



# Rhetorical History and Historiography

ENGL 3200.001 Fall 2021 | [Dr. Heard](#) | TuTh 2:00 pm – 3:30 pm | Lang 202

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## Basic Information

**Welcome to Rhetoric and Writing at UNT!** As members of the UNT community, we have all made a commitment to be part of an institution that respects and values the identities of the students and employees with whom we interact. UNT does not tolerate identity-based discrimination, harassment, and retaliation. UNT's full Non-Discrimination Policy can be found in the UNT Policies section of the syllabus.

<b>Instructor</b>	<b>Contact</b>	<b>Information:</b>
Dr. Matthew Heard, Associate Professor.	Email me at <a href="mailto:matthew.heard@unt.edu">matthew.heard@unt.edu</a>	

**Catalog Description:** 3 hours. Explores the construction of the rhetorical tradition through canonical texts and figures; questions alternatives to the received tradition.

**Prerequisite(s):** None

## Course Description

ENGL 3200, Rhetorical History and Historiography, introduces students to new and old ways of studying the theory and practice of rhetoric. The course begins by examining the cultural context of the Ancient Mediterranean that produced significant rhetorical texts such as Aristotle's *Rhetoric* and the *Rhetorica Ad Herennium*. Examining what these texts include and leave out, the course moves on to view these ancient texts in conversations with other rhetorical practices from different times and cultural contexts: African rhetorics, Asian rhetorics, Early Native American indigenous rhetorics, and more. As we explore these practices together, we ask how habits of Silence,

Storytelling, Community Ritual, and other ways of navigating the world can influence our own rhetorical engagements with others.

## Required Materials:



We will use a **course reader** for the majority of our readings, which will be made available to you in class. Additionally, I recommend having a print copy of our major book for studying Ancient Mediterranean Rhetoric, which is *Rhetorica Ad Herennium*. The edition recommended in the [Barnes and Noble Bookstore](#) is:

Anonymous, *Rhetorica Ad Herennium*, ed. Caplan. New York: Loeb, 1954.

You can also find a free digital copy to read on the [Harvard UP page](#).

## Evaluation and Grading:

### Assignments

Note: To earn a passing grade, you must complete all of the major assignments for the course.

- 20% Discussion Question Responses (DQRs)
- 25% Quizzes and other Class Assignments
- 20% Midterm Project: Rhetorical Education
- 25% Final Project: Research in Rhetoric
- 10% Overall Participation in the course

**100% - Total**

“As Lupercio Leonardo so wisely said, one can philosophize very well and prepare supper. And seeing these minor details, I say that if Aristotle had cooked, he would have written a great deal more.”

**SOR JUANA INES DE LA CRUZ**





## Rhetorical History and Historiography

### Grading Policies

This course has a demanding reading and writing load commensurate with an upper level English class. Students will be expected to **read all assigned texts carefully** and to be prepared to discuss the texts analytically and critically on the day that they are assigned. Much of your class time will be spent discussing course readings, practicing writing, and working together collaboratively. If you do not understand or need help, please make arrangements to talk to me right away.

### Rubrics and Scoring Systems

For the purposes of this course,

- **“A” WORK** will constitute a final score of 90-100% of total points, and will represent an overall response that is impressively sophisticated and illuminating: inventive, balanced, justified, effective, mature, and expertly-situated in time and context
- **“B” WORK** will constitute a final score of 80-89.99% of total points, and will represent an overall response that is thorough and systematic: skilled, revealing, developed, perceptive, but not unusually or surprisingly original
- **“C” WORK** will constitute a final score of 70-79.99% of total points, and will represent an overall response that is acceptable but limited: coherent, significant, and perhaps even insightful in places, but ultimately insufficient in organization, articulation, perception, and/or effectiveness
- **“D” WORK** will constitute a final score of 60-69.99% of total points, and will represent an overall response that is incomplete and severely lacking: incoherent, limited, uncritical, immature, undeveloped, and overall not reflective of the performance expected of UNT undergraduates
- **“F” WORK** will constitute a final score of 0-59.99% of total points, and will represent an overall response that is unacceptable.



### Discussion Question Responses (DQRs)

Each week, we will have at least one discussion question that asks you to reflect carefully and critically on the ideas brought up in the course readings for the week. For these discussions, you will be required to post a thoughtful response on Canvas before class. Your posts should meet the following requirements:

- They must be 300-400 words in length.
- They must reference at least one specific passage from the course readings for the week
- They must offer insightful, relevant engagement with the readings for the week and avoid simply summarizing or “liking” the readings for the week.
- They should offer up something that others can respond to: pose a question, offer an interesting take on an idea, or point to something from other readings or your life that connects to the question.

