

COMM302: Rhetoric and Criticism Syllabus

Spring 2018

COURSE DESCRIPTION

Communication Studies addresses critical thinking, communicative concepts and skills, and relational and participatory effectiveness in personal, public, and professional spheres. This is a Communication Studies course and as such, this course will give you the tools needed to dissect your experiences in our rhetorical world. Specifically, this course introduces you to major issues and perspectives in rhetorical criticism, including foundational concepts from the history of rhetorical theory, elements of rhetorical studies, and methods of rhetorical analysis. By surveying traditional and contemporary approaches to studying rhetoric, the readings will encourage you reflect upon the power of language and human symbolic activity and explore how these processes work and why they affect us.

First, rhetoric is an art form with its own set of principles and a diverse theoretical landscape. This class will introduce you to rhetorical theory and discuss evolving definitions of rhetoric. Skills obtained in this class will help you question the communicative acts going on around you, and the course content will encourage you to ask questions about the nature and functions of communication. Second, the study of rhetorical criticism begins with the understanding that human beings use language and symbols to shape our world. You will learn how to write a piece of rhetorical criticism that does not “criticize” but instead uses tools available to construct and justify reasonable arguments about how rhetoric works. Therefore, this course will also introduce you to major issues and perspectives in rhetorical criticism. This class provides an advanced introduction to the study of rhetoric – “advanced” because the readings are difficult and “introduction” because the content is probably new. This is a reading and writing intensive course. You will encounter difficult readings and may need to take more time to complete the assigned readings.

COURSE OBJECTIVES

Since this course part of the College Core Curriculum, humanities students will demonstrate knowledge of the conventions and methods of at least one of the humanities in addition to those encompassed by other knowledge areas required by the General Education program. By the end of this course, you should be able to:

1. demonstrate an understanding of the concepts and methods used to analyze arguments rhetorically;
2. analyze rhetorical acts by reading rhetorical criticism, assessing others’ critical analyses, and engaging in class discussion;
3. identify and explain rhetorical theory, the debates within it, and its critical application;
4. construct oral and written communication arguments that include a claim with reasons, logical structure, use evidence effectively, move the audience, and respond to objections and alternative views; and
5. conduct scholarly research and incorporate the research using properly formatted in-text citations.

COURSE READINGS

Please complete the readings before the assigned class period.

1. Palczewski, C.H., Ice, R., & Fritch, J. (2016). *Rhetoric in civic life* (2nd ed.). State College, PA: Strata Publishing, Inc. ISBN: 978-1-891136-37-5
2. Additional readings, including journal articles and popular press articles not found in the textbook, will be available through OnCourse and Google Drive.

PREREQUISITES

- ❖ COMM 101 and ENGL 100

ANGELA MCGOWAN, PHD

CONTACT INFORMATION

- Office: McEwen Hall 304A
- Office Phone: 716-673-3260
- Email: mcgowan@fredonia.edu

OFFICE HOURS

- MWF: 9:00-9:45 a.m. & 2-2:45 p.m.

CLASSROOM

- McEwen Hall 201

MEETING TIME

- MWF: 10-10:50 a.m.

