Bodies make arguments in many ways. By marching to Washington, sitting at lunch counters, and occupying public parks, bodies en masse can make arguments about justice, equality, and citizenship. By venturing into spaces seen as unsafe or adopting behaviors seen as inappropriate, individuals can challenge ingrained social norms. Even our mundane, everyday acts such as donning clothes, adopting postures, and moving through the world communicate rich information to others about who we are, where we belong, and what we value. This course focuses on bodily dimensions of communication, examining the myriad ways that embodied performances contribute to public arguments. Although rhetoric as a field has long focused on words—speeches, editorials, debates, and other spoken and written arguments—this course will introduce students to both ancient and contemporary texts that emphasize the power of bodies to speak eloquently, and to communicate perhaps even more persuasively than words alone. In addition to working closely with key concepts from rhetoric, such as delivery, gesture, comportment, ethos, and spectacle, we will consider embodiment in relation to race, class, gender, and disability, as we read theoretical and literary texts alongside film, graphic narrative, and case studies of embodied protests and demonstrations. Assignments will include verbal response papers, an ethnographic observation and presentation, and a research project investigating embodied rhetoric in a historical or contemporary context, resulting in a final course presentation. No prior knowledge of rhetoric is assumed; the course will adopt an interdisciplinary perspective on embodiment and will welcome students from any field.

Student Learning Outcomes:
Upon successful completion of this course, students will be able to:

1. Apply theories of embodied rhetoric to contemporary rhetorical situations;
2. Analyze embodied performances using rhetorical terms;
3. Identify connections between embodiment and race, class, gender, and disability;

Furthermore, as a Speaking-Intensive course,
4. Students will be able to speak in genres appropriate to the discipline(s) of the primary subject matter of the course.
**Academic Integrity Policy:**

Violations of academic integrity are serious academic offenses that will not be tolerated in this class. I expect every student to review the guidelines and list of violations at [http://academicintegrity.uncg.edu](http://academicintegrity.uncg.edu) and to abide by the UNCG Academic Integrity Policy. As you will see, violations include but are not limited to plagiarism.

A person commits plagiarism when he or she represents someone else's words or ideas as his or her own. In all writing for this course, you must take care to avoid plagiarizing the words or ideas of others. When you use sources such as books, web pages, articles, or primary documents in your writing, you must identify them to your reader. If you quote a source directly, you must put the borrowed material in quotation marks and include a proper citation. If you take an idea from another source but put it in your own words (i.e. paraphrase it), you must still give proper credit to the source. Please use MLA style documentation to document any sources used in written work. Be scrupulous about documenting, quoting, and citing your sources even in first drafts. A draft that has been read by your instructor or classmates has not been ‘checked’ and given the okay; it is always your responsibility to make sure you understand and have successfully followed rules of citation and documentation in all your writing.

All suspected violations of the academic integrity policy will be reported to the Dean of Students, and proven violations will result in serious repercussions. In my classes, a single violation of academic integrity is grounds for failure of the entire course. Repeated offenses can cause you to be expelled from the University. You can avoid these consequences by 1. never deliberately misleading your instructors or being dishonest in your writing, and 2. asking for clarification about any rules or standards for source-use that you do not understand. If you are ever unsure about how to cite a source or whether an act would be considered plagiarism, please ask me about it before you turn in your work.

**Attendance:**

All students are permitted two absences without penalty. For these two absences, no explanation is required, and indeed, I prefer not to hear explanations because my assumption when you are absent is that you have good reasons for being so. All absences beyond the second will result in deductions from your final participation grade. Furthermore, in-class writing cannot be made up, and assignments are still due, even if you are absent, so you should arrange for a classmate to turn in required assignments in your absence. You should also contact a classmate to learn what we covered and what you should complete before the next class; though I will happily discuss the course with you during my office hours, I will not respond to emails that ask me “What did we do in class?” I encourage you to jot down the phone number of a nearby student right this moment so you can contact that person for information if you miss a class meeting.

Any enrolled student who is absent for the first two class meetings or who misses three classes before January 22 will be dropped from the course. Any student missing eight or more classes for any reason will be dropped from the course; prior to the Course Withdrawal deadline, this will result in a grade of “W” for the course; after that deadline, this will result in a grade of “WF” for the course.

*Exceptions/Addenda* to this attendance policy: Absences for required religious observances and for participation in required varsity athletic events are generally excused. If you participate in a varsity athletic program, or if religious observances might cause you to be absent at some point during the semester, speak with me at least two weeks in advance of the absence so we can work out a plan for your participation.

