

University of Calgary
Department of Communication, Media and Film

COMS 369 (L02): Rhetorical Communication

FALL 2019: September 5 to Dec. 6 (excluding Oct. 14 and Nov. 10-16)

Lecture: Mondays & Wednesdays 15:30 to 16:45

Instructor:	Tania S. Smith
Office:	SS 302
Office Phone:	(403)-220-7774
Email:	smit@ucalgary.ca
Web Page:	D2L available through MyUofC portal (delete or edit)
Office Hours:	Wednesdays 1-2:30pm, Thursdays 12-1pm or by appointment. Appointment calendar: https://ucalgary.ca/smit/about/appointment-calendar -- email to suggest an available time 11a-5pm weekdays.

Course Description

An introduction to the basic principles of rhetorical theory, criticism and practice. Examines 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

The weekly schedule of topics and readings can be found at the end of this outline or on D2L. Students are responsible for reading and following all course and university policies discussed in this outline.

Objectives of the Course

By the end of the course, students should have developed

- A familiarity with the historical roots of rhetorical theory and an understanding of the importance of rhetoric to Western culture
- An understanding of the principles and terminology of Classical (and some contemporary) rhetorical theory
- Skill in using rhetorical concepts to analyze and critique arguments and texts and speeches drawn from contemporary media
- Skill in using rhetorical principles to craft informative and persuasive texts for specific audiences. As part of invention, students should be able to locate relevant sources using U of C library online search tools
- Competence in editing written work for style, correctness, and ethical citation of sources appropriate for particular rhetorical contexts, including APA citation style
- Competence and confidence in crafting and delivering persuasive and informative presentations and using presentation slides
- Skill in designing informative and persuasive visuals such as posters, infographics, brochures, and memes, using Canva.com or similar easy online drag & drop apps.

Textbooks and Readings

Required:

Rothwell, J. D. (2017). *Practically Speaking* (2nd ed.). New York, NY: Oxford University Press.

[2nd EDITION REQUIRED not first edition. Ordered for Library reserve; \$68.95 Amazon.ca. UCalgary Bookstore new \$71.65 or "rental" \$51.00; Oxford UP print \$54.95; RedShelf ebook \$27.48 (USD?) at <https://www.redshelf.com/book/848054/practically-speaking-848054-9780190889937-j-dan-rothwell>]

Beeson, L. (2014). *Persuasion: Theory and Applications*. New York, NY: Oxford University Press.

[Ordered for Library reserve; Amazon.ca \$66.30; UCalgary Bookstore new \$119.43 or "rental" \$85.00; Oxford UP print \$96.95; RedShelf ebook \$48.48 (USD?) at <https://www.redshelf.com/book/621173/persuasion-621173-9780190678968-lillian-beeson>]

NOTE: Despite the cost of texts, we will use both thoroughly in lectures, exercises and exams, and they are of high quality. Consider an ebook version or signing out from library hourly reserve & copying sections. The UCalgary Bookstore has an online application for a free bookloan they only give to 40 students per term.

Recommended online resources (free):

Burton, G. O. (n.d.). *Silva Rhetoricae: The Forest of Rhetoric*. Retrieved from <http://rhetoric.byu.edu/>

Canva.com – Sign up for a free version available to use for the course's visual rhetoric design exercises.

Canva.com. (n.d.). Tutorials [for infographics, brochures, visual rhetoric design exercises]. Retrieved August 21, 2019, from Design School website: <https://designschool.canva.com/tutorials/>

Instructor handbooks (.pdf files) on Rhetoric, APA citation, and so on, posted to D2L.

Policy on the use of Electronic Communication Devices

During each other's student oral presentations, students in the audience must put away personal devices and close laptop screens enough to hide them from view.

Laptops, tablets, and mobile phones may be used in class and tutorials only for course-related purposes and only if their use is not distracting others or negatively impacting the learning environment. No audio or video recording is allowed in any class without the instructor's permission.

