

# COMM302: Rhetoric and Criticism Syllabus

## Fall 2017

### 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

Please complete the readings before the assigned class period. You should approach each reading with the aim of discovering what questions a critic working from a particular perspective would ask of the text and what methods or means the perspective offers the critic in the process of discovery.

1. Palczewski, C.H., Ice, R., & Fritch, J. (2016). *Rhetoric in civic life* (2<sup>nd</sup> 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 textbooks, will be available through OnCourse and Google Drive.

#### ANGELA MCGOWAN, PHD

##### CONTACT INFORMATION

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- ❖ Office Phone: 716-673-3260
- ❖ Email: [mcgowan@fredonia.edu](mailto:mcgowan@fredonia.edu)
- ❖ Professional Website:  
<http://angelammcgowan.weebly.com>

##### OFFICE HOURS

- ❖ MWF: 9:00-10:30 a.m.
- ❖ Tuesday: By appointment only

##### CLASSROOM

- ❖ McEwen Hall 201

##### MEETING TIME

- ❖ MWF: 2-2:50 p.m.

## PREREQUISITES

- ❖ COMM 101 and ENGL 100

## COURSE POLICIES

- ❖ **Attendance:** Class begins promptly at 2:00 p.m. and the professor will take attendance at the start of class. Students who arrive late or leave early will be penalized. Arriving late (after 2:00 p.m.) or leaving early four (4) times equals one absence. If you will be more than 10 minutes late to class, please do not come in the classroom. You have missed class for the day and will be marked absent.

You are permitted up to 5 absences. Upon your 6<sup>th</sup> absence, regardless of reason, your final grade will be reduced 10 points per absence. Missing class for a university sanctioned activity is the only absence that will be excused (i.e., artistic performances, research conferences, intercollegiate athletic events, student government, required class field trips). If your absence is excused and you miss class the day of an in-class graded assignment, such as an application assignment, you can make-up the points by writing a 250 word essay that discusses the course content examined the day you missed and connecting the content to real life. You must submit the typed essay within 24 hours of the missed class. It is your responsibility to get the notes you missed.

The professor will keep track of attendance in OnCourse. The attendance key is as follows: P-Present, L-Late, E-excused, LE- left early, A-Absent. Students are responsible for checking their attendance and notifying the professor of a discrepancy.

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

- ❖ **Late work:** Assignments are due in hard copy and/or via dropboxes in OnCourse within the first 5 minutes of class (by 2:05 p.m.). Deadlines apply even if you are not in class the day 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 won't open," "the printer was broken") and inability to complete an assignment on time because of one's work schedule, other coursework deadlines, or extracurricular obligations are not considered dire circumstances. Turning in an assignment late requires professor approval at least 24 hours before the assignment is due. Assignments may not be accepted or receive a severe grade deduction (30%) if turned in late. Assuming you have professor approval, late work will be accepted up to 3 days after the due date.
- ❖ **Written work:** 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 course textbook and readings available through OnCourse do not count toward the source requirement, yet, should still be cited when applying course concepts, theories, or strategies discussed in the readings.

All written assignments will be submitted online using Turnitin. Turnitin will check your submission against stored student assignments that have submitted during past sections of COMM302, the Internet, journals, periodicals, and publications. Then, Turnitin will run an Originality Report on each assignment. If the report exceeds the maximum percentage, the professor may not accept the student's assignment.

All written work must be (1) submitted in hard copy by the start of class, (2) submitted via Turnitin by the start of class, and (3) written in APA style: justified left, 1" margins, double spaced, running head including page numbers in top right corner, stapled, contractions written out, and typed in 12-point Times New Roman font. APA

resources are posted on OnCourse. Also refer to the American Psychological Association (<http://www.apastyle.org>) and Purdue Owl (<http://owl.english.purdue.edu/>) for the most current rules for APA.

Please note that there will be an 8-point deduction for not submitting discussion questions to the Turnitin Dropbox and/or failing to submit the discussion questions in print on time.

If you would like the professor to review a draft of a written assignment, you must email her the complete paper at least 6 days before the assignment is due. She will not proofread the document but will instead discuss the merits of the submission.

- ❖ **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 and supplemental readings will be available through OnCourse. You 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, 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>).

- ❖ **Communicating with Professor:** The professor will communicate with you through your Fredonia e-mail account. 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. You also can communicate with her via Google Chat (gchat) anytime there is a green dot next to her name. Click on this link to learn how to start a chat in Gmail <https://support.google.com/chat/answer/161880?hl=en>

## COURSE ASSIGNMENTS

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

1. **Discussion Questions (30 points each/180 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 respond to the questions using bullets or paragraphs but make sure that you (1) reference the assigned reading and (2) paraphrase what the author wrote. Some questions will ask you to identify a rhetorical act that demonstrates a concept or idea discussed in the reading. Your answer should walk the reader through what you see going on in the rhetorical act with specific references to concepts from the readings for that day. On each respective due date, you should bring a printed copy your answers to class and submit the Word file to Turnitin. You have a chance to answer make-up questions on November 27, 2017, and the grade earned on this assignment will replace your lowest discussion question grade.
2. **Participation (30 total points):** You will complete an online quiz of the syllabus. Also, on specific days, you should bring in an example of course content. Make sure the example is printed and includes a short (150-200 word) summary that explains how the example demonstrates the course concepts discussed that day. Be prepared to share your example and explanation with the class.
3. **Elevator Pitch (140 total points):** This assignment asks you to craft a pitch selling yourself, your vision, or your business in a short 1:30-2:00 minute oral presentation. 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 that 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):** As part of your final paper, you will choose a visual argument to analyze rhetorically. The historical context 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 elucidate the particular events that motivated the speaker to engage in the rhetorical action and the audience’s expectations. Using outside sources, you should also identify and articulate the problem that urged the rhetor to create the persuasive message and provide background information on rhetor/author of the visual image and the audience.

5. **Critical Perspective Essay (200 total points):** Before writing your final paper, you will write 750-1250 word essay that examines the rhetorical theory you plan to use to analyze your visual argument. Your critical perspective essay should (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. Effective papers will support their discussion by using examples from the rhetorical act they selected for their final paper.
6. **Visual Rhetoric Analysis Essay /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. Topics are first come first serve and must have professor approval by February 22, 2017. Broadly, the essay will include a synthesis of research done on the rhetorical theory used to analyze the rhetorical act, offer historical contextualization of the visual, and develop a critical argument using relevant conceptual resources. Specifically, the essay should advance a claim supported by reasons, follow the Toulmin Model, use evidence effectively, employ persuasive techniques that move the audience, and thoroughly examine the rhetor’s argument rhetorically.

## COURSE GRADING

- ❖ After a grade is returned, students must wait 24 hours prior to inquiring about the grade. Then, students have 6 days to resolve questions 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 for next time.
- “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:

- ❖ 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, 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.
- ❖ 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 going to <http://www.fredonia.edu/studentaffairs/JudicialAffairs/policies.asp#academic>.

## **TUTORING SERVICES**

- ❖ 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.

## **LEARNING ACCOMMODATIONS**

- ❖ 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](mailto: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.

## **DEPARTMENT OF COMMUNICATION PHILOSOPHY**

- ❖ 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>

**TENTATIVE COURSE SCHEDULE\***

Week	Date	Topic	Reading Due	Assignment Due
<b>INTRODUCTION TO ARGUMENT &amp; VISUAL RHETORIC</b>				
<b>1</b>	8/21	Course Introduction		
	8/23	Rhetoric as Symbolic Action: “Symbols & Symbolic Action”	Chapter 1 (pp. 3-13)	
	8/25	Rhetoric as Symbolic Action: “Rhetoric as Civic Engagement”	Chapter 1 (pp. 13-23) Tillman Painting- OnCourse > Rhetoric as Symbolic Action	
<b>2</b>	8/28	Rhetoric as Symbolic Action: “Culture, Memory, Power” Phillips, “Introduction”	Chapter 1 (pp. 23-31) Phillips– OnCourse > Rhetoric as Symbolic Action	<b>OnCourse- Syllabus Quiz (due by 11:59 p.m.)</b>
	8/30	Language: “Construction of Social Reality & Terministic Screens”	Chapter 2 (pp. 41-48)	
	9/1	Language: “Public Vocabulary”	Chapter 2 (pp. 49-63)	Print/bring in 1 visual & 1 verbal ideograph
<b>3</b>	9/4	<b>No class</b>	<b>No Class</b>	
	9/6	Visual Rhetoric	Chapter 3 (entire chapter)	
	9/8	Upcoming Assignment Overview Campbell & Burkholder, “Historical Context” Discuss Historical Context Essay <u>Visual Rhetoric</u> Rabiega, “Commercial graffiti” (read pp. 37-41/print off) Ramage, “Tips for Analyzing”	Rabiega – OnCourse Ramage – Google Drive Campbell & Burkholder– OnCourse>All Assignment Guidelines>Historical Context>Chapt. 3	Print/bring in example of graffiti listed on Rabiega, p. 38
<b>PLATO’S VIEW ON RHETORIC</b>				
<b>4</b>	9/11	Introduction to the Classical Period Plato, “Introduction”	Plato (pp. 55-58)– OnCourse	
	9/13	<b>No Class</b>	<b>No Class</b>	
	9/15	Plato, “Gorgias” Dialectic, rhetoric, flattery	Plato (pp. 61-83)– OnCourse	Print Day II PowerPoint slides- OnCourse
<b>5</b>	9/18	Plato, “Gorgias” cont’d Callicles, truth vs. Truth, virtue	Plato (pp. 83-115)– OnCourse	<b>DQ 1: Plato’s theory</b>
<b>ARGUMENT CONSTRUCTION</b>				
	9/20	Finding and evaluating sources Using summary, paraphrase, quotation Citing, documenting sources (APA)	All readings– OnCourse>Argument Construction-Researching, Writing, Citing	If available, bring technology with Internet access Print “Finding Research” PowerPoint slides-OnCourse
	9/22	Argument: “Place of Argument & Classical Conceptions” Audience, syllogism, & enthymeme	Chapter 4 (pp. 99-109)	Print/bring in example enthymeme (see p. 108) Prof’s approval of rhetorical act
<b>6</b>	9/25	Argument: “The Toulmin Model” Rybacki & Rybacki, “Advocacy and Opposition”	Chapter 4 (pp. 109-116) Rybacki– OnCourse	
	T, 9/26	Cover letter/resume workshop, 1-2:30 p.m., WLM CTR S204 ABC		

