Multidisciplinary Design

While this program provides students with a solid foundation in all major aspects of Rhetoric and Composition, it also allows students to select a concentration area on a variety of topics. Students have created concentrations on topics such as Global Rhetorics, Digital Literacies, Second-Language Writing, Food Studies, Writing Transfer, Feminist Rhetorics, and Professional/Technical Communication. The faculty for these concentrations can come from Rhetoric and Writing or from faculty in English Education, Literature, Linguistics, Communication, and Education.

Requirements for the Degree

A. A minimum of 45-51 credit hours beyond the MA.
15 hours of core courses,
9 hours in a concentration,
3 hours of graduate seminar,
3 hours of an internship course,
3 hours of an elective course, and
12 hours of research courses, including the dissertation.

A. Foundation (Prerequisite) Courses

English 5309: Introduction to Rhetoric and Writing Studies

ENGL 5309—Introduction to Rhetoric & Writing Studies is designed to give you some broad disciplinary foundations in the fields of Rhetoric & Writing Studies. Introducing you to the field of Rhetoric & Writing Studies is not an easy task, given the breadth and depth of the two fields, one of which—Rhetoric—is among the oldest in the humanities. We begin by focusing on the theme of civic discourse, emphasizing how we, as trained rhetors, can facilitate "civility." This carries us into a broad examination of other current issues and topics in the field. The course will engage you in a combination of collective inquiries and individualized scholarship. We will study the material and explore the course's thematic focus through an occasional lecture, discussions, presentations, online dialogues, and scholarly projects. Most in-class time will be devoted to seminar-style discussions with a student in the role of facilitator for the discussion.

English 5346: English Teaching Methods

ENGL 5346: Composition Theory and Pedagogy is a teacher-education seminar that prepares newly selected TA and AIs to work and teach in the First-Year Composition program. The course addresses both theoretical and pedagogical issues associated with the teaching of writing. This includes theories of process, social constructivism, second-language writers, and technological literacies. It also includes the more "practical" side of teaching to cover assignment design, classroom management, and teaching with technology. The readings are selected to help students understand some history of composition instruction at the college level and to insert themselves into current conversations about teaching writing. By the end, students will be able to articulate a philosophy that reflects their theoretical and practical approaches to teaching in this discipline.

B. Required Core Courses

English 6310:   Rhetorical History I

ENGL 6310 History of Rhetoric I

In this course, we examine the history of rhetoric from multiple perspectives including: rhetoric as theory, rhetoric as social practice, rhetoric as pedagogy and rhetoric as performance. This course focuses on ancient Greek and Roman rhetorical theory but also emphasizes rhetorics "before and beyond" the Greeks and Romans to include Mesopotamian, Egyptian, Chinese, and Arabic rhetorical practitioners, as well as "Rhetoric in the New World."

English 6311   Rhetorical History II

ENGL 6311 History of Rhetoric II (Renaissance through Modernity)

In this course we explore rhetorical theories, techniques, treatises of language, and patterns in education that have contributed to the development of a certain history of rhetoric and of a rhetorical tradition. We work chronologically and topically, extrapolating the context, significance, and relevance of the work that has made history in our discipline. And we articulate the costs and benefits of a conceptualizing this corpus as a tradition and a history with alternative traditions and histories appended to it.

English 6319:   Composition Studies

ENGL 6319 Composition Studies

English 6319 will introduce you to the field of composition studies, as well as to the larger disciplinary domain of rhetoric and composition that simultaneously emerged with and alongside the scholarly development of composition. The goal is to immerse you in the history and evolution of the field's conversations and to thus provide you with a disciplinary framework to ground your scholarly contributions to this conversation and/or to ground your theorizing and practice of rhetoric and composition issues and principles in cultural contexts beyond academe.

The course is thus an historical survey, less of the origins and more of the development, of a discipline. The course is organized primarily across topics or primary issues that have dominated scholarly conversations from the mid-'60s to the present. Our goal is to grasp the historical context of topics and to trace the development of issues involved in the topic at hand.

We will also read, attempting to infer the implications of each issue in context of all others. In our readings, we'll want to strive to understand the writer's position and arguments, along with how and where they're saying it. Equally important, we will examine the assumptions that inform each writer's scholarship. We will use the following heuristic rubric to guide our analysis.

