

COMM302: RHETORIC & CRITICISM SYLLABUS
Fall 2020 (remote instruction)

Welcome to COMM302: Rhetoric & Criticism remote!

Welcome to COMM302: Rhetoric & Criticism remote instruction! My name is Dr. McGowan-Kirsch, and I'm your professor for COMM302. I'm looking forward to working with you this fall. As a communication professor, I strive to give students the tools they need to be successful citizens and active participants in society. I will help you obtain this goal by cultivating your understanding of rhetorical theory and enhancing your abilities to reflect upon the power of human symbolic activity. For instance, throughout the course I will incorporate hands-on applications and new technologies to connect course concepts to our daily lives. I've also located case studies that should stimulate in-depth discussion about communication and challenge your assumptions about your established values, attitudes, and beliefs. Continue reading the syllabus to learn more about our class and visit our OnCourse site. Please note that even if face-to-face courses on campus are cancelled online, or remote, courses will continue to run.

PROFESSOR'S INFORMATION

Name: Dr. Angela McGowan-Kirsch

Email: mcgowan@fredonia.edu

Department Contact Information: If you can't reach me please call our department secretary, Ms. Carol Smith, at 716-673-3410. This website also provides the location for the department:

<https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/communication>

Virtual Class Meetings: We will meet virtually throughout the semester on MWF from 10:20-11:10 a.m. (our scheduled class time). See the course schedule for the specific days we'll meet. Attendance is required.

Office hours: MWF: 11:15 AM - 12:30 PM via Zoom

- Join Zoom Meeting:
<https://fredonia-edu.zoom.us/j/94913649037?pwd=ck8vbG93N1N2QXl3YkltMjJYYkJFdzo9>
 - Meeting ID: 949 1364 9037
 - Password: 5202885375
- When you logon to Zoom Office Hours your video and audio will be muted. It's preferred that you have your video on during our office hours visit. If you need to turn your camera off you should have a professional-looking photo of yourself (think more "headshot" than "selfie") in your Zoom account so that I can still see your face.
- I have enabled the "waiting room" feature. This means I will privately meet with one student at a time unless students ask to meet as a group. I will be notified that someone in the waiting room and will meet with that person once I finish with the student to whom I'm speaking.

COURSE DESCRIPTION

Communication Studies addresses critical thinking, communicative concepts and skills, and relational and participatory effectiveness in personal, public, and professional spheres. This is a Communication Studies course and as such, this course will give you the tools needed to dissect your experiences in our rhetorical world. Specifically, this course introduces you to major issues and perspectives in rhetorical criticism, including foundational concepts from the history of rhetorical theory, elements of rhetorical studies, and methods of rhetorical analysis. By surveying traditional and contemporary approaches to studying rhetoric, the readings will encourage you reflect upon the power of language and human symbolic activity and explore how these processes work and why they affect us.

First, rhetoric is an art form with its own set of principles and a diverse theoretical landscape. This class will introduce you to rhetorical theory and discuss evolving definitions of rhetoric. Skills obtained in this class will help you question the communicative acts going on around you, and the course content will encourage you to ask questions about the nature and functions of communication. Second, the study of rhetorical criticism begins with the understanding that human beings use language and symbols to shape our world. You will learn how to write a piece of rhetorical criticism that does not “criticize” but instead uses tools available to construct and justify reasonable arguments about how rhetoric works. Therefore, this course will also introduce you to major issues and perspectives in rhetorical criticism. This class provides an advanced introduction to the study of rhetoric – “advanced” because the readings are difficult and “introduction” because the content is probably new. This is a reading and writing intensive course. You will encounter difficult readings and may need to take more time to complete the assigned readings.

COURSE OBJECTIVES

Since this course part of the College Core Curriculum, humanities students will demonstrate knowledge of the conventions and methods of at least one of the humanities in addition to those encompassed by other knowledge areas required by the General Education program. By the end of this course, you should be able to:

1. demonstrate an understanding of the concepts and methods used to analyze arguments rhetorically;
2. analyze rhetorical acts by reading rhetorical criticism, assessing others’ critical analyses, and engaging in class discussion;
3. identify and explain rhetorical theory, the debates within it, and its critical application;
4. construct written communication arguments that include a claim with reasons, logical structure, use evidence effectively, move the audience, and respond to objections and alternative views; and
5. conduct scholarly research and incorporate the research using properly formatted in-text citations.

REQUIRED MATERIALS: COURSE READINGS

Please finish the readings prior to completing assignments.

1. Palczewski, C.H., Ice, R., & Fritch, J. (2016). *Rhetoric in civic life* (2nd ed.). State College, PA: Strata Publishing, Inc. ISBN: 978-1-891136-37-5
2. Additional readings, such as journal articles, book chapters, and popular press articles, will be made available through OnCourse and may also be available through the Fredonia library (<http://fredonia.libguides.com/library>)

REQUIRED MATERIALS: TECHNOLOGY

1. Regular access to an electronic device such as a computer, tablet, or smartphone.
2. Reliable Internet connection.
3. Technology that has clear video and audio.
4. *Preferred* - Internet connection that permits streaming of videos.

