

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

Communication Studies 369 (Lec. 03)
Rhetorical Communication

Fall 2012
Tuesday, September 11 to Tuesday, December 4, 2012
T / TH 12:30 to 1:15 pm

Instructor: Jo-Anne Andre, M.A.
Office Location: SS 350 (Drop off mail or assignments in SS 320)
Office Phone: (403) 220-7429
E-Mail: andre@ucalgary.ca (Please put 369 in the subject line)
Blackboard Site: <https://blackboard.ucalgary.ca/webapps/login/>
Office Hours: Thursdays 3:30 to 5:00 pm or by appointment

Course Description:

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. Lecture and tutorial activities will be combined in a single class with a 10-minute break.

Objectives:

1. To introduce students to the principles of classical rhetorical theory and to the methods of rhetorical criticism of texts, particularly public discourse.
2. To develop students' ability to craft and present persuasive arguments in both speech and writing.

In-class use of Internet and electronic communication devices:

Out of courtesy to your fellow students and the instructor, please refrain from using your cell phone or laptop in class for non-course-related activities.

Course text:

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)

Required readings, available online:

Duke, G. (2012). The Sophists [opening overview, 5 paragraphs], in the *Internet Encyclopedia of Philosophy*, available at <http://www.iep.utm.edu/sophists/>

Dlugan, A. (2010, Jan. 24). Ethos, Pathos, Logos: Three Pillars of Public Speaking [7-part article series]. Available at <http://sixminutes.dlugan.com/ethos-pathos-logos/>.

See the syllabus and RESOURCE LINKS area of Blackboard for other course readings and resources.

Required Course Work and Due Dates:

To pass this course, you must complete all assignments and presentations worth 10% or more.

* see the ASSIGNMENTS area in Blackboard for more information. (TBS = to be scheduled)

- 10% Group presentation: Rhetorical analysis of a controversial topic*** (TBS: Oct. 11, 16, 18, 23)
- 10% Individual paper: Rhetorical analysis of a controversial topic*** (900 to 1200 words, due on your group's presentation date)
- 10% TWO mini-presentations (2-5 mins) (2 x 5%),** selected from the following: (TBS)
- A. a topic from a public speech blog chosen from *Six Minutes* <http://sixminutes.dlugan.com/> or <http://sixminutes.dlugan.com/articles/> or <http://sixminutes.dlugan.com/public-speaking-blogs/>
 - B. a logical fallacy--including a definition and examples. Resources: (1) Heinrichs (*Ch. 14*); (2) *The Nizkor project: Fallacies* at <http://www.nizkor.org/features/fallacies/>
 - C. a rhetorical figure (other than a simile, metaphor, or oxymoron)--including a definition and examples. Resources: (1) Heinrichs (*Ch. 20, Appendix II*); (2) *Silva Rhetoricae* ("Flowers") <http://rhetoric.byu.edu/>; (3) Figures of speech at http://en.wikipedia.org/wiki/Figure_of_speech
 - D. a movie speech, with an introduction to the context, delivery of the excerpt (by you), and a comment on the speech's strengths. Resource: Movie speeches at <http://www.americanrhetoric.com/>
 - E. an anecdote or brief analysis of the way a key idea from one of the following applies to a personal experience, a marketing initiative, or something in the news: (1) Jay Heinrichs' *Thank You for Arguing*; (2) Andrew Dlugan's article series - *Ethos, Pathos, Logos: Three Pillars of Public Speaking* at <http://sixminutes.dlugan.com/ethos-pathos-logos/>
- 20% FOUR in-class writing tasks (4 x 5%),** selected from the options below. You may submit all these tasks for feedback, but only those you mark "TO GRADE" will be counted in your course grade.
- A. Rhetorical analysis (ethos and pathos) (Sept. 25 tutorial)
 - B. Second rhetorical analysis (Oct. 2 tutorial)
 - C. Audience analysis & invention: Who is your audience? What are their values? How will you connect with them emotionally and appeal to them logically? (Oct. 25 tutorial)
 - D. Rogerian argument (Oct. 30 tutorial)
 - E. Refutation. *To do: bring to class a policy or editorial that you disagree with* (Nov. 1 tutorial)
 - F. Stylistic imitation (Nov. 8 tutorial)
- 25% In-class final exam (closed book)** (Tues., Nov. 20)
- (10%) **Option: in lieu of 2 in-class writing tasks or in lieu of 10% of the final exam grade,** you may advise the instructor and opt to complete EITHER
- A. 5 open-book online quizzes based on the course readings (complete by Nov. 19)
 - B. 5 "Persuasion Postings," 150- to 250-word discussion board entries based on course readings; in entries, you might discuss the way a key idea from a reading relates to a personal experience, a marketing initiative, or something in the news. (complete by Nov. 19)
- 15% Persuasive blog article*** (900-1500 words, posted on <http://wconline.blogspot.com>) (due on your final presentation date, email to the instructor, including a link to your blog submission)
- 10% Persuasive presentation, based on your blog article** (7 to 10 mins., Nov. 22, 27, 29, Dec. 4)

