

Course Student Learning Objectives (SLOs)

This course reflects the curricular goals of the Rhetoric Department and contributes to your fulfillment of the SLOs embodied in the Literature/Fine Arts distribution category:

1. **ANALYZE AND INTERPRET TEXTS:** Students should be able to apply the various theories we learn to concrete rhetorical texts/artifacts in order to interpret the meaning and function of those texts.
2. **RECOGNIZE THE IMPORTANCE OF CONTEXT:** Students should be able to explain multiple scholarly perspectives concerning the “context” of rhetoric and should be able to articulate how the theories relate to contextual questions of diversity.
3. **DEMONSTRATE DISCIPLINARY LITERACY:** Students should be able understand key concepts, theories, and debates concerning the nature and meaning of rhetoric that have guided the field of rhetoric over the past 50 years.

Assignments

You will complete the following assignments (you will receive more precise criteria in class):

Participation and Scholarly Conduct (90 pts., 18%): Participation and scholarly conduct are crucial to the course objectives. This will be a seminar style course, in which we discuss the assigned material and work toward considering it in relation to examples you and I bring to class. I hope and expect that everyone (including me) demonstrates intellectual curiosity and an earnest desire to learn from one another. To facilitate this environment, it is your responsibility to attend class and get involved. I will assign daily participation grades between 1 and 10 following the rubric outlined on the “Discussion Expectations” page of Canvas. Please also refer to “Creating an Inclusive Classroom” on page seven for more details. Be advised that more than 5 absences will result in a letter grade deduction from your final grade and more than 10 absences *may result in failure of the course*. If you will miss class for Dean’s excuses, it is your responsibility to talk to me as soon as you know so we can make arrangements.

Muddiest Points/Reading Questions—MPRQ (60 pts., 12%): The readings in this class will likely pose a challenge to you. I don’t expect that you understand the material when you walk into class. I do expect, however, that you actually read (not just skim) the assigned material and engage it with an open mind in an effort to make sense of it. As part of this process, you should get in the habit of marking “muddy” (unclear) passages and generating questions prompted by the reading material. You will be required to submit a substantial paragraph that explores either:

- a. Two muddy points and your best interpretation of what each means **–or–**
- b. Two reading questions prompted by the reading and why they would prompt fruitful discussion in class

You can choose which you want to do for each class session (muddy points one day; reading questions the next) based on your experience of the assigned material. To make this useful for class, I must receive responses through Canvas by **9am the day of class**. Late submissions will receive a zero but you will get three drops across the semester.

Theory Paper: You will work on an extended project concerning theory and rhetoric.

Topic Proposal & Preliminary Bibliography (20 pts., 4%): This 2 page proposal will explain and justify the topic you have chosen for the project. You will then include a bibliography citing rhetoric research relevant to this topic.

Essay Draft (50 pts., 10%): This will be a draft of the final, 15-20 page paper.

Final Essay (100 pts., 20%): This 15-20 page paper will be a formal essay that explores in depth one or more of the topics we discuss in class.

Presentation (50 pts., 10%): You will deliver a 10-12 minute presentation of your project during the final week of class.

Peer Review (20 pts., 4%): You will provide constructive feedback about one of your classmates’ papers to help him improve the essay draft.

Discussion Leading (60 pts., 12%): For one class meeting, you will lead discussion of the assigned reading. To prepare for this, you will submit a lesson plan in advance.

Oral Exam (50 pts., 10%): You will be tested on the class material through an oral exam (similar to what you might expect for oral comps).

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%

Policies and Expectations

Course Meetings and Assignments

- To succeed in RHE 370, you should keep up with the assigned readings. *Class meetings will largely build on and discuss the readings, not summarize them.*
- Late written assignments are penalized 5% per 24-hours they are late (max. 50%).
- Late policy does not apply to MPRQs, 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 in response to your written work meant to prompt your continued reflection on and engagement with the material.
- Use the feedback to help you improve future assignments. I hope that you will find this helpful as you progress through the course and please keep in mind that the quantity of feedback alone (i.e. getting a lot of comments) in no way speaks to the quality of your work.

