ADVISING NOTE on 9 and 12 units for 700- and 800-level Courses:

The number of units for which you take courses listed as 9, 12 (9 or 12 units) depends on the specific graduate degree program in which you are enrolled. The guidelines below describe policy relevant to each of the programs. Exceptions to these guidelines to accommodate unusual circumstances can be made, but require the approval of your program director: Suguru Ishizaki for Rhetoric, Jon Klancher for LCS, and Necia Werner for MAPW.

For courses listed as “9, 12 units,”

- For courses for which there is a choice between 9 and 12 units (generally rhetoric courses), MAPW students register for 9 units.
- MA in Rhetoric students generally register for 4 courses at 9 units each.
- MA in LCS students register for 3 courses at 12 units each.
- Ph.D. students register for 3 courses at 12 units each.

Instructors for these courses will adjust the workload according to the number of units for which you’re registered.

76-718 Communicating in a Global Marketplace
Instructor: Andreea Ritivoi
Meetings: TR 12:00 p.m. – 1:20 p.m.
Units: 9, 12
Open to: MAPWS and MAs in Rhetoric; LCS MA if room allows

In this day and age, some of the most exciting employment opportunities are with multinational and international corporations and non-profits. But are you prepared for the challenge of working with professionals from all over the world? Even as more people around the globe learn English, specific cultural values, beliefs, and assumptions continue to influence the way in which they communicate. Often, behind a foreign accent, we encounter an entirely different worldview. The same word or phrase in English might actually carry very distinct connotations for someone whose native language is French, German, Russian, or Japanese. Can we learn to anticipate, understand, and become sensitive to these connotations? How can we avoid potential miscommunications that might arise due to these cultural differences?

This course is designed as an introduction to international professional communication. We will talk about the way in which national culture influences communication, about the job of translators and interpreters, and about specific communicative norms for the global marketplace. We will look at many concrete example of communication in the international arena, acting as problem-solvers and communication consultants who are focused on understanding and designing plans of action for navigating communicative obstacles. We will also have the opportunity to speak with professionals who are experienced in the field, and we will cover case studies ranging from corporate business to global activism and advocacy. The requirements for this course include a case study assignment, a take home midterm exam, and a final client-based project.

76-725 Intertextuality
Instructor: John Oddo
Meetings: TR 1:30 p.m. – 2:50 p.m.
Units: 9, 12
Open to: MAs in Rhetoric and MAPWs; LCS MA if room allows
What do we mean when we say that someone has “twisted” our words, or that our words have been “taken out of context”? Why is Martin Luther King Jr. best remembered for saying, “I have a dream,” and not for saying, “War is the greatest plague that can affect humanity”? What are political “talking points” and how are they perpetuated? How does a claim (unfounded or not) become a fact? How does a fact become a myth? These are just some of the questions that we will consider. More specifically, this is a course in how meaning changes as texts created in one context and for specific purposes are repeated, cited, and used in other contexts and for other purposes, sometimes related and relevant, sometimes not. More technically, we’ll be focusing on the rhetorical nature of intertextual discourse. Our goal will be to examine the ways that people of all kinds including politicians, journalists, and scientists strategically draw upon and transform the statements, arguments, and evidence of other people to promote their own viewpoints or purposes. We will begin by investigating scholarship that views language as an extended conversation in which people struggle to have their own voices heard, and other voices countered or even suppressed. Later, we will survey a number of studies that suggest how individuals and organizations recontextualize and reinterpret prior discourse for persuasive ends. More specifically, we will analyze how the micro-features of the language (for example, qualifications, evaluations, and attributions) are used to persuade audiences that certain assertions are (not) factual, that certain speakers are (not) authoritative, and that certain proposed actions are (un)desirable. Ultimately, you will conduct your own research on intertextual rhetoric on a topic of specific interest to your academic or professional goals.