Week	Date	Topic	Reading Due	Assignment Due
	9/27	Writing an argumentative essay & audience, burden of proof, spheres of argument/audience	Chapter 4 (pp. 117-123)	
	9/29	Historical Context essay in-class workday		Bring research for paper & technology
<b>THE RHETOR &amp; ARISTOTLE'S VIEW OF RHETORIC</b>				
7	10/2	Rhetors	Chapter 6 (entire chapter)	<a href="#">Essay: Historical context</a>
	10/4	Discuss Elevator Pitch Assignment Aristotle, "Introduction" Aristotle, "Rhetoric, Book I"	"Introduction" (pp. 144-150)– OnCourse Aristotle (pp. 151-153)– OnCourse	
	10/6	<b>No Class</b>	<b>No Class</b>	
8	10/9	Aristotle, "Rhetoric, Book I" cont'd	Aristotle (pp. 153-155)– OnCourse	
	10/11	Aristotle, "Rhetoric, Book I" cont'd	Aristotle (pp. 155-160)– OnCourse	<a href="#">DQ 2: Aristotle's theory</a>
	10/13	Elevator pitch activity		
9	10/16	<b>Day I: Deliver Elevator Pitch</b>		<a href="#">Oral Presentation: Elevator pitches</a>
	10/18	<b>Day II: Deliver Elevator Pitch</b>		
<b>CONTEMPORARY RHETORICAL THEORY: RHETORICAL SITUATION</b>				
	10/20	Rhetorical Situations Bitzer, "Rhetorical Situation"	Chapter 8 (pp. 225-236) Bitzer – OnCourse	
10	10/23	Rhetorical Situations: "Analysis & Situations as Rhetorical"	Chapter 8 (pp. 236-242)	<a href="#">DQ 3: Bitzer's theory</a>
	10/25	Discuss Critical Perspective Assignment Campbell & Burkholder, "Selecting a Critical Perspective"	Campbell & Burkholder– OnCourse >All Assignment Guidelines>Critical Perspective>Chapt 4	
<b>CONTEMPORARY RHETORICAL THEORY: AUDIENCES &amp; PENTAD ANALYSIS</b>				
	10/27	Audiences	Chapter 7 (pp. 199-213)	Print/bring in an advertisement
11	10/30	Burke, "Introduction" Burke, "A Grammar of Motives"	"Introduction" (pp. 989-991) & Burke (pp. 992-996)– OnCourse	
	11/1	Burke, "A Grammar of Motives"	Burke (pp. 996-1018)– OnCourse	<a href="#">DQ 4: Burke's theory</a>
	11/3	Tonn, Endress, & Diamond, "Hunting and Heritage on Trial" (PRINT)	Tonn reading– OnCourse	Print/bring in Tonn article
12	11/6	<u>Out of class</u> workday on critical perspective paper (sign-up for meeting with prof via Google Drive)		Out of class workday
	11/8	<u>In class</u> workday on critical perspective paper		Bring research for paper & technology 2 printed copies of essay (if ready for peer review)
<b>CONTEMPORARY RHETORICAL THEORY: NARRATIVE</b>				
	11/10	Narrative Fisher, "Narration as a Human Communication Paradigm"	Ch. 5 (entire chapter) Fisher – OnCourse	

Week	Date	Topic	Reading Due	Assignment Due
<b>13</b>	11/13	Fisher Cont'd		<b>DQ5: Fisher's theory</b>
	11/15	Popp, "History in Discursive Limbo" Discuss Visual Rhetoric Analysis (final paper) Assignment	Popp– OnCourse	Bring in technology to look-up a conspiracy theory <b>Essay: Critical perspective</b>
<b>CONTEMPORARY RHETORICAL THEORY: GENDER CRITICISM</b>				
	11/17	TBD		
<b>14</b>	11/20-11/24	<b>No Class</b>	<b>No Class</b>	
<b>15</b>	11/27	Campbell, "Feminine Style" Vigil, "Feminine Style"	All readings– OnCourse	<b>DQ 6: Campbell's theory</b>
	11/29	Foss & Griffin, "Beyond Persuasion" (Invitational Rhetoric) Carey, "The Parallel Rhetorics of Ella Baker"	All readings – OnCourse	<b>DQ Make-up: Foss &amp; Griffin's theory</b>
	12/1	Writing an Implications Section		
<b>FINAL WEEK OF CLASS</b>				
<b>16</b>	12/4	Out of class workday on rhetorical analysis paper (sign-up for meeting with prof via Google Drive)		Out of class workday
	12/6	In class workday on visual rhetorical analysis		Bring research for paper & technology
	12/8	Visual Rhetorical Analysis Peer Review		<b>Draft: Visual rhetorical analysis</b> (bring 2 printed copies)
<b>Finals Week</b>	F, 12/15 from 9-10:30 a.m.	Submit Visual Rhetoric Analysis		<b>Essay: Visual rhetorical analysis</b>

\*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. 25 (final day to DROP courses), Oct. 19 (mid-semester grades available), and Nov. 3 (final day with WITHDRAW from course).
- ❖ Final grades will be available to students on Dec. 21, 2017 after 3:00 p.m.



## COMM302: Historical Context Essay Assignment Guidelines

**Due:** October 2, 2017

- Bring a hard copy of essay and reference page to class
- Upload Essay file to Turnitin (OnCourse > Turnitin Dropboxes for All Assignments > Historical Context Essay Dropbox).
  - Keep in mind that submissions will not be accepted after the due date, the system will generate your Originality Report immediately (resubmissions are not allowed), your document will be stored in Turnitin, and your file will be checked against stored student papers, the Internet, journals/publications, and the bibliography will be excluded from the total but the use of quoted material will not. Originality Score should be at or below 10 percent

**Worth:** 150 points

**Topic:** You should choose a visual argument to analyze rhetorically. Remember, types of visual and material rhetoric include bodies, photographs, performances, monuments, memorials, and museums, image events, web pages, advertisements, cartoons, dance performances, and graffiti/mural art (see “Rhetoric in Civic Life,” Ch. 3).

The visual rhetorical act that you must (1) contain or reference an ideograph, (2) allude to a collective memory, and/or (3) be an example of a public memory.

- Ideography: An ordinary but abstract term “representing collective commitment to a particular but equivocal and ill-defined normative goal.”
- Collective Memory: Circumstances in which different persons, not necessarily known to each other at all, nevertheless recall the same event – again each in her own way (Phillips, 2004, p. 23)
- Public Memory: “A particular type of collective memory that combines the memories of the dominant culture and fragments of marginalized groups’ memories, and enables a public to great a sense of past, present, and future” (Palczewski, Ice, & Fritch, 2016, p. 25).

You cannot analyze common public service campaigns, such as anti-smoking and texting while driving. You should pick a rhetorical act that has an easily identifiable rhetor.

Topics are first come, first serve. To have your topic approved, you should type the information in on the Google Doc that can be accessed using this link: <https://docs.google.com/document/d/1JpjqcNifmoH-Jk6HS7y-bDmkoSMzzGKVaWXiRM3HISE/edit?usp=sharing>. You’ll need to include: (1) your full name, (2) paste visual act (or link to visual act), (3) identify the year it was produced, (4) the rhetor, & (5) audience.

**Description:** This assignment asks you to examine elements outside of the rhetorical act: the context and the occasion. As a result of writing the 500-750 word essay, you will elucidate the particular events that motivated the rhetor to engage in the rhetorical action and understand the audience’s expectations. Using outside sources, you should identify and discuss: the problem that urged the rhetor to create the persuasive message, rhetor/author of the visual image, and the audience.

In order to understand how the rhetorical act maintains an ideology, we need to study rhetor’s use of symbols. Therefore, following Campbell & Burkholder’s (1997) approach to historical-contextual analysis, you should consult sources outside the text to form your own conclusions about the events and issues that caused the author/rhetor to create the artifact. To do so, you should read outside “sources in search of information about the historical-cultural context, the rhetoric, the audiences exposed to the act, and the persuasive forces” (Campbell & Burkholder, 1997, p. 50).

**Essay Structure:** The essay should offer historical contextualization of the rhetorical act by synthesizing background information. Specifically, the essay should include the following:

Introduction:

- Attention getter/orient the reader to the topic
- Thesis: Provide the reader with a statement of purpose/argument
- Preview: Explain what's to come in the essay by identifying the issues/topics will you explore. Brief summary (1 sentence) of the main topics/arguments/points made in the essay

Body:

- When you introduce a new topic, make sure the body of the essay includes topic headings that are centered on the page and typed in bold (e.g., background the rhetor, audience, ideology, and competing forces)
- Using outside sources, identify and discuss:
  - (1) **Rhetorical problem** that urged the rhetor to create the persuasive message – what occasion caused the rhetorical act to come into existence? Identify and summarize the events that urged rhetor to engage in rhetorical action.
  - (2) **Rhetor/author** of the visual rhetorical act – what is the rhetor's credibility (ethos)? Describe facets of the rhetor's persona (see "Rhetoric in Civil Life," Ch. 6). Explain the rhetor/author of the rhetorical act.
  - (3) **Audience** - who was in the audience and what were audience's expectations of act? What terministic screen may the audience apply when they look at the rhetorical act? (see "Rhetoric in Civil Life," Ch. 2 and Ch. 7). What are the three readings of the rhetorical act? (see "Rhetoric in Civil Life," Ch. 4)
  - (4) **Ideology** - summarize the cultural setting/climate of opinion in which the rhetorical act appears. Remember, ideology is created and maintained through symbol use.
  - (5) **Competing forces** - discover groups in conflict with rhetor's position. Identify quotes from the opposition and specific examples of who's against the rhetor's mission.
  - (6) If relevant, consider if/how/why the visual demonstrates a **collective or public memory** ("Rhetoric in Civic Life," Ch. 2).
    - Don't focus on analyzing the rhetorical act. Instead, explain the situation that sparked the collective or public memory.
  - (7) If relevant, consider if/how/why the visual is an example of verbal/visual ideographs ("Rhetoric in Civic Life," Ch. 2). If it is, discuss the audience's (culture's) ideology. Don't focus on analyzing the rhetorical act. Instead, explain the culture's ideology.

*For more information, OnCourse > COMM302 > All Assignment Guidelines & Rubrics > Historical Context Essay > Campbell and Burkholder Chapt. 3*

Singapore

Conclusion:

- Review main ideas: clearly, but briefly, reiterate what you were hoping to accomplish in the essay
- Thesis: Restate the central argument and encourage the reader to consider the thesis in light of the evidence you provided
- Take away message

**Essay Requirements:**

Style

- Essay Length: The essay should be 500-750 words (2-3 pages) and include a word count on the last page of the essay. The title page and reference page do NOT count toward your page minimum or maximum.

- **Research:** Your research should come from 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.
  - It ensure that the information is current, all statistics must have been published within the last 5 years.
- **Source Requirements:** 4+ sources, only 2 can come from a credible non-biased website (periodicals, newspapers, and magazine articles accessed online but appear in print do not count towards the 2).
  - The textbook and other materials read in class do not count toward the source requirement.
  - The rhetorical act should be cited but does not count toward the source requirement.
- **Citations:** You must give citations for material taken from sources (using APA style). Please staple a reference page at the end of your paper.
- **Written in APA style:** justified left, 1” margins, double spaced, running head including page numbers in top right corner, stapled, contractions written out, and typed in 12-point Times New Roman font. Do not alter font type and/or size or deviate from the margin requirements in an effort to “cheat” your way around the page minimum and maximum. Each “cheat” will result in a 5% automatic deduction from your paper grade. APA resources are posted on ONCOURSE. Also refer to the American Psychological Association (<http://www.apastyle.org>) and Purdue Owl (<http://owl.english.purdue.edu/>) for the most current rules for APA style.
- **Write in a formal, academic style,** paying attention to structure and grammar. No “I,” “me,” “I believe,” or “in my opinion.”

