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ENG 5011-600 Studies in Composition and Rhetoric

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Eastern Illinois University

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ENG 5011: Queer Rhetorics & Composition

Instructor: Dr. Rachael Ryerson

Physical Office: Coleman 3040

Email: raryerson@eiu.edu

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Office Hours (held both physically and virtually):

- ◇ Tuesdays, 1 pm-2 pm,
- ◇ Wednesdays, 12 pm-1 pm (virtually only)
- ◇ Thursdays, 1 pm-2 pm

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Virtual Office Hours Zoom Link:

<https://eiu.zoom.us/j/92255816511?pwd=aDlhYW9BaElWVXNRMtmanlzOW9Hdz09>

Meeting ID: 922 5581 6511

Passcode: 419568

Course Description

ENG 5011: Queer Rhetorics and Composition, we will attend to the following questions: What is queer theory? What is queer rhetoric? How do we see queer rhetoric deployed in everyday culture? What is queer/ing composition? How has queer/ness impacted (or not) writing studies? Since queer theory entered academic conversations, it has brought with it the promise of transformation. What have been its promises—for identities, for social justice, for the unraveling of destructive binaries, for pedagogy, for writing, for composition, for rhetoric? How have these promises been realized (or not)? What tensions exist between the pairing of queer with the academic? We will begin to address these questions and more by first exploring the history of queer theory and then by considering what that theory has meant/means for writing and rhetoric, as a field, a practice, a pedagogy. Readings will include queer texts produced from both within the field of Rhetoric & Composition and without. Coursework will consist of weekly discussion board posts, reading responses, and two substantial course projects.

Course Objectives

- ◇ Demonstrate breadth and depth of knowledge of the development and principles of queer theory
- ◇ Identify queer rhetorical practices and analyze their uptake in popular culture
- ◇ Understand the history of queer theory's relationship with writing studies
- ◇ Know and be able to apply queer pedagogies
- ◇ Recognize and engage in queer composing practices

Required Materials

- ◇ Barker, Meg-John (author) and Julia Scheele (illustrator). *Queer: A Graphic History*. Icon Books Ltd, 2016.
- ◇ Reliable access to the internet and D2L.
- ◇ Reliable access to a working computer with Microsoft Word, which you can get for free through Office 365.
- ◇ A flash drive (8GB or 16GB recommended) on which to back up your work, or Cloud storage.

Office Hours

My office hours for our course will be held virtually over Zoom. Office hours are a chance for you to get help on coursework; go over material covered in class; talk about connections between class material and your other academic work; and so on. **I strongly encourage you to take advantage of this time.**

Virtual Office Hours Zoom link:

<https://eu.zoom.us/j/92255816511?pwd=aDlhYW9BaElWVXNRMktmanlzOW9Hdz09>

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Course Work

Major Course Projects	Queer Pop Culture Analysis	This project asks you to apply what you have learned about queer theory thus far to a popular culture text of your choosing.
	Queer Seminar Project	This project asks you to take up queer in some way. While you will be expected to keep your audience in mind, you can also queer the form of your project.
Additional Coursework		
<p>Discussion Board Posts: You will post at least once a week on the discussion board and posts are due Fridays by midnight. Discussion board posts will be in response to the readings assigned for a given week. You will also be expected to post 2 peer responses per week, and these are due on Sundays by midnight. Discussion board prompts will be included with the weekly module in which they are assigned. See the Discussion Board Assignment Sheet on D2L for more details.</p>		
<p>Reading Response Journals: You will keep a reading response journal throughout the semester in which you will respond to the course readings. Reading journals are due on Sundays by midnight on D2L. Reading Journal assignments will be included with the weekly module in which they are assigned. See the Reading Response Journal Assignment Sheet on D2L for more details.</p>		
<p>Extra Reading Discussion Post and Response: <u>Once this semester, you will need to read an additional reading (see the list on D2L in the Course Assignments folder) and write a thoughtful discussion post about it. Add this post to the Forum titled: Extra Reading Discussion Board. In addition, you will be responsible for responding to TWO different peers' extra reading discussion board posts.</u></p>		

