

Term Information

Effective Term Spring 2024

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 2276H
Course Title Arts of Persuasion
Transcript Abbreviation Arts of Persuasion
Course Description Introduction for honors students to the study and practice of rhetoric and how arguments are shaped by technology, media, and cultural contexts.
Semester Credit Hours/Units Fixed: 4

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 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 Seminar
Grade Roster Component Seminar
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites One WIL Foundation Course
Exclusions
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

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

Requirement/Elective Designation

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

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.

Content Topic List

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

Sought Concurrence

No

Attachments

- GE Citizenship Theme Proposal H2276[91].pdf: Citizenship Theme Form
(Other Supporting Documentation. Owner: Hewitt,Elizabeth A)
- English 2276_Fredal_Syllabus.docx: Non-honors syllabus
(Other Supporting Documentation. Owner: Hewitt,Elizabeth A)
- 2276 Honors Syllabus_FINAL.pdf: Syllabus (Revised 11/6/2023)
(Syllabus. Owner: Hewitt,Elizabeth A)

Comments

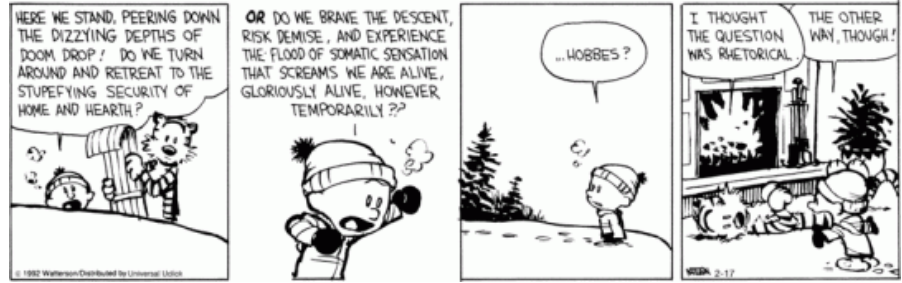
- Please see Subcommittee feedback email sent 10/19/2023. *(by Hilty,Michael on 10/19/2023 09:03 AM)*
- Thank you! *(by Hewitt,Elizabeth A on 08/21/2023 03:45 PM)*
- This should be a 4 credit course, as indicated on the syllabus. Could you please correct? *(by Vankeerbergen,Bernadette Chantal on 08/21/2023 02:38 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Hewitt,Elizabeth A	08/21/2023 02:20 PM	Submitted for Approval
Approved	Hewitt,Elizabeth A	08/21/2023 02:21 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	08/21/2023 03:29 PM	College Approval
Submitted	Hewitt,Elizabeth A	08/21/2023 03:46 PM	Submitted for Approval
Approved	Hewitt,Elizabeth A	08/21/2023 03:46 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	08/21/2023 05:07 PM	College Approval
Approved	Chamberlain,Lindsey Joyce	09/19/2023 03:46 PM	Ad-Hoc Approval
Revision Requested	Hilty,Michael	10/19/2023 09:03 AM	ASCCAO Approval
Submitted	Hewitt,Elizabeth A	11/06/2023 09:51 AM	Submitted for Approval
Approved	Hewitt,Elizabeth A	11/06/2023 09:51 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	11/06/2023 10:48 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	11/06/2023 10:48 AM	ASCCAO Approval

Arts of Persuasion

English 2276H
Spring 2024



Course Information

- Tuesdays & Thursdays 11:10 - 12:30 p.m. ; Fridays 2:10 – 3:05
- Warner Center Room 375
- Credit hours: 4 ; Contact hours per week: 3 hrs. 35 min.
- Mode of delivery: In-person ; Mode of instruction: lecture + recitation

Instructor

- Name: Elizabeth Weiser (she/her/hers, preferred address: Dr. Weiser)
- Email: ; 740-366-9175
- Office location: 251 Warner Center
- Office hours: Thursdays 12:30 – 4:00, plus appointments anytime
- Preferred means of communication:
 - My preferred method of communication for questions is **email**.
 - My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your [notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to be sure you receive these messages.

Course Prerequisites

You need to have first **completed** your GE Foundation Writing and Information Literacy course to take this course.

Course Description

English 2276H is an **honors course meeting the GE Theme of citizenship for a just and diverse world**. It introduces students to rhetoric as an “art of persuasion” in public discourse. This semester, we will focus on texts in which diverse peoples have worked since the founding of the nation to persuade others about what it means to be a citizen, to have their needs and situations “count,” and to engage in citizenship-action for a more inclusive and just understanding of national identity. These assertions are *rhetorical*, which means that they:

- Are conveyed through some sort of symbols (spoken or written words, images, structures, etc.)
- Depend on, create, and/or maintain certain worldviews
- Are crafted using the resources built into our symbol systems. For language, the resources include things like referring to shared knowledge or experiences, storytelling, evoking emotion, building commonality between the writer and the audience, providing reasons, evidence, details, etc., and making the language sound pleasing and invitational.

These are the kinds of things we’ll investigate when we’re studying how the texts we’re reading are trying to persuade their audiences. The formation of citizenship has been a foundational concern of rhetoric since its beginning as a discipline over 2000 years ago. Because rhetoric is everywhere and builds its own reality, it is an appropriate tool to investigate questions of civic engagement, diversity, and justice: Who counts as a citizen? What does it mean? How do we organize and maintain a just and diverse society?

General Education Goals and Learning Objectives

See next several pages for a table of specifics on the Goals and ELOs for this course for the General Education Theme of Citizenship for a Diverse & Just World. Repeated here, they are:

Goals:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: 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.]
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.

3. 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.

4. Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world.

Expected Learning Outcomes:

Successful students are able to:

1.1. Engage in critical and logical thinking about the topic or idea of the theme.

1.2 Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme.

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

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.

3.1. Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.

3.2. Identify, reflect on, and apply the knowledge, skills, and dispositions required for intercultural competence as a global citizen.

4.1. Examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, and explore a variety of lived experiences.

4.2. 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.

