Course Overview

In the Greek tradition, rhetoric emerged as a type of discourse practice relevant to and necessary within increasingly democratic political conditions. As opportunities and demands to practice rhetoric increased, so, too did the need for instruction and training in rhetoric. From the surviving “training manuals” of the Sophists and other writings of these early instructors was born rhetorical theory as it is understood in the Western context. The literature of this field is immense, and has been expanding for nearly 3000 years. Certainly, a complete survey of rhetorical theory would be impossible in one semester. Instead, this course will explicate some themes, traditions, and touchstones in the field from ancient to more recent times so as to introduce students to theoretical “conversations” about rhetoric that affect our abilities to live in communities. This course seeks to offer a blend of readings considered to be “canonical” in the field of rhetoric with perspectives that are sometimes left out of canon creation.

This is a course that will offer you the opportunity to explore relationships among rhetoric, community, and culture by examining a variety of intellectual histories of what is commonly called “rhetorical theory.” Far from a universally agreed upon term, the idea of what “rhetoric” is, can be, and is becoming, sparks an array of stimulating and consequential debates. Scholars have long disagreed about the function of rhetoric, its role in producing knowledge, and the components necessary to engage in cultural critique. In this class, we will examine how rhetoric produces, and functions within, the boundaries of public cultures. Specifically, this course focuses on intersections between theory and practice, as rhetoric can only be understood through its uses and absences. More productively thought of as critical heuristics (rather than concrete models), we will explore a range of approaches for thinking about rhetoric as theory and practice.
Course Objectives

As a collective, we will pursue a number of scholarly objectives. While all courses are expected to be responsive to the needs and expectations of students, this is the type of class that truly does ebb and flow based on the contributions of all class members. Each student is expected to achieve the following objectives by the end of the term:

1. To develop a more finely tuned rhetorical sensibility about the world.
2. To grasp intellectual trajectories of rhetorical theory.
3. To become familiar with paradigms and vocabularies for describing, explaining, and shaping the social arena of discourse and rhetoric.
4. To gain an appreciation of the connections between rhetoric and social responsibility.
5. To theorize multiple, competing, and complementary social identities through rhetorical lenses.
6. To survey a wide array of debates and literatures relevant to rhetorical theory and consider seriously their critical implications for life in a multicultural world.
7. To cultivate an appreciation of rhetorical practice and theory as they affect our everyday lives.
8. To apply theories of rhetoric to contemporary social problems.

Readings

The readings for this course vary in length, difficulty, and origination. Most readings are theoretical in nature and are drawn from journals in the fields of communication/rhetoric. Working with rhetorical scholarship can be challenging, but also quite rewarding. Some readings will not be “readings” at all and will be visual texts (pictures, quilts, movies, etc.). Due to the diverse nature of our texts, there will be some day-to-day variation in terms of your reading load. Some of the articles are complex and will likely challenge you – they are not included to frustrate you; they have been chosen because they are strong examples of the positions we are discussing, and they lay out arguments in ways that are especially nuanced and sophisticated.

Our activities in class will be based upon the assumption that you have read and thought about the material. With this in mind, you should plan to give yourself plenty of time to read carefully, take notes appropriately, and be prepared to ask questions when necessary. Students are expected to complete and process, to the best of your ability, any assigned readings before coming to class and to bring readings to class with you. Do not give up on a reading just because you’re feeling challenged by it; read the entire assignment and come to class with questions. Quizzes and other take-home assessment assignments will be used as necessary to ensure that students are comprehending the materials.

Required Readings:


To keep your costs at a minimum, all additional course readings will be posted on BlackBoard.

You can print out essays either from your home computers or in a General Access Computer Lab on campus. Please see the General Access Computer Labs website, http://www.gac.lunt.edu/locatlo-labs, for more information about where to find labs, print quotas, etc. There are two labs in the General Academic Building (GAB 330 and GAB 550), along with quite a few labs spread throughout campus.

*If you should ever find yourself unable to log onto BlackBoard, please use your library privileges to find the article through EBSCO. If the library fails you, e-mail another classmate or me directly and I’ll happily send you a copy via e-mail.

All Written Assignments Should Follow These Basic Guidelines:

• Your layout should include 1” margins, a 12 point font, and be double-spaced, and follow the APA style guide for citing your research throughout the paper (e.g., including the year and page numbers associated with any quoted material).

