

Reasoning, Writing, Speaking

English 494 Spring 2014
T/Th 12-1:20pm, 214 McKenzie

Prof. James Crosswhite, PLC 258, Hours T/Th 130-300, jcross@uoregon.edu

COURSE OBJECTIVES

In this course, you will review and explore important concepts in rhetoric and argumentation theory, and you will gain skill in discovering the questions that drive controversies and the arguments that can be made on all the different sides of an issue. You will also practice speaking, writing, and reasoning as a way to develop the strengths and the habits of mind and heart on which the best kind of reasoning, writing, and speaking depend. Be prepared to think and speak on your feet in class, to work in groups, to participate in debate, and to learn by practicing and in part by trial and error. Our focus this term will be on the controversies surrounding reasoning, writing, and speaking as they are conceptualized, taught, and measured in the Common Core State Standards and the Framework for Success in Post-secondary Writing. As a larger framework for this controversy, we will also be exploring the capabilities approach to human development and some of the ways rhetorical capabilities were conceptualized and approached in the history of rhetoric.

REQUIRED TEXTS

Creating Capabilities by Martha Nussbaum.

Other required readings for the course will be available on Blackboard.

Additional reading may be selected by students as we discover that we need to do more research to complete the projects.

REQUIRED TIME

From UO Catalog: "In planning a term's studies, students should anticipate that each credit requires at least three hours a week for class meetings or homework." This is a 4 credit course, so plan for 12 hours a week. That's three in class and nine outside of class.

ASSIGNMENTS AND GRADE BREAKDOWN

Two speeches 10 + 10 = 20

One essay 15

One final speech 25

One final essay 25

Written Responses to Speeches: 15

Participation may raise or lower final grade

Participation

For each day of class that reading is assigned, the reading must be completed before class begins. Each day you come to class, come prepared to participate in discussions and exercises. Bring the reading with you. If the readings are posted online, print them out and bring them to class with you—or bring your comprehensive notes and carefully selected printed material. No electronic devices open during class.

Attendance is required. I take attendance each day. Be sure that I call your name each day, and shout out if I do not. If you are late, and miss my taking attendance, it is your responsibility to notify me, at the end of class, that you have attended. Do not assume that I saw you arrive and recorded your attendance. *I will calculate final grades directly from my records, and I cannot fairly accommodate requests to correct my records at the time that final grades are given.* To cover illness or other events that make it impossible for you to attend, you are allowed two absences (one week of class). I recommend saving those absences for illness, athletic events, or unforeseen demands on your time. If you get sick with something contagious, do not come to class as long as you are contagious. If the illness lasts for longer than a week, or if a situation beyond your control causes you to miss more than two classes, be sure to contact me before the absences have accumulated, so that we can agree on a course of action. Written work may be submitted electronically only if you are sick or otherwise unable to attend class.

Being on time is also required. Lateness counts in considering your participation.

No late work, please. Any late work will be graded down one full grade for each day late. Note: I cannot accept a late final paper.

Two absences, *for whatever reason*, count as absences, but have no penalty. Beyond two absences, for each of the next two absences, three percentage points will be deducted from your total. After four absences (two weeks), each absence will cost five percentage points.

If an emergency arises or a situation out of your control temporarily prevents you from completing work on time, contact me immediately so that we can agree on a plan—before the work is due if that is possible. Email is the best way of reaching me for this.

COMPLETION OF ASSIGNMENTS

Please include your name, the date you are submitting the work, the course number or name, the word count, and my name on your written work.

Please give your written work a title.

You should staple papers that have multiple pages.

Papers should be double spaced, with one inch margins.

Please use a 12 or 14 point font. Include the word count for your essays.

There are computers available for you to use in the Knight Library and in other locations on campus.

Written work may be submitted in class or under my door at PLC 258.

I accept electronic written work only in cases of illness or emergency.

RESPECT, CONSIDERATION, AND PARTICIPATION

The course requires your active involvement. Active and respectful participation is inconsistent with cell phone use, texting, internet surfing, side conversations, arriving late, leaving early, sleeping, distracting other people, and coming to class unprepared. If you do not give your full attention, you will not receive what the course has to offer. **Please close and put away all laptops and electronic devices when class begins.** Listen to others respectfully, and expect the same of them. And feel free to speak up. What you have to say is important and unique. It will take effort and the best kind of cooperation to unlock the energies that are available to us as we pursue our work. This will require respectful attention to each other, and probably some kindness toward one another, too.

A LITTLE MORE

If you have a disability that may affect your ability to participate in this class, please let me know as soon as possible so that we can make arrangements for your full access.

Please be aware also that the Teaching and Learning Center (68 PLC; phone: 346-3226) provides support for all students. The Center offer tutors to help you with your writing assignments and provides other kinds of academic help. Look into it. Your fees help to pay for this.

An “Incomplete” can be given only in cases when some minor but essential aspect of the course cannot be completed because of unforeseen circumstances beyond a student’s control.

All work submitted for this course must be your own and must be written exclusively for this course. If you plagiarize or cheat, the penalty may be an “F” in the course.

The use of sources (for example, other people’s language or paraphrases of their language or ideas) must be properly documented. Please see me if you have any questions about your use of sources.

SCHEDULE

(Tentative—to be completed 4/7)

1

April 1 Introductions

Rhetorical Capabilities, the Common Core, and Higher Education

The Aims and Bounds of Argument and the Contact of Minds

The Stasis Questions, The Structure of Arguments

April 3 Finding the right questions in a controversy.

Read: Creating Capabilities (CC), Preface, Chapters 1 and 2 (ix-45).

2

April 8 **Read:** CC, Chapters 3-5 (46-112).

April 10 **Read** CC, Chapters 6-8, conclusion and postscript (113-192)

3

April 15 **1st Speeches**

April 17 **1st Speeches**

4

April 22 Pathos and Metaphor

Read: Pathos in Classical Rhetoric (Blackboard)

Read: Readings on Metaphors (Blackboard)

April 24 Logos: Causes, Effects, Means, Ends

Read: Reading on Causes, Effects, Means, Ends (Blackboard)

5

April 29 **Read:** History of Rhetoric Readings

May 1 **Read:** History of Rhetoric Readings

6

May 6 **2nd Speeches**

May 8 **2nd Speeches**

7

May 13 Logos - Person/Act

Read: Readings on Person/Act (Blackboard)May 15 **1st paper****Read:** Common Core Readings

8May 20 **Read:** Common Core Controversy Readings

May 22

Read: Framework for Success Readings

9May 27 **Final Speeches**May 29 **Final Speeches**

10June 3 **Final Speeches**June 5 **Final Speeches**

Final Paper Due anytime before and up until **8am Friday, June 13**. Just slide the paper under the door at 258 PLC.