76-740 American English
Instructor: Barbara Johnstone
Meetings: MW 10:30 a.m. – 11:50 a.m.
Units: 9, 12
Open to: MAs in Rhetoric and MAPWs; LCS MA if room allows

Ever since the development of radio in the early 20th century, Americans have expected that we would soon all talk alike. The conviction that the media would make us all sound the same revived with the widespread adoption of television, starting in the 1940s, and the development of the internet in the 1990s led to worry about how soon we’d all be writing the same. But fears of the homogenizing effects of the mass media on American English have proven to be exaggerated: Americans still talk and write in many different ways. In this course we explore why this should be. Why don’t we all speak alike? Why do we need variation in language? We will explore how regional and social dialects and varieties come to be and what their functions are, and you will learn how to hear, see, and describe varieties of language. We will also touch on American languages other than English. Documentary films and online materials about language will be the basis for another strand of the course, as we work together to explore how linguistic variety can best be represented and explained in non-technical ways, and in a variety of media, for the general public. Reading will be mainly in two books: American English, by Walt Wolfram and Natalie Schilling-Estes (2nd. edition), and Language in the USA: Themes for the Twenty-First Century, edited by Edward Finegan and John R. Rickford. There will be regular homework assignments, a midterm exam, and a final project.

76-760 Literary Journalism Workshop
Instructor: Jane McCafferty
Meetings: MW 12:00 p.m. – 1:20 p.m.
Units: 9, 12
Open to: MAPWs; MAPWs or LCS as room allows

Literary Journalism is non-fiction writing about the people and places in the world that might be overlooked by traditional journalism. Concerned more with those whose lives are outside of the traditional spotlight, literary journalism enriches our sense of who inhabits the contemporary world. Reading the stories of other lives can help us
understand our own, by enlarging and deepening the context in which we understand our humanity. In this class, you will read a variety of professional literary journalism, and be asked to write your own. You’ll have chances to interview people you know, and don’t know, and write their stories, along with an assignment that invites you to capture your family history. You’ll write about Pittsburgh places, and you’ll learn how the stories of your own life can become literary journalism when you learn to contextualize them, and connect them to larger issues. The concerns and goals of Literary Journalism overlap with memoir, creative non-fiction, and magazine writing. The class is run as a seminar and demands high level of student involvement.

76-773  Argument  
Instructor: James Wynn  
Meetings: TR 3:00 – 4:20 p.m.  
Units: 9, 12  
Open to: MA in Rhetoric and MAPWs; MA in LCS as room allows

This course is an introduction to the theory and practice of argument. The course begins with an overview of major theories of argument followed by consideration of a variety of topics in argument production, analysis, and evaluation, often applying the principles we study to specific cases in class. Students will each select a type or genre of argument—whether academic, practical, professional, or otherwise—upon which to focus their research throughout the course. Students will begin by developing short assessments of the value and relevance of major theories of argument to the type of argument they are researching, then develop their own approach to argument analysis and apply it to an example of that type of argument, before producing an original argument of the type they have been studying by the end of the course.

76-774  Software Documentation  
Instructor: Jennifer Ciroli  
Meetings: M 6:30 – 9:20 p.m.  
Units: 9, 12  
Open to: MAPWs; MAs in LCS or Rhetoric as room allows

This course teaches best practices for creating software documentation (user assistance) for internal and external users. We will analyze many forms of software user assistance and discuss their roles in the progressive disclosure model: Provide the right information to the right user at the right time. The course emphasizes quality task-oriented writing and focuses on the basic skills needed to educate and guide users, while introducing important industry trends like topic-based authoring, single sourcing and reuse, and DITA. Students will complete a series of short homework assignments and several larger projects to reinforce the principles and provide experience in all phases of creating software documentation, including peer review. Readings and published documentation examples will provide a bridge between theory and practice. No textbook required, but students may be required to purchase necessary software (a DITA editor).

