Advanced Composition and Rhetoric  
ENGLISH 3365

CRN #23562  
Spring Term 2014  
The University of Texas at El Paso  
Department of English

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Office hours: T and Th, 9-10:30; W 9-11:30;  
And by appointment

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Catalog Description:

“Study of classical and contemporary rhetorical theory with emphasis upon the aims and modes of contemporary discourse; practice in techniques of invention, organization, and style as applied to written composition.” 3 credit hours.

Course Description:

The goal of this course is to enable students to move from thinking about a topic to the action of creating an effective, as well as an ethical, argument for a particular rhetorical situation. This goal echoes the meaning of the Greek word \textit{praxis}, which can be translated as "process," "practice," or "experience." However, the Greek rhetorician Aristotle used the term in a special way, to specify practical reasoning, for which the goal was action, rather than theorizing. Furthermore, to ancient Greek rhetoricians, \textit{praxis} had the connotation of moral and ethical actions that enhanced the individual’s sense of wellbeing in life. In this class, we will use ancient rhetorics as a lens through which to analyze contemporary events to construct documents that address particular rhetorical situations.

Learning Outcomes:

Develop a concise, comprehensive writing process that includes gathering ideas, researching, drafting, revising, and editing.

Choose and analyze an audience and the rhetorical situation for a variety of writing formats.

Gather and interpret information and think critically about your sources.

Create real-world documents that you can use as a sample of your writing abilities.

Write collaboratively, including tactfully evaluating others’ work.

Use technology to enhance your writing and presentations.

Course Policies

Attendance: This course is cumulative, meaning the material builds on previous readings, class discussions, and assignments so your attendance every day is crucial to your success in the course. Class participation is measured not just by your presence, but also what and how much you contribute to course discussions and in-class activities, how well you are prepared during

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Course Texts and Materials:

\textit{Ancient Rhetorics for Contemporary Students} (5\textsuperscript{th} ed.) by Sharon Crowley and Debra Hawhee (2012).

[Recommended Books: \textit{Publication Manual of the APA} (6\textsuperscript{th} Ed.) \textit{Universal Keys for Writers} by Ann Raimes]

***PDF files of articles and book chapters will be posted online; titles will be in syllabus

**Some digital files will also be indicated with links on the syllabus
class time and on Blackboard, and the quality and volume of your participation through the course website. To ensure that everyone participates in class, I’ll be using a “card” system.

**Communication:** All students are encouraged to make use of my posted office hours, to make arrangements to meet with me during the semester, and to ask questions and raise issues related to the course in person and through email. If you are starting to slip behind or having problems understanding course material, please contact me so we can work together toward your success. I will post general announcements to the Blackboard, and I may also send updates or let you know of class cancellations, if necessary, via email.

**The University Writing Center (UWC):** Undergraduate students are invited to drop by or make reservations in The University Writing Center to talk about assignments and texts with a graduate student tutor. The graduate tutors are all writing instructors, and many are masters and doctoral students in Rhetoric and Composition, so they can provide you with a real audience to ask questions and share ideas throughout your writing process. They can also serve as mentors, working with you to understand how to read scholarly texts, ongoing professional conversations and arguments in the field, and how your research interests can be used in your assignments. I highly encourage all students to use the UWC and the community of writers it provides.

Note: To facilitate revision, you should visit the UWC no fewer than 12 hours before the assignment is due.

Online tutoring is also available at [http://academics.utep.edu/writingcenter](http://academics.utep.edu/writingcenter).

**Academic Misconduct and Plagiarism:**
The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve excellence based on the quality of work produced by the individual. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Any form of academic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. It is imperative, therefore, that the members of this academic community understand the regulations pertaining to academic integrity and that all faculty insist on adherence to these standards.

*Any student who commits an act of academic dishonesty is subject to discipline. The instructor is required to report all suspected academic dishonesty to the Office of Student Conduct.*

Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP), and available in the Office of the Dean of Students and on the homepage of the Dean of Students at [www.utep.edu/dos](http://www.utep.edu/dos), may result in sanctions ranging from disciplinary probation, to a failing grade on the work in question, to a failing grade in the course, to suspension or dismissal, among others. ([http://academics.utep.edu/Default.aspx?tabid=54418](http://academics.utep.edu/Default.aspx?tabid=54418))

**ADA:** The Americans with Disabilities Act requires that reasonable accommodations be provided for students with physical, sensory, cognitive, systemic, learning, and psychiatric disabilities. If you suspect that you have a disability and need an accommodation, please contact the Center for Accommodations and Support Services (CASS) at 747-5148 or cass@utep.edu. The CASS is located in Room 106, Union East Bldg. Students are responsible for presenting the
instructor any CASS accommodation letters and instructions.

