

Course Calendar: Rhetoric, ENC 3021-01, 02 (Spring 2014)

Grading:

• Project 1	20% (200 points)
• Midterm Exam	20% (200 points)
• Project 2	20% (200 points)
• Final Exam	20% (200 points)
• Journals (10 at 10 points per)	10% (100 points)
• QQC (15 total, includes participation)	10% (100 points)

Week-by-Week Plans

Week 1: So, like, wtf is rhetoric? And what does epistemology have to do with it?

Monday 1/6	Wednesday 1/8	Friday 1/10
<ul style="list-style-type: none"> • Attendance: (nick)name, year in school, previous EWM classes • Intro to the course: walkthrough syllabus and Blackboard page • Share: “Helpful Tips” (in Course Library, Additional Materials) • Explain: logistics for (most) class discussions 	<ul style="list-style-type: none"> • Discuss rhetoric: <ul style="list-style-type: none"> ○ as practice ○ as heuristic ○ as theory ○ as field/discipline • Discuss: “What is rhetoric?” and “What is epistemology?” <ul style="list-style-type: none"> ○ epistemology shapes understanding of rhetoric • Follow: @RhetBot • Discuss: Smith’s “An Introduction to Rhetoric” <ul style="list-style-type: none"> ○ QQC in groups ○ What’s important; what’s worth taking away? ○ What’s confusing; what are your initial questions? ○ Bitzer’s rhetorical situation <ul style="list-style-type: none"> ▪ Vatz and epistemology 	<ul style="list-style-type: none"> • No class: MLA conference

	<ul style="list-style-type: none"> Analyze: Tiger Woods' apology speech 	
<p>HW: Read → Craig Smith's "An Introduction to Rhetoric" (.pdf BB) pages 1-13 and do QQC (#1).</p> <p>Write → In-Class Exercise: "Who are you? Who, who!"</p>	<p>HW: Watch → "A Defense of Rhetoric"</p> <p>Read → Bizzell and Herzberg's, "General Introduction" (.pdf BB) and do QQC (#2).</p> <p>Journal → "Journal 1: T(t)ruth, R(r)eality, and K(k)nowledge" – Share your understanding of truth, reality, and knowledge: how do you define each; what does each mean to you; how is each created; how is each shared; how do the three inform one another? Provide your subjective take and consider the role rhetoric plays in all of this.</p>	<p>HW: Same as Wednesday: Watch → "A Defense of Rhetoric"</p> <p>Read → Bizzell and Herzberg's, "General Introduction" (.pdf BB) and do QQC (#2).</p> <p>Journal → "Journal 1: T(t)ruth, R(r)eality, and K(k)nowledge" – Share your understanding of truth, reality, and knowledge: how do you define each; what does each mean to you; how is each created; how is each shared; how do the three inform one another? Provide your subjective take and consider the role rhetoric plays in all of this.</p>

Week 2: A (brief) history of the rhetorical tradition. Also, the Sophists: the first rhetoricians.

Monday 1/13	Wednesday 1/15	Friday 1/17
<ul style="list-style-type: none"> Finish: discussion of Bitzer's rhetorical situation Discuss: "A Defense of Rhetoric" <ul style="list-style-type: none"> What is epistemic rhetoric? Discuss: Bizzell and Herzberg's history—what/whom are we covering, where are we going? <ul style="list-style-type: none"> the major historical periods the key rhetoricians the important epistemologies other lingering questions 	<ul style="list-style-type: none"> No class: campus visit. Look at digital examples of Project 1 (I'll bring some print examples to class Friday): Wix site 1, Wix site 2, Wix site 3, Wix site 4, YouTube video (debate show), YouTube video (finger puppets), Tumblr page, JooMag (digital magazine) Look at the "Ancient Greece Timeline and Epistemologies" (in Course Library, Additional Materials folder) Send me via email (ral07e@fsu.edu) any questions you have regarding Project 1 	<ul style="list-style-type: none"> Discuss: Project 1 <ul style="list-style-type: none"> Share: Print versions of Project 1 – cartoon poster, pop culture newsletter, booklet, FSU reference guide, pamphlet, newsletter, Guide for Dummies Share: Lynda.com (in Secure Apps) Discuss: the Sophists <ul style="list-style-type: none"> QQC in groups as a group <ul style="list-style-type: none"> epistemology other common