76-778  Literacy: Educational Theory and Community Practice  
Instructor: Linda Flower  
Meetings: TR 1:30 – 2:50 p.m.  
Units: 9, 12  
Open to: MA in Rhetoric and MAPWs; MAs in LCS as room allows
Literacy has been called the engine of economic development, the road to social advancement, and the prerequisite for critical abstract thought. But is it? And what should count as literacy: using the discourse of an educated elite or laying down a rap? Competing theories of what counts as “literacy”—and how to teach it—shape educational policy and workplace training. However, they may ignore some remarkable ways literacy is also used by people in non-elite communities to speak and act for themselves. In this introduction to the interdisciplinary study of literacy—its history, theory, and problems—we will first explore competing theories of what literacy allows you to do, how people learn to carry off different literate practices, and what schools should teach. Then we will turn ideas into action in a hands-on, community literacy project, helping urban students use writing to take literate action for themselves. As mentors, we meet on campus for 8 weeks with teenagers from Pittsburgh’s inner city neighborhoods who are working on the challenging transition from school to work. They earn the opportunity to come to CMU as part of Start On Success (SOS), an innovative internship that helps urban teenagers with hidden learning disabilities negotiate the new demands of work or college. We mentor them through Decision Makers (a CMU computer-supported learning project that uses writing as a tool for reflective decision making.) As your SOS Scholar creates a personal Decision Maker’s Journey Book and learns new strategies for writing, planning and decision making, you will see literacy in action and develop your own skills in intercultural collaboration and inquiry. You can visit the Intercultural Inquiry website at http://english.cmu.edu/research/inquiry/two.html to see what other community literacy mentors learned in this collaborative inquiry with their teenage partners, and can preview Decision Makers at www.cmu.edu/thinktank

76-789 Rhetorical Grammar
Instructor: Mary Glavan
Meetings: MW 9:00 a.m. – 10:20 a.m.
Units: 9, 12
Open to: MA in Rhetoric and MAPWs; MAs in LCS as room allows

The objective of the course is to provide writers with a standard framework for identifying and authoritatively discussing the grammatical forms and constructions of Written English and some of the standard conventions of usage and punctuation, and also to gain an understanding of the role of grammar in making stylistic decisions. The course will involve some linguistic analysis and practice in the parsing (diagramming) of sentences, recognition of types of constituents in the sentence, and control of the standard grammatical terminology that goes with these types. The rhetorical functions of grammatical constructions will be emphasized all along.

76-790 Style
Instructor: John Oddo
Meetings: TR 10:30 – 11:50 a.m.
Units: 9, 12
Open to: MA in Rhetoric and MAPWs; MAs in LCS as room allows

In classical rhetoric, “style” is a term that refers not to what we write but how we write. Yet considerations about how we write – coherence, emphasis, concision, shape, diction, and elegance – can never be fully separated from an understanding of what, why, and for whom we are writing. Ideally, then, far from being an exercise in expressing personal idiosyncrasies, revising style means understanding a set of strategic choices and always weighing these choices in relation to questions such as, “Who is my audience?” and “What is my purpose?” This course will have two main objectives: (1) to help you develop a repertoire of stylistic options and a critical vocabulary for discussing those options, and (2) to give you the opportunity to put this knowledge into practice when revising writing. Two recurring questions for us will be the following: if style depends on both the rhetorical situation of a text and knowledge of specific
guidelines, how can we ever say that we have achieved “good” style? Should stylistic rules or practical experience carry more weight in the decisions we make as writers?

76-794  Healthcare Communications
Instructor: Mario Castagnaro
Meetings: W 6:30-9:20 p.m.
Units: 9, 12
Open to: MAPWs; MAs in LCS or Rhetoric as room allows

Healthcare Communications is a writing-intensive course designed for students interested in how healthcare information is developed by researchers, healthcare providers and writers and communicated to patients and their families, the general public, and other experts. Throughout the course, we will explore where people find medical information, how they use and evaluate it, and what challenges writers face in supporting informed healthcare decisions while communicating ideas that can be complex, provocative and sometimes frightening. We will read and discuss published literature dealing with issues in health literacy, clinical research, and patient care. We will also learn the basics of reading, understanding, and interpreting the research literature and communicating research findings to non-experts. Early in the semester, you’ll choose a medical area of interest that you will research using sources such as journals, articles, books and web sites, as well as direct contact with appropriate medical, healthcare, and/or research professionals. For your final project, you will write and design materials that will meet a specific need or gap you identify in existing information. The final project could be a magazine article, a website, patient education material such as brochures or training materials, or another vehicle that emphasizes accurate, informative and engaging writing. In addition, there will be several short writing assignments to build the research and writing skills needed to effectively communicate healthcare information. A background in health, medicine or science is not necessary for this course, but a willingness to learn about these areas is essential.

