

University of Calgary  
Faculty of Arts,  
Department of Communication and Culture

**Communication Studies 369 (Lec. 02)**  
**Rhetorical Communication**  
Fall 2010 – T / Th

**Tuesday, September 14 to Thursday, December 9, 2010**  
**T/Th 2:00 to 3:50 pm (SS 105)**

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**Instructor:** Jo-Anne Andre, M.A.  
**Office Location:** SS 350  
**Office Phone:** (403) 220-7429  
**E-Mail:** [andre@ucalgary.ca](mailto:andre@ucalgary.ca)  
**Blackboard Web Page:** <https://blackboard.ucalgary.ca/webapps/login/>  
**Office Hours:** Fridays 10:00 to 12:00 or by appointment

**Additional information**

- Lecture and tutorial activities will be combined in a single class with a 10-minute break.
- When e-mailing the instructor, please put 369 in the subject line

**Course Description from the Calendar:**

An introduction to the basic principles of rhetorical theory, criticism, and practice. Students will learn rhetorical perspectives on elements of communication such as argumentation, persuasion, audience, situation, genre, and ethics. Tutorial sections will apply rhetorical theory to the criticism of samples of public communication. Students will exercise their rhetorical skills through in-class activities and assigned writing and oral presentations.

**Objectives:**

1. To introduce students to the principles of classical (and some modern) rhetorical theory
2. To introduce students to the methods of rhetorical criticism of texts, particularly public discourse
3. To develop students' skill in using rhetorical principles to craft persuasive arguments and texts
4. To develop students' ability to present arguments effectively in both speech and writing

**Course materials:**

- Heinrichs, Jay. *Thank you for Arguing: What Aristotle, Lincoln, and Homer Simpson can Teach Us about the Art of Persuasion*. (Three Rivers Press, Random House, 2007)
- Online materials on Blackboard (Aristotle's *Rhetoric*, *Sylva Rhetoricae*, & other readings)

### Required Course Work and Due Dates:

In order to pass this course, you must complete all assignments and presentations worth 10% or more. Additional information about the assignments will be posted on BlackBoard.

### Rhetorical analysis of a controversial topic (Oct. 12, 14, 19, or 21, as scheduled).

- an individual written paper (a 900- to 1200-word analysis), due on the presentation date **10%**
- individual informative presentation, as part of a group presentation **10%**

*Early in September, students will join a research group formed around a controversial topic of mutual interest. Each student will do a rhetorical analysis of a particular text in the debate and will present the analysis in an individual paper and as part of a group presentation.*

### Mid-term quiz on classical rhetoric (Tues., Oct. 26) **20%**

### Mini-presentations (3 x 2%) & in-class presentation peer critiques (4 x 1%) (to be scheduled) **10%**

The THREE 2- to 5-minute mini presentations will be selected from the following:

- a topic from the public speech blogs you have been asked to monitor [max: 3]. Resources:
  - *Six Minutes*. Public Speaking Blogs: The Definitive List at <http://sixminutes.dlugan.com/public-speaking-blogs/>
- a rhetorical trope or scheme OR a logical fallacy--including a definition, an example, & an *original* example [max: 1] Resources:
  - the rhetorical figures section of *Silva Rhetoricae* at <http://rhetoric.byu.edu/>
  - Heinrichs' *Thank You for Arguing*
  - The Nizkor Project: Fallacies at <http://www.nizkor.org/features/fallacies/>
  - List of fallacies on Wikipedia at [http://en.wikipedia.org/wiki/List\\_of\\_fallacies](http://en.wikipedia.org/wiki/List_of_fallacies)
- a movie or classic speech, with an introduction to the context, presentation of the excerpt, and a brief assessment of the speech. [Maximum: 1]. Resources:
  - *American Rhetoric* at <http://www.americanrhetoric.com/>
  - *Gifts of Speech* at <http://www.giftsofspeech.org/fsa.html>
  - *Nobel Prize.org* at <http://nobelprize.org/> [search for "speech"]

### In-class writing tasks (2 x 5%) (dates to be announced on Blackboard) **10%**

TWO writing tasks will be selected from those completed in the tutorials. The tasks to be graded may include a Rogerian argument, a refutation, an imitation, a focused analysis, or other assigned work.

