

University of Calgary
Department of Communication and Culture

Communications Studies COMS 369 (L03)
Rhetorical Communication
Fall 2014: Tuesdays 2:00 – 4:45 pm
Sept. 8 – Dec. 5, 2014

Instructor: Jo-Anne Andre, M.A.
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Office Phone: (403) 220-7429
E-Mail: andre@ucalgary.ca (include 369 in the subject line)
Web Page: D2L available through MyUofC portal
Office Hours: Mondays, 2:00 to 3:00 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. Students will apply rhetorical theory to the criticism of samples of public communication and will practice their rhetorical skills through in-class activities and assigned writing and oral presentations.

Objectives: To develop students'

1. familiarity with the history and principles of classical rhetorical theory.
2. ability to critique arguments and texts using rhetorical principles.
3. skill in crafting and presenting persuasive arguments in both speech and writing.

Required Textbook

Heinrichs, J. (2007). *Thank You for Arguing: What Aristotle, Lincoln, and Homer Simpson Can Teach Us about the Art of Persuasion*. (Three Rivers Press, Random House). (available used)

Readings available online (see assigned readings in the daily syllabus at the end of this outline)

Aristotle. (n.d.) *Rhetoric*. (Translated by W. Rhys Roberts).

<https://ebooks.adelaide.edu.au/a/aristotle/a8rh/>

Bitzer, L. F. (1968). The rhetorical situation. *Philosophy and Rhetoric*, 1, 1-14. Available at

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ufh&AN=16172770&site=ehost-live>

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. (2013, Sept. 2). Ethos, Pathos, Logos: Three Pillars of Public Speaking. Available at

<http://sixminutes.dlugan.com/ethos-pathos-logos/>

Vatz, R. (1973). The myth of the rhetorical situation. *Philosophy and Rhetoric*, 6(3), 1-14. [on D2L]

Zinsser, W. (2010, winter). Writing English as a second language. *American Scholar*.

Retrieved from <http://theamericanscholar.org/writing-english-as-a-second-language/>

Other useful reference sites on rhetoric (sources for your mini-presentation):

Burton, G. O. (2007). *Silvae rhetoricae: The forest of rhetoric*. Available at <http://rhetoric.byu.edu/>
This site summarizes key concepts in rhetoric and defines a huge number of stylistic devices.

Dlugan, A. (2014). *Six Minutes: Speaking and presentation skills*. Available at <http://sixminutes.dlugan.com/> (To browse articles, see <http://sixminutes.dlugan.com/articles/>)
This blog offers a wealth of short but useful articles on crafting and delivering effective talks, designing visuals, and analyzing speeches. The blog also provides an overview of and links to 118 other blogs on public speaking here: <http://sixminutes.dlugan.com/public-speaking-blogs/>

Eidenmuller, M.E. (2014). *American rhetoric*. Available at <http://www.americanrhetoric.com/>
This site includes an extensive collection of political, movie, and other speeches. The site also highlights key texts on rhetoric by Plato and Aristotle, and features some stylistic devices.

TED talks. (2014). Available at <https://www.ted.com/talks/browse>
This site includes A-V files for over 1800 TED talks on a variety of topics.

Internet and electronic communication device information

You are encouraged to bring laptops to class and to use them for course-related work only. Students using electronic devices to surf the net, text, email, or listen to music may be asked to leave to avoid distracting other students in the class.

Assignments and Evaluation

Additional information is provided below.

