

**University of Calgary**  
**Department of Communication, Media and Film**

**Communication and Media Studies COMS 369 (L01)**  
**Rhetorical Communication**

**Fall 2017 – Tues. & Thurs. 2:00 to 3:15 pm**

**Tues., Sept. 12 – Thurs., Dec. 7, 2017**

**Instructor:** Jo-Anne Andre  
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**E-Mail:** [andre@ucalgary.ca](mailto:andre@ucalgary.ca) (please include 369 in the subject line)  
**Web Page:** D2L available through MyUofC portal  
**Office Hours:** Tuesdays & Thursdays 3:15 to 4:00 (or by appointment)

**Course Description**

An introduction to the basic principles of rhetorical theory, criticism, and practice. Students will learn rhetorical perspectives on elements of communication such as argumentation, persuasion, audience, situation, genre, and ethics. Students will apply rhetorical theory to the criticism of samples of public communication and will practice their rhetorical skills through in-class activities and assigned writing and oral presentations.

**Additional Information**

The instructor may occasionally use short anonymous passages of student writing in editing and revision exercises; if you are uncomfortable with your writing being used in this way, please advise the instructor by email before Sept. 20.

**Objectives:** By the end of this course, students should have developed

1. a basic understanding of the history and principles of classical rhetorical theory;
2. the ability to analyse and critique arguments and texts using rhetorical principles;
3. skill in crafting persuasive and other texts for specific audiences;
4. improved writing skills; and
5. competence and confidence in crafting and delivering presentations.

**Internet and electronic communication device information**

Please respect your fellow students (and instructor) by using laptops and other electronic devices in class only for COMS 369 work. Avoid using electronic devices during other students' presentations. Thank you.

**Required Textbook**

Heinrichs, Jay. (2017). *Thank You for Arguing. (Third Edition)*. New York NY: Three Rivers Press.

*An E-book version is available. (The 2013 edition may also work, but you are responsible for the assigned material from the 2017 edition.)*

### **Online Readings (linked under “Sources” tab in D2L).**

Part or all of the following sources (plus a few others) are required readings, as outlined in the schedule of readings at the end of this syllabus. Links will be provided in D2L.

Altman, C. (2013). *The Writer’s Toolbox*. <https://christopheraltman.wordpress.com/>

This blog includes useful posts on punctuation, parallelism, and counterarguments.

Bitzer, L. (1968). The rhetorical situation. *Philosophy and Rhetoric*, 1, 1-14. Retrieved from <http://www.istor.org.ezproxy.lib.ucalgary.ca/stable/40236733>

Burton, G. O. (2007). *Silvae Rhetoricae: The forest of rhetoric*. <http://rhetoric.byu.edu/>

Duke, G. (2012). The Sophists [opening overview, 5 paragraphs], in the *Internet Encyclopedia of Philosophy*, available at <http://www.iep.utm.edu/sophists/>

Dlugan, A. (2013, Sept. 2). Ethos, Pathos, Logos: Three Pillars of Public Speaking. Available at <http://sixminutes.dlugan.com/ethos-pathos-logos/> [read all parts]

Rhetorical situation. (2010). *College Composition and Communication*, 61(3), p. 611. Retrieved from <http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/40593346>

Purdue OWL Stasis Theory: <https://owl.english.purdue.edu/owl/resource/736/1/>

Vatz, R. (1973). The myth of the rhetorical situation. *Philosophy and Rhetoric*, 6(3), 154-161. Retrieved from <http://www.istor.org.ezproxy.lib.ucalgary.ca/stable/40236848>

Zinsser, W. (2010). Writing English as a second language. *American Scholar*. Retrieved from <http://theamericanscholar.org/writing-english-as-a-second-language/> [for all readers]

### **Other useful resources for reference and for mini-presentations (links provided in D2L):**

Aristotle. (n.d.) *Rhetoric*. (Trans W. Rhys Roberts). <http://classics.mit.edu/Aristotle/rhetoric.1.i.html>

Dlugan, A. (2014). *Six Minutes: Speaking and presentation skills*. At <http://sixminutes.dlugan.com/>.