COURSE POLICIES

- **Attendance:** Class begins promptly at 10:00 a.m. and the professor will take attendance at the start of class. The professor will keep track of attendance in OnCourse. Students are responsible for checking their attendance and notifying the professor of a discrepancy. Four actions that will result in being marked as absent even if the student comes to class: (1) arriving more than 10 minutes late, (2) leaving the classroom for more than 5 minutes during class, (3) sleeping, and (4) arriving late (after 10:00 a.m.) or leaving early four (4) times. You are permitted up to 5 absences. Upon your 6th absence, regardless of reason, your final grade will be reduced 10 points per absence. Missing class for a university sanctioned activity is the only absence that will be excused (e.g., artistic performances, attending an academic conference, intercollegiate athletic events, student government, required class trips). If you anticipate being gone for an extended period of time, please notify Ms. Deborah Lanski <deborah.lanski@fredonia.edu> at Enrollment and Student Services of your prolonged absence.
- **Participation:** This course is premised on active discussion and students are expected to come to class having completed the readings and assignments. Participation consists of more than attendance – students will be assessed on frequency of participation, quality of comments, listening skills, attitude, ability to work with others, and behavior. Regardless of whether a participation assignment is completed during or outside of class, you must be present the day the participation assignment is due in order to earn credit for the assignment. Unless stated otherwise, no participation assignments should be turned in to the professor prior to class, after class, or electronically.
- **Class Etiquette:** A student's decision to stay enrolled in the class is an agreement to approach all course content with a critical academic lens. Above all, participants must treat each other and the professor with respect. The most fundamental way to respect class participants is to complete daily readings, listen to others, and ground your own comments in principles of critical thinking. Class discussions should take place within the context of academic inquiry and in the spirit of understanding diverse perspectives and experiences. Do not engage in private conversations, interrupt another student who has the floor, keep cell phones on, or show general signs of disrespect for the course, professor, or other students. Non-course related materials such as newspapers and items from other courses must be stowed away when class begins. (Adapted from: Palczewski, C. H. (2012). *Comm4216: Political communication syllabus*. Retrieved from <http://www.uni.edu/palczews/PolComm.htm>)
- **Late Work:** Assignments are due in hard copy and via dropboxes on OnCourse within the first 5 minutes of class (by 10:05 a.m.). Deadlines apply even if you are not in class the day the assignment is due. Turning in an assignment late requires professor approval at least 24 hours before the assignment is due. Late assignments will only be accepted under unique and extreme circumstances. Failures of technology (e.g., “my computer crashed,” “the Internet was down,” “the file won't open,” “the printer was broken”) and inability to complete an assignment on time because of one's work schedule, personal life, fear of public speaking, other coursework deadlines, or extracurricular obligations are not considered dire circumstances. There are no make-up speeches for unprepared or nervous speakers. Assuming you have professor approval 24 hours prior to when the assignment is due, late work will be accepted up to 72 hours after the due date. Regardless of reason, a late assignment will receive a grade deduction.
- **Written work:** Your research should come from peer-reviewed journal articles, books written by scholars or professionals who are experts in their fields, substantive news articles that are reliable sources of information on events and issues of public concern and/or non-bias websites. The course textbooks and readings available through OnCourse do not count toward the source requirement, yet, should still be cited when applying course concepts, theories, or strategies discussed in the readings. Blogs, social media posts, and/or other self-authored sites, such as Wikipedia, are considered non-credible sources and will not be accepted.

All assignments will be submitted online using Turnitin. Turnitin will check your submission against stored student assignments that have been submitted during past sections of the course, the Internet, journals, periodicals, and publications. Then, Turnitin will run an Originality Report on each assignment. If the report exceeds a maximum percentage of 10% the professor may not accept the student's assignment.

All assignments must be (1) submitted in hard copy by the start of class, (2) submitted via Turnitin by the start of class, and (3) written in APA style: justified left, 1" margins, double spaced, running head including page numbers in top right corner, stapled, contractions written out, and typed in 12-point Times New Roman font. APA resources are posted on OnCourse. Also refer to the American Psychological Association (<http://www.apastyle.org>) and Purdue Owl (<http://owl.english.purdue.edu/>) for the most current rules for APA.

If you would like the professor to review a draft of an assignment you must email her the complete assignment at least 6 days prior to the assignment due date. She will not proofread the document but will instead discuss the merits of the project.

- **Technology:** Students enrolled in this course must have Internet access available to them, including e-mail and website access, and have the basic knowledge needed to efficiently use these Internet technologies. Students are responsible for retrieving documents (assignment guidelines, rubrics, handouts, readings, etc.) from OnCourse.

The professor may ask you to use your mobile phone to conduct research during class and contribute to class discussion. Regardless, technology cannot be used during in-class assignments, such as pop quizzes, to check social media, text message, or to take pictures of course content that is projected or written on the board. Laptops and tablets are not required for class but you may be asked to bring them on specific days. Information Technology services has equipment available for checkout (<http://www.fredonia.edu/its/servicecenter/equip.asp>).

