

University of Calgary
Faculty of Arts
Department of Communication and Culture

**Communication Studies 369 (Lec. 03)
Rhetorical Communication**

Fall 2011 – M / W
Monday, September 12 to Wednesday, December 7, 2011
M / W 10:00 to 11:50 (SS 006)

Instructor: Jo-Anne Andre, M.A.
Office Location: SS 350
Office Phone: (403) 220-7429
E-Mail: andre@ucalgary.ca (Please put 369 in the subject line)
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.

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:

To pass this course, you must complete all assignments and presentations worth 10% or more. For more information, see the ASSIGNMENTS area in Blackboard. TBS = to be scheduled

10% Group presentation: Rhetorical analysis of a controversial topic (TBS: Oct. 12, 17, 19, or 24)

10% Individual paper: Rhetorical analysis of a controversial topic (900 to 1200 words, due on your group's scheduled presentation date)

20% Mid-term exam (Wed., Oct. 26)

3% THREE peer reviews of presentations (2 in Oct. + 1 in Dec.)

8% TWO 2- to 5-minute mini-presentations (2 x 4%) to be selected from the following five options (with no category duplications). (To prevent duplication of topics, please sign up on the BB discussion board for your chosen date, with your specific topic in the subject line.)

- A. a topic from a public speech blog chosen from *Six Minutes*. Public Speaking Blogs: The Definitive List at <http://sixminutes.dlugan.com/public-speaking-blogs/> (recommended).
Sept. 26, Sept. 28, Oct. 5, Oct. 31, Nov. 2, Nov. 7, Nov. 9, Nov. 16, or Nov. 21
- B. a key concept from Heinrichs: decorum (Sept. 21); humour (Sept. 26); definition strategy, framing, redefining (Sept. 28); identity strategy (Oct. 31); concession (Nov. 7)
- C. a logical fallacy--including a definition, an example, & an *original* example that you have found or made up. Resources: (1) Heinrichs' *Thank You for Arguing* (Ch. 14); (2) *The Nizkor project: Fallacies* at <http://www.nizkor.org/features/fallacies/> **Oct. 3**
- D. a rhetorical figure, trope, or scheme (other than a simile, metaphor, or oxymoron)--including a definition, an example, & an *original* example that you have found or made up. Resources: (1) Heinrichs' *Thank You for Arguing* (Ch. 20 + Appendix II); (2) the rhetorical figures section of *Silva Rhetoricae* at <http://rhetoric.byu.edu/> **Nov. 14**
- E. a movie speech, with an introduction to the context, delivery of the excerpt (by you), and a brief assessment of the speech's strengths. Resource: Movie speeches area of *American Rhetoric* at <http://www.americanrhetoric.com/> **Nov. 16 or Nov. 21**

24% THREE in-class writing tutorial tasks (3 x 8%), selected by the student from the options below. No preparation is required before class. You are encouraged to do and to submit all of these tasks for feedback. However, only tasks that you clearly identify as "TO GRADE" will be graded and counted in the final course grade.

- A. Rogerian argument (Nov. 2)
- B. Refutation. *To do: bring to class a policy or editorial that you disagree with and will refute in a letter to the editor.* (Nov. 7)
- C. Imitation. (Nov. 14)
- D. Meta-analysis of your blog article (Nov. 16)
- E. Rhetorical analysis (Nov. 23)

15% Persuasive blog article (900-1500 words, posted on <http://wconline.blogspot.com>), (Wed., Nov. 16)

10% Persuasive presentation (7 to 10 mins., based on your blog article, TBS Nov. 28 – Dec. 7)

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 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, please drop in during the instructor's office hours or book a Writing Centre at the following link: <http://www.ucalgary.ca/writingsupport/writingcentre>

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 in the Writing Resources area at the following link: <http://www.ucalgary.ca/writingsupport/> For further guidance about whether or how to document a source, contact your instructor or visit the Writing Centre.

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 avoid any activities that may be distracting to other students, including using your cell phone or laptop in class for non-class-related activities. Please avoid using all electronic devices during other students' presentations.

