

Term Information

Effective Term Autumn 2022
[Previous Value](#) Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

We propose English 2276 as an option for students to satisfy a new GE Themes requirement in the category of Citizenship.

What is the rationale for the proposed change(s)?

Arts of Persuasion satisfies learning outcomes for Citizenship in the new GE.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

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	2276
Course Title	Arts of Persuasion
Transcript Abbreviation	Arts of Persuasion
Course Description	Introduces students to the study and practice of rhetoric and how arguments are shaped by technology, media, and cultural contexts.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week
Previous Value	14 Week, 12 Week
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, Wooster
Previous Value	Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: 1110.01
Previous Value	Prereq: 1110.01 (110.01) or equiv.
Exclusions	
Previous Value	Not open to students with credit for 276.
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	23.1304
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior

Requirement/Elective Designation

General Education course:
Culture and Ideas; Citizenship for a Diverse and Just World
The course is an elective (for this or other units) or is a service course for other units

[Previous Value](#)

[General Education course:](#)
[Culture and Ideas](#)
[The course is an elective \(for this or other units\) or is a service course for other units](#)

Course Details

Course goals or learning objectives/outcomes

- Through rhetorical theory and analysis, this course teaches students to locate, attend to, criticize and understand how public discourses work, what effects they have, and how they are used.

[Previous Value](#)

Content Topic List

- History and definitions of rhetoric
- Approaches to the study of rhetoric
- Approaches to the practice of rhetoric

Sought Concurrence
No

Attachments

- English 2276 2021 Syllabus (2).docx: Syllabus
(Syllabus. Owner: Lowry,Debra Susan)
- 2276 ELO GE submission.docx: GE Submission Form Citizenship
(Other Supporting Documentation. Owner: Lowry,Debra Susan)

Comments

COURSE CHANGE REQUEST
2276 - Status: PENDING

Last Updated: Lowry,Debra Susan
09/15/2021

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Lowry,Debra Susan	09/15/2021 03:01 PM	Submitted for Approval
Approved	Lowry,Debra Susan	09/15/2021 03:01 PM	Unit Approval
Pending Approval	Vankeerbergen,Bernadette Chantal	09/15/2021 03:01 PM	College Approval

The Arts of Persuasion

English 2276
T/R 12:45-2:05
DE 250

Dr. James Fredal
413 Denney Hall
Office Hours: W/F 1:00:2:00

1. Course Description and Goals

The Arts of Persuasion will introduce students to rhetoric as an “art of persuasion” in public, political discourse. The art of rhetoric is a primary means by which civic identity, participation and agency is expressed and measured.

How do citizens engage a public to express their interests, to right wrongs, urge fairness, enact justice and arouse compassion? How can citizens critically interpret and engage with public texts and arguments as members of a common political body? We’ll explore these questions through the lens of rhetoric as the art of public argumentation, persuasion and interpretation. We’ll learn about the elements of rhetorical interactions, including audience and rhetorical effects, texts and meanings, genres and situations, forms and structures, authors and authorial purposes, argumentation schemes, narrative and myth, tropes and metaphors, as well as cultural and ideological frameworks. Then we’ll use these tools to analyze landmark rhetorical texts. We’ll think about the factors that make these texts persuasive, about how they make arguments, express purpose, appeal to audiences, depict reality, provoke thought, arouse emotions, evoke justice, create truth and constitute political subjects. Through rhetorical theory and analysis, this course teaches students to locate, attend to, criticize and understand how public discourses work, what effects they have, and how they are used.

This course also fulfills the GE Citizenship theme. See below (pg. 6) for GE Citizenship theme course goals and expected learning outcomes.

2. Assignments and Grading

You will be graded for four different types of assignments.