Explanatory Paragraph:

English 2276H will satisfy the outcomes for “Citizenship for a Diverse & Just World” as an Honors course by engaging students in the rhetorical analysis and interpretation of primary-source arguments for citizenship in a diverse nation. Students will work together to identify, describe, and synthesize rhetorical approaches and experiences taken by marginalized groups throughout US history as they argued for citizenship rights and an enhanced national imaginary a “more perfect union.” In weekly annotated discussions and group participation, biweekly reading responses, two analytical research papers, and a creative presentation of your own citizenship rights, students will gain the theoretical/methodological tools to engage in critical analysis, a deeper understanding of the role of

Learning Outcomes	Course Elements	Notes of Explanation
<p>GEN Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component.</p> <p>-----</p> <p>ELO 1.1 Engage in critical and logical thinking.</p>	<p>This course will build skills needed to engage in critical and logical thinking about rhetorical arguments for citizenship through two 80-minute class sessions + one 55-minute recitation each week.</p> <p>Lecture/discussion sessions will engage students in a mixture of lecture and class-based discussion on the course research questions: How have marginalized citizens argued for their right to participation as full citizens in the nation, and how do their arguments change the social imaginary of our nation? Citizenship-related topics (described under ELOs 3 & 4) will be broached using the scaffolded rhetorical methodologies and their application to both historical source documents and contemporary class-generated issues. Recitation sessions will guide students through the procedures for both close and contextual reading and argumentation, rhetorical analysis, persuasive and scholarly writing, engagement with sources, etc., and will engage students in critically evaluating primary- and secondary-source documents from 250 years of American arguments for citizenship and the nature of the social imaginary, using guided social annotations help students understand, critically analyze, and talk with the readings.</p>	<p><i>The class is structured this way because to critically think students need something to think about (hence readings), critical lenses with which to engage the readings (hence rhetorical theory here, since it is a rhetoric class), and practice in doing so (hence annotations, reflections, analysis papers, and creative practice).</i></p>
<p>GEN ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.</p>	<p>Students will explore the nature of citizenship from and identification with the social imaginary using theories of audience, rhetor, and text; situation and context; identification; kairos; medium; framing; relationality; decolonization and reconciliation. All work will focus on the ways in which marginalized communities have entered the public sphere to argue for rights to equal citizenry and the expansion of the U.S. social imaginary. They will apply these concepts in increasingly sophisticated ways through their scaffolded rhetorical responses and guided annotations of primary historical texts and secondary scholarly articles. These will lead them into an analytical research paper using a curated selection of secondary scholarly sources. Later they will apply these analytical skills to a second analytical final paper to their own rhetorical choices in their creative persuasive presentation for their own active citizenship in the social imaginary.</p>	<p><i>Rhetoric is the subject matter of the class; citizenship is the manner in which rhetoric is an action in the public sphere. We study marginalized communities because the particular symbolic activity of citizenship we are exploring is the civic engagement which creates a more just and diverse world.</i></p>
<p>GEN GOAL 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</p>	<p>Students will engage in advanced exploration of each module topic through a combination of lectures, readings, writing, and discussions. Course materials come from a variety of sources to help students engage in the relationship between rhetorical argument and citizenship at an advanced level. Each of the weekly modules includes two 80-minute days of in-class work and one 55-minute recitation. Lectures will recursively cover a corpus of established rhetorical theories and their application to the readings. Discussions—both full-class and small-group—will focus on how marginalized rhetors have used a variety of techniques to influence the public discourse, as well as the contextual situations making this influence more or less available. Recitations will allow students to learn, apply, and practice the skills necessary to become a rhetorically savvy citizen writer.</p>	<p><i>Primary texts (symbolic action by rhetors) are combined with rhetorical theory (symbolic analysis by rhetoricians) because rhetoric needs some THING to apply its theories to. Social annotation is an important addition because (1) students are at different levels in their preparation, and reading texts together with peers' annotations helps them all understand better and sparks each one's ability to participate, (2) because it guarantees that students will read the text in a critically</i></p>

<p>have done in previous classes and that they anticipate doing in future</p> <p>-----</p> <p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p>	<p>Assignments will include eight response papers applying the lenses of these rhetorical methodologies to a variety of primary source texts, one analytical research paper on a rhetorical speech by a rhetor of the student's choice, one creative presentation in which students argue for their own citizenry in the social imaginary as they see it, and a second researched analysis paper of their own presentation, in which they describe the rhetorical methods they used in their presentation to persuade us of this active citizenry.</p> <p>Example: In Week 4, the annotation assignment note tells students: These are the final "founding documents" that we will look at this semester--two pieces the Constitution, one deliberative and one forensic; and one epideictic piece, Washington's final chance to speak to the public. Do two things with these documents to build our class understanding of them): Step #1: In Washington's Address he gives 7 pieces of advice. Pick one and explain what his point is--what was Washington's view of how the nation should be, and what rhetorical spheres is he using to make that argument? Step #2: pick one of these five choices to annotate the Preamble/Bill of Rights. 1) How do the Preamble here and the Preamble to the Declaration of Independence 11 years earlier differ in their views of what the nation does for its citizens? 2) Why do you think they began the Bill of Rights with that first Amendment--how does it relate to their vision of their audience? 3) Amendments 2 & 3 are about the citizens' relationship to the military--what are they saying and why would this be important their national ethos? 4) Amendments 4-8 are all about citizens' relationship to courts—what are they saying about forensic arguments and why would <i>this</i> be so important to them? 5) What kind of citizens do Amendments 9 & 10 envision?</p>	<p><i>engaging way, rather than simply giving them a reading quiz, (3) because it fosters students' sense of themselves as engaging in scholarly conversation, not merely passively absorbing, (4) because it builds class community, (5) because it allows the professor to guide their focus and monitor their understanding in real time.</i></p>
<p>GEN 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.</p>	<p>Students will use the lectures/readings/social analyses to inform their own thoughts on the rhetorical practices of citizenship as they write guided rhetorical responses to readings that may ask them to indicate their selected argument for the use of a rhetorical technique in a particular text, their analysis of the rhetorical situation of the text, and for their thoughts on the efficacy, correctness, and current application of this text/textual analysis to citizenship.</p> <p>Example: Students will spend the final two weeks of class (Weeks 14-15, with paper due during finals week) preparing, drafting, and presenting their own argument for their right to citizenship in the revised social imaginary, which they will present to the class as a rhetorical product. Examples have included films, demonstrations, photo essays, personal narratives, dialectical arguments, poems, etc. They will then write a final sourced analysis of the rhetorical choices they made (of rhetor, audience, text, medium, and context) as they constructed their argument.</p>	<p><i>Creativity: provides students with practice in applying theoretical understanding to personally engaging real-world topics; it invites them to think of their arguments the way Aristotle did, as "artistic" proofs, arguments are created, not simply reported on; it asks them to analyze and reflect upon their own efforts to persuade, something they can apply beyond this classroom; it is both harder and more fun than spitting back information, which I find key to getting away from what Paulo Freire called banking education and toward more liberatory practices.</i></p>
<p>GEN Goal 3: Successful students will explore and analyze a range of</p>	<p>Students will focus on the notion of citizenship as engaged action rather than static existence. They will thus consider citizenship as a form of the classical ethos, constructed of habits, that people have engaged with continually over the course of the nation. Each week they will engage with readings from marginalized community</p>	<p><i>A key tenet of modern rhetoric is that "the replacement of the wrangle of the parliament...by the giving of <u>one</u> voice to the whole people," is, in fact, the move of</i></p>

