2-14-2012

ENC3373 : Rhetoric of Marginalized Communities. Course Proposal, Effective : 2012 : 02 : 14

University of South Florida St. Petersburg.

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Do the attached changes mirror changes to USF Tampa Curriculum?  No  Yes

Description of Change (attach supporting documents if necessary): ENC 3373 will provide students in the major a course committed to exploring the function of rhetoric in the production of communities and will offer a critical and rhetorical groundwork for engaging issues that negotiation of race, gender, and class.

Estimated Impact on University Resources:

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<tbody>
<tr>
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<tr>
<td>Equipment</td>
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</tr>
<tr>
<td>Faculty/Staff</td>
<td>none</td>
</tr>
<tr>
<td>Other</td>
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APPROVALS  (if Disapprove, Note and attach Comments)

<table>
<thead>
<tr>
<th>Title (print name)</th>
<th>Signature</th>
<th>Approve</th>
<th>Date</th>
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<tr>
<td>Chair, College Academic Programs Comm.</td>
<td></td>
<td>Yes</td>
<td>10/14/11</td>
</tr>
<tr>
<td>College Dean</td>
<td></td>
<td>Yes</td>
<td>10/20/11</td>
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<tr>
<td>Chair, USFSP UGC Committee</td>
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<td>11-30-11</td>
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### USFSP NEW Undergraduate Course Proposal Form (non-Gen Ed)

1. **Department and Contact Information**
<table>
<thead>
<tr>
<th>Department</th>
<th>College</th>
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<tbody>
<tr>
<td>VVA</td>
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<td>STP 10000 511223 0000000 000000</td>
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<table>
<thead>
<tr>
<th>Contact Person</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trey Conner</td>
<td>(727) 873 – 4783</td>
<td><a href="mailto:conner@mail.usf.edu">conner@mail.usf.edu</a></td>
</tr>
</tbody>
</table>

2. **Course Information**

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
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<tbody>
<tr>
<td>ENC</td>
<td>3xxx</td>
<td>Rhetoric of Marginalized Communities</td>
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</tbody>
</table>

3. Is the course title variable? **no**
   Is a permit required for registration? **no**
   Are the credit hours variable? **no**
   Is this course repeatable for credit? **no**

   If yes, Maximum Number of Times?
   Maximum Number of Credits?

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Section Type</th>
<th>Grading Option</th>
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<tbody>
<tr>
<td>3</td>
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<td>Regular Grading</td>
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</table>

<table>
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<tr>
<th>Total Clock Hours</th>
<th>Abbreviated Title (30 characters maximum)</th>
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<tbody>
<tr>
<td>45</td>
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3. **Prerequisites**

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<th>Course and Minimum Grade</th>
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<tbody>
<tr>
<td></td>
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<td>ENG 1102 C-</td>
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4. **Co-requisites** None

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5. **Registration Restrictions**

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<tr>
<th>Include/Exclude</th>
<th>Codes</th>
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</table>
6. Course Description (255 character maximum for state submission)

Study mainstream and marginalized communities in an interactive seminar featuring discussion, collaboration, essay writing, presentations, electronic media, and the development of a final project/portfolio negotiated between each student and instructor.

7. Gordon Rule

<table>
<thead>
<tr>
<th>Does this course meet the <strong>writing</strong> portion of the Gordon Rule?</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you indicated &quot;yes&quot; above, specify how the 6,000 words will be covered (exams, papers).</td>
<td></td>
</tr>
<tr>
<td>Does this course meet the <strong>computation</strong> portion of the Gordon Rule?</td>
<td>No</td>
</tr>
</tbody>
</table>

8. Justification

a. Indicate how this course will strengthen the Undergraduate Program. Is this course necessary for accreditation or certification?

Course will deepen students' knowledge of how marginalized communities are constructed, sharpen their abilities in attentive reading, and strengthen their writing abilities.

b. What specific area of knowledge is covered by this course which is not covered by courses currently listed?

Rhetoric and practices of marginalized communities, study of the intersection of race, gender, and class vectors.

c. What is the need or demand for this course? (Indicate if this course is part of a required sequence in the major.) What other programs would this course service?