		<p>characteristics and concepts</p> <ul style="list-style-type: none"> ○ as individuals (Protagoras, Gorgias, Isocrates) • Discuss: <i>Encomium of Helen</i> <ul style="list-style-type: none"> ○ Watch: Horrible Histories, "Helen of Troy" ○ Why is Helen not to blame? ○ What is Gorgias' objective? • Share: Dissoi logoi meme
<p>HW: Watch → Crash Course, "The Persians and Greeks"</p> <p>Read → Prompt for Project 1: Epistemology and Rhetoric according to the Greek Trilogy (in "Projects and Rationales" page on Blackboard).</p> <p>Smith's "The Greek Sophistication of Rhetoric from Thales to Plato" (.pdf BB) pages 35-48 (stop at "Socrates and Plato").</p> <p>"Gorgias" and <i>Encomium of Helen</i> (.pdf BB) and do QQC (#3).</p>	<p>HW: Same as Monday.</p> <p>Review the examples of Project 1 provided above.</p>	<p>HW: Read → Smith's "The Greek Sophistication of Rhetoric from Thales to Plato" (.pdf BB) pages 48-56 (start at "Socrates a Plato").</p> <p>"Plato" (.pdf BB) and do QQC (#4).</p> <p>Journal → "Journal 2: Enacting dissoi logoi" – Think of an issue (personal, regional, national, or global) and consider multiple ways to view and form an argument about said issue.</p>

Week 3: Plato, a master rhetorician who hates rhetoric.

Monday 1/20	Wednesday 1/22	Friday 1/24
<ul style="list-style-type: none"> • Finish: <i>Encomium of Helen</i> • Share: "The Sophists (overview)" (in Course Library, Additional Materials) • Discuss: Plato <ul style="list-style-type: none"> ○ QQC in groups ○ Bio <ul style="list-style-type: none"> ▪ Socrates 	<ul style="list-style-type: none"> • "Allegory of the Cave": Claymation example and Matrix example • Discuss: <i>Gorgias</i> <ul style="list-style-type: none"> ○ QQC in groups ○ Who is involved? ○ What are the important questions under discussion 	<ul style="list-style-type: none"> • Finish: discussing <i>Gorgias</i> • Share: "Notes from Plato's <i>Republic Book III</i>" (in Course Library, Additional Materials) • Share: "Plato in three minutes" • Memes: How people see me; Valentine; Absolut Truth; Tale of the

<ul style="list-style-type: none"> ○ Epistemology and the noumenal world ○ Dialectic ○ Noble rhetoric ○ Famous texts ○ Watch: Ancient Greek Philosophy 	<p>within each conversation?</p> <ul style="list-style-type: none"> ○ Important quotes and metaphors ○ Dialectic or rhetoric? 	<p>Tape; Search and Rescue</p>
<p>HW: Read → Plato's <i>Gorgias</i> (.pdf BB) and do QQC (#5). Note: try to read the first 20 pages.</p>	<p>HW: Review Plato's <i>Gorgias</i> (.pdf BB); come to class with any lingering questions.</p>	<p>HW: <u>Read</u> → "Aristotle" (.pdf BB). Smith's "Aristotle's <i>Rhetoric</i>" (book) pages 63-69 and 82-86 and do QQC (#6). <u>Journal</u> → "Journal 3: Who is Plato?" – First, explain how Platonic epistemology is different from Sophistic epistemology and why this results in different understandings of rhetoric. Then, provide a brief summary of Plato: what do we need to know about him? Come up with ten items.</p>

Week 4: Aristotelian rhetoric.

