

University of Calgary
Department of Communication and Culture

Communications Studies COMS 469 (L 01):
Rhetorical History and Criticism
Winter 2011

T/Th 11:00 am to 12:50 pm in SH 274
Tuesday, January 11 to Thursday, April 14

Instructor: Jo-Anne Andre, M,A,
Office Location: SS 350
Office Phone: (403) 220-7429
E-Mail: andre@ucalgary.ca [Please put 469 in the subject line]
Blackboard Web Page: <https://blackboard.ucalgary.ca/webapps/login/>
Office Hours: T / Th 2:00 to 3:00 pm or by appointment

Additional information

- Lecture and tutorial activities will be combined in a single class with a 10-minute break. Students are expected to be present for the entire class.
- Please check the Blackboard site frequently.
- Notes: Prerequisite: Coms 361 or 369. Credit for both Coms 469 and 461 will not be allowed.

Course Description:

A study of rhetorical thought and action from the classical period to the modern age, with an emphasis on the interaction between rhetoric and philosophical, social, and political change. Theories will be applied to criticism of historical and contemporary public communication. The course will also provide opportunities for students to develop their rhetorical skill in both spoken and written discourse.

Objectives:

To help students gain knowledge of the history of rhetoric and to develop their ability to apply the methods of rhetoric to the production and analysis of persuasive discourse.

Internet and electronic communication device information

Students should show professional courtesy to their peers and to the instructor by using laptops and other communication devices in class for course-related purposes only.

Textbook:

Bizzell, P., & Herzberg, B. (2001). *The rhetorical tradition: Readings from classical times to the present*. (2nd ed.) Boston: Bedford / St. Martin's. (Used copies may be available.)

Additional course materials will be posted on the course BlackBoard site.

Required Course Work and Due Dates:

In order to pass this course, you must complete **all** assignments and presentations (excluding the peer reviews). Additional information about the assignments will be posted on BlackBoard.

Essay on rhetorical passage (Tues., Feb. 1) 10%

In this 900- to 1100-word essay, you will choose a passage from your textbook, explain it, and comment on its usefulness to you as a student and practitioner of rhetoric today. Please use a standard citation format (e.g., MLA or APA).

Presentation on rhetorical passage & meta-analysis (Feb. 1, 3, 8, or 10) 10%

In this 5- to 8-minute presentation, you will focus on the topic of your first essay but will also include some historical background about the life and times of the author of the passage. In the 500- to 700-word meta-analysis (to be handed in before your presentation), you will explain the strategies you used to adapt your essay for oral presentation to an audience of your peers. The presentation and the meta-analysis will each be worth 5%. (Note: please sign up for a presentation date using the discussion board forums set up on Blackboard.)

Proposal for final paper (Thurs., Feb. 10) 10%

In your proposal, you will describe the proposed focus of your final paper (described below), briefly discuss the classical (and modern) theorist(s) and theories you expect to use in your analysis, and provide a persuasive case for your proposed topic and approach. A preliminary reference list is also required. Length: 500 to 700 words plus the reference list. Please be sure to document your sources using APA or MLA style.

Mid-term quiz on classical and medieval rhetoric (Thurs., Feb. 17) 12%

Final presentation (March 29 or 31 or April 7, 12, or 14) 10%

This 10- to 12-minute presentation will be based on your final paper. (Note: please sign up for a presentation date using the discussion board forums set up on Blackboard.)

Final paper (Draft for peer review Tues., April 5; final paper is due Thurs., April 7) 25%

In your final paper, you will present a study in which you apply both classical and modern rhetorical theories to analyze a persuasive text or set of texts. You may focus your analysis on the rhetoric surrounding a particular event, movement, or controversial topic, and the texts you select may include such genres as advertising, fiction, or performance. Length: 3000 to 3600 words plus the reference list. Note: please bring one or two copies of your draft paper to class for peer review on April 5.

Peer reviews (reviews for speeches due in-class; review of final paper draft is due April 5 in class) 3%

Students will complete 2 peer reviews on the first round of presentations, 1 on a peer's final paper draft, and 1 on a peer's final presentation. Four completed peer reviews will earn an A+ on this component; three reviews will earn a B+; two will earn a C+; and one review, a D+.

Registrar-scheduled final exam 20% (to be scheduled)

Submission of assignments: Please word-process all papers, using 12-point type and 1" margins. No separate title page is required; simply put the title, the date, the course number, the instructor's name, and your name at the top of the first page. Assignments may be submitted in class or by email to andre@ucalgary.ca. It is the student's responsibility to keep a copy of all assignments submitted.