Course meets the demand for upper-level offerings for the English major.

d. Has this course been offered as Selected Topics/Experimental Topics course? If yes, what was the enrollment?

No.

e. How frequently will the course be offered? What is the anticipated enrollment?

Once every 1-2 years, with anticipated enrollment of 20-25 students.

f. What effect will this new course have on the program (major, minor, cognate, etc.)?

The thematic focus and more rigorous assignments will bring a coherency that was lacking to the major, allowing faculty to differentiate and build from 3000- to 4000-level courses.

g. What effect will this new course have on the students currently in the program?

None.

h. What qualifications for training and/or experience are necessary to teach this course? (List minimum qualifications for the instructor.)

A masters degree with at least 18 graduate credit hours in the discipline or a related
9. Other Course Information

A. Objectives

Provide an in-depth examination of the rhetorical practices of marginalized communities.

B. Learning Outcomes

1. Content / Discipline Skills
   1. Select and modify writing skills in a variety of genres, for different audiences, purposes, and in multiple discourse communities
   2. Demonstrate knowledge of rhetorical traditions from classical times to present
   3. Engage in disciplinary conversations, drawing on knowledge of rhetoric and composition studies, in oral, written, and digital compositions
   4. Demonstrate competence in fundamental areas of writing (e.g., focus, organization, development, voice/tone, prose style, editing, design, publishing)
   5. Perform rhetorical analysis and critique of a variety of texts (print, digital, and visual)

2. Communication Skills
   1. Demonstrate competence in creating digital, print, oral, and visual communication
   2. Understand and use stylistic and genre conventions
   3. Apply invention/writing-to-learn techniques and recursive composing processes
   4. Compose collaboratively (co-authoring, giving and using feedback)

3. Critical Thinking Skills
   1. Make arguments using multiple structures and arrangements, using evidence to articulate and defend positions on various topics orally, digitally, and in writing
   2. Demonstrate the ability to follow the logical structure of arguments, assess evidence, and articulate and defend positions on various topics
   3. Demonstrate competence in analyzing and assessing digital, print, oral, and visual communication
   4. Demonstrate understanding of the dynamic role of language in culture, history, and society through written, oral, and digital compositions

4. Civic Engagement
   1. Demonstrate awareness and/or advocacy of social justice concerns

a. Major Topics

Community, rhetoric, race, gender, class, power

b. Textbooks

Will vary each semester

10. Proposed UG Catalog Language

Study mainstream and marginalized communities in an interactive seminar featuring discussion, collaboration, essay writing, presentations, electronic media, and the development of a final project/
Please provide the syllabus with this form when the course is approved for submission. The syllabus must follow the 'Master Course Syllabus' format (including SLO, description, etc.).

Course Description
This course asks students to rhetorically analyze how mainstream and marginalized communities are constructed by focusing on theories and practical applications of gender(s), sexuality(ies), and race(s)/ethnicity(ies). In addition to focusing on historical and contemporary theories related to rhetorical analysis, genders, sexualities, race/ethnicities, and marginalized populations, students will research, analyze, and present practical applications and lived circumstances of these intersections. Students will develop their own theories and terminologies in relationship to assigned texts and reflect on potential practices that arise from those theories.

This class is an interactive seminar and will feature discussion, collaboration, essay writing, presentations, computer-mediated communication, and the development of a final project/portfolio negotiated between each student and instructor.

Student Learning Outcomes
5. Content/Discipline Skills
   1. Select and modify writing skills in a variety of genres, for different audiences, purposes, and in multiple discourse communities
   2. Demonstrate knowledge of rhetorical traditions from classical times to present
   3. Engage in disciplinary conversations, drawing on knowledge of rhetoric and composition studies, in oral, written, and digital compositions
   4. Demonstrate competence in fundamental areas of writing (e.g., focus, organization, development, voice/tone, prose style, editing, design, publishing)
   5. Perform rhetorical analysis and critique of a variety of texts (print, digital, and visual)

6. Communication Skills
   1. Demonstrate competence in creating digital, print, oral, and visual communication
   2. Understand and use stylistic and genre conventions
   3. Apply invention/writing-to-learn techniques and recursive composing processes
   4. Compose collaboratively (co-authoring, giving and using feedback)