Monday 1/27	Wednesday 1/29	Friday 1/31
<ul style="list-style-type: none"> • Discuss: any lingering questions about the Sophists and Plato • Share: "Plato (overview)" (in Course Library, Additional Materials) • Share: "Aristotle Timeline" (in Course Library, Additional Materials) • Discuss: Aristotle <ul style="list-style-type: none"> ○ QQC in groups ○ Categories! ○ Bio ○ Epistemology ○ Four uses of rhetoric ○ Famous texts 	<ul style="list-style-type: none"> • Free write: I'll provide and describe the criteria I think we should use to evaluate Project 1, and I'll weigh each on a 200 point scale; respond to these criteria: are you comfortable with these criteria and the amount each is worth? What, if anything, would you change/revise? • In-Class Exercise: "Rhet/Comp Ryan Gosling" – in groups of 3-4, create two-to-three memes about the Sophists, Plato, and/or Aristotle <ul style="list-style-type: none"> ○ Meme infographic 	<ul style="list-style-type: none"> • The three rhetorical appeals <ul style="list-style-type: none"> ○ Enthymeme meme ○ In-Class Exercise: "PETA and Appeals" – identify and analyze the appeals within the contemporary examples of PETA videos: Chew on This; Super Bowl Ad; WWJD, Prepared; Silverstone <ul style="list-style-type: none"> ○ Style and delivery • The speech genres • Topoi • Entelechy

	<ul style="list-style-type: none"> ○ MemeMaker.net ○ MemeGenerator.net 	<ul style="list-style-type: none"> • Lingering Q's about the Greek Trilogy • Watch: "Aristotle in 3 minutes"
<p>HW: None.</p> <p>However, you might want to read the first 15-20 pages of Aristotle's Rhetoric to get a feel for his writing.</p>	<p>HW: <u>Bring</u> → at least two lingering questions about the Greek Trilogy (Sophistic, Platonic, and Aristotelian).</p>	<p>HW: <u>Watch</u> → "Punic Wars" and Crash Course, "Rome"</p> <p><u>Read</u> → Smith's "The Roman Rhetorical System" (book) pages 110-119 and do QQC (#7).</p> <p><u>Journal</u> → "Journal 4: Where does Aristotle fit in?" – Compare and contrast Aristotle with both the Sophists and Plato: how is Aristotle similar to yet different from both schools of thought? Think of this as a way to help you prepare for Project 1.</p>

Week 5: The rise and fall of the Romans and the Augustine Turn.

Monday 2/3	Wednesday 2/5	Friday 2/7
<ul style="list-style-type: none"> • Wrap up: Greek Trilogy • Watch: Rome (S1, E1 14:19) • Discuss: the Romans <ul style="list-style-type: none"> ○ Roman history: Punic Wars, Republic, two Triumvirates, Empire ○ Cicero: the Republic, the Senate, death, stasis system, delivery, style, eloquence, gravitas, decorum, humor, texts, logical fallacies comic, and logical fallacies ○ Quintilian: the Empire, teacher, the good man speaking well, memory, mancrush, and texts 	<ul style="list-style-type: none"> • Discuss: Rhetorical Rationale for Project 1 • Finish: any questions on Cicero and Quintilian • Share: "The Romans (overview)" (in Course Library, Additional Materials) • Share: "Classical to Renaissance Timeline" (in Course Library, Additional Materials) • Discuss: the Augustine Turn <ul style="list-style-type: none"> ○ Bio 	<ul style="list-style-type: none"> • Finish: St. Augustine <ul style="list-style-type: none"> ○ Influences in groups <ul style="list-style-type: none"> ▪ Ciceronian influence ▪ Platonic influence ▪ Aristotelian influence ○ Signs: Signifier/Signified ○ Epistemology • Veritas Image

<ul style="list-style-type: none"> ○ <i>Rhetorica Ad Herennium</i> <ul style="list-style-type: none"> ▪ The canons ▪ Canons meme 		
<p>HW: Read → Smith's "The Fall of Rome and the Rise of Christianity" (book) pages 142-152 and do QQC (#8).</p> <p>Read → Rhetorical Rationale: Project 1 (in "Projects and Rationales" page on Blackboard).</p> <p>Watch → Crash Course, "Christianity"</p>	<p>HW: Review Smith's "The Fall of Rome and the Rise of Christianity" (book) pages 142-152.</p>	<p>HW: Watch → Medieval History and Crash Course, "The Dark Ages"</p> <p>Read → "Christine de Pizan," <i>The Book of the City of Ladies</i> (excerpt), and <i>The Treasure of the City of Ladies</i> (excerpt) (.pdf BB).</p>

Week 6: The Middle Ages (i.e., The Dark Ages/Medieval Period) and early feminism. Also, an introduction to the Renaissance.

