

University of Calgary
Department of Communication, Media and Film

Communication and Media Studies COMS 369 Lecture 03
Rhetorical Communication

Fall 2016

Monday, September 12 - Wednesday, December 7
(excluding Monday, October 10, 2016)
(Lectures: M/W 14:00-15:15)

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Office Hours: T/TH 11:00am-12:00pm

Course Description

This course will focus on making students better communicators through critically analyzing written and spoken forms of discourse and speaking. It will also frame the study of rhetoric in a Communication Studies program and offer connections to other disciplines within the Communications field.

Primarily, we will explore the principles of persuasive communication as seen in a variety of sources: classical rhetoric, essays, newspaper editorials, speeches and debates. The emphasis in this course will be on how persuasion works and what makes certain speakers and writers more credible persuasive communicators than others. There will also be a thorough study of the rhetorical tool ethos or how to establish and identify solid credible character through writing and speaking. The key to this class is to identify and isolate successful aspects of persuasion and duplicate them in our own lives. Related to ethics in communication is also an emphasis in this class on audience analysis and how successful rhetoricians identify and appeal to their audience.

Students will hone their skills as successful rhetoricians, and put this theory into practice, through essay writing, debating, analysing and public speaking. Because of the emphasis on public presentations, students will not only be graded on the quality of their writing, but also on the quality of expression and presentation.

Objectives of the Course

Students will become familiar with ancient and contemporary rhetoric and will extensively use the three tools of rhetoric, ethos, pathos and logos.

Students will learn how to effectively use other rhetorical structures like the Toulmin model.

Students will understand the importance of rhetoric to Western culture and to the field of communication studies.

Students will analyze a variety of rhetorical examples to see how effective use of these three tools creates sound arguments.

Students will become effective communicators and will learn how to frame a message to a specific audience through extensive practice of speaking and writing.

Students will practice creating strong and credible ethos through theoretical and practice exercises.

Students will learn in a collaborative and safe environment.

Textbooks and Readings

Campbell, K. and Huxman, S. (2009). *The Rhetorical Act: Thinking, Speaking, and Writing Critically (5th Edition)*. CA: Cengage.

Additional readings to be provided in class and may be posted on D2L throughout the semester.

Internet and electronic communication device information

Laptops and other computer devices are welcomed in the course and are to be used only for class activities and note taking. Please be respectful of your fellow classmates while using them.

Assignments and Evaluation

Weight	Course components	Due
10%	Class Participation Students are encouraged to participate in this class in a variety of different ways including asking questions, facilitating discussion and engaging with others while doing group activities. A more extensive participation policy will be discussed in the first week of classes.	ongoing
10%	Speech to Inform Students will present an formal informative presentation on their semester topic. Students will be graded, not on any hard copy of the presentation, but on the effectiveness of their oral communication style. Length: 5 minutes	Oct. 12, 17, 19

30%	<p>2 Reading Tests (15% each)</p> <p>The reading test may be a combination of multiple choice questions, fill in the blanks, matching and short answer questions.</p> <p>Time allowed: 75 minutes</p>	Oct 3 and Nov. 7
20%	<p>Deconstructing argument assignment</p> <p>Students will critically analyze and deconstruct an author's argument, a document of their choice, using either the Aristotelian or Toulmin structure of argument. Documents can include an academic paper, a blog post, an editorial or other forms of documents that highlight and develop argumentative strategies.</p> <p>Length: 1200 words</p>	Nov. 16
15%	<p>Speech to Persuade</p> <p>Students will present their final speech as a speech to persuade. Speeches will follow the motivational sequence outline. More details will be posted on D2L.</p> <p>Length: 5 minutes</p>	Nov. 30, Dec. 5, 7
15%	<p>Final Take Home Exam</p> <p>The final take home exam is a reflection essay synthesizing Martin Luther King's Letter From a Birmingham Jail with the course reading material as well as the student's activity experience throughout the semester. Full assignment guidelines will be posted online.</p> <p>Length: 1000-1200 words</p>	Due Dec. 12

Registrar-scheduled Final Examination: No

Note:

All assignments and exams must be completed or a course grade of F may be assigned at the discretion of the instructor.

Submission of Assignments: Submission of Assignments: All assignments, with the exception of the two reading tests will be submitted electronically via D2L. Instructions on how to upload documents in D2L will be covered in class.

Please include your name and ID number on all assignments, and be prepared to provide picture ID to pick up assignments or look at marked final exams in SS 320. Personal information is collected in accordance with the *Freedom of Information and Protection of Privacy (FOIP) Act*. For more information, see <http://www.ucalgary.ca/secretariat/privacy>

Note: It is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted (particularly in courses requiring electronic submission). Including a version date in your file name may be useful.

