

University of Calgary
Department of Communication, Media and Film

COMS 369 L01 Rhetorical Communication

FALL 2020: Tuesdays & Thursdays 11:00 to 12:15

Tuesday, September 8 to Tuesday, December 8 (excluding Nov. 9 - 13)

(Synchronous on Zoom on Tuesdays & Thursdays)

IMPORTANT NOTE ON COURSE DELIVERY FOR FALL 2020:

This Fall 2020 course will be offered entirely online as part of the University's plan to ensure everyone's safety during the Covid-19 pandemic. Please read the outline carefully to see which course components will be offered synchronously (where you are expected to participate at the usual scheduled course time) and which components will be offered asynchronously (to be completed on your own time). Synchronous course sessions will normally be hosted on Zoom, a video-conferencing program. To access scheduled Zoom course sessions, go to D2L, click on the COMMUNICATION tab, and select Zoom 5 or 10 minutes before class is scheduled to begin.

Note that the time indicated on course outlines for all timed quizzes and exams in CMCL, COMS, and FILM courses includes 50% extra time to allow for technical difficulties.

Instructor:	Jo-Anne Andre
Email:	andre@ucalgary.ca
Web Page:	D2L (access via MyUofC portal)
Office Hours:	Wednesdays 3:00 to 5:00 pm via synchronous email or by prearranged zoom appointment

Course Description. An introduction to the basic principles of rhetorical theory, criticism and practice. Examines 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 weekly schedule of topics and readings can be found at the end of this outline and on D2L. Students are responsible for reading and following all course and university policies discussed in this outline.

PowerPoints will normally be posted after each Thursday class. Watch D2L announcements for any updates. When attending class sessions on Zoom, please keep your video camera on and your microphone muted (except when speaking, of course). Some Zoom sessions may be recorded.

Textbooks and Readings

There is no textbook. All readings will be available online, with links provided on D2L and in the weekly syllabus at the end of this outline.

Objectives of the Course. By the end of this course, students should have developed

- A familiarity with the historical roots of rhetorical theory and an understanding of the importance of rhetoric to Western culture
- An understanding of the principles and terminology of classical (and some contemporary) rhetorical theory
- Skill in using rhetorical concepts to analyze and critique arguments and texts and speeches drawn from contemporary media
- Skill in using rhetorical principles to craft persuasive texts for specific audiences. As part of invention, students should be able to locate relevant sources using U of C library online search tools
- Competence in editing written work for style, correctness, and ethical citation of sources appropriate for particular rhetorical contexts
- Competence and confidence in crafting and delivering persuasive and informative presentations in an online environment

Learning Technologies and Requirements & Policy on the Use of Electronic Communication Devices

This is an online course. In order to complete online (or blended) courses, University of Calgary students are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security and malware updates, with current antivirus software enabled;
- Broadband internet connection, and a current and updated web browser;
- A webcam (built-in or external);
- A microphone and speaker (built-in or external), or headset with microphone.

Most current laptops will have a built-in webcam, speaker and microphone. If you need access to other software programs to complete assignments, your instructor will provide relevant information and links.

If you have technical difficulties, contact the university's IT department. For more information, see <https://www.ucalgary.ca/pubs/calendar/current/student-campus-services-information-technologies-it.html>

Instructors may arrange to record synchronous zoom class sessions for lesson capture; however, students are not to share recordings with others. Please carefully review the section on Instructor Copyright at the end of this outline.

Assignments and Evaluation

Please see D2L for detailed assignment guidelines. Unless otherwise noted here and in the assignment guidelines, assignments are due at 11:59 on the date indicated.

