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

**COMS 369 Lecture 01**
**Rhetorical Communication (L01)**
**Spring 2023: May 3 – June 15 (excluding May 22)**
**Lecture: M,W (12:00 to 2:45pm)**

**The course is in-person**

| Instructor: | Timothy Hoxha |
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| Office: | SS 254 |
| Email: | timothy.hoxha@ucalgary.ca |
| Web Page: | D2L (access via MyUofC portal) |
| Office Hours: | Wednesdays 3:00-4:00 or by appointment via Zoom or specific questions via email |

**Course Description**

COMS 369 is an introduction to the basic principles of rhetorical theory, criticism, and practice is an introduction to the principles of rhetorical theory, criticism, and practice. Students will learn how the principles of communication operate in terms of rhetorical perspectives, including argumentation, persuasion, audience, situation, genre, and ethics. Students will apply rhetorical theory to contemporary public communication messages. In so doing, they 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 or on D2L.

Students are responsible for reading and following all course and university policies discussed in this outline.

**Objectives of the Course**
    By the end of this course, students should have developed:
- A knowledge of the historical roots of rhetoric and an appreciation of the importance of rhetoric to Western culture
- An understanding of basic principles and concepts of classical (and some contemporary) rhetorical theory
- Skill in how to recognize and adopt the terms and strategies of classic rhetorical theory
- Skill in applying rhetorical concepts to develop their communication skills, focusing on analytical, informative, and persuasive writing and speech aimed at specific audiences
- Skill in utilizing rhetorical theory to analyze and critique arguments and texts and speeches drawn from a range of media platforms and genres so they can identify the different tactics and contexts employed by producers
- Skill in improving their competence in editing for style, correctness, and proper citation of sources

**Textbooks and Readings**
All course materials are available online.

**Learning Technologies and Requirements**
In order to complete 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), and a microphone and speaker (built-in or external) or headset with microphone (for online synchronous courses only).

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 IT support services. See:
https://www.ucalgary.ca/pubs/calendar/current/student-campus-services-information-technologies-it.html

**Policy on the Use of Electronic Communication Devices**
Students cannot use cell phones while in class to record lectures or discussions.
Please familiarize yourself with the University's policy on the recording of lectures, which is outlined at https://www.ucalgary.ca/pubs/calendar/current/e-6.html and carefully review the section on Instructor Copyright at the end of this outline.

**Assignments and Evaluation**

| Weight | Assessed Components | Due |
|--------|---------------------|-----|
| 15% | **Assignment 1: Factual, Value or Policy Analysis**<br><br>Analyze two documents for in-class partner presentation (students may pair themselves up). Each partner presentation will have 4 minutes (2 minutes per person) to present their findings to the class. Students will submit a point-form draft of their presentation to the D2L Dropbox by 11:59 p.m. Assignment guidelines will be provided on D2L. | May 10 |
| 20% | **Assignment 2: Rhetorical Analysis**<br><br>Write a 750-word rhetorical analysis on one of three selected speeches. Students will submit their analysis to the D2L Dropbox by 11:59 p.m. Assignment guidelines will be provided on D2L. | May 17 |
| 20% | **Midterm Test: Multiple Choice**<br><br>In-class: 12:00 p.m.-1:00 p.m. (1 hour) | May 24 |

| | This is an open book quiz consisting of 25 multiple-choice questions. The quiz is open book, meaning that students may refer to the course textbook and their notes during the quiz. Students may use a laptop to access their course materials. | |
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| 10% | **Assignment 3: Political Party Website Written Analysis**<br><br>Write a 500-word analysis of two House of Commons-represented political party websites in Canada. Students will submit their analysis to the D2L Dropbox by 11:59 p.m. Detailed assignment guidelines will be uploaded on D2L. | May 29 |
| 35% | **Assignment 4: Writing, Presentation and Article Analysis**<br><br>This individual final project combines a persuasive presentation, persuasive writing, and analysis. Students will submit a point-form draft of their presentation to the D2L Dropbox by 11:59 p.m. Detailed assignment guidelines will be uploaded on D2L.<br><br>• 15% Persuasive article (500 words)<br>• 10% Rhetorical analysis of your article (500-700 words)<br>• 8% Persuasive presentation (in-class; 5 to 7 minutes; based on your article)<br>• 2% Peer review of an in-class presentation<br>    o On the day following your presentation date<br>    o Presenters on the last day will review a presentation given on the first day | June 12-June 14 |

