

**P A R E N T A L**  
**A D V I S O R Y**  
**E X P L I C I T C O N T E N T**

By signing this document, I \_\_\_\_\_ (Print name) agree to the terms of this syllabus and approach the material in a respectful way as well as respect my fellow classmates during the course of this class.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**San José State University**  
**School/Department**  
**Course Number, Title, Section, Semester, Year**

## **Course and Contact Information**

<b>Instructor:</b>	Steven Domingo
<b>Office Location:</b>	Faculty Office Building 107
<b>Telephone:</b>	(408) 338-8578
<b>Email:</b>	steven.domingo@sjsu.edu
<b>Office Hours:</b>	T/R 11:00AM - 1PM @ The Steinbeck Center, 5th Floor MLK Library
<b>Class Days/Time:</b>	T/R 9:00AM-10:15AM
<b>Classroom:</b>	Sweeney 413

## **Course Format**

### **This is a Technology Intensive Course**

For this class you will need internet access by means of desktop, laptop, tablet, smartphone, etc. Martin Luther King Jr. Public Library has access to computers on the 3rd and 4th floors. There are also computers available for student use in Clark Hall.

## **Course Description**

The origins of current rhetorical traditions trace its roots back to hip-hop music. Adam Banks explains this position in his book *Digital Griots*, stating that “we live in and write in a ‘remix culture’...DJ Kool Herc, Afrika Bambaataa, and legions and lineages of other DJs... are responsible for the conceptual framework that forms our response to the challenges of digital, multimedia writing... For all of our academic affection for citing major theorists... in the Hip Hop tradition... lived theory and created writing practices... helped make postmodern conceptions of writing possible.”

English 1A is an introductory writing course that helps students understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, students learn to think clearly and write effectively as they give form and coherence to complex ideas. Students practice these skills by writing for various audiences and rhetorical situations. This course will cover writing on several different platforms including both in academic and new media settings. Specifically, we will be examining different forms of writing and how one must adapt to the platform in terms of formality, professionalism, and creativity. Our overarching goal is to write with authority and claim ownership over all of the projects in this class. This semester we will write, edit, revise, and reflect on our writing with the support of your teacher and peers. The course will be demanding and a portion of the readings will be dense. The texts we will be covering

will be multimodal, ranging from hip-hop albums, to graphic novels, to formal academic papers. Multimodal, New Media, and Socio-cultural pedagogies challenge the way we think about the world and what it means to read. By studying different types of media through Multimodal practices, we will explore the different ways writing affects change in the world. In addition, through studying New Media, we will learn how to represent ourselves professionally and intellectually on online platforms in order to communicate through 21st century platforms. Finally, through Socio-cultural pedagogical practices, we will interpret these texts through our own personal lenses. The texts chosen speak authoritatively on several different subjects. We will be analyzing these texts and learning to write authoritatively through our own lived experiences.

## Course Goals

1. To analyze and evaluate a variety of different kinds of writing
2. To learn how to write within word and content restraints
3. To understand the differences between a variety of audiences and platforms
4. To engage in productive discussions respectfully
5. To practice modes of academic inquiry
6. To gain a personal understanding of one's own beliefs and identity in relation to the texts

### GE Learning Outcomes (GELO)

Students shall achieve the ability to write complete essays that demonstrate college-level proficiency in all of the following:

1. read actively and rhetorically.
2. perform the essential steps in the writing process (prewriting, organizing, composing, revising, and editing) and demonstrate an awareness of said performance.
3. articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals.
4. integrate your ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres.
5. use college-level language with clarity and grammatical proficiency.

Prerequisite: Completion of *Reflection on College Writing*

Satisfies GE Area A2: Written Communication I (with a grade of C- or better)

## Grading Policy

All work must be submitted on time. Any unexcused late work will be graded down a full letter grade for every day it is late. If there is a reason you cannot make a deadline, contact me **BEFORE THE DEADLINE**. You must turn in all assignments to pass the class. Course grades will be calculated using the following scale:

93% - 100% = A	80% - 82% = B-	67% - 69% = D+
90% - 92% = A-	77% - 79% = C+	63% - 66% = D
87% - 89% = B+	73% - 76% = C	60% - 62% = D-
83% - 86% = B	70% - 72% = C-	0% - 59% = F

# Participation

For a class like this one, much of the learning happens in class. Therefore, it is imperative that you be in class every day and participate in class activities and discussions. Class participation entails: (1) demonstrating that you've completed the readings/assignments, (2) contributing to class discussions, and (3) completing in-class assignments.

