

COMM302: Rhetoric and Criticism Syllabus

Spring 2016

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, 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 introduce you to major issues and perspectives in rhetorical criticism.

The course 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; therefore, you may need to take more time to complete the assigned reading. I have high expectations for my students and expect that you will respect your classmates and me by following the policies outlined in this syllabus.

COURSE OBJECTIVES

This course part of the College Core Curriculum; therefore, 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; and
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.

ANGELA MCGOWAN, PHD

CONTACT INFORMATION

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- Office Phone: 716-673-3260
- Email: mcgowan@fredonia.edu
- Professional Website:
<http://angelammcgowan.weebly.com>

OFFICE HOURS

- Sunday: 5-7 p.m. (Google chat)
- Monday, Wednesday, Friday: 9-10:30 a.m.
- By appointment

CLASSROOM

- McEwen Hall 201

MEETING TIME

- MWF Sec. 1: 11-11:50 a.m.
- MWF Sec. 2: 1-1:50 p.m.

“Rhetoric is the use of language as a symbolic means of inducing cooperation in beings that by nature respond to symbols.”

— Kenneth Burke

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. Ramage, J.D., Bean, J.C., & Johnson, J. (2015). *Writing arguments: A rhetoric with readings*. (10th ed.). New York, NY: Pearson.
2. Recommended reading (not required): Bizzell, P., & Herzberg, B. (1990). *The rhetorical tradition: Readings from classical times to the present*. Boston, MA: Bedford Books.
3. Readings on ANGEL (found under the “lessons” category)

COURSE POLICIES

- ✚ **Attendance:** Class begins promptly at 11 a.m. or 1 p.m., and the professor will take attendance at the start of class. Students who arrive late (after 11:03 a.m. or 1:03 p.m.) or leave early will be penalized. Being tardy or leaving early four (4) times equals one absence.

You get FOUR (4) no questions asked absences during the semester. For each absence exceeding this amount, you will be penalized 10 points off your final total points.

For an absence to be excused, we must discuss your reason for missing class at least 60 minutes prior to the start of class. Excused absences include (1) serious illness or injury to student, (2) death, injury, or serious illness of an immediate family member or the like, (3) religious reasons, (4) jury duty or government obligation, and (5) university sanctioned or approved activities (examples include: artistic performances, forensics presentations, research conferences, intercollegiate athletic events, student government, required class field trips, etc.). It is your responsibility to get the notes you missed.

You must provide documentation within 48 hours of the missed class. Some examples of acceptable documentation include a physician’s note, traffic accident report, hospital bill, etc., all of which must be signed and dated. Even if you make arrangements, your grade on a late assignment may be reduced.

If your absence is excused and you missed class the day of an in-class graded assignment, such as a quiz or application activity, you can make-up the points by writing a 250 word essay that discusses the course content discussed the day you missed. You must turn in the typed essay within 48 hours of the missed class.

- ✚ **Course Etiquette:** Lively debate, discussion, and disagreement on issues are encouraged and respect for other people, their opinions, and experiences is essential. After all, this is a “citizen’s course” that will challenge you to rethink your views of politics. The content of this class has the potential to stir up strong emotional reactions, because you will encounter ideas and theories that challenge you. A student’s decision to stay enrolled in the class is an agreement to approach all course content with a critical academic lens. Above all, participants must treat each other with respect. The most fundamental way to respect class participants is to complete 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:** Deadlines apply even if you are not in class the day the assignment is due. All assignments are due in hard copy within the first 5 minutes of class (by 11:05 a.m. or 1:05 p.m.) and may not be accepted or receive a severe grade deduction if it is turned in late. Failures of technology (e.g., “my computer crashed,” “the file won’t open,” “the printer was broken,” etc.) will not lead to an extension of the deadline.

The final paper (visual rhetoric analysis essay) is due during the scheduled final exam time. Students who want to hand in the paper early must do so in person at the professor’s convenience. No final paper should be left in the professor’s mailbox.

All arrangements for missing a presentation must be made at least 24 hours prior to the time the presentation is scheduled. If such arrangements are not made, then you may not be allowed to make up the presentation and will earn a zero for the assignment. There are no make-up presentations for unprepared or late speakers.

- ✚ **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.

If you would like the professor to review a draft of a written assignment, you must email her the complete paper or presentation handout at least 6 days before the assignment is due.

All work must be 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. Each paper you hand in should include a word count on the last page of the essay. Do not insert additional spaces between paragraphs. 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. Note: The title page and reference page do NOT count toward your page minimum or maximum. APA resources are posted on ANGEL. 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.

- ✚ **Team Projects:** For each project that requires you work with another student: (1) grades will be assigned to the group as a whole and (2) each student will complete an evaluation form, which includes assigning a grade, to indicate the relative participation and contribution of each group member. The professor will average the peer evaluation scores.

The following sanctions will be imposed by group members when a peer violates the group’s code of conduct: (1) give a verbal warning, (2) give a written warning through email and include the professor on the email, (3) have a group meeting with the professor to discuss the problem, and (4) the group member is dismissed from the group and will complete the assignment on his or her own. The dismissal of a group member must happen 7 days prior to the assignment’s due date. Professor intervention is not possible unless these steps are followed before students turn in the assignment.

If a group member is sick on the day of your group presentation, the group will still deliver the presentation on the scheduled day and time while the other student will deliver his or her portion of the presentation when she or he returns to school.