7. Critical Thinking Skills
   1. Make arguments using multiple structures and arrangements, using evidence to articulate and defend positions on various topics orally, digitally, and in writing
   2. Demonstrate the ability to follow the logical structure of arguments, assess evidence, and articulate and defend positions on various topics
   3. Demonstrate competence in analyzing and assessing digital, print, oral, and visual communication
   4. Demonstrate understanding of the dynamic role of language in culture, history, and society through written, oral, and digital compositions

8. Civic Engagement
   1. Demonstrate awareness and/or advocacy of social justice concerns

Course-Specific Student Learning Outcomes
- Students will become familiar with rhetorical theories and analysis. They will demonstrate their
understanding of these theories by using them to analyze theories of gender, sexuality, and race and their implications for and constructions of marginalized communities.

- Students will become familiar with and understand major theories related to gender; In addition to examining how the arguments surrounding gender are constructed and shaped by the contexts in which they are written, students will demonstrate their understanding of these theories by using them in their own arguments about gender.
- Students will become familiar with and understand major theories related to sexuality; In addition to examining how these arguments surrounding sexuality are constructed and shaped by the contexts in which they are written, students will demonstrate their understanding of these theories by using them to make their own arguments about sexuality.
- Students will become familiar with and understand major theories related to race; In addition to examining how these arguments surrounding race are constructed and shaped by the contexts in which they are written, they will demonstrate their understanding of these theories by using them to make their own arguments about race.
- Students will analyze and demonstrate their understanding of the implications the intersections between race, gender, and sexuality have on a specific site of research (marginalized community) that illustrates the depth and breadth of their knowledge.

Required Materials
Readings will be announced and made available as pdf files throughout the semester. All course readings must be printed and placed in a binder for reference during class. You will need to purchase a binder for this purpose.

Because this course is a seminar, it is absolutely critical that you complete the assigned readings before class (read, don’t just skim) and be prepared to discuss. You cannot succeed in this class without reading and becoming familiar with the arguments within the texts. Rhetorical analysis requires detailed reading and examples. I recommend that you make a list of questions or comments about the reading to help you organize your thoughts and remember key points during discussion. Some of the readings are more challenging than others; if you have questions as you read, feel free to call, email, or stop by my office.

Electronic Handouts (EH)


Grades and Grading Policies
A Excellent; exceptional work and effort; flawless. Work that clearly stands out as exceptional among work produced in the course.
B Very good; above average; beyond basic requirements or expectations.
C Average; satisfactorily met requirements or expectations.
D Below average; efforts did not meet expectations or requirements.
F Failed; efforts did not meet expectations or minimum requirements.

Not all work in this class will receive a grade on it. For some work, you will merely receive participation points; for others, you will receive specific feedback. The process/participation portion of your grade is designed to help you create and complete your major course assignments. Therefore, every assignment that is given credit in this course has a purpose and is connected to your larger assignments.

Incomplete Grade Policy. An “I” grade indicates incomplete coursework and may be awarded to an undergraduate student only when a small portion of the student’s work is incomplete and only when the student is otherwise earning a passing grade. An incomplete contract must be negotiated and signed by both student and instructor prior to the final class meeting.
Due Dates. All assignments are due within the first ten minutes of class on the due date; Extensions need to be documented in writing and requested prior to the deadline. I will stipulate deadlines in our class meetings. While in-class work cannot be made up, if you must miss a class, let me know in advance so that we can rearrange draft deadlines. You are responsible for obtaining any handouts or assignments for that class session. Late work will not be accepted.

Examinations. A course portfolio will be used in lieu of a final examination. The Final Community Presentation will be determined and will most likely take place during the final exam scheduled time.

Course Portfolio. All of your major assignments and drafts will be submitted in a course portfolio at the end of the semester. This course portfolio must be introduced with a course self-assessment and reflection. You can not pass the class unless all assignments are submitted in this online course portfolio. More instructions related to this portfolio will be given throughout the semester.

