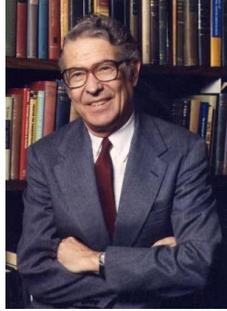


“If education at Wabash is anything, it is the cultivation of the intellect . . . The acquisition of skills which enable us to dissect and construct arguments, to disentangle the valid from the specious, and to order our beliefs in some proportion to the weight of evidence supporting those beliefs.”

–Lewis Salter, Wabash College President, Inaugural Address, Oct. 10, 1978



RHE 201: REASONING & ADVOCACY

SPRING 2025
TTh 1:10-2:25pm
Baxter 114

COURSE DESCRIPTION

RHE 201 presumes that training for Wabash men requires a fundamental knowledge of how to construct and engage reasoned arguments as a private, professional, and public individual. The course investigates what classical rhetorical theorists called the “canon of invention” and emphasizes the proof that Aristotle called *logos*. We will approach reasoning and advocacy from multiple vantage points: as a theoretical idea tied to civic and professional life, as a formalized and rule-driven activity, and as an everyday persuasive effort among people at all skill and knowledge levels.

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Professor: Jeffrey P. M. Drury, PhD

Office Location: Fine Arts Center S204

Office Phone: 765-361-6296

Cell Phone: 765-267-3604 (text or call, 9am-9pm)

Email Address: druryj@wabash.edu

Office Hours: M, 1:30-3:30pm; T, 3-4pm; Th, 10-11am; by appt., or chance drop-in between 9am & 4pm. On Fridays, I may not be in the office after noon.

Appointments: <https://calendly.com/profdrury> or scan this QR code:



REQUIRED MATERIALS

Drury, Jeffrey P. Mehlretter. Argumentation in Everyday Life. SAGE, 2019. (In syllabus as AIEL)

Additional assigned readings are available on the “Syllabus” page of the RHE 201 Canvas site.

You should budget ≈\$15 (300 pages, single-sided) for printing.

STUDENT LEARNING OUTCOMES

The course addresses the following student learning outcomes that align with the Rhetoric Department Goals, the College's Mission, and the Language Studies distribution requirement:

- Students should develop knowledge and skills on how to construct, deliver, and refute arguments.
- Students should be able to locate, critically evaluate, and employ evidence to support their argumentation.
- Students should develop an awareness of how to use reasoning and advocacy in a variety of contexts and modes.
- Students should recognize the connections between argumentation and pluralist, democratic society.

IN THE DRIVER'S SEAT . . .

I designed RHE 201 with numerous on-ramps (through diverse topics & assignments) to help you engage the content. But, ultimately, you are in the driver's seat for your own experience of the course.

You should strive to be an active driver who focuses on the road ahead but also takes time to appreciate the scenery. If you get too wrapped up in the destination, you may miss the sights and sounds along the way. Conversely, if you get too wrapped up in the day-to-day journey, you may forget the main goal of the trip in the first place.

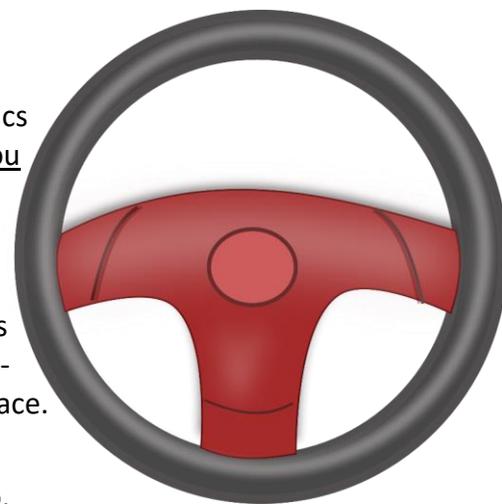
And, of course, sometimes you may need to pull the car over to ask for directions. No one will question your manhood for doing so.

Here are three unproductive driving roles that you should strive to avoid:

Speed Demon—Speed demons tend to be running late and are in such a hurry to get to their destination that they don't look around (e.g., conduct research, reflect on ideas, work through challenges), resulting in preventable mistakes. Avoid speeding by **getting a head start**: Build the "4th hour" into your schedule to begin assignments early. That way you have time to get lost, get help, or just go to the bathroom (metaphorically speaking).

