



ENG515: History and Theory of Rhetoric

Credit Hours: 3

Contact Hours: This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

Faculty Information



Faculty contact information and office hours can be found on the faculty profile page.

Course Description and Outcomes



Course Description:

In this course students will learn the process for developing approaches to teaching the history and theory of rhetoric in high school and college based on traditional theories within the English literary community. Students will learn the historical development of rhetoric from origins in ancient Greece to the digital age of the 21st century. Students will study Isocrates, Plato, Aristotle, and Cicero from the classical period; the further development of rhetoric during the medieval period, especially as was influenced by Cicero; the emergence of humanism and Aristotelian scholasticism in the Renaissance; the Enlightenment of the 17th and 18th centuries that was influenced by John Locke and empiricism; the development of modern rhetoric in the 20th century to include influential thinkers such as Kenneth Burke, I.A. Richards, Stephen Toulmin, Henry Louis Gates, Stanley Fish, and Jacques Derrida.

Course Learning Outcomes:

1. Develop a comprehensive thesis and literature review that incorporates research and argues an informed academic position based on the current literature of rhetorical history and theory.
2. Critically evaluate personal bias and how race, class, and gender impact the current literature of the history and theory of rhetoric.
3. Critically analyze the work of seminal and key critics within the current literature of rhetorical theory and history and evaluate how these works represent a particular rhetorical perspective or linguistic worldview.

4. Critically evaluate the historical and critical context from which the different major rhetorical approaches and how that impacts the critical reading of rhetorical events.
5. Critically evaluate how common rhetorical themes and events have been transferred and transformed by emerging technologies from the classical period to the present

Participation & Attendance



Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

Course Materials



Required:

Bizzell, P., & Herzberg, B. (2001). *The rhetorical tradition: Readings from classical times to the present*. 2nd edition. Boston: Bedford/St. Martin's. ISBN-13: 9780312148393

Suggested:

NOTE: All non-textbook required readings and materials necessary to complete assignments, discussions, and/or supplemental or required exercises are provided within the course itself. Please read through each course module carefully.

Course Schedule



Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- Discussion Boards: The original post must be completed by Thursday at 11:59 p.m. MT and Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- Critical Thinking: Assignments are due Sunday at 11:59 p.m. MT.

Week #	Readings	Assignments
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1	<ul style="list-style-type: none"> • <i>The Rhetorical Tradition: Readings from Classical Times to the Present</i> <p>General Introduction</p> <ul style="list-style-type: none"> • The Origins of Rhetoric <p>Part I: Classical Rhetoric</p> <ul style="list-style-type: none"> • Isocrates and Education in Rhetoric • Plato: True and False Rhetoric <p>Isocrates</p> <ul style="list-style-type: none"> • Against the Sophists • From Antidosis <p>Plato</p> <ul style="list-style-type: none"> • Phaedrus 	<ul style="list-style-type: none"> • Discussion (25 points) • Critical Thinking (60 points)
2	<ul style="list-style-type: none"> • <i>The Rhetorical Tradition: Readings from Classical Times to the Present</i> <p>General Introduction</p> <ul style="list-style-type: none"> - Classical Rhetoric <p>Part I: Classical Rhetoric</p> <p>Aristotle</p> <ul style="list-style-type: none"> - From Rhetoric <p>Cicero</p> <ul style="list-style-type: none"> - From Orator 	<ul style="list-style-type: none"> • Discussion (25 points) • Critical Thinking (80 points)
3	<ul style="list-style-type: none"> • <i>The Rhetorical Tradition: Readings from Classical Times to the Present</i> <p>Part II: Medieval Rhetoric</p> <ul style="list-style-type: none"> - Introduction - Christian Treatments of Rhetoric to Augustine - The Arts of Letter Writing and Preaching <p>Augustine</p> <ul style="list-style-type: none"> - On Christian Doctrine, Book IV <p>Boethius</p> <ul style="list-style-type: none"> - An Overview of the Structure of Rhetoric <p>Anonymous</p> <ul style="list-style-type: none"> - The Principles of Letter Writing 	<ul style="list-style-type: none"> • Discussion (25 points) • Critical Thinking (80 points)

