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COMX 555.R01: Seminar in Rhetorical Criticism and Theory

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Course is cross-listed as COMX 445.R01.

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Communication Studies 445/555
Rhetorical Criticism and Theory/Seminar in Rhetorical Criticism
Fall 2020 – Remote Delivery
Mondays and Wednesdays, 2:00-3:20

Professor: Sara Hayden, Ph.D.
Email: sara.hayden@mso.umt.edu
Office Hours: By appointment via Zoom or telephone

Course Description

The study of rhetorical criticism and theory begins with the understanding that as human beings, we use language and other symbols to shape the world in which we live. Rhetorical theory allows us to begin to understand how symbols function and rhetorical criticism is one of the processes through which we assess specific symbolic acts. In this course, we will explore issues and current trends in rhetorical criticism and theory. Specific areas to be covered include Dramatistic, Narrative, Metaphoric, Ideological, Ideographic, Social Movement, and Feminist Criticisms.

This semester, COMX 445 and COMX 555 are being convened together. Undergraduate and graduate students will read the same material and all students are expected to participate fully in class. Graduate students will complete two exams and write a research paper; undergraduate students will complete the first exam. Undergraduates may choose to complete the second exam *or* write a research paper.

All Required Readings are posted on Moodle

Optional Reading

Foss, Sonja K. (2018). *Rhetorical Criticism, Exploration and Practice* (5th ed.) Long Grove, IL: Waveland.

Academic Misconduct

Academic misconduct includes cheating, plagiarizing, and deliberately interfering with the work of others. Plagiarizing means representing the work of someone else (such as another student or an author of a book or an article) as your own. If you use the ideas or words of someone else on an exam or in a paper, you must cite the source of the original information. Following university regulations, cheating and plagiarism will be penalized with a failing grade in this course

Grades – Undergraduate Students

Grades will be based on evaluation of student performance on the following assignments:

Exam One:	100 points
Exam Two or Paper:	100 points
Participation:	50 points
Total	250 points

Grades – Graduate Students

Exam One:	100 points
Exam Two:	100 points
Paper:	100 points
Participation:	50 points
Total:	350 points

Grades will be assessed on the following scale:

92% and above =A; 91-90=A-, 89-88= B+; 87-82=B; 81-80=B-; 79-78=C+; 77-72=C; 71-70=C- and so forth.

Exams

For the exams, I will provide you with five questions; you will write two essays of approximately 6 pages in response to two of those questions. I will provide you with questions the week before the exam is due; questions will be based on readings and discussions. Exam one is due Monday, October 5 at 2:00 pm; exam two is due Tuesday, November 24 at 3:10 pm.

Paper

For the paper, you will write rhetorical criticism of an artifact of your choice. Your essay must be theoretically grounded and reflect a close reading of your chosen artifact. The paper is due Wednesday, November 18 at 3:10 pm.

Participation

This course is being taught as a seminar. Seminars work best when student questions and insights direct group discussions. To be good participants it is essential that you read the assigned material critically and actively. Because participation is a major element of the course, regular attendance is required.

Schedule

W 8-19	Introduction to the course
M 8-24	Introductions continued Nothstine, Blair, and Copeland, "Invention in Media and Rhetorical Criticism: A General Orientation" Foss, Foss and Trapp, "An Introduction to Rhetoric"

