

PWR2-2
winter 07

Cross-Cultural Rhetoric

Communicating effectively in a global community

Course Logistics

Instructors: Christine Alfano (alfano@stanford.edu) **Location:** Wallenberg Hall, Rm 123
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Course Description

In early 2006, the publication of a series of political cartoons depicting the prophet Muhammad precipitated a spectrum of reactions, from indignant editorials to public demonstrations and even retaliatory violence. Incidents like this one point to the need for fostering better communication between international communities. Our goal in this PWR 2 section will be to develop an understanding of effective cross-cultural rhetoric and the ways in which we need to adapt our strategies of argument to accommodate a global community.

What makes this section unique is that you will have the opportunity not only to research cross-cultural rhetoric, but to put your findings into practice. Our Stanford PWR 2 class will participate in a technologically-mediated cultural exchange with students in a rhetoric class at the University of Örebro in Sweden. Using video conferencing technologies, you will work on the rhetorical analysis of several different texts – including websites and political speeches -- exploring the way that cultural differences influence how we interpret materials and how we communicate those interpretations to others.



The Örebro-Stanford connection will be fostered not only by our bi-weekly webclasses but also by participation on a collaborative blog and a wiki where students continue the conversations begun in class. In addition, we'll have a face-to-face meeting with the Örebro instructors, who will visit our classes in late January to further explore the implications of this sort of cross-cultural exchange.

Through these cross-cultural activities, you will learn first-hand strategies for effective global communication. By the end of this course, you will be both accomplished researchers and practitioners of purposeful, powerful cross-cultural rhetoric.

This exciting project is sponsored by a WGLN grant.

Course Policies & Requirements

Attendance

The class attendance policy is pretty straightforward: you should arrive at class on time and attend all the scheduled classes and conferences. If you do miss a class, you must make it up and you also must still turn (on time) in any work due that day.

If you know in advance that you'll miss a class, let us know as soon as possible in writing via e-mail -- even if you also tell one of us verbally. Athletes with away games should provide us with a complete schedule of their trips at the beginning of the quarter. If you are absent due to illness, family emergency, or other unexpected events, please contact Alyssa or Christine as soon as possible so that we can determine a make-up plan for the work that you miss. If you are absent more than twice during a quarter, it may adversely affect your standing in the class.

For more details, please review the official PWR attendance policy in the Program in Writing and Rhetoric Policies & Resources document.

Participation

Class discussion, peer review, practicing presentations, and workshopping student writing are all important parts of the PWR learning experience, and we have no doubt that you will contribute positively to all these activities. We have the added opportunity this quarter to expand our definition of "participation" to a learning space beyond geographic and cultural boundaries as we engage in a virtual exchange with students from Örebro University in Sweden. Our collaborative activities with Sweden will take place during class time, though there is opportunity for you to continue the exchange outside of class as well.

Remember to be respectful of your classmates -- both at Stanford and in Örebro -- in your written and verbal comments. Tactless or negative remarks (even if you are "only kidding") are not acceptable.

Conferences and Office Hours

This quarter, you will attend at least three conferences. Attendance at all these conferences is mandatory, and since rescheduling missed conferences is often difficult, please take note of the date, time and location of any conference that you have signed up for. All the sign-up for the conferences will take place through our Conference page on the course wiki. Use our website's Conferences link to sign up for a meeting and also to confirm the date, time, and location of your conferences.

You may also come and see either Christine or Alyssa during their on-campus office hours on Mondays from 12:30-2:30pm in 460-335. We also are offering some online office hours. On Sundays, from 8pm-11pm Christine and Alyssa will be holding office hours in our coursework chat room (Alyssa will be online 8-10pm and Christine from 9pm-11pm); in addition, Christine will hold additional office hours Tuesday nights on AIM from 10:30 to midnight [screenname steener67]. If none of these times work for you, you can schedule an appointment to meet with either Christine and Alyssa at a different time, online or in person.

