

**University of Calgary**  
**Department of Communication, Media and Film**

**Communication and Media Studies COMS 369 L04**  
**RHETORICAL COMMUNICATIONS**

**WINTER 2019**

**Thursday, January 10 – Thursday April 11 (excluding February 17-23)**

**Tuesdays and Thursdays 9:30 – 10:45**

**Instructor:** Dr. Dawn M. Bryan  
**Office:** SS 254  
**Office Phone:** N/A  
**E-Mail:** dawn.bryan@ucalgary.ca  
**Web Page:** D2L available through MyUofC portal  
**Office Hours:** Tuesday 12:30 - 2:30 pm

**Course Description**

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

**Objectives of the Course**

- To understand the basic principles and terms of rhetorical theory, including a sense of the history of classical rhetorical theory and its subsequent development.
- To apply rhetorical theory to the development of your own communication skills, focusing on persuasive writing and oral presentations.
- To develop a rhetorical perspective on public communication today.
- To practice the ability to analyse and critique arguments and texts using rhetorical principles.
- To gain skill in crafting persuasive and other texts for specific audiences.
- To improve writing skills.
- To increase competence and confidence in crafting and delivering presentations.

**Textbooks and Readings**

**Required Text** (available at the Bookstore)

Forsyth, Mark. (2013). *The Elements of Eloquence*. New York: Berkley Books.

## Additional Readings (available via D2L)

- Aristotle. (n.d.) *Rhetoric* (part 1, para. 5 – part 2 para. 2). Retrieved from <http://classics.mit.edu/Aristotle/rhetoric.1.i.html>
- Chamberlin, Jane. (2018, June 2). On the theatre of surgery [web log]. Retrieved from <http://janechamberlin.com/on-the-theater-of-surgery/>
- Dyer, Geoff. (2016). Beginning. *Experiences from the outside world* (pp. 205-223). Edinburgh: Cannongate.
- Le Guin, Ursula K. (2017). First contact. No Time to spare: thinking about what matters (pp. 197-200). Boston: Houghton Mifflin Harcourt.
- Rhetorical situation. (2010). *College Composition and Communication*, 61(3), p. 611. Retrieved from <http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/40593346>
- Smith, Zadie. (2018). Dance lessons for writers. *Feel free* (pp. 136-47). New York, NY: Penguin Random House.
- Stasis Theory. (n.d.) Purdue Owl. Retrieved from [https://owl.purdue.edu/owl/general\\_writing/the\\_writing\\_process/stasis\\_theory/index.html](https://owl.purdue.edu/owl/general_writing/the_writing_process/stasis_theory/index.html)
- Van Herk, Aritha. (2001). Ladies, women, and broads." *Mavericks* (pp. 350-81). Toronto: Penguin-Viking.
- Watt-Cloutier. (2015). Introduction. *The Right to Be Cold* (pp. ivv-xvi). Toronto: Allen Lane-Penguin.
- Wheeler, L. K. (2016). *Logical Fallacies Handlist*. At [https://web.cn.edu/kwheeler/fallacies\\_list.html](https://web.cn.edu/kwheeler/fallacies_list.html)
- White, E.B. (1948). Death of a pig. *The Atlantic*, January. Retrieved from <https://www.theatlantic.com/magazine/archive/1948/01/death-pig/309203/>

## Internet and electronic communication device information

Students may use computers and other electronic devices for course-related activities only (e.g. note-taking). Be aware that the use of electronic devices may be distracting to other members of the class. Please be courteous in your use of such items. Gaming, inappropriate browsing, and texting are NOT acts of courtesy, and students who are a distraction to others will be asked to cease the activity or leave the classroom.

