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English 601

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Scott Wible, ENGL 601, Theories of Rhetoric and Writing, Fall 2007

English 601: Theories of Rhetoric and Writing

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Office Hours: Tuesday, 12:30 - 2 p.m.; Thursday, 4 - 6 p.m.; and by appointment

In this seminar we will survey key texts, current trends, and critical questions in the field of rhetorical studies. Throughout the semester we will assess ancient and present-day rhetorical theories and consider their significance for contemporary composition instruction and professional writing practice. We will study several concepts at the core of rhetorical studies, from the "rhetorical situation," stasis, and kairos to the three rhetorical appeals (logos, ethos, pathos) and the five rhetorical canons (invention, arrangement, style, memory, delivery). We also will sample thought-provoking work currently being done on

disability rhetorics, feminist rhetorics, ethnic rhetorics, visual rhetorics, and rhetorics of technology. As we move through these sub-fields, we will attend to different authors' definitions of "rhetoric" and their respective understandings of what constitutes "rhetorical studies." Throughout the course, we will also explore the connections between rhetorical theories, writing processes, and pedagogical practices, so you will have significant opportunities to reflect on the ways course readings speak to your own writing practices and the teaching of writing.

Indeed, this entire course has been designed to help you reflect on your own rhetorical practice. A guiding principle of this course is that studying rhetorical theory helps one to develop or refine his or her effectiveness in speaking and writing. Toward those ends, the major writing projects for this course will ask you to pursue a writing-related service opportunity at WVU or in Morgantown and then to reflect on how this community-based writing project shapes or was shaped by your understanding of some key rhetorical concept or theory. You should leave the course, then, with a "rhetorical toolbox" from which you can draw key theories and concepts as you pursue your future work in academic, civic, or professional contexts.

Course Projects:

1. Conversation Starters: one single-spaced page (approx. 500 words) posted to the class discussion list/bulletin board each week by Wednesday, 7 p.m. Not required for Week #1 or during weeks that other writing projects are due.

2. Exploratory Essay

3. Service-learning project, including letter of inquiry, proposal, progress report, and the primary document

4. Annotated Bibliography

5. Research-Based Project that poses and attempts to answer a research question concerning one rhetorical aspect of your service-learning project and draws on research from beyond the syllabus.

<u>Description of Course Projects:</u>

Conversation Starters (10%)

A conversation starter is a thoughtful one-page (500-word) response to the week's reading. You'll post your conversation starter on our class discussion page. Your writing can either begin a new line of discussion about the readings or continue a thread started by a classmate. We'll use these statements to guide class discussion, but you can also use them to think through and talk about connections between the readings and your service-learning project, as a means of developing ideas for your final research-based essay. So that everyone has an opportunity to read these conversation starters before our Thursday night meetings, please post your conversation by 7 p.m. Wednesday. Then, sometime before Thursday's class, read your colleagues' posts and respond to at least one.

Assignment #1: Exploratory Essay (10%)

In this short essay (3-5 pages), please explore an issue related to our course readings. You may want to write about a particular theoretical concept, research site, rhetorical perspective, or historical text that interests you. Now would also be a good time to begin thinking about your final research-based essay, so you may choose to investigate a rhetoric-related development in your service-learning project. The idea here is for you to take up an issue we've addressed thus far and push your analysis and investigation further than we were able to in class discussion or in course readings.

Assignment #2: Service-Learning Project (40%)

Your service-learning project will entail your working with an

organization, club, group, or individual to help that entity assess how writing can help it to achieve its goals and to work toward producing a document that meets these ends. The major purpose of this project will be to give you an opportunity to think about and draw on some of the rhetorical concepts we've discussed in class as you compose within a non-academic setting. The essence of this service-learning assignment, then, is that you learn about rhetoric not only through reading about rhetoric but also through doing rhetoric, that is, producing texts that meet exigencies within a particular social context.