PREREQUISITES

COMM101: Fundamentals of Communication

ENGL 100: Craft of Writing

ONLINE CLASSROOM ETIQUETTE

The content of this class has the potential to stir up strong emotional reactions, because you will encounter ideas and theories that challenge you. A student’s decision to stay enrolled in the class is an agreement to approach all course content with a critical academic lens. Above all, participants must treat each other with respect. The most fundamental way to respect class participants is to complete the assigned readings, consider others’ ideas, and ground your own comments in principles of critical thinking. Class discussions online and virtually should take place within the context of academic inquiry and in the spirit of understanding diverse perspectives and experiences.

Never send angry messages (also known as “flames”) even if you are provoked. Do not respond to flames. If a student in this course sends you an offensive message (i.e. includes slander or swearing), please notify me immediately.

Do not write everything in uppercase (CAPITAL) letters. Capital letters are more difficult to read and in an online environment IT MEANS YOU ARE SHOUTING.

Assume that e-mail and other forms of electronic communication are not secure. Do not write anything you would not want to be made public. Also, realize that any communication with your fellow students in the online environment may also be unsecure and could be forwarded to your professor or other administrative personnel.

ONLINE COMMUNICATION POLICIES

You are required to use your Fredonia e-mail account in this course, because I will communicate with you through your Fredonia e-mail account and OnCourse. You are encouraged to check your email and the OnCourse “news forum” regularly to keep current. I will post class announcements to OnCourse’s “latest news” box. These announcements will also be emailed to you.

Email is the best way to communicate with me, and I will check my Fredonia email between 9 a.m. and 5 p.m. I should reply to you within 24 hours unless I am traveling, it is the weekend, or Fredonia has a university sanctioned break.

Questions? Please refer to the syllabus, emails from me, files posted to OnCourse, and the “latest news” and “ask for help” forums *prior* to emailing the me a question.

COURSE WORKFLOW

The course begins **Monday, August 24, 2020 and the final learning plan will end on Wednesday, December 9, 2020 @ 12 p.m.**

(1) Learning Plans: With the exception of Learning Plans 1 & 15, each week’s learning plan will open on **Friday at 12 p.m.** You will want to review the learning plan at the beginning of each unit period. With two exceptions, learning plans will start on Friday at 12 p.m. and end on the subsequent Friday, also by 12 p.m. Learning plans will require that you read the assigned readings in textbook and those that are available as PDFs or hyperlinks. You will also be examining online videos, images, and other communicative acts to augment a week’s readings. Each week’s learning plan may include a video message from me, lectures in the form of videos or books, discussion forum posts, a page, and/or a Turnitin dropbox.

(2) Deadlines: Unless stated otherwise in the course schedule, such as “Step 1” for a discussion forum post, you will submit your work by **Friday at 12 p.m.** Due dates are subject to change. Notification of schedule adjustments will be made via email, the “news forum,” and “latest news” box in OnCourse.

(3) Discussion Forums: To ensure that the class has adequate in-depth discussions you should post to discussion forums that include “[2 steps]” at least one time by **Tuesday at 12 p.m.** Then, the rest of your discussion posts are due by **Friday at 12 p.m.** I will also be a part of the discussion and will pose additional questions that you are free to answer. Visit OnCourse to read more about the discussion forums.

(4) Time Commitment: You should spend about the same amount of time on this course as you would in any undergraduate semester-long face-to-face course. Consequently, the “in class” learning activities and lectures will take around 150 minutes per week. You should also spend about 6 hours outside of class studying and preparing each of week’s learning plan (reading, working on assignments, etc.).

(5) Grades/Feedback: Grades and feedback for the past week’s learning plan will be available through OnCourse by **8 p.m. on Wednesdays** the week after learning plan closes. Grades are communicated via Gradebook, your Google Drive Folder, and Open Grader. Grades will be updated in OnCourse regularly.

COURSE POLICIES

(1) Attendance: During the semester you are expected to participate in virtual class meetings during the duration of class time (10:20-11:10 AM). I will take attendance when I welcome you into the virtual classroom. I will also check the Zoom attendance log. I will keep attendance updated in OnCourse. Students are responsible for checking their attendance and notifying me of a discrepancy.

We'll adhere to the following "missed meeting protocol": You should email me as soon as you know you might miss class (preferred) or within 24 hours of missing class. If you have a valid reason for missing class, I will share the recorded class session and give you an attendance make-up assignment. Working at a job or internship, sleeping, etc. during class time are not valid excuses. The "missed meeting protocol" should be viewed as a last resort – a way to make up a meeting that you missed due to a technology failure, personal emergency, etc. The "missed meeting protocol" should not be viewed as a substitute for attending a virtual class session. In other words, do not abuse this make-up protocol by thinking "I can skip the meetings and do an assignment instead." Your final grade will be decreased, at the discretion of the professor, for excessive class meetings missed without viable cause.

On days we do not meet virtually, you are responsible for logging into and participating in the online course on a regular and timely basis.

(2) Virtual Class Meetings: Our class will meet through the Zoom online conference system. We will adopt the same rules and norms as in a physical classroom (take notes, participate, wear classroom-ready clothes, etc.). It's expected that raise your hand before you contribute and mute your microphone when you're not speaking. Close browser tabs not required for participating in class. You should stay for the whole meeting, barring any technological issues. You should also dress appropriately and be aware of your surroundings – no illegal, racist, or sexist paraphernal, messy bedrooms, or undergarments should be seen in the background. Position yourself at a desk or table, not lying in bed. Join the course in a quiet place.