## Assignments and Evaluation

Weight	Course components	Due
10%	<b>In-class Writing Exercises.</b> Submit to D2L. Please name the file with <u>your</u> last name and the assignment name. <ul style="list-style-type: none"><li>• Repetition is key to improving core writing skills, and the purpose of these exercises is to give students regular, intensive, and supported writing practice. The instructor will assign exercises in class, and students will have sufficient time to begin a draft. <u>Twice over the term, students will submit a portfolio containing a completed draft of five (5) writing exercises, for a total of ten (10) by the end of term.</u> ALL exercises will be graded on a</li></ul>	Part 1: Tuesday 26 February by midnight (5 due)  Part 2: Thursday 4 April by midnight (5 due for a

	pass/fail basis. Exercises that are on topic, complete, clearly written, and engaged will pass. Exercises that are off topic, incomplete, unreadable, or otherwise unsatisfactory will fail.	total of 10)
<b>25%</b>	<p><b>Short persuasive essay + rhetorical statement.</b>  Length: 1000 words + 200 word rhetorical analysis (1200 words total)  Submit to D2L. Please name the file with <u>your</u> last name and the assignment name.</p> <ul style="list-style-type: none"> <li>• Read Zadie Smith’s “Dance Lessons for Writers” as an example.</li> <li>• For this assignment, your task is to write a 1000 word essay in which you use definition and comparison to “invent” an argument (thesis) and to structure your essay.</li> <li>• In evaluating this assignment, I will look for correct, persuasive writing that clearly defines and compares to make its case.</li> <li>• The 200 word rhetorical analysis should provide a short but detailed analysis of the essay in terms of ONE of the following: audience; identification; inartistic proofs; common topics (EXCEPT comparing or defining); stasis theory; rhetorical situation; the three appeals; OR the three rhetorical genres).</li> </ul>	<p>Draft:  Thursday 7  Feb  (in class; 5%  penalty on  assignment if  no draft)</p> <p>Finished  Essay:  Thursday 14  Feb by  midnight</p>
<b>30%</b>	<p><b>Long persuasive essay + rhetorical statement.</b>  Length: 1200 + 500 word analysis (1700 words total)  Submit to D2L. Please name the file with <u>your</u> last name and the assignment name.</p> <ul style="list-style-type: none"> <li>• Part One: your first task is to write a 1200 word persuasive essay on one (1) of the topics below. <ul style="list-style-type: none"> <li>○ In evaluating part one, I will look for correct, persuasive writing that establishes a thesis and offers a clear arrangement of arguments in support.</li> </ul> </li> <li>• Part Two: your second task is to write a 500 word statement about your essay that identifies the key rhetorical strategies you employed. You may use any course terms</li> </ul>	<p>Draft: Tuesday  19 March  (in class; 5%  penalty on  assignment if  no draft)</p> <p>Finished  Essay:  Tuesday 26  March by  midnight</p>

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and concepts, but you should be selective and show judgment in choosing which terms are most relevant to your essay.

- In evaluating part two, I will consider the rhetorical statement to see if you can use course terms and concepts to identify and implement a rhetorical strategy when writing an essay.
- The combined length of parts one and two of this assignment is 1700 words.
- Students citing White or any other research source, must provide both in-text citation and a list of references at the end of the essay.

### **Topic 1**

In EB White's "Death of a Pig," the author writes about exactly that. For this topic, use White's essay to either defend or accuse the author (or some other person) of the pig's death. Think of your essay as a loose kind of judicial (forensic) rhetoric, in which you argue one side of the case, using White's own essay as evidence of what really happened. (You may draw evidence from other sources if you'd like, but it is not necessary to do so.) Students choosing this topic must cite White's essay, both in the paper and in your list of references at the end.

### **Topic 2**

Shelia Watt-Cloutier in "The Right to Be Cold" defines her sense of "north:" a place that sits at the intersection of geography and culture. For this topic, create your own definition of "north," and use this definition to produce an argument about the value of such a place. Think of your essay as a loose kind of epideictic (ceremonial or demonstrative) rhetoric, in which you argue that your "north" is a place worthy of either praise or blame.