### Content

- Rely more on paraphrasing than direct quotes
- Contextualize the quotations
- Use quotation marks around quotations from the text or block them.
- When you quote a source, indicate where your quotation comes from in parentheses at the end of the quotation.
- If you are using a long quotation and would like to leave out extraneous material, you may use ellipses to indicate that you have left something out. However, do not abuse ellipses just because you do not like to type quotations; you should not have to use ellipses on quotations that are less than three or four lines long.
- Use your notes from class, your textbook, and any additional readings to support claims that you make in the essay.

### **Evaluation Criteria**

*Note: Full rubric available on OnCourse > COMM302 > All Assignment Guidelines & Rubrics > Historical Context Essay*

- **Introduction:** - creating an attention-getter that makes the reader want to read the essay. - articulating a clear thesis that advocates a well-defined position/action the audience should accept. - setting out a preview for the essay which frames the persuasion that is to follow.
- **Summarizing Rhetorical Problem:** - identifying and summarizing the events that urged rhetor to engage in rhetorical action. - explaining the rhetor/author of the rhetorical act. - articulating who was in the audience and audience expectations of act. - summarizing the cultural milieu/climate of opinion in which the rhetorical act appears. - discovering groups in conflict with rhetor’s position. – explaining competing forces, audience’s ideology, and, when relevant, ideographs, collective, and/or public memory.
- **Conclusion:** - summarizing what was covered in terms of main points. - drawing out a major conclusion (thesis). - ending with an emotional tone that moves reader.
- **Content: Style & Structure:** - arranging content logically so the essay maintains flow of thought. - organizing paragraphs using the Toulmin Model. - supporting claims with a sufficient amount of

scholarly evidence. - consistently using proper grammar, mechanics, and formal language - astutely following APA guidelines (section headings, page numbers, in-text citations, double spaced, etc.) - using only formal/academic language. - introducing quotes.

- **Supporting Evidence:** - supporting evidence unquestionably urges audience to accept thesis. - supporting evidence comes from scholarly sources. - information is consistent. - Always provides comprehensive insight, understanding, and reflective thought. - Meets all source requirements. - Creative in synthesizing relevant evidence. - supporting material comes from scholarly sources. - evidence includes attribution tags and parenthetical citations

## COMM302 – Historical Context Grading Rubric

	“A”— Artistic Mastery!	“B”— Better’n Most!	“C”— Competent	“D”— Deficient	“F”— Failing
<p><b>Content: Introduction</b></p> <p>_____/10 pts.</p>	<p>(10 – 9 pts.) Does a <b>superior</b> job of: - creating an <u>attention-getter</u> that makes the reader what to read the essay. - articulating a clear <u>thesis</u> that advocates a well-defined position. - setting out a <u>preview</u> that frames the persuasion that is to follow in the essay.</p>	<p>(8 pts.) Does a <b>satisfactory</b> job of: - creating an <u>attention-getter</u> that makes the reader what to read the essay. - articulating a clear <u>thesis</u> that advocates a well-defined position. - setting out a <u>preview</u> that frames the persuasion that is to follow in the essay.</p>	<p>(7 pts.) Does a <b>mediocre</b> job of: - creating an <u>attention-getter</u> that makes the reader what to read the essay. - articulating a clear <u>thesis</u> that advocates a well-defined position. - setting out a <u>preview</u> that frames the persuasion that is to follow in the essay.</p>	<p>(6 pts.) Does a <b>negligible</b> job of: - creating an <u>attention-getter</u> that makes the reader what to read the essay. - articulating a clear <u>thesis</u> that advocates a well-defined position. - setting out a <u>preview</u> that frames the persuasion that is to follow in the essay.</p>	<p>(0 pts.) - Introduction is unsatisfactory.</p>
<p><b>Content: Summarize Rhetorical Problem</b> (identify and summarize the events that urged rhetor to engage in rhetorical action)</p> <p>_____/60 pts.</p>	<p>(60 – 54 pts.) Does an <b>exceptional</b> job of accurately and thoroughly: - identifying and summarizing the events that urged rhetor to engage in rhetorical action. - explaining the <i>rhetor/author</i> of the rhetorical act. - articulating who was in the <i>audience</i> and their expectations of act. - summarizing the cultural milieu/climate of opinion in which the rhetorical act appears (<i>ideology</i>). -discovering groups in conflict with rhetor’s position (<i>competing forces</i>). - synthesizing research.</p>	<p>(53 – 48 pts.) Does a <b>satisfactory</b> job of accurately and thoroughly: - identifying and summarizing the events that urged rhetor to engage in rhetorical action. - explaining the <i>rhetor/author</i> of the rhetorical act. - articulating who was in the <i>audience</i> and their expectations of act. - summarizing <u>most</u> of the cultural milieu/climate of opinion in which the rhetorical act appears (<i>ideology</i>). -discovering <u>most</u> of the groups in conflict with rhetor’s position (<i>competing forces</i>). - synthesizing <u>most</u> of the research.</p>	<p>(47 – 42 pts.) Does an <b>mediocre</b> job of accurately and thoroughly: - identifying and summarizing <u>some</u> of the events that urged rhetor to engage in rhetorical action. - explaining the rhetor/author of the rhetorical act. - articulating who was in the <i>audience</i> and their expectations of act. - summarizing <u>some</u> of the cultural milieu/climate of opinion in which the rhetorical act appears (<i>ideology</i>). -discovering <u>some</u> of the groups in conflict with rhetor’s position (<i>competing forces</i>). - synthesizing <u>some</u> of the research.</p>	<p>(41 – 36 pts.) Does an <b>negligible</b> job of accurately and thoroughly: - identifying and summarizing the events that urged rhetor to engage in rhetorical action. - explaining the rhetor/author of the rhetorical act. - articulating who was in the <i>audience</i> and their expectations of act. - summarizing the cultural milieu/climate of opinion in which the rhetorical act appears. -discovering groups in conflict with rhetor’s position. - synthesizing research.</p>	<p>(0 pts.) - Summation of rhetorical problem is insufficient.</p>

	<b>“A”— Artistic Mastery!</b>	<b>“B”— Better’n Most!</b>	<b>“C”— Competent</b>	<b>“D”— Deficient</b>	<b>“F”— Failing</b>
<b>Content: Style and Structure</b>  _____/27 pts.	(27 – 25 pts.) Does a <b>superior</b> job of: - arranging <u>all</u> content logically. - organizing <u>all</u> paragraphs using the Toulmin Model. - <u>consistently</u> using proper grammar, mechanics, and formal language. - astutely following APA guidelines (section headings, page numbers, in-text citations, double spaced, etc.) - using <u>only</u> formal/academic language. - introducing <u>all</u> quotes.	(24 – 22 pts.) Does a <b>satisfactory</b> job of: - arranging <u>most</u> content logically. - organizing <u>most</u> paragraphs using the Toulmin Model. - <u>usually</u> using proper grammar, mechanics, and formal language - sensibly following APA guidelines (section headings, page numbers, double spaced, in-text citations, etc.) - mostly using formal/academic language. -introducing <u>most</u> quotes.	(21 – 19 pts.) Does a <b>mediocre</b> job by: - arranging <u>some</u> content logically. - organizing <u>some</u> paragraphs using the Toulmin Model. - <u>sometimes</u> using proper grammar, mechanics, and formal language - <u>sometimes</u> following APA guidelines (section headings, page numbers, double spaced, in-text citations, etc.) - using informal/nonacademic language -introducing <u>some</u> quotes.	(18 – 17 pts.) Does a <b>negligible</b> job by: - arranging content logically. - not organize paragraphs using the Toulmin Model. - using proper grammar, mechanics, and formal language - following APA guidelines (section headings, page numbers, double spaced, in-text citations, etc.) - using informal/nonacademic language - not introduce direct quotes.	(0 pts.) - Essay’s style and structure are unclear and therefore inadequate. - Essay reflects a deficient understanding of the Toulmin Model
<b>Content: Supporting Evidence</b> (e.g., facts, causal links, testimony, examples)  _____/43 pts.	(43 – 39 pts.) - <u>All</u> supporting evidence unquestionably urges reader to accept thesis. - <u>All</u> supporting evidence comes from scholarly sources. - Uses $\geq 4$ scholarly sources. - <u>All</u> information is consistent. - <u>Always</u> provides comprehensive insight, understanding, and reflective thought. - Meets <u>all</u> source requirements. - Creative in synthesizing relevant evidence. - <u>All</u> evidence includes attribution tags parenthetical citations.	(38 – 35 pts.) - <u>Most</u> supporting evidence causes reader to accept thesis. - <u>Most</u> supporting evidence comes from scholarly sources. - Incorporates $\geq 4$ scholarly sources. - <u>Above average</u> use of evidence to provide comprehensive insight and reflective thought. - May lack <u>some</u> connections. - Meets <u>all</u> source requirements. - Incorporates <u>some</u> synthesis of evidence. - <u>Most</u> evidence includes attribution tags and parenthetical citations.	(34 – 31 pts.) - <u>Mediocre</u> use of supporting evidence to support thesis. - <u>Some</u> supporting evidence comes from scholarly sources. - May not incorporate 4 scholarly sources. - <u>Lacks connections</u> between thesis and evidence. - <u>Fails</u> to sufficiently support the thesis. - <u>Does not</u> synthesize evidence but instead summarizes articles separately. - <u>A little</u> of the supporting material comes from scholarly sources. - <u>Some</u> evidence includes attribution tags and parenthetical citations.	(30 – 26 pts.) - <u>Poor</u> use of evidence suggesting minimal understanding and effort. - <u>Minimal</u> supporting evidence comes from scholarly sources. - Does not incorporate 4 scholarly sources. - <u>Does not</u> meet source requirement. - <u>Does not</u> synthesize evidence but instead summarizes articles separately. - Supporting materials <u>does not</u> come from scholarly sources. - <u>Minimal</u> evidence includes attribution tags and parenthetical citations	(0 pts.) - Supporting evidence is negligible.
<b>Content: Conclusion</b>  _____/10 pts.	(10 – 9 pts.) Does a <b>superior</b> job of: - summarizing what was covered in main points. - drawing out a major conclusion (thesis). - ending with emotional tone.	(8 pts.) Does a <b>satisfactory</b> job of: - summarizing what was covered in main points. - drawing out a major conclusion (thesis). - ending with emotional tone.	(7 pts.) Does a <b>mediocre</b> job of: - summarizing what was covered in main points. - drawing out a major conclusion (thesis). - ending with an emotional tone.	(6 pts.) Does a <b>negligible</b> job of: - summarizing what was covered in main points. - drawing out a major conclusion (thesis). - ending with an emotional tone.	(0 pts.) - Does not meet expectations.

