 

Rhetoric and Technology

English 6321

I’m on campus most days, so email me to set up an appointment. Monday and Wednesday afternoons are best.

### This course is focused on the intersections and juxtapositions, the and/or, the either/both of rhetoric and technology. We will consider rhetoric’s impact on technology and technology’s impact on rhetoric. The general topics for our readings, discussions, and projects will (r)evolve around the shifting notions of literacy/ies; the impact of these shifts on composition pedagogy; as well as their social, professional, and cultural implications.

Monday and Wednesday

4:30-5:50

Hudspeth 213

Course

Contact Info

Office Hours

Office: Kelly Hall 118A

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#### Course Goals

By the end of the course, students will be able to:

* Research, analyze, and discuss relevant literature
* Apply knowledge to a digital context
* Propose new research
* Demonstrate a strong understanding and synthesis of the course content

Dr. Beth Brunk-Chavez

Spring 2015

# Course Description

Required Texts

Arroyo, Sarah. *Participatory Composition.*

Banks, Adam. *Digital Griots.*

Bowen, Tracey & Carl Whithaus. *Multimodal Literacies.*

Palmeri Jason. *Remixing Composition.*

Selber, Stuart. *Mulitliteracies for a Digital Age.*

Selber, Stuart. *Rhetorics and Technologies.*

Articles available in Blackboard

Course Portfolio

The course projects will be collected in a final portfolio. Twice during the semester, you’ll submit a draft of any project for review. Some of the projects may be presented in class. A final portfolio presentation will occur during the last week of the semester. More explanation is provided later in this document.

The portfolio will contain:

* Portfolio overview
* Journal overview and article analysis
* Book review or review article
* Discussion questions from student-led seminar and synthesis of responses
* Digital project
* Conference presentation proposal or edited collection proposal
* Practice comprehensive exam response
* 1. Graduate students should attend *every* class meeting whether in person or online. A successful graduate seminar depends on the participation of everyone. Don’t take this policy lightly.
* 2. Avoid turning work in late at all costs. Student-led seminars and presentations cannot be made up. The final project must be turned in on the date specified.
* 3. Please retain all of your work until final grades are posted.
* 4. Incompletes will be given only in the case of emergency. These are reserved for students who have successfully completed the work all semester and have an extenuating circumstance which prevents them from completing the work.
* 5. Academic honesty is a serious concern. If I find that you have plagiarized for this class, I will, under obligation of the university, submit your work to the Dean of Students who will review the case and determine the penalty. The range of penalties may include: failing grade on project or class, probation, suspension, or expulsion from the graduate program.
* 6. If you require an accommodation based on a disability, please meet with me during the first week to ensure you are properly accommodated. You must provide the appropriate documentation to receive the accommodation you require. Course Calendar
* Week 1

|  |  |  |
| --- | --- | --- |
| Jan 21 | Introduction to course |  |

* Week 2

|  |  |  |
| --- | --- | --- |
| Jan 26 | Baron  NCTE, CCCC, WPA statements |  |
| Jan 28 | Lauer  Lauer |  |

* Week 3

|  |  |  |
| --- | --- | --- |
| Feb 2 | Turkle, Selfe |  |
| Feb 4 | Yancey  Burgess & Hamming |  |

* Week 4

|  |  |  |
| --- | --- | --- |
| Feb 9 | Lunsford  Selber (Ch. 1 & 2) | SL seminar |
| Feb 11 | Selber (Ch. 3 & 4) |  |

* Week 5

|  |  |  |
| --- | --- | --- |
| Feb 16 | Selber (Ch. 5)  Yancey  Clark | SL seminar |
| Feb 18 | Hocks  Wysocki |  |

* Week 6

|  |  |  |
| --- | --- | --- |
| Feb 23 | Hawisher & Selfe  Palmeri (Part 1) | SL seminar |
| Feb 25 | Palmeri (Part 2) | 1st project draft due |

## Course Policies

Composition has always already been multimodal.

Jason Palmeri (2012)

Because this is a core course, you are expected to perform at your highest potential. This means completing all the readings, thoughtfully and respectfully participating in class, and putting serious effort into the course projects. Completing this course will not only help you be successful on the comprehensive exam, it will also provide you with a good baseline for engaging in your dissertation work, preparing conference proposals, and writing for publication in the area.

