

Spring 1-15-1999

# ENG 5011-001: Studies in Rhetoric and Comp

Beebe

*Eastern Illinois University*

Follow this and additional works at: [http://thekeep.eiu.edu/english\\_syllabi\\_spring1999](http://thekeep.eiu.edu/english_syllabi_spring1999)



Part of the [English Language and Literature Commons](#)

---

## Recommended Citation

Beebe, "ENG 5011-001: Studies in Rhetoric and Comp" (1999). *Spring 1999*. 145.  
[http://thekeep.eiu.edu/english\\_syllabi\\_spring1999/145](http://thekeep.eiu.edu/english_syllabi_spring1999/145)

This Article is brought to you for free and open access by the 1999 at The Keep. It has been accepted for inclusion in Spring 1999 by an authorized administrator of The Keep. For more information, please contact [tabruns@eiu.edu](mailto:tabruns@eiu.edu).

BEEBE, R.

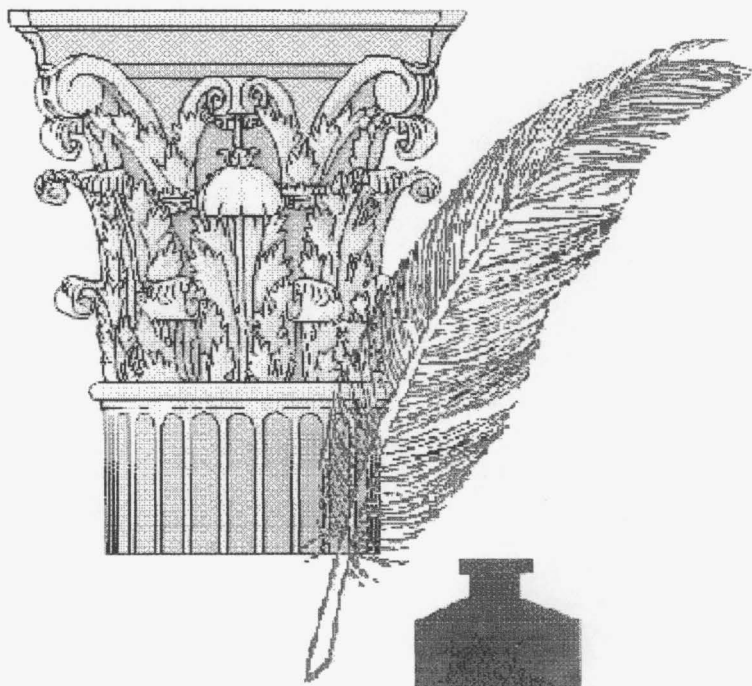
5011-001



## English 5011: Studies in Rhetoric

Spring 1999

Practicing Theory: Teaching  
Textuality



*description*

*syllabus*

*members*

---

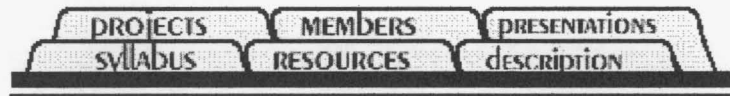
[Description] [Syllabus]  
| [Presentations]

---

updated January 11, 1999  
 site created January 1999  
 by r. l. beebe (cfrih@eiu.edu)



## Practicing Theory -- Teaching, Technology & Textuality



[Home](#)

[English  
Dept.](#)

[Writing  
Center](#)

### Course Description

**English 5011 (Studies in Rhetoric and Composition) is a graduate seminar that is usually offered once a year as part of the study option in rhetoric and composition in the [English Department's M.A. program](#).**

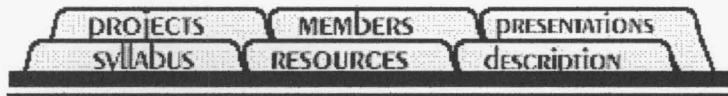
**In Spring 1999, this seminar will study the so-called conflict between theory (*theoria*) and practice (*praxis*) in the field of rhetoric and composition. How does theory inform and shape our institutional practices of writing, reading, and teaching? In what ways do these practices actually subvert and dismantle theories that define what we do as writers and readers? How does technology and its contributions to writing and reading further inform or complicate the theory-practice divide? And in what ways does technology function as theory and as practice?**

**To answer such questions—and to raise others—this seminar will survey (briefly) the history of rhetorical theory, focusing in particular on 20th-century statements about rhetoric and the discipline we know as rhetoric and composition. While the general focus of the seminar is on the longstanding dispute between theory and practice, our more specific focus will be on teaching, technology, and textuality—how they interrelate and inform each other, as well as how they problematize each other. Each one of these concepts has in play various theories and practices, which often conflict and collide with each other or, just as often, these differences remain hidden and unexamined. At the same time, terms like teaching, technology, and textuality are fundamental constructs of our educational, interpretive, and consumerist cultures. The dispute between theory-practice, therefore, provides an opportunity to re-think the matrix of teaching, technology, and textuality and the ways in which this matrix is cohesive or divisive.**

**As such, this course is not a *theory* course per se, nor is it a *methods* course as commonly conceived. Rather, this course is somewhere in between (to invoke a spatial metaphor) those initiatives (perhaps even somewhere above), for "Practicing Theory" calls into question both terms as static concepts. What we find in this questioning—and where we find ourselves—will be the topics of our discussion throughout the semester, which we will all address more formally in the online anthology of articles that this seminar will publish later in the semester.**



