

COMM302: Rhetoric & Criticism Syllabus
Fall 2021

PROFESSOR'S INFORMATION

Name: Dr. Angela McGowan-Kirsch

Office: McEwen 304A

Email: mcgowan@fredonia.edu

Office Phone: 716-673-3260

Office hours: MWF: 1-2 PM

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 to 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

By the end of this course, you should be able to:

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

COURSE READINGS & REQUIRED MATERIALS

Please complete the readings before the assigned class period.

- (1) Palczewski, C.H., Ice, R., & Fritch, J. (2016). *Rhetoric in civic life* (2nd ed.). Strata Publishing, Inc. ISBN: 978-1-891136-37-5
- (2) Additional readings, including journal articles, book chapters, and popular press articles not found in the textbook, will be available through OnCourse.

PREREQUISITES

COMM 101: Fundamental of Communication

ENGL 100: Craft of Writing

COURSE POLICIES

(1) Attendance: Class begins promptly at 10:20 AM, and the professor will take attendance at the start of class. The professor will keep track of attendance in OnCourse. Students are responsible for checking their attendance and notifying the professor of a discrepancy. Four actions that will result in being marked as absent even if the student comes to class: (1) arriving more than 10 minutes late, (2) leaving the classroom for more than 5 minutes during class, (3) sleeping during class, and (4) arriving late (after 10:20 AM) or leaving early five times. You are permitted up to 5 absences. Upon your 6th absence, regardless of reason, your final grade will be reduced by 10 points (1% of final grade) per absence. Students should notify Enrollment and Student Services staff member Ms. Amanda Austin <amanda.austin@fredonia.edu > if they will have three or more consecutive days of absences due to serious health issues or personal reasons.

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

(2) Participation: This course is premised on active discussion and students are expected to come to class having completed the readings and assignments. Participation consists of more than attendance – students will be assessed on the frequency of participation, quality of comments, listening skills, attitude, ability to work with others, and behavior. Regardless of whether a participation assignment is completed during or outside of class, you must be present the day the participation assignment is due in order to earn credit for the assignment.

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

(4) Late Work: Assignments are due within the first 5 minutes of class (by 10:25 AM). Deadlines apply even if you are not in class the day the assignment is due. **Turning in an assignment late requires professor approval at least 24 hours before the assignment is due.** Late assignments will only be accepted under unique and extreme circumstances. Failures of technology (e.g., "my computer crashed," "the Internet was down," "the file wouldn't open," "I forgot my computer in x town and didn't finish it," "the printer was broken") and inability to complete an assignment on time because of one's work schedule, personal life, procrastination, other coursework deadlines, or extracurricular obligations are not considered dire circumstances. Once you have the approval to turn in the assignment late, the professor will use her own discretion when determining a new deadline. Regardless of the reason, a late assignment will receive a significant grade deduction.

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

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

(5a) Your research should always come from peer-reviewed journal articles, books written by scholars or professionals who are experts in their fields, substantive news articles that are reliable sources of information on events and issues of public concern, and/or non-bias websites. Assigned readings available through OnCourse do not count toward the source requirement, yet, can still be cited in the assignment. Blogs, social media posts, and/or other self-authored sites, such as Wikipedia, are usually considered non-credible sources and will not be accepted unless stated otherwise.

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

(5c) Students must account for all sources cited in an assignment by using in-text citations and including a reference section. Failure to cite sources in-text will result in a significant grade deduction as it is a sign of plagiarism. Sources only count if cited both in the assignment and the reference section.

(5d) You must use APA 7th edition to cite in-text citations and format reference pages and papers. APA requires that papers align text left, have 1" margins, be double spaced, have a running head that includes page numbers in top right corner, and typed in 12-point Times New Roman font. APA resources are posted on OnCourse, and Reed Library has copies of the APA manual on the first floor (call number: BF76.7.P83 2010). You may also refer to the American Psychological Association (<https://www.apastyle.org/>) and Purdue Owl (<https://owl.purdue.edu/redirect.html>) for APA rules.

(5e) If you would like me to review a draft of an assignment you must email the professor the complete assignment at least 6 days prior to the assignment due date. She will not proofread the assignment but will instead discuss the merits of the assignment.

(5f) You are required to create a Google Drive folder and share the folder link with the professor via email. The Google Drive folder should be labeled: FIRST name LAST name-COMM302 and must provide the professor with the ability to edit, comment, or view shared files that are found in the folder.

(6) Technology: Students enrolled in this course must have Internet access available to them, including e-mail and website access, and have the basic knowledge needed to efficiently use these Internet technologies. Students are responsible for retrieving documents (assignment guidelines, rubrics, handouts, readings, etc.) from OnCourse.