English 6320:   Advanced Critical Theories (Rhetorics of Race and Language)

ENGL 6320: Advanced Critical Theory

This course focuses on the historical background and contemporary applications of critical race theory and global language studies as they pertain to the field of Rhetoric and Writing Studies. After reviewing some of the foundational scholarship of Gramsci, Bourdieu, and Foucault, we delve into topics such as critical pedagogy, racial formations, whiteness studies, critical Latina/o studies, critical discourse analysis, World Englishes, and language policies in RWS. Readings include texts from Villanueva, Said, Bhabha, Hall, Mohanty, West, Dubois, Yosso, Van Dijk, Pennycook, Pratt, Horner, and Lu. Assignments include online discussions, short analytical papers, and a final project intended to serve as a draft of an article or a research prospectus.

English 6321:   Rhetoric and Technology

RWS 6321 Rhetoric and Technology
In Rhetoric and Technology 6321 our primary focus is on the ways that technology has been introduced and implemented into rhetoric and writing studies from the 1970s to date. To appreciate the ways that technology's focus and use have evolved in the field, we will study a broad array of publications so that we can come to our own informed understandings and conclusions about the role of technology in Rhetoric and Writing Studies classes and research.

C. Concentration

Three courses on a particular topic (in or outside of the English Department) according to the student's interest with the advisor's approval. Many students select these courses from the "Elective" menu.

D. Graduate Seminar

English 6130 : Graduate Seminar in Rhetoric (1 credit courses on various topics)

ENGL 6130 Professional Development Seminar
This one-credit-hour course is designed as a round table reflection and discussion around issues of professional development in RWS. Topics include but are not limited to professionalism (communication, relationships, commitments), conference proposals, networking at conferences and professional events, on-campus events, CV, online networking, writing groups, writing for publications, dissertation, qualifying exams, prospectus, e-portfolio, time management, and career plans. We will also delve into the root of some of these issues: such as fear and guilt, as well as the upside, confidence and compassion.

E. Internship

ENGL 5318: Community Literacy Internship

The Community Literacy Internship consists of students completing an internship with a non-profit organization. It is an English graduate course in which English M.A. and Ph.D. students may enroll. Students serve as writers, researchers, presenters, and in other capacities dealing with writing studies and literacy in its different aspects (e.g. computers, reading, writing, workforce skills, and language). Students have the option of selecting their own agency or choosing one from the list provided in class. They may also opt to work with an agency across the border in Juarez or in Las Cruces or any of the neighboring counties.

Agency mentors are asked to write a description of possible projects student interns can complete for them during the semester. At the beginning of the semester, students are shown all of the agencies' project descriptions, and they use these to determine where they want to do their internships. The goal is for students to apply what they have learned in their graduate courses in a workplace setting while serving and helping fill the literacy/communication needs of the El Paso/Juarez border community. The Community Literacy Internship's focus is in the internship itself. Though students are required to complete a number of assignments for the instructor, the internship carries the most weight.

Students enrolled in the community literacy internship course agree to:
1. Write a contract describing all the tasks/projects to be completed for the agency by the end of the semester and have

this contract signed by the agency mentor, the course instructor, and him/her;
2. Meet all of the agency's requirements (training, orientation, meetings, etc.);
3. Complete all agency and course assignments;
4. Meet all of the agency's and course deadlines;
5. Report on-going progress to the instructor;
6. Keep an internship journal;
7. Complete an agency and self-evaluation at the end of their internship; and
8. Conduct themselves professionally.

Agency mentors wanting to work with student interns agree to:
1. Complete an Agency Mentor Profile form;
2. Provide a written description of possible internship projects to Dr. Isabel Baca before the semester begins;
3. Make sure that whoever in the agency is going to directly supervise the student intern is familiar with the Community
Writing Partners program and guidelines;
4. Once student visits the agency and meets with the agency mentor, clearly communicate to the student what tasks/projects are to be completed, how, where and when and state what other requirements the student must meet, such as background check, orientation, training, etc.
5. Provide the necessary resources for the student intern to complete the assigned tasks;
6. Supervise the student throughout the internship and address any questions or doubts;
7. Communicate with the course instructor if need be;
8. Read and sign all required forms;
9. Complete an evaluation of the student intern at the end of the semester;
10. Treat student professionally.

F. Elective

Any graduate-level English course or an approved course from a related discipline outside of the English Department.