**Please note:** sometimes projects and class discussions will include material of a sensitive nature. In this course, students may encounter materials that differ from and perhaps challenge their understanding of reality, their ideas, and their beliefs. Students are encouraged to discuss issues that may arise from such material with the instructor.

**Please ALSO note:** If you have special needs or accommodations requests, see me as soon as possible. Failure to do so may result in your forfeiture of the accommodations you may deserve. Feel free to talk to be about any concerns.

# Required Texts/Readings

## Textbook

[Understanding Rhetoric: A Graphic Guide to Writing](#) (You can buy used/older editions)

## Other Readings

I will post links to the following albums on [sanjosehiphopheads.wordpress.com](http://sanjosehiphopheads.wordpress.com) & essays will be accessible through Canvas.

These readings are subject to change prior to the class dates they are assigned.

Albums:

1. [Public Enemy - It Takes a Nation of Millions to Hold Us Back](#)
2. [NWA - Straight Outta Compton](#)
3. [A Tribe Called Quest - The Low End Theory](#)
4. [Dr. Dre - The Chronic](#)
5. [MF Doom - Operation Doomsday](#)
6. [Nas - Illmatic](#)
7. [Jay-Z - Reasonable Doubt](#)
8. [Jay-Z & Kanye West - Watch the Throne](#)
9. [Kendrick Lamar - good kid, MAAD City](#)
10. [Lauryn Hill - The Miseducation of Lauryn Hill](#)
11. [Chance the Rapper - Acid Rap](#)
12. [Snoop Dogg - Doggystyle](#)
13. [2pac - 2Pacalypse Now](#)
14. [2pac - Me Against the World](#)
15. [Makaveli - Don Killuminati: The 7 Day Theory](#)
16. [Erykah Badu - Baduizm](#)
17. [Frank Ocean - Channel Orange](#)
18. [Missy Elliot - Supa Dupa Fly](#)
19. [Outkast - Aquameni](#)
20. [Notorious B.I.G. - Ready to Die](#)

## 21. [Future - DS2](#)

### Essays:

1. [Daniel Chandler - Models of the Sign](#)
2. [Roland Barthes - The Death of the Author](#)
3. [Michel Foucault - Self Writing](#)
4. [Christopher Metzler - The Construction and Rearticulation of Racial Tension in a Post-Racial Society](#)
5. [Joan Morgan – Fly-Girls, Bitches, and Hoes: Notes of a Hip-Hop Feminist](#)
6. [Theodor W. Adorno - On Lyric Poetry and Society](#)
7. [Michel Foucault - Panopticonism](#)
8. [Theodor W. Adorno - Music and Language: A Fragment](#)
9. [Michel Foucault - Subject and Power](#)
10. [Ta-Nehisi Coates - Keepin' It Unreal: Selling the Myth of Black Male Violence, Long Past Its Expiration](#)

## Course Requirements and Assignments

### Participation - 25%

- Discussion - 10%
  - GELOs -1,3
  - Contribute to the in-class discussion with your reactions to the texts
- Blog Posts - 10%
  - GELOs - 1, 3, 4
  - Respond to the posts on [sanjosehiphopheads.wordpress.com](http://sanjosehiphopheads.wordpress.com)
  - These responses reflect your personal reactions to the albums we listen to
  - The responses are informal and should reflect your experiences with the texts
    - While informal, the blog posts will be posted online for the public to see
    - As a contributor to an online blog, you must remember to write in such a way that makes you sounds like you know what you're talking about
- Tweets - 5%
  - GELOs - 1, 3, 4
  - Reply to discussion tweets.
  - These are meant to challenge you to write in a constraint of 140 characters, including hashtags and links
  - These are even less formal assignments
    - But remember, this is a social media platform in which others can see your posts and respond to you

