

COMM302: Rhetoric & Criticism SYLLABUS *Fall 2019*

PROFESSOR'S INFORMATION

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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>

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 oral and 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.

COURSE READINGS & REQUIRED MATERIALS

Please complete the readings before the assigned class period.

- (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, including journal articles and popular press articles not found in the textbook, will be available through OnCourse.

PREREQUISITES

COMM 101: Fundamental of Communication

ENGL 100: Craft of Writing

COURSE POLICIES

(1) Attendance: Class begins promptly at 10:00 a.m., and the professor will take attendance at the start of class. The professor will keep track of attendance in OnCourse. Students are responsible for checking their attendance and notifying the professor of a discrepancy. Four actions that will result in being marked as absent even if the student comes to class: (1) arriving more than 10 minutes late, (2) leaving the classroom for more than 5 minutes during class, (3) sleeping during class, and (4) arriving late (after 10:00 a.m.) or leaving early five times. You are permitted up to 5 absences. Upon your 6th absence, regardless of reason, your final grade will be reduced 10 points (1% of final grade) per absence. Students should notify Enrollment and Student Services staff member Ms. Deborah Lanski <deborah.lanski@fredonia.edu> if they will have three or more consecutive days of absences due to serious health issues or personal reasons.

Missing class for a university sanctioned activity is the only absence that will be excused (e.g., artistic performances, attending an academic conference, intercollegiate athletic events, student government, required class trips). Proof of absence for such an activity must be provided at least 48-hours prior to the event that will cause the student to miss class. Notes received the day of or after the event will not be accepted. Additionally, if a student attending a university sanctioned activity misses class on a day an assignment is due, then the student must submit the assignment the class session prior to being gone.

(2) Participation: This course is premised on active discussion and students are expected to come to class having completed the readings and assignments. Participation consists of more than attendance – students will be assessed on frequency of participation, quality of comments, listening skills, attitude, ability to work with others, and behavior. Regardless of whether a participation assignment is completed during or outside of class, you must be present the day the participation assignment is due in order to earn credit for the assignment. Unless stated otherwise, no participation assignments should be turned in to the professor prior to class, after class, or electronically.

(3) Class Etiquette: 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 and the professor with respect. The most fundamental way to respect class participants is to complete daily readings, listen to others, and ground your own comments in principles of critical thinking. Class discussions should take place within the context of academic inquiry and in the spirit of understanding diverse perspectives and experiences. Do not engage in private conversations, interrupt another student who has the floor, keep mobile phone on, or show general signs of disrespect for the course, professor, or other students. Non-course related materials, such as newspapers and items from other courses, must be stowed away when class begins.

(4) Late Work: Assignments are due within the first 5 minutes of class (by 10:00 a.m.). Deadlines apply even if you are not in class the day the assignment is due. **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. Failures of technology (e.g., "my computer crashed," "the Internet was down," "the file wouldn't open," "I forgot my computer in x town and didn't finish it," "the printer was broken") and inability to complete an assignment on time because of one's work schedule, personal life, fear of public speaking, procrastination, other coursework deadlines, or extracurricular obligations are not considered dire circumstances. Once you have approval to turn in the assignment late, the professor will use her own discretion when determining a new deadline. Regardless of reason, a late assignment will receive a significant grade deduction.

There will be a deduction of 3% for failing to submit assignments both in print and online. For instance, if you submit the assignment in print but fail to also submit it via an online dropbox there will be a 3% point deduction. If, however, you fail to submit the assignment in print and online by the established deadline and have not received professor approval to submit the assignment late you will receive a zero for the assignment.

(5) Written work: Written work will take the form of essays and discussion questions.

(5a) Your research should 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 assigned readings

available through OnCourse should be cited when applying course concepts or theories 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.

(5b) All assignments must be uploaded to a Turnitin dropbox. Turnitin will run an Originality Report on your discussion questions. If the report significantly exceeds a maximum percentage there will be grade deduction or the professor may not accept the assignment.