Assignments and Evaluation

Weight	Assessed Components	Due
15 %	Participation. 5% per phase, as scheduled. Regular quality contributions to in-class discussion, peer review, and activities. <u>Each student will be assigned to 2 others' presentations as a "respondent."</u> Graded based on quality, quantity and regularity.	Oct 2, Oct 30, Dec 4
15%	Informative presentation. On a different topic than your <u>Persuasive Essay</u> . It is 7-10	Req.Draft:

	minutes long, well researched, uses both images and text on slides, and is addressed to the class as the target audience. Your final Presentation slides with citations & references must be submitted to a designated class discussion forum on D2L before class on the day you present. DRAFT (required): of presentation slides with notes for each: Title, Intro, Agenda, 2 body slides, References slide, plus scheduled in-class review activity are required. A separate penalty may be applied to the final assignment score for lateness, incompleteness, and/or missing peer review (max -10%)	Sep 30 Review: Oct 07 Present. Oct 9 to Nov 25
15%	Online exercises. 5% per phase, as scheduled. These are completed via the D2L class participation discussion forum. Each <u>exercise</u> becomes part of a collection that is graded only 3x a term in three "phases." Exercises engage with course concepts from lectures and readings. They may involve answering textbook chapter questions, online research challenges, commenting on online speech or essay samples, and/or creating visual designs such as memes; detailed instructions for each will be provided. Graded based on quality, quantity and regularity per phase.	<u>Oct 2,</u> <u>Oct 30,</u> <u>Dec 4</u>
10%	Mid-term in-class exam, 1h-10 min, on readings and lectures to Oct 9. Multiple choice, short answer, and long answer; no resources permitted.	Oct 16
25%	Persuasive essay & analytical memo. <u>Final: 1500 + 500w memo.</u> Persuade a segment of the public on a different topic than your presentation, on a contemporary topic of broad public interest, based on research, written as if it were to be published on a real online blog or magazine. The memo is an analysis of how your essay's rhetoric (content, argument, and style) is well-adapted to the online forum and its audience(s). DRAFT: (Required) 700-words of intro & body, plus scheduled in-class review activity. A separate penalty may be applied to the final assignment score for lateness, incompleteness, and/or missing peer review (max -10%). <u>GROUP OPTION: 1500w + 500w memo: Work in groups of 2-3 but submit separate persuasive essays (graded separately as well) that truly work together as a "set," each taking a different stance on the same topic, either as opponents in a debate or with competing alternative claims.</u>	Draft: Oct 30 Review: Nov 6 Final: Nov 27
20%	Final registrar-scheduled exam, 2 hours, on readings and lectures since the Mid-term exam. Multiple choice, short answer, and long answer; no resources permitted.	As scheduled

Registrar-scheduled Final Examination: Yes

If your class is held in the evening, the Registrar's Office will attempt to schedule the final exam during the evening; however, there is no guarantee that the exam will NOT be scheduled during the day.

Note: You must **complete** the following course components in order to pass the course:
Persuasive essay, Informative presentation.

Submission of Assignments

All drafts, presentation slides, and final assignment materials must be submitted to designated discussion or dropbox areas on D2L* by their deadlines. Follow the detailed written instructions provided on D2L for each assignment's submission areas, file formats and file names.

Please include your name and ID number on all individual assignments submitted only to the instructor. Do NOT put ID numbers on materials shared with other students.

*If you are unable to submit via D2L, do NOT email them to the instructor, but upload them to a file sharing service such as Dropbox or Google Drive that objectively time-stamps your

files, and submit them via D2L when you are able. Then arrange via email to show your instructor the version that was submitted by that timestamp.

If you are unable to submit via D2L or submit an online backup, please inform the instructor as soon as you can, and use the drop box in SS320; a date stamp is provided for your use. A night drop box is also available for after-hours submission. Assignments will be removed the following morning, stamped with the previous day's date, and placed in the instructor's mailbox. **Note:** It is your responsibility to keep a copy of each submitted assignment and to ensure that you submit the proper version (particularly in courses requiring electronic submission).

