

University of Calgary
Department of Communication, Media and Film

Communications Studies COMS 469 (L 01):
Rhetorical History and Criticism
Winter 2015

Wednesday, January 14 to Wednesday, April 15 (excluding Wed., Feb. 18, Fri., Feb. 20 & Fri.,
April 03)
Wednesdays & Fridays 2:00 to 3:50 pm

Instructor: Jo-Anne Andre, M.A.
Office Location: SS 300 (mail goes to SS 320, Dept. Office)
Office Phone: (403) 220-7429
E-Mail: andre@ucalgary.ca [Please put 469 in the subject line]
Course web page: On D2L, accessible via my.ucalgary.ca
Office Hours: Monday 2:00 to 4:00 pm or by appointment

Additional information

- Lecture and tutorial activities will be combined in a single class with a 10-minute break. Students are expected to be present for the entire class.
- Please check the course D2L site frequently (or subscribe to the news feed).
- Notes: Prerequisite: Coms 361 or 369. Credit for both Coms 469 and 461 is not allowed.

Course Description:

This course focuses on rhetorical thought and action from the classical period to the modern age, with an emphasis on the interaction between rhetoric and philosophical, social, and political change. Theories will be applied to criticism of historical and contemporary public communication. The course will also provide opportunities for students to develop their rhetorical skill in both spoken and written discourse, including rhetorical analysis.

Rhetoricians and theorists covered in this course will include Gorgias, Isocrates, Plato, Aristotle, Cicero, Longinus, Quintilian, Augustine, Ramus, Bacon, Campbell, Blair, Whately, Bitzer, Vatz, Burke, Weaver, Perelman, Toulmin, Foucault, and Fish.

Required Textbook:

Bizzell, P., & Herzberg, B. (2001). *The rhetorical tradition: Readings from classical times to the present*. (2nd ed.) Boston: Bedford / St. Martin's. Used copies should be available.

Readings available online (see assigned readings in the daily syllabus at the end of this outline)

Aristotle. (n.d.) *Rhetoric*. (Trans W. Rhys Roberts). <https://ebooks.adelaide.edu.au/a/aristotle/a8rh/>
(in case you want to read some Aristotle and don't have your textbook handy...)

Bitzer, L. F. (1968). The rhetorical situation. *Philosophy and Rhetoric*, 1, 1-14. Available at
<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ufh&AN=16172770&site=ehost-live>

Vatz, R. (1973). The myth of the rhetorical situation. *Philosophy and Rhetoric*, 6(3), 1-14. [on D2L]

See also the resource links provided in the LINKS area of D2L.

Internet and electronic communication device information

You are encouraged to bring laptops to class and to use them for course-related work only. Students using electronic devices to surf the net, text, email, or listen to music may be asked to leave to avoid distracting other students in the class. Please respect your fellow students by not using electronic devices during their presentations.

Required Course Work and Due Dates:

In order to pass this course, students must complete **all** assignments, exams, and presentations.

10% **ESSAY 1 - Essay on rhetorical passage (900 to 1100 words). (See date options)**

For this essay, choose a passage from your textbook from one of the following authors:

Isocrates (Jan.21), Plato (Jan. 23), Aristotle (Jan. 28 or 30), *Rhetorica ad Herennium* (Jan. 30), Longinus (Feb. 4), Cicero (Feb. 4), Quintilian (Feb. 6 or 11), Augustine (Feb. 13), Erasmus (Feb. 25), Ramus (Feb. 25), Bacon (Feb. 25), Locke (Feb. 27), or Mary Astell (Feb. 27).

Advise the instructor of your topic by Wed., Jan. 21. Your essay (and presentation 1) is due on the specified date. In your essay, briefly place the writer into historical context, present and explain the passage, and comment on the usefulness of the passage to you as a student or practitioner of rhetoric today. No outside sources are required, but your essay should include a reference list in APA format. Submit your paper to the Essay 1 dropbox in D2L.

5% **PRESENTATION 1 – 5-minute talk based on essay 1 (as scheduled)**

This presentation focusing on the passage from your Essay 1 must be delivered on the date specified above. In your presentation, briefly place the writer into historical context, present and explain the passage, and comment on the usefulness of the passage to you as a student or practitioner of rhetoric today. Please adapt your material for oral presentation. Students who simply read their essay 1 are unlikely to earn a grade above C- (C minus).