You can do one of two things to make yourself "seen": 1) Have your camera on with no filters distorting your face. If you go this route, make sure you have no backdrop or you may opt to use an appropriate Zoom backdrop, as long as it does not interfere with our ability to see your face or prove to be disruptive in any way. 2) Have a professional-looking photo of yourself (think more "headshot" than "selfie") in your Zoom account so that if you have to turn your camera off, we can see your face.

You should follow the guidelines listed on the "Etiquette for PROFESSIONAL virtual meetings" that's available in OnCourse. Our success as a remote instruction course will depend on the same commitment we all bring to the physical classroom.

Our virtual class meetings are set to only permit authenticated users to join. This means you will need to sign in to your Fredonia Zoom account before you can access our class. If you haven't authenticated your Fredonia Zoom account you can do so by clicking on this link: <https://fredonia-edu.zoom.us/>.

I will only share course recordings with a student who has a valid reason for missing class and has contacted me within the time frame mentioned above. The course recordings I share with you are not to be shared with anyone, particularly people outside of COMM302.

(3) OnCourse Profile: To help me see who you are, your OnCourse profile should include a clear picture of your face. To do this, go to OnCourse > Profile (top right) > Click on dropdown menu > User details: Edit profile > drag and drop a current photo or upload a photo from your device.

(4) Submitting Work: You will submit all your work through OnCourse and a Google Drive Folder. You will post your answers to discussion forum prompts via OnCourse. You will upload other written assignments to a Turnitin dropbox in OnCourse and submit assignments through a Google Drive Folder. You are required to create a Google Drive Folder and share the folder link with me via email. The Google Drive

folder should be labeled: FIRST name LAST name-COMM302 and must provide me with the ability to edit, comment, or view shared files that are found in the folder.

(5) Late work: Unless noted otherwise in the course schedule, assignments are due by a **Friday at 12 p.m.** even if you are not online. Turning in an assignment late requires professor approval at least 24 hours before the assignment is due. Late assignments will only be accepted under unique and extreme circumstances and will require proof for why you need an extension. For instance, a death in the family would require that you email me a link to the obituary or a photo of the funeral card.

Failures of technology (e.g., “the Internet was down,” “the file wouldn’t open,” “I forgot my computer in x town and didn’t finish it”) and inability to complete an assignment on time because of one’s work schedule, personal life, procrastination, other coursework deadlines, not knowing the course started or learning plan closed, or extracurricular obligations are not considered dire circumstances. Once you have approval to turn in the assignment late, I will use my discretion when determining a new deadline. Regardless of reason a late assignment will receive a significant grade deduction.

If you experience a technology issue within 24 hours of an assignment due date, I will require you to email me proof of the issue. For instance, if you receive an error message in OnCourse you need to take a screenshot of the message and email it to me. Make sure I can see the time you encountered the issue. If you experience an Internet shortage within 24 hours of the learning plan closing, you need to take a screenshot of a graph showing the impacted areas and email it to me right away. You can normally find the graph by looking on your Internet provider’s website or downdetector.com:
<https://downdetector.com>.

(6) Written work: Written work will take the form of essays, discussion questions, and discussion forum posts.

(6a) Your research should always come from peer-reviewed journal articles, books written by scholars or professionals who are experts in their fields, substantive news articles that are reliable sources of information on events and issues of public concern and/or non-bias websites. The course textbooks and readings available through OnCourse do not count toward the source requirement, yet, can still be cited when applying course concepts discussed in the readings. Blogs, social media posts, and/or other self-authored sites, such as Wikipedia, are considered non-credible sources and will not be accepted unless stated otherwise.

(6b) Students must account for all sources cited in an assignment by using in-text citations and including a reference section. Failure to site sources in-text will result in a significant grade deduction as it is a sign of plagiarism. Sources only count if cited both in the assignment and the reference section.

(6c) You must use APA style 6th or 7th edition to cite in-text citations, format reference pages and papers. APA requires that papers align text left, have 1” margins, are double spaced, have running head that includes page numbers in top right corner, and typed in 12-point Times New Roman font. APA resources are posted on OnCourse, and Reed Library has copies of the APA manual on the first floor (call number: BF76.7.P83 2010). You may also refer to the American Psychological Association (<https://www.apastyle.org/>) and Purdue Owl (<https://owl.purdue.edu/redirect.html>) for APA rules.

(6d) If you would like me to review a draft of an assignment you must email me the complete assignment at least 6 days prior to the assignment due date. I will not proofread the assignment but will instead discuss the merits of the assignment.

(6e) You must name your assignment's file - MyLastName-COMM302AssignmentName. (fill in the "AssignmentName"). You should upload a file to Turnitin using .doc or .pdf format. When submitting a written assignment through Google Drive you should upload a Google Doc or .doc file.

(6f) With the exception of discussion forum posts, all written assignments will be submitted online using a Turnitin dropbox and a Google Drive folder.