1	8 of 12 Short Papers. (2-3 pages) 5 pts each. Each will cover one text and rhetorical term. You may submit up to 10 papers. The lowest grades will be dropped.	40 pts
2	3 Unit papers. (4-5 pages) on any aspect of the class covered during that unit. You may produce a revised and extended version of a short paper. 10 pts each	30 pts
3	Attendance (10 pts). Full attendance=10 pts. Each absence beyond the first deducts 2 pts. See attendance policy below.	10 pts
4	Participation (10 pts). Ask questions, comment, posit interpretations, or raise issues about class readings, discussion, or lecture, in class or posted to discussion threads on Carmen. Carmen prompts or questions will be posted for each Unit.	10 pts
5	Class presentation on a Unit Paper: approx. 4-5 min. You’ll present your final project with handout, PowerPoint, Prezi or other presentation application on final two days of class. Based on one of your Unit papers.	10 pts
	Total points	100

3. Grading Scale

100-94 pts=A		93-90pts=A-
89-87 pts=B+	86-84pts=B	83-80pts=B-
79-77 pts=C+	76-74pts=C	73-70pts=C-
69-67pts=D+	66-64pts=D	63-60=D-
<60=E		

4. Required Texts

Our main text will be *The Elements of Rhetoric* posted on Carmen
All other readings will be posted on Carmen for the appropriate day:

Baldwin My Dungeon Shook (from *The Fire Next Time*)

Browning My Last Duchess

Chapman Fast Car

Childish Gambino This is America

Gurganis Captive Audience

Hughes Harlem

Jordan 1976 DNC Keynote

King Letter from Birmingham Jail

Lee Do the Right Thing

Lincoln Gettysburg Address

Lysias On the Death of Eratosthenes

Meeropol/Holliday Strange Fruit

Nixon Silent Majority Speech

Obama 2004 DNC Keynote

Porter Magic

Scott 2020 RNC Keynote

Walsh The Blue Book of the John Birch Society

Wells Southern Horrors

5. Policies

Attendance

Attendance counts for 10 of your 20 participation points. Each *unexcused* absence after the first will cost two points off. Excused absences include but are not limited to participation in a university sponsored event, death in immediate family, or documented illness. I will hand out an attendance sheet each day at the start of class. If you are late, you will miss the attendance sheet and won't be counted as present for that day.

Academic Integrity Policy

Ohio State's Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's [Code of Student Conduct](#) (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the

rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct (COAM). If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

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/>

Other sources of information on academic misconduct (integrity) to which you can refer include:

- [Committee on Academic Misconduct](http://go.osu.edu/coam) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](http://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](http://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at equity.osu.edu,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, [on-demand mental](#)

[health resources](http://go.osu.edu/ccsondemand) (go.osu.edu/ccsondemand) are available. You can reach an on-call counselor when CCS is closed at [614- 292-5766](tel:614-292-5766). **24-hour emergency help** is available through the [National Suicide Prevention Lifeline website](http://suicidepreventionlifeline.org) (suicidepreventionlifeline.org) or by calling [1-800-273-8255\(TALK\)](tel:1-800-273-8255). [The Ohio State Wellness app](http://go.osu.edu/wellnessapp) (go.osu.edu/wellnessapp) is also a great resource.

Accessibility Accommodations for Students with Disabilities

Requesting Accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with [Student Life Disability Services \(SLDS\)](#). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services.

Disability Services Contact Information

- Phone: [614-292-3307](tel:614-292-3307)
- Website: slds.osu.edu
- Email: slds@osu.edu

In person: [Baker Hall 098, 113 W. 12th Avenue](#)

GE Theme Goals

“The Arts of Persuasion” satisfies the General Education citizenship theme through its focus on the production and analysis of *public discourse*. In preparation for public life as citizens, constituents, and consumers, students need to engage, analyze, and understand the various forms of public discourse that work to influence, persuade, and shape them. Many forms of persuasion are explicit and easily understood; these are presented in the first unit. Other more advanced persuasive techniques are tacit, subtle, and difficult to detect. We’ll explore these less noticeable textual features in later units through in-depth exploration of textual constructs like identification, ideology, hegemony, and constitutive rhetoric.

Class periods will be divided between lecture, class discussion, and group work. You’ll also have several opportunities to present your work in spoken and written form to the rest of the class.