With the exception of students requiring an accommodation (an approved accommodation plan is required before audiotaping/video/digital photos are allowed), students creating unauthorized audio or video recording of lectures violates the professor's intellectual property rights and if posted online may break copyright laws. Therefore, students may not take photographic, video, or audio recordings of any course material or during meetings without the professor's verbal permission. Any permission granted will be for one-time only and does not extend to other class sessions, meetings, or materials. Any materials recorded with permission may be used only for the personal study purposes of the individual to whom permission was granted and may not be shared with other individuals or entities for any purpose. If the professor suspects that a student is recording her without her mission the student will be asked to turn off the recording device immediately. Additionally, anything that the professor posts on OnCourse and discusses or distributes in the classroom or via email is considered her intellectual property. Therefore, you must ask for the professor's permission prior to sharing the materials with anyone outside the class. (Adapted from: Marafiotte, T. (2016). COMM321: *Environmental communication syllabus*. Retrieved from http://home.fredonia.edu/sites/default/files/section/communication/_files/Syllabi/COMM_321.pdf)

- **Communicating with Professor:** The professor will communicate with you through your Fredonia e-mail account. All emails should be written using a standard professional formatting. This includes a clear subject heading, courteous greeting, proper spelling, mechanics, and grammar, respectful content, and an identifying signature. Email is the best way to communicate with the professor, and she will check her Fredonia email between 9 a.m. and 5 p.m. Unless the professor is traveling, it is the weekend, or Fredonia has a university sanctioned break, the professor should reply to you within 48 hours. You also can communicate with her via Google Chat (gchat) anytime there is a green dot next to her name. Click on this link to learn how to start a chat in Gmail <https://support.google.com/chat/answer/161880?hl=en>

COURSE ASSIGNMENTS

To view complete descriptions of course assignments and rubrics go to: OnCourse > COMMM302 > All Assignment Guidelines & Rubrics > select the assignment you'd like to learn more about.

1. **Discussion Questions (30 points each/180 total points):** You will be asked to complete 6 sets of discussion questions. Your answers must be typed and each response should be 150-250 words. You can respond to the questions using bullets or paragraphs but make sure that you (1) reference the assigned reading, (2) paraphrase what the author wrote, and (3) include examples. Some questions will ask you to identify a rhetorical act that demonstrates a concept or idea discussed in the reading. Your answer should walk the reader through what you see going on in the rhetorical act with specific references to concepts from the readings for that day. On each respective due date, you should bring a printed copy your answers to class and submit the Word file to Turnitin.

You have a chance to answer make-up questions on May 4, 2018 and the grade earned on this assignment will replace your lowest discussion question grade.

2. **Participation (30 total points):** This grade is comprised of five assignments:
 - Online quiz of the syllabus (10 points)
 - Conspiracy theory articles (5 points)
 - Implications section worksheet (5 points)
 - Toulmin Model worksheet (5 points)
 - Visual rhetorical analysis worksheet (5 points)
 - Audience worksheet (5 points)
3. **Elevator Pitch (140 total points):** This assignment asks you to craft a pitch selling yourself, your vision, or your business in a short 1:30-2:00 minute oral presentation. You will use the Toulmin Model (see “Rhetoric in Civil Life,” Ch. 4) to write/organize the pitch. Your target audience is pretend in the sense that it is someone who runs a company, nonprofit, hospital, etc., the pitch should move the audience, be written in present day, and incorporate relevant evidence. Everything you say in the pitch applies to what you have accomplished thus far in your collegiate career (e.g., job and volunteer experiences, leadership positions you, courses you have taken that are relevant to the job you want, etc.).
4. **Historical Context Essay (150 points):** As part of your final paper, you will choose a visual argument to analyze rhetorically. The historical context assignment asks you to examine elements outside of the rhetorical act – the context and occasion. As a result of writing the 500-750 word essay, you will elucidate the particular events that motivated the speaker to engage in the rhetorical action and the audience’s expectations. Using outside sources, you should also identify and articulate the problem that urged the rhetor to create the persuasive message and provide background information on rhetor/author of the visual image and the audience.
5. **Critical Perspective Essay (200 total points):** Before writing your final paper, you will write 750-1250 word essay that examines the rhetorical theory you plan to use to analyze your visual argument. Your critical perspective essay should (1) synthesize scholarly research from peer-reviewed journals to explain the main characteristics of the theory, (2) clarify how you will use the theory to examine your rhetorical act, and (3) argue for the value of the theory in assessing the rhetorical strength of your rhetorical act. Effective papers will support their discussion by using examples from the rhetorical act they selected for their final paper.
6. **Visual Rhetoric Analysis Essay & Abstract/Final paper (300 total points):** This final assignment asks you to analyze a visual argument rhetorically. Topics are first come first serve and must have professor approval by February 23, 2018. In a 1250-2000 word essay, you will analyze a visual argument (i.e., bodies, photographs, monuments, memorials, and museums, image events, web pages, advertisements, and cartoons) using tools and assumptions that we have discussed with regards to both rhetorical theory and rhetorical criticism. The essay will include a synthesis of research done on the rhetorical theory used to analyze the rhetorical act, offer historical contextualization of the visual, and develop a critical argument using relevant conceptual resources. The essay should advance a claim supported by reasons, follow the Toulmin Model, use evidence effectively, employ persuasive techniques that move the audience, and thoroughly examine the rhetor’s argument rhetorically. You will also create a unique title and submit a 150-250 word abstract that summarizes the paper.