Monday 2/10	Wednesday 2/12	Friday 2/14
<ul style="list-style-type: none"> • Review: Augustine • Watch: Medieval Women and The First Feminist • Free write: what was your reaction to Christine; what does she contribute; how is she applicable to today's society; what questions and critiques do you have? • Discuss: Christine <ul style="list-style-type: none"> ○ QQC in groups ○ Bio ○ Famous Texts 	<ul style="list-style-type: none"> • Finish: Christine <ul style="list-style-type: none"> ○ <i>The Book of the City of Ladies</i> ○ <i>The Treasure of the City of Ladies</i> ○ Waves of feminism ○ Epistemology(?) 	<ul style="list-style-type: none"> • Watch: Intro to European History and the Renaissance • Discuss: Ramus <ul style="list-style-type: none"> ○ QQC in groups ○ Bio ○ Texts ○ Epistemology ○ Tree Diagrams
<p>HW: Review Pizan's <i>The Book of the City of Ladies</i> (excerpt), and <i>The Treasure of the City of Ladies</i> (excerpt) (.pdf BB).</p>	<p>HW: Watch → Crash Course, "The Renaissance"</p> <p>Read → "Peter Ramus" and <i>Arguments in Rhetoric against Quintilian</i> (.pdf BB) and do</p>	<p>HW: Finish Project 1. You can send the project to me via email (ral07e@fsu.edu) or bring a hard copy to class.</p>

	QQC (#9).	Review Ramus' <i>Arguments in Rhetoric against Quintilian</i> (.pdf BB).
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Week 7: Ramus: the Bad Boy of Rhetoric, and Midterm Prep.

Monday 2/17	Wednesday 2/19	Friday 2/21
<ul style="list-style-type: none"> • Project 1 due • Discuss: <i>Arguments in Rhetoric Against Quintilian</i> <ul style="list-style-type: none"> ○ philosophy and rhetoric ○ rhetoric and morality ○ two gifts from nature ○ splitting the canons • Share: Ramus meme • Share: "Ramus (overview)" (in Course Library, Additional Materials) • Discuss: pre-review questions 	<ul style="list-style-type: none"> • Rhetorical Rationale due • Midterm Exam Review Game 	<ul style="list-style-type: none"> • Midterm Exam Review Game
<p>HW: Prepare for the review.</p> <p>Finish Rhetorical Rationale for Project 1; rationales are due to me via email (ral07e@fsu.edu) before class.</p>	<p>HW: Prepare for the review.</p> <p><u>Journal</u> → "Journal 5: Choosin' Sides and Exam Questions" – First, articulate which rhetorician is your favorite, which is your least favorite, which do you grasp/understand the least, and why? Then, generate two possible short essay questions for next Wednesday's midterm exam.</p>	<p>HW: Study for the midterm exam.</p> <p>Remember: you can bring in and use <i>one side</i> of a standard 3x5 inch index card.</p>

Week 8: The Midterm.

Monday 2/24	Wednesday 2/26	Friday 2/28
<ul style="list-style-type: none"> • Midterm Exam Part 1 	<ul style="list-style-type: none"> • Midterm Exam Part 2 	<ul style="list-style-type: none"> • Review: the midterm • Introduce: Project 2: Epistemology and Rhetoric according to... • Share: Examples of Project 2 – Wix page on Bacon; Wix page on Anzaldua; Wix page on Locke; Weebly page on

		<p>Burke; Wix page on Christine; Wix page on Foucault; Blog (journal) of Bacon; Buzzfeed article on Bacon; Project on Bacon; Podcast on Bacon; other print examples</p> <p>Free write: initial thoughts, concerns, and questions about the second project</p>
<p>HW: Study for the midterm exam.</p> <p>Remember: you can bring in and use <i>one side</i> of a standard 3x5 inch index card.</p>	<p>HW: None.</p> <p>No class Friday.</p>	<p>HW: <u>Read</u> → Smith's "Epistemology in Great Britain" (book) pages 212-221 and do QQC (#10).</p> <p>Excerpt from Advancement of Learning</p>

Week 9: The Enlightenment and the turn toward science.