76-795  Science Writing
Instructor: Mark Roth
Meetings: T 6:30 – 9:20 p.m.
Units: 9, 12
Open to: MAPWs; MAs in LCS or Rhetoric as room allows

This course will teach students how to write clear, well-organized, compelling articles about science, technology and health topics for a general audience. Students will learn how to conduct research on scientific topics using primary and secondary sources, how to conduct interviews, and how to organize that information in a logical fashion for presentation. For writing majors, the course will increase their understanding of scientific research and how to describe it accurately and completely to a general audience. For science majors, this course will teach them how to craft fluid, powerful prose so that they can bring their disciplines to life. The course is not intended just for those who want to become science journalists, but for anyone who may have the need to explain technical information to a general audience, whether it is an engineer describing a green building project at a public hearing, a doctor describing the latest research on a disease to a patient advocacy group, or a computer programmer describing new software to his firm’s marketing staff. Students will get a chance to read several examples of top-notch science writing and interview researchers, but the primary emphasis will be on writing a series of articles -- and rewriting them after they’ve been edited. The articles will range from profiles of scientists to explanations of how something works to explorations of controversies in science. Students should expect to see their writing critiqued in class from time to time, in a process similar to what journalists routinely go through. The goal will be clarity and verve; the ethos will be mutual learning and enjoyment.
76-812  Performance and 18th Century Theatrical Culture
Instructor: Kristina Straub
Meetings: TR 10:30 - 11:50 a.m.
Units: 9, 12
Open to: MAs and PhDs in LCS; MAs in Rhetoric or MAPWs as room allows

This course has the dual purpose of introducing students to performance and celebrity studies and giving them experience in using these analytic frameworks to study 18th-century literature and culture. Celebrity is a very modern phenomenon that first became a visible part of political, religious, and artistic culture over the course of the long 18th century, between 1660 and 1800. We will investigate the genealogies of modern celebrity, considering such questions as, what do the Kardashians have to do with dead English kings? What can cross-dressing actresses teach us about 21st-century drag performances? (Full disclosure: Dead English kings and cross-dressing actresses will get far more of our attention than the Kardashians or modern drag artists.)

We will study some of the most powerful recent theories of performance and celebrity; we will read plays and other performance genres that took up time and space on the 18th-century stage. In addition, we will explore beyond the London theaters to consider the nature of performance in its many cultural forms: What are the connections between theater and the quieter performances of political pamphlets, newspapers, and novels as they occupy physical and mental space in coffee houses and libraries? Can a print text be performative?

Finally, we will examine various relationships between performance and culture. How does performance in the early modern period shape gender and sexuality as well as class and race relations?

76-823  Transnational Feminisms
Instructor: Marian Aguiar
Meetings: TR 1:30 p.m. – 2:50 p.m.
Units: 9, 12
Open to: MAs and PhDs in LCS; MAs in Rhetoric or MAPWs as room allows

How do controversial practices related to women become touchstones that draw women together across cultures or, conversely, push them into separate cultural and political spheres? This course introduces the challenges transnational feminism has posed to Western notions of feminism. To explore these contestations, we will look at a series of controversies. This course will take six case studies concerning cultural practices that have generated global debates about the status of women and issues like consent, freedom, and equality. Beginning with several works about regional/Islamic practices of veiling, we will look specifically at the close connections made between women’s practices and elements of tradition, including religion. With an eye toward historicizing feminist interventions, we will look at 19th century debates on sati, commonly called widow burning, in India, to see how certain issues became loci for global intervention during colonial periods and, later, for global feminist movements. Within the contemporary period, we will turn to cultural, economic and political practices like female genital cutting, transnational domestic labor, global sex trade, and transnational forced marriage. For each of these controversies, we will be reading a range of positions represented in different types of writing across genre, including scholarly writing, legal cases, media debates, films and literature.
In the 21st century we experience daily the growing presence of science and technology in our lives. In some cases, these phenomena spark our imagination and affirm our confidence in a better future. In others, they create fear and generate protests over the risks of new technologies and the threats novel scientific ideas pose to prevailing social, cultural, economic, and political orders. In this course we will examine the complex dynamics in the relationships between science, technology, and society. Towards this end we will engage with questions such as: How do we decide who an expert is? To what extent do scientists have an obligation to consider the social and ethical consequences of their work? Is public education about science and technology sufficient for addressing social concerns about risk and controversial scientific ideas? We will grapple with these and other questions by exploring modern public debates including conflicts over global warming, vaccinations, and the AIDS crisis. With the help of analytical theories from sociology, rhetoric, and public policy, we will develop a general framework for thinking about argument and the dynamics of the relationship between science, technology, and the public. We will also look to these fields for tools to assess public debate and to complicate and/or affirm prevailing theories about the relationship between science and society.

