

Communications Studies (COMS) 369 Lecture 20
Rhetorical Communication
Spring 2012
Tuesdays & Thursdays 12:00 noon – 3:50 PM
May 10, 15, 17, 22, 24, 29, 31, June 5, 7, 12, 14, 19, 21

Instructor: Rebecca C. Den Hoed
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Office Hours: After class (4:00 – 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.

Objectives of the Course

The course will encourage and equip students to be more strategic in their own rhetorical communication and to analyze the rhetorical communication of others. The course will equip students with the theoretical principles and practical competencies required to both craft and analyze contemporary rhetorical communication.

Internet and electronic communication device information

Students are welcome to bring laptops to class for note-taking. Students are also welcome to bring cell phones to class, in case emergency calls come in during class hours. However, cell phone ringers *must be muted* during class and incoming (emergency) calls – if they are important enough to answer – must be taken *outside of class (preferably outside of the building)* to avoid disrupting other students and neighbouring classes.

Inappropriate use of any internet or electronic communication device during class (e.g., gaming, checking facebook, texting, twittering, taking photos, chatting, checking email, etc.) will result in the device being confiscated until the end of class.

Textbooks and Readings:

The Essential Guide to Rhetoric. William M. Keith & Christian O. Lundberg. 2008. Bedford/St. Martin's. Boston/New York.

Additional readings will be posted (or linked to) on the course website.

Assignments and Evaluation

Students will (1) craft a rhetorical argument of their own and (2) analyze a rhetorical argument crafted by someone else. A series of short “process” assignments will help students master the skills required for their final assignments.

Process Assignments

A1: Audience & Situation	(10%)	due: May 22, 2012
A2: Logical Proofs	(10%)	due: May 29, 2012
A3: Ethical & Emotional Proofs	(10%)	due: June 5, 2012
A4: Arrangement & Style	(10%)	due: June 12, 2012
A5: Delivery	(5%)	due: June 14, 2012

Final Assignments

A6: Rhetorical Analysis	(25%)	due: June 21, 2012
A7: Rhetorical Argument	(30%)	due: June 28, 2012

It is the student's responsibility to keep a copy of each submitted assignment.

Please hand in paper copies of your assignments directly to your tutor or instructor if possible. If it is not possible to do so, a daytime drop box is available 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.

PLEASE NOTE: Assignments handed in after class hours cannot be graded as quickly as assignments handed in directly to the instructor. If you would like prompt feedback, please submit your assignments directly to your instructor during class hours.

Assignment Descriptions

The following assignment descriptions will be explained more fully once classes begin. Full (detailed) assignment descriptions will be available on the course website. All page lengths refer *double-spaced* typed pages.

A1: Audience & Situation. PART I (2 pages): State the goals you've set for your rhetorical argument. Write up a profile of the audience and situation you will address. PART II (2 pages): Identity the goals of the speech you've chosen for your rhetorical analysis. Write up a profile of the audience and situation the speech addresses.

A2: Logical Proofs. PART I (2 pages): State the claim you'll advance in your rhetorical argument. Brainstorm logical proofs that support this claim. Assess how well (or poorly) these proofs appeal to your audience, given the situation. PART II (2 pages): Identify the claim advanced in the speech you've chosen for your rhetorical analysis. Identify the logical proofs used in the speech to support this claim. Assess how well (or poorly) these proofs appeal to the audience, given the situation.

A3: Ethical & Emotional Proofs. Part I (2 pages): Brainstorm ethical & emotional proofs that support the claim you'll advance in your rhetorical argument. Assess how well (or poorly) these proofs appeal to your audience, given the situation. PART II (2 pages): Identify the ethical & emotional proofs used in the speech you've chosen for your rhetorical analysis. Assess how well (or poorly) these proofs appeal to the audience, given the situation.

A4: Arrangement & Style. Part I (2 pages): Brainstorm organization and stylistic tactics to use in your rhetorical argument. Assess how well (or poorly) these tactics appeal to your audience, given the situation. PART II (2 pages): Identify the organizational and stylistics tactics used in the speech chosen for your rhetorical analysis. Assess how well (or poorly) these tactics appeal to the audience, given the situation.

