

# RHETORIC

ALL SIDES OF THE STORY

RHET: 1030: 0091

Mondays and Wednesdays, 6:30-8:20 pm

2 EPB

Fall 2014

The University of Iowa

The College of Liberal Arts and Sciences

Department of Rhetoric

clas.uiowa.edu/rhetoric

## COURSE TEXTS

**Required Texts** (available at the University Book Store)

- Heinrichs, Jay. *Thank You for Arguing*
- Spiegelman, Art. *Maus I*
- Skloot, Rebecca. *The Immortal Life of Henrietta Lacks*
- McMillan, Tracie. *The American Way of Eating*

**Supplementary Readings** (available on ICON)

- Additional texts will be provided as links in the content section of our class ICON page

**Additional Materials:**

- Writing utensil
- Folder for worksheets and class work
- Notebook or loose-leaf paper

## RHETORIC COURSE GOALS

Rhetoric is a foundational course in the General Education curriculum. The course prepares students for engaged participation in University life through practice in critical thinking, reading, writing, listening, speaking and research skills that future courses will build upon, regardless of major.

Sound academic literacy skills are broad in scope and promote responsible citizenship in a democracy. Because of the prominence and power of print literacy in academic and professional spheres, the Rhetoric course emphasizes the development of verbal literacy skills. As literacy extends beyond print to digital and other media forms, Rhetoric courses emphasize the roles, purposes, and impacts of multiple media on audience and social context.

The curriculum is grounded in the idea that consequential questions of public import generate diverse responses. The sequence of assignments begins with description and rhetorical analysis of those responses, taking into consideration purpose, medium, occasion, and audience. The

sequence ends with students crafting informed and well-considered presentations/compositions that take into account the interests and concerns of the intended audience.

## **SECTION TOPICS AND GOALS**

This course aims to equip students with the analytical skills to identify and examine the arguments that saturate our daily life. In learning to view the world rhetorically, we will see arguments everywhere. *Stories* are also everywhere. Stories entertain, explain, and illustrate. Most relevantly, stories *persuade*. Narratives endorse products, humanize politicians, and illuminate hidden injustices. In short, stories *argue*.

While this course primarily aims to foster critical thinking, reading, writing, listening, and speaking skills, this section will also pay particular attention to how rhetors use narrative when constructing of a persuasive argument. We will critically investigate how stories and storytelling function in three nonfiction case studies: Art Spiegelman's retelling of his father's history of the Holocaust in the graphic memoir *Maus*; Rebecca Skloot's investigation into the life of a woman who produced the most important cells in the biological sciences, *The Immortal Life of Henrietta Lacks*; and Tracie McMillan's attempt to tell both her story and the story of our food from farm to plate in *The American Way of Eating*.

Using these texts, we will critically examine the use of narrative as a form of persuasion and the diverse ways rhetors adopt, adapt, and integrate narratives. We will also discuss traditions of privileging certain narratives at the expense of silencing others. We will identify the ethical complexities inherent in voicing others' narratives in the public sphere. Finally, we will explore the formats, styles, and strategies rhetors use in weaving in narrative with discussions concerning investigative observation, current scientific and anthropological data, and various controversies and debates. This course then encourages you to think critically about how you can and do use narrative as a tool of persuasion, both informally and in the classroom.

## **GRADING**

Final grades will be determined on the University's A-F grade scale, with A as the highest possible grade. There is no final examination in this course. Course grades depend mainly on a series of major writing and speaking assignments. The rest of your grade depends on other activities: informal speeches, responses to reading, peer response workshops, focused exercises, and participation. All Major Assignments for your GER Rhetoric course **MUST** be completed satisfactorily for you to receive a passing grade in the course.

### **Final Grade Percentages:**

15%	Speech #1
15%	Essay #1
20%	Speech #2
20%	Essay #2
15%	Engaged and respectful daily participation
15%	Informal assignments, reading notes, and workshops

### **Accessing Grades:**

Grades for major assignments will be posted on ICON under “Grades” approximately two weeks after the due date. Your participation grade and your grades on informal assignments will be posted at the end of the semester.