### Essays - 25%

- 5% : Introduction to Thesis - 1 Full Page, 12 point font, Times New Roman, Double-spaced
  - GELOs - 1, 2, 3, 4, 5
  - This one paragraph essay will include a hook and thesis written in a “funnel format” of your ideas.
  - A works cited page will also be included.
- 10% : Proving Your Point- 3 Full Pages, 12 point font, Times New Roman, Double-spaced
  - GELOs - 1, 2, 3, 4, 5
  - A revised version of Essay #1 including a body paragraph and a conclusion paragraph.
  - This three paragraph essay will include at least a topic sentence and 2 “chunks” in your body paragraph and your conclusion will build upon your original thesis in “reverse funnel format.”

- 10% : Finessing Your Style - 5 Full Pages, 12 point font, Times New Roman, Double-spaced
  - GELOs - 1, 2, 3, 4, 5
  - A revised version of Essay #2 including 2 more body paragraphs.
  - This five paragraph essay will be a nuanced version of your original paper with a revised thesis and transitions.

### **Final Paper - 50%**

- 10% : Annotated Bibliography
  - GELOs - 1, 2, 3
  - This assignment will outline the research you will be doing for your final paper.
- 30% : Final Paper - 5 Full Pages, 12 point font, Times New Roman, Double-spaced
  - GELOS - 1,2, 3, 4, 5
  - A full five paragraph essay including a hook, thesis, topic sentences, chunks, transitions, “reverse funnel” conclusion, varied sentence structure, and works cited page.
  - You will quote from both the albums and the academic papers and/or articles
- 10% : Final Portfolio
  - GELOs - 1, 2, 3
  - A culmination of your writing projects this semester that will be submitted through ePortfolio through Canvas.

### **EXTRA CREDIT OPPORTUNITIES (Applied to Participation Grade)**

- *Time Capsule*
  - Download *Time Capsule* - 5 points
  - Respond to blog post about *Time Capsule* - 5 points
    - 250 words, include quotations, reactions, etc.
  - Tweet about *Time Capsule* - 5 points
    - 140 characters, including @estebansunday and #timecapsule

## **Classroom Protocol**

Please show up on time and ready to participate in class. Attendance is essential to the course as we will be doing many in-class activities. Laptops, tablets, and other smart devices will be encouraged in class, as much of our work will utilize the internet. However, I do not want them to be a distraction. If your devices become a distraction to other students, I will request that you put them away and look on with a classmate. There will be times in class when devices are necessary and times when they are not. Sensitive language, such as the n-word, or other derogatory language, will be discussed in class. The use of these derogatory terms shall only be used in context while quoting lyrics. Any other use of these words is unacceptable.

## **University Policies**

For information regarding the following policies, please see syllabus information web page at:  
<http://www.sjsu.edu/gup/syllabusinfo>

General Expectations, Rights and Responsibilities of the Student Course Requirements and Assignments  
 Attendance and Participation Accommodation to Students' Religious Holidays Dropping and Adding Academic integrity

Consent for Recording of Class and Public Sharing of Instructor Material Campus Policy in Compliance with the American Disabilities Act Student Technology Resources SJSU Peer Connections SJSU Writing Center SJSU Counseling & Psychological Services