- ✚ **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 readings will be posted on the course ANGEL site. You are responsible for retrieving documents (assignment guidelines, rubrics, handouts, readings, etc.) from ANGEL.

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. The professor will communicate with you through your Fredonia e-mail account. 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:** Email is the best way to communicate with the professor, and she will check her Fredonia email between 8 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 24 hours. You also can communicate with

COURSE ASSIGNMENTS

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>

Note: Complete descriptions of course assignments and rubrics are available in folders found under the “lessons” section of ANGEL.

1. **Discussion Questions (25 points each/200 total points):** You will be asked to complete 8 sets of discussion questions and bring your answers to class. 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 find a rhetorical act that demonstrates a concept or idea discussed in the assigned reading. You should be prepared to walk the reader through what you see going on in the rhetorical act with specific references to concepts from the readings for that day. If you do not turn in a set of discussion questions, you have a chance to answer make-up questions on April 29, 2016.
2. **Elevator Pitch (150 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 to write/organize a pitch that should be written in present day. 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, and use evidence effectively. 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.). You will be graded on how you frame the argument (see “Writing Arguments,” pp. 52-65), the logical structure of your argument (see “Writing Arguments,” pp. 67-97), and your ability to move the audience (see “Writing Arguments,” pp. 104-119).
3. **Reading Augmentation (150 total points)** You will be assigned one day to augment the textbook reading with contemporary examples that fall under a genre of argument (for examples see “Writing Arguments,” pp. 25-31). Your task is not so much to facilitate the discussion of that reading as it is to supplement the class discussion with your own examples or found images. During your oral presentation, you share a responsibility with the professor to make the class time interesting and productive for those who have already read the text. Therefore, you should adapt the example(s) and explanation to classmates’ interests and levels of knowledge and be prepared to respond to questions from your classmates. The example(s) and document should be uploaded to an ANGEL dropbox by 11 a.m. or 1 p.m. To successfully complete the assignment, you should:
 - (1) locate at least one example that demonstrates a concept or idea discussed in the assigned readings and bring the example(s) to class.
 - (2) construct a 250-500 word document that explores the connection between the reading and your example(s). This document should follow either the free writing or idea mapping techniques discussed in Ch. 2 Sec. 2.1. The written document will be graded on how well you read a text rhetorically (see Ch. 2 Sec. 2.2) and your ability to clearly and sufficiently explain how your example(s) demonstrates the course concepts discussed that day.
 - (3) deliver a 3-4 minute presentation that walks the audience through what you see happening in the example(s). Your presentation should reference/explain specific concepts from that day’s readings. Feel free to use the projection equipment but make sure you have worked with it ahead of your discussion. Your oral presentation will be evaluated based on clarity and accuracy of ideas presented, adaptation to classmates’ interest and level of knowledge, and presentational qualities.
4. **Critical Perspective (200 total points):** Before writing your final paper, you will write 750-1,000 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 can use the theory to examine the artifact, 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.
5. **Visual Rhetoric Analysis (300 total points):** This final assignment asks you to analyze a visual argument rhetorically (see “Writing Arguments,” Ch. 9). In a 1,250-1,750 word essay, you will analyze a visual

argument rhetorically (e.g., photograph/drawing, poster, flier, public affairs advocacy advertisement, cartoon, or a web page) using tools and assumptions we have discussed with regards to both rhetorical theory and rhetorical criticism. 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 (1) advance a claim supported by reasons (“Writing Arguments,” Ch. 3), follow the Toulmin Model (“Writing Arguments,” Ch. 4), use evidence effectively (“Writing Arguments,” Ch. 5), employ persuasive techniques that move the audience (“Writing Arguments,” Ch. 6), and thoroughly examine the rhetor’s argument rhetorically (“Writing Arguments,” Ch. 8).

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 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-).
- After a grade is returned, the student has 7 days to resolve questions about the grade with the professor. If you wish to discuss a grade, you must set up an appointment with the professor no later than 4 days after the assignment is returned. Prior to the meeting, it is asked that you 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 8 after the time of grade distribution.

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.

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 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 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 clicking on this [link](#).

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). 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/departments/communication/standards.asp>