Assessed Components & Weight		Due
10%	Quiz 1: on Foundations of Rhetoric material covered Sept. 8 to 22. This 20-question multiple-choice open-book quiz on D2L is timed for 90 minutes and will remain open from 11:00 am Thurs., Sept. 24 to 11:59 pm Sun., Sept. 27. Once you open the quiz, you must complete it within the time allowed. The quiz must be done individually without consultation with other students.	Quiz opens Sept. 24 & closes Sept. 27
5%	3- to 5-minute pair presentation. Sign up for a date and topic on D2L. (See detailed schedule at the end of this outline)	Sign up on D2L
15%	In-class learning tasks (3 x 5% each; complete any 3 out of the 4 scheduled tasks). These tasks will take the form of either discussion board postings or revision tasks. Discussion board postings should thoughtfully respond to the question posed in a well developed paragraph or so (about 150 to 200 words). Posts will be marked on the quality of your writing as well as on content, so be sure to save and edit your draft post before posting it. Note: no late learning tasks will be accepted. These are due by 11:59 pm on the date indicated.	Sept. 22 Oct. 13 Oct. 27 Nov. 19
20%	Rhetorical analysis paper (900-1200 words). In this paper, you will analyze your choice of persuasive speech or written text on a current controversial topic using the rhetorical concepts covered in class. See the detailed assignment guidelines on D2L.	Oct. 29
15%	Presentation (12%, 5-7 minutes) & Peer review of another student's presentation on the same date (3%) based on either <ul style="list-style-type: none"> • your rhetorical analysis paper (Oct. 29 or Nov. 3) OR • your persuasive blog article (Dec. 1, 3, or 8). Sign up for a presentation date in the groups area on D2L.	Sign up for a date on D2L: Oct. 29, Nov. 3, or Dec. 1, 3, or 8.
35%	Persuasive blog article (25%, 1000-1200 words) and Rhetorical analysis of your article (10%, 600 – 1000 words). Written on a topic of your choice, your article may include ethically sourced & properly cited visuals. See the detailed assignment guidelines on D2L for more information and instructions for posting to the course blog site. In your rhetorical analysis, you will identify your intended audience, explain your assumptions about your audience, and discuss 3 or 4 of your key rhetorical strategies for persuasively tailoring your blog article to that audience. This analysis is to be uploaded to the designated dropbox in D2L in a single file also including a copy of your blog article.	Dec. 3

Registrar-scheduled Final Examination: NO

Note: You must complete all assignments except for the learning tasks in order to pass the course. If you miss a required course component, please contact your instructor as soon as possible.

Submission of Assignments

Please include your name on all assignments and submit them directly to the dropbox in D2L (or use the Discussion Board as required). **Note:** *It is your responsibility to keep a copy of each submitted assignment and to ensure that you submit the proper version (particularly in courses requiring electronic submission).*

Private information related to individual students is treated with the utmost regard by University of Calgary faculty. Student assignments will be accessible only by the authorized course faculty, and personal information is collected in accordance with the ***Freedom of Information and Protection of Privacy (FOIP) Act***. Please note that instructors may use audio or video recorded for lesson capture, assessment of student learning, and selfassessment of teaching practices.

Policy for Late Assignments

Assignments submitted after the deadline may be penalized with the loss of 5% or a partial letter grade (e.g.: A- to B+) for each day late. Late learning tasks will receive an automatic F. No late learning tasks will be accepted. The quiz must also be completed within the time window allowed. The quiz will not be reopened again.

Student Accommodations

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS); SAS will process the request and issue letters of accommodation to instructors. For information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation 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/studentaccommodation-policy.pdf>.

Students seeking accommodation for transient illnesses (e.g., the flu) or another legitimate reason should contact their instructors. Whenever possible, students should provide supporting documentation to support their request; however, instructors may not require that a medical note be presented. For the policy on supporting documentation the use of a statutory declaration, see Section M.1 of the *University Calendar*: <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>. Also see FAQs for Students: <https://www.ucalgary.ca/registrar/registration/appeals/student-faq>

Expectations for Writing

Department policy directs that all written assignments and, to a lesser extent, written exam responses be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization and proper documentation of research sources. For further information, please refer to the *University of Calgary Calendar* section on writing across the curriculum: <http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

Grading & Department of Communication, Media and Film Grade Scale

The following table outlines the grade scale percentage equivalents used in the Department of Communication, Media and Film. In this course, all work except for the quiz will be graded using letter grades; the quiz will be graded using percentage grades.

Final grades are reported as letter grades. For components graded using percentages, those values will be used directly in calculating the final grade, while for components graded using letter grades, the letter grades will be converted to the midpoint values listed in the final column of the table below in calculating the final course grade.

Grade Point Value	Description	Grade	Dept of CMF grade scale equivalents*	Letter grade % equivalent for calculations* *
4.00	Outstanding performance	A+	96 - 100%	98.0%
4.00	Excellent performance	A	90 - 95.99%	93.0%
3.70	Approaching excellent performance	A -	85 - 89.99%	87.5%
3.30	Exceeding good performance	B+	80 - 84.99%	82.5%
3.00	Good performance	B	75 - 79.99%	77.5%
2.70	Approaching good performance	B-	70 - 74.99%	72.5%
2.30	Exceeding satisfactory performance	C+	65 - 69.99%	67.5%
2.00	Satisfactory performance	C	60 - 64.99%	62.5%
1.70	Approaching satisfactory performance	C-	55 - 59.99%	57.5%
1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject	D+	53 - 54.99%	54.0%
1.00	Minimal pass. Insufficient preparation for subsequent courses in the same subject	D	50 - 52.99%	51.5%
0.00	Failure. Did not meet course requirements.	F	0 - 49.99%	0%

* If percentages are used to calculate final grades, then grades falling within these ranges will be translated to the corresponding letter grades.