If you have a question or concern about a grade on a particular assignment, please observe the 24/7 rule: wait 24 hours to contact me about the assignment, but do not contact me 7 days after I returned the assignment with a final grade.

### **Grading Rationale:**

**A:** To earn an A in this course, you must excel consistently, producing polished, well-crafted work that demonstrates mastery of new techniques and skills. You must use the revision process strategically to shape your work for your audience and take an active thoughtful leadership role in the classroom.

**B:** To earn a B, you must exceed all of the requirements of a C by producing proficient work that shows good evidence of revision and attention to audience considerations. You must be an active and constructive participant in the classroom and complete all activities thoroughly and with care.

**C:** Earning a C in this course signifies an average performance. To receive a C, you must produce competent, college-level work, completing all projects satisfactorily and on time, contributing positively to the classroom environment, giving basic attention to revision, and showing improvement.

**D or lower:** Earning a D or lower indicates that you have not shown consistent effort, have not met the minimum class standards in some way, or have hurt your grade by plagiarizing, not turning in work, or failing to participate.

## **COURSE POLICIES AND EXPECTATIONS**

### **DEFINING “ENGAGED AND RESPECTFUL PARTICIPATION”**

Students are expected to be present each class, on time, and engaged in the fullest sense. This means that students should listen actively and respectfully while also making helpful, substantive contributions to workshops, peer review, in-class writing activities, and discussion.

There are no “off-limits” topics, words, or opinions in this class. This means that we all bear the responsibility of maintaining a congenial classroom environment where every student feels comfortable voicing his or her ideas and convictions. Respectful communication in the classroom, then, necessitates particular attention to language, tone, and attitude. Even more importantly, respectful communication entails practicing genuine and generous listening to all of your classmates. While respectful (and even impassioned) disagreement is welcome, inconsideration for and intolerance of others’ positions is not.

I am aware that cultural power differences may empower some students to speak more comfortably than others in the space of the classroom. More participation is not better participation. It is students’ responsibility to balance out classroom airtime—drawing out others, checking yourself if you’re talking too much, and challenging yourself if you are reticent or reluctant to speak.

## CRITICAL READING AND INFORMAL ASSIGNMENTS

An important goal of this class is to develop practices for critical and active reading. Reading, in this course, requires not simply an ingestion and regurgitation ideas expressed in texts but rather an interaction and critical engagement with authors. I suggest that you mark up your text—underlining, writing down questions and responses in the margins, paraphrasing important arguments—in a way that allows you to personally engage with an author and come to class prepared for lively discussion.

I will check your reading notes for completion frequently. If you do not feel comfortable writing in your books, you can opt to write page-specific comments on a separate sheet of paper, but I prefer that you mark up the texts instead.

We will also occasionally complete informal reading responses, writing activities, and analytical projects in class. Your completion of these, along with the aforementioned reading notes, will contribute to 15% of your final grade. *If you have an unexcused absence, you cannot make up points for that day's reading notes or any informal in-class activities or assignments completed during that class period.*

## ABSENCES

You ought to be in class and on time every day. Absences cause you to miss out on instruction, learning time, and thinking opportunities. Consequently, absences, excused and unexcused, damage your learning experience and will negatively affect your grade. Assignments, directions, homework, and due dates will be updated in class and posted to ICON. It is your responsibility to know what these are, even in you miss a class. As mentioned above, you cannot earn points for reading notes, participation, or in-class activities on days when you have an unexcused absence.

If you plan to be absent for any reason, please contact me *before* the day you plan to miss. If your absence is unexpected, notify me as soon as possible. If you are absent for any reason, be sure to return prepared for the next day's lesson. Before emailing me to ask what you missed in class, contact a classmate for notes and check ICON for information on assignments and updates to the syllabus. If you are still unclear as to assignment details, please stop by during office hours and speak with me.