- Short but useful articles on delivering effective talks, designing visuals, and analysing speeches: <http://sixminutes.dlugan.com/articles/>
- Links to other blogs on presentations: <http://sixminutes.dlugan.com/public-speaking-blogs/>

Eidenmuller, M.E. (2014). *American Rhetoric*. At <http://www.americanrhetoric.com/>

Archive of clips from political, movie, and other speeches + excerpts from Plato and Aristotle.

Leon, L. K. (2015). *Gifts of Speech: Women’s Speeches from Around the World*. At <http://gos.sbc.edu/>

Literary Devices. (2017). At <https://literarydevices.net/>

TED talks. (2014). At <https://www.ted.com/talks/browse>

University of Virginia, Miller Center. (2016). *American President: Presidential Speech Archive*. At <http://millercenter.org/president/speeches>

Wheeler, L. K. (2016). *Logical Fallacies Handlist*. At [https://web.cn.edu/kwheeler/fallacies\\_list.html](https://web.cn.edu/kwheeler/fallacies_list.html)

## Assignments and Evaluation (See D2L for detailed assignment guidelines.)

10% **Short in-class rhetorical analysis** (open book, laptops allowed).

Thurs., Sept. 28

You will have 60 minutes to write a 2- or 3-page rhetorical analysis of appeals to ethos or pathos (or both) of a text to be provided in class.

5% **Mini-presentation – teaching task** (Sign up on D2L for a date and topic)

Working in randomly assigned pairs, you will craft and present a 3- to 5-minute mini-lesson on a designated topic (listed below) using PowerPoint and including at least two persuasive examples from speeches, advertisements, or persuasive texts. (You may propose to present on an alternative topic.)

Pair & Topic	Suggested sources	Date
1. Appeals to Ethos	For examples from speeches, try <ul style="list-style-type: none"> <li>American Rhetoric: <a href="http://www.americanrhetoric.com/">http://www.americanrhetoric.com/</a></li> </ul>	T, Sept. 19
2. Appeals to Pathos	<ul style="list-style-type: none"> <li>TED talks: <a href="https://www.ted.com/talks/browse">https://www.ted.com/talks/browse</a></li> </ul>	Th, Sept. 21
3. PPT or presentation strategies	<ul style="list-style-type: none"> <li>Dlugan, A. (2014). <i>Six Minutes: Speaking and presentation skills</i>. <a href="http://sixminutes.dlugan.com/">http://sixminutes.dlugan.com/</a></li> <li>for brief articles on effective talks &amp; designing visuals: <a href="http://sixminutes.dlugan.com/articles/">http://sixminutes.dlugan.com/articles/</a></li> <li>for links to 18 blogs on public speaking, see <a href="http://sixminutes.dlugan.com/public-speaking-blogs/">http://sixminutes.dlugan.com/public-speaking-blogs/</a></li> </ul>	T, Sept. 26
4. (as above)		
5. Appeals to Logos	See sources for topics 1 & 2	T, Oct. 3
6. Ad Hominem	Material on logical fallacies: <ul style="list-style-type: none"> <li>Heinrichs: See "Fallacy" in the index for pages</li> <li>Wheeler, L. K. (2016). Logical Fallacies: <a href="https://web.cn.edu/kwheeler/fallacies_list.html">https://web.cn.edu/kwheeler/fallacies_list.html</a></li> </ul>	Th, Oct. 5 (logical fallacies)
7. Bandwagon: Ad Populum		
8. Circular reasoning & Begging the question		
9. Hasty generalization & Post hoc ergo propter hoc		
10. Straw man & Red Herring		
11. Slippery Slope & Either/or (false dichotomy)		
12. Strategies for Intros & Conclusions	<ul style="list-style-type: none"> <li>Dlugan sources listed for topics 3 &amp; 4 above</li> <li><i>American Rhetoric</i>: <a href="http://www.americanrhetoric.com/">http://www.americanrhetoric.com/</a></li> <li>TED talks: <a href="https://www.ted.com/talks/browse">https://www.ted.com/talks/browse</a></li> </ul>	Th, Oct. 12
13. Examples of plain, middle & grand style		T, Oct. 17
14. Anaphora & Epiphora (epistrophe)	<ul style="list-style-type: none"> <li>Literary Devices. (2017). <a href="https://literarydevices.net/">https://literarydevices.net/</a></li> <li>Silva Rhetoricae "flowers" sec: <a href="http://rhetoric.byu.edu/">http://rhetoric.byu.edu/</a></li> <li>Heinrichs: for pages, see Figures of Speech &amp; Tropes in the index</li> </ul>	Th, Oct. 19
15. Chiasmus (Antimetabole) & Polypoton		
16. Tricolon & Amplification		