Citizenship Theme Goals

Theme: Citizenship for a Just and Diverse World		
Goals	Expected Learning Outcomes	Related Course Content
GOAL 1: <u>Citizenship:</u> Successful students will explore and analyze a range of perspectives on citizenship, across local, national, and global, and apply the knowledge, skills, and dispositions that constitute it.	Successful students are able to: 1.1 Understand and explain a range of perspectives, theories, and techniques of persuasive civic discourse coming from a diverse range of cultural identities.	Students will read, discuss, and explain a variety of theories of public rhetoric covering a range of perspective, identities, and historical periods.
	1.2 Analyze, explain, and account for the rhetorical techniques, purposes, audiences, and effects used and produced by a diverse range of cultural texts and discourses.	Students will analyze examples of public discourse and learn to describe and explain their persuasive and argumentative techniques and effects.
GOAL 2: <u>Just and Diverse World:</u> Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies.	2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and a variety of lived experiences.	Students will evaluate and compare the differences among rhetorical theories and examples of rhetorical texts and techniques.
	2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.	Students will discuss and write about the ethical implications of rhetorical techniques and their use in public discourse.

This course will satisfy these expected learning outcomes through the analysis of rhetorical texts revolving around the theme of identity and membership, group belonging, patterns of inclusion and exclusion, and citizenship. Students will practice analyzing texts to discover how authors create audiences that form a people who share a common situation and fate, and sometimes to the exclusion of others.

5. Syllabus

<p>Module # Day. Date Topic Homework: * indicates a day devoted to discussion of primary texts</p>	<p><i>Short Paper Due Dates</i> Unit Paper Due Dates</p>
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Module I: Thinking Critically about the Text

1. Jan 12 Rhetoric: Creating a People.

Read: The Elements of Rhetoric, Introduction and Chapter 1: What is a Text?
Lysias's "On the Death of Eratosthenes"

2. * Jan 14 A Sample Text: Lysias - On the Death of Eratosthenes.

Factors in isolating the rhetorical text?

How does Eratosthenes use the law to present his case? How does he shape our sense of what is "just"?

Read: *Elements of Rhetoric*, Chapter 16: The Steps of Rhetorical Analysis.

3. Jan 19 How perform a Rhetorical Analysis

How does rhetorical analysis of a text move beyond a casual reading?

Read *Elements of Rhetoric*, Chapter 7: What is a Situation?

4. Jan 21 What is a Situation?

How do authors construct and frame the situation or problem they want to address?

Read and analyze Lincoln's Gettysburg Address

Jan 25th Short Paper # 1 Due

5. *Jan 26 Lincoln - Gettysburg Address

What kind of situation does Lincoln face? How does he transform this situation?

Read: *Elements of Rhetoric*, Chapter 18: The Rhetoric Paper.

6. Jan 28 How to Write a Rhetoric Paper

How is rhetorical analysis turned into a coherent paper? Identification, Pattern recognition, Analysis, and Synthesis.

Read: *Elements of Rhetoric*, Chapter 2: Narrative

Feb 1st Short Paper #2 Due

7. Feb 2 Rhetoric as Narrative and Myth

What is a rhetorical narrative? How do narratives work rhetorically?

What is a "cultural myth" and how do they shape our sense of social belonging?

Write: Short Paper # 2

8. * Feb 4 Tracy Chapman - Fast Car

What is the narrative? What is the situation?

What does "belonging," and "being someone" mean here?

Read: *Elements of Rhetoric*, Chapter 3: Finding the Argument

Feb. 8th Short Paper #3 Due

9. Feb 9 *logos* and Argument

How does public argument work? How do political actors argue?

How do audiences follow political arguments?

Read and Analyze: "Letter from Birmingham Jail" - Martin Luther King.

10. * Feb 11 *logos* and Argument in "Letter from Birmingham Jail"

What is the situation? The narrative? What is the argument?

How is "political belonging" challenged here? How does King respond?

Read: *Elements of Rhetoric*, Chapter 4: Determining the Arrangement

[The Almost Scoop on Nixon's Treason](#)

Read and Analyze: Nixon - Vietnamization speech

Feb 15th Short Paper #4 Due

11. * Feb 16 Arrangement and Form: Nixon and Vietnam

What difference does structure make in general? In Nixon's speech?

How does structure/form help move an audience from one position to another?

Read: *Elements of Rhetoric*, Chapter 5: Thinking about Style and Tropes.

12. Feb 18 Style and Metaphor in Rhetoric

How do metaphors work conceptually, imagistically, rhetorically?

