ENGL 601

STUDIES IN COMPOSITION & RHETORIC

Fall 2023 | Mondays, 4:00–6:50 PM | Colson G18

Instructor: Dr. Sano-Franchini (she, her)
Office: Colson 333
Office Hours: Thursdays 1–2 PM, & by appt.

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Zoom Room: [https://wvu.zoom.us/my_____]
[Link to Course Schedule]

Course Description

ENGL 601 focuses on historical developments in the field of composition and rhetoric as it relates to current issues and practices. In this class, we will interrogate questions like:

- What is rhetoric, and how does it relate to the teaching of college composition?
- Where did rhetoric and composition come from?
- What is the relationship between rhetoric, democratic deliberation, and postsecondary writing instruction?
- What is the relationship between rhetoric, language, power, and culture?
- How does rhetoric work in and through institutions?
- How does rhetoric evolve with the development of emergent technologies like Google, Facebook, TurnItIn, and ChatGPT? How are these developments connected to larger and ongoing sociopolitical issues in U.S. higher education?
- How will we consider all of these questions in light of our own reading, writing, teaching, and learning practices?

Learning Outcomes

With successful completion of this course, you will be able to:

- Describe the historical development of rhetoric and composition as an academic area of study.
- Analyze key texts, current trends, and critical questions in the field of rhetorical studies.
- Evaluate rhetorical theories and apply them to current situations.
- Comprehend concepts at the core of rhetorical studies.
- Know varying definitions of rhetoric and understand what constitutes rhetorical studies in sub-fields.
- Synthesize rhetorical theories, writing processes, and pedagogical practices, reflecting on how course readings inform your own writing practices and pedagogies.

Land Acknowledgement

Adapted from West Virginia University's Program for Native American Studies.

West Virginia University resides on land that includes ancestral territories of the Shawnee, Lenape, Haudenosaunee (made up of the Seneca, Cayuga, Onondaga, Oneida, Mohawk, Tuscarora nations), and Cherokee. Indigenous peoples have been in the land currently known as West Virginia since time immemorial. Although a land acknowledgement alone is not enough, I provide this land acknowledgement to make visible the history and ongoing effects of colonialism and systemic inequality in our society. As scholars seeking truth and understanding, we must all be mindful of our present participation in this process and take efforts to educate ourselves about the local histories of the places we occupy, contextualizing our learning by deeply engaging with Native American and Black knowledges, and attending to the impacts of our actions and our work on Indigenous, Black, and other minoritized communities.

Relevant Resources

WVU Organizations & Programs
- [Native American Studies](#)
- [Organization for Native American Interests](#)
- [Center for Black Culture and Research](#)
- [Black Student Union](#) ([@bsu_wvu](#) on Twitter)
- [LGBTQ+ Center](#)
- [Women's Resource Center](#)
- [Faculty Justice Network](#)
    - [The Green Pages](#)
- [The Rack: WVU Student Food Pantry](#)
- [WVU Planetarium](#)

Community Organizations
- [Morgantown/Kingwood NAACP](#)
- [Morgantown Pride](#)
- [Holler Health Justice](#)
- [Community Coalition for Social Justice](#)

Accessibility

I am invested in cultivating an educational environment that is equitable and conducive to learning for all students. I recognize that we all experience the world in different ways, and unequal access is embedded into the fabric of our social institutions. I welcome conversations about how we can work together to develop strategies for adapting assignments to meet both your needs and the requirements of the course, and I ask that you contact me as soon as possible if you would benefit from adaptations or accommodations because of a disability or other circumstances. Students with disabilities can receive official accommodations by [registering](#) with the [Office of Accessibility Services](#). If you do not have a documented disability, keep in mind that other support services such as the [Eberly Writing Studio](#), the [Carruth Center for Counseling and Psychological Services](#), and [Collegiate Recovery Program](#) are available to all students.

Required Texts & Materials

- Roberts-Miller, Patricia. (2017). *Demagoguery and Democracy*. The Experiment Publishing. ($7.58 on Amazon as of 8/21/23)

- Additional readings will be available as PDFs.