- 25% **Rhetorical analysis of a controversial topic** (individual with group elements) **Draft due Oct. 26  
Oct. 31, Nov. 2 & 7**  
Groups will be formed around controversial topics. Each group member will analyze a persuasive text, speech, poster, video, or website on the topic. Students will be marked individually on their papers and presentations, but groups may earn a bonus for all members if the group presentation elements are exceptionally well handled. Sign up for a presentation date on D2L. The final paper is due on the date of your group presentation. NOTE: If you do not bring a complete draft and participate in the peer review on Oct. 26, a one-grade level deduction (e.g. B+ to B) will be taken on your rhetorical analysis paper. Breakdown:
- 8% Presentation (group & individual elements. See D2L for details)
  - 15% Rhetorical Analysis Paper (1200-1500 words). (Basis of presentation)
  - 2% Peer review of a presentation on the day following your presentation date (with presenters on the last day reviewing a presenter on the first day)
- 25% **Mid-term exam** (70 minutes, closed book, short answer, & short analysis) **Tues., Nov.21**  
Questions will be based on course materials to date.
- 35% **Persuasive blog article, analysis, and presentation** **Nov. 30, Dec. 5 or 7**  
This individual final project combines presentation, persuasive writing, and analysis.
- 15% Persuasive blog article (900 - 1100 words)
  - 10% Rhetorical analysis of your blog article (500 - 700 words)
  - 8% Persuasive presentation (5 to 7 mins, based on your blog article)
  - 2% Peer review of a presentation on the day following your presentation date (with presenters on the last day reviewing a presenter on the first day)

**Registrar-scheduled Final Examination: No**

**All assignments worth 8% or more must be done in order to pass the course.**

### **Submission of Assignments**

Except for in-class assignments, which may be submitted in hard copy or electronically, please submit all written assignments via D2L. Please include your name and ID number on all assignments, and be prepared to provide picture ID to pick up assignments or look at final exams in SS 320 after classes have ended. Personal information is collected in accordance with the *Freedom of Information and Protection of Privacy (FOIP) Act*. For more information, see <http://www.ucalgary.ca/secretariat/privacy>

**Note:** It is the student's responsibility to keep a copy of each submitted assignment. For courses in which assignments are submitted electronically, it is the student's responsibility to ensure that the correct copy of the assignment is submitted. (Including the version date or version number in your file name may help you avoid submitting the wrong version of your written assignments.)

### **Policy for Late Assignments**

Assignments submitted after the deadline may be penalized with the loss of a grade (e.g.: A- to B+) for each day late, including weekends.

### **Student Accommodations**

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of

accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/).

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor. The full policy on Student Accommodations is available at [http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy\\_0.pdf](http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf).