Read and Analyze: Hughes - "Harlem"

Gurganis - "Captive Audience"

Feb 22nd Short Paper #5 Due

13. * Feb 23 Metaphor and Style in Hughes and Gurganis

What work do metaphors do in Gurganis' anti-war essay? In Hughes' poem?

Read: *Elements of Rhetoric*, Chapter 11a: *pathos*

Read and Analyze: Antony's speech in *Julius Caesar*

Unit II: Moving Beyond the Text

14. * Feb 25 Pathos in *Julius Caesar*

How does Shakespeare craft the emotional appeal of Antony's speech?

What is a responsible way to depict emotionally powerful, traumatic national events?

What is place of emotion in public argument and political persuasion?

Read: *Elements of Rhetoric*, Chapter 9: What is an Author? And Chapter 10: Thinking about Authorial Purpose and Intent.

Feb 26th Unit I Paper Due

March 1st Short Paper #6 Due

15. Mar 2 The Author, *ethos*, the 1st Persona, and the Implied Author

What is an author? How do texts construct and convey "author"(ity)? How do authors convey credibility? How do audiences interpret an author's persona(lity) and intent?

Read and Analyze: Browning - "My Last Duchess"

16. * Mar 4 The Author and *ethos* in Browning's "My Last Duchess"

What *ethos* or persona is the Duke going for? Does he succeed?

What is Browning's *ethos*? Who is the implied author? Does he succeed?

Read: *Elements of Rhetoric*, Chapter 11: What is an Audience?

March 8th Short Paper #7 Due

17. Mar 9 Audience, 2nd and 3rd Persona, Authorial Audience

What does it mean to be a member of an Audience? How do texts construct audiences?

What are the different ways in which an audience can exist?

Read and Analyze: “My Dungeon Shook”

18. * Mar 11 The Audience of Baldwin’s “My Dungeon Shook”

Who is (or are) the narrator’s audience(s)? What kinds of audiences are there?

What are the rhetorical effects of (not) belonging to different textual audiences?

Read: *Elements of Rhetoric*, Chapter 8: What is a Genre?

Mar 15th Short Paper #8 Due

19. Mar 16 Genre and Purpose

What is a rhetorical genre? How do genres impact rhetorical action and effect?

Read and Analyze: Barbara Jordan, Barack Obama, Tim Scott keynote addresses.

20. * Mar 18 What is a Keynote Address? What is the situation? Narrative? Argument?

Who is the audience? Author? What is the form, the purpose, and the organizing principle for this genre?

Read and Analyze: Katherine Porter - “Magic”

Mar 22nd Short Paper #9 Due

21. * Mar 23 Putting Everything Together: Rhetorical Analysis of Katherine Porter - “Magic”

What rhetorical tools does the speaker have/use to assert her place or “belonging”?

What rhetorical challenges does she face?

How does the narrator navigate the power imbalance that she faces?

Read: *Elements of Rhetoric*, Chapter 13: Identification

Module III: Modern Advances

22. Mar 25 Identity, Terministic Screens, and Identification

What is identification? What does it mean to identify or disidentify with a speaker or character?

How does identification shift our understanding of rhetoric?

How does identification work in “Magic”? How does it create belonging?

Read: *Elements of Rhetoric*, Chapter 14: Ideology and Discourse

Mar 26 Unit II Paper Due

Mar 29 Short Paper #10 Due

23. Mar 30 Ideology, Hegemony, and Ideographs

What is the relationship between ideology and rhetoric?

In what texts that we’ve read can we detect ideological elements?

Read and Analyze: Selection from *The Blue Book* of the John Birch Society.

24. * Apr 1 *The Blue Book* of the John Birch Society
How does the *Blue Book* operate as an expression of ideology?
How does it encourage identification or disidentification? Belonging and “othering”?
What other rhetorical techniques are at work here: narrative? argument? *pathos*? etc.

Read: *Elements of Rhetoric*, Chapter 15: Constitutive Rhetoric and the People

Sign up for final project presentation on Carmen.

April 5th Short Paper #11 Due

25. Apr 6 Constitutive Rhetorics and “the People”
What is “constitutive “rhetoric” and who are “the people”?
What does this have to do with identification and ideology?