Policy for late assignments: Assignments are due by 4:30 pm on the due date. You will be allowed a 24-hour grace period (with no late penalty) on all assignments. Assignments submitted after the grace period will have one grade (e.g., B to B-) deducted for each day an assignment is late, including weekends.

Revisions: If you earn a grade of C or lower on the first essay (on a rhetorical passage) or the proposal or both, you may revise and resubmit those assignments. Successful revisions will earn a one-grade level increase (e.g., from C to C+). Revisions must be submitted within two weeks of getting the marked assignment back.

Writing Skills Statement: A high standard of writing is expected in this course, and all written assignments will be assessed at least partly on writing skills. For details see www.comcul.ucalgary.ca/info 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. To book an appointment, visit <http://efwr.ucalgary.ca>

Grading System:

Assignments and presentations will be given letter grades. Quizzes and exams will be given percentage grades. For conversion purposes, the following grading system is used in the Department of Communication and Culture:

| | Grading Scale | Midpoint (used for calculations) |
|-----|---------------|----------------------------------|
| A+ | 96 – 100.00 % | 98.0% |
| A | 90 - 95.99 | 93.0 |
| A - | 85 - 89.99 | 87.5 |
| B+ | 80 - 84.99 | 82.5 |
| B | 75 - 79.99 | 77.5 |
| B- | 70 - 74.99 | 72.5 |
| C+ | 65 - 69.99 | 67.5 |
| C | 60 - 64.99 | 62.5 |
| C- | 55 - 59.99 | 57.5 |
| D+ | 53 - 54.99 | 54.0 |
| D | 50 – 52.99 | 51.5 |
| F | 0 - 49.99 | 0.00 |

The mid-point of each grade range will be used in the calculation of the final grade. F grades will be converted to zero.

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.

Feel free to discuss your ideas with others and to have someone review your written work to point out weaknesses and typos. These practices do not constitute plagiarism as long as you do the corrections and the rewriting. All of the following, however, constitute plagiarism:

- passing off the words or work of others as your own
- submitting work that you have done previously (or that you are now doing for another course) as if it were new work done for this course
- borrowing wording from published material without using quotation marks (or formatting a long quoted passage according to the conventions of a standard documentation format)
- using wording, ideas, information, or graphics from published material or from the internet without acknowledging the source.

Information about documentation styles is available at <http://efwr.ucalgary.ca> For further guidance about whether or how to document a source, contact your instructor or visit the Writing Centre.

Academic Misconduct: For information on academic misconduct and the consequences thereof please see the current University of Calgary Calendar at <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 14 days after the start of the course.

Students' Union: For details about the current Students' Union contacts for the Department of Communication and Culture see www.comcul.ucalgary.ca/su

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/cfieb>

Schedule of Lectures and Readings for Coms 469 (L01) Winter 2011

- Except as noted, readings are from *The Rhetorical Tradition*, edited by Bizzell and Herzberg; please bring your textbook to class.
- Read section introductions carefully; they will point you to key concepts in the readings.
- Note that Coms 469 is a good class in which to practice your speed-reading skills. The classic texts, especially, often include digressions. When reading, focus on the opening sentences to sections and paragraphs to get the gist of the discussion. Focus more of your energy on what appear to be important ideas; speed read through passages of secondary interest.
- As you read, make note of questions for discussion in class. Consider, too, whether you agree or disagree with the ideas advanced, and why.

| Date | Focus / activities | Readings / Assignments to do for this day |
|------------------------|--|--|
| Tues., Jan. 11 | Intro to classical rhetoric & the Sophists | "Philosophical background of the 5 th century BC" at http://ablemedia.com/ctcweb/netshots/sophists.htm |
| Thurs., Jan. 13 | Classical rhetoric + review of APA, apostrophes, & punctuation | Intro (19-32) + Gorgias' <i>Encomium of Helen</i> (44-46) plus Silva Rhetoricae -- http://rhetoric.byu.edu/ (Read all the materials in the left- hand column "Trees") Handouts on apostrophe use & punctuation |
| Tues., Jan. 18 | Classical rhetoric | Isocrates (67-79) + Plato: intro + excerpt from <i>Gorgias</i> at |