## TIME MANAGEMENT AND LATE WORK

Because our class meets for approx. two hours twice a week (instead of for approx. one hour four times a week), staying on top of readings and assignments will require skillful time management and personal accountability. I've designed the course to have more reading assigned between Wednesdays and Mondays, since you have five nights to complete your classwork during that period. Consequently, you will need to plan ahead and space out your reading time in order to thoroughly and attentively read the required text. *Note: Rhetoric is a 4 credit hour course. Therefore, students are expected to work at least 8 hours outside of class per week (two hours/credit hour) per University standards.*

Unless other arrangements are made (this includes excused absences) **late work must be turned in within 24 hours of the due date to receive partial credit. When turned in after the due date and time but within 24 hours, the assignment will receive a grade reduced by half of a**

**letter grade.** Assignments turned in after 24 hours may not be accepted. Late work, including work turned in using the “24-hour rule,” is acceptable only by arrangement with me, and it may not be logistically possible for you to make up a public oral presentation even if an absence is excused. I will try to accommodate you but if class is unable to accommodate an audience for your speech, you may not be able to meet the requirement for public presentation of the speech.

### **COMMUNICATION WITH ME**

As the instructor of this course, I look forward to fostering and participating in an environment of respectful and thoughtful idea exchange. I also hope to be a resource for each of you as you develop your critical writing, reading, speaking, and listening skills, both in class and during one-on-one appointments during my office hours (or a pre-arranged meeting outside of my office hours, if necessary).

I strongly encourage students to make an appointment or stop by my office hours to ask for clarification on assignments, raise concerns or discomforts, request help on papers and speeches, or discuss any issue relevant to this class. Attending my office hours shows commitment to this course and demonstrates accountability for your learning.

If, for any reason, you find it necessary to email me (in regards to absences, time-sensitive questions, etc.), know that I do not check my email after 6 pm. I will do my best to respond to your email within 24 hours during the weekdays and 48 hours during the weekends.

### **TECHNOLOGY IN THE CLASSROOM**

**I expect that you will turn off/silence and put away all of your electronic devices (cell phones, iPads, iPods, etc.) before class begins. This includes laptops and e-readers unless otherwise specified.** Inappropriate use of electronics during class time will negatively affect your participation grade. If, for any reason, you have a particular need for iPads, cell phones, or laptops during class time, please come talk to me during office hours.

### **CALENDAR OF COURSE ASSIGNMENTS AND EXAMS**

This is a tentative calendar and is **subject to change, although the due dates for the four major assignments will not change.** Updates will be posted to ICON and/or shared in class. Students are responsible for tracking course activities, readings, and assignments as the semester progresses.

<p style="text-align: center;"><b>Course Calendar Key:</b> ICON: This assignment/reading can be found on our class' ICON site. TYFA: Thank You For Arguing HELA: The Immortal Life of Henrietta Lacks AWE: The American Way of Eating</p>
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Week 1: Aug 25-29	
Monday, August 25 <sup>th</sup> : Course Introduction: Welcome to Rhetoric!	

Wednesday, August 27: What is Rhetoric?: Learning to read, write, speak, and listen critically <b>Assign:</b> Speech #1	<b>Read:</b> “How to Mark a Book,” Adler. (ICON) TYFA Chapter 4: Soften Them Up (pp. 38-46) <b>Bring: Life in a Bag</b>
Week 2: Sep 1-5      Monday Sep 1 is Labor Day—No Classes, University offices closed. Last day to add or drop courses without a \$12 charge.	
Wednesday, September 3: Discussion: Art Spiegelman’s <i>Maus</i> and the human condition	<b>Read:</b> <i>Maus</i> pp. 1-69 <b>Bring: Speech #1 Proposal</b>
Week 3: Sep 8-12      Monday Sep 8 Last day to add/drop courses without a W	
Monday, September 8: <i>Maus</i> and Visual Rhetoric	<b>Read:</b> <i>Maus</i> pp. 73-99 TYFA Chapter 24: Use the Right Medium (pp. 271-278)
Wednesday, September 10: <b>Speech #1 Presentations</b>	
Week 4: Sep 15-19	
Monday, September 15 <sup>th</sup> : <b>Speech #1 Presentations</b>	
Wednesday, September 17: Final Discussion of <i>Maus</i> <b>Assign:</b> Essay #1	<b>Read:</b> <i>Maus</i> pp. 100-159 <b>Bring: One “favorite” page of <i>Maus</i> to analyze</b>
Week 5: Sep 22-26	
Monday, September 22: Introduction to Rebecca Skloot’s <i>The Immortal Life of Henrietta Lacks</i>	<b>Read:</b> HELA pp. 1-20 TYFA Chapter 19: Speak Your Audience’s Language (pp. 220-228)
Wednesday, September 24: Discuss <i>The Immortal Life of Henrietta Lacks</i> <b>Workshop:</b> Structuring and supporting a written argument	<b>Read:</b> HELA pp. 21-48 <b>Bring: Prewriting Assignment for Essay #1</b>
Week 6: Sep 29-Oct 3      *Sign up for individual conferences with Kate during office hours	
Monday, September 29: <i>Henrietta Lacks</i> Discussion: Privileged Stories and Storytellers: Race, gender, and what it means to be an ally	<b>Read:</b> HELA pp. 49-86 “White Privilege and Male Privilege,” McIntosh (ICON)
Wednesday, October 1: Discussion: <i>Henrietta Lacks</i> and science in the media <b>Workshop:</b> Essay #1 peer workshop	<b>Read:</b> HELA pp. 87-100 <b>Bring: Draft of Essay #1</b>
Week 7: Oct 6-10	
Monday, October 6: Discussion: <i>Henrietta Lacks</i> , ownership, and the body	<b>Read:</b> HELA pp. 101-136 “Of Property,” Locke (ICON)

