

University of Calgary
Department of Communication, Media and Film

Communication and Media Studies COMS 369 (L01)
Rhetorical Communication

Fall 2018 – Tues. & Thurs. 11:00 to 12:15

Thurs., Sept. 6 – Thurs., Dec. 6, 2018
(no classes Nov. 13 or 15, Fall reading week)

Instructor: Jo-Anne Andre
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Web Page: D2L available through MyUofC portal
Office Hours: Wednesdays 2:00 to 5:00 (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; will apply rhetorical theory to the criticism of samples of public communication; and will practice their rhetorical skills through regular in-class writing tasks, other assigned writing, and oral presentations.

Objectives: By the end of this course, students should have developed

- an understanding of the history and principles of classical rhetorical theory
- the ability to analyse and critique arguments and texts using rhetorical principles
- skill in crafting persuasive and other texts for specific audiences
- improved writing skills
- competence and confidence in crafting and delivering presentations

Internet and electronic communication device information

You are encouraged to bring a laptop to class for course-related work. Please do not use your cell phone in class for any reason and do not use any electronic devices during other students' presentations.

Required Textbooks

Clark, R. P. (2008). *Writing Tools. 50 Essential Strategies*. New York: Little, Brown

Heinrichs, Jay. (2017). *Thank You for Arguing. (Third Edition)*. New York: Three Rivers Press.

- ➔ *These textbooks are available at the bookstore and should cost less than \$25 each.*
- ➔ *Other assigned readings will be available via D2L.*

Online Readings (linked under “Sources” tab in D2L).

Links will be provided on D2L for assigned readings as outlined at the end of this syllabus.

Altman, C. (2013). *The Writer’s Toolbox*. <https://christopheraltman.wordpress.com/>

This blog includes useful posts on punctuation, parallelism, and counterarguments.

Bitzer, L. (1968). The rhetorical situation. *Philosophy and Rhetoric*, 1, 1-14. Retrieved from <http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/40236733>

Burton, G. O. (2007). *Silvae Rhetoricae: The forest of rhetoric*. <http://rhetoric.byu.edu/>

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 [read all]. Available at <http://sixminutes.dlugan.com/ethos-pathos-logos/>

Edwards, J. A. (2010). Apologizing for the Past for a Better Future: collective Apologies in the United States, Australia, and Canada. *Southern Communication Journal* 75(1), 57-75.

Rhetorical situation. (2010). *College Composition and Communication*, 61(3), p. 611. Retrieved from <http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/40593346>

Purdue OWL Stasis Theory: <https://owl.english.purdue.edu/owl/resource/736/1/>

Vatz, R. (1973). The myth of the rhetorical situation. *Philosophy and Rhetoric*, 6(3), 154-161. Retrieved from <http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/40236848>

Zinsser, W. (2010). Writing English as a second language. *American Scholar*. Retrieved from <http://theamericanscholar.org/writing-english-as-a-second-language/> [for all readers]

Other useful resources on rhetoric (links provided in D2L):

Aristotle. (n.d.) *Rhetoric*. (Trans W. Rhys Roberts). <http://classics.mit.edu/Aristotle/rhetoric.1.i.html>

Dlugan, A. (2014). *Six Minutes: Speaking and presentation skills*. At <http://sixminutes.dlugan.com/>.

- Short but useful articles on delivering effective talks, designing visuals, and analysing speeches: <http://sixminutes.dlugan.com/articles/>
- Links to other blogs on presentations: <http://sixminutes.dlugan.com/public-speaking-blogs/>

Eidenmuller, M.E. (2014). *American Rhetoric*. At <http://www.americanrhetoric.com/>

- Archive of clips from political, movie, and other speeches + excerpts from Plato and Aristotle.