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| | | http://www.americanrhetoric.com/platoonrhetoric.htm |
| Thurs., Jan. 20 | Classical rhetoric | Plato's <i>Phaedrus</i> (excerpt: 155-168) Aristotle – intro (169 – 177) plus the following from <i>Rhetoric</i> : Book I, sections I, II, IV, X, & XV |
| Tues., Jan. 25 | Classical rhetoric | Aristotle's <i>Rhetoric</i> (continued): Book II, sections I, XII, XIII, XX, XXII, XXIV, & XXV Book III, all sections Intro (32-39) |
| Thurs., Jan. 27 | Classical rhetoric | <i>Rhetorica ad Herennium</i> (241-252 + sections XLV, XLVI, XLVII, & XLVIII on comparisons). (Scan the rest of RH to get a sense of the focus on stylistic devices.) Cicero: Intro + excerpt from <i>Orator</i> (339-343) plus the following sections of <i>De Oratore</i> : Book I, sections V, VI, VIII, XIV, XXXIII, Book II, sections XXIV, XXVII, XLIII, XLIV, XLV, LI, LIII Book III, section XIX |
| Tues., Feb. 1 | Classical rhetoric Presentations (6) | Longinus – Intro only (344-346) Quintilian's <i>Institutes of Oratory</i> (359-428) DUE: Essay on rhetorical passage (10%); Presentations (5%) & meta-analyses (5%) Feb. 1-10 |
| Thurs., Feb. 3 | Presentations (8) | |
| Tues., Feb. 8 | Presentations (8) | |
| Thurs., Feb. 10 | Presentations (8) | DUE: Proposal for final paper (10%) |
| Tues., Feb. 15 | Medieval rhetoric | Medieval – intro (431-447) + Intro to Augustine (450-454) Augustine's <i>On Christian Doctrine</i> : Book IV, sections 1-10, 21-29, 38, 42, 51, & 58 |
| Thurs., Feb. 17 | Mid-term quiz | Mid-term quiz on classical & medieval rhetoric (10%) |
| Tues., Feb. 22 | Reading week | (no class) |
| Thurs., Feb. 24 | Reading week | (no class) |
| Tues., March 1 | Renaissance rhetoric | Renaissance – Intro (553-580) Ramus – Intro (674-679) Ramus's <i>Arguments against Quintilian</i> —(681-684 + 696-697) Bacon (all) (736-747) |
| Thurs., March 3 | Enlightenment rhetoric | Enlightenment – Intro (789-813) Campbell – Intro + <i>The Philosophy of Rhetoric</i> (898-946) Blair – Intro only (947-949). [Quickly scan the <i>Lectures</i>] |
| Tues., March 8 | 19 century rhetoric | 19c – Intro (981-999) Whately – Intro + <i>Elements of Rhetoric</i> (1000-1025) Bain & Adams Hill – Intro only (1141-1144) |
| Thurs., March 10 | Modern & Post-modern (20c) rhetoric | Modern – Intro (1181-1205) Bitzer's "The Rhetorical Situation" (on Blackboard) Vatz's "The Myth of the Rhetorical Situation" (on Blackboard) Handout on classical vs "new" rhetoric (distributed in class) |
| Tues., March 15 | Modern / Post-modern | Burke – Intro (1295-1297) Burke's <i>A Rhetoric of Motives</i> (1324-1340) Quigley's article "'Identification' as a Key Term in Kenneth Burke's Rhetorical Theory" at http://acjournal.org/holdings/vol1/iss3/burke/quigley.html |

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| Thurs., March 17 | Modern / Post-modern | Weaver – Intro (1348-1349) Weaver’s <i>Language is Sermonic</i> (all) (1351-1360) |
| Tues., March 22 | Modern / Post-modern | Toulmin – Intro (1410-1412) Toulmin’s <i>The Uses of Argument</i> . (1413-1423) |
| Thurs., March 24 | Modern / Post-modern | Perelman – Intro (1372-1374) Perelman’s <i>The New Rhetoric</i> (1375-1404) |
| Tues., March 29 | Modern / Post-modern Final presentations (2) | Excerpt from Eagleton (to be distributed in class) Fish – Intro + “Rhetoric” (1605-1627) Final presentations March 29 – April 14 (10%) |
| Thurs., March 31 | Final presentations (7) | |
| Tues., April 5 | In-class peer review | Bring 1 or 2 copies of your paper to class for peer review |
| Thurs., April 7 | Final presentations (7) | DUE: Final paper due (25%) |
| Tues., April 12 | Final presentations (7) | |
| Thurs., April 14 | Final presentations (7) | |
| Registrar-scheduled final exam (20%) (to be scheduled) | | |