

Indiana Wesleyan University

ENGL 502: Theory and Practice of Writing Rhetorical Analysis

3/2/2021—4/26/2021

Syllabus

Written/Instructed by: Christin Taylor, MFA, Sept. 2020
christin.taylor@agsfaculty.indwes.edu

Course Description

A study of the theory and practice of writing rhetorical analyses with a special emphasis on critical literacy and analysis of non-fiction prose. This is a writing-intensive course which includes both formal and informal modes of writing.

Credit Hours: 3

Prerequisite Courses: None

Course Outcomes

Upon successful completion of this course, students should be able to:

1. Explain the key characteristics and structures (e.g., ethos, pathos, logos) of the theory and practice of rhetorical analyses.
 2. Compose assessments of non-fiction using rhetorical strategies and research to demonstrate critical literacy.
 3. Interpret rhetorical analyses writing using formalist, cultural, and historical approaches.
 4. Evaluate rhetorical analyses using biblical principles.
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Course Topics

- Application of critical literacy to commercial, visual, and literary texts
- Introduction to the theory of rhetorical analysis writing
- Interpreting rhetorical writing Identifying key characteristics of rhetoric
- Identifying key structures of rhetorical analysis writing
- Using biblical principles to analyze rhetoric in writing
- Using biblical principles to develop rhetorical writing
- Writing as a process
- Researching and organizing ideas
- Utilizing effective writing techniques, including varying sentence structure, transitions, tone, voice, and diction Implementing
- rhetoric into writing

- Writing in response to advanced composition exam prompts and under exam conditions
 - Peer evaluation
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Course Resources

Sellnow, D. (2018). *The Rhetorical Power of Popular Culture: Considering Mediated Texts*. 3rd Ed. Sage Publications.

IWU Diversity Statement

IWU, in covenant with God's reconciling work and in accordance with the Biblical principles of our historic Wesleyan tradition, commits to build a community that reflects Kingdom diversity.

We will foster an intentional environment for living, teaching, and learning, which exhibits honor, respect, and dignity. Acknowledging visible or invisible differences, our community authentically values each member's earthly and eternal worth. We refute ignorance and isolation and embrace deliberate and courageous engagement that exhibits Christ's commandment to love all humankind. (2016)

Grading Scale

Grade	Quality Points Per Credit	Percentage	Score
A	4.0	95%–100%	950–1000
A-	3.7	92%–94.9%	920–949
B+	3.3	89%–91.9%	890–919
B	3.0	85%–88.9%	850–889
B-	2.7	82%–84.9%	820–849
C+	2.3	79%–81.9%	790–819
C	2.0	75%–78.9%	750–789

Grade	Quality Points Per Credit	Percentage	Score
C-	1.7	72%–74.9%	720–749
D+	1.3	69%–71.9%	690–719
D	1.0	65%–68.9%	650–689
F	0.0	0%–64.9%	0–649

Note: In graduate level courses, a grade of C- or below will require the course to be repeated.

Grading Policies

Your grading policy for your course is dependent on your school and program. Your grading policies can be found in the [I WU Catalog](#).

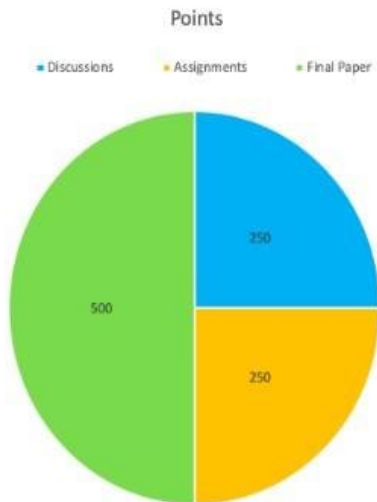
Letter Grade Equivalencies

Grade	Quality Points Per Credit
A	Clearly stands out as excellent performance. Has unusually sharp insights into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines. Anticipates next steps in progression of ideas. Example "A" work should be of such nature that it could be put on reserve for all cohort members to review and emulate. The "A" cohort member is, in fact, an example for others to follow.
B	Demonstrates a solid comprehension of the subject matter and always accomplishes all course requirements. Serves as an active participant and listener. Communicates orally and in writing at an acceptable level for the degree program. Work shows intuition and creativity. Example "B" work indicates good quality of performance and is given in recognition for solid work; a "B" should be considered a good grade and awarded to those who submit assignments of quality less than the exemplary work described above.

Grade	Quality Points Per Credit
C	Quality and quantity of work in and out of class is average. Has marginal comprehension, communication skills, or initiative. Requirements of the assignments are addressed at least minimally.
D	Quality and quantity of work is below average. Has minimal comprehension, communication skills, or initiative. Requirements of the assignments are addressed at below acceptable levels.
F	Quality and quantity of work is unacceptable and does not qualify the student to progress to a more advanced level of work.

Note: In graduate-level courses, a grade of C- or below will require the course to be repeated.