4	<ul style="list-style-type: none"> • <i>The Rhetorical Tradition: Readings from Classical Times to the Present</i> <p>Part III: Renaissance Rhetoric</p> <ul style="list-style-type: none"> - Introduction - Humanism in Northern Europe: Agricola, Erasmus, and Ramus - Humanism and Rhetoric in England: Ramus Versus Cicero <p>Peter Ramos</p> <ul style="list-style-type: none"> - Arguments in Rhetoric Against Quintilian <p>Thomas Wilson</p> <ul style="list-style-type: none"> - The Art of Rhetorique 	<ul style="list-style-type: none"> • Discussion (25 points) • Critical Thinking (70 points)
5	<ul style="list-style-type: none"> • <i>The Rhetorical Tradition: Readings from Classical Times to the Present</i> <p>Part IV: Enlightenment Rhetoric</p> <ul style="list-style-type: none"> - Introduction - Rhetoric in the Enlightenment: An Overview - Seventeenth-Century Rhetoric - Eighteenth-Century Rhetoric <p>George Campbell</p> <ul style="list-style-type: none"> - From The Philosophy of Rhetoric <p>Hugh Blair</p> <ul style="list-style-type: none"> - From Lectures on Rhetoric and Belles Lettres 	<ul style="list-style-type: none"> • Discussion (25 points) • Critical Thinking (80 points)
6	<ul style="list-style-type: none"> • <i>The Rhetorical Tradition: Readings from Classical Times to the Present</i> <p>Part VI: Modern and Postmodern Rhetoric</p> <ul style="list-style-type: none"> - Introduction - Rhetoric and Composition - Philosophy of Language versus Rhetoric - Literature, Logic, Rhetoric, and Ethics <p>Mikhail Bakhtin</p> <ul style="list-style-type: none"> - From Marxism and the Philosophy of Language <p>I.A. Richards</p> <ul style="list-style-type: none"> - From The Philosophy of Rhetoric <p>Kenneth Burke</p> <ul style="list-style-type: none"> - From A Grammar of Motives 	<ul style="list-style-type: none"> • Discussion (25 points) • Critical Thinking (80 points)
7	<ul style="list-style-type: none"> • <i>The Rhetorical Tradition: Readings from Classical Times to the Present</i> <p>Part VI: Modern and Postmodern Rhetoric</p>	<ul style="list-style-type: none"> • Discussion (25 points) • Portfolio Milestone (100 points)

	Chaim Perelman and Lucie Olbrechts-Tytech <ul style="list-style-type: none"> - From the New Rhetoric Stephen Toulmin <ul style="list-style-type: none"> - From The Uses of Argument Jacques Derrida <ul style="list-style-type: none"> - Signature Event Context 	
8	<ul style="list-style-type: none"> • <i>The Rhetorical Tradition: Readings from Classical Times to the Present</i> Part VI: Modern and Postmodern Rhetoric Henry Louis Gates <ul style="list-style-type: none"> - The Signifying Monkey and the Language of Signifyin(g): Rhetorical Difference and the Orders of Meaning Helene Cixous <ul style="list-style-type: none"> - The Laugh of Medusa Stanley Fish <ul style="list-style-type: none"> - Rhetoric 	<ul style="list-style-type: none"> • Discussion (25 points) • Portfolio (250 points)

Assignment Details



This course includes the following assignments/projects:

Module 1

CRITICAL THINKING ASSIGNMENT (60 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1: Exploring an Issue in Teaching the History of Rhetoric in the Course Room: Developing a Working Thesis & Preliminary Bibliography

In Module 1 you are asked to review the assignment instructions for the Module 8 Portfolio Project. For Option #1, explore a particular issue in teaching rhetorical history in the college course room, with special consideration given to how (historical) rhetorical issues affect communication skills in the contemporary world. This focus should be expressed and grounded in the literature of the course. In other words, whatever issue you pursue, it should come out of the classroom literature and be appropriately referenced.