<p>perspectives on local, national, or global citizenship and apply the knowledge, skills, and dispositions that constitute citizenship</p> <p>-----</p> <p>ELO 3.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.</p>	<p>members who are making their case for what this citizenship should contain—should African Americans be full citizens? Should women vote? Should Native peoples be sovereign citizens? Should immigrant hybridity be celebrated? Should economic justice be a component of citizenship? Should identity be protected? And if so, should the nation expand and change to incorporate everyone into “us” or should it/will it be exclusionary? How do we become a reconciled nation of diverse viewpoints but a shared future? That is the point we reach (Weeks 12-13)—and the point at which they will then make their own case, interrogating their own (previously unexamined) view of citizenship in light of what they have learned over the semester.</p>	<p><i>the fascist. The whole foundation of the field is based on the premise that multiple perspectives in dialogue are the way that societies move forward.</i></p>
<p>ELO 3.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.</p>	<p>Throughout the course, students will be learning diverse classical and modern rhetorical theories and techniques that encourage rhetors to listen with intent (Weeks 1, 9, 11, 12) to consider the emotions, beliefs, and values of their audience as starting points for rhetorical dialogue (Weeks 2, 3, 4, 7, 8); to consider “the arts of persuasion” as efforts not to win debates or score points but instead to reach mutual understanding of deliberative actions (Weeks 10, 12, 13); to consider both logical claims and evidence and also unstated underlying premises when considering arguments; to pay attention to the implications of whose voices and opinions are not included in an argument as well as those are (Weeks 4, 5, 6, 10). They will use these concepts to analyze others’ texts and contemporary situations; and in in-class exercises they will consider the implications of applying these techniques of respectful dialogue to the world around them. Their readings for the semester will expose them to voices of diverse peoples from across our historical and contemporary scene, whose arguments for a re-envisioning of the American ideal they will be asked to consider. Rhetorically, the most important stance for intercultural competence is not expansive knowledge of all cultures but a flexible humility that enables one to recognize the reasoning behind diverse perspectives, listen for understanding, and consider the available means of persuasion to achieve a mutual dialogue. These are the skills explicitly cultivated by the course and practiced in the class discussions.</p> <p>Example: rhetorical response 7 (Week 13) says “Much of the rhetoric of who is a citizen, or not, is based in the tragic frame. How do any of the rhetors we’ve looked at this (past) month reframe this discussion into the comic frame [where opponents are not evil but blind to some unconscious bias or lack of understanding]. Pick one example. How does their use of the comic frame invite in readers/listeners/visitors/viewers?”</p>	<p><i>The most important stance for an interculturally competent rhetor is not encyclopedic knowledge of a subject (in this case, all cultures) but a flexible readiness to recognize the reasoning behind diverse perspectives, to listen for critical understanding of motives, and to consider the available means of persuasion to achieve a mutual dialogue.</i></p>
<p>GEN Goal 4:</p>	<p>Students will consider textual arguments from diverse groups (African Americans, women, workers, immigrants...) for their right to full inclusion in (and expansion of) the</p>	<p><i>The theme of the class is, of course, the construction of citizenship for a just and</i></p>

<p>Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world</p> <p>-----</p> <p>ELO 4.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.</p>	<p>national imaginary. Guided reading of secondary sources during recitation, along with class lectures, films, and websites will be used to provide context for the barriers to and exigences for inclusion in the public sphere experienced by these communities. Students will end the course (Weeks 11-14) examining arguments made to reframe and expand the construct of the US imaginary, to construct. In this light, students will consider rhetorics of sovereignty and reconciliation and examples of citizens structuring alternative visions of the social imaginary, as well as constructing their own.</p>	<p><i>diverse world. Diverse voices are therefore a sine qua non. We build toward a reconciliation model not only because shared citizenship requires shared engagement but also because opting instead for retribution is a function of privilege, and we are focused on justice for the vulnerable. We use museums and other cultural exemplars because this is my specialty, but also because unlike academia, they exist to influence the public sphere.</i></p>
<p>ELO 4.2 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.</p>	<p>Units of the class will focus explicitly on arguments that have been made throughout the history of the nation for citizenship and justice, and citizenship and difference, and ongoing arguments advocating for greater equity, as well as the situational barriers to the public sphere encountered by those advocates.</p> <p>Example: In Week 5, students review the rhetorical situation of the Declaration of Sentiments, and in groups they compare its effect with that produced by its intertextual partner, the Declaration of Independence. In written responses to a series of prompts, groups consider why Sentiments needed this intertextuality and whether or not Bitzer’s rhetorical judgment of “effectiveness” needed to be expanded in light of power dynamics of the time.</p>	<p><i>Arguments by marginalized people for their right to actively participate as citizens in the national discourse is the foundation of the course. Throughout, we look at “advocacy for social change” not as something foreign to US citizenship action but as one of its key components—citizens advocate, and as students learn over the course of the semester, that is what they have always done, and the meaning of citizenship as an <u>action</u>, not a state of being.</i></p>

High-Impact Goals and ELOs	Course Elements	Explanatory Notes
<p>High-Impact ELO 1.1.a Critical thinking: Clearly state</p>	<p>Students engage in public annotations of all the major texts, which include both primary historical arguments by rhetors and secondary rhetorical analyses by rhetoricians; they discuss these in groups and in</p>	<p><i>To critically think, students need something to think about (hence primary historical readings), critical lenses with</i></p>