The professor may ask you to use your mobile phone to conduct research during class and contribute to class discussion. Regardless, technology cannot be used during in-class assignments, such as pop quizzes, to check social media, respond to non-emergency text messages, read the news, or 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>).

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

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

COURSE ASSIGNMENTS

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

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

- 2) Discussion Questions (4 @ 30 points each & 1 @ 40 points/ 160 total points):** It's preferred that you type your responses in a Google Doc. Each answer should be 150-250 words. Identify the question number but do not include the discussion prompt. You can answer the questions using bullets or paragraphs but make sure that you (1) reference the class reading by identifying specific page numbers, (2) paraphrase the author's words, (3) include examples, and (4) emphasize (bold/underline) key terms. The examples you use should be original in that they are not from the assigned readings or class discussions.
- 3) Participation (45 total points):** This grade is comprised of the following assignments.
- | | |
|---|--|
| <p><u>5 points</u></p> <ul style="list-style-type: none"> • Worksheet: Toulmin Model • Discussion Forum: "Paper Title" • Worksheet: Visual Rhetorical Analysis | <p><u>10 points</u></p> <ul style="list-style-type: none"> • Discussion Forum: "Tenant 1: Rhetorical Criticism as Art" • Discussion Forum: "Tenant 2: Rhetorical Criticism as Art" • Draft: Peer review day 1 (paper section) |
|---|--|
- 4) Elevator Pitch (140 total points):** This assignment asks you to first locate a job that you're qualified to hold right now. Then, you will craft a 1:30-2:00 minute elevator pitch that aims to persuade a hiring manager to employ you. You will use the Toulmin Model (see "Rhetoric in Civil Life," Ch. 4) to write/organize the pitch. Your target audience is someone who runs a company, nonprofit, hospital, etc. The pitch should move the audience, be written in present day, and incorporate relevant evidence. Everything you say in the pitch applies to what you have accomplished thus far in your collegiate career (e.g., job and volunteer experiences, leadership positions you, courses you have taken that are relevant to the job you want, etc.).
- 5) Historical Context Essay (150 points):** The historical context paper is the first step in working towards your final paper. You should choose a visual argument to analyze rhetorically. This assignment asks you to examine elements outside of the rhetorical act: the context and the occasion. You will cite at least 4 scholarly sources. As a result of writing the 500-750 word essay, you will expand on the rhetorical problem (i.e., the rhetor, audience, cultural milieu, and competing forces) that helped or hindered the rhetor's attempts at persuasion.
- 6) Critical Perspective Essay (200 total points):** You will compose a 750-1250 word essay that examines the rhetorical theory you plan to use in your final paper to analyze your rhetorical act. Your critical perspective essay should use at least 5 scholarly sources to (1) synthesize scholarly research from peer-reviewed journals to explain the main characteristics of the theory and (2) clarify how you will use the theory to examine the rhetorical act you plan to use in your final paper. See the assignment guidelines for specific questions you have to answer.
- 7) Final Paper: Rhetorical Analysis Essay & Abstract (300 total points):** This final assignment asks you to analyze a visual argument rhetorically. Remember, the rhetorical act you analyze shines a light on or is a response to injustice and inequality facing a demographic or intersectionality. In a 1250-2000 word essay, you will analyze a visual rhetorical act (i.e., body, photograph, image event, protest sign, a scene from a performance, cartoon from a newspaper, public memory site, museum exhibit, graffiti/mural art) using tools and assumptions that we discussed with regards to both rhetorical theory and rhetorical criticism. The essay will include a synthesis of research done on the rhetorical theory, offer historical contextualization of the act, and develop a critical argument using relevant conceptual resources. The essay should advance a claim supported by at least 8 scholarly sources, follow the Toulmin Model, employ persuasive techniques that move the audience, and thoroughly examine the rhetor's argument rhetorically. You will also create a unique title and submit a 150-250 word abstract that summarizes the paper.

COURSE GRADING

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

After a grade is returned, students must wait 24 hours prior to inquiring about the grade. If you wish to discuss a grade, you must set up a virtual appointment with the 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. All grades are kept in OnCourse and updated regularly.