Let us consider the issue of audience. In *Phaedrus*, Plato stresses the importance of knowing one's audience in order to be an effective rhetorician: "Since it is the function of speech to lead souls by persuasion, he who is to be a rhetorician must know the various forms of soul." In other words, an effective rhetorician attempts to understand the values, mores, predispositions, and culture(s) of his or her audience.

While the investigation of academic issues is a particularly noteworthy activity, it is not the most important dimension in Bloom's taxonomy. In fact, it barely rises above the knowledge and analysis domain. In college historical courses, our aim has to be much higher since we are preparing students not only for the rigors of the college curriculum, but also for their work and life ahead. We want our students to engage the upper levels of the taxonomy—analysis, synthesis, and evaluation (judgment), which is the highest form of intellectual engagement and has been so since antiquity.

Select and narrow a topic for your final research paper. Your working thesis statement should take a definite position on an arguable issue. As an academic writer, it is vital to form a working thesis about your topic early so that you can shape your research and form an inquiry plan about the research material you will be using. You will also quickly need to select and analyze key concepts of the topic.

For this assignment, first try brainstorming. Choose two or three potential topics and explore the key concepts involved to see if the topic not only seems to hold your interest but is doable as well.

Requirements:

- Use third person.
- Assert your academic voice.
- Choose a **topic** related to a problem you would like to address; it is all right to ask a **question** about how to solve the problem. Answer the question with a **thesis** that names the problem, cause, and solution, which should then form the basis of a solid working thesis.
- As a part of your working thesis, describe why you made your final selection and discuss in a little more detail the key concepts you think are important to that particular topic.
- You need to cite two or three sources for this assignment. Two of these articles should come from the textbook. You will have to cite several other credible sources in your final Portfolio Project, so start exploring them now. In academic writing, it is always a best practice to cite credible sources, such as a scholarly journal article. The two articles that you selected from the textbook are exact examples of the type of peer-reviewed articles you should reference.
- Your written paper should be two to three pages in length, not counting the title and reference pages, which you must include.
- Your paper should conform to the [CSU-Global Guide to Writing and APA](#).

Option #2: Using a Critical Approach for Teaching Composition in the Course Room: Developing a Working Thesis & Preliminary Bibliography

In Module 1 you are asked to review the assignment instruction for the Module 8 Portfolio Project. For Option #2, explore a particular critical or theoretical approach for teaching composition. Your working thesis should identify a specific issue in rhetorical history (ethics, audience, or style, for example) and develop your investigation for using that critical approach in order to show how it addresses important issues in the college composition course room. One very important note: For the purposes of this assignment, you should not express and explore a critical approach you encountered *solely* by teaching in the course room. This critical approach first needs to be expressed and grounded in the literature. It is important that it be appropriately cited.

Let us consider the issue of **rhetorical argument**. In *Against the Sophists* and *Antidosis*, Isocrates stresses the importance of embracing ethics for a rhetorician to be honorable—a good citizen of the *polis*. Isocrates states: “But I do hold that people can become better and worthier if they conceive an ambition to speak well. . . (and are) devoted to the welfare of man and our common good; for if he fails to find causes of this character, he will accomplish nothing to the purpose.”

In this option, you are to articulate how a particular issue (a rhetorical argument infused with an ethical dimension, for example) engages conceptual problems in the history of rhetoric as it relates to the teaching of writing. It is important that your approach is specifically related to one specific critical approach. However, you can use various rhetorical dimensions to strengthen your analysis and evaluation of the issue. The focus is on your critical approach and how a carefully defined approach (one characterized by precision and concision) engages a range of various conceptual challenges associated with the contemporary composition course room.