	and comprehensively describe the issue or problem under consideration, delivering all relevant information necessary.	class, and their written assignments (see 1.1.c) use these discussions, annotations, and other practices to continue the critical thinking.	<i>which to engage the readings (hence rhetorical theory), and practice in doing so (hence annotations, reflections, analysis papers, and creative practice). In this high-impact course, students will be guided to consider citizenship arguments using increasingly sophisticated scholarly lenses.</i>
GOAL 1: Successful students analyze an important topic or idea at a more advanced and in-depth level than the foundations.	High-Impact ELO 1.1.b Analysis: Interpret and evaluate information from multiple sources to develop a comprehensive analysis or synthesis, and thoroughly question the viewpoints of experts and professionals.	Students spend the entire semester engaging with primary and secondary texts; annotating, analyzing, reflecting rhetorically in eight rhetorical reflection assignments , and writing larger analyses. Their analytical research paper , due Week 10, expands on these to incorporate curated secondary sources (the scholarly articles we spend the semester referring to) in an analysis of the rhetorical stance(s) of a student-chosen primary text. Their final paper asks them to do this again, with more complex techniques and in an analysis of their own rhetorical choices in a presentation.	<i>In this high-impact course those sophisticated scholarly lenses are recursively applied throughout the semester in both small ways—the annotations—and large ways—the research papers. Students are taught options, from among which they then choose for best analyses, and they are taught to interweave these analytical sources together with their own critical thoughts on the texts under consideration.</i>
	High-Impact ELO 1.1.c Critical thinking & analysis Systematically and methodically analyze their own and others' assumptions and carefully evaluate the relevance of contexts when representing a position.	Assumptions, commonplaces, warrants—determining what these are, the “why’s” behind so many arguments is a key element of a rhetorical analysis, as is analyzing the situational contextual opportunities and limitations (exigences and constraints) placed on the rhetor. Students thus consider these elements both in their reflective responses to primary texts and in the two longer papers. Example: Week 7 asks students to read and annotate Carrie Chapman Catt’s “The Crisis” speech, noting that she faced a number of exigences and constraints when giving this speech, and given that situation, what rhetorical choices was she making? Then as a follow-up, rhetorical response #5 that same week asks them to think back to something <u>they</u> care about and brainstorm about how to more effectively argue for the change they want by tying the issue to the exigences of the kairos moment and considering the constraints they/the audience/the rhetorical situation face.	<i>An assumption in rhetoric is a form of a constraint—something hindering the success of an argument—and also potentially a commonplace or a warrant—something used as a starting point to show you understand an audience’s beliefs, values, feelings as you attempt to move them toward the beliefs, values, feelings you hope they consider. Thus, in this high-impact course, the assumptions made by rhetor and audience—both in the text and those of the student/student audience itself—are a continual source of inquiry.</i>
	High-Impact ELO 1.2.a Scholarly engagement: Articulate a thorough and complex understanding of the factors and contexts, including natural,	How is the nature of citizenship understood, argued for, and expanded upon throughout US history as material conditions change, demographics propel new groups into the social imaginary, and marginalized peoples advocate for access to the public sphere in order to promote justice and equity? This is the question students examine all semester as they learn to recognize and utilize a variety of rhetorical critiques and methodologies via rhetorical responses, social annotations, class discussions, an analysis paper, and a	<i>Students in this high-impact course will access all the scholarship referred to during the semester, including both “canonical” and newer pieces by minoritized scholars, as well as contextual websites, background materials, films, etc., that place their primary source readings into context.</i>

	social, cultural and political, contributing to the research problem or creative project.	final creative project in which they make an argument for their own citizenship and their own “more perfect union” to the class. Their subsequent sourced analysis of their choices asks them to consider what contextual/audience factors influenced their choice of medium, argument, etc.	
	High-Impact ELO 2.1.a Integration of knowledge: Connect, analyze, and extend knowledge (facts, theories, etc.) from course content to their research or creative activity.	Rhetorical theories of audience, rhetor, and text; situation and context; identification; kairos; medium; framing; relationality; sovereignty and reconciliation will be discussed throughout the semester to analyze the citizenship texts selected. In addition to lecture notes, students will use a curated archive of scholarly source materials which will be utilized to engage with the scholarly conversation in both their analysis papers.	<i>Because no rhetor uses just one rhetorical technique, it is important to notice when multiple methods are in play. Rhetorical analysis, likewise, is not a scavenger hunt; one employs multiple techniques whether one is analyzing or producing rhetorical speech-acts. Thus, the class continually cycles back through learned ideas as new ones are added to the toolkit.</i>
GOAL 2: Successful students will integrate approaches to the theme by making connections across disciplines or between out-of-classroom experiences and academic knowledge and/or to work they have done in previous classes and that they anticipate	High-Impact ELO 2.1.b Multiple perspectives: Evaluates and applies diverse perspectives to complex subjects from multiple cultural lens as appropriate.	Each week, students are given a variety of rhetorical tools which they use to write analyses of the speech-acts of marginalized advocates for greater citizenship rights. Class discussions and annotations prepare for this by asking them to consider both the new tool and older tools in relation to the text(s). These rhetorical tools increasingly include both diverse rhetoricians and the perspectives of cultural institutions run by diverse populations. Each primary text is a new interpretation of the rights and responsibilities of citizenship. Each rhetorical principle is carefully attached to a particular theorist, and each iteration of this rhetoric in public space is fully labeled as to which museum/monument/park it is displayed at. Most primary rhetors and museums and an increasing number of rhetorical theorists used in the class are members of subaltern American or global South communities. Students are encouraged to see each theory as a new lens, or perspective, with which to look at similar texts, not as “the” lens for each text.	<i>Rhetoric is a diversifying field with a long history of transdisciplinarity. There is no way to teach this course from just one perspective. Indeed, one of the tenets of the course is that in the rhetorical parlor there are multiple voices expressing ideas falling on the bias across one another. In this high-impact course, by carefully assigning every idea to its theorist/speaker/publicist, students gain a more transparent sense of the “rhetorical parlor”—the diversity of voices speaking on the subject—and their annotations are themselves entering into the discourse of the parlor—a point which is continually emphasized to them.</i>
	High-Impact ELO 2.2.a Self-awareness: Evaluates the impacts of the research or creative work on themselves, the scholarly inquiry, the local and global systems and also considers the long-term impact of the work on	The course’s use of Hypothesis as a social annotative tool means that students are continually reading not only the primary texts but their own and each other’s analyses and responding to these as a second layer of annotative reflection. The recitation hour allows for this analysis to occur together, with immediate feedback and discussion. Meanwhile, small-group in-class discussions are usually built around the students’ own rhetorical response papers, as the sharing stage of a process of critical thought & writing, at times merely to share so they see each other as participants in the discussion, not merely as writers completing a task for the teacher, and at times to develop a group document that they share out to the class. Example: After examining the rhetorical parlor as traced from the Declaration of Independence to Walker’s Appeal to the Colored	<i>Again we return to Freire’s liberatory education and the need for students to see themselves as active participants in their own learning. In this high-impact course, students are continually sharing insights, both in writing and in discussion, to build a community of learners.</i>

<p>doing in future.</p>	<p>the scientific or artistic community.</p>	<p>Citizens of the United States to Maria Stewart to Angelina Grimké (and thus back to the Appeal) in Week 6, students are asked in class to consider their own rhetorical parlor: What are you passionate about? Who influenced you to feel that way, and how did they do it? Who could your words influence in the future, even after you leave the parlor? What might be the nature of the revised dialogue? Write for 10 minutes, share with two neighbors, then write for another 10 minutes.</p>	
	<p>High-Impact ELO 2.2.b. Empathy: Interpret and explain research or creative activity from the perspectives of own and more than one worldview and demonstrates empathy towards others in the research community</p>	<p>Students learn concepts of rhetorical agreeability early in the semester (Week 3) and the power of the rhetorical comic frame (Week 13) and reconciliation (Week 14) later on, in which opponents are not seen as enemies but fellow members of the rhetorical parlor to both teach and learn from, with arguments based not only in reason but with attention always to the emotions of the audience (pathos—Week 4) as well as their own. This is the attitude necessarily modeled throughout the <i>entire</i> semester, as students grapple with contested issues about which they may have never thought before, coming from very different lived experiences. Social annotation itself is an empathic tool, as students who are better prepared are explicitly helping those who are less prepared in group understanding of a text. Teaching students to disagree with respect, both in print and in class, is an overt tenet of rhetorical training.</p>	<p><i>Teaching students to disagree with respect, both in print and in class, is an overt tenet of rhetorical training for active civic engagement in the public discourse. In addition, research indicates that students who feel their professor cares about them, and who make friends during college, are more likely to succeed in their degree—especially true of first-generation, marginalized students, who make up the majority of any regional campus. Empathy is a rhetorical approach built into the nature of the course, celebrating the notion that when you “put identification and division ambiguously together, so that you cannot know for certain just where one ends and the other begins, you have the characteristic invitation to rhetoric.”</i></p>

active, engaged citizenship struggles, and their own sense of themselves as learners and contributors to both the scholarly and the public discourse. Through applying rhetorical concepts to historical and contemporary texts asserting people's right to belong and to define the place they belong to, this course teaches students to identify rhetorics of civic engagement and justice, to analyze their effects, and to understand their implications.