Wednesday, October 8 <sup>th</sup> : Discussion: <i>Henrietta Lacks</i> , cont. <b>Workshop:</b> How to polish	<b>Read:</b> HELA pp. 137-151 Bring: Draft of Essay #1
Friday, October 10 <sup>th</sup> :	<b>Essay #1 Due by 6:30 pm in the ICON dropbox</b>
Week 8: Oct 13-17      Wednesday Oct 15 Midterm	
Monday, October 13: Discussion: <i>Henrietta Lacks</i> , cont.	<b>Read:</b> HELA pp. 152-176
Wednesday, October 15: Film (TBD)	<b>Read:</b> TBD
Week 9: Oct 20-24	
Monday, October 20: <i>Henrietta Lacks</i> Discussion: Stories that Confuse: Circumlocution, equivocation, and classism in legal and medical rhetoric <b>Assign:</b> Essay #2	<b>Read:</b> HELA pp. 178-217
Wednesday, October 22: Discussion: <i>Henrietta Lacks</i> , Cont. <b>Workshop:</b> Topic Generation	<b>Read:</b> HELA pp. 218-31
Week 10: Oct 27-31	
Monday, October 27: Discussion: <i>Henrietta Lacks</i> , Cont. <b>Revisiting Essay #1: Common issues and pitfalls</b>	<b>Read:</b> HELA pp. 232-267
Wednesday, October 29: <b>Workshop:</b> Effectively integrating research	<b>Read:</b> TBD <b>Bring: Essay #2 sources, thesis statement, and outline</b>
Week 11: Nov 3-7      Monday Nov 3 Last day for undergrads to drop a semester-length course	
Monday, November 3: Final Discussion: <i>The Immortal Life of Henrietta Lacks</i>	<b>Read:</b> HELA pp. 268-End "The Immortal Life of Henrietta Lacks, the Sequel" (ICON)
Wednesday, November 5: In-class reading and discussion: Introduction to <i>The American Way of Eating</i> <b>Draft Workshop</b>	<b>Bring: Rough draft of Essay #2</b> <b>*Please bring your copy of <i>The American Way of Eating</i></b>
Week 12: Nov 10-14	
Monday, November 10: Discussion: Gender, race, and class in food cultivation and harvest <b>Workshop:</b> Editing at the sentence level	<b>Read:</b> AWE Chapter 3: Cutting Garlic (pp. 57-78) <b>Bring: Polished Draft of Essay #2</b>
Wednesday, November 12: <b>Assign:</b> Speech #2	<b>Essay #2 Due by 6:30 pm in the ICON dropbox</b>