Your working thesis statement should take a definite position on an arguable issue. As an academic writer, it is vital to form a working thesis about your topic early so that you can shape your research and form an inquiry plan about the research material you will be using. You will also quickly need to select and analyze key concepts of the topic.

For this assignment, first try brainstorming. Choose two or three potential topics and explore the key concepts involved to see if the topic not only seems to hold your interest, but also is appropriate.

Requirements:

- Use third person.
- Assert your academic voice.
- Choose a **topic** related to a problem you would like to address; it is all right to ask a **question** about how to solve the problem. Answer the question with a **thesis** that names the problem, cause, and solution, which should then form the basis of a solid working thesis.
- As a part of your working thesis, describe why you made your final selection and discuss in a little more detail the key concepts you think are important to that particular topic.
- You need to cite two to three sources for this assignment. Two of these articles should come from the textbook. You will have to cite several other credible sources in your final Portfolio Project, so start exploring them now. In academic writing, it is always “best practices” to cite a credible source, such as a scholarly journal article. The two articles that you selected from the textbook are exact examples of the type of peer-reviewed articles we are looking for you to reference.
- Your written paper should be two to three pages in length, not counting the title and reference pages, which you must include.
- Your paper should conform to the [CSU-Global Guide to Writing and APA](#).

Module 2

CRITICAL THINKING ASSIGNMENT (80 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1: Annotated Bibliography I

In Module 1 you began conducting research for your Project Portfolio for exploring the use of historical rhetoric in the teaching of writing. By now, you already have a developed research topic and a working thesis statement, along with a small bibliography of resources for support.

Go to this link to see how to format your annotated bibliography in APA:

<https://owl.english.purdue.edu/owl/resource/614/03/>

Add two or three more credible sources to your original bibliography from Module 1, for a total of four to six credible sources. Now annotate all four to six sources, using the skills that you have already developed for quoting, summarizing, and paraphrasing sources. Use also the appropriate levels of Bloom’s Taxonomy to ensure you develop and annotate your sources fully.

Submit your Annotated Biography

- Your annotated bibliography should be two or three pages in length, not counting the title and reference pages, which you must include.
- Your paper should conform to the [CSU-Global Guide to Writing and APA](#).

Option #2: Annotated Bibliography I

In Module 1 you began conducting research for your Project Portfolio addressing a particular problem in rhetorical

theory / argument. By now, you already have a developed research topic and a working thesis statement, along with a small annotated bibliography of resources for support.

Go to this link to see how to format your annotated bibliography in APA:

<https://owl.english.purdue.edu/owl/resource/614/03/>

Add two or three more credible sources to your original bibliography for Module 1, for a total of four to six credible sources. Now annotate all four to six sources, using the skills that you have already developed for quoting, summarizing, and paraphrasing sources. Use also the appropriate levels of Bloom's Taxonomy to ensure you develop and annotate your sources fully.

Submit your Annotated Biography

- Your annotated bibliography should be two or three pages in length, not counting the title and reference pages, which you must include.
- Your paper should conform to the *CSU-Global Guide to Writing and APA*.

Module 3

CRITICAL THINKING ASSIGNMENT (80 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1: Annotated Bibliography II

In Modules 1-2 you began conducting research for your Project Portfolio exploring the use of historical rhetoric in the teaching of writing. By now, you already have a developed research topic and a working thesis statement, along with an annotated bibliography of resources for support.

Go to this link to see how to format your annotated bibliography in APA:

<https://owl.english.purdue.edu/owl/resource/614/03/>

Add two or three more credible sources to your original annotated bibliography, for a total of six to nine credible sources. Now annotate all six to nine sources, using the skills that you have already developed for quoting, summarizing, and paraphrasing sources. Use also the appropriate levels of Bloom's Taxonomy to ensure you develop and annotate your sources fully. Of course, your APA formatting should be perfect.