Grade Calculations

In-Class Participation and Homework

- Daily Writings/Blogs
- Group/Collaborative Work
- Individual Work
- Class Discussion
- Peer Review

Theory Presentation 5%
Presentation on New Scholarship 5%
Critical Essays on Courses Readings 10%
Course Research/Project 40%

Final Community Presentation 20%

Total 100%

In-Class Participation and Homework (20%)
To score high points for attendance and participation, it is not enough to simply come to class. You must be prepared and participate actively in the discussions. We will frequently engage in small-group work in class so that everyone can benefit from multiple forms of feedback. You are also asked to participate in oral, written, and electronic peer review in which you will read and critique one another’s projects.

Theory Presentation (5 %)
Everyone will present one report to the class on an aspect of theory relevant to the weekly reading assignment. You will sign up for one class and, with me, select a theorist and/or theory to compose a 10-minute talk for the class. These presentations should target your classmates as the primary audience, taking into consideration their
needs for the current weekly readings. A one-page handout should accompany the presentation.

Presentation on New Scholarship (5%)  
Students will present one report to the class on an outside (rather than assigned) recent article, book, online site, or other scholarly work (from 2006-2009). The areas of research for this project should focus on a marginalized community in relationship to gender, sexuality, race/ethnicity, or other area or research methods/studies related to marginalized communities. You should summarize and explain the scholarship, connect it to other readings from the class, and offer ways to use information from this work as it relates to the major themes and projects within the course. A one-page handout should accompany the presentation.

Critical Essays on Courses Readings (10%)  
Students will write four critical argument essays for each unit (2-3 pages each) that will establish and support a central claim in relationship to the assigned readings. You will workshop drafts of these essays in assigned writing teams. You will use Microsoft Word’s “Track Changes” function to post responses to essays outside of class. No outside reading/research is required for these papers.

Course Research/Project (40%)  
Choose one of the following options (or check with me about creating your own option) for your course research/project requirement. This project should trace your thinking of an issue or issues related to the course in a specified way and should be a substantive effort (approximately 15-30 pages of text/graphics/etc.). Negotiate your project contract with me by October 22, 2009. Note that this project must be somehow translatable into a final community presentation (see below) where you present your research to a general audience.

- Option A is a "traditional" seminar paper in which you develop a question or series of questions about composition/teaching/pedagogy/civic engagement/marginalized populations that you want to answer or pose a theoretical framework for examining.
- Option B is a collaborative course paper. Working with another class member, you develop your questions or answers about a particular issue.
- Option C is a literature review and/or annotated bibliography. This option allows you read an area in greater breadth than depth, without having to develop a "hard and fast stance" on an issue. The goal of this type of writing is to provide resources to your fellow classmate, scholars, and interested parties.
- Option D is two to three creative pieces in response to the readings and themes of the class. Each creative response piece should be accompanied by a short reflective memo that outlines the thought processes and rationale for the response.
- Option E is to write papers appropriate for conference presentations. Based on conference proposals you select, they should represent a substantial research base summarized for the particular audience. This option includes accompanying abstracts vis-à-vis the chosen conference proposals.

Final Community Presentation (20%)  
Based on the course research/project, each student will create a visual/performance presentation of their critical analysis for the general community. This presentation will most likely take place during the final exam period of the course, but has yet to be decided.

Course Policies  
Attendance. Because the course is highly interactive, regular attendance is absolutely necessary. Students are expected to attend every class with the rare exception of professional or personal obligations.

Technology Requirements. This course requires the use of computer technologies out of class. Limited class time will be provided for computer literacy and skills instruction. If more instruction is necessary, I will either provide additional help to individuals outside of class or recommend other support.
Policy on Academic Integrity. Plagiarism and cheating are serious academic offenses. They are defined by this policy as “knowingly copying another’s work or ideas and calling them one’s own or not giving proper credit or citation.” This policy applies to copying sections or entire papers from printed or electronic sources as well as handing in papers written for other classes or by other students for other classes; it also applies to purchasing academic papers. If I notice plagiarism in your writing, you will fail the assignment in question with no chances for revision. Serious cases may result in failing the course. If you ever have any questions about what counts as cheating or plagiarism, please talk with me. Penalties for academic dishonesty will depend on the seriousness of the offense and may include assignment of an “F” or a numerical value of zero on the subject paper, lab report, etc., an “F” or an “FF” grade (the latter indicating academic dishonesty) in the course, suspension or expulsion from the University.