View and Analyze: Spike Lee *Do the Right Thing*

26. * Apr 8 Discussion of Lee *Do the Right Thing*

Prepare: Final project presentation

April 12th Short Paper #12 Due

27. Apr 13 Final project presentations

28. April 15 Final project presentations

April 29th Unit III Paper Due

GE THEME SUBMISSION DOCUMENTATION

GE THEME COURSES

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all Themes and has expandable sections relating to each specific Theme. A course may be accepted into more than one Theme if the ELOs for each Theme are met.

Please fill out the “All Themes” section and then complete the section(s) for all Themes for which the course seeks approval. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. Those forms are available online.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme(s) to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

All Themes

ELO 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an **advanced study of the focal Theme**. In this context, “advanced” refers to courses that are e.g., **synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities**

An elementary approach to citizenship would define basic concepts and their relationship: citizen, criteria for and degrees of citizenship, process for gaining or losing citizenship, rights and responsibilities of citizenship, differences between citizenship and related concepts like residency, levels of political status, types and characteristics of non-citizens and their legal status. An elementary approach might also explain and describe the contours and demographics of citizenship within a political culture.

English 2276 goes beyond basic definitions, legal qualifications, or institutional criteria of citizenship to explore how public discourse--speeches, poems, letters, stories and songs--create, claim, denounce or deny qualities of political belonging, how it unites a people and separates “us” from “them.” This has less to do with formal features of citizenship and more to do with the textual construction of social, psychological, and experiential qualities of belonging and acceptance, of membership, agency, and equality within a group.

In particular, the final two units, and especially the final unit (Unit III), introduce advanced aspects of social and cultural theory intimately connected to rhetoric and persuasion: ideas about ideology, power, and the process through which texts *constitute* the very events and subjects they address as a “people.”

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

Critical thinking involves several elements:

1. The ability to identify and formulate a problem, issue, controversy, or question within a situation. A felt lack of knowledge (a need to know something or answer a question) or a recognized problem issue, or disagreement about what is known, what values apply, or about what ought to be done.
2. Facility with a theoretical framework (even an implicit one) that includes criteria for
 - a. Finding or detecting and
 - b. weighing evidence that bears upon the issue and for
 - c. forming judgements relevant to that issue.
3. Using or applying the framework and the criteria to
 - a. Find and identify and
 - b. Weigh evidence within the situation relevant to the issue and framework and
4. Collecting and coordinating that evidence to
 - a. Identify patterns and
 - b. Posit and
 - c. Test hypotheses or potential answers to the question and
 - d. Balance that against counterevidence that challenges the hypothesis.
5. Assessing or accounting for the partiality in one's own position and how it might affect the identification and weighing of what counts as evidence, what the evidence means, and how it bears upon the question, problem or issue.
6. Formulating a judgement, answer, or thesis based on criteria and evidence and
7. Qualifying the answer or thesis as suggested by counterevidence.
8. Communicating this process and the results to others so that they can follow and be persuaded by the analysis and argument and
9. Listening to, grasping, and responding to alternative answers or hypotheses offered by others.

Elements of critical thinking are woven throughout the 2276 course, beginning with identifying social issues, problems, or exigencies within a situation, using rhetorical terms to describe how authors construct and address situations, and then assessing the author's success or failure to resolve it. Students are required for each rhetorical "element" to understand the rhetorical principal and how it relates to other principles and to the rhetorical interaction and then apply it to text and to the question of how texts work upon an audience. These principles function like criteria for finding functioning rhetorical features.

- Students analyze the text to discern and weight evidence of rhetorical features and techniques.
- They look for coordinated textual patterns (such as logical or emotional appeals or stylistic elements) and synthesize them into an overall rhetorical effect.
- They make judgements about how these textual features work together to produce an effect, and what that effect is. They look at other aspects of the rhetorical encounter that might counter or mitigate this effect.
- Students express in discussion and then in short papers how this rhetorical technique appears, how it works, and what effect it has (or attempts) on the audience.
- In many cases the operative rhetorical principle is counterintuitive and non-obvious. Students often have to set aside familiar habits of reading to interpret textual details in a new way and tie them to novel theoretical concepts and rhetorical terms.
- In discussion and in comments on papers, students are faced with alternative interpretations of textual details and rhetorical elements.

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

English 2276 requires students to engage texts at an advanced level.