### Quizzes and other Class Assignments

Each week, we will likely have short content-based reading quizzes over course readings and previous class content. These quizzes will focus on key terms and ideas, and they should be relatively easy if you have done the reading. Additionally, we may have other assignments and activities that will count towards the Class Assignments grade.

“To genuinely embrace non-Euro-American rhetorical practices and their ways of knowing and speaking and to productively engage the cultural mappings that inform discursive fields, we must part ways with the perennial yet parochial longing for facts of essence.”

**LUMING MAO**

### Major Assignments

#### Midterm Project: Rhetorical Education

One important way rhetoricians can improve their understanding of theory and practice is to teach what they have learned to others. For this assignment, you will **take a rhetorical artifact from our contemporary culture and**

## Assignments Overview





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analyze or explain it using rhetorical theories and practices from our course readings and discussions. As examples of artifacts to analyze, you might find:

- An article in a contemporary journal that explains readings or concepts from our course discussions.
- A speech or other public document from our own time that demonstrates rhetorical practices at work.
- A problem or issue in your community that bears analysis through a rhetorical lens (i.e. through Plato's rhetoric or through Stasis Theory)



More details will be provided in class and posted on Canvas during the semester.

### Final Project: Research in Rhetoric

**Created Artifact.** For this final assignment in the course, you will use your experiments from the Rhetorical Education assignment to create your own artifact that produces effects in a topic, issue, or conversation that is important to you. Your artifact should be carefully constructed to affect a particular audience, with a particular context in mind. Examples might include:

- Writing a report that synthesizes information from several contemporary articles and/or books about rhetoric, philosophy, etc.
- Writing an article that provides a new insight about authors, concepts, or texts we have read in the course.
- Composing a podcast episode or other document in a public medium (video; graphic art, etc.) that gives unique insight into course topics and/or readings.

**Self-Analysis:** Additionally, you will need to use rhetorical theories and practices from our course to plan your artifact and explain how it works. A self-analysis explaining your artifact and your choices will be required along with the artifact you produce.

### Overall Participation in the course

A final part of your grade for the course will be your overall participation. Although I expect everyone to be active in class discussions, part of participation will also include your activity in assignments, discussion boards, and other in-class activities.

## Instructor Policies and Expectations:

### Attendance and Absences:

UNT policy 6.039 on student attendance states that no student will be excused for more than 25% of a course for absences. Please arrange any planned absences with me ahead of time in order to avoid penalization. Note that absences for the following reasons are authorized as excusable by the university (policy 06.039): (1) religious holy day, including travel for that purpose; (2) active military service, including travel for that purpose; (3) participation in an official university function; (4) illness or other extenuating circumstances; (5) pregnancy and parenting under Title IX; and (6) when the University is officially closed by the President.

### Communication Expectations:

Please communicate with me formally through my UNT email address, [matthew.heard@unt.edu](mailto:matthew.heard@unt.edu). When you write me, please include the subject of your email in the subject line, and write your email with appropriate salutations and grammatical language. Note that I am not able to discuss any information relating academic records through email. I ask that you also remember the following guidelines in your communications with me:

- Treat all communications professionally. Think about spelling and grammar and double-check your response before hitting send or reply. Consider the purpose of any uses of slang or other icons, graphics, or memes.
- Please use my title in all communications (Dr. Heard).
- Think about your tone, and remember that email cannot convey nonverbal cues that provide clarity and context in face to face conversations.
- Take care to respect the personal identities and privacy of yourself, of me, and of others. Respect identities based on gender, sexuality, race, ethnicity, class, and/or culture. Also think carefully about what you reveal and do not reveal, particularly if this information involves your health and/or classroom performance.
- Please also check the syllabus before you ask me a question about an assignment or course schedule. It helps me if you can also let me know you checked the syllabus before writing, since I put significant time into creating the schedule and the syllabus.
- In your email subject line, it helps to be descriptive and not vague. Since I receive a lot of emails, I need to identify your question and problem as quickly as





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possible. For a sample email, read this article, "[How to Email Your Professor.](#)"

- For any online posts in our course, please read the directions and all the messages in a thread before replying so you do not repeat something one of your peers may have already said. Additionally, avoid replies such as "I agree" and instead explain why you agree or do not agree. Also, share examples, citations, and other sources that have supported your conclusions.
- Remember that if you disagree with anything in class, please refrain from making personal attacks or use language that discriminates based on gender, sexuality, race, ethnicity, class, and/or culture.