**Deductions:** Minus 5 points

\_\_\_\_\_ Essay Length: 500-750 words (2-3 pages)

**Deductions:** Minus 28 points (25% of grade)

\_\_\_\_\_ Did not submit essay at the start of class in hard copy and/or via Turnitin

**Deductions:** \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = **minus** \_\_\_\_\_

**Original score:** \_\_\_\_\_ - **Deductions** \_\_\_\_\_ = **Final grade:** \_\_\_\_\_ /150 points

Grade Scale	
A	94-100%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	74-76%
C-	70-73%
D+	67-69%
D	64-66%
D-	60-63%
F	59-below

## **COMM302: Elevator Pitch Assignment Guidelines**

**Due:** October 16, 2017

- Upload the pitch to Turnitin (originality score should be below 5 percent) **and** bring a hard copy to class.

**Worth:** 140 points

### **Directions**

This assignment asks you to craft a pitch selling yourself, your vision, or your business in a short 1:30-2:00 minute oral presentation. You will use the Toulmin Model to write/organize a pitch that should be written in present day. Toulmin developed a description of argument patterns composed of the following parts: claim, data, warrant, qualification, backing, and conditions for rebuttal (Palczewski, Ice, & Fritch, 2016).

Keep in mind that “above all else, Toulmin’s model . . . helps arguers tailor arguments to their audiences” (Ramage, Bean, & Johnson, 2015, p. 72). Although your target audience is hypothetical, you should imagine that your listener is a CEO of a fortune 500 company, a nonprofit, a hospital, or a government agency. The pitch should move the audience, use evidence effectively, and clearly identify the seven criteria listed on page two.

You cannot have a notecard when you deliver your pitch in “real life;” therefore, you cannot use a notecard when you deliver your pitch to the class.

### **Due Day of Presentation**

- (1) Printed manuscript of elevator pitch with each part of the Toulmin Model clearly labeled (see example on OnCourse).
- (2) Upload Elevator Pitch file to Turnitin (OnCourse > Turnitin Dropboxes for All Assignments > Elevator Pitch Dropbox). Keep in mind that submissions will not be accepted after the due date, the system will generate your Originality Report immediately (resubmissions are not allowed), your document will be stored in Turnitin, and your file will be checked against stored student papers, the Internet, journals/publications, and the bibliography will be excluded from the total but the use of quoted material will not.

### **Evaluation**

You will be graded on content, appearance, and body language/oral communication.

- (1) Content – You should incorporate a claim that is exceptionally clear and unique, incorporate support evidence that cause audience to accept claim and reason, warrant guarantees the soundness of the augment, rebuttal clearly anticipates a major objection to the claim, and use an abundant amount of common ground so that the audience accepts the claim.
- (2) Appearance – If you are well groomed (hair done, clothes pressed, appropriate attire, etc.)
- (3) Body language/Oral Communication – Eye contact, volume and tone (minimal verbal fillers and speaking clearly), standing straight, minimal fidgeting, confident, have pitch memorized, and deliver the pitch in 1:30-2:00 minutes.

\* Note: Refer to rubric posted to OnCourse for specific information about assessment.



## **Organization of Pitch**

*When you write your elevator pitch, identify each criteria by numbering each part of the pitch as 1-7.*

1. State your full name

Then, identify personality traits/strengths that you possess that the employer might be looking for in a future employee, explain what you have to offer the potential employer (what kinds of contributions could you make to the company), and illuminate 3-4 unique experiences that make you extremely qualified for the job.

2. **Claim**: Position you want the audience to accept/statement being argued (pp. 109-112).
  - The claim should state the specific company you'd like to work for. This will enable you to adapt your message to their mission, values, and goals.
3. **Data**: Supporting evidence (facts, data, statistics, causal links, testimony, examples, anecdotes) (pp. 111-112).
  - 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 have held, courses you have taken that are relevant to the job you want, etc.)
    - For example, you want to be a marketing consultant for Target Corporation. You are at a networking event and you meet Jeffrey Jones. Mr. Jones is Target's Chief Marketing Officer. You should use your past and present experiences explain why you are the ideal person to hold a marketing job at Target.
  - Make sure your data relates to the company that you'd like to work for. In other words, identify how these skills will help THEM.
4. **Warrant**: Value, belief, or principle that the audience has to hold if the soundness of the argument is to be guaranteed (pp. 112-113). In other words, the underlying connection between the claim and evidence, or why the evidence supports the claim.
5. **Backing**: Argument that supports the warrant. Its goal is to persuade the audience to accept the warrant (pp. 114-116). In other words, backing tells the audience why the warrant is rational.
6. **Conditions of Rebuttal**: Counter-argument to an adversary's objection to the claim (p. 113).
  - You can omit the qualifier from your pitch but remember that a qualifier is used to limit the force of a claim and indicate the degree of its probable truth (pp. 113-114).
7. End with a call to action such as "you can contact me by calling me at ..."

## COMM302 – Elevator Pitch Grading Rubric

	<b>“A”— Artistic Mastery!</b>	<b>“B”— Better’n Most!</b>	<b>“C”— Competent</b>	<b>“D”— Deficient</b>	<b>“F”— Failing</b>
<b>Pitch Content: Claim</b>  _____/20 pts.	(20 – 18 pts.) - Exceptionally clear position/action audience should accept. - Claim is excellent b/c it presents a well-defined and supported position.	(17 – 16 pts.) - Notably clear and unique position/action the audience should accept. - Claim is above average b/c it presents a well-defined and supported position.	(15 – 14 pts.) - Position/action speaker wants audience to accept is unclear. - Claim is average b/c it fails to fully present a well-defined and supported position.	(13 – 12 pts.) - Attempts claim but it’s incorrect.	(11 – 0 pts.) - Claim is missing.
<b>Pitch Content: Data</b> (facts, causal links, testimony, examples)  _____/30 pts.	(30 – 27 pts.) - Supporting evidence unquestionably causes audience to accept claim. - Supporting evidence applies to what speaker has accomplished thus far and is unique. - Information is consistent.	(26 – 24 pts.) - Solid use of supporting evidence that should cause audience to accept claim & reason. - Above average use of evidence to provide comprehensive insight and reflective thought. - May lack some connections.	(23 – 21 pts.) - Mediocre use of experiences to support claim. - Provides moderate understanding of grounds. - Lacks connections. - Fails to sufficiently support the claim.	(20 – 18 pts.) - Poor use of evidence suggesting minimal understanding of grounds. - Lacks insight and reflective thought. - Does not incorporate a thorough exploration of the claim.	(17 – 0 pts.) - Supporting evidence is missing.
<b>Pitch Content: Warrant &amp; backing</b>  _____/20 pts.	(20 – 18 pts.) - Warrant guarantees the soundness of the argument. - Warrant indicates how it is reasonable for the audience to make the inferential leap from grounds to claim. - Backing clearly supports the warrant.	(17 – 16 pts.) - Warrant should be accepted by the audience and guarantees the soundness of the argument. - Warrant provides some information about how the arguer reasons. - Backing appears to support the warrant.	(15 – 14 pts.) - Warrant is hard to identify and may not guarantee the soundness of the argument. - Warrant provides little information about how the arguer reasons. - Backing does not sufficiently support the warrant.	(13 – 12 pts.) - (12) Attempts warrant and backing but they are incorrect. - (13) Had warrant on paper but didn’t say orally.	(11 – 0 pts.) - Warrant and backing are missing.
<b>Pitch Content: Rebuttal</b>  _____/20 pts.	(20 – 18 pts.) - Rebuttal clearly anticipates a major objection to claim & is creative. - Rebuttal undoubtedly helps audience avoid errors in reasoning.	(17 – 16 pts.) - Rebuttal anticipates an objection to claim & is somewhat creative. - Rebuttal should help audience avoid errors in reasoning.	(15 – 14 pts.) - Rebuttal does not anticipate a <u>major</u> objection to claim. - Rebuttal may not help audience avoid errors in reasoning.	(13 – 12 pts.) - (12) Attempted rebuttal but it is incorrect. - (13) Had rebuttal on paper but didn’t say orally.	(11 – 0 pts.) - Rebuttal is missing.

	<b>“A”— Artistic Mastery!</b>	<b>“B”— Better’n Most!</b>	<b>“C”— Competent</b>	<b>“D”— Deficient</b>	<b>“F”— Failing</b>
<b>Ethos</b>  _____/8 pts.	(8 pts.) - Exceptionally knowledgeable about the topic, fair, and professional. - Demonstrates goodwill. - Delivery is flawless. - Chosen attire is professional and speaker is groomed appropriately.	(7 pts.) - Appears knowledgeable about the topic, fair, and professional. - Demonstrates goodwill. - Delivery is above average. - Chosen attire is professional and speaker is groomed appropriately.	(6 pts.) - Appears somewhat knowledgeable about the topic, fair, and professional. - May lack moments of goodwill toward audience. - Speaker’s delivery is flawed. - Chosen attire is unprofessional but speaker is groomed appropriately.	(5 pts.) - Inadequate incorporation of ethos. - Chosen attire is unprofessional and speaker is not groomed appropriately	(4 – 0 pts.) - Ethos is missing.
<b>Pathos &amp; Audience Adaptation</b>  _____/18 pts.	(18 – 17 pts.) - Uses an abundant amount of common ground. - Brilliantly uses concrete language, provides specific examples, and always frames evidence using words with particular connotations. - Vividly uses bold language that creates concrete feelings.	(16 – 15 pts.) - Uses an above average amount of common ground. - Skillfully uses concrete language, provides specific examples, and consistently frames evidence using words with particular connotations. - Incorporates some decisive language that creates concrete feelings.	(14 – 13 pts.) - Attempts to use common ground but may be futile. - Minimal concrete language, provides few examples, and occasionally frames the evidence. - Incorporates some bold and decisive language that creates concrete feelings.	(12 – 11 pts.) - Tries to use audience adaptation but it’s insufficient. - Inadequate incorporation of pathos.	(9 – 0 pts.) - Audience adaptation is missing. - Pathos is missing.
<b>Oral Presentation: Oral Communication</b>  _____/24 pts.	(24 – 22 pts.) - Attentive, speaks clearly, and uses appropriate sentence structure and grammar. - Zero verbal fillers, volume and tone are professional. - Demeanor is mature, sincere, and serious. - No fidgeting. - Constant use of eye contact - Stands straight. - Clearly practiced speech and did not forget part of presentation. - Spoke extemporaneously.	(21 – 20 pts.) - Speaks clearly and has minimal mistakes in sentence structure and grammar. - Has a few verbal fillers and volume and tone are professional. - Demeanor is mature, sincere, and serious. - Minimal fidgeting (ex. sometimes shifting, playing with hair or watch). - Occasional loss of eye contact. - Brief slouching but quickly corrects self. - Clearly rehearsed speech and did not forget part of presentation. - Spoke extemporaneously.	(19 – 17 pts.) - Speaks unclearly– lapses in sentence structure and grammar. - Volume is uneven and tone is awkward. - Speaker uses numerous verbal fillers. - Demeanor lacks professionalism. - Fidgets (ex. movement of hands and feet frequently). - Eye contact made intermittently. - Occasional slouching. - Presentation is disorganized and/or speaker may have forgotten part of presentation.	(16 – 15 pts.) - Presentation shows disinterest. - Difficult to understand message (ex. mumbling). - Volume and tone are inappropriate (ex. speaks too loudly, too softly). - Demeanor is unprofessional. - Fidgets (ex. movement of hands and feet frequently). - Lacks eye contact. - Slouching. - Presentation is severely disorganized and speaker forgot part of presentation.	(12 – 0 pts.) - Oral communication was seriously flawed.