(6g) Standard deductions for written assignments include: -3% for failing to meet the essay length requirements, -3% for not following APA style guidelines, - 5% for altering the font type/size and/or deviating from margin requirements, -10% for failing to submit a reference page that accounts for paper's in-text citations, -10% if Turnitin score severely exceeds the maximum percentage allowed.

(7) Technology: Students enrolled in this course must have Internet access available to them, including e-mail and website access, and have the basic knowledge needed to efficiently use these Internet technologies. Course assignments will be available through OnCourse. You are responsible for retrieving documents (assignment guidelines, rubrics, handouts, etc.) from OnCourse. Students also need technology that has a camera and audio. A device with a keyboard may be better to use than a smartphone for discussion forum posts and other assignments. You will also need regular, preferably daily, access to OnCourse.

OnCourse tech issue? Contact Fredonia's IT department. They can be reached by phone: 716-673-3407 and on-campus: W203 Thompson Hall. If you'd like me to help you troubleshoot a tech issue you should email me screenshots so I can see the issue. Keep in mind I only check email from 9 a.m. – 5 p.m.

COURSE ASSIGNMENTS

To view complete descriptions of course assignments and rubrics go to: OnCourse > COMMM302 > Select the assignment folder you'd like to learn more about.

(1) Syllabus Quiz (5 points): After you read the syllabus, you will take a 10-question multiple choice syllabus quiz. This assessment tool will test your understanding of information presented in this syllabus.

(2) Discussion Forum Posts (8 @ 25 points each/200 total points): You are required to complete 18 discussion forum posts. Every week you will be asked to reflect on and respond to 1-2 discussion forum questions that I pose. The contribution should answer all parts of the question accurately, demonstrate a thorough understanding of the topic, use proper grammar/mechanics, draw on concrete examples, and select appropriate passages and paraphrase them correctly. The original forum post should be 250-700 words.

Additionally, some forums will require that you read the answers posted by your classmates and respond to at least one of their postings. The response to a peer post should: (a) acknowledge the person's points and explain whether you agree or disagree with your peer's message by using personal experience and outside sources to support their argument, (b) offer a different perspective, and (c) ask an open-ended question to further the conversation. If relevant, you could also (d) provide an online resource relevant to the topic, (e) provide a summary of the ideas posted so far, or (f) offer an analogy.

(3) Discussion Questions (4 @ 30 points each & 1 @ 40 points/ 160 total points): You will be asked to complete 5 sets of discussion questions. Each question response should be 150-250 words. You can answer each question using bullets or paragraphs but make sure that you (1) reference the class reading by identifying specific page numbers, (2) paraphrase the author's words, (3) include original examples not discussed in class or the readings, and (4) emphasize (bold/underline) key terms.

(4) Historical Context Essay (140 points): The historical context paper is the first step in working towards your final paper. As part of your final paper, you will choose a visual argument to analyze rhetorically. This assignment asks you to examine elements outside of the rhetorical act – the context

and occasion. As a result of writing the 500-750 word essay, you will expand on the rhetorical problem (i.e., the rhetor, audience, ideology, and competing forces), that helped or hindered the rhetor’s attempts at persuasion. Using at least 4 scholarly sources, you should also identify and articulate how course terms, such as collective memory, public memory, and/or an ideograph, appears within the rhetorical act.

(5) Critical Perspective Essay (200 total points): Before writing your final paper, you will compose a 750-1250 word essay that examines the rhetorical theory you plan to use to analyze your visual argument. Your critical perspective essay should use at least 4 scholarly sources to (1) synthesize scholarly research from peer-reviewed journals to explain the main characteristics of the theory, (2) clarify how you will use the theory to examine your rhetorical act, and (3) argue for the value of the theory in assessing the rhetorical strength of your rhetorical act.

(6) Final Paper: Visual Rhetoric Analysis Essay & Abstract (295 total points): This final assignment asks you to analyze a visual argument rhetorically. In a 1250-2000 word essay, you will analyze a visual argument (i.e., bodies, photographs, monuments, memorials, and museums, image events, web pages, advertisements, and cartoons) using tools and assumptions that we have discussed with regards to both rhetorical theory and rhetorical criticism. The essay will include a synthesis of research done on the rhetorical theory, offer historical contextualization of the act, and develop a critical argument using relevant conceptual resources. The essay should advance a claim supported by at least 8 scholarly sources, follow the Toulmin Model, employ persuasive techniques that move the audience, and thoroughly examine the rhetor’s argument rhetorically. You will also create a unique title and submit a 150-250 word abstract that summarizes the paper.

COURSE GRADING

Final grades are based on an absolute point total. Your final grade is a function of the number of points earned in the course divided by the total number of points, yielding a percentage. The scale shown below is used to compute final grades. Borderline grades may, at my discretion, receive the next highest letter grade. Borderline cases are defined as scores within two points of the next highest grade (e.g., you earned 898 points but need 900 points to make an A-). All grades are kept in OnCourse and will be updated regularly.

After a grade is returned, students must wait 24 hours prior to inquiring about the grade. If you wish to discuss a grade, you must set up a virtual appointment with the me no later than 3 days after the assignment is returned. Prior to the meeting, you should go through the assignment, the rubric, and compare the feedback to the qualifications for the letter grade you are seeking. A grade will be finalized if unquestioned on day 7 after the time of grade distribution. All grades are kept in OnCourse and updated regularly.