(5c) Students must account for all sources cited in an assignment by using in-text citations and turning in a reference page. 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 paper and the reference page. Failure to submit a reference page to account for in-text citations will result in a grade deduction.

(5d) You must use APA format 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, stapled, 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 (<http://www.apastyle.org>) and Purdue Owl (<http://owl.english.purdue.edu/>) for APA rules.

(5e) If you would like the professor to review a draft of an assignment you must email her the complete assignment at least 5 business days prior to the assignment due date. She will not proofread the document but will instead discuss the merits of the project.

(5f) The three major papers, including the historical context, critical perspective, and rhetorical analysis papers, should have a title page containing your F-ID# *versus* your full name.

(6) 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. Students are responsible for retrieving documents (assignment guidelines, rubrics, handouts, readings, etc.) from OnCourse.

The professor may ask you to use your mobile phone to conduct research during class and contribute to class discussion. Regardless, technology cannot be used during in-class assignments, such as pop quizzes, to check social media, respond to non-emergency text message, or to take pictures of course content that is projected or written on the board. Laptops and tablets are not required for class but you may be asked to bring them on specific days. Information Technology services has equipment available for checkout (<http://www.fredonia.edu/its/servicecenter/equip.asp>).

With the exception of students requiring an accommodation (an approved accommodation plan is required before audiotaping/video/digital photos are allowed), students creating unauthorized audio or video recording of lectures violates the professor's intellectual property rights and if posted online may break copyright laws. Therefore, students may not take photographic, video, or audio recordings of any course material or during meetings without the professor's verbal permission. Any permission granted will be for one-time only and does not extend to other class sessions, meetings, or materials. Any materials recorded with permission may be used only for the personal study purposes of the individual to whom permission was granted and may not be shared with other individuals or entities for any purpose. If the professor suspects that a student is recording her without her mission the student will be asked to turn off the recording device immediately. Additionally, anything that the professor posts on OnCourse and discusses or distributes in the classroom or via email is considered her intellectual property. Therefore, you must ask for the professor's permission prior to sharing the materials with anyone outside the class.

(7) Communicating with Professor: The professor will communicate with you through your Fredonia email account. All emails should be written using a standard professional formatting. This includes a clear subject heading, courteous greeting, proper spelling, mechanics, and grammar, respectful content, and an identifying signature. Email is the best way to communicate with the professor, and she will check her Fredonia email between 9 a.m. and 5 p.m. Unless the professor is traveling, it is the weekend, or Fredonia has a university sanctioned break, the professor should reply to you within 48 hours.

COURSE ASSIGNMENTS

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

- 1) **Discussion Questions (5 @ 30 points each & 1 @ 40 points/ 190 total points):** You will be asked to complete 6 sets of discussion questions. Your answers must be typed and each 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. On each respective due date, you should bring a printed copy your answers to class and submit the Word file to Turnitin. During Week 14, you have a chance to answer make-up questions, and the grade earned on this assignment will replace your lowest discussion question grade out of 30 points.
- 2) **Participation (20 total points):** This grade is comprised of the following assignments.
 - Online quiz of the syllabus (10 points)
 - Toulmin Model worksheet (5 points)
 - Visual rhetorical analysis worksheet (5 points)
- 3) **Elevator Pitch (140 total points):** This assignment asks you to first locate a job that you're qualified to hold right now. Then, you will craft a 1:30-2:00 minute elevator pitch that aims to persuade a hiring manager to employ you. You will use the Toulmin Model (see "Rhetoric in Civil Life," Ch. 4) to write/organize the pitch. Your target audience is pretend in the sense that it is someone who runs a company, nonprofit, hospital, etc., the pitch should move the audience, be written in present day, and incorporate relevant evidence. Everything you say in the pitch applies to what you have accomplished thus far in your collegiate career (e.g., job and volunteer experiences, leadership positions you, courses you have taken that are relevant to the job you want, etc.).
- 4) **Historical Context Essay (150 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) **Visual Rhetoric Analysis Essay & Abstract/Final paper (300 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

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 an appointment with the professor 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. The professor does not discuss grades over email. All grades are kept in OnCourse and will be updated regularly.