Submit your Annotated Biography

- Your annotated bibliography should be four to six pages in length, not counting the title and reference pages, which you must include.
- Your paper should conform to the *CSU-Global Guide to Writing and APA*.

Option #2: Annotated Bibliography II

In Modules 1-2 you began conducting research for your Project Portfolio exploring a particular problem in rhetorical theory / argument. By now, you already have a developed research topic and a working thesis statement, along with an annotated bibliography of resources for support.

Go to this link to see how to format your annotated bibliography in APA:

<https://owl.english.purdue.edu/owl/resource/614/03/>

Add two or three more credible sources to your original annotated bibliography, for a total six to nine credible sources. Now annotate all six to nine sources, using the skills that you have already developed for quoting, summarizing, and paraphrasing sources. Use also the appropriate levels of Bloom's Taxonomy to ensure you develop and annotate your sources fully. Of course, your APA formatting should be perfect.

Submit your Annotated Biography

- Your annotated bibliography should be four to six pages in length, not counting the title and reference pages, which you must include.
- Your paper should conform to the [CSU-Global Guide to Writing and APA](#).

Module 4**CRITICAL THINKING ASSIGNMENT (70 points)**

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1: Annotated Bibliography III

In Modules 1-3, you began conducting research for your Project Portfolio exploring the use of historical rhetoric in the teaching of writing. By now, you already have a developed research topic and a working thesis statement, along with an annotated bibliography of resources for support.

Go to this link to see how to format your annotated bibliography in APA:

<https://owl.english.purdue.edu/owl/resource/614/03/>

Add two or three more credible sources to your original annotated bibliography, for a total of eight to twelve credible sources. Now annotate all eight to twelve sources, using the skills that you have already developed for quoting, summarizing, and paraphrasing sources. Use also the appropriate levels of Bloom's Taxonomy to ensure you develop and annotate your sources fully. Of course, your APA formatting should be perfect.

Submit your Annotated Biography

- Your annotated bibliography should be six to eight pages in length, not counting the title and reference pages, which you must include.
- Your paper should conform to [CSU-Global Guide to Writing and APA](#).

Option #2: Annotated Bibliography III

In Modules 1-3 you began conducting research for your Project Portfolio exploring a problem in teaching rhetorical history in the course room. By now, you already have a developed research topic and a working thesis statement, along with an annotated bibliography of resources for support.

Go to this link to see how to format your annotated bibliography in APA:

<https://owl.english.purdue.edu/owl/resource/614/03/>

Add two or three more credible sources to your original annotated bibliography, for a total of eight to twelve credible sources. Now annotate all eight to twelve sources, using the skills that you have already developed for quoting, summarizing, and paraphrasing sources. Use also the appropriate levels of Bloom's Taxonomy to ensure you develop and annotate your sources fully. Of course, your APA formatting should be perfect.

Submit your Annotated Biography

- Your annotated bibliography should be six to eight pages in length, not counting the title and reference pages, which you must include.
- Your paper should conform to [CSU-Global Guide to Writing and APA](#).

Module 5

CRITICAL THINKING ASSIGNMENT (80 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1: Annotated Outline

Submit an **Annotated Outline** in which you include your complete citations of the sources that you are planning to use in your Portfolio Project exploring an issue in teaching composition using rhetorical approaches.

Model the **outline** after those at this link:

- <https://owl.english.purdue.edu/owl/resource/544/03/>
- Ensure that you provide a summary, a paraphrase, and a direct quotation for each of your sources. Cite these sources using APA.
- Your **Annotated Outline** should be two or three pages in length not counting the title and reference pages, which you must include.

Your paper should conform to the [CSU-Global Guide to Writing and APA](#).

Option #2: Annotated Outline

Submit an **Annotated Outline** in which you include your complete citations of the sources that you are planning to use in your Portfolio Project exploring an issue in teaching composition using rhetorical approaches.