COURSE GRADING CRITERIA

- “A”— Artistic Mastery! This is an assignment that is expertly researched and exceptionally written. ‘A’ work is highly creative in synthesizing relevant concepts, uses language eloquently, and delivers polished work with original arguments and new insights. The assignment exceeds expectations and minimum requirements.
- “B”— Better’n Most! This is an assignment that is well done and above average. ‘B’ work demonstrates good research, solid conceptual synthesis, and superior writing mechanics by integrating concepts effectively and exceeding minimum requirements for analysis. The assignment suggests a decent effort but has some flaws to fix for next time.
- “C”— Competent Comprehension. This is an assignment that shows satisfactory completion of minimum requirements and guidelines. ‘C’ work demonstrates a basic

Final Grade Scale		
A	940-1000	94-100%
A-	939-900	90-93%
B+	899-870	87-89%
B	866-840	84-86%
B-	839-800	80-83%
C+	799-770	77-79%
C	769-740	74-76%
C-	739-700	70-73%
D+	699-670	67-69%
D	669-640	64-66%
D-	639-600	60-63%
F	599-below	59-below

comprehension of fundamental concepts and applications while meeting assignment guidelines, but shows errors in concepts, critical methodology, formatting, spelling, and/or grammar and does not synthesize information. The assignment is average, criteria was attempted but confusing, and suggests minimum effort.

“D”— **Deficient.** This is a passing grade with serious deficiencies in research, conceptual understandings, or clarity. ‘D’ work shows an unsatisfactory completion of minimum requirements, does not synthesize information, and/or conceptual understandings and writing skills that are sub-par. Therefore, the assignment is deficient, below average, and indicates negligible effort.

COURSE ETHICS

Conduct that violates academic integrity includes issues such as fraud, cheating, collusion, and the following:

(1) Dishonesty. This is lack of integrity exhibited through lying, cheating, defrauding, or deceiving. Examples of dishonesty include: copying/submitting the work of another, allowing one’s own work to be copied, completing an exam or other assignment with another person, reading, without my consent, a copy of the examination prior to the date it is given, submitting the same work in more than one course without the express permission of the professor(s); or disclosing or accepting information if one takes a test at a different time than other students in the same course.

(2) Plagiarism. Plagiarism is stealing or using the ideas or writings of another as one’s own. It involves failure to acknowledge material copied from others or failure to acknowledge one’s indebtedness to another for the gist of important thoughts in a formal statement, written or oral. For instance, copying and pasting directly from a web page without using APA quotations clearly constitutes plagiarism. Charges of violating academic integrity shall be handled according to established student discipline procedures. When I suspect a violation of the Academic Integrity Policy, I will collect necessary information and materials related to the offense and then contact the student. If I find that a violation has occurred, I will use the Academic Integrity Incident Report form to report the issue to the department chair. To read about additional action, please see the Academic Integrity Policy and Procedures detailed on the “University Policies” website.

Review the SUNY Fredonia Academic Integrity Policy by clicking on these link
<https://www.fredonia.edu/student-life/student-conduct/policies#academic>.

SUNY FREDONIA RESOURCES

(1) ITS Service Center offers multimedia support for students. They can be reached by phone: 716-673-3407 and on-campus: W203 Thompson Hall.

(2) The Learning Center provides free, confidential, nonbiased, collaborative tutoring services as a way of enabling students to succeed in their course work. The goal of tutoring is to help you with your assignment in a way that will help you become more successful in all of your classes. Learning Center: Carnahan-Jackson Center, Reed Library, Fourth Floor. Phone: 716-673-3550.

(3) Reasonable accommodations are available to students with documented disabilities at SUNY Fredonia. Students who may require instructional and/or examination accommodations should contact **the Office of Disability Support Services for Students (DSS)**, located on the 4th Floor of the Reed Library (716-673-3270 or disability.services@fredonia.edu). The DSS coordinator will review documentation and determine accommodations on a case-by-case basis. DSS will notify me with an accommodation letter that verifies that the student has registered with the DSS office and describes any accommodations approved for the student. After the student has met with the DSS coordinator, she or he should contact me to discuss any needed accommodations. It is at that point that I will make accommodations. Here’s DSS’s website:
<https://www.fredonia.edu/academics/disability-support-services>

(4) Additional resource information can be found on the Enrollment & Student Services page: <https://www.fredonia.edu/about/offices/enrollment-and-student-services>, click on the + next to services and select the service you'd like to learn more about.

DEPARTMENT OF COMMUNICATION

Communication does not exist outside of relationships. With this in mind, the faculty of the SUNY Fredonia Department of Communication believes that all communicators, whether in the classroom, on the air, or within created works, have a responsibility to themselves and their audience.

The faculty believes that it is our responsibility to provide perspective and structure as students make choices about their work, and consequently, about themselves and who they are as adults and scholars. We encourage students to make the effort to consider the consequences of their choices for themselves, for others, and for those relationships.

