

Instructor:

Email:

Phone:

Office hrs:

Office Location:

Course Objectives: Rhetoric studies how writers, speakers, film makers and others influence audiences to see the world in particular ways and move them to take action based on those beliefs. Broad objectives for your success in this course include:

1. **Understanding** concepts of rhetorical analysis;
2. **Applying** rhetorical concepts to texts;
3. **Analyzing** texts;
4. **Creatively synthesizing** concepts.

Office Conferences:

- **Strongly Recommended Initial Office Conference:** This course involves difficult concepts, requires a lot of reading and advanced academic writing. Schedule an office conference early in the Semester. I'd like to get acquainted so I'm better equipped to give you individualized attention.

Required Reading:

Text: Kuypers, J. (Ed). 2009. *Rhetorical criticism: Perspectives in action*. Lanham, MD: Lexington Books. ISBN 978-0-7391-2774-2.

Readings on BlackBoard: as assigned.

Videos linked on BlackBoard: as assigned.

Blackboard

Content: speeches, assignment materials, readings, lectures, resources, discussions, syllabus and announcements, Course Q&A.

Accommodations

Disability Resource Center: Students seeking accommodations due to special needs must be registered with the Disability Resource Center (DRC) located on the first floor of Matthews Center. <http://www.asu.edu/drc/> or 480-965-1362 (voice) / 480-965-9000 (TTY). Consult me for any disability assistance and I'll endeavor to provide it.

Electronic Communication:

Course Q&A Forum:

This is the electronic equivalent of asking a question during class. This Forum is for questions and answers about this course, assignments, the syllabus, grading and anything else you may have questions about through the course of the semester. It is intended to be an easy way for you to ask me questions and for everyone to benefit from knowing answers to what may be FAQs.

- **Always** read the syllabus, schedule and assignment descriptions **before** posting questions. If the answer's there, I'll tell you to go read it – that would be embarrassing, wouldn't it?
- **Please subscribe to this Forum right away to avoid missing important course information.** By subscribing, you'll receive an email update each time questions or answers are posted.

- **Subject line of you post:** state the specific subject of your question.
- When **NOT** to use this forum and to send me an email instead: emails pertaining specifically to your class group, or an emergency and matters that are strictly personal or that you want to keep confidential (e.g., about grades or an absence).
- I'll read and reply to posts promptly.

Email:

- I generally check and respond within 24 hours to email M-F 8AM - 6PM, Saturday 11-2. Except during Finals, I don't usually read emails on Sunday.
- Check your email daily. No spam pledge: I only email the class about important and time sensitive matters.
- Your emails to me:
 - Don't email me assignments unless I tell you otherwise.
 - **Don't Email me general course questions – use Course Q&A instead.**
 - **Format for the subject line of your emails:**
 - **The course Number (e.g., COM 225, COM 222, etc.)**
 - **A concise statement of the specific topic of your message.**
 - **Only reply to my messages you receive from me if it's on the same topic as my original message.** Otherwise, write a new email.

Barrett Honors College Students

I am a qualified Barrett Honors Enrichment Contract Mentor. If you're interested in an Honors Enrichment Contract in this class these basic requirements apply:

- You propose the contract and we work out the details and our plan
- You and I commit to at least 8 hours of collaboration on the project
- It is not extra credit in the course
- It's within the subject matter of the course but it's separate and distinct from regular coursework
- Once we agree on a contract, you are responsible to follow the necessary administrative steps with Barrett Honors College relative to our agreement

Attendance and Participation:

- *Never be afraid of speaking up in class. We need your perspective.*
- What you get out of this class (alas, yes, including your grade) depends on what you put into it. Everyone's enthusiastic participation is vital to this class's success. Come to every class. Read all readings and do any required preparation before each class. Be active in class. Help your peers and support their progress.
- Don't arrive late if you can help it. Class starts promptly. I will not repeat announcements made at the start of class.
- You are accountable for all material discussed in class whether or not you are there so I recommend you have a friend in class who can bring you up to date on days you miss class.
- Never ask me "did I miss something?" The answer is always yes.