## ENGL 1A - FALL 2017 Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/24/17	<p>DISCUSSION - How To Adult: Referring to the Syllabus</p> <p>*TWEET* - Tweet @estebansunday so I know you have an account for class</p> <p>READINGS ASSIGNED:</p> <ol style="list-style-type: none"> <li>Understanding Rhetoric (UR), Introduction pages 1-33</li> </ol> <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> <li>Print the first page and sign it.</li> </ul>
2	8/29/17	<p><b>DUE: SIGNED FIRST PAGE OF SYLLABUS</b></p> <p>DISCUSSION - Who REALLY Did the Reading?</p> <p>*TWEET* - Thick tweet about an online article related to issues addressed by hip-hop music (remember to @estebansunday so I can give you participation points)</p> <p>READINGS ASSIGNED:</p> <ol style="list-style-type: none"> <li><a href="#">Public Enemy - It Takes a Nation of Millions to Hold Us Back</a></li> <li><a href="#">NWA - Straight Outta Compton</a></li> </ol>
2	8/31/17	<p>DISCUSSION: East Coast vs. West Coast Narrative Practices</p> <p>*TWEET* - Reply to my tweet with your preference: Public Enemy or NWA (and why) #goldenageofhiphop</p> <p>READINGS ASSIGNED:</p> <ol style="list-style-type: none"> <li>UR, Issue #1 Why Rhetoric, pages 37-67</li> <li><a href="#">Daniel Chandler - Models of the Sign</a></li> </ol> <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> <li>Blog post on It Takes a Nation of Millions to Hold Us Back OR Straight Outta Compton</li> </ul>
3	9/5/17	<p>DISCUSSION: The Ethos, Pathos, and Logos of Hip-Hop</p> <p>*TWEET* - Tweet @estebansunday with a possible idea for your first essay.</p> <p>READINGS ASSIGNED:</p> <ol style="list-style-type: none"> <li><a href="#">A Tribe Called Quest - The Low End Theory</a></li> </ol> <p>ASSIGNMENT:</p> <ul style="list-style-type: none"> <li><b>Essay #1, Rough Draft due 9/12/17 <u>BRING 2 COPIES</u></b></li> </ul>
3	9/7/17	<p>DISCUSSION: Alternative Hip-Hop</p> <p>*TWEET* -</p> <p>READINGS ASSIGNED:</p> <ol style="list-style-type: none"> <li>UR, Issue #2 Strategic Reading, pages 72-113</li> </ol> <p>ASSIGNMENT:</p> <ul style="list-style-type: none"> <li>Blog post on The Low End Theory</li> </ul>
4	9/12/17	<p><b>DUE: Essay #1 Rough Draft (HOPE YOU BROUGHT 2 COPIES)</b></p> <p>DISCUSSION: Reading Practices</p> <p>*TWEET*</p>

		<p>READINGS ASSIGNED:</p> <ol style="list-style-type: none"> <li>1. <a href="#">Dr. Dre - The Chronic</a></li> </ol> <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> <li>● <b>Essay #1 Final Draft due 9/19/17</b></li> </ul>
4	9/14/17	<p>DISCUSSION: How To Listen To An Album</p> <p>*TWEET* Reply to my tweet. How has Jay-Z changed over the years?</p> <p>READINGS ASSIGNED:</p> <ol style="list-style-type: none"> <li>1. UR Issue #3 Writing Identities, pages 119-149</li> <li>2. <a href="#">Roland Barthes - The Death of the Author</a></li> </ol> <p>ASSIGNMENT:</p> <ul style="list-style-type: none"> <li>● Blog post on The Chronic</li> </ul>
5	9/19/17	<p><b>DUE: ESSAY #1 DUE BY BEGINNING OF CLASS</b></p> <p>DISCUSSION: Who do you think you are?</p> <p>*TWEET* -</p> <p>READINGS ASSIGNED:</p> <ol style="list-style-type: none"> <li>1. <a href="#">MF Doom - Operation Doomsday</a></li> </ol>
5	9/21/17	<p>DISCUSSION: That Was Weird, Right?</p> <p>*TWEET* -</p> <p>READINGS ASSIGNED:</p> <ol style="list-style-type: none"> <li>1. UR Issue #4 Argument Beyond Pro and Con, pages 153-189</li> <li>2. <a href="#">Michel Foucault - Self Writing</a></li> </ol> <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> <li>● Blog Post on Operation Doomsday</li> </ul>
6	9/26/17	<p>DISCUSSION: The Most Important Beef In Hip-Hop History - <del>MEEK MILL VS DRAKE</del> 2Pac vs Notorious B.I.G.</p> <p>*TWEET* - 2Pac or Biggie and why</p> <p>READINGS ASSIGNED:</p> <ol style="list-style-type: none"> <li>1. <a href="#">Nas - Illmatic</a></li> <li>2. <a href="#">Jay-Z - Reasonable Doubt</a></li> </ol> <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> <li>● <b>Essay #2 Rough Draft due 10/3/17, bring 2 copies</b></li> </ul>
6	9/28/17	<p>DISCUSSION: The Battle For Hip-Hop's Soul</p> <p>*TWEET* -</p> <p>READINGS ASSIGNED:</p> <ol style="list-style-type: none"> <li>1. UR Issue #5 Composing Together, pages 195-215</li> </ol> <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> <li>● Blog post on Illmatic OR Reasonable Doubt</li> </ul>
7	10/3/17	<p><b>DUE: ESSAY #2 ROUGH DRAFT DUE</b></p> <p>DISCUSSION: It's Dangerous To Go Alone</p>

