HU 5002 Rhetoric, Composition, and Literacy Studies
Spring 2006
Nancy Grimm
Walker 103
Course Meeting: Tuesday: 1:05-3:35
Office Hours: Thursday 1-3; others by appointment
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Course Description

As one of the three core courses for the program, 5002 is intended to introduce you to the fields of rhetoric, composition, and literacy by identifying central texts, methodological approaches, and key theoretical, pedagogical and historical issues.

To focus that huge task, we'll examine how each of these three fields engages (or not) with issues of difference (such as race, class, culture, gender, sexual orientation etc.) in language practices, including questions about how to teach language practices and how to produce knowledge about language practices.

We'll start with a book that denaturalizes Western ideas about the pursuit of knowledge (Tuhawi Smith). Then we'll examine one mega-anthology in each of the three fields. Finally, we'll examine the current practice of each field by reviewing journals and interviewing scholars within this department.

Course Requirements
This is a reading-intensive course designed to create an understanding of the context, issues, and histories of three different fields. Thus, the requirements focus on (a) developing careful reading and reflective practices; (b) developing a sense of the three fields as a whole; and (c) imagining a place for your work in one (or more) of the fields. You are required to

- Attend and participate in every class
- Prepare Reading Notes. These are due each class period: late notes accepted only because of extenuating circumstances
- Contribute to an Edited Collection Oral Review
- Present a Journal Review or Department Scholar Interview
- Contribute to one oral Rhetorical Tour

Seminar Tone: Grad seminars can become competitive, attention-seeking, posturing arenas. Please help me keep a cooperative communal tone in this group. Please help me find ways to use our differences to broaden our perspective and deepen our learning. Being prepared to share your notes and staying focused on the material will be crucial to our success.

Required Texts
The Rhetorical Tradition (Bizzell and Herzberg, 2001)
Syllabus
January 10: Course and Class Introduction

A critical perspective
January 17 Decolonizing Methodologies, Intro, Chaps 1-3, 6-8, Conclusion

Composition as a field via Cross Talk in Comp Theory
January 24 Edited Collection Review
Murray 3; Breuch 97; Berlin 255

January 31 Shaughnessy 311; Bizzell 387; Lu 487; Kirsch and Ritchie 523

February 7 Royster 611; Bartholomae 623; Brodkey 677

February 14 Berlin 717; Matsuda 773; Villanueva 829

Literacy as a field via Literacy: A Sourcebook
February 21 edited collection review
Baron 70; Scribner and Cole 123; Diaz et al 199

February 28 Reports begin on scholars or journals
Graff 211; Haas 358; Purcell-Gates 402

March 14 Szwed 421; Street 430; Heath 443; Gee 525

March 21 Brandt 555; Freire 616; Hull 660

Rhetoric as a field via The Rhetorical Tradition
March 28 edited collection review
Gorgias 44; Plato 139; Weaver 1361

April 4 Rhetorical Tour 1 (Classical) and 2 (Medieval)
Burke 1298-1309; 1324-1329; 1340-1347
Foucault 1432

April 11 Rhetorical Tour 3 (Renaissance) and 4 (Enlightenment)
Gates 1543
Reflect: Issues that Link the Fields

April 18 Rhetorical Tour 5 (Nineteenth Century) and 6 (Modern and Postmodern)
Anzuldua 1582
Reflect: Issues that Link the Fields
Assignment Details

Reading Notes
For each of the readings prepare typed reading notes. Notes should be headed with bibliographic information, including original place and date of publication. Then, for each reading, include observations on the following

1. What is the author’s argument? How is it structured? What critical terms are engaged or introduced? What theoretical concepts are introduced?
2. How is the article contextualized within the collection? What context does the author create for his/her argument? What theoretical context is the article situated in (check the works cited)? What historical context is the work situated in?
3. What quotes are important to you? (minimum of three; maximum of five) Be sure to include page numbers.