ENGL 5328 - Special Topics Rhetoric and Composition

ENGL 5328 - Global Rhetorics
This class examines rhetoric and globalization from a variety of interdisciplinary perspectives. Connections between language, place, and power are explored within Arjun Appadurai's framework of the five factors that shape global forces—ethnoscapes, technoscapes, finanscapes, mediascapes, and ideoscapes. The course draws on wide range of theories from fields that include Rhetoric and Writing Studies, Critical Literacy Studies, Feminist Studies, Education, Communication, and Anthropology. In addition to Appadurai's Modernity at Large, our readings include Berry, Hawisher, and Selfe's Transnational Literate Lives in Digital Times, Chavez's The Latino Threat: Constructing Immigrants, Citizens, and the Nation, Scenters-Zapico's Generaciones Narratives, and Dingo's Networking Arguments: Rhetoric, Transnational Feminism, and Public Policy Writing. Course assignments include a conference proposal and presentation, a draft of a scholarly article, and regular online discussions.

ENGL 5328 - Public and Intercultural Rhetoric
In this course we survey projects that use the labels "public" and "intercultural," (e.g., politics, activism, journalism, pedagogy, risk and scientific communication, medical rhetoric, health communication, change studies, positive deviance, entertainment-education, assessment and

evaluation, user-centered design, activity theory, action research) examining their philosophical grounding and implications while simultaneously reflecting on our own assumptions and ethics. In the second half of the course, we write a proposal for funding or programmatic change in a personal area of interest based on the projects we have studied.

ENGL - 5328 Genre Ecology Frameworks: Activity & Actor Network Theories
Our social networks include both people and artifacts (i.e., tools and sign systems). Assuming that the people and artifacts in our networks are not just things we 'use' to get from one point to another--rather, they themselves carry meaning and 'mediate' our lived experiences--studying writing and communication practices within these networks can help us understand how seemingly mundane practices affect the bigger picture of who we are and what we do. In this course we explore the theoretical underpinnings and conceptual uses and implications of activity theory (AT) and actor-network theory (ANT). While we approach this exploration from the vantage point of writing and communication, AT and ANT theories and research frameworks are used in sociology, education, psychology and several other disciplines, so multi-disciplinary perspectives are valued and encouraged).

ENGL 5328—Research Methods in Rhetoric & Writing Studies
Research Methods in Rhetoric & Writing Studies will introduce you to research methods used by researchers and scholars in rhetoric and writing studies (RWS). It focuses on ways of developing research problems and questions, designing studies, and conducting, reading and evaluating research. You will investigate scholarly issues, as well as designs and methods of research in rhetoric and writing studies; our primary focus will be on qualitative methods: ethnographic, archival, historical, theoretical, and others. We will read a variety of articles and chapters that introduce us to ethnographic methods used in RWS. We will also survey digital research methods, trends in RWS research and publication, university IRB policies, ethical standards, and strategies for managing research projects.

The course will engage you in a combination of collective inquiries and individualized scholarship. We will study the material and explore the course's thematic focus through lectures, discussions, presentations, online dialogues, and scholarly projects. Most in-class time will be devoted to seminar-style discussions with a student in the role of facilitator for the discussion.

ENGL 5328 - Writing Program Administration
Historically, many Writing Program Administrators learn on the job after spending some time as an assistant professor, perhaps without fully intending to ever be a WPA. However, the field is experiencing an increase in "born WPAs," those who plan and prepare to be a WPA while in graduate school. This course will help prepare Rhetoric and Composition graduate students for WPA work as well as help them understand the various roles that WPAs play. The main activities of the course will involve understanding institutional structures and leadership styles, documenting and describing WPA work, completing a WPA-related task, revising WPA-related scholarship, and creating solutions to potential WPA problems.

ENGL 5312—Technical Writing
ENGL 5312—Technical Writing
Technical Writing is designed to give you some broad disciplinary foundations in and practice of the field of technical writing/communication. Through intensive analysis of written documents and application of theories of technical writing, you will get practice in the rhetorical principles that inform the field. The course looks at some of the history, the current debate, and the future of technical writing; additionally, it introduces the students to fundamental theories of technical writing and the production of technical documents (e.g., reports and manuals). You, of course, will produce a number of different written documents reflective of the kinds of documents that are produced for the workplace.

* The program offers a certificate in Technical and Professional Writing. This course will not be granted credit toward the doctoral program if if it is being taught toward the certificate.