Your Role in a Rhetoric-Based Service-Learning Project
Your role in a service-learning project should one of an unpaid writing consultant for the organization you serve. Service-learning <u>does not</u> require you to become a volunteer or advocate for that organization. I borrow here from Melody Bowdon and Blake Scott's work to outline communication-oriented activities that <u>do</u> fall within the scope of this service-learning definition:

• Writing up or editing descriptions of the agency's research or service activities in annual reports, grant proposals, research summaries, and so on.
• Compiling a manual for clerical volunteers in the agency. Nonprofit agencies especially tend to have high turnover among office workers. A clearly written manual that provides staff members with easily accessible guidelines for standard procedures would make this situation easier to handle.
• Designing training materials for the use of office equipment. Even experienced agency employees may be unfamiliar with recently donated or purchased computer hardware and software, copying machines, or audio/video equipment. Again, clear instructions for using these tools could alleviate office stresses and help to increase office productivity.
• Producing client services materials like brochures, newsletter, and

websites. You may work with an agency whose staff members simply don't have the time to produce these types of materials. (Bowdon and Scott 7-8)

Here is a list of some activities that <u>do not</u> fall within the scope of the definition of service-learning as you will practice it this semester:

• Performing original research for the organization—interviewing clients, testing water samples, and so on.
• Doing clerical work for the agency—filing, answering telephones, or stuffing envelopes.
• Providing technology training or support for agency representatives—teaching them to use computer software or backing up their data files.
• Engaging in client services—taking care of children or driving a van for an outing.
• Dealing with such custodial duties as mowing lawns or cleaning kitchens. (Bowdon and Scott 7)

Note how the activities in the first set of examples focus on <u>writing</u> as the service you provide to the agency. Your work may require you to engage in non-writing activities in order to complete the project, but all of the activities should be <u>directly related to the writing project you are producing.</u>

Potential Sponsoring Agencies While you will be responsible for locating an organization or club to work with for your service-learning project, I've listed here some potential groups to keep in mind:

Monongalia County Literacy Volunteers
Greater Morgantown Convention and Visitors Bureau
On-campus student groups (See the WVU Student Organizations Services website: <http://www.wvu.edu/~sos/>)
WVU Commuter Student Programs (in the Office of Student Life)

American Red Cross

Big Brothers Big Sisters

Caritas House, Inc.

Friends of the Cheat

Friends of Deckers Creek

Monongalia County Democratic or Republican Parties

Ronald McDonald House Charities

Bartlett House

West Virginia Women Work!

PACE Training and Evaluation Center

United Way of Monongalia and Preston Counties

For additional lists of agencies, see the websites of the United Way Volunteer Action Center, <http://www.teamunitedway.org/vacAgencies.asp>, or the WVU Center for Civic Engagement, <http://cce.wvu.edu/community_partners>.

The Primary Writing Project

There are several documents that you will produce as part of your service-learning project. Of course, the primary document will be the text that helps the organization to get some type of work done. For example, you might produce a newsletter, design pamphlets or brochures the company or organization might use to communicate with the public, produce the basic structure or content for a website, draft a small grant, compose letters that seek to solicit contributions from sponsors for an organization, or formalize a series of templates that the organization might use for its general correspondence with clients or the general public.

I am assigning no required page length for this project. Instead, I would like you to complete one text of medium-length and complexity, or several shorter-length texts. Here, with some repeats from my description above, is a list of various genres that represent the types of

texts you might produce in your service-learning project:

press releases	billboards, posters, and flyers
fact sheets	brochures or booklets
websites	fundraising letters and packets
newsletters	instructions, procedures, or manuals
proposals	online documentation and tutorials
form letters	questionnaires or surveys
reports	program assessments

Supporting Writing Projects

A) Letter of Inquiry

In addition to your primary document, you will also compose a **letter of inquiry** that you send to an organization in order to express your interest in working as a writing consultant for that organization. You will send this letter to someone in the organization who is a decision maker, preferably someone such as a volunteer coordinator who handles initial contacts with people who are interested in providing services to the organization.

As Bowdon and Scott explain, the purpose of the letter of inquiry is to persuade the organization to respond to your inquiry (that is, to get in touch with you) and to sponsor a project for you. The most persuasive case will be one that convinces the reader that you are qualified to do such work and that the organization will benefit from the experience. You will want to convince the staff person to respond to your inquiry, to answer questions you might have about the needs or the goals of the organization, to help you develop a writing project that meets both your learning goals and the objectives of the organization, and to serve as your supervisor for the project. Your letter also should serve to inform the reader about the context for the service-learning project, that is, how the project fits into the course you're taking and what the parameters of the project are.