A5: Delivery. Part I (1 page): Brainstorm delivery tactics for your rhetorical argument. Assess how well (or poorly) these tactics appeal to your audience, given the situation. PART II (1 page): Identify the delivery tactics used in the speech chosen for your rhetorical analysis. Assess how well (or poorly) these tactics appeal to the audience, given the situation.

A6: Rhetorical Analysis. (4-6 pages) Write up your rhetorical analysis, drawing on the analyses you developed in your "process" assignments and any feedback you received on these "process" assignments.

A7: Rhetorical Argument. (4-6 pages) Write up your rhetorical argument, drawing on the rhetorical tactics you developed in your "process" assignments and any feedback you received on these "process" assignments. Choose only the best tactics available. Submit your final argument with (i) a copy of your audience & situation profile and (ii) a digital recording of your best attempt at delivering a 2-minute spoken version of your argument.

Registrar-scheduled Final Examination: NO

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.

Freedom of Information and Protection of Privacy Act

This course is conducted in accordance with the Freedom of Information and Protection of Privacy Act (FOIP). As one consequence, **students should identify themselves on all written work by placing their name on the front page and their ID number. Also you will be required to provide a piece of picture identification in order to pick up an assignment or look at a final exam from SS320 after classes have ended.**

For more information see also <http://www.ucalgary.ca/secretariat/privacy>.

Writing Skills Statement

Department policy directs that all written assignments (including, although to a lesser extent, written exam responses) will be assessed at least partly on writing skills. For details see <http://www.comcul.ucalgary.ca/needtoknow>. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc) but also general clarity and organization. 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

In this class, you will receive grades in the 4-point scale (2.7, 3.0, 3.3) *rather than* percentages. Sometimes you may receive grade points between letter grades. 3.5 is the mathematical mid-point between a B+ (3.3) and an A- (3.7) and 3.15 is the mid-point between a B (3.0) and a B+ (3.3), etc.

Letter Grade	Grading Scale	Grade Point Value (see U of C Calendar: Academic Standing)
A+	96-100	4
A	90-95.99	4
A -	85-89.99	3.7
B+	80-84.99	3.3
B	75-79.99	3
B-	70-74.99	2.7
C+	65-69.99	2.3
C	60-64.99	2
C-	55-59.99	1.7
D+	53-54.99	1.3
D	50-52.99	1
F	0-49	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. Readers must be able to tell exactly where your words and ideas end and other people's words and ideas begin. This includes assignments submitted in non-traditional formats such as Web pages or visual media, and material taken from such sources.

Please consult your instructor or the Writing Centre (3rd Floor Taylor Digital Family Library, <http://www.ucalgary.ca/ssc/writing-support>) if you have any questions regarding how to document sources.

Academic Misconduct

For information on academic misconduct and the consequences thereof please see the current University of Calgary Calendar at the following 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 fourteen (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>

Schedule of Lectures and Readings

Please note: Additional readings may be announced during class (and confirmed via class email) throughout the course; additional readings will be made available via links on the course website; additional readings will always be announced at least 1 week in advance.

date	lecture	readings	deadline
May 10	Introduction to Rhetoric	Chapter 1 (pp. 3-10)	
May 15	Rhetoric & Audience	Chapter 2 (pp. 11-23)	
May 17	Rhetoric & Situation	Chapter 3 (pp. 24-32)	
May 22	Invention – Logos	Chapter 4 (pp. 35-38 & 40-50)	A1
May 24	Invention – Ethos	Chapter 4 (pp. 38-39 & 53-54)	
May 29	<i>guest lecture</i>	TBA	A2
May 31	Invention –Pathos	Chapter 4 (pp. 39-40)	
June 5	Arrangement	Chapter 5 (pp. 55-61)	A3
June 7	Style	Chapter 6 (pp. 62-70)	
June 12	Delivery	TBA	A4
June 14	Speech vs. Writing	TBA	A5
June 19	Workshop		
June 21	Workshop		A6
June 28	<i>no class</i>		A7

