

# **Rhetoric and Writing Studies**

## **Graduate Courses Offered**

**Fall 2021**

### **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 543: Rhetoric of Visual Composing—Professor Sheppard**

Sec 01: TTh 11:00 – 12:15 pm

Visual messages are a powerful way to inform, persuade, and educate. Within professional settings, the ability to communicate effectively with supervisors, co-workers, clients, and public audiences through combinations of visual, textual, and technological elements is an invaluable skill. This course takes a rhetorical and professionally oriented approach to analyzing and communicating ideas through visual and multimodal means. Course readings introduce students to research on visual communication, basic design, and layout strategies for print, presentational, and online contexts, as well as the use of images and infographics to convey specialized content. Research and practitioner materials are used as a basis for evaluating the rhetorical choices in the visual communication work of others and for learning how to apply these concepts to visual composing projects common to the workplace. The focus throughout the course is on learning to evaluate and craft texts that integrate effective visual strategies to create user-friendly, informative, and persuasive texts for professional audiences. No prior design experience is required.

### **RWS 596 Special Topics in Rhetoric and Writing Studies—Professor Salas**

Sec 01: 3:30 – 6:10 pm

The focus of the course in Fall of 2021 is Decolonial Rhetoric. Students will be introduced to theories and practices of decolonial rhetorical to critically think about key theoretical debates in

decolonial theory and the convergence of this movement into the field of rhetoric and composition. The body of work of decolonial rhetoric is very large. Thus, this course will be neither comprehensive nor exhaustive. Instead, this course will provide a brief introduction to decolonial theory, then move on to the original intersections of rhetoric and postcolonial theory and end with the eventual move to rhetoric and decolonial theory. Concentrating on literacy, story, and composing, the course will then explore applications of decolonial rhetorics in the areas of Indigenous rhetoric and Latina/o rhetorics. All the readings have been chosen carefully, centering Latina/o and Indigenous to North American rhetorical scholarship.

### **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 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 796B: 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.