15% Any 3 of the following in-class writing tasks (2 pages or ~ 500 words) (each worth 5%):

- Task 1: rhetorical analysis (focus on ethos & pathos) Sept. 16
- Task 2: rhetorical analysis (focus on logos) Sept. 23
- Task 3: rhetorical analysis (focus on rhetorical situation) Sept. 30
- Task 4: Rogerian argument or refutation Nov. 4

5% Mini-presentation (3 to 5 mins). To be scheduled, any day except Nov. 25 or Dec. 2 As scheduled
This short presentation should focus on one of the following:

- A presentation strategy highlighted in the *Six Minutes* blog or in a blog linked to it
- A rhetorical device highlighted in *Silva Rhetoricae* website, including the definition and at least two examples (at least one not from this website)
- A movie or political speech (or excerpt) from *American Rhetoric*, presented in character, followed by commentary on the speech's rhetorical situation and strengths
- A short clip from a TED talk (1-2 minutes) followed by analysis of some relevant rhetorical strategy or principle illustrated in the excerpt (2-4 minutes)
- A logical fallacy, with a definition and two examples, from Henrichs or another source

10% Group/individual presentation: rhetorical analysis of a controversial topic Oct. 14 or 21

10% Paper 1 (1200-1500 words): individual rhetorical analysis of a controversial topic Oct. 14 or 21

2.5% Peer review 1 (on your group presentation day) Oct. 14 or 21

25% Mid-term exam (2 hours, closed book: multiple choice, short answer, & short essay) Oct. 28

20% Persuasive blog article (1000-1500 words) – due on final presentation day Nov. 25 or Dec.2

10% Persuasive presentation (6 to 8 mins, based on your blog article) Nov. 25 or Dec.2

2.5% Peer review 2 (on your final presentation day) Nov. 25 or Dec.2

Registrar-scheduled Final Examination: No

All assignments and exams weighted more than 10% must be completed in order to receive a passing grade in the course. Detailed guidelines for assignments weighted 10% or more will be provided on D2L.

Submission of Assignments: Except for in-class assignments, which may be submitted in hard copy or electronically, please submit all written assignments via D2L. Please include your name and ID number on all assignments, and be prepared to provide picture ID to pick up assignments or look at final exams in SS 320 after classes have ended. 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. For courses in which assignments are submitted electronically, it is the student's responsibility to ensure that the correct copy of the assignment is submitted. (Including the version date or version number in your file name may help you avoid submitting the wrong version of your written assignments.)

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, including weekends.

Students with Disabilities

If you are a student with a disability who may require academic accommodation, it is your responsibility to register with the Student Accessibility Services (220-8237, <http://www.ucalgary.ca/access/>) and discuss your needs with your instructor no later than 14 days after the start of the course.

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. For details see <http://comcul.ucalgary.ca/needtoknow>. 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>

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 <http://www.ucalgary.ca/ssc/node/208> . 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>

Grading System & Dept of Communication and Culture Grade Scale

Except for the mid-term exam, work in this course will be graded using letter grades; the following grade scale percentage equivalents are used in Communication and Culture:

Grade Point Value	Description	Grade	Department 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	00 - 49.99%	0%

Research Ethics

This course will not involve research with human subjects. 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 <http://arts.ucalgary.ca/research/research/research-ethics>

Important information, services, and contacts for students

For information about . . .	Visit or contact . . .
ARTS PROGRAM ADVISING (PIC)	SS 102 403-220-3580 picarts@ucalgary.ca
CAMPUS SECURITY <ul style="list-style-type: none"> • Calgary Police Service • Emergency Text Messaging • Emergency Evacuation & Assembly • 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 <ul style="list-style-type: none"> • IT help line 	http://elearn.ucalgary.ca/desire2learn/home/students 403-220-5555 or itsupport@ucalgary.ca
STUDENT SUCCESS CENTRE <ul style="list-style-type: none"> • Writing Support Services • Student Services Mobile App 	http://ucalgary.ca/ssc http://www.ucalgary.ca/ssc/writing-support http://ucalgary.ca/currentstudents
STUDENTS' UNION CONTACTS <ul style="list-style-type: none"> • Faculty of Arts Reps • Student Ombudsman 	http://www.su.ucalgary.ca/governance/elections/home.html http://www.ucalgary.ca/provost/students/ombuds
SU WELLNESS CENTRE <ul style="list-style-type: none"> • Counselling Services • Health Services • Distress centre 24/7 CRISIS LINE • Online resources and tips 	403-210-9355 (MSC 370), M-F, 9:00–4:30 pm http://ucalgary.ca/wellnesscentre/counselling http://ucalgary.ca/wellnesscentre/health 403-266-HELP (4357) http://ucalgary.ca/wellnesscentre/healthycampus 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 call the 24-hour crisis line.