5% **Proposal for final paper (Fri., Feb. 27). About 300 words**

E-mail the instructor a proposal for your final paper; include the following sections in your proposal:

- **Research Topic:** in 1 to 3 sentences, describe the proposed focus of your final paper;
- **Overview:** in 2 paragraphs or so, explain the context for the paper and indicate why the topic interests you or is important;
- **Proposed Research Sources:** Identify the theorists and concepts from the course you propose to use in your analysis for your final paper and explain why. (No reference list is required.)

20% **GROUP SEMINAR (presentation) (30 to 40 minutes total, dates as indicated below)**

Early in the term, students will self-register on D2L into one of the following groups (limited to three students each) to develop and present the following seminar presentations:

- Fri., Feb. 27 Group 1 – Campbell
- Wed., March 4 Group 2 – Blair’s “Lectures on Rhetoric and Belles Lettres”
- Fri., March 6 Group 3 – Whately’s “Elements of Rhetoric”
- Wed., March 11 Group 4 – Bitzer’s “The Rhetorical Situation” & Vatz’s “The Myth...”
- Fri., March 13 Group 5 -- Burke’s “A Rhetoric of Motives”
- Fri., March 13 Group 6 -- Burke’s “Language as Symbolic Action”
- Wed., March 18 Group 7 – Weaver’s “Language is Sermonic”
- Fri., March 20 Group 8 -- Perelman’s “The New Rhetoric”
- Wed., March 25 Group 9 – Toulmin’s “The Uses of Argument”
- Fri., March 27 Group 10 – Foucault’s “Archaeology of...” & “Order of Discourse”

*Your seminar presentation should include some background about the rhetorical theorist, but it should focus mainly on the key concepts from the readings, particularly those concepts that may be useful in a rhetorical analysis. If you wish, you may include examples and interactive components such as Q&A, mini-quizzes, etc. // Your presentation should include a **PowerPoint**, for later posting to D2L; the PPT should support your presentation and serve as a study aid for your fellow students. On the final slide, suggest two short-answer questions for the exam.*

*The seminar should be well organized and should involve all group members. It may be a tightly integrated presentation or a series of individual but connected presentation segments. Your group may choose one of the following **assessment options**:*

1. **100% group grade** (with the possibility of an individual bonus for exceptional work);
2. **100% individual grades** (with the possibility of a group bonus for exception work on the group elements (e.g., the overall content, intro, conclusion, PPT, etc).

Assessment will focus on the following five elements: (a) Content, focus, and clarity; (b) Organization (introduction, conclusion, structure, transitions); (c) PowerPoint design and content; (d) Suggested exam questions; and (e) Delivery.

25% Exam (Wed., April 1) 105 minutes, closed book

The exam will consist of multiple choice, short answer, and essay questions. The exam will focus on material from the group presentations, assigned readings, and lectures throughout the course. Options will be provided for the short-answer and one essay question.

25% Final paper (Final paper is due April 8, 10, or 15, on your presentation date)

In your final paper, you will present a study in which you apply both classical and modern rhetorical theories in an analysis of a persuasive text (or set of texts). The analysis may focus on a contemporary or historical written text, speech, media campaign or advertisement, or some other approved cultural event or text with a persuasive dimension (e.g., a protest march, a website, etc.). You may but are not required to use sources beyond the course readings, but in your analysis, you should use at least two different theorists from two different time periods. Your paper should be 2900 to 3500 words, including the reference list. Note that a proposal for this paper is due Feb. 27.

10% Presentation based on final paper (April 8, 10, or 15)

This presentation, based on your final paper, should be 7 to 8 minutes. Please adapt your material for oral presentation. Students who simply read their final paper are unlikely to earn a grade above C- (C minus).

Registrar-scheduled final exam: NO

Submission of Assignments: Except for the proposal and the draft of the final paper, please submit all written assignments via the dropboxes provided in D2L. Please include your name and ID number in your file name and on page 1 of your assignment. Personal information is collected in accordance with the *Freedom of Information and Protection of Privacy (FOIP) Act*. For more information, see <http://www.ucalgary.ca/secretariat/privacy>

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

Policy for Late Assignments

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

Students with Disabilities

If you are a student with a disability who may require academic accommodation, it is your responsibility to register with the Student Accessibility Services (220-8237, <http://www.ucalgary.ca/access/>) and discuss your needs with your instructor no later than 14 days after the start of the course.