B) Proposal

Once you establish a working relationship with an organization and identify its rhetorical goals and writing needs, you will compose a short **proposal** that formalizes your plans for your service-learning project. There will be three audiences for your proposal. First, your contact person at the participating agency will read the proposal to confirm the assignment, clarify both his or her and your own role in the project, and outline important dates. Second, I will read your proposal to ensure that you have carefully thought through the project and created a workable schedule for completing it. Third, you will likely re-read the proposal as you work on the project; the more thorough and detailed your proposal, the smoother your execution of the project likely will be. Your proposal need not be extensive, but it should contain the following six sections:

1. Introductory summary or overview

2. Problem section (sometimes combined with the introductory summary)

3. Solution section, in which you discuss your objectives

4. Management section, in which you discuss your rhetorical and technical capabilities as well as you timetable for completing the project

5. Cost or budget section (if necessary)

6. Concluding section

As we progress through the semester, we will read Chapter 5 of Bowdon and Scott's *Service-Learning in Technical and Professional Communication* (New York: Longman, 2003) to learn more about how to compose this genre and to understand how it can help you to develop your project management skills.

C) Progress Report

Finally, you will produce a **progress report** at the mid-point of the specific schedule you create for your service-learning project. You will use this report to update me and your project supervisor on work you

have accomplished and work that remains for you to complete on your project. You should use your progress report to persuade your readers that you will meet your intended goals by the specified deadline. The report also offers you an opportunity to propose a slight change in focus or methods or to request additional support. If the progress is satisfactory, your supervisors like will continue support of your project. If progress is not satisfactory, your supervisors may cancel or redefine your assignment. What follows is a brief overview of the structure of progress reports:

1. Begin the report with a brief overview of the project's purpose and scope.

2. For the body of the memo, describe the work you have accomplished so far, any problems you have encountered, and what work remains to be done. There are two essential ways to structure the progress report: chronologically (work completed—work in progress—work remaining) or by task (interview—library—research—writing). Either way, you need to be very specific! For instance, rather than writing "conducted interview," write "interviewed G. Smith and P. Jones regarding feasibility of computer-based instruction to teach productivity skills."

3. Optional: Within the body of the memo, or at the end of the report, writers sometimes include a table to summarize tasks and completion dates. You may also wish to include a separate section describing any complications you've encountered and how you plan to address them.

4. For the conclusion, indicate whether the project is on schedule according to the management plan. If it is not, provide your course of action to resolve this problem.

Assignment #3: Annotated Bibliography (10%)

Your annotated bibliography will help you prepare to write your final reflective essay. To complete your annotated bibliography, you will

research and write about 10 sources that help you to reflect on the service-learning document itself or the process through which you produced this text and to extend your knowledge of the rhetorical theory or practice you will investigate in your final essay. Your annotated bibliography should follow the example below. In each annotation you should (1) cite the text of your choice in perfect MLA format; (2) summarize the text or article; and (3) discuss how the text will help you to compose your reflective essay.

Example: Hawhee, Debra. "Composition History and the Harbrace College Handbook." *College Composition and Communication* 50 (1999): 504-23.

In this essay, Hawhee analyzes how composition handbooks in general and the *Harbrace College Handbook* in particular serve two important institutional functions, namely, to "write the discipline" by effectively defining what the proper subject matter of composition classrooms should be and by shaping the subjectivities of both composition teachers and writers. Specifically, I will use Hawhee's analysis of how the *Harbrace College Handbook* divides levels of usage into four categories (formal, colloquial, dialectical, and illiterate) and how the Handbook's response to error is not a response to the error on the page but instead focuses on the error in the student. This analysis will help me to talk about twentieth-century conceptions of mechanical correctness within the broader context of composition materials and the discursive roles they help to create for students.