Cruise Controller—Cruise controllers tend to go through the motions without much thought or depth, "passing through" at a constant pace that doesn't respond to bends or bumps in the road (e.g., being short on time during Homecoming week, having a fight with a roommate, unexpectedly earning a low grade on an assignment). Avoid cruise control by **staying alert**: anticipate and respond in advance to challenges you see down the road.

Backseat Driver—Backseat drivers tend to have negative energy, criticizing others and focusing on their selfish experience of the journey while unwilling to put in the work (e.g., shutting down or not participating in class discussion, being closed off to new ideas or experiences). Avoid backseat driving by **caring about the journey**: find some reason, however small, to be invested. You're coming along for the ride anyway so you might as well enjoy it!



ASSIGNMENTS AND GRADING

Attendance & Scholarly Conduct (50 pts., 10%):

Attendance and scholarly conduct are crucial to the course objectives. It is your responsibility to attend class. Beyond just showing up, I expect that you will have read the assigned material and will be an engaged member of class discussion and activities. You will earn at best a "C" for this aspect of your grade if you consistently attend class and pay attention but do not get involved. You will fail this aspect of your grade if you consistently attend class but are doing other things. Arriving late or leaving early count as half an absence. Each unexcused absence beyond 2 will result in a 3-point reduction from your grade in addition to the points you lose for not being in class to participate. More than 9 total absences may result in failure of the course. If you miss class, it is your responsibility to communicate with me (preferably in advance) about make-up work.

Reasoning & Advocacy Project:

You will complete an extended project about a single public controversy over the semester. Each part builds on the previous and reflects a different element of reasoning and advocacy.

Topic Proposal (20 pts., 4%): This 2-3 page proposal will justify the controversy and article you chose for the project.

Infographic Assignment (50 pts., 10%): This infographic will educate your classmates about the nature and scope of your chosen controversy.

Debate Situation Assignment (60 pts., 12%): This 4-5 page paper will map your editorial/letter onto the debate situation.

Opposition Assignment (90 pts., 18%): This 7-8 page paper will develop a case taking the opposite stance of and refuting the arguments you analyzed for the Debate Situation Assignment.

Written Advocacy Assignment (60 pts., 12%): This short written assignment will advocate a proposition to a public audience and develop cogent, researched arguments to support it.

Written Advocacy Memo (15 pts., 3%): This one-page memo will explain the choices you made in crafting your written advocacy.

Oral Advocacy Assignment (60 pts., 12%): This assignment will convert your Written Advocacy Assignment to an oral form of advocacy tailored to your classmates.

Oral Advocacy Memo (15 pts., 3%): This one-page memo will explain the choices you made in crafting your oral advocacy.

Homework (80 pts., 16%):

Twelve homework assignments will enhance your understanding and application of course material. Late HW submissions receive a zero but I will drop your two lowest scores.

Achievements (E.C., optional):

You may earn extra credit through various achievements. Consult the Canvas page for more details.

COURSE GRADING SCALE					
Grade	Points	Percent	Grade	Points	Percent
A	465-500	93%-100%	C+	385-399	77%-79.9%
A-	450-464	90%-92.9%	C	365-384	73%-76.9%
B+	435-449	87%-89.9%	C-	350-364	70%-72.9%
B	415-434	83%-86.9%	D	300-349	60%-69.9%
B-	400-414	80%-82.9%	F	<300	<60%

APPROACHING CLASS DISCUSSION

Class discussion will address personal and political issues requiring you to set forth ideas that reflect your biases. In creating a productive environment, you should attempt the following personal measures:

- Carefully consider how your own position, values, beliefs, and upbringing might predispose you to assume certain things about the world and your fellow classmates.
- Avoid making statements that you believe are categorically “true.” All points are arguments requiring support more than just “feeling.”
- Treat your fellow classmates’ arguments as you would like them to treat yours: a valid and worthwhile consideration.
- Refrain from hostile or disrespectful comments seeking to shut down or “win” debates.

COURSE POLICIES AND RESOURCES

Course Meetings and Assignments

- *Class meetings will largely build on, not duplicate, readings.*
- Late written assignments are penalized 5% per 24-hours they are late for a maximum of 50%. I also will be more delayed in providing feedback on late assignments.
- Late policy does not apply to homework assignments, which receive zero if late.

Written Assignment Guidelines

- Papers should be typed, double-spaced, using 11- or 12-pt font.
- Must be submitted in .doc or .pdf format through Canvas, not via email.
- Be sure to proofread written work before submitting.