Literary Devices. (2017). At <https://literarydevices.net/>

Rapp, C. (2010). Aristotle’s Rhetoric. *Stanford Encyclopedia of Philosophy*: <https://plato.stanford.edu/entries/aristotle-rhetoric/>

TED talks. (2014). At <https://www.ted.com/talks/browse>

University of Virginia, Miller Center. (2016). *American President: Presidential Speech Archive*. At <http://millercenter.org/president/speeches>

Wheeler, L. K. (2016). *Logical Fallacies Handlist*. At https://web.cn.edu/kwheeler/fallacies_list.html

Assignments and Evaluation (See D2L for detailed assignment guidelines & rubrics.)

- 10% **5-minute mini-lesson presentation, done in pairs (as scheduled)** Sept. 25, Oct. 9, 16
These presentations will focus on presentation strategies (Sept. 25), logical fallacies, (Oct. 9), or stylistic devices (Oct. 16). Use PowerPoint and include at least two original examples from persuasive texts (if applicable). Sign up for a topic and date on D2L (or propose a topic of your own). (PPT: 5%; Presentation: 5%)
- 20% **Portfolio of in-class lab assignments (10 x 2% each).** In addition to one required presentation peer review, labs will include exercises related to Clark and Heinrichs, short analyses, and other pieces of writing related to class material. If you complete more than 10 tasks, only the top 10 grades will be counted. Please submit tasks at the end of each class along with the portfolio cover sheet (provided in class). If you wish to revise any tasks based on feedback received, you may submit your entire portfolio for (re)evaluation when you have completed 10 tasks, but your portfolio must include drafts and feedback as well as revised tasks. ongoing
- 20% **Rhetorical analysis paper (800 to 1200 words)** Oct. 23 & 25
Oct. 23 – draft, workshop participation, and commentary 5%
Oct. 25 -- final revised article with commentary: 15%.
This paper should focus on a persuasive text (e.g., a speech, website, poster, editorial, ad, or blog article) related to a current issue. Besides outlining elements of the rhetorical situation, you should analyze two or three key rhetorical aspects that contribute to the text's effectiveness (or ineffectiveness) for its target audience (e.g., structure, style, appeals to ethos, pathos or logos, use of inartistic proofs, etc.). The paper should be accompanied by a one- or two-paragraph commentary summarizing the revisions you made in your paper as a result of the feedback you received via the peer review. Note: if you choose your text for analysis early in the course, you will be able to complete some of your analysis via in-class lab assignments.
- 20% **Mid-term exam** (70 mins, closed book, m-choice & short answer, based on course lectures, readings, & 5-minute teaching presentations) Tues., Nov. 20
- 20% **Persuasive blog article or other persuasive text (800 to 1200 words)** Nov. 29 & Dec. 4
Nov. 29 -- draft & workshop participation 5%
Dec. 4 -- final revised article with commentary: 15%
Your persuasive blog article can focus on any topic, and it may incorporate visual elements. (With the instructor's permission, you may opt to complete an alternative persuasive assignment—e.g., a brochure, a website, a promotional film, etc.) In the one-page commentary accompanying your assignment, you should explain who your audience is and how you adapted your text structurally, stylistically, and in terms of content and appeals to make the text persuasive to your audience.
- 10% **Informative or Persuasive Presentation (7 to 8 minutes)** – based on either your rhetorical analysis paper (informative) or your persuasive blog article. Sign up on D2L
-- Informative Presentations – 15 slots available (Oct. 30 or Nov. 1) OR
-- Persuasive Presentations – 15 slots available (Dec. 4 or Dec. 6)
Note: if you wish (and if space is available), you may do both an informative and a persuasive presentation, with the higher grade counted. Please consult the instructor if you would like to do a second presentation.

Registrar-scheduled Final Examination: No

All assignments worth 10% or more must be done in order to pass the course.

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 .