Please note:

1. Students seeking accommodations for transient illnesses (e.g., the flu) should contact their instructors directly. Whenever possible, students should advise their instructors in advance if they will be missing quizzes, presentations, in-class assignments, or group meetings.
2. When accommodations are granted, they may take forms other than make-up tests or assignments. For example, the weight of a missed grade may be added to another assignment or test.
3. For information on Deferrals of Final Exams and Term Work, see sections G.6 and G.7 of the *University Calendar* at <http://www.ucalgary.ca/pubs/calendar/current/g-6.html> and <http://www.ucalgary.ca/pubs/calendar/current/g-7.html>

### **Writing Skills Statement**

Department policy directs that all written assignments (including, to a lesser extent, written exam responses) will be assessed at least partly on writing skills. For details see <http://comcul.ucalgary.ca/needtoknow>. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc) but also general clarity and organization. Sources used in research papers must be properly documented. If you need help with your writing, you may use the Writing Centre. Visit the website for more details: <http://www.ucalgary.ca/ssc/writing-support>

### **Plagiarism**

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the university.

You must document not only direct quotations but also paraphrases and ideas where they appear in your text. A reference list at the end is insufficient by itself. In-text citations must be provided, and readers must be able to tell exactly where your words and ideas end and other people's words and ideas begin. Wording taken directly from a source must be enclosed within quotation marks (or, for long quotations, presented in the format prescribed by the documentation style you are using). Paraphrased information must not follow the original wording and sentence structure with only slight word substitutions here and there. These requirements apply to all assignments and sources, including those in non-traditional formats such as Web pages or visual media.

For information on citation and documentation styles (including APA, Chicago, IEEE, MLA, and others), visit the links provided at <http://www.ucalgary.ca/ssc/node/208>. If you have questions about how to document sources, please consult your instructor or the Writing Centre (3<sup>rd</sup> Floor TFDL, <http://www.ucalgary.ca/ssc/writing-support>).

## Academic Misconduct

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

## Grading System & Dept of Communication, Media and Film Grade Scale

Final grades are reported as letter grades. All work in this course, except for the mid-term exam, will be given letter grades. The mid-term exam will be given a percentage, which will be used for calculation of the final grade. The following grade scale percentage equivalents are used in Communication, Media and Film:

Grade Point Value	Description	Grade	Department grade scale equivalents	Letter grade % equivalent for calculations
4.00	Outstanding	A+	96 - 100%	98.0%
4.00	Excellent—superior performance, showing comprehensive understanding of subject matter.	A	90 - 95.99%	93.0%
3.70		A -	85 - 89.99%	87.5%
3.30		B+	80 - 84.99%	82.5%
3.00	Good--clearly above average performance with knowledge of subject matter generally complete.	B	75 - 79.99%	77.5%
2.70		B-	70 - 74.99%	72.5%
2.30		C+	65 - 69.99%	67.5%
2.00	Satisfactory—basic understanding of the subject matter.	C	60 - 64.99%	62.5%
1.70		C-	55 - 59.99%	57.5%
1.30	Minimal pass—marginal performance; generally insufficient preparation for subsequent courses in the same subject	D+	53 - 54.99%	54.0%
1.00		D	50 - 52.99%	51.5%
0.00	Fail – unsatisfactory performance or failure to meet course requirements.	F	00 - 49.99%	0%

## Research Ethics

Except as noted, this course does not involve assigned research with human subjects. If you wish to interview someone for your persuasive blog article, please consult the instructor. Whenever you perform research with human participants (i.e. surveys, interviews, observation) as part of your university studies, you are responsible for following university research ethics guidelines. Your instructor must review and approve of your research plans and supervise your research. For more information about your research ethics responsibilities, see <http://arts.ucalgary.ca/research/research/research-ethics>