** These percentage equivalents will be used for calculating final grades unless an alternative method of final grade calculation is outlined above.

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. These requirements apply to all assignments and sources, including those in non-traditional formats such as Web pages or visual media.

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.

For information on citation and documentation styles (MLA, APA, Chicago, IEEE, etc.), visit the Student Success Centre resource links at <https://ucalgary.ca/student-services/student-success/writing-support> or the Purdue Online Writing Lab (OWL) Research and Citation Resources at https://owl.purdue.edu/owl/research_and_citation/resources.html

If you need help with your writing or have questions about citing sources, please consult your instructor or visit the Student Success Centre, 3rd floor, Taylor Family Digital Library. To book an appointment, go to https://ucalgary.ca/student-services/student-success?utm_source=ssc&utm_medium=redirect&utm_campaign=redirect

Instructor Intellectual Property & Copyright Legislation

Course content created by the instructor is the instructor's intellectual property. As such, it should not be shared publicly or sold without the instructor's consent. Intellectual property is protected under Canadian copyright laws.

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

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>

Research Ethics

Whenever you perform research with human participants, including surveys, interviews, or observations as part of your university studies, you are responsible for obtaining research ethics approval and for following university research ethics guidelines. In some cases, your instructors may apply for course-based research ethics approval for certain assignments, and in those cases, they must review and approve your research plans and supervise your research. For more information about your research ethics responsibilities, please see <https://arts.ucalgary.ca/research/artsresearchers/resources-researchers-and-instructors/ethics>

Deferrals of Course Work and Requests for Reappraisal

For university regulations and procedures related to deferrals of exams and course work, requests for reappraisals, and other matters, please see the relevant sections in the *U of C Calendar*: <https://www.ucalgary.ca/pubs/calendar/current/academicregs.html>

Student Support Services and Resources

Please visit <https://www.ucalgary.ca/registrar/registration/course-outlines> for information about student support services and resources, including Wellness and Mental Health Resources, Student Success programs and services, the Student Ombuds Office, the Student Union, and Safewalk.

For resources on D2L, visit <http://elearn.ucalgary.ca/desire2learn/home/students>. IT support is available at itsupport@ucalgary.ca or by calling 403-220.5555.

Tentative schedule of Lecture Topics and Readings

Please complete the readings (bulleted) prior to class.

Tues., Sept. 8	Course intro & the Roots of Rhetoric: the Sophists and the rise of democracy in ancient Greece <ul style="list-style-type: none">• course outline• the first 5 paragraphs on Sophists from the <i>Internet Encyclopedia of Philosophy</i> at https://www.iep.utm.edu/sophists/• the 4-para. section on Sophists at https://en.wikipedia.org/wiki/Rhetoric#Sophists
Thurs., Sept. 10	Plato's critique of rhetoric <ul style="list-style-type: none">• "Plato on Rhetoric" section, focusing on Plato's <i>Gorgias</i>, from American Rhetoric at https://www.americanrhetoric.com/platoonrhetoric.htm
Tues., Sept. 15	Aristotle's Rhetoric (overview) <ul style="list-style-type: none">• Aristotle's Rhetoric, Part 1 of Book 1, apx 8 paragraphs, at the Internet Classics Archive: http://classics.mit.edu/Aristotle/rhetoric.1.i.html• The sections on the Branches of oratory; judicial, deliberative, and epideictic oratory; and the entire canons of rhetoric section (linked in the left column) at http://rhetoric.byu.edu/• Dlugan, A. (2010). Ethos, pathos, logos: 3 pillars of public speaking (just the Intro section). http://sixminutes.dlugan.com/ethos-pathos-logos/
Thurs., Sept. 17	Kairos, The Rhetorical Situation, & Cicero's Types of Cases <ul style="list-style-type: none">• Sections on Kairos, Audience, and Decorum at http://rhetoric.byu.edu/• Pantelides, K. (n.d.). Kairos. At https://writingcommons.org/article/kairos-2/• Eward-Mangione, A. (2018). Using appeals to kairos in persuasive writing. Retrieved from https://writingcommons.org/article/using-appeals-to-kairos-in-persuasive-writing/
Tues., Sept. 22	Modern Takes on The Rhetorical Situation: Bitzer vs Vatz <ul style="list-style-type: none">• Bitzer, L. (1968). – The rhetorical situation. <i>Philosophy & Rhetoric</i> 1(1), 1-14. Read only Part II (pp. 6-8) and Part IV (pp. 13-14) of at https://www-istor-org.ezproxy.lib.ucalgary.ca/stable/40236733?seq=1#metadata_info_tab_contents• Vatz, R. (1973). The myth of the rhetorical situation. <i>Philosophy and Rhetoric</i>, 6(3), 154-161• Pair presentation 1: presenting effectively on Zoom• DUE (in class) Learning task 1 (discussion board posting)