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**Submitting Work:** Since we will be in a computer classroom all work will be submitted via our course shell on Blackboard unless otherwise noted.

All major assignments will be due by Sun. at 11:30 p.m. Assignments due on our class meeting times will be due before class. All assigned readings are to be done before our meeting time.

More details about the assignments will also be posted on Blackboard. Written assignments will follow APA guidelines for format, including double-spacing and one-inch margins.

*You’ll need pen and paper, and your textbook in class everyday. If you fail to bring a print copy or have access to a digital copy of the textbook, you will be asked to leave class and be marked as absent. I also recommend that you bring an external drive to save work or subscribe to an online data saving site to save work.*

**Late Work:** You may submit assignments late. You have a window of two calendar days after the due date to turn in.

Assignments will NOT be accepted after the “window” closes.

Major projects will be due on Sundays at 11:30 p.m. A late window is open until Tues. at 11:30 p.m.

If you miss a deadline for any reason, you may still choose to submit your work, but you will be docked one letter grade for each day (not class period) that passes beyond the deadline.

If you have extenuating circumstances regarding deadlines and submission of work, you will need to speak with me in person. In-class work cannot be “made” up.

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**Determining Grades:**

Grades reflect my best and fairest judgment of the overall quality of your work, taking into account how well it fulfills the assignment and its purpose, how focused and organized it is, how well it uses evidence and cites sources, how well it communicates with an audience, and to what extent it engages the reader’s intellect, imagination, and understanding. Aspects such as tone and style will contribute to the success of a text, as well as its readability, which includes grammatical correctness and formatting.

*The grading scale is based on a 1000-point scale*

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<thead>
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<th>Points</th>
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<tr>
<td>900-1000</td>
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**Assignments:**

- Mini-Lesson: 50
- Rhetorical Situation/Analysis: 150
- Editing Opportunity: 100
- Multimedia Text: 300
- Research Paper: 250
- Participation/Homework: 150

**Syllabus:**

*Note: This syllabus represents a plan. Deviations may be necessary. I may make changes to the syllabus as the semester progresses to take into account expressed student interests, and to meet the class' needs. All changes to the syllabus will be announced in class and or on the class website. Reading and written assignments on the schedule are due at the beginning of class on the day listed, or other deadlines are given.*
Brief Version of Schedule
With Topics

January
21—Introductions
23—Introductions Cont’d
28—Composition and Rhetoric
30—Composition and Rhetoric

February
4—Ancient Rhetorics
6—Audience and Invention
11—Kairos and the Rhetorical Situation
13—Kairos Cont’d
(Due: Editing Opportunity Project on Sun.)
18—Stasis Theory
20—Stasis Theory Cont’d
25—Common Topics
27—Commonplaces

March
4—Logical Proofs
6—Ethical Proofs
(Due: Multimodal Text Project on Sun.)
11—Spring Break
13—Spring Break
18—Pathetic Proof
20—Extrinsic Proof
25—Arrangement
27—Peer Review
(Due: Rhetorical Analysis Essay on Sun.)

April
1—Work Shop Final Project
3—Style
8—Style Cont’d
10—Imitation
15—Delivery and Memory
17—Visual Rhetorics
22—Visual Rhetorics Cont’d
24— Ancient Rhetorics
29—Rhetoric in the New World

May
1—Peer Review Final Project
6—Presentations
8—Last Day of Class
Detailed Schedule with Texts

WEEK 1: INTRODUCTION TO ADVANCED COMPOSITION AND RHETORIC
TUESDAY (In class)
• Introductions: Please tell us your name, your major, what you are planning to do when you graduate from UTEP, and one thing you would be doing if you weren’t in class right now.
• Go over syllabus; questions about course
• Drawing: On one side of a blank sheet of paper, draw your composing process or how you write a paper
• Free writing: On the back of the drawing, write a few sentences about your metaphor for writing, or fill in the sentence, “For me, writing is like...”

THURSDAY
• Read “Selected Definitions of Rhetoric” by Dr. Maureen Goggin.
• Read Syllabus and explore other course content on Blackboard Learn. Create a profile with picture on Blackboard.
• Multimodal Text Assignment
• Mini-lessons

WEEK 2: WHAT IS RHETORIC? WHAT IS COMPOSITION?
TUESDAY
• Readings on Blackboard: PDF: Reynolds, Herzberg and Bizzell. “A Brief History of Rhetoric and Composition Studies” Bedford/St. Martin’s Bibliography for Teachers of Writing
• Heilker and Vandenberg, Keywords in Composition Studies: “Composition,” “Rhetoric,” “Critical Thinking,” and “Discipline.”

