

ENG 28: RHETORIC OF STORYTELLING

Dr. Cruz Medina F20



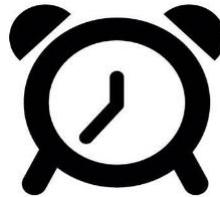
: Canvas/Zoom



: Day and Time



: Office number



: By appt.



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Course Description

- How might we leverage storytelling techniques in order to purposefully communicate experience?
- And how do changes in genre enhance or inhibit our abilities to tell stories about subjects which matter for the common good?

- This seminar will look at diverse storytelling traditions ranging from Ancient Greece to contemporary Latin American storytelling tradition, all the way to the contemporary genre of digital storytelling.

- Members of the seminar will conduct their own research on a storytelling

tradition, and set a goal to produce a piece of writing, podcast or digital video that performs or embodies their researched form of storytelling.

- How storytelling can create knowledge, ‘speak truth to power,’ effect change, and communicate an individual perspective to a collective experience.

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Course Goals and Outcomes

- i. Formulate and articulate the significance, role and purpose of storytelling based on course material.
- ii. Participate actively and responsibly as a member of a small learning community to build knowledge on writing, rhetoric, and storytelling.
- iii. Effectively analyze, interpret, and evaluate literary, critical, and theoretical texts; recognize commonplace arguments about storytelling and articulate counterarguments.
- iv. Design and complete a substantial and original research or writing project.

Advanced Writing Core Goals

1.1 Read and write with a critical point of view that displays depth of thought and is mindful of the rhetorical situation of a specific discipline. (Critical Thinking, Complexity, Communication)

1.2 Compose texts that demonstrate intellectual and creative rigor, engagement, and clear purpose (Critical Thinking, Complexity, Communication)

1.3 Independently locate, deliberately select, and appropriately use and cite evidence that is ample, credible, and smoothly integrated into an intellectually honest text appropriate for a particular discipline. (Complexity, Communication, Information Literacy.)

1.4 Demonstrate an understanding of their writing processes as modes of learning and intentionally manipulate those processes in response to diverse learning tasks. (Critical Thinking, Complexity; Meta-Goal: Intentional Learning)

Teaching Philosophy

As the professor, I am most effective with active engagement from the classroom community that builds knowledge through the exchange, synthesis, and articulation of ideas.

Lecturing about writing has limitations because the writing process of individual writers varies; therefore, a guiding principle is that writing courses are a place of practice.

Whether practice means individual and group analysis of heuristic texts, small group and large group discussions, or student-led activities, my emphasis is on the members of the class as knowledge-holders.

Together, we are mediators of multiple modes for the appropriate rhetorical decision-making in the communication of unfamiliar and complex ideas.

For me, critical thinking means rhetorically analyzing texts to find the purpose, audience and expectations of context.

Effective writing comes from invention and the composing process includes taking a part and re-assemblage of texts to reveal how power moves through the symbolic action of discourse—all of which is context and audience-dependent.

Required Texts

Bishop, Wendy and Hans Ostrom (eds). *The Subject is Story: Essays for Writers and Readers*. Boynton/Cook Heinemann, 2003.

Lisa King, Rose Gubele, and Joyce Rain Anderson (eds). *Survivance, Sovereignty, and Story*, Utah State UP, 2015.

Losh, Elizabeth, Jonathan Alexander, Kevin Cannon, and Zander Cannon.

Understanding Rhetoric: A Graphic Guide to Writing. Bedford, 2014.

Other readings on Canvas.

Assignments and Grade Weight

Discussion posts/class participation (15%)

For each reading you will respond in the Discussion section of Camino using at least one quote from the reading, discussing how the text connects with the themes of the course, and how the write expresses their culture. A goal of this course is to identify why and how storytelling strategies are used, and these posts can be useful for the writing assignments.

(Learning Outcomes: i., ii., and 1.1)

Telling Our Stories with Storytelling

Rhetoric (20%)

Drawing on course readings, we will write a 4 page narrative argument about how you use stories, incorporating quotes from course readings related to storytelling, revealing additional insight to the experiences described. This narrative should provide relevant details, dialogue, and description that contribute to the

feeling of the experience. Should include a central argument that includes storytelling. (Learning Outcomes i., 1.1, 1.2, 1.3)

Research Proposal (10%)

We will write a 2-3 page proposal that proposes a research topic related to you personally that use storytelling to present this topic. This proposal should begin with a recent news story (exhibit) from a credible source that connects to your question or provokes your research question. What kind of research is involved? How much? Is it primarily textual? Could it include interviews? What kind of expert could you contact to gather information? What genre of "writing" (essay, website, podcast, video) would best help you to communicate the findings

from this investigation and storytelling?