The rhetorical theory taught in 2276--through lecture, powerpoint and discussion--is based on recent research in rhetoric and goes beyond intuitive or colloquial understandings of rhetoric and persuasion and beyond basic notions of citizenship, legality, and rights. The course attempts to help students see how *all* public texts work to create, weaken, maintain, alter, or subvert public and political notions of group belonging, status, and agency. Who belongs and who doesn't? Whose membership, rights and privileges are secure, unquestioned, and accepted? Whose are questioned, revocable, or unstable?

The course works to demonstrate how public and political texts create, maintain and shape the very identities and constitute the very publics that we take on, belong to, or aspire to.

For example, in studying audience (we read "My Dungeon Shook: Letter to my Nephew on the One Hundredth Anniversary of Emancipation" by Baldwin), we explore how texts invite readers to *feel* membership in an audience or group, how they create an authorial presence, audience roles, and the relationship between them. We explore how texts create multiple audience roles ("you") and "others," ("them") and we explore the emotional, experiential, and political features and consequences of those invitations or exclusions. We discuss what it means to read this letter to Baldwin's nephew *as* Baldwin's nephew (the "you" of the text), and as the generation that the nephew represents, and we think about how that interacts with and differs from (for white audiences or more recent audiences) being the "other" of the text *as* we are addressed as the "you" of the text. We think about what it means for Baldwin to construct a complex audience that contains contraries but demands inclusion even of that "other."

ELO 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

Through what activities and experiences will students **identify, describe, and synthesize approaches or experiences** in this course?

In this course, students have to synthesize or make connections between the theoretical and cognitive elements (the theoretical frameworks, terms, and concepts), the text and its situation within a rhetorical encounter (who the text was written to, in what situation, for what purpose, with what effect) and their own personal, emotional, cognitive and experiential response to the text.

None of the texts we read for the class were written *for* the class. We practice thinking about and differentiating reading passively and reading actively: to read as audience members of the text (Who was the text written to? Who is called to be a member of that audience? What might it mean to read as a member of that audience?), to read as critics, distanced from that audience and critically assessing the rhetorical techniques, to read as actively engaged individuals, juggling these different layers of reading, the roles into which the text casts us, and at the same time experiencing the effects of the text: emotional, relational, political, etc.

For example: when we read Barbara Jordan's 1976 DNC Acceptance speech, we are talking about Genre, and the Keynote address genre, but also making connections to the personal identity of Jordan (and Obama, and Scott) as "enactments" of their message of inclusion.

Thus, students have to synthesize their awareness and judgements about the technical and conceptual (rhetorical) features of the text, the message, theme, and overall effect of the text, their experiential and emotional response to it, the social and political position and effect of the text, its author, and its purpose within its situation, etc.

As the course advances (after week 4), students are encouraged to begin (under guidance of the instructor) finding outside texts of importance to them for analysis in short papers. Here they begin to practice seeing how these texts--often familiar texts that they know intimately but not critically--persuade, shape identity and status, and articulate political agency and belonging. They are forming connections between the theories, reading strategies, and texts worked on in class, and the texts--the songs, advertisements, social media posts and websites--that they encounter every day.

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ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

How will students in this course use prior experiences to engage in **reflection, self-assessment, and creative work**?

Creative work primarily occurs in the form of written papers, both short informal papers (8 assigned) and unit papers. Written instructor response to those papers in the form of questions, suggestions, and in some cases, corrections enables and encourages students to reflect on and assess their written responses.

Because three short papers can be resubmitted for a new grade, students are motivated to engage with instructor comments (I encourage students to talk with me about revisions) and revise their work.

Also, short papers can be used as the framework for unit papers: students have to expand their body of evidence, develop their argument, consider additional texts and in some cases other rhetorical terms or concepts. This requires further reflection and builds on their prior work in a slightly more challenging assignment.

Finally, the final project requires students to assess their body of work in the class and select one topic to present to the class. This is a new type of creative work that builds on their prior work (both their short response papers and their unit papers) in the class in a new format.

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How will students demonstrate their **developing sense of themselves as learners** in response to new and challenging contexts?

