

Archives of Instruction in Rhetoric and Composition

ENG W601-28848 (T/R 2:30-3:45 p.m.) • WH 116 • Fall 2009

INSTRUCTOR INFORMATION

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COURSE DESCRIPTION & GOALS

This course offers an overview of rhetoric and writing instruction in western traditions, focusing on the chronological space between Quintilian's *Institutio Oratoria* (96 CE) and Gertrude Buck's *A Course in Argumentative Writing* (1899), with some earlier and later movement towards the goal of understanding coherent traditions rather than formulating a singularly historical tradition. We will consider how post-Enlightenment and belletristic developments in eighteenth-century civic rhetoric evolved to allow multiple contexts for the formation of College English. We will also consider how the problems and limitations of extant histories of College English equip us to ask new questions and pose alternative lines of inquiry. By looking synoptically into this vast space, we will consider how such concepts as invention, logic, grammar, style, rhetor, audience, education, and art can lay a foundation for broader historiographic questions: (1) What are the various definitions of rhetoric, and what do those definitions exclude? (2) How have movements in literacy come to bear on the formation of the discipline? (3) How have histories of rhetoric and composition been used to construct its identity? (4) What should comprise an education in rhetoric and writing? (5) What should be the concerns of this education in the public university? (6) Whose perspectives should be included when studying these concerns? You need not be a rhetoric scholar to benefit from this class; in fact, my main goals for you this semester include the following:

- that you would gain some foundation in the historical dimensions of rhetoric and writing instruction, especially as it comes to bear on the contemporary university;
 - that you would become more familiar with histories of rhetoric and composition in general, specifically in terms of how they intersect with your own periods, interests, authors, and identities;
 - that you would develop a richly textured and more complex understanding of rhetoric and writing instruction over time;
 - that, in the process, you would learn various ways of “doing” history and would understand historiography in rhetoric and composition as the active re/dis/location of ideas;
 - that you would feel equipped to more thoughtfully question those ideas, their origins, and their outcomes.
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COURSE TEXTS

- Articles and book chapters on e-Reserves (password: **character**); see attached reading list.
 - Primary text excerpts available via public domain; see attached reading list.
 - Berlin, *Writing Instruction in Nineteenth-Century American Colleges* (Southern Illinois, 1984)
 - Bizzell and Herzberg, *The Rhetorical Tradition: Readings from Classical Times to the Present, Second Edition* (Bedford St. Martin's, 2001)
 - Brereton, *The Origins of Composition Studies in the American College, 1875-1925* (Pittsburgh, 1995)
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COURSE REQUIREMENTS & EVALUATION

Traces and Grids (10 points each)

These will be some of the most important work you do in this class, and perhaps some of the most rigorous. You and a working partner will select a particular issue (or set of questions) and come to class each week prepared to talk about what your reading reveals on that issue. Each Thursday, I will ask you to submit the results of this reading in written form. Unless otherwise specified, these traces and grids should be typed and copied for all members of the class, but there is no prescribed length, and the format may vary depending on what allows you to present your findings with sufficient breadth and depth. Sometimes these traces will culminate in a blog post, and while some texts will feature much more on your issue than others, every text will feature something on each issue.

Article Assessments (15 points each)

To help you establish field knowledge in an area, text, or concept that intersects with your own interests, I will ask you to develop 2 assessments of secondary sources over the course of the semester, selecting these sources from our article list. Each of these assessments should thoroughly address the article, providing a 1-2 page summary and a 1-page reflection on how that article would shape your primary reading if you read it before ever encountering the primary text it discusses. While you may turn them in early, the first assessment is due no later than October 13, and the second assessment is due no later than November 17. Please submit copies for each member of the class.

Final Project and Handout (35 points)

To complement the exploratory nature of our course, you have a choice of genres for enacting the final project: (1) a research prospectus, in which you identify an issue, problem, or subject that deserves further research and proposes a line of inquiry that has been sorely neglected (and is amenable either to historical or theoretical inquiry); (2) a comparative reading of two or more secondary texts, in which you analyze multiple interpretations of the treatment of a single issue in a primary text; or (3) an application of an historical text or issue to some current problem. Whatever you choose, note that the emphasis is on focused exploration, so your final project should be no longer than 5 single-spaced pages. During the last week of class, you will informally present the project to our class, for which you will also submit a 1-2 page handout or accompanying digital component (if your project involves digital inquiry).