Grading System

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Assignments are graded on a **point system**. Your final grade will be based on 1200 points, broken down as follows:

Major Coursework	
Queer Pop Culture Proposal & Analysis	115 pts (15 pts/proposal; 100 pts/analysis)
Queer Seminar Project	285 pts (see breakdown below)
◇ Proposal and Design Plan (25 pts)	
◇ 80% Rough Draft (20 pts)	
◇ Final Draft (200 pts)	
◇ Reflection (40 pts)	
Additional Coursework	
Discussion Board Posts (15)	300 pts (20 pts x 15)
Peer Responses (30)	150 pts (10 pts x 15)
Reading Journals (13)	260 (20 pts X 13)
Extra Reading Post and Responses (x2)	30 pts (post); 20 pts (responses, 10 pts x 2)
Conferences (x2)	40 pts (20 pts x 2)
Totals	
Major Coursework	400 pts
Additional Coursework	800 pts
Totals	1200 pts

Late Work

All work or drafts must be turned in electronically on the date due as specified on the course schedule. Any work submitted late **will not be accepted** and will receive a zero. If you do miss turning in an assignment, keep in mind there are two reading journal extra credit opportunities built into the course schedule.

Because circumstances sometimes prohibit the timely completion of work, **each student is allowed one (1) late pass per semester without consequences to your grade**. If you are having trouble with an assignment or struggling to meet a deadline, do not hesitate to contact me or chat with me during my office hours. I would be more than happy to work with you.

D2L, Zoom, and Online Classes

We will be a Learning Management System –Desire to Learn (D2L)—to make the most of our class experience. You are expected to access to D2L, and there you will find all course materials, aside

To meet with me in office hours, you will need to access Zoom. I provide the link at the top of the syllabus, and you don't need an account on Zoom to use it.

Though online classes are certainly more flexible than face-to-face classes, keep in mind that this is **not a self-paced course**. You are expected to participate regularly in class discussions and will have different weekly check-ins and writing assignments. Just like a face-to-face course, you will need to carve out time for reading and writing in this class—**do not** expect to complete all the readings the night before discussions or reading journals are due.

General Course Policies

- Email/LMS: You have the responsibility check your school email and your D2L account regularly for important course communication.
- Communication: It is your responsibility to communicate with me when you have questions or concerns. Communication with me should be timely and respectful. I am available in-person and digitally—use communication with me as a resource.
- Public writing: Submit work that you are comfortable with peers reading.
- Tracking: Track your missed work and major/minor obligations. It is your responsibility to understand the grading system and to keep up with the course schedule. Ask early and often if something is unclear.
- Self-advocacy: You have the responsibility to identify barriers prohibiting your full classroom participation and engage productively with me and the other members of the classroom to remedy the issue.

Expectations & (Online) Classroom Conduct

Participate in the class with an open mind and understanding that each person brings unique experiences, cultures, values, etc. to class. Remain respectful to one another, for each individual and every idea, especially as we connect and communicate online. We will often have the opportunity to share our opinions and beliefs, but no racist, sexist, homophobic, ableist or any other negative communication harmful to an individual or group will be tolerated. Whether something is offensive or not will be determined by the people whom it might offend or their advocates. Furthermore, I expect none of you to remain bystanders in the classroom; if something offensive is said, address it. (Online) Classroom incivility will not be tolerated on any level.

Accommodations & Inclusive Learning

EIU Statement: If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by McAfee Gym, Room 1210, or call 217-581-6583 to make an appointment.

Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the

requirements of the course. I encourage you to visit the Student Disability Services office to determine how you could improve your learning as well. If you need official accommodations, you have a right to have these met.