In *Teaching Writing as Reflective Practice*, George Hillocks identifies good teachers as those who treat their classrooms as sites of inquiry by constantly interrogating assumptions about what students need, experimenting with new techniques and strategies in order to meet those needs, and critically assessing whether these strategies are successful. In this seminar, we will implement Hillocks’ philosophy by learning to think about our pedagogy as a research project, asking such questions as:

- What do students need to learn about writing? Are our classes helping students gain these skills?
- Are there particular pedagogical strategies that seem more or less effective than others?
- Do new advances in technology offer us new ways to improve our instruction?
- How do students use (or not use) the knowledge they gain in writing classes in future contexts?
- What unique needs do various groups of students have (e.g. students with learning disabilities, students from different linguistic or cultural backgrounds) that our pedagogy should work to accommodate?

We will read recent research seeking to answer these questions and practice producing research of our own. We will learn how to identify researchable questions, develop methods and research designs for answering those questions, and dig through the evidence we collect to come to more nuanced understandings of the questions we sought to answer.

Throughout the course, students will complete a series of mini projects that will introduce them to a variety of research methodologies. These projects will lead into a final research project of students’ own design.
Over the course of the last one hundred years what has been the influence of left-wing social movements on popular culture? Michael Kazin, in his recent best seller *American Dreamers* argues that the left has had a more powerful effect on culture than on politics. But what about the idea that cultural influence is inherently political? In this class we will read a mix of cultural history, film studies, music studies, literary studies, art history, television studies, and cultural theory. We will look at the intersection of radical movement politics and high modernism in the 1930s and 1940s. We will look at how left culture survived under the cloud of the blacklist. We will look at the Civil Rights culture and Feminist culture that emerged out of the 1950s and 1960s. Finally, we will look at how the left/right debates and struggles over the thirties, fifties and sixties have persisted into our current political/cultural narrative forms. Key texts for the course include Michael Kazin, *American Dreamers: How the Left Changed the Nation*, Paul Buhle, *Hide in Plain Sight, the Hollywood Blacklistees in Film and Television*, T.V. Reed, *The Art of Protest*, Susan Douglas, *Where the Girls Are: Growing Up Female with Mass Media*, Sasha Torres, *Black, White and In Color: Television and Black Civil Rights*, and Judith Halberstam, *The Queer Art of Failure*.

In the standard history of the novel, the genre emerges in distinction from earlier narrative romances as a form bounded by a greater fidelity to ordinary life. In the nineteenth century, this general tendency is further specified in new narrative strategies and subject matter that define realism, which according literary historians, becomes identified with the novel per se. The standard history also insists that realism, while dominant in the 19th century, becomes a residual form in the 20th, replaced first by modernism, then postmodernism. In global/postcolonial fiction, ludic form, especially magical realism, becomes an important standard bearer of progressive politics in the mid20th century, again perceiving realism as residual.

This course interrogates that history by looking again at classic realist texts from France and England, reading them in conjunction with novels from the U.S., India, the Caribbean, and Africa, by charting uneven development of forms and richer modes of reading. We will explore the continued importance of realist fiction and the ways it changes across time by placing it in a global context. Likely authors: Balzac, Zola, George Eliot, Joyce, Adiga, Adichie, Updike, Petry, and Sembène. Theoretical/critical writings: Woolf, Barthes, Jameson, Lukács, Howells, Zola, Brecht, Bloch, and others.
We will read most of Chaucer's *Canterbury Tales* in Middle English; his language is odd-looking and may ruin your spelling temporarily, but easily mastered. We will also consider some brief accounts of late medieval institutions and traditions (chivalry, religious life, marriage, etc.). Most class meetings will consist of discussions that examine Chaucer’s fictions in relation to the social conditions they imply and the tellers’ stakes in the telling. While we are discussing the *General Prologue*, I will ask each of you to identify the pilgrim through whose eyes you will try to read each of the tales (in addition, of course, to seeing from your own vantage point). As the course goes on, you will thereby become an expert on one of the social roles portrayed in Chaucer’s fictional universe. Late in the term we will read his narrative poem *Troilus and Criseyde*, considered by some the first English novel. When you finish the course, you will know a great deal about medieval England, an early phase of the language we still speak, and the first great realist narratives in our language. Chaucer’s work is challenging, surprising, and fun.