Please note:

1. Students seeking accommodations for transient illnesses (e.g., the flu) should contact their instructors directly. Whenever possible, students should advise their instructors in advance if they will be missing quizzes, presentations, in-class assignments, or group meetings.
2. When accommodations are granted, they may take forms other than make-up tests or assignments. For example, the weight of a missed grade may be added to another assignment or test.
3. For information on Deferrals of Final Exams and Term Work, see sections G.6 and G.7 of the *University Calendar* at <http://www.ucalgary.ca/pubs/calendar/current/g-6.html> and <http://www.ucalgary.ca/pubs/calendar/current/g-7.html>

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, Media and Film Grade Scale

Written assignments in this course will be given letter grades, but percentage grades will be used for the midterm exam. The following grade scale percentage equivalents are used in the Department of Communication, Media and Film:

Grade Point Value	Description	Grade	Dept of CMF grade scale equivalents*	Letter grade % equivalent for calculations**
4.00	Outstanding performance	A+	96 - 100%	98.0%
4.00	Excellent performance	A	90 - 95.99%	93.0%
3.70	Approaching excellent performance	A -	85 - 89.99%	87.5%
3.30	Exceeding good performance	B+	80 - 84.99%	82.5%
3.00	Good performance	B	75 - 79.99%	77.5%
2.70	Approaching good performance	B-	70 - 74.99%	72.5%
2.30	Exceeding satisfactory performance	C+	65 - 69.99%	67.5%
2.00	Satisfactory performance	C	60 - 64.99%	62.5%
1.70	Approaching satisfactory performance	C-	55 - 59.99%	57.5%
1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject	D+	53 - 54.99%	54.0%
1.00	Minimal pass. Insufficient preparation for subsequent courses in the same subject	D	50 - 52.99%	51.5%
0.00	Failure. Did not meet course requirements.	F	0 - 49.99%	0%

* If percentages are used to calculate final grades, then grades falling within these ranges will be translated to the corresponding letter grades.

** These percentage equivalents will be used for calculating final grades unless an alternative method of final grade calculation is outlined above.

Research Ethics

Except as noted, this course does not involve assigned research with human subjects. If you wish to interview someone 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 <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 crisis line.

Schedule of Lectures, Readings, & In-class Activities

Focus & Readings to do before class Note: most days will feature in-class writing activities and lab assignments	Learning objectives (be able to...)
<p>THURS., SEPT. 6 -- INTRO TO RHETORIC & THE WRITING PROCESS</p> <ul style="list-style-type: none"> • Course focus, structure, & policies • Definitions & types of rhetoric, canons of rhetoric, & rhetorical appeals • The writing process <p>BRING to class: a list of 8 argument topics or questions you're interested in (eg, <i>should voting be mandatory? should plastic water bottles be banned?</i>)</p> <p>IN-CLASS LAB: writing process</p> <p>READ: (1) Course outline (on D2L). (2) Dlugan: Intro at http://sixminutes.dlugan.com/ethos-pathos-logos/ (2p) (3) Clark tool 48 (4 p)</p>	<p>Define rhetoric</p> <p>Define the 5 canons of rhetoric (invention, arrangement, style, memory, delivery)</p> <p>Define & give examples of the 3 types of rhetoric: epideictic (occasional), forensic (legal), & deliberative (political)</p> <p>Define & give examples of inartistic proofs and of the 3 artistic appeals (ethos, pathos, logos)</p> <p>Discuss effective vs ineffective approaches to writing.</p>
<p>TUES., SEPT. 11 ORIGINS OF RHETORIC AS A FIELD OF STUDY</p> <ul style="list-style-type: none"> • Origins of rhetoric & the Sophists • Useful writing habits <p>IN-CLASS LABS: writing strategies or writing feedback</p> <p>READ: (1) Duke: The Sophists [first 5 para.] http://www.iep.utm.edu/sophists/ (2) Heinrichs Ch. 1 (9 p) & scan all appendices, esp. Appendix IV (3) Clark, tools 40, 41, 45, & 49 (13 p)</p>	<p>Explain the origin of rhetoric as a field of study; when did it arise, where, and why?</p> <p>Explain who the Sophists were and why they faced resistance</p>
<p>THURS., SEPT. 13 RHETORIC & PLATO; VIRTUES OF STYLE</p> <ul style="list-style-type: none"> • Plato & the roots of rhetoric's bad name • Style: subjects, verbs, & word order <p>BRING TO CLASS: two pieces of academic or other writing you've done</p> <p>IN-CLASS LABS: revision or imitation</p> <p>READ: (1) Plato on Rhetoric: https://www.americanrhetoric.com/platoonrhetoric.htm (2) Clark tools 1, 2, 3, 4 (15 p) (3) Zinsser: Writing English...:http://theamericanscholar.org/writing-english-as-a-second-language/</p>	<p>Explain the dangers Plato saw in rhetoric and assess the validity of his concerns.</p> <p>Apply stylistic principles from Clark's tools 1, 2, 3, 4 in writing and revising (p. 249 for a quick summary)</p>
<p>TUES., SEPT. 18 THE RHETORICAL SITUATION</p> <ul style="list-style-type: none"> • Conceptualizing the rhetorical situation • The rhetor's purpose <p>BRING TO CLASS: a persuasive text to use for your rhetorical analysis.</p> <p>IN-CLASS LABS: Bitzer vs Vatz or Rhetorical Situation Analysis</p> <p>READ: (1) Rhetorical situation. http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/40593346 (2) Bitzer (secs II & III) http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/40236733) (3) Vatz: http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/40236848 (7 p) (4) Heinrichs Ch. 2, 3, & 24 (33 p)</p>	<p>Define rhetorical situation; rhetorical audience; exigence</p> <p>Outline differences between Bitzer's & Vatz's views of the rhetorical situations & discuss the usefulness, validity, & limitations of their views</p> <p>Link Vatz's views to the concept of framing</p> <p>Define kairos</p>