- This class, as all others in the School, is taught in English. It involves complicated reading and I require excellent analytical writing skill.
- If English is not your first language and you are having difficulty in speaking, writing, or understanding—please seek assistance at the **Writing Center** on campus or with the **International Student Office** which provides conversational groups for non-native speakers. The **W.P. Carey School** offers special assistance to its international students.
- Since this class is taught in English, all work in this course will be graded based on a common rubric that assumes full fluency in English.

Assignments:

Point values and letter grade break-points are given in the grading portion of this syllabus for:

- **Short paper:** Three page paper “Exploring *I Have a Dream*”
- **Framework Analyses:** Four 4-6 page essays that applies a framework we study.
- **Discussion leads:** Throughout the semester I will assign several students to prepare discussion questions and lead class discussions on topics relevant to the rhetorical framework we’ve been studying.
- **Final:** This class has an essay final exam. It will require you to analyze a specified speech or to write an essay that synthesizes multiple rhetorical frameworks or both. It will require you to apply concepts and principles covered in the course readings, lectures and class discussion.

Readings and Viewing: You are responsible for reading course readings or viewing assigned videos or presentations by the dates indicated in the syllabus schedule.

Basic Formatting for Assignments

- **Typed**, with 1-inch **margins** all around, **double-spaced** in black print **on one side of each sheet** (don’t duplex).
- **Use only one of these fonts:** Verdana 10 point, Arial 10 point or Times New Roman 12 point.
- **Cover Page** with your name, title of the assignment and date.
- **Number** each page at the **bottom center**.
- **Please buy a stapler if you don’t already have one.**
- **All Assignments must be STAPLED together in one package** (no paper clips, folded corners or covers/binders). I do not carry a stapler to class. An unstapled assignment will be treated as having not been handed in.

Handing in Assignments:

- All assignments are due properly formatted **at the beginning of class** on the scheduled due date.
- Assignments that require use of **Safe Assign** must be uploaded by 11:59 PM on the date the assignment is due in class. They aren’t considered to have been handed in until you hand them in on paper **and** upload them.
- **Late Penalty:** 10% per calendar day.
- I don’t accept assignments via E-mail. I will only read hard copies of your work.
- Computer difficulties are not an excuse for late work.
- Back up your work and fill up on paper, ink or toner.

- It's *your* responsibility to understand what plagiarism is, how to avoid it and how to properly credit and cite sources. *It does not matter whether plagiarism was intentional or accidental* – it's still plagiarism and both are treated equally.
- Please be advised that all work for this class must be original to this class. **You may not recycle papers or work** from other courses you've taken, including if you are taking this course over again, we consider this behavior to be academically dishonest.
- I have posted the following links in the Writing and Study Resources area on Blackboard.
 - Two invaluable resources for you are Plagiarism.org's website and The Harvard Guide to Using Sources.
 - Before your first writing assignment, watch the video on plagiarism and take a shot at the online plagiarism quiz.
 - Purdue Online Writing Lab.
- *After* checking your question on these sites, you can come to me if you're still in doubt about something.
- When in doubt, play it safe.

Citation:

- In every written assignment, cite all sources including videos using regulation APA or MLA (as you prefer) in-line and bibliography formats.
- I use the following format for citing videos. Here are examples from another class:
 - ***In-line Cites for Video Sources.*** Use this as a template for an **initial cite**:
(WESH TV, "State's Closing: Part 1", 0:50-1:40, Youtube 7/3/11).
 - ***Subsequent cites*** to the **same** source:
(WESH TV, "State's Closing: Part 1", 0:50-1:40)
 - ***Bibliography Cites for Video Sources.*** Use this as a template:
WESH TV. "State's Closing: Part 1". Youtube posted 7/3/11.
<http://www.youtube.com/watch?v=uMZ47Fmq-Ts>
- **Over cite, never under cite.** Short rule: "If you didn't write it then cite it."
- Please never cite my notes. Only cite original authoritative sources.
- Material that you "Copy and Paste" from any source is a direct quotation of such material and must be properly cited. Limit the length of direct quotations as much as possible.