Final grades are based on an absolute points 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 is used to compute final grades. Borderline grades may, at the discretion of the professor, 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-).

Final Grade		
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

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.
- “C”— **Competent Comprehension.** This is an assignment that shows satisfactory completion of minimum requirements and guidelines. ‘C’ work demonstrates a basic 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 the professor’s 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 the professor suspects a violation of the Academic Integrity Policy, she will collect necessary information and materials related to the offense and then contact the student. If the professor finds that a violation has occurred, she 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 this 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 the professor 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 the professor to discuss any needed accommodations. It is at that point that the professor 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/department/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.

Weather advisory statement. On-campus courses will not meet. Check OnCourse and Fredonia email for any changes to the schedule, assignments and deadlines. Online courses will continue to run.

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.

Some information taken from

Jarvis, S. (2015). *CMS342: Political communication*. Retrieved from <http://commstudies.utexas.edu>

Marafiotte, T. (2016). COMM321: *Environmental communication syllabus*. Retrieved from

http://home.fredonia.edu/sites/default/files/section/communication/_files/Syllabi/COMM_321.pdf

Palczewski, C. H. (2012). *Comm4216: Political communication syllabus*. Retrieved from

<http://www.uni.edu/palczews/PolComm.htm>

TENTATIVE COURSE SCHEDULE*

Week	Date	Topic	Reading Due	Assignment Due & What to Bring to Class
TOPIC 1: SYMBOLIC ACTION & LANGUAGE				
1	8/26	Course Introduction		
	8/28	Rhetoric as Symbolic Action: “Symbols & Symbolic Action” Chang, “Confederate Monuments” Set course writing goals	Chapter 1 (pp. 3-13) Chang–OnCourse > Topic 1	
	8/30	Rhetoric as Symbolic Action: “Rhetoric as Civic Engagement” Schutz, “Painting of Emmett Till”	Chapter 1 (pp. 13-23) Schutz–OnCourse > Topic 1	
2	9/2	No Class: Labor Day		
	9/4	Rhetoric as Symbolic Action: “Culture, Memory, Power”	Chapter 1 (pp. 23-31) Phillips–OnCourse > Topic 1	Due: OnCourse- Syllabus Quiz (due by 11:59 p.m.)
	9/6	Language: “Construction of Social Reality, Semiotics, & Terministic Screens”	Chapter 2 (pp. 41-48)	
3	9/9	Language: “Public Vocabulary”	Chapter 2 (pp. 49-63)	
TOPIC 2: VISUAL RHETORIC & HISTORICAL CONTEXT PAPER				
	9/11	Visual Rhetoric	Chapter 3 (entire chapter)	
	9/13	<u>Visual Rhetoric</u> Commercial graffiti Tips for analyzing visual <u>Historical Context Assignment</u> Discuss Historical Context Essay Campbell & Burkholder, “Historical Context” Foss, “Selecting an Artifact”	<u>Visual Rhetoric</u> Rabiega–OnCourse > Topic 2 (read pp. 37-41) Ramage– OnCourse> Topic 2 <u>Historical Context Assignment</u> Campbell & Burkholder– OnCourse > Topic 2 Foss–OnCourse > Topic 2	Print/bring in example of graffiti listed on Rabiega, p. 38
TOPIC 3: PLATO’S VIEW ON RHETORIC				
4	9/16	Introduction to the Classical Period Introduction to Plato	Plato (pp. 55-58)–OnCourse > Topic 3	
	T, 9/17	[optional] Attend panel hosted by the Chautauqua County Women's Bar Association		Extra credit [optional]: Attend Constitution Day panel from 11-12:00 in the library’s Garden Room (back area) & then post summary to discussion forum

