### NORTH CAROLINA STATE UNIVERSITY

#### GRADUATE COURSE ACTION FORM

**NOTE:** Click once on shaded fields to type data. To check boxes, right click at box, click “Properties”, and click “Checked” under Default Values.

<table>
<thead>
<tr>
<th>DEPARTMENT/PROGRAM</th>
<th>Communication, Rhetoric, and Digital Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE PREFIX/NUMBER</td>
<td>CRD 702</td>
</tr>
<tr>
<td>PREVIOUS PREFIX/NUMBER</td>
<td></td>
</tr>
<tr>
<td>DATE OF LAST ACTION</td>
<td></td>
</tr>
<tr>
<td>COURSE TITLE</td>
<td>Rhetoric and Digital Media</td>
</tr>
<tr>
<td>ABBREVIATED TITLE</td>
<td>RHET DIGITAL MEDIA</td>
</tr>
<tr>
<td>SCHEDULING</td>
<td>Fall ☒ Spring ☑ Summer ☐ Every Year ☒ Alt. Year Odd ☐ Alt. Year Even ☐ Other ☐</td>
</tr>
<tr>
<td>CREDIT HOURS</td>
<td>3 [O]FFERED BY DISTANCE EDUCATION ONLY ☐</td>
</tr>
<tr>
<td>CONTACT HOURS</td>
<td>Lecture/Recitation ☐ Seminar 3 ☐ Laboratory ☐ Problem ☐ Studio ☐ Independent Study/Research ☐ Internship/Practicum/Field Work ☐</td>
</tr>
<tr>
<td>GRADING</td>
<td>ABCDF ☒ S/U ☐</td>
</tr>
<tr>
<td>INSTRUCTOR (NAME/RANK)</td>
<td>Carolyn R. Miller, Professor</td>
</tr>
<tr>
<td>Anticipated Enrollment</td>
<td>Per semester 10 [ ] Max. per Section 15 [ ] Multiple sections Yes ☐ No ☒</td>
</tr>
<tr>
<td>Prerequisite(s)</td>
<td>COM/ENG 514 or 516 or ENG 515</td>
</tr>
<tr>
<td>Corequisite(s)</td>
<td></td>
</tr>
<tr>
<td>Pre/Corequisite for</td>
<td></td>
</tr>
<tr>
<td>Restrictive Statement</td>
<td>Doctoral students only.</td>
</tr>
<tr>
<td>Curricula/Minors</td>
<td>Required</td>
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<tr>
<td>Qualified Elective</td>
<td>Ph.D. in Communication, Rhetoric, and Digital Media</td>
</tr>
<tr>
<td>Proposed Effective Date</td>
<td>Fall 2005</td>
</tr>
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<td>Approved Effective Date</td>
<td></td>
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**CATALOG DESCRIPTION:** Intensive critical study and evaluation of the conceptual vocabulary of rhetoric and its application to digital communication and digital media. Focus may include the following concepts: community, genre, figuration, argument, narrative, dialogue, deliberation, topoi, pathos, ethos, kairos.

**DOCUMENTATION AS REQUIRED**

Please number all document pages

- Course Justification ☒
- Proposed Revision(s) with Justification ☐
- Student Learning Objectives ☒
- Enrollment for Last 5 Years ☐
- New Resources Statement ☒
- Consultation with other Departments ☐
- Syllabus (Old and New) ☒
- Explanation of differences in requirements of dual-level courses ☐

**RECOMMENDED BY:**

Department Head/Director of Graduate Programs Date

**ENDORSED BY:**

Chair, College Graduate Studies Committee Date

College Dean(s) Date

**APPROVED:**

Dean of the Graduate School Date
Course Justification
Rhetoric is the ancient but also very contemporary study of how human beings influence each other through the use of language and other symbol systems. As such, it is part of the core offerings in the new program in Rhetoric, Communication, and Digital Media. As a humanistic discipline, rhetoric provides an historically rooted but evolving perspective covering argumentation and figuration, performance and text, with connections to logic, aesthetics, politics, and ethics. Recently, rhetoric has been the center of much interdisciplinary attention, as many disciplines have taken a “rhetorical turn” in their foundational conceptions—anthropology, economics, history, literature, philosophy, and sociology, for example. Rhetorical studies have firm departmental homes in both Communication and English departments nationwide, and important work is being done in both locations on the import and impact of digital technologies. This work includes attention to visual modes of communication as well as to text and interaction, while at the same time some scholars in visual design have adopted the discipline of rhetoric as an analytical frame. Rhetoric is thus an essential perspective for advanced interdisciplinary work on communication in the digital media.

Catalog Description
Intensive critical study and evaluation of the conceptual vocabulary of rhetoric and its application to digital communication and digital media. Focus may include the following concepts: community, genre, figuration, argument, narrative, dialogue, deliberation, topoi, pathos, ethos, kairos.

Student Learning Objectives
By the end of this course, students will be able to . . .

1. Use the conceptual vocabulary of both classical and contemporary rhetoric to interrogate and explicate digital communication and digital media.

2. Through examination of and engagement with a variety of digital media and communication tools, critique and reformulate the rhetorical vocabulary.