TENTATIVE COURSE SCHEDULE

Week	Date	Topic	Due
INTRODUCTION TO ARGUMENT			
1	1/20	<ul style="list-style-type: none"> • Course Introduction 	
	1/22	<ul style="list-style-type: none"> • Argument: An Introduction 	<ul style="list-style-type: none"> • Chapter 1
2	1/25	<ul style="list-style-type: none"> • Argument: An Introduction cont'd 	<ul style="list-style-type: none"> • Chapter 1 • Last day to drop: 1/26
	1/27	<ul style="list-style-type: none"> • Argument as Inquiry (pp. 17-32) 	<ul style="list-style-type: none"> • Chapter 2 (Sec. 2.1-2.2)
	1/29	<ul style="list-style-type: none"> • Argument as Inquiry cont'd (pp. 32-44) 	<ul style="list-style-type: none"> • Chapter 2 (Sec. 2.3-2.5)
ARGUMENT, TRUTH, & ANCIENT GREEKS			
3	2/1	<ul style="list-style-type: none"> • Introduction to the Classical Period • Plato, "Introduction" (pp. 55-58) 	<ul style="list-style-type: none"> • Both readings accessed through ANGEL
	2/3	<ul style="list-style-type: none"> • Plato, "Gorgias" (pp. 61-83) 	<ul style="list-style-type: none"> • Reading accessed through ANGEL
	2/5	<ul style="list-style-type: none"> • No Class: Professional Development Day 	<ul style="list-style-type: none"> • No Class
4	2/8	<ul style="list-style-type: none"> • Plato, "Gorgias" cont'd (pp. 83-103) 	<ul style="list-style-type: none"> • Reading accessed through ANGEL
	2/10	<ul style="list-style-type: none"> • Plato, "Gorgias" cont'd (pp. 103-115) 	<ul style="list-style-type: none"> • Reading accessed through ANGEL • DQ 1: Plato's theory
	2/12	<ul style="list-style-type: none"> • The Core of an Argument (pp. 52-60) 	<ul style="list-style-type: none"> • Chapter 3 • Ch. 3 Reading Augmentation (Sec. 3.1-3.3)
5	2/15	<ul style="list-style-type: none"> • The Core of an Argument cont'd (pp. 60-66) 	<ul style="list-style-type: none"> • Chapter 3 • Ch. 3 Reading Augmentation (Sec. 3.4)
	2/17	<ul style="list-style-type: none"> • Logical Structure of Arguments: The enthymeme (pp. 67-71) 	<ul style="list-style-type: none"> • Chapter 4 • Ch. 4 Reading Augmentation (Sec. 4.1)
	2/19	<ul style="list-style-type: none"> • Logical Structure of Arguments: The Toulmin System (pp. 71-87) 	<ul style="list-style-type: none"> • Chapter 4 • Ch. 4 Reading Augmentation (Sec. 4.2-4.3)
6	2/22	<ul style="list-style-type: none"> • Logical Structure of Arguments: The Toulmin System activity 	<ul style="list-style-type: none"> • Chapter 4
	2/24	<ul style="list-style-type: none"> • Finding and Evaluating Sources • Using Summary, Paraphrase, and Quotation • Citing and Documenting Sources 	<ul style="list-style-type: none"> • Chapter 15: pp. 340-358 • Chapter 16: pp. 362-374 • Chapter 17: pp. 390-396
	2/26	<ul style="list-style-type: none"> • Aristotle, "Introduction" (pp. 144-150) • Aristotle, "Rhetoric, Book I" (pp. 151-153) 	<ul style="list-style-type: none"> • Readings accessed through ANGEL
7	2/29	<ul style="list-style-type: none"> • Aristotle, "Rhetoric, Book I" cont'd (pp. 153-155) 	<ul style="list-style-type: none"> • Reading accessed through ANGEL
	3/2	<ul style="list-style-type: none"> • Aristotle, "Rhetoric, Book I" cont'd (pp. 155-160) 	<ul style="list-style-type: none"> • Reading accessed through ANGEL • DQ 2: Aristotle's theory
	3/4	<ul style="list-style-type: none"> • Using Evidence Effectively (entire chapter) 	<ul style="list-style-type: none"> • Chapter 5 • Ch. 5 Reading Augmentation (Sec. 5.1-5.3)

TENTATIVE COURSE SCHEDULE CONTINUED

Week	Date	Topic	Due
AUDIENCE & CONTEMPORARY RHETORICAL THEORY: THE RHETORICAL SITUATION			
8	3/7	<ul style="list-style-type: none"> Moving your audience (entire chapter) 	<ul style="list-style-type: none"> Chapter 6 Ch. 6 Reading Augmentation (Sec. 6.1-6.6)
	3/9	<ul style="list-style-type: none"> Introduction to the Contemporary Rhetoric Bitzer, "Rhetorical Situation" 	<ul style="list-style-type: none"> Readings accessed through ANGEL DQ 3: Bitzer's theory
	3/11	<ul style="list-style-type: none"> Reagan, "Challenger Explosion" speech Eidenmuller, "Situation" 	<ul style="list-style-type: none"> Readings accessed through ANGEL
9	3/14	<ul style="list-style-type: none"> Elevator Pitch Workday 	<ul style="list-style-type: none"> Draft of elevator pitch
	3/16	<ul style="list-style-type: none"> Day I: Deliver Elevator Pitch 	<ul style="list-style-type: none"> Elevator Pitches
	3/18	<ul style="list-style-type: none"> Day II: Deliver Elevator Pitch 	<ul style="list-style-type: none"> Elevator Pitches Mid-semester grades available
10	3/21-3/25	<ul style="list-style-type: none"> No Class: Spring Break 	<ul style="list-style-type: none"> No Class
11	3/28	<ul style="list-style-type: none"> No Class: Spring Break 	<ul style="list-style-type: none"> No Class
	3/30	<ul style="list-style-type: none"> Responding to Objections and Alternative Views (pp. 121-131) 	<ul style="list-style-type: none"> Chapter 7 Ch. 7 Reading Augmentation (Sec. 7.1-7.4)
	4/1	<ul style="list-style-type: none"> Responding to Objections and Alternative Views cont'd (pp. 131-145) 	<ul style="list-style-type: none"> Chapter 7 Ch. 7 Reading Augmentation (Sec. 7.5-7.6)
CONTEMPORARY RHETORICAL THEORY: DRAMATISM			
12	4/4	<ul style="list-style-type: none"> Burke, "Introduction" (pp. 989-991) Burke, "A Grammar of Motives" (pp. 992-996) 	<ul style="list-style-type: none"> Readings accessed through ANGEL
	4/6	<ul style="list-style-type: none"> Burke, "A Grammar of Motives" (pp. 996-1018) 	<ul style="list-style-type: none"> Burke reading – ANGEL DQ 4: Burke's theory
	4/8	<ul style="list-style-type: none"> Tonn, Endress, & Diamond, "Hunting and Heritage on Trial" 	<ul style="list-style-type: none"> Tonn – ANGEL DQ 5: Tonn et al.'s article
RHETORICAL ANALYSIS & CONTEMPORARY RHETORICAL THEORY: NARRATIVE PARAIGM			
13	4/11	<ul style="list-style-type: none"> Analyzing Arguments Rhetorically (pp. 154-159) 	<ul style="list-style-type: none"> Chapter 8 Ch. 8 Reading Augmentation (Sec. 8.1) Last Day to Withdraw: 4/12
	4/13	<ul style="list-style-type: none"> Analyzing Arguments Rhetorically cont'd (pp. 159-168) 	<ul style="list-style-type: none"> Chapter 8 Ch. 8 Reading Augmentation (Sec. 8.2)
	4/15	<ul style="list-style-type: none"> Fisher, "Narration as a Human Communication Paradigm" Fisher, "The Narrative Paradigm: An Elaboration" 	<ul style="list-style-type: none"> Readings accessed through ANGEL DQ 6: Fisher's theory