Assignment Feedback

- I will provide detailed written feedback to class assignments.
- Use these comments to prompt continued reflection on and engagement with the material and to identify concrete steps to improve on future assignments.
- You should see me if any of my feedback is confusing or unclear.

Cell Phones, Laptops, and Tablets

Please treat class time as you would any other professional meeting or appointment. This means cell phones need to be silenced and invisible during class; no ringing, no texting, and no using a phone to access course materials. Laptops and tablets may be used *only* to help you engage more fully with the class content; do not allow attempt to use them as a means of “multitasking.” Research shows that your learning will suffer if you are not focused on class.

Emergency Procedures

- **FIRE:** Proceed to exit and gather on the College Mall. Join me and your classmates there to make sure everyone got out of the building.
- **TORNADO:** Move away from windows and shelter in place.

Academic Honesty

The Gentleman’s Rule should guide your academic honesty in this course. This means:

- All work is your own original work, not “borrowed” from someone or somewhere else, recycled from other courses, or completed with others (unless unmistakably permitted).
- All work drawing upon other sources must **explicitly** reference those sources using MLA or APA format for written citations and author, source, and date for oral citations. ***This means that the use of generative AI (e.g., ChatGPT) on any assignment must be acknowledged in a works cited like any other form of external resource you consult. But keep in mind using these sources just cheats yourself out of the education that you’re paying for here.***

At my discretion, cases of misconduct may be reported to the Dean of Students and/or result in failing the assignment or course. Refer to the [Academic Honesty Guide](#) (also available on the “Student Resources” tab of MyBash) for more information.

Writing Center

The Wabash Writing Center (located on the second floor of the Lilly Library) is able to help with all facets of paper writing (from outlining and drafting to researching and proofreading). Go [here](#) to schedule an appointment.

The Office of Student Enrichment

If you have questions about developing college skills, from time management, to how to study more efficiently, to taking better notes, you can arrange a one-on-one meeting with Dr. Koppelman [here](#).

Wabash College Academic Credit Policy

Rhetoric 201 complies with the [Wabash College Academic Credit Policy](#). Students are required to commit 12 hours per week to this course. It has, on average, four academic hours of direct instruction each week. In addition to regular class meetings, direct instruction occurs through training modules as well as scaffolded parts of the Reasoning & Advocacy Project, which require 14-24 hours of work outside of class preparation with periodic accountability checks.

CREATING AN INCLUSIVE CLASSROOM

I am committed to your success in the class and to fostering an inclusive space. My door is open so please come talk to me if you’re having trouble with the readings, wrestling with how to take notes, or want to generally discuss how to maximize your learning. If there are circumstances that affect your class performance—be they personal, health, or other—let me know as soon as possible so that we can collaboratively discuss how to proceed. Direct, open communication is often the only way that I know I need to be clearer about ideas or that you need help. In the end, communication will enhance our teaching and learning.

Students with disabilities (apparent or invisible) are invited to confidentially discuss their situation with Heather Thrush, Associate Dean for Student Engagement and Success. If a student wishes to receive an academic accommodation, he must have documentation on file with Dean Thrush (Center Hall 112A, x6347, thrushh@wabash.edu).

COURSE SCHEDULE

Dates and assignments are subject to change. Pay attention in class & check Canvas for updates. You should complete assignments before class on the day they appear in this schedule.