COURSE GRADING

- After a grade is returned, students must wait 24-hours prior to inquiring about the grade. Then, students have 6 days to resolve questions about the grade. If you wish to discuss a grade, you must set up an appointment with the professor no later than 3 days after the assignment is returned. Prior to the meeting, you should go through the assignment, the rubric, and compare the feedback to the qualifications for the letter grade you are seeking. A grade will be finalized if unquestioned on day 7 after the time of grade distribution.
- The professor does not discuss grades over email.
- All grades are kept in OnCourse and will be updated regularly.
- Final grades are based on an absolute points total. Your final grade is a function of the number of points earned in the course divided by the total number of points, yielding a percentage. The scale shown is used to compute final grades. Borderline grades may, at the discretion of the professor, receive

Final Grade		
A	940-1000	94-100%
A-	939-900	90-93%
B+	899-870	87-89%
B	866-840	84-86%
B-	839-800	80-83%
C+	799-770	77-79%
C	769-740	74-76%
C-	739-700	70-73%
D+	699-670	67-69%
D	669-640	64-66%
D-	639-600	60-63%
F	599-below	59-below

the next highest letter grade. Borderline cases are defined as scores within two points of the next highest grade (e.g., you earned 898 points but need 900 points to make an A-).

COURSE GRADING CRITERIA

- “A”— Artistic Mastery! This is an assignment that is expertly researched and exceptionally written. ‘A’ work is highly creative in synthesizing relevant concepts, uses language eloquently, and delivers polished work with original arguments and new insights. The assignment exceeds expectations and minimum requirements.
- “B”— Better’n Most! This is an assignment that is well done and above average. ‘B’ work demonstrates good research, solid conceptual synthesis, and superior writing mechanics by integrating concepts effectively and exceeding minimum requirements for analysis. The assignment suggests a decent effort but has some flaws to fix for next time.
- “C”— Competent Comprehension. This is an assignment that shows satisfactory completion of minimum requirements and guidelines. ‘C’ work demonstrates a basic comprehension of fundamental concepts and applications while meeting assignment guidelines, but shows errors in concepts, critical methodology, formatting, spelling, and/or grammar and does not synthesize information. The assignment is average, criteria was attempted but confusing, and suggests minimum effort.
- “D”— Deficient. This is a passing grade with serious deficiencies in research, conceptual understandings, or clarity. ‘D’ work shows an unsatisfactory completion of minimum requirements, does not synthesize information, and/or conceptual understandings and writing skills that are sub-par. Therefore, the assignment is deficient, below average, and indicates negligible effort.

COURSE ETHICS

Conduct that violates academic integrity includes issues such as fraud, cheating, collusion, and the following:

- Dishonesty. This is lack of integrity exhibited through lying, cheating, defrauding, or deceiving. Examples of dishonesty include: copying/submitting the work of another, allowing one’s own work to be copied, reading without the professor’s consent a copy of the examination prior to the date it is given, submitting the same work in more than one course without the express permission of the professor(s); or disclosing or accepting information if one takes a test at a different time than other students in the same course.
- Plagiarism. Plagiarism is stealing or using the ideas or writings of another as one’s own. It involves failure to acknowledge material copied from others or failure to acknowledge one’s indebtedness to another for the gist of important thoughts in a formal statement, written or oral. For instance, copying and pasting directly from a web page without using APA quotations clearly constitutes plagiarism. Charges of violating academic integrity shall be handled according to established student discipline procedures. When the professor suspects a violation of the Academic Integrity Policy, she will collect necessary information and materials related to the offense and then contact the student. If the professor finds that a violation has occurred, she will use the Academic Integrity Incident Report form to report the issue to the department chair. To read about additional action, please see the Academic Integrity Policy and Procedures detailed on the “University Policies” website. Review the SUNY Fredonia Academic Integrity Policy by going to <http://www.fredonia.edu/studentaffairs/JudicialAffairs/policies.asp#academic>.

