

## ENGL 890-001 | Studies in Rhetoric & Composition: Writing/The Body

Fall 2016

Tues/Thurs 250-405pm

Humanities Classroom Building 308

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203 Humanities Office Building

Office Hours: T/W/TH 10-1100am & by appointment

### COURSE DESCRIPTION

This seminar explores various constructions and conceptions of embodiment in relation to practices and theories of writing and rhetoric. At stake in pursuing embodiment in this way are fundamental questions: Who are we? How do we make knowledge? How do we make meaning? To explore these questions, the course surveys a range of scholarship related to the body including work in composition studies, writing pedagogy, rhetorical studies, philosophy, disability studies, feminism, technical writing, literacy studies, and cognitive science. Organizing this ranging jaunt through the question of embodiment and writing is a central philosophical problem: the clinginess of Cartesian dualism.

### COURSE GOALS

- Analyze, synthesize, and critique scholarship in rhet/comp and related discourses, including disability studies, technical writing, composition pedagogy, rhetorical theory, composition studies, cognitive science, philosophy, etc.
- Build connections and research interests in composition and rhetoric and a rigorous research project related to questions of embodiment
- Develop scholarly literacies including critical reading; intellectual engagement/conversation; summary and response; close reading and discussion; conference-style presentation; developing critical arguments

**REQUIRED TEXTS** | All books are available at the USC bookstore or online retailers

- Rene Descartes, *Discourse on Method & MEDITATIONS ON FIRST PHILOSOPHY*, 4<sup>th</sup> edition. ISBN: 9780872204201 (please get this exact copy for reference purposes)
- Additional PDFs posted on our course Blackboard site—always bring either prints or digital access to class

**RECOMMENDED TEXTS** | I'll provide selections from these books, but I encourage you to buy them.

- *Ambient Rhetoric: The Attunements of Rhetorical Being*, Thomas Rickert
- *Embodied Literacies: Imageword and Poetics of Teaching*, Kristie S. Fleckenstein
- *Talking, Sketching, Moving: Multiple Literacies in the Teaching of Writing*, Patricia A. Dunn

### COURSE EXPECTATIONS

**Academic Honesty** | Per the Office of Academic Integrity: “You are expected to practice the highest possible standards of academic integrity. Any deviation from this expectation will result in a minimum academic penalty of your failing the assignment, and will result in additional disciplinary measures. This includes improper citation of sources, using another student’s work, and any other form of academic misrepresentation.”

**Accessibility** | If you have a disability and may need accommodations to fully participate in this course, contact the Office of Student Disability Services: 777-6142, TDD 777-6744, email sasds@mailbox.sc.edu, or stop by LeConte College Room 112A.

**Attendance** | This is a graduate seminar and thus, ideally, you’ll attend every class session. If you have to miss, please notify me in advance. It’s acceptable to leave early or come late if you must, just do alert me in advance. Based on USC’s policy, if you miss more than 10 percent (or 3) of our meetings, you will be subject to a grade penalty. Five or more misses will be considered excessive and I may request that you drop the course. Bottom line: you should do everything you can to attend every class.

**Participation** | This is a graduate seminar and thus your active preparation and participation is expected. Not speaking is not an option. Optimal participation (in any graduate course) includes the following: 1) thoroughly read, think through, and annotate questions and comments about all assigned readings, 2) in discussion, actively listen and respond to your classmates, 3) contribute regularly while at the same time be mindful that you’re not dominating the conversation, 4) contribute text-/evidence-based insights to advance insights of our conversation. Participation will also include thorough engagement in weekly discussions on Discussion Board (see below).

### COURSE ASSIGNMENTS & GRADES

**Participation and Discussion Board 30%**

See above for in-class participation guidelines. This grade also includes engaging participation in weekly Discussion Boards. You’ll lead twice and participate as a respondent eight times for a total of 10 posts across the term.

**Proposal + Work-in-Progress Presentation + Seminar Paper 70%**

You’ll write a project proposal related to a question(s)/problem emergent in the course and get peer and professor feedback. You’ll then give a presentation to the class that sketches out your analytical problem, methods/approach, and initial analysis. You’ll continue to develop this project into a 12-15 page researched, exigence/intervention-driven essay. See assignment sheet for elaborated expectations.

The course will follow the standard grade scale → A = 90 and above, B+ 85-90, B 80-85, C+ 75-80, etc.