Model the **outline** after those at this link:

- <https://owl.english.purdue.edu/owl/resource/544/03/>
- Ensure that you provide a summary, a paraphrase, and a direct quotation for each of your sources. Cite these sources using APA.
- Your **Annotated Outline** should be two or three pages in length not counting the title and reference pages, which you must include.

Your paper should conform to the [CSU-Global Guide to Writing and APA](#).

Module 6

CRITICAL THINKING ASSIGNMENT (80 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1: Drafting Your Portfolio Project

Work through the complete writing process that is backbone of this course and produce a working rough draft of your research paper in which you explore an issue in the teaching of rhetorical history.

As you compose the draft, follow the specifications in the Portfolio Project Assignment accessible from the Module 8 folder.

- Your working draft should be very close to the number of pages required for the Portfolio Project, including a title page and a references page.

- Your draft should cite at least eight credible sources. You should be using sources from your annotated bibliography.
- Your draft must be formatted according to the [CSU-Global Guide to Writing and APA](#).

Note that while this Critical Thinking assignment requires that you cite at least a minimum of eight sources total, you are not required to include all sources that will be provided with the final version of your Portfolio Project. In other words, you may wait and add more sources to your work prior to the final delivery of the Portfolio Project at the end of Week 8.

Note, as well, that for this Critical Thinking assignment you will not be graded on the quality and depth of your knowledge and critical thinking as you will on the final draft of the Portfolio Project. Instead, you will be graded on proper completion of your draft per the specifications provided in this assignment description per the Module 6 CT Rubric provided in the Module 6 folder.

Option #2: Drafting Your Portfolio Project

Work through the complete writing process that is the backbone of this course and produce a working rough draft of your research paper in which you explore an issue in the teaching of rhetorical history.

As you compose the draft, follow the specifications in the Portfolio Project Assignment accessible from the Module 8 folder.

- Your working draft should be very close to the number of pages required for the Portfolio Project, including a title page and a references page.
- Your draft should cite at least eight credible sources. You should be using sources from your annotated bibliography.
- Your draft must be formatted according to the [CSU-Global Guide to Writing and APA](#).

Note that while this Critical Thinking assignment requires that you cite at least a minimum of eight sources total, you are not required to include all sources that will be provided with the final version of your Portfolio Project. In other words, you may wait and add more sources to your work prior to the final delivery of the Portfolio Project at the end of Week 8.

Note, as well, that for this Critical Thinking assignment you will not be graded on the quality and depth of your knowledge and critical thinking as you will be on the final draft of the Portfolio Project. Instead, you will be graded on proper completion of your draft per the specifications provided in this assignment description per the Module 6 CT Rubric provided in the Module 6 folder.

Module 7

PORTFOLIO PROJECT MILESTONE (100 points)

Choose one of the following two assignments to complete the Portfolio Project. Do not do both assignments. Identify your Portfolio Project choice in the title of your submission.

Option #1: Peer Review and Cover Letter

Peer Review

For this milestone, you are to review a draft of at least one other member of your class. After you have completed your review, write a critique that covers the five categories below. Submit your comments to both your peer and to your instructor as a single document in Module 7.

To complete this peer response, offer critiques in the following categories:

1. Focus: The thesis or main point is well developed and maintained throughout the document.
2. Development: The ideas are developed clearly and are well-evidenced and supported.
3. Organization: The organization (visual and written) of the document is logical and easy to read.
4. Style: APA guidelines are followed.
5. Conventions: Grammar, punctuation, and word choice is correct and concise.

For each of these categories, you are required to (a) make an evaluative statement on the execution of each category (i.e., focus is maintained throughout in the body paragraph that cover topics, a, b, and c, and promised in the thesis statement) and, as applicable, offer (b) a specific example of how the task was or was not executed and could be improved.

Remember, when we peer review, we learn on both ends. We get feedback from an audience, and we learn more about writing by having to make specific evaluations of the work of another.