Schedule of Lectures and Readings READ, PREP = read/do this BEFORE class

Wk	Tues.	Focus & work to do for class	Due
1	Sept. 9	<p>Intro to classical rhetoric, the Sophists, & Plato READ & PREP: (1) Duke. The Sophists [opening overview, 5 paragraphs] at http://www.iep.utm.edu/sophists/ (2) Prepare to show the first 3 minutes of a Ted Talk and to comment on how effectively the presenter opens the talk, engages the audience, and establishes his/her ethos (credibility)</p>	
2	Sept. 16	<p>Overview of Aristotle's rhetoric. Focus on ethos & pathos Editing for pronoun use READ: (1) Heinrichs, Ch. 1, 2, 3, 4, 5,6 (62 pp); (2) Aristotle's Rhetoric – Book 2, Sec 1 (2 pp), at https://ebooks.adelaide.edu.au/a/aristotle/a8rh/ (3) Dlugan – Secs 1, 2, & 3 (into, ethos, pathos), at http://sixminutes.dlugan.com/ethos-pathos-logos/</p>	In-class task 1: analysis of ethos & pathos
3	Sept. 23	<p>Aristotle's rhetoric: Focus on Logos Writing a rhetorical analysis READ: (1) Heinrichs, Ch. 11, 12, 13, 14, 15 (72 pp); (2) Aristotle's Rhetoric – Book 1, Secs 1 & 2, at https://ebooks.adelaide.edu.au/a/aristotle/a8rh/ (3) Dlugan - Sec 4 (logos), at http://sixminutes.dlugan.com/ethos-pathos-logos/</p>	In-class task 2: analysis of logos
4	Sept. 30	<p>The rhetorical situation (kairos, exigence, audience) Using APA style to document sources Crafting effective presentations READ: (1) Heinrichs, Ch. 21 (2) Bitzer, The Rhetorical Situation, at http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ufh&AN=16172770&site=ehost-live (3) Vatz The myth of the rhetorical situation. (pdf on D2L) (4) Handout on presentations (on D2L)</p>	In-class task 3: analysis of rhetorical situation
5	Oct. 7	<p>Focus on delivery; Using PowerPoint effectively READ: nothing ☺ Time for group meetings and practice</p>	
6	Oct. 14	<p>Applications of rhetoric: Ethos & Pathos revisited Group presentations READ: (1) Heinrichs, 7, 8, 9, 16 (34 pp)</p>	3 group presentations (& papers)
7	Oct. 21	<p>Canons and applications of rhetoric Group presentations READ: (1) Heinrichs, Ch. 23, 24, 25 (40 pp)</p>	3 group presentations (& papers)
8	Oct. 28	<p>Mid-term exam (2.5 hours, closed book: multiple choice, short answer, & essay)</p>	Exam (2.5hrs)

9	Nov. 4	Focus on Language and Style READ: (1) Heinrichs, Ch. 10, 18, 19, 20 (41 pp) (2) Zinsser, at http://theamericanscholar.org/writing-english-as-a-second-language/	
	Nov. 11	Remembrance Day (no class)	
10	Nov. 18	Applications of rhetoric: Rogerian argument & refutation READ: nothing 😊	In-class task 4: Rogerian argument or refutation
11	Nov. 25	Persuasive presentations (16 -- sign up on D2L) & blog article due	Presentation & Blog article
12	Dec. 2	Persuasive presentations (14 -- sign up on D2L) & blog article due Course evaluations	Presentation & Blog article