<p>Thurs., Sept. 24</p>	<p>No Zoom session. Class time for Quiz 1 (10%). Quiz 1 is a 20-question multiple-choice open-book quiz on D2L on the material covered to date on the history and foundations of rhetoric. The quiz is timed for 90 minutes and will remain open from 11:00 am Sept. 24 to 11:59 pm Sun., Sept. 27. Once you open the quiz, you must complete it within the time allowed.</p>
<p>Tues., Sept. 29</p>	<p>Ethos, Identification, & Decorum</p> <ul style="list-style-type: none"> • Dlugan, A. (2010). What is ethos and why is it critical for speakers? Six Minutes. http://sixminutes.dlugan.com/ethos-definition/ • Dlugan, A. (2010). 15 tactics to establish ethos: Examples for persuasive speaking. Six Minutes. http://sixminutes.dlugan.com/ethos-examples-speaking/ • University of Maryland Baltimore Writing Centre. (n.d.). <i>Persuasion: Character</i>. https://www.umaryland.edu/media/umb/oaa/campus-life/writingcenter/documents/Persuasion-Character.pdf <p>• Pair presentations 2 & 3: ethos in action: media example & discussion</p>
<p>Thurs., Oct. 1</p>	<p>Pathos</p> <ul style="list-style-type: none"> • Dlugan, A. (2010). What is pathos and why is it critical for speakers? Six Minutes. http://sixminutes.dlugan.com/pathos-definition/ • Dlugan, A. (2010). 18 pathos to pathos: How to connect with your audience. Six Minutes. http://sixminutes.dlugan.com/pathos-examples-speaking/ • University of Maryland Baltimore Writing Centre. (n.d.). <i>Persuasion: Emotion</i>. https://www.umaryland.edu/media/umb/oaa/campus-life/writingcenter/documents/Persuasion-Emotion.pdf <p>• Pair presentations 4 & 5: pathos in action: media example & discussion</p>
<p>Tues., Oct. 6</p>	<p>Logos – syllogism, enthymeme, example, topoi (common topics), stasis theory</p> <ul style="list-style-type: none"> • Dlugan, A. (2010). What is logos and why is it critical for speakers? Six Minutes. http://sixminutes.dlugan.com/logos-definition/ • Dlugan, A. (2010). 17 easy ways to be a more persuasive speaker. General strategies for improving your logos. Six Minutes. http://sixminutes.dlugan.com/logosexamples-speaking/ • University of Maryland Baltimore Writing Center. (n.d.) Brainstorming: Invention. https://www.umaryland.edu/media/umb/oaa/campus-life/writingcenter/documents/Brainstorming-Invention.pdf <p>• Pair presentations 6 & 7: logos in action: media example & discussion</p>
<p>Thurs., Oct. 8</p>	<p>Logos & Logical Fallacies</p> <ul style="list-style-type: none"> • University of Maryland Baltimore Writing Centre. (n.d.). <i>Persuasion: Reason</i>. (Read just the sections on Strategies and Logical Fallacies.) https://www.umaryland.edu/media/umb/oaa/campus-life/writingcenter/documents/Persuasion-Reason.pdf <p>• Pair presentations 8, 9, & 10: logical fallacies (see topics on D2L sign up)</p>
<p>Tues. Oct. 13</p>	<p>Toulmin’s Model of Argument</p> <ul style="list-style-type: none"> • Purdue University Online Writing Lab (OWL). Toulmin Argument. https://owl.purdue.edu/owl/general_writing/academic_writing/historical_perspectives_on_argumentation/toulmin_argument.html <p>DUE (in class) Learning task 2 (discussion board posting)</p>

