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.

What You Should Expect From Me

I view the classroom as one of the few spaces where taken-for-granted notions of privilege and power can be productively challenged and hopes voiced. My approach to teaching is one that takes seriously the charge of raising students’ consciousness and aiding their progression in becoming more engaged participants in our public culture. Following a dialogical model of pedagogy, I insist that students bear a great deal of responsibility in contributing to the learning environment with insight from course readings and expressions of life experiences.

1. I will be prepared for all class sessions, trying my best to make lectures engaging and to make the best use of class time through teacher-student interactions, discussions, and other activities.
2. I will evaluate your work in a timely manner, fairly, and offer constructive criticism for improvement. I will make every effort to grade and return your work within a 3-day time frame, ensuring you have the time to understand the possibilities for improving your projects.
3. I will make myself available during office hours (and in other appointments as requested) to work with you on your assignments—brainstorming, revisions, explanations, examples, etc.—to ensure you have a clear understanding of the possibilities for making your projects as effective and dynamic as possible.
4. I will respond to e-mail questions in a reasonable amount of time, guiding you with as much detail as possible. On week days, I will always respond to you within 24 hours; on weekends, you may have to wait until Monday to receive a response (depending on my researching schedule for the summer).
5. I will be enthusiastically committed to helping you achieve the challenging course objectives.
6. I will approach the classroom fundamentally with an ethic of care and respect for my students and for the course concepts. I do not have the goal to make all students simply “think like me,” but to enable students to understand the concepts associated with this course and use them proficiently, and to think critically.
Readings

The readings for this course vary in length, difficulty, and origination. By taking this course in the summer session, we will be moving quickly through difficult readings. Readings for this course are drawn from journals and textbooks in the fields of communication/rhetoric. Working with rhetorical scholarship can be challenging, but also quite rewarding. 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 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 to ensure that students are comprehending the materials.

Required Readings:
To keep your costs at a minimum, all 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.gacl.unt.edu/location-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.

Disability Accommodations & Course Accessibility

UNT is committed to both the spirit and letter of federal equal opportunity legislation (The Rehabilitation Act of 1973 and Americans With Disabilities Act (ADA)). If there are circumstances that may negatively affect your performance in this class, please alert me as soon as possible so we can 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 provide reasonable accommodations to students who need them.

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 in Sage Hall Suite 167 or on their website at http://www.unt.edu/oda. You may also contact them by phone at 940-565-4323.
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 (15%) This course will be a challenging one, especially in the summer session where we move at a quick pace and read quite a bit for most meetings. This course will most benefit students who are motivated to read, write, and engage in robust discussion—This course moves forward largely through dialogue and discussion. Thus, your active participation in discussions and in engaging the materials is essential to your success in this course. Merely attending class is not the same as actively participating in the course. If you attend every day, but rarely engage the materials in a way that is actively responsive to others in the class, you will earn a poor participation grade. 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 discuss what you have read). Please, speak up, speak often, and speak intelligently.

In-class Quizzes & Assignments (15%) This portion of your grade will take into consideration various in-class assignments and assessments (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 (40% total; broken up into 3 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 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 use materials learned in this class to consider how you might better move people toward action. You are being asked to critique a rhetorical campaign that advocates a specific goal in dealing with this social problem (one with which you generally agree) and conceive of a better way of rhetorically animating the public toward the same (or similar) goal/end.

Your final project (due on Friday, July 10) will entail a 10-12 page paper. In this paper, you will analyze your chosen rhetorical campaign 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.

You will also turn in a “practical application” that demonstrates 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.

You will receive more information about this as the semester moves forward.
Step 1: Proposal (5%) – Due by midnight on Friday, June 26 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 advocate's campaign (i.e., what rhetorical strategies does your campaign use to convince people to care about this issue? Where does their campaign seem to fall short rhetorically?).
3. Offer a brief literature review of the rhetorical perspectives you plan to explore more fully in your final project.

Incorporate at least 5 rhetorical scholarly sources into this proposal and additional scholarly research as relevant to your social issue (citing the research in the text of your paper and including it in your references page).

You cannot turn in a final project unless you have had a written proposal cleared by Dr. Enck.

Step 2: Present your Project (10%) – During the last 2 days of the term. 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 Friday, July 10th through TURNITIN on BLACKBOARD

**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](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](http://www.unt.edu/csrr).

**Firearms Policy**

Until August of 2016, it remains unlawful to bring firearms on the campus of the University (concealed or otherwise), even if you hold a permit. You are expected to follow this law and leave any firearms off campus.