Monday 3/3	Wednesday 3/5	Friday 3/7
<ul style="list-style-type: none"> • Discuss: Bacon, Locke, Hume <ul style="list-style-type: none"> ○ QQC in groups ○ As a set: what do they all have in common; what unites them? <ul style="list-style-type: none"> ▪ empiricist epistemology ▪ internal processes ▪ skepticism and purification of language (signifier/signified) • Watch: Empiricism 	<ul style="list-style-type: none"> • Discuss Bacon, Locke, and Hume as individuals: in groups of 3-4, how do they differ? <ul style="list-style-type: none"> ○ bio, main ideas and concepts, texts, internal processes 	<ul style="list-style-type: none"> • Finish: the Empiricists (Bacon, Locke, Hume) • Watch: "Locke in 3 Minutes" and "Hume in 3 Minutes" • In-Class Exercise: "Bacon's Idols" – identify an instance of each of Bacon's four idols in contemporary society and explain why these qualify as appropriate examples.
<p>HW: Review Smith's "Epistemology in Great Britain" (book) pages 212-221.</p> <p><u>Journal</u> → "Journal 6: Threshold Concepts" – Threshold concepts are those that are</p>	<p>HW: None.</p>	<p>HW: <u>Read</u> → Smith's "Meaning in Context" (book) pages 302-304.</p> <p>"I.A. Richards" (.pdf BB).</p> <p>Richards' "Lecture 1: Introductory" (from</p>

<p>transformative, irreversible, integrative, bounded, and troublesome (a full description of each criterion is available in the prompt). Reflecting on the first half of the semester, select and define five concepts from the course that you consider to be threshold concepts; in addition, defend your selection of these concepts.</p>		<p><i>Philosophy of Rhetoric</i> (.pdf BB) and do QQC (#11).</p> <p><u>Enjoy</u> → spring break (and be safe)!</p>
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Spring Break

Monday 3/10	Wednesday 3/12	Friday 3/14
<ul style="list-style-type: none"> No class 	<ul style="list-style-type: none"> No class 	<ul style="list-style-type: none"> No class
<p>HW:</p>	<p>HW:</p>	<p>HW: Read → Smith's "Meaning in Context" (book) pages 302-304.</p> <p>"I.A. Richards" (.pdf BB).</p> <p>Richards' "Lecture 1: Introductory" (from <i>Philosophy of Rhetoric</i>) (.pdf BB) and do QQC (#11).</p>

Week 10: What does Richards mean to mean when he discusses the meaning of meaning?

Monday 3/17	Wednesday 3/19	Friday 3/21
<ul style="list-style-type: none"> Review: the Enlightenment (and the Empiricists) Overview: the 19th century Discuss: Richards <ul style="list-style-type: none"> QQC in groups Bio Texts The "new" rhetoric Club Spirit <ul style="list-style-type: none"> Proper meaning and proper usage superstition 	<ul style="list-style-type: none"> Discuss Richards: <ul style="list-style-type: none"> The meaning of words <ul style="list-style-type: none"> two types of context concrete particulars delegated efficacy Metaphor <ul style="list-style-type: none"> tenor vehicle copresence Feedforward 	<ul style="list-style-type: none"> No class: CCC convention
<p>HW:</p>	<p>HW:</p>	<p>HW:</p>

<p>Read → Richards' "Lecture 2: The Aims of Discourse and Types of Context" (from <i>Philosophy of Rhetoric</i>) (.pdf BB).</p>	<p>Watch → Richards in 3 Minutes</p> <p>In-Class Exercise: "Richard's Literary Context" – select a word and then craft three sentences that use that word but in different ways that result in different meaning</p>	<p>Read → Smith's "Kenneth Burke" (book) pages 275-279.</p> <p>Burke's "Terministic Screens" (.pdf BB) and do QQC (#12).</p>
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Week 11: How does language reflect, select, and deflect reality, and how are we different from other animals?

