

OCT 21

CURRICULUM PROPOSAL FORM 1999-2000

RECEIVED

NON-GENERAL EDUCATION PROCESS A

0601.546

*DEADLINES: Deadline dates for 1999/2000 submissions: Regular proposals: October 22, 1999 to be implemented in Fall 2000; Short-Term proposals: December 10, 1999 to be implemented in Fall, 2000; Regular proposals February 18, 2000 to be implemented in Spring, 2001; March 24, 2000 for short-term courses to be implemented in Spring 2001.

PROPOSAL TITLE: Contemporary Rhetoric

SPONSOR(S): Dr. Frances S. Johnson

DEPARTMENT: College Writing

COLLEGE: Communication

IF LAS CHECK ONE: ___ History/Humanities ___ Math/Sciences ___ Social/Behavioral Sciences

Check one: ___ Undergraduate ___ Graduate

THE ATTACHED NON-GEN-ED PROPOSAL IS BEST DESCRIBED BY THE ITEM(S) CHECKED.

- [x] New non-gen-ed course
___ Short-term non-gen-ed course
___ Minor curricular changes (fewer than three) to:
___ existing non-gen-ed course
___ non-gen-ed degree requirements
___ major
___ minor, specialization, concentration, track, certificate program

DEPARTMENT (Signature indicates approval)

Dept. Curriculum Chair / Date

Dept. Chairperson / Date

ACADEMIC DEAN

Approved [x] Not Approved ___ Comments:

Dean's Signature/Date [Signature] 11/19/99

Course Proposal

1. Details:

- a) Course Title: Contemporary Rhetoric
- b) Sponsor: Dr. Frances Swigon Johnson
Department of College Writing
College of Communication
- c) Credit Hours: 3 credit hours
- d) Course level: 500-level graduate
- e) Curricular Effect: Required course for composition track in proposed Master of Arts in Writing. Open to students throughout the University.
- f) Prerequisites: None.
- g) Suggested Time/
Scale in Implementation: Fall 2000/Spring 2001
- h) Resources: Teaching faculty are on staff consistent with the College of Communication budget. New library acquisitions will be required over time.

2. Rationale:

The proposed course is part of the Master of Arts degree developed by the Department of College Writing and the Department of Journalism and Creative Writing. The course can also be offered as an elective for students enrolled in graduate programs across campus.

Those who are presently teaching writing or who are considering doing so should be familiar with rhetorical theory and be able to apply it. Contemporary rhetoric provides historical and theoretical frameworks from which writers will be able to better understand and utilize rhetorical theory in teaching and research.

The topics covered in this course span a range of issues central to current and historical conversations in the field of rhetoric and composition. A great deal of contemporary rhetorical theory and its applications are based on previous rhetorical scholarship. In fact, much of current rhetorical theory requires more than passing

knowledge of rhetorical history, the practical implications of rhetorical theory, and the ways in which different groups use rhetoric.

Through learning current theories, as well as developing an understanding of them in these essential frameworks, Rowan students can develop a firmer foundation for understanding the intrinsic relationship between theory and practice. As teachers, they will be better able to implement theoretically grounded pedagogies and to write theory-based course material, thereby increasing their students opportunities for success. They will be able to better understand the discourse practices of different communities and learn how to apply this information as writers and researchers as well. Most importantly, they will be able to place their understandings of rhetorical theory and its applications into a meaningful framework. Our students then will possess an advantage over their peers in their careers, as Rowan graduates will be better able to demonstrate to local school districts, corporate workplaces, and regional conferences their knowledge and application of rhetorical theory to meet the growing state and national calls for writing competency and better teacher preparedness.

While the course is designed primarily for M.A. in Writing graduate students, the course may also be beneficial for other Rowan majors, as well as for other graduate students in the Colleges of Communication, Education, and Liberal Arts and Sciences who find the course useful.

3. Essence of the Course: This course presents a number of objectives:

- (i) To expose students to the current discussions and issues in contemporary rhetoric.
- (ii) To provide students with expanded perspectives of contemporary rhetoric's applications.
- (iii) To assist students in developing their own rhetorical ideologies in the classroom and the workplace.
- (iv) To assist students in developing their own rhetorical ideologies in their research.
- (v) To assist students in placing rhetorical theory within the larger frameworks of composition studies, journalism, creative writing, and research.
- (vi) To assist students in understanding the connections between rhetorical theory and the teaching of writing.
- (vii) To introduce some of the main currents of rhetorical education in the US.

