University of Calgary
Department of Communication, Media and Film

COMS 369 Lec 01

Rhetorical Communication

Winter 2022: January 10 to April 12 (excluding February 20-26)

Lecture: MW 14:00 to 15:15

This section will take place online, using Zoom: all classes are normally synchronous

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IMPORTANT NOTE FOR ONLINE COURSE DELIVERY

Asynchronous & Synchronous Course Components: Synchronous sessions hosted on Zoom can be accessed on D2L by clicking on the Communications tab and selecting Zoom.

Note: If you will not be able to participate in synchronous in-class or online class sessions owing to time differences or geographical location, then consult with the instructor to see if accommodation is possible or arrange to take this course in a future term.

Online Quizzes and Exams: You will be allowed a minimum window of 24 hours to access online quizzes and exams, but there may be a time limit for completing a quiz once you open it. Read the description carefully. The time specified for any timed online assessments includes 50% extra time.

Instructor:	Dr. Marcia Jenneth Epstein
Office:	SS 316
Email:	epstein@ucalgary.ca
Web Page:	D2L (access via MyUofC portal)
Office Hours:	Available by appointment or request after classes, on Zoom

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 weekly schedule of topics and readings can be found under 'Content' 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 the course, students should be able:
- To understand the basic principles and terms of classical rhetorical theory
- To apply rhetorical theory to the criticism of a variety of public communication topics, media, and genres
- To apply rhetorical theory to the development of your own analytical, informative and persuasive writing and speech
- To improve skills for public speaking
- To enhance writing skills and learn to cite and integrate sources.

Textbooks and Readings

Required: J. Dan Rothwell, *Practically Speaking*, 3d ed. Oxford University Press.

Recommended: Casson, L. E. (Ed.). (2011). *A writer's handbook: Developing writing skills for university students* [Est. $15 paper, $10 PDF at Broadview]
See Also: The list of additional online sources at the end of this document.

Learning Technologies and Requirements

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), and a microphone and speaker (built-in or external) or headset with 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 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

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.

Weight	Assessed Components	Due
10%	Writing task: Analysis of a political speech (1-2 pages)	1/19
10%	Individual Speech 1 – informative (6 min, topic of choice)	1/26 - 2/9
20%	Midterm Exam on preceding material (form TBD): short answers & commentaries (4-6), 75 min. Exam questions will be posted in the chat at the beginning of the class. Individual student questions about the process or tech needs can be posed in the Zoom chat during the exam. For those needing 50% extra time (with a note from Student Services), arrangements will be made individually. Answers must be submitted to the Midterm file the D2L Dropbox.	2/16
15%	Individual Speech 2 – persuasive (6 min, topic of choice)	3/2 – 3/16
20%	Group Task: Persuasive blog article on a controversial topic + analysis of your work in a **Portfolio:** ca.1000-1500 words. Group size: 3-4.	3/23
10%	Group presentation on summary & rhetoric of blog article (15-20 min.)	3/23 – 4/6

5%	**5% Class Participation/Teamwork/Chapter summaries**	4/8
	(2-3 people each week will be responsible for sharing their chapter summaries with the class via D2L Discussion Board.)	
10%	**Final exam**: In class. 75 min. Content will consist of 1 or 2 short essays, 2-5 short answers, or a combination (with fewer of each category). Comprehensive. Questions can be posed in the Zoom chat. Exam questions will be posted in the chat at the beginning of the class. Individual student questions about the process or tech needs can be posed in the Zoom chat during the exam. The length of the exam will be adjusted in alignment with any SAS-approved accommodations. Answers must be submitted to the D2L Dropbox.	4/11

Registrar-scheduled Final Examination: No

Note: You must normally complete all assignments and exams or a course grade of F may be assigned at the discretion of the instructor.

Assignment Guidelines

Individual Presentations

Length: The presentation should be 6 minutes long.

You have the option of showing a short video clip if it is less than one minute long, and this one minute is not considered part of the time of your presentation. It should be well integrated into your presentation.

Presentation topics

Topics should be well focused and aimed at informing an adult university-level population. You may use written, recorded, and/or visual sources as evidence. The informative speech can be based on personal experience.

-**Informative presentations** should choose topics that build on common knowledge of your audience and take that knowledge further. You may inform them of lesser known individual or local stories, historical information, or reveal lesser known contexts, interrelationships between things, or complexities within topics. *Sample topics or main points:*

- o Personal experiences: travel, special interests, family customs, etc.
- o Brief history of an Indigenous or immigrant culture in Canada or Alberta
- o Description of an activity you participate in, and why

-**Persuasive presentations** should go beyond information into the realm of motivating audience belief and/or action, and the actions or beliefs you recommend should be relevant to your audience's lives and within the abilities of your audience. Aim to move people, but don't be unrealistic in aiming to move them too far, too quickly. Persuasion has to be based on logos as well as pathos. **Sample** topics or main points:

   o Consider volunteering for or supporting a particular charity or campus activity

   o Certain common stereotypes about [country, city, or group] are false
   o Social media are/are not addictive

Note: Promoting political or religious groups and standpoints is not permitted, although they might fit into the Informative category if they describe only your own experience.

Your audience

Your audience consists of the people in the room (or Zoom room) where you present: primarily your fellow COMS 369 students, and secondarily your instructor. Within that audience, you may target certain kinds of students, or aspects of your audience.

Your persona

Speak as yourself, not as a fictional person—consider yourself as a citizen of the world, resident of Calgary, and student at the University of Calgary, as well as the unique features of your identity and background that relate to your presentation topic.

As you build your ethos, protect your own privacy and do not reveal information that may make you or the people in the room feel embarrassed or uncomfortable. The classroom is not a private forum, and what you say may be paraphrased and repeated to others who are not present.