### **Topic 3**

Jane Chamberlin in "On the Theatre of Surgery" and Geoff Dyer in "Beginning" both write about encounters with health care. For this topic, choose an aspect of the way we care for others, arguing for an improved version of what we do now. Please note that "care" doesn't have to be healthcare—any kind of help or support will work as long as your terms are carefully selected and defined. Think of your essay as a loose kind of deliberative (legislative) rhetoric, in which you argue which policies are best to follow in the future if we are to take better care of each other.

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<b>15%</b>	<p><b>Presentation (Persuasive)</b> Power Point slides must be submitted to D2L <i>before</i> presentation date.</p> <ul style="list-style-type: none"> <li>• Many persuasive messages presented on social media require skilled rhetorical analysis, even debunking. In this short persuasive presentation students will critique a contemporary piece of rhetoric found on a social media site.</li> <li>• Exigence: While presenting the rhetorical strategies employed by the piece of rhetoric, students themselves must persuade by arguing a specific interpretation and/or urging classmates to take a specific action.</li> <li>• Constraint: 7 to 10 minutes; must employ at least one and no more than three Power Point slides, plus one more that provides full documentation of all sources.</li> <li>• Audience: classmates.</li> </ul>	<p>Thursday 31 January: students must sign-up for a presentation date</p> <p>March 26, 28, April 2, 4, 9</p>
<b>20%</b>	<p><b>Registrar-scheduled Final Examination.</b> The exam will consist of short answer and be based on lectures and readings. The in-class writing exercises are practice for the form of the final exam.</p>	

**Registrar-scheduled Final Examination: Yes**

Note: 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.

All assignments and exams must be completed or a course grade of F may be assigned at the discretion of the instructor.

**Submission of Assignments:**

Assignments should be submitted **electronically via D2L**. Please title the file containing your submission with your last name and a short form of the assignment name.

Please make every effort to submit assignments as directed. If it is not possible to do so, please contact the instructor to arrange an alternate method of delivery.

Please include your name and ID number on all assignments, and be prepared to provide photo ID to pick up assignments or look at marked final exams in SS 320. 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/legalservices/foip/foip-hia>

**Note:** It is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted (particularly in courses requiring electronic submission). Including a version date in your file name may be useful.

### **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. No assignments will be accepted one week past the assignment deadline without the prior consent of the instructor.

This instructor is unable to accept extra-credit assignments.

### **Student Accommodations and Deferrals:**

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/](http://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.pdf>.

Students seeking accommodation for transient illnesses (e.g., the flu) or for 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, please see the following:

- Section N.1 of the *University Calendar*:  
<https://www.ucalgary.ca/pubs/calendar/current/n-1.html>
- FAQs for Students at <https://www.ucalgary.ca/registrar/registration/appeals/student-faq>

Note that 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 that of another assignment or test.

For information on deferrals, see the following sections in the *University Calendar*:

- Section G.7 Deferral of Term Work at  
<http://www.ucalgary.ca/pubs/calendar/current/g-7.html>
- Section G.6 Deferral of Final Exam at  
<http://www.ucalgary.ca/pubs/calendar/current/g-6.html>

### **Grading & Department of Communication, Media and Film Grade Scale**

Final grades are reported as letter grades. All term work will be graded with both a letter grade *and* an exact percentage equivalent, which will be assigned by the instructor in keeping with departmental policies below. In calculating final grades, the instructor will use the exact percentage equivalent.

The following chart outlines the grade scale percentage equivalents used in the Department of Communication, Media and Film.