Week	Date	Topic	Reading Due	Assignment Due & What to Bring to Class
	9/18	Plato's views on dialectic, rhetoric, & flattery [optional] Attend Cameron Kasky's presentation	Plato (pp. 61-83)–OnCourse > Topic 3	Print Day II PowerPoint slides- OnCourse Extra credit [optional]: Attend Cameron Kasky's presentation at 3:00 in King Concert Hall) & then post summary to discussion forum
	9/20	Plato's views on Callicles, truth vs. Truth, & virtue	Plato (pp. 83-115)–OnCourse > Topic 3	Due: DQ: Plato's theory
TOPIC 4: FINDING & CITING RESEARCH & ARGUMENT CONSTRUCTION				
5	9/23	APA formatting packet (print) Finding and evaluating sources Using summary, paraphrase, quotation in-text citations Synthesizing research	All readings– OnCourse > Topic 4	Print "Finding Research" PowerPoint slides-OnCourse Bring technology to search the library databases
	9/25	Argument: "Place of Argument & Classical Conceptions" Audience, syllogism, & enthymeme	Chapter 4 (pp. 99-109)	Print/bring in example enthymeme (see p. 108) Due [optional]: Extra credit ~ forum post on Constitution Day panel
	9/27	Argument: "The Toulmin Model" Advocacy and opposition	Chapter 4 (pp. 109-116) Rybacki–OnCourse > Topic 4	Due: Prof's approval of rhetorical act Due [optional]: Extra credit ~ forum post on Cameron Kasky's presentation
6	9/30	Writing an argumentative essay & audience, burden of proof, spheres of argument/audience	Chapter 4 (pp. 117-123)	Due: In-class participation assignment: Toulmin Model worksheet
	10/2	Rhetors	Chapter 6 (entire chapter)	Due: Extra credit [optional]: Attend Dr. Ball's Lecture, "Life of a Klansman" from 2-3 PM in William's Center S204 & then post reaction to discussion forum
TOPIC 5: THE RHETOR & ARISTOTLE'S VIEW OF RHETORIC				
	10/4	Introduction to Aristotle	"Introduction" (pp. 144-150)– OnCourse Aristotle (pp. 151-153)– OnCourse	
7	10/7	Aristotle's 3 modes of persuasion & 3 divisions of rhetoric Discuss Elevator Pitch Assignment	Aristotle (pp. 153-155)– OnCourse	Due: Historical context essay
	10/9	Aristotle's views on the enthymeme, dialectic, & rhetoric	Aristotle (pp. 155-160)– OnCourse > Topic 5	Due: DQ: Aristotle's theory Due [optional]: Extra credit ~ forum post on Dr. Ball's Lecture

