**English 324 is a special topics rhetoric course.**

**FAQs**

**How should I contact Dr. Rose?**

The best way is by email. I will try to respond within 24 hours of receiving email, but on weekends it might take longer. To meet with me in person, come to my office hours, or I’m happy to set up an appointment with you.

**What if I can’t be in class?**

This class has a heavy participation component, so missing more than three (TTh) classes will lower your grade. If you have an unavoidable absence, please let me know in advance if possible. If you are working on a team project, communication and follow through with your team is critical.

**Where can I get help?**

You can meet with me during office hours or an appointment time, but there are additional options. The Writing Center offers one-on-one assistance for projects.

**What participation is expected?**

Participation means being present mentally as well as bodily; it means among other things: (1) thoughtfully contributing to any discussions; (2) preparing for class and having your materials with you in class; (3) carefully completing any in-class assignments.

Digital distractions during class will affect participation credit.

English 324

Rhetoric of Science (crosslisted with Geosciences)

This semester focuses on scientific communication, a subject of growing attention in the world of rhetoric. Rhetoricians are valuable in industry because, while scientists may communicate well with one another, they historically communicate poorly with the public. As a result, misconceptions abound about scientific issues the public really needs to understand.

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| Instructor: Dr. Kathy Rose | Office: LART 223 | |
| Day/Time: T, Th 12:00-1:15 | Office hours: T, Th 10:45-11:45 |
| Class Location: LART 105 | Email: kathyrose423@boisestate.edu | |

During this semester, you will work individually and with your classmates to address and solve communication problems typically encountered by professionals as they work towards advocating for issues of a scientific nature. We will read and discuss rhetorical and philosophical material relating to public science communication, advocacy, and ethics, and you will participate in a meaningful project for your community.

**Learning Objectives**

Through participating in this class, you will be able to

* explore compelling scientific issues about which our community needs to be informed
* develop an effective and productive relationship with a community partner
* produce persuasive science communication for a specific audience by applying rhetorical and genre theories
* demonstrate critical reading, analysis, and research skills
* practice effective interpersonal interactions and oral presentations
* develop a more civically engaged aptitude
* reflect thoughtfully about your assumptions towards current scientific issues and about your learning experiences

**Required Texts**

Mogull, Scott A. *Scientific and Medical Communication: A*

*Guide for Effective Practice*. New York, Routledge, 2018.

-this text is available as an ebook through the library at this link: <http://boisestate.worldcat.org/oclc/961214099>

Johnson, Steven. *The Ghost Map*. Penguin, 2006.

-any edition of this book will work

**Major Projects**

**Service Learning (SL) Component**

This class offers an exciting opportunity to work in groups to find a community partner (CP) who needs a scientific message sent to the public. The steps you will take will include

* brainstorming about important issues
* reaching out to a community partner
* meeting with the community partner to create a plan for a deliverable
* primary and secondary research
* creating a deliverable
* follow-up meeting(s) and contacts with the community partner as requested by partner

**Professionalism**

Students must abide by the *BSU Student Code of Conduct*

([deanofstudents.boisestate.edu/student-code-of-conduct/](https://deanofstudents.boisestate.edu/student-code-of-conduct/)). According to the Student Code of Conduct on academic dishonesty, “A violation

may include cheating, plagiarism, or other forms of academic dishonesty. All assignments submitted by a student must represent her/his own work, ideas, concepts, and current understanding or must cite the original source. Academic dishonesty includes assisting a student to cheat, plagiarize, or commit any act of academic dishonesty. Attempts to violate academic integrity do not have to be successful to be considered academic dishonesty.” Your work for this course should represent your own ideas and follow appropriate means of documentation for source material. **Academic dishonesty may result in course failure or dismissal from the University.**

**Diversity Affirmation**

BSU does not discriminate on the basis of race, color, age, ethnicity, religion, national origin, pregnancy, sexual orientation, gender identity, genetic information, sex, marital status, disability, or status as a U.S. veteran. Our class should be an inclusive environment.

**Team work/Collaboration**

Members of work groups should be prepared, reliable, enthusiastic, helpful, open-minded, and supportive. You should resolve conflicts with tact. You are encouraged to disagree with other students, but such disagreements need to be based upon facts and documentation rather than prejudices and personalities. Every group member should participate and complete self and peer evaluations honestly.

The following is a list of major projects:

**Community Advocacy Project (group project) - 500 pts**

This project consists of multiple components.

* A SL component that involves working with a CP to create a professional artifact that delivers an important science-related message to a specific audience.
* A research paper to explore current conversations about the scientific issue.
* A blog.
* A presentation to the class about your project.
* Communications with CP.

**Visual Rhetorical Analysis - 200 pts**

Analysis of a science poster: how effective it is in achieving the goals of the author and what other effects it could potentially have on its audience.

**Response Log - 300 pts**

This will be an ongoing log of responses to course readings. It will also include assigned reflections.

**Attendance and Grades**

Absences damage your grade and create the probability that you will need to drop the course. Much of what occurs in class cannot be rescheduled, made up, or accepted late—regardless of the reason for missing class. **Missing more than three classes will lower your grade, and excessive absences (three weeks of classes) will result in a failing grade for the course.** If your absences total 4 to 5 classes, your class grade will decrease two increments. For example, a B+ becomes a B-; a C becomes a D+. This decrease happens for the *range* of 4 to 5 TTH absences, not for each individual absence within the range.

**Grading and Evaluation**

To earn an A in this course, you must demonstrate exemplary accomplishment of all assigned tasks. To earn a B, your work

must be mature. A C means your work met the demands of the assignment in an acceptable way.

For every assignment, you will receive a detailed assignment instruction sheet as well as a rubric with

specific evaluation criteria. Your professional artifact for the SL project will be dependent on the

specific requirements of the CP. They will provide criteria and feedback for your artifact.