* Please bring assigned readings and writing implements for notetaking to all class meetings.
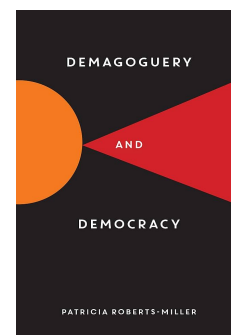
Course Tools

The primary digital tools we will use for this course are as follows:

- **eCampus** is where you will submit WRRs, final versions of assignments, and view grades.

- **Google Drive** is where I will share all files, including the syllabus, readings, and assignment descriptions. We will also use it to share any drafts of writing assignments, and to provide and receive feedback on writing.

- **Zoom** is where you can meet with me for office hours, if you prefer.

You will be able to find links to all of these tools on our **eCampus** course home page.

Major Assignments

Weekly Reading Responses	200 pts.
Short Writing Tasks	100 pts.
Discussion Facilitation	100 pts.
Short Paper	100 pts.
Final Project	300 pts.
Participation	100 pts.
TOTAL	1000 pts.

[Weekly Reading Responses](#) (WRR) (20%; 200 pts.)

Due: Mondays at 12 PM (noon) to eCampus

Each week, you will submit a 500-word response (the equivalent of one single-spaced page) to the upcoming class' assigned readings. Any PDFs of readings will be available in eCampus.

The purpose of this assignment is to help you process and record the ideas that you took away from the assigned readings, and to serve as a jumping-off point for our class discussions. What this means is you won't be able to talk about everything you noticed from the readings; you will have to pick and choose a few ideas that were especially significant to you and that you think would be interesting for discussion, and keep the rest of your notes for yourself. You are encouraged to look back on and draw from these responses as you start developing your final project later in the semester.

What I'm looking for here is a critical engagement with the readings. In other words, don't just tell me what it's about and if you agree or disagree. Ask questions about the affordances of arguments, how/when they hold up in what contexts, what other questions they lead you to ask, how they interact with other texts and ideas, etc.

WRRs will be graded on the following 20-point scale:

A+	20	A	19	B	17	C	15	D	13	F 0–11
		A-	18	B-	16	C-	14	D-	12	

You have the option to skip two WRRs without penalty to your grade.

Short Writing Tasks (10% of final grade; 100 pts.)

Short writing tasks are short-term activities that might include writing to build community and to get to know one another, activities that teach you how to navigate the course, writing tasks that help us more deeply engage with course readings, and activities that help scaffold the final

project. In general, these assignments will be graded on a pass/fail basis (you receive full credit for completing the assignment).

Discussion Facilitation (10%; 100 pts.)

Due: _____

For one class session, you will be responsible for facilitating discussion about that day's assigned readings. Please keep in mind that facilitating a discussion is not the same as *leading* the discussion. Facilitators are not expected to carry the discussion or to have all of the answers. Rather, the goal is to help us, as a group, come to an understanding of what the reading was about, key concepts and ideas from the readings, and how the readings connect with other readings, ideas, and discussions. *In what ways might the readings help us rethink X?*

You are welcome to work toward these goals in whatever way you see fit. Regardless of delivery, you should be prepared with an understanding of what the readings were about, key concepts from the readings, connections to other readings we've done in class, current events/debates to which these analytical concepts might be applied, and discussion questions for us to consider. Handouts and other visuals are encouraged, as are creative and interactive approaches. Your discussion facilitation will be graded based on how effectively you helped us achieve the goals listed above. I will also take into account the creativity of your approach.

Collaborative Generative AI Policy/Statement (10%; 100 pts.)

Due: TBD

Short Paper (10%; 100 pts.)

Due: Monday, October 9, 4 PM

Final Project (30%; 300 pts.)

Due: Monday, December 11, 4 PM.

Participation (10%; 100 pts.)

*Adapted from the work of Drs. Cheryl Naruse (Tulane University) and James McMaster (University of Wisconsin).