<p>THURS., SEPT. 20 ETHOS, IDENTIFICATION, DECORUM</p> <ul style="list-style-type: none"> • Aristotle's Rhetoric: Ethos • Identification, culture, context, decorum <p>IN-CLASS LAB: Analyzing ethos</p> <p>READ: (1) Aristotle: Bk 1, part 2 (first 3 para) + Bk II, part 1 (4 para.) at http://classics.mit.edu/Aristotle/rhetoric.html</p> <p>(2) Dlugan: What is Ethos & 15 Tactics to establish ethos at http://sixminutes.dlugan.com/ethos-definition/</p> <p>(3) Heinrichs: Ch. 4, 5, 6, 7, 8, 17 (60 p)</p>	<p>Explain components of ethos as defined by Aristotle plus additional elements that are now considered part of ethos</p> <p>Explain why ethos is central to persuasion.</p> <p>Discuss strategies for establishing ethos and give examples</p> <p>Define decorum, disinterest, phronesis, & Identification.</p>
<p>TUES., SEPT. 25 RHETORICAL ANALYSES, APA, & PRESENTATIONS</p> <ul style="list-style-type: none"> • Writing a rhetorical analysis & using APA documentation style • Crafting & delivering presentations (with pair mini-lessons on presentations) <p>READ: (1) Heinrichs Ch. 25, 26, 27 (41 p)</p> <p>(2) D2L handouts on APA & on presentations</p>	<p>Write well structured & well developed papers</p> <p>Use APA documentation style for citations and reference lists</p> <p>Explain strategies for effective presentations</p>
<p>THURS., SEPT. 27 CONCEPTUALIZING AUDIENCES; USING PARALLELISM</p> <ul style="list-style-type: none"> • Audience Analysis & Identification • Parallel Structures <p>IN-CLASS LABS – Parallelism OR Analysis of audience & purpose</p> <p>READ: (1) Dlugan: Audience analysis worksheet http://sixminutes.dlugan.com/audience-analysis-worksheet-download/</p> <p>(2) Heinrichs Ch. 21, 22 (18 p)</p> <p>(3) Altman – Imagine & Project a Reader: https://christopheraltman.wordpress.com/2013/06/28/tricks-of-the-trade-techniques-all-good-writers-know-technique-number-one-imagine-and-project-a-reader/</p> <p>(4) Altman -- Parallel Structures at https://christopheraltman.wordpress.com/2013/07/02/tricks-of-the-trade-parallel-structures-writing-with-rhythm/ & Examples from MLK https://christopheraltman.wordpress.com/2013/07/02/parallel-structures-examples-from-mlk/</p> <p>(4) Clark tool 8 (5 p)</p> <p>(5) D2L Handout on parallelism</p> <p>(6) Grammar Bytes Exercises 1 & 4 Parallel Structure: http://chompchomp.com/structure01/ & http://chompchomp.com/structure04/structure04.02.htm</p>	<p>Analyze audiences and adapt persuasive texts to audiences</p> <p>Recognize and use parallel grammatical structures; edit texts for lapses in parallelism</p>
<p>TUES., OCT. 2 PATHOS</p> <ul style="list-style-type: none"> • Aristotle's Rhetoric: Pathos <p>IN-CLASS LABS – Analyzing pathos OR Reflection on appeals to pathos</p> <p>READ: (1) Dlugan. What is Pathos & How to develop... at http://sixminutes.dlugan.com/pathos-definition/ (4p)</p> <p>(2) Romm, J. (2016). "Donald Trump may Sound Like a Clown, but He is a Rhetoric Pro Like Cicero" at https://thinkprogress.org/donald-trump-may-sound-like-a-clown-but-he-is-a-rhetoric-pro-like-cicero-ac40fd1cda79</p> <p>(3) Heinrichs Ch. 9, 10 (26 p)</p>	<p>Suggest strategies for appealing to pathos</p> <p>Effectively analyze pathos in persuasive texts</p>