My approach is not to overwhelm you with readings, and all of them are available from the first day of class, so please be diligent in your preparation for each class.

#### Doctoral-level work

Please read the articles or chapters assigned for each day. All articles are available in Blackboard unless otherwise noted. Presentations and project discussions may be added to dates later.

Dates are subject to change depending on our progress.

Although the readings are grouped together under general topics, many of them match up nicely with other articles and chapters. We will do our best to circle back to relevant ideas as the semester progresses. Therefore, have all articles accessible as much as possible.

#### Course Calendar Tips

* Week 7

|  |  |  |
| --- | --- | --- |
| Mar 2 | Bowen and Whithaus  (Intro, Ch. 1, 2, 3) | SL seminar |
| Mar 4 | Bowen and Whithaus  (Ch. 4, 5, 6) |  |

* Week Spring Break

|  |  |  |
| --- | --- | --- |
| Mar 9 | Sleep, relax, have fun |  |
| Mar 11 | Repeat |  |

* Week 8

|  |  |  |
| --- | --- | --- |
| Mar 16 | Bowen and Whithaus  (Ch. 7, 8, 9) | SL seminar |
| Mar 18 | CCCC—no class |  |

* Week 9

|  |  |  |
| --- | --- | --- |
| Mar 23 | Bowen and Whithaus  (Ch. 10, 11, 12, 13) | SL seminar |
| Mar 25 | Pigg  Pigg et al |  |

* Week 10

|  |  |  |
| --- | --- | --- |
| Mar 30 | Arroyo (Ch. 1-3)  Baepler & Reynolds | SL seminar |
| Apr 1 | Arroyo (Ch. 4-6)  Warzecka |  |

* Week 11

|  |  |  |
| --- | --- | --- |
| Apr 6 | Selber | SL seminar |
| Apr 8 | Selber | 2nd project draft due |

#### Grade Breakdown

|  |  |
| --- | --- |
| Portfolio—all parts in the portfolio are weighted the same | 90 |
| Participation | 10 |

#### Grade Scale

|  |  |
| --- | --- |
| A | 90-100 |
| B | 80-89 |
| C | 70-79 |
| D | 60-69 |
| F | 59….. |

When we write with cutting-edge tools, it is easy to forget that whether it consists of energized particles on a screen or ink embedded in paper or lines gouged into clay tablets, writing itself is always first and foremost a technology, a way of engineering materials in order to accomplish an end. Tied up as it is with value-laden notions of literacy, art, and science, of history and psychology, of education, of theory, and of practicality, we often lose sight of writing as technology, until, that is, a new technology like the computer comes along and we are thrown into excitement and confusion as we try it on, try it out, reject it, and then adapt it to our lives—and of course, adapt our lives to it.

Dennis Baron (2000)

* Week 12

|  |  |  |
| --- | --- | --- |
| Apr 13 | Selber | SL seminar |
| Apr 15 | Selber  Green, Yu, and Copeland |  |

Week 13

|  |  |  |
| --- | --- | --- |
| Apr 20 | Banks (Scratch, Ch. 1-3) | SL seminar |
| Apr 22 | Banks (Shoutout, Ch. 4-5)  Ruecker & Brunk-Chavez |  |

Week 14

|  |  |  |
| --- | --- | --- |
| Apr 27 | Readings TBD |  |
| Apr 29 | Readings TBD |  |

* Week 15

|  |  |  |
| --- | --- | --- |
| May 4 | No readings | Presentations |
| May 6 | No readings | Presentations |

Drafts:

* + At least two portfolio project drafts must be submitted for feedback. This can be done anytime within the following deadlines:
    - Project 1: February 28th
    - Project 2: April 8th

The portfolio is due in digital form on May 15th by midnight.

Image credits:

Rhetoric: http://driverlayer.com/img/rhetoric/150/any

Technology 1: http://notebookcenter.net/computer-technology-wallpaper-2/

Technology 2: <http://jeffvankooten.com/2013/01/30/how-each-generation-responds-to-technology/>

Technology 3: <http://raineugene.org/building-successful-technology-clusters/>

In addition to design work, helping students navigate information and social interconnection in a hyperconnected culture will require continued research, theory, and new pedagogical frameworks and maps.

Stacey Pigg (2014)

Rhetoric and Technology Portfolio