**Blackboard:**

You will use Blackboard extensively during this course: to post electronic copies of each of your drafts and assignments, to talk to your groupmates, to sign up for conferences with me, to print copies of handouts, and to get feedback on your writing. I will use Blackboard to contact you and to post course announcements and reading assignments. For these reasons, check the course page frequently—in particular, the day before each class period.

**Final Examination:** The Embodied Rhetoric Case Study Presentation will take place during our scheduled Final Examination period.
Disruptions and Distractions:
I expect all participants in this class to engage thoughtfully and respectfully with each other, and I will intervene and, if necessary, remove from class any student who persists in disrespectful or disruptive behavior. I ask that you silence and stow your technological gadgets for the entirety of the class meeting, that you actively listen and maintain respectful conversation even when others’ opinions differ strongly from your own, and that you refrain from any use of derogatory or abusive language.

Late Work and Extensions:
Your assignments should always be posted to Blackboard and printed and brought to class by the beginning of class on the due date. Generally, because you’ll be delivering your assignments orally in this class, you must be present to receive credit for your work, and make-up presentations or extensions on assignments will not be granted, though you’re welcome to discuss your situation with me if you anticipate needing accommodations for some reason.

Informal, in-class writing cannot be made up; this writing generally serves its purpose during that class period. If you will be absent on a day when a workshop is scheduled, you should try to make arrangements with classmates, on your own, to both receive and provide feedback outside of class in order to receive credit for the workshop. There’s no guarantee your classmates will be able to accommodate you.

For all formal spoken and written assignments, I require an electronic and a printed copy to provide some flexibility: if you have turned in either your printed copy or your electronic copy before the deadline, your assignment won’t be considered late, though I’ll also expect you to turn in both versions as soon as possible (for instance, by posting the electronic copy when you’re next at your computer, or by bringing the printed copy to our next class meeting). If you must turn in an assignment late, expect to lose 1 point for each day it is late. Thus, an assignment due at 2:00 pm on Tuesday will lose 1 point if it is turned in any time between that deadline and 2:00 pm Wednesday, and another point every 24 hours afterward.

Office Hours:
I am available for drop-in appointments during my office hours each week: Tuesday afternoons from 3:30 to 4:30 and Wednesday afternoons from 2:00 to 3:00. You can also schedule a particular time to meet with me during these office hours through Starfish, in Blackboard. I’m also happy to make additional appointments outside of office hours; please talk to me to schedule an appointment if you cannot meet during office hours.

Extra Credit Opportunity: To encourage you to visit my office hours, I’ll award an entire percentage point to anyone who stops by my office before the end of January to introduce yourself and say hello.

ASSIGNMENTS

Reading Response Notebook (15 entries; 25pts.)
Everyone will be asked to keep a notebook in which you respond in writing to most of the readings on the syllabus. This activity is meant to ensure your thoughtful preparation for class discussion, to help you participate verbally by sharing your writings during discussion, and to ensure your thoughtful engagement with dense, challenging readings. Consequently, your responses must be written before class discussions or shortly after—not in a flurry just before turning in your notebook for credit. Furthermore, the written responses in your notebook will be the basis for Verbal Responses in class: at least 10 times over the course of the semester, you should introduce one of your written responses into our class discussion. When you do this, you’ll mark the entry in your Reading Response Notebook.

Each Reading Response entry should be roughly one to two single-spaced, handwritten notebook pages (though if your handwriting is very large, you might have to write more pages to sufficiently address the questions below).
You must write at least 15 entries over the course of the semester. You don’t have to write about every text; you can skip a text or two, but not many more, in order to write 15 entries for the entire semester.

Each of your reading response entries must answer at least THREE of these questions:

1. How would you summarize the main points of this reading?
2. What one or two sentences would you consider the most important?
3. What are the key concepts in this reading, and how would you explain them?
4. What bothers you most in this reading?
5. What seems useful to you in this reading?
6. In what ways does this reading support, contradict, or otherwise connect to other readings?
7. What questions does this reading prompt you to ask?

I will collect Reading Response notebooks in groups periodically throughout the semester—usually without warning, so you need to bring your notebook to every class meeting. Each Reading Response entry must be dated, and I consider it a breach of academic honesty to misrepresent the date on which you’ve composed these entries. Some of your entries can be written shortly after a class meeting if our in-class discussions have helped you make better sense of a challenging text, but it is not acceptable to write your entries weeks after a discussion or to misrepresent the date you’re writing in your notebook.

**Ethnographic Observation and Presentation** (5-7 minutes; 25pts.)

Over the first half of the semester, you will choose a theory from one of our course readings surrounding embodied rhetoric and will identify a scene or setting somewhere in Greensboro (or your own hometown) where you can undertake an ethnographic observation in order to apply this theory to an observable situation. You may (but do not have to) use classroom technology such as the document camera or PC projector to present your research. After producing fieldnotes and preliminary analyses, you will share your findings with your classmates in a 5-7 minute presentation; following your presentation, you will turn in all your notes, scripts, and drafts.

**Embodied Rhetoric Case Study Presentation** (6-10 minutes; 30pts.)

Over the final weeks of the semester, you will undertake independent research to investigate a contemporary or historical case of embodied rhetoric. You will assemble and analyze primary materials in order to synthesize your research into a longer research presentation that makes effective use of visual and multimedia elements in addition to your own speaking body. Students who wish to work collaboratively in pairs or trios may do so. This assignment will require you to draw connections between theoretical texts, rhetorical terms, and specific concrete situations of embodied rhetoric, and will represent your final opportunity to develop and demonstrate your skill as a public speaker.

**Active Engagement in All Class Activities** (20pts.)

Your engagement, attention, and participation in all class activities—including individual, small group, and large group writing exercises and discussions, as well as activities requiring you to do out-of-class reading or research—are required. Your daily in-class writing should be kept in your Reading Response notebook, so I can review your in-class work periodically. Absences, inattentiveness, lack of engagement, disrespectful classroom behavior, and distracted or halfhearted participation will all prevent a student from earning full credit for engagement.

**EVALUATION**

Because this class carries a SI marker, you will speak—a lot—during most class meetings, will complete frequent informal activities out-of-class, and will complete multiple assignments demanding analysis, argumentation, research, and oral communication skills. All assignments must be completed to earn credit for the course. Informal work will be evaluated according to how fully, thoughtfully, and productively you engage in class discussions and activities. Formal assignments will be evaluated according to assignment-specific rubrics; you should use these rubrics as you prepare your writing, share it with your classmates, receive feedback, and revise.
Grades will be assigned to major activities as follows:

- Reading Response Notebook (25 pts.)
- Ethnographic Observation and Presentation (25 pts.)
- Embodied Rhetoric Case Study Presentation (30 pts.)
- Active Engagement (20 pts.)

Final letter grades will be determined by the following scale:

- 92.5-100pts. = A
- 90.0-92.4pts. = A-
- 87.5-89.9pts. = B+
- 82.5-87.4pts. = B
- 80.0-82.4pts. = B-
- 77.5-79.9pts. = C+
- 72.5-77.4pts. = C
- 70.0-72.4pts. = C-
- 67.5-69.9pts. = D+
- 60.0-67.4pts. = D
- 0-59.9pts. = F

**REQUIRED TEXTS AND MATERIALS**

Articles and essays available on Blackboard. All readings must be printed and brought to class. Instead of spending $30-$50 on textbooks for this course, you are required to add sufficient funds to your printing account to print all required readings.

Sturdy notebook for your Reading Responses and your in-class writing.

**RESOURCES**

1. Your peers in this class are a crucial resource. Take advantage of your classmates’ varied experience and expertise, and listen attentively to their writing and to their responses to your writing. You can learn a great deal from others’ strengths, struggles, and different approaches to similar writing tasks.

2. As a writer and instructor with a great deal of experience reading and responding to student writing, I will be an important resource for you this term. I spend several hours a week in my office specifically to talk to you all about your work, your concerns, and your ideas. Please take advantage of my office hours, and email me to set up an appointment if you cannot come see me during office hours.

3. The University Speaking Center is an excellent resource providing free, one-on-one instruction with trained speaking consultants who offer feedback and guidance on a range of speaking skills. Consult the Speaking Center’s website at http://speakingcenter.uncg.edu/ to find more information, and call 256-1346 or stop by the Speaking Center at MHRA 3211 in order to schedule an appointment, especially if you feel that anxiety about speaking is preventing you from participating fully in this class.

4. The University Writing Center is another excellent resource whose services you should use while you’re at UNCG. The Writing Center provides free, individual writing conferences with trained writing tutors. Visit http://www.uncg.edu/eng/writingcenter/ for more information; call 334-3125 or stop by the Writing Center at MHRA 3211 to schedule an appointment. Tutors will not proofread drafts, but they will help you formulate and organize your ideas and strengthen your arguments, at any stage of the writing process.