Final Exam (25 points)

Our exam is a culmination of the simultaneously broad and deep range of material we are covering in class. It will consist of a single take-home question that calls on you to make ordered, specific meaning of the development of a particular issue, idea, or trend. You will have the opportunity to choose from a short list of questions and will be given 48 hours to write your response, drawing on your readings, notes, traces, and grids. The response should be in the range of 1000-1250 words.

COURSE POLICIES

Diligent Reading and Active Participation

All readings must be completed and brought to class in some form (digital or paper) on the day we are scheduled to discuss them. Please be prepared to read with rigor, allowing yourself plenty of time to grapple with difficult primary texts and complicated historical perspectives on those texts, so that you can give and take maximally. While you are in class, please do what you must and whatever is in your power to make our discussion space safe, accessible, productive and useful to everyone.

Attendance and Timeliness

All work must be submitted by its due date without exception. Much of your work will consist of building intellectual community through discussion, debate, and collective knowledge-making. Thus, you cannot cut class and somehow “make up” all that was missed (especially if you are scheduled to present your traces or grids). You are permitted three absences for illness, emergency, and family or university

business. Please save them for a time of necessity and take the responsibility to get class notes. Each additional absence may lower your final grade by one-third of a letter grade. Habitual or excessive lateness will be treated like absences. *In the event of an H1N1 outbreak on campus, this policy may be revised to allow for retroactive submission of work.*

Academic Integrity

I expect you to maintain academic integrity at all times. Violations of academic integrity can result in automatic failure of the course and will require notification with the Office of Student Ethics (see the Code of Student Conduct for more information: <http://www.iu.edu/~code/code/responsibilities/academic/index.shtml>). Such violations occur when you do the following:

- adopt, borrow, or reproduce ideas, words, or statements of another person without an appropriate acknowledge of indebtedness;
- copy and paste sources, or deliberately use sources (print, digital, or Web) without careful integration;
- misrepresent someone else's work as your own by purchasing it, handing in someone else's work, or having someone do your work for you;
- submit work for this class that you have already handed in or had evaluated for another class.

Support Services

Disability Services and the Adaptive Technologies offices of the Division of Student Affairs can arrange for assistance, auxiliary aids, or related services if you think a temporary or permanent disability might prevent you from being a full participant in the class. Contact them at <http://www2.dsa.indiana.edu/dss/> or 855-7578 with any individual concerns. Students with special needs must be registered with Disability Services before classroom accommodations can be provided.

CLASS SCHEDULE (updated daily at <http://www.iub.edu/~tgfolio/w601.htm>)

Wk1: Studying and Questioning Ways of Doing History

T 9/1/09 Introduction to Course Concepts and Methods
R 9/3/09 Bizzell/Herzberg "General Introduction" (B/H 1-16)
Carr/Carr/Schultz (11-24, 205-209) (e-Reserves)
de Certeau "Making History" (20-21, 29-44) (e-Reserves)
Dissoi Logoi (B/H 47-55)

Wk2: From Polis to Pedagogy

T 9/8/09 Quintilian "Prooemium" (e-Reserves)
Quintilian *Institutio Oratoria* (B/H 364-428)
R 9/10/09 Quintilian *Institutio Oratoria* (B/H 364-428)
Collaborative Trace #1 due

Wk3: Moral Preservation and Access

T 9/15/09 Augustine *de Doctrina Christiana* (B/H 456-485)
R 9/17/09 Anonymous *Ars Dictaminis* (B/H 496-502)
de Pizan *City of Ladies* and *Three Virtues* (B/H 544-551)
Collaborative Trace #2 due

Wk4: Religious Humanism

- T 9/22/09** Erasmus *Copia: Foundations of the Abundant Style* (B/H 597-627)
R 9/24/09 Vives *Education of a Christian Woman* (e-Reserves)
Inés de la Cruz *La Respuesta (The Poet's Answer)* (B/H 784-788)
Collaborative Trace #3 due

Wk5: Rhetoric and/or Dialectic

- T 9/29/09** Ramus *Arguments in Rhetoric against Quintilian* (B/H 681-697)
Wilson *The Arte of Rhetorique* (B/H 702-735)
R 10/1/09 **Rhetorical Treatises Online (class location LH 023)**
Collaborative Trace #4 due

Wk6: Rhetoric, Language, and Thought

- T 10/6/09** Bacon *The Advancement of Learning* and *Novum Organum* (B/H 740-747)
Vico *On the Study of Methods of Our Time* (B/H 865-878)
R 10/8/09 Locke *An Essay Concerning Human Understanding* (B/H 817-827)
ALEX Concordance Search (class location LH 023)
Collaborative Grid #1 due