Institutional Academic Integrity Rules

The College of Liberal Arts and Sciences and the Hugh Downs School of Human Communication strongly believe in academic integrity and instructors in the College and School do not tolerate cheating and plagiarism. Instructors who find compelling evidence of academic dishonesty will actively pursue one or more of the following actions: assigning a grade of XE ("failure through academic dishonesty") to the student, advocating the suspension or expulsion of the student from the College, and/or referring the student to Student Judicial Affairs. If a student who is charged with academic dishonesty is found to be in violation, then one or more of these disciplinary actions will be taken. For further information, please read the Student Academic Integrity policy and the code of conduct for the Hugh Downs School of Human Communication at: <http://www.asu.edu/clas/communication/acadintpol/>

Alternate Due Dates and Absences

- Absences having one of the following **documented** excuses may allow for excusing you from participation points or rescheduling a due date. We will determine any alternate due date in light of all the circumstances.
 - **University sanctioned or legally mandatory absences:** Prior notice and documentation of a university-sanctioned activity.
 - **Legally mandatory** absence (e.g., witness subpoena, jury duty, trial or court hearing).
 - **Religious observance** You don't need to provide documentation to schedule an alternate due date due to a religious observance, just let me know in advance.
 - **Unanticipated major life disturbances** (e.g., medical, car accident, household or family emergency – alien abduction, not so much): timely notice and such documentation as I may require.
- **Non-emergency personal travel plans** (e.g., around holidays) **never** excuse you from any due date. Review the course schedule now and either plan to submit assignments early or make any adjustments to your discretionary plans as necessary.

A Few Basic Ground Rules for Class Conduct

Using Electronic Devices Is Hazardous to Your Grade: For the duration of EVERY class all electronic devices will be turned off, put away, not handled or used in any manner without my express permission. Violating this rule constitutes Disruptive Student Conduct.

Disruptive Student Conduct Policy:

We all should want a comfortable classroom climate for everyone. Unfortunately, because that is sometimes disrupted, I have to lay out behavioral standards that should be common sense and good manners.

- Display respect for me and all members of the classroom;
- Do not talk over me while I'm speaking;
- Pay attention to and participate in all class sessions and activities. If you need a nap, feel free to take it somewhere else.
- If you know you have to leave early or might be called away for an urgent personal matter, let me know before class starts.
- Avoid disruption during class time such as having private conversations, reading the newspaper, surfing the internet, using social media, making and receiving cell phone calls or text messages, etc.
- Avoid racist, sexist, homophobic or other negative language that may exclude, denigrate or offend members of our classroom or campus. I may eject an offender from class.
- This is not an exhaustive list of behavioral standards. It represents examples of the types of things that can have a dramatic impact on the class environment.
- A class member's final grade will be reduced by 1% for each violation of these rules.
- Students who are verbally or physically aggressive towards the instructor, the TAs (if there are TAs in your class), or another student before, during, or after class will have their grade lowered by 25% and/or be permanently removed from the class and the proper authorities notified.

Students are required to adhere to the behavior standards listed in the Arizona Board of Regents Policy Manual Chapter V – Campus and Student Affairs: Code of Conduct http://www.abor.asu.edu/1_the_Regents/policymanual/chap5/index.html, and the ACD 125: Computer, Internet, and Electronics Communications <http://asu.edu/aad/manuals/acd/acd>

Discussion facilitation (up to 10 points)	10
Facilitated Discussion Attendance 5 @ up to 3	15
Traditional rhetoric scavenger hunt	5
Short Paper "Exploring <i>I Have a Dream</i> "	15
Framework analysis essays 4 @ 25 points	100
Final Essay	50
Total	195

<i>Letter Grade Scale</i>					
99% and above	A+	87% and above but less than 90%	B+	76% and above but less than 80%	C+
94% and above but less than 99%	A	84% and above but less than 87%	B	70% and above but less than 76%	C
90% and above but less than 94%	A-	80% and above but less than 84%	B-	60% and above but less than 70%	D
				Less than 60%	E

General Grading Guidelines

("Content" includes formal features of academic writing including composition, grammar, word choice, use of contractions and other informalities, spelling, citation format. Serious flaws in these can cost substantial points, so take care in your writing. (Tip: don't rely on your word processor's spell check feature; just because a word is spelled correctly doesn't mean it's the right word in context – e.g., "there," and "their").

A range grades = advanced level: Work satisfies criteria for B level and shows **exceptional** thought and creativity with little or no room for improvement.

B range grades = superior level: Work thoughtfully addresses every point in the assignment with well founded and thoroughly developed ideas. Thoughts are supported, organization is clear, no deficiencies in content, coherence of thought, analysis, argument or evidence.