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

COURSE ETHICS

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

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

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

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

SUNY FREDONIA RESOURCES

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

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

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

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

DEPARTMENT OF COMMUNICATION

Communication does not exist outside of relationships. With this in mind, the faculty of the SUNY Fredonia Department of Communication believes that all communicators, whether in the classroom, on the air, or within created works, have a responsibility to themselves and their audience. The faculty believes that it is our responsibility to provide perspective and structure as students make choices about their work, and consequently, about themselves and who they are as adults and scholars. We encourage students to make the effort to consider the consequences of their choices for themselves, for others, and for those relationships. The faculty encourages projects and behaviors that are undertaken with thoughtful respect and consideration for others. We support and encourage work that is both ethical and enriching to the students' community and to personal and professional relationships. All students should review the Department of Communication Ethical and Professional Standards at <http://www.fredonia.edu/department/communication/standards.asp>

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

FREDONIA STUDENT CONDUCT STATEMENT

As members of the Fredonia community, we are all responsible for taking care of ourselves and others during these challenging times. In particular, we are all counting on each other to engage in safe behaviors while on and off campus. This includes professors, staff members, students, and essential visitors. All students are expected to adhere to all rules and regulations regarding [Fall 2021 SUNY COVID-19 Guidelines](#). Failure to do so constitutes a potential violation of campus rules and regulations that may endanger members of our community. For your safety and the safety of your classmates and faculty, you are required to comply with the [Fall 2021 SUNY COVID-19 Guidelines](#). Please note that if you refuse to comply with the guidelines during a class, you will be required to leave class. If you refuse to leave, the class session will be cancelled in order to minimize disruption and maintain a safe environment. Students who violate campus safety policies may be subject to disciplinary actions. Thank you for helping to maintain a safe campus environment.”

Students in isolation or quarantine (as verified by ESS) will be accommodated in the classroom so that you do not fall behind. The following policy is in place for the infectious disease protocol: “When a student is required to quarantine or isolate, documentation will be provided from the Student Health Center to ESS regarding the medical reasons for the student to be out of face-to-face instruction for a designated period of time. Faculty will provide two weeks worth of assignments for the student to ensure no disruption in the student's progress to course completion.” If this situation applies to you, you need to email me asap. You'll be expected to attend class virtually and complete assignments on time.

COPYRIGHT STATEMENT

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

Parts of this syllabus are adapted from
Kaiser, K. (2017). *Oral/interpersonal communication – Online syllabus*. Steven's Point, WI: Mid-State Technical College.
Lohiser, A. (2020). Personal communication.

COMM302 FALL 2021 SCHEDULE*

We will regularly meet in McEwen 201. However, some days we'll have class in McEwen 106 (the department's story lab). The days we're meeting in McEwen 106 are listed in the course schedule.

Week	Date	Topic(s) Covered	Reading(s) Due	What's Due & What to Bring to Class
TOPIC 1: SYMBOLIC ACTION & LANGUAGE				
1	8/23	Course introduction	Course Syllabus–OnCourse	
	8/25	Rhetoric as symbolic action: “Symbols & symbolic action”	Chapter 1 (pp. 3-13)	
	8/27	Rhetoric as symbolic action: “Rhetoric as civic engagement” Example: “Painting of Emmett Till”	Chapter 1 (pp. 13-23) Schutz–OnCourse > Topic 1	
2	8/30	Rhetoric as symbolic action: “Culture, memory, power”	Chapter 1 (pp. 23-31)	<i>Due by 11:59 PM:</i> Due: OnCourse: Syllabus Quiz Due: Google Form: Student Information Survey Due: Google Drive: Create a Google Drive folder for COMM302
	9/1	Language: “Construction of social reality, semiotics, & terministic screens”	Chapter 2 (pp. 41-48)	
	9/3	Language: “Public vocabulary”	Chapter 2 (pp. 49-63)	
3	9/6	<u>No Class: Labor Day</u>		
TOPIC 2: VISUAL RHETORIC & HISTORICAL CONTEXT				
	9/8	Visual rhetoric	Chapter 3 (entire chapter) Ramage–OnCourse > Topic 2	
	9/10	<u>Visual Rhetoric</u> Commercial graffiti Tips for analyzing visual <u>Historical Context Assignment</u> What is historical context? Selecting an artifact	<u>Visual Rhetoric</u> Rabiega (pp. 37-41)–OnCourse > Topic 2 <u>Historical Context Assignment</u> Campbell & Burkholder– OnCourse > Topic 2 Foss (pp. 9-10)– OnCourse > Topic 2	
TOPIC 3: PLATO’S “GORGIAS” & RHETORS				
4	9/13	Introduction to the Classical Period Introduction to Plato’s “Gorgias”	Plato (pp. 55-58)–OnCourse > Topic 3	