Writing Skills Statement

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

Plagiarism

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

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

For information on citation and documentation styles (including APA, Chicago, IEEE, MLA, and others), visit the links provided at <https://www.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>

Grading System & Dept Grade Scale

Except for the exam, work in this course will be graded using letter grades; the following grade scale percentage equivalents are used in Communication, Media and Film:

Grade Point	Grade	Department grade scale	Letter grade % equivalent for
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Value	Description		equivalents	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%

Revisions

Students who earn a grade of C+ or lower on Essay 1 will be allowed to revise and resubmit it. Grades on revisions will be capped at one full grade level or B- (B minus), whichever is lower. In other words, a student who earned a D+ on the first essay will be allowed to earn a grade up to C+ based on a successful revision.

Research Ethics

This course will not involve research with human subjects. Whenever you perform research with human participants (i.e. surveys, interviews, observation) as part of your university studies, you are responsible for following university research ethics guidelines. Your instructor must review and approve of your research plans and supervise your research. For more information about your research ethics responsibilities, see <http://arts.ucalgary.ca/research/research/research-ethics>

Important information, services, and contacts for students

For information about . . .	Visit or contact . . .
ARTS PROGRAM ADVISING (PIC)	SS 102 403-220-3580 picarts@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 	http://www.su.ucalgary.ca/governance/elections/home.html 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 about your own well-being, it is important to seek help early. Call or visit the SU Wellness Centre or call the 24-hour crisis line.

Please see the next page for the daily syllabus with readings for Coms 469

Detailed reading schedule and calendar for Coms 469, L01, W15:

Date	Period	Coms 469 (L01) Winter 2012 - SYLLABUS Readings / Assignments to do for this day FINAL VERSION	~ Total pages
Wed., Jan. 14	Classical	"Philosophical background of the 5 th century BC" at http://ablemedia.com/ctcweb/netshots/sophists.htm Silva Rhetoricae: materials in "Trees" column at http://rhetoric.byu.edu	4
Fri., Jan. 16	Classical	SOPHISTS . General introduction (1-8) & Intro (19 to top of 25) Gorgias's <i>Encomium of Helen</i> (42-46)	18
Wed., Jan. 21	Classical	ISOCRATES . Gen. Intro (25-26) & Isocrates (67-79) Plato: <i>Gorgias</i> : http://www.americanrhetoric.com/platoonrhetoric.htm 1 st presentations/essay 1 on Isocrates	20
Fri., Jan. 23	Classical	PLATO . Intro (28 to top of 30) & Intro to Plato (80 to top of 86) Plato's <i>Phaedrus</i> (excerpt: 155-168) 1 st presentations/essay 1 on Plato	22
Wed., Jan. 28	Classical	ARISTOTLE . Gen. intro (30 to top of 32) & Intro (169-177) <i>Rhetoric</i> : Book I, sections I, II, III, VIII, X, XV 1 st presentations/essay 1 on Aristotle. Note: do not choose a well known passage from Aristotle's <i>Rhetoric</i> .	25
Fri., Jan. 30	Classical	ARISTOTLE, Roman rhetoric, & <i>Rhetorica ad Herennium (RH)</i> Aristotle's <i>Rhetoric</i> . Book II, sec I, XII, XIII, XVIII, XX, XXII, & XXV Aristotle's <i>Rhetoric</i> Book III (236-240) Intro to Roman rhetoric (32-39) <i>Optional: Rhetorica ad Herennium</i> (Anon.) (241-242 & 247-255) 1 st presentations/essay 1 on Aristotle OR <i>Rhetorica ad Herennium</i>	22
Wed., Feb. 4	Classical	CICERO . Intro to Cicero (283-top of 288) Cicero's <i>Orator</i> (339-343) plus the following sections of <i>De Oratore</i> : Book I, sections VIII, XXXIII, Book II, sections XXIV, XXVII, XLIII, XLIV, XLV, LI, LIII optional: Longinus "On the Sublime" (344 – 358) 1 st presentations/essay 1 on Longinus OR Cicero	18
Fri., Feb. 6	Classical	QUINTILIAN . Intro to Quintilian (359-363) Quintilian's <i>Institutes of Oratory</i> : - Book II, Ch. II to VI (366-376); Ch. XI to XIII (380-384) - on definition of rhetoric (388-389) 1 st presentations/essay 1 on Quintilian from today's readings	24
Wed., Feb. 11	Classical	QUINTILIAN (continued) - Book X, Ch. II & III & Book XXII, Ch. I & II (400-420) 1 st presentations/essay 1 on Quintilian from today's readings	20
Wed., Feb. 13	Medieval	AUGUSTINE . Gen. intro (8) & Intro (431-447) Intro to Augustine (450-454) Augustine's <i>On Christian Doctrine</i> : Book IV, secs 1-10 (456-460), 21-29 (464-467), & 38, 42, 51, & 58 1 st presentations/essay 1 on Augustine	33
Feb. 18 & 20	Reading week break		

