ENG 601 (01B, 01W): Rhetoric & Writing Foundations
COURSE SYLLABUS: Spring 2026

INSTRUCTOR INFORMATION

Instructor: Dr. Kelin Loe, Assistant Professor of English (she/her)
Office Location: 113 Talbot (you can enter through The Writing Center)
Office Hours: TBA
Office Phone: 903-886-5260 (Dept. of Literature & Languages)
Office Fax: 903-886-5980 (Dept. of Literature & Languages)
University Email Address: kelin.loe@etamu.edu
Communication Response Time: 1-4 days

COURSE INFORMATION

Course Meeting Information
Students enrolled in different sections must attend in the modality of that section.

Modality	Section	Course #	Meeting Time	Meeting Location
In Person	01B	23375	Mondays, 5-7:30pm	Ed South, 122
Hybrid or Asynch	01W	23955	Students in this section can Zoom in on Mondays or watch the recording later.	

Materials
For a full list of course readings, see Course Schedule.

Textbooks: There are no required textbooks for this course. All materials are open educational resources or available through Waters Library.

Technology: Students must have consistent and stable internet access. Students are expected to use and regularly check their student email accounts (xxx@leomail.tamuc.edu).

The syllabus/schedule are subject to change

COURSE DESCRIPTION

Catalog Description: This graduate course introduces students to the foundations of rhetoric, writing studies, and community literacy. Students will investigate key theoretical frameworks in rhetorical studies, analyze diverse writing practices across communities, and critically examine the role of literacy in public discourse and social change.

Spring 2026 Description: ENG 601**:** Rhetoric & Writing Foundations will introduce students to the frameworks, inquires, and methods of knowledge making in the three corners of the field: Rhetoric, Composition, and Literacy Studies. Students will read current work in the field supported by foundational theories and studies. After an introduction to each of the three corners, the course will be organized by methods of inquiry, working with words and working with people.

Student Learning Outcomes (SLOs):

Through readings, discussions, and applied writing exercises and projects, students will:

- 1. Gain an overview of how the three corners of the field of Rhetoric and Writing Studies converge and diverge (rhetoric, composition, & literacy studies), focusing on current publications supported by key foundational texts
- 2. Trace specific academic conversations within Rhetoric and Writing Studies
- 3. Learn the forms of inquiry in Rhetoric and Writing Studies
- 4. Study the analytics and methodologies in Rhetoric and Writing Studies used to answer (and find more) questions
- 5. Practice forms analysis for working with words
- 6. Experience aligning methods and methodologies with research questions
- 7. Build a inquisitive, open, and supportive writing and learning committee.e

COURSE REQUIREMENTS

Minimal Technical Skills Needed: Students should be able to navigate D2L, Zoom, their Leomail email accounts, use Microsoft Word, and be able to create PDFs. (Using there word processing software is fine so long as the student can export documents as .docx (Microsoft Word) or as PDFs.

Instructional Methods

- seminar (in course meeting: discussion, small and large group); after course meeting: discussion boards)
- informal responses as course meeting preparation (D2L assignments and discussions)
- scaffolded writing exercises as skills development and assessment (D2L assignments)
- peer response (in course meeting: one-on-one; after course meeting (correspondence with assigned partner)

GRADING & ASSESSMENT

Final grades in this course will be based on the following scale:

A = 90%-100%
B = 80%-89%
C = 70%-79%
D = 60%-69%
F = 59% or Below

Course Project	Description *More detailed assignment sheets will be distributed.*	Due	Pathway	Weight	SLO Measure-ment
Discussion Prep: **Foundational Thinkers Scavenger Hunt**	Informal. Each week, students add 1 entry for three different assigned texts.	Sunday (11:59pm) before Monday class meeting. *Grace period until 9am Monday morning.*	Dr. Loe reads these to prepare for class.