Assignment #4: The Research-Based Essay (30%)

You will use this essay (8-12 pages) to connect your service-learning experience to some aspect of rhetoric and composition theory and then to extend your exploration of this topic. While you certainly will want to discuss the text you composed as your service-learning project and describe the process through which you produced it, the analytical

component should be the primary focus of this essay. That is, you should do more than simply describe your service-learning project; instead, use it as a jumping-off point for analyzing in greater depth some aspect of your production of that service-learning text.

Consider this example: For your service-learning project, you consult a non-profit organization interested in increasing policymakers' awareness of a problem affecting youth in the local community. You work with the organization to compose a letter to policymakers that seeks to insert this issue into future debates about funding or law-making decisions. As you composed the letter, you struggled to create persuasive pathos appeals that could engage your audiences' values and beliefs without making them feel as if they were being manipulated. You could use your final research-based reflective essay to try to answer questions such as these: "What are appropriate uses for pathos appeals in professional writing?" or "How can rhetoric and composition students learn to compose effective pathos appeals?" Your research, then, would survey the work of scholars exploring theories of pathos appeals in rhetorical history or the use of rhetorical appeals in professional writing or composition pedagogy. You would compose an essay that uses these various scholarly voices, as well as your reflection on your own service-learning project, to compose an answer to your critical question.

Or consider another example: You consulted with WVU's Office of Disability Services to bring all of the university's web pages into compliance with Section 508 of the Disabilities Act, which requires that agencies and organizations receiving federal funds make their electronic and information technology accessible to people with disabilities. Your service-learning project entails your composing "alt tags," or text descriptions of visual elements, for several images on WVU web pages that make these pages accessible to a broader range of users. You do research on the technical basics of creating "alt tags" in order to

complete the project successfully, but you want to learn more about the theory behind Universal Design. In particular, your experience leaves you wondering how professional and technical writing instructors—indeed, all composition instructors—could incorporate the concept of Universal Design into their curriculum. You use your research-based essay to explore where rhetorical theories do and do not press rhetors to envision their audience in broadly inclusive ways, and you work to develop strategies for teaching students to create texts that are accessible to all potential users.

Your paper will be long enough to merit sub/headings, so I've provided some provisional ones for you:

I. Title

II. Introduction

A. Introduction of the Problem or Critical Question
Here's where you provide an overview, maybe a brief description of a problem that arose or an interesting development that occurred during your service-learning project, or perhaps a very brief discursive look at a particular question or concern that scholars have been trying to answer. Eventually, you want to designate your own critical question.

B. Background of the Problem or Critical Question
In this sub-section section you provide the history or background of your problem/critical question. It's a nice place for you to show off, once again, your reading and your knowledge. You'll move rather quickly into the next sub-section.

C. Response to the Problem or to the Critical Question
And I mean "response" loosely. You'll move from the background of the problem to your so-called response or solution to your critical question, which will feature your thesis statement.

III. Body of the Text (This section will be the most extensive part of your research essay. You will need to think of appropriate headings and maybe even subheadings for this section.)

In this section, you'll want to introduce the sections/features of your argument, the basic assertions you are making that support your overall thesis statement. For each major assertion/development, you'll probably want a separate subheading. Examine any journal essay or book chapter we read this semester and you'll see how this is done.

IV. Conclusion

It can be hard to get away from or to close down your research. So an often-successful way to do this is to think about your conclusion in three sections (which rarely merit separate subheadings):

(1) the conclusions you can draw (clear cut, obvious) from your research;

(2) the inferences you can draw (neither so clear cut or obvious, but given your knowledge of the subject, you feel pretty confident drawing them); and

(3) the implications of your research in terms of further research; professional writing practice; or theoretical, pedagogical, or curricular applications; and so on.

In other words, think of conclusions, inferences, and implications in this section.

V. Bibliography

Begins on a new page in perfect MLA style. NO annotations on this final bibliography.

Course Schedule:

Note: Readings marked * will be available as PDFs on the class eCampus page. Unmarked readings are accessible through the WVU library's online databases.

Class #1—August 23: Why Study Rhetoric?

Berlin, James A. "Rhetoric and Poetics in the English Department: Our Nineteenth-Century Inheritance." *College English* 47.5 (Sept. 1985): 521-533.

Booth, Wayne C. "The Revival of Rhetoric." *PMLA* 80.2 (May 1965): 8-12.