Monday 3/24	Wednesday 3/26	Friday 3/28
<ul style="list-style-type: none"> • Discuss: Burke <ul style="list-style-type: none"> ○ QQC in groups ○ Bio ○ Texts ○ "Definition of Man" <ul style="list-style-type: none"> ▪ Burke meme • "Terministic Screens" (Course Library, Additional Materials) 	<ul style="list-style-type: none"> • Discuss: terministic screens <ul style="list-style-type: none"> ○ Finding vs. Looting ○ Good thing or Bad thing? ○ Back to the Start ○ Rick Perry, Strong ○ It's Time ○ Generic Brand Video ○ Labels Against Women 	<ul style="list-style-type: none"> • Finish: discussing terministic screens • In-Class Exercise: "Locating Terministic Screens" – in groups of 3-4, use Burke's theory of terministic screens to describe and interrogate a specific example (one you created or had pushed upon you).
<p>HW: Re-view/read "Terministic Screens"</p>	<p>HW: None.</p>	<p>HW: Read → Smith's "The Pentad" (book) pages 282-289 and do QQC (#13).</p>

Week 12: The pentad, identification, and an introduction to Foucault.

Monday 3/31	Wednesday 4/2	Friday 4/4
<ul style="list-style-type: none"> • Discuss: Burke <ul style="list-style-type: none"> ○ Identification <ul style="list-style-type: none"> ▪ Alienation ▪ Guilt ▪ Scapegoating ○ The Pentad <ul style="list-style-type: none"> ▪ Ratios 	<ul style="list-style-type: none"> • Finish: discussing the pentad • In-Class Exercise: "Using the Pentad" – in groups of 3-4, identify a rhetorical event in your own life or in popular culture and explicate it using Burke's pentad. 	<ul style="list-style-type: none"> • Watch: Who is Foucault? and Foucault by Shmoop • Discuss: Foucault <ul style="list-style-type: none"> ○ QQC in groups ○ Bio ○ Overview of famous texts ○ Panopticon ○ Power and Discourse ○ Epistemology (will to truth)
<p>HW: None.</p>	<p>HW: Read → Smith's "Foucault" (book) pages 327-329.</p>	<p>HW: Read → Foucault's "The Order of Discourse" (.pdf BB) and do QQC (#14).</p> <ul style="list-style-type: none"> • Helpful Summary (stop at I.D.) and

	"Foucault" (.pdf BB).	<p style="text-align: center;">Another Summary</p> <p><u>Journal</u> → "Journal 7: Empiricism vs. Social Constructionism" – First, define each type of epistemology and then explain the way it shapes a particular understanding of rhetoric. Next, put these two epistemologies in dialogue: how are they different and what, if anything, do they have in common; how do the 20th rhetoricians we've covered describe empiricism? Lastly, which epistemology resonates with you the most and why?</p>
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Week 13: How is language controlled and regulated, and what can we do about it?

Monday 4/7	Wednesday 4/9	Friday 4/11
<ul style="list-style-type: none"> No class 	<ul style="list-style-type: none"> Discuss: Foucault's "The Order of Discourse" <ul style="list-style-type: none"> Thesis: Discourse is controlled Rules of exclusion Rules of limitations Rules of employment 	<ul style="list-style-type: none"> Discuss: how to assess Project 2 (what are the areas of assessment; how much is each worth?) Finish/Review: Foucault's "The Order of Discourse" Watch: Overview of Foucault
<p>HW: Same as Friday: <u>Read</u> → Foucault's "The Order of Discourse" (.pdf BB) and do QQC (#14).</p> <ul style="list-style-type: none"> Helpful Summary (stop at I.D.) and Another Summary <p><u>Journal</u> → "Journal 7: Empiricism vs. Social Constructionism" – First, define each type of epistemology and then explain the way it shapes a particular understanding of rhetoric. Next, put these two epistemologies</p>	<p>HW: None.</p>	<p>HW: <u>Journal</u> → "Journal 8: Invention for Project 2" – Use this journal as a space to think about how you'll compose your second project: whom will you cover, what will you cover, what do you know, what do you want to know better, what medium and genre will you use and how are they appropriate considering your rhetorical objective and audience?</p>

<p>in dialogue: how are they different and what, if anything, do they have in common; how do the 20th rhetoricians we've covered describe empiricism? Lastly, which epistemology resonates with you the most and why?</p>		
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Week 14: Linguistic identity, marginalization, and mestiza consciousness.