Professor Communication

Apart from face-to-face interaction through office hours or meetings, my preferred mode of communication with you is e-mail. Please get in the habit of checking your official Wabash e-mail once a day and I will do the same. If you e-mail me, you should expect an e-mail response within 24 hours (turnaround may be longer on weekends). E-mails after 9pm should expect a response the following day.

The Gentleman’s Rule

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/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 proper MLA or APA format.

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 how to make everything fit into your schedule, how to study more efficiently, how to take better notes, or any other question about developing your college skills, you can arrange a one-on-one meeting with Dr. Koppelman [here](#).

Emergency Procedures

- **FIRE:** Proceed up one floor to nearest exit and cross Grant Street. Join me and your classmates there to make sure everyone got out of the building.
- **TORNADO:** Shelter in place.

I look forward to working with all of you and am excited to learn alongside you!

Course Schedule

This schedule is tentative. Readings, assignments, and due dates are subject to change. You should complete reading assignments prior to the class date for which they are assigned.

<u>Date</u>	<u>Topic/Assignment</u>
M, Jan. 17	Course Introduction
	<u>Unit One: How Do We Define Rhetoric, Context, and Audience?</u>
W, Jan. 19	Why Won't This Class Define "Rhetoric"? Read Robert L. Scott, "On Not Defining 'Rhetoric'"
F, Jan. 21	Then What Will This Class Do? Read Barry Brummett, "Rhetorical Theory as Heuristic and Moral"
M, Jan. 24	The Nature of Rhetorical Situations Read Lloyd F. Bitzer, "The Rhetorical Situation" ; Richard Vatz, "The Myth of the Rhetorical Situation"
W, Jan. 26	The Nature of Rhetorical Situations (cont.) Read Jenny Edbauer, "Unframing Models of Public Distribution: From Rhetorical Situation to Rhetorical Ecologies"
F, Jan. 28	The Nature of Text & Context Read Michael Calvin McGee, "Text, Context, and the Fragmentation of Contemporary Culture"
M, Jan. 31	The Nature of Text & Context (cont.) Read Darrel Allan Wanzer, "Delinking Rhetoric, or Revisiting McGee's Fragmentation Thesis Through Decoloniality"
W, Feb. 2	The Nature of Text & Context (cont.) Read Kent A. Ono, "Contextual Fields of Rhetoric"
F, Feb. 4	Review & Application Read TBA
M, Feb. 7	The Nature of Audiences Read Edwin Black, "The Second Persona" ; Michael Calvin McGee, "In Search of 'the People': A Rhetorical Alternative"
W, Feb. 9	The Nature of Audiences (cont.) Read Philip Wander, "The Third Persona: An Ideological Turn in Rhetorical Theory"
F, Feb. 11	The Nature of Audiences (cont.) Read Maurice Charland, "Constitutive Rhetoric: The Case of the <i>Peuple Québécois</i>"
M, Feb. 14	The Nature of Audiences (cont.) Read Leah Ceccarelli, "Polysemy: Multiple Meanings in Rhetorical Criticism"

- W, Feb. 16 Review & Application
Read TBA
- F, Feb. 18 Finding Research (Location TBA)
- M, Feb. 21 **No Class—Lilly Award Program**
DUE: Topic Proposal & Preliminary Bibliography by noon
- W, Feb. 23 **ORAL EXAMS**
- F, Feb. 25 **ORAL EXAMS**

Unit Two: What Does Rhetoric “Do”?