<p>THURS., OCT. 4 LOGOS</p> <ul style="list-style-type: none"> • Aristotle's Rhetoric: Logos • Stasis theory • Concession <p>IN-CLASS LABS: Analyzing logos or Concession</p> <p>READ: (1) Dlugan: What is Logos & how to convey logos http://sixminutes.dlugan.com/logos-definition/</p> <p>(2) Heinrichs: Ch. 11, 12, 13 (41 p)</p> <p>(3) Purdue OWL on Stasis Theory: https://owl.purdue.edu/owl/general_writing/the_writing_process/stasis_theory/stasis_introduction.html</p>	<p>Define, identify, and give examples of Syllogisms, Examples, Enthymemes, Endoxa, Topoi (topics), Commonplaces, Concession, Framing, Stasis theory</p>
<p>TUES., OCT. 9 LOGOS; WRITING GOOD SENTENCES</p> <ul style="list-style-type: none"> • Logical fallacies (with pair mini-lessons) • Logos: refutation /counterargument • Style in sentences <p>IN-CLASS LABS: Logical Fallacies OR Refutation</p> <p>READ: (1) Altman: June 30 & July 1 posts on counterargument at https://christopheraltman.wordpress.com/?s=counterargument&submit=Search</p> <p>(2) Heinrichs: Ch. 14, 15, 18 (47 p)</p> <p>(3) Clark tools 6, 7, & 18 (14 p)</p>	<p>Define, identify, & give examples of these logical fallacies: ad hominem, bandwagon, either/or, strawman, post hoc ergo propter hoc & red herring</p> <p>Define refutation (counterargument) & suggest strategies for refutation</p>
<p>THURS., OCT. 11 RHETORICAL ARRANGEMENT; PUNCTUATION</p> <ul style="list-style-type: none"> • Classical arrangement (organization) • Rogerian argument • Punctuating for correctness and for rhetorical effect <p>IN-CLASS LABS: Punctuation or Rogerian argument</p> <p>READ (or VIEW):</p> <p>(1) Heinrichs 30 (12 p)</p> <p>(2) Obooko: Rogerian argument at https://www.youtube.com/watch?v=R8XPRwl2odU (will be viewed in class)</p> <p>(3) Clark tool 9 (5 p)</p> <p>(4) Altman posts on punctuation. Start here: https://christopheraltman.wordpress.com/category/the-writers-toolbox/punctuation-the-writers-toolbox/</p> <p>(5) Handouts on punctuation on D2L</p>	<p>Define classical rhetorical arrangement</p> <p>Define Inductive vs deductive arrangements</p> <p>Define and use the principles of Rogerian argument</p>
<p>TUES., OCT. 16 STYLE</p> <ul style="list-style-type: none"> • Style (diction & conciseness) & stylistic devices (including pair mini-lessons) <p>IN-CLASS LABS: imitation or revision</p> <p>READ: (1) Heinrichs Ch. 19, 20 (33 p)</p> <p>(2) Clark tools 10, 11, 12 (18 p)</p>	<p>Identify and use hyperbole, metaphor, metonymy, anaphora, epiphora, chiasmus, antithesis, tricolon, climax (anadiplosis)</p>
<p>THURS., OCT. 18 EDITING</p> <ul style="list-style-type: none"> • Editing for pronouns, paragraphs, and an engaging style <p>IN-CLASS LABS: Editing</p> <p>READ</p> <p>(1) Editing handouts on D2L</p> <p>(2) Clark tools 14, 16, 19, 20, 22, 23 (29 p)</p> <p>(3) Altman on Creating transitions: https://christopheraltman.wordpress.com/page/2/</p>	