• Use quotations meaningfully. While I strongly encourage you to incorporate helpful quotations and to cite materials meaningfully, this does not substitute for your thoughtful analysis and synthesis of the scholarship.

• Proofread your paper carefully for language choices, grammar, and spelling.

• Include a Bibliography page that follows the most recent APA format (in line with the expectations of the COMM department). Automated reference programs will not cite your sources correctly/fully.
Assignments

Active Participation (10%) This course will be a challenging one. This course will most benefit students who are motivated to read, write, and engage in discussion. This course moves forward largely through dialogue and discussion. Thus, your active participation in discussions and in engaging the materials is essential to this course. Merely attending class is not the same as actively participating in the course. If you attend every day, but rarely engage in the materials in a way that is responsive to others in the class, you will earn a poor participation grade by the end of the semester. Likewise, if you are not in class, you certainly cannot engage our discussions fully. In short, come to class prepared (having read, taken notes, and are ready to speak about what you have read in an engaged manner). Please, speak out, speak often, and speak intelligently.

In-class Quizzes & Assignments (15%) This portion of your grade will take into consideration various assignments not specifically listed on the syllabus (e.g., reading quizzes, reading prompts, in-class group work, homework assignments). For all quizzes, you may use any written notes you have taken over the readings for that day (NOTE: you cannot use the readings themselves, nor your computers/smart phones/technology/neighbor). On days when we do have quizzes, they will be given promptly at the beginning of class; if you are late for class and/or miss class for reasons other than a university-excused absence (i.e., university-sponsored activity or religious observation), these cannot be made up.

In Class Exams (30% – 2 exams x 15% each). Twice this semester you will have in-class writing opportunities to demonstrate your comprehension of course concepts. These exams will be comprised primarily of short answer and essay questions and cover readings from the class in addition to lecture & discussion materials.

FINAL PROJECT (45% total; broken up into three components) Your final project asks you to take seriously the connections between rhetoric, identity, and social responsibility. Specifically, you will be asked to pick a social problem about which there is active public contestation and/or organized resistance of some sort (e.g., reproductive rights/abortion, global warming, domestic violence, gun control, GLBT violence, bullying). To theorize this social problem, you are expected to engage this issue by using materials learned in this class to consider how you might better move people toward action. You are being asked to critique a more prevalent voice in dealing with this social problem (one with which you generally agree) and conceive of a better way of animating people toward the same (or similar) goal/end.

Your final project (due during finals week) will entail a 10-12 page paper. In this paper, you will analyze the prevalent discursive responses to this social issue by applying theoretical concepts learned in this class. The final part of your paper should theoretically conceptualize how we might better respond to (e.g., “fight against” or “help”) your chosen social problem in a way that is clearly focused on rhetorical constructions of the issue.

The second aspect of this project expects a “practical application” of the rhetorical theories you have applied to your social issue (as you have explained them in your paper). For this part of the project, you are being asked to actually create some sort of rhetorically creative alternative to addressing your social problem. Here, you might choose any number of creative approaches to responding to your given social issue. You might, for example, create a public service announcement (audio or video), design a brochure, design a website layout, create a t-shirt campaign, etc – be creative!

You will receive more information about this as the semester moves forward.

Step 1: Proposal (5%) – Due by midnight on Friday, March 21 through TURNITIN on BLACKBOARD (though you are certainly encouraged to turn this in sooner). For this preliminary step of your final project, you need to provide a well-supported and clearly explained proposal for your final project. This 2-3 page paper should lay out the basic argument you seek to explore in your final project. As such, it should address the following points:

1. Describe the harms of the social issue you plan to examine for your final project (this should be a credibly researched aspect of your project).
2. Offer a preliminary explanation of the rhetorical dimensions of your social problem (i.e., how is this problem currently addressed and how would you explain why this problem is not being “solved” currently from a rhetorical perspective?).
3. Offer a brief literature review of the rhetorical theories you plan to explore more fully in your final project.

Incorporate at least 5 scholarly sources into this proposal (citing the research in the text of your paper) and append a preliminary bibliography with at least 5 additional scholarly sources that you plan to use in your final project (10 scholarly sources total).

You cannot turn in a final project unless you have had a written proposal cleared by Dr. Enck.
Step 2: Present your Project (15%) – During the last three weeks of the semester. Consider this an opportunity to vet your projects with your colleagues (and you professor) and receive robust, helpful feedback aimed toward improving your final paper. This professional, oral presentation should demonstrate a clear and cohesive argument that demonstrates comprehension of how rhetorical theory intersects with a particular social problem. This is your opportunity to make an argument to your audience and illustrate your original, creative efforts. We will assign specific dates as the time gets closer.

