UNIVERSITY OF CENTRAL FLORIDA

ENC 3375 - RHETORIC IN POP CULTURE

Section: 0001

College of Arts and Humanities

Department of Writing and Rhetoric

Course Information

Term: Fall 2026
Class Meeting Days: R
Class Meeting Time: 03:00PM - 04:15PM
Class Meeting Location: CB1 O303
Modality: M
Credit Hours: 3.00

Instructor Information



Name: Vee Kennedy
Office Location: TCH168-A
Email: Vee.Kennedy@ucf.edu

Course Description

ENC 3375 CAH-WRITE RHET 3(3,0)Rhetoric in Popular Culture: PR: Grade of C (2.0) or better in ENC 1102 or equivalent. Exploration of rhetorical theories and strategies in a specific popular culture discourse or medium such as sports, comics, and food. Repeatable once with different content. Fall, Spr

This course traces the multimodal use of rhetoric in Japanese media, focusing on anime through its rhetorical genre conventions. Both western and global rhetorical theory are used for analysis. No prior instruction in Japanese language, culture, or media studies is necessary.

This course is offered through the Department of Writing and Rhetoric. Any concerns should be brought to the attention of the faculty member. If resolution cannot occur with the faculty member, contact Dr. Melody Bowdon, Chair at melody.bowdon@ucf.edu.

Student Learning Outcomes

After successful completion of this course, students will be able to:

- Recognize the role that rhetorical theories, methods, and practices play out in popular culture
- Discuss your understanding of the skills, values, ideologies, constraints, and freedoms of being a rhetorician in the public sphere
- Write with confidence in a range of genres and media
- Discuss rhetoric in media in global contexts, particularly across cultural and linguistic differences mediated by translation and localization

Required Course Materials and Resources

No Materials Required

Course Assessment and Grading Procedure

Assignment Percentage of Grades

Attendance and Participation	15%
Weekly Process Assignments	30%
AI Position Research Posterboard & Reflection	25%
Rhetorical Analysis Paper	25%
Final Reflection	5%

Attendance and Participation (15%)

Attendance and participation is worth 15% of your overall course grade for a total of 15 points. Outside of any unexpected university closures and our conferences on our rhetorical analysis paper, we will meet once weekly for one 1 hour and fifteen minute session, for a total of twelve class meetings. Attendance will be taken daily via sign in sheet. I value daily participation in each class session and our in-class activities each class period at 1 point per day, which provides a small amount of wiggle room for students who may need to miss class once without their grade being impacted. This does, however, mean that with every absence, you will be deducted 1 point. It is of the utmost importance that you prioritize class attendance and are fully present for the duration of class time.

Weekly Viewing and Reading Assignments (30%)

Most weeks in class, you'll be given a "choose your own adventure," list of three or four anime to watch and a prompt to write about in response that relates to our course readings and lecture materials for the week. You will only need to choose one piece to watch and analyze. The "choose your own adventure," mechanic is for two reasons – first, to provide students choice and agency and to expose them to more varied material each week, and second, to account for the fact that not everyone has access to the same streaming services or hard media through either public libraries or their own personal collections. While I will make every effort to provide students with video links for example anime we'll analyze, it's possible that at least some of the options will be inaccessible to some students some of the time. Weekly Viewing responses will typically be in the range of 300-400 words with at least one reference to each of our course readings.

These assignments will be submitted through Webcourses and worth 3 points each.

AI Position Research Posterboard & Reflection (25%)

One topic we will discuss at length in class is the proliferation of GenAI tools in the production of anime. Students will create a research posterboard that presents strong, evidence-based claims both for and against the use of GenAI tools in anime production. You will pair it with a 2-4 page position reflection where you stop being neutral and take a side - either for or against - the use of GenAI tools in anime production, and you will defend your side with textual evidence. The project will be submitted as a draft (worth 12.5 points), a full draft (worth 12.5) and an optional further revision opportunity, where students can "win back" points lost.

