

RHETORIC & COMPOSITION 002: PUBLIC SPHERE LITERACY CALENDAR

RHETCOMP 002-1076 (T/TH 12:35-1:50)
OFFICE: Coughlin 249
SPRING SEMESTER 2007
MR. GOGAN
EMAIL: brian.gogan@marquette.edu

OFFICE HOURS:
T/TH 2:00-3:30
(& by appointment)
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Unit 1: Media Literacy

UNIT GOALS

- Review Rhetoric and Composition 001 terms (*discourse, discourse communities, discourse conventions*) and apply them to the public sphere, specifically media
- Recognize and explain the differences between *argument* and *persuasion*
- Recognize, explain, analyze, and critique the rhetorical conventions of media texts* (i.e., Aristotelian triangle [author, text, & audience]; rhetorical situation; Aristotelian appeals [*ethos, logos, pathos*]; image analysis)
- Recognize, explain, analyze, and critique the narrative conventions of media texts (i.e., how images and written texts “tell” a story via character, setting, plot, & narrator)
- Recognize, explain, analyze, and critique the cultural conventions of media (i.e., cultural codes for age, nationality, gender, race, ethnicity, class, beauty, religion, political affiliation, . . .)
- Recognize, explain, analyze, and critique how audiences are implied within texts
- Use media theory to read a media text
- Employ oral presentations (OPs) for invention & revision of their final written projects
- Adapt final written project into a 5-minute summary for a listening audience
- Employ PowerPoint for oral presentations

WEEK 1

T 1/16 Introduce course (Public Sphere Literacy CL 287); Unit One Calendar; Writing for a Listening Audience; Media; Media Literacy (CL 289); Visual Literacy (*Picturing Texts* 25-47)

For Next Class:

- Read:** Ebenkamp, “College Communications 101” (CL 296)
Kiley and Lowry, “The End of TV (As You Know It)” (CL 318)
- Print:** Unit One Assignment Sheet (D2L-Bring to Class)
- Review:** *Picturing Texts* selections (ER)

For D2L:

- Read:** Wells, “Meet Your New Sales Force” (CL 343)
- See:** Posted Instructions on D2L
- Due:** 1/30

Th 1/18 Ebenkamp; Kiley and Lowry; Unit One Assignment Sheet (Review point-to-particulars ¶ development); Visual Literacy Applications

For Next Class:

- Read:** McCannon, “Media Use Identifiable Techniques...” (CL 324)
The Girls of 3iYing, “What a Girl Wants from Advertisers” (CL 293)
Gremillion, “Where the *Boys* Are” (CL 314)
“How to Analyze an Advertisement” (ABGW 303-8)
“Cultural Perspectives on Advertisements” (ABGW 309-12)
- Review:** “Lesson 5: Placing Points before Particulars” (ABGW 548-52)
- Write:** SW1
- Bring:** Magazine with selected ad to class on 1/23

WEEK 2

T 1/23 McCannon; SW1/OP1; Cultural conventions of media; 3iYing and Gremillion, Target Audience Analysis

For Next Class:

- Read:** Fowles, “Advertising’s Fifteen Basic Appeals” (CL 298)
Chapter 2 (HB 14-26)
“Thinking Rhetorically about Purpose, Audience, and Genre” (ABGW 48-55)
- Write:** SW2, bring 3 copies to class
- Prepare:** OP2 (If you signed up for Unit 1)

Th 1/25 Conference Sign-Up; Rhetorical conventions of media (HB 8-9); Fowles; SW2/OP2

For Next Class:

- Read:** Solomon, “Masters of Desire” (CL 332)
“Posing an Engaging Question”
“Seeking a Surprising Thesis” (ABGW 30-38)
Student Sample (D2L-Bring Copy to Class)
- Write:** SW3

WEEK 3

T 1/30 Narrative conventions of media; Solomon; SW3; Narrative Implications, Additional Sources for Essay 1; Sample Paper Brief

For Next Class:

- Read:** “Supporting Your Thesis with Points and Particulars” (ABGW 38-41)
“Converting loose Structures into Thesis/Support Structures” (ABGW 531-34)
- Write:** Essay 1 (bring to class)
- Copy:** Author Sheet (D2L, bring 1 Completed Copy to class)
Blank Peer Review Sheets (D2L, bring to 2 Copies to class)

Th 2/1 Peer Review; Style Workshop

For Next Class:

Revise: Essay 1

Assemble:

Unit 1 Portfolio:

- **Binder Clip****
Essay 1
1 Author Sheet
2 Peer Review Sheets
3 SWs

Prepare: Paper Brief (If you signed up for Unit 1)