Disruption of Academic Process. You are in a learning environment and are expected to behave accordingly. Disruption of the classroom or teaching environment is unacceptable. Disruption of academic process is defined as the act or words of a student in a classroom or teaching environment which in the reasonable estimation of a faculty member: (a) directs attention from the academic matters at hand, such as noisy distractions; persistent, disrespectful or abusive interruptions of lecture, exam or academic discussions, or (b) presents a danger to the health, safety or well being of the faculty member or students. (http://www.stpt.usf.edu/academics/documents/07-08-StPeteCatalog.pdf).

Cell phones must be turned off during class time. If your telephone (e.g., ringing, vibrating, or text messaging) or your behavior disrupts class time you may be asked to leave the class and will lose participation points for that class period. Laptops should only be used for note taking or in-class activities. If you are doing anything else during class you will be asked to leave. Punishments for disruption of academic process will depend on the seriousness of the disruption and will range from a private verbal reprimand to dismissal from class with a final grade of “W,” if the student is passing the course, shown on the student record. If the student is not passing the course, a grade of “F” will be shown on the student record. Particularly serious instances of disruption or the academic process may result in suspension or permanent expulsion from the University.

Religious Preference Holiday. Students who anticipate the necessity of being absent from class due to the observation of a major religious holiday must provide advanced written notice of the date(s).

Accommodation Policy. In my capacity as instructor, I will do everything I can to make fully available the educational resources we use and create in this course. Any student with a disability is encouraged to meet with me privately during the first week of class to discuss accommodations. Students with documented learning and/or physical disabilities in need of accommodation are also encouraged to work with Student Disability Services. Please inform me of any special requirements you may have. All reasonable efforts will be made to accommodate students with regard to note taking, reading assignments and test taking.

Freedom of Speech and Cognitive Liberty. As you will see, classrooms are spaces devoted to free inquiry. This is a rhetorical space, one where composers are responsible to each other: they think and write in response to each other, and not to a preconceived notion of each other. Assume the best in those you study with and be generous with your respect, and you will teach them to respond in kind.

Daily Schedule. I am responsive to the needs of the class as we move through the semester, which means that the daily schedule will change. You will be responsible for checking the daily schedule before beginning your homework for each of our class meetings for any changes or updates. I will post all assignments.

Gender and Pronoun Reference. It is no longer customary to use the masculine pronoun for cases of indefinite pronoun reference, for example, “When a professor grades papers, he is often swayed by a student’s degree of effort.” Instead, style books recommend changing pronouns to the plural form, for example, “When professors grade papers, they are often swayed by a student’s degree of effort.” Some call this practice “gender-fair language.” Others just call it good sense. Regardless of the reason, it is required in this course, so bring your gender-bender sentences to class so we can figure them out together.

Information Management. All of your work in this class must be available to be posted electronically. Please back up everything you write for this course. Information Technologies carry a trace of instability, so it is always good to have redundancy in your writing process: make copies and put them in different places! If you need more information about backing up, please see me or talk with your classmates.

E-mail. Save a copy of every email you send for this class, especially those emails you send to me.

Computer Labs. To find a place to work on campus, consult Campus Computing.

Contacting Me. The quickest and most reliable way to reach me is through e-mail (jmccrack@stpt.usf.edu). I
check it often. You can also call my office at 873-4740. If you do leave a message, please leave a number where I can reach you.