		<p>*TWEET* -</p> <p>READINGS ASSIGNED:</p> <ol style="list-style-type: none"> <li>1. <a href="#">Jay-Z &amp; Kanye West - Watch the Throne</a></li> </ol> <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> <li>● <b>Essay #2 Final Draft due 10/10/17</b></li> </ul>
7	10/5/17	<p>DISCUSSION: Hip-Hop Collaborations</p> <p>*TWEET* -</p> <p>READINGS ASSIGNED:</p> <ol style="list-style-type: none"> <li>1. UR Issue #6 Research: More Than Detective Work, pages 219-255</li> </ol> <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> <li>● Blog post on Watch the Throne</li> </ul>
8	10/10/17	<p><b>DUE: ESSAY #2 FINAL DRAFT DUE BY BEGINNING OF CLASS</b></p> <p>DISCUSSION: What's Real vs. What's Fake</p> <p>*TWEET* -</p> <p>READINGS ASSIGNED:</p> <ol style="list-style-type: none"> <li>1. <a href="#">Christopher Metzler - The Construction and Rearticulation of Racial Tension in a Post-Racial Society</a></li> <li>2. <a href="#">Kendrick Lamar - good kid, MAAD City</a></li> </ol>
8	10/12/17	<p>DISCUSSION: Kendrick Lamar The Realist in the Game (Right Now)</p> <p>*TWEET* -</p> <p>READINGS ASSIGNED:</p> <ol style="list-style-type: none"> <li>1. UR Issue #7 Rethinking Revision, pages 259-285</li> </ol> <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> <li>● Blog Post on good Kid, MAAD City</li> </ul>
9	10/17/17	<p>DISCUSSION: Editing Will Save Your Life</p> <p>*TWEET* -</p> <p>READINGS ASSIGNED:</p> <ol style="list-style-type: none"> <li>1. <a href="#">Lauryn Hill - The Miseducation of Lauryn Hill</a></li> <li>2. <a href="#">Joan Morgan – Fly-Girls, Bitches, and Hoes: Notes of a Hip-Hop Feminist</a></li> </ol> <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> <li>● <b>Essay #3 Rough Draft due 10/26, bring 2 copies</b></li> </ul>
9	10/19/17	<p>DISCUSSION: Revising History</p> <p>*TWEET* -</p> <p>READINGS ASSIGNED:</p> <ol style="list-style-type: none"> <li>1. UR Issue #8 Going Public, pages 290-319</li> </ol> <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> <li>● Blog post on The Miseducation of Lauryn Hill</li> </ul>
10	10/24/17	<p>DISCUSSION: Applying What We Know</p> <p>*TWEET* -</p> <p>READINGS ASSIGNED:</p>