Your tone

Your tone toward the audience and topic should be appropriate to the classroom forum, and appropriate to the subject matter and purpose of your speech. In persuasive presentations, avoid a tone that might communicate disrespect of any group of people for their race/ethnicity, religion, sex/gender, economic class, appearance, etc. Avoid scolding or begging your audience.

Delivery

The oral delivery of your speech is crucial to its success. *If you tend to get nervous with presentations, please see your instructor for advice the week before your presentation is scheduled. Admitting that you are nervous is the first step toward overcoming stage-fright.*

Use of PowerPoint

Your individual presentations do not require a PowerPoint to be used: you are welcome to use one if you choose. A PowerPoint (or equivalent format.) is required for your group presentation.

Guidelines for PowerPoint:

 -Use when your presentation requires quotations, images, and/or statistics to be displayed to the audience. Do not both post and read long quotations: it confuses the audience.

 -Use if the flow of reasoning and relation of your main points to sub-points would be aided by the display of text in headings, bullet points, and sub-points that a PowerPoint can provide.

 -Use if your presentation would not suffer from reduced eye contact and less gesture (informative presentations are more conducive to the use of PowerPoint slides).

All slides should be designed for visibility: be sure that print and images are large enough, and that colour contrast is optimal (e.g. light on dark or vice versa; no busy backgrounds under lettering).

Note: *Please do not read aloud from a script word-for-word.* Reading aloud can work for quotations, but it does not work well for expressing your own points and transitions.

Note: *Online submission of the portfolio file requires a title that includes your group number and the assignment preceded by the course number, e.g. COMS 369 Group 1 Portfolio. All names of group participants must be on the title page, in alphabetical order by surname (this speeds recording of scores).*

Presentation Critiques

Each student is responsible for **two** brief and constructive critiques of other students' speeches. Please include comments about whether you were informed, convinced, or otherwise motivated (e.g. to question a prior assumption or try a new activity) by the speech, what you especially liked and/or what could be improved. Keep comments polite: they will be posted on D2L in a Discussion forum.

Comments will not be used to determine the speaker's grade score; they will be used to evaluate the commenter's participation score.

Participation scores will also be determined by participation in discussions in the chat on Zoom or on D2L.

Group Blog Article and Portfolio

Each group will collectively construct a **sample blog article on a controversial topic**, along with a list of references and any visual aids used for the blog and the presentation (see below). Individuals within the group may divide tasks and concentrate on research or writing, but at least two people must be responsible for proofreading and corrections: that includes grammar, punctuation, syntax, style, and catching typos. (*This is a collaborative effort. If members of your group are challenged by writing in English, help them; if you are challenged, ask your group for help.*) Time will be taken in class to be sure that group dynamics are smooth.

The blog article and all references will be submitted in D2L as part of the Group Portfolio. Each group will also give a 15 to 20-minute presentation to the class on the content of the article, the controversy it discusses, how the controversy was handled by the group, the research involved, and what rhetorical stances were used.

The portfolio will also include a **Learning Profile** for the group. This will consist of a collection of discussion notes, statements, sketches, images, wild ideas, or any other material that demonstrates the group process over the course of the term.

Each group should include the following roles:

·   *Scribe(s)* writes/draws what becomes the "artifact" of the group's answers, notes, or sketches. These notes contribute to the final document.

·   *Coordinator* keeps the group on task and ensures efficient use of time and resources.

·   *Archivist(s)* could be any group member(s) available to play the role that day. He/she takes one or more clear photos of the artifact(s) and posts them to the group's area on D2L within 2 days.

(**Note**: Roles should change from class to class; e.g., the same person should not scribe every time)

Submission of Assignments
Please submit all assignments by **uploading them to the designated D2L dropbox.** Include your name and ID number on all assignments. 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 3 points for each day late.

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. Whenever possible, students should provide supporting documentation to support their request; however, instructors may not require a medical note. For information on the use of a statutory declaration, see the *University Calendar*: https://www.ucalgary.ca/pubs/calendar/current/m-1.html

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, assignments will be graded using point scores. Final grades will be assigned at the end of term by means of a total of earned points. Totals may be adjusted in appropriate circumstances (e.g., a total one point below the next letter grade).

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

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, 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 will be available on D2L, under Course Schedule in the Content section.

Additional readings available online *(for your information; some will be discussed in class):*

Altman, C. (2013). *The Writer's Toolbox*. At https://christopheraltman.wordpress.com/ This blog includes useful posts on punctuation, parallelism, and counterarguments.

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

Burton, G. O. (2007). *Silvae Rhetoricae: The forest of rhetoric.* At http://rhetoric.byu.edu/ This site summarizes key concepts in rhetoric and defines a huge number of stylistic devices.

Clark, R. P. (2016, July 26). 8 writing lessons from Michelle Obama's DNC speech. Retrieved August 18, 2016 from *Poynter* at http://www.poynter.org/2016/8-writing-lessons-from-michelle-obamas-dnc-speech/423307/

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]

Dlugan, A. (2014). *Six Minutes: Speaking and presentation skills*. At http://sixminutes.dlugan.com/.
• _For the site's collection of short but useful articles on delivering effective talks, designing visuals, and analysing speeches, see http://sixminutes.dlugan.com/articles/
• _For links to 18 other blogs on public speaking, see http://sixminutes.dlugan.com/public-speaking-blogs/

Wheeler, L. K. (2016). Logical Fallacies Handlist. Available at https://web.cn.edu/kwheeler/fallacies_list.html [for reference] -- *[may not be available: website down in Dec. 2017]*

Zinsser, W. (2010). Writing English as a second language. *American Scholar*. Retrieved from http://theamericanscholar.org/writing-english-as-a-second-language/

(Despite the title, this essay on writing style has good advice for all students)