In the spirit of interdependence and community, participation will be graded collectively rather than individually. Not only are you expected to participate actively and thoughtfully, but also

collaboratively and generously, taking care of each other and each other's ideas. All students will receive the same grade for participation, and that grade will be based on the level of care, dynamism, and intellectual growth we achieve together in each session. In this class, we strive to have the conversations of our dreams: intellectually satisfying, sincere, and transformational. You should not leave our meetings feeling like the same person as you were when we began. We are not here to learn what we already know.

Evaluating Participation

You will complete a written evaluation of the class' performance at the midterm and final points of the semester. This short assessment will make a case for the grade you feel the class as a whole deserves, and should cite evidence to support your claim. This essay should be based on observations and experiences of classroom performance that correspond to the standards of supportive and dynamic discussion that we will establish collectively at the beginning of the semester. Throughout the semester you should take notes that you can use in your essay as evidence: observe and record meaningful moments of exchange, care, intellectual growth, and support.

Below are some examples of how to make participation legible. With issues of disability justice and accessibility in mind, participation in this course includes multiple means of engagement, representation, action, and expression (UDL Guidelines 2.2).

Productively contribute to the shape of the course
- Actively participate in discussions by, for instance, speaking up during Zoom sessions, using the chat, and contributing to any collaborative documents
- Share helpful articles and resources with the entire class and explain what you see as its relevance to our conversations
- Share relevant stories to draw connections between theory, research, practice, and pedagogy
- Ask generative questions as often as you can
- Provide feedback about your experience of the course, communicate about any accessibility or usability issues
- Attend office hours

Contribute to a culture that is conducive to collaborative learning
- Respond to your classmates as well as your professor. Recognize that we <u>all</u> have something valuable to contribute to the course, and be willing to learn not only from your instructor but also your peers.
- Draw connections between different points in the conversation
- Cite each other's comments and ideas by name
- Affirm, amplify, and uplift when appropriate
- Ask genuine questions of the course materials and of each other

- Make space for the perspectives of others. Ask questions when we don't understand what's being said, and avoid making silent judgements. Assume good intentions, forgive mistakes, be accountable to impact
- Support and help your classmates

Contribute to a culture of respect and support
- Engage in active and empathic listening. For example, take notes, listen to try and understand more deeply; not just to agree/disagree or come up with a response
- Be attentive and fully present. Avoid multitasking with side chats, cell phone use, TV, etc. Establish your presence in the course whether through verbal affirmation, body language, asking questions, email responses, sharing resources, etc.
- Remember to slow down, to wait for others to respond to your point, think through and try to understand their responses, then choose whether to follow up or to let things sit with us for a while.
- Be mindful of our personal impact on the group.
- Speak up about harmful comments and behaviors, call in when you are able to do so.
- Attend to accessibility and inclusion.
- Any sensitive information about individuals shared during class remains in class.
- Let those who are expecting you know when you won't be present.

Grading Scale

Grades will be based on a 1000-point scale as follows:

A	930–1000 pts.	C+	770–799 pts.	D	630–669 pts.
A-	900–929 pts.	C	730–769 pts.	D-	600–629 pts.
B+	870–899 pts.	C-	700–729 pts.	F	<600 pts.
B	830–869 pts.	D+	670–699 pts.		
B-	800–829 pts.				

Generative AI Statement

Coming soon.

Course Schedule

This schedule is for planning purposes only and subject to change.