W 8-26	<p>The Rhetorical Renaissance</p> <p>Bitzer, "The Rhetorical Situation"</p> <p>Vatz, "The Myth of the Rhetorical Situation"</p> <p>Black, "Excerpts from <i>Rhetorical Criticism: A Study in Method</i>"</p>
M 8-31	<p>The Rhetorical Renaissance</p> <p>Campbell, "An Exercise in the Rhetoric of Mythical America"</p> <p>Hill, "Conventional Wisdom – Traditional Form – the President's Message of November 3, 1969"</p>
W 9-2	Dramatistic Criticism
M 9-7	Labor Day – no class
W 9-9	<p>Dramatistic Criticism</p> <p>Tonn, Endress, and Diamond, "Hunting and Heritage on Trial in Maine: A Dramatistic Debate over Tragedy, Tradition, and Territory"</p> <p>Ott and Aoki, "The Politics of Negotiating Public Tragedy: Media Framing of the Mathew Shepard Murder"</p>
M 9-14	<p>Narrative Criticism</p> <p>Fisher, "Narration as a Human Communication Paradigm: The Case of Public Moral Argument"</p>
W 9-16	<p>Narrative Criticism</p> <p>Lewis, "Telling America's Story: Narrative Form and the Reagan Presidency"</p> <p>Peterson and Garner, "Tensions of Narrative Ownership: Exploring the Rise of (Counter) Narratives during the Fall of Mars Hill Church"</p>
M 9-21	<p>Metaphoric Criticism</p> <p>Osborn, "Archetypal Metaphor in Rhetoric: The Light-Dark Family"</p>
W 9-23	<p>Metaphoric Criticism</p> <p>Donofrio, "Ground Zero and Place-Making Authority: The Conservative Metaphor in 9/11 Families' 'Take Back the Memorial' Rhetoric"</p> <p>Kuusisto, "Heroic Talk, Game, and Business Deal?: Western Metaphors in Action in Kosovo"</p>
M 9-28	Study Day – No Class
W 9-30	Study Day – No Class
M 10-5	Doing Rhetorical Criticism
W 10-7	Doing Rhetorical Criticism

- M 10-12 Condit, "Hegemony in a Mass-Mediated Society: Concordance about Reproductive Technologies
Cloud, "Hegemony or Concordance? The Rhetoric of Tokenism in 'Oprah' Winfrey's Rags-to-Riches Biography" (Text)
- W 10-14 Ideological Criticism
Condit, "Hegemony, Concordance and Capitalism: Reply to Cloud" (Moodle)
Cloud, "Concordance, Complexity, and Conservativism" (Moodle)
Condit, "Clouding the Issues?"
- M 10-19 Ideographic Criticism
McGee, 'The Ideograph': A Link between Rhetoric and Ideology (Text)
Lucaites and Condit, "Restructuring <Equality>: Culturetypal and Counter-Culture Rhetorics in the Martyred Black Vision," (Text)
- W 10-21 Ideographic Criticism
Enk-Wanzer, "Decolonializing Imaginaries: Rethinking 'The People' in the Young Lords' Church Offensive"
Charland, "The Case of the 'Peuple Quebecois'"
- M 10-26 Social Movement Criticism
Simons, "Requirements, Problems, and Strategies: A Theory of Persuasion for Social Movement"
- W 10-28 Social Movement Criticism
Cathcart, "Movements, Confrontation as Rhetorical Form"
DeLuca, *Image Politics*, Chapter Two
- M 11-2 Social Movement Criticism
Endess and Senda-Cook, "Location Matters: The Rhetoric of Place in Protest"
Pezzullo, "Resisting National Breast Cancer Awareness Month: The Rhetoric of Counterpublics and their Cultural Performances"
- W 11-4 Feminist Criticism
Campbell, "The Rhetoric of Women's Liberation: An Oxymoron"
Hayden, "Toward a collective Rhetoric Rooted in Choice: Consciousness Raising in the Boston Women's Health Book Collective"
- M 11-9 Feminist Criticism
Foss and Griffin, "Beyond Persuasion: A Proposal for an Invitational Rhetoric"
Lozano-Reich and Cloud, "The Uncivil Tongue: Invitational Rhetoric and the Problem of Inequality"

W 11-11 Veterans Day – No Class
M 11-16 Study Day
W 11-18 Exam Two Due
T 11-24 Papers due by 3:10 pm

Final Notes:

Incompletes will be given only in emergencies and only with my prior consent. If you foresee having difficulty finishing the course, come speak with me immediately. The 45th instructional day is the last day to drop classes or change your grading option. After that date, you may drop this class only if you meet the criteria set out by the University – see your university catalog or come speak with me.

Students with disabilities may request reasonable modifications by contacting me. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS).

“Reasonable” means the University permits no fundamental alterations of academic standards or retroactive modifications. For more information, please consult

<<http://www.umt.edu/disability>>