Step 3: Final Project (25%) Due by 5:00 on Monday, May 5th

Extra Credit

There will be a variety of extra credit opportunities offered over the course of the semester. In most cases, students will be expected to write a 2-page reflection paper critically analyzing the event. Unless directed otherwise, response papers should provide a critical evaluation of the event including the following 3 elements: 1) provide a brief summary of the event as it relates to issues of rhetoric; 2) discuss how the event relates specifically to course terminology, concepts, and scholarship; 3) provide a rhetorical critique/evaluation of the event by applying terminology meaningfully. All extra credit papers are due within one week of attending an approved event and should be submitted to Suzanne via e-mail: suzanne.enck@unt.edu.

The maximum amount that any student’s grade can be raised from extra credit opportunities (papers & accountability bonus combined) is 5%.

Academic Integrity

It is expected that all students have read and understand the Dean of Student’s expectations regarding academic honesty and integrity. If you have misplaced your copy of the code, please surf to http://www.unt.edu/csrr/development/dishonesty.html. It is of utmost importance that you understand what is meant by cheating, facilitating academic dishonesty, fabrication, plagiarism, etc. It is also important for you to understand your rights should I or any other instructor accuse you of academic dishonesty. Every graded assignment requires you to do original, independent, and creative work. In addition to copying someone else’s words or ideas, reusing your own work (from other courses) is considered academic dishonesty—you might be permitted to extend research from other classes, but you must clear this with your instructors before proceeding with such research. Frequently, you will be asked to summarize and synthesize various course readings and additional research; if you are using more than 3 words of that text, you need to use quotation marks and include the corresponding page number(s). Even if you are not quoting text directly, you need to indicate when you are using another scholar's thoughts/ideas/concepts/paradigms/etc. by putting their name in parentheses after the idea. Violation of these expectations will result in swift and severe consequences (typically, failure for the assignment and possibly, failure for the course).

Class Climate

The types of issues we will discuss in this class range from the writings of ancient Greek philosophers to contemporary feminist and queer activists. In many instances, you will be presented with information that does not coincide with how you have experienced the world or what you have learned previously—what a boring life this would be if we were always only learning the same thing over and over!

Some course participants will undoubtedly have strong reactions to some of our readings and discussions—strong reactions are not discouraged. Since this is a course in Communication Studies, your contributions need to be framed as complete arguments (not just claims) and presented respectfully. We will strive to create an environment in which you all feel comfortable articulating your arguments and relaying your relevant experiences in classroom discussions. Constructive critique is welcomed (and expected). Words or deeds that marginalize people because of their gender, race, ethnicity, class, age, sexual orientation, or ability disrupts the productivity of our learning community and cannot be tolerated.

UNT Acceptable Student Behavior Statement:

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university’s expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.unt.edu/csrr.

Firearms Policy

It is unlawful to bring firearms on the campus of the University—even if you hold a permit.
Cell Phones/Text Messaging/Computers

We all use them and love them. Use them and love them before class and after class. Please don’t make me answer your phone (although I do LOVE to chat with your parents, fraternity brothers, and significant others when they call in the middle of class). Also, please do not use your phone (or iPad or Polaroid camera, etc.) to take pictures of PowerPoint slides—this is distracting to everyone.

I have instituted this policy for a number of reasons that are substantiated by communication and educational research. First, emailing, instant messaging, game playing, and web surfing frequently distract students who use laptops and other technology in the classroom. As a result, laptop and other technology users tend to provide less eye contact and participate less in class discussion. Second, students who use laptops in the classroom are cited as the most prevalent distraction for students not using computers in the classroom. Third, research finds a negative relationship between in-class laptop use and course grades—Fried (2008) found that students who use laptops during their classes actually tend to do worse in these classes than peers who don’t use laptops. And fourth, communication and technology experts Lohnes and Kinzer (2007) found that laptops inhibit feelings of community in the classroom, because several in-class laptop users are dually and only partially committed to two simultaneous contexts: the world of the classroom and online space.

Bottom Line: Unless you’ve been asked to bring your technology to class to use for a particular assignment or have a specific ODA accommodation, there should be no use of your fancy tech during class time.