(viii) To provide a foundation from which future developments in rhetorical theories can be evaluated.

b) Topical Outline:

The topical outline and content of the course will include:

1. Introduction and Course Overview. An introduction to rhetoric and its applications to writers, researchers, and teachers: An overview. The place of rhetorical theory in teaching, research, and writing.
2. Issues of Feminism, Race, and Gender, Part One: An examination of the rhetorical work of women, the growth of women's club, the rise of the African-American women's oratory, and women's voices and rhetorical identities in the 19th century.
3. Issues of Feminism, Race and Gender, Part Two: An examination of the effect of feminism on rhetorical theory, the growth of historiography and inclusionary rhetorics such as gay and lesbian studies, the rhetoric of AIDS, and the rhetoric of disability.
4. Ancient Rhetorics and their Contemporary Applications: The rebirth of Classical Rhetoric and the rediscovery of Isocrates, Plato, and Aristotle. Stasis Theory. Heritage School Rhetoric.
5. Rhetoric in Non-Western Cultures: Contrastive rhetoric, rhetorics of other cultures, and English as a Second Language issues. High and low context cultures.
6. Modern Rhetorical Theory, Part One: Rhetorical theory applied to argumentation, persuasion, cooperation. Language as sign and signal. Burke's pentad. Semiotics.
7. Modern Rhetorical Theory, Part Two: Rhetorical theory applied to education and pedagogy.
8. Modern Rhetorical Theory, Part Three: Rhetorical theory and its practical applications in the workplace. Issues in business, journalism, cross-cultural rhetorical theory, international communications, and organizational cultures.
9. Beyond 2000: Challenges to Contemporary Rhetorical Theory: Rhetoric and technology, rhetoric and cultural studies, rhetoric and literacy.

Students will produce:

Seminar Reports

- Students will be required to present two short seminar reports discussing theorists, practical applications of theory, or analysis of rhetorical texts.

Written Projects

- Students will be required to submit two written papers (8-10 pages each) on an issue, theory, analysis, or application from the class readings. These topics may or may not be related to their seminar presentations.
- Students will be required to compile a writer's log focusing on assigned readings.
- Students may also be required to participate in a course bulletin board discussion group or a list serve.
- Students may also be required to create web pages based on their own interest within the course readings.

Class Participation

- Students will be expected to keep current in the readings for the course and to actively participate in class discussion of issues.

Exam

- Students will be required to take a comprehensive final exam.

Sample Week-by-Week Overview of the Course

Week 1: An Introduction to Rhetoric

A brief history of rhetorical thought, a definition of rhetoric, contemporary perspectives on rhetoric, and rationale for selection of perspectives. A sweeping overview of major theorists, theories, and applications of the same. Readings and reports may include: Ancient rhetorics, Renaissance rhetorics, George Campbell, Hugh Blair, and Bishop Whately. The role of oratory and rhetoric, the Frankfurt School, the "new" rhetorics.

Week 2: Issues of Feminism, Race, and Gender, Part One

An examination of the rhetorical contributions of women, the growth of women's club, the rise of the African-American women's oratory, and women's voices and rhetorical identities in the 19th Century. Readings and reports may include: Mary Wollstonecraft, Ida B. Wells, Maria W. Stewart, Sojourner Truth, Elizabeth Cady Stanton, Charlotte Perkins Gillman.

Week 3: Issues of Feminism, Race and Gender, Part Two

An examination of the effect of feminism on rhetorical theory, the growth of historiography and inclusionary rhetorics, such as the rhetoric of disability studies and the rhetoric of gays and lesbians. Readings and reports may focus on: Aspasia,

Diotima, Martin Bernal, Susan Jarrett, Susan Miller, Cheryl Glenn, Sharon Crowley, Geneva Smitherman, Jacqueline J. Royster, Julia Kristeva, Page Du Bois.

Week 4: Issues in the Rebirth of Classical Rhetoric

Ancient rhetorics and their contemporary applications: The rebirth of Classical Rhetoric and the rediscovery of Isocrates, Plato, and Aristotle. Stasis Theory. Heritage School Rhetoric. The connections between classical rhetoric, technology, and the growth of WWW. The composition textbook. Readings and reports may focus on: Walter Ong, Eric Havelock, Marshall McLuhan, Neil Postman, Edward P. J. Corbett, Frank DeAngelo, Sharon Crowley, Andrea Lunsford, Kathleen Welch.

Week 5: Issues in the Rhetoric in Non-Western Cultures

Contrastive rhetoric, rhetorics of other cultures (the diversity of Asian rhetorics and rhetorical genres), and English as a Second Language issues. An analysis of high and low context cultures. Readings and reports may focus on: Lao-tzu, Ming Zu, Martin Bernal, Edward Said, Edward Kaplan, Edward Hall. Readings, applications, and responses.