TENTATIVE COURSE SCHEDULE CONTINUED
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Week	Date	Topic	Due
14	4/18	<ul style="list-style-type: none"> Popp, "History in Discursive Limbo" 	<ul style="list-style-type: none"> Popp article – ANGEL Critical Perspective Essay
ANALYZING A VISUAL ARGUMENT			
	4/20	<ul style="list-style-type: none"> Analyzing visual arguments (pp. 176-191) Olson, Finnegan, & Hope, "Visual Rhetoric in Communication" 	<ul style="list-style-type: none"> Chapter 9 Ch. 9 Reading Augmentation (Sec. 9.1-9.2) Olson article - ANGEL
	4/22	<ul style="list-style-type: none"> Analyzing visual arguments cont'd (pp. 191-206) Atkins-Sayre, "Snapshots of the South" 	<ul style="list-style-type: none"> Chapter 9 Ch. 9 Reading Augmentation (Sec. 9.3-9.5) Atkins-Sayre article – ANGEL
CONTEMPORARY RHETORICAL THEORY: GENDER CRITICISM			
15	4/25	<ul style="list-style-type: none"> Campbell, "Feminine Style" 	<ul style="list-style-type: none"> Reading accessed through ANGEL DQ 7: Campbell's theory
	4/27	<ul style="list-style-type: none"> Foss & Griffin, "Beyond Persuasion" (Invitational Rhetoric) Bone, Griffin, Scholz, "Beyond Traditional Conceptualizations of Rhetoric" 	<ul style="list-style-type: none"> Readings accessed through ANGEL DQ 8: Foss & Griffin's theory & Bone et al.'s article
	4/29	<ul style="list-style-type: none"> Carey, "The Parallel Rhetorics of Ella Baker" 	<ul style="list-style-type: none"> Carey article – ANGEL DQ Make-up: Carey's article
FINAL WEEK OF CLASS			
16	5/2	<ul style="list-style-type: none"> TBD 	
	5/4	<ul style="list-style-type: none"> Visual Rhetorical Analysis Workday 	<ul style="list-style-type: none"> Materials needed to work on essay
	5/6	<ul style="list-style-type: none"> Visual Rhetorical Analysis Peer Review 	<ul style="list-style-type: none"> Draft: Visual Rhetorical Analysis Essay
Finals Week	Sec. 01: 5/12 1:30-3:30 p.m. Sec. 02: 5/13 from 8:30-10:30 a.m.	<ul style="list-style-type: none"> Submit Visual Rhetoric Analysis essay during final exam time 	<ul style="list-style-type: none"> Essay: Visual Rhetorical Analysis

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 ANGEL.
- ✚ Final grades will be available to students on May 19, 2016 after 3:00 p.m.

COMM302: Reading Augmentation Assignment Guidelines

Worth: 150 total points

(Example = 25 points, Document = 50 points, Oral Presentation = 75 points)

Due: Each “reading augmentation” is due on a specific day by either Sec. 01: 11 a.m. or Sec. 02: 1 p.m. During the second week of class, I will share a document with you via Google Drive so that you can sign-up for the day that your reading augmentation assignment is due.

<u>Due Date</u>	<u>Chapter</u>	<u>Section(s) Discussed</u>
February 12	Ch. 3: Core of the Argument	3.1-3.3
February 15	Ch. 3: Core of the Argument cont'd	3.4
February 17	Ch. 4: Logical Structure of Arguments	4.1
February 19	Ch. 4: Logical Structure of Arguments cont'd	4.2-4.3
March 4	Ch. 5: Using Evidence Effectively	5.1-5.3
March 7	Ch. 6: Moving your Audience	6.1-6.6
March 30	Ch. 7: Responding to Objections and Alternative Views	7.1-7.4
April 1	Ch. 7: Responding to Objections and Alternative Views cont'd	7.5-7.6
April 11	Ch. 8: Analyzing Arguments Rhetorically	8.1
April 13	Ch. 8: Analyzing Arguments Rhetorically cont'd	8.2
April 20	Ch. 9: Analyzing Visual Arguments	9.1-9.2
April 22	Ch. 9: Analyzing Visual Arguments cont'd	9.3-9.5

Description: You will be assigned one day to augment the textbook reading with contemporary examples that fall under a genre of argument. Your task is not so much to facilitate the discussion of that reading as it is to supplement the class discussion with your own examples or found images.