Accountability

We will spend the bulk of our time discussing the ideas raised in the readings and in class and presenting arguments to one another. I will act primarily as a facilitator and each of you will bear some responsibility for the educational experience of the entire class. If you are not here, you will not gain as much from or contribute as much to the course; your experiences are important to our collective learning experience. Therefore, there will be a strictly enforced accountability policy. You have 2 personal days (the equivalent of one academic week) to use as you need/wish. These days should be saved to account for illnesses, interviews, upcoming trips, holiday break plans, etc. If you take more than two days off of class, your final grade will reflect a full letter grade deduction for each class missed (10% of your final grade per absence beyond 2). However, if you are here for every class meeting (i.e., if you take no personal days), your final grade will reflect a grade increase of 2.5%.

University Authorized Absences—Religious observances and UNT-sponsored activities

In line with UNT policy, there are no “excused” or “unexcused” absences related to sicknesses or other life events (in other words, you don't need to get a doctor's note if you have the flu and just need to spend the day in bed, and you don't need to bring me an obituary if your loved one passes away). You have the equivalent of one week of class to use for such situations—Please use your personal days wisely.

There are only two exceptions made to the above policy about personal days. The first exception is in line with the state of Texas regarding observations of major religious holy days (as identified by Section 11.20 of the Texas state tax code)—these absences do not count against your personal days. Additionally, University-sponsored activities (e.g., travel associated with debate, performance festivals, field trips) do not count against your personal days. HOWEVER, it is your responsibility to alert me by the second week of class, in writing, if you plan to miss class over the course of the semester for either a University-sponsored activity or religious observation. In this e-mail, please include specific dates and your reasons for missing class. If you are traveling for a University-sponsored activity, I will also need official documentation from the Dean of Students within 3 days of your absence.

Regardless of your reason for missing a class, you are still responsible for that day’s in-class materials and deadlines.

Please note, because of the high demand for this course, students who miss the first class day without prior professor consent are subject to being dropped from the course so that other students may be added.

Crisis Contingency

In the event of the university closing for weather-related reasons or illness outbreak (e.g. swine flu), please visit the course website on Blackboard. I will provide instructions on how to turn in assignments and how the class will proceed utilizing BlackBoard's announcements function.
**Deadlines**

Please pay close attention to deadlines as you will be held to them. This policy is in place to assist you in your life—deadlines are important and reflect on your credibility and professionalism (please treat this course as a priority). We all depend upon machines to get our work done. We all know that machines break down. When they do, it does not constitute an “excuse” or an “emergency.” It is expected that you will prepare your assignments far enough in advance so that when your computer malfunctions (as it inevitably will), you will still have time to rectify the problem and turn in the assignment on time. Since you will turn in your proposal and final paper to Turnitin on BlackBoard, you must follow deadlines closely because Turnitin on BlackBoard has an automatic submission cutoff and will not accept late work. Please always save the receipt that Turnitin sends you after you have submitted an assignment—this is your only proof that you have submitted your work should there be a glitch in the matrix. If you don't receive a receipt, e-mail me a copy of your assignment immediately.

If you are taking a personal day, traveling for a University-sponsored activity, or observing a religious holy day, you can still turn an assignment in on time by turning it in **EARLY**.

There are very few circumstances in which makeup assignments are applicable to this class. Since you will have most major assignments well in advance, you will always have the opportunity to turn in work early. Again, plan accordingly to account for interviews, travel (University-sponsored activities, religious observations, and personal days), and illnesses. If you miss an in-class assignment (e.g., quiz) due to a University-sponsored activity or religious observation, you can write a make-up essay to take its place. If you miss an in-class assignment because you are taking a personal day, the assignment cannot be made up.

**Writing/Research Resources**

As the semester progresses, you may want some additional help with your writing or with research. If this is the case, please utilize the following resources:

**Communication Studies Library**
The Department of Communication Studies has an impressive collection of scholarly books relevant to this course. Please take advantage of this perk! Do keep in mind, though, that the Communication Library is **not** a lending library; you can use the books and media inside the library space when the library is open and make photocopies of particular chapters/essays that would be most helpful to you. To see what the Communication Library has in its collection and find out when it is open for general use, consult the Department's website: [http://communication.unt.edu/research/library](http://communication.unt.edu/research/library).