Week 6, 7 and 8: Issues in Rhetorical Theory, Part One

Objections and challenges to traditional rhetoric. Rhetorical theory applied to argumentation, persuasion, cooperation. Identification. The scope and functions of rhetoric (according to Burke). Dramatism. Language as sign and signal. A brief introduction to semiotics. Readings and reports may focus on: Kenneth Burke, Stephen Toulmin, I. A. Richards, Chaim Perelman, Ferdinand de Saussure, Michel Foucault. Readings, applications, and responses.

Week 9 and 10: Issues in Rhetorical Theory, Part Two

Objections and challenges to rhetorical education. The connections between research, writing, rhetorical theory, and pedagogy. The shift from oratory to written communication. The birth of composition and the origins of the modern textbook. Rhetorical theory as applied to education and pedagogy. Analysis of the discourse of educational groups. Readings and reports may focus on: James Berlin, Albert Kitzhaber, Edward Applebee, James Moffett, James Britton, Susan Miller, the Dartmouth Conference, the Harvard reports of the 1890's, the feminization of composition.

Weeks 11 and 12: Issues in Rhetorical Theory, Part Three

Rhetorical theory and its practical applications in the workplace. Issues in business, journalism, cross-cultural rhetorical theory, international communications, and organizational cultures. An examination of rhetorical theory in nonacademic contexts such as government agencies, corporate environments, popular presses (newspapers, journals, and magazines). Readings and reports may focus on: Kristin Woolever, Stephen Dohney-Farina, Lee Odell, Dixie Goswami, Donald Murray, Carolyn Matelene, J. C. Mathes.

Weeks 13, 14 and 15: Challenges to Rhetorical Theory

Challenges to contemporary rhetorical theory in the year 2000 and beyond. Rhetoric and technology, rhetoric and cultural studies, rhetoric and literacy, rhetoric and science, dominant culture English, and rhetoric for the 21st Century. Readings and reports may include: Alan Gross, Thomas Khun; E.D. Hirsch, Henry L. Gates, bell hooks, Cynthia Selfe, Gail Hawisher, Jay David Bolter, Eric Havelock, Patricia Bizzell, Maxine Hairston, Victor Vitanza, Mike Rose, and Victor Villanueva.

c) Evaluation and Grading Procedures:**

Final course grade will be determined based on the quality of the students assignments throughout the entire term. The assignments will include (but are not limited to) oral reports, short papers, precis, long papers, exams, class participation, annotated bibliographies, and individual research projects which apply rhetorical theory.

**The options in evaluations of students' work is left to the discretion of the instructor teaching the class. The goal of each assignment is for students to demonstrate understanding of the content of the material being presented in the seminar.

d) Course Evaluation:

The proposed course will be evaluated using the College of Communication student evaluation forms and critical review by the Department of College Writing and the Department of Journalism and Creative Writing. Student evaluation forms will assess effectiveness of content and content delivery, assignments, and texts. The critical review by the faculty will determine whether or not the course meets the goals outlined or whether additional courses are needed. Critical review by the department faculty can be met in several ways: classroom observation, syllabus review, and faculty meetings to assess progress.

4. Results of Consultations:

a) Consulted Departments: College Writing; Journalism and Creative Writing; English; Communication Studies; Elementary Education; Secondary Education; Reading Education; The Graduate School.

b) Consultant and Consultant Written Statements: attached

5. Additional Supporting Information

The most likely text for this class will be a collection of essays found in major anthologies of rhetorical theory. It is also possible that articles selected by the instructor and sold to students through the Rowan University Bookstore may be used. Possible primary texts that could serve as a primary or supplemental references for this course:

Aristotle. On Rhetoric. A Theory of Civic Discourse. George Kennedy, Trans. New York: Oxford UP, 1991.

Bakhtin, M.M. Speech Genres and Other Late Essays. Vern McGee, Trans. Austin, TX: U of Texas Press, 1986.

Bartholomae, David and Anthony Petrosky. Facts, Artifacts, and Counterfacts: Theory and Method for a Reading and Writing Course. Portsmouth, NH: Boynton, 1986.

Bernal, Martin. Black Athena. New Brunswick: Rutgers UP, 1987.

Berlin, James. Rhetoric, Poetics, and Cultures. Urbana: NCTE, 1996.

---. Rhetoric and Reality: Writing Instruction in American Colleges, 1900-1985. Carbondale: SIUP, 1987.

Berthoff, Anne E. Richards on Rhetoric: Selected Essays. New York: Oxford, 1991.

Bizell, Patricia and Bruce Herzberg. The Rhetorical Tradition. New York: SMP, 1989.

