

Spring 2013
RHE 309K: Rhetoric and Writing
Class Policy Statement

Instructor: Steven J LeMieux

Unique number: 44295

Class Time and Place: FAC 9 11:00-12:30

E-mail: stevenjlemieux@utexas.edu

Course Website: <http://309technology2.pbworks.com>

Office: FAC 16

Office hours: Monday/Wednesday 12:30-1:30, Tuesday 2:00-3:00 and by appointment

Textbooks:

- ✓ *Ancient Rhetorics for Contemporary Students* Fifth Edition, Crowley and Hawhee
- ✓ *Easy Writer: A Pocket Reference*. Fourth Edition. Lunsford. Bedford/St. Martin's, 2009.
- ✓ *Braid* 2008
- ✓ *Portal* 2007

Technology completely surrounds us. It is nearly impossible to go through any portion of any day anywhere in America without encountering people on their phones, computers, tablets, sending texts, emails, images, browsing new sites, shopping online, scrolling through blogs. And when we speak or write about technology this is often what we mean—modern gadgets, communication devices, complex machines whose workings we can't quite fathom. Our colloquial notion of technology is incredibly narrow. We have forgotten that at one point chairs had to be invented. Clothes, forks, paper, pencils, hammers, shoes, postcards, candles, even rhetoric are all discrete bits of technology that while now seen as natural were at one point strange additions to human life.

Throughout this course we will be taking up questions of and around technology in an effort to unpack the various rhetorics (both contemporary and historical) surrounding technology. How have different groups reacted to new inventions? How do technophiles and technophobes structure their arguments and themselves? What do we make of arguments and advertisements that work to naturalize technology? Alongside these questions we will work toward teasing out the drastic impact various technologies have on our relationship with rhetoric. What does literacy mean for rhetoric? the pencil? the telegraph? the megaphone? the Internet? But when we ask these questions we have to remember that rhetoric, too, can be taken up as technology, as a machine that mediates our encounters with the world; as such, our exploration of technology will always come to bear on our understanding of rhetoric. Throughout this course students will develop an appreciation of how the canons of rhetoric—invention, arrangement, style, memory, and delivery—never act in isolation; they always move alongside and through a plethora of technological bodies.

Curricular Goals

- identify and analyze context
- identify a text's purpose
- analyze the various ways a text appeals to its specific audience
- examine how a text contributes to an ongoing conversation or conversations
- summarize multiple perspectives fairly
- assess the credibility of sources, including Internet sources

- think critically—invent, organize, and revise college-level thinking
- read and write well-researched, college-level papers

Alongside the standard 309k goals this course works to develop an understanding of the possibilities present in a direct engagement of rhetoric as a discrete technology. In order to do this they will need to first push against any expectations of a natural rhetoric. Students will be asked to examine rhetorical situations as always constructed through the interplay between various historical, social, cultural technologies. Beyond the ability to identify a text's context, purpose, and impact this course will demand an engagement with these technologies as collaborators in both writing and reading. Students will be expected to confront their own expectations of agency within the writing/reading/rhetorical process.

Coursework and Grading:

You will be graded on the following assignments this term:

- ✓ Course Blog and Learning Record Observations
- ✓ Three 800 word papers with multiple revisions
- ✓ 2000-2400 word paper with optional revision
- ✓ 2000-2400 word paper or multimodal project
- ✓ Learning Record Portfolios (mid-term and final)

Grade Breakdown

This rhe306 section will be employing the Learning Record rather than the familiar evaluative grading methodology. The Learning Record is a process and evidenced based grading system where the student must compile, document, and present evidence of their growth throughout the semester. You will compile a portfolio of work throughout the semester, record brief weekly observations on your work, and compose formal reflections on your progress at the midterm and at the end of the semester. Your work in class (formal and informal writing assignments), group activities, and relevant work outside of the class will provide the evidence from which you will build an argument about your performance in the course. You'll craft an argument, using your work in class as evidence, that presents the grade you believe you have earned.

And while we will be discussing this process throughout the course, broadly speaking, you will gauge your effective improvements by analyzing your progress within the course strands using the five dimensions of learning, as situated in the Learning record. For this particular course our strands are Writing, Research, Argumentation, and Digital Literacy. The Five dimensions of learning are confidence and independence, knowledge and understanding, skills and strategies, use of prior and emerging experience, and reflection. Your Learning Record reflections will discuss how your work measures on these dimensions in terms of the Course Strands. We will discuss the LR in detail at the beginning of the semester, and we will have various conversations about compiling the LR as the semester progresses.

Plus and minus grades will be employed when a student falls between these criteria.

A Represents outstanding participation in all course activities; all assigned work completed, with very high quality in all work produced for the course. Evidence of significant development across the five dimensions of learning. The Learning Record at this level demonstrates activity that goes significantly beyond the required course work in one or more course strands. All work must be submitted in a timely fashion.

B Represents excellent participation in all course activities; all assigned work completed, with consistently high quality in course work. Evidence of marked development across the five dimensions of learning.

C Represents good participation in all course activities; all assigned work completed, with generally good quality overall in course work. Evidence of some development across the five dimensions of learning.

D Represents uneven participation in course activities; some gaps in assigned work completed, with inconsistent quality in course work. Evidence of development across the five dimensions of learning is partial or unclear.

F Represents minimal participation in course activities; serious gaps in assigned work completed, or very low quality in course work. Evidence of development is not available.