TUTORING SERVICES

- The Learning Center provides free, confidential, nonbiased, collaborative tutoring services as a way of enabling students to succeed in their course work. The goal of tutoring is to help you with your assignment in a way that will help you become more successful in all of your classes. Learning Center: Carnahan-Jackson Center, Reed Library, Fourth Floor. Phone: 716-673-3550.
- Academic Advising: This course is part of a Fredonia initiative that utilizes the Starfish Student Success Network. It is designed to promote student success through coordination and communication between students, instructors, and support staff. Throughout the semester, you may receive emails regarding your attendance, course grades or academic performance. To benefit, it is important that you check your Fredonia email regularly and take recommended actions. You may be contacted directly by an Academic Advisor or Campus Support Professional.

LEARNING ACCOMMODATIONS

- Reasonable accommodations are available to students with documented disabilities at SUNY Fredonia.
- Students who may require instructional and/or public speaking accommodations should contact the office of Disability Support Services for Students (DSS), located on the 4th Floor of the Reed Library (716-673-3270 or disability.services@fredonia.edu). The DSS coordinator will review documentation and determine accommodations on a case-by-case basis. DSS will notify the professor with an accommodation letter that verifies that the student has registered with the DSS office and describes any accommodations approved for the student.
- After the student has met with the DSS coordinator, she or he should contact the professor to discuss any needed accommodations. It is at that point that the professor will make accommodations. The professor will not make accommodations for student speakers until she has received documentation from DDS; therefore, students must deliver speeches on their assigned days, no exceptions.

DEPARTMENT OF COMMUNICATION PHILOSOPHY

- Communication does not exist outside of relationships. With this in mind, the faculty of the SUNY Fredonia Department of Communication believes that all communicators, whether in the classroom, on the air, or within created works, have a responsibility to themselves and their audience. The faculty believes that it is our responsibility to provide perspective and structure as students make choices about their work, and consequently, about themselves and who they are as adults and scholars. We encourage students to make the effort to consider the consequences of their choices for themselves, for others, and for those relationships. The faculty encourages projects and behaviors that are undertaken with thoughtful respect and consideration for others. We support and encourage work that is both ethical and enriching to the students' community and to personal and professional relationships. All students should review the Department of Communication Ethical and Professional Standards at <http://www.fredonia.edu/departement/communication/standards.asp>.
- As the semester progresses, the professor reserves the right to modify the syllabus to fit the needs of the specific class.

