

ENGL 580 – 02X/03X
CRN: 42576/42672
Credits: 3.000
Format: Online asynchronous

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Tuesdays 11-12 or by appt



Syllabus

ENGL 580: Rhetoric, Writing, and Social Change

Department of English

Summer 2021 (Summer I)

5/17/21 - 7/1/21

Overview

This course explores the role of rhetoric and written communication in recent political and social movements in the United States through the lens of scholarship in writing studies. We will review studies on social justice discourse; protest rhetoric, resistance, and civil disobedience; social media and hashtag activism; news media representations of social movements; and the rhetorical construction of history and historical events. As we do so, we will consider such questions as: What impact do rhetoric and writing have on social activism and public protest? How does public discourse evolve through social movements? How does this work impact policy changes at local, state, and federal levels? In what ways has our nation's history been rhetorically constructed and for what purposes? In what ways can we both intentionally and ethically use rhetoric and writing to elicit social change?

Outcomes

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

- Examine activism and social movements through the lens of rhetoric and writing studies
- Discuss how the rhetoric of social movements evolved over time
- Reflect on their own use of written language to participate in public, political, and professional conversations
- Apply rhetorical strategies to public advocacy writing
- Produce writing suitable for public and professional audiences

Required Work

All required work must be submitted to pass the course. Full instructions for each assignment will be provided.

<p>Reading Reflections The forums on our course ACE site will provide a space to reflect on course readings and reply to your classmates' reflections. A prompt will be provided for reflections and replies.</p> <p>You will submit 5 reading reflections of 300 words each (minimum) and 5 replies of 100 words each (minimum). Due weeks 1-5.</p>	<p>30%</p>
<p>Manifesto: What Do You Believe? After engaging in course readings and independent research, you'll compose a manifesto on an issue or cause that is important to you. Your manifesto will not only establish your personal stance on the issue but will also communicate important social justice principles to a public audience. This genre will give you practice blending different rhetorical strategies to compose writing that has personal meaning and serves as a form of social activism and advocacy.</p> <p>You will submit a 500-word (minimum) manifesto. Due week 5</p>	<p>25%</p>
<p>Advocacy Project: What Do You Want to Change? Your final project gives you the opportunity to apply what you've learned about rhetoric, writing, and social change to engage in advocacy on an issue, cause, or movement that matters to you. After carrying out any necessary research, you will complete two forms of advocacy work (actual or hypothetical). The options include (but are not limited to): a social media campaign, a video or series of videos, letter writing, OpEd essay, multimodal composition, public art, creative writing, teaching materials (unit plan/ assignment/ lessons), a proposal/plan for a public event. You will also write a report that introduces the subject of your advocacy work, discusses your rationale for the forms of advocacy you chose, reflects on the impact of this work, and suggests avenues for future work.</p> <p>You will submit 2 forms of advocacy work and a 1000-word (minimum) report. Due week 7.</p>	<p>35%</p>
<p>Presentation: What Have You Learned? At the end of the course you will submit a video presentation related to the issues addressed in your advocacy project. This should be directed to an audience that has an interest in participating in similar advocacy work and should communicate what you learned as well as what suggestions you have. The video can take a variety of forms and employ images, music, verbal speech, printed text, a slideshow, animation, or any combination of these and other modes.</p> <p>You will submit a 5-10 minute video. Due week 7.</p>	<p>10%</p>

Grading Scale

A	93-100%	B+	87-89%	C+	77-79%	D+	67-69%
		B	83-86%	C	73-76%	D	63-66%
A-	90-92%			C-	70-72%	D-	60-62%
		B-	80-82%			F	Below 60%

Course Readings

The following required readings can be accessed through our ACE site, and you are not required to purchase any texts. Please see the course schedule for deadlines. I may add recommended readings depending on your interests and will make those available on our ACE site as well.

Chapters/Anthology Selections

- *The Rhetoric of Agitation and Control*, 3rd Edition. John W. Bowers, Donovan J. Ochs, Richard J. Jensen, David P. Schulz. Waveland Press, 2010.
 - Rhetoric, Agitation and Control, and Social Change
- *Activism and Rhetoric: Theories and Contexts for Political Engagement*. Ed. JongHwa Lee, Seth Kahn. Routledge, 2010.
 - Alt-Country Rhetorics: Relearning (Trans) Activism in Rural Indiana , G Patterson
- *Unruly Rhetorics: Protest, Persuasion, and Publics*. Jonathan Alexander, Susan C. Jarratt, Nancy Welch. U of Pittsburgh Press, 2018.
 - Introduction
 - Walking With Relatives: Indigenous Bodies Of Protest, Joyce Rain Anderson
 - The Tone it Takes: An Eighteen-Day Sit-in at Syracuse University
- *The Rhetoric of Social Movements: Networks, Power, and New Media*. Ed. Nathan Crick. Taylor & Francis, 2020.
 - Strategic Storytelling: “Our Home” Narratives of Occupy Homes
 - Fan-Based Social Movements: The Harry Potter Alliance and the Future of Online Activism, Ashley Hinck