Why? (Learning Outcomes: i.,iv.,1.1 & 1.2)

Annotated Bibliography (30%)

Based on the topic from the research proposal, we will write a 6-7 page annotated bibliography of at least 5 peer-reviewed/scholarly sources and one non-academic periodical (minimum 6 total). Annotations should include an original summary of the source (not copied/pasted from abstract) with 2-3 useful quotations from the source, with an explanation of the source's credibility as well as how you will use the source (BEAM). (Learning Outcomes: iii., 1.1, 1.2, 1.3, 1.4)

Storytelling Project (25%)

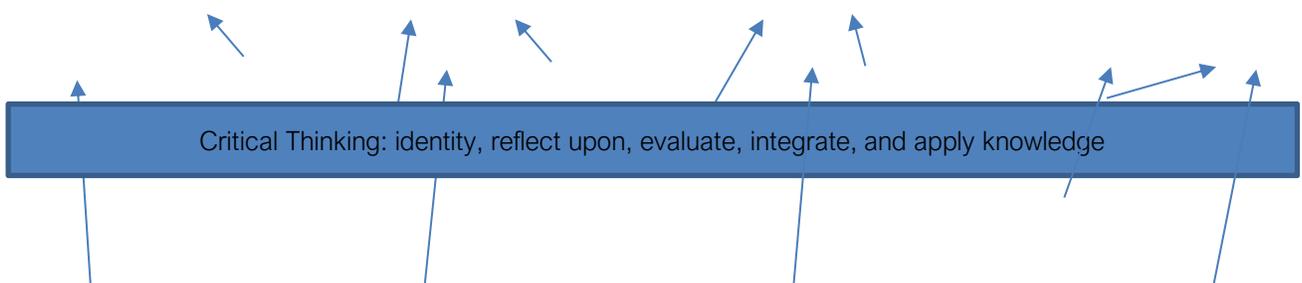
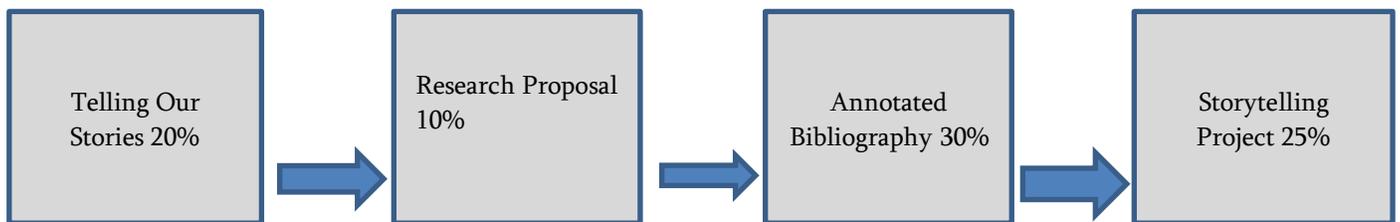
This project will be the culmination of a proposal, the research annotated, and the communication of this personally-

connected topic related to storytelling in a chosen genre. It can range from a written alphabetic text to an audio podcast to a video composed using iMovie or similar software. This project will undergo revision, feedback and will be viewed/read from to the class/publicly. Digital storytelling projects can run anywhere from 3-7 minutes; alphabetic genres of storytelling projects should be approximately 6-8 pages. Either

storytelling mode should be based on the tradition that you researched, and should include a 2-3 page explanation for how you made decisions for your alphabetic storytelling translated genre of storytelling into multimodal text and to what effect you achieved your goal. In the case of alphabetic academic projects, these texts should be 8 pages. (Learning Outcomes: iii.,iv., 1.1, 1.2, 1.3, 1.4)

GRADE BREAKDOWN

Discussion Posts, Attendance, in-class writing/peer review 15%



Complexity: nuance, well-supported arguments, context-awareness, rhetorical differences

All essays will be graded on a 100-point

Communication: audience-awareness, rhetorical awareness, information literacy

Use the following scale to convert points into letter grades.