## Important information, services, and contacts for students

For information about . . .	Visit or contact . . .
<b>ARTS PROGRAM ADVISING (PIC)</b>	SS 102 403-220-3580 <a href="mailto:picarts@ucalgary.ca">picarts@ucalgary.ca</a>
<b>CAMPUS SECURITY</b> <ul style="list-style-type: none"> <li>• Calgary Police Service</li> <li>• Emergency Text Messaging</li> <li>• Emergency Evacuation &amp; Assembly</li> <li>• Safewalk Program</li> </ul>	<a href="http://www.ucalgary.ca/security/">http://www.ucalgary.ca/security/</a> <b>403-220-5333</b> <b>403-266-1234</b> <b>Emergency: call 911</b> <a href="http://www.ucalgary.ca/emergencyplan/textmessage">http://www.ucalgary.ca/emergencyplan/textmessage</a> <a href="http://www.ucalgary.ca/emergencyplan/assemblypoints">http://www.ucalgary.ca/emergencyplan/assemblypoints</a> If you feel uncomfortable walking alone at any time, call Campus Security for an escort (220-5333). For more information, see <a href="http://www.ucalgary.ca/security/">http://www.ucalgary.ca/security/</a>
<b>DESIRE2LEARN (D2L) Support</b> <ul style="list-style-type: none"> <li>• IT help line</li> </ul>	<a href="http://elearn.ucalgary.ca/desire2learn/home/students">http://elearn.ucalgary.ca/desire2learn/home/students</a> 403-220-5555 or <a href="mailto:itsupport@ucalgary.ca">itsupport@ucalgary.ca</a>
<b>STUDENT SUCCESS CENTRE</b> <ul style="list-style-type: none"> <li>• Writing Support Services</li> <li>• Student Services Mobile App</li> </ul>	<a href="http://ucalgary.ca/ssc">http://ucalgary.ca/ssc</a> <a href="http://www.ucalgary.ca/ssc/writing-support">http://www.ucalgary.ca/ssc/writing-support</a> <a href="http://ucalgary.ca/currentstudents">http://ucalgary.ca/currentstudents</a>
<b>STUDENTS' UNION CONTACTS</b> <ul style="list-style-type: none"> <li>• Faculty of Arts Reps</li> <li>• Student Ombudsman</li> </ul>	<a href="http://www.su.ucalgary.ca/governance/elections/home.html">http://www.su.ucalgary.ca/governance/elections/home.html</a> <a href="http://www.ucalgary.ca/provost/students/ombuds">http://www.ucalgary.ca/provost/students/ombuds</a>
<b>SU WELLNESS CENTRE</b> <ul style="list-style-type: none"> <li>• Counselling Services</li> <li>• Health Services</li> <li>• Distress centre 24/7 CRISIS LINE</li> <li>• Online resources and tips</li> </ul>	<b>403-210-9355</b> (MSC 370), M-F, 9:00–4:30 pm <a href="http://ucalgary.ca/wellnesscentre/counselling">http://ucalgary.ca/wellnesscentre/counselling</a> <a href="http://ucalgary.ca/wellnesscentre/health">http://ucalgary.ca/wellnesscentre/health</a> 403-266-HELP (4357) <a href="http://ucalgary.ca/wellnesscentre/healthycampus">http://ucalgary.ca/wellnesscentre/healthycampus</a> If you're concerned about a friend or your own well-being, it is important to seek help early. Call or visit the SU Wellness Centre or call the crisis line.