OCT meetings

In addition to your conferences with Christine and Alyssa, you almost must meet at least once during the quarter with an Oral Communication Tutor (OCT) -- though you are strongly encouraged to take full advantage of this resource and meet more than once. You can schedule an appointment with an OCT at any time by visiting <http://speakinghelp.stanford.edu> or you can go in person to the OCT drop-in hours Sunday-Thursday from 7-10pm in Sweet Hall 224. Please note that you must meet with one of the OCTs to be filmed before your final presentation and to review that tape. You will need to write a reflective self-critique about your visit to the OCT and about your assessment of yourself on film from the videotape of your practice session. You will need to submit this writing in your final presentation folder.

Readings

There are two required texts for this class, both of which should be on the bookstore shelves by Week Two:

- Edward Tufte's "Cognitive Style of PowerPoint" (2nd edition)
- Christine Alfano & Alyssa O'Brien's *Envision: Writing and Researching Arguments*, 2nd edition.
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All other readings will be available through Coursework or the course website. Many of these will be selected and shared by you.

Submission Guidelines

Below are some common conventions for submissions, although some assignments might have more specific directions. Please review the official PWR policy on plagiarism & academic integrity in the Program in Writing and Rhetoric Policies & Resources document.

Submissions: All submissions should be archived in your personal Coursework folder: text files should be attached as doc files or pdfs. Each major assignment submission should be accompanied by a cover memo, which should also be posted to your Coursework folder or appended to the beginning or end of your paper. Please see the individual assignments for further specifics about what should be included in each cover memo. Traditional academic writing should be typed, 1 1/2 inch-spaced, with roughly one-inch margins. You should use MLA documentation style, and all sources should be cited appropriately. Visuals are welcomed (and encouraged) in academic writing, as long as they are used effectively as evidence or argumentation (rather than as decoration), are integrated strategically into your text, and are cited appropriately as you would any source.

Please check the individual assignment sheets for specific instructions about submission.

Revisions: The PWR policy approach to revision is simple: writing is a process, not a product. For this reason, all of the major assignments in this class (written and oral) are incremental, involving drafting, peer reviewing, and revision stages. Revision, as we will discuss this quarter, involves more than editing or cosmetic corrections; it often involves significantly reshaping your argument, structure, and style.

A Note on Late Work: Unless you have received instructor permission at least 24 hours in advance of the due date in writing, late work will be graded down at the rate of a half a grade per day late. After one week, we reserve the right not to accept late work at all. You will not pass this class unless you complete and submit all of the major assignments for this class.

Paper returns: We will be using the DropBox feature in the new Coursework pilot site to return graded papers to you. Each student will have his/her own dropbox that can only be accessed by the instructors and that student, insuring the confidentiality of grades and comments.

Technology Use and Resources

Classroom Technology

We are fortunate to have been assigned to Wallenberg 125, a state of the art computer classroom, for our class meetings. During the quarter, we will have the opportunity to work with laptops, plasma screens, a smart panel, and two



large interactive Webster computers controlled by a stylus. Please treat all the equipment responsibly and with respect: don't reconfigure the computers, install any programs (especially chat software!), change the background, or remove any of the laptops or peripherals from the classroom without permission.

When you enter class each day:

- Please take and boot up your assigned laptop at the beginning of each class, unless otherwise directed.
- If you have problems with your battery, you can grab a power cord from the laptop cart and hook it up during class.

At the end of the class session:

- You should shut down the computer - not just close it up - and stow it again in the laptop cart on the appropriate shelf. Be sure to plug your laptop into the power cable located on that shelf.
- Also, you should carefully wind up any extra power cords you used during class and stow them on the bottom shelf of the computer cart.

If you prefer, please feel free to bring your own laptop to class to use instead of the Wallenberg laptops -- please note, however, it's best to bring only those personal laptops to class that have active wireless (so you can access the internet and class resources during class).

Tech Etiquette

We use computers constantly in class, and we're expecting you to use them productively to further our work in class -- not to IM, check e-mail, or visit ESPN.com. However, you're encouraged to take notes with your laptop on class material whenever you are inspired to do so; you can e-mail these notes to yourself or post them up into your Coursework folder.