Required are near-perfect attendance, steady participation, and three papers. Graduate students will meet for an extra hour a week, read additional materials, and write longer papers.

**76-852 Generations and Culture**
Instructor: Jeff Williams  
Meetings: T 6:30 p.m. – 9:20 p.m.  
Units: 9, 12  
Open to: MA and PhDs in LCS; MA in Rhetoric or MAPWs as room allows

We hear about generations all the time--the Millennials rising, Gen X and their minivans, and the Baby Boomers retiring. Yet, generations have usually been ignored in cultural studies as an amorphous, popular concept. While we discuss factors that shape identity such as race, class, gender, sexuality, there is little work on generations. In addition to those factors, contemporary researchers have determined that generations in fact often have significant impact on opinions, consumer choices, and political views.

This course will study the theory of generations, from sociology, history, marketing, and other fields. It will also look at how the concept might apply to cultural products, such as literature or theory itself. In addition, in the course you will develop a project to study one generation and its culture.

**76-872 Multimedia Storytelling in a Digital Age**
Instructor: Thomas O’Boyle  
Meetings: R 6:30 – 9:20 p.m.  
Units: 9, 12  
Open to: MAPWs; MA in LCS or Rhetoric as room allows

This course explores the craft of journalism in the context of the history, traditions and glory of journalistic nonfiction in the United States. It seeks to help you hone your writing and thinking skills as you produce pieces of substance that reflect those traditions and standards. As a published author, foreign correspondent and Pulitzer-Prize winning editor, the instructor has been a foot soldier in print journalism and media management for 30 years. The practical emphasis of the course reflects his extensive and varied background. The course focuses on the four stages necessary to any nonfiction story: idea, concept, reporting and writing. Subjects include how to make news judgments, gather evidence, make word choices, compose stories and interpret events, unpacking the language and vocabulary of the craft of journalism. As part of our exploration of advanced nonfiction styles, we examine the six major genres of journalistic nonfiction: the trend story, the profile, the explanatory, the narrative, the point-of-view and the investigative. We will
read, critique, discuss and analyze examples of each genre, and students will produce work of their own in four of the genres. Students may substitute (for one of the four writing genres) independent research on a topic of their choosing. In addition, we explore journalism’s glorious past and its role in the promotion and maintenance of democracy. The last segment of the course examines the evolution of journalism in the digital age and the impact that is having on the media landscape, particularly print. Students will be given assistance and encouragement as they seek outlets for their writings and connections in the media world that could lead to internships and employment.

**76-875 Law, Performance, and Identity**
Instructor: Doug Coulson
Meetings: TR 3:00 p.m. – 4:20 p.m.
Units: 9, 12
Open to: MAs and PhDs in Rhetoric; MAs in LCS, MAPWs, Rhetoric and LCS PhDs as room allows

Although rhetoric and law have long been closely associated, the modern professionalization of law has often promoted the idea that legal discourse is not rhetorical but is a rigorously defined technical discourse that can be applied free of social or political influence. This view of legal discourse is disputed by critics who point out the figurative aspects of legal language, the importance of character, emotion, and narrative in legal discourse, and the ways in which law protects social structures of power such as race, class, and gender privilege. In this course we examine the often fraught relationship between rhetoric and law by considering the ways in which a variety of legal discourses constitute identities in global contexts, particularly the ways in which legal systems are portrayed to reflect the ideals of democracy to suit particular foreign relations goals. We begin by studying the ways in which Cold War politics influenced desegregation and civil rights discourse in the United States, then we study the ways in which the prosecutions of deposed rulers have been orchestrated to persuade global audiences that emerging democracies observe the “rule of law” in order to garner international support. Alongside primary sources of legal discourse, we will study a selection of interdisciplinary scholarship about the relationship of rhetoric and law.