Articles

- #BlackLivesMatter: Epistemic Positioning, Challenges, and Possibilities. Catherine L. Langford and Montené Speight *Journal of Contemporary Rhetoric*, 2015.
- Moments and Movements: On Scholar-Activists Considering the Connection Between Activism and Organizing, Berte Reyes. *Spark: A 4C4 Equality Journal*, March 2019
- “The Idea of America” from The 1619 Project
Nikole Hannah-Jones. *New York Times*, August 2019.
- “The Writing on the Wall: Activist Rhetorics, Public Writing, and Responsible Pedagogy”
Scott Sundvall and Katherine Fredlund. *Composition Forum* 36, Summer 2017
- “Using Social Justice Projects to Teach High School Writing”
Ellen Carrillo and Jessyca Matthews. *MLA Style* August 21. 2019.
- “This Ain’t Another Statement! This is a DEMAND for Black Linguistic Justice!”
April Baker-Bell, Bonnie J. Williams-Farrier, Davena Jackson, Lamar Johnson, Carmen Kynard, Teaira McMurtry. CCCC 2020.

Grading Contract

In this course, grades are based on the labor you carry out, rather than by subjective markers of the quality of your writing. The research* on grading contracts has demonstrated several benefits, including:

- Rewarding the time and labor students devote to the class
- Avoiding unfairly penalizing or rewarding students for the level of knowledge about and experience they have with writing and language prior to entering our class
- Encouraging students to focus on their learning and writing development

If you meet the minimum labor expectations for a required assignment you will earn a B on that assignment. If your work does not meet the labor expectations, you will earn a lower grade. Alternatively, if you complete optional enrichment activities (see below), you could earn a higher grade. *In short -- if you would like to earn an A, complete all required work plus the optional activities.*

The minimum labor expectations will vary depending on the assignment, but in general they include things such as:

- Minimum length/word count
- Due date/time
- Expectations for responding to a prompt
- Guidelines for how to organize and format the assignment
- Citation requirements and number of sources (if applicable)
- Expectations for revision (if applicable)

Optional Enrichment Activities

Each assignment will include enrichment components that can boost your grade. Details will be provided with the instructions for each assignment but some examples include:

- Posting additional replies to classmates' reading reflections
- Extending the length of a reading reflection
- Completing prewriting, drafts, and/or peer feedback for an assignment
- Composing a reflection on an assignment
- Attending a Writing Lab appointment and reflecting on the experience

General Grade Breakdown

While each assignment includes detailed instructions and expectations, the following provides a general guide for how grades will be determined.

A	B	C	D	F
-All minimum expectations are met -Optional enrichment activities completed -Submitted on time	-All minimum expectations are met -Submitted on time	-Fails to meet one of the minimum expectations and/or submitted 48 hours after due date	-Fails to meet more than one of the minimum expectations and/or submitted 48 hours after due date	-Fails to meet all minimum expectations or not submitted

*Grading contracts originate from research and teaching in the field of rhetoric and composition by scholars like Asao Inoue and Peter Elbow, who sought more equitable and just grading practices. This grading contract has been adapted from their work. If you'd like more information about grading contracts and examples of other models, please let me know.

Attendance

Although this is an online course, you are expected to remain an active participant. Missing more than the equivalent of one week of classes will negatively impact your grade and is grounds for administrative withdrawal. In an online class, missing one week means not turning in any assignments, not logging in to the course site, or not communicating with me for one week. I realize that life presents many challenges, especially now. Just remember to keep in touch with me so we can make sure you don't fall behind.

Academic Integrity

Academic misconduct, particularly plagiarism, is a serious offense in any academic setting. We will discuss proper use of sources this semester, and I expect you to employ the strategies we discuss. Failure to abide by the University's academic misconduct policies (Section I of the Student Handbook) will result in failure of the assignment or course, depending on the severity of the offense. If you have any questions about plagiarism, feel free to contact me.

Late Work

Please contact me as soon as possible if you experience difficulty with any of the coursework or if you are struggling to complete assignments on time so we can make arrangements to keep you on track for a successful course experience. I am willing to work with you but I need to know when you need help!

Disability Accommodations

If you have a disability (ex. attention, health, hearing, learning, mobility, physical, psychiatric, or vision) that may have some impact on your work in this class and for which you may require accommodations, please inform me immediately so that your learning needs may be appropriately met. Students with a disability must register with the Services for Students with Disabilities office (SSD) in Schwitzer Center 206 (317-788-6153 or <http://uindy.edu/ssd>) for disability verification and for determination of reasonable academic accommodations. You are responsible for initiating arrangements for accommodations for tests and other assignments in collaboration with the SSD and the faculty.

Sexual Harassment & Assault Assistance

Federal law, Title IX, and the University of Indianapolis policy prohibits discrimination, harassment, and violence based on sex and gender (including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If you or someone you know has been harassed or assaulted, you can receive confidential counseling through the Health and Counseling Center (317-788-3437 or <https://www.uindy.edu/campus-life/health-wellness-counseling>) and the University Chaplains (317-788-2106).