Week	Date	Topic(s) Covered	Reading(s) Due	What's Due & What to Bring to Class
	9/15	Plato's views on dialectic, rhetoric, & flattery	Plato (pp. 61-83)–OnCourse > Topic 3	Bring to class: Print Day II PowerPoint slides–OnCourse
	9/17	Plato's views on Callicles, truth vs. Truth, & virtue	Plato (pp. 83-115)–OnCourse > Topic 3	Due: DQ: Plato's theory Extra credit [optional]: Attend ADP's Constitution Day speaking engagement from 1:30-2:30 PM William's Center S204 & then post reaction to discussion forum
5	9/20	Rhetors	Chapter 6 (entire chapter)	
TOPIC 4: FINDING & CITING RESEARCH & ARGUMENT CONSTRUCTION				
	9/22 <i>[class held in McEwen 106]</i>	Conducting & Citing Research: APA 7 th Ed. Style, evaluating sources, create a paper trail	APA Style 7 th Edition Packet – OnCourse > Topic 4 Alewine et al. 1 – OnCourse > Topic 4 Alewine et al. 2 – OnCourse > Topic 4	Bring to class: Electronic device that enables you to access Internet Bring to class: "Conducting & Citing Research" PowerPoint slides–OnCourse
	9/24	Argument: "Place of argument & classical conceptions" Audience, syllogism, & enthymeme	Chapter 4 (pp. 99-109)	<i>Due by 11:59 PM:</i> Due: Discussion Forum: "Identify Rhetorical Act" (found in "historical context" folder)
6	9/27	Argument: "The Toulmin Model" Advocacy and opposition	Chapter 4 (pp. 109-116) Rybacki–OnCourse > Topic 4	
	9/29	Writing an argumentative essay	Chapter 4 (pp. 117-123)	Due: In-class participation assignment: Toulmin Model worksheet
TOPIC 5: ARISTOTLE'S "ON RHETORIC"				
	10/1	Introduction to Aristotle's "On Rhetoric"	Introduction & Aristotle (pp. 144-153)–OnCourse > Topic 5	Due: Historical context essay
7	10/4	Aristotle's 3 modes of persuasion & 3 divisions of rhetoric	Introduction & Aristotle (pp. 153-155)– OnCourse > Topic 5	
	10/6	Aristotle's views on the enthymeme, dialectic, & rhetoric	Introduction & Aristotle (pp. 155-160)– OnCourse > Topic 5	Due: DQ: Aristotle's theory

Week	Date	Topic(s) Covered	Reading(s) Due	What's Due & What to Bring to Class
	10/8	<i>No Class: Fall Break</i>		
8	10/11	Elevator pitch in-class activity		
	10/13	Assignment: Deliver Elevator Pitch		Due: Elevator pitch
TOPIC 6: AUDIENCE & BURKE'S "PENTAD ANALYSIS"				
	10/15	Audiences	Chapter 7 (pp. 199-213)	<i>Due by 11:59 PM:</i> Due: Google Form: Mid-semester Course Evaluation
9	10/18	Introduction to contemporary rhetorical theory Introduction to Burke's "Dramatistic Perspective & Pentad"	Introduction & Burke (pp. 989-996)– OnCourse > Topic 6	
	10/20	Burke's ratios	Introduction & Burke (pp. 996-1018)– OnCourse > Topic 6	
	10/22	Discuss Burke's theory in terms of Tonn et al.'s article "Hunting and Heritage on Trial"	Tonn et al.– OnCourse > Topic 6	Due: DQ: Burke's theory Bring to class: Copy of Tonn et al. article
10	10/25	Writing a critical perspective paper	Campbell & Burkholder– OnCourse > Assignment Guidelines: Critical Perspective	
TOPIC 7: BITZER'S "RHETORICAL SITUATION"				
	10/27	Introduction to Bitzer's "Rhetorical Situations" Group a) Pres. Bush's 9/11 address to nation & Group b) Pres. Bush's 9/11 address to joint session of Congress	Chapter 8 (pp. 225-236) Bitzer– OnCourse > Topic 7 Pres. Bush– OnCourse > Topic 7	Bring to class: "Bush's 9/11" Assigned speech text
	10/29	Rhetorical Situation Example: Pres. Reagan "Shuttle Challenger Address"	Chapter 8 (pp. 236-242) Pres. Reagan–OnCourse > Topic 7	Due: DQ: Bitzer's theory Bring to class: "Challenger" speech text
TOPIC 8: FISHER'S "NARRATIVE PARADIGM THEORY"				
11	11/1	Introduction to Fisher's "Narrative Paradigm Theory"	Ch. 5 (entire chapter) Fisher– OnCourse > Topic 8 Borchers– OnCourse > Topic 8	
	11/3	Fisher's views on narrative rationality	Ch. 5 (entire chapter) Fisher–OnCourse > Topic 8 Borchers–OnCourse > Topic 8	
	11/5	Conspiracy theories & Narrative Paradigm Theory	Popp– OnCourse > Topic 8	Due: DQ: Fisher's theory
12	11/8 <i>[class held in McEwen 106]</i>	In-class workday on critical perspective paper		Bring to class: Research and draft of paper if you'd like feedback