**Disability Accommodation**

For Disability services and/or accommodations to fully participate in this class, contact the Educational Access Center ([eac.boisestate.edu](http://eac.boisestate.edu/)). Students seeking special consideration(s) in relation to their coursework and/or attendance must provide proper documentation from the BSU EAC. Upon review of the EAC documentation, individual circumstances will be determined by the lead faculty, student, and EAC.

**About working with Community Partners:**

This is an exciting and authentic educational experience which will look great on your resume! Service Learning experiences can help you develop a professional network and open doors for future opportunities as well as allow you to contribute meaningfully to our community. We will focus on how to engage in effective interpersonal interactions both in peer collaborations and in community partner collaborations.

Please be aware that working on this kind of real-world project requires a high degree of professionalism. You are expected to produce high-quality work delivered on time and to interact with your teammates and professional partners with respect. Be aware that your community partner will evaluate your performance and that they will engage in regular communications with your instructor. We will also ask you to evaluate your community partner for future students.

When necessary, it’s important for you to communicate in a timely manner to ask questions and communicate concerns with your instructor and/or supervisor. We all want you to succeed!

**Helpful links about working with Community Partners:**

<https://sites.google.com/a/boisestate.edu/sample-advocacy-site-outline/home/expectations-for-working-with-community-partners?pageMoved=Home>

<https://docs.google.com/document/d/10Wdt7EwVHHSOg6eAGoe8RkAJRx1e_h1gcGTP2WQgfWw/edit>

<https://docs.google.com/document/d/1G9atx6tXqNCVVqAWnWcyMVOSYTalWntKcl0dbusGmVo/edit>

**Tentative Class Schedule, SL related items in bold** (readings are in the process of being chosen and added to the schedule – this part still needs a lot of work)

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| **Day** | **In-class activities** | **What’s due** | **Readings to be prepared with** |
| 1/15 | syllabus, career goals  **Receive SL project;**  Service-Learning and Advocacy  **“What do you care about” worksheet;** |  |  |
| 1/17 | What is rhetoric of science? |  | [**https://www.vox.com/2014/4/6/5556462/brain-dead-how-politics-makes-us-stupid**](https://www.vox.com/2014/4/6/5556462/brain-dead-how-politics-makes-us-stupid)  *ADVOCACY: "Activities that raise awareness and/or change people's actions or attitudes about important social issues utilizing a range of educational approaches."* |
| 1/22 | **Brainstorm topics for SL project**  **2 guest speakers** |  | **“What do you care about” worksheet** |
| 1/24 | “The 7 biggest problems facing science”  Assess discussion styles, leadership roles activities |  |  |
| 1/29 | **“Research a Community Partner” handout;**  **Form groups for SL project** | **Bring computers!** | <https://www.vox.com/2016/7/14/12016710/science-challeges-research-funding-peer-review-process>  **“Finding and Working with a Community Partner”** |
| 1/31 | **Prepare to contact community partner -create questions**  **Blog work** | **Bring Computers** | First 128 pagesof *Ghost Map* |
| 2/5 | How to communicate science – audiences, models | **Contact CP** |  |
| 2/7 | Scientific literacies  **Blog work** |  | Chps 1 and 13, *S&M* |
| 2/12 | Ethical considerations | **First blog post** | **“Interventions and Health Communication Recommendations: Guiding Principles”**  **https://docs.google.com/document/d/1YPZOx4EeCvs9QD0uV9g6r7G9vKI\_3evCYhVzzs5NQJw/edit#heading=h.a7kamlxh80uf** |
| 2/14 | Should scientists advocate? | **Respond to classmates’ blogs** | <https://www.theguardian.com/science/political-science/2013/jul/31/climate-scientists-policies>  <http://blogs.plos.org/speakeasyscience/2010/10/17/the-trouble-with-scientists-2/> |
| 2/19 | Activists who change their minds | **Meeting with CP supervisors** | <http://www.marklynas.org/2013/01/lecture-to-oxford-farming-conference-3-january-2013/> |
| 2/21 | institutions who pay for science | **Project Plan**  **(in conjunction with CP)** | tobacco companies creating research agendas, NFL |
| 2/26 | Genres of science | **Take a picture of a poster on campus** | Chp 2, *S&MC* |
| 2/28 | Visual rhetoric | **Response Log and Mid-Project reflection**  **(SL Project must be started)** | Chp 12, *S&MC* |
| 3/5 | Poster examples | **2nd blog post** | Visual rhetoric readings |
| 3/7 |  | **Blog responses**  **Self and peer evaluations** | Poster readings |
| 3/12 |  |  |  |
| 3/14 | **Conferences about projects** |  |  |
|  |  |  | Spring Break |
| 3/26 | Peer response for visual rhetorical analysis |  |  |
| 3/28 |  | **Visual Rhetorical analysis** |  |
| 4/2 | IMRAD ppt | **3rd blog post** |  |
| 4/4 |  | **Blog responses** |  |
| 4/9 | **Peer responses for deliverable** |  |  |
| 4/11 |  |  | Second half of *Ghost Map* |
| 4/16 |  |  |  |
| 4/18 | **Peer responses for research paper** |  | Writing introductions and conclusions |
| 4/23 |  | **Deliverable due to CP**  **Request for feedback from CP** | <http://www.sheldrake.org/research/are-we-active-or-should-the-passive-be-used> |
| 4/25 |  | **Research paper due** | <https://youtu.be/QmAUad9U8-8>: |
| 4/30 |  | **Presentations** |  |
| 5/2 |  | **Presentations**  **Self and peer evaluations** |  |
| final |  | **2nd half of Response Log and** **final reflections** |  |

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