Course Requirements

Required Materials

All readings will be available each week in the detailed Carmen modules for this course.

They will include **primary sources** (those arguments from throughout our history that groups marginalize by race, gender, identity, status, class, etc. have made for their rights to full participation in—and a more inclusive vision of—American citizenship); as well as **secondary sources** (rhetorical scholarship on the nature of citizenship and the techniques used to analyze how these arguments are/are not fitting responses to their particular social situation). **We will be working together in the recitation section of the course to annotate and explore both these sets of texts. It will be helpful to have them available to you during lecture as well.**

- **Microsoft Office 365:** All Ohio State students are eligible for free Microsoft Office 365. Visit the [installing Office 365](https://go.osu.edu/office365help) (go.osu.edu/office365help) help article for full instructions. You WILL need this to turn in papers, Powerpoints, etc.

CarmenCanvas Access

You will need to use [BuckeyePass](https://buckeyepass.osu.edu) (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do **each** of the following if you have not already:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](https://go.osu.edu/add-device) (go.osu.edu/add-device) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- [Install the Duo Mobile application](https://go.osu.edu/install-duo) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at (Columbus) [614-688-4357 \(HELP\)](tel:614-688-4357) or stop into IT Support in Hopewell Hall (Newark) and IT support staff will work out a solution with you.

- **NameCoach:** NameCoach in Carmen lets you voice record how to pronounce your name and specify preferred pronouns. [Read instructions for how to use NameCoach.](#) Please do this.

Technology Skills & Support Needed for This Course

Guides and links to such potential technology as navigating CarmenCanvas, annotating with Hypothesis, using CarmenZoom, accessing library sources and digital media are all available in the Introduction module in our CarmenCanvas site.

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the Help Desk on campus located in **Hopewell 51**, or at helpdesk@newark.osu.edu, or **740-366-9244**. Or you can contact the Columbus IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat:** go.osu.edu/it
- **Phone:** [614-688-4357 \(HELP\)](tel:614-688-4357)
- **Email:** servicedesk@osu.edu

Assignments and Grading

Each week you will have a mix of readings, lectures, and videos on a topic, and you will be expected to participate in group discussions, read, annotate and comment on others' analyses. Approximately every other week, you will write a 300-word rhetorical response. One of these responses you will expand into a rhetorical analysis supported by our archive of secondary sources (available in Carmen). At the end of the term, you will produce a presentation and a short essay, in which you use and analyze the techniques discussed this semester to argue for your own citizenship status in the nation as you envision it.

Grading Scale

93–100. (232+): A	73–76.9 (182+): C
90–92.9 (225+): A-	70–72.9 (175+): C-
87–89.9 (217+): B+	67–69.9 (167+): D+
83–86.9 (207+): B	60–66.9 (150+): D
80–82.9 (200+): B-	Below 60 (-150): E
77–79.9 (192+): C+	

Assignments/Activities and Percentage of Final Grade

Annotations & Group Work	20%	Notice that there is a multitude of graded work here—keep up to date with homework, but also recognize that no one thing will destroy your grade. Relax and work steadily through the course.
Rhetorical Responses x 8	30%	
Analytical Research Paper	20%	
Final Presentation	10%	
Final Presentation Analysis Paper	20%	

Assignment Descriptions

Annotations and Group Work—as a four-credit course, a 55-minute recitation section (hands-on work, like a lab) is a part of the schedule. In it you will: (a) learn to read both primary documents and secondary scholarly articles, and (b) practice together annotating these resources using social annotation tools and in response to prompts, so that your insights into the text are complemented and challenged by those of your classmates', providing everyone with a richer understanding of the context, the meaning, and the rhetorical strategies employed. Small-group and full-class discussions during the lecture sections of the class will supplement your hands-on participation in recitation. Thus, your participation is not just needed for your own learning but also for the enhanced learning of the entire group. We are tackling these complex and at times uncomfortable ideas together.

Rhetorical Responses—on specified dates, you will submit (in Carmen) a 300-word response to a reading from the previous week. Responses are informal assignments, graded ✓+, ✓, or ✓- They cannot be turned in late because you will use them to discuss in class. A basic academic report style is fine. As a professional writer, I value clarity, focus, and organization (all parts of rhetoric!) Double-space, use 11 or 12-point font. Backing up what you say with evidence from our readings gives you more authority--put the author's name & page (if any) in parentheses after using their idea to make your point, including those ideas from classmates' written/spoken comments. Prompts will be posted on Carmen that will ask you to do some combination of the following:

- Connect or compare one text to something we read/viewed earlier in the course.
- Explain how this reading/video speaks to the intersections of citizenship, diversity, and justice as the rhetors seek to expand the social imaginary.
- Select one or two sentences/passages from the text to discuss in detail their rhetorical stance.
- Connect something you read/viewed to a contemporary issue, situation, or concern.
- Describe the rhetorical techniques used by the rhetor and how they affected your reading of the situation.
- Explore how your own social positions and identities affected how you understood or responded to a text.

Analytical Research Paper, which is due during Week 10, asks you to choose any argument for citizenship rights and, in an expansion of the rhetorical responses you have been writing, discuss its rhetorical choices. You will find a large selection of speeches on the websites *American Rhetoric Top 100 Speeches*, *American Rhetoric Top 100 Speeches by Women*, and *BlackPast*, as well as the books (available for borrowing) *Great Speeches by Native Americans* and *Great Speeches on Gay Rights*—but you are free to choose another if you have something in mind. You will analyze it in a three-page-minimum, sourced essay (using our archive of rhetorical sources) by including in your discussion appropriate selections from the scholarly sources we have been examining. In recitation we will learn and practice in class techniques for both reading and writing these scholarly papers.