**Cell Phones/Text Messaging/Computers**

In recent years the saturation of cell phones, text messaging, and laptops has produced something I call the problem of divided attention. A March 25, 2008 article in *The New York Times* summarized recent studies of productivity in business settings. Researchers found that after responding to email or text messages, it took people more than 15 minutes to re-focus on the "serious mental tasks" they had been performing before the interruption. That's almost 30% of our typical class period! Other research has shown that when people attempt to perform two tasks at once (e.g., following what's happening in class while texting), the brain literally cannot do it. The brain has got to abandon one of the tasks in order effectively to accomplish the other.

Such research illustrates that attempts to multitask weaken your performance as a student. For this reason alone you should seek to avoid the problem of divided attention when you are in class. But there's another, equally important reason: we technology users often lose our senses when it comes to norms of polite behavior; and the result is that perfectly lovely people become unbelievably rude.

For both of these reasons, please turn off your cellphones or set them on silent mode when you come to class; it is rude for our activities to be interrupted by a ringing cellphone. Similarly, smart phone distractions (Facebook, Twitter, email, web, text messaging, and the like) may seem quiet and unassuming, but they do distract me and others around you. You are welcome to bring your laptop to class and use it to take notes. You are not welcome to use such devices to perform non-class-related activities during class. Each student in the class is deputized to police technology distractions; it's not just me who is bothered by them and I may not always notice. If a student near you is distracting you with his/her technology use, you should feel free politely to ask that person to please stop or move to a space in the classroom where s/he will be less distracting to others. Finally, I reserve the right to declare "screens down" at any time during class, for any reason or request that you send me copies of your notes at the end of any class.
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. The summer session moves very quickly and your attendance is imperative to your success. You have 1 personal day to use as you need/wish. This day should be saved to account for illness, interview, upcoming trips, etc. If you take more than one day 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 1). However, if you are here for every class meeting (i.e., if you take no personal day), your final grade will reflect a grade increase of 2.5%.

Tardiness to class will count as partial absences (15 minutes late = 1/4 partial absence).

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.

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 your 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 your personal day, the assignment cannot be made up.
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:

**Tutoring from The Learning Center**
Students can request a volunteer tutor to help with this course. The volunteer tutors are fellow UNT students who have done well in their respective courses (in this case, Communication) and have offered to set aside some of their time to help anyone that is struggling with the course.

**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). Their summer hours are from 10:00-2:00, Monday-Thursday. You can also contact The Writing Center at 940-565-2563 or e-mail: WritingLab@unt.edu, or go visit them in SAGE #152.

**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)

This is a 4000-level theory course in Communication Studies and COMM 3010 is a prerequisite. You are expected to be 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 Scholar.**

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.

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.
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 summer session, 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 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.

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.

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.

Acknowledgments

Syllabi are often influenced by others in the field who do good work as teachers and mentors. I am especially indebted to the following people for their influence on this syllabus: Dr. Jeff Bennett, Dr. Anne Demo, Dr. Cara Finnegan, Dr. Ragan Fox, Dr. John Lucaites, Dr. John Lynch, Dr. Phaedra Pezzullo, Dr. Darrel Wanzer-Serrano, and Dr. Isaac West.
It is expected that you will read the text(s) **BEFORE** coming to class for the day, that you will take notes over your 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.

All readings are available on BlackBoard in the Course Content folders

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**Schedule of Readings**

**M. 6/8**  **Introduction to Course.** Why are you here? Let’s get to know each other ...

**T. 6/9**  **What is Rhetorical Theory? & Introduction to the Classics**
- Timothy Borchers - *Rhetorical Theory: An Introduction* - “Chapter 1: Defining Rhetoric and Rhetorical Theory”
- Timothy Borchers - *Rhetorical Theory: An Introduction* - “Chapter 2: Rhetoric as Persuasion” (**Just pp. 29-33**)
- Barry Brummett - *Reading Rhetorical Theory* - “Classical Greek Heritage”
**Key Words:** Rhetoric, Theory, Discourse, Contingency, Context

**The Classical Foundations**

**W. 6/10**  **The Greeks: Plato, Sophists, Isocrates, & Aristotle**
- Sophists - “Dissoi Logoi or Dialexeis”
- Gorgias - “Encomium of Helen”
- Plato - “Gorgias”
- Isocrates - “Against the Sophists”
- Aristotle - “From Rhetoric”
**Key Words:** Dialectic, Dissoi Logoi, Doxa, Episteme, Judgment, Kairos, Sophistry, Techne, “Truth,” Ethos, Pathos, Logos, Judgment, Enthmeme, Invention

**R. 6/11**  **Greeks Wrap-up & Laying the Groundwork for Final Projects**
- Bring Greeks readings and **completed Greeks Grids** to class
- Assign final projects