C range grades = average level: Work addresses every point in the assignment and demonstrates only minor deficiencies in content, coherence of thought, analysis, argument or evidence.

D grade = minimally adequate: Work incompletely addresses some substantial requirements of the assignment. Work demonstrates substantial deficiencies in content, coherence of thought, analysis, argument or evidence

E grade = unacceptable: Work ignores and/or incorrectly addresses all requirements of the assignment. Work is carelessly written/presented, disorganized. Plagiarism is grounds for an E or XE grade.

COM 400 RHETORIC – Commitment

Practical advice for doing well in this class

No question about it, this class can be hard. You'll be presented with new and increasingly complicated ideas about rhetoric. Some of the readings are dense and contain pretty advanced academic writing. Assignments in this class call for high quality college-level composition skills, a strong grasp of course concepts and a good sense of how you can apply them to analyze specific texts.

Students get the grades they earn in my classes. Here are steps you can take to succeed. In my experience, A and B students do all of these. C students do some but not all of them. D and E students do little to none of them.

Make a contract with yourself to do well in this class. Circle the grade you want to earn. Check the items you're willing to do consistently to earn that grade. Stick with your commitment, especially when the going gets tough.

I want to earn this grade: **A** **B** **C** **D** **E**

To do that I will do the following:

_____ **Have** an initial office conference.

_____ **Ask for guidance and support *sooner rather than later.*** Let me collaborate with you as you progress.

_____ **Check Out** the College Info Geek's videos on note taking and studying efficiently. Check the material on plagiarism and citation that are linked in the Writing and Plagiarism area on Black Board.

_____ **Seek help** with writing problems.

_____ **Read** all the assigned material carefully and thoughtfully. Come to class prepared to be a self-starter: talk about it and apply it to persuasive messages. Make notes as you read, outlining the concepts.

_____ **View and Follow** the instructions in the online presentation on academic writing.

_____ **Between classes**, be alert to find examples of how what you're learning applies to real world rhetoric and persuasive messages you encounter. In class, tell us about things you've noticed.

_____ **Attend class.** If you don't, the ideas you read about won't make much sense in practical application. That's important because this class is about application and your grade depends on your ability to do that astutely.

_____ **Engage in class discussions.** Be a discussion starter. Offer your own ideas and examples, question mine, respond to what other students say. Our class is a hospitable place to venture ideas and pose questions, so take the plunge.

_____ **Read the critical essays** in each chapter carefully and thoughtfully. The best way to understand a framework is to use it and see it used.

COM 400 Rhetoric – Readings on Black Board

Required

Rhetorical Situation

Bitzer, L. 1968. "The rhetorical situation." *Philosophy and Rhetoric*, 1/1, pp. 1-15.

Bitzer, L. 1980. "Functional communication: A situational perspective." In White, E. (Ed.) *Rhetoric in Transition: Studies in the Nature and Uses of Rhetoric*. University Park, PA: The Pennsylvania State University Press (pp. 27-38).

Narrative

Fisher, W. 1984. "Narration as a human communication paradigm: The case of public moral argument." *Communication Monographs*, vol. 51, pp.1-23.

Traditional

The Forest of Rhetoric. (2007). *Silva Rhetoricae*. <http://rhetoric.byu.edu/>.

Burke - Dramatism

Brock, B., Huglen, M., Klumpp, J. and Howell, S. 2005. "Rhetorical strategies and the four political positions." *Making Sense of Political Ideology: The Power of Language in Democracy*. Lanham, MD: Rowman and Littlefield (pp. 81-108).

Burke – Pentad

Rountree, C. 1998. "Coming to terms with Kenneth Burke's pentad." *American Communication Journal* 1/3 (np). Retrieved 8/29/10: <http://acjournal.org/holdings/vol1/iss3/burke/rountree.html>

Suggested

*Rhetorical Situation

Vatz, R. 1973. "The myth of the rhetorical situation." *Philosophy and Rhetoric*, 6/3, pp. 154-161.

*Narrative

Fisher, W. 1970. "A Motive view of communication". *Quarterly Journal of Speech* 56/2, pp. 131-139.

*Critical Rhetoric

McKerrow, R. 1989. "Critical rhetoric: Theory and praxis." *Communication Monographs*, 56/June, pp. 91-111.