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

### **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. 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 support services in the Student Success Centre (3<sup>rd</sup> floor, Taylor Family Digital Library). 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 at <https://ucalgary.ca/ssc/resources/writing-support/436>. Research and citation resources are also available on the Purdue Online Writing Lab (OWL) website at <https://owl.english.purdue.edu/owl/section/2/> If you have questions about citing sources, please consult your instructor or visit the writing support services in the Student Success Centre (3<sup>rd</sup> floor, Taylor Family Digital Library, at <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

Whenever you perform research with human participants, including surveys, interviews, or observations, as part of your university studies, you are responsible for following university research ethics guidelines. Your instructor must review and approve your research plans and supervise your research. For more information about your research ethics responsibilities, see <http://arts.ucalgary.ca/research/resources/ethics>

## Important information, services, and contacts for students

For information about . . .	Visit or contact . . .
<b>ARTS PROGRAM ADVISING (ASC)</b>	SS 102 403-220-3580 <a href="https://arts.ucalgary.ca/advising">https://arts.ucalgary.ca/advising</a>
<b>CAMPUS SECURITY &amp; Safewalk Program</b> <ul style="list-style-type: none"><li>• <b>Calgary Police Service</b></li><li>• <b>Emergency Text Messaging</b></li></ul>	<a href="http://www.ucalgary.ca/security/">http://www.ucalgary.ca/security/</a> <b>403-220-5333</b> 403-266-1234 <b>Emergency: call 911</b> <a href="http://www.ucalgary.ca/emergencyplan/textmes">http://www.ucalgary.ca/emergencyplan/textmes</a>



<ul style="list-style-type: none"> <li>• <b>Emergency Evacuation &amp; Assembly</b></li> </ul>	<p>sage</p> <p><a href="http://www.ucalgary.ca/emergencyplan/assemblypoints">http://www.ucalgary.ca/emergencyplan/assemblypoints</a></p>
<p><b>DESIRE2LEARN (D2L) Support</b></p> <ul style="list-style-type: none"> <li>• IT help line</li> </ul>	<p><a href="http://elearn.ucalgary.ca/desire2learn/home/students">http://elearn.ucalgary.ca/desire2learn/home/students</a></p> <p>403-220-5555 or <a href="mailto:itsupport@ucalgary.ca">itsupport@ucalgary.ca</a></p>
<p><b>STUDENT SUCCESS CENTRE</b></p> <ul style="list-style-type: none"> <li>• Writing Support Services</li> <li>• Events &amp; Info for Students</li> </ul>	<p><a href="http://ucalgary.ca/ssc">http://ucalgary.ca/ssc</a></p> <p><a href="http://www.ucalgary.ca/ssc/writing-support">http://www.ucalgary.ca/ssc/writing-support</a></p> <p><a href="http://ucalgary.ca/currentstudents">http://ucalgary.ca/currentstudents</a></p>
<p><b>STUDENTS' UNION CONTACTS</b></p> <ul style="list-style-type: none"> <li>• Faculty of Arts Reps</li> <li>• Student Ombuds</li> </ul>	<p><a href="https://www.su.ucalgary.ca/about/who-we-are/elected-officials/">https://www.su.ucalgary.ca/about/who-we-are/elected-officials/</a></p> <p><a href="http://www.ucalgary.ca/provost/students/ombuds">http://www.ucalgary.ca/provost/students/ombuds</a></p>
<p><b>SU WELLNESS CENTRE</b></p> <ul style="list-style-type: none"> <li>• Health Services</li> <li>• Mental Health Services</li> <li>• Distress entre 24/7 CRISIS LINE</li> <li>• Online resources and tips</li> </ul>	<p><b>403-210-9355</b> (MSC 370), M-F, 9:00–4:30 pm</p> <p><a href="http://ucalgary.ca/wellnesscentre/health">http://ucalgary.ca/wellnesscentre/health</a></p> <p><a href="http://ucalgary.ca/wellnesscentre/counselling">http://ucalgary.ca/wellnesscentre/counselling</a></p> <p><b>403-266-HELP (4357)</b></p> <p><a href="http://ucalgary.ca/wellnesscentre/healthycampus">http://ucalgary.ca/wellnesscentre/healthycampus</a></p> <p>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 the 24-hour crisis line.</p>