Rhetorical Analysis Paper (25%)

Students will undergo the process of writing a 8-10 double-spaced page rhetorical analysis of the anime of their choosing. This portion of the grade will be divided into a proposal (5%), a first draft (5%), peer partner writing workshop (5%), a one-on-one conference with Professor Kennedy (5%), and a revised draft (5%).

Final Reflection (5%)

We will close out the semester with a 2-3 page reflective response on how our AI position research posterboard, rhetorical analysis projects and the broader weekly viewing responses we've conducted have enhanced our understandings of anime as rhetorical. Students will be provided a prompt and will respond via Webcourses.

Assignment Schedule

Due Date	Assignment Name	Assignment Type	Points
	Weekly Attendance and Participation Points	Assignment	15
8/30/26	Weekly Viewing and Reading Response 1	Assignment	3

Grading Scale

Grading Scale

Letter Grade	Percentage
A	94-100%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	74-76%
C-	70-73%
D+	67-69%
D	64-66%
D-	61-63%
F	0-60%

Communication Expectations

All communication for this course should take place through your university email address or through Webcourses. I will communicate using this e-mail and Webcourses messages; you can expect to hear from me within 24-48 hours on weekdays. I will not respond on weekends.

Policies for Course Grade

In-Person Attendance Requirement

This course will invite you to collaborate and talk through ideas about how rhetoric functions in anime. Contributing to these conversations will be an important part of the learning process for this class. Not attending class regularly is likely to make it difficult to complete writing assignments according to course standards. We'll also be using in-class time for viewing material that is particularly challenging to access on your own. While I am more than happy to accommodate extenuating circumstances, the general expectation is that you will attend all our class meetings unless you are ill or are representing the university in an authorized event. Please let me know in advance if circumstances arise that may prevent you from attending class. This policy is not meant to be punitive, but rather, to better assist you in keeping on track in light of our busy schedule. I reserve the right to request documentation to verify repeated absences.

Missed/Late Assignments

Most assignments in the course have a weeklong grace period during which a 10% deduction in score is made per day late before the assignment locks and closes on the 7th day. Assignments submitted more than 7 days late will not be considered for any partial credit.

Extension Policy

Professor Kennedy can sometimes provide extensions on assignments. Extensions must be requested before the deadline for the assignment. No retroactive extensions will be granted. If an extension is granted, the assignment will still close at the standard time on Webcourses and the gradebook may display a "0". Students will submit work completed on an extension through Webcourses message as file attachments or via e-mail.

Make-up Work Policy

Students who represent the university in an authorized event or activity or example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be

applied if the student gives advance notice and communicates with the instructor following UCF policy. In the case of an authorized university activity, it is your responsibility to show me a signed copy of the Program Verification Form for which you will be absent, prior to the class in which the absence occurs or due date you need extended.

Students must also notify their instructor in advance if they intend to miss an assignment or class for a religious observance. For more information, see the related UCF policy.

Make-up Assignments for Authorized University Event or Co-curricular Activities

Students who represent the university an an authorized event or activity (for example, student athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied if the student gives advance notice and communicates with the instructor following UCF policy. In the case of an authorized university activity, it is your responsibility to show the instructor a signed copy of the Program Verification Form for which you will be absent, prior to the class in which the absence occurs or due date you need extended. For more information, see UCF Policy 4-401.

Make-up Assignments for Religious Observances

A student who desires to observe a religious holy day of his or her religious faith must notify their instructor as soon as practicable prior to the observance. Students who are absent because of religious observances will be permitted a reasonable amount of time to complete any missed work. For more information, see UCF Regulation 5-020.