TENTATIVE COURSE SCHEDULE*

Week	Date	Topic	Reading Due	Assignment Due
TOPIC 1: SYMBOLIC ACTION & LANGUAGE				
1	8/27	Course Introduction		
	8/29	Rhetoric as Symbolic Action: “Symbols & Symbolic Action” Chang, “Confederate Monuments”	Chapter 1 (pp. 3-13) Chang–OnCourse > Topic 1	
	8/31	Rhetoric as Symbolic Action: “Rhetoric as Civic Engagement” Schutz, “Painting of Emmett Till”	Chapter 1 (pp. 13-23) Schutz–OnCourse > Topic 1	OnCourse- Syllabus Quiz (due by 11:59 p.m.)
2	9/3	No Class: Labor Day		
	9/5	Rhetoric as Symbolic Action: “Culture, Memory, Power” Phillips, “Public & Collective Memory”	Chapter 1 (pp. 23-31) Phillips–OnCourse > Topic 1	
	9/7	Language: “Construction of Social Reality & Terministic Screens”	Chapter 2 (pp. 41-48)	
3	9/10	Language: “Public Vocabulary”	Chapter 2 (pp. 49-63)	Print/bring in 1 visual & 1 verbal ideograph
TOPIC 2: VISUAL RHETORIC & HISTORICAL CONTEXT PAPER				
	9/12	Visual Rhetoric	Chapter 3 (entire chapter)	
	9/14	Visual Rhetoric Rabiega, “Commercial graffiti” (read pp. 37-41/print off) Ramage, “Tips for Analyzing” Historical Context Assignment Discuss Historical Context Essay Campbell & Burkholder, “Historical Context” Foss, “Selecting an Artifact”	Rabiega–OnCourse > Topic 2 Ramage– OnCourse> Topic 2 Campbell & Burkholder– OnCourse > Topic 2 Foss–OnCourse > Topic 2	Print/bring in example of graffiti listed on Rabiega, p. 38
TOPIC 3: PLATO’S VIEW ON RHETORIC				
4	9/17	Introduction to the Classical Period Plato, “Introduction”	Plato (pp. 55-58)–OnCourse > Topic 3	
	9/19	Plato, “Gorgias” Dialectic, rhetoric, flattery	Plato (pp. 61-83)–OnCourse > Topic 3	Print Day II PowerPoint slides-OnCourse
	9/21	Plato, “Gorgias” cont’d Callicles, truth vs. Truth, virtue	Plato (pp. 83-115)–OnCourse > Topic 3	DQ 1: Plato’s theory
TOPIC 4: FINDING & CITING RESEARCH & ARGUMENT CONSTRUCTION				
5	9/24	APA formatting packet (print) Finding and evaluating sources Using summary, paraphrase, quotation in-text citations Synthesizing research	All readings– OnCourse > Topic 4	Prof’s approval of rhetorical act Print “Finding Research” PowerPoint slides-OnCourse If available, bring technology with Internet access
	T, 9/25	Cover letter/resume workshop, 12:30- 2:00 p.m., WLM CTR S204 ABC		
	9/26	Argument: “Place of Argument & Classical Conceptions” Audience, syllogism, & enthymeme	Chapter 4 (pp. 99-109)	Print/bring in example enthymeme (see p. 108)
	9/28	Argument: “The Toulmin Model” Rybacki & Rybacki, “Advocacy and Opposition”	Chapter 4 (pp. 109-116) Rybacki–OnCourse > Topic 4	

Week	Date	Topic	Reading Due	Assignment Due
6	10/1	Writing an argumentative essay & audience, burden of proof, spheres of argument/audience	Chapter 4 (pp. 117-123)	In-class participation assignment 1: Toulmin Model worksheet
TOPIC 5: THE RHETOR & ARISTOTLE'S VIEW OF RHETORIC				
	10/3	Rhetors	Chapter 6 (entire chapter)	
	10/5	Discuss Elevator Pitch Assignment Aristotle, "Introduction" Aristotle, "Rhetoric, Book I"	"Introduction" (pp. 144-150) & Aristotle (pp. 151-153)– OnCourse > Topic 5	Essay: Historical context
7	10/8	Aristotle, "Rhetoric, Book I" cont'd	Aristotle (pp. 153-155)– OnCourse > Topic 5	
	10/10	Aristotle, "Rhetoric, Book I" cont'd	Aristotle (pp. 155-160)– OnCourse > Topic 5	DQ 2: Aristotle's theory
	10/12	No Class: Fall break		
8	10/15	Out of class workday: Elevator pitch activity		
	10/17	Day I: Deliver Elevator Pitches		Oral Presentation: Elevator pitches
	10/19	Day II: Deliver Elevator Pitches (if necessary) Discuss Critical Perspective Assignment Campbell & Burkholder, "Selecting a Critical Perspective"	Campbell & Burkholder– OnCourse > Assignment Resources & Guidelines: Critical Perspective	
TOPIC 6: BURKE'S VIEW ON RHETORIC – AUDIENCES & PENTAD ANALYSIS				
9	10/22	Audiences	Chapter 7 (pp. 199-213)	In-class participation assignment 2: Audience worksheet
	10/24	Burke, "Introduction" Burke, "A Grammar of Motives"	"Introduction" (pp. 989-991) & Burke (pp. 992-996)– OnCourse > Topic 6	
	10/26	Burke, "A Grammar of Motives"	Burke (pp. 996-1018)– OnCourse > Topic 6	DQ 3: Burke's theory
10	10/29	Tonn, Endress, & Diamond, "Hunting and Heritage on Trial"	Tonn reading– OnCourse > Topic 6	Print/bring in Tonn article
TOPIC 7: BITZER'S VIEW ON RHETORIC – RHETORICAL SITUATION				
	10/31	Rhetorical Situations Bitzer, "Rhetorical Situation" NPR, "Wildfires in CA"	Chapter 8 (pp. 225-236) Bitzer–OnCourse > Topic 7 NPR–OnCourse > Topic 7	
	11/2	Rhetorical Situations: "Analysis & Situations as Rhetorical" Reagan, "Shuttle Challenger Address" (print)	Chapter 8 (pp. 236-242)	DQ 4: Bitzer's theory Print/bring in challenger speech text
TOPIC 8: FISHER'S VIEW ON RHETORIC – NARRATIVE PARADIGM				
11	11/5	Narrative Fisher, "Narration as a Human Communication Paradigm"	Ch. 5 (entire chapter) Fisher–OnCourse > Topic 8	
	11/7	Fisher Cont'd	Ch. 5 (entire chapter) Fisher–OnCourse > Topic 8	DQ 5: Fisher's theory