95-100 = A, 90-94 = A-, 87-89 = B+, 84-86 = B, 80-83 = B-, 77-79 = C+, 74-76 = C, 70-73 =

C-, 67-69 = D+, 64-66 = D, 60-63 = D-, 59-0 = F

Schedule (Date, Reading due, Activity)

Date	Class	Homework
Week 1:	Ancient Rhetoric/Modern Students	
Tuesday	Introduction; Syllabus; course concepts with <i>Understanding Rhetoric</i> ; Learning Glass; Rhetoric Refresher	Read: <i>Understanding Rhetoric</i> “Rhetoric”, 35-54 and “Narration and Argument” from <i>The Subject is Story</i> Post: 200 word response

		<p>identifying purpose and connecting ideas with previous article</p>
Thursday	<p>Discuss "Narration and Argument" (<i>Subject is Story</i>); Telling Our Stories Assignment</p>	<p>Read: Spigelman "Argument and Evidence" (pdf); Post (Canvas): 300 word response identifying purpose of article, storytelling strategies & personal connection described by 8am Monday</p>
Week 2		
Tuesday	<p>Ethics Boyle; Spigelman "Argument and Evidence": Student example</p>	<p>Write: Draft #1 Telling Our Stories Assignment</p>
Thursday	<p>Individual Conferences</p>	<p>Read: "Storytelling, Writing and Finding Yourself" and <i>Understanding Rhetoric</i> "Rethinking Revision" 217-236</p> <p>Write: Draft #2 Telling Stories Assignment and bring to class Monday</p>

Week 3	Storytelling and Writing	
	Process	
Tuesday	<p>“Storytelling, Writing and Finding Yourself”^[1]_{SEP}; <i>Understanding Rhetoric</i> “Rethinking Revision” 217-236; Peer-review Telling Stories Assignment</p>	<p>Read: “Telling Process Stories (Bishop)”^[1]_{SEP}</p> <p>Write: Stories Final Draft</p>
Thursday	<p>Telling Stories Assignment due</p> <p>“Telling Process Stories (Bishop)”</p>	<p>Read: “How to Write a Proposal” Read: I, Rigoberta viii-6, (pdf); Post: Question and Quote</p>
Week 4:	Indigenous Rhetoric & Storytelling	
Tuesday	<p>Research Proposal Assignment; Proposal Analysis;^[1]_{SEP} <i>I, Rigoberta viii-6</i>^[1]_{SEP}</p>	<p>Write: Draft proposal and bring to individual conference</p>
Thursday	Individual Conferences on Research	<p>Read: “Be Careful with the Stories We Tell” King et al.</p> <p>Write: Proposal draft #2</p>

Week 5:	Indigenous Rhetoric & Storytelling	
Tuesday	Peer review Proposals; Storytelling Group 4; “Be Careful with the Stories We Tell” King et al.	Read: <i>There There</i> (excerpt); Understanding Rhetoric “Going Public: Launching into the Future of Genres & Navigating Among Media” Write/Submit: Research Proposal
Thursday	Research Proposal Due; Annotated Bibliography Assignment; “ <i>There There</i> ”; “Going Public: Launching into the Future of Genres & Navigating Among Media”	Read: “BEAM” (Bizup); Post: 200 words comparing prior experiences with research
Week 6: African American Storytelling Tradition		
Tues	Library Session, Rm 203 Database Instruction with librarian	Read: “Ancient Tradition and Contemporary Storytelling (<i>Subject</i>)”; Post: a potential

		Exhibit from recent news story on research topic
Thurs Oct 29	“Ancient Tradition and Contemporary Storytelling”	Write: Annotated Bibliography draft 1
Week 7 Research		
Tues Nov 3	Annotated Bibliography individual conferences	Read: Understanding Rhetoric “Synthesis” 80-89

Thurs Nov 5	Media Instruction Session LC331	Read: “Prison Writing” (Toso) Post: 200 word response
Week 8: Storytelling for Justice		
Tuesday Nov 10	Toso; Annotated bibliography Peer- review	Write: Revise and complete Annotated bibliography final draft
Thursday Nov 12	Annotated Bibliography Due; Storytelling Project Assignment;	Read: “A Plea for Critical Race Theory” Martinez Chapter 9 “The Writing Process” Post:

		200 word response
Week 9: Latinx Storytelling		
Tuesday Nov 17	Chapter 9 “The Writing Process” Storytelling Group 7 ^[11] _{SEP} “Latinx Digital Storytelling” (Medina)	Compose projects
Thursday Nov 19 Nov 25-29 T- giving	Small group work session; check in with Dr. Medina	Write: Seminar Projects
Week 10		
Tuesday Dec 1	Project Peer-reviews	Complete/Submit projects to Canvas
Thursday Dec 3	Present projects; <i>Seminar Projects Due</i>	