Literacy & Rhetorical Studies
An Interdisciplinary Graduate Minor

Literacy Studies is essential for understanding the consequences of changing literacies. We make meaning, connect with others, take action, contest language ideologies, and transform our worlds through literacy.

—Cynthia Lewis, Professor of Curriculum & Instruction

Every discipline depends upon persuasive communication. The meta-discipline that offers the tools to understand how persuasion occurs in a variety of contexts is—and has always been—Rhetorical Studies.

—John Logie, Associate Professor of Writing Studies

The interdisciplinary graduate minor in Literacy and Rhetorical Studies (LRS) offers graduate students opportunities to interrogate issues related to writing and literacy, and to do so with faculty members drawn from disciplines across the University.

Students enrolled in this minor craft individualized programs that will complement their degree programs and open new perspectives for scholarship and teaching. LRS students’ specific literacy-related interests have included (but are not limited to) historical, feminist, and cultural analysis of literacy and rhetoric; theories and practices of writing pedagogy; reading and writing in non-academic settings; and effects of technology on literacy practice.

Graduate Minors: A Good Idea
A graduate minor develops specific subfields that support and expand your departmental major. Although the Graduate School does not require students to choose a minor, a minor fulfills the supporting field requirement. When included on a CV or transcript, a minor clearly communicates areas of specialty and expertise.

LRS: A Customizable Minor
The LRS Minor requires coursework and a writing project.

Coursework: three courses for a Master’s Minor, four for a Doctoral Minor, including one course in each of the following areas of literacy and rhetorical studies:
- literacy theory or practice, including pedagogy
- research methods and practices
- historical perspectives

The interdisciplinary course offerings that satisfy these requirements are both diverse and flexible. Students select courses to create a custom, coherent program.

Writing Project: A substantial piece of scholarship, such as a seminar paper, a thesis/dissertation chapter, or an article (for both Master’s and Doctoral Minors).

Application: A Simple Process
For students enrolled in a University of Minnesota graduate degree program, an application to the Minor includes the following items:
- a statement of purpose that explains the relationship of courses and research to professional goals (Suggested length: two single-spaced pages)
- a completed one-page application form
- a curriculum vitae
- relevant post-secondary transcripts
- one letter of recommendation

Contact
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Speaker Series
The LRS minor sponsors a Speaker Series to engage faculty and graduate students in rich discussions about the uses of language, reading, and writing.

recent speakers
Dylan Rodríguez, “Insult/Internal Debate/Protest”
Carolyn Miller, “Memoir, Blog, and Selfie: Genres of Self-Representation”
Catherine Prendergast, “What Do We Think the Book is Now? 2000 Students Weigh In”
Bruce Horner, “Writing English in Translation: ELF, World Englishes, and Diversalité”

Research Series
The LRS Minor Research Series promotes current scholarship about literacy and rhetoric studies by providing an opportunity for faculty and students affiliated with the LRS Minor to present their research.

recent presentations
Sarah Puett, “Literacy of Counterpublics: An Ethnographic Study of Local Resistance”
Dan Philippon, “Eating in the Anthropocene: What’s Writing Got to Do With It?”
Samantha Bauer, “Can Representations of Hijabi in Comics Challenge or Change Stereotypes?”
Amanda Taylor, “Embattled: Debating and Fencing in Sixteenth-Century Italy and England”

Examples of Student Programs
see writing.umn.edu/lrs/students.html

Funding: Summer Fellowship and Travel Grants
see writing.umn.edu/lrs/funding.html for information on grants and scholarships.

The LRS Minor has led me to research that I didn’t expect to be interested in, but ended up being one of the most fascinating chapters of my dissertation. ...
I’ve presented work in progress at our Research Series, and have had faculty seriously engage my work, even asking to read it in-depth and offer suggestions for my revision. I’ve never been in a more collaborative space where faculty volunteer to mentor graduate students.
—Sara Lindey, PhD in English with LRS minor, University of Minnesota

LRS Minor Faculty

Center for Writing
Daniel Emery
Pamela Flash
Kirsten Jamsen
Katie Levin
Matthew Luskey
Jasmine Kar Tang

Communication Studies
Karlyn Kohrs Campbell
David Gore (UMD)
Ronald Greene
Michael Pfau (UMD)
Art Walzer

Cultural Studies & Comparative Literature
Robert Brown

Curriculum & Instruction
Martha Bigelow
Kendall King
Amy Lee
Timothy Lensmire
Cynthia Lewis
Thom Swiss
Diane Tedick

English
Michael Hancher
Dan Philippon
Geoffrey Sirc

Organizational Leadership, Policy and Development
Rosemarie Park

Writing Studies
David Beard (UMD)
Lee-Ann Kastman Breuch
Patrick Bruch
Richard Graff
Laura Gurak
Anne Lazaraton
John Logie
Chongwon Park (UMD)
Thomas Reynolds
Donald Ross
Elizbethada Wright