

University of Calgary
Department of Communication and Culture

Communications Studies COMS 369 (L03)
Rhetorical Communication
Fall 2015: Tuesdays 2:00 to 4:45 pm
Sept. 8 – Dec. 8, 2015

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Office Hours: Wednesdays, 3:00 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. 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.

Additional Information

This course will incorporate a number of workshop activities to help you become better writers, and the instructor will occasionally use short passages of student writing from assignments as the basis for in-class editing and revision exercises. These will be used in this course only (i.e., not in future courses) and they will be used anonymously, so that the writer will not be identified. If you are uncomfortable with excerpts of your writing being used in this way, please advise the instructor by email before the second class. In the absence of such emails, the instructor will assume that she has your implied permission to use short passages from your writing as described.

Objectives: To develop students'

1. an understanding of the history and principles of classical rhetorical theory.
2. ability to critique arguments and texts using rhetorical principles.
3. skill in crafting informative, analytical, and persuasive texts.
4. competence and confidence in doing informative and persuasive presentations.

Required Textbooks

Clark, Roy Peter. (2008). *Writing Tools: 50 Essential Strategies for Every Writer*. New York, NY: Little, Brown and Company. [assigned all except Ch. 22, 23, 24, & 27]

Heinrichs, Jay. (2013). *Thank You for Arguing: What Aristotle, Lincoln, and Homer Simpson Can Teach Us about the Art of Persuasion*. New York, NY: Three Rivers Press. [assigned all except

Note: you should be able to purchase both textbooks for around \$30 combined.

Required readings available online (See the syllabus at the end of this outline)

- Aristotle. (n.d.) *Rhetoric*. (Trans W. Rhys Roberts). <http://classics.mit.edu/Aristotle/rhetoric.1.i.html>
- 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/> [assigned all]
- Zinsser, W. (2010). Writing English as a second language. *American Scholar*. Retrieved from <http://theamericanscholar.org/writing-english-as-a-second-language/>

Other useful reference sources on rhetoric, writing, and presentations:

- Altman, C. (2013). *The Writer's Toolbox*. At <https://christopheraltman.wordpress.com/>
This blog includes useful posts on tools such as punctuation, parallelism, and counterarguments.
- Burton, G. O. (2007). *Silvae rhetoricae: The forest of rhetoric*. At <http://rhetoric.byu.edu/>
This site summarizes key concepts in rhetoric and defines a huge number of stylistic devices.
- Carr, N. (2015). *Rough Type*. At <http://www.roughtype.com/> This well written articles in this blog on communication, culture, and technology may be used for in-class exercises on analyzing style.
- Dlugan, A. (2014). *Six Minutes: Speaking and presentation skills*. At <http://sixminutes.dlugan.com/>.
To browse this site's collection of short but useful articles on delivering effective talks, designing visuals, and analysing speeches, see <http://sixminutes.dlugan.com/articles/>. The blog also links to 118 other blogs on public speaking here: <http://sixminutes.dlugan.com/public-speaking-blogs/>
- Eidemuller, M.E. (2014). *American rhetoric*. At <http://www.americanrhetoric.com/>
This site includes an extensive collection of clips from political, movie, and other speeches.
The site also highlights key texts on rhetoric by Plato and Aristotle.
- Leon, L. K. (2015) Gifts of Speech: Women's Speeches from Around the World. At <http://gos.sbc.edu/>
This site presents a collection of women's speeches.
- 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 use laptops in class for course-related work. Students using electronic devices to surf the net, text, email, etc. may be asked to leave to avoid distracting other students.