Directions: This assignment requires that you locate a “real life” example of course content, write a 250-500 word document explaining how the example demonstrates content learned in the chapter, and deliver a 3-4 minute oral presentation.

PART I: EXAMPLE(S)

Worth: 25 points

Locate at least one contemporary example that falls under a genre of argument (for examples see “Writing Arguments,” pp. 25-31).

DUE: The example(s) should be uploaded by 11 a.m. or 1 p.m. on the day of your presentation. Upload the example(s) to ANGEL > Lessons > Assignment Guidelines – Reading Augmentation > Reading Augmentation Example(s) and Document dropbox.

To earn the full 20 points, the example(s) should clearly and sufficiently augment that day’s reading.

PART II: DOCUMENT

Worth: 50 points

Construct a 250-500 word document that explores the connection between the reading and your example(s). This document should follow either the free writing or idea mapping techniques discussed in Ch. 2, Sec. 2.1 and explore the example(s) in an open-minded and intellectually responsible way.

For example, in “Writing Arguments,” pp. 21-23, the authors include three examples (an advertisement, cartoon, and graph) that address the minimum wage issue. Then, on p. 23, the authors include an idea map that a student created on the issue of minimum wage after a class discussion of the visual texts in figures 2.1-2.3. Make sure that the idea map also explicitly states how the examples augment that day’s reading.

DUE: The document should be printed and turned in at 11 a.m. or 1 p.m. the day of your oral presentation. You should hand-in an APA formatted reference page that cites all your sources.

The written document will be graded on how well you read a text rhetorically (see Ch. 2, Sec. 2.2) and your ability to clearly and sufficiently explain how your example(s) demonstrates the course concepts discussed that day.

PART III: ORAL PRESENTATION

Worth: 75 points

Individually, you will deliver a presentation that walks the audience through what you see happening in the example(s). Your presentation should reference/explain specific concepts from that day’s readings.

You should find relevant research, offer a clear explanation of the example, and deliver an extemporaneous presentation. In so doing, you will demonstrate your familiarity with the topic and use evidence from outside sources to support your claims. To do this successfully, you must have updated evidence and knowledge of the history of the topic.

In this role, you share a responsibility with the professor to make the class time interesting and productive for those who have *already* read the text. That means you should not repeat what is said in the textbook but instead you should enhance the textbook's content by relating the information to contemporary examples and outside research. Make sure you should adapt the example(s) and explanation to classmates' interests and levels of knowledge and be prepared to respond to questions from your classmates.

Your oral presentation will be evaluated based on clarity and accuracy of ideas presented, adaptation to classmates' interest and level of knowledge, and presentational qualities.

Presentation Requirements:

- The presentation should be 3-4 minutes.
- The speaker should orally cite at least 2 sources with no more than 1 source each coming from a website. Your example does not count as a source. Oral citations should include the author, title year (see ANGEL > Lessons > Assignment Guidelines – Reading Augmentation > Tips-Speech Writing, PowerPoint, Delivery handout for tips)
- Make sure to dress professionally ([business casual](#)) and deliver the presentation extemporaneously
- PowerPoint or Prezi MUST be used to supplement the presentation, even if it is only to project the example on the screen.
 - The visual aid should be uploaded by 11 a.m. or 1 p.m. on the day of your presentation. Upload the example(s) to ANGEL > Lessons > Assignment Guidelines – Reading Augmentation > Reading Augmentation Example(s) and Visual Aid dropbox.
 - PowerPoint presentation should consist of no more than 6 slides following the 6x6 rule. The title slide, transition slides, and picture-only slides do not count towards the allotted 6 slides.
- You can show pictures and graphs. Video clips should not take up more than 30 seconds of the presentation.
- Speakers can use two 3x5 notecards. Use only one side of an actual notecard.