Grade Summary



Workshop Outlines

Workshop One Outcomes

Upon successful completion of this workshop, you will be able to:

- Identify how we embody rhetoric to meet the expectations of varying audiences.
- Engage with others as part of a learning community.
- Identify the characteristics of popular culture as a text.
- Articulate the value of learning to analyze these texts rhetorically.
- Analyze a personal media message.
- Differentiate between personal and popular culture ethical standards.
- Articulate the historical foundations of the rhetorical tradition.
- Understand the contributes of the Neo-Aristotelian approach as a method for rhetorical analysis.
- Identify how the development of technology opened the way for varied rhetorical perspectives.
- Apply two canons of the Neo-Aristotelian approach to a popular culture text.
- Identify the conventions of the Neo-Aristotelian approach.
- Apply those conventions to your own rhetorical analysis of a popular culture text.
- Identify the requirements associated with the final paper.

Workshop One Outline

Title	Due Dates	Time	Points
1.1 One-Week Discussion: Greetings!	Initial post due by Day 3. Response due by the end of the workshop.	1 hour	20
1.2 Two-Week Discussion: What are Popular Cultural Texts and Why Analyze Them Rhetorically?	Initial post due by the end of the workshop. Responses due by the end of Workshop Two.	3 hours	[40]
1.3 Two-Week Discussion: Meet Aristotle!	Initial post due by the end of the workshop. Responses due by the end of Workshop Two.	3 hours	[40]
1.4 Assignment: What Do You See?	Due by the end of the workshop.	2 hours	25
1.5 Exercise: What's Up with the Final Paper?	Due by the end of the workshop.	1 hour	0
Totals		10 hours*	45

*These times are only estimates. Actual completion times will vary.

[Points awarded in Workshop Two]

Workshop Two Outcomes

Upon successful completion of this workshop, you will be able to:

- Engage with others as a part of a learning community.
- Clarify your thinking about popular texts and rhetorical analysis.
- Engage with others as a part of a learning community.
- Discuss the foundations of rhetorical analysis.
- Discuss the differences between your and your peer's understanding of the chapter.
- Explain the history of one rhetorical perspective of your choosing.
- Articulate the conventions of said rhetorical perspective.
- Apply the conventions of the rhetorical perspective you chose in 2.3 to a popular culture text.
- Demonstrate a critical understanding of the rhetorical perspective you have chosen.
- Identify a possible popular text and rhetorical perspective for your final paper.
- Identify why you are interested in that text and rhetorical perspective.

Workshop Two Outline

Title	Due Dates	Time	Points
2.1 Two-Week Discussion: 1.2 Response	Responses due by the end of the workshop.	1 hour	40
2.2 Two-Week Discussion: 1.3 Response	Responses due by the end of the workshop.	1 hour	40
2.3 Two-Week Discussion: Pick a Rhetorical Perspective!	Initial post due by the end of the workshop. Responses due by the end of Workshop Three.	5 hours	[40]
2.4 Assignment: What Do You See?	Due by the end of the workshop.	2 hours	25
2.5 Assignment: Texts and Rhetorical Perspectives	Due by the end of the workshop.	1 hour	15
	Totals	10 hours*	120

*These times are only estimates. Actual completion times will vary.

[Points awarded in Workshop Three]

Workshop Three Outcomes

Upon successful completion of this workshop, you will be able to:

- ♦ Engage with others as a part of a learning community.
- ♦ Clarify your thinking about the foundations of rhetorical analysis.
- ♦ Identify the requisite steps for gathering research.
- ♦ Identify the requisite steps for examining a popular culture text.
- ♦ Reflect on your new understanding about the process of researching and organizing a paper.
- ♦ Engage with others as part of a learning community.
- ♦ Apply the OCLS services to find resources related to your research question.
- ♦ Articulate a research question for your rhetorical situation.
- ♦ Locate three to five sources that speak to your rhetorical situation.
- ♦ Apply the OCLS services to find resources related to your research question.
- ♦ Articulate a research question for your rhetorical perspective.
- ♦ Locate three to five sources to support the analysis of your rhetorical perspective.

Workshop Three Outline

Title	Due Dates	Time	Points
3.1 Two-Week Discussion: 2.3 Response	Responses due by the end of the workshop.	1 hour	40
3.2 One-Week Discussion: Gathering Research and Examining a Text	Initial post due by Day 3. Response due by the end of the workshop.	2 hours	20
3.3 Assignment: Researching Your Rhetorical Situation	Due by the end of the workshop.	5 hours	30
3.4 Assignment: Researching the Rhetorical Perspective	Due by the end of the workshop.	5 hours	30
Totals		13 hours*	120

*These times are only estimates. Actual completion times will vary.

Workshop Four Outcomes

Upon successful completion of this workshop, you will be able to:

- Identify the content of your outline.
- Engage with others as a part of a learning community.
- Organize your paper into the introduction, body, and conclusion.
- Assemble your research to best fit your argument.
- Analyze the strength of your argument and adjust the structure of your essay.