Keep in mind that although this class takes place in a computer classroom, it is not a computer class. Accordingly, beyond our Tuesday Tech meeting early in the quarter, we will not be teaching "how-to" lessons on using technology, beyond the most necessary skills. For additional help on technology-related issues, you should make friends with your RCCs and familiarize yourself with the Meyer Help Desk and the Acomp website. In addition, draw on each other's strengths in the class - your classmates will be some of your most effective teachers. A few final tech etiquette notes:

- Cell phones should be turned off when you arrive at class. If you forget and your phone rings during class, please don't answer it: let it go to voicemail.
- Routinely back-up your work, not only on Coursework, but also on CDs, memory sticks, or your personal Leland space - and practice saving it many times. It is a good practice to often print papers just to have an extra copy (in case of crisis).
- Apple users should include the .doc extension on all documents posted to the class; alternately, save attachments as .rtf documents (rich text format) or .pdfs to allow viewing across different computer platforms.
- When presenting, make sure you have all the cables and connectors you need; visit the room early to set up. Test your PPT and multimedia to make sure the applicable software is loaded, and the fonts/ images show correctly.

Class website & Coursework

Our class website (<http://www.stanford.edu/group/ccr/w07/>) is an indispensable component of the course; you should mark it as a favorite or bookmark it on your computer as soon as possible. It provides you with access to a constantly updated weekly class schedule, to our conference schedule (the "Conferences" link), to contact information for the class ("Contacts" link), to assignment information (the "Assignments" link) as well as links to our coursework site ("coursework" link). You should check the homepage habitually for current information on the reading and writing assignments for each class. Also, since this is a community site, it is important that you report any broken links or content/design errors as soon as possible.

In addition to the website, we have set up a coursework site for our class through the new coursework pilot. This Stanford-designed and hosted online bulletin board environment will allow us to store documents and post/reply to messages; you should also use this space as a repository for work in progress and as a place to share materials of interest to the class. Our coursework site will supplement our class website; we will be using the Announcement, Drop Box, Course Materials and Chat room functions.

Please note that each student will have a folder in the class materials section for archiving his/her class materials; you are responsible for posting all of your assignments to your folder as you complete them. By doing so, not only will you create an electronic portfolio of your work that you can access from different locations on campus, but you will also have a complete back-up of your work in case the worst (i.e., personal computer failure) happens. You can connect directly to our coursework site through the button on the top of the navigation bar.

Keep in mind that since this is a Beta site, there might be some unexpected downtimes or bugs in the new coursework. You will not be held responsible for any deadlines missed because of coursework pilot problems -- however, if you ever do encounter problems that prevent you from posting materials, please e-mail them to us as a backup.

Class Wiki & Collaborative Blog

As part of our work in this class, we'll be using a class wiki and a collaborative blog. If you've never worked with either of these technologies, don't worry -- we're going to have a special Tech Tuesday meeting designed to help you learn the ropes. The exciting part about blogs and wikis is the way in which they enable collaboration -- and allow you to take a more active role in the class and its materials.

Our wiki is already linked through the top menu bar. Through the wiki, we'll set up conference schedules, personal profile pages, and contact information links. We'll also use the wiki for collaborative writing by student groups. We're also going to use the wiki technology to create a class blog that everyone can contribute to. By moving some of our discussion online, we hope to enrich our virtual exchange even more.

Keep in mind, a wiki by definition is designed to serve and to be produced by the community -- so all students should feel free to contribute to the wiki as much as they would like and to do so in a way that is respectful of other people's work while at the same time furthering the overall quality of the site.

Technology Resources

Residential Computing webpage: <http://rescomp.stanford.edu/home/>

The student page from Residential Computing offers helpful links to many Stanford resources. Be sure to check out the "Technical Stuff" links midway down the page. Also visit the main ResComp homepage (<http://rescomp.stanford.edu>) for a broader overview of services and campus events and issues of interest. For a list of Resident Computer Consultants, connect to the RCC webpage at <http://rescomp.stanford.edu/directory/rcc.php>.