## Practicing Theory -- Teaching, Technology & Textuality



[Home](#)

### Course Policies and Syllabus

[English  
Dept.](#)

[Texts](#) | [Requirements](#) | [Reading Schedule](#) | [Projects](#)

[Writing  
Center](#)

#### Texts:

**Bizzel, Patricia, and Bruce Herzberg. Eds. The Rhetorical Tradition. Boston: St. Martin's Press, 1990.**

**Burke, Kenneth. A Grammar of Motives. Berkeley: Univ. of Calif. Press, 1969.**

**Freire, Paulo. Pedagogy of the Oppressed. Continuum Press, 1975.**

**Harris, Joseph. A Teaching Subject. Upper Saddle River, New Jersey: Prentice Hall, 1997.**

**Lindeman, Erika. Ed. An Introduction to Composition Studies. New York: Oxford Press, 1991.**

**North, Stephen. The Making of Knowledge in Composition Studies. Portsmouth, New Hampshire: Boynton/Cook, 1987.**

**Olson, Gary & Sidney I. Dobrin. Eds. Composition Theory for the Postmodern Classroom. Albany: SUNY Press, 1994.**

**Veen, Jeffrey. HotWired Style. Wired Books, Inc., 1997**

**White, Hayden. Tropics of Discourse. Baltimore: Johns Hopkins Univ.**

**Requirements:**

All projects have Web-based components & will be published on the Web

Click on the individual projects to see the full description of the assignment

It's assumed that participation will be active, thoughtful, & uproarious

<b>1. <u>Group Project (including presentation)</u></b>	<b>25%</b>
<b>2. <u>Final Project (individual)</u></b>	<b>25%</b>
<b>3. <u>Final Exam</u></b>	<b>15%</b>
<b>4. <u>Presentation (including 2-4 page paper)</u></b>	<b>15%</b>
<b>5. <u>Book Review</u></b>	<b>10%</b>
<b>6. <u>Brief Web Project</u></b>	<b>10%</b>

**Schedule**

<u>Date</u>	<u>Reading/Activities</u>	<u>Presentor/Topics/Reviews</u>
<b>January 12</b>	<b>Organizational Meeting; Web Overview (HTML)</b>	
<b>January 19</b>	<ul style="list-style-type: none"> <li>• <b>Plato, <u>Phaedrus</u>; <u>Gorgias</u></b></li> <li>• <b>General Intro to <u>Rhetorical Tradition</u> text (pp. 1-15); Intro to Classical Rhetoric (pp. 19-37)</b></li> </ul>	Origins
<b>January 26</b>	<ul style="list-style-type: none"> <li>• <b>Introduction to Medieval Rhetoric (pp. 367-79) &amp; Enlightenment Rhetoric (pp. 637-67)</b></li> <li>• <b>Lunsford, "The Nature of Composition Studies" (<u>Intro to Comp Studies</u>)</b></li> <li>• <b>Gage, "On 'Rhetoric'</b></li> </ul>	Origins & The Beginning of a Discipline

	<p><b>... Composition (Intro to Comp Studies)</b></p> <ul style="list-style-type: none"> <li>• Ede, "Teaching Writing" (<b>Intro to Comp Studies</b>)</li> </ul>	
February 2	<ul style="list-style-type: none"> <li>• North, <b>The Making of Knowledge</b> (selected portions; to be announced)</li> <li>• Intro. to 20th-Cent Rhetoric (pp. 899-921)</li> </ul>	
February 9	<ul style="list-style-type: none"> <li>• Harris, <b>A Teaching Subject</b></li> </ul>	
February 16	<ul style="list-style-type: none"> <li>• Burke, <b>A Grammar of Motive</b> (selected portions; to be announced)</li> </ul>	Rhetoric as Human Activity (Knowledge & Action)
February 23	<ul style="list-style-type: none"> <li>• Burke, <b>A Grammar of Motive</b> (selected portions; to be announced)</li> </ul>	
March 2	<ul style="list-style-type: none"> <li>• Selected Essays on Technology (to be announced)</li> </ul>	Rhetoric and Technology
March 9	<ul style="list-style-type: none"> <li>• Selected Essays on Technology (to be announced)</li> </ul>	

<b>March 23</b>	<ul style="list-style-type: none"> <li>• <b>Group Presentations (Groups 1 &amp; 2)</b></li> </ul>	
<b>March 30</b>	<ul style="list-style-type: none"> <li>• <b>Group Presentations (Groups 3 &amp; 4)</b></li> </ul>	
<b>April 6</b>	<ul style="list-style-type: none"> <li>• <b>Derrida, "Signature, Event, Context" (Rhet. Tradition, 1165-84)</b></li> <li>• <b>de Man (to be handed out)</b></li> </ul>	Other Rhetorics
<b>April 13</b>	<ul style="list-style-type: none"> <li>• <b>Freire, Pedagogy of the Oppressed (selections)</b></li> <li>• <b>White, Tropics of Discourse (selected essays)</b></li> </ul>	
<b>April 20</b>	<ul style="list-style-type: none"> <li>• <b>Individual Presentations</b></li> </ul>	
<b>April 27</b>	<ul style="list-style-type: none"> <li>• <b>Individual Presentations</b></li> <li>• <b>Finish Anthology</b></li> </ul>	

updated -- january 11, 1999  
 r.l. beebe (cfrlb@eiu.edu)

---

English 5011: Studies in Rhetoric & Composition - Sp

---