Please Note: Group members will receive the same grade on assignments; however, the instructor reserves the right to award differential grades based on group peer-reviews or information indicating significantly uneven contributions by group members.

**Registrar-scheduled Final Examination:** No

**Note:** You must complete (OR You must earn a passing grade on) the following course components in order to pass the course: the assignments, test, class participation, and group and individual presentations.

**Submission of Assignments**
Please submit all assignments in class or by uploading them to the designated D2L dropbox. Include your name and ID number on all assignments. Failure to write a title page with student name, identification number, class, and assignment title will have 5% deducted from the mark. Be sure to keep a copy of each submitted assignment and to submit the proper version. 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 recording for lesson capture, assessment of student learning, and self-assessment 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. If there are mitigating circumstances that arise and a student requires an extension, please write a formal request through email.

**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. For the full policy on Student Accommodations, see https://www.ucalgary.ca/legal-services/university-policies-procedures/student-accommodation-policy

Students seeking accommodation for transient illnesses (e.g., the flu) or another legitimate reason should contact their instructors.

**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. Final grades are reported as letter grades. For components graded using percentages or numerical scores, those values will be used directly in calculating the final course 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.

In this course, percentage grades will be used for all quizzes and assignments. Any grade under 50% in the course evaluation will be considered a failing 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% |

\* Column 4: If percentages are used to calculate final grades, then grades falling within these ranges will be translated to the corresponding letter grades. Column 5: 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, A.I. content generators, or visual media.

Students must adhere to the instructor's course policy regarding the use of A.I. generated content in course work. Unsanctioned use of A.I. generated content in course work may be reported as academic misconduct.

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, consult your instructor or visit the Student Success Centre, Taylor Family Digital Library. To book an appointment, go to https://ucalgary.ca/student-services/student-success/writing-support

**Instructor Intellectual Property & Copyright Legislation**
Course materials created by the instructor (including lectures, course outlines, presentations and posted notes, labs, case studies, assignments, and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed, or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the same course section and term may be allowed under fair dealing. Check with the instructor if you have any questions about sharing materials with classmates.

To ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes & electronic versions of textbooks), all students are required to read the *University of Calgary Policy on Acceptable Use of Material Protected by Copyright* at https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy and the requirements of the *Copyright Act* (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html). Students who use material protected by copy-right 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/arts-researchers/resources-researchers-and-instructors/ethics

**Deferrals of Course Work and Requests for Reappraisal**
For university regulations and procedures related to deferral of term work, see https://www.ucalgary.ca/pubs/calendar/current/g-7.html
For information about deferrals of final examinations, see https://www.ucalgary.ca/pubs/calendar/current/g-6.html
For information about requesting a reappraisal of course work or of a final grade, see https://www.ucalgary.ca/pubs/calendar/current/i.html

**Student Support Services and Resources**
Please see 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, Zoom, Yuja, etc., see https://elearn.ucalgary.ca/resources-for-students/. (Find the topic menu under the icon to the left of the ELEARN banner.)