However, even if you don't have "proper" documentation but need an accommodation, please feel free to reach out to me; I know that for a variety of reasons some people avoid documenting their disability/disabilities with Student Disability Services, so I extend this offer to approach me about accommodation without having documentation. If you want to register your disability with the university and haven't done so, please contact Student Disability Services at 217-581-6583.

Academic Integrity and Plagiarism

EIU Statement: "Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards."

English Department Statement: "Any teacher who discovers an act of plagiarism—"The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's own original work" (Random House Dictionary of the English Language)—has the right and responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignments of a grade of F for the assigned essay and a grade of F for the course, and to report the incident to the Office of Student Standards. Respect for the work of others should encompass all formats, including print, electronic, and oral sources."

Student Success Center

EIU Statement: "Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to McAfee Gym, Room 1301."

Student Resources

Writing Center

EIU's writing center can be found at 3110 Coleman Hall, and this fall, they will be offering **online sessions Sunday evenings from 5-9 pm**. Students will be able to book an appointment through the Writing Center website (www.eiu.edu/writing). I strongly encourage you to use this free resource, as they can help you at any stage of the writing process.

Health and Counseling Services

Medical Clinic-Eastern Illinois University Human Services
Building 600 Lincoln Avenue
Charleston, IL 61920
217-581-3013
health@eiu.edu

For mental health emergencies, contact the Counseling Clinic at 217-581-3413

Student Disability Services

McAfee Gym, Room

1210217-581-6583

studentdisability@eiu.edu

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Authoring Software

Microsoft Office Office 365 ProPlus is available at no charge to EIU students, and if you do not already have this software on the tech you will be using for class, you can find it here:

<https://www.eiu.edu/panthertech/software.php>

EIU Campus Technology Support

Campus Technology Support is available both in person and online, and their info is as follows:

Student Services Building -

3040 Phone: (217) 581-4357

Twitter: [@EIU ITS](https://twitter.com/EIU ITS)

Email:

support@eiu.edu

Support Hours

M-F: 7:00am - 4:30pm

Live Chat can be found in the bottom right-hand corner of their

page: <https://www.eiu.edu/panthertech/index.php>

Sexual Violence & Misconduct

Eastern Illinois University prohibits sexual misconduct, relationship violence, and stalking in any of its employment situations or educational programs and activities. As indicated here,

<https://www.eiu.edu/mandatedinformation/assault.php>, sexual assault, abuse or other sexual misconduct including domestic violence, dating violence, and stalking is prohibited and will not be tolerated. The University continually endeavors to prevent sexual assault by providing training and educational materials to all students and employees, and by thoroughly investigating complaints of assault. Sexual assault is a crime and complaints will receive serious and immediate action. Once a complaint is received, the first step taken by the University personnel will be to ensure that the complainant is safe and protected from harm. The University understands that a complainant may need a support person to accompany them on campus and students and employees will be provided with contact information with various on-campus and off-campus resources.

Should you need to file a complaint, you have multiple options, and I have included a few below:

The University Police Department (UPD)

Location: 7th and Grant (directly east of the University Union)

Phone: 581-3212 (911 if an emergency)

Hours: Department is open daily until 4:30 p.m.; officers are on duty 24 hours.

The Office of Civil Rights and Diversity - Title IX Coordinator

Location: 1011 Old Main

Phone: 581-5020

Hours: Office is open M-F from 8 a.m. to 4:30 p.m., and by appointment.

The Office of Student Standards**Location:** University Union – Lower Level**Phone:** 581-3827**Hours:** Office is open M-F from 8 a.m. to 4:30 p.m.The Charleston Police Department**(CPD)Location:** 614 6th Street,**Charleston Phone:** 348-5221 (911 if an emergency)**Hours:** Department is open daily until 4:30 p.m.; officers are on duty 24 hours.