Bleich, David. The Double Perspective. New York, Oxford, 1988.

Brandt, Deborah. Literacy as Involvement. Carbondale: SIUP, 1990.

Brantlinger, Patrick. Crusoe's Footprints. Routledge: New York, 1990.

Bolter, Jay David. Writing Space. Hillsdale, NJ: Earlbaum, 1991.

Burke, Kenneth. Counter-Statement. Berkeley: U C Press, 1968.

-----. A Rhetoric of Motives. Berkeley: UC Press, 1969.

Connors, Lisa Ede and Andrea Lunsford. Eds. Essays on Classical Rhetoric and Modern Discourse. Carbondale: SIUP, 1984.

- Covino, William and David Jolliffe. Rhetoric: Concepts, Definitions, and Boundaries. Boston: Allyn and Bacon, 1995.
- Cooper, Anna Julia. A Voice from the South. New York: Oxford, 1988.
- Chomsky, Noam. Necessary Illusions. Boston: South End Press, 1989.
- Crusius, Timothy. Discourse: A Critique of the Major Theories. New York: MLA, 1989.
- Derrida, Jacques. The Truth in Painting. Geoff Bennington and Ian McLeod, Trans. Chicago: U of Chicago Press, 1987.
- Faigley, Lester. Fragments of Rationality: Postmodernity and the Subject of Composition. Pittsburgh: U of Pittsburgh Press, 1992.
- Foss, Sonya, Karen Foss and Robert Trapp. Contemporary Perspectives on Rhetoric. 2E. Prospect Heights, IL: Waveland Press, 1991.
- Enos, Richard Leo. Greek Rhetoric Before Aristotle. Prospect Heights, IL: Waveland Press, 1993.
- Gere, Anne Ruggles. Writing Groups: History, Theory and Implications. Carbondale: SIUP, 1987.
- , Ed. Into the Field: Sites of Composition Studies. New York: MLA, 1993.
- Geisler, Cheryl. Academic Literacy and the Nature of Expertise. Hillsdale, NJ: Earlbaum, 1994.
- Glasgow, Joanne and Angela Ingram. Courage and Tools: The Howe Award for Feminist Scholarship. New York: MLA, 1990.
- Glenn, Cheryl. Rhetoric Retold. Regendering the Tradition from Antiquity to the Renaissance. Carbondale: SIUP, 1997.
- Golden, James and Edward P.J. Corbet, Eds. The Rhetoric of Blair, Campbell, and Whately. Carbondale: SIUP, 1990.
- Graff, Gerald. Professing Literature. Chicago: U of Chicago Press, 1989.

- Gross, Alan. The Rhetoric of Science. Cambridge: Harvard UP, 1996.
- Graubard, Stephen, Ed. Literacy: an Overview. New York: The Noonday Press, 1991.
- Harkin, Patricia and John Schilb. Contending With Words. Composition and Rhetoric in a Postmodern Age. New York: MLA, 1991.
- Heim, Michael. Electric Language. New Haven: Yale UP, 1987.
- Holdstein, Deborah and Cynthia Selfe. Computers and Writing: Theory, Research, and Practice. New York: MLA, 1990.
- Jarratt, Susan. Rereading the Sophists: Classical Rhetoric Reconfigured. Carbondale: SIUP, 1991.
- Johnson, Nan. Nineteenth-Century Rhetoric in North America. Carbondale: SIUP, 1991.
- Kennedy, George. trans. The Rhetoric of Aristotle. New York: Oxford UP, 1989.
- Kinneavy, James. The Aims of Discourse. New York: Norton, 1971.
- Kuhn, Thomas. The Structure of Scientific Revolutions. 2E. Chicago: U of Chicago Press, 1970.
- Lunsford, Andrea., Ed. Reclaiming Rhetorica: Women in The Rhetorical tradition. Pittsburgh: U of Pittsburgh Press, 1995.
- .ed. The Right to Literacy. New York: MLA, 1990.
- Neel, Jasper. Rhetoric, Theory, and Writing Instruction in America. Carbondale: SIUP, 1994.
- Ong, Walter J. Orality and Literacy: The Technologizing of the Word. London: Methuen, 1982.
- Perelman, Chaim and Lucie Olbrechts-Tyteca. The New Rhetoric. Notre Dame: U of ND Press, 1969.

Simons, Herbert W. Ed. Rhetoric and the Human Sciences. London: Sage Press, 1989.

Truman, Myron, Ed. Literacy On line. Pittsburgh: U of Pittsburgh Press, 1992.

Vitanza, Victor. Negation, Subjectivity, and the History of Rhetoric. Albany: SUN Y, 1997.