Assignments and Evaluation

24%	Four in-class writing tasks (6% each) (out of 10 choices)	More info below
8%	Two mini-presentations (3 to 5 mins, 4% each), as scheduled (on Minis days)	More info below
8%	Presentation 1 (rhetorical analysis of a controversial topic) – (6 to 8 mins/person)	Oct. 20 or 27
10%	Essay 1 (1200-1500 words): individual rhetorical analysis of a controversial topic	Oct. 20 or 27
2%	Peer review of the presentation after yours (on your presentation day)	Oct. 20 or 27
20%	Mid-term exam (2 hours, closed book: multiple choice, short answer, & short essay)	Nov. 17
18%	Persuasive blog article (900 - 1400 words) – due on your final presentation day	Dec. 1 or 8
2%	Peer review of draft blog article (bring 2 copies of your draft).	Nov. 24
8%	Persuasive presentation (6 to 8 mins, based on your blog article)	Dec. 1 or 8

No Registrar-scheduled Final Examination

The mid-term exam and the final blog article and presentation must be done in order to pass the course. Detailed assignment guidelines will be provided on D2L.

Additional assignment information

In-class writing tasks 24% (4 tasks x 6% each)

Most days will feature in-class writing tasks and workshop activities. If you submit more than 4 of the following, only your top 4 graded tasks will be counted. Most tasks should be around 300 to 400 words (1 or 2 typed double-spaced pages), but there is no word limit. All writing tasks are due in class by either hard copy or D2L submission, but you may begin Task 8 & 9 outside of class. Please submit tasks on the relevant dates as indicated in the syllabus at the end of this outline.

- Task 1: rhetorical analysis (focus on rhetorical situation & audience)
- Task 2: rhetorical analysis (focus on ethos)
- Task 3: rhetorical analysis (focus on pathos)
- Task 4: rhetorical analysis (focus on style)
- Task 5: rhetorical analysis (focus on logos)
- Task 6: writing task (counterargument or refutation)
- Task 7: writing task (Rogerian argument or Stasis Theory)
- Task 8: an assigned revision (of a PPT or a piece of writing)
- Task 9: rhetorical analysis of your blog article (with comments on your goal, audience, and rhetorical strategies, and peer reviewers' comments)
- Task 10: writer's journal (workshop exercises): 2 sets of writing workshop tasks (i.e., chosen from sets A, B, C, D, E, F, G, H, or J). Most tasks will be drawn from or inspired by the *Writing Tools* book.

Mini-presentations 8% (2 x 4% each, as scheduled)

Here are possible topics for the two mini-presentations (3 to 5 mins each):

- A presentation strategy highlighted in the *Six Minutes* blog or a blog linked to it
- A writing strategy highlighted in *Writing Tools*, including 3 examples
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- A stylistic device (from Heinrichs or *Silva Rhetoricae* "trees"), with 3 examples
- A logical fallacy, from Heinrichs or another source, including 3 examples
- A movie or political speech excerpt from *American Rhetoric*, presented in character, with discussion of the speech's rhetorical situation and strengths
- A clip of the intro or conclusion from a TED talk or other speech with discussion of why it is effective or what we can learn from it

Presentation 1 (8%) and Essay 1 (10%) due Oct. 20 or 27

These two assignments will be based on a rhetorical analysis of a text (e.g., a letter to the editor, website, blog article, poster, etc.) related to a controversial topic. On day 1, we will organize groups around topics of interest. The analytical essays will be done individually, and each student will present his or her analysis as part of a group presentation. Students will receive individual grades, but a group bonus of one grade level (e.g., B+ to A-) will be awarded to all group members if the group's introduction, conclusion, transitions, and other elements (e.g., consistency in PowerPoint design) are highly effective.

Mid-term exam (20%: multiple choice, short answer, & short essay) Nov. 17

This 2-hour, closed book mid-term exam will cover course material to November 10 and may include questions based on students' mini-presentations.

Persuasive blog article (18%; 900 - 1400 words)

Peer review of draft blog article (2%)

Nov. 24

Persuasive Presentation (8%; 6 to 8 mins) based on blog article

Dec. 1 or 8

These two linked assignments may be on any topic (including the topic you used for your essay 1 analysis), but they must have a persuasive dimension. Unless you have a fresh argument or perspective, you should avoid choosing a tired or banal topic like "It's important to give blood" or "Swimming is good exercise." Both your blog article and your presentation (based on the blog article topic) should demonstrate that you have thought carefully about your audience and adapted your material for that audience, and that you are putting into practice everything you have learned about effective invention, arrangement, style, editing, and delivery. (Information will be provided on D2L about the blog platform you are to use.)