## Schedule of Lecture Topics and Readings
All assigned readings must be completed before class.
Please note: the course readings are brief internet articles and short videos for review.

| Lecture Date | Lecture Topic and Readings |
|---|---|
| May 3 | **Lecture 1**<br><br>**Topic 1: The Roots of Rhetoric - The Sophists Readings**<br><br>• Duke, George. "The Sophists (Ancient Greek)". (Read only the first 5 paragraphs about the Sophists). *Internet Encyclopedia of Philosophy.* Source: [https://iep.utm.edu/sophists/].<br>• Kerferd, G. Briscoe. "Sophist." *Encyclopedia Britannica*. 18 February 2023. Source: [https://www.britannica.com/topic/Sophist-philosophy.https://youtu.be/2BkhnoQHxhs].<br><br>**Topic 2: Plato and Aristotle Readings**<br><br>• Potzman, Matt. "Aristotle, Plato, Isocrates, and the Sophists: A Study of Rhetoric, Truth and Philosophy." 1 November 2020. Source: [https://mattpotzman.medium.com/aristotle-plato-isocrates-and-the-sophists-a-study-of-rhetoric-truth-and-philosophy-6ff2c0faea72].<br>• Yunis, Harvey. "Eros in Plato's Phaedrus and the Shape of Greek Rhetoric". p. 101-106. Source: [https://www.bu.edu/arion/files/2010/03/Yunis-Eros1.pdf].<br>• Eyer, Shawn, Translated. "Plato, The Cave Allegory". Harvard.Edu. Plumbstone Books. 2016. https://scholar.harvard.edu/files/seyer/files/plato_republic_514b-518d_allegory-of-the-cave.pdf<br>• Beer, Andrew. "The Two Kinds of Rhetoric in Plato's Gorgias." *Society for Classical Studies*. 2022. Source: [https://classicalstudies.org/two-kinds-rhetoric-platos-gorgias].<br>• Purdue Online Writing Lab. "Rhetorical Situation". Review the drop down list on the left, "Elements of Rhetorical Situations, Aristotle, Author, Purpose, Setting, Examples, Conclusion". *Purdue University.* Source: [https://owl.purdue.edu/owl/general_writing/academic_writing/rhetorical_situation/index.html].<br><br>**In-Class Activity (Ungraded Assignment)**<br><br>This is a practice round for students to develop their presentation skills and introduce yourself to the class.<br><br>**1: Ethos, Pathos or Logos Analysis**<br><br>Students will have 50 minutes to compose and rehearse a 250-word rhetorical analysis with appeals to ethos, pathos or logos. Students will then select a partner to present their findings on the rhetorical situation and the importance of rhetoric as they relate to |

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| | Chomsky's argument. Phones and/or laptops will be allowed to review the video. The video will also be played twice on the projector.<br><br>Analysis Guide: "Why is Rhetoric Important to Study?" (In-Class Handout)<br>Text for Analysis: Chomsky, Noam. "The 5 Filters of the Mass Media Machine". Al-Jazeera. 2 March 2017. Source: [https://www.youtube.com/watch?v=34LGPIXvU5M] |
| **May 8** | **Lecture 2**<br><br>**Topic 1: Plato's Critique of Rhetoric: Ethos, Pathos, and Logos Readings**<br><br>• Dlugan, Andrew. "Ethos, Pathos, Logos: 3 Pillars of Public Speaking". *Six Minutes*. 24 January 2010. Source: [http://sixminutes.dlugan.com/ethos-pathos-logos/]<br>• Sirk, Christopher. "Ethos, Pathos, Logos: The Three Modes of Persuasion". www.crm.org. 2 June 2020. [https://crm.org/articles/ethos-pathos-logos-the-three-modes-of-persuasion]<br><br>**Topic 2: The Branches of Rhetoric Readings**<br><br>• Newbold, Curtis. "The Branches of Rhetoric". *The Visual Communication Guy.* Source: [https://thevisualcommunicationguy.com/rhetoric-overview/the-branches-of-rhetoric/].<br>• Langston, Camille. "Pathos, Logos and Ethos: How to use rhetoric to get what you want". *TEDx Talks.* Source: [https://youtu.be/3klMM9BkW5]. |
| **May 10** | **Lecture 3**<br><br>**Topic 1: Aristotle's Rhetoric: Ethos, Pathos, Logos and Topic 2: Cicero's Five Canons of Rhetoric Readings**<br><br>• Writing Center. "Inartistic Versus Artistic Proofs (Appeals)". *Texas A&M University*. 2023. Source: [https://writingcenter.tamu.edu/Grads/Writing-Speaking-Guides/Alphabetical-List-of-Guides/Academic-Writing/Analysis/Rhetorical-Analysis].<br>• Burton, Gideon O. "Silva Rhetoricae: The Five Canons of Rhetoric: Invention, Arrangement, Style, Memory, Delivery". *Brigham Young University*. 2016. Source: [http://rhetoric.byu.edu/].<br>• McKay, Brett and Beth. "Classical Rhetoric 101: The Five Canons of Rhetoric". 26 January 2011. Source: [https://www.artofmanliness.com/character/knowledge-of-men/classical-rhetoric-101-the-five-canons-of-rhetoric-invention/].<br><br>**Topic 2: Kairos, The Rhetorical Situation, and Cicero's Types of Cases Readings**<br><br>• "Rhetoric" Sections on Kairos, Audience, and Decorum. *Brigham Young University.* Source: [http://rhetoric.byu.edu/].<br>• Pantelides, Kate. "Kairos". *Writing Commons*. 2008. Source: [https://writingcommons.org/article/kairos-2/]. |