Academic Computing's Homepage (Acomp): <http://acomp.stanford.edu/>

A general resource to Stanford computer facilities and services, the Acomp website provides links to cluster hours, study spaces, and instructions on getting connected on campus. For multimedia needs, link to Meyer's multimedia studio to find out software availability and hours of operation (http://academiccomputing.stanford.edu/clusters/studio_index.html).

Computing and Communication Page:

<http://www.stanford.edu/home/computing/index.html>

This site provides links to many tools and resources available to Stanford students and faculty. Be sure to visit the IT help page (at http://www.stanford.edu/home/computing/help_resources.shtml) and to familiarize yourself with the HelpSU option (available at <http://remedy-prod.stanford.edu/cgi-bin/helpsu2>) for personalized answers on computer problems. In addition, you can find a vast array of resources available -- advice on everything from purchasing a computer to desktop security by browse the "Topics" list at the bottom of the Computing and Communication page.

Essential Stanford Software: <http://www.stanford.edu/dept/itss/ess/>

This indispensable site provides downloads to recent versions of software (from web browsers to virus protection programs) available free to the Stanford community.

Class Schedule

Week One:

In class – Introductions, Moving from PWR 1 to PWR 2

Outside Class – Think about your own cross cultural experiences

Monday, Jan 8: No Class - Winter Break

Wednesday, Jan 10: Introductions, Course Overview & Rhetoric Refresher

Week Two

In class: Beginning our Cross Cultural Experience with Sweden

Outside class: Finding a research topic; conferences

Monday, Jan 15: No Class - Martin Luther King Jr. Remembered

Tuesday, Jan 16: Special Class Meeting - Tech Tuesday: 5:15-6:45pm in Wallenberg 125 (dinner provided)

For class: Bring a digital photo of yourself (think Facebook) and brief autobiography on a memory stick or send it to yourself via webmail so that you have access to it in electronic format during class. Brief autobio assignment: Consider this your opportunity to introduce yourself by composing a brief bio page that includes

- a bit about yourself personally (your background, travels, family, activities, life dreams)
- a bit about yourself academically or professionally (your major, experience, goals, etc).

- a closing paragraph describing the specific research you hope to pursue in this course
- Don't forget also to select a photo (or photos) to accompany your bio. Christine and Alyssa have samples available online of their own bios that you can use as models.

Wednesday, Jan 17: Cross Cultural Exchange - Video Conference #1 with Örebro/Topic - Show and Tell about Individual and Cultural Identity

For class:

- Complete and post your Student goal sheet in your Coursework dropbox
- Bring to class an item that represents your cultural identity (a magazine, a t-shirt, a photo, your laptop, an ipod, etc.) to share with the students from Örebro. If your cultural identity item is digital (i.e. a photo), please send it to us by 8:30am Wednesday morning.
- Read research proposal assignment sheet & research project overview
- Review Bob Smith's Marratech overview, "Marratech for Innocents" (<http://www.stanford.edu/~bobsmith/MarratechForInnocents.mp4>)

Week Three

In class: Reviewing research skills; Cross Cultural exchange, in person

Outside class: Starting your research

Monday, Jan 22 - Research Proposals and Research Refresher Workshop

For class:

- Review the Research Proposal assignment sheet and the example research freewrite in Envision, p. 120-122 (for the blue edition, p. 110-111)
- Post your Research Proposal draft to your Course Materials student folder in Coursework
- Read Envision ch1 - Think about how you will approach your text rhetorically.
- Read Envision ch4 - Look especially at the At a Glance boxes on p. 113 & 114 to think through your topic; also read carefully the At a Glance Box on p. 110 about "Constructing a Research Log".
- Bring in a primary source you will analyze as part of your project -- an ad, a movie poster, a speech, a news article -- and be ready to discuss it in class. If it's an electronic resource, post it in your research log (there's a folder called "Research Log" in your Course Materials student folder in which you can post up your research log entries).