[Link to Google Drive Folder of Readings]

1. Introductions & Framing		
WEEK 1 — **M 8/21**	ACTIVITIES: - Introductions - Review Syllabus - Developing a Collaborative Generative AI Policy - Academic Austerity in US Higher Ed	
WEEK 2 — **M 8/28**	READ & DISCUSS: - Boyle, C. "Something Like a Reading Ethics" - de Certeau, "Writing and Histories" - King, *The Truth About Stories*, Ch. 1 - Lowe, "The Intimacies of Four Continents" - White, "The Value of Narrativity in the Representation of Reality"	ASSIGNMENTS DUE: - Syllabus Annotation: Using the comment or "suggest" function, annotate the syllabus for this course. Offer a suggestion, ask a question, or provide other points of feedback/response. - WRR 1 on De Certeau, King, Lowe, and White due to eCampus by M 8/28, noon.
LABOR DAY—MONDAY, SEPTEMBER 4		
WEEK 3 — **M 9/11**	READ & DISCUSS: - From Aristotle's *On Rhetoric* - Keith and Lundberg, *The Essential Guide to Rhetoric* (Skim) - Carter-Tod, Sheila. "Rhetoric(s): A Broader Definition" - Cobos, et al. "Interfacing Cultural Rhetorics" - Porter, "Rhetoric" ACTIVITIES: - Discuss Collaborative Generative AI Policy V.1	ASSIGNMENTS DUE: - WRR 2
2. Disciplinarity, Labor, and Contingency		
WEEK 4 — **M 9/18**	READ & DISCUSS: - Kynard, "Fakers and Takers: Disrespect, Crisis, and Inherited Whiteness in Rhetoric-Composition Studies" - Nystrand, Greene, Wiemelt, "Where Did Composition Studies Come From?" - Royster, "Disciplinary Landscaping" - Crowley, "Composition Is Not Rhetoric" - Kalish, et al. "Inequitable Austerity" ACTIVITIES: - Participation Check-In	ASSIGNMENTS DUE: - WRR 3

	- Assign Short Paper	
WEEK 5 — M 9/25	READ & DISCUSS: - Barnard Center for Research on Women, "What is Neoliberalism?" & "Paradoxes of Neoliberalism" - Brown, "American Nightmare" OR "Neoliberalized Knowledge" (choose one) - Harvey, "Neoliberalism as Creative Destruction" - Scott and Welch, "Introduction: Composition in the Age of Austerity" - Wan, "From Post-War Boom to Global University"	ASSIGNMENTS DUE: - WRR 4 - Be ready to share (1) which question(s) you plan to answer for the short paper, and (2) what direction you're thinking to go. Also bring in any questions you might have so that we can discuss.

3. Deliberative Rhetoric, Democracy, and the Teaching of Writing

WEEK 6 — M 10/2	READ & DISCUSS:
	- Roberts-Miller, *Demagoguery and Democracy*
	- Choose one of the chapters from *Teaching Demagoguery and Democracy* and be ready to summarize in class.
		ASSIGNMENTS DUE:
		- WRR 5
		- Choose one:
		  - What kinds of assignments might you develop to counter neoliberal rationalities among students?
		  - Write a short (~1 p.) opinion piece in response to the cuts at WVU. Consider what a public readership needs to know to understand how neoliberalism is affecting their own self interest.
		  - Keep a journal/log of how labor conditions shape your pedagogical practice (Scott and Welch).

FALL BREAK—OCT 5–6

4. Language, Culture, and Power

WEEK 7 — M 10/9	ONLINE MEETING TODAY READ & DISCUSS: - Villanueva, "On the Rhetoric and Precedents of Racism" - Smitherman, "Retrospective on Students' Right to Their Own Language" - Lindquist, From *A Place to Stand* - Nichols, "The Quiet Country Closet" - "This Ain't Another Statement! This is a DEMAND for Black Linguistic Justice!"	ASSIGNMENTS DUE: - WRR 6 - Short Paper (due to eCampus at 4 PM) — EDIT: Extension granted; new due date: Friday, October 13, 11:59 PM.
WEEK 8 — M 10/16	READ & DISCUSS: - Powell, "Literacy, Status, and Narrative Representation" - Hayes, "Place, Pedagogy, and Literacy in Appalachia"	ASSIGNMENTS DUE: - WRR 7 - Mid-Semester Participation Evaluation (email jennifer.sano-franchini@mail.wvu.edu)

