

General Studies Gold Request Form

Consult the [General Studies Request FAQ](#) for more information and quick answers.

New permanent numbered courses must be submitted to the workflow in [Kuali CM](#) before a General Studies request is submitted here. The General Studies Council will not review requests ahead of a new course proposal being sent to the Senate.

Submission Information

College/School	Department/School
The College of Liberal Arts and Sciences (CLA)	Department of English (CENGLISH)

Submission Type

Mandatory Review

ASU Request

Is this request for a permanent course or a topic?

Permanent Course

Subject Code	Course Number	Units/Credit Hours
ENG	309	3

Course Information

Enter the course catalog information, found in the [web course catalog](#) or [Kuali CM](#).

Course Title

Rhetoric for Writers

Course Catalog Description

Students identify, analyze and employ key concepts and theories of rhetoric to understand and compose written texts.

Enrollment Requirements (Prerequisites, Corequisites, and/or Antirequisites)

Prerequisite(s): ENG 102, 105, or 108 with C or better OR Visiting University Student

Is this a crosslisted course?

No

Is this course offered by (shared with) another academic unit?

No

If this course or topic already carries a different General Studies Gold (not Maroon) designation than the one being requested, please check this box.

General Studies Gold Designation Request

Requested Designation

Governance and Civic Engagement (CIVI)

Attach a representative syllabus for the course, including course learning outcomes and descriptions of assignments and assessments.

[ENG 309 Rhetoric for Writers.docx](#)

Governance and Civic Engagement (CIVI)

Courses in the Governance and Civic Engagement category explore ways in which humans confront the dilemmas and opportunities of community life and/or develop skills of civic communication.

Governance and Civic Engagement courses will analyze principles and practices of decision-making in historical and/or contemporary contexts and will explore ways in which people have defined and pursued justice and the common good. Courses in the Governance and Civic Engagement knowledge area broaden students' understanding of how collective decisions are made, how they impact communities positively or negatively, and how various groups are included, or excluded, from the decision-making process. Students will have the opportunity to explore dynamics between governance and civic engagement, which can include perceived inequality or marginalization related to a variety of factors including race, class, citizenship, gender, disability, etc. This knowledge area also develops students' skills in civic communication, including listening, deliberation, negotiation, consensus building, and productive use of conflict, which are essential to participating more fully in their communities. Courses in this category may be entirely focused on developing skills in civic communication.

Upon completion of a course in Governance and Civic Engagement, students will be able to complete all outcomes in one of the two following groups.

Group 1:

1. Analyze the context and consequences of one or more collective decision-making theories or practices.
2. Define an element of the common good and propose a way to pursue it within a specific contemporary context.
3. Communicate coherent arguments using evidence drawn from qualitative or quantitative sources.

Group 2:

1. Articulate diverse perspectives on the common or collective good.
2. Demonstrate the ability to collaborate effectively in the presence of dissenting opinions and experiences.
3. Communicate arguments, narratives, or information using qualitative or quantitative evidence.

Choose the appropriate group of CIVI learning outcomes for this course.

Group 2

Most of the course content should align with the Gold category learning outcomes.

Instructions: In the fields below, state the assignment, project, or assessment that will measure each learning outcome, and provide a description. The description should provide enough detail to show how it measures the learning outcome. If needed, more than one can be identified.

The proposal does not need to include all course assessments that measure a given learning outcome. The provided assessment should include sufficient detail to allow the subcommittee to make their evaluation. When appropriate, the same assessment can be listed for more than one learning outcome (e.g., a culminating project).

You may provide links to a document (Google Drive or Dropbox) that includes the relevant details for the assessment. **Do not provide links to Canvas shells.**

CIVI Learning Outcome 1 (Group 2): Articulate diverse perspectives on the common or collective good.

Module 1: Writing Assignment-Examples of Rhetoric

For this assignment, you will select a community problem of interest to you as a focus for the major assignments in this class. To that end, this assignment asks you to begin thinking about feasible topics for your assignments and examples of rhetoric in relation to a few potential community problems that you are interested in investigating.

Step 1: Brainstorm a list of 3 community problems in which you are interested. These problems should be ones you believe run contrary to the common public good.

Step 2: After watching “Introduction to Rhetoric” and “Rhetorical Analysis--Systems Thinking,” **think about two examples of rhetoric** that you have recently encountered related to the these problems. For example, if you are concerned with food scarcity in your community, you might look for how the issue is being portrayed in social media or discussed by local community leaders, etc.

Step 3: Rhetorically analyze those two examples for each community problem to identify the diverse perspectives communicated. Using the rhetorical appeals and the rhetorical triangle to guide your analysis, discuss the specific elements of persuasion evident to you in these examples. For example, do you see specific appeals to emotion, or logic? What primary ways is the speaker/writer attempted to persuade? Are they successful? Why or why not?

A complete assignment will identify three potential community problems, identify two examples of rhetoric for each problem, and include one well-developed paragraph analyzing the two examples for each problem with a focus on a few specific rhetorical features.