Policy for Late Assignments

Assignments submitted after the deadline may be penalized with the loss of a grade (e.g.: A- to B+) for each day late.

Student Accommodations:

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

- Students seeking accommodation for transient illnesses (e.g., the flu) should contact their instructors. Whenever possible, students should advise their instructors in advance if they will be missing quizzes, presentations, in-class assignments, or group meetings.
- When accommodations are granted, they may take forms other than make-up tests or assignments. For example, the weight of a missed grade may be added to another assignment or test.
- For information on Deferrals of Final Exams and Term Work, see sections G.6 and G.7 of the *University Calendar* at <http://www.ucalgary.ca/pubs/calendar/current/g-6.html> and <http://www.ucalgary.ca/pubs/calendar/current/g-7.html>

Writing Skills Statement

Department policy directs that all written assignments (including, to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc) but also general clarity and organization. Sources used in research papers must be properly documented. If you need help with your writing, you may use the Writing Centre. Visit the website for more details: <http://www.ucalgary.ca/ssc/writing-support>

Grading & Grade Scale of the Department of Communication, Media and Film

Final grades are reported as letter grades. However, assignments, exams, and other work in this course will be graded using raw scores (e.g., a score out of 15 for an assignment worth 15 /100 of the final grade)

The following chart outlines the grade scale percentage equivalents used in the Department of Communication, Media and Film. In calculating final grades in this course, letter grades will be converted to the midpoint of the percentage range, as shown in the final column of the table below.

Grade Point Value	Description	Grade	Dept of CMF grade scale equivalents*	Letter grade % equivalent for calculations**
4.00	Outstanding	A+	96 - 100%	98.0%
4.00	Excellent—superior performance, showing comprehensive understanding of subject matter.	A	90 - 95.99%	93.0%
3.70		A -	85 - 89.99%	87.5%
3.30		B+	80 - 84.99%	82.5%
3.00	Good--clearly above average performance with knowledge of subject matter generally complete.	B	75 - 79.99%	77.5%
2.70		B-	70 - 74.99%	72.5%
2.30		C+	65 - 69.99%	67.5%
2.00	Satisfactory—basic understanding of the subject matter.	C	60 - 64.99%	62.5%
1.70		C-	55 - 59.99%	57.5%
1.30	Minimal pass—marginal performance; generally insufficient preparation for subsequent courses in the same subject	D+	53 - 54.99%	54.0%
1.00		D	50 - 52.99%	51.5%
0.00	Fail – unsatisfactory performance or failure to meet course requirements.	F	0- 49.99%	0%

* If percentages are used to calculate final grades, then grades falling within these ranges will be translated to the corresponding letter grades.

** These percentage equivalents will be used for calculating final grades unless an alternative method of final grade calculation is outlined above.

Plagiarism

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the university.

You must document not only direct quotations but also paraphrases and ideas where they appear in your text. A reference list at the end is insufficient by itself. In-text citations must

be provided, and readers must be able to tell exactly where your words and ideas end and other people's words and ideas begin. Wording taken directly from a source must be enclosed within quotation marks (or, for long quotations, presented in the format prescribed by the documentation style you are using). Paraphrased information must not follow the original wording and sentence structure with only slight word substitutions here and there. These requirements apply to all assignments and sources, including those in non-traditional formats such as Web pages or visual media.

For information on citation and documentation styles (including APA, Chicago, IEEE, MLA, and others), visit the links provided at <https://ucalgary.ca/ssc/resources/writing-support/436>. If you have questions about how to document sources, please consult your instructor or the Writing Centre (3rd Floor TFDL, <http://www.ucalgary.ca/ssc/writing-support>).

Academic Misconduct

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

Research Ethics

Whenever you perform research with human participants (e.g., surveys, interviews, or observations) as part of your university studies, you are responsible for following university research ethics guidelines. Your instructor must review and approve your research plans and supervise your research. For more information about your research ethics responsibilities, see <http://arts.ucalgary.ca/research/resources/ethics>

Important information, services, and contacts for students

For information about . . .	Visit or contact . . .
ARTS PROGRAM ADVISING (ASC)	SS 102 403-220-3580 artsads@ucalgary.ca
CAMPUS SECURITY <input type="checkbox"/> Calgary Police Service <input type="checkbox"/> Emergency Text Messaging <input type="checkbox"/> Emergency Evacuation & Assembly <input type="checkbox"/> Safewalk Program	http://www.ucalgary.ca/security/ 403-220-5333 403-266-1234 Emergency: call 911 http://www.ucalgary.ca/emergencyplan/textmessage http://www.ucalgary.ca/emergencyplan/assemblypoints If you feel uncomfortable walking alone at any time, call Campus Security for an escort (220-5333). For more information, see http://www.ucalgary.ca/security/
DESIRE2LEARN (D2L) Support <input type="checkbox"/> IT help line	http://elearn.ucalgary.ca/desire2learn/home/students 403-220-5555 or itsupport@ucalgary.ca