Artificial Intelligence (AI) Use Policy

Use of Turn-It-In and Chat GPT (AI) Detector and Novel Technologies Policy

I am a strong proponent of students' using digital tools to make their lives easier and enhance their educational journeys so long as technology use is conducted with integrity. There are stated times in ENC 3375 where Professor Kennedy will encourage, but never require, students to use AI tools. In these scenarios, Professor Kennedy will typically recommend that students use the version of Microsoft CoPilot available to them when they sign in with their UCF IDs rather than any other third party tools, as this iteration of Microsoft CoPilot provides certain protections that other AI tools do not. Outright plagiarism where a student submits the output of an AI tool or agentic browser in response to an assignment where it is stated to be forbidden is never acceptable and will have academic consequences as described in the "AI Overuse and Misuse" portion of the syllabus. The amount of novel technologies we encounter in our day-to-day lives can make determining what counts as academic dishonesty and what counts as fair use much more challenging. If you are ever unsure if the way you are using technology or online tools constitutes Academic Dishonesty, please don't hesitate to ask—you will be in good company, as often we as academics spend a lot of time asking ourselves these same questions.

AI Overuse and Misuse

If I determine that a student has "overused" or "misused" AI tools beyond the stated parameters for an assignment, the student will receive a "0" grade with a chance to revise resubmit the assignment within 48 hours for partial credit. Examples of "overuse" and "misuse" may vary per assignment, but can be broadly construed as submitting text that is in no part human written or includes fabricated (fake/"hallucinated") quotations or sources or otherwise meets the criteria for academic misconduct as described by UCF's Code of Conduct at Student Conduct and Integrity Office. Repeated cases of AI overuse and misuse may result in disciplinary action as outlined in the Academic Integrity portion of the syllabus.

AI Conscientious Objection

There are some students with deeply held moral and ethical convictions who would prefer not to use or prompt Generative AI tools themselves as

part of their academic experiences. For this class, the heart of many of our prompting activities have less to do with prompt engineering literacy and more to do with effective analysis of Large Language Model generated material. As such, in most cases, if a student does not want to participate in the prompting process themselves, alternative exercises can be provided upon request. Please speak to your instructor on a case-by-case basis as these situations arise.

Disability Access & Accommodations

The University of Central Florida is committed to providing equal access to all students with disabilities (ADHD, learning disabilities, Autism, chronic medical conditions, physical disabilities, etc.). To receive consideration for reasonable disability-related course accommodations, disabled students must contact Student Accessibility Services (SAS) and complete the steps required for SAS to review accommodation requests. More information can be found on the UCF Student Accessibility Services website under the Start Here tab or by contacting SAS directly (Ferrell Commons 185; sas@ucf.edu; Phone - 407-823-2371).

Approved accommodations are shared with course instructors via the SAS Course Accessibility Letter. Implementing certain accommodations may require discussion about specific considerations of the course design, course learning objectives, and the individual academic and course challenges experienced by the student. While students with disabilities or chronic health needs are also encouraged to discuss any course concerns with professors in addition to contacting SAS, professors are not required to facilitate disability-related adjustments to the course unless the professor has received a Course Accessibility Letter from SAS that outlines approved accommodations.

Academic Integrity

Students should familiarize themselves with UCF's Code of Conduct at Student Conduct and Integrity Office. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

1. Academic misconduct is defined as any submitted work or behavior that obstructs the instructor of record's ability to accurately assess the student's understanding or completion of course materials or degree requirements (e.g., assignment, quiz, and/or exam). Examples of academic misconduct include but are not limited to: plagiarism, unauthorized assistance to complete an academic exercise; unauthorized communication with others during an examination, course assessment, or project; falsifying or misrepresenting academic work; providing misleading information to create a personal advantage to complete course/degree requirements; or multiple submission(s) of academic work without permission of the instructor of record.
2. Any student who knowingly helps another violate academic behavior standards is also in violation of the standards.
3. Commercial Use of Academic Material. Selling of course material to another person and/or uploading course material to a third-party vendor without authorization or without the express permission of the University and the instructor of record. Course materials include but are not limited to class notes, the instructor of record's slide deck, tests, quizzes, labs, instruction sheets, homework, study guides, and handouts.
4. Soliciting assistance with academic coursework and/or degree requirements. The solicitation of assistance with an assignment, lab, quiz, test, paper, etc., without authorization of the instructor of record or designee is prohibited. This includes but is not limited to asking for answers to a quiz, trading answers, or offering to pay another to complete an assignment. It is considered Academic Misconduct to solicit assistance with academic coursework and/or degree requirements, even if the solicitation did not yield actual assistance (for example, if there was no response to the solicitation).