THURSDAY
• PDF: Lindemann and Tate, An Introduction to Composition Studies: “On ‘Rhetoric’ and ‘Composition’,” by John T. Gage;
• Mini-Lesson

WEEK 3: ANCIENT RHETORICS...THE DIFFERENCE THEY MAKE
TUESDAY:
• Crowley and Hawhee, Ancient Rhetorics for Contemporary Students: “Chapter 1” (1-14)
• Watch Video: John Stewart on Crossfire (Come to class prepared to discuss p. 25, #2)
• In class: Advertisements and Enthymemes

THURSDAY
• Crowley and Hawhee, Ancient Rhetorics: “Chapter 1.” (15-25)
• Heilker and Vandenberg, Keywords in Composition Studies: “Audience” and “Invention”
• Stanford Encyclopedia of Philosophy: “Sophists (introduction only)” and “Plato on Rhetoric and Poetry (Gorgias only)”.
• In class: Good Writer Exercise
• In class brainstorming for Rhetorical Situation/Analysis Essay using p. 26 #5.
• Mini-Lesson

WEEK 4: KAIROS AND THE RHETORICAL SITUATION
TUESDAY
- PDF: Bitzer “The Rhetorical Situation”
- Textbook: Ch. 2: “Kairos and the Rhetorical Situation...” (37-44)

THURSDAY
- Textbook: Ch. 2: “Kairos and the Rhetorical Situation...” (45-52)
- Mini-Lesson
- DUE: Editing Opportunity on Sunday

WEEK 5: ACHIEVING STASIS
TUESDAY
- Ch. 3: “Achieving Stasis by Asking the Right Questions” (56-72).
- May and Wisse: “Introduction” On the Ideal Orator by Cicero. (3-12)

THURSDAY
- Ch. 3: “Achieving Stasis” (73-86).

WEEK 6: COMMONPLACES
TUESDAY
- “Chapter 4: The Common Topics and Commonplaces” (87-102)
- Post to Discussion Board (112, #1); See detailed instructions on Blackboard

THURSDAY
- “Chapter 4: The Common Topics and Commonplaces” (103-117)
- “Re-Inventing the Possibilities: Academic Literacy and New Media.” Read A-I.

WEEK 7: LOGICAL AND ETHICAL PROOFS
TUESDAY
- “Ch.5: Logical Proofs” (118-142)

THURSDAY
- “Ch. 6: Ethical Proofs” (146-164).
- Mini-Lesson
- DUE: Multimodal Text on Sunday

WEEK 8: Spring Break///NO CLASS

WEEK 9: THE PROOFS CONT.

TUESDAY
• “Ch. 7: Pathetic Proof” (171-188)
• Watch Videos for Multimodal Text Assignment. Vote on Best Documentary (see detailed instructions on BB)

THURSDAY
• “Ch. 8: Extrinsic Proof” (200-221)
• Mini-Lesson

WEEK 10: ARRANGEMENT

TUESDAY
• “Ch. 9: Arrangement” (222-249)
• In-class Rhetorical Activity

THURSDAY
• Mini-Lesson
• Peer Review Rhetorical Situation/Analysis Essay
DUE: Rhetorical Analysis Essay on Sunday

WEEK 11: STYLE

TUESDAY
• Workshop on Final Project

THURSDAY
• “Ch.10: Style” (250-274).  
• Stanford Encyclopedia of Philosophy: Style

WEEK 12: STYLE AND IMITATION

TUESDAY
• “Ch.10: Style” (275-299).
• Do p. 298, #1. Bring to class to share
• Mini-Lesson

THURSDAY
• “Ch.11: Imitation” (300-324).
• Mini-Lesson

Week 13: DELIVERY AND MEMORY AND VISUAL RHETORICS

TUESDAY
• “Ch. 12 Delivery and Memory” (325-347)

THURSDAY
• PDF: Palcezewski, Ice and Fitch. “Ch. 3: Visual Rhetoric (61-82)
• Mini-Lesson

Week 14: VISUAL RHETORICS AND ANCIENT NON-GREEK RHETORICS
TUESDAY
• PDF: Palczewski: “The Male Madonna...”

THURSDAY
• PDF: Lipson. “Introduction” Ancient Non-Greek Rhetorics. (3-35)
• Mini-Lesson

WEEK 15: ANCIENT NON-GREEK RHETORICS CONT’D
TUESDAY
• Abbott. “Diego Valadés: An Ancient Art in a New World” (41-59)

THURSDAY
• Peer Review Final Project
• Mini-Lesson

WEEK 16: COURSE WRAP-UP
TUESDAY
• Presentations

THURSDAY
• Last Day Of Class

FINALS WEEK
• Final Paper Due on Thursday May 15 @ 11:30 p.m.