**Rhetoric Makes This World**

**M. 6/15**  **Rhetoric as Epistemic**
- Timothy Borchers - *Rhetorical Theory: An Introduction* - “Chapter 5: Rhetoric and Meaning”
- Friedrich Nietzsche - “On Truth and Lies in an Extra-Moral Sense”
**Key Words:** Epistemology, Aesthetic Rhetoric, Trope, Semantic Triangle

**T. 6/16**  **Metaphors & Narrative Theory**
- George Lakoff and Mark Johnson - selection from *Metaphors We Live By* (pp. 3-24)
- Deanna D. Sellnow - *The Rhetorical Power of Popular Culture* - “Chapter 3: A Narrative Perspective”
**Key Words:** Conceptual Metaphor, Structural Metaphor, Orientational Metaphor, Tenor, Vehicle, Enthmeme, Narrative Rationality, Narrative Coherence, Narrative Fidelity
Dramatistic Frameworks

- Sonja K. Foss, Karen A. Foss, and Robert Trapp — “Kenneth Burke”
- Kenneth Burke - “Terministic Screens”
- Barry Brummett - “Burke’s Representative Anecdote as a Method in Media Criticism”

**Key Words:** Dramatism, Hierarchy, Identification, Motive/Motivation, Other (Rhetorical Construction of), Terministic Screens, Representative Anecdote, Scapegoating, Equipment for Living, Representative Anecdote

Proposal Workshop & Exam #1 Study Session

- Bring completed Proposal Worksheet and Exam Study Guide to class (prepared to ask questions about topics on the Study Guide that vex you)

**Last day to withdraw from a course with an automatic W**

EXAM #1

The Critical Turn

Introduction to Critical Theories

- Timothy Borchers - Rhetorical Theory: An Introduction - “Chapter 7: Critical Approaches to Rhetoric”
- James Jasinski - Sourcebook on Rhetoric - “Ideology”

**Key Words:** Critical Rhetoric, Discourse, Discursive Formation, Hegemony, Ideology, Power

Constituting Audiences & Personae

- James Jasinski - Sourcebook on Rhetoric - “Persona”
- Maurice Charland - “Constitutive Rhetoric: The Case of the Peuple Quebecois”

**Key Words:** Constitutive Rhetoric, Hailing/Interpellation, Instrumental, Persona, Subject/Subjectivity

Ideographs

- James Jasinski - Sourcebook on Rhetoric - “Ideograph”
- Sara Hayden - “Revitalizing the Debate Between <Life> and <Choice>: The 2004 March for Women’s Lives”

**Key Word:** Ideology, Ideographs, Diachronic, Synchronic

FRIDAY, June 26th ***PROPOSALS DUE BY MIDNIGHT on TURNITIN on BLACKBOARD***

Racialized Discourses & Critiquing Whiteness

- Thomas K. Nakayama and Robert L. Krizek - “Whiteness: A Strategic Rhetoric”
- Marouf Hasian, Jr. and Fernando Delgado - “The Trials and Tribulations of Racialized Critical Rhetorical Theory: Understanding the Rhetorical Ambiguities of Proposition 187”

**Key Words:** Whiteness, Critical Race Theory, Vernacular Discourse

Critiquing Gender & Sexuality

- Victoria Pruin DeFrancisco and Catherine Helen Palczewski - Gender in Communication: A Critical Introduction - “Chapter 11: Media”
- Isaac West, Michaela Frischherz, Allison Panther, and Richard Brophy - “Queer Worldmaking in the ’It Gets Better’ Campaign”

**Key Words:** Polysemy, Polyvalence, Male Gaze, Oppositional Gaze, Performativity, Sex vs. Gender, Queer Theory, Queer Worldmaking

COMM 4040 (Rhetorical Theory) 12
**What (Else) Can (a) Rhetoric Be?**

**W. 7/1**  **Visual Rhetoric and Rhetorical Bodies**
- Leslie Hahner - “The Riot Kiss: Framing Memes as Visual Argument”
- Christine Harold and Kevin DeLuca - “Behold the Corpse: Violent Images and the Case of Emmett Till”

**Key Words:** Visual Argument, Meme, Visual Frames, Iconic Photographs, Abject, Bodies as Rhetorical, Corporeality

**R. 7/2**  **Rhetoric, Materiality, and Public Memory**
- 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

**Last day to withdraw from a course with a grade of W or WF — Needs Instructor’s Signature**

**M. 7/6**  **EXAM #2**

**T. 7/7**  **Paper/Project In-Class Workshop Day**

**W. 7/8**  **Presentations**

**R. 7/9**  **Presentations**

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**Final Papers & Projects due by Friday, July 10th by 5:00 p.m.**