If you come to class November 24 with two copies of your draft blog article and participate in the peer review activity, you will receive full marks (A+) on the 2% peer review.

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.

Student Accommodations

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf .

[Note: Requests for accommodations for transient illnesses like the flu should be directed to the instructor.]

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>

Grading System & Dept of Communication, Media and Film Grade Scale

The mid-term exam will be given a percentage grade. Other work in this course will be graded using letter grades; the following grade scale percentage equivalents are used in Communication, Media and Film:

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%

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>

Research Ethics

This course does not involve assigned research with human subjects. If you wish to interview someone in preparation for your persuasive blog article, please consult the instructor. 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 • IT help line	http://elearn.ucalgary.ca/desire2learn/home/students 403-220-5555 or itsupport@ucalgary.ca
STUDENT SUCCESS CENTRE • 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 • 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 • 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

	Focus	Read for today's class	Due
Sept. 8	<p>Intro to rhetoric; the Sophists; Plato; the rhetorical situation</p> <p>Concepts: rhetoric, Sophists, kairos; forensic, epideictic, & deliberative rhetoric; exigence</p> <p>Speech for analysis: Robert Kennedy on the death of MLK at http://www.americanrhetoric.com/speeches/rfkonmlkdeath.html</p> <p>Workshop: Task set A</p>	<p>Duke: The Sophists [first 5 paragraphs] at http://www.iep.utm.edu/sophists/</p> <p>Heinrichs: Ch. 1 & 28 (21 pp)</p> <p>Dlugan: Intro at http://sixminutes.dlugan.com/ethos-pathos-logos/ (1 p)</p> <p>Clark: Ch. 40, 41, 42 (14 pp)</p> <p>Bring to class: course outline from D2L (if you don't have access to it via your laptop)</p>	Task 1

<p>Sept. 15</p>	<p>Aristotle's rhetoric; Ethos Concepts: inartistic vs artistic proofs; ethos, pathos, logos; dialectic; decorum; Aristotle's 3 components of ethos; disinterest; phronesis; identification; canons of rhetoric; invention Text for analysis: Taylor Swift's letter to Apple Music: http://taylorswift.tumblr.com/post/122071902085/to-apple-love-taylor Workshop: Task set B</p>	<p>Diugan: What is Ethos & 15 Tactics to establish ethos at http://sixminutes.dlugan.com/ethos-definition/ (4 pp) Heinrichs: Ch. 2, 3, 4, 5, & 6 (53 pp); Aristotle: Bk I, part 1, part 2 (4 para.), part 3 (3 para); Bk II, part 1 (3 para). (6 pp) http://classics.mit.eduAristotle/rhetoric.1.i.html Silva Rhetoricae – "Trees" left column to the end of Canons of rhetoric at http://rhetoric.byu.edu/ Clark: Ch. 45, 48,49 (16 pp)</p>	<p>Task 2 4 Minis</p>
<p>Sept. 22</p>	<p>Ethos (cont'd); Pathos Using PowerPoint Intelligently Concepts: serif vs sans serif fonts Texts for analysis: (1) Statement of apology to former students of Indian residential schools, Stephen Harper, at http://www.aadnc-aandc.gc.ca/eng/1100100015644/1100100015649 ; (2) any MLK speech from http://www.mlkonline.net/speeches.html Workshop: Task set C</p>	<p>Diugan: What is Pathos & How to develop... at http://sixminutes.dlugan.com/pathos-definition/ (4 pp) Heinrichs: Ch. 7, 8, 9, 10 (36 pp) Clark: Ch. 1, 2, 3, 4, & 23 (20 pp)</p>	<p>Task 3 4 Minis</p>
<p>Sept. 29</p>	<p>Style Concepts: metaphor; chiasmus; anaphora; epiphora; parallelism; enargea Texts for analysis: (1) "In the kingdom of the bored, the one-armed bandit is king," by Nicholas Carr at http://www.roughtype.com/ (2) other choices to be added latter Workshop: Task set D</p>	<p>Zinsser: Writing English as a second... at http://theamericanscholar.org/writing-english-as-a-second-language/ Heinrichs: Ch. 18, 19, & 20 (36 pp) Altman: July 2 two posts on parallelism & examples from MLK at https://christopheraltman.wordpress.com/2013/07/02/tricks-of-the-trade-parallel-structures-writing-with-rhythm/ Silva Rhetoricae – scan the figures of speech ("flowers") at http://rhetoric.byu.edu/ Clark: Ch. 7, 8, 9, & 10 (20 pp)</p>	<p>Task 4 4 Minis</p>
<p>Oct. 6</p>	<p>Logos Concepts: inductive, deductive; enthymeme; commonplace; example; concession; framing; Toulmin model of argument; claim, evidence (data), warrant; Text for analysis: "My hijab has nothing to do with oppression. It's a feminist statement." Video by Hanna Yusuf. June 24, 2015. <i>The Guardian</i>, at http://www.theguardian.com/commentisfree/video/2015/jun/24/hijab-not-oppression-fe4 Minist-statement-video Workshop: Task set E</p>	<p>Diugan: What is Logos & How to convey logos http://sixminutes.dlugan.com/logos-definition/ Heinrichs: Ch. 11, 12, 13, & 14 (58 pp) Wright: Toulmin Model of Argument (video) at https://www.youtube.com/watch?v=D-YPPQztuOY Clark: Ch. 11, 12, 13, 14, 15, & 16 (20pp)</p>	<p>Task 5 4 Minis</p>