## Instructor Responsibilities and Feedback

My responsibility as your instructor is to challenge you, to help you understand the course material, and to help you grow and learn as a student. I will provide clear instructions for projects and assignments, answer your questions, and identify additional resources as necessary. I will also provide substantive feedback on your written work. You can expect me to have feedback and grades returned to you within two weeks of the submission date for each assignment.

## Disruptions:

Excessive disruptions of our class time—including posting inappropriate or inflammatory comments or harassing others online—are unacceptable. Please respect the class environment by using your time effectively and helping your classmates do the same.

## Participation and Civility:

We are all members of an academic community where it is our shared responsibility to cultivate a climate where all students/individuals are valued and where both they and their ideas are treated with respect. Therefore, I expect you to conduct yourself in a professional and respectful manner during all in-class and online interactions. I expect you to listen to and respect the viewpoints of others, even if you strongly disagree with them. When you do voice disagreement in your writing, do so in a civil manner. Remember that you are accountable for all of your actions in this course, including your submitted work, your grades, and your interactions with me and with other students.

Everyone will have multiple opportunities to participate in class. Participation can be many things, including all of the following:

- Participating actively in small group work, class meetings, and discussions
- Showing attention to others in discussion posts
- Completing all assignments on time
- Coming prepared to conferences/office hours

You also can visit the Engagement Guidelines page at <https://clear.unt.edu/online-communication-tips> for more information.

## Using Canvas:

Announcements, grades, and some discussions, assignments, and activities for this course will all be handled within UNT's CANVAS Learning Management System. You must be able to access CANVAS regularly in order to succeed in this course.

All students have access to CANVAS through their UNT accounts. For more information on using CANVAS, see <https://community.canvaslms.com/docs/DOC-10701>.

If you have any questions regarding your use of the Canvas learning management system, please contact the student help desk at: Email: [helpdesk@unt.edu](mailto:helpdesk@unt.edu), Phone: 940-565-2324.

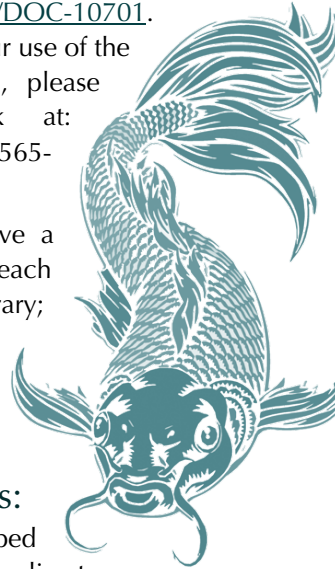
You also need to make plans to have a backup way to access the technology each week: another computer; the local library; or perhaps the UNT campus. Not having access to the course will not excuse you from the workload each week.

## Formatting Your Assignments:

All written assignments need to be typed and either brought to class or submitted online to our CANVAS site. For all essays, include your name and the page number on the top right of each page (i.e.: Lastname 1). Please also include a date and the course number (ENGL 3200). Use a text font for all essays (Times Roman or Garamond for example) at 12 points, with all one-inch (1") margins, and double-spacing. Assignments are due at the beginning of class on the date indicated by the assignment prompt.

## Late or Missed Assignments:

All papers are due by class time on the due date (or by the date specified in Canvas). **Late work may not be counted, or may be penalized severely for each day late.** It is up to you as a student to make arrangements with me. Additionally, I will not grade subsequent assignments from any students until





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all previous assignments have been completed, and you cannot pass the course if you have not received a grade for all major assignments. Please meet with me as soon as possible if you miss a deadline for an assignment.

**Exceptions for technical outages:** UNT is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor may extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and contact the UNT Student Help Desk: [helpdesk@unt.edu](mailto:helpdesk@unt.edu) or 940.565.2324 and obtain a ticket number. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

### Using the UNT Writing Center:

It is always a good idea to [schedule an appointment with the UNT Writing Center](#) to request extra help with all of your assignments for this class. All writers can benefit from sharing and discussing their work with a trained peer tutor, early and often. A writing tutor can help you get started on a paper or help you decide what to revise on an existing draft.

### Mandatory Reporting

It is important to know that your teacher, as a State employee, must report any instances of sexual misconduct, including sexual harassment, sexual assault, dating violence or stalking against a student or employee to the institution's Title IX Coordinator or a Deputy Title IX Coordinator.