Title	Due Dates	Time	Points
4.1 One-Week Discussion: Structuring a Rhetorical Analysis Essay	Initial post due by Day 3. Response due by the end of the workshop.	2 hours	20
4.2 Assignment: Detailed Outline	Due by the end of the workshop.	8 hours	100
Totals		10 hours*	120

*These times are only estimates. Actual completion times will vary.

Workshop Five Outcomes

Upon successful completion of this workshop, you will be able to:

- Assess structure and organization of the final paper.
- Provide effective feedback to your fellow writers.
- Integrate feedback into your revision process.
- Identify clutter in your writing.
- Edit for simplicity and clarity in your writing.
- Identify moral/ethical implicit messages in your popular culture text.
- Compare personal values to a popular culture text.

Workshop Five Outline

Title	Due Dates	Time	Points
5.1 One-Week Discussion: Peer Review	Initial post due by Day 1. Response due by the end of the workshop.	5 hours	50
5.2 One-Week Discussion: Style - Composition and Ornament	Initial post due by Day 3. Response due by the end of the workshop.	2 hours	20
5.3 Assignment: A Biblical Perspective in Rhetorical Analysis	Due by the end of the workshop.	5 hours	25
Totals		12 hours*	95

*These times are only estimates. Actual completion times will vary.

Workshop Six Outcomes

Upon successful completion of this workshop, you will be able to:

- ♦ Present an analysis of a popular cultural text through the lens of a particular rhetorical perspective. Integrate research and examples to support and develop your analysis.
- ♦ Organize a rhetorical analysis paper into introduction, body, and conclusion.

Workshop Six Outline

Title	Due Dates	Time	Points
6.1 Assignment: Rhetorical Analysis Paper	Due by the end of the workshop.	15 hours	500
End of Course Survey	Due by the end of the workshop.	30 minutes	10 Extra Credit
Totals		15.5 hours*	500

*These times are only estimates. Actual completion times will vary.

Outline Totals

Total Time	Total Points
70.5 hours*	1000

* These timings are based on estimations of average times to complete each activity. Actual activity completion times will vary.

Alternative Assignment Policy

Students with a documented disability may request accommodations for an alternative assignment(s) for course activities (Examples: video assignments, etc.). It is the student's responsibility to submit the form received from the Disability Services Office indicating his/her specific accommodation to the instructor prior to the start of each course.

Expectations, Policies, and Important Student Information

School/Division	Link
DeVoe School of Business Division of Liberal Arts School of Services and Leadership	View School/Division Expectations, Policies, and Student Information
School of Educational Leadership	View School/Division Expectations, Policies, and Student Information
Wesley Seminary @ IWU	View School/Division Expectations, Policies, and Student Information
Nursing - Undergraduate	View School/Division Expectations, Policies, and Student Information
Nursing - Graduate	View School/Division Expectations, Policies, and Student Information

Course Resources

- File: [Final Paper Overview](#)
- File: [Sample Student Paper](#)
- File: [Detailed Outline Template](#)
- [IWU Resources Page](#)
- Website: [Academic Writer](#)
- [Final Paper Rubric](#)
- File: [Peer Review Feedback Form](#)
- PDF: [Annotated Bibliography Guide](#)
- PDF: [Excerpts from On Writing Well by William Zinsser](#)
- PDF: [Tips for Cutting Clutter](#)
- Textbook: *The Rhetorical Power of Popular Culture: Considering Mediated Texts*
- Video: [Bryan Stevenson's acceptance speech at the 2018 W.E.B Dubois Medal Ceremony](#)
- Video: [Dr. Ravi Zacharias's Baccalaureate Speech at Liberty University in 2013](#)
- Video: [Ellen Page's coming-out speech at the 2014 Human Rights Campaign Foundation's "Time to Thrive" conference](#)
- Video: [Erwin McManus Tedx Talk on "What Makes Us Uniquely Human"](#)
- Video: [Michael Moore's acceptance speech for Best Documentary at the 75th Academy Awards ceremony in 2003](#)
- Video: [David French discusses intersectionality and identity politics](#)
- Video: [Sir Patrick Stewart 's 2014 speech about his advocacy against domestic violence](#)
- Video: [Denzel Washington's 2011 Commencement Address at the University of Pennsylvania](#)
- Videos: [Kaltura How-To Videos](#)
- Video: ["Wings" by Macklemore and Ryan Lewis](#)
- Video: ["Doors" print advertisement by WeightWatchers](#)
- Video: [Pepsi Ad with Kylie Jenner](#)
- Video: [GoArmy Commercial](#)
- Video: [Giving and Getting Peer Review \(embedded in Workshop 5.1 page\)](#)
- File: [Giving and Getting Peer Review Video Transcript](#)
- Website: [Reference Librarian Contact](#)
- Website: [OCLS Homepage](#)
- Website: [Bible Hub](#)
- Website: [Written? Kitten!](#)
- Website: [Tomato Timer](#)
- Website: [Pomodoro Technique](#)
- One of your classmate's outlines