<b>Workshop:</b> Integrating personal narrative, observation, research, and argument: Tracie McMillan as a case study	<b>*Please bring your copy of <i>The American Way of Eating</i></b>
Week 13: Nov 17-21      Monday Nov 17 last day for undergrads to withdraw entire registration	
Monday, November 17: Discussion: Place, space and food in <i>The American Way of Eating</i>	<b>Read:</b> AWE Chapter 6: Produce 101 (pp. 129-160)
Wednesday, November 19: Discussion: Decorous Food: The Ethos of the Supermarket <b>Brainstorm Workshop:</b> Avenues for research, suggestions for structure, enhancing topic specificity, etc.	<b>Read:</b> TYFA Chapter 5: Get Them to Like You (pp. 47-57) <b>Bring: Speech Topic Proposal</b> <b>*Please bring your copy of <i>The American Way of Eating</i></b>
Week 14: Nov 24-28      Thanksgiving Week. No classes. Univ. Offices closed Thursday and Friday.	
Week 15: Dec 1-5      Monday Dec 1 Classes resume.	
Monday, December 1: Discussion: The Rhetoric of Gross <b>Revisiting Essay #2</b>	<b>Read:</b> AWE Chapter 8: Kitchen Novice (pp. 185-204)
Wednesday, December 3: Final Discussion: <i>The American Way of Eating</i> <b>Workshop:</b> Speech rehearsals and peer workshops	<b>Read:</b> AWE Conclusion (pp. 233-241) <b>Bring: Rough draft of Speech #2 for rehearsal</b>
Week 16: Dec 8-12      Close of classes on Friday Dec 12.	
Monday, December 8: <b>Final Speeches</b>	
Wednesday, December 12: <b>Final Speeches</b>	

The attached Common Practices and Policies document constitutes part of this syllabus.

**RHETORIC DEPARTMENT  
COMMON POLICIES AND PRACTICES  
FOR ALL GE RHETORIC COURSES:  
RHET: 1030    RHET: 1040    RHET: 1060**

The University of Iowa  
The College of Liberal Arts and Sciences  
**Department of Rhetoric**  
clas.uiowa.edu/rhetoric

Department Chair: Steve Duck, 164 EPB. Call 319-335-0186 or email [steve-duck@uiowa.edu](mailto:steve-duck@uiowa.edu)  
Department Main Office: 170 EPB. Call 319-335-0178 or email [rhetoric@uiowa.edu](mailto:rhetoric@uiowa.edu)

### **GRADING**

Final grades will be determined on the University's A-F grade scale, with A as the highest possible grade. There is no final examination in this course. Your grade depends mainly (at least 70%) on a series of major assignments. The rest of your grade (no more than 30%) depends on other activities: informal speeches, responses to reading, peer response workshops, participation, for example.

NOTE: All Major Assignments for Rhetoric courses must be completed satisfactorily for a student to receive a passing grade overall.

### **ATTENDANCE & PARTICIPATION**

This course is performance-based, emphasizing learning through daily class activities and homework. Students are expected to attend every class meeting and to actively participate in discussions, exercises, and other class work. Each assignment prepares students for the next; thus to miss class or skip an assignment will lower the quality of your overall performance, limiting your learning and your grade in the course.

### **EXCUSED ABSENCES & LATE WORK**

According to University policy, absences from class are excused in the following circumstances:

- Illness or injury.
- Family emergencies.
- Mandatory religious obligations—must be documented and arranged **in advance**.
- Authorized University activities—must be documented and arranged **in advance**.

If you have a conscientious objection to course material covered that day, you may choose not to come, and may be asked to complete an alternate assignment or activity. See UI Operations Manual III.15.2f). Instructors may require students to complete the Registrar's "Explanatory Statement for Absence from Class" form, which is available at <http://www.registrar.uiowa.edu/Student/FormsforStudents/tabid/79/Default.aspx>.

Late work will be credited only by arrangement with the instructor, and it may not always be possible to make up an oral presentation even if an absence is excused.

Falsifying excused absences, including on Student Health self-reports, is a violation of the Code of Student Life and as such will be reported to the Associate Dean for Undergraduate Programs & Curriculum, who can impose University sanctions.

### **ADDITIONAL INSTRUCTION**

The Rhetoric Department has a Writing Center (110 EPB, 335-0188) and a Speaking Center (412 EPB, 335-0205) where all UI students can receive free individual instruction. For more information, follow the links at the Rhetoric department website.