- M, Feb. 28 The Meaning of Meaning
Read C. K. Ogden & I. A. Richards, *The Meaning of Meaning*, pp. 1-23
- W, March 2 Speech Acts
Read J. L. Austin, *How To Do Things With Words*, Lectures I-II, pp. 1-24
- F, March 4 Rhetoric & Dramatism/Terministic Screens
Read Kenneth Burke, “Terministic Screens,” 44-62
- March 7-11 **No Class – Spring Break**
- M, March 14 Invitational Rhetoric
Read [Sonja Foss & Cindy L. Griffin, “Beyond Persuasion: A Proposal for an Invitational Rhetoric”](#)
- W, March 16 Invitational Rhetoric (cont.)
Read [Jennifer Emerling Bone, Cindy L. Griffin, and T. M. Linda Scholz, “Beyond Traditional Conceptualizations of Rhetoric: Invitational Rhetoric and a Move Toward Civility,” pp. 437-48](#); [Nina M. Lozano-Reich & Dana L. Cloud, “The Uncivil Tongue: Invitational Rhetoric and the Problem of Inequality”](#)
- F, March 18 Rhetoric & Difference, Pt. I: Preparing for Brigrance Forum Lecture
Read Marouf Hasian & Fernando Delgado, “The Trials and Tribulations of Racialized Critical Rhetorical Theory: Understanding the Rhetorical Ambiguities of Proposition 187”
- M, March 21 Rhetoric & Difference, Pt. I: Preparing for Brigrance Forum Lecture (cont.)
Read [Lisa A. Flores, “Between Abundance and Marginalization: The Imperative of Racial Rhetorical Criticism”](#)

Dr. Lisa Flores, President’s Distinguished Speakers Series, Salter Hall, Time TBA

T, March 22 Dr. Lisa Flores, Brigrance Forum Lecture, Baxter 101, 12:10pm

- W, March 23 Rhetoric & Power/Knowledge
Read Michel Foucault, “The Subject and Power”; (optional) Sonja K. Foss, Karen A. Foss, and Robert Trapp, “Michel Foucault”; [Barbara Biesecker, “Michel Foucault and the Question of Rhetoric”](#)

F, March 25	Rhetoric & Simulation Read Baudrillard, Ch. 7: “Simulacra and Simulations”; (optional) Ch. 9: “The Masses”
M, March 28	Burning it All Down Read Cloud, “The Materiality of Discourse as Oxymoron: A Challenge to Critical Rhetoric”
W, March 30	Review and Application
F, April 1	Essay Work Day—Conference with Dr. Drury Fri. or Mon.
M, April 4	Essay Work Day—Conference with Dr. Drury Fri. or Mon.
T, April 5	DUE: Essay Draft by 9pm
W, April 6	Rhetoric, Ethics, & Manipulation Read Douglas Parker, “Rhetoric, Ethics, and Manipulation”
F, April 8	Rhetoric & Public Life Read Jürgen Habermas, “The Public Sphere: An Encyclopedia Article” ; Nancy Fraser, “Rethinking the Public Sphere: A Contribution to the Critique of Actually Existing Democracy” [selections].
M, April 11	Rhetoric & Public Life (cont.) Read Kevin M. DeLuca & Jennifer Peeples, “From Public Sphere to Public Screen: Democracy, Activism, and the ‘Violence’ in Seattle”
W, April 13	Rhetoric & Public Life (cont.) Read Robert Asen, “A Discourse Theory of Citizenship”
Th, April 14	DUE: Peer Review by 9pm
F, April 15	Rhetoric & Difference, Pt. II (cont.) Read bell hooks, “Language: Teaching New Worlds/New Words”
M, April 18	Rhetoric & Difference, Pt. II (cont.) Read Raka Shome, “Postcolonial Interventions in the Rhetorical Canon”
W, April 20	Review & Application
F, April 22	Presentations
M, April 25	Presentations
W, April 27	Presentations
F, April 29	Presentations; Course Review
W., May 4	DUE: Final Essay by noon

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 you need help.

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).

This course will require you to set forth your own ideas that reflect your biases and are not necessarily agreeable to everyone else. As gentlemen, you should carefully consider the effects your rhetoric may have and refrain from hostile or disrespectful comments seeking to shut down or “win” arguments. Additionally, you should strive to use inclusive language that considers numerous viewpoints and experiences.