This course will explore contemporary rhetorical theory and practice through the analysis of textual representations of citizenship and agency within democratic social structures. The purpose of this class is to create opportunities to consider your roles as citizens, rhetors, and scholars through a deeper understanding of deliberative engagement and civic participation. We will examine, apply, and critique contemporary rhetorical theories as well as analyze case studies in 20th century civic activism.

Each theoretical system of rhetoric advocates a model of symbolic action and maps the exercise of influence within a socio-historical context. The study of rhetoric calls attention to the means by which rhetors represent and advance their interests as individual agents and collective entities. Rhetoric is social action; creative and symbolic; dynamic; context-dependent; intrinsic to human communication; inherent to all forms of social organization. We will apply these framing questions to our analyses of each theoretical system:

- What is rhetoric?
- Who is the rhetor (agent)?
- What is the rhetorical situation?
- What is exigence?
- Who is the audience (implied, targeted, unintended; primary, secondary, tertiary)?
- What is rhetorical agency?
- What are the key words/terms/concepts of each rhetorical theory?
- How does rhetoric shape citizenship (belonging)?

The rich literary and rhetorical legacy of twentieth century democracies can be examined through diverse rhetorical artifacts including film, poetry, speeches, drama, essays, letters, fiction as well legal treatises and policies. These different genres tell the stories of collective struggle, achievement, and citizenship that shape current trends in education, law, socio-economic status, government, private organizational policies, and political participation. Concomitant to our study of rhetorical theories, we will focus on civic issues and political texts of the 20th century with emphasis on the environmental justice movement.

Learning Outcomes:
Course readings, assignments, exercises, and class discussions are designed to promote the following learning outcomes:

- Generate principled interpretations of contemporary rhetorical texts;
- Appropriately explain and apply contemporary rhetorical theory;
- Analyze diverse literary and oral genres from various rhetorical perspectives;
- Synthesize (bring into conversation) multiple rhetorical theoretical systems toward the production of an original scholarly project;
- Evaluate the potential value and application of key rhetorical theories;
- Critique (and engage the explanatory possibilities) of the major rhetorical theories of the 20th century;
- Situate the study of contemporary rhetorical theory within the context of deliberative democratic social systems;
- Conduct primary and secondary scholarly research;
• Produce an research-based scholarly project using the critical lens of the contemporary rhetorical analysis.

Course Assignments include:
• Rhetorical Analysis Exercises (5)
• Class Discussion Leader (2)
• Supplementary Reading Report & Presentation
• Mid-Term Take Home Exam
• Final Rhetorical Analysis Project
  ✓ Language Rights
  ✓ Immigration and citizenship
  ✓ Voting Rights
  ✓ Religious Freedom
  ✓ Environmental Justice
  ✓ Reproductive Rights
  ✓ Equal Opportunity (Education and Employment)
  ✓ Equal Access to Public Services

ENGL 543 Required Texts:
Ereserve Reading Text:

Films (Zimmerman Reserve Desk):
Internationally Speaking. Christine Rose.
Howard Zinn: You Can’t BE Neutral on a Moving Train. Deb Ellis and Denis Mueller.
This Is What Democracy Looks Like. IMC/Big Noise Films.

Supplemental Reading Texts: (Select 1 title for Reading Report and Presentation)


**COURSE ASSIGNMENTS**

<table>
<thead>
<tr>
<th>Exercise</th>
<th>Grade %</th>
<th>Points</th>
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<tbody>
<tr>
<td>Rhetorical Analysis Exercises (5 entries x 40 pts.)</td>
<td>20%</td>
<td>200</td>
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<tr>
<td>Class Discussion Leader</td>
<td>10%</td>
<td>100</td>
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<tr>
<td>Supplementary Reading Report &amp; Presentation</td>
<td>15%</td>
<td>150</td>
</tr>
<tr>
<td>Midterm Take Home Exam</td>
<td>25%</td>
<td>250</td>
</tr>
<tr>
<td>Rhetorical Analysis Case Study: Final Project</td>
<td>30%</td>
<td>300</td>
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**Rhetorical Analysis Exercises (Due Week 6)**

You will produce and share responses to readings and rhetorical analysis exercises each week (5 entries required). You will apply critical analysis and rhetorical theory to sample texts.

**Class Discussion Leader (TBA)**

You will lead two class sessions over assigned readings using support materials (e.g. reading journal, hand-outs, sample essays, Power Point, or other teaching aids) to enrich class discussion.
Supplementary Reading Report & Presentation (Due Week 8)
You will select one of the Supplementary Texts and examine and report on its contributions to contemporary rhetorical theory.

Midterm Take Home Exam (Due Week 10)
You will synthesize the readings and exercises of the course in a Midterm Take Home Exam. The exam will demonstrate your understanding of key concepts and rhetorical theories. The Midterm Take Home Exam will be assigned during Week 9. You will have one week to complete the essay exam questions.

Rhetorical Analysis Case Study: Final Project (Due Week 15)
You will conduct rhetorical analysis on a case study related to contemporary rhetorical theory and a 20th century civic issue. The final project proposal will be due Week 13.