	- Taylor, "Naming Affrilachia" - Tennant, "Rhetorical (In)visibility: How High-Achieving Appalachian Students Navigate Their College Experience" - Webb-Sunderhaus, "'Keep the Appalachian, Drop the Redneck': Tellable Student Narratives of Appalachian Identity" ACTIVITIES: - Mid-Semester Check-In	
**5. Rhetorics of Writing Technologies**		
WEEK 9 — M 10/23	READ & DISCUSS: - Plato, Excerpt from the *Phaedrus* - Bolter, "Writing in the Late Age of Print - Selfe & Selfe, "The Politics of the Interface" - Haas, "Wampum as Hypertext" - Howard, R.M. "Understanding Internet Plagiarism"	ASSIGNMENTS DUE: - WRR 8
WEEK 10 — M 10/30	READ & DISCUSS: - WVU Art in the Libraries: The Impact of AI on Your Education and Fields of Work (skim) - Anderson, "'Places to stand': Multiple metaphors for framing ChatGPT's corpus" - "Computers and Composition 20/20" - Roose, "A Conversation with Bing's Chatbot Left Me Deeply Unsettled" - Choose one article from "Where We Are: AI and Writing" section of *Composition Studies* 51.1 - *TextGenEd: Teaching with Text Generation Technologies* (Introduction, and choose one chapter) - @magsfern, "Something I feel weird about" - Banks, "Reaffirmation and Recommitment, even in times of Reinvention: Or, Why There's Joy In Repetition" Optional References: - "MLA-CCCC Joint Task Force on Writing and AI Working Paper: Overview of the Issues, Statement of Principles, and Recommendations" - Milmo, "AI risk must be treated as seriously as climate crisis, says Google DeepMind chief" - MIT WRAP, "Generative AI Living Guidelines" CFP: Continuing Experiments in Teaching with Text Generation Technologies—TextGenEd (WAC Clearinghouse)	ASSIGNMENTS DUE: - WRR 9 - Revisit and contribute to Creating a Collaborative Generative AI Policy Statement Google doc

6. Rhetorical Futures and Institutional Change		
WEEK 11 — M 11/6	READ: - Porter, Sullivan, Blythe, Grabill, Miles, "Institutional Critique" - Bousquet, "Composition as Management Science" - Grabill et al. "Institutional Critique Revisited" - Ahmed, From *On Being Included* - Cole et al. "Engaging in Shared Governance Work to Support Educational Opportunities" (*skim*; Ch. 5 of *Faculty Guidebook for Effective Shared Governance and Service in Higher Education*, pp. 97–120)	ASSIGNMENTS DUE: - WRR 10 - Contribute to Creating a Collaborative Generative AI Policy Statement Google doc—have some writing under the question you signed up for.
WEEK 12 — M 11/13	READ: - CCCC 2024 CFP - Fujikane, From *Mapping Abundance for a Planetary Future* - Carlson, "'Who Am I Fighting For?'"	ASSIGNMENTS DUE: - WRR 11 - Contribute to Creating a Collaborative Generative AI Policy Statement Google doc—revise the section you signed up for this week; try to create a coherent body of text/paragraph/etc. - Come ready to discuss final paper ideas
FALL RECESS—NOV 18–26		
7. Wrap Up Final Papers		
WEEK 13 — M 11/27	ACTIVITIES: - Work on final projects - Time to Complete SEIs	ASSIGNMENTS DUE: - WRR 12: Final Reflection due to eCampus by M 11/27, 12 PM - Work on Final Papers
WEEK 14 — M 12/4	ACTIVITIES - End-of-semester celebration - Final paper presentations - Closing remarks and takeaways	ASSIGNMENTS DUE: - Final Project Presentations - Final Participation Evaluation (email jennifer.sano-franchini@mail.wvu.edu) due Mon 12/4, 12 PM. Consider how our class participation has been since the mid-semester evaluation. Don't forget to provide a proposed grade and concrete, specific support to justify that grade.
Final Paper due to eCampus by Monday, December 11, 4:00 PM		