Corbett, Edward P. J. "What Is Being Revived?" *CCCC: Retrospect and Prospect*. Spec. issue of *College Composition and Communication* 18.3 (1967): 166-172.

Class #2—August 30: Defining the Origins of Rhetoric

Bizzell, Patricia, and Bruce Herzberg. "Classical Rhetoric: Introduction." *The Rhetorical Tradition: Readings from Classical Times to the Present*. 2nd ed. Ed. Patricia Bizzell and Bruce Herzberg. Boston: Bedford/St. Martin's, 2001. 19-41.*

Aristotle, *Rhetoric*, Bk. I, Ch. 1-3. <http://www.public.iastate.edu/ ~honeyl/Rhetoric/oneindex.html>

Gorgias, "Encomium of Helen." Bizzell and Herzberg, *The Rhetorical Tradition* 42-46.*

Jarratt, Susan. "Introduction: Redefining Classical Rhetoric" and "Between Mythos and Logos." *Rereading the Sophists: Classical Rhetoric Refigured*. Carbondale: Southern Illinois UP, 1991. xv-xxiv, 31-61.*

Class #3—September 6: Rhetoric's Teaching Tradition

Isocrates, "Against the Sophists" and From *Antidosis*. Bizzell and Herzberg, *The Rhetorical Tradition* 67-79.*

Bizzell, Patricia, and Bruce Herzberg. "Quintilian." Bizzell and Herzberg, *The Rhetorical Tradition* 359-364.*

Quintilian, From *Institutes of Oratory*, Book II, Ch. 1-10. Rpt. in *Quintilian on the Teaching and Speaking of Writing*. Ed. James J. Murphy. Carbondale: Southern Illinois UP, 1987. 89-122.*

Walker, Jeffrey. "What Difference a Definition Makes, or, William Dean Howells and the Sophist's Shoes." *Rhetoric Society Quarterly* (Spring 2006): 143-154.

Fleming, J. David. "The Very Idea of a Progymnasmata." *Rhetoric Review* 22.2 (2003): 105-20.

Assignment #2: Letter of Inquiry due.

Class #4—September 13: "The Rhetorical Situation" and Kairos

Bitzer, Lloyd. "The Rhetorical Situation" *Philosophy and Rhetoric* 1 (1968): 1-14.

Vatz, Richard. "The Myth of the Rhetorical Situation." *Philosophy and Rhetoric* 6 (1973): 154-161.

Edbauer, Jenny. "Unframing Models of Public Distribution: From Rhetorical Situation to Rhetorical Ecologies." *Rhetoric Society Quarterly* (Fall 2005): 5-24.

Kinneavy, James. "Kairos: A Neglected Concept in Classical Rhetoric." *Rhetoric and Praxis: The Contribution of Classical Rhetoric to Practical Reasoning.* Ed. Jean Dietz Moss. Washington, D.C.: The Catholic U of America P, 1986. 79-105.*

Class #5—September 20: Stasis Theory and Logos Appeals

Cicero, *De Oratore*, Bk. II, Ch. 22-27. Bizzell and Herzberg, 320-324.*

Fahnestock, Jeanne, and Marie Secor. "The Stases in Scientific and Literary Argument." *Written Communication* 5.4 (Oct. 1988): 427-443.

Aristotle, *Rhetoric*, Bk. II, Chs. 22-26. <http://www.public.iastate.edu/~honeyl/Rhetoric/twoindex.html>

Walker, Jeffrey. "The Body of Persuasion: A Theory of the Enthymeme." *College English* 56.1 (Jan. 1994): 46-65.

Scott, J. Blake. "The Public Policy Debate Over Newborn HIV Testing: A

Case Study of the Knowledge Enthymeme." *Rhetoric Society Quarterly* (Spring 2002): 57-84.

Class #6—September 27: Ethos and Pathos Appeals

Aristotle, *Rhetoric*, Bk. II, Ch. 1. <http://www.public.iastate.edu/ ~honeyl/Rhetoric/rhet2-1.html>

Truscello, Michael. "The Clothing of the American Mind: The Construction of Scientific Ethos in the Science Wars." *Rhetoric Review* 20.3/4 (Autumn 2001): 329-350.