Winteroud, Ross and Jack Blum. Composition in the Rhetoric Tradition. Urbana: NCTE, 1994.

Welch, Kathleen E. The Contemporary Reception of Classical Rhetoric. Hillsdale, NJ: Earlbaum, . 1990.

6. Course Description: Contemporary Rhetoric

Contemporary rhetoric introduces students to rhetorical theory and its applications. Students will be exposed to a brief history of rhetorical thought, the contributions of major theorists and movements, the practical implications of rhetorical theory, and the ways in which different groups use rhetoric. Contemporary perspectives on rhetoric will be emphasized. In addition to responses to theoretical works, students will produce an analysis of a text or texts from their own area of interest, investigating the application of rhetorical theories in a variety of environments.



Dean of The Graduate School

November 4, 1999

TO: Dr. Frances S. Johnson
Department of College Writing

FROM: Dr. Marion Rilling *M. R.*
Dean, The Graduate School

SUBJECT: Support for two new proposed graduate courses for the M.A. in Writing program

I am pleased to indicate my support for two new proposed graduate courses:

- Core II: Research Methods for Writers
and
- Contemporary Rhetoric

I also wish to thank you and your colleagues for giving me an opportunity to review these courses and to become aware of the work that you have done to expand graduate study opportunities for our students.

I understand that Core II will be a required course for all M.A. in Writing students, and I agree with the premise that it would also be a valuable course for other students. Students from many programs could benefit from the focus, the breadth of content, and the learning experiences provided in this course.

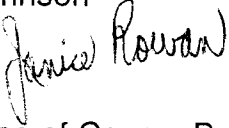
The proposed Contemporary Rhetoric course, I believe, is designed for those enrolled in the Composition/Rhetoric track of the M.A. program. Other colleagues in the discipline must comment on the appropriateness of the specific content, but I can see logical organization of topics and relevant and focused learning experiences.

Both courses are designed to provide a graduate level of study, with opportunities to deepen and apply knowledge and skills. I'm delighted that these courses have been developed. They advance our goal of having an outstanding degree program for students.

MR/klh

JANICE ROWAN

Chair, College Writing Department, College of Communication

Date: October 29, 1999
To: Dr. Frances Johnson
From: Janice Rowan 
Subject: Recommendation of Course Proposal for Contemporary Rhetoric

When I review the proposed topical outline for the Contemporary Rhetoric course, I see a thorough treatment of subject matter which is both stimulating and challenging. It is a course with roots in Classical Rhetoric, yet it deals with the most current rhetorical applications. It combines theory and practice, it treats the rhetorics of non-western cultures and minorities, and it encompasses current issues in literacy.

When students complete the ambitious reading list, they should be familiar with many of the seminal rhetorical theorists and be capable of assessing their own rhetoric and that of others. Dedicating two weeks to the rhetoric of race and gender, including an extensive introduction to rhetoricians who represent these points of view, is an important inclusion.

Ending the course with some forecasts about the rhetorics of the future and about such fascinating topics as rhetoric and science and the impact of technology upon rhetoric seems a particularly interesting way to conclude.

Contemporary Rhetoric will be an exciting addition to the courses offered at Rowan. In addition to its appropriateness for candidates in the Masters in Writing, it should attract interest from students with a background in English and other majors.

I wholeheartedly support this course.

Bozorth Hall, Rowan University, Glassboro, NJ 08028
609-256-4096, rowan@rowan.edu



Department of Reading

November 2, 1999

Dr. Frances Johnson
College Writing
Rowan University

Dear Dr. Johnson:

I have reviewed the curriculum proposal for Contemporary Rhetoric. The course content is appropriate for a graduate level requirement leading to a Master's Degree in Writing. The study of Rhetoric is fundamental for all those who wish to be considered knowledgeable about the art of writing. The course blends classical thought with contemporary thinking and applications. I support the proposal and hope that the course will be approved as a regular program offering.

Sincerely,

Nicholas DiObilda, Ph.D.
Chairman, Reading Department



Department of English

TO: Frances S. Johnson, College Writing

FROM: Nathan R. Carb, Chairman
English Department

RE: Course Proposals

DATE: November 8, 1999

I have reviewed both of your proposed courses for an M.A. in Writing, Core II and Contemporary Rhetoric. Each course is carefully conceived, sharply organized, and well focussed on the needs of today's students.

It is a commonplace to complain that the research writing skills of many professionals and business people in contemporary American are weak. Your program and its component courses should prove particularly valuable in improving such skills. The Core II course provides the philosophic structure, the Contemporary Research course provides the rhetorical practice

I am happy to support each course.