## Schedule of Lectures and Readings (T = Tuesday; R = Thursday)

Date	Focus & Readings to do before class	You should know (or do)
T Sept. 12	<p><b>Intro to the course.</b> Course outline (on D2L).</p> <p>Duke: The Sophists [first 5 para.]  <a href="http://www.iep.utm.edu/sophists/">http://www.iep.utm.edu/sophists/</a></p> <p>Dlugan: Intro at <a href="http://sixminutes.dlugan.com/ethos-pathos-logos/">http://sixminutes.dlugan.com/ethos-pathos-logos/</a> (1p)</p> <p>Heinrichs: Ch. 1 + scan appendices</p>	<p>Aristotle's definition of rhetoric</p> <p>3 types of rhetoric: epideictic (occasional), forensic (legal), &amp; deliberative (political)</p> <p>The origins of the study of rhetoric</p> <p>Who were the Sophists</p>
R Sept. 14	<p><b>Rhetoric: History, Overview // Using PPT Intelligently</b></p> <p>Heinrichs: Ch. 2, 3</p> <p>Formation of groups for first major assignment</p>	<p>Roles played by Isocrates, Plato, &amp; Aristotle in the history of rhetoric</p> <p>5 canons of rhetoric: invention, arrangement, style, memory, delivery</p> <p>Inartistic vs artistic proofs (appeals)</p>
T Sept. 19	<p><b>Ethos.</b></p> <p>Aristotle: Bk 1, part 2 (first 3 para.) + Bk II, part 1 (4 para.) at <a href="http://classics.mit.edu/Aristotle/rhetoric.html">http://classics.mit.edu/Aristotle/rhetoric.html</a></p> <p>Dlugan: What is Ethos &amp; 15 Tactics to establish ethos at <a href="http://sixminutes.dlugan.com/ethos-definition/">http://sixminutes.dlugan.com/ethos-definition/</a></p> <p>Heinrichs: Ch. 4, 5, 6, 7</p> <p>For discussion: (1) Taylor Swift's 2015, letter to Apple: <a href="http://taylorswift.tumblr.com/post/122071902085/to-apple-love-taylor">http://taylorswift.tumblr.com/post/122071902085/to-apple-love-taylor</a>. (+ Bjarin on it: <a href="http://time.com/3940500/apple-music-taylor-swift-release/">http://time.com/3940500/apple-music-taylor-swift-release/</a>)</p> <p>(2) R.F.Kennedy on death of MLK at <a href="http://www.americanrhetoric.com/speeches/rfkonmlkdeath.html">http://www.americanrhetoric.com/speeches/rfkonmlkdeath.html</a></p>	<p>How did Aristotle define ethos, and how do modern conceptions of it differ?</p> <p>Why is ethos central to persuasion?</p> <p>Strategies for establishing ethos</p> <p>Decorum. Disinterest. Phronesis. Identification.</p> <p><b>Mini-presentation Pair 1 (ethos)</b></p>
R Sept. 21	<p><b>Pathos.</b></p> <p>Dlugan: What is Pathos &amp; How to develop... at <a href="http://sixminutes.dlugan.com/pathos-definition/">http://sixminutes.dlugan.com/pathos-definition/</a> (4pp)</p> <p>Heinrichs: Ch. 8, 9, 10, 23</p> <p>For discussion: (1) PM Harper's Statement of apology to students of Indian residential schools, at <a href="http://www.aadnc-aandc.gc.ca/eng/1100100015644/1100100015649">http://www.aadnc-aandc.gc.ca/eng/1100100015644/1100100015649</a></p> <p>(2) Prosecution's opening statement in George Zimmerman Trial: <a href="http://www.wesh.com/article/full-video-prosecutions-opening-statement-in-george-zimmerman-trial-warning-graphic-language/3796242">http://www.wesh.com/article/full-video-prosecutions-opening-statement-in-george-zimmerman-trial-warning-graphic-language/3796242</a></p> <p>(3) "Donald Trump may Sound Like a Clown, but He is a Rhetoric Pro Like Cicero" by J. Romm, at <a href="https://thinkprogress.org/donald-trump-may-sound-like-a-clown-but-he-is-a-rhetoric-pro-like-cicero-ac40fd1cda79">https://thinkprogress.org/donald-trump-may-sound-like-a-clown-but-he-is-a-rhetoric-pro-like-cicero-ac40fd1cda79</a></p>	<p>Aristotle's views on emotional appeals</p> <p>Audience analysis</p> <p>Strategies for appealing to pathos</p> <p>Enargeia</p> <p><b>Pair 2 (pathos)</b></p>
T Sept. 26	<p><b>Writing a Rhetorical Analysis. Using APA format. Crafting Presentations.</b></p> <p>Heinrichs: Ch. 21, 22, 24, 25</p> <p>+ Scan APA handouts and resources on D2L</p>	<p><b>Pair 3 &amp; 4 (PPT design / presentation strategies)</b></p>
R Sept. 28	<p><b>In-class rhetorical analysis</b> (focus on ethos &amp; pathos) 60 minutes. (You may use resources and your laptop.)</p>	<p><b>Bring your laptop if you wish.</b></p>