Week	Date	Topic(s) Covered	Reading(s) Due	What's Due & What to Bring to Class
TOPIC 9: WRITING AN ABSTRACT & RHETORICAL ANALYSIS PAPER				
	11/10	Rhetorical criticism as art	Kuypers– OnCourse > Topic 9	Due: Critical perspective essay
	11/12	Doing rhetorical criticism Types of rhetorical criticism: Ideological criticism	Foss reading 1–OnCourse > Topic 9 Foss reading 2 (pp. 209-221)– OnCourse > Topic 9	
13	11/15 <i>[class held in McEwen 106]</i>	Writing an implications section	Implication Section– OnCourse > Topic 9	Due: In-class participation assignment: “Implications Section” discussion activity (upload to your COMM302 Google Drive folder) Bring to class: Electronic device that enables you to access Internet
	11/17 <i>[class held in McEwen 106]</i>	Selecting a title and writing an abstract	APA– OnCourse > Topic 9	Due: In-class participation assignment: “Paper title” discussion forum Bring to class: Journal article relating to a theory of rhetoric
	11/19	Analyzing visual arguments	Ramage– OnCourse > Topic 9	Due: Out-of-class participation assignment: Analyzing visual arguments discussion activity (upload to your COMM302 Google Drive folder)
14	11/22-11/26	<i>No Class: Thanksgiving Break</i>		
15	11/29 <i>[class held in McEwen 106]</i>	Demonstrate “Rhetorical Criticism as Art” In-class assignment: Construct a paragraph that uses your theory to analyze your rhetorical act Day 1: “Rhetorical criticism as an art” discussion forum	Kuypers– OnCourse > Topic 9 (read on 11/10)	Due: In-class participation assignment: “Tenant 1: Rhetorical Criticism as Art” discussion forum
	12/1 <i>[class held in McEwen 106]</i>	Work on rhetorical analysis paper & abstract draft		
	12/3 <i>[class held in McEwen 106]</i>	Demonstrate “Rhetorical Criticism as Art” In-class assignment: Construct a paragraph that uses your theory to analyze your rhetorical act Day 2: “Rhetorical criticism as an art” discussion forum	Kuypers– OnCourse > Topic 9 (read on 11/10)	Due: In-class participation assignment: “Tenant 2: Rhetorical Criticism as Art” discussion forum

Week	Date	Topic(s) Covered	Reading(s) Due	What's Due & What to Bring to Class
TOPIC 10: RHETORICAL ANALYSIS ABSTRACT & ESSAY – PEER REVIEW & FINAL ASSIGNMENTS				
16	12/6 <i>[class held in McEwen 106]</i>	Class reflection assignment & discussion Work on rhetorical analysis paper		Due: Google Form: End-of-Semester Course Evaluation
	12/8 <i>[class held in McEwen 106]</i>	Day 1: Rhetorical analysis & abstract peer review	About Peer Review Day 1 – OnCourse > Topic 10	Due: Participation Assignment: Peer Review Day 1 (rhetorical analysis paper section you've been assigned)
	12/10 <i>[class held in McEwen 106]</i>	Day 2: Rhetorical analysis & abstract peer review	About Peer Review Day 2 – OnCourse > Topic 10	Due: Complete draft of the rhetorical analysis paper & abstract
Finals Week	W, Dec. 15, by 3:30 PM	Submit rhetorical analysis assignment (abstract, rhetorical analysis paper, reference page) to your COMM302 Google Drive folder & Turnitin		Due: Rhetorical analysis abstract, paper, & reference page

*** Schedule Notes:**

- The course schedule is a general plan for the course; deviations announced to the class by the professor may be necessary. The schedule is tentative and may change due to the needs of the class. Should a change be necessary, the professor will let you know of the changes as soon as they are decided via email and OnCourse.
- Last day to **drop** the course is Friday, August 27, 2021.
- **Mid-semester grades** are available to students on Thursday, October 14, 2021.
- The last day to **withdraw** from the course is Monday, November 29 2021
- **Final grades** are due to the Registrar's Office on Wednesday, December 22, 2021 and will be made available through OnCourse.
- **Final grades** are available to students through Your Connection on Thursday, December 23, 2021.