Plus one of the following:

4. How does the argument apply to your work as a teacher, scholar, or program administrator?
5. What questions does this article raise for you?
6. How does this article suggest a way to situate your work?
7. How does this article resonate with other articles we have read?
8. In what respect does this article address issues of difference in language practice?

Edited Collection Review (1/24, 2/21, 3/28)
To contextualize the articles in each collection, a team will present an oral review (with handout) that addresses the questions that follow. You need to join one of the teams.

1. Who is/are the editors? What about their background is relevant to their work on this collection?
2. What is the history of this collection? Were there previous editions? What changes were made?
3. How is the collection organized? What is the historical range of the collection? What is the historical range of each section?
4. What topics are indexed more than four times (not including multiple listings within same chapter)?
5. What authors are indexed more than four times (not including multiple listings within same chapter)?
6. Which authors and topics are the most heavily indexed? What does this suggest about the field?
7. What seem to be the problems the field addresses?
8. What are ten central terms in the field?
9. What does this collection suggest about the methodologies of the field?
10. What links this collection with the other two areas? Are there areas or topics that are conspicuously absent?
11. What would Tuhiwai Smith say about the collection?
12. Does this collection suggest a place to situate your work?
**Rhetorical Tours (4/4, 4/11, 4/18)**
For each of the six rhetorical periods, a team will present an oral overview (with handout) that accomplishes the tasks that follow. You need to be a member of one of these teams.

- Situate historically
- Identify issues
- Identify key contributors
- Highlight key terms/key quotes/key questions
- Connect with previous periods or issues addressed in other fields

**Chose one of the following (reports begin 2/28)**

**a) Department Scholar Interview**

Choose a (willing) member of this department who is linked to one or more of these three fields (rhetoric, composition, literacy studies). Interview that person and inquire in detail about how their work draws from or is situated in these fields. Ask about their intellectual history, about theorists whose work has influenced them, about journals they have published in or act as a reviewer or editor for, about journals that they read regularly. Find out, if you can, what motivates their work. Ask what they think are keys to publishing in the field. Ask what they think are current issues, problematic assumptions, central values, future directions. Prepare a short talk with a handout for the class.

**b) Journal Review**

Choose a journal in one of the three fields and examine the last four issues. How is the journal structured? What are its features/aims/scope? What do the editors call attention to? What special features do the issues have? Who is the editor? What is the editor's background? How long has he/she been editor? Prepare a chart of the articles in the last 4 issues: What are the topics; what are the arguments; what theorists/researchers seem to be most frequently cited; what is the length of each article, what books are reviewed? Plan to share this report with the class with an accompanying handout.

**Grading:**

Graduate students should earn As. If you are fully engaged in the work of the class as outlined here, you will earn an A. If your engagement is weak, spotty, tardy, lacking in substance, indifferent, domineering, or silencing of others, you will earn less than an A.

By *engagement*, I mean the quality and timeliness of your work as an individual as well as the quality and timeliness of your social interaction with the group. Thoughtful listening, helpful observations and comments, genuine questions, honesty and openness, cooperative teamwork, self-monitoring, and other behaviors that contribute to learning
for all are valued. If I observe a problem with your engagement, I’ll let you know in
writing, and I will ask you to clarify and help me understand the context for your work.

I encourage everyone to make use of my office hours in ways that allow you to engage
more deeply in the course—to sort out details about assignments or dynamics, to pursue
an issue of interest that is not adequately addressed in our limited class time, to discuss
ways you might be thinking about situating your own work, or to explore directions for
your own work.

I ask that you let me know early in the course if there is something I need to change or
address or clarify in order to foster your engagement.

MTU complies with all federal and state laws and regulations regarding discrimination,
including the Americans with Disability Act of 1990 (ADA). If you have a disability and
need a reasonable accommodation for equal access to education or services at MTU,
please call Dr. Gloria Melton, Dean of Students (487-2212). For other concerns about
discrimination, you may contact your advisor, department head, or the Affirmative
Action Office (487-3310).