COMM302-Reading Augmentation Grading Rubric

	“A”— Artistic Mastery!	“B”— Better’n Most!	“C”— Competent	“D”— Deficient	“F”— Failing
Example _____/25 pts.	(25 – 23 pts.) The example: - is excellent, relevant to the audience, and clearly relates to course concepts. - has a clear purpose. - clearly and sufficiently augments that day’s reading.	(22 – 20 pts.) The example: - is decent, somewhat relevant to the audience, and adequately relates to course concepts. - has a clear purpose. - sufficiently augments that day’s reading.	(19 – 18 pts.) The example: - is mediocre, lacks adaptation to audience’s interests, and relation to course concepts is confusing. - has a purpose that is ambiguous. - may not clearly and sufficiently augment that day’s reading.	(17 – 15 pts.) The example: - is obscure, not related to the audience, and connection to reading is vague. - does not clearly and sufficiently augment that day’s reading.	(14 – 0 pts.) Example is either not present or insufficient.
Document _____/50 pts.	(50 – 45 pts.) The document: - properly follows the free writing or idea mapping techniques. - thoroughly explores the example in an open-minded and intellectually responsible way. - demonstrates a superior understanding of how to read a text rhetorically. - systematically and sufficiently explains how example demonstrates the course concepts discussed that day.	(44 – 40 pts.) The document: - follows most of the free writing or idea mapping techniques correctly. - fully explores the example in an open-minded and intellectually responsible way. - demonstrates an above average understanding of how to read a text rhetorically. - accurately explains how example demonstrates the course concepts discussed that day.	(39 – 35 pts.) The document: - follows some of the free writing or idea mapping techniques correctly. - partially explores the example in an open-minded and intellectually responsible way. - demonstrates an average understanding of how to read a text rhetorically. - sometimes explains how example demonstrates the course concepts discussed that day.	(34 – 30 pts.) The document: - does not follow the free writing or idea mapping techniques correctly. - explores the example in an close-minded way. - demonstrates a below average understanding of how to read a text rhetorically. - minimally explains how example demonstrates the course concepts discussed that day.	(29 – 0 pts.) The document is either not present or insufficient.
Oral Presentation: Content _____/40 pts.	(40 – 36 pts.) - Exceptional use of accurate information and a concise summary of relevant concepts. - Met oral citation requirement. - Provides comprehensive insight, understanding, and reflective thought. - Clearly and accurately identifies the main topics and themes across the readings. - Major ideas are clear and well supported using scholarly sources.	(35 – 32 pts.) - Solid use of accurate information and a relatively concise summary of relevant concepts. - Met oral citation requirement. - Above average use of evidence to provide comprehensive insight, understanding, and reflective thought. - Has a mostly focused viewpoint that uses scholarly research. - May lack some connections.	(31 – 28 pts.) - Mediocre use of information to discuss course concepts. - May not have met oral citation requirement. - Provides moderate insight, reflective thought, and use of research. - Lacks a thorough discussion of the connection between that day’s reading and the example.	(27 – 24 pts.) - Lacks evidence and suggests minimal understanding of course concepts. - Did not meet oral citation requirement. - Lacks insight, research, and reflective thought - Should incorporate a more thorough exploration of course concepts.	(23 – 0 pts.) The oral presentation is unclear, unfocused, has no evidence, and offers limited insight.

	“A”— Artistic Mastery!	“B”— Better’n Most!	“C”— Competent	“D”— Deficient	“F”— Failing
Oral Presentation: Visual Aid _____/20 pts.	(20 – 18 pts.) - Visually organized and complete. - Followed 6 slide 6x6 rule. - Used effectively throughout. - Visual aid was supplemental, not a crutch. - Speaker pointed to visual aid while keeping shoulders facing audience.	(17 – 16 pts.) - Visually organized and complete. - Followed 6 slide 6x6 rule. - Mostly used effectively throughout. - Visual aid was sometimes a crutch. - Speaker usually faced the audience instead of the screen.	(15 – 14 pts.) - Somewhat disorganized and incomplete. - Followed 6 slide 6x6 rule. - Partially used effectively throughout. - Visual aid was often a crutch. - Speaker frequently faced the screen instead of the audience.	(13 – 12 pts.) - Disorganized and incomplete. - Did not follow the 6 slide 6x6 rule. - Visual aid was not used effectively and was a crutch. - Speaker mostly faced the screen instead of the audience.	(11 – 0 pts.) Paper does not include a literature review.
Oral Presentation: Oral Communication _____/8 pts.	(8 pts.) - Speaker was attentive, spoke clearly, and used appropriate sentence structure and grammar. - Speaker had zero verbal fillers and his/her volume and tone were professional. - Speaker was mature, sincere, and approached the speech with seriousness.	(7 pts.) - Speaker spoke clearly and had minimal mistakes in sentence structure and grammar. - Speaker had a few verbal fillers and his/her volume and tone were professional. - Speaker was mature, sincere, and approached the speech with seriousness.	(6 pts.) - Speaker was unclear – lapses in sentence structure and grammar. - Speaker’s volume was uneven and tone was awkward. - Speaker used numerous verbal fillers.	(5 pts.) - Presentation shows lack of interest. - Difficult to understand message (ex. mumbling). - Volume and tone are inappropriate (ex. spoke too loudly, too softly).	(0 pts.) Oral presentation is either not done or seriously flawed.
Oral Presentation: Delivery/ Body Language _____/7 pts.	(7 pts.) - No fidgeting. - Constant use of eye contact - Stood straight. - Clearly practiced speech and did not forget part of presentation. - Spoke extemporaneously.	(6 pts.) - Minimal fidgeting (ex. sometimes shifting, playing with hair or watch).. - Occasional loss of eye contact. - Brief slouching, but quickly correcting self. - Clearly practiced speech and did not forget part of presentation. - Spoke extemporaneously.	(5 pts.) - Fidgeted (ex. movement of hands and feet frequently). - Eye contact made intermittently. - Occasional slouching. - Presentation was disorganized, scripted, and the speaker may have forgotten part of presentation.		(0 pts.) Oral presentation is either not done or seriously flawed.

Deductions: Minus 4 points for each requirement that is not followed:

- _____ Document Length: The document should be 250-500 words and include a word count on the last page of the essay
- _____ Source Requirements: 2+ sources, only 1 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), and the textbook is considered a 3rd source.
- _____ Only uses two 3x5 notecards
- _____ Presentation e-mailed at least 2 hours before class begins
- _____ Reference page in APA format

_____/150 points

COMM302 – Critical Perspective Assignment Guidelines

Due: April 18, 2016

- Essay and reference page stapled

Worth: 200 points

Directions:

Before writing your final paper, you will write 750-1000 word essay that examines the rhetorical theory you plan to use to analyze your visual argument. Possible theories include: Aristotle's "Book I," Bitzer's "Rhetorical Situation," Burke's "Dramatist/Pentad," Fisher's "Narrative Paradigm Theory," and Campbell's "Feminine Style." 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 the artifact, 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

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: Connecting Theory to Rhetorical Act

1. Use information you learned about the theory to explain how the rhetorical artifact 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 the rhetorical act.