Submission of assignments:

Please submit assignments in class or via email. 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 department 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 (and grades for persuasion postings) 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 this link: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

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 2012 SYLLABUS. Schedule of Lectures and Readings

Read = Read before today's class. PPT = will be posted on Blackboard (BB) (24 classes)

TUESDAYS	THURSDAYS
<p>Sept. 11 (day 1) Intro to the course & to Rhetoric: the Sophists, Plato, & Aristotle</p> <p>READ: <i>course outline & assignment guidelines (on BB)</i></p> <p>READ: The Sophists [opening overview, 5 paragraphs] at http://www.iep.utm.edu/sophists/</p> <p>TUTORIAL: Speech clip & discussion</p>	<p>Sept. 13 (day 2) Intro continued</p> <p>READ <i>Heinrichs Ch. 1, 2, 3, & 4 (40 pp)</i></p> <p>READ <i>Dlugan – Ethos, pathos, logos – Introduction</i> at http://sixminutes.dlugan.com/ethos-pathos-logos/ (~3 pp)</p> <p>BRING: <i>ideas for controversial topics to study</i></p> <p>TUTORIAL: group formation for assignment 1</p>
<p>Sept. 18 (day 3) Focus on ethos</p> <p>READ <i>Dlugan –What is ethos</i> at http://sixminutes.dlugan.com/ethos-definition/ (~5 pp)</p> <p>READ <i>Heinrichs on Ethos- Ch. 5, 6, 7 (~26 pp)</i></p> <p>TUTORIAL: Finding sources; + time for group meeting</p>	<p>Sept. 20 (day 4) Ethos continued</p> <p>READ <i>Heinrichs on Ethos - Ch. 8, 16, 17 (~25pp)</i></p> <p>MINI-PRESENTATIONS (5)</p> <p>TUTORIAL: Analyzing ethos</p>
<p>Sept. 25 (day 5) Pathos, Visuals, Enargia, & PPT</p> <p>READ <i>Dlugan – What is pathos</i> at http://sixminutes.dlugan.com/pathos-definition/ (~ 4pp)</p> <p>READ <i>Heinrichs on Pathos Ch. 9 & 10 (18 pp)</i></p> <p>VIDEO: excerpts from <i>The 5 Communication Secrets that Swept Obama to the Presidency</i></p> <p>MINI-PRESENTATIONS (5)</p> <p>TUTORIAL: Rhetorical analysis (ethos & pathos)</p>	<p>Sept. 27 (day 6) Focus on Logos (argument)</p> <p>READ <i>Dlugan What is Logos? At</i> http://sixminutes.dlugan.com/logos-definition/ (~5 pp)</p> <p>READ <i>Heinrichs Ch. 11, 12, 13 (~35 pp)</i></p> <p>MINI-PRESENTATIONS (5)</p> <p>TUTORIAL: Group work on Assignment 1</p>
<p>Oct. 2 (day 7) Focus on argument & fallacies</p> <p>READ "Stasis Theory" at the Purdue OWL website: http://owl.english.purdue.edu/owl/resource/736/1/</p> <p>READ <i>Heinrichs Ch. 14, 15 (33 pp)</i></p> <p>MINI-PRESENTATIONS (5)</p> <p>TUTORIAL: Second Rhetorical analysis</p>	<p>Oct. 4 (day 8) Kairos, arrangement, & delivery</p> <p>READ <i>Heinrichs Ch. 21 & 23 (on presentations) (22 pp)</i></p> <p>READ <i>Strategies for a Successful Talk (on BB)</i></p> <p>PPT: Using PPT intelligently</p> <p>MINI-PRESENTATIONS (5)</p> <p>TUTORIAL: Analyzing arrangement (intros & conclusions)</p>
<p>Oct. 9 (day 9) Writing a paper: Editing & citation</p> <p>READ <i>Heinrichs Ch. 16, 17, + Appendix I</i></p> <p>READ handouts in the APA and COURSE DOCS areas of BB on (1) Pronouns; (2) Parallelism; (3) Punctuation; (4) Apostrophes; & (5) Spelling (affect/effect; then/than)</p> <p>MINI-PRESENTATIONS (5)</p> <p>TUTORIAL: Editing practice</p>	<p>Oct. 11 Group presentations (10%) & papers (10%) (Sign up on BB discussion board for this date)</p>
<p>Oct. 16 Group presentations (10%) & papers (10%) (Sign up on BB discussion board for this date)</p>	<p>Oct. 18 Group presentations (10%) & papers (10%) (Sign up on BB discussion board for this date)</p>