Remember, too, that we are a class of colleagues and professionals, so decorum is required. Be respectful of the work of your peers. Lead with what is working well before offering critical ideas on what can be improved. And, of course, the more specific you are, the more both parties gain out of the experience.

Your written paper should be two or three pages in length, not counting the title page, which you must include.

Cover Letter

For your cover letter, you are asked to chart a road map through your journey in this course. Through the individual and group work that you have completed this term, you have more than met the description for which you registered in this class. Chart that journey, pointing out key areas of growth and key areas in which you would change or improve on how you would teach composition in the classroom. What are some key resources that you would either use for the first time or would improve on your use of those key resources in the future? The goal of this assignment is for you to have cognition of what you have learned, primarily to be able to repeat any and all of the steps in our process in the classroom. While the experience and ideas are fresh in your head, create a road map that would allow you to develop your own basic pedagogy for teaching composition. Be creative!

You may write a letter, create a video, produce a visual road map, etc. Do what works for you. Design this assignment in a way that works with your leaning style.

Please note that your original “letter” or script must be presented in written form in addition to any varied media presentations.

- Your written cover “letter” should be two or three pages in length, not counting the title and any reference pages.
- Your submission must be formatted according to the [CSU-Global Guide to Writing and APA](#).

Option #2: Peer Review and Cover Letter

Peer Review

For this milestone, you are to review a draft of at least one other member of your class. After you have completed your review, write a critique that covers the five categories below. Submit your comments to both your peer and to your instructor as a single document in Module 7.

To complete this peer response, offer critiques in the following categories:

1. Focus: The thesis or main point is well developed and maintained throughout the document.
2. Development: The ideas are developed clearly and are well-evidenced and supported.

3. Organization: The organization (visual and written) of the document is logical and easy to read.
4. Style: APA guidelines are followed.
5. Conventions: Grammar, punctuation, and word choice is correct and concise.

For each of these categories, you are required to (a) make an evaluative statement on the execution of each category (i.e., focus is maintained throughout in the body paragraph that cover topics, a, b, and c, and promised in the thesis statement) and, as applicable, offer (b) a specific example of how the task was or was not executed and could be improved.

Remember, when we peer review, we learn on both ends. We get feedback from an audience, and we learn more about writing by having to make specific evaluations of the work of another. Remember, too, that we're a class of colleagues and professionals, so decorum is required. Be respectful of the work of your peers. Lead with what is working well before offering critical ideas on what can be improved. And, of course, the more specific you are, the more both parties gain out of the experience.

Your written paper should be two or three pages in length, not counting the title page, which you must include.

Cover Letter

For your cover letter, you are asked to chart a road map through your journey in this course. Through the individual and group work that you have completed this term, you have more than met the description for which you registered in this class. Chart that journey, pointing out key areas of growth and key areas in which you would change or improve on how you would teach composition in the classroom. What are some key resources that you would either use for the first time or would improve on your use of those key resources in the future? The goal of this assignment is for you to have cognition of what you have learned, primarily to be able to repeat any and all of the steps in our process in the classroom. While the experience and ideas are fresh in your head, create a road map that would allow you to develop your own basic pedagogy for teaching composition. Be creative!

You may write a letter, create a video, or produce a visual road map. Do what works for you. Design this assignment in a way that works with your learning style.

Please note that your original "letter" or script must be presented in written form in addition to any varied media presentations.

- Your written cover "letter" should be two or three pages in length not counting the title and any reference pages.
- Your submission must be formatted according to the [*CSU-Global Guide to Writing and APA*](#).

Module 8

PORTFOLIO PROJECT (250 points)

Choose one of the following two assignments to complete the Portfolio Project. Do not do both assignments. Identify your Portfolio Project choice in the title of your submission.