Week	Date	Topic	Reading Due	Assignment Due
	11/9	Popp, "History in Discursive Limbo"	Popp–OnCourse > Topic 8	In-class participation assignment 2: Conspiracy Theory articles
12	11/12	In class workday on critical perspective paper		Bring research, technology, and 2 copies of paper (if ready for peer review)
TOPIC 9: WRITING A RHETORICAL ANALYSIS RESEARCH PAPER				
	11/14	Discuss Visual Rhetorical Analysis (final paper) Assignment Kupers, "Rhetorical criticism as art"	Kuypers–OnCourse > Topic 9	Essay: Critical perspective
	11/16	TBD		
13	11/19-11/23	No class: Thanksgiving break		
14	11/26	Types of Rhetorical Criticism Foss, "Pedantic Criticism" (pp. 455-463) Foss, "Ideological Criticism" (pp. 209-221)	Foss readings–OnCourse > Topic 9	
	11/28	Writing an Implications Section Section, "Implications"	Section–OnCourse > Topic 9	In-class participation assignment 3: Implications worksheet
	11/30	Out of class workday on description of rhetorical act & visual argument worksheet Ramage, "Tips for analyzing"	Ramage– OnCourse > Topic 9	Participation assignment 4: Visual Arguments worksheet (upload to dropbox)
15	12/3	APA manual, "Selecting a title and writing an abstract"	APA–OnCourse > Topic 9	Bring in a journal article relating to your theory or rhetorical act
TOPIC 10: GENDER CRITICISM				
	12/5	Campbell, "Feminine Style" Vigil, "Feminine Style"	Campbell–OnCourse > Topic 10 Vigil–OnCourse > Topic 10	DQ 6: Campbell's theory
	12/7	Foss & Griffin, "Beyond Persuasion" (Invitational Rhetoric) Carey, "The Parallel Rhetorics of Ella Baker"	Foss & Griffin–OnCourse > Topic 10 Carey–OnCourse > Topic 10	DQ Make-up: Foss & Griffin's theory
FINAL WEEK OF CLASS & FINALS WEEK				
16	12/10	Out of class workday on rhetorical analysis paper		
	12/12	In class workday on visual rhetorical analysis		Bring research for paper & technology
	12/14	Visual Rhetorical Analysis & Abstract Peer Review		Draft: Visual rhetorical analysis & abstract (bring 2 printed copies)
Finals Week	W, 12/19 9-10:30 a.m.	Submit Visual Rhetoric Analysis & Abstract		Essay: Visual rhetorical analysis

***Schedule Notes:**

- The course schedule is a general plan for the course; deviations announced to the class by the professor may be necessary. The schedule is tentative and may change due to the needs of the class. Should a change be necessary, the professor will let you know of the changes as soon as they are decided via email and ONCOURSE.
- Important Registrar Dates: Aug. 31 (final day to DROP courses), Oct. 25 (mid-semester grades available), and Nov. 9 (final day with WITHDRAW from course).
- Final grades will be available to students on Dec. 28 after 3:00 p.m.