Module 2 Discussion: Community Problems and Rhetorical Analysis

After reading Goldman and Kuypers article and the Selzer chapter, select a problem that impacts a community in which you are invested. This should be the problem that you would like to explore for the projects.

Once you have selected a problem, do preliminary research on it and find one article that presents the perspectives of one or more stakeholders of the problem. Read the article and then rhetorically analyze it using the strategies discussed in the readings for this week.

0.a. You will want to consider the rhetorical strategies presented by Goldman and Kuypers including “key words, stock phrases, stereotyped images sources of information and sentences that provide thematically reinforcing clusters of fact or judgments” (Goldman and Kuypers 4) and “metaphors, exemplars, catchphrases, depictions, and visual images” (ibid).

0.b. You will also want to consider both textual and contextual rhetorical features that Selzer discusses in his chapter in order to better understand the context in which the problem is situated.

Initial Post

- State the problem that you want to study and identify the key stakeholders of the problem (i.e. those who are most directly impacted by it).
- Then, include a bibliographic citation for your select article in MLA format.
- Following the citation, write a short rhetorical analysis of the article focused on the primary rhetorical strategies in the text.

Module 3: Writing Assignment- Annotated Bibliography for Rhetorical Analysis

For this project, you will continue researching the community problem you have selected. The goal is for you to use rhetorical analysis to help you understand the range of stakeholders’ perspectives about the problem and the other solutions that have been tried and/or proposed.

You will want to find 4-5 credible, recent (within the last 5 years) sources that come from at least two different kinds of publications--blogs, newspaper articles, journal articles, etc.--that present a myriad of perspectives on and/or interpretations of the problem. After analyzing the articles, you will compose annotations that describe the main argument and analyze the rhetorical strategies used by the writers, comparing their diverse perspectives and strategies.

CIVI Learning Outcome 2 (Group 2): Demonstrate the ability to collaborate effectively in the presence of dissenting opinions and experiences.

Module 1: Writing Assignment-Examples of Rhetoric

For this assignment, you will select a community problem of interest to you as a focus for the major assignments in this class. To that end, this assignment asks you to begin thinking about

feasible topics for your assignments and examples of rhetoric in relation to a few potential community problems that you are interested in investigating.

Step 1: Brainstorm a list of 3 community problems in which you are interested. These problems should be ones you believe run contrary to the common public good.

Step 2: After watching “Introduction to Rhetoric” and “Rhetorical Analysis--Systems Thinking,” **think about two examples of rhetoric** that you have recently encountered related to the these problems. For example, if you are concerned with food scarcity in your community, you might look for how the issue is being portrayed in social media or discussed by local community leaders, etc.

Step 3: Rhetorically analyze those two examples for each community problem to identify the diverse perspectives communicated. Using the rhetorical appeals and the rhetorical triangle to guide your analysis, discuss the specific elements of persuasion evident to you in these examples. For example, do you see specific appeals to emotion, or logic? What primary ways is the speaker/writer attempted to persuade? Are they successful? Why or why not?

A complete assignment will identify three potential community problems, identify two examples of rhetoric for each problem, and include one well-developed paragraph analyzing the two examples for each problem with a focus on a few specific rhetorical features.

Module 2 Discussion: Community Problems and Rhetorical Analysis

After reading Goldman and Kuypers article and the Selzer chapter, select a problem that impacts a community in which you are invested. This should be the problem that you would like to explore for the projects.

Once you have selected a problem, do preliminary research on it and find one article that presents the perspectives of one or more stakeholders of the problem. Read the article and then rhetorically analyze it using the strategies discussed in the readings for this week.

0.a. You will want to consider the rhetorical strategies presented by Goldman and Kuypers including “key words, stock phrases, stereotyped images sources of information and sentences that provide thematically reinforcing clusters of fact or judgments” (Goldman and Kuypers 4) and “metaphors, exemplars, catchphrases, depictions, and visual images” (ibid).

0.b. You will also want to consider both textual and contextual rhetorical features that Selzer discusses in his chapter in order to better understand the context in which the problem is situated.

Initial Post

- State the problem that you want to study and identify the key stakeholders of the problem (i.e. those who are most directly impacted by it).
- Then, include a bibliographic citation for your select article in MLA format.

- Following the citation, write a short rhetorical analysis of the article focused on the primary rhetorical strategies in the text.

Module 3: Writing Assignment- Annotated Bibliography for Rhetorical Analysis

For this project, you will continue researching the community problem you have selected. The goal is for you to use rhetorical analysis to help you understand the range of stakeholders' perspectives about the problem and the other solutions that have been tried and/or proposed.

You will want to find 4-5 credible, recent (within the last 5 years) sources that come from at least two different kinds of publications--blogs, newspaper articles, journal articles, etc.--that present a myriad of perspectives on and/or interpretations of the problem. After analyzing the articles, you will compose annotations that describe the main argument and analyze the rhetorical strategies used by the writers, comparing their diverse perspectives and strategies.