T	Oct. 3	<p><b>Logos.</b></p> <p>Dlugan: What is Logos &amp; How to convey logos  <a href="http://sixminutes.dlugan.com/logos-definition/">http://sixminutes.dlugan.com/logos-definition/</a></p> <p>Heinrichs: Ch. 11, 12, 13</p> <p>For discussion: Stop Mandatory Vaccination website:  <a href="http://www.stopmandatoryvaccination.com/vaccine-dangers/">http://www.stopmandatoryvaccination.com/vaccine-dangers/</a></p>	<p>Example (inductive argument).          Enthymeme (deductive argument). Commonplace.          Endoxa. Concession; Framing.          Refutation. Syllogism.</p> <p><b>Pair 5 (logos)</b></p>
R	Oct. 5	<p><b>Logos. Counterargument; Logical fallacies</b></p> <p>Heinrichs: Ch. 14, 15, 16, 17, 18</p> <p>Altman: June 30 &amp; July 1 posts on counterargument at  <a href="https://christopheraltman.wordpress.com/?s=counterargument&amp;submit=Search">https://christopheraltman.wordpress.com/?s=counterargument&amp;submit=Search</a></p> <p>For discussion: (1) "My hijab has nothing to do with oppression. It's a feminist statement." 2015 video by Hanna Yusuf, at <a href="https://www.theguardian.com/commentisfree/video/2015/jun/24/hijab-not-oppression-feminist-statement-video">https://www.theguardian.com/commentisfree/video/2015/jun/24/hijab-not-oppression-feminist-statement-video</a>; (2) "Since when was the hijab a feminist statement?" By K.Maltby June 2015. At <a href="http://blogs.spectator.co.uk/coffeehouse/2015/06/since-when-was-a-hijab-a-fe4 Minist-statement/">http://blogs.spectator.co.uk/coffeehouse/2015/06/since-when-was-a-hijab-a-fe4 Minist-statement/</a></p>	<p><b>Pair 6 (Personal attack – Ad Hominem)</b></p> <p><b>Pair 7 (Bandwagon – Ad Populum)</b></p> <p><b>Pair 8 (Circular reasoning/Begging the Q)</b></p> <p><b>Pair 9 (Hasty generalization; Post Hoc, ergo Propter hoc)</b></p> <p><b>Pair 10 (Straw man &amp; Red Herring)</b></p> <p><b>Pair 11 (Slippery slope &amp; Either / Or)</b></p>
T	Oct. 10	<p><b>Toulmin Model of Argument.</b></p> <p>Wright: Toulmin Model of Argument at  <a href="https://www.youtube.com/watch?v=D-YPQZtuOY">https://www.youtube.com/watch?v=D-YPQZtuOY</a></p>	<p>Toulmin model of argument--          claim, evidence (data),          warrant</p>
R	Oct. 12	<p><b>Arrangement (organization); Rogerian argument</b></p> <p>Obooko: Rogerian argument ( 9 min video) at  <a href="https://www.youtube.com/watch?v=R8XPRwI2odU">https://www.youtube.com/watch?v=R8XPRwI2odU</a></p> <p>Active Listening and Reflective Responses by J. Yates at  <a href="https://ocw.mit.edu/courses/comparative-media-studies-writing/21w-732-science-writing-and-new-media-fall-2010/readings/MIT21W_732F10_listening.pdf">https://ocw.mit.edu/courses/comparative-media-studies-writing/21w-732-science-writing-and-new-media-fall-2010/readings/MIT21W_732F10_listening.pdf</a></p>	<p>Inductive vs deductive          arrangement</p> <p>Dissoi logoi</p> <p>Rogerian argument</p> <p><b>Pair 12 (Strategies for Intros &amp; Endings)</b></p>
T	Oct. 17	<p><b>Style (&amp; its links to pathos, ethos, identification)</b></p> <p>Heinrichs Ch. 21, 22</p> <p>Zinsser: Writing English...:<a href="http://theamericanscholar.org/writing-english-as-a-second-language/">http://theamericanscholar.org/writing-english-as-a-second-language/</a></p> <p>Altman: July 2 posts on parallelism &amp; MLK examples:  <a href="https://christopheraltman.wordpress.com/2013/07/02/tricks-of-the-trade-parallel-structures-writing-with-rhythm/">https://christopheraltman.wordpress.com/2013/07/02/tricks-of-the-trade-parallel-structures-writing-with-rhythm/</a></p> <p>Handout on parallelism on D2L</p>	<p>Plain, middle, &amp; grand styles</p> <p><b>Pair 13 (3 levels of style)</b></p> <p>Active vs passive voice</p> <p>Nominalizations; Parallelism</p>
R	Oct. 19	<p><b>Style &amp; Editing</b></p> <p>Heinrichs: Ch. 19, 20</p> <p>+ Editing handouts on D2L (on revision, apostrophes, punctuation, pronouns, fragments)</p>	<p><b>Pair 14 (Anaphora &amp; Epiphora)</b></p> <p><b>Pair 15 (Chiasmus &amp; Polyptoton)</b></p> <p><b>Pair 16 (Tricolon &amp; Amplification)</b></p>

