This seminar is one of the designated "headwaters" courses of the RTC program. As such, it is meant to provide overall context to the three disciplinary strands represented in the title of the course. In addition, we will locate these strands into the context of the RTC program by focusing on topics and issues that arise within the fields, but also that are particular to this graduate program. Finally, we will not only overview these disciplinary areas, but we will delve into the depths through some close reading of chosen texts, as well close attention to the theories and practices of appropriate scholarly research methods and methodologies.

Required Assignments and Activities of the Course

Weekly Readings
As in any graduate seminar, there will be readings each week that you are expected to complete. Many of these readings will be chosen by me, but you will also do some choosing. I am including a list of the readings I have chosen for the first half of the semester below in the "Required Readings" Section.

In addition to these readings, I will ask each of you to choose one reading from The Rhetorical Tradition. Beginning in the third week, one person per week will be responsible for reading and then reporting on that reading to the class. In essence, you will be responsible for leading discussion on the reading you have selected and then coordinating about 20-30 minutes of conversation and activity related to that reading. We will discuss this assignment in more detail during the first few classes.

Weekly and Periodic Writings (Mini-Productions)
For the first two weeks of the semester, the entire class will be required to write what I will call a Summary/Inquiry response to one of the texts we have read. These should be 1-2 pages and will consist of two parts. The first part will be a summary of the article that attempts to explain the content and significance of the article to the other members of the class (and to me, of course). The second part of these responses will be to write a couple questions that inquire into some aspect(s) of the reading that you want to probe with other members of the class. I will collect these papers and provide responses to you the following week.

Beginning with Week 3, you will not have to write and hand-in one of these each week, but I do want each of you to produce four more of these over the semester. Further, these four responses should attempt to synthesize some of the previous readings.

You can choose the weeks you want to write these for me, but I will have a sing-up sheet so that we don’t get them all clumped together. (Of course, some of you may choose to write these every week, especially if you find them helpful to you. However, you only have to hand in four over the semester).
The productions will be of two types. First, you will have a mid-term exam modeled after a comprehensive exam. You will be able to craft your own question, similar to the way you will later in preparation for your post-coursework Comprehensive Exam. This will be a take-home exam, allowing you about a week to write 10 pages in response.

The second production will result in a mini-conference at the end of the semester. About the tenth week of the semester, you will write a one-page proposal (ala the CCCC, ATTW or CPTSC) for a conference presentation on a topic relevant to the class. I will group your proposals into several panels for presentation at the end of the semester. The proposals will be copied and distributed to the other members of the class and will serve as pre-presentation abstracts for your talks.

The conference will consist of probably three panels (depending upon final class enrollment). Each presenter will have about ten minutes to present a position based upon his/her proposal. After each panel has finished, there will be discussion concerning the panelists’ positions. (The conference, which we should be all rights call a jamboree, will be conducted MTU-style. That is, there will be beverages and food to accompany the activities). You will hand in a paper to me in finals week based on your presentation.

**Required Texts and Materials**


Periodic printing or photocopying of selected articles.

**Readings and Productions Schedule**

**Week 1 (Sept. 4)**

*R & R*, Foreward + Chaps. 1&2 (pp. ix-31)

*RT*, General Introduction (pp. 1-16)

Handouts: R. Young; R. Johnson

**Week 2 (Sept. 11)**

*M&M*, Introduction + Chap. 1 (pp. 1-11 & 15-36)
Week 3 (Sept. 18)
CLP, Preface & Chaps 1 & 2 (pp. 1-44)
M7M, Chap 7 (pp. 153-171)

Week 4 (Sept. 25)
RT, Classical Intro (pp. 17-41)
RT, Encom of Helen (pp. 42-46)
RT, Aristotle, (pp. 169-240)

Week 5 (Oct. 2)
RT, Phaedrus (pp. 80-86 & 138-168)
M&M, Chap. 3 (pp. 62-83)

Week 6 (Oct. 9)
CLP, Chaps. 3-7 (pp. 45-end)
M&M, Chap. 11, 247-269

Week 7 (Oct. 16)
RCPC, Intro & Chaps 1, 2, & 3 (pp. 1-86)
M&M, Chap 14 (pp. 314-332)

Week 8 (Oct. 23)
RT, Introductions to Med, Ren, Enlight, and 19th Century
RT, De Pizan, (pp. 540-552)
RT, De La Cruz (pp. 780-788)
RT, Grimke (pp. 1045-1060)

Week 9 (Oct. 30)
RCPC, Chaps. 4, 5, & 6 (pp. 87-end)
Begin Mock Comprehensive Exam (Mid-term)

Week 10 (Nov. 6)
Reflection on readings and activities to date
Midterm due by Friday Nov. 9

Weeks 10-14
TBA