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>

Coms 369 (L 03) Fall 2011. Schedule of Lectures and Readings

Read = Read before today's class. PPT = will be posted on BB

MONDAYS	WEDNESDAYS
<p>Sept. 12 (day 1) Intro to classical rhetoric + the Sophists (ppt)</p> <p>READ & bring to class: course outline + guidelines for assignments (from Blackboard)</p>	<p>Sept. 14 (day 2) Intro to Argument.</p> <p>Read Heinrichs Ch. 1, 2, & Appendix III</p> <p>Plato's views on rhetoric (ppt)</p> <p>Scan "Plato on Rhetoric" from American Rhetoric: http://www.americanrhetoric.com/platoonrhetoric.htm</p> <p>Bring to class: ideas for controversial topics to study. Tutorial: Formation of groups on controversial topics</p>
<p>Sept. 19 (day 3) Aristotle on rhetoric (ppt)</p> <p>READ "Aristotle on Rhetoric" (Book 1, Ch. 1 to Book 2, Ch. 1, inclusive) from American Rhetoric: http://www.americanrhetoric.com/aristotleonrhetoric.htm</p> <p>READ Heinrichs Ch. 3, 4</p> <p>Tutorial: Library research session in SS 020 (to be confirmed)</p>	<p>Sept. 21 (day 4) Focus on Ethos (ppt)</p> <p>READ Heinrichs on Ethos-- Ch. 5, 6, 7, 8</p> <p>Mini-presentation: Heinrichs on decorum (?)</p> <p>Writing a rhetorical analysis (ppt)</p> <p>BRING to class: RFK's speech on Martin Luther King's assassination from http://www.americanrhetoric.com/speeches/rfkonmlkdeath.html</p> <p>Tutorial: Time for group meetings</p>
<p>Sept. 26 (day 5) Focus on pathos & presentations; Using PPT intelligently (ppt)</p> <p>Cicero on arrangement (ppt)</p> <p>READ Heinrichs Ch. 9 & 10</p> <p>READ Heinrichs Ch. 23 (on presentations)</p> <p>READ & bring to class: Handout on BB Strategies for a Successful Talk</p> <p>VIDEO: excerpts from <i>The 5 Communication Secrets that Swept Obama to the Presidency</i></p> <p>Mini-presentations: Heinrichs on humour (?); Topics from public speech blogs (A)</p>	<p>Sept. 28 (day 6) Focus on argument (ppt)</p> <p>READ "Stasis Theory" at the Purdue OWL website: http://owl.english.purdue.edu/owl/resource/736/1/</p> <p>READ Heinrichs Ch. 11, 12, 13</p> <p>Quick Guide to APA Basics (ppt)</p> <p>Tutorial: Analyze logic in editorials; applying Toulmin's model of arguments</p> <p>Mini presentations: Heinrichs on definition (?) ; Topics from public speech blogs (A)</p>
<p>Oct. 3 (day 7) Focus on logical fallacies (ppt)</p> <p>READ Heinrichs Ch. 14, 15</p> <p>READ & bring to class handout on BB: Common Reasoning Errors</p> <p>Mini presentations: logical fallacies (C)</p> <p>Some time for group meetings</p>	<p>Oct. 5 (day 8) Focus on writing; Revising & Editing (ppt)</p> <p>READ Heinrichs Ch. 16, 17, + Appendix I</p> <p>READ & bring to class 4 handouts on BB: (1) Apostrophe use; (2) Punctuation; (3) Parallelism; & (4) Pronouns</p> <p>Mini-presentations: Topics from public speech blogs (A)</p> <p>Tutorial: workshop on editing plus some time for group meetings</p>

Oct. 10 Thanksgiving. University closed	Oct. 12 Group presentations (10%) & papers (10%) (Sign up on BB discussion board for presentation date)
Oct. 17 Group presentations (10%) & papers (10%) (Sign up on BB)	Oct. 19 Group presentations (10%) & papers (10%) (Sign up on BB)
Oct. 24 Group presentations (10%) & papers (10%) (Sign up on BB)	Oct. 26 (day 9) Midterm (20%) Helpful review resource: The Forest of Rhetoric at http://rhetoric.byu.edu/ (everything in the left-hand column "Trees")
Oct. 31 (day 10) : Presentations; Invention VIDEO: <i>Speaking essentials</i> (25-min) READ Heinrichs, Ch. 18, 19 Mini-presentations: Heinrichs on Identity strategy (?); topics from public speech blogs (A)	Nov. 2 (day 11) Arrangement & Rogerian Argument READ Heinrichs, Ch. 21, 22 Structure (PPT) Writing an editorial (PPT) Mini-presentations: Topics from public speech blogs (A) Tutorial: In-class writing task A: Rogerian argument (8% if chosen as a graded task)
Nov. 7 (day 12) Concession & Refutation READ Heinrichs Ch. 24 Mini-presentations: Heinrichs on concession (?); topics from public speech blogs (A) BRING to class: an editorial or policy with which you disagree Tutorial: In-class writing task B: Refutation (8% if chosen as a graded task)	Nov. 9 (day 13) Focus on Style. Revising for Style (ppt) READ William Zinsser's speech, "Writing English as a Second Language" at http://www.theamericanscholar.org/writing-english-as-a-second-language/ Mini-presentations: topics from public speech blogs (A) Tutorial: workshop on style
Nov. 14 (day 14) Rhetorical figures READ Heinrichs Ch. 20 + Appendix II Mini-presentations: rhetorical figures (D) Tutorial: In-class writing task C: Imitation / energia (worth 8% if chosen as a graded task)	Nov. 16 (day 15) Focus on delivery VIDEO: excerpts from <i>The 5 Communication Secrets...</i> Mini-presentations: Movie speeches; and Topics from public speech blogs DUE: Persuasive blog article (10%) & analysis (10%) Tutorial: In-class writing task D: Meta-analysis of your blog article (worth 8% if chosen as a graded task)
Nov. 21 (day 16) Modern rhetoric (PPT) READ Heinrichs Ch. 25 (p. 279 on) Mini-presentations: Movie speeches; and Topics from public speech blogs	Nov. 23 (day 17) Rhetorical analysis Tutorial: In-class writing task E: Rhetorical analysis of speech or editorial provided in class (worth 8% if chosen as a graded task)
Nov. 28 Persuasive presentations (10%) (Sign up on BB; 8 spots available)	Nov. 30 Persuasive presentations (10%) (Sign up on BB; 8 spots available)
Dec. 5 Persuasive presentations (10%) (Sign up on BB; 8 spots available)	Dec. 7 Persuasive presentations (10%) (Sign up on BB; 8 spots available)