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule*. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct and Academic Integrity, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the

University through suspension, dismissal, or expulsion with the addition of a "Z" designated on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

Title IX

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at Let's Be Clear and UCF Cares.

For more information on access and community engagement, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – ONAC – Office of Nondiscrimination & Accommodations Compliance & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services – Student Accessibility Services & sas@ucf.edu
- Access and Community Engagement (including the Ginsberg Center for Inclusion and Community Engagement, Military and Veteran Student Success, and HSI Initiatives)
- UCF Compliance and Ethics Office – Compliance, Ethics, and Risk Office & complianceandethics@ucf.edu
- The Ombuds Office is a safe place to discuss concerns.

Reporting an Incident or Issue

If you believe you have experienced discrimination by any faculty or staff member, contact the Office of Nondiscrimination & Accommodations

Compliance via the ONAC website or at 407-823-1336. You can also choose to report using the UCF Integrity Line either anonymously or as yourself at 1-855-877-6049 or by using the online form. UCF cares about you and takes every report seriously. For more information see the Reporting an Incident or Issue Webpage.

Deployed Active-Duty Military Students

Students who are deployed active-duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make arrangements.

Campus Safety

At UCF's Public Safety and Police, safety is the top priority. Emergencies on campus are rare, but if one should arise, it's important to be familiar with some basic safety and security concepts.

- In an emergency, always dial 911.
- Every UCF Classroom has an Emergency Procedure Guide posted on a wall near the door, which will show you how to respond to a variety of situations. This guide can also be found online here.
- In the event of an active threat, remember **AVOID, DENY, DEFEND**. Choose the best course of action and act immediately. Watch the video here to learn more.
    - **AVOID**. Pay attention to your surroundings and have an exit plan. Get as much distance and as many barriers between you and the threat as quickly as possible.
    - **DENY**. When avoiding is difficult or impossible, deny the threat access to you and your space. Lockdown by creating barriers, turning the lights off and remaining quiet and out of sight. Make sure your phone is silenced, but do not turn it off.
    - **DEFEND**. When you are unable to put distance between yourself and the threat, be prepared to protect yourself. Commit to your actions, be aggressive and do not fight fairly. Do whatever it takes to survive.
- For emergencies on campus, UCF will utilize the UCF Alert system. All UCF students, faculty, and staff are automatically enrolled to receive these email and text alerts, however, it's a good idea to frequently ensure your contact information is up to date.

Financial Aid Accountability

All instructors are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete this activity by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

Class Schedule

Week	Topic	Assigned Reading(s)
1 8/24-8/30 Class: 8/27	Course Introduction & Expectations and Reminders about Rhetoric Watch ONE film: Spirited Away (HBOMax/Hulu/Prime), Your Name (HBOMax/Hulu/Prime), The First Slam Dunk (Netflix), Jujutsu Kaisen 0 (CrunchyRoll) and complete Reflection 1	"Anime Industry Report Shows Overseas Anime Market is Bigger than Japanese one, but is this a Cultural Tipping Point?" - Baseel, Sora24 News Why Rhetoric? Losh & Canon [PDF]
2 8/31-9/6 9/3 No In-Person Class Due to Football	Studying Rhetoric in Popular Culture Watch ONE episode: Frieren: Beyond Journey's End (Crunchyroll), PLUTO (Netflix), Attach on Titan (Hulu/Crunchyroll) and complete Reflection 2	Selections from What Is Popular Culture and Why Study It? by Levitt [PDF] and Craig's Japan Pop! Inside the World of Japanese Popular Culture [PDF]