Wednesday, Jan 24 - Cross Cultural Exchange - Video Conference #2 with Örebro/Topic - Analyzing Websites in small groups

For class:

- Post your revised Research Proposal to your Coursework student folder (under Course Materials) and bring a print out to class
- Read Envision ch5 -- focus on Websites and the Iceberg of Research
- Visit European Anti-Smoking campaign website and look at some of the ads for the different countries (use the tabs with the country names on the right)
- Locate a website that you want to analyze in your globally-distributed teams that warns against something -- it might be an Anti-Smoking

website or one that presents a similarly strong message against another current issue (i.e., against abortion, against animal testing, against war). You might also choose a pro-Website for variety, if you'd like. Post the URL in your Sweden Exchange folder in your Course Materials student folder on CourseWork.

- By Monday, midnight: Peer review the research proposals for your partners from Monday's group work; you can find them in the individual student folders in the CourseMaterials section of Coursework. Comment in Microsoft Word on the proposals (or in a separate file) and then re-post them to the student's research proposal folder. In addition to making specific comments on the proposal freewrite, please answer the following two questions from your perspective as an audience member,
 - The writer: What are the author's unique strengths as a writer and what areas of the writing need work or improvement? (You might comment on the title, the opening sentence, the use of visual rhetoric, the writer's style such as diction, concrete language and example, clarity, etc).
 - The text: What specific advice can you provide with regard to the methods and questions of inquiry in the proposal? (Here you engage rigorously with the substance of the research proposal.) That is, what additional methods or questions can you offer to help the writer continue to develop a research plan? Can you suggest ways to broaden/narrow the scope of the project? Feel free to share promising leads or ideas for pursuing the research project.

Week Four

In Class: Developing complexity in your argument

Outside class: Researching your topic

Monday, January 29 - Approaching your project rhetorically

For class:

- Read Envision ch2
- Read Ash Siddiqui's rhetorical analysis, "Oriental Persuasion: Re-Designing Car Commercials" (available through Examples folders in Course Materials on Coursework)
- Read & take notes on your own sources for your research project
- Blog assignment for last week (see Coursework Announcement entitled "Blog Assignment") should be completed.
- Optional: visit Flickr and search any of the following tags to see pictures from our classes: ccr, ccrJan17, ccrJan24, velcrogrou, muzikaholiksgrou, greenhatgrou, fuglesanggrou. Feel free to add any comments you would like to these pictures in Flickr!

Wednesday, January 31 - Cross Cultural Exchange - Video Conference #3 with Örebro/Topic - Analyzing Websites in small groups

For class:

- Read the Research Projects in Progress Presentations Assignment sheet
- Read & take notes on your own sources for your research project

Week Five

In class: Research Projects in Progress Presentations

Outside class: Researching your topic

Monday, February 5 - Research Projects in Progress Presentations

For class:

- Post your script for your presentation and any presentation materials to your Research-in-Progress Presentation folder in your student folder on Coursework folder (this deadline applies to everyone, whether you are presenting on Monday or Wednesday)
- Read Envision chapter 8
- Work on your collaborative project with your Örebro partner.
- Read & take notes on your own sources for your research project

Wednesday, February 7- Research Projects in Progress Presentations

For class:

- Work on your collaborative project with your Örebro partner.
- Read & take notes on your own sources for your research project

Week Six:

In class: Oral rhetoric and multimedia strategies; refining your thesis

Outside class: Researching your topic; Conferences

Monday, February 12 - Oral Rhetoric

For class:

- Re-read ch 8 in Envision (chapter 7 in the old, blue version of Envision)
- Read & take notes on your own sources for your research project
- Come prepared to present informally on one new secondary research source.
- Work on your collaborative project with your Örebro partner.

Wednesday, February 14 - PowerPoint and Multimedia

For class:

- Read Edward Tufte, "Cognitive Style of PowerPoint" (available for purchase at Stanford bookstore)
- Review Envision ch8, pages 271-276
- Review the Research Paper assignment sheet
- All of your research should be done by today; come prepared to start writing in class
- Work on your collaborative project with your Örebro partner.

Week Seven

In class: Invention, Arrangement and Style

Outside class: Outlining and drafting your paper

Monday, February 19 - No Class - Presidents' Day

Wednesday, February 21 - Understanding Arrangement & the Elevator Pitch

For class:

- Post your outline and partial draft of your research paper to your Coursework folder
- Read Envision ch3 & ch6
- Your Collaborative Analysis that you wrote with your Örebro partner should be posted on your group blog by class-time today.

Week Eight

In class: Embodied rhetoric

Outside class: Peer review of drafts; mandatory OCT conference

Monday, February 26 - Embodied Rhetoric

For class:

- Post the completed draft of your research paper to your Coursework folder and bring 1-2 paper copies
- Read the Final Presentation assignment sheet
- Reread Envision ch 5, on a "conversation with your sources"
- Comment on the Analyses posted on your Group blog.
- Bring your copy of Envision to class, please

Wednesday, February 28 - Cross Cultural Exchange - Video Conference #4 with Örebro/Topic - Analyzing Speeches in small groups

For class:

- Write up and post peer review feedback for each of the two writers from your group; refer to the Peer Review questions from the Envision website in composing your feedback -- you might focus on different questions for the different papers. Post your peer review comments into the writer's research paper folder on Coursework.
- Revised due date: Please wait for Örebro students to comment on your blog posts before commenting yourself -- revised due date for your comments is March 12.
- Make sure you have signed up for an OCT appointment: you must meet with an OCT before class on Monday the 5th
- Read speeches in preparation for today's video conference with Sweden.
- Review Brigitte Mal's analysis of Bush's speech on p. 55 in We are a Peaceful Nation. The speech itself is reproduced on p. 123.

Friday, March 2 - No Class - Assignment due: Complete your translation worksheet (located in Course Materials in Coursework) and post in your Coursework folder

Week Nine

In class: Dress rehearsals and final presentations

Outside class: Rehearse presentations; revise research paper; Conferences

Monday, March 5 - Dress Rehearsals for Final Presentations

For class:

- Post materials for your Practice Presentation in your Coursework folder (i.e., script, media materials such as PPT, film clips, URLs). Bring print out of script or notecards and any additional props or materials to use in your dress rehearsal.

Wednesday, March 7 - Final Presentations

For class:

- Post revised materials for your Final Presentation in your Coursework foldering, including your cover letter.

Morning Panels (9am-10:50am, Wallenberg 125)

Panel 1 - Marketing Popular Culture: Natalie, Doreen, Kareem
Panel 2 - International Challenges: Jillian, Kathleen, Yao, Andy

Evening Panels (7pm-9pm, Wallenberg Theater, dessert provided)

Panel 1 - Global-Local Opportunities: Anjali, Beth, Daniel, Alex
Panel 2 - Cultural Identities: Katrina, Mari, David, Mei

Week Ten

In class: Reflection, Assessment and Celebration

Outside class: Assemble & hand in final assignments

Monday, March 12 - Finalizing Writing: 10am Start Time Today

For class:

- Final revision of research paper due with a cover page (bio and abstract). Upload all final versions to Coursework. Bring to class two (2) print copies, stapled, along with any drafts with hand-written instructor comments/peer reviews.

In-class: fill out the reflection survey

Wednesday, March 14 - Cross Cultural Exchange: Video Conference #5 with Örebro/Topic - Collaborative Blogs and Student Virtual Conference

For class:

- Come to class ready for a final Video Conferences with Sweden
- Celebration and Party!

Thursday, March 15 - No Class: FINAL ASSIGNMENT DUE

By Thursday, March 15 (After the Video Conference):

- Write your final reflection letter to Professor Andrea Lunsford
- Post your letter in the "Reflection" folder and bring a signed printed copy to Christine's office
- Complete your University Evaluation for this course through Axess
- Complete the online WGLN Project Feedback Form - your responses will provide key data for our study! Thank you for being thorough!