3. Evaluate current and evolving approaches to research and criticism of digital communication and digital media.

4. Identify, summarize, and criticize major trends and works in current rhetorical theory and criticism.

New Resources Required
No new faculty are required to teach this course, as the Departments of Communication and English have as many as five faculty qualified to teach it (Gallagher, Ingram, Zagacki, S. B. Katz, and Miller). As part of a new program, however, this course will be an addition to the total teaching load of the departments. Resources to replace the teaching of faculty involved in the new program have been requested in the Proposal to Establish the program.
Course Syllabus

Instructor
Dr. Carolyn R. Miller
Tompkins Hall 131-F, 515-4126, crmiller@ncsu.edu
Office Hours:

Course Prerequisites
COM/ENG 514 or 516 or ENG 515 or equivalent

Course Objectives
By the end of this course, students will be able to . . .
1. Use the conceptual vocabulary of both classical and contemporary rhetoric to interrogate and explicate digital communication and digital media.
2. Through examination of and engagement with a variety of digital media and communication tools, critique and reformulate the rhetorical vocabulary.
3. Evaluate current and evolving approaches to research and criticism of digital communication and digital media.
4. Identify, summarize, and criticize major trends and works in current rhetorical theory and criticism.

Course Materials
Most of our reading will be from current literature on library e-reserve. In addition, the following books have been ordered:


Course Requirements and Grading

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Seminar report on one of the weekly topics</td>
<td>15%</td>
</tr>
<tr>
<td>Course research project and seminar presentation</td>
<td>35%</td>
</tr>
<tr>
<td>Weekly “white paper” on course reading</td>
<td>30%</td>
</tr>
<tr>
<td>Participation in discussion</td>
<td>20%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
</tr>
</tbody>
</table>

I will consider giving an IN grade only in cases of documented personal emergency.

Attendance
Attendance is essential. As a seminar, this course is interactive, which means you must be there to interact. The quality and quantity of your participation will be part of your grade (see Course Requirements & Grading). If you must be absent for reasons beyond your control, please let me know in advance and in writing (don't trust my memory). Repeated absences will affect your grade.

**Academic Integrity**

In the academic community, the relationships between texts must be controlled and revealed in particular ways so that readers may make appropriate judgments about the sufficiency of information, the credibility of arguments, and the capabilities of the author. These are rhetorical judgments: they constitute what we call “academic integrity,” and they are central to the academic enterprise. Please raise questions in class or in conference if you have any doubts about appropriate attributions of sources or authorship in your own work. I will treat violations of academic integrity in accordance with university policy. See the University's Academic Integrity website and the Code of Student Conduct for statements about academic expectations. <links provided on the course website> 

**Accommodation for Disabilities**

In compliance with University policy, I will make reasonable accommodations for students with verifiable disabilities. In order to take advantage of available accommodations, you must register with Disability Services for Students at 1900 Student Health Center, Campus Box 7509, 515-7653; see also http://www.ncsu.edu/provost/offices/affirm_action/dss/. For more information on NC State's policy on working with students with disabilities, please see http://www.ncsu.edu/provost/hat/current/appendix/appen_k.html.
## Schedule

In general, two weeks are devoted to each major topic, the first week to traditional and central works in rhetorical theory and the second to applications to digital environments.

| Week 1 | **Introduction: Conceptualizing Digital Media and Digital Communication**  
Selections from Jonscher, Lanham 1993, Lévy, Manovich |
| Week 2 | **Community, Publics, and Virtual Community**  
Develin, Farrell, Hauser (selections) |
| Week 3 | Danet 1998, Doheny-Farina (selections), Etzioni & Etzioni, Warnick 2002  
(selections), Warnick 1998 |
| Week 4 | **Genre, Medium, Form**  
Bakhtin, Jamieson, Miller 1984 |
| Week 5 | Agre, Bolter & Grusin (selections), Dillon, Miller & Shepherd 2004, Vrooman, Yates & Orlikowski |
| Week 6 | **Argument, Narrative, and Hypertext**  
Fisher, Herman, Warnick 1987 |
| Week 7 | Kolb 1994, Landow (ch. 6, 8) |
| Week 8 | **Style, Figures, Links**  
Fahnestock, Franke, Tucker |
| Week 9 | Coyne (selections), Danet 1997, Kaplan, Kolb 1996 |
| Week 10 | **Pathos, “Presence” and the Attention Economy**  
Goldhaber, Lanham 1994, Newman, Perelman & Olbrechts-Tyteca (selections), Walker |
| Week 11 | **Ethos, Authorship, Trust**  
Garver (selections), Jarratt & Reynolds, Luhmann, Reynolds |
| Week 12 | Miller 2003, Miller 2004, Mitra & Watts, Winseck |
| Week 13 | **Kairos: Time, Space, and Progress**  
Carter, Hariman, Poulakos, Sipiora & Baumlin (selections) |
| Week 14 | Giddens, Marshall, McKerrow, Strate 1999, Strate 2003 |
| Week 15 | Student paper presentations |
| exam | Student paper presentations |

## Bibliography