Week	Topic	Assigned Reading(s)
3 9/7-9/13	Studying *Anime* Existing Approaches and Tensions and how Rhetoric can help Watch ONE: Time of Eve (Youtube), Reboot (Youtube), Avatar: The Legend of Korra (Prime, Paramount+), My Adventures with Superman (Hulu, HBOMax, Prime) and complete Reflection 3	Selections from Berdt: Anime in Academia - Representative Object, Media Form, and Japanese Studies [PDF] Selections from What Is Popular Culture and Why Study It? by Levitt [PDF]
4 9/14-9/20	A Brief History of *Anime* Watch ONE episode: AstroBoy 1963 (PrimeVideo), Mobile Suit Gundam 1979 (Crunchyroll, Prime), Lupin the III (Crunchyroll), Galaxy Express 999 (Crunchyroll) and complete Reflection 4	Selections from Novielli's Floating Worlds: A Short History of Japanese Animation [PDF]
5 9/21-9/27	Propaganda and War Rhetoric in the 1940's Watch: **Your Choice!** I recommend choosing something you intend to analyze for class. Homework: Proposal for Rhetorical Analysis	In-Class Viewing: *Momotarō's Sea Eagles; あひる陸戦隊* and selections from Walt Disney Cartoons
6 9/28-10/4	The Pacific War in Japan Homework: Grave of the Fireflies (Netflix) or The Wind Rises (HBOMax, Prime, Hulu) and complete Reflection 5	In-Class Viewing: Barefoot Gen

Week	Topic	Assigned Reading(s)
7 (10/5-10/11)	The Postwar: Reconstruction Watch ONE: In This Corner of the World (2016) (Prime, Netflix), Rainbow (2010) (Crunchyroll) and complete Reflection 6	TBA
8 (10/12-10/18)	The Postwar: Rhetoric and Technology, Part I Watch ONE: Akira 1988 (Crunchyroll, Prime Video) or Ghost in the Shell 1995 (Prime) and complete Reflection 7	Bolton Chapter [PDF]
9 (10/19-10/25)	The Postwar: Rhetoric and Technology, Part II: Mecha Watch One Episode: 1979 (Crunchyroll, Prime), Neon Genesis Evangelion (Netflix, Prime), The Vision of Escaflowne (Crunchyroll), and Half-Draft of Rhetorical Analysis	TBA
10 (10/26-11/1)	Rhetorics of Artificial Intelligence in Anime Watch One Episode: PLUTO (Netflix) Ghost in the Shell: Stand Alone Complex (Hulu, Prime), Psychopass (Prime, Crunchyroll) and Reflection 8 and Research Posterboard Draft	TBA

Week	Topic	Assigned Reading(s)
11 (11/2-11/8)	Rhetorics of Globalization: Global Japanese Pop-Culture and Remix Watch One of the following, In Japanese: Sailor Moon, Pokémon, Crayon Shin-Chan, Ghost Stories, Reflection 9, Research Posterboard and Reflection Submission	Watch in Class: Robotech
12 (11/9-11/15)	Rhetorics of Translation: Pop Culture Localization and Reflection 10 Rhetorical Analysis Half – Draft Homework: Workshop on Full Draft of Rhetorical Analysis	Iwabuchi: How Japanese is Pokémon? From *Pikachu's Global Adventure* [PDF]
13 (11/16-11/22)	Individual Conferences with Professor Kennedy on Final Rhetorical Analysis Papers	TBA
14 (11/23-11/29)	**No Class – Thanksgiving**	TBA
15 (11/30-12/6)	Course Wrap Ups: Rhetorics in Pop Culture and Futures	
16 (12/7-12/13)	No In-Person Meeting During Finals	Final Paper Due: December 11th, 11:59 P.M. Grading Deadline: