ENGLISH 1320/1321 COURSE OBJECTIVES

1) Overarching questions
   • In what ways does the academic community respond to and condition textual strategies of rhetoric?
   • How can we invent textual and written responses that intervene meaningfully within diverse academic settings?

2) Primary goals
   • Encourage students to read academic arguments rhetorically
   • Teach students strategies for inventing, shaping, and justifying texts that respond to the scenes and conventions of academic arguments

3) Course Texts
   • Ancient Rhetorics for Contemporary Students
   • Nonfiction secondary text
     — Omnivore’s Dilemma, Nickel and Dimed, Outliers, No Impact Man, or Shadow Cities
   • Handbook (optional)

4) Desired Understandings:
   • Formal, written academic arguments take on diverse arrangements, logics, and styles depending on context and audience
   • In many academic settings, audiences expect rhetorical texts to be logically reasoned, soundly justified with appropriate examples and support, well-positioned in context of opposing values, and argued through “standard” forms, grammars, and conventions
   • Written academic arguments are invented and respond to:
     — Ongoing discussion and debate of relevant topics
     — Opinions and values common to the discipline, specialty, or paradigm
     — Expectations of logic and reason, emotion and passion, and character and authority
     — Anticipated forms, conventions, and styles, and grammars
   • Even within disciplines, writers need to develop and employ copia—a large repertoire of styles, strategies, forms, and modes—in order to draw audiences to value their contribution to the discussion at hand
   • Writers who engage, understand, and think critically about the perspectives, values, expectations, conventions, habits, and spaces of others have a better chance at succeeding in their arguments

5) Desired Skills
   • Copia (expansive repertoire of rhetorical strategies)
   • All skills from College Writing I
   • Skill in developing focused, logical arguments
   • Skill writing strong thesis statements
   • Skill in using proofs and support for arguments
     — Artificial (intrinsic) proofs (examples, maxims, signs, analogies)
     — Inartificial (extrinsic) proofs (data, testimony, facts, authorities)
• Skill in anticipating and addressing audience concerns (counterarguments)
• Skill in revision
• Skill in critical reflection

6) Content from ARCS
• Logos (ARCS Ch. 5)
  — In what ways do strong logical arguments prove useful for persuading academic audiences?
  — What textual strategies can I use to convince an audience to accept the premises of my argument?
• Stasis (ARCS Ch. 3)
  — How do audiences with differing values and opinions come to agree upon arguments about an important issue?
  — How can I frame and position my argument so that I anticipate possible disagreements and objections of my audience?
• Extrinsic Proofs (ARCS Ch. 8)
  — How can “outside” data and material effectively support the premises of written academic argument?
  — How and when should I use facts, data, and authorities to reinforce the claims I want to make?
• Delivery (optional) (ARCS Ch. 12)
  — How does the mode, format, “correctness,” and presentation of a text make an audience more or less receptive of an argument?
  — How can I use strategies of presentation and display to appeal to the expectations of my audience?

7) Assignments
• Assignment Sequence
  — Commonplace book (ongoing) → Progymnasmata exercises → Revision Exercises → Research-Based Action Essay