Be prepared to provide photo ID to pick up assignments in SS 320. Private information related to individual students is treated with the utmost regard by University of Calgary faculty. Student assignments will be accessible only by the authorized course faculty, and personal information is collected in accordance with the ***Freedom of Information and Protection of Privacy (FOIP) Act***. Please note that instructors may use audio or video recorded for lesson capture, assessment of student learning, and self-assessment of teaching practices.

Policy for Late Assignments

All deadlines for items posted to D2L online are due by 11:59pm on the scheduled date.

Components due in class, such as your final presentation slides and peer review notes, are due by the time class begins on the day they are scheduled.

Assignments submitted after the deadline may be penalized with the loss of 5% or a partial letter grade (e.g.: A- to B+) for each day late.

Note the additional penalties for late or incomplete draft and peer review components, as described above.

The Persuasive Essay's final version submitted for grading has a 24-hour "Grace period" for late submission. This is not a deadline extension. The grace period is intended for short-term illness or unexpected scheduling challenges, and you do not need to ask permission or explain. The grace period means I do not penalize for the 1st day late, but after 24 hours pass, it is considered 2 days late from the original deadline. (However, the Draft and Peer review are NOT eligible for a grace period for late submission.)

[Online Exercises may be posted late with penalties until that phase's discussion board is automatically LOCKED by D2L on the Saturday 11:59pm following the deadline. At that time, later posts and replies are not permitted.](#)

Student Accommodations

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

Students seeking accommodation for transient illnesses (e.g., the flu) or another legitimate reason should contact their instructors. Whenever possible, students should provide supporting documentation to support their request; however, instructors may not require that a medical note be presented. For the policy on supporting documentation the use of a statutory declaration, see Section M.1 of the *University Calendar*: <https://www.ucalgary.ca/>

[pubs/calendar/current/m-1.html](https://www.ucalgary.ca/pubs/calendar/current/m-1.html). Also see FAQs for Students: <https://www.ucalgary.ca/registrar/registration/appeals/student-faq>

Expectations for Writing

Department policy directs that all written assignments and, to a lesser extent, written exam responses be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization and proper documentation of research sources. For further information, please refer to the *University of Calgary Calendar* section on writing across the curriculum:

<http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

Grading & Department of Communication, Media and Film Grade Scale

The following table outlines the grade scale percentage equivalents used in the Department of Communication, Media and Film. Final grades are reported as letter grades. For components graded using percentages or numerical scores, those values will be used directly in calculating the final course grade, while for components graded using letter grades, the letter grades will be converted to the midpoint values listed in the final column of the table below in calculating the final course grade.

In this course, letter grades and their percentage equivalents will be used for the Presentation and Persuasive essay. Borderline letter grades are possible (A-/A= 90%). All other course components will be scored as percentages without being converted to a letter grade equivalent.

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%

* Column 4: If percentages are used to calculate final grades, then grades falling within these ranges will be translated to the corresponding letter grades. Column 5: These percentage equivalents will be used for calculating final grades unless an alternative method of final grade calculation is outlined above.

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. These requirements apply to all assignments and sources, including those in non-traditional formats such as Web pages or visual media.

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.

For information on citation and documentation styles (MLA, APA, Chicago, IEEE, etc.), visit the Student Success Centre resource links at <https://ucalgary.ca/student-services/student-success/writing-support> or the Purdue Online Writing Lab (OWL) Research and Citation Resources at https://owl.purdue.edu/owl/research_and_citation/resources.html

If you need help with your writing or have questions about citing sources, please consult your instructor or visit the Student Success Centre, 3rd floor, Taylor Family Digital Library. To book an appointment, go to https://ucalgary.ca/student-services/student-success?utm_source=ssc&utm_medium=redirect&utm_campaign=redirect

Instructor Intellectual Property & Copyright Legislation

Course materials created by the instructor (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the same course section and term may be allowed under fair dealing. Check with the instructor if you have any questions about sharing materials with classmates.