<p>Oct. 23 Group presentations (10%) & papers (10%) (Sign up on BB for this date)</p>	<p>Oct. 25 (day 10) Presentations; Invention READ Heinrichs, Ch. 18, 19 (17 pp) READ <i>Dlugan – 15 Tactics to establish your ethos at</i> http://sixminutes.dlugan.com/ethos-pathos-logos/ (~5 pp) 18 Paths to pathos at http://sixminutes.dlugan.com/pathos-definition/ (~ 6 pp) 17 Easy Ways to Be a More Persuasive speaker at http://sixminutes.dlugan.com/logos-examples-speaking/ (~6pp) VIDEO: <i>Speaking essentials</i> (25-min) BRING: Topic for your persuasive article & presentation MINI-PRESENTATIONS (5) TUTORIAL: In-class writing task: Audience analysis & invention for your blog article (5% if graded)</p>
<p>Oct. 30 (day 11) Arrangement & Rogerian Argument Structure (PPT) READ Heinrichs, Ch. 21, 22 (18 pp) MINI-PRESENTATIONS (5) TUTORIAL: In-class writing task: Rogerian argument (5% if graded)</p>	<p>Nov. 1 (day 12) Concession & Refutation READ Heinrichs Ch. 24 (13 pp) MINI-PRESENTATIONS (5) BRING: an editorial or policy with which you disagree TUTORIAL: In-class writing task: Refutation (5% if graded)</p>
<p>Nov. 6 (day 13) Focus on Style. Revising for Style READ W. Zinsser's speech, "Writing English as a Second Language" at http://theamericanscholar.org/writing-english-as-a-second-language/ (~5 pp) READ <i>10 Strategies to Make your Writing More Readable</i> (handout on BB) TUTORIAL: Revising for style</p>	<p>Nov. 8 (day 14) Rhetorical figures READ Heinrichs Ch. 20 + Appendix II MINI-PRESENTATIONS (5) TUTORIAL: In-class writing task: Stylistic imitation & enargia (5% if graded)</p>
<p>Nov. 13 Reading day. No class.</p>	<p>Nov. 15 (day 15) Focus on delivery + review VIDEO: excerpts from <i>The 5 Communication Secrets...</i> MINI-PRESENTATIONS (10) READ for exam review. <i>Silva Rhetoricae</i> ["Trees" column, from "What is Rhetoric?" to "Rhetorical Ability," inclusive], available at http://rhetoric.byu.edu/</p>
<p>Nov. 20 In-class final (25%) 100 minutes, closed book. Half the time and grade will be based on multiple choice questions; the other half will involve a rhetorical analysis of a persuasive text provided</p>	<p>Nov. 22 Persuasive presentations (10%) (Sign up on BB; 8 spots available)</p>
<p>Nov. 27 Persuasive presentations (10%) (Sign up on BB; 8 spots available)</p>	<p>Nov. 29 Persuasive presentations (10%) (Sign up on BB; 8 spots available)</p>
<p>Dec. 4 Persuasive presentations (10%) (Sign up on BB; 8 spots available)</p>	