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| | • Eward-Mangione, A. "Using Appeals to Kairos in Persuasive Writing". 2018. Source: [https://writingcommons.org/article/using-appeals-to-kairos-in-persuasive-writing/]. |
| **May 15** | **Lecture 4**<br><br>**Topic 1: Crafting & Delivering Effective Speech Writing Readings**<br><br>• Abbott, Elisa. "9 Tips to Make Your Speech Memorable." *Six Minutes*. 9 September 2018. Source: [http://sixminutes.dlugan.com/memorable-speech/].<br>• Beqiri, Gini. "How to Use Rhetorical Questions in your Speech with Examples". 5 April 2018. Source: [https://virtualspeech.com/blog/rhetorical-questions-speech-examples].<br>• Dlugan, Andrew. "The Ladder of Abstraction and the Public Speaker". *Six Minutes*. 15 September 2013. Source: [http://sixminutes.dlugan.com/ladder-abstraction/].<br>• Dlugan, A. "How to use notes in a speech: A Guide for Speakers". *Six Minutes*. 2018. Source: [http://sixminutes.dlugan.com/notes-speech/].<br><br>**Topic 2: Achieving Competent Public Speaking Readings**<br><br>• "The Speech that Made Obama President" *Public Speaking for Life*. 2021. Source: [https://publicspeakingforlife.com.au/2016/03/22/the-speech-that-made-obama-president/].<br>• Herrity, Jennifer. "5 Ways to Improve Your Public Speaking Skills". *Indeed*. 10 March 2023. Source: [https://www.indeed.com/career-advice/career-development/public-speaking-skills].<br>• "How To Create an Audience-Centered Speech". *Indeed Editorial Team*. 24 June 2022. [https://www.indeed.com/career-advice/career-development/audience-centered].<br><br>**Additional Readings**<br><br>• "The Rhetorical Triangle: Understanding Ethos, Pathos and Logos". *Indeed Editorial Team*. 3 February 2023. Source: [https://www.indeed.com/career-advice/career-development/rhetorical-triangle].<br>• Greene, Richard. "The 7 Secrets of the Greatest Speakers in History". *TEDx Talks*. 5 November 2014. Source: [https://youtu.be/i0a61wFaF8A].<br>• Phillips, David JP." The 10 Techniques of Communication and Public Speaking." *TEDx Talks*. 1 February, 2019. Source: [https://youtu.be/K0pxo-dS9Hc]. |
| **May 17** | **Lecture 5**<br><br>**Topic 1: "What is Ethos?" Readings**<br><br>• Dlugan, Andre. "What is Ethos and Why is it Critical for Speakers?" *Six Minutes*. 31 January 2010. Source: [http://sixminutes.dlugan.com/ethos-definition/].<br>• Dlugan, A. "15 Tactics to Establish Ethos: Examples for Persuasive Speaking". *Six* |