**76-882 History of Rhetoric**
Instructor: Doug Coulson
Meetings: TR 12:00 p.m. – 1:20 p.m.
Units: 9, 12
Open to: Rhetoric PhD required core curriculum course; open to Rhetoric MAs; MAPWs, LCS PhDs and MAs if room allows

This class surveys a number of canonical texts within the Western rhetorical tradition, beginning in antiquity with Plato, Aristotle, and Cicero, moving through the Medieval and Renaissance reception of classical texts, and ending with the Scientific Revolution and Enlightenment turn away from classical approaches to rhetoric. The course is designed to provide you with a foundational knowledge of the history of rhetoric—its themes, controversies, and evolution—to equip you to teach the history in your future careers and familiarize you with how some contemporary scholars and theorists have examined and/or reappropriated this history in their work. Thus, we will seek to align canonical texts with contemporary adaptations and scholarship. Ultimately, this course will challenge you to produce an original research study that investigates some aspect of rhetorical history or reappropriates historical concepts to understand contemporary rhetoric.
76-887  Web Design  
Instructor:  Necia Werner  
Meetings:  MW 10:30 a.m. – 11:50 a.m.  
R 6:30 p.m. – 7:50 p.m.  
Units:  12  
Open to:  MAPWs; MAs in LCS or Rhetoric as room allows  

As the Internet has increasingly become an integral part of professional and technical communication in all organizations, writers entering the workplace are expected to have a broad range of web design skills to complement their expertise in writing and design for print. Thus, we’ve designed this course to help writers learn the broad range of skills needed to develop communication materials that are tailored for the web. In particular, the course focuses on the planning, design, and testing of the visual and verbal content typical of contemporary websites. As a member of the class, you’ll participate in a guided, semester-long web design project, which is scaffolded with a series of group and individual assignments. The project begins with an introduction to user-centered methods for understanding the audience (users), where you will learn and practice foundational user-centered design methods through readings and a series of hands on exercises, including interviews, and observation of actual users. You will also learn theories and methods for developing effective information architecture, including organizational schemes, navigational design, labeling, form design, and visual design. Working in groups with other students, you will, over the course of the semester, develop a prototype of a small website, which will be evaluated through user testing at the end of the semester. While we focus primarily on the activities described above, we’ll also discuss sound and animation, emerging technologies such as Web 2.0 and Mobile Web, and social media.

76-889  Advanced Document & Information Design  
Instructor:  Suguru Ishizaki  
Meetings:  MWF 12:00 p.m. – 1:20 p.m.  
Units:  12  
Prerequisites:  76791 Document & Information Design  
Open to:  Required MAPW core curriculum course; MAs in LCS or Rhetoric as room allows  

This course builds on the foundational visual design skills introduced in 76391/791 Document & Information Design, and provides students with opportunities to further develop their skills through a series of larger and more complex document and information design problems. Assigned readings will complement the projects in exploring document design from historical, theoretical, and technological perspectives. Class discussions and critiquing are essential parts of this course. Adobe Creative Studio (InDesign, Photoshop, Illustrator) will be used to complete the assignments.

76-903  Teaching Practicum II  
Instructor:  Danielle Wetzel  
Meetings:  W 12:30 p.m. – 1:20 p.m.  
Units:  3  
Open to:  First-year PhDs, First-year MA instructors, First-year adjunct instructors  

This second practicum is a required course for all full-time PhD students in Rhetoric and Literary and Cultural Studies. It is open only to those who have already enrolled in the fall teaching practicum, 76-902, and who are teaching 76-101 Interpretation and Argument.
Just as the first-semester practicum course focuses upon "nuts and bolts" for teaching the core 76-101 syllabus, the second semester provides "nuts and bolts" for teachers to create their own 76-101 syllabi. We will spend our time discussing the best practices for designing a 76-101 syllabus that highlights a teacher's individual strengths but maintains the core objectives of the university's required writing course.

By the end of the semester, students will have produced their own course descriptions and syllabus plans for Fall 2016.