<p>Thurs., Oct. 15</p>	<p>Writing a Rhetorical Analysis. Using APA citation style. Analyzing visuals.</p> <ul style="list-style-type: none"> Romm, J. (2016, March 28). Donald Trump may sound like a clown, but he is a rhetoric pro like Cicero. ThinkProgress. https://thinkprogress.org/donald-trump-may-sound-like-a-clown-but-he-is-arhetoric-pro-like-cicero-ac40fd1cda79/ St. Louis Community College. (2015). Rhetorical Analysis Sample Essay. http://www2.beaufortccc.edu/learning-enhancement-center/docs/resources/writing/SampleRhetoricalAnalysis2.pdf (3) <p>APA resources posted on D2L</p> <ul style="list-style-type: none"> Ellison, K. L. (2014). Age transcended: A semiotic and rhetorical analysis of the discourse of agelessness in North American anti-aging skin care advertisements. <i>Journal of Aging Studies</i> 29, 20-31. DOI: 10.1016/j.jaging.2013.12.003 [read the abstract; the article itself is recommended, not required, reading; it will serve as an example of analyzing visuals]
<p>Tues., Oct. 20</p>	<p>Analyzing Language and style – Denotation, connotation, concrete vs abstract language</p> <ul style="list-style-type: none"> Clark, R. P. (2017, Oct. 20). Why it worked: A rhetorical analysis of Obama’s speech on race. Poynter. https://www.poynter.org/reporting-editing/2017/why-it-workeda-rhetorical-analysis-of-obamas-speech-on-race-2/ Packer, G. (2019, Aug. 6). The left needs a language potent enough to counter Trump. <i>The Atlantic</i>. https://www.theatlantic.com/ideas/archive/2019/08/language-trump-era/595570/ <ul style="list-style-type: none"> Pair presentation 11, 12, & 13 : stylistic devices (see topics on D2L group sign-up)
<p>Thurs., Oct. 22</p>	<p>Crafting & Delivering Effective Presentations</p> <ul style="list-style-type: none"> McKay, B., & McKay, K. (2018). Classical rhetoric 101: The five canons of rhetoric – memory. https://www.artofmanliness.com/articles/classicalrhetoric-101-the-five-canons-of-rhetoric-memory/ McKay, B., & McKay, K. (2018). Classical rhetoric 101: The five canons of rhetoric – delivery. https://www.artofmanliness.com/articles/canon-of-delivery/ Dlugan, A. (2018). How to use notes in a speech: A guide for speakers. http://sixminutes.dlugan.com/notes-speech/ <p>Handout on crafting effective presentations (on D2L)</p> <ul style="list-style-type: none"> Pair presentations 14, 15 & 16: presentation strategies (see topics on group sign-up)
<p>Tues., Oct. 27</p>	<p>Designing effective PowerPoints; Editing for Style and Correctness</p> <ul style="list-style-type: none"> Editing handouts on D2L Andre & Brent. Using PowerPoint Intelligently (PPT) <p>DUE (in class) Learning task 3 (revision task)</p>
<p>Thurs., Oct. 29</p>	<p>Rhetorical Analysis presentations (day 1). Maximum 7 presenters. Sign up on D2L</p> <p>DUE today: Rhetorical Analysis Paper</p>
<p>Tues., Nov. 3</p>	<p>Rhetorical Analysis presentations (day 2). Maximum 7 presenters. Sign up on D2L</p>
<p>Thurs., Nov. 5</p>	<p>Invention strategies, research, & audience analysis for final assignment</p> <p>Arrangement (Classical, Motivated Sequence; Rogerian argument); Introductions & conclusions; Summaries, signposting, repetition)</p> <ul style="list-style-type: none"> McKay, B., & McKay, K. (2018). Classical rhetoric 101: The five canons of rhetoric – arrangement. https://www.artofmanliness.com/articles/classical-rhetoric-101-the-five-canons-of-rhetoric-arrangement/

Nov. 10-12	Reading week. No classes
Tues., Nov. 17	Argument: Concession & refutation (no assigned reading) Pair presentation 17: concession & refutation
Thurs., Nov. 19	Revising for style. (no assigned reading) DUE (in class) Optional Learning task 4 (revision task) (Optional: students who missed a task or who want to improve a grade on an earlier learning task may complete this revision.)
Tues., Nov. 24	Modern takes on rhetoric (no assigned reading)
Nov. 26	In-class on Zoom: Optional but recommended peer review of final paper drafts
Dec. 1	Final presentations (day 1). Maximum 7 presenters. Sign up on D2L
Dec. 3	Final presentations (day 2). Maximum 7 presenters. Sign up on D2L DUE: Blog article and analysis of your blog article
Dec. 8	Final presentations (day 3). Maximum 7 presenters. Sign up on D2L