**Deductions:** Minus 6 points for each requirement that is not followed:

\_\_\_\_ Presentation length over/under 1:30-2:00 minutes (TIME \_\_\_\_\_ : \_\_\_\_\_)

\_\_\_\_ Printed manuscript of elevator pitch with each part of the Toulmin Model clearly labeled

\_\_\_\_ Manuscript of elevator pitch not submitted on time (first day of pitches)

\_\_\_\_ Manuscript of elevator pitch not submitted to Turnitin

\_\_\_\_\_/140 points

## COMM302 – Critical Perspective Assignment Guidelines

**Due:** November 15, 2017

- Bring a hard copy of essay and reference page to class
- Upload Essay file to Turnitin (OnCourse > Turnitin Dropboxes for All Assignments > Critical Perspective Essay Dropbox). Keep in mind that submissions will not be accepted after the due date, the system will generate your Originality Report immediately (resubmissions are not allowed), your document will be stored in Turnitin, and your file will be checked against stored student papers, the Internet, journals/publications, and the bibliography will be excluded from the total but the use of quoted material will not. Originality Score should be at or below 12 percent.

**Worth:** 200 points

**Directions:** In September, you chose a visual argument to analyze rhetorically, and you must now pick a theory that you plan to use to analyze the rhetorical act. This essay requires that you write a 750-1250 word essay that examines the rhetorical theory you will use to analyze your visual argument. You may select one theory from the list or explore a combination of theories.

- Aristotle’s “Book I” (including ELP & the enthymeme)
- Bitzer’s “Rhetorical Situation”
- Burke’s “Dramatist/Pentad” – 5 elements & ratios and terministic screens (Palczewski, Ice, & Frith, 2016, pp. 47-49)
- Fisher’s “Narrative Paradigm Theory”
- Hall’s possible readings of a text (Palczewski, Ice, & Frith, 2016, pp. 74-76)
- Note: The Toulmin Model is NOT a theory; therefore, you cannot write a paper about the Toulmin Model.

Your critical perspective essay should (1) synthesize scholarly research from peer-reviewed journals to explain the main characteristics of the theory, (2) clarify how you can use the theory to examine your rhetorical act, and (3) argue for the value of the theory in assessing the rhetorical strength of the rhetorical act. Effective papers will support their discussion by using examples from the rhetorical act.

**Essay Breakdown:** You should write an essay that answers the following questions. Make sure you identify each question so that the reader knows what question you are answering.

Part I: Summarize the Theory (85% of paper – majority of words should be devoted to this section)

1. What theory have you chosen to discuss and apply to your rhetorical act?
2. Who is the theorist associated with your theory?
3. How does the theorist define/conceptualize/describe the term “rhetoric”?
4. Generally, what does your chosen theory entail – What are its major concepts/parts? Or, what parts of the theory will you focus on in this paper? Why?
5. What rhetorical acts have scholars used the theory to analyze?
6. What do you think will be the advantages and disadvantages associated with using the theory?

Part II: Connect the Theory to **YOUR** Rhetorical Act (10% of paper or 1-2 paragraphs)

1. Use information you learned about the theory to explain how the rhetorical act you chose for your final paper meets the criteria outlined in your chosen theory – What parts of the theory will be applied to your rhetorical act? Why/how will this be illuminating?
  - Example: The forthcoming essay will apply narrative theory to a study of the season 5 of the “The Walking Dead” because it is a character driven story. Also, narrative theory offers a valuable means for assessing the impact of characters on narrative rationality of a story and, from that, on the values and beliefs of the audience.
2. What does analyzing your rhetorical act with your chosen theory help you understand about the rhetorical act?
3. Argue for the value of the theory in assessing the rhetorical strength of your rhetorical act.

**Essay Requirements:**

Style

- Essay Length: The essay should be 750-1250 words ( $\approx$  3-5 pages) and include a word count on the last page of the essay. The title page and reference page do NOT count toward your page minimum or maximum.
- Research: 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.
- Source Requirements: 5+ sources, only 2 can come from a credible non-biased websites (periodicals, newspapers, and magazine articles accessed online but appear in print do not count towards the 2).
  - The textbook and supplemental readings available through OnCourse (a.k.a the “optional readings” or readings other than the original theory) **do not** count toward the source requirement.
  - The rhetorical act must be cited in the reference page but **does not** count toward the source requirement.
- Citations: You must give citations for material taken from sources (using APA style). Please staple a reference page at the end of your paper.
- Written in APA style: justified left, 1” margins, double spaced, running head including page numbers in top right corner, stapled, contractions written out, and typed in 12-point Times New Roman font. Do not alter font type and/or size or deviate from the margin requirements in an effort to “cheat” your way around the page minimum and maximum. Each “cheat” will result in a 5% automatic deduction from your paper grade. APA resources are posted on ONCOURSE. Also refer to the American Psychological Association (<http://www.apastyle.org>) and Purdue Owl (<http://owl.english.purdue.edu/>) for the most current rules for APA style.
- Synthesize research and introduce/contextualize direct quotes
- Write in a formal, academic style, paying attention to structure and grammar. No “I,” “me,” “I believe,” or “in my opinion.”

Content

- Rely more on paraphrasing than direct quotes
- Contextualize the quotations
- Use quotation marks around quotations from the text or block them.
- When you quote a source, indicate where your quotation comes from in parentheses at the end of the quotation.
- If you are using a long quotation and would like to leave out extraneous material, you may use ellipses to indicate that you have left something out. However, do not abuse ellipses just because you do not like to type quotations; you should not have to use ellipses on quotations that are less than three or four lines long.

- Use your notes from class, your textbook, and any additional readings to support claims that you make in the essay.

**Evaluation:** You will be graded on:

1. the essay's style including grammar, mechanic, formal language, and ability to follow APA guidelines.
2. the essay's structure including organizing all paragraphs using the Toulmin Model, supporting claims with a sufficient amount of scholarly evidence, and introducing quotes while using formal/academic language.
3. your ability to incorporate supporting evidence that comes from scholarly sources and provides comprehensive insight, understanding, and reflective thought.
4. your ability to accurately identify and summarize the theory's main characteristics, theorist's definition of "rhetoric," how scholars have used the theory to analyze other rhetorical acts, how the theory helps a rhetorical critic identify and assess a rhetorical act's persuasiveness, and the theory's advantages and disadvantages.
5. how clearly and thoroughly you connect the theory to the rhetorical act you chose for your final paper.
6. your aptitude for synthesizing the research.

## COMM302 – Critical Perspective Grading Rubric

	<b>“A”— Artistic Mastery!</b> (excellent, perfect, extraordinary effort, little room for improvement, creative in synthesizing relevant concepts, uses language eloquently, polished work)	<b>“B”— Better’n Most!</b> (well done, above average, decent effort, demonstrates good research, solid conceptual synthesis, superior writing mechanics, integrates concepts effectively, and exceeds minimum requirements)	<b>“C”— Competent</b> (acceptable completion of minimum requirements and guidelines, minimal synthesis of information, average, attempted criteria but confusing, minimal effort, could do more, and shows errors in concepts)	<b>“D”— Deficient</b> (below average, negligible effort, much room for improvement, unsatisfactory completion of minimum requirements, does not synthesize information, and conceptual understandings and writing skills are sub-par)	<b>“F”— Failing</b> (poor, missing from assignment, no effort, not done, did not follow directions, does not synthesize information lacks evidence of basic concepts and skills)
<b>Content: Summarize Theory</b>  _____/80 pts.	(80 – 72 pts.) Does an <b>exceptional</b> job of accurately and thoroughly: - identifying & summarizing <u>all</u> of theory’s main characteristics. - explaining the theorist’s definition of “rhetoric.” - summarizing how <u>numerous</u> scholars have used the theory to analyze rhetorical acts. - articulating how theory helps writer identify & assess a rhetorical act’s persuasiveness. - assessing the theory’s <u>numerous</u> advantages and disadvantages. - synthesizing research.	(71 – 64 pts.) Does a <b>satisfactory</b> job of accurately and thoroughly: - identifying & summarizing <u>most</u> of theory’s main characteristics. - explaining <u>most</u> of theorist’s definition of “rhetoric.” - summarizing how <u>some</u> scholars have used the theory to analyze rhetorical acts. - articulating how the theory helps writer identify & assess a rhetorical act’s persuasiveness. - assessing <u>most</u> of the theory’s advantages and disadvantages. - synthesizing research.	(63 – 56 pts.) Does an <b>mediocre</b> job of accurately and thoroughly: - identifying & summarizing <u>some</u> of theory’s main characteristics. - explaining <u>some</u> of theorist’s definition of “rhetoric.” - summarizing how <u>some</u> scholars have used the theory to analyze rhetorical acts. - articulating how the theory helps a writer identify and assess a rhetorical act’s persuasiveness. - assessing <u>some</u> of the theory’s advantages and disadvantages. - synthesizing research.	(55 – 48 pts.) Does an <b>negligible</b> job of accurately and thoroughly: - identifying & summarizing <u>few</u> of theory’s main characteristics. - explaining the theorist’s definition of “rhetoric.” - summarizing how scholars have used theory to analyze rhetorical acts. - articulating how the theory helps a writer identify and assess a rhetorical act’s persuasiveness. - assessing the theory’s advantages and disadvantages. - synthesizing research.	(40 – 0 pts.) - Summation of theory is insufficient. - Authors appears to misunderstand the theory
<b>Content: Connect Theory to Rhetorical Act</b>  _____/30 pts.	(30 – 27 pts.) Does an <b>exceptional</b> job of accurately and thoroughly: - explaining how YOUR chosen rhetorical act meets <u>all</u> criteria outlined by chosen theory. - making a compelling case for analyzing YOUR rhetorical act using the chosen theory. - identifying and describing how the rhetor uses resources for rhetorical action to overcome challenges.	(26 – 24 pts.) Does a <b>satisfactory</b> job of: - explaining how YOUR chosen rhetorical act meets <u>most</u> of the criteria outlined by the chosen theory. - making a compelling case for analyzing YOUR rhetorical act using chosen theory. - identifying and describing how the rhetor uses resources for rhetorical action to overcome challenges.	(23 – 21 pts.) Does a <b>mediocre</b> job of: - explaining how YOUR chosen rhetorical act meets the general criteria outlined by the chosen theory. - making a compelling case for analyzing YOUR rhetorical act using chosen theory. - identifying and describing how the rhetor uses resources for rhetorical action to overcome challenges. - explaining the rhetorical act but seems to misunderstand theory.	(20 – 18 pts.) Does a <b>negligible</b> job of: - explaining how YOUR chosen rhetorical act meets the criteria outlined by the chosen theory. - making a compelling case for analyzing YOUR rhetorical act using chosen theory. - identifying and describing how the rhetor uses resources for rhetorical action to overcome challenges. - explaining specific parts of the theory as they relate to the rhetorical act.	(15 – 0 pts.) - Connection is unclear and missing from essay. - Authors appears to misunderstand the theory