Copy: Unit 2 Assignment Sheet, bring to class
Unit 2 Calendar, bring to class

Read: TBA-check email

F 2/2 Writing Conferences: Coughlin 249

For 2/6:

Revise: Essay 1

Assemble:

Unit 1 Portfolio:

- **Binder Clip****
Essay 1
1 Author Sheet
2 Peer Review Sheets
3 SWs

Prepare: Paper Brief (If you signed up for Unit 1)

Copy: Unit 2 Assignment Sheet, bring to class
Unit 2 Calendar, bring to class

Read: “Narrative Literacy” (CL 351)
Karnow, “Vietnam Still Looms Large” (CL 353)

Unit 2: Narrative Literacy

UNIT GOALS

- Define terms: *narrative, actual author, implied author, narrator, character, narrative audience, implied audience, actual audiences, plot, motif, setting, theme, point of view*
- Identify & critique the textual dimensions of narrative (cf. above terms)
- Identify and critique the cultural dimensions of narratives (i.e., cultural codes, cultural similarities & differences, and commonly repeated cultural narratives)
- Identify and critique the ethical dimensions of narratives (i.e., our ethical choices to reinforce, revise, and/or reject narratives we encounter; also, differences between ethical and moral questions)
- Identify links between textual, cultural, and ethical dimensions of narratives
- Identify and critique the function of narratives in our daily lives [work, play, home, religion, history, etc.]
- Identify and employ various types of introductions & conclusions
- Define & employ analysis & synthesis as well as summary
- Integrate research sources into your own writing/reasoning
- Employ oral presentations (OPs) for invention & revision of their final written projects
- Adapt final written project into a 5-minute summary for a listening audience

WEEK 4

T 2/6 Collect Unit1 Portfolios; Paper Briefs; Introduce Unit 2, Assignment Sheet, Calendar, Karnow
For Next Class:

Read: O'Brien, "The Things They Carried" (CL 355)
"Analyzing a Short Story" (ABGW 327-8, 331-7)

Write: SW1

Prepare: OP1 (If you signed up for Unit 2)

Th 2/8 OP1; O'Brien; Textual Dimensions of Narrative

For Next Class:

Read: Lanning, "Hollywood: The Myth Makers" (CL 413)
"Writing about Film" (**LINK** on D2L)

WEEK 5

T 2/13 Writing about Film; Lanning

For Next Class (T 2/20):

Read: Assigned Sample Student Essay (D2L, bring copies to class)
Brinkley, "Tour of Duty: John Kerry in Vietnam" (CL 369)
Wood, "Spies, Lovers, and Prisoners of War" (CL 388)
"Writing Effective Titles and Introductions" (ABGW 542-8)

Write: SW2

Post: **Optional D2L**

Th 2/15 CLASS CANCELED

WEEK 6

T 2/20 Student Samples; Brinkley; Wood; Paper Topics; Titles and Introductions

For Next Class:

Read: John McCain "Preface & Lanterns of Faith" (CL 374)
"Writing Effective Conclusions" (ABGW 567-9)

Write: SW3

Post: D2L #1 (before 2/22)

Prepare: OP2

Th 2/22 McCain; Ethical Dimensions of Narrative; OP2; Conclusions

For Next Class:

- Write:** Essay 2
Print: 1 Author Sheet (D2L-bring to class completed)
2 Peer Review Sheets (D2L-leave blank, bring to class)

WEEK 7

T 2/27 Peer Review; Style Workshop

For 3/6:

- Revise:** Essay 2
Assemble:

Unit 2 Portfolio:

- **Binder Clip****
Essay 2
1 Author Sheet
2 Peer Review Sheets
3 SWs

- Prepare:** Paper Brief (If you signed up for Unit 2)
Copy: Unit 3 Assignment Sheet, bring to class
Unit 3 Calendar, bring to class
Read: “Civic Literacy” (CL 427)
Chapter 1: What is Public Literacy?
Chapter 2: Four Configurations of the Public Sphere (PL 1-22)
Chapter 3: Finding and Creating Opportunities for Public Writing (PL 29-36)
Chapter 10: Public Literacy, Community Service, and Activism (PL 121-30)