COURSE POLICIES
Library E-Reserve Materials
To assist you with the projects and exercises assigned over the course of the semester, the following items will be available on reserve in PDF on-line form at the Zimmerman Library E-Reserves: http://ereserves.unm.edu/eres/. Search by name of instructor. Kells ENGL 543. Password: lobo543

Attendance Policy
Attendance is required to complete and pass this course. Students are expected to attend all classes. If you must miss class due to illness or an emergency, please call my voice mail and make arrangements to complete assignments during your absence. Students who must miss class because of an approved university activity need to notify me in advance and verify excused absences with official documentation. (Papers due on the expected absence date must be turned into me in advance.) Students are responsible for initiating make up work arrangements with me. Unexcused absences will affect your grade as follows:
- Final Grade will be lowered one full letter with three (3) or more unexcused absences.
- Students with six (6) or more unexcused absences will not pass this course.
- Three tardies count as one absence.
- Leaving early (even with permission) counts as a tardy.

Because writing is a social activity, group work is an important feature of this class. You will share and critique drafts of your assignments with different readers throughout the writing process.
Responsible attendance and timely work is essential to your success as an individual writer as well as the class as a whole.

Classroom Communication Protocol
Students are required to use their university email account for all course/professional correspondence. As customary in the professional work site, students will use memos as a form of communication protocol and professional courtesy. Students will draft memos to the instructor and group members for making proposals, scheduling meetings, suggesting adjustments, reporting absences, confirming appointments, etc. Verbal notice to the instructor should not be considered official notification. Email memos are acceptable as long as hard-copy drafts are also provided for follow-up and confirmation.

University Regulations and Other Matters
Students are expected to attend class and to complete all assignments. You are responsible for providing evidence to substantiate "authorized absences." If you know in advance you will miss a class, you are responsible for informing me. I will take attendance and enter the number of absences on the final roster.
The penalty for late papers is deduction of one full letter grade for every day the paper is late. This applies to all assignments, including homework. Papers are due, unless otherwise announced, at the beginning of class. If a paper is turned in after roll call, it will be considered late and points will be deducted. Papers must be turned in to the instructor in person (do not leave papers under my office door). This policy applies to group projects as well.

You should not assume that you may "take an incomplete" in this course. Requests for an incomplete should be addressed to the Director of Rhetoric and Writing Program. Your college advising office will be contacted to verify your reason for requesting a grade of I. Requests will be considered only if a student has completed 50% of the work in the course.

Accommodations for Disability
If you need accommodations in this class related to a disability, please make an appointment to see me as soon as possible. The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Services.

Plagiarism
Any apparent scholastic dishonesty (e.g., plagiarism) will be promptly reported to the proper authorities and will result in a grade of F for the course and a letter of reprimand in your file. Any assignment that does not appear to be deliberate plagiarism but fails to include clear record of an essay’s development (pre-writing and revision) or fails to provide appropriate attribution of sources or direct quotation will receive a grade of 0.

As commonly defined, plagiarism consists of passing off as one’s own ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have permission from that person. Plagiarism is a serious academic violation that destroys trust within classroom relationships.

The handouts used in this course are copyrighted. By "handouts," I mean all materials generated for this class, which include but are not limited to exams, quizzes, syllabi, in-class materials, sample papers, and peer critique sheets. Because these materials are copyrighted, you do not have the right to copy handouts, unless I expressly grant permission.

Out-of-Class Group Assignments
Should group work be assigned outside of class, students are encouraged to meet on University premises. Zimmerman Library provides areas for group study. To make group work efficient and productive, all members should exhibit professional behavior and remain on task—that is, everyone should work on the project at hand.

Classroom Behavior
Disruptive classroom behavior, defined as anything that would interfere with “an instructor’s ability to conduct the class” or “the ability of other students to profit from the instructional program” is explicitly prohibited. In order to promote a classroom climate conducive to collective success and individual excellence, full and equal participation of each member of the class is necessary and required. Please maintain an attitude of mutual respect and cooperation. Disruptive behavior (such as reading the newspaper during class, inattention, and inappropriate activities of any kind) that distracts from the effectiveness of the classroom will not be tolerated. Please turn off cell phones, MP3 players, text
messaging, and other electronic devices. Your full participation contributes to the mutual satisfaction with our course.

**COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>January 22</th>
<th>Introductions. Review Syllabus.</th>
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<tbody>
<tr>
<td></td>
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<td>Readings: DDC Chap. 1-4</td>
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<td></td>
<td>January 24</td>
<td>Assign: Class Discussion Leaders &amp; Rhetorical Analysis Ex.1</td>
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<td>Readings: DDC Chap. 5-6</td>
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<table>
<thead>
<tr>
<th>Week 2</th>
<th>February 29</th>
<th>Class Discussion Leader 1.A (DDC Chap.1-4)</th>
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<tr>
<td></td>
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<td>Rhetorical Analysis Ex. 1 Due</td>
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<tr>
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<td>Readings: AMR Chap. 1-3</td>
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<td>March 31</td>
<td>Class Discussion Leader 1.B (DDC Chap. 5-6 &amp; AMR Chap. 1-2)</td>
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<td>Assign: Supplementary Reading Text &amp; Rhetorical Analysis Ex. 2</td>
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<td>Readings: AMR Chap. 3-6</td>
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<th>Week 3</th>
<th>February 5</th>
<th>Class Discussion Leader 2.A (AMR Chap. 3-6)</th>
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<tr>
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<td>Rhetorical Analysis Ex. 2 Due</td>
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<td>Readings: AMR Chap. 6-10</td>
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<td>February 7</td>
<td>Class Discussion Leader 2.B (AMR Chap. 6-10)</td>
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<td>Assign Rhetorical Analysis Ex. 3</td>
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<td>Readings: CPR Chap. 1-3</td>
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<th>Week 4</th>
<th>February 12</th>
<th>Class Discussion Leader 3.A (CPR Chap. 1-3)</th>
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<tr>
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<td>Rhetorical Analysis Ex.3 Due</td>
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<td>Readings: CPR Chap. 4-6</td>
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<td></td>
<td>February 14</td>
<td>Class Discussion Leader 3. B (CPR Chap. 4-6)</td>
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<td>Assign Rhetorical Analysis Ex. 4</td>
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<td>Readings: CPR Chap. 7-8</td>
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<th>Week 5</th>
<th>February 19</th>
<th>Class Discussion Leader 4.A (CPR Chap 7-8)</th>
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<tr>
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<td>Rhetorical Analysis Ex. 4 Due</td>
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<td>Readings: CPR Chap. 9-10</td>
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<td>February 21</td>
<td>Class Discussion Leader 4.B (CPR Chap 9-10)</td>
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<td>Assign Rhetorical Analysis Ex. 5</td>
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<td>Readings: CPR Chap. 11</td>
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WEEK 6  
February 26  
Class Discussion Leader 5.A (CPR Chap. 11)  
Rhetorical Analysis Ex. 1-5 (Final Drafts Due)  
Readings: TNR Intro. Part 1.1-14  

28  
Class Discussion Leader 5.B (TNR Intro. Part 1.1-14)  
Supplementary Reading Reports 1-3  
Readings: TNR Part 2.15-28  

WEEK 7  
March 4  
Class Discussion Leader 6.A (TNR Part 2.15-28; 40-42)  
Supplementary Reading Reports 4-6  
Readings: TNR Part 3. 44-59  

6  
Class Discussion Leader 6.B (TNR Part 3.44-59)  
Supplementary Reading Reports 7-9  
Readings: TNR Part 3. 60-73  

WEEK 8  
11  
Class Discussion Leader 7.A (TNR Part 3. 60-73)  
Supplementary Reading Reports 10-12  
Readings: TNR Part 3. 78-88  

13  
Class Discussion Leader 7.B (TNR Part 3. 78-88)  
Supplementary Reading Text Report (Final Draft Due)  
Readings: TNR Part 3. 89-96  

Spring Break (March 17-21)  

WEEK 9  
25  
Class Discussion Leader 8.A (TNR Part 3. 89-96)  
Assign Midterm Take Home Exam (Due April 3)  
Readings: Metaphors We Live By (Ereserve selected chapters.)  
Films: Howard Zinn: “You Can’t Be Neutral on a Moving Train”  
Noam Chomsky: “This is What Democracy Looks Like”  

26  
No class: Midterm Take Home Exam (Group Study)  

WEEK 10  
April 1  
No class. Midterm Take Home Exam  
Film: “Howard Zinn: You Can’t Stay Neutral on a Moving Train.”  

3  
Midterm Take Home Exam Due  
Readings: Metaphors We Live By (Ereserve selected chapters)  
Class Discussion Leader 8B: (“Metaphors” selected chapters)  

WEEK 11  
April 8  
Class Discussion Leader 9.A (Metaphors We Live By)  
Assign Final Project: Rhetorical Analysis Case Study (Due May 8)  
Readings: Silent Spring Chap. 1-10  

10  
Class Discussion Leader 9.B (Silent Spring Chap. 1-10)
Readings: Silent Spring Chap. 11-17

**WEEK 12**
April 15  Class Discussion Leader 10.A (Silent Spring Chap. 11-17)
Readings: RARC Chap. 1-4
17  No Class: Research & Final Project Proposal
Readings: RARC Chap. 5-6

**WEEK 13**
22  Class Discussion Leaders 10.B (RARC Chap.1-4) & 11.A (RARC Chap.5-6)
**Final Project Proposal Due**
Readings: RARC Chap. 7-9

24  Class Discussion Leader 11.B (RARC Chap. 7-9)
Readings: EcoSpeak Chap. 1-3

**WEEK 14**
29  Class Discussion Leader 12.A (Ecospeak Chap. 1-3)
Readings: Ecospeak Chap.4-7

May 1  Class Discussion Leader 12.B (Ecospeak Chap. 4-7)
Final Project Presentations 1-3

**WEEK 15**
May 6  Final Project Presentation 4-7

8  **Final Project: Rhetorical Analysis Case Study Due**
Final Project Presentations 8-12