Cicero, *De Oratore*, Bk. II, Ch. 42-53. Bizzell and Herzberg, *The Rhetorical Tradition* 328-335.*

Quandahl, Ellen. "A Feeling for Aristotle: Emotion in the Sphere of Ethics." *A Way to Move: Rhetorics of Emotion and Composition Studies*. Ed. Dale Jacobs and Laura R. Micciche. Portsmouth: Heinemann, 2003. 11-22.*

Moon, Gretchen Fletcher. "The Pathos of Pathos: The Treatment of Emotion in Contemporary Composition Textbooks." Jacobs and Micciche, *A Way to Move* 33-42.*

Assignment #2: Proposal due.

Class #7—October 4: The Canons of Rhetoric: Invention

Ede, Lisa, Cheryl Glenn, and Andrea Lunsford. "Border Crossings: Intersections of Rhetoric and Feminism." *Rhetorica* 13.4 (Autumn 1995): 401-441.*

Fleming, David. "Becoming Rhetorical: An Education in the Topics." *The Realms of Rhetoric: The Prospects for Rhetoric Education*. Ed. Joseph Petraglia and Deepika Bahri. Albany: State U of New York P, 2003. 93-116.*

Hawhee, Debra. "Kairotic Encounters." In *Perspectives on Rhetorical Invention*. Ed. Janet M. Atwill and Janice M. Lauer. Vol. 39 of Tennessee Studies in Literature. Knoxville: Tenneesee UP, 2000. 16-35.*

Simmons, W. Michele, and Jeffrey T. Grabill. "Toward a Civic Rhetoric

for Technologically and Scientifically Complex Places: Invention, performance, and participation." *College Composition and Communication* 58.3 (2007): 419-448.

Class #8—October 11: The Canons of Rhetoric: Arrangement

Aristotle, *Rhetoric*. Bk. III, Chs. 13-19. <http://www.public.iastate.edu/ ~honeyl/Rhetoric/threeindex.html>

Rude, Carolyn. "The Report for Decision Making: Genre and Inquiry." *Journal Of Business and Technical Communication* 9.2 (1995): 170-205.

Winterowd, W. Ross. "The Grammar of Coherence." *College English* 31 (1970): 828-35.

Sirc, Geoffrey. "Box-Logic." *Writing New Media: Theory and Applications for Expanding the Teaching of Composition*. Anne Frances Wysocki, Johndan Johnson-Eilola, Cynthia L. Selfe, and Geoffrey Sirc. Logan: Utah State UP, 2004. 111-146.*

Class #9—October 18: The Canons of Rhetoric: Style

Corbett, Edward P.J. "The Theory and Practice of Imitation in Classical Rhetoric." *College Composition and Communication* 22.3 (Oct. 1971): 243-250.

Cicero, From *Orator*. Bizzell and Herzberg, *The Rhetorical Tradition* 339-343.*

Erasmus, From *Copia: Foundations of the Abundant Style*. Bizzell and Herzberg, *The Rhetorical Tradition* 581-627.*

Fahnestock, Jeanne. "Preserving the Figure: Consistency in the Presentation of Scientific Arguments." *Written Communication* 21.2 (Jan. 2004): 6-31.

Smitherman, Geneva. "'The Form of Things Unknown': Black Modes of Discourse." *Talkin and Testifyin: The Language of Black America*. Detroit: Wayne State UP, 1977. 101-66.

Assignment #1: Exploratory Essay due.

Class #10—October 25: The Canons of Rhetoric: Memory and Delivery

Austin, Gilbert. From *Chironomia*. Bizzell and Herzberg, *The Rhetorical Tradition* 889-97.*

Martin Jacobi, "The Canon of Delivery in Rhetorical Theory: Selections, Commentary, and Advice." *Delivering College Composition: The Fifth Canon*. Ed. Kathleen Blake Yancey. Portsmouth: Heinemann, 2006. 17-29.*

Buchanan, Lindal. "Regendering Delivery: The Fifth Canon and the Maternal Rhetoric." *Rhetoric Society Quarterly* (Fall 2002): 51-73.