T	Oct. 24	<b>Rethinking the rhetorical situation &amp; political rhetoric</b> Heinrichs: Ch. 24, 25, 30 Rhetorical situation. <a href="http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/40593346">http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/40593346</a> Bitzer: <a href="http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/4023673">http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/4023673</a> (all but p. 3,4, most of p. 5, + section IV, the conclusion) Vatz: <a href="http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/40236848">http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/40236848</a>	Exigence, rhetorical situation, rhetorical audience; differences between Bitzer's and Vatz's views of rhetorical situations
R	Oct. 26	<b>In-class peer review of draft rhetorical analysis</b> Bring your complete draft paper and participate in the peer review OR lose one grade on your analysis	Bring your draft paper
T	Oct. 31	<b>Group presentations</b> (peer reviews by Nov. 7 presenters)	Note: Sign up for a presentation date on D2L (2 or 3 groups each day.) Papers are due on presentation date. Note your peer review date.
R	Nov. 2	<b>Group presentations</b> (peer reviews by Oct. 31 presenters)	
T	Nov. 7	<b>Group presentations</b> (peer reviews by Nov. 2 presenters)	
R	Nov. 9	<b>Writing persuasive &amp; engaging blog articles &amp; talks.</b> Heinrichs Ch. 26, 27, 28, 29	
T	Nov. 14	<b>Workshop on invention &amp; audience analysis</b> (preparation for final paper. No readings.)	Cicero's types of cases
R	Nov. 16	<b>Stasis theory + Midterm review</b> Purdue OWL Stasis Theory: <a href="https://owl.english.purdue.edu/owl/resource/736/1/">https://owl.english.purdue.edu/owl/resource/736/1/</a>	Stasis theory (4 stases)
T	Nov. 21	<b>Midterm exam</b> (25%, 70 mins., closed book) For exam review: <a href="http://rhetoric.byu.edu/">http://rhetoric.byu.edu/</a> <i>Silva rhetoricae</i> . Read "Trees" column to end of Canons...	
R	Nov. 23	<b>Writing, revising, &amp; editing process (&amp; workshop)</b>	
T	Nov. 28	<b>Presentation practice (in small groups)</b> <b>+ Rhetorical theory after the Greeks</b> (no readings) NOTE: Please come prepared to deliver the first minute of your persuasive presentation (without reading it).	
R	Nov. 30	<b>Persuasive presentations.</b> Sign up on D2L. (Peer reviews by Dec. 7 presenters)	Note your peer review date.
T	Dec. 5	<b>Persuasive presentations.</b> Sign up on D2L (Peer reviews by Nov. 30 presenters)	
R	Dec. 7	<b>Persuasive presentations.</b> Sign up on D2L (Peer reviews by Dec. 5 presenters)	