Oct. 13	<p>Writing a rhetorical analysis & using APA Style; Counterargument & Refutation</p> <p>Text for analysis: “Since when was the hijab a feminist statement?” By Kate Maltby 25 June 2015. Available at http://blogs.spectator.co.uk/coffeehouse/2015/06/since-when-was-a-hijab-a-feminist-statement/</p> <p>Workshop: Task set F</p>	<p>Altman: June 30 & July 1 posts on counterargument at https://christopheraltman.wordpress.com/?s=counterargument&submit=Search</p> <p>Heinrichs: Ch. 15, 16, & 17 + Appendix 1 to p. 355 (58 pp)</p> <p>Bring to class: an article or letter to the editor advancing an argument that you disagree with</p>	Task 6 4 Minis
Oct. 20	Group Presentations	3 groups; sign up on D2L	Essay 1
Oct. 27	Group Presentations	3 groups; sign up on D2L	Essay 1
Nov. 3	<p>Stasis theory; Rogerian rhetoric</p> <p>Concepts: stasis theory; the four stases; Rogerian rhetoric</p> <p>Workshop: Task set G</p>	<p>Rogerian argument (9 min vid) at https://www.youtube.com/watch?v=R8XPRwl2odU</p> <p>Clark: 18, 19, 20, 21, & 22 (23 pp)</p>	Task 7 4 Minis
Nov. 10	<p>Crafting presentations</p> <p>Review for midterm</p> <p>Workshop: Task set H</p>	<p>Heinrichs: Ch. 21, 25 & 26 (32 pp)</p> <p>Clark: Ch. 24, 25, 27, 28, 29, 30 (25 pp)</p>	Task 8 4 Minis
Nov. 17	Mid-term exam (2.5 hours) Closed book	<i>Multiple choice, short answer, essay. (May include material from mini presentations)</i>	exam
Nov. 24	<p>Peer review; assigned revisions</p> <p>Workshop: Task set J</p>	<p>Heinrichs: Ch. 11, 12, 13, 14, 15 (72 pp);</p> <p>Clark: 31 through 39 (42 pp)</p> <p>Bring to class: Your draft blog article for peer review</p>	Task 9 Task 10 4 Minis
Dec. 1	Persuasive presentations	15 presenters; sign up on D2L	Blog
Dec. 8	Persuasive presentations	15 presenters; sign up on D2L	Blog