### Persuasive blog article (Thursday, November 18), & Presentation:

- 800- to 1100-word persuasive blog article (to be posted by Nov. 18) **10%**
- 7- to 10-minute persuasive speech (Nov. 29, Dec. 1, Dec. 6, or Dec. 8, as scheduled) **10%**
- 500- to 600-word rhetorical analysis of your blog article (on the day of your speech) **10%**

**Persuasive blog article, presentation, & analysis.** *Your persuasive article, posted on the class blog (<http://wconline.blogspot.com>), will focus on an issue of concern to you. You will also craft and deliver a persuasive presentation based on your blog article. You will also submit (in class on the day of your speech) a rhetorical analysis*

*(a) describing the audience and relevant rhetorical context for your blog article,*  
*(b) explaining how your assumptions about the context and audience influenced your writing choices, persuasive appeals and arguments, organization, and style or tone, &*  
*(c) explaining how you recrafted your written paper for oral presentation to the class.*

### In-class final exam – (Thursday, November 25) **10%**

**Submission of assignments:** Please submit assignments in class or via email. Word-process all papers, leaving a 1" margin all around and including identifying information at the top of the first page. (There is no need for a title page.) Note that a page in 12-point Times Roman or 11.5-point Arial font is about 300 words. You are required to keep a copy of all assignments submitted.

**Policy for Late Assignments:** Unless the instructor has agreed to accept a late assignment, one grade (e.g., B to B-) will be deducted for each day an assignment is late, including weekends.

**Writing Skills Statement:** A high standard of writing is expected in this course, and faculty policy directs that all written assignments will be assessed at least partly on writing skills. For details see [www.comcul.ucalgary.ca/info](http://www.comcul.ucalgary.ca/info) 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. To book an appointment, visit <http://efwr.ucalgary.ca>

### Grading System:

The following grading system is used in the Department of Communication and Culture:

	Grading Scale	Weighted in calculations as
A+	96 – 100 %	98.0%
A	90 - 95.99	93.0%
A -	85 - 89.99	87.5%
B+	80 - 84.99	82.5%
B	75 - 79.99	77.5%
B-	70 - 74.99	72.5%
C+	65 - 69.99	67.5%
C	60 - 64.99	62.5%
C-	55 - 59.99	57.5%
D+	53 - 54.99	54.0%
D	50 - 52.99	51.5%
F	0 - 49.99	0.01%

Test grades will be input and weighted using percentage scores; assignments and presentations will earn letter grades, which will be converted to the weighted values shown above in calculation of the final grade. Split grades may also be used. For example, a grade of B+/A- will be entered and weighted as 85%.

### 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. Readers must be able to tell exactly where your words and ideas end and other people's words and ideas begin. You must properly document sources even in non-traditional assignment formats such as Web pages or visual media, and material taken from such sources.

Feel free to discuss your ideas with others and to have someone review your written work to point out weaknesses and typos. These practices do not constitute plagiarism as long as you do the corrections and the rewriting. All of the following, however, constitute plagiarism:

- passing off the words or work of others as your own
- submitting work that you have done previously (or that you are now doing for another course) as if it were new work done for this course
- borrowing wording from published material without using quotation marks (or formatting a long quoted passage according to the conventions of a standard documentation format)
- using wording, ideas, information, or graphics from published material or from the internet without acknowledging the source.

Information about documentation styles is available at <http://efwr.ucalgary.ca> For further guidance about whether or how to document a source, contact your instructor or visit the Writing Centre. To make a Writing Centre appointment, visit the link above.

### **Academic Misconduct**

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

### **In-class use of Internet and electronic communication devices**

As adults, you are responsible for using communication technologies appropriately in class. Out of courtesy to your fellow students, please turn your cell phone off so that it does not ring during class time and avoid any activities that may be distracting to students sitting beside or behind you. Potentially distracting activities include using your cell phone or laptop in class for non-class-related activities, including texting, doing email, or surfing the net.

### **Students with Disabilities**

If you are a student with a disability who may require academic accommodation, it is your responsibility to register with the Disability Resource Centre (220-8237) and discuss your needs with your instructor no later than 14 days after the start of the course.

### **Students' Union**

For details about the current Students' Union contacts for the Faculty of Arts see <http://www.su.ucalgary.ca/governance/elections/home.html>

### **Student Ombudsman**

For details on the Student Ombudsman's Office see <http://www.su.ucalgary.ca/services/student-services/student-rights.html>

### **Emergency Evacuation and Assembly points**

For information on the emergency evacuation procedures and the assembly points see <http://www.ucalgary.ca/emergencyplan/assemblypoints>

### **"SAFEWALK" Program -- 220-5333**

Campus Security will escort individuals day or night -- call 220-5333 for assistance. Use any campus phone, emergency phone or the yellow phone located at most parking lot booths.

### **Ethics**

Whenever you perform research with human participants (i.e. surveys, interviews, observation) as part of your university studies, you are responsible for following university research ethics guidelines. Your instructor must review and approve of your research plans and supervise your research. For more information about your research ethics responsibilities, see The Department of Communication and Culture Research Ethics site: <http://www.comcul.ucalgary.ca/ethics> or the University of Calgary Research Ethics site: <http://www.ucalgary.ca/research/cfreb>

**Schedule of Lectures and Readings:** Please see the Blackboard course website