Wed., Feb. 25	Renaissance	RAMUS & BACON. Gen. intro (9-10) & Intro to Renaissance (555-577); Ramus – Intro (674-679) Ramus’s <i>Arguments against Quintilian</i> (681-684 + 696-697) Bacon intro (736-738); Bacon’s <i>Advancement of Learning</i> (740-744) Bacon’s <i>Novum Organum</i> (745-747) 1st presentations/essay 1 on Erasmus OR Ramus OR Bacon	48
Fri., Feb. 27	Enlightenment Proposal is due today	CAMPBELL. Group 1 seminar. Gen. intro to enlightenment (p. 10 bottom to top of p. 14) Intro to Enlightenment (791-797). Intro to Campbell (898 -900) Campbell’s <i>The Philosophy of Rhetoric</i> : Ch. 1 (902-905); Ch. VII (923-927); Ch. VIII, IX (936-938); Ch. X, sec. II (940 -top 942) 1st presentations/essay 1 on Locke OR on Mary Astell	26
Wed., March 4	Enlightenment	BLAIR. Group 2 seminar Lectures on Rhetoric and Belles Letters (950 – 979)	29
Fri., March 6	19 th Century	WHATELY. Group 3 seminar Intro to 19 century (983-998). Intro to Whately (1000-1002) Whately’s <i>Elements of Rhetoric</i> (1003-to “Fallacies” on 1025)	42
Wed., March 11	Modern / Post-modern	BITZER & VATZ. Group 4 seminar Bitzer’s “The Rhetorical Situation” (14 pp) at http://www.cwrl.utexas.edu/~davis/crs/E398t/Bitzer--Rhetorical%20Situation.pdf Vatz’s “The Myth of the Rhetorical Situation” (8 pp) at http://www.public.iastate.edu/~drrussel/www548/vatz.pdf Handout on classical vs “new” rhetoric (distributed in class)	25
Fri., March 13	Modern / Post-modern	BURKE. Group 5 seminar on Rhetoric of Motives Group 6 seminar on Language as Symbolic Action Gen. intro (14-16). Burke intro (1295-top of 1297) Burke’s <i>A Rhetoric of Motives</i> (1324-1340) Burke’s <i>Language as Symbolic Action</i> (1340-1347)	29
Wed., March 18	Modern / Post-modern	WEAVER. Group 7 seminar Intro (1183-1194 + 1202) & Weaver Intro (1348-1349) Weaver’s <i>Language is Sermonic</i> (all) (1351-1360)	25
Fri., March 20	Modern / Post-modern	PERELMAN. Group 8 seminar Perelman Intro (1372-1374) Perelman’s <i>The New Rhetoric & The Realm of Rhetoric</i> (1375-1408)	35
Wed., March 25	Modern / Post modern	TOULIN. Group 9 seminar Introduction & <i>The Uses of Argument</i> (1410-1428)	18
Fri., March 27	Modern / Post-modern	FOUCAULT. Group 10 seminar Intro (1432-1434); Foucault’s <i>Archaeology of Knowledge</i> (1442-1444) Foucault’s <i>Order of Discourse</i> (1460-1470) Optional -- FISH. Intro (1605-1608) & <i>Rhetoric</i> (1609-1627)	17
Wed., April 1	Presentations	In-class exam (25%). 110 minutes.	
Fri., April 3	Good Friday (no class)		
Wed., April 8	Presentations	Final presentations (10 presenters); final paper due on same day	
Fri., April 10	Presentations	Final presentations (10 presenters); final paper due on same day	
Wed., April 15	In-class final	Final presentations (10 presenters); final paper due on same day	