**Student Rights and Responsibilities**

- You have the right to do well in this class. You are responsible for earning the grade you want; grades are not “given,” or “deserved,” or “received.” You earn your grade by your performance not only on final drafts but also by participating in groups, drafting and revising documents, and making connections to work outside this class. Please make sure that you ask questions.
- You are responsible for being in class and being in class prepared. It is your right to choose to attend class. If you choose not to attend, there are certain consequences. After the third absence, you will fail the course. If you are more than 15 minutes late to class, you will be considered absent for that day.
- You have the right to a full class period of work. If I am unexpectedly delayed at the beginning of class, you are asked to wait 15 minutes from the beginning of class. If, after 15 minutes, a designated member of the English department has not otherwise notified you, class is dismissed.
- You have the right to prompt feedback. This feedback will come not only from your instructor but also your peers.
- You are responsible for showing all work (from notes to emails to presentation-ready material) you have completed over the course of the semester. Please keep all work (from handwritten notes to email to final drafts) until you receive your final grade at the end of the semester. **Delete nothing (especially email) and throw nothing away.** Make frequent back-ups of your electronic documents. **Failure of technology is not an excuse for late or missing work.**
- You are responsible for completing all assignments for the class. You must complete all major assignments and turn in complete portfolios in order to be eligible to pass the class. All presentation portfolio material must be turned in at least twice—as drafts seen by your classmates and me, to meet this requirement.
- You are responsible for finding out what you missed when you are not in class. Get the names, phone #s, and email addresses of at least 3 classmates. Daily agendas are posted on the class wiki with homework assignments. Be sure that you check your email and the wiki page on a regular basis before class, in class, and between classes.
- You are responsible for contacting me when you are absent, have questions, or want to discuss your standing in the class. You may do so during office hours or by email or phone. Emergencies happen, but I can’t do anything to help unless I know about your situation.
<table>
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<th>Theme</th>
<th>Readings</th>
<th>Major Assignments Due</th>
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<td>language, rhetoric, and</td>
<td>electronic</td>
<td>online discussions</td>
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<td></td>
<td>analysis</td>
<td>handouts (EH)</td>
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<td>language, rhetoric, and</td>
<td>electronic</td>
<td>online discussions</td>
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<td>online discussions</td>
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<td>Theory Presentations</td>
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<td>Presentations on New Scholarship</td>
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<td>Critical Essays on Course Readings</td>
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<td>online discussions</td>
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<td>Theory Presentations</td>
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<td>Week 4</td>
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<td>online discussions</td>
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<td>Research/Project Workshop</td>
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<td>Week 15</td>
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workshop

Portfolios due
1. Department and Contact Information

- **Department**: VVA-Verbal & Visual Arts
- **College**: Arts & Sciences
- **Budget Account Number**: USF01 STP 511223 10000
- **Contact Person**: crossman
- **Phone**: 7278734143
- **Email**: crossman@usfsp.edu

2. Course Information

- **Prefix**: ENC
- **Number**: 3373
- **Full Title**: Rhetoric of Marginalized Communities

- Is the course title variable? **N**
- Is a permit required for registration? **N**
- Are the credit hours variable? **N**

- **Credit Hours**: 3.0
- **Section Type**: Class Lecture (Primarily)
- **Grading Option**: Regular

- **Abbreviated Title**: Rhetoric of Marginalized Comm

- **Prerequisites**: ENG 1102/C-
- **Corequisites**: none
- **Co-Prerequisites**: none

**Course Description**

Study mainstream and marginalized communities in an interactive seminar featuring discussion, collaboration, essay writing, presentations, electronic media, and the development of a final project/portfolio negotiated between each student and instructor.

3. Gordon Rule

- Does this course meet the **writing** portion of the Gordon Rule?
  - **N**

  If you checked "yes" above, specify how the 6,000 words will be covered (exams, papers).
  - **N/A**

- Does this course meet the **computation** portion of the Gordon Rule?
4. Justification

A. Indicate how this course will strengthen the Undergraduate Program. Is this course necessary for accreditation or certification?
Course will deepen students' knowledge of how marginalized communities are constructed, sharpen their abilities in attentive reading, and strengthen their writing abilities.

B. What specific area of knowledge is covered by this course which is not covered by courses currently listed?
Rhetoric and practices of marginalized communities, study of the intersection of race, gender, and class vectors.

C. What is the need or demand for this course? (Indicate if this course is part of a required sequence in the major.) What other programs would this course service?
Course meets the demand for upper-level offerings for the English major.

D. Has this course been offered as Selected Topics/Experimental Topics course? If yes, what was the enrollment?
no

E. How frequently will the course be offered? What is the anticipated enrollment?
Once every 1-2 years, with anticipated enrollment of 20-25 students.