- *Minutes*. 2010. Source: [http://sixminutes.dlugan.com/ethos-examples-speaking/]
- Scoa, Sally. "Ethos." *LitCharts*. 5 May 2017. [https://www.litcharts.com/literary-devices-and-terms/ethos].
- Writing Center. "Brainstorming: Invention". *University of Maryland.* Source: [https://www.umaryland.edu/media/umb/oaa/campus-life/writingcenter/documents/Brainstorming-Invention.pdf].
- Toastmaster, Tom. "11 Tips to Establish Ethos in a Speech". *Ice Breaker Speech.* 7 February 2023. Source: [https://icebreakerspeech.com/establish-ethos-in-speech/].

**Topic 2: Pathos Readings**

- Dlugan, A. "What is Pathos and Why Is It Critical for Speakers?" *Six Minutes*. 2010. Source: [http://sixminutes.dlugan.com/pathos-definition/].
- Dlugan, A. "18 Paths to Pathos: How to Connect with Your Audience". *Six Minutes*. 15 March 2010. Source: [http://sixminutes.dlugan.com/pathos-examples-speaking/].
- Writing Center. "Persuasion Emotion". *University of Maryland*. 2002. Source: [https://www.umaryland.edu/media/umb/oaa/campus-life/writingcenter/documents/Persuasion-Emotion.pdf].
- "13 Ways to Use Pathos in a Speech". *Ice Breaker.* 7 February 2023. Source: [https://icebreakerspeech.com/use-pathos-speech/].

| May 22 | **VICTORIA DAY (NO CLASSES)** |
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| May 24 | <div align="center">**Lecture 6**</div><br>**Topic 1: Logos – Syllogism, Enthymeme, and Stasis Theory Readings**<br><br>- Dlugan, A. "What is Logos and Why Is It Critical For Speakers?" *Six Minutes.* 2010. Source: [http://sixminutes.dlugan.com/logos-definition/].<br>- Dlugan, A. "17 Easy Ways To Be a More Persuasive Speaker: Improving Your Logos". *Six Minutes*. 2010. Source: [http://sixminutes.dlugan.com/logosexamples-speaking/].<br>- Baltimore Writing Center. "Brainstorming: Invention". *University of Maryland*. 2002. Source: [https://www.umaryland.edu/media/umb/oaa/campus-life/writingcenter/documents/Brainstorming-Invention.pdf].<br>- Scopa, Sally. "Logos.' *LitCharts* LLC. May 5, 2017. Source: [https://www.litcharts.com/literary-devices-and-terms/logos].<br><br>**Topic 2: Writing a Rhetorical Analysis Readings**<br><br>- Kaelyn, Barron. "How to Write a Rhetorical Analysis: 6 Steps and an Outline for Your Next Essay". *TCK Publishing*. 2022. Source: [https://www.tckpublishing.com/how-to-write-a-rhetorical-analysis/]. |

