

# **Rhetoric and Writing Studies**

## **Graduate Courses Offered**

**Fall 2022**

### **RWS 503W: Professional Writing—Professor Ornatowski and Professor Edwards**

Sec 01: M 7:00 – 9:40 pm (Ornatowski), Sec 02: MW 2:00 – 3:15 pm (Edwards)

In today's workplace, communication is often cited as the highest priority for employers, regardless of field. The ability to communicate clearly, competently, and persuasively with coworkers, clients, and other stakeholders is essential to your success and to that of the organization for which you work. In professional environments, you will often be called upon to propose ideas, solve problems, and collaborate with coworkers. At their core, all of these practices are rhetorical, requiring you to choose the most appropriate genre and approach for your audience. By focusing on the rhetorical demands of communication, this class will help you learn practical strategies for developing content and utilizing appropriate genres to serve multiple audiences. Importantly, this course will also focus on the design and arrangement of documents as an aide to usability and ethos, as well as on the development of communications' textual content. A linked sequence of assignments will help you investigate professional communication practices you will need on the job, to conduct research on an issue of professional interest, and to construct persuasive documents that seek action by convincing others of the value of your ideas and expertise.

### **RWS 504: Advanced Professional Writing—Professor Sheppard**

Sec 01: TTh 2:00 – 3:15 pm

As a professional in any field, you will need to communicate clearly and persuasively, to propose ideas, to solve problems, to educate or inform others, and to collaborate with co-workers. Students in RWS 504 will explore advanced issues and approaches to professional communication. This course will continue to develop your knowledge of genres (e.g. reports, instructions, memos, usability and design principles) and conventions (e.g., definitions, graphics, page designs) that are used across disciplines. By linking theory to practice, you will learn to interpret and respond to complex workplace situations while using problem-solving strategies.

### **RWS 506: Writing Internship—Professor Bekins**

Sec 01: Arranged Time

The Writing Internship offers an intensive workplace experience in writing and/or editing documents under the joint supervision of an academic instructor and an on-site supervisor. The Writing Internship requires you to work 150 hours in a professional environment, utilizing rhetoric and writing skills to complete project(s) deliverables which will be posted in an online portfolio. During our class time, we will discuss your internship experiences, explore rhetorical frameworks for analyzing and producing texts that circulate across disciplines and writing cultures, and reflect on your experiences. In brief, this is a forum for problem-centered learning and as such, class time will be spent exchanging ideas, sharing information, and discussing problems/solutions. Assignments include—but are not limited to—a learning contract, project log, progress reports, a professional reflection, and a plan. This is a Credit/No Credit course.

**RWS 508W: Scientific Writing—Professor Bekins**

Sec 01: M 4:00 – 6:40 pm, Sec 02: W 4:00 – 6:40 pm

RWS 508W is designed to help upper-level students develop the writing skills needed for effective scientific communication in both academia and popular culture. The rhetorical nature of scientific communication is explored, as well as how science is communicated to the public. Together we will analyze how empirical research is portrayed across visual and print media (e.g. medical package inserts, science museums and films, IMRAD format within journal articles). Assignments include—but are not limited to—rhetorical analyses, presentations, annotated bibliographies, and research reports. The focus is on writing clearly, concisely, and effectively within the scientific disciplines.

**RWS 509: Teaching Composition in Secondary Schools—Professor Bordelon**

Sec 01: TTh 9:30 – 10:45 am

This course is designed as an introduction to the theory and practice of teaching writing in middle and high schools. RWS 509 includes a broad range of readings that will introduce you to the major trends in writing pedagogy over the past few decades. The class itself will be structured as a seminar and workshop. It will serve as a living laboratory for you to discover, test out, and discuss your ideas about teaching writing.

## **RWS 512: Writing Center Practice, Research, and Theory—Professor Valentine**

Sec 01: MW 2:00 – 3:15 pm

This course explores the theory, research, and practice of coaching writing in various settings, particularly writing centers. In addition, it prepares students to consult with individuals and small groups on writing projects and to research such work. We will discuss key theories about writing and literacy and work to understand how those theories inform the practice of coaching individuals on writing projects. We will also conduct research on literacy practices and writing theories related to the coaching of writing and consider how such research can inform that practice.