Monday 4/14	Wednesday 4/16	Friday 4/18
<ul style="list-style-type: none"> • Introduce: Rhetorical Rationale for Project 2 • Given the “Order of Discourse,” what can we do? <ul style="list-style-type: none"> ◦ Sustain: Army 1, Army 2 ◦ Resist: Reclaiming Cunt ◦ Expose: Guerilla Girls • Watch: Crash Course, “US History #1” (9:30 mark; screens and power) • In-Class Exercise: “Foucault in Action” – in groups of 3-4, find and analyze an instance of rhetoric (i.e., discourse) that sustains, resist, or exposes a particular power structure. 	<ul style="list-style-type: none"> • In-Class Exercise: “Straddling the Borders” – describe the ways in which you straddle different borders professionally, personally, academically and the ways you cope with these conflicting identities/hats • Discuss: Anzaldua <ul style="list-style-type: none"> ◦ Bio ◦ Texts 	<ul style="list-style-type: none"> • Discuss Anzaldua <ul style="list-style-type: none"> ◦ Epistemology ◦ Duality and Plurality ◦ Mestiza • Share: “Anzaldua: la mestiza consciousness” (in Course Library, Additional Materials) • Share: Irv’s Blog
<p>HW: Read → Anzaldua’s “How to Tame a Wild Tongue” (.pdf BB) and do QQC (#15).</p>	<p>HW: Journal → “Journal 9: Burke and Foucault on Campus” – Walk around campus and take at least one photo that makes you think about Burke and/or Foucault. Post that picture and provide a brief explanation of how you see Burke/Foucault’s theories operating within each. Does your image create a terministic screen? Does it enact a panopticon sense of surveillance? Does it sustain, resist, or expose a power structure? (note: prompt is in the “In-Class Exercises” page so you can attach your images)</p>	<p>HW: Prepare for the review.</p>

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Week 15: Preparing for the Final.

Monday 4/21	Wednesday 4/23	Friday 4/25
<ul style="list-style-type: none"> • Final Exam Review Game 	<ul style="list-style-type: none"> • Final Exam Review Game 	<ul style="list-style-type: none"> • Project 2 and Rhetorical Rationale due • Review: additional and remaining questions (from bonus QQC) • Explain: logistics of the final • Revisit: course goals and objectives (Syllabus) <ul style="list-style-type: none"> ◦ Wordle: do we know all the stuff? • Work Waiver • Course Evaluations
<p>HW: Prepare for the review.</p> <p><u>Journal</u> → “Journal 10: Threshold Concepts Redux” – Threshold concepts are those that are transformative, irreversible, integrative, bounded, and troublesome (a full description of each criterion is available in the prompt). Reflecting on the entire semester, select and define five concepts from the course that you consider to be threshold concepts; in addition, defend your selection of these concepts.</p> <p><u>Bonus QQC (optional)</u> → Post two pressing and/or lingering questions you have since</p>	<p>HW: Finish Project 2. You can send the project to me via email (ral07e@fsu.edu) if it's digital or bring a hard copy to class if it's in print.</p> <p>Finish Rhetorical Rationale for Project 2; rationales are due to me via email (ral07e@fsu.edu) before class.</p>	<p>HW: Study for the final exam.</p> <p>Remember: you can bring in and use <i>one side</i> of a standard 3x5 inch index card.</p> <p>Final Exam: 7:30-9:30 am or 7:30-9:30 pm on Wednesday, 12/11 in room 317</p> <p><u>Bonus Journal 1 (optional)</u> → “Prepare the News” – Create a guide to help future rhetoric students navigate the course successfully (think: “Passing Rhetoric for Dummies”); provide them with helpful hints: what will they need to be aware of, what will they learn, what might annoy them, what might they enjoy? In short,</p>

<p>the midterm; they could be something confusing about a particular epistemology, a particular concept, a particular rhetorician, a set of rhetoricians, etc. In short, what still confuses you that you want to address on Friday?</p>		<p>prepare them for success by giving them the guide you wish you had.</p> <p><u>Bonus Journal 2 (optional)</u> → “Theory of Rhetoric” – What’s your understanding of rhetoric now? In forming that theory, which rhetoricians do you draw on; which resonate the most with you? How has your theory (or understanding of rhetoric) changed since the start of this course? In addition, how does rhetoric relate to your personal life; how, if at all, has this course and its content altered how you see the world?</p> <p>Both bonus journals are due no later than midnight Friday (5/2).</p>
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