ENGLISH 1323 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?
   - How do computer-mediated technologies affect the audiences, purposes, and means of textual arguments?

2) Primary goals
   - Engage students in reading academic arguments rhetorically
   - Teach students strategies for inventing, shaping, and justifying texts using digital means
   - Lead students to question and respond to the scenes and conventions of academic arguments

3) Course Texts
   - *Ancient Rhetorics for Contemporary Students*
   - *Digital-based secondary text*
     - *We Feel Fine* or *Running the Numbers*
   - 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
   - Digital environments and technologies have significant impact on the way in which rhetorical strategies are used by rhetors and received by audiences
   - All text-based 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 using the means of digital technologies
   - Skill in developing focused, logical arguments
   - 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?
• (memory) Memory (optional) (ARCS Ch. 11)
  — Electronic Memory Systems (ARCS 386)
• (delivery) Delivery (optional) (ARCS Ch. 12)
  — Visual Rhetoric (ARCS 419)
  — Webrhetors (ARCS 423)

7) Digital technologies
• UNT Student Web Space
• Basic HTML
  — http://www.w3.org/MarkUp/Guide/
• Basic Blog sites
  — https://www.blogger.com/start
  — http://wordpress.com/

8) Assignments
• Assignment Sequence
  — Commonplace blog (ongoing) → Digital Progymnasmata exercises → Digital Form
    Revision Exercises → Research-Based Digital Project