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

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

Whenever you perform research with human participants, including surveys, interviews, or observations as part of your university studies, you are responsible for obtaining research ethics approval and for following university research ethics guidelines. In some cases, your instructors may apply for course-based research ethics approval for certain assignments, and in those cases, they must review and approve your research plans and supervise your research. For more information about your research ethics responsibilities, please see

<https://arts.ucalgary.ca/research/arts-researchers/resources-researchers-and-instructors/ethics>

Deferrals of Course Work and Requests for Reappraisal

For university regulations and procedures related to deferrals of exams and course work, requests for reappraisals, and other matters, please see the relevant sections in the *University Calendar*: <https://www.ucalgary.ca/pubs/calendar/current/academic-regs.html>

Student Support Services and Resources

Please visit <https://www.ucalgary.ca/registrar/registration/course-outlines> for information about student support services and resources, including Wellness and Mental Health Resources, Student Success programs and services, the Student Ombuds Office, the Student Union, and Safewalk.

For resources on D2L, visit <http://elearn.ucalgary.ca/desire2learn/home/students>. IT support is available at itsupport@ucalgary.ca or by calling 403-220.5555.

Schedule of Lecture Topics and Readings

This is a preliminary schedule only. The official schedule is online at

<https://docs.google.com/spreadsheets/d/1eX7wU5uQP9yIPYYacturrChoP6cHhHSuctad57L2b4M/edit?usp=sharing>

Date	Day	Deadlines	%	Readings for homework, lecture topics
2019-09-09	Mon			Rothwell Ch 1 p. 1-18
2019-09-11	Wed			Beeson Ch 1 p. 3-23
2019-09-16	Mon			Rothwell Ch 3 Audience & topic p. 39-61
2019-09-18	Wed			Rothwell Ch 15 Foundations p. 250-267; Ch 16 Strategies & appeals p. 267-285
2019-09-23	Mon			Rothwell Ch 13 Argument p. 219-235; Ch 14 Informative speaking p. 236-250
2019-09-25	Wed			Rothwell Ch 11 Visual aids p. 181-201
2019-09-30	Mon	Phase 1 Participation ends Wed.	5%	Rothwell Ch 5 p. Supporting Materials 75-94; Ch 6 Attention p. 94-112
2019-10-02	Wed	Phase 1 ends: Online exercises due;	5%	Rothwell Ch 7 & 8 Structure p. 112-150
2019-10-07	Mon	Review: In class req'd activity.	req	Rothwell Ch 9 & 10 Style & Delivery p. 150-181
2019-10-09	Wed	Presentations begin	15%	Exam prep
2019-10-14	Mon	Thanksgiving: No classes		
2019-10-16	Wed	Midterm in-class exam	10%	No assigned readings - Exam!
2019-10-21	Mon			Beeson - Selections on Visual Rhetoric: p. 140+, 150+, 238-250
2019-10-23	Wed			Beeson Ch 5 Messages, fallacies p. 104-133

2019-10-28	Mon	Phase 2 Participation ends Wed	5%	Rothwell Ch 12: Skepticism & Critical Thinking p. 202-219
2019-10-30	Wed	Phase 2 ends: Online exercises due; Draft of persuasive essay due	5%	Beeson Ch 2 Rhetorical Scholars p. 25-33 only;
2019-11-04	Mon			Beeson Ch 3 Audiences p. 50-74 (selections)
2019-11-06	Wed	Review activity	req	Beeson Ch 4 Language p. 74-104 (selections)
2019-11-11	Mon	Reading week		
2019-11-13	Wed	Reading week		
2019-11-18	Mon			Beeson Ch 6 Political comm p. 135-180
2019-11-20	Wed	Persuasive essay final version	25%	Beeson Ch 9 Art as persuasion, part 2 p 250-264
2019-11-25	Mon			Beeson Ch 10 Advertising p. 266-301
2019-11-27	Wed			Beeson Ch 11 Public relations p. 305-321
2019-12-02	Mon	Phase 3 Participation ends Wed	5%	Exam prep & Class evaluations
2019-12-04	Wed	Phase 3 ends: Online exercises due	5%	Exam prep
Exam week, as scheduled	TBA		20%	Final Exam, Registrar scheduled