	<b>“A”— Artistic Mastery!</b>	<b>“B”— Better’n Most!</b>	<b>“C”— Competent</b>	<b>“D”— Deficient</b>	<b>“F”— Failing</b>
<b>Content: Style and Structure</b>  _____/30 pts.	(30 – 27 pts.) Does a <b>superior</b> job of: - arranging <u>all</u> content logically. - organizing <u>all</u> paragraphs using the Toulmin Model. - supporting <u>all</u> claims with a sufficient amount of scholarly evidence. - <u>consistently</u> using proper grammar, mechanics, and formal language. - astutely following APA guidelines (section headings, page numbers in top right corner, justified left, 1” margins, double spaced, in-text citations, etc.). - uses <u>only</u> formal/academic language and does not insert opinion. - introducing <u>all</u> quotes - relying more on paraphrasing than direct quotes.	(26 – 24 pts.) Does a <b>satisfactory</b> job of: - arranging <u>most</u> content logically. - organizing <u>most</u> paragraphs using the Toulmin Model. - supporting <u>most</u> claims with a sufficient amount of scholarly evidence. - <u>usually</u> using proper grammar, mechanics, and formal language. - sensibly following APA guidelines (section headings, page numbers in top right corner, justified left, 1” margins, double spaced, in-text citations, etc.). - mostly uses formal/academic language and does not insert opinion. -introducing <u>most</u> quotes. - relying some on paraphrasing than direct quotes.	(23 – 21 pts.) Does a <b>mediocre</b> job of: - arranging <u>some</u> content logically. - organizing <u>some</u> paragraphs using the Toulmin Model. - supporting <u>some</u> claims with a sufficient amount of scholarly evidence. - <u>sometimes</u> using proper grammar, mechanics, and formal language. - <u>sometimes</u> following APA guidelines (section headings, page numbers in top right corner, justified left, 1” margins, double spaced, in-text citations, etc.) - uses informal/nonacademic language and inserts some opinion. - introducing <u>some</u> quotes. - using paraphrasing instead of direct quotes.	(20 – 18 pts.) Does a <b>negligible</b> job of: - arranging content logically. - did not organize paragraphs using the Toulmin Model. - supporting claims with a sufficient amount of scholarly evidence. - using proper grammar, mechanics, and formal language. - following APA guidelines (section headings, page numbers in top right corner, justified left, 1” margins, double spaced, in-text citations, etc.). - uses informal/nonacademic language and inserts opinion. - does not introduce quotes. - using paraphrasing than direct quotes.	(15 – 0 pts.) - Essay’s style and structure are unclear and therefore inadequate. - Essay reflects a deficient understanding of the Toulmin Model. - Essay doesn’t reflect APA writing guidelines.

**Deductions:** Minus 6 points (3% of grade) for each requirement that is not followed  
 \_\_\_\_\_ Essay Length: 750-1250 words (3-5 pages)

**Deductions:** Minus 50 points (25% of grade) for each requirement not followed

\_\_\_\_\_ Essay & reference page due in hard copy by 2:05 p.m. on Nov. 15

\_\_\_\_\_ Essay & reference page due submitted to Turnitin by 2:05 p.m. on Nov. 15

**Deductions:** \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = minus \_\_\_\_\_

**Original score:** \_\_\_\_\_ - **Deductions** \_\_\_\_\_ = **Final grade:** \_\_\_\_\_ /200 points

<b>Grade Scale</b>	
A	94-100%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	74-76%
C-	70-73%
D+	67-69%
D	64-66%
D-	60-63%
F	59-below

## COMM302: Visual Rhetorical Analysis Essay Assignment Guidelines

### Paper Due Dates:

- **Draft due Friday, Dec. 8, 2017**
  - Bring two paper copies of the essay to class.
- **Final paper due Friday, Dec. 15, 2017 between 9-10:30 a.m.**
  - Bring a hard copy of essay and reference page to class
  - Upload Essay file to Turnitin (OnCourse > Turnitin Dropboxes for All Assignments > Visual Rhetorical Analysis Essay Dropbox). Keep in mind that submissions will not be accepted after the due date, the system will generate your Originality Report immediately (resubmissions are not allowed), your document will be stored in Turnitin, and your file will be checked against stored student papers, the Internet, journals/publications, and the bibliography will be excluded from the total but the use of quoted material will not. Originality Score should be at or below 12 percent

### Worth:

- Draft – 25 points
- Final paper – 275 points

### Description:

In September you chose a visual argument to analyze for this final paper. Remember, types of visual and material rhetoric include bodies, photographs, monuments, memorials, and museums, image events, web pages, advertisements, and cartoons (see “Rhetoric in Civic Life,” Ch. 3). You cannot analyze common public service campaigns, such as anti-smoking and texting while driving. You should pick a rhetorical act that has an easily identifiable rhetor.

In a 1250-2000 word essay (≈5-8 pages), you will analyze the rhetorical act’s visual argument. While writing your analysis, you should use tools and assumptions we have discussed with regards to both rhetorical theory and rhetorical criticism. Specifically, the essay should advance a claim supported by reasons, follow the Toulmin Model (“Rhetoric in Civic Life,” Ch. 4), use evidence effectively, employ persuasive techniques that move the audience (“Rhetoric in Civic Life,” Ch. 7), and thoroughly examine the rhetor’s argument rhetorically.

### Essay Structure:

The essay should include a synthesis of research done on the rhetorical theory used to analyze the rhetorical act, offer historical contextualization of the image, and develop a critical argument using relevant conceptual resources.

#### Introduction:

- Attention getter/orient the reader to the topic
- Thesis: Provide the reader with a statement of purpose/argument
- Preview: Explain what’s to come in the essay by identifying the issues/topics will you explore. Brief summary (1 sentence) of the main topics/arguments/points made in the essay

#### Body:

- a. Paper Body Heading 1: Historical-Contextual Analysis (1-2 paragraphs)
  - Using outside sources, identify and discuss: the problem that urged the rhetor to create the persuasive message, rhetor/author of the visual image, and the audience
- b. Paper Body Heading 2: Explain Theory You’re Using (2-3 paragraphs)
  - Possible theories include: Aristotle’s “Book I” (including ELP & enthymeme) Bitzer’s “Rhetorical Situation,” Burke’s “Dramatist/Pentad,” ratios, & terministic screens, Fisher’s “Narrative Paradigm Theory,” Campbell’s “Feminine Style,” and Hall’s “Encoding/decoding”

- Explain the theory's characteristics – What are its major concepts/parts? Or, what parts of the theory will you focus on in this paper? Why?
- How does the theorist define “rhetoric”?
- Cite the original theory article and other researchers who have used the theory to analyze rhetorical acts.

c. Paper Body Heading 3: Rhetorical Analysis (majority of the paper)

- Analysis of your artifact is grounded in theory/method and draws on concrete examples (e.g., direct quotations, calls attention to particulate details of the visual such as color, placement, and body, etc.) from your rhetorical act
- Use evidence to support your thesis and synthesize research
- When citing research conducted by other scholars, introduce/contextualize the information and rely more on paraphrasing the author instead of using direct quotes.
- Do not summarize what the author has already stated or just describe what is happening
- Each paragraph should include a topic sentence, stay on topic, and advance an argument that supports the thesis.
- Each paragraph in the body of the essay should follow the Toulmin Model
  - This is an approach to creating an argument. Following this approach (model) allows the reader to decide whether the evidence the critic uses supports the claim
  - Claim (argument): Statement of what writer (you=critic) wants audience to accept and because clause
  - Supporting material (data): To prove claim, must show evidence
  - Reasoning (warrant): Links the supporting material to the claim
- While analyzing the rhetorical act, consider if/how/why the visual demonstrates a collective or public memory (“Rhetoric in Civic Life,” Ch. 2).
- While analyzing the rhetorical act, consider if/how/why the visual is an example of verbal/visual ideographs (“Rhetoric in Civic Life,” Ch. 2).

d. Paper Body Heading 4: Implications (1-2 paragraphs)

- You've conducted your research and analyzed the rhetorical act! Now, you should sew up the various threads of your research into a cohesive summary of what you found.
- Give meaning to your results but don't jump to conclusions or make a bold statement. Instead,
  - explain how your analysis is furthering your thesis.
  - describe how your analysis is advancing research on the theory. You can do this by placing the results in the context of previous research.
  - discuss any unexpected findings and assess the importance of your findings.
  - explain how your findings are significant and how they influence our knowledge or understanding of the rhetorical problem.
  - identify new areas for exploration and/or “next steps” for this type of research.

Conclusion:

- Review main ideas: clearly, but briefly, reiterate what you were hoping to accomplish in the essay
- Thesis: Restate the central argument and encourage the reader to consider the thesis in light of the evidence you provided
- Take away message: Articulate the implications of your analysis, including its importance for rhetorical theory and society.

## Essay Requirements

- If you would like to see feedback on your assignment, attach a self-addressed stamped envelope to your essay. The envelope should be a standard white business envelope (4 1/3" x 9 1/2") and have 2 stamps placed on the envelope.

## Style:

- Essay Length: The essay should be 1250-2000 words ( $\approx$ 5-8 pages) and include a word count on the last page of the essay. The title page and reference page do NOT count toward your page minimum or maximum.
- Research: 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.
- Source Requirements: 8+ sources, only 3 can come from a credible non-biased website (periodicals, newspapers, and magazine articles accessed online but appear in print do not count towards the 3).
  - The textbook and supplemental readings available through OnCourse (a.k.a the "optional readings" or readings other than the original theory) do not count toward the source requirement.
  - Your rhetorical act must be cited in the reference page but does not count toward the requirement 8 sources.
- Citations: You must give citations for material taken from sources (using APA style). Please staple a reference page at the end of your paper.
- Written in APA style: justified left, 1" margins, double spaced, running head including page numbers in top right corner, stapled, contractions written out, and typed in 12-point Times New Roman font. Do not alter font type and/or size or deviate from the margin requirements in an effort to "cheat" your way around the page minimum and maximum. Each "cheat" will result in a 5% automatic deduction from your paper grade. APA resources are posted on ONCOURSE. Also refer to the American Psychological Association (<http://www.apastyle.org>) and Purdue Owl (<http://owl.english.purdue.edu/>) for the most current rules for APA style.
- Synthesize research and introduce/contextualize direct quotes
- Write in a formal, academic style, paying attention to structure and grammar. No "I," "me," "I believe," or "in my opinion."