## **RWS 600: Reading Rhetorically—Professor Bordelon**

Sec: 01 W 4:00 – 6:40 pm

The course is designed to introduce students to our graduate program and to the broader field of Rhetoric and Composition. Mini-lectures, small group work, professor and student-led discussions, and in-class activities on different rhetorical concepts will provide students with strategies and lenses for reading and writing rhetorically. The class also will explore key concepts/terms in the field of rhetoric and the ways they have been redefined/reframed in contemporary discussions. Through these conversations, students will be introduced to rhetoric and learn rhetorical approaches for interpreting and composing texts.

## **RWS 601A: History of Rhetoric I—Professor McClish**

Sec 01: T 3:30 –

This course aims to establish a foundation in Rhetoric and Writing Studies through the study of ancient texts. The goal for students is to familiarize themselves with the antecedents of our contemporary discipline, particularly the theories and vocabularies that continue to shape the field of Rhetoric and Writing Studies today. In addition to covering well-known Greek and Roman authors such as Gorgias, Isocrates, Plato, Aristotle, Cicero, Quintilian, and Augustine, the course seeks to complicate and enrich the Western European tradition with the work of writers from the Middle East, Southeast Asia, the Byzantine Empire, and the Americas. The course is primarily discussion based, and most of the graded work is written, with a combination of low- and higher-stakes assessments. Final projects will enable students to explore potential links between ancient and contemporary theory and practice.

## **RWS 609: Theory and Practice of Teaching Composition—Professor Boyd**

Sec 01: Th 7:00 – 9:40 pm

This course serves as an introduction to the teaching of writing in the contemporary university. The focus is both on pedagogical theory and on the application of that theory to the concrete situations faced by all writing teachers. The goal of the course is to familiarize students with the “best practices” of the discipline and to help them reflect upon how they might, in their own future classrooms, negotiate such pedagogical challenges as teaching academic argument, responding effectively to student writing, and working with a linguistically and culturally diverse student population. To this end, much of the class is devoted to such matters as working with examples of “real” student writing, creating essay prompts, and developing class plans and syllabi. Because this class is intended primarily (though not exclusively) for students who are considering starting their teaching careers while graduate students here at SDSU, the course also focuses on questions such as the negotiation of power in the classroom, the complex transition from being a student to being a student/teacher, and the effort to orient the writing classroom toward equity and justice. RWS 609 is a prerequisite for employment as a Graduate Teaching Assistant in the RWS department’s lower-division writing program.

## **RWS 611: Literacy, Technology, and Rhetoric—Professor Werry**

Sec 01: M 5:00 – 7:40 pm

RWS 611 examines how digital media are used to persuade, participate, build community, tell stories, coordinate action, and intervene in political struggles. It considers what it means to be literate in the age of Facebook, TikTok, and Twitter, and how we can think critically about the political, cultural, and cognitive consequences of the digital shift. The course will examine topics such as the following:

- The rhetorical characteristics of fake news, disinformation, and digital propaganda
- The design, dynamics, and rhetoric of online communities
- The discursive power of memes in popular culture
- The politics of platforms and algorithms
- How teach critical digital literacy should be defined and taught
- How identities are fashioned and negotiated online
- How to imagine alternative digital platforms, communities, and futures

### **RWS 790: M.A. Examination Preparation—Professor McClish**

Survey of selected essays, articles, and texts in rhetoric, composition studies, and professional and technical writing included in the M.A. examination. Emphasis on rhetorical analysis of texts and contexts (historical, social, professional, and technical). Strongly recommended for students taking the M.A. examination.

### **RWS 796A: Teaching Internship—Professor Werry**

Sec 01: Arranged Time

Teaching experience while the student is under joint supervision of college-level teacher and academic instructor.

### **RWS 796B: Writing Internship—Professor Bekins**

Sec 01: Arranged Time

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