The faculty encourages projects and behaviors that are undertaken with thoughtful respect and consideration for others. We support and encourage work that is both ethical and enriching to the students' community and to personal and professional relationships. All students should review the Department of Communication Ethical and Professional Standards at <http://www.fredonia.edu/departement/communication/standards.asp>

You can reach the department secretary, Ms. Carol Smith, M-F from 9:00 a.m. – 3:00 p.m. Ms. Smith's phone number is 716-673-3410 and the office is located in McEwen Hall, Room 324.

FREDONIA STUDENT CONDUCT STATEMENT

As members of the Fredonia community, we are all responsible for taking care of ourselves and others during these challenging times. In particular, we are all counting on each other to engage in safe behaviors while on and off campus. This includes professors, staff members, students, and essential visitors.

Fredonia's Code of Conduct, states that, "[a]ll members of the University community share the responsibility for protecting and maintaining community health, safety, and the rights of other persons." In the context of a national pandemic, this means that you must wear proper face coverings, maintain proper social distancing, and utilize the wellness-check app on a daily basis. Your face covering must go over both your mouth and your nose.

If you are reminded to wear a face covering and/or distancing yourself from others, please do so immediately. If you refuse to comply, you will be required to leave class. If you refuse to leave, the class session will be cancelled in order to minimize disruption and maintain a safe environment. Students who violate campus safety policies may be subject to disciplinary actions.

Finally, if you are unable to attend class at any time, please be sure to reach out to your professors so that they can help you stay on track. It is far too easy to get behind when dealing with the usual day-to-day issues that crop up; with the added stress of COVID-19, it is easier than ever. Please know that we are here to help!

COPYRIGHT STATEMENT

The materials provided by the instructor in this course are for the use of students enrolled in the course. All materials in the course are covered under this statement. Copyrighted course materials may not be further disseminated.

Parts of this syllabus are adapted from

Gradel, K. (2012). *EDU 349: Education Psychology syllabus*. Fredonia, NY: SUNY Fredonia.

Harvard University. (nd). Best practices: Online pedagogy. Retrieved from <https://teachremotely.harvard.edu/best-practices>

Kaiser, K. (2017). *Oral/interpersonal communication – Online syllabus*. Steven's Point, WI: Mid-State Technical College.

Lohiser, A. (2020). Personal communication.

Palczewski, C. H. (2012). *Comm4216: Political communication syllabus*. Retrieved from <http://www.uni.edu/palczews/PolComm.htm>

Course Schedule**

COMM302: Rhetoric & Criticism Remote Instruction

Complete each assigned reading & lecture prior to completing assignments & attending our class meetings.

Learning Plan 1: August 24 – September 4 @12 PM

Week 1

Topics:

1. Welcome to the course
2. Rhetoric as Symbolic Action: Symbols & symbolic action, Rhetoric as civic engagement, and Culture, memory, power
3. Language: Construction of social reality, semiotics, terministic screens, and ideographs
4. Conducting & citing research: APA Style, finding and evaluating sources, and literature synthesis

Assigned Readings:

- Course syllabus–PDF reading
- Chapter 1 (entire chapter)
Phillips– PDF reading
- Chapter 2 (entire chapter)
- PowerPoint Slides-PDF reading

Assignments:

- Discussion forum: Rhetoric as Symbolic Action Step 1 T, Sept. 1 @ 12 PM
- Discussion forum: Rhetoric as Symbolic Action Step 2 F, Sept. 4 @ 12 PM
- Discussion forum: Language F, Sept. 4 @ 12 PM
- Google Form: Student Information Survey F, Sept. 4 @ 12 PM
- Quiz: Syllabus F, Sept. 4 @ 12 PM
- Google Form: COMM302 Fall 2020 Professional, Writing, & Research Goals F, Sept. 4 @ 12 PM
- Google Drive Folder: Create a Google Drive folder. Share the folder's link with mcgowan@fredonia.edu. F, Sept. 4 @ 12 PM

Deadlines:

Virtual Class Meeting(s) this Week:

- W, Aug. 26 from 10:20-11:10 AM

Topic/Task

- Discussion: Introduction to course & rhetoric

Attendance Required?

- YES

**Learning Plan 2: September 4 - September 11 @12 PM
Week 2**

Topics:

1. Visual Rhetoric
2. Rhetors
3. Writing a historical context paper

Assigned Readings:

Chapter 3 (entire chapter)
Rabiega– PDF Reading (read pp. 37-41)
Ramage– PDF Reading

Chapter 6 (entire chapter)

Campbell & Burkholder– PDF Reading
Foss– PDF Reading
Assignment Guidelines– PDF Reading

Assignments:

- Discussion forum: Visual rhetoric & rhetors Step 1
- Discussion forum: Visual rhetoric & rhetors Step 2
- Survey-Feedback on Learning Plans 1-2

Deadlines:

T, Sept. 8 @ 12 PM
F, Sept. 11 @ 12 PM
F, Sept. 11 @ 12 PM

Virtual Class Meeting(s) this Week:

- W, Sept. 9 from 10:20-11:10 AM

Topic/Task

- Discussion: Visual rhetoric & rhetors

Attendance Required?

