ENGLISH 1310/1311 COURSE OBJECTIVES

1) **Overarching questions**
   - How are pressing concerns and commonplace values in our cultures and communities articulated textually?
   - How can we invent textual and written responses that intervene meaningfully in the environment of our local, national, and global communities?

2) **Primary goals**
   - Encourage students to read the texts surrounding them rhetorically
   - Teach students strategies for inventing, shaping, and justifying texts that can create dialogue and draw attention to issues within the context of audiences that students want to address

3) **Course Texts**
   - *Ancient Rhetorics for Contemporary Students*
   - Cultural artifact-based secondary text
     - *PostSecret, Found, or Mortified*
   - Handbook

4) **Desired Understandings:**
   - Rhetorical texts constantly circulate around us—often employing rhetoric in simple, yet effective ways
   - Texts need not be “academic” to be effective or rhetorically sophisticated
   - Each rhetorical text are *invented* and respond to:
     - Exigent needs and issues
     - Opinions and values common to a community, group, and/or culture
     - Expectations of logic and reason, emotion and passion, and character and authority
     - Anticipated forms, conventions, and styles
   - Writers develop and employ *copia*—a large repertoire of styles, strategies, forms, and modes—in order to meet the expectations of audiences in diverse circumstances and settings
   - Writers who engage, understand, and think critically about the perspectives, values, expectations, conventions, habits, and spaces of others can address their audiences effectively

5) **Desired Skills**
   - *Copia* (large repertoire of rhetorical strategies)
   - Narrative skill
   - Descriptive skill
   - Observational skill
   - Skill with comparison and contrast
   - Skill with organization/arrangement
   - Amplification skill
   - Skill in using grammar and mechanics rhetorically
   - Skill with paragraph and sentence strategies
• Skill in revision
• Skill in critical reflection

6) Content from ARCS

• **Kairos (ARCS Ch. 2)**
  — How do urgent and immediate issues shape the texts around us?
  — How can I respond in writing to issues that are urgent and timely for an audience?

• **Commonplaces (ARCS Ch. 4)**
  — How do the tacit beliefs, values, and opinions shared among groups impact the way that a text is received?
  — How do the textual strategies I use draw out important values common to my audience and/or culture?

• **Ethos (ARCS Ch. 6)**
  — How does the character of a text, audience, or author affect the way a text is received?
  — How do I establish my character through textual strategies? How do grammar and mechanical issues shape my ethos?

• **Pathos (ARCS Ch. 7)**
  — How do emotional attachments affect the ways in which issues are framed?
  — What textual strategies can I use to make my audience more or less passionate about an issue?

• **Arrangement (ARCS Ch. 9)**
  — How do the physical arrangements of texts affect the way that we read and understand their content?
  — How can I keep the attention and interest of my audience through the organization and arrangement of my ideas?

• **Style (ARCS Ch. 10)**
  — How do figures and tropes affect our perceptions of the scope, urgency, relevance, and implications of issues?
  — What strategies can I use to make my texts clear, appropriate, “correct,” and stylistically satisfying to an audience?