Final Presentation & Paper will consist of two parts: (1) a 3-5 minute oral argument (think two double-spaced pages of notes) in which you seek to persuade us of your own right to

participate as a citizen in the nation you envision, and which may take the form of something other than a speech if you believe that would be more persuasive (song, poem, poster, short film...) and then (2) a 3-5 page final paper expanding on that argument, if necessary, *and analyzing what rhetorical choices you were making in each part*. Why did you choose to present *this* argument to *us* in *this way* at *this time*? I will expect you to cite our readings and discussions, perhaps include additional research if needed, or even use some of your earlier writings, as you analyze why you chose to make the argument you are making. I encourage you to include this final reflective research paper into the ePortfolio you have created in the Launch Seminar and will use in your final bookend course as you reflect on your college career.

Engagement Guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

Discussion expectations

- We'll be using a 2, 4, all approach for many discussions—talk with a partner, talk in a group, talk to the class. Notice that all of these say TALK. The other side of talk is LISTEN to everyone else. Imagine that you just asked them for directions to somewhere. Expect to learn something unexpected from them.
- Come to the session having completed any pre-work and be ready to have open, civil, and supportive discussions. A proper rhetorical conversation is one in which everyone feels safe expressing their viewpoint and people can disagree amicably.

Attendance

We meet three times per week; I expect you to be there. You may miss three classes total during the semester. All the usual reasons count as excused: Official university business, family emergency, religious holiday, serious or contagious illness. If you're within your three, no need to discuss it with me; otherwise, do let me know if you expect to be excused—I may ask you to provide evidence.

Religious Accomodation

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

OSU's Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. **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.** 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/>.

Student Academic Support Services

Accessibility Accommodations

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu but if you are on the

Newark campus, that contact information is Warner Center 226 ;
(740) 364-9578

<http://newark.osu.edu/students/student-life/disability-services.html>

Writer's Studio

The Writer's Studio is an academic support service available to all students in any class. Writing specialists and peer tutors are available by calling 740-366-9411 or on their helpful website at <http://newark.osu.edu/students/student-life/the-writers-studio/>

Warner Library

We have access to millions upon millions of documents at OSU. The library link on our Carmen site will point you to some. Your very best resources for any class are our Reference Librarians, whose offices are in the glassed-in area just past the main desk in the library. You can also reach them via their website, <http://newark.osu.edu/library>. You do NOT need to know how to find information to do good research—you need to know how to ask for help from the experts.

General Support Services

Our campus has a wide range of support services that you can access, and we can point you to many others in the community. **We want you to succeed.** If your car breaks down or you can't buy books, if you're hungry or sick, if your family is in crisis, if you are harassed, if you feel stressed or overburdened or depressed, if you're failing a class or having problems with a teacher, we have support networks for all of this, and as a Buckeye it's your right to access them for free. If you talk to me, I will put you in contact with the appropriate people here, or write to Jamie White, Director of Retention & Student Success Initiatives, at white.1291@osu.edu.

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. Ohio State Newark's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, you can schedule **free** counseling sessions:

1. Call the Office of Student Life front desk at 740.364.9578 to request an initial appointment.
2. Email a therapist at depriest@17.osu.edu, hughett.12@osu.edu or harris.137@osu.edu.
3. Complete this form to request an appointment – [Counseling Services Appointment Request Form](#)

Additionally, **24-hour emergency help** is available through the [National Suicide Prevention Lifeline website](https://www.nationalsuicideline.org/) (suicidepreventionlifeline.org) or by calling **988**, the national suicide prevention hotline. [The Ohio State Wellness app](https://go.osu.edu/wellnessapp) (go.osu.edu/wellnessapp) is also a great resource.

Your Right to Learn & Thrive

All Buckeyes have the right to be free from discrimination and sexual misconduct, including sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation. To report incidents and/or seek confidential and non-confidential resources and supportive measures, contact Holly Mason directly in the Office of Student Life, or contact the Office of Institutional Equity:

1. Online reporting form at equity.osu.edu (file an anonymous concern through **Ethicspoint**)
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or email equity@osu.edu

I am happy to help you with these steps. Like all your faculty, I am also obligated by university rules to report incidents of sexual assault or harassment immediately.

Ohio State Newark Values

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages everyone to strive to reach their own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, ethnicity, religion, sex, sexual orientation, or veteran status, is prohibited.

As a Morrill Act land grant university, OSU acknowledges that it was built both on Indigenous land and with proceeds from the sale of Indigenous land. The land on which its campuses reside has long served as sites of meeting and exchange for Indigenous peoples, including those in historical times known as the Shawnee, Miami, Wyandotte, and Delaware; and those ancestral peoples of the Fort Ancient, Hopewell, and Adena cultures who built our magnificent earthworks, including the Newark Earthworks. The Ohio State University at Newark honors and respects the diverse Indigenous peoples and recognizes that further commitments need to be articulated.

Weekly Schedule

I reserve the right to make changes to this schedule and to the entire syllabus, if changes are necessary as we move together through the course. I will announce any changes in class and via Carmen—the Carmen modules will always have the up-to-date schedule.

- RR = Rhetorical Response
- ELO goals met by each activity correspond to the table included on pages 3 – 10 of this syllabus (1.1 – 4.2).
- Date
 - In-class work
 - Homework

Week I: Introductions

- January 10
 - Overview of class: Lecture & recitation goals and objectives & format
 - Read syllabus
 - Add a discussion post: who are you and what are your own goals & objectives for this semester? (ELO 2.2)
- January 12
 - Introduce yourself to two neighbors (ELO 2.2)
 - What is rhetoric? Sophists & Athenians and Outsider Rhetoric (ELO 1.2; 3.1)
- January 13
 - Introduction to social annotation: Varieties of rhetorical definitions, including persuasion, identification, listening, and invitation (ELO 1.1, 1.1, 2.2)
 - Explore the National Museum of American History exhibit site "[American Democracy: A Great Leap of Faith](#)": The Great Leap & Creating Citizens (ELO 3.1)

Week II: Defining citizenship and considering three spheres of rhetoric

- January 17
 - Modern rhetorical theories and ideas of citizenship (ELO 1.2, 3.1)
 - Group Discussion on the NMAH's three big questions (ELO 1.1; 2.2; 3.1)
 - RR#1: Which of these questions do you think is the most important for building a sense of the "imagined community"? Why? (ELO 2.2; 3.2, 4.2)
- January 19
 - The three spheres of rhetoric (deliberative, forensic, epideictic) (ELO 1.2)
 - Discussion: The three spheres in the NMAH: forming the national imaginary (ELO 3.2)
 - Read through "[A Declaration by the Representatives of the United Colonies of North-America](#)" (1775) (ELO 3.1)
- January 20
 - How to read primary source materials: Annotating the 1775 Declaration: What are they saying? Why? Where are they using the three spheres? (ELO 1.1, 1.2, 2.1, 3.1)

