

University of Calgary
Department of Communication, Media and Film

Communications Studies COMS 369 L04

Rhetorical Communication

Winter 2016

Saturdays Jan. 16 – Apr. 9 (excluding Feb. 20)

Lectures/Tutorials 8:30-12:00

Instructor: Rebecca Carruthers Den Hoed
Office: SS240
Office Phone: N/A
E-Mail: rcarruth@ucalgary.ca
Web Page: D2L available through MyUofC portal
Office Hours: Saturdays after class

Course Description

An introduction to the basic principles of rhetorical theory and practice. Students will learn the fundamentals of rhetorical theory and terminology. They will use this theory/terminology to grapple with the persuasive power of language to transform people's thoughts, feelings, and actions. Students will also use this theory/terminology to analyze several "game-changing" texts drawn from 20th and 21st century politics and culture—and, in the process, learn to carefully and critically "unpack" the rhetorical force of modern-day rhetorical communication. Students will hone their skills by crafting their own speeches, using the rhetorical tools and theories explored in the course.

Objectives of the Course

Students will learn about the processes involved in critiquing and crafting *effective* and *powerful* rhetorical communication. The course is designed to help students develop:

- (1) a rhetorical approach to communication that highlights how communication can and should be tailored to specific audiences and situations;
- (2) familiarity with key rhetorical strategies used in contemporary Western oral and written communication;
- (3) competence and confidence talking and thinking about communication from a rhetorical perspective;
- (4) competence and confidence using key rhetorical "moves" in their own written and spoken communication; and
- (5) competence in the use of writing/design strategies to ensure their communication comes across as credible (e.g., documentation; grammar; spelling).

Textbooks and Readings

Sam Leith. (2012) *Words Like Loaded Pistols: Rhetoric from Aristotle to Obama*. [paper edition OR kindle edition]

Steven Vrooman. (2013). *The Zombie Guide to Public Speaking: Why Most Presentations Fail and What You Can Do to Avoid Joining the Horde*. [paper edition OR kindle edition]

Internet and electronic communication device information

Students are welcome to use laptops and tablets in class for course-related activities (e.g., taking notes, completing in-class exercises). However, using electronic devices in ways that distract the instructor or students will not be tolerated: check your email, surf the web, or play Starcraft somewhere else. Students may be asked to turn off their electronic devices—or, in extreme cases, asked to leave the room—if their gadget-habits disrupt the class.

Assignments and Evaluation

Reading Quizzes	ongoing	15%
Analysis I	February 27	25%
Analysis II	March 12	15%
Speech—short	March 19	15%
Speech—longer	April 9	25%
Peer Feedback	Mar 19 & Apr 9	5%

Reading Quizzes: Students will complete a short, hand-written quiz at the beginning of most classes. Each quiz will ask roughly five (5) questions based on the assigned readings for that day. Questions will be straightforward “comprehension” questions (e.g., Did you complete the assigned reading? Did you understand what you read?). Eleven (11) quizzes will be held, but only the top six (6) will count towards each student’s “reading quiz” grade.

Analysis I & II: Students will write two short written assignments that demonstrate their ability to conduct a rhetorical analysis of an assigned speech/essay. Students will be given a copy of the speech/essay *and* detailed instructions one week before each due date. Students’ written assignments will be evaluated based on their demonstrated ability to identify and evaluate rhetorical “moves” in an argument that reflect four of the five rhetorical canons: invention, arrangement, style, and delivery.

Speech I: Students will script and present a short (2-2½ minute) epideictic speech on an assigned topic. Speeches should be tailored to the *in-class audience*—their beliefs, feelings, and habits—and students will have a chance to survey their classmates on their assigned speech topic to help tailor their speeches to the *in-class audience*. Students’ speeches will be evaluated based on their demonstrated ability to *appeal to the audience* using ethos, logos, pathos, arrangement, style, and delivery.

Speech II: Students will script and present a longer (5-6 minute) speech on a topic of their choice. Students will be expected to identify and profile the target audience they will tailor the speech to—and their speech will be evaluated in terms of how well it addresses that particular target audience. Students’ speeches will be evaluated based on their demonstrated ability to *appeal to the audience* using ethos, logos, pathos, arrangement, style, and delivery.

Peer Feedback: Students will give their classmates written feedback on speeches presented in class—feedback instructions and forms will be provided by the instructor.

Registrar-scheduled Final Examination: No

All assignments and exams must be completed or a course grade of F may be assigned at the discretion of the instructor.