Essay Requirements:

Style

- Essay Length: The essay should be 750-1000 words and include a word count on the last page of the essay. The count should exclude the title page and references.
- 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 website (periodicals, newspapers, and magazine articles accessed online but appear in print do not count towards the 2). The course textbook and the rhetorical act **DO NOT** count toward the 5 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.
- 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) 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.
- (3) how clearly and thoroughly you connect the theory to your rhetorical act.
- (4) your aptitude for gathering scholarly sources and synthesizing the research.

NAME: _____

COMM302 – Critical Perspective Grading Rubric

	“A”— Artistic Mastery! (excellent, perfect, extraordinary effort, little room for improvement, creative in synthesizing relevant concepts, uses language eloquently, polished work)	“B”— Better’n Most! (well done, above average, decent effort, demonstrates good research, solid conceptual synthesis, superior writing mechanics, integrates concepts effectively, and exceeds minimum requirements)	“C”— Competent (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)	“D”— Deficient (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)	“F”— Failing (poor, missing from assignment, no effort, not done, did not follow directions, does not synthesize information lacks evidence of basic concepts and skills)
Content: Introduction _____/15 pts.	(15 – 14 pts.) Does a superior job of: - creating an attention-getter that makes the audience 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.	(13 – 12 pts.) Does a satisfactory job of: - creating an attention-getter that makes the audience read the essay. - articulating a thesis that advocates a well-defined position/action the audience should accept. - advancing a preview for the essay which frames the persuasion that is to follow.	(11 pts.) Does a mediocre job of: - creating an attention-getter that makes the audience read the essay. - articulating a thesis that advocates a well-defined position/action the audience should accept. - advancing a preview for the essay which frames the persuasion that is to follow.	(10 pts.) Does a negligible job of: - creating an attention-getter that makes the audience read the essay. - articulating a thesis that advocates a well-defined position/action the audience should accept. - advancing a preview for the essay which frames the persuasion that is to follow.	(0 pts.) - Introduction is unsatisfactory.
Content: Style and Structure _____/30 pts.	(30 – 27 pts.) Does a superior job of: - arranging all content logically so the essay maintains flow of thought. - supporting all claims with a sufficient amount of scholarly evidence. - consistently using proper grammar, mechanics, and formal language - astutely following APA guidelines (section headings, page numbers, double spaced, etc.)	(26 – 24 pts.) Does a satisfactory job of: - arranging most content logically so the essay maintains flow of thought. - supporting most claims with a sufficient amount of scholarly evidence. - usually using proper grammar, mechanics, and formal language - sensibly following APA guidelines (section headings, page numbers, double spaced, etc.)	(23 – 21 pts.) Does a mediocre job of: - arranging some content logically so the essay maintains flow of thought. - supporting some claims with a sufficient amount of scholarly evidence. - sometimes using proper grammar, mechanics, and formal language - sometimes following APA guidelines (section headings, page numbers, double spaced, etc.)	(20 – 18 pts.) Does a negligible job of: - arranging content logically so the essay maintains flow of thought. - supporting claims with a sufficient amount of scholarly evidence. - using proper grammar, mechanics, and formal language - following APA guidelines (section headings, page numbers, double spaced, etc.)	(0 pts.) - Essay’s style and structure are unclear and therefore inadequate.

	<u>“A”— Artistic Mastery!</u>	<u>“B”— Better’n Most!</u>	<u>“C”— Competent</u>	<u>“D”— Deficient</u>	<u>“F”— Failing</u>
<p>Content: Supporting Evidence (e.g., facts, causal links, testimony, examples)</p> <p>_____ /40 pts.</p>	<p>(40 – 36 pts.)</p> <ul style="list-style-type: none"> - <u>All</u> supporting evidence unquestionably urges audience to accept thesis. - <u>All</u> information is consistent. - <u>Always</u> provides comprehensive insight, understanding, and reflective thought. - Meets <u>all</u> source requirement. 	<p>(35 – 32 pts.)</p> <ul style="list-style-type: none"> - <u>Most</u> supporting evidence should cause audience to accept thesis. - <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 requirement. 	<p>(31 – 28 pts.)</p> <ul style="list-style-type: none"> - <u>Mediocre</u> use of supporting evidence to support thesis. - <u>Lacks connections</u> between thesis and evidence. - <u>Fails</u> to sufficiently support the thesis. - May <u>not meet</u> all source requirement. 	<p>(27 – 24 pts.)</p> <ul style="list-style-type: none"> - <u>Poor</u> use of evidence suggesting minimal understanding and effort. - <u>Lacks</u> insight and reflective thought. - <u>Does not</u> incorporate a thorough exploration of thesis. - <u>Does not</u> meet source requirement. 	<p>(0 pts.)</p> <ul style="list-style-type: none"> - Supporting evidence is negligible.
<p>Content: Summarize Theory</p> <p>_____ /50 pts.</p>	<p>(50 – 45 pts.)</p> <p>Does an exceptional job of accurately and thoroughly:</p> <ul style="list-style-type: none"> - 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 - articulating how the theory helps a rhetorical critic identify and assess a rhetorical act’s persuasiveness - assessing the theory’s <u>numerous</u> advantages and disadvantages 	<p>(44 – 40 pts.)</p> <p>Does a satisfactory job of accurately and thoroughly:</p> <ul style="list-style-type: none"> - identifying and 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 a rhetorical critic identify and assess a rhetorical act’s persuasiveness - assessing <u>most</u> of the theory’s advantages and disadvantages 	<p>(39 – 35 pts.)</p> <p>Does an mediocre job of accurately and thoroughly:</p> <ul style="list-style-type: none"> - identifying and summarizing <u>some</u> of theory’s main characteristics - explaining the 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 rhetorical critic identify and assess a rhetorical act’s persuasiveness - assessing <u>some</u> of the theory’s advantages and disadvantages 	<p>(34 – 30 pts.)</p> <p>Does an negligible job of accurately and thoroughly:</p> <ul style="list-style-type: none"> - identifying and summarizing of theory’s main characteristics - explaining the theorist’s definition of “rhetoric” - summarizing how scholars have used the theory to analyze rhetorical acts - articulating how the theory helps a rhetorical critic identify and assess a rhetorical act’s persuasiveness - assessing the theory’s advantages and disadvantages 	<p>(0 pts.)</p> <ul style="list-style-type: none"> - Summation of theory is insufficient.