You can also make an anonymous report at the following link: <https://docs.google.com/a/uindy.edu/forms/d/e/1FAIpQLSdS5SRQCxiLPfDl6Wgj5oLitziAq24NKAELvRvAAKqBkhFdXg/viewform>. Alleged violations can be reported non-confidentially to the Title IX coordinator, Jessica Ward (317-788-2139, wardjl@uindy.edu). Reports can also be filed with the UIndy Police at 317-788-3386 or by stopping by their office at 3920 S. Shelby Street. Please visit the Title IX page online for more information: <https://www.uindy.edu/campus-life/titleIX>.

**Though I will seek to keep information you share with me private to the greatest extent possible, as a professor and employee of the University of Indianapolis, I have mandatory reporting responsibilities to share information regarding sexual misconduct and crimes I learn about to help make our campus a safer place.*

Statement on Language & Cultural Difference

The ability to communicate in multiple languages, including varieties of English, is a valuable asset, and you are encouraged to use these linguistic and cultural resources in this course. Although we'll use English(es) and Standard Written English (SWE) for many situations, you may use other languages/ rhetorical practices in particular assignments. In all cases, carefully consider your rhetorical situation -- your audience, purpose, and medium, and context. For instance, if your audience does not speak Spanish, you might need to include a translation or captions; if an image has certain connotations in your culture, you should provide adequate information so that your message clearly and effectively reaches the target.

Writing Lab

The Writing Lab at UIndy is a wonderful resource for students working on any form of writing at any stage of the process. I highly recommend scheduling appointments, as all writers benefit from working with others. All fall tutorials will be offered online and you can easily schedule your 30-minute appointment on MyUIndy (after logging in to the student site, scroll down to Tutoring and select Writing Lab). See the [Online Tutorial Information Guide](#) for more information about online sessions.

Name and Pronouns

My pronouns are she/her/hers. Please feel free to share your pronouns with me and your classmates. Additionally, please let me know if your name is different from that listed in the university's record.

Schedule

Consult the following schedule for tasks and due dates. All readings and assignment instructions are available in the Resources section on ACE and/or linked below. *Note: This schedule is subject to change and additional readings or other media might be included. You will be notified in advance of any changes.*

Week 1: May 17 – May 21	
TASK	DUE DATE
Read <ul style="list-style-type: none"> ● Rhetoric, Agitation and Control, and Social Change ● Introduction to <i>Unruly Rhetorics: Protest, Persuasion, and Publics</i> ● Moments and Movements: On Scholar-Activists Considering the Connection Between Activism and Organizing 	Tuesday 5/18
Reading Reflection and Reply	Thursday 5/20

Week 2: May 24 – May 28	
TASK	DUE DATE
Read <ul style="list-style-type: none"> ● Alt-Country Rhetorics: Relearning (Trans) Activism in Rural Indiana ● Walking With Relatives: Indigenous Bodies Of Protest ● The Tone it Takes: An Eighteen-Day Sit-in at Syracuse University 	Tuesday 5/25
Reading Reflection and Reply	Thursday 5/27

Week 3: May 31 – June 4	
TASK	DUE DATE
Read <ul style="list-style-type: none"> ● Fan-Based Social Movements: The Harry Potter Alliance and the Future of Online Activism ● #BlackLivesMatter: Epistemic Positioning, Challenges, and Possibilities 	Tuesday 6/1
Reading Reflection and Reply	Thursday 6/3

Week 4: June 7 – June 11	
TASK	DUE DATE
Read <ul style="list-style-type: none"> • Strategic Storytelling: “Our Home” Narratives of Occupy Homes • The Idea of America, from The 1619 Project • Additional reading TBD 	Tuesday 6/8
Reading Reflection and Reply	Thursday 6/10

Week 5: June 14 – June 18	
TASK	DUE DATE
Read <ul style="list-style-type: none"> • The Writing on the Wall: Activist Rhetorics, Public Writing, and Responsible Pedagogy • Using Social Justice Projects to Teach High School Writing • This Ain’t Another Statement! This is a DEMAND for Black Linguistic Justice! 	Tuesday 6/15
Reading Reflection and Reply	Thursday 6/17
Prewriting/Draft for Manifesto: What Do You Believe?	Friday 6/18

Week 6: June 21 – June 25	
TASK	DUE DATE
Optional Activity: Peer Feedback <i>Post feedback for two classmates; instructions will be provided on ACE</i>	Monday 6/21
Manifesto: What Do You Believe?	Tuesday 6/22
Optional Activity: Writing Lab Visit + Reflection <i>Can be completed at any point up until this day</i>	Tuesday 6/22
Read <ul style="list-style-type: none"> • Sources for advocacy project 	N/A

<ul style="list-style-type: none"> • <i>Recommended Reading TBA</i> 	
Advocacy Project Prewriting/Draft	Thursday 6/24

Week 7: June 28 – July 1	
TASK	DUE DATE
Optional Activity: Peer Feedback <i>Post feedback for two classmates; instructions will be provided on ACE</i>	Monday 6/28
Optional Activity: Writing Lab Visit + Reflection <i>Can be completed at any point up until this day</i>	Thursday 7/1
Advocacy Project: What Do You Want to Change?	Thursday 7/1
Presentation: What Have You Learned?	Thursday 7/1