CIVI Learning Outcome 3 (Group 2): Communicate arguments, narratives, or information using qualitative or quantitative evidence.

Module 6: Writing Assignment - Solution Proposal Submission

For this assignment you will make an argument for your proposal solution for your community problem (1250-1500 words). Your solution should:

- Include a clear definition of the problem, outlining the specific parameters that need to be considered.
- Demonstrate a strong awareness of the current conversations, dissenting opinions, and perspectives circulating around the community problem.
- Build a persuasive argument for the proposed solution, arguing that it is the best solution for this particular audience to pursue.
- Effectively use rhetorical strategies (including rhetorical appeals) to persuade your audience to enact your recommendations.
- Persuasively support claims about the problem and solution, using evidence that would be seen as credible and valuable by your audience.
- Explain the benefits of your proposed solution for both the audience and other stakeholders.

Module 7: Assignment - Solution Presentation with VoiceThread (125 points)

For this project, you will use VoiceThread to create a persuasive 5-minute presentation of the Solution Proposal created in the last module. The intended audience for your presentation is those who have the authority and resources to enact the course of action for which you are advocating.

Your presentation should focus on introducing the audience to your solution and persuade them to explore your written Proposal more thoroughly after this presentation. You do not have to present every detail you included in your proposal; instead, you will want to emphasize the key points that you think will be most persuasive to them in encouraging them to consider your solution more deeply.

In order to do so, you will want to consider the audience's starting standpoint on the problem as well as their anticipated response to your proposed idea. The more research you can do on your audience, the more you can cater your rhetorical appeals to their interests and beliefs.

An effective presentation will accomplish the following:

- Effectively addresses the intended audience and shows that the author carefully considered the audience's needs, values, and expectations.
- Provides a clear definition of the problem and outlines the parameters of it.
- Makes a strong case for the need to address the problem now.
- Includes a detailed overview of the proposed solution.
- Emphasizes the benefits of the proposed idea for the audience itself as well as the other stakeholders about which the audience cares.
- Effectively uses a mix of logos, ethos, and pathos appeals that would be persuasive to the audience.
- The presentation's voiceover is clear and uses tone and style in a persuasive manner.
- The slides follow the principles of good design and complement the voiceover.

List all course-specific learning outcomes. Where appropriate, identify the associated CIVI learning outcome(s) in brackets (see below for example). Note: It is expected that a majority of course-specific learning outcomes will be associated with a CIVI learning outcome.

- 1. Articulate diverse rhetorical perspectives on community problems, recognizing how rhetorical strategies shape collective understanding and efforts for consensus building.** [CIVI LO 1, LO 2; Group 2]
- 2. Critically evaluate and compare rhetorical strategies and devices used in various arguments to assess their effectiveness in shaping public discourse.** [CIVI LO 1; Group 2]
- 3. Conduct research on a community problem by identifying key stakeholders, assessing differing viewpoints, and synthesizing diverse perspectives.** [CIVI LO 1, LO 2; Group 2]
- 4. Compose a rhetorical analysis essay that evaluates sources and arguments using evidence to support claims.** [CIVI LO 3; Group 2]

5. Develop and advocate for a persuasive, well-researched solution to a community problem, effectively communicating its importance using credible evidence. [CIVI LO 3; Group 2)

Provost Use Only

Backmapped Maroon Approval

No Response

Form Submission - Proposer

Submitted for Approval | Proposer

Elizabeth Downs - February 17, 2025 at 12:59 PM (America/Phoenix)

Department Approval

Approved

Aya Matsuda - February 17, 2025 at 1:03 PM (America/Phoenix)

Julia Himberg

GSC Coordinator Review

Sent Back

TJ Robedeau - February 18, 2025 at 8:49 AM (America/Phoenix)

Please remove the Canvas links as we are unable to view them. Either include them as a viewable Google link or a Dropbox link. Thanks!

April Randall

Form Submission - Proposer

Submitted for Approval | Proposer

Elizabeth Downs - February 18, 2025 at 9:43 AM (America/Phoenix)

Department Approval

Approved

Aya Matsuda - February 18, 2025 at 9:53 AM (America/Phoenix)

Julia Himberg

GSC Coordinator Review

Approved

TJ Robedeau - February 18, 2025 at 11:00 AM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - February 18, 2025 at 4:24 PM (America/Phoenix)

All required components confirmed.

Pre-GSC Meeting

Approved

TJ Robedeau - March 3, 2025 at 12:42 PM (America/Phoenix)

April Randall

Governance and Civic Engagement (CIVI) Subcommittee

Acknowledgement Requested

Celeste Sepessy

Tamara Rounds

Michelle Saint

Megan Foutz - March 21, 2025 at 10:03 AM (America/Phoenix)

Revise and resubmit. The committee would like more information on what is required for the discussion board responses. More evidence of collaboration and discussing dissenting opinions

General Studies Council Meeting

Waiting for Approval

TJ Robedeau

April Randall

Proposer Notification

Notification

Elizabeth Downs

College Notification

Notification

Amanda Smith

Jenny Smith