### **ADDS/DROPS & TRANSFERS**

All section changes are handled on-line, unless your advisor requires a signed add/drop slip. Add/drop slips are valid only if signed by the DEO of the Rhetoric Department. No Adds are permitted after the first Friday of the Fall semester and after the first Monday of the Spring semester. Transfer students are placed in this course based on transcripts. Contact the Rhetoric Office with any questions.

## **UI POLICIES & PROCEDURES**

### **ADMINISTRATIVE HOME**

The College of Liberal Arts and Sciences is the administrative home for Rhetoric. Different colleges may have different policies. Please refer to the CLAS [Academic Handbook](#).

### **DIVERSITY & INCLUSION**

The University of Iowa prohibits discrimination in employment or in its educational programs and activities on the basis of race, national origin, color, creed, religion, sex, age, disability, veteran status, sexual orientation, gender identity, or associational preference. No acts of discrimination will be tolerated in this class. Formal policies around diversity are built into the syllabus template, and more information is at <http://diversity.uiowa.edu/eod/>.

### **UNDERSTANDING SEXUAL HARASSMENT**

Sexual harassment subverts the mission of the University and threatens the wellbeing of students, faculty, and staff. We share a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. See [Part II.4 of the Operations Manual](#) at <http://www.uiowa.edu/~our/opmanual/ii/04.htm> for assistance, definitions, and the full University policy.

### **ACCOMMODATIONS FOR DISABILITIES**

A student seeking academic accommodations must register with [Student Disability Services](#) (please refer to <http://www.uiowa.edu/~sds/>) and meet with the instructor privately to make particular arrangements.

## **ELECTRONIC COMMUNICATION**

Students are responsible for all official correspondences sent to their standard University of Iowa e-mail address (@uiowa.edu). Students should check their account frequently.

## **ACADEMIC FRAUD**

Any instance of a student falsely presenting work that is not their own (e.g. plagiarism, cheating) is academic fraud and taken seriously by the College. The instructor reports any suspicion of fraud to the department and follows procedures outlined <http://clas.uiowa.edu/faculty/teaching-policies-resources-academic-fraud>. Consequences may include failure of the assignment or course, suspension, or expulsion.

Resubmitting work for which academic credit has already been given is fraud. It does not matter where or when the work was previously submitted. Any student who has previously submitted work for grading in Rhetoric and who resubmits that work is committing academic fraud. For that reason, students repeating Rhetoric for a second grade option or for any other reason must submit work that is new or that has been substantially revised in terms of effort and extension of thought and quality.

## **MAKING A SUGGESTION OR A COMPLAINT**

We may not always see eye to eye. If there is a problem, please speak to me first. Often we can resolve the issue without need for further action. I may consult with the course supervisor for advice. If matters are still unresolved, feel free to speak with Carol Severino ([carol-severino@uiowa.edu](mailto:carol-severino@uiowa.edu)), the department officer charged with dealing with student concerns. If she cannot resolve the issue, then it goes to Steve Duck, the DEO. Complaints must be made within six months of the incident. Please refer to the [CLAS Academic Policies Handbook](http://clas.uiowa.edu/students/handbook) at <http://clas.uiowa.edu/students/handbook>.

## **REACTING SAFELY TO SEVERE STORMS**

In severe weather, the class members should seek shelter in the lowest, innermost part of the building, away from windows. The class will continue if possible when the event is over. Please refer to [Operations Manual, II.22](#) or <http://emergency.uiowa.edu/content/severe-weather> and be sure to sign up for <http://hawkalert.uiowa.edu/>.

## **CLARIFYING STUDENT COLLABORATION**

Some of your work may be collaborative. Each student on a research team is expected to complete a similar amount of work and to contribute equally to the project. Each student will complete a self-evaluation and a group evaluation, describing this equality or the lack of it during the group's work. For more information, see the assignment sheet, the grading rubric, and the self-evaluation form for the project. Students who misrepresent themselves as equal partners in this collaborative project but who are actually letting others do the bulk of the work will be reported to the College for academic dishonesty. If you have questions, it is your responsibility to ask them.