ENGL 5313 - Grant Writing
ENGL 5313 - Grant Writing

This course introduces you to the principles of writing grant proposals: finding potential funders, analyzing requests for proposals, anticipating the needs of reviewers, conforming to application guidelines, and writing a proposal. This course will include preparation of a substantial grant proposal. This completely online course helps prepare you for a career as a grant writer or for grant writing as a supplement to your academic and professional work. The assignments in this writing-intensive course provide the opportunity to work alone and collaboratively in a virtual setting. This course takes you step by step through the grant writing process, so don't be concerned if you have never written a grant proposal before. You will choose your topic, locate funding, and write a proposal for a cause that you care about.

* The program offers a certificate in Technical and Professional Writing. This course will not be granted credit toward the doctoral program if if it is being taught toward the certificate.

ENGL 5314 - Computers and Writing
ENGL 5314 - Computers and Writing

The purpose of this course is to engage in you in practical application on how the introduction of computers as multimedia – specifically digital media –has changed the process of writing. Since we will be in a computer classroom, the emphasis of this course is on practical application and getting to know various computerized composition processes by a two-fold focus on the following: 1) theories of writing from print culture to multimodal, visual interface culture and 2) theories of technical communication as a model that can prepare and inform your communication practices in working with computers and writing processes. The tremendous changes introduced by computers as "tools" (and some say "co-creators") of new modes of writing and communication has created changes in the way we understand rhetoric, composition, literacies, and also demands new technological abilities that are required in order to be considered literate in the 21st century in a global context. Since computers combine multimodal forms of communication such as text, visuals, animations, gestures, emoticons, and provide us the opportunity to compose in ways that were previously limited to specialist trades (consider how typesetting fonts, graphic design, movie and sound editing, and animation were previously specialized careers), the use of digital media allows us to evolve from monomodal writing to multimodal and multiliterate writing.

This course is intended to provide you with an understanding of these shifts (e.g. the increase in technologies and techniques of writing and the increasingly collaborative, global nature of it), but more importantly, to get a hands-on, practical understanding of these new types of writing by composing and becoming literate in using these technologies. Given that the course emphasis is on learning new composition technologies by way of writing through computers, we will read some key texts by various scholars in writing, semiotics, interaction/interface/visual design and visual/digital/intercultural rhetoric such as the New London Group, Kress & van Leeuwen, James Paul Gee, Roland Barthes, Rudolf Arnheim, Richard Lanham, Elizabeth Losh, Kristie Fleckenstein, Jim Porter, Geert Hofstede, Barry Thatcher, as well as various visionaries and pioneers in digital media, such as Janet Murray, Brenda Laurel, Ian Bogost, Michael Mateas and Andrew Stern, Vannevar Bush, Jorge Luis Borges, Tim-Berners Lee, Howard Rheingold, Jakob Nielsen, Lawrence Lessig, Henry Jenkins and others. The aim of this course is to enrich your understanding of how to use these technologies and give you a better mode of creating your own multimedia texts, whether we are talking about simple visuals, websites, apps, or functioning and working in three-dimensional environments such as video games and virtual worlds or using computer-mediated communication to communicate with non-collocated, globally dispersed teams.

ENGL 5316 - Graduate Writing Workshop

ENGL 5316 - Graduate Writing Workshop
This course is designed to help graduate students from all disciplines plan, draft, revise, and edit their own writing as well as respond to their peers' writing in a workshop setting. The course takes a rhetorical approach, which considers simultaneously decisions of purpose, audience, bias, persuasion, genre, syntax, word choice, citation systems, style, and more. Students will have the opportunity to reflect on strengths and challenges in writing, and they will be able to take accountability for personal growth in writing.
* This course will not count for credit to the degree plan, but it can be taken in addition to the required degree plan.

English 5311 - Persuasion and Argument
ENGL 5311 - Persuasion and Argument
According to Aristotle, rhetoric is "the faculty of observing in any given case the available means of persuasion." Taking a broad approach to this definition, we will bring argument and persuasion into the 21st century by examining current controversies in a variety of fields. This completely online course helps prepare you for academic and professional work: it will be useful in practical situations such as preparing persuasive arguments for other graduate classes, moderating a meeting in class or in the workplace, presenting a new idea to a professor or someone in senior management, and teaching a class or conducting a training session. The assignments in this writing-intensive course provide the opportunity to work alone and collaboratively in a virtual setting.

G. Research Courses

English 6395: Dissertation Preparation

English 6398 and **6399** : Dissertation

H. Maximum Time to Completion

Students accepted into the PhD program in Rhetoric and Composition must complete all requirements for the degree within eight years. The program is designed to be finished in 4 years.

I. Qualifying Exams

Students will take qualifying exams after successful completion of all courses with the exception of English 6395 and the dissertation.