an assignment to me any time after I've collected it from the class, I will count that assignment one day late. Plan ahead to avoid printer problems.

### Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

### Disability Service Statement

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

### Student Conduct

The code of student conduct is established to foster and protect the core missions of the university, to foster the scholarly and civic development of the university's students in a safe and secure learning environment, and to protect the people, properties and processes that support the university and its missions ([http://studentaffairs.osu.edu/resource\\_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp)). Students who violate faculty expectations may be subject to the code of conduct.

### Writing Center

The Writing Center provides free individual writing consultation for students of all writing abilities and in any course or field of study. The Writing Center assists students in the production of writing assignments and in the development of best writing practices. <http://cstw.osu.edu/writingcenter>

### **Daily Schedule**

- Readings and assignments should be completed before class begins on the days they are listed.
- I reserve the right to make changes to this schedule and to the entire syllabus if changes are necessary; I will announce any changes in class.

### Defining Rhetoric, Composition and Literacy and Their Research Questions; Rhetorical Analysis; Archival Research

#### **Week I**

**Meeting 1**--Introduction to the course; introduction to Rhetoric, Composition, and Literacy; introduction to research resources; in-class activity testing the transparency of language

**Meeting 2**--James Porter, "Intertextuality and the Discourse Community"

#### **Week II**

**Meeting 1**--*Declaration of Independence* and *Declaration of Sentiments*; Barbara Sicherman, "Sense and Sensibility: A Case Study of Women's Reading in Late Nineteenth-Century America"

**Meeting 2**--Aristotle, excerpts from *Rhetoric* and the introduction to Joy Ritchie and Kate Ronald, *Available Means*; in-class practice with Rhetorical Analysis [RR]

### Writing as Contextual/Social

#### **Week III**

**Meeting 1**--Lisa Ede, "Writing as a Social Practice"

**Meeting 2**--Paul J. Johnson and Ethan Kruse, "Affect, Experience, and Accomplishment: A Case Study of Two Writers, from First-Year Composition to Writing in the Disciplines" [RR]

#### **Week IV**

**Meeting 1**--Plato, excerpts from *The Phaedrus*

**Meeting 2**--Douglas Hesse, "Academic Writing in the Age of Tweets"; in-class practice with Rhetorical Analysis [RR]

### Teacher-Research; Secondary Research in WRL; Collaborative Learning

#### **Week V**

**Meeting 1**--Ruth Ray, "Composition from the Teacher-Research Point of View"; Research Day

**Meeting 2**--Diana George, "Working with Peer Groups in the Composition Classroom" [RR]

#### **Week VI**

**Meeting 1**--Thomas Newkirk, "Direction and Misdirection in Peer Response"

**Meeting 2**--Peer Review First Paper

Literacy; Considering Writing Across the Curriculum, Workplace Writing, Online Composition and Other Sites of Writing; Genre Features; Feedback

**Week VII**

**Meeting 1**--First Paper Due; Lecture and Discussion on Writing across the Curriculum, Workplace Writing, Online Composition, etc.

**Meeting 2**--Sylvia Scribner and Michael Cole, "Unpacking Literacy"; in-class practice identifying features of texts from different "sites"

**Week VIII**

**Meeting 1**--Harvey J. Graff, "Literacy, Myth, and Legacies: Lessons from the History of Literacy"

**Meeting 2**--Introduce Collaborative Project and Presentation; Invention Strategies; Approaches to Primary and Secondary Research [RR]

Social and Cultural Influences on Rhetoric and Literacy

**Week IX**

**Meeting 1**--Lisa Ede and Andrea Lunsford, "Among the Audience: On Audience in an Age of New Literacies"; in-class practice describing features of the work of writing in different "sites"

**Meeting 2**--Deborah Brandt, "Sponsors of Literacy" [RR]

Ethnography; Secondary Research in WRL; Responding to Writing; Collaborative Learning

**Week X**

**Meeting 1**--Beverly J. Moss, "Ethnography and Composition: Studying Language at Home"; Research Day

**Meeting 2**--Robin Martin, "Rhetoric of Teacher Comments on Student Writing" [RR]

**Week XI**

**Meeting 1**--Peer Review Second Paper

**Meeting 2**--Second Paper Due

Writing, Research, and Revision

**Week XII**

**Meeting 1**--Conferences with instructor to discuss Collaborative Project and Presentation

**Meeting 2**--Carra Leah Hood, "Ways of Research: The Status of the Traditional Research Paper Assignment in First-Year Writing/Composition Courses" [RR]

**Week XIII**

**Meeting 1**--"Draft" Collaborative Presentations; post supporting material (outlines, etc.) to Carmen 48 hours before class

**Meeting 2**--"Draft" Collaborative Presentations; post supporting material (outlines, etc.) to Carmen 48 hours before class

**Week XIV**

**Meeting 1**--John Hayes, "What Triggers Revision?"

**Meeting 2**--Workshop Presentation Materials; Course Evaluations

**Finals Week:** Collaborative Presentations and Final Projects due at our assigned exam period.