Please note that the Title IX office at UNT keeps your information private and only shares it with those who need to know in order to provide care for you and help keep you safe. If you have any questions or concerns about sexual violence, please contact the UNT Survivor Advocate at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or call the Dean of Students Office at 940-565- 2648. You also can visit the Counseling and Testing Services site for more information.

### Syllabus Change Policy

I have made every attempt to provide this syllabus as an accurate overview of the course. However, unanticipated circumstances may make it necessary for me to modify the syllabus during the semester. These circumstances may arise in response to the progress, needs, and experiences of students. Advance notice will be given for any changes made to the syllabus.

## Additional UNT Policies and Syllabus statements

Visit our course Canvas site for the *Syllabus Appendix*

Additional course policies and syllabus statements will be available [on our course Canvas site](#). These policies reflect the most up-to-date recommendations and policies for UNT.



## Schedule of Readings and Assignments

- This assignment schedule is subject to change. Check our course Canvas site for posted updates to the schedule
- All assigned readings will be due by class on the day assigned
- Assignment details and deadlines will be indicated on our course Canvas site
- 🌐 – readings provided online via Canvas / UNT library links
- 📖 – readings from our Course Packet

Unit	Week	TUE	Topic and Readings	THUR	Topic and Readings
INTRO	WK 1	24-Aug	Course Intro	26-Aug	📖 NARVAEZ, "Room for Rent"
UNIT 1: Rhetoric in the Ancient Mediterranean: "Classical" Rhetoric	WK 2	31-Aug	📖 KENNEDY, "Traditional Conceptual Rhetoric" 📖 BOOTH, "How Many Rhetorics?"	2-Sep	📖 PLATO, Gorgias
	WK 3	7-Sep	📖 ARISTOTLE, Rhetoric (selections)	9-Sep	🌐 ANONYMOUS, <a href="#">Rhetorica Ad Herennium</a>
	WK 4	14-Sep	🌐 ANONYMOUS, <a href="#">Rhetorica Ad Herennium</a>	16-Sep	🌐 ANONYMOUS, <a href="#">Rhetorica Ad Herennium</a>
	WK 5	21-Sep	🌐 ANONYMOUS, <a href="#">Rhetorica Ad Herennium</a>	23-Sep	Unit 1 review (Readings TBD)
UNIT 2: Practices in Historical Rhetorics	WK 6	28-Sep	📖 POWELL et al: "Our Story Begins Here"	30-Sep	📖 CHAVEZ, "Beyond Inclusion"
	WK 7	5-Oct	📖 MAO, "Beyond Aristotle"	7-Oct	📖 LIPSON, "Ancient Egyptian Rhetoric"
	WK 8	12-Oct	📖 ASPASIA, Selection from Plato's <i>Menexenus</i> 📖 IANETTA, "Aspasia's Purloined Letters"	14-Oct	📖 LYON, "Wuwei, Shi, and Methods of Comparative Rhetoric"
	WK 9	19-Oct	📖 SOR JUANA DE LA CRUZ, "Poet's Response"	21-Oct	📖 BOKSER – "Sor Juana's Rhetoric of Silence"
	WK 10	26-Oct	📖 VILLANUEVA, "Rhetoric of the first 'Indians'" 📖 BACA, "te-ixtli: "The 'Other Face' of the Americas"	28-Oct	📖 ALKEBULAN, "The Spiritual and Philosophical Foundation of African Languages"
	WK 11	2-Nov	📖 CONFUCIUS, Analects 📖 YOU, "Reading Confucius's Analects as a Rhetoric"		🌐 <a href="#">Catawba Deerskin Map</a> (LOC) 📖 BRUCHAC, "Broken Chains of Custody"
	WK 12	9-Nov	📖 CAMPBELL, "Rhetoric from the Ruins of African Antiquity" 📖 BANKS, "Groove: Synchronizing African American Rhetoric"		📖 ANZALDUA, Selections from <i>Borderlands</i>
	WK 13	16-Nov	Review and Discussion		Review and Discussion
	WK 14	23-Nov	Review and Discussion	25-Nov	** THANKSGIVING HOLIDAY **
READING WEEK	WK 15	30-Nov	Final Project Reports (In class)	2-Dec	Final Project Reports (In class) **DUE: Final Project**
FINALS	WK 16	7-Dec		9-Dec	FINAL EXAM: 1:30 p.m. - 3:30 p.m.