Week III: Defining American citizenship and arguing from artistic proofs

- January 24

- Discuss this (1775) first iteration of “American” citizenship: What kind of a nation are they imagining? Who is/is not included in this nation? How does their inclusion/exclusion affect the argument being made? Who is their audience? (ELO 1.1, 2.2, 3.2, 4.2)
 - Read the National Museum of the American Indian’s [Haudenosaunee Guide for Educators](#) through p. 3, “The Great Law of Peace” (ELO 3.1, 3.2, 4.1)
- January 26
 - Artistic Proofs (ethos, pathos, logos): Aristotle. (ELO 1.2)
 - The Haudenosaunee and storytelling as persuasive action. (ELO 1.2, 2.1)
 - Discussion: How are the Colonists turning their proofs into stories persuade? What spheres and proofs does the Haudenosaunee Great Law use? Can you think of other stories we tell to explain/reinforce the social imaginary? (ELO 3.1, 3.2, 2.1)
 - Read through the [US Declaration of Independence](#) (1776) (ELO 3.1)
- January 27
 - How to analyze a text: Annotating the 1776 Declaration for spheres, proofs, narrative (ELO 1.1, 1.2, 2.1, 3.1)
 - RR2: How does the view of “citizenship” change in these two Declarations? How do they differ in the presentation of their argument? (1.1, 2.1, 3.1, 3.2)

Week IV: Defining “American” citizenship and considering the rhetorical triangle

- January 31
 - RR 2 due. Discuss what you saw as differences in the social imaginary and role of citizenry between the two documents (ELO 2.2)
 - Learn and apply the rhetorical triangle & audience to the Declaration(s) (ELO 1.1, 1.2, 2.1, 3.1)
 - Read and annotate the [Preamble to the US Constitution](#) (1787); the [Bill of Rights](#) (1791) (ELO 2.1, 3.1)
- February 2
 - The interplay of text, audience, and rhetor in the US Constitution (ELO 1.2, 2.1)
 - Discussion: How do these documents: (1) define a citizen differently than had been presented in the Declaration (2) who is their audience? (3) who isn’t their audience? (ELO 2.1, 3.2, 4.2)
 - Read further: “Audience and the Rhetorical Triangle” (ELO 1.2)
- February 3
 - Reading & analyzing: Annotating Washington’s Farewell Address (1797): Reading for key points, textual analysis using the rhetorical triangle (ELO 1.1, 1.2)

Week V: Arguing for citizenship by invoking citizenship

- February 7
 - Intertextuality and the “author” (ELO 1.2)
 - Discussion: What kind of a citizen does Washington envision? How is he using proofs to persuade toward that citizen? Is this citizen different than the one we saw in the Declaration of Independence? (ELO 3.1, 3.2)
 - Read [Seneca Falls Declaration of Sentiments](#) (1848), as well as the National Park Service storymap “[The Road to Equality](#).” (ELO 1.2, 4.1, 4.2)
- February 9
 - Intertextuality : Groups: Compare Sentiments & Independence and determine what/how/why Sentiments is arguing for equality (1.1, 2.1, 2.2, 3.1, 4.2)

- Read The Working Men's Declaration of Independence (1829); Socialist Labor Party Re-Declaration of Independence (1895), and the Department of Labor's "Labor in the Industrial Era" (ELO 1.2, 3.1)
- February 10
 - How to find a text you want to engage with (ELO 2.1)
 - Group exercise on context and positionality: Does the situation of the text and your positionality as a reader change your textual interpretation? (2.2, 2.2)
 - RR3: Compare either of the labor declarations with the Declaration of Independence and briefly note how a key intertextual similarity, a difference in context, and your own position as a reader influences your rhetorical interpretation of the labor declaration. (ELO 1.1, 1.2, 2.1, 2.2, 3.2, 4.2)

Week VI: Arguing for the citizen's right to enter the public sphere

- February 14
 - RR 3 due.
 - The Rhetorical Parlor & the Discourse Community: encouragement & approbation
 - Read/annotate Walker, "Appeal to the Coloured Citizens of the World & Expressly to the Coloured Citizens of the United States" (1829); Truth, "Arn't I a Woman?" (both versions) (1851); Lincoln Second Inaugural (1865) (ELO 3.1, 3.2, 4.1)
- February 16
 - Which text will you analyze? Determine a choice. (ELO 2.1)
 - How does the public sphere encourage and discourage marginalized citizens (women/workers/African Americans)? (ELO 4.1, 4.2)
 - Kairos and the opportune moment. (ELO 1.2)
 - Annotate Douglass, "What, to the Slave, is the Fourth of July?" (1852) (ELO 3.1, 4.1, 4.2)
- February 17
 - How to write a short proposal (that becomes the thesis & structure of your essay!) (ELO 1.1, 2.1)
 - Watch together excerpts, "Becoming Frederick Douglass." (ELO 3.1, 4.1, 4.2)
 - For RR 4, Analyze Douglass's use of identification and kairos, but incorporate into your response as well your two classmates' annotated commentaries on his use of the rhetorical triangle—how can you tie these together? (ELO 1.1, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2)

Week VII: Arguing for citizenship by creating exigency

- February 21
 - The rhetorical situation: finding and using exigence. (ELO 1.2)
 - Discussion: How does Douglass use the epideictic situation of a July 4 speech to argue for action now? (ELO 1.1, 4.2)
 - Read/annotate Catt, Read Catt, "Crisis" (1916) (ELO 3.1, 3.2, 4.2)
- February 23
 - Creating and using exigence: How does Catt create a need in her audience to argue for action now? (ELO 1.1, 4.2)
 - Watch excerpts from "Not for Ourselves Alone" (ELO 4.2)

- February 24
 - Discussion of analytical expansion: sources and texts (ELO 2.1, 2.2)
 - Work together on RR 5: What do you care passionately about? Who was in this rhetorical parlor when you entered (who has influenced you in text or idea)? What is the public audience for your discourse (what can they influence)? Who in the discourse community might hold you back? What other constraints would you need to address? When are there opportune moments for invoking an exigence for your discourse? How could you create an exigence? Who might be in the parlor when you leave it (who might your words later influence)? (ELO 2.2, 2.2)

Week VIII: Arguing for the right to shape the public memory

- Feb 28
 - RR 5: Share with a small group for feedback—how can this discourse be (even) more rhetorically fitting? (ELO 2.1, 2.2, 2.2)
 - Public memory and its influence on citizenship identification (ELO 3.2)
- March 2
 - RR 5 (revised) due (ELO 2.2)
 - Watch “The Neutral Ground” (ELO 2.1, 3.1, 3.2, 4.1, 4.2)
- March 3
 - Film discussion: How does the filmmaker invoke identification? How is he using his own positionality? Where does he use spheres of rhetoric? Artistic proofs? Stories? How does he use visuals to persuade? What is the public memory he is challenging, and what are the various ways he sees it? What is the role of the counter-memories presented by those he interviews? Where were you surprised?

Week VIII: Public memory and “difficult heritage” : whose voice gets heard?