TUES., OCT. 23. RHETORICAL ANALYSIS PAPER PEER REVIEW (TO BRING): Draft of your rhetorical analysis paper	
THURS., OCT. 25 INTRODUCTIONS & CONCLUSIONS <ul style="list-style-type: none"> • Writing introductions & conclusions Due: final rhetorical analysis paper IN-CLASS LABS: Reflect on speech intros & conclusions READ: Clark tools 24, 29, 31, 39 (21 p.)	
TUES., OCT. 30 RHETORICAL ANALYSIS PRESENTATIONS (presentation peer reviews by Nov. 1 presenters)	
THURS., NOV. 1 RHETORICAL ANALYSIS PRESENTATIONS (presentation peer reviews by Oct. 30 presenters)	
TUES., NOV. 6 WRITING PERSUASIVE ARTICLES & EDITORIALS <ul style="list-style-type: none"> • Writing persuasive and engaging blog articles and editorials READ: (1) Heinrichs Ch. 28, 29 (17 p) (2) Clark tools 25, 27, 28, 32, 33 (23 p)	
THURS., NOV. 8 RHETORICAL SITUATIONS & RHETORIC OF APOLOGIES <ul style="list-style-type: none"> • Cicero's types of cases • Rhetoric of the apology IN-CLASS LAB: Analysis of an apology or Commentary on Heinrichs on apologies READ: (1) Heinrichs Ch. 23 (11 p) (2) Edwards, J. A. (2010). Apologizing for the Past for a Better Future: collective Apologies in the United States, Australia, and Canada. Southern Communication Journal 75(1), 57-75. [Posted on D2L]	Identify & give examples of Cicero's 5 types of cases Identify typical rhetorical strategies or topoi evident in collective apologies
TUES, NOV. 13 & THURS., NOV. 15 FALL BREAK. No classes.	
TUES., NOV. 20 -- MIDTERM EXAM (20%, 70 mins., closed book, multiple choice & short answer). Bring your laptop to do multiple-choice questions online on D2L	
THURS., NOV. 22 DELIVERING PRESENTATIONS IN-CLASS LABS: critique or revision of a PPT presentation	
TUES., NOV. 27 RHETORICAL THEORY FROM ARISTOTLE TO THE PRESENT IN-CLASS LAB: Reflection on the relevance of rhetoric in the age of Trump DUE: final persuasive blog article (15%)	
THURS., NOV. 29 PERSUASIVE BLOG ARTICLE PEER REVIEW WORKSHOP DUE (TO BRING): draft of your persuasive blog article	
TUES., DEC. 4 -- PERSUASIVE PRESENTATIONS (Peer reviews by Dec. 6 presenters)	
THURS., DEC. 6 – PERSUASIVE PRESENTATIONS (Peer reviews by Dec. 4 presenters)	