Submission of Assignments: Please hand in your essays directly to your instructor if possible. If it is not possible to do so, a daytime drop box is available in SS320; a date stamp is provided for your use. A night drop box is also available for after-hours submission. Assignments will be removed the following morning, stamped with the previous day's date, and placed in the instructor's mailbox. Do not upload assignments to D2L or email assignments to your instructor.

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.

Assignments submitted late due to serious illness will not be penalized with the loss of a grade, as long as they are submitted with a doctor's note.

Select assignments can be handed in a few days after the deadline to accommodate students with crazy schedules or trying to cope with wacked-out levels of stress; however, all extensions must be negotiated at least 5 days before the assignment deadline, and the reading quizzes, midterm, and workshop assignment are not eligible for extensions.

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/.

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 .

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>

Grading & Grade Scale of the Department of Communication, Media and Film

Final grades are reported as letter grades. However, assignments, exams, and other work in this course will be graded using a combination of letter grades and raw scores: reading quizzes are graded as raw scores (e.g., 4/5); analysis I & II will be graded as raw scores (e.g., 83/100); speeches I & II will be graded as letter grades (e.g., A-); peer feedback will be graded as a raw score (e.g., 3/5).

The following grade scale percentage equivalents are used in the Department. If letter grades are used for an assignment or other course component, the percentage equivalent in the final column will be used for calculating the final grade:

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%

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 <https://ucalgary.ca/ssc/resources/writing-support/436> . If you have questions about how to document sources, please consult your instructor or the Writing Centre (3rd 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>

Research Ethics

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/resources/ethics>

Important information, services, and contacts for students

For information about . . .	Visit or contact . . .
ARTS PROGRAM ADVISING (ASC)	SS 102 403-220-3580 artsads@ucalgary.ca
CAMPUS SECURITY <ul style="list-style-type: none"> • Calgary Police Service • Emergency Text Messaging • Emergency Evacuation & Assembly • Safewalk Program 	http://www.ucalgary.ca/security/ 403-220-5333 403-266-1234 Emergency: call 911 http://www.ucalgary.ca/emergencyplan/textmessage http://www.ucalgary.ca/emergencyplan/assemblypoints If you feel uncomfortable walking alone at any time, call Campus Security for an escort (220-5333). For more information, see http://www.ucalgary.ca/security/
DESIRE2LEARN (D2L) Support <ul style="list-style-type: none"> • IT help line 	http://elearn.ucalgary.ca/desire2learn/home/students 403-220-5555 or itsupport@ucalgary.ca
STUDENT SUCCESS CENTRE <ul style="list-style-type: none"> • Writing Support Services • Student Services Mobile App 	http://ucalgary.ca/ssc http://www.ucalgary.ca/ssc/writing-support http://ucalgary.ca/currentstudents
STUDENTS' UNION CONTACTS <ul style="list-style-type: none"> • Faculty of Arts Reps • Student Ombudsman 	https://www.su.ucalgary.ca/about/who-we-are/elected-officials/ http://www.ucalgary.ca/provost/students/ombuds
SU WELLNESS CENTRE <ul style="list-style-type: none"> • Counselling Services • Health Services • Distress centre 24/7 CRISIS LINE • Online resources and tips 	403-210-9355 (MSC 370), M-F, 9:00–4:30 pm http://ucalgary.ca/wellnesscentre/counselling http://ucalgary.ca/wellnesscentre/health 403-266-HELP (4357) http://ucalgary.ca/wellnesscentre/healthycampus 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 the 24-hour crisis line.

Schedule of Lectures and Readings

- January 16: Leith: Introduction; Rhetoric Then and Now (*)=[reading quiz](#)
- January 23: Leith: Invention (*) <focus on logos>
- January 30: Readings posted on D2L (*) <focus on pathos>
- February 6: Readings posted on D2L (*) <focus on ethos>
- February 13: Leith: Arrangement (*)
- February 20: READING BREAK
- February 27: Leith: Style (*) [[analysis 1 due](#)]
- March 5: Leith: Delivery (*)
- March 12: Vrooman: Failing/Winning—Chapters 1-3 (*) [[analysis 2 due](#)]
- March 19: Vrooman: Organization—Chapters 4-6 (*) [[speech 1 due](#)]
- March 26: Vrooman: Argument—Chapters 7-9 & 11 (*)
- April 2: Vrooman: Style & Delivery—Chapters 10 & 14 (*)
- April 9: [[speech 2 due](#)]