Week	Date	Topic	Reading Due	Assignment Due & What to Bring to Class
	10/11	No Class: Fall Break		
8	10/14	Elevator pitch in-class activity		
	10/16	Day I: Deliver Elevator Pitches		Due: Elevator pitch
	10/18	Day II: Deliver Elevator Pitches (if necessary) Audiences	Chapter 7 (pp. 199-213)	
		TOPIC 6: BURKE'S VIEW ON RHETORIC – AUDIENCES & PENTAD ANALYSIS		
9	10/21	Introduction to contemporary rhetorical theory Burke's dramatisic perspective and the pentad	"Introduction" (pp. 989-991) & Burke (pp. 992-996)– OnCourse > Topic 6 3 stories on China opening world's largest bridge OnCourse > Topic 6	
	10/23	Burke's ratios	Burke (pp. 996-1018)– OnCourse > Topic 6	Due: DQ: Burke's theory
	10/25	Discuss Burke's theory in terms of Tonn, Endress, & Diamond's article "Hunting and Heritage on Trial"	Tonn reading– OnCourse > Topic 6	Read & bring in copy of Tonn article
10	10/28	Discuss Critical Perspective Assignment	Campbell & Burkholder– OnCourse > Assignment Resources & Guidelines: Critical Perspective	
		TOPIC 7: BITZER'S VIEW ON RHETORIC – RHETORICAL SITUATION		
	10/30	Rhetorical Situations: "Analysis & Situations as Rhetorical" Group a) Pres. Bush's 9/11 address to nation & Group b) Pres. Bush's 9/11 address to joint session of Congress	Chapter 8 (pp. 225-236) Bitzer–OnCourse > Topic 7 Pres. Bush–OnCourse > Topic 7	Read, print, & bring in assigned speech text
	11/1	Rhetorical Situations: "Analysis & Situations as Rhetorical" Reagan, "Shuttle Challenger Address"	Chapter 8 (pp. 236-242) Reagan–OnCourse>Topic 7	Due: DQ: Bitzer's theory Print/bring in challenger speech text
		TOPIC 8: FISHER'S VIEW ON RHETORIC – NARRATIVE PARADIGM		
11	11/4	Introduction to Narrative Paradigm Theory	Ch. 5 (entire chapter) Fisher–OnCourse > Topic 8	
	11/6	Fisher's views on narrative rationality	Ch. 5 (entire chapter) Fisher–OnCourse > Topic 8	
	11/8	Conspiracy theories & Narrative Paradigm Theory	Popp–OnCourse > Topic 8	Due: DQ: Fisher's theory
12	11/11	In class workday on critical perspective paper [meet in Story Lab]		Bring research and 2 copies of paper (if ready for peer review)
		TOPIC 9: WRITING A RHETORICAL ANALYSIS RESEARCH PAPER		
	11/13	Rhetorical criticism as art	Kuypers–OnCourse > Topic 9	Due: Critical perspective essay

Week	Date	Topic	Reading Due	Assignment Due & What to Bring to Class
	11/15	Discuss Rhetorical Analysis essay (final paper) Assignment Types of Rhetorical Criticism: Pedantic criticism & ideological criticism	Foss readings–OnCourse > Topic 9 Foss, “Pedantic Criticism” (pp. 455-463) Foss, “Ideological Criticism” (pp. 209-221)	
13	11/18	Writing an Implications Section	Section–OnCourse > Topic 9	
	11/20	Selecting a title and writing an abstract	APA–OnCourse > Topic 9	Bring in a journal article relating to your theory or rhetorical act
	11/22	Out of class workday on description of rhetorical act & visual argument worksheet	Ramage– OnCourse > Topic 9	Due: Out-of-class participation assignment: Visual Arguments worksheet (upload to dropbox)
14	11/25-11/29	No Class: Thanksgiving Holiday		
		TOPIC 10: GENDER CRITICISM		
15	12/2	Feminine Style Theory	Campbell–OnCourse > Topic 10 Vigil–OnCourse> Topic 10	Due: DQ: Campbell’s theory
	12/4	Beyond persuasion: Invitational rhetoric	Foss & Griffin–OnCourse > Topic 10 Carey–OnCourse > Topic 10	Due: DQ Make-up: Foss & Griffin’s theory
	12/6	In-class assignment: Construct a paragraph that uses your theory to analyze your rhetorical act [meet in story lab]		
		FINAL WEEK OF CLASS & FINALS WEEK		
16	12/9	30 minutes: Class reflection assignments & discussion 20 minutes: Work on rhetorical analysis paper		
	12/11	In-class workday on rhetorical analysis paper [meet in story lab]		
	12/13	Visual Rhetorical Analysis & Abstract Peer Review		Due: Draft: Rhetorical analysis essay & abstract (bring 2 printed copies)
Finals Week	Th., 12/19, 9:00-10:30 a.m.	Submit Visual Rhetoric Analysis & Abstract		Due: Rhetorical analysis essay, reference page, & abstract (bring a print copy of assignment to prof’s office - McEwen 304)

***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.
- Important Registrar Dates: Aug. 30 (final day to DROP courses), Oct. 24 (mid-semester grades available), and Nov. 8 (final day with WITHDRAW from course).
- Final grades will be available to students on Dec. 27 after 3:00 p.m.