## Content:

- Rely more on paraphrasing than direct quotes
  - Contextualize the quotations
  - Use quotation marks around quotations from the text or block them.
  - When you quote a source, indicate where your quotation comes from in parentheses at the end of the quotation.
  - If you are using a long quotation and would like to leave out extraneous material, you may use ellipses to indicate that you have left something out. However, do not abuse ellipses just because you do not like to type quotations; you should not have to use ellipses on quotations that are less than three or four lines long.
  - Use your notes from class, your textbook, and any additional readings to support claims that you make in the essay.
-

## Essay Draft

- **Due:** Dec. 8, 2017
- **Worth:** 25 points

### Directions:

- You will bring in two copies of a complete draft of your essay to class. Copy 1: Your classmates will read your analysis, offer feedback, and use a rubric to evaluate your essay. Copy 2: I will look at your draft to ensure it is complete.
- Logistics: You will read another person's draft from beginning to end to understand what the writer has to say. Then, you will examine the essay's content and organization. Along with filling out a rubric, you should comment in the margins on whatever catches your interest or attention.
- Assessment: The rubric used to assess your draft is available in the "Visual Rhetorical Analysis" folder in OnCourse.

### Final Paper Evaluation

You will be graded on:

- the essay's **STYLE**: grammar, mechanics, formal language, ability to follow APA guidelines (section headings, page numbers, double spaced, etc.), and aptitude for writing an analysis based on evidence and not opinion.
- your use of **EVIDENCE**: synthesize research that is relevant, well-explained, developed, and substantial enough to support points being made, rely more on paraphrasing than direct quotes, and exceed the source requirement.
- how well you **CONTEXTUALIZE** the visual argument: accurately identify and explain the rhetorical problem, clearly identify and describe the rhetor, and explicitly identify and explain the visual argument's target audience(s).
- how well you **SUMMARIZE the THEORY**: correctly identify and summarize the theory's main characteristics, sufficiently explain how the theory helps a rhetorical critic identify and assess a rhetorical act's persuasiveness, and make a compelling case for analyzing the rhetorical act using the chosen theory
- your ability to **ANALYZE** the visual argument: analysis is grounded in theory/method and draws on concrete examples (e.g., direct quotations) from rhetorical act, uses scholarly sources to provide ample justification or reason to support claim (grounds), and explains how information supports and proves the claim (warrant)
- your explanation of your study's **IMPLICATIONS**: articulate how the analysis is advancing the theory and the paper's thesis, discuss findings, assess the importance of the findings, explain how results influence understanding of rhetorical problems, and explains next steps for this type of research (visual/verbal rhetoric and the theoretical perspective)

Keep in mind that the essay should:

- go beyond summarizing/describing the rhetorical act by offering a new and insightful look at the material.
- use course material to visibly demonstrates course concepts in the work.
- have structural integrity including an effective thesis, body flowing from thesis, conclusion wraps up the essay, etc.
- demonstrate that you are knowledgeable and able to offer an enthusiastic expression of ideas.

## COMM302 – Rhetorical Analysis (FINAL PAPER) Grading Rubric

	<b>“A”— Artistic Mastery!</b>	<b>“B”— Better’n Most!</b>	<b>“C”— Competent</b>	<b>“D”— Deficient</b>	<b>“F”— Failing</b>
<b>Content: Introduction</b>  _____/10 pts.	(10 pts.) Does a <b>superior</b> job of: - creating an <u>attention-getter</u> that makes the audience read the essay. - articulating a clear <u>thesis</u> that advocates a well-defined position/action the audience should accept. - setting out a <u>preview</u> for the essay which frames the persuasion that is to follow.	(8 pts.) Does a <b>satisfactory</b> job of: - creating an <u>attention-getter</u> that makes the audience read the essay. - articulating a <u>thesis</u> that advocates a well-defined position/action the audience should accept. - advancing a <u>preview</u> for the essay which frames the persuasion that is to follow.	(7 pts.) Does a <b>mediocre</b> job of: - creating an <u>attention-getter</u> that makes the audience read the essay. - articulating a <u>thesis</u> that advocates a well-defined position/action the audience should accept. - advancing a <u>preview</u> for the essay which frames the persuasion that is to follow.	(6 pts.) Does a <b>negligible</b> job of: - creating an <u>attention-getter</u> that makes the audience read the essay. - articulating a <u>thesis</u> that advocates a well-defined position/action the audience should accept. - advancing a <u>preview</u> for the essay which frames the persuasion that is to follow.	(0 pts.) - Introduction is unsatisfactory.
<b>Content: Historical Context</b>  _____/27 pts.	(27 – 25 pts.) Does an <b>exceptional</b> job of accurately and thoroughly: - identifying and explaining rhetorical problem. - identifying and describing rhetor. - identifying and explaining rhetorical act’s target audience.	(24 – 22 pts.) Does a <b>satisfactory</b> job of: - identifying and explaining rhetorical problem. - identifying and describing rhetor. - identifying and explaining rhetorical act’s target audience.	(21 – 19 pts.) Does a <b>mediocre</b> job of: - identifying and explaining rhetorical problem. - identifying and describing rhetor. - identifying and explaining rhetorical act’s target audience.	(18 – 17 pts.) Does a <b>negligible</b> job of: - identifying and explaining rhetorical problem. - identifying and describing rhetor. - identifying and explaining rhetorical act’s target audience.	(13 – 0 pts.) - Historical context is insufficient, done incorrectly, or missing from paper.
<b>Content: Summarize Theory</b>  _____/35 pts.	(35 – 32 pts.) Does an <b>exceptional</b> job of accurately and thoroughly: - identifying and summarizing <u>all</u> of theory’s main characteristics. - explaining the theorist’s definition of “rhetoric.” - summarizing how <u>numerous</u> scholars have used the theory to analyze rhetorical acts. - synthesizing research.	(31 – 28 pts.) Does a <b>satisfactory</b> job of accurately and thoroughly: - identifying and summarizing <u>all</u> of theory’s main characteristics. - explaining the theorist’s definition of “rhetoric.” - summarizing how <u>numerous</u> scholars have used the theory to analyze rhetorical acts. - synthesizing research.	(27 – 25 pts.) Does an <b>mediocre</b> job of accurately and thoroughly: - identifying and summarizing <u>all</u> of theory’s main characteristics. - explaining the theorist’s definition of “rhetoric.” - summarizing how <u>numerous</u> scholars have used the theory to analyze rhetorical acts. - synthesizing research.	(24 – 21 pts.) Does an <b>negligible</b> job of accurately and thoroughly: - identifying and summarizing <u>all</u> of theory’s main characteristics. - explaining the theorist’s definition of “rhetoric.” - summarizing how <u>numerous</u> scholars have used the theory to analyze rhetorical acts. - synthesizing research.	(20 – 0 pts.) - Summation is insufficient, done incorrectly, or missing from paper.

	<b><u>“A”— Artistic Mastery!</u></b>	<b><u>“B”— Better’n Most!</u></b>	<b><u>“C”— Competent</u></b>	<b><u>“D”— Deficient</u></b>	<b><u>“F”— Failing</u></b>
<b>Content: Analysis of Artifact</b>          _____ /84 pts.	(84 – 76 pts.) Does an <b>exceptional</b> job of accurately and thoroughly: - grounding analysis in theory/method by drawing on concrete examples (e.g., direct quotations) from rhetorical act. - incorporating scholarly sources to provide ample justification or reason to support claim (grounds). - explaining how information supports and proves the claim (warrant). - going beyond describing the rhetorical act by offering a new and insightful look at the material. - visibly demonstrating course concepts. - appearing knowledgeable by offering an enthusiastic expression of ideas.	(75 – 68 pts.) Does a <b>satisfactory</b> job of: - grounding analysis in theory/method by drawing on concrete examples (e.g., direct quotations) from rhetorical act. - incorporating scholarly sources to provide ample justification or reason to support claim (grounds). - explaining how information supports and proves the claim (warrant). - going beyond describing the rhetorical act by offering a new and insightful look at the material. - visibly demonstrating course concepts. - appearing knowledgeable by offering an enthusiastic expression of ideas.	(67 – 59 pts.) Does a <b>mediocre</b> job of: - grounding analysis in theory/method by drawing on concrete examples (e.g., direct quotations) from rhetorical act. - incorporating scholarly sources to provide ample justification or reason to support claim (grounds). - explaining how information supports and proves the claim (warrant). - going beyond describing the rhetorical act by offering a new and insightful look at the material. - visibly demonstrating course concepts. - appearing knowledgeable by offering an enthusiastic expression of ideas.	(58 – 51 pts.) Does a <b>negligible</b> job of: - grounding analysis in theory/method by drawing on concrete examples (e.g., direct quotations) from rhetorical act. - incorporating scholarly sources to provide ample justification or reason to support claim (grounds). - explaining how information supports and proves the claim (warrant). - going beyond describing the rhetorical act by offering a new and insightful look at the material. - visibly demonstrating course concepts. - appearing knowledgeable by offering an enthusiastic expression of ideas.	(50 – 0 pts.) - Analysis is insufficient, done incorrectly, or missing from paper.
<b>Content: Implications</b>         _____ /41 pts.	(41 – 37 pts.) Does an <b>exceptional</b> job of accurately and thoroughly: - articulating how the analysis is advancing research on the <u>theory and rhetorical act</u> . - explaining how results influence the real world. - explaining why results are important for the <u>academic community</u> .	(36 – 33 pts.) Does a <b>satisfactory</b> job of: - articulating how the analysis is advancing research on the <u>theory and rhetorical act</u> . - explaining how results influence the real world. - explaining why results are important for the <u>academic community</u> .	(32 – 29 pts.) Does a <b>mediocre</b> job of: - articulating how the analysis is advancing research on the <u>theory and rhetorical act</u> . - explaining how results influence the real world. - explaining why results are important for the <u>academic community</u> .	(28 – 25 pts.) Does a <b>negligible</b> job of: - articulating how the analysis is advancing research on the <u>theory and rhetorical act</u> . - explaining how results influence the real world. - explaining why results are important for the <u>academic community</u> .	(20 – 0 pts.) - Summation is insufficient, done incorrectly, or missing from paper.
<b>Content: Conclusion</b>        _____ /10 pts.	(10 pts.) Does a <b>superior</b> job of: - summarizing what was covered in terms of main points. - drawing out a major conclusion (thesis). - ending with an emotional tone that moves audience.	(8 pts.) Does a <b>satisfactory</b> job of: - summarizing what was covered in terms of main points. - drawing out a major conclusion (thesis). - ending with an emotional tone that moves audience.	(7 pts.) Does a <b>mediocre</b> job of: - summarizing what was covered in terms of main points. - drawing out a major conclusion (thesis). - ending with an emotional tone that moves audience.	(6 pts.) Does a <b>negligible</b> job of: - summarizing what was covered in terms of main points. - drawing out a major conclusion (thesis). - ending with an emotional tone that moves audience.	(0 pts.) - Does not meet expectations.