**COMM Library Copier Use Policy**
Students conducting research in the Communication Studies Library associated with departmental coursework have access to a printer/photocopier located in the office adjacent to the library. We encourage students to make use of this resource to print research accessed online in the library or to copy essays from any of the department's holdings. Students may not use this resource for other purposes, such as printing courses assignments, class notes, scripts, etc. Students who use the copier for uses other than those outlined above will lose copying privileges.

**The Writing Center**
A great place to talk about ideas, improve the organization of your paper, or work on your writing skills. Check the Writing Center website for more information about hours, request an appointment online, or even find out how to receive feedback on your writing online at: [http://ltc.unt.edu/labs/unt-writing-lab-home](http://ltc.unt.edu/labs/unt-writing-lab-home). You can also contact The Writing Center at 940-565-2563 or e-mail: WritingLab@unt.edu, or go visit them in AUDB #105. They even offer online tutoring hours!

**Research and Instructional Services (RIS)**
Available through Willis Library, Research and Instructional Services (RIS) assists with research, instruction, and collection needs. Contact them for assistance at (940) 565-3245, or visit them at [http://www.library.unt.edu/ris-research-instructional-services](http://www.library.unt.edu/ris-research-instructional-services) to ask a question online.
Academic Research
(or, why you should avoid becoming a Google Monkey)

It is expected that you are capable of performing (and willing to perform) collegiate level academic research. Sometimes, this will require a trip to the brick and mortar building called a “library”—this may seem arduous, but all of your research needs are not always available on your home computer. The only time you should be using Wikipedia or Google is to help you brainstorm—googling a topic or doing a Wikipedia search should never constitute an end result of your research. Wikipedia and Google should never show up on your Works Cited page. In your presentations, phrases such as “according to Wikipedia.com …” and “as explained on Google.com…” should never escape from your mouth.

Bottom line: Run away from Wikipedia and Be Very Cautious About Google.

The UNT Library website has the option “Communication & Mass Media Complete”—this search engine should be your friend. While it does not catalogue all journals in the field of Communication, it does search a good number of them and offer many of them in pdf format. From the UNT Library homepage, select the link to Databases. Select “C” and from there you will find the link to “Communication & Mass Media Complete” — This should always be the first place you look for research and should be where you find the bulk of your research for any project in this course. Also relevant, under “G” you will find the “Gender Studies Database.”

Regardless of which database you select, you need to find either a pdf of the source (this is the equivalent of the article photocopy) or the physical journal at the library. You will be told often that “internet sources” are not acceptable research in this course. Locating peer-reviewed journal articles that are catalogued online is not the same thing as an “internet source.” When I say “no internet sources,” I mean something that only exists online and is not peer-reviewed. There are some exceptions to this “no internet source” rule; please consult with me if you think you have encountered an exception.

Oh, and a final note about Google Books. I have an uncanny way of knowing what we happen to have in the library and what we don’t. And, I can typically sniff out when students have relied on fragments of text found on Google Books to stand in for scholarly research. Finding a part of a book on Google Books is not the same as finding the book and being able to read the whole thing cover-to-cover. Important passages are often left out of Google Books fragments. At the end of the day, this database is not a comprehensive database for your research.

Grading/Quality of Work

All grades will be in the form of a letter grade (A-F) and weighted according to the demands of the specific assignments. In the end, your final grade will be accounted in the following manner:

A: Exemplary: work or performance that goes well beyond the basic expectations of the assignment to the point of providing a model of excellence to others.

B: Commendable: work or performance that not only meets all requirements but exceeds them, demonstrating depth, originality, and other marks of quality that give the work distinction.

C: Satisfactory: work or performance that fully meets all requirements competently and shows the ability to function as a college student.

D: Marginal: work or performance that either (1) fails to meet all requirements though what is done is considered competent, or (2) meets all requirements but not at a basic level of competence or (3) both of the above but not poor enough to be considered failing.

F: Failing: work or performance that falls significantly short of requirements or basic competence or both. And, of course, work not done.
Meetings & Grade Disputes

For some students, this will prove to be a challenging course. I highly encourage students to use my office hours to ensure maximum success in achieving your own course goals. If you are struggling with readings, come talk to me about them. If you are wrestling with course terminologies, see me. If you have little background in rhetoric, visit me so you can secure the mentoring you might need. I am willing to meet with you ahead of time and talk about your assignments and upcoming exams. I am more than willing to read outlines ahead of time to offer suggestions for finding research. Indeed, students who have found the most gratification in this class have realized the importance of keeping an open dialogue with me.