### Schedule of Lecture Topics and Readings

	Tuesday	Thursday	Homework and Due Dates
Week 1 Jan 10		Introduction; overview	
Week 2 Jan 15, 17	Essay writing review (teach me); understanding essay questions; thesis review	Defining audience Identification Writing a blog; point of view	Tuesday: read FORSYTH Chapter One (Alliteration) Chapter Twenty-three (Antithesis) Thursday: read CHAMBERLIN (D2L)

Week 3 Jan 22, 24	Historical overview: key figures; and philosophy; truth and ethics	Inartistic proofs Research papers Documentation	Tuesday: read ARISTOTLE <i>Rhetoric</i> (from part 1, para. 5 to part 2 para. 2) (D2L) AND FORSYTH Chapter Nineteen (Isocolon) Chapter Thirty-four (Hyperbole)  Thursday: FORSYTH Chapter Ten (Periodic sentences) and Chapter Eleven (Hypotaxis and Parataxis)
Week 4 Jan 29, 31	What to say? The five cannons and the common topics; Discussion of Short persuasive essay	What to say? Stasis Theory	Tuesday: read SMITH (D2L) and FORSYTH Chapter seventeen (Epizeuxis)  Thursday: read FORSYTH Chapter Thirteen (Rhetorical Questions) AND Stasis Theory (Purdue Owl)  Thursday: SIGN-UP for PRESENTATION (28 Mar, 2, 4, 9 April)
Week 5 Feb 5, 7	Three appeals: intros and ethos; (logos); conclusions and pathos	Workshop 1 MUST bring draft of short persuasive essay assignment	Tuesday: read WATT-CLOUTIER AND DYER (D2L)  DUE: DRAFT of short persuasive essay in class Thursday 7 February (5% penalty on assignment if no draft)
Week 6 Feb 12, 14	Rhetorical situation (exigence; audience, constraint)	Range of rhetorical purposes; Three genres: demonstrative, judicial; deliberative	Tuesday: read "Rhetorical Situation" (D2L) AND FORSYTH Chapter Fifteen (Epistrophe) and Chapter Sixteen (Tricolon)  DUE: Short persuasive essay + rhetorical statement by midnight Thursday 14 February
Week 7 Feb 19, 21	READING WEEK		
Week 8 Feb 26, 28	Logos; syllogism; enthymeme	Logical fallacies	Tuesday: read FORSYTH Chapter Twenty (Enallage), Chapter Twenty-Three (Paradox), Chapter Twenty-eight (Litotes)  Thursday: read Wheeler's Logical Fallacies Handlist (D2L)  DUE: In-class writing exercises part 1 by midnight Tuesday 26 February
Week 9 March 5, 7	Arrangement (organization; structure)	Strategies of proof	Tuesday: read FORSYTH Chapter Nine (Anadiplosis); Chapter Twenty-four (Chiasmus)  Thursday: read VAN HERK (D2L)
Week 10 March 12, 14	Style and voice Other rhetorical directions: Creative non-fiction (scene; detail; dialogue)	Rhetorical Figures	Tuesday: read WHITE (D2L) AND LE GUIN (D2L)  Thursday: read FORSYTH pp. 1-7 AND pp. 231-235; (Chapter Twenty-seven (Catchresis); Chapter Thirty (Transferred Epithets)
Week	Workshop 2	Public speaking	DUE: DRAFT of long persuasive essay in class

11 March 19, 21	MUST bring draft of long persuasive essay assignment	workshop	Tuesday 19 March (5% penalty on assignment if no draft)
Week 12 March 26, 28	Presentations (6)	Presentations (6)	DUE: Long persuasive essay + rhetorical statement by midnight Tuesday 26 March
Week 13 April 2, 4	Presentations (6)	Presentations (6)	DUE In-class writing exercises part 2 by midnight Thursday 4 April
Week 14 April 9, 11	Presentations (6)	Review	