One of the Carmen questions posted for each Unit asks students to consider and describe what they have learned in the unit and to comment on their learning process, how the material has impacted them and how it might be useful or relevant to non-academic situations and experiences, how easy or difficult, interesting or tedious it was to grasp the concepts and practices, how well they mastered the material, etc. A final Carmen post similarly asks students at the end of the course to assess and comment upon their role as learners in the course, their satisfaction, their effort, and/or their performance in the course, overall and specifically for each unit and each type of assignment.

These responses count toward their participation grade but are not graded for content.

{Theme-specific ELOs follow. Note that each submission will minimally have the Theme-generic questions and ONE of the following sets of questions. This will be implanted as a single form with pull-down options for each specific Theme being addressed}

Citizenship

Specific Expectations of Courses in Citizenship

ELO 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

ELO 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Rhetoric is the art of persuasion in political discourse. A political text is a text that negotiates issues of identity and status, agency and power, belonging and participation among individuals and groups within a community, a people. Citizenship in this class appears through discussions of political texts, their situations, purposes and audiences. Citizenship also appears through lecture and discussion of rhetorical terms and concepts: author and authority, audience and group formation and membership, cognitive, emotional and experiential movement.

All of the rhetorical theory and all of the texts presented in this course address issues of social belonging, group and individual identity, and political agency and movement.

The readings collectively take up political and social, public and private, legal and experiential perspectives. All the readings pose questions of who can speak, who can listen, who is addressed and who is left out, who is a member of an audience or a people, what are they able or asked to think, believe or do, who is “other” and at what cost? These forms of civic agency are asserted in the political convention and national cemetery, the prison and the recording studio, the printing house and the bedroom.

For example: Porter’s “Magic” explores the subordination and oppression of working women, and particularly women of color, in early 20th C. New Orleans, and how one domestic working woman of color in particular attempts to claim agency within a potentially hostile work environment. While not explicitly about citizenship (the word never appears in the story), we ask questions about how the text portrays the negotiation of power, status, the law, and political agency within this cultural setting.

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Through what activities and experiences will students **describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities?**

ELO 1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Through what activities and experiences will students **identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen?**

Rhetorical knowledge and skill, both in production and analysis, are the central focus of this course. The introductory lecture and introductory chapter of the *Elements of Rhetoric* text address the use of these terms and concepts both for the production of texts, the analysis of texts, and the comprehension of rhetorical and discourse theory.

These layers (production, analysis, theory) of knowledge (of terms, concepts, theoretical perspectives and frameworks, and rhetorical features) and skill (in identifying, analyzing and interpreting textual features textual features and synthesizing them into a thesis and argument about a text's purpose and function) are intended to be generalizable and exportable: as students practice on a variety of texts and begin to find their own texts for analysis, they being to realize that skill in analyzing texts for how they persuade, how they construct identity and constitute social groups membership applies to all kinds of public texts that students encounter every day, and thus that aspects of citizenship--equity, justice, opportunity, and their absence--are ubiquitous and constantly managed and modified through everyday public discourse and that they appear not simply as legal categories but as diverse emotional and experiential realities in people's lives.

The cultivation of a disposition toward critical/rhetorical reading across a wide range of everyday genres and texts, toward seeing popular texts as tools for shaping social life, for creating power-laden subject positions and constituting political bodies, such a temperament comes only through theoretically informed practice. This class attempts to initiate and advance students in this practice towards the development of a disposition oriented toward critical consumption of all kinds of texts and all manner of rhetorical encounters.

ELO 2: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

ELO 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Through what activities and experiences will students **examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion?**

Through what activities and experiences will students explore a **variety of lived experiences?**

Each of the texts that we read for this class present narratives and arguments based in lived experience. Rhetorical encounters are necessarily situated within lived experience: our first “element” is *situation*. This term follows us throughout the semester (as does each subsequent term). We ask: What situation does this text address? What are the particular historical, cultural and political realities that the author faces? What exigency, issue or problem is at stake? What techniques does the author employ to address it? Who are the stakeholders? What group is capable of addressing the situation and how does it overlap with the constructed audience?

Because they are situated in various historical and cultural moments, each of the texts we read face and negotiate a different configuration of equity/inequity, inclusion/exclusion, justice and injustice. Each of these categories intersect with the identity of the author, their goal, and their relationship to the audience and to the issue that is addressed.