	<u>“A”— Artistic Mastery!</u>	<u>“B”— Better’n Most!</u>	<u>“C”— Competent</u>	<u>“D”— Deficient</u>	<u>“F”— Failing</u>
Content: Connect Theory to Rhetorical Act _____/50 pts.	(50 – 45 pts.) Does an exceptional job of accurately and thoroughly: - explaining how the chosen rhetorical artifact meets the criteria outlined by the chosen theory - making a compelling case for analyzing the rhetorical act using the chosen theory - identifying and describing how the rhetor uses resources for rhetorical action to overcome challenges	(44 – 40 pts.) Does a satisfactory job of: - explaining how the chosen rhetorical artifact meets the criteria outlined by the chosen theory - making a compelling case for analyzing the rhetorical act using the chosen theory - identifying and describing how the rhetor uses resources for rhetorical action to overcome challenges	(39 – 35 pts.) Does a mediocre job of: - explaining how the chosen rhetorical artifact meets the criteria outlined by the chosen theory - making a compelling case for analyzing the rhetorical act using the chosen theory - identifying and describing how the rhetor uses resources for rhetorical action to overcome challenges	(34 – 30 pts.) Does a negligible job of: - explaining how the chosen rhetorical artifact meets the criteria outlined by the chosen theory - making a compelling case for analyzing the rhetorical act using the chosen theory - identifying and describing how the rhetor uses resources for rhetorical action to overcome challenges	(0 pts.) - Connection is insufficient.
Content: Conclusion _____/15 pts.	(15 – 14 pts.) Does a superior 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.	(13 – 12 pts.) Does a satisfactory 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.	(11 pts.) Does a mediocre 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.	(10 pts.) Does a negligible 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.

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

_____ Essay Length: 750-1000 words

_____ Source Requirements: 5+ sources that come from credible/scholarly sources. Only 2 can come from a credible non-biased websites. The course textbook and the rhetorical act **DO NOT** count toward the source requirement.

_____ Reference page in APA format

_____ Written in APA style: Justified left, 1” margins, double spaced, page numbers in top right corner, and typed in 12-point Times New Roman font.

_____ Did not submit essay at the start of class (minus 25% of grade)

Deductions: _____ + _____ + _____ + _____ + _____ = **minus** _____

Original score: _____ - **deductions** _____ = **Final grade:** _____ /200 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: Visual Argument Analysis

Paper Due Dates:

- Draft due May 6
- Final paper due during finals week –Sec 01: May 12 from 1:30-3:30 p.m. & Sec. 02: May 13 from 8:30-9:30 a.m.
- Printed and stapled copy of the essay and reference page.

Worth:

- Draft – 25 points
- Final paper – 275 points

Description:

This final assignment asks you to analyze a visual argument rhetorically (see “Writing Arguments,” Ch. 9). In a 1250-1750 word essay, you will analyze a visual argument rhetorically (i.e., a photograph/drawing, poster, flier, public affairs advocacy advertisement, cartoon, or a web page). 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 (1) advance a claim supported by reasons (“Writing Arguments,” Ch. 3), follow the Toulmin Model (“Writing Arguments,” Ch. 4), use evidence effectively (“Writing Arguments,” Ch. 5), employ persuasive techniques that move the audience (“Writing Arguments,” Ch. 6), and thoroughly examine the rhetor’s argument rhetorically (“Writing Arguments,” Ch. 8).

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,” Bitzer’s “Rhetorical Situation,” Burke’s “Dramatism/Pentad,” Fisher’s “Narrative Paradigm Theory,” and Campbell’s “Feminine Style.”
 - 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 artifacts.

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) 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 (grounds): To prove claim, must show evidence
 - Reasoning (warrant): Links the supporting material to the claim

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 Draft

- **Due:** May 6
- **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.

Essay Requirements:

- If you would like to see feedback 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 include 2 stamps.

Style

- Essay Length: The essay should be 1250-1750 words and include a word count on the last page of the essay.
- 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). You can cite articles from class and have them count toward the 8. The textbook is considered a 9th source. 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.
- 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:

- 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.