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| | • Herrity, Jennifer. "How To Write a Rhetorical Analysis in 8 Simple Steps". 30 September 2022. Source: [https://www.indeed.com/career-advice/career-development/how-to-write-a-rhetorical-analysis]. <br>• Barron, Kaelyn. "What Is Rhetoric? Definitions and Examples to Make Your Writing More Effective". *TCK Publishing*. 2022. https://www.tckpublishing.com/rhetoric/ <br>• APA Style Formatting. [https://apastyle.apa.org/style-grammar-guidelines/paper-format]. |
| **May 29** | **Lecture 7** <br><br>**Topic 1: Denotation and Connotation, Abstract and Concrete Language Readings** <br><br>• Bear, Crystal. "How to Analyze an Image". *WikiHow*. 26 March 2021. Source: [https://www.wikihow-fun.com/Analyze-an-Image]. <br>• Surbhi, S. "Differences Between Denotation and Connotation". *Key Differences*. 18 October 2021. Source: [https://keydifferences.com/difference-between-denotation-and-connotation.html]. <br>• Maddock. Julie. "Abstract vs. Concrete Language: Which Is Better and Why?" *Business Writing Blog*. 6 March 2023. Source: [https://www.businesswritingblog.com/business_writing/2021/02/abstract-vs-concrete-language-which-is-better-and-why.html]. <br>• ISU Writing Center. "Abstract and Concrete Language". *University of Idaho*. 2016. Source: [https://www.isu.edu/media/libraries/student-success/tutoring/handouts-writing/editing-and-mechanics/Concrete-and-Specific-Language.pdf]. <br><br>**Topic 2: Effective PowerPoint Presentation Readings** <br><br>• "Designing effective PowerPoints". *Purdue Owl*. 2022. Source: [https://mrsfaheysweb.weebly.com/uploads/6/2/1/0/62101713/purdue_powerpoint_guide.pdf] <br>• Childress, Andrew. "Presentation Tips To Make Good PPT Slides in 2022". 2022. Source: [https://business.tutsplus.com/tutorials/powerpoint-presentation-tips--cms-29886] |
| **May 31** | **Lecture 8** <br><br>**Topic 1: Writing Blog Articles and Editorials Readings** <br><br>• Stephens, B. "Tips for Aspiring Op-Ed Writers". *The New York Times*. 25 April 2017. D2L. <br>• "Op-ed Writing: Tips and Tricks". *Op-Ed Project*. 2023. Source: [https://www.theopedproject.org/resources]. <br>• Staff Writer. "The Washington Post Guide to Writing an Opinion Article". *Washington Post*. 23 June 2022. Source: [https://www.washingtonpost.com/opinions/2022/op-ed-writing-guide-washington-post-examples/]. |

- Briggman, Salvardor. "How to Write the Perfect Blog Post, Get Traffic, Grab Attention". *First Site Guide*. 12 November 2020. Source: [https://youtu.be/n0dQJVEliSQ].
- Minaev. Artem. "How to Do Keyword Research for Your Blog or Website". *First Site Guide*. 17 March 2023. Source: [https://firstsiteguide.com/keyword-research/].

**Topic 2: Concession, Refutation, and Logical Fallacies. Rhetorical Terms Readings**

- Baltimore Writing Centre. "Persuasion: Reason – "Strategies and Logical Fallacies". *University of Maryland.* Source: [https://www.umaryland.edu/media/umb/oaa/campus-life/writing-center/documents/Persuasion-Reason.pdf].
- Kramer. Lindsay. "15 Logical Fallacies to Know, with Definitions and Examples". *Grammarly.* 13 June 2022. Source: [https://www.grammarly.com/blog/logical-fallacies/].
- Writing Centre. "Rhetorical Terms". *Texas A&M University.* 2023. Source: [https://writingcenter.tamu.edu/Grads/Writing-Speaking-Guides/Alphabetical-List-of-Guides/Academic-Writing/Analysis/Rhetorical-Terms].
- Weisberger, Mindy and Alina Bradford. "Deductive Reasoning vs. Inductive Reasoning." *Live Science*. 30 January 2023. [https://www.livescience.com/21569-deduction-vs-induction.html].