	<b>“A”— Artistic Mastery!</b>	<b>“B”— Better’n Most!</b>	<b>“C”— Competent</b>	<b>“D”— Deficient</b>	<b>“F”— Failing</b>
<p><b>Content: Style and Structure</b></p> <p>_____ /27 pts.</p>	<p>(27 – 25 pts.)</p> <p>Does a <b>superior</b> job of:</p> <ul style="list-style-type: none"> <li>- arranging <u>all</u> content logically so the essay maintains flow of thought.</li> <li>- organizing <u>all</u> paragraphs using the Toulmin Model.</li> <li>- supporting <u>all</u> claims with a sufficient amount of scholarly evidence.</li> <li>- <u>consistently</u> using proper grammar, mechanics, and formal language.</li> <li>- astutely following APA guidelines (section headings, page numbers in top right corner, justified left, 1” margins, double spaced, in-text citations, etc.)</li> <li>- uses <u>only</u> formal/academic language.</li> <li>- providing citation for relevant research.</li> <li>- incorporating accurate information.</li> </ul>	<p>(24 – 22 pts.)</p> <p>Does a <b>satisfactory</b> job of:</p> <ul style="list-style-type: none"> <li>- arranging <u>most</u> content logically so the essay maintains flow of thought.</li> <li>- organizing <u>most</u> paragraphs using the Toulmin Model.</li> <li>- supporting <u>most</u> claims with a sufficient amount of scholarly evidence.</li> <li>- <u>usually</u> using proper grammar, mechanics, and formal language</li> <li>- sensibly following APA guidelines (section headings, page numbers in top right corner, justified left, 1” margins, double spaced, in-text citations, etc.)</li> <li>- mostly using formal/academic language.</li> <li>- providing citation for relevant research.</li> <li>- incorporating accurate information.</li> </ul>	<p>(21 – 19 pts.)</p> <p>Does a <b>mediocre</b> job of:</p> <ul style="list-style-type: none"> <li>- arranging <u>some</u> content logically so the essay maintains flow of thought.</li> <li>- organizing <u>some</u> paragraphs using the Toulmin Model.</li> <li>- supporting <u>some</u> claims with a sufficient amount of scholarly evidence.</li> <li>- <u>sometimes</u> using proper grammar, mechanics, and formal language</li> <li>- <u>sometimes</u> following APA guidelines (section headings, page numbers in top right corner, justified left, 1” margins, double spaced, in-text citations, etc.)</li> <li>- using informal/nonacademic language</li> <li>- providing citation for relevant research.</li> <li>- incorporating some accurate information.</li> </ul>	<p>(18 – 17 pts.)</p> <p>Does a <b>negligible</b> job of:</p> <ul style="list-style-type: none"> <li>- arranging content logically so the essay maintains flow of thought.</li> <li>- did not organize paragraphs using the Toulmin Model.</li> <li>- supporting claims with a sufficient amount of scholarly evidence.</li> <li>- using proper grammar, mechanics, and formal language</li> <li>- following APA guidelines (section headings, page numbers in top right corner, justified left, 1” margins, double spaced, in-text citations, etc.)</li> <li>- using informal/nonacademic language</li> <li>- providing citation for relevant research.</li> <li>- incorporating some accurate information.</li> </ul>	<p>(0 pts.)</p> <ul style="list-style-type: none"> <li>- Essay’s style and structure are unclear and therefore inadequate.</li> <li>- Essay reflects a deficient understanding of the Toulmin Model.</li> </ul>
<p><b>Content: Supporting Evidence</b> (e.g., facts, causal links, testimony, examples)</p> <p>_____ /41 pts.</p>	<p>(41 – 37 pts.)</p> <ul style="list-style-type: none"> <li>- Meets <u>all</u> sources requirements (<math>\geq 8</math> sources &lt; 2 websites).</li> <li>- <u>All</u> supporting evidence unquestionably urges audience to accept thesis.</li> <li>- <u>All</u> supporting evidence comes from scholarly sources.</li> <li>- <u>All</u> information is consistent.</li> <li>- <u>Always</u> provides comprehensive insight, understanding, and reflective thought.</li> <li>- Meets <u>all</u> source requirements.</li> <li>- Creative in <u>synthesizing</u> relevant evidence.</li> <li>- <u>All</u> evidence includes attribution tags or parenthetical citations.</li> </ul>	<p>(36 – 33 pts.)</p> <ul style="list-style-type: none"> <li>- Meets <u>most</u> sources requirements (<math>\geq 8</math> sources &lt; 2 websites).</li> <li>- <u>Most</u> supporting evidence should cause audience to accept thesis.</li> <li>- <u>Most</u> supporting evidence comes from scholarly sources.</li> <li>- <u>Above average</u> use of evidence to provide comprehensive insight and reflective thought.</li> <li>- May lack <u>some</u> connections.</li> <li>- Meets <u>all</u> source requirements.</li> <li>- Incorporates <u>some</u> synthesis of evidence.</li> <li>- <u>Most</u> supporting material comes from scholarly sources.</li> <li>- <u>Most</u> evidence includes attribution tags and parenthetical citations.</li> </ul>	<p>(32 – 29 pts.)</p> <ul style="list-style-type: none"> <li>- Does not meet <u>all</u> sources requirements (<math>\geq 8</math> sources &lt; 2 websites).</li> <li>- <u>Mediocre</u> use of supporting evidence to support thesis.</li> <li>- <u>Some</u> supporting evidence comes from scholarly sources.</li> <li>- <u>Lacks connections</u> between thesis and evidence.</li> <li>- <u>Fails</u> to sufficiently support the thesis.</li> <li>- May <u>not meet</u> all source requirements.</li> <li>- <u>Does not</u> synthesize evidence but instead summarizes articles separately.</li> <li>- <u>Some</u> supporting material comes from scholarly sources.</li> <li>- <u>Some</u> evidence includes attribution tags and parenthetical citations.</li> </ul>	<p>(28 – 25 pts.)</p> <ul style="list-style-type: none"> <li>- Does not meet sources requirements including (<math>\geq 8</math> sources &lt; 2 websites).</li> <li>- <u>Poor</u> use of evidence suggesting minimal understanding and effort.</li> <li>- <u>Minimal</u> supporting evidence comes from scholarly sources.</li> <li>- <u>Lacks</u> insight and reflective thought.</li> <li>- <u>Does not</u> incorporate a thorough exploration of thesis.</li> <li>- <u>Does not</u> meet source requirements.</li> <li>- <u>Does not</u> synthesize evidence but instead summarizes articles separately.</li> <li>- Supporting materials <u>does not</u> come from scholarly sources.</li> <li>- <u>Minimal</u> evidence includes attribution tags and parenthetical citations.</li> </ul>	<p>(0 pts.)</p> <ul style="list-style-type: none"> <li>- Supporting evidence is negligible</li> </ul> <p>Page 3: _____ /68</p>



**Deductions:** Minus 8 points for each requirement that is not followed

\_\_\_\_\_ Essay Length: 1250-2000 words (5-8 pages)

**Deductions:** Minus 69 points (25% of grade)

\_\_\_\_\_ Did not submit essay in hard copy by the end of the final exam time

\_\_\_\_\_ Did not submit essay to Turnitin by the end of the final exam time

**Deductions:** \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = **minus** \_\_\_\_\_

**Original score:** \_\_\_\_\_ - **Deductions** \_\_\_\_\_ = **Final grade:** \_\_\_\_\_ /275 points

## COMM302- Discussion Questions Rubric

Each discussion question assignment is worth a total of 30 points. For most questions, you can earn 0-6 points, 0-9 points, or 0-12 points. Each question is graded with the following criterion in mind. There will be an 8-point deduction (25%) for not submitting answers to the Turnitin Dropbox and/or failing to submit the discussion questions in print on time.

<u>GRADE</u>	<u>DESCRIPTION</u>	<u>POINTS EARNED</u>
<b>A</b>  <i>Artistic Mastery!</i>	*Answers <u>all</u> parts of question accurately & presents relevant viewpoints	6/6
	*Selects appropriate passages and paraphrased them correctly	9/9
	*Integrates all concepts effectively	12/12
<b>B</b>  <i>Better'n Most!</i>	*Demonstrates a thorough understanding of theory	5/6
	*Response relates to question and offers some depth	8/9
	*Thoughtful/reflective look at the content	10/12
<b>C</b>  <i>Competent Comprehension.</i>	*Consistently uses proper grammar/mechanics	4.5/6
	*Attempts to answer <u>most</u> of the question & presents some relevant viewpoints	7/9
	*Most passages are appropriate and paraphrased them correctly	9/12
<b>D</b>  <i>Deficient.</i>	*Response relates to question and offers some depth	4/6
	*Thoughtful/reflective look at the content	6/9
	*Usually draws on examples/uses page numbers from reading to identify accurate passages	8/12
<b>F</b>  <i>Failed</i>	*Attempts to answer <u>some</u> of the question & presents a somewhat relevant viewpoint	0
	*Few passages are appropriate and paraphrased them correctly	
	*Answer attempts criteria but is confusing and is lacking examples	
<b>F</b>  <i>Failed</i>	*Demonstrates adequate understanding of theory	4/6
	*Response relates to question and offers some depth	6/9
	*Relies more on direct quotes than paraphrasing <u>or</u> relies more on paraphrasing and doesn't reference the reading using page numbers or a quote	8/12
<b>F</b>  <i>Failed</i>	*Some grammar/mechanical issues	4/6
	* May not meet word requirement	6/9
	*Answer suggests negligible effort that is lacking examples	8/12
<b>F</b>  <i>Failed</i>	*Attempts to answer <u>little</u> of the question	4/6
	*Passages are inappropriate and may not be paragraphed correctly	6/9
	*Answer suggests negligible effort that is lacking examples	8/12
<b>F</b>  <i>Failed</i>	*Demonstrates minimal understanding of theory	4/6
	*Conceptual understandings is sub-par	6/9
	*Relies more on direct quotes than paraphrasing <u>or</u> relies more on paraphrasing and doesn't reference the reading using page numbers or a quote	8/12
<b>F</b>  <i>Failed</i>	*Many grammar/mechanical issues	4/6
	* Does not meet word requirement	6/9
	*Answer suggests negligible effort that is lacking examples	8/12
<b>F</b>  <i>Failed</i>	*Does not answer question	0