- YES

**Learning Plan 3: September 11 – September 18 @12 PM
Week 3**

Topics:

1. Introduction to the Classical Period
2. Introduction to Plato
3. Plato's views on dialectic, rhetoric, & flattery
4. Plato's views on Callicles, truth vs. Truth, & virtue

Assigned Readings:

Plato (pp. 55-58)– PDF Reading

Plato (pp. 61-83)– PDF Reading
Plato (pp. 83-115)– PDF Reading

Assignments:

- Attend Constitution Day virtual lecture extra credit [optional attendance]
- Discussion Questions: Plato's theory
- Discussion forum: Find your rhetorical act

Deadlines:

Th, Sept. 17 @ 4 PM

F, Sept. 18 @ 12 PM
End of Learning Plan 4

Virtual Class Meeting(s) this Week:

- W, Sept. 16 from 10:20-11:10 AM

Topic/Task

- Discussion: Plato, Truth, and truth

Attendance Required?

- YES

Learning Plan 4: September 18 - September 25 @12 PM

Week 4

Topics:

1. Argument: “Place of Argument & Classical Conceptions”
Audience, syllogism, & enthymeme
2. Argument: “The Toulmin Model”
Advocacy and opposition
3. Writing an argumentative essay

Assigned Readings:

- Chapter 4 (pp. 99-109)
- Chapter 4 (pp. 109-116)
Rybacki– PDF Reading

Assignments:

- Discussion forum: Toulmin Model Step 1
- Discussion forum: Toulmin Model Step 2
- Discussion forum: Identify rhetorical act
- Discussion forum: Constitution Day lecture extra credit [optional assignment]

Deadlines:

- T, Sept. 22 @ 12 PM
F, Sept. 25 @ 12 PM
F, Sept. 25 @ 12 PM
F, Sept. 25 @ 12 PM

Virtual Class Meeting(s) this Week:

- None

Learning Plan 5: September 25 – October 2 @12 PM

Week 5

Topics:

1. Audiences
2. Historical context paper

Assigned Readings:

- Chapter 7 (pp. 199-213)
Assignment checklist & rubric

Assignments:

- Discussion forum: Audiences Step 1
- Discussion forum: Audiences Step 2
- Historical Context Essay

Deadlines:

- T, Sept. 29 @ 12 PM
F, Oct. 2 @ 12 PM
F, Oct. 2 @ 12 PM

Virtual Class Meeting(s) this Week:

- W, Sept. 30 from 10:20-11:10 AM

Topic/Task

- Discussion: Historical context paper
- Workday on paper

Attendance Required?

- YES

Learning Plan 6: October 2 – October 9 @12 PM
Week 6

Topics:

1. Introduction to Aristotle
2. Aristotle's 3 modes of persuasion
3. Aristotle's 3 divisions of rhetoric
4. Aristotle's views on the enthymeme, dialectic, & rhetoric

Assigned Readings:

"Introduction" (pp. 144-150)– PDF Reading
Aristotle (pp. 151-155)– PDF Reading
Aristotle (pp. 155-160)– PDF Reading

Assignments:

- Discussion Questions: Aristotle's theory

Deadlines:

F, Oct. 9 @ 12 PM

Virtual Class Meeting(s) this Week:

- W, Oct. 7 from 10:20-11:10 AM

Topic/Task

- Discussion: Aristotle's theory

Attendance Required?

- YES

Learning Plan 7: October 9 – October 16 @12 PM
Week 7

Topics:

- Introduction to contemporary rhetorical theory
- Burke's dramatisic perspective and the pentad
- Burke's ratios

Assigned Readings:

"Introduction" (pp. 989-991)
Burke (pp. 992-996) – PDF Reading
Burke (pp. 996-1018)– PDF Reading

Assignments:

- Discussion Questions: Burke's theory
- Questionnaire: Mid-semester feedback

Deadlines:

F, Oct. 16 @ 12 PM
F, Oct. 16 @ 12 PM

Virtual Class Meeting(s) this Week:

- W, Oct. 14 from 10:20-11:10 AM

Topic/Task

- Discussion: Burke's theory

Attendance Required?

- YES

Learning Plan 8: October 16 – October 23 @12 PM
Week 8

Topics:

1. Writing a critical perspective paper
2. Rhetorical Situations: “Analysis & Situations as Rhetorical”
3. Group a) Pres. Bush’s 9/11 address to nation
Be prepared to discuss on W, Oct. 21
4. Group b) Pres. Bush’s 9/11 address to joint session of Congress
Be prepared to discuss on W, Oct. 21
5. Reagan, “Shuttle Challenger Address”

Assigned Readings:

- Assignment guidelines – PDF Reading
Campbell & Burkholder – PDF Reading
- Chapter 8 (entire chapter)
Bitzer– PDF Reading
- Pres. Bush– PDF Reading
- Pres. Bush– PDF Reading
- Reagan- PDF Reading

Assignments:

- Discussion Questions: Bitzer’s theory

Deadlines:

F, Oct. 23 @ 12 PM

Virtual Class Meeting(s) this Week:

- W, Oct. 21 from 10:20-11:10 AM

Topic/Task

- Discussion: Bitzer’s theory as it applies to Pres. Bush’s speeches

Attendance Required?