Unit 3: Civic Literacy

UNIT GOALS

- Define terms: *social justice, effective citizen, public/civic literacy, public sphere, public discourse, rhetorical situation, rhetorical problem, rhetorical audience*
- Define and identify differences between *argument* and *persuasion*
- Define a social issue as a rhetorical problem—i.e., a problem that can be addressed
- Identify a rhetorical audience—i.e., social institutions and/or people who have power to change things (*people* may signify a general audience and/or specific persons)
- Analyze a social problem in term of a rhetorical audience
- Analyze causes & consequences related to a social problem
- Analyze a social problem in terms of solutions: action, change in attitude, understanding
- Identify and employ discourse conventions (i.e., ideas, genres & sentence style) of public documents (e.g., letters to the editor and creative non-fiction essays)
- Identify how genre and sentence style informs textual *ethos* in public documents
- Identify and employ elements of persuasive (i.e., classical argument) writing and speaking
- Work collaboratively with a group

WEEK 8

T 3/6 Introduce Unit Three: Calendar & Assignment Sheet; Civic Literacy; Adams; My Turn Framing Rhetorical Situations; SW1

For Next Class:

- Skim:** Chapter 5: Research in the Public Interest (PL 49-66)
“Writing a Classical Argument” (ABGW 391-413)
Read: “Public Statement by Eight Alabama Clergymen” (CL 453)
Martin Luther King, “Letter from Birmingham Jail” (CL 455)
Chapter 6: Focus on Letters (PL 67-79)
Write: SW1
Prepare: OP1

Th 3/8 Classical Argument & Public Sphere; “Public Statement” & MLK; Letters to editors

For Next Class:

Read: Wells-Barnett, “Lynch Law in America” (CL 444)
Robinson, “Letter to the President” (CL 451)
Cervantes, “Poem for the Young White Man...” (CL 469)

Write: SW2

Prepare: OP2

SPRING BREAK: March 10 (Sat) – 18 (Su)

WEEK 9

T 3/20 OP2; Cause & Consequences; Wells-Barnett; Robinson; Cervantes

For Next Class:

Read: “Use Open-Form Elements to Create ‘Voice’...” (ABGW 590-3)
Carolyn Turk, “A Woman Can Learn Anything a Man Can” (CL 482)
Assigned Sample “My Turn” Columns

Post: **Unit 3 D2L - BEFORE next class**

Th 3/22 Creative Nonfiction Techniques; Turk; D2L & “My Turn”

For Next Class:

Read: David Cowles, “The Price of Smoking” (CL 479)
Chapter 4: Making Decisions about Content and Form (PL 37-42)

Write: SW3

WEEK 10

T 3/27 Wadud; SW3; Visual Rhetoric and Pictures

For Next Class:

Write: “My Turn” Column
Print: 1 Author Sheet (D2L-bring to class completed)
1 Peer Review Sheet (D2L-leave blank, bring to class)

Th 3/29 Peer Review; Style Workshop

For 4/3:

Revise: “My Turn” Column

Assemble: **Unit 3 Portfolio:**

Binder Clip
“My Turn” Column
1 Author Sheet
1 Peer Review Sheet
3 SWs

Prepare: Paper Brief (If you signed up for Unit 3)

Read: “Workplace Literacy” (CL 485)
Merritt, “Congratulations Graduate... You’re Unemployed” (CL 518)
Chapter 1: What is Workplace Literacy? (WL 1-11)

Print: Unit 4 Assignment Sheet, bring to class
Unit 4 Calendar, bring to class
Student Sample Reports and Handouts (D2L)

Unit 4: Workplace Literacy

UNIT GOALS

- Define terms: *workplace literacy* (in terms of issues, genres, and style)
- Recognize and define different issues related to workplace literacy (via CL readings)
- Demonstrate ability to think in terms of problem-solution strategies (a dominant business trope)
- Recognize and employ conventions of business genres (memo, letter, & informal report)
- Recognize and employ conventions of business style (you-view, positive phrasing, clarity, conciseness)
- Define and employ a corporate *ethos* (i.e., a persona that reflects a company voice)
- Address audience as business associates
- Demonstrate ability to work in collaborate groups
- Recognize legal and ethical concerns of business writing
- [Optional: Learn to use PowerPoint for oral presentations]

WEEK 11

T 4/3 Paper Briefs, Introduce Unit Four: Calendar & Assignment Sheet; Workplace Literacy; Issue: Job Market; Genre: Memo; Sample Reports

For Next Class:

Read: Ehrenreich, “Nickel-and-Dimed: On (Not) Getting by in America” (CL 493)
Chapter 2: Stating and Analyzing the Problem
Chapter 3: Identifying Document’s Readers, Purposes, and Constraints (WL 11-35)

Th 4/5 **NO CLASS: EASTER BREAK**

WEEK 12

T 4/10 Problem-Solution Frame; Ehrenreich; Issue: Working Poor; Genre: Good News Letters; Style: Positive Phrasing

For Next Class:

Read: Tannen, “Men & Women Talking on the Job” (CL 533)
Chapter 4: Researching the Problem (WL 37-62)
“Promoting Smooth Collaboration and Team Communication” (WL 74-5)

Skim: Chapter 7: Designing Workplace Documents (WL 95-104)

Write: **SW 1** (AFTER you read about research)

Prepare: **OP1**

For D2L Posting:

Read: “Proposing a Solution” (ABGW 475-481, 500-3)

Post: **D2L Posting BEFORE 4/17**

Th 4/12 Tannen; Issue: Gender, Communication, Miscommunication; Genre: Bad News Letters; Style: Research-Oriented

For Next Class:

Read: Warmack, “Business Schools Place Emphasis on Ethics...” (CL --)
Palmieri, “Living on the Edge at American Apparel” (CL 520)
Chapter 6: Taking the “You Approach” (WL 77-94)

And **EITHER:**

Macklem, “Doing the Rag Trade Right” (CL 513)

OR:

Walker, “Conscience Undercover” (CL 544)

Post: **D2L Posting BEFORE 4/17**

WEEK 13

T 4/17 Warmack, Palmieri, Macklem, Walker; Issue: Ethics in the Workplace; Genre: Reports-Proposal Writing;
Style: You-View

For Next Class:

- Conduct:** Proposal Research
Read: Eaton, "Cross-Cultural Training and the Bottom Line" (CL 489)
Write: **SW2**, bring 3 copies
Prepare: **OP2**

Th 4/19 OP2, Eaton; Issue: Cross-Cultural Policy; Genre: Informal Business Reports-Introductions, Progress Reports

For Next Class:

- Read:** Schlosser, "Global Realization" (CL 525)
Write: **SW3**
Prepare: **OP3**

WEEK 14

T 4/24 Schlosser; OP3; Issue: Globalization; Genre: Formal Reports

For Next Class:

- Write:** Formal Report
Post: 1 Completed Author Sheet on D2L **BEFORE 5:00 PM on 4/25**
Formal Report on D2L **BEFORE 5:00 PM on 4/25**
Print: 3 Completed Peer Review Sheets (1 for each paper Reviewed by your Board), bring these to class

Th 4/26 Peer Review Boards and Collaborative Review, Revisions, Sign Up for Conferences

For Next Class:

- Revise:** Essay 1, 2, or 3
Print: 2 Blank Essay Copies
1 Completed Author Sheet with NEW questions
2 Blank Peer Review Sheets (Corresponding to your Revision Paper), bring these to class

WEEK 15

T 5/1 Peer Review of Unit 5 Revision Paper, Exam Explanation,

For Next Class:

Assemble: **Unit 4 Portfolio:**

- **Binder Clip****
Informal Report
1 Author Sheet
4 Peer Review Sheets
3 SWs

Prepare: Paper Brief (If you signed up for Unit 4-Check D2L for sign-ups)

Th 5/3 **TURN IN UNIT 4 PORTFOLIO**, Paper Briefs Unit 4, Course Evaluations,

For Final Exam:

Assemble:

COURSE PORTFOLIO

****Binder Clip****

- Required:**
- Reflective Evaluation Letter (1-2 pages)
 - Revision of essay 1, 2, or 3 (grade of revision replaces the original)
 - 4 graded essays and grade sheets (no SWs)
- Optional:**
- SASE (with correct postage, so as to receive your papers via mail)
 - Signed Permission Forms (to allow your papers to be used as models)

WEEK 16

M 5/7

FINAL EXAM

TIME: 3:30-5:30 (To turn your Course Portfolio in earlier, see me.)

PLACE: Coughlin 249 (My office)

ASSEMBLE:

COURSE PORTFOLIO:

****Binder Clip****

- Required:**
- Reflective Evaluation Letter (1-2 pages)
 - Revision of essay 1, 2, or 3 (grade of revision replaces the original)
 - 4 graded essays and grade sheets (no SWs)
- Optional:**
- SASE (with correct postage, so as to receive your papers via mail)
 - Signed Permission Forms (to allow your papers to be used as models)

Abbreviation Key:

D2L = Desire to Learn Web Course Server (<http://d2l.mu.edu>)

SW = Short Writing (a short writing assignment that helps you work toward your essay)

OP = Oral Presentation (a brief speaking assignment that helps you work toward, and report on, your essay)

ABGW = *Allyn & Bacon Guide to Writing* (4th ed)

CL = *Critical Literacies* (2nd ed)

PL = *Public Literacy*

WL = *Workplace Literacy* (Available on D2L)

HB = *Brief Penguin Handbook* (2nd ed)