Course Schedule

Acronyms: *Queer Graphic History* (**QGH**); Reading Journal (**RJ**); Discussion Board Post (**DB**); Peer Responses to Discussion Board Posts (**PR**); Desire 2 Learn (**D2L**).

Class Topics/Readings Due	Coursework Due Dates
Week 1: 01.10-01.16	
Topics: Syllabus; Lesbian and Gay Movements; The Stonewall Uprising Readings: <ul style="list-style-type: none"> ➤ QGH: pp. 1-31; pp. 51-52 ➤ D2L: <ul style="list-style-type: none"> ○ “The Homophile Movement” and “Gay Liberation” (Jagose) ○ <i>Stonewall Uprising</i> (Documentary Film—link on D2L) 	Due 01.14, by midnight: <ul style="list-style-type: none"> ➤ DB #1 Due 01.16, by midnight: <ul style="list-style-type: none"> ➤ RJ #1 ➤ PR #1
Week 2: 01.17-01.23	
Topics: Histories of Queer Theory Readings: <ul style="list-style-type: none"> ➤ QGH: pp. 31-50; pp.55-62 ➤ D2L: <ul style="list-style-type: none"> ○ “<i>Queer Theories</i>, Introduction (Hall) ○ “Queer” (Jagose) 	Due 01.21, by midnight: <ul style="list-style-type: none"> ➤ DB #2 Due 01.23, by midnight: <ul style="list-style-type: none"> ➤ RJ #2 ➤ PR #2
Week 3: 01.24-01.30	
Topics: AIDS & ACT UP Readings: <ul style="list-style-type: none"> ➤ QGH: pp. 53 ➤ D2L: <ul style="list-style-type: none"> ○ AIDS Reading (Burgess) ○ <i>United in Anger</i> (Documentary Film—link on D2L) ○ “The AIDS Memorial Quilt and the Contemporary Culture of Public Commemoration” (Blair and Michel) 	Due 01.28, by midnight: <ul style="list-style-type: none"> ➤ DB #3 Due 01.30, by midnight: <ul style="list-style-type: none"> ➤ RJ #3 ➤ PR #3

Week 4: 01.31-02.06**Topics:** Gender**Readings:**

- QGH: pp. 63-83; pp. 141-146
- D2L:
 - *My (New) Gender Workbook* excerpt (Bornstein)
 - *Trans* excerpt (Halberstam)

Due 02.04, by midnight:

- DB #4

Due 02.06, by midnight:

- RJ #4
- PR #4

Week 5: 02.07-02.13**Topics:** (Hetero)normativity**Readings:**

- QGH: pp. 84-96
- D2L:
 - "The Violence of Heteronormativity" (Yep)
 - *The Trouble with Normal* excerpt (Warner)
 - **Assignment Sheet:** Queer Popular Culture Analysis

Conference #1 Sign-Up—sign up by Sunday, 02.13**Due 02.11, by midnight:**

- DB #5

Due 02.13, by midnight:

- RJ #5
- PR #5

Compose: Queer Pop Culture Proposal**Week 6: 02.14-02.20****Topics:** Queer Rhetoric & Popular Culture**Readings:**

- QGH: pp. 98-108
- D2L:
 - "Queer Popular Culture" Introduction (Peele)
 - "Composition Studies, Heteronormativity, and Popular Culture" (Peele)

Meeting: Conference #1: Conferences will be held on Thu, 02.17 and Fri, 02.18**Due at Conference:**

- Queer Pop Culture Proposal

Due 02.18, by midnight:

- DB #6

Due 02.20, by midnight:

- RJ #6
- PR #6

Week 7: 02.21-02.27**Topics:** Queer Rhetorics Continued**Readings:**

- D2L:
 - "Queer Rhetoric and the Pleasures of the Archive" (Alexander and Rhodes)
 - "Queer Rhetoric in Queer Comics" (Ryerson)

Due 02.25, by midnight:

- DB #7

Due 02.27, by midnight:

- RJ #7
- PR #7

Week 8: 02.28-03.06**Topics:** Writing studies meets LGBTQ studies**Readings:**

- D2L:
 - "Notes from a Homosexual TA" (Anon)
 - *Textual Orientations* excerpt (Malinowitz)

Due 03.04, by midnight:

- DB #8

Due 03.06, by midnight:

- Queer Pop Culture Analysis
- PR #8
- RJ #8—extra credit

Week 9: 03.07-03.13**Topics:** Coming Out and Teacher Performativity**Due 03.11, by midnight:**

➤ DB #9

Readings:➤ **D2L:**

- "Coming Out in the Classroom" (Elliot)
- "Pedagogical Performances of Class, Gender, and Sexuality" (Gibson et al.)
- **Assignment Sheet:** Queer Seminar Project

Due 03.13, by midnight:

➤ RJ #9

➤ PR #9

Week 10: 03.14-03.20**Spring Break: No Readings or Assignments Due****Week 11: 03.21-03.27****Topics:** Queer Pedagogy**Due 03.25, by midnight:**

➤ DB #10

Readings:➤ **D2L:**

- "Is There a Queer Pedagogy?" (Britzman)
- "Queering Pedagogy in the English Classroom: Engaging with the Places Where Thinking Stops" (Winans)
- "Queer Pedagogy?!: Praxis Makes Im/Perfect" (Bryson and de Castell)

Due 03.27, by midnight:

➤ RJ #10

➤ PR #10

Conference #2 Sign-Up—sign up by Sunday, 03.27**Compose:** Queer Seminar Project Proposal**Week 12: 03.28-04.03****Topics:** Queer Pedagogy**Due at Conference:**

➤ Queer Seminar Project Proposal

Readings:➤ **D2L:**

- "Interrupting Heteronormativity: Toward a Queer Curriculum Theory" (Sumara and Davis)
- "Queer Compositions: Queer Theory in the Writing Classroom" (Alexander and Gibson)

Due 04.01, by midnight:

➤ DB #11

Due 04.03, by midnight:

➤ PR #11

➤ RJ #11

Meeting: Conference #2: Conferences will be held on Thu, 03.31 and Fri, 04.01 (and no, this is not an April Fool's joke, haha)**Week 13: 04.04-04.10****Topics:** Queer/ing Writing**Due 04.08, by midnight:**

➤ DB #12

Readings:➤ **D2L:**

- "Queer: An Impossible Subject for Composition" (Alexander and Rhodes)
- "HomoOrigio: A Queertext Manifesto" (Rhodes)
- "How and Why to Write Queer" (Waite)
- "Composing Bodies or De-Composition" (McRuer)

Due 04.10, by midnight:

➤ RJ #12

➤ PR #12

Week 14: 04.11-04.17**Topics:** Queer/ing Writing Continued**Readings:**

- D2L:
 - *Compelled to Write* excerpt (Wallace)
 - "Writing InQueeries" (DiGrazia and Broucher)

Due 04.15, by midnight:

- DB #13

Due 04.17, by midnight:

- RJ #13
- PR #13

Week 15: 04.18-04.24**Topics:** Queering Writing Program Administration**Readings:**

- D2L:
 - "Queer Eye for the Comp Program" (Banks and Alexander)
 - "Queer Eye for the WPA" (Denny)

Due 04.22, by midnight:

- DB #14

Due 04.24, by midnight:

- Queer Seminar Project:
80% Rough Draft
- PR #14
- RJ #14—extra credit

Week 16: 04.25-05.01**Topics:** Contestations of Queer**Readings:**

- QGH: pp. 125-173
- D2L:
 - "Contestations of Queer" (Jagose)

Due 04.29, by midnight:

- DB #15

Due 05.01, by midnight:

- RJ #15
- PR #15

Week 17: 05.02-05.06**Finals Week:** Queer Seminar Project and Reflection due **Thursday, 05.05, by 5 pm**