Major Assignments

Students will write three short and two long essays. They will also post regularly to their course blogs. Alongside these assignments students will be responsible for maintaining a Learning Record.

Helpful Resources

The following websites will be helpful this semester:

DRW - <http://www.drw.utexas.edu/>

UWC - <http://uwc.utexas.edu/>

UT Libraries - <http://www.lib.utexas.edu/>

Late Work: Punctuality with assignments will be factored into your Learning Record Grade

SPURS

This course will be taught in conjunction with SPURS (Students Partnering for Undergraduate Rhetoric Success). The SPURS program pairs UT Rhetoric instructors with underrepresented high schools in Texas. Our partner schools this semester are IDEA Mission (in the central Rio Grande Valley) and IDEA Frontier (in Brownsville). The students at these schools will be learning many of the same rhetorical concepts we cover and will be working towards a dual credit for RHE 306 from UT. Once during the semester, students from the two schools will visit our class, and we will be holding class in a different room (which I will announce closer to the visitation day). I will be looking for volunteers to interact with the students outside of class on the day of their visit. By taking this course you are agreeing to participation in SPURS. For more information visit the SPURS website at <http://www.utexas.edu/diversity/ddce/spurs/index.php>

Department of Rhetoric & Writing RHE Course Policy Statement, 2012-13

ATTENDANCE POLICY

Rhetoric & Writing has established this attendance policy for all RHE courses. Any questions or appeals concerning this policy must be made directly to the department Associate Chair. You are

expected to attend class, to arrive on time, to have prepared assigned reading and writing, and to participate in all in-class editing, revising, and discussion sessions. **Should you miss the equivalent of five TTH or MW class sessions or seven MWF sessions this semester, excused or not, you will fail the course.** If you find that an unavoidable problem prevents you from attending class, you should contact your instructor as soon as possible, preferably ahead of time, to let him or her know.

You will not be penalized for missing class on religious holy days. A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor, in writing, well in advance of the absence, so that alternative arrangements can be made to complete work. If you know you will have to miss class(es) for this reason, provide your instructor with the date(s) as early as possible. Please note that the University specifies very few other excused absences (e.g., jury duty).

When you must miss a class, you are responsible for getting notes and assignments from a classmate.

SCHOLASTIC HONESTY

Turning in work that is not your own, or any other form of scholastic dishonesty, will result in a major course penalty, possibly failure of the course. This standard applies to *all* drafts and assignments, and a report of the incident will be submitted to the Office of the Dean of Students and filed in your permanent UT record. Under certain circumstances, the Dean of Students will initiate proceedings to expel you from the University. So, take care to read and understand the *Statement on Scholastic Responsibility*, which can be found online at

<http://www.utexas.edu/cola/depts/rhetoric/firstyearwriting/plagiarismcollusion.php>.

If you have any doubts about your use of sources, ask your instructor for help *before* handing in the assignment.

STUDENTS WITH DISABILITIES

Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities at 512-471-6259 (voice) or 1-866-329-3986 (video phone) as soon as possible to request an official letter outlining authorized accommodations. More information is available online at

<http://www.utexas.edu/diversity/ddce/ssd>.

EMAIL ACCOUNTS

Email is an official means of communication at UT-Austin, and your instructor will use this medium to communicate class information. You are therefore required to obtain a UT email account and to check it daily. All students may claim an email address at no cost by going to

<http://www.utexas.edu/its/services/email/>.

Questions about these policies should be addressed to:

Department of Rhetoric & Writing
The University of Texas at Austin
Parlin Hall, Room 3
rhetoric@uts.cc.utexas.edu
(512) 471-6109

Date

Week 1

M 1/14 Syllabus
W 1/16 Reading: "Is Google Making us Stupid?"

Week 2

M 1/21 No Class: Martin Luther King Jr. Day
W 1/23 Reading: "How the internet gets inside us"
Due (end of day): Learning Record A1/A2

Week 3

M 1/28 Reading: Gibson
Due: Artifact Paper
W 1/30 Reading: ARCS 1

Week 4

M 2/4 Reading: Latour (Blog)
W 2/6 Reading ARCS 2
Due: Summary Paper

Week 5

M 2/11 Reading: Derrida (Blog)
W 2/13 Reading: Plato (Blog)

Week 6

M 2/18 **Due: Synthesis Paper**
W 2/20 Reading: Raunig-Bicycles (Blog)

Week 7

M 2/25 Reading: Raunig-Fragments
W 2/27 Reading: ARCS 4

Week 8

M 3/4 Reading ARCS 5
W 3/6 Reading ARCS 6
Due (end of day): Learning Record B1/C1

M 3/11 SPRING BREAK
W 3/13 SPRING BREAK

Week 9

M 3/18 Reading: ARCS 7
Portal/Braid (in Class) (Blog)
W 3/20 Portal/Braid (in Class) (Blog)

Week 10

M 3/25 Reading: Kennedy (Blog)
W 3/27

Week 11

M 4/1 Reading: Hayles (Blog)
W 4/3 **Due: Rhetorical Analysis Essay**

Week 12

M 4/8 Reading: ARCS 10
W 4/10 Reading: ARCS 12

Week 13

M 4/15 Reading: Haraway (Blog)
W 4/17 Reading: Kurzweil (Blog)

Week 14

M 4/22 Reading: Ong (Blog)
W 4/24

Week 15

M 4/29 **Due: Final Project**
W 5/1

Week 16

W 5/8 **Due: Learning Record B2/C2**
F 5/10