Wk7: Philosophical Expansions of Literacy

- T 10/13/09** Campbell *The Philosophy of Rhetoric* (B/H 902-946)
Miller "Introduction" (e-Reserves)
R 10/15/09 Smith *Wealth of Nations* (TOC, 108, 116, 135-151) (web link)
Collaborative Grid #2 due

Wk8: Cultivating Public Intellect

- T 10/20/09** Blair *Lectures on Rhetoric and Belles Lettres* (B/H 950-979)
Blair "Lectures XIX and XXXIV" (e-Reserves)
Wollstonecraft *Vindication of the Rights of Woman* ("Dedication," "Introduction,"
198-212, 228-257) (web link)
R 10/22/09 Berlin chapters 1-2
Collaborative Grid #3 due

Wk9: Suffrage Rhetoric and Public Engagement

- T 10/27/09** Grimké *Letters on the Equality of the Sexes and the Condition of Women*
(B/H 1050-1060)
Wells "Chapter IV: Lynch Law" (web link)
Royster/Williams "History in the Spaces Left" (e-Reserves)

R 10/29/09 Enoch "Profession of a Woman" (e-Reserves)
Databases, Timelines, and Maps (class location LH 023)
Collaborative Grid #4 due

Wk10: Early Formations of College English

T 11/3/09 Bain *English Composition and Rhetoric* (B/H 1145-48) and (TOC, 258-263) (web link)
Hill *The Principles of Rhetoric and Their Application* (B/H 1149-51) and (BR 320-327)

R 11/5/09 Berlin chapters 3-4
Primers and Readers Online (class location LH 023)
Collaborative Grid #5 due

Wk11: Currents in and Challenges to College English

T 11/10/09 Genung *The Practical Elements of Rhetoric* (TOC, 447-74) (web link) and (BR 327-343)
Scott and Denney "Paragraph-Writing" (BR 343-352)

R 11/12/09 Berlin chapters 5-6
Collaborative Grid #6 due

Wk12: Discourse and Argumentation

T 11/17/09 Buck *A Course in Argumentative Writing* (TOC, "Preface," 1-9, 153-171) (web link)
Buck "Recent Tendencies in the Teaching of English Composition" (BR 241-251)
Joseph "Chapter 1" (e-Reserves) **or** Richards/Ogden "Meaning" (B/H 1273-1280)

R 11/19/09 Berlin chapter 7
Collaborative Grid #7 due

Wk13: Archives of Instruction in College English

T 11/24/09 Carr/Carr/Schultz (196-204) (e-Reserves)
Brereton chapter 1 *plus* selected chapter (TBA)
Collaborative Brereton Study (class location LH 023)

R 11/26/09 **No class: Thanksgiving Recess**

Wk14 and Wk15: Historical Recovery Reloaded

T 12/1/09 Course Review
R 12/3/09 Course Review

T 12/8/09 **Roundtable Presentations on Course Projects**
R 12/10/09 **Roundtable Presentations on Course Projects**

M 12/14/09 Final Exam pick-up (via e-mail) 12:00 noon
W 12/16/09 **Final Exam drop-off (in hard copy) 12:00 noon**

Required Readings (Public Domain: web linked)

Bain, Alexander. *English Composition and Rhetoric: Enlarged Edition* (1866). New York: Appleton, 1890. The Internet Archive 2007. http://www.archive.org/details/english_composit00baingooq. TOC, "Impressiveness" 258-263.

Buck, Gertrude. *A Course in Argumentative Writing*. New York: Holt, 1899. The Internet Archive 2007. <http://www.archive.org/details/courseinargument00buckiala>. TOC, "Preface" iii-viii, "Argumentation" 1-9, "Deductive Argument" 80-104, "Appendixes A-B" 153-171.

Genung, John. *The Practical Elements of Rhetoric with Illustrative Examples*. Boston: Ginn, 1890. The Internet Archive 2007. <http://www.archive.org/details/practicalelemen01genugooq>. TOC, "Invention Dealing with Practical Issues: Persuasion" 447-474.

Smith, Adam. *An Inquiry into the Nature and Causes of the Wealth of Nations* (1776). Vol IV. London: Charles Knight & Co., 1839. The Internet Archive 2007. <http://www.archive.org/stream/aninquiryintona01smitgoog#page/n0/mode/1up>. TOC, "Of the Expense of the Institutions" 108, 116, 135-151.