I maintain a 24/7 policy with regard to discussing grades—Once I have returned an assignment with a grade, please wait at least 24 hours to talk with me about the grade (this will allow you time to reflect on the feedback and constructively determine questions for our meeting). Any meeting regarding grades on a particular assignment must be scheduled within 7 days of the return of that assignment—it is never good to wait too long to seek clarification. I will not discuss grades over e-mail or telephone, and I will not discuss your grades in reference to anyone else in the class.

If you want me to reconsider a grade, you need to submit a written memo detailing your argument for why your grade should be higher (again, the memo needs to be filed within 1 week of receiving feedback). This memo needs to demonstrate a complete argument (including claims, warrants, and data/backing). Please note: Claiming that you “worked really hard” or “need a certain GPA to maintain a scholarship or participation on a sports/academic team” does not count as an argument for increasing a grade based on the standards of a given assignment.

Incompletes

In accordance with University policy, a student can only receive a course grade of “I” if the student 1) has completed at least 75% of the coursework, 2) is passing the course, and 3) has a justifiable and documented reason beyond the control of the student for not completing the work on schedule (e.g., serious illness, military service).

SETE Evaluations

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester (April 14-May 4), providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Disability Accommodations & Course Accessibility

This class seeks ways to become a working and evolving model of inclusion and universal design for all participants. The University of North Texas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended with the passage of the Americans With Disabilities Act (ADA). Your success in this course is important to me. If there are circumstances that may affect your performance in this class, please let me know as soon as possible so that we can work together to develop strategies for adapting assignments to meet both your needs and the requirements of the course. In accordance with the ADA and Office of Disability Accommodation (ODA), I will gladly provide reasonable accommodations to students who need them. Students who wish to self-identify and request assistance under the ODA policy should register in Sage Hall Suite 167 (note the new location as of Fall 2013) early in the semester to ensure maximum assistance and support.

Statement from the Office of Disability Accommodation:
The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at http://www.unt.edu/oda. You may also contact them by phone at 940-565-4323.
Disclaimer
This syllabus should not be considered a binding contract on the part of the professor, who reserves the right to change any aspect of the course without prior notice.

It is expected that you will read the text(s) **BEFORE** coming to class for the day, that you will take notes over you readings, and that you will **bring the readings** with you to class so we can discuss them most fully. Please use your printing privileges and bring all readings with you along with your notes to enable quick consultations. We may alter some of the assignments as the semester progresses depending on the needs of the class.

BB = Blackboard
Borchers = Tim Borchers, *Rhetorical Theory: An Introduction*

**Schedule of Readings**

**M. 1/13**  **Introduction to Course.** Why are you here? Let’s get to know each other …

**W. 1/15**  **What is Rhetorical Theory?**
- Borchers - Chapter 1
  **Key Words:** Rhetoric, Theory, Discourse, Contingency, Context

**M. 1/20**  **NO CLASS - Martin Luther King, Jr. Day**

**W. 1/22**  **Introducing the Classics**
- Borchers - Chapter 2
- Robert Pirsig - Selection from *Zen and the Art of Motorcycle Maintenance* (BB)

**M. 1/27**  **Plato vs. the Sophists**
- Sophists - “Dissoi Logoi or Dialexeis” (BB)
- Plato - “Gorgias” (BB)
  **Key Words:** Dialectic, Dissoi Logoi, Doxa, Episteme, Judgment, Kairos, Sophistry, Techne, “Truth”

**W. 1/29**  **Isocrates & Aristotle**
- Isocrates - “Against the Sophists” (BB)
- Isocrates - “Antidosis” (BB)
- Aristotle - “From Rhetoric” (BB)
  **Key Words:** Ethos, Pathos, Logos, Judgment, Enthymeme, Invention

**Rhetoric Makes This World**

**M. 2/3**  **Laying the Groundwork**
- Borchers - Chapter 5
  **Key Word:** Epistemology

**W. 2/5**  **The Fragility of Truth**
- Friedrich Nietzsche - “On Truth and Lies in an Extra-Moral Sense” (BB)
  **Key Words:** Aesthetics, Trope
M. 2/10 Dramatism & Scapegoating
• Borchers - Chapter 6
• Kenneth Burke - “The Rhetoric of Hitler’s Battle” (BB)
***This is a longer day of reading -- give yourself extra time***
Key Words: Dramatism, Hierarchy, Identification, Motive/Motivation, Other (Rhetorical Construction of), Representative Anecdote, Scapegoating, Terministic Screens