<p>STUDENT SUCCESS CENTRE</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing Support Services <input type="checkbox"/> Student Services Mobile App 	<p>http://ucalgary.ca/ssc</p> <p>http://www.ucalgary.ca/ssc/writing-support</p> <p>http://ucalgary.ca/currentstudents</p>
<p>STUDENTS' UNION CONTACTS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Faculty of Arts Reps <input type="checkbox"/> Student Ombudsman 	<p>https://www.su.ucalgary.ca/about/who-we-are/elected-officials/</p> <p>http://www.ucalgary.ca/provost/students/ombuds</p>
<p>SU WELLNESS CENTRE</p> <ul style="list-style-type: none"> <input type="checkbox"/> Counselling Services <input type="checkbox"/> Health Services <input type="checkbox"/> Distress centre 24/7 CRISIS LINE <input type="checkbox"/> Online resources and tips 	<p>403-210-9355 (MSC 370), M-F, 9:00–4:30 pm</p> <p>http://ucalgary.ca/wellnesscentre/counselling</p> <p>http://ucalgary.ca/wellnesscentre/health</p> <p>403-266-HELP (4357)</p> <p>http://ucalgary.ca/wellnesscentre/healthycampus</p> <p>If you're concerned about a friend or your own well-being, it is important to seek help early. Call or visit the SU Wellness Centre or the 24-hour crisis line.</p>

Tentative Schedule of Lecture Topics and Readings

Date	Topics and Activity	Readings and Assignments
Mon, Sept. 12	Introduction to course objectives Review of course outline and assignments Participation policy	
Wed, Sept 14	Introduction to Rhetoric	Campbell and Huxman Chapters 1, 2,
Mon, Sept. 19	Introduction to Rhetoric, cont'd.	Campbell and Huxman Chapters 1, 2,
Wed, Sept. 21	Understanding a the Rhetorical Perspective and the Rhetorical Act. Activity: What is a debatable topic?	Campbell and Huxman Chapters 13 and 14
Mon, Sept 26	The Resources of Evidence: VASES	Campbell and Huxman Chapter 4
Wed, Sept. 28	The Resources of Evidence: VASES Activity: Rhetorical Analysis	Campbell and Huxman Chapter 4

Date	Topics and Activity	Readings and Assignments
Mon, Oct. 3	Reading Test #1	Reading Test #1 (15%)
Wed, Oct. 5	Informative Strategies: Crafting your Rhetorical Act Informative Strategies Activity: Developing an informative strategy	Campbell and Huxman Chapter 3
Mon, Oct. 10	Thanksgiving: No class	Informative Presentations (10%)
Wed, Oct. 12	Class Presentations: Informative Presentations	Informative Presentations (10%)
Mon, Oct. 17	Class Presentations: Informative Presentations	Informative Presentations (10%)
Wed, Oct 19	Class Presentations: Informative Presentations	Informative Presentations (10%)
Mon, Oct. 24	The Resources of Argument: Induction/Deduction and Enthymemes	Campbell and Huxman Chapter 5
Wed, Oct. 26	The Resources of Argument: Toulmin	Campbell and Huxman Chapter 5
Mon, Oct 31	The Resources of Argument: Argument of Fact, Value and Policy	Campbell and Huxman Chapter 5
Wed, Nov. 2	Organizational Strategies	Campbell and Huxman Chapter 6
Mon. Nov. 7	Reading Test #2	Reading Test #2 (15%)
Wed, Nov. 9	Challenges and obstacles to rhetorical action: Audience	Campbell and Huxman Chapter 8
Mon, Nov. 14	Challenges and obstacles to rhetorical action: Subject and Rhetor	Campbell and Huxman Chapter 9 and 10
Wed, Nov. 16	The Art of Persuasion: Martin Luther King	Letter from a Birmingham Jail: Posted on D2L. Critical Reading/Assessing Argument Assignment Due (20%)
Mon, Nov. 21	The Art of Persuasion: Martin Luther King	Letter from a Birmingham Jail: Posted on D2L.

Date	Topics and Activity	Readings and Assignments
Wed, Nov. 23	The Art of Persuasion: Martin Luther King	Letter from a Birmingham Jail: Posted on D2L.
Mon, Nov. 28	Speaking Persuasively: The Motivational Sequence Workshop	
Wed, Nov 30	Speeches to Persuade	Speeches to Persuade (15%)
Mon, Dec. 5	Speeches to Persuade	Speeches to Persuade (15%)
Wed, Dec. 7	Speeches to Persuade	Speeches to Persuade (15%)