- March 7
 - Bringing hidden traumas to light: The Greenwood Rising and Matewan museums (ELO 4.1, 4.2)
 - Precarious rhetoric, restorative rhetoric and the potential for healing (ELO 1.2)
- March 9
 - Bringing hidden trauma to light: Two examples from Licking County (the KKK and the Newark Earthworks) (ELO 1.2, 4.2)
 - Group work: How would you display (or not) this history in a campus library exhibit, in a rhetorically persuasive way? Who else would you partner with—who else’s voice should be part of this? (2.1, 2.2, 2.2, 4.2)
 - Read “Precarious Publics” (Chirindo) (ELO 3.1, 3.2, 4.1)
- March 10
 - Peer review your analytical expansions (handout provided to walk you through it) (ELO 2.2, 2.2)
 - Making sure you have your own rhetorical parlor with your secondary sources (ELO 2.1, 2.2)

Week IX: SPRING BREAK

Week X: Citizenship as Americanization/citizenship as sovereignty

- March 21

- Analytical Research Paper due.
- Categories of rhetorical identification, civic engagement, and national identity (Weiser) – the melting pot, the salad bowl, and three sisters stew (ELO 1.2, 2.1, 3.1, 4.1)
 - Read and annotate “American Ideals” from *Americanization and Citizenship* (1920) (ELO 3.2, 4.2)
- March 23
 - Americanization and counter-memories (ELO 1.2, 3.1, 4.1, 4.2)
 - Read “[Racial Countermemory: Tourism, Spatial Design, and Hegemonic Remembering](#)” (Obrien, Houston, Sanchez, excerpts) (ELO 1.1, 4.2)
- March 24
 - Examine together the NMAH “Creating Citizens” online exhibit: How have “American ideals” changed/not changed in the past 100 years?

Week XI: Rewriting the public memory of difficult heritage

- March 28
 - Public Memory and Counter-memory (ELO 1.1, 1.2, 3.1, 4.1)
 - Internment and the Topaz Museum. See Densho.org “[America's Concentration Camps](#)” (ELO 1.1, 3.1, 4.2)
 - Read Okubo, *Citizen 13660* (1946) excerpts; [Filling In the Gaps: Primary Voices of Japanese American Incarceration](#) Intro & Rohrwer Soundscape sections (Parker) (ELO 1.2, 3.1, 4.1, 4.2)
 - RR 6: Parker notes that “to tell this history divorced from narrative...would be a mistake.” How does Okubo’s narrative rewrite the public memory? (ELO 1.1, 2.1, 3.1, 4.1)
- March 30
 - Rhetorical Hybridity. (ELO 2.1, 3.1, 3.2) Okubo and Parker. Cisneros “La Gran Marcha.”
 - Cultural Diplomacy and the role of pathos. (ELO 2.1, 4.1) The Pogues “Thousands are Sailing.” Springsteen “American Land.” Gurthrie “Deportee.” “Anatevka” and “America” in changing popular culture.
- March 31
 - Read together “(Re)Defining American: Intersectionality and Coalition Building in the Rhetoric of Jose Antonio Vargas” excerpts (Trifonov) (ELO 2.1, 3.1, 3.2, 4.1, 4.2)

Week XIII: Redefining Citizenship in the Comic Frame

- April 4
 - Burke’s Comic Frame & Identification. Hughes “[I, Too](#)” (1925). Vargas “Dear America” (excerpts) (ELO 1.2)
 - RR 7 Much of the rhetoric of who is a citizen, or not, is based in the tragic frame. How do any of the rhetors we’ve looked at this (past) month reframe this discussion into the comic frame? Pick one example. How does this invite in readers/listeners/visitors/viewers? (ELO 1.1, 1.2, 2.1, 3.1)
- April 6
 - Rhetorical Sovereignty (Lyons) and the Comic Frame (ELO 1.2, 3.1, 4.1)
 - Watch/discuss Paul Chaat Smith “Thanksgiving” in NMAI “Americans” exhibit (ELO 3.1, 4.1, 4.2) ; Reservation Dogs clip, “Decolonativization” & [Charlie Hill](#) (ELO 3.1, 4.1)
- April 7

- Brainstorming and practicing together: How can you argue for your own citizenship? What is the most compelling story you can tell to proclaim your own citizenship in the nation you imagine? What other proofs do you use? (ELO 2.1, 2.2, 3.1)
 - RR 8 Write up this argument in a first short draft (ELO 2.2)
 - Read Hughes, [Let America be America Again](#) (ELO 3.1, 4.1)

Week XIII: Remaking citizenship and invitational rhetoric

- April 11
 - RR 8 is due for discussion. (ELO 2.2, 2.2)
 - Restorative rhetoric and the social imaginary: What is Hughes' vision? How is he arguing for his own place in it? What is the role of everyone else? (ELO 1.1, 2.1, 3.1, 4.1, 4.2)
 - Turn your RR 8 into a first draft of your presentation. (ELO 2.2)
- April 13 Final argument **draft** due for sharing and discussion with peers. (ELO 2.2, 2.2)
 - Prepare a presentation of your argument as an oral/visual artifact. (ELO 1.1, 2.1, 2.2)

Week IV: Presentations

- April 18 & April 20
 - Presentations (ELO 2.1, 2.2)

Finals day: Final paper analyzing your own rhetorical choices in your presentation is due (ELO 1.1, 1.2, 2.1, 2.2)

GE Theme course submission worksheet: Citizenship for a Just & Diverse World

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Citizenship)

In a sentence or two, explain how this class “fits’ within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

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

Goal 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.

	Course activities and assignments to meet these ELOs
ELO 1.1 Engage in critical and logical thinking.	
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	
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.	

Example responses for proposals within “Citizenship” (from Sociology 3200, Comm 2850, French 2803):

ELO 1.1 Engage in critical and logical thinking.	<i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through: Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration; Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions; Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i>
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	<p><i>Jazz-Age Montmartre, where a small community of African-Americans—including actress and singer Josephine Baker, who was just inducted into the French Pantheon—settled and worked after World War I.</i></p> <p><i>The Vélodrome d’hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps</i></p> <p><i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i></p>
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Goals and ELOs unique to Citizenship for a Just & Diverse World

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 3: 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.

GOAL 4: 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.

	Course activities and assignments to meet these ELOs
ELO 3.1 Describe and analyze a range of perspectives on what constitutes citizenship <u>and</u> how it differs across political, cultural, national, global, and/or historical communities.	
ELO 3.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.	
ELO 4.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.	
ELO 4.2 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.	

Example responses for proposals within “Citizenship” (Hist/Relig. Studies 3680, Music 3364; Soc 3200):

ELO 3.1 Describe and analyze a range of perspectives on what constitutes citizenship <u>and</u> how it differs across political, cultural,	<i>Citizenship could not be more central to a topic such as immigration/migration. As such, the course content, goals, and expected learning outcomes are all, almost by definition, engaged with a range of perspectives on local, national, and global citizenship.</i>
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