| June 5 | **Lecture 9** |
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|  | **Topic 1: Counterarguments Readings**<br><br>- Altman, Christopher. "Addressing Counterarguments: Examples from MLK Jul". *The Writer's Toolbox*. Source: [https://christopheraltman.wordpress.com/2013/07/01/addressing-counterarguments-examples-from-mlk/].<br>- Harvey, Gordon. "Counterarguments". *Harvard College Writing Center*. 2023. Source: [https://writingcenter.fas.harvard.edu/pages/counter-argument].<br>- Houpert. Charlie. "How To Effortlessly Defend Yourself In An Argument." *YouTube*. Source: [https://www.youtube.com/watch?v=nS9W-wlJHPA].<br>- Merriam-Pigg, Ailea. "The Rhetoric of Malcolm X." 11 January 2019. Source: [https://playback.wisc.edu/2019/01/11/the-rhetoric-of-malcolm-x/].<br><br>**Topic 2: Rogerian Argument**<br><br>- Kleinfeld, Rachel and Aaron Sobel. "7 Ideas to Reduce Political Polarization and Save America from Itself". *Carnegie Endowment for International Peace*. 23 July 2020. Source: [https://carnegieendowment.org/2020/07/23/7-ideas-to-reduce-political-polarization.-and-save-america-from-itself-pub-82365].<br>- Yates. JoAnne. "Active Listening and Reflective Responses". *MIT Sloan-Communication*. Source: [https://dspace.mit.edu/bitstream/handle/1721.1/55898/15-281Spring2004/NR/rdonlyres/Sloan-School-of-Management/15- |

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| | 281Spring2004/369F673A-374C-42F8-8C42-F917567010C1/0/yates_listen.pdf]. |
| **June 7** | **Lecture 10**<br><br>**Topic 1: Toulmin's Model of Argument Readings**<br><br>• Purdue Online Writing Lab." What is the Toulmin Method?" *Purdue University*. 2022. Source: [https://owl.purdue.edu/owl/general_writing/academic_writing/historical_perspectives_on_argumentation/toulmin_argument.html].<br>• Padilla, Ricky. "Toulmin Method". *Tamu Writing Center*. 2020. Source: [https://youtu.be/GWnEbMZ0IaA].<br><br>**Topic 2: Conspiratorial Theory and Rhetorical Theory**<br>• Atilla, Hallsby. "The Secrecy Situation: Reading Rhetorical Theory - Speech, Representation, and Power. *University of Minnesota Libraries Publishing*, pp. 231-237, 243-257. Source: [https://open.lib.umn.edu/rhetoricaltheory/].<br>• Vice News. "Trump's JFK Document Dump Fueled The Conspiracy Theory Fire". *HBO*. 22 Nov 2017. Source: [https://www.youtube.com/watch?v=x2H_f6LqJfM].<br>• "Ancient Aliens: UFO Sightings Throughout US History." (S7, E2). History Channel. 17 January 2023. Source: [https://youtu.be/OTUgupFkKuo].<br><br>**Additional Readings**<br><br>• "Rage Against The Machine - Sleep Now in the Fire." Source: [https://youtu.be/kl4wkIPiTcY].<br>• Ancient Aliens: Was JFK Silenced? (S12, E9) *History Channel*. 20 September 2018. Source: [https://youtu.be/a_AW3bUxumI].<br>• Pelley, Rich. "People Need To Open Their Minds! Tom DeLonge on His New Career as a UFO Expert." *The Guardian*. 15 September 2020. Source: [https://www.theguardian.com/tv-and-radio/2020/sep/15/star-of-bethlehem-spaceship-tom-delonges-new-career-ufo-expert-blink-182].<br>• NASA's Unexplained . "JFK's Memo to NASA... Just Ten Days Before Assassination". *Science Channel*. 28 July 2022. Source: [https://www.youtube.com/watch?v=GtZ5BLx5NBI]. |
| **June 12** | • Presentation practice (in small groups)<br>• Rhetorical theory after the Greeks (no readings)<br>• NOTE: Please come prepared to deliver the first minute of your persuasive presentation (without reading it directly from the notes)<br>• Review rough drafts of final paper |
| **June 14** | • Individual Presentations and Final Papers |