W. 2/12 Metaphors We Live By
• George Lakoff and Mark Johnson - selection from Metaphors We Live By (pp. 3-24).
• Jack Lule - “War and its Metaphors: News Language and the Prelude to War in Iraq, 2003”
Key Word: Metaphor

M. 2/17 EXAM #1

W. 2/19 Discussion of Final Projects

Friday, February 21 **Last day to withdraw from a course with an automatic W**

New Voices, New Perspectives Student Conference
Friday 2/21 - Keynote Address; Saturday, 2/22 - Panels

The Critical Turn

M. 2/24 Introduction to Critical Theories
• Borchers - Chapter 7
• James Jasinski - “Ideology” (BB)
Key Words: Critical Rhetoric, Discourse, Discursive Formation, Hegemony, Ideology, Power

W. 2/26 Constituting Audiences & Personae
• Maurice Charland - “Constitutive Rhetoric: The Case of the Peuple Quebecois” (BB)
• James Jasinski - “Persona” (BB)
Key Words: Constitutive Rhetoric, Hailing/Interpellation, Instrumental, Persona, Subject/Subjectivity

M. 3/3 Ideographs
• James Jasinski - “Ideograph” (BB)
• Sara Hayden - “Revitalizing the Debate Between <Life> and <Choice>: The 2004 March for Women's Lives” (BB)
Key Word: Ideograph

W. 3/5 Publics & Counterpublics
• James Jasinski - “Public Sphere” (BB)
• Phaedra Pezzullo - “Resisting ‘National Breast Cancer Awareness Month’: The Rhetoric of Counterpublics and their Cultural Performances” (BB)
Key Words: Counterpublic, Public Sphere, Social Movement(s), Vernacular Discourse

March 10 & 12
SPRING BREAK
M. 3/17  Critiquing Gender
  • Borchers - Chapter 8
  **Key Words:** Feminine Style, Invitational Rhetoric, Performativity, Sex vs. Gender, Waves of Feminism

W. 3/19  Critiquing Race & Theories of Whiteness
  • Michael G. Lacy and Kathleen C. Haspel - “The Media’s Framing of Black Looters, Shooters, and Brutes in Hurricane Katrina’s Aftermath” (BB)
  **Key Words:** Critical Race Theory, Whiteness

**FRIDAY, March 21st - ***PROPOSALS DUE BY MIDNIGHT on TURNITIN on BLACKBOARD***

M. 3/24  The Potential of Queer Performativity
  • Dustin Bradley Goltz and Jason Zingsheim - “It’s Not a Wedding, It’s a Gayla: Queer Resistance and Normative Recuperation” (BB)
  **Key Word:** Queer Theory

  **Tuesday, March 25 - **Last day to withdraw from a course with a grade of W or WF**

W. 3/26  Iconic Photographs
  • Robert Hariman and John Louis Lucaites - “Dissent and Emotional Management in a Liberal-Democratic Society: The Kent State Iconic Photograph” (BB)
  **Key Words:** Iconic Photograph, Visual Argument

M. 3/31  Rhetorical Bodies and Abject Violence
  • Christine Harold and Kevin DeLuca - “Behold the Corpse: Violent Images and the Case of Emmett Till” (BB)
  **Key Words:** Abject, Bodies/Corporeality

W. 4/2  Intersectional Rhetoric
  • Darrel Enck-Wanzer - “Trashing the System: Social Movement, Intersectional Rhetoric, and the Collective Agency in the Young Lords Organization's Garbage Offensive” (BB)
  **Key Words:** Intersectional Rhetoric

M. 4/7  Public Memory & Memorializing
  • Carole Blair and Neil Michel - “Reproducing Civil Rights Tactics: The Rhetorical Performances of the Civil Rights Memorial”
  **Key Words:** Cultural Citizenship, Public/Cultural/Collective Memory

W. 4/9  EXAM #2

M. 4/14  Presentations

W. 4/16  Presentations

M. 4/21  Presentations

W. 4/23  No Class - Go to the Gender Fair for Extra Credit in the Library Forum (10:00 - 3:00)

M. 4/28  Presentations

W. 4/30  Presentations

**Final Papers due by Monday, May 5 by 5:00 p.m.**