		1. <a href="#">Chance the Rapper - Acid Rap</a>
10	10/26/17	<b>DUE: ESSAY #3 ROUGH DRAFT DUE</b> DISCUSSION: New Forces in Hip-Hop *TWEET* - READINGS ASSIGNED: 1. <a href="#">Theodor W. Adorno - On Lyric Poetry and Society</a> ASSIGNMENTS: <ul style="list-style-type: none"> <li>● <b>Essay #3 Final Draft due 11/2/17</b></li> <li>● Blog post on Acid Rap</li> </ul>
11	10/31/17	DISCUSSION: Lyrics and Flow *TWEET* - READINGS ASSIGNED: 1. <a href="#">Snoop Dogg - Doggystyle</a>
11	11/2/17	<b>DUE: ESSAY #3 DUE BY BEGINNING OF CLASS</b> DISCUSSION: The Problematic Nature of Hip-Hop *TWEET* - READINGS ASSIGNED: 1. <a href="#">2pac - 2Pacalypse Now</a> 2. <a href="#">Michel Foucault - Panopticonism</a> ASSIGNMENTS: <ul style="list-style-type: none"> <li>● Blog post on Doggystyle</li> </ul>
12	11/7/17	DISCUSSION: The Feds is Watching - Pac and Panopticonism *TWEET* - READINGS ASSIGNED: 1. <a href="#">2pac - Me Against the World</a> 2. <a href="#">Makaveli - Don Killuminati: The 7 Day Theory</a> ASSIGNMENTS: <ul style="list-style-type: none"> <li>● <b>Final Paper Annotated Bibliography Due 11/16/17</b></li> </ul>
12	11/9/17	DISCUSSION: 2pac Continued *TWEET* - READINGS ASSIGNED: 1. <a href="#">Theodor W. Adorno - Music and Language: A Fragment</a>
13	11/14/17	DISCUSSION: Fragmentary Life *TWEET* - READINGS ASSIGNED: 1. <a href="#">Erykah Badu - Baduizm</a> 2. <a href="#">Frank Ocean - Channel Orange</a>
13	11/16/17	<b>DUE: FINAL PAPER ANNOTATED BIBLIOGRAPHY</b> DISCUSSION: Rep the Set - Representation in Hip-Hop *TWEET* -

		<p>READINGS ASSIGNED:</p> <ol style="list-style-type: none"> <li>1. <a href="#">Michel Foucault - Subject and Power</a></li> </ol> <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> <li>● <b>Final Paper Rough Draft due 11/28/17</b></li> <li>● Blog post on Baduizm OR Channel Orange</li> </ul>
14	11/21/17	<p>DISCUSSION: Power Trippin</p> <p>*TWEET* -</p> <p>READINGS ASSIGNED:</p> <ol style="list-style-type: none"> <li>1. <a href="#">Missy Elliot - Supa Dupa Fly</a></li> </ol> <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> <li>● Blog post on Supa Dupa Fly OR Nothing Was The Same</li> </ul>
14	11/23/17	THANKSGIVING. NO CLASS. BRING BACK FOOD FOR ME.
15	11/28/17	<p><b>DUE: FINAL PAPER ROUGH DRAFT DUE</b></p> <p>DISCUSSION: Doing Things Differently</p> <p>*TWEET* -</p> <p>READINGS ASSIGNED:</p> <ol style="list-style-type: none"> <li>1. <a href="#">Outkast - Aquameni</a></li> </ol>
15	11/30/17	<p>DISCUSSION: Narratives Choices</p> <p>*TWEET* -</p> <p>READINGS ASSIGNED:</p> <ol style="list-style-type: none"> <li>1. <a href="#">Ta-Nehisi Coates - Keepin' It Unreal: Selling the Myth of Black Male Violence, Long Past Its Expiration</a></li> </ol> <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> <li>● Blog Post on Aquemini</li> </ul>
16	12/5/17	<p>DISCUSSION: Myths &amp; Legends and Their Contemporaries</p> <p>*TWEET* -</p> <p>READINGS ASSIGNED:</p> <ol style="list-style-type: none"> <li>1. <a href="#">Notorious B.I.G. - Ready to Die</a></li> <li>2. <a href="#">Future - DS2</a></li> </ol> <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> <li>● Portfolio due by 12/7/17</li> </ul>
16	12/7/17	<p><b>DUE: FINAL PAPER &amp; PORTFOLIO DUE BY BEGINNING OF CLASS</b></p> <p>DISCUSSION: Rhetoric &amp; Rap: A Symbiotic Relationship</p>