If feedback is given, it will be during a course meeting, either directly (like responding to a question) or collectively (sharing patterns). | 15% | 1, 2 |
Discussion Prep: **Guided Text Summaries**	**Guided Text Summaries.** Informal, 150-300 words. Students will use template emphasizing research requestion, answer, and significance.				
Discussion Prep: **Other**	*Any other short, informal exercises as assigned.*				Any
Worknet (*Try This*)	Semi-formal, exploratory. Four assignments: • Phase 1: Semantic • Phase 2: Bibliographic • Phase 3: Affinity • Phase 4: Choric Instructions in Chapter 3 of *Try This*.			15%	1, 2, 3
Writing with Words Mini Analyses	Semi-formal, though short (200-400 words). Tables, lists invited. • Rhetorical Analysis • Discourse Analysis • Content Analysis • Genre Analysis Example instructions in Chapter 4 of *Try This*.		Dr. Loe provides feedback towards revision.	20%	3, 4, 5
Dream Research Proposal	Semi-formal (1000ish words). Tables, lists invited. Includes: Exigence, Research Question(s), Frameworks/ Methodologies, Participants, Methods, Analysis			10%	3, 4, 6
Revision (Final: Part 1)	Formal. 1500-2500 words. Students select a **Mini Analysis to develop into a full analysis** , **OR** students revise their **Dream Research Proposal** according to feedback.	Due Monday, 5/4, 11:59pm. Extension Requests Welcome.	Dr. Loe provides light feedback, and is willing to provide more upon request.	20%	3, 4, 5, 6,
Cartography Reflection (Final: Part 2)	Informal. 200-400 words. Students visually create and describe a map of a conversation they followed this semester (likely arising from their Scavenger Hunt or Worknet project).			10%	1, 2, 3, 4
Fortitude: **Collaboration**	Collaboration is your investment in your colleagues. You listen, respond, debate, and contribute your fair share. The goal of collaboration is to grow alongside your colleagues by making space for them. Contributing means sharing your thoughts and actions—and also remembering, responding to, and inviting the thoughts and actions of your colleagues.			5%	7
Fortitude: **Communication & Perseverance**	Communication & Perseverance are combined because I will not know about your perseverance if you do not communicate with me. To me, perseverance means that you reach out when either the content or the pacing of the course gets difficult, and when you fall out of pace, you catch back up again. Higher marks here will come			5%	7

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	with TIMELY communication—you ask for help or clarification as soon as you realize you need it, and you communicate about extensions 24 hours or more before the deadline.		

POLICIES

Scoring

All assignments are worth 1 point. If there are multiple assignments per a category above, those assignments in totality receive the stated weight. If there is only one assignment in the category, it receives the full weight (meaning, in final grade calculations, it is equal to its weight). All coursework will be scored as follows:

1.0-.90	**Full Credit**: meet all or nearly all grading requirements.
.85-.70	**Accept with Revisions**: has taken on the spirit of the assignment but may be missing elements. If the student revises as specified by Dr. Loe within a week, they will receive full credit.
.65-.5	**Revise & Resubmit:** substantial parts of the assignment are missing, or the spirit of the assignment has been missed.
0	**Missing**: most of the assignment is incomplete, or the assignment was not turned in.

Revisions

All work that is turned in on time (or by extension date) is eligible for revision. Revisions suggested by Dr. Loe should be made by the week following the delivery of feedback. Extension requests are welcome for Revisions. If the revision is somehow worse than the original, the original score will be preserved (this has never happened—but I include the statement to protect good-faith accidents in revision!).

Due Dates

Unless otherwise specified, all assignments are **due the night before the class meeting by 11:59pm**. There is a grace period before 8am the day of the course meeting.

Late Work

No late work (without prior requested extension) will be accepted.

Extensions

Anyone can request an extension for any reason. Extensions should be requested 24 hours before the deadline via email. You don't need to share a reason, just ask. If I don't respond right away, know that you have an extension beyond the deadline, and when I respond, I'll share the extended deadline.

Attendance

If a student is not present during the class meeting, the student is responsible for watching the recorded lecture in its entirety. For asynchronous students (or students who miss the synchronous meeting), attendance will be counted by reference to the lecture in the following week's memo.

COURSE OUTLINE/CALENDAR

Course Work & Meeting Schedule

	Meeting Date	Due Date	Discussion Prep	Writing Projects Exercises w/ page numbers are from *Try This*
1	2/2	2/2	-	• Make a List of Curios (30 minutes), pp.7 • Summarizing a Central Source (1 hour), pp. 44
2	2/9	2/8	• 3 SH Entries • 1 GT Summary	**Worknet Phase 1: Semantic** • Finding Keywords (30 minutes) pp. 47 • Developing your Semantic Worknet (1-2 hours), pp. 48
3	2/16	2/15	• 3 SH Entries • 1 GT Summary	**Worknet Phase 2: Bibliographic** • Developing Your Bibliographic Worknet (1-2 hours), pp.51 • Investigating Lists of Sources (1 hour), pp. 52
4	2/23	2/22	• 3 SH Entries • 1 GT Summary	**Worknet Phase 3: Affinities** • Where Can I Find Affinities? (30 minutes), pp.55 • Writing about Your Affinity Worknet (1-2 hours), pp. 56
5	3/2	3/1	• 3 SH Entries • 1 GT Summary	**Mini Rhetorical Analysis** • Rhetorical Analysis (60 minutes), pp. 81, • More Rhetorical Analysis (60 minutes), pp. 82
6	---	---	Spring Break	
7	3/16	3/15	• 3 SH Entries • 1 GT Summary	**Mini Discourse Analysis** • Identify the Rhetorical Context of a Corpus (30 minutes) • CDA exercise
8	3/23	3/22	• 3 SH Entries • 1 GT Summary	**Mini Content Analysis** • Content Analysis of a Text (60 minutes), pp. 78
9	3/30	3/29	• 3 SH Entries • 1 GT Summary	**Mini Genre Analysis** • Genre Analysis (45 minutes), pp. 84
10	4/6	4/5	• 3 SH Entries • 1 GT Summary	**Worknet Phase 4: Choric** • Writing about Your Choric Worknet (1-2 hours), pp. 59; • Finding Connections, Near and Far (30 minutes), pp. 62
11	4/13	4/14	• 3 SH Entries • 1 GT Summary	-
12	4/20	4/19	• 3 SH Entries • 1 GT Summary	-
13	4/27	4/28	• 3 SH Entries • 1 GT Summary	**Dream Research Proposal**
14	5/4	5/4	-	**Revision (Final: Part 1)** **Cartography Reflection (Final: Part 2)**

Reading Schedule

Unit 1: Introductions to the Three Corners

	Intro: Composition	Intro: Literacy	Intro: Rhetoric
	Week 1 (Yes, reading due)	Week 2	Week 3
Foundations	• Bartholomae, David, "Inventing the University," *Journal of Basic Writing*, 1986 • Royster, Jacqueline Jones, "When the First Voice You Hear Is Not Your Own," *College Composition and Communication*, 1996	• Peck et all, "Community Literacy," *College Composition and Communication*, 1995 • Brandt, Deborah, "Accumulating Literacy: Writing and Learning to Write in the Twentieth Century," *College English*, 1995	• Powell, Malea, Stacey Pigg, Kendall Leon, & Angela Haas, "Rhetoric," *Encyclopedia of Library and Information Sciences, 3rd E*, 2010 • Villanueva, Victor, "Rhetoric and Composition," *English Studies Reimagined: A New Context for Linguistics Rhetoric and Composition, Creative Writing, Literature, Cultural Studies, and English Education*, 2022
Context	• Committee on CCCC Language Statement, "Students' Right to Their Own Language," *Conference on College Composition and Communication*, 1974 • Baker-Bell, April, et al, "This Ain't Another Statement! This Is a DEMAND for Black Linguistic Justice!," *Conference on College Composition and Communication*, 2020 • Clary-Lemon, Jennifer, Derek Mueller, & Kate Pantelides, "Chapter 1. What are Research Methods?, *Try This: Research Methods for Writers*, 2022	• Barton, David and Mary Hamilton, "Literacy Practices," *Situated Literacies: Reading and Writing in Context*, 1999 • Clary-Lemon, Jennifer, Derek Mueller, & Kate Pantelides, "Chapter 3. Working with Sources: Worknets and Invention", *Try This: Research Methods for Writers*, 2022	• Rivers, Nathaniel and Ryan Weber, "Ecological, Pedagogical, Public Rhetoric," *College Composition and Communication*, 2011

Contemporary	• Franz, Hannah, Michelle Petty Grue, Angela Rowell, Marie Tano, Sierra J. Johnson, and Anne Charity Hudley, "Black Linguistic Justice from Theory to Practice," *College Composition and Communication*, 2024	• Pritchard, Eric Darnell, "Intro: Black Queer Meanings of Literacy," *Fashioning Lives: Black Queers and the Politics of Literacy*, 2016	• Enoch, Jessica, "Suffrage Statuary and Commemorative Accountability: An Intersectional Analysis of the 2020 Women's Rights Pioneers Monument in Central Park, New York," *Rhetoric Society Quarterly*, 2023 **Skim responses in later issues of RSQ in 2023:** • Miedzian, Myriam and Gary Ferdman, "Jessica Enoch's 'Suffrage Statuary and Commemorative Accountability'" • Enoch, Jessica, "Response from Jessic Enoch"

Unit 2: Working with Words

	Rhetorical Analysis	**Discourse Analysis**	**Content Analysis**	**Genre Analysis**
	Week 4	Week 5	Week 7	Week 8
Rhetoric	• Osorio, Ruth, "Embodying Truth: Sylvia Rivera's Delivery of "Parrhesia" at the 1973 Christopher Street Liberation Day Rally," *Rhetoric Review*, 2017	• Hernandez, Brianna & April O'Brien, "'Our Beloved Alamo" Racism and Texas Exceptionalism in Public Memory Systems.'"	• Mazzolini, Elizabeth, "The Institute, the Archive, and the Smoke-Filled Room," *College Composition and Communication*, 2023	• Adepoju, Olalekan & Joseph Sharp, "Understanding the Ideological Force of Graduate Application Materials: A Rhetorical Genre Study of Personal Statement Prompts," *Rhetoric Review*, 2024

Composition	• Wang, Zhaozhe, "Post-Rhetoric: A Rhetorical Profile of the Generative Artificial Intelligence Chatbot," *Rhetoric Review*, 2024	*Reflections*, 2024 • Fahnestock, Jeanne, "The Controversy behind the Controversies: Scientific Discourse in the Twenty-First Century," *Rhetoric Society Quarterly*, 2025	• Hubrig, Ada, Jo Hsu, Christina Cedillo, and Jennifer Wingard, "Saying the Quiet Part Out Loud: Using CRT to Name the Intersections of Texas's Legislative Harm," *College English*, 2024	• Muñoz, Zakery, "Our Responsibility to Graduate Student Writers," *College Composition and Communication*, 2024 • Hartline, Megan Faver, "Shaping Emerging Community-Engaged Scholars' Identities: A Genre Systems Analysis of Professionalization Documents that (De)Value Engaged Work" *College Composition and Communication*, 2023
Literacy	• Moss, Beverly, "Creating a Community: Literacy Events in African-American Churches," *A Community Text Arises: A Literate Text and a Literacy Tradition in African-American Churches*, 2002	• Lu, Min Zhan, "From Silence to Words: Writing as Struggle," *College English*, 1987	• Davis, Seth, "Shade: Literacy Narratives at Black Gay Pride," *Literacy in Composition Studies*, 2019	
Methods	Foss, Sonja, *Rhetorical Criticism: Exploration and Practice*, 2018 • Chapter 1. The Nature of Rhetorical Criticism • Chapter 2. Doing Rhetorical Criticism	• Clary-Lemon, Jennifer, Derek Mueller, & Kate Pantelides, "Chapter 4:. Working with Words", *Try This: Research Methods for Writers*, 2022	• LeCourt, Donna, "Performing Working-Class Identity in Composition: Toward a Pedagogy of Textual Practice," *College English*, 2006	• Miller, Carolyn, "Genre as Social Action," *Journal of Quarterly Speech*, 1984

Unit 3: Working with People

Qual vs Quant	Qualitative Methods	Case Studies	Story Methods
Week 9	Week 10	Week 11	Week 12

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Rhetoric	• Herrington, Anne and Deborah Cadman, "Peer Review and Revising in an Anthropology Course: Lessons for Learning," *College Composition and Communication*, 1991	• Loe, Kelin, "'What it is exactly that circulates': Affective value, Re/Production, and Rhetorical Exchange," *Computers and Composition*, 2024	• Allen, Laura, "Handling Family Business: Technical Communication Literacies in Black Family Reunions," *Technical Communication Quarterly*, 2022	• Fernandes, Maggie and Megan McIntyre, Linguistic Justice and Storying Resistance to Generative AI," *Peitho*, 2025
Composition	• Mitchum, Catrina, Rochelle Rodrigo, & Sallie Koenig, "How Do We Know It Works? Feedback Loops to Raise the Messy Middle in Online Formative Peer Assessment," *College Composition and Communication*, 2024	• Carter, Shannon and Kelly L. Dent, "East Texas Activism (1966–68): Locating the Literacy Scene through Digital Humanities," *College English*, 2013	• Brodkey, Linda, "On the Subjects of Class and Gender in 'The Literacy Letters,'" *College English*, 1989 • Alvarez, Steven, "Chapter 1: Mexican New York City: Making Community at MANOS," *Brokering Tareas: Mexican Immigrant Families Tanslanguaging Homework Literacies*, 2018	• Baker-Bell, April, "For Loretta: A Black Woman Literacy Scholar's Journey to Prioritizing Self-Preservation and Black Feminist–Womanist Storytelling," *Journal of Literacy Research*, 2017
Literacy	• Leverenz, Carrie, "'Nice Work If You Can Get It': Preparing for the Job Search in Rhetoric and Composition," *College Composition and Communication*, 2024	• Carvajal Regidor, María, ""I'm a Bad Writer": Latina College Students' Traumatic Literacy Experiences," *College English*, 2023	• Byrd, Antonio, "Like Coming Home": African Americans Tinkering and Playing toward a Computer Code Bootcamp," *College Composition and Communication*, 2020	• LaFrance, Michelle, "Contradictions of an American *Gàidhealteachd*: The Curious Love Stories of Scottish Gaelic Learners in the U.S.," *Reflections*, 2025
Methods	• Clary-Lemon, Jennifer, Derek Mueller, & Kate Pantelides, "Chapter 5:. Working with People", *Try This: Research Methods for Writers*, 2022	• Clary-Lemon, Jennifer, Derek Mueller, & Kate Pantelides, "Chapter 2: Making Research Ethical," T*ry This: Research Methods for Writers*, 2022		• Martinez, Aja, A Plea for Critical Race Theory Counterstory: Stock Story versus Counterstory Dialogues Concerning Alejandra's "Fit" in the Academy, *Composition Studies,* 2014

TECHNOLOGY NOTES

LMS

All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:
https://community.brightspace.com/s/article/Brightspace-Platform-Requirements

LMS Browser Support:
https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool
https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

Access And Navigation

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@etamu.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

Communication With Your Instructor

If you have any questions or are having difficulties with the course material, please contact your instructor. Correspondence will always be through university email (your "myLeo" mail) and announcements in myLeo online (D2L). You will not RECEIVE email through D2L, so be sure to check your ETAMU email for communication. Students are encouraged to check university email daily.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

https://community.brightspace.com/support/s/contactsupport

STUDENT RESPONSIBILITIES FOR COURSE

CWID and Password

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or

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Technology-Related Issues

Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a ETAMU campus open computer lab, etc.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail online in the Student Guidebook.
Students should also consult the Rules of Netiquette Webpage for more information regarding how to interact with students in an online forum.

ETAMU Attendance

For more information about the attendance policy, please view the Attendance Webpage and the Class Attendance Policy

Academic Integrity

Students at East Texas A&M University are expected to maintain high standards of integrity and honesty in all their scholastic work. For more details and the definition of academic dishonesty see the following procedures:
Undergraduate Academic Dishonesty University Procedure 13.99.99.R0.03
Undergraduate Student Academic Dishonesty Form
Graduate Student Academic Dishonesty University Procedure 13.99.99.R0.10
Graduate Student Academic Dishonesty Form

Use of Artificial Intelligence

East Texas A&M University acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).
Individual instructors may disallow entirely the use of such software for individual assignments or for the entire

course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources

Students with Disabilities-- ADA Statement
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:
Office of Student Disability Resources and Services
East Texas A&M University
Velma K. Waters Library Rm 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@etamu.edu
Website: Office of Student Disability Services

Nondiscrimination Notice
East Texas A&M University will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information, or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement
Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and ETAMU Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the Carrying Concealed Handguns On Campus document and/or consult your event organizer.

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M University campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

East Texas A&M Supports Students' Mental Health – Counseling Services
The Counseling Center at East Texas A&M University, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Mental Health and Well-Being
The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.

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