Option #1: Exploring an Issue in Teaching the History of Rhetoric in the Course Room

For Option #1, you are asked to explore a particular issue in teaching rhetorical history in the college course room, with special consideration given to how (historical) rhetorical issues affect communication skills in the contemporary world. This focus should be expressed and grounded in the literature of the course. In other words, whatever issue you pursue, it should come out of the classroom literature and be appropriately referenced.

Essay Formatting Requirements:

- Ten to twelve pages
- Minimum of ten to twelve sources—must be peer-reviewed, credible, authored sources; anonymous websites or sites like Wikipedia are not acceptable as one of your sources.
- Double-spaced, Times New Roman, 12-point font
- Title Page: for an explanation of how to formulate a title page in APA, see [The Purdue OWL](#) (scroll down to “Title Page”), or use the APA template provided in the CSU-Global Library. (Titled “Does Your Paper Look Like This?”)
- Insert page numbers in the top right-hand corner.
- Include a Reference Page.
- Use the [CSU-Global Guide to Writing and APA](#) for correct APA formatting in the paper and on the reference page.
- Your Project Portfolio will be graded not only based on content, but also based upon the quality of your writing, syntax, and grammar. Please be sure to pay special attention to the quality of your written work. It is highly recommended that you closely proofread your assignment prior to submission. In addition, you are again expected to provide support for your arguments based upon both the required and recommended readings for the course and your research, as well as to incorporate any relevant points culled from the discussion boards. Review the Portfolio Rubric located in the Module 8 folder.

Option #2: Using a Critical Approach for Teaching Composition in the Course Room

For Option #2, you are to explore a particular critical or theoretical approach for teaching composition. Your working thesis should identify a specific issue in rhetorical history (ethics, audience, or style, for example) and develop your investigation for using that critical approach in order to show how it addresses important issues in the college composition course room. One very important note: For the purposes of this assignment, you should not express and explore a critical approach you encountered *solely* by teaching in the course room. This critical approach first needs to be expressed and grounded in the literature. It is important that it be appropriately cited.

Essay Formatting Requirements:

- Ten to twelve pages
- Minimum of ten to twelve sources—must be peer-reviewed, credible, authored sources; anonymous websites or sites like Wikipedia are not acceptable as one of your three main sources.
- Double-spaced, Times New Roman, 12-point font
- Title Page: for an explanation of how to formulate a title page in APA, see [The Purdue OWL](#) (scroll down to “Title Page”), or use the APA template provided in the CSU-Global Library. (Titled “Does Your Paper Look Like This?”)
- Insert page numbers in the top right-hand corner.
- Include a Reference Page.
- Use the [CSU-Global Guide to Writing and APA](#) for correct APA formatting in the paper and on the reference page.
- Your Project Portfolio will be graded not only based on content, but also based upon the quality of your writing, syntax, and grammar. Please be sure to pay special attention to the quality of your written work. It is highly recommended that you closely proofread your assignment prior to submission. In addition, you are again expected to provide support for your arguments based upon both the required and recommended readings for the course and your research, as well as to incorporate any relevant points culled from the discussion boards. Review the Portfolio Rubric located in the Module 8 folder.

Course Policies



Course Grading

20% Discussion Participation
45% Critical Thinking Assignments
35% Final Portfolio Paper

Grading Scale and Policies

A	95.0 – 100
A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below

In-Classroom Policies

For information on late work and incomplete grade policies, please refer to our [In-Classroom Student Policies and Guidelines](#) or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

Academic Integrity

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /re-purposing your own work (see *CSU-Global Guide to Writing and APA Requirements* for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

Citing Sources with APA Style

All students are expected to follow the *CSU-Global Guide to Writing and APA Requirements* when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the “APA Guide & Resources” link. A link to this document should also be provided within most assignment descriptions in your course.

Disability Services Statement

CSU-Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email ada@CSUGlobal.edu for additional information to coordinate reasonable accommodations for students with documented disabilities.

Netiquette

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom.

If you have concerns about something that has been said, please let your instructor know.