Wells, Ida B. "Chapter IV: Lynch Law" (1893). In Ida B. Wells, ed. *The Reason Why the Colored American Is Not in the World's Columbian Exposition* (Chicago: Ida B. Wells, 1893). Women and Social Movements in the United States 1600-1900. 2009. <http://alexanderstreet6.com/wasm/wasmrestricted/ibw/chap4.htm>.

Wollstonecraft, Mary. *A Vindication of the Rights of Woman* (1792). London: Walter Scott, 1893. The Internet Archive 2007. <http://www.archive.org/details/wollrichvindicationofrig00>. "Dedication," "Introduction," Chapter IX 198-212, 228-257.

Required Readings (e-Reserves; password: "character")

Blair, Hugh. "Lectures XIX and XXXIV" of *Lectures on Rhetoric and Belles Lettres* (1783). Ed. James L. Golden and Edward P. J. Corbett. *The Rhetoric of Blair, Campbell, and Whately*. Carbondale: Southern Illinois U P, 1990. 84-87, 128-137.

Carr, Jean Ferguson, Stephen L. Carr, and Lucille M. Schultz. *Archives of Instruction: Nineteenth-Century Rhetorics, Readers, and Composition Books in the United States*. Carbondale: Southern Illinois U P, 2005. 11-24, 196-204, 205-209.

deCerteau, Michel. "Chapter 1: Making History." In *The Writing of History*. Trans. Tom Conley. New York: Columbia U P, 1988. 20-21, 29-44.

Enoch, Jessica. "The Profession of a Woman: Female Teachers, Marginalized Students, and Rhetorical Education." In *Refiguring Rhetorical Education: Women Teaching African American, Native American, and Chicano/a Students, 1865-1911*. Carbondale: Southern Illinois U P, 2008. 1-29.

Joseph, Miriam, S.J. *The Trivium: The Liberal Arts of Logic, Grammar, and Rhetoric* (1937). Ed. Marguerite McGlinn. Philadelphia: Paul Dry Books, 2002. 3-11.

Miller, Thomas P. "Introduction." In *The Formation of College English: Rhetoric and Belles Lettres in the British Cultural Provinces*. Pittsburgh: U of Pittsburgh P, 1997 1-29.

Royster, Jacqueline Jones, and Jean C. Williams. "History in the Spaces Left: African American Presence and Narratives of Composition Studies." *CCC* 50.4 (1999): 563-584.

Quintilian. "Prooemium." In *Institutio Oratoria* (93 CE). Ed. and transl. as *The Orator's Education* by Donald A. Russell. Cambridge, MA: Harvard U P, 2001. 53-65.

Vives, Juan Luis. *The Education of a Christian Woman: A Sixteenth-Century Manual* (1523). Ed. and Trans. Charles Fantazzi. Chicago: U of Chicago P, 2000. 53-79.

Helpful Reference Resources

CCCC Bibliography of Composition and Rhetoric 1984-1999. <http://www.ibiblio.org/cccc/>

CompPile Bibliographic Database 1939-present. http://comppile.org/search/comppile_main_search.php

Enos, Theresa, ed. *Encyclopedia of Rhetoric and Composition: Communication from Ancient Times to the Information Age*. New York: Garland, 1996.

Gideon Burton's Silva Rhetoricae (Forest of Rhetoric). <http://humanities.byu.edu/rhetoric/silva.htm>

Golden, James L. Goodwin Berquist, and William E. Coleman, eds. *The Rhetoric of Western Thought: From the Mediterranean World to the Global Setting. Eighth Edition*. Kendall/Hunt, 2003.

Lunsford, Andrea, ed. *The SAGE Handbook of Rhetorical Studies*. Los Angeles: SAGE, 2009.

Miller, Susan, ed. *The Norton Book of Composition Studies*. New York: Norton, 2009.

Purves, Alan, Ed. *Encyclopedia of English Studies and Language Arts*. Jefferson City, MO: Scholastic, 1995.

Reynolds, Nedra, Patricia Bizzell, and Bruce Herzberg, Eds. *The Bedford Bibliography for Teachers of Writing, 6th Edition*. Boston: Bedford/St. Martin's, 2004.

Richter, David H., ed. *The Critical Tradition: Classic Texts and Contemporary Trends, Third Edition*. Boston: Bedford/St. Martin's, 2007.

Trail, George Y. *Rhetorical Terms and Concepts: A Contemporary Glossary*. Fort Worth, TX: Harcourt Brace, 2000.

Ulman, H. Lewis, and Roger Graves, Eds. "The Philosophy of Rhetoric: An online study edition." <http://people.cohums.ohio-state.edu/Ulman1/Campbell/>. (26 July 2004)