Rude, Carolyn D. "Toward an Expanded Concept of Rhetorical Delivery: The Uses of Reports in Public Policy Debates." *Technical Communication Quarterly* 13.3 (2004): 271-288.

From *Dissoi Logoi*. Trans. Rosamond Kent Sprague. *Mind* 78: 155-167 (Apr. 1968). Rpt. in *The Older Sophists*, 279-293. Ed. Rosamond Kent Sprague. Columbia: South Carolina UP, 1972.*

Class #11—November 1: Rhetorics of the Body

Hawhee, Debra. "Bodily Pedagogies: Rhetoric, Athletics, and the Sophists' Three Rs." *College English* 65:2 (2002): 142-162.

Dolmage, Jay. "'Breathe Upon Us an Even Flame': Hephaestus, History, and the Body of Rhetoric." *Rhetoric Review* 25.2 (2006): 119-40.

Palmeri, Jason. "Disability Studies, Cultural Analysis, and the Critical Practice of Technical Communication Pedagogy." *Technical Communication Quarterly* 15.1 (2006): 49-65.

Dunn, Patricia A., and Kathleen Dunn De Mers, "Reversing Notions of Disability and Accommodation: Embracing Universal Design in Writing Pedagogy and Web Space." *Kairos* 7.1 (2002). <http://kairos.technorhetoric.net/7.1/>

Class #12—November 8: Rhetorical Production across Cultures

Lan, Haixia. "Contrastive Rhetoric: A Must in Cross-Cultural Inquiries." *AltDis: Alternative Discourses and the Academy*. Ed. Christopher Schroeder, Helen Fox, and Patricia Bizzell. Portsmouth: Heinemann,

2002. 68-79.*

Thatcher, Barry. "Intercultural Rhetoric, Technology Transfer, and Writing in U.S.-Mexico Border Maquilas." *Technical Communication Quarterly* 15.3 (2006): 383-405.

Lu, Min-Zhan. "Living-English Work." *College English* 68.6 (July 2006): 605-618.*

Ratcliffe, Krista. "Defining Rhetorical Listening" and "Listening Metonymically: A Tactic for Listening to Public Debate." *Rhetorical Listening: Identification, Gender, Whiteness*. Carbondale: Southern Illinois UP, 2005. 17-46, 78-100.*

Assignment #3: Annotated Bibliography due.

Class #13—November 15: Visual and Digital Rhetorics

Hocks, Mary E. "Understanding Visual Rhetoric in Digital Writing Environments." *College Composition and Communication* 54.4 (June 2003): 629-656.

Honeycutt, Lee, and Karen McGrane. "Rhetoric and Information Architecture as Pedagogical Frameworks for Website Design." *Technical Communication and the World Wide Web*. Ed. Carol Lipson and Michael Day. Mahwah, NJ: Lawrence Erlbaum, 2005. 81-112.*

Hawisher, Gail E., and Cynthia L. Selfe with Yi-Huey and Lu Liu. "Globalization and Agency: Designing and Redesigning the Literacies of Cyberspace." *College English* 68.6 (July 2006): 619-636.*

Banks, Adam J. "Looking Forward to Look Back: Technology Access and Transformation in African American Rhetoric." *African American Rhetoric (s): Interdisciplinary Perspectives*. Ed. Elaine B. Richardson and Ronald L. Jackson II. Cardondale: Southern Illinois UP, 2004. 189-203.*

Assignment #2: Service-learning project due.

Class #14—November 29: The Ethics of Rhetorical Production in Professional Writing

Katz, Steven B. "The Ethic of Expediency: Classical Rhetoric,

Technology, and the Holocaust." *College English* 54.3 (1992): 255-75.

Bowdon, Melody. "Technical Communication and the Role of the Public Intellectual: A Community HIV-Prevention Case Study." *Technical Communication Quarterly* 13.3. (2004): 325-240.

Scott, J. Blake. "Civic Engagement as Risk Management and Public Relations: What the Pharmaceutical Industry Can Teach Us about Service-Learning." *College Composition and Communication*. Forthcoming.*

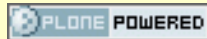**Class #15—December 6**: Presentations on service-learning projects. Course evaluations.

Assignment #4: Research-based essay due.

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