F. Do you plan to drop a course if this course is added? If so, what will be the effect on the program and on the students? (Please forward the nonsubstantive course change form regarding the course to be deleted to the Council secretary.)
no

G. What qualifications for training and/or experience are necessary to teach this course? (List minimum qualifications for the instructor.)
A masters degree with at least 18 graduate credit hours in the discipline or a related discipline.

5. Other Course Information

A. Objectives
Provide an in-depth examination of the rhetorical practices of marginalized communities.

B. Learning Outcomes
1. Content / Discipline Skills 1. Select and modify writing skills in a variety of genres, for different audiences, purposes, and in multiple discourse communities 2. Demonstrate knowledge of rhetorical traditions from classical times to present 3. Engage in disciplinary conversations, drawing on knowledge of rhetoric and composition studies, in oral, written, and digital compositions 4. Demonstrate competence in fundamental areas of writing (e.g., focus, organization, development, voice/tone, prose style, editing, design, publishing) 5. Perform rhetorical analysis and critique of a variety of texts (print, digital, and visual) 2. Communication Skills 1. Demonstrate competence in creating digital, print, oral, and visual communication 2. Understand and use stylistic and genre conventions 3. Apply invention/writing-to-learn techniques and recursive composing processes 4. Compose collaboratively (co-authoring, giving and using feedback) 3. Critical Thinking Skills 1. Make arguments using multiple structures and arrangements, using evidence to articulate and defend positions on various topics orally, digitally, and in writing 2. Demonstrate the ability to follow the logical structure of arguments, assess evidence, and articulate and defend positions on various topics 3. Demonstrate competence in analyzing and assessing digital, print, oral, and visual communication 4. Demonstrate understanding of the dynamic role of language in culture, history, and society through written, oral, and digital compositions 4. Civic Engagement 1. Demonstrate awareness and/or advocacy of social justice concerns
C. Major Topics
Community, rhetoric, race, gender, class, power

D. Textbooks
Will vary each semester

6. Syllabus (Anatomy of a Syllabus)

Your college will forward an electronic copy of your syllabus to Undergraduate Studies when your course is approved for submission.

7. Liberal Arts Certification

General Course Requirements
- N/A

Exit Requirements
- N/A

Skills and Dimensions
- N/A
USF St. Petersburg - NEW Undergraduate Course
ENC 3373 – Rhetoric of Marginalized Communities
Effective 201205
Banner Documentation

<table>
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<tr>
<th>Subject:</th>
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<th>Term:</th>
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<tr>
<td>ENC</td>
<td>3373</td>
<td>201205</td>
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**Course Title:** Rhetoric of Marginalized Communities

**From Term:** 201205  
**To Term:** 999999

**College:** AP - Arts and Sciences USFSP

**Division:**

**Department:** VVA - Verbal & Visual Arts

**Status:** Active

**Approval:**

**CIP:** 230101 - English, General

**Prerequisite Waiver:**

**Duration:**

**CEU or Credit:** 3.000 - None

**Billing:**

**Lecture:** 3.000 - None

**Lab:** None

**Other:** None

**Contact:**

**Repeat Details**

**Limit:**

**Repeat Status:** Maxin

**Course Level**

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Subject: ENC  English Composition  
Course Title: Rhetoric of Marginalized Comm
Course: 3373  
Term: 201205 

Supplemental Data

From Term: 201205  
Account Number: USF01STP51122310000 0000000000000
Occupational Course: 
Classification: 
Cooperative Education

Institutional Reporting  
Element 1: F  
Element 2:  
Element 3: 050  
Element 4: 

Credit Category: 
Course Identifier: 

Additional Information:
- Grad Mode
  - R: Regular
  - A: Audit
  - F: Financially Cancelled
- Schedule Type
  - C: Class Lecture
- Corequisites and Fee Codes
- Degree Attributes
- Transfer Institutions
- Supplemental Data
- Course Description
- Credit Category

From Term: 201205  
Copy  
To Term: 999999

Schedule Type

From Term: 201205  
Copy  
To Term: 999999

Supplemental Data
Course Description

From Term: 201205  
To Term: 999999

Description

Study mainstream and marginalized communities in an interactive seminar featuring discussion, collaboration, essay writing, presentations, electronic media, and the development of a final project/portfolio negotiated between each student and instructor.