Martin Luther King Jr.’s attempt to articulate the barriers to political agency and equality in the face of apathy, injustice, and exclusion is not the same as that faced by Ida B Wells or Baldwin. Discussion of each text inevitably includes consideration of the stories that they tell, the arguments that they make and the realities that they describe in the process of documenting American failures of inclusion, justice, and equity.

ELO 2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Through what activities and experiences will students **analyze and critique the intersection of concepts of justice, difference, and citizenship?**

Analysis was discussed above as an element of “critical thinking.”

As I understand it, critique asks how reality gets made, and who it serves. It is, says Foucault, the “movement by which the subject gives himself the right to question truth on its effects of power and question power on its discourses of truth. . . Critique will be the art of voluntary insubordination, of reflected intractability” (“What is Critique?”).

Critique seeks to understand the factors that enable the apparently inevitable structures and contours of social and political existence and of power to gain the status of immediate reality. The goal of critique as a philosophical praxis is to understand the conditions for the possibility of experiencing what comes to be seen as social reality, both as concrete experience and as conceptual knowledge. It is especially committed to examining the conditions under which articles of dogma and channels of power, the taken-for-granted reality of everyday life, can seem to be directly experienced, perceived, and felt as in some sense objectively real, inevitable, natural, and just. It calls into question most strenuously those aspects of reality that seem most stubbornly to assert their independent ontological status and morality. For example, we attribute to ourselves and others (free) will, motives and consciousness as a cause of deliberate action. Why is this so? Nietzsche’s critique of will, motive and consciousness suggests that these are epiphenomena and consequences of action attendant upon the construction of the “self,” (itself the concretion of habituated roles and responses) and not (as they are universally felt to be) causes of action.

This course does engage in critique through its questioning of the nature of the rhetorical interaction: what constitutes a listening subject? An audience? An author? A situation? Do they pre-exist the encounter (as independent subjects and events)? Or are they constituted-in-negotiation through the encounter? Beginning with “situation,” we gradually seek to demonstrate that what seems to be objectively given features of the rhetorical encounter are in fact continuously renegotiated and reconstituted: the author, the text, the situation, the audience, the effect and purpose, etc. This suggests both a radical openness to transformation and a powerful recognition of the stabilizing and reifying power of existing institutions, social roles, and forms of experience. In Unit III we make this critical questioning more explicit through lecture and discussion of the relationship between public/political rhetoric and ideology/hegemony.

As for critiquing the intersection of concepts of justice, difference, and citizenship (in this sense of critique), I suppose that lies beyond what we achieve in 2276. As the course progresses, we do compare the different ways in which authors assert their political agency, work to forge a collective audience, negotiate power imbalances and attempt move “us” toward justice, an appreciation of difference, the breakdown of existing barriers to inclusion, and an acceptance of social change. This happens through the accumulation of readings by men and women of color, and by white authors who address issues of inclusion, justice and equity (or their absence or attenuation). Robert Welch tells a powerful story about who (truly) belongs to America and who doesn’t, what “difference” means, why and how “true” Americans ought to preserve “their” heritage, where real justice lies. In the process he comments upon the civil rights movement and racial diversity in ways that intersect and compete with the work of Wells, King, Jordan, Obama, Lee, etc.

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Through what activities and experiences will students **analyze and critique how concepts of justice, difference, and citizenship interact with cultural traditions, structures of power and/or advocacy for social change?**

A true critique of the concepts of justice, difference, and citizenship and their interaction would demonstrate the dependence of these concepts on cultural and historical context, local structures of power, and avenues for social change. That is, the critique of power relies on the examination of cultural traditions and ways of living, structures and institutions of power, and forms of cultural alterity and social change. It reveals who power serves and how other notions of justice, other regimes of truth, and other ideals of power and of equality are always in circulation even if either repressed or appropriated by hegemony. Critique highlights cultural contestation and thereby destabilizes the illusion of power's inevitability and its justice.

In our unit on ideology, I use the American cultural tradition of meritocracy as the modern instantiation of the frontier myth of egalitarian self-reliance. Students, even poor students, are generally invested in the myth of meritocracy as the American alternative to a landed aristocracy. They understand that their grades and their success, in school and in life, will be determined by their individual hard work and discipline, and that failure is the result of personal insufficiencies.