<u>Date</u>	<u>Topic & Assignment</u>	<u>R&A Project (4th hr.)</u>
T, Jan. 21	Course Introduction	
<u>Unit One: Introduction to Reasoning & Advocacy</u>		
Th, Jan. 23	Intro. to Reasoning and Advocacy Read <i>AIEL</i> , preface & ch. 1	Wk1: Read R&A Project Proposal description; search for suitable article for project (1-2 hrs.)
T, Jan. 28	The Debate Situation Read <i>AIEL</i> , ch. 2; Counts, "Big Tech Should Pay for Damaging Mental Health" (original link ; pdf) *DUE: HW1	
Th, Jan. 30	The Ethics of Reasoning & Advocacy Read <i>AIEL</i> , ch. 3 *DUE: HW2	Wk2: Generate Proposal; read Debate Situation Assign. description (1-2 hrs.)
F, Jan. 31	*DUE: TOPIC PROPOSAL BY 11:59PM	
<u>Unit Two: Understanding Argument Content and Structures</u>		
T, Feb. 4	Making Sense of Arguments; The Toulmin Model Read <i>AIEL</i> , ch. 2, pp. 26-30 ("The Toulmin Model") & ch. 4	
Th, Feb. 6	Supporting Claims Read <i>AIEL</i> , ch. 5	Wk3: Read Infographic Assign. description; find & read credible research about controversy (1-2 hrs.)
T, Feb. 11	Generating Infographics Read Patel, "12 Infographic Tips that You Wish You Knew Years Ago" ; French, "How to Make an Infographic" ; Socially Sorted, "7 Superpowers of a Knockout Infographic"	
Th, Feb. 13	Finding Credible Research Gather research & explore Media Bias Chart *DUE: HW3	Wk4: Generate Infographic Assign. (2-3 hours)
T, Feb. 18	Common Argument Types Read <i>AIEL</i> , ch. 6	
W, Feb. 19	*DUE: INFOGRAPHIC ASSIGN. BY 11:59PM	
Th, Feb. 20	Propositions & Case-Building Read <i>AIEL</i> , ch. 7 (emphasis on pp. 159-68) *DUE: HW4	Wk5: Generate Debate Situation Assign. (2-3 hours)

<u>Date</u>	<u>Topic & Assignment</u>	<u>R&A Project (4th hr.)</u>
T, Feb. 25	Case Analyzing Practice	
Th, Feb. 27	Work Day *DUE: DEBATE SITUATION ASSIGN. BY 11:59PM	Wk6: Generate Debate Situation Assign.; read Opposition Assign. description (1-2 hours)
T, Mar. 4	Generating Productive Clash Read <i>AIEL</i> , ch. 8	
Th, Mar. 6	General Criteria for Evaluating Arguments Read <i>AIEL</i> , ch. 9 *DUE: HW5	
Mar. 10-14	No Class—Spring Break	
T, Mar. 18	Evaluating Argument Types I: Classification & Generalization Read <i>AIEL</i> , ch. 10, pp. 213-217 *DUE: HW6	Wk8: Generate Opposition Assign. (1-2 hours)
Th, Mar. 20	Evaluating Argument Types II: Cause & Sign Read <i>AIEL</i> , ch. 10, pp. 217-221 *DUE: HW7	
T, Mar. 25	Evaluating Argument Types III: Analogy & Authority Read <i>AIEL</i> , ch. 10, pp. 221-231 *DUE: HW8	Wk9: Generate Opposition Assign. (1-2 hours)
Th, Mar. 27	Argument Evaluation Practice	
<u>Unit Three: Creating Your Own Advocacy</u>		
T, April 1	Crafting Advocacy Read <i>AIEL</i> , ch. 11, pp. 237-51; Daly, <i>Advocacy</i> , ch. 2	Wk10: Read Written Advocacy Assignment description
Th, April 3	Work Day *DUE: OPPOSITION ASSIGNMENT BY 11:59PM	
T, April 8	Effective Written Advocacy Read <i>AIEL</i> , ch. 12, pp. 261-71; Rystrom, "Nine Steps to Editorial Writing"	Wk11: Generate Written Advocacy Assign. (1-2 hours)
Th, April 10	Evaluating Written Advocacy Read TBA *DUE: HW9 BY 11AM	
T, April 15	Narrative Modes of Advocacy Read Daly, <i>Advocacy</i> , ch. 6; Fisher, "Narration as Human Communication Paradigm," pp. 1-10 *DUE: HW10	Wk12: Generate Written Advocacy Assign. (1-2 hours)

<u>Date</u>	<u>Topic & Assignment</u>	<u>R&A Project (4th hr.)</u>
Th, April 17	Work Day & Optional Written Advocacy Peer Review *DUE: WRITTEN ADVOCACY & MEMO BY 11:59PM	
T, April 22	Visual Modes of Advocacy Read Godden, "On the Norms of Visual Argument" *DUE: HW11	Wk13: Read Oral Advocacy Assign. description; "Adobe Premiere Rush Training Materials" (1 hour)
Th, April 24	Creating Effective Oral Advocacy Read <i>AIEL</i> , ch. 11, pp. 251-57; additional resources on Canvas	
T, April 29	Evaluating Oral Advocacy *DUE: HW12	Wk14: Generate Oral Advocacy Assign. (1-2 hours)
Th, May 1	Oral Advocacy Peer Review; Course Summary & Conclusion	
Th, May 8	*DUE: ORAL ADVOCACY & MEMO BY 4:30PM	