

**Communications Studies (COMS) 369 - Lecture 01**  
**Rhetorical Communication**  
**Fall 2011**  
**T/TH Lecture: 9:00 - 9:50/Tutorial: 10:00 - 10:50**  
SS006

**Instructor:** Lisa Stowe  
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**Office Hours:** TBA

**Additional Information**

The lab and lecture are combined in a single class from 9:00-10:50 with a ten minute break. "Lab" activities may take place at any time during class hours.

**Course Description**

This course will focus on making students better communicators through writing, critically analysing 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, Karlyn Kohrs and Susan Schultz Huxman. (2002/2003). *The Rhetorical Act: Thinking, Speaking, and Writing Critically*. 4th Edition. Thomson / Cengage ISBN: 9780534560973

Additional readings to be provided in class.

A good dictionary and grammar handbook.

### **Assignments and Evaluation**

<b>Assignment</b>	<b>Weight</b>	<b>Due Date</b>
Participation	10%	Ongoing
Informative Presentation	10%	Oct 4/6
In-Class Essay	15%	October 25
Annotated Bib & Proposal	10%	November 3
Research Essay	20%	November 17
Persuasive Presentation	15%	Nov 24/29/Dec 1
Take Home Final	20%	December 12

It is the student's responsibility to keep a copy of each submitted assignment.

Note: Please hand in your essays directly to your tutor or instructor if possible. If it is not possible to do so, a daytime drop box is available in SS320; a date stamp is provided for your use. A night drop box is also available for after-hours submission. Assignments will be removed the following morning, stamped with the previous day's date, and placed in the instructor's mailbox.

### **Registrar-scheduled Final Examination: No**

Please note: If your class is held in the evening, the Registrar's Office will make every attempt to schedule the final exam during the evening; however, there is NO guarantee that the exam will NOT be scheduled during the day.

### **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.

### **Writing Skills Statement**

Faculty policy directs that all written assignments (including, although to a lesser extent, written exam responses) 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. 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: [www.efwr.ucalgary.ca](http://www.efwr.ucalgary.ca)

### **Grading System**

The following grading system is used in the Department of Communication and Culture: (Revised, effective September 2008)

	Grading Scale
A+	96-100
A	90-95.99
A -	85-89.99
B+	80-84.99
B	75-79.99
B-	70-74.99
C+	65-69.99
C	60-64.99
C-	55-59.99
D+	53-54.99
D	50-52.99
F	0-49

Where a grade on a particular assignment is expressed as a letter grade, it will normally be converted to a number using the midpoint of the scale. That is, A- would be converted to 87.5 for calculation purposes. F will be converted to zero.

### **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. This includes assignments submitted in non-traditional formats such as Web pages or visual media, and material taken from such sources.

Please consult your instructor or the Writing Centre (SS 106, [efwr.ucalgary.ca](http://efwr.ucalgary.ca)) if you have any questions regarding how to document sources.

### **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 fourteen (14) days after the start of the course.

### **Students' Union**

For details about the current Students' Union contacts for the Faculty of Communication and Culture see [www.comcul.ucalgary.ca/su](http://www.comcul.ucalgary.ca/su)

### **"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/compliance/ethics/info/undergrad/>

### **Tentative Schedule of Lectures and Readings**

<b>Date</b>	<b>Topics/ Readings</b>	<b>Presentations</b>	<b>Deadlines and Class Activities</b>
Week 1 September 13/15	T: Intro to Course TH: Participation Policy		Read Ch 1, 2 & 3

Week 2 September 20/22	T: Intro to course: A Rhetorical Perspective (Campbell/Huxman Ch 1 & 2) Topic Brainstorm  TH: Your Rhetorical Act (Campbell/Huxman Ch 3)		Download and Read Informative Strategies on BB.  Sign up for Informative Dates
Week 3 September 27/29	T: Informative Strategies: Reading on BB.  TH: Understanding Evaluation: (Campbell/Huxman Ch 11)		Read Ch 11
Week 4 October 4/6	T: Informative Presentations  TH: Informative Presentations	<b>Informative Presentations 10%</b>	Read Ch 4 & 5
Week 5 October 11/13	T: Resources for Rhetorical Action: Evidence and Argument (Campbell/Huxman Ch 4)  T: Resources for Rhetorical Action: Organization & Language (Campbell/Huxman Ch 5)		Read Ch 6 & 7
Week 6 October 18/20	T: Resources for Rhetorical Action: Organization & Language (Campbell/Huxman Ch 6)  TH: Resources for Rhetorical Action: Organization & Language (Campbell/Huxman Ch 7)		
Week 7 October 25/27	T: In-Class Essay  TH: Ethos through bibliography and research		<b>In-class Essay 15%</b>  Read Ch 8, 9 10
Week 8 November 1/3	T: Obstacles to Persuasion: Audience (Campbell/Huxman Ch 8)  TH: Obstacles to Persuasion: Subject and Purpose (Campbell/Huxman Ch 9)		<b>Annotated Bibliography and proposal: 15%</b>
Week 9 November 8	T: Obstacles to Persuasion: Rhetor (Campbell/Huxman Ch 10)  TH: No class		Download and read MLK  Sign up for Persuasion dates.
Nov 10-13	No class: Reading Days		
Week 10 November 15/17	T: Martin Luther King (Letter From a Birmingham Jail, Reading on BB)  TH: Martin Luther King (Letter From a Birmingham Jail, Reading on BB)		<b>Research Essay due: 20%</b>
Week 11 November 22/24	T: Speaking to persuade  TH: Persuasive Presentation	<b>Persuasive Presentations 10%</b>	Read Ch 12
Week 12 November 29/Dec 1	T: Persuasive Presentation  TH: Persuasive Presentation	<b>Persuasive Presentations 10%</b>	Read Ch 13

Week 13 December 6/8	T: Visual Rhetoric Huxman ands Campbell Ch 12  TH: Review and Take Home Exam Prep		
Exams December 12-21			<b>Take Home Rhetorical Analysis due: Monday, December 12</b>

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