- YES

Learning Plan 9: October 23– October 30 @12 PM
Week 9

Topics:

1. Introduction to Narrative Paradigm Theory
2. Fisher’s views on narrative rationality
3. Conspiracy theories & Narrative Paradigm Theory

Assigned Readings:

- Ch. 5 (entire chapter)
Fisher– PDF Reading
- Fisher– PDF Reading
Popp– PDF Reading

Assignments:

- Discussion Questions: Fisher’s theory

Deadlines:

F, Oct. 30 @ 12 PM

Virtual Class Meeting(s) this Week:

- W, Oct. 28 from 10:20-11:10 AM

Topic/Task

- Discussion: Fisher’s theory as it applies to conspiracy theories

Attendance Required?

- YES

Learning Plan 10: October 30 – November 6 @12 PM
Week 10

Topics:

1. Critical perspective essay

Assignments:

- Critical perspective essay

Assigned Readings:

Assignment checklist & rubric

Deadlines:

F, Nov. 6 @ 12 PM

Virtual Class Meeting(s) this Week:

- W, Nov. 4 from 10:20-11:10 AM

Topic/Task

- Discussion: Critical perspective paper
- Workday on paper

Attendance Required?

- YES

Learning Plan 11: November 6 – November 13 @12 PM
Week 11

Topics:

1. Writing a rhetorical analysis paper
2. Rhetorical criticism as art
3. Types of Rhetorical Criticism: Pedantic criticism & ideological criticism

Assigned Readings:

Assignment guidelines– PDF Reading

Kuypers– PDF Reading

Foss readings– PDF Reading
Foss, “Pedantic Criticism” (pp. 455-463)
Foss, “Ideological Criticism” (pp. 209-221)

Assignments:

- Discussion forum: Rhetorical criticism as art Step 1
- Discussion forum: Rhetorical criticism as art Step 2

Deadlines:

T, Nov. 10 @ 12 PM

F, Nov. 13 @ 12 PM

Virtual Class Meeting(s) this Week:

- W, Nov. 11 from 10:20-11:10 AM

Topic/Task

- Discussion: Doing rhetorical criticism

Attendance Required?

- YES

Learning Plan 12: November 13 – November 20 @12 PM
Week 12

Topics:

1. Writing an Implications Section
2. Selecting a title and writing an abstract
3. What to analyze
4. Class reflection assignments & discussion

Assigned Readings:

Section– PDF Reading
APA– PDF Reading
Ramage-PDF Reading

Assignments:

- Discussion forum: Reflection on course content, assignments, & writing goals Step 1
- Discussion forum: Reflection on course content, assignments, & writing goals Step 2
- Construct a paragraph that uses your theory to analyze your rhetorical act

Deadlines:

T, Nov. 17 @ 12 PM
F, Nov. 20 @ 12 PM
F, Nov. 20 @ 12 PM

Virtual Class Meeting(s) this Week:

- None

Learning Plan 13: November 20 – November 27 @12 PM
Week 13 [Thanksgiving Break]

Topics:

1. Your rhetorical analysis paper & abstract draft

Assigned Readings:

Assignment checklist & rubric

Assignments:

- Rhetorical analysis paper & abstract draft

Deadlines:

Dec. 1 @ 12 PM

Virtual Class Meeting(s) this Week:

- None

Learning Plan 14: November 27 – December 4 @12 PM
Week 14

Topics:

1. Work on rhetorical analysis paper & abstract draft
2. Peer review

Assigned Readings:

Assignment checklist & rubric
About Peer Review-OnCourse Page
Peers' papers for peer review

Assignments:

- Rhetorical analysis & abstract paper draft
- Peer review of two peers' rhetorical analyses & abstracts
- Discussion Forum: Farewell to class
- Extra Credit: Discussion Forum: Who Taught You Something New? [optional]

Deadlines:

T, Dec. 1 @ 12 PM
F, Dec. 4 @ 12 PM
F, Dec. 4 @ 12 PM
F, Dec. 4 @ 12 PM

Virtual Class Meeting(s) this Week:

- W, Dec. 2 from 10:20-11:10 AM

Topic/Task

- Discussion: Rhetorical analysis paper & peer review

Attendance Required?

- YES

Learning Plan 15: December 4 – Wednesday, December 9 @ 12 PM
FINALS WEEK

Topics:

1. Rhetorical analysis paper & abstract

Assigned Readings:

Assignment checklist & rubric

Assignments:

- Rhetoric analysis paper & abstract
- Survey: End-of-term survey
- Double check all grades to make sure everything is accurate

Deadlines:

W, Dec. 9 @ 12 PM
W, Dec. 9 @ 12 PM
W, Dec. 9 @ 12 PM

Virtual Class Meeting(s) this Week:

- None

**** Schedule Notes:**

- The course schedule is a general plan for the course; deviations announced to the class by the professor may be necessary. The schedule is tentative and may change due to the needs of the class. Should a change be necessary, the professor will let you know of the changes as soon as they are decided via email and OnCourse.
- Last day to **drop** the course is Friday, August 28.
- **Mid-semester grades** are available to students on Thursday, Oct. 15.
- The last day to **withdraw** from the course is Friday, November 5.
- **Final grades** are due to the Registrar's Office on Wednesday, December 16 and will be made available through OnCourse.
- **Final grades** are available to students through YourConnection on Thursday, December 17.