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COMX 240H.01: Introduction to Rhetorical Theory

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Communication Studies 240H
Introduction to Rhetorical Theory
Fall 2013
Mondays, Wednesday, and Fridays 12:10 - 1:00 pm
UH 210

Instructor: Sara Hayden, Ph.D.
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Office Hours: Mondays, Wednesdays, Fridays 1:10 - 2:00 pm and by appointment.

Course Description:

Often linked to politicians or public policies we don't like, the word "rhetoric" has a negative connotation in popular culture. In this course, you will come to understand how and why rhetoric has assumed a negative connotation. Along the way, we will explore topics including the relationship between language and truth, knowledge, democracy, community, justice, politics, and social power. By the end of the course you should have a greater appreciation for the role of rhetoric in our lives. We begin with a discussion of classical rhetoric; we move through a discussion of British and continental rhetoric; and we end with a discussion of contemporary rhetorical theory.

Objectives:

By the end of the semester, students will be able to:

1. Articulate the fundamental concepts of classical, British and continental, and contemporary rhetorical theories.
2. Utilize those theories in the analysis of rhetorical artifacts.
3. Apply what they have learned to everyday life situations.

Readings:

Golden, J. L., Berquist, G. F., Coleman, W. E., and Sproule, J. M. (2011). The Rhetoric of Western Thought, Tenth Edition. Dubuque, IA: Kendall/Hunt.

Articles available on Moodle. Please note that you should plan to bring Moodle articles to class for discussion.

Academic Misconduct:

Academic misconduct includes cheating, plagiarizing, and deliberately interfering with the work of others. Following university regulations, academic misconduct will be penalized with a failing grade in this course.

Grades:

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

1)	Quizzes	200 points
2)	Exam One	100 points
3)	Exam Two	100 points
	Total possible points:	400

A=92% and up; A- = 91-90%; B+ = 88-89%; B = 82-87%; B- = 80 - 81%; C+ = 78 -79 %; C = 72 - 77%; C- = 70 - 71%; D+ = 68 - 69%; D = 62 - 67%; D- = 60 - 61%; F 59% and below.

Major Assignments

Quizzes:

Over the course of the semester you will be given at least twelve quizzes. Each quiz will be worth twenty points and your ten best quiz scores will be counted toward your final grade. Quizzes may be administered anytime during the class period. Students who are absent or who arrive after or leave before a quiz is administered will not be allowed to make up the quiz. The purpose of the quizzes is to test whether you have done your assigned readings and paid attention during lecture; they are not meant to be difficult. You simply will be asked to demonstrate that you know the type of issues covered in the day's readings/prior lecture. I will not announce when quizzes will be given; however, I will spread the quizzes out evenly over the semester. Quiz scores will be posted on Moodle.

Exams:

Exams will consist primarily of multiple-choice questions; they may also include short essays, matching, or fill-in-the-blank questions. Study guides will be provided approximately one week prior to the exam dates. One full class period will be devoted to review for each exam.

Schedule

M	8-26	Introduction to the Course
W	8-28	Background and Definitions READ: Text – Introduction
F	8-30	The Sophists – Gorgias READ: Text, Chapter 1 Moodle, Gorgias, “Encomium of Helen”
M	9-2	<i>Labor Day – No Class</i>
W	9-4	The Sophists – Isocrates READ: Text, pp. 83-85 Moodle, Isocrates, “Against the Sophists”
F	9-6	Wrap up the Sophists Introduce Plato
M	9-9	Plato – <i>The Gorgias</i> READ: Text, pp. 53-55

Moodle, excerpt from *The Gorgias*, pp. 61-70

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| W | 9-11 | Plato's <i>Gorgias</i> , continued
READ: Moodle, excerpt from <i>The Gorgias</i> , pp. 70- 82 |
| F | 9-13 | Plato's <i>Gorgias</i> , continued |
| M | 9-16 | Plato's <i>Phaedrus</i>
READ: Text, pp. 55-58 |
| W | 9-18 | Plato's <i>Phaedrus</i> , continued
READ: Moodle, excerpt form <i>The Phaedrus</i> |
| F | 9-20 | Wrap up Plato's <i>Phaedrus</i> |
| M | 9-23 | Introduce Aristotle
READ: Text, Chapter 3 |
| W | 9-25 | Aristotle, continued |
| F | 9-27 | Aristotle, continued |
| M | 9-30 | Aristotle, continued |
| W | 10-2 | Study Day |
| F | 10-4 | Exam One |
| M | 10-7 | Introduction to British and Continental Rhetoric |

READ: Text, pp. 119-121

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| W | 10-9 | The Epistemologists
READ: Text, Chapter 7 |
| F | 10-11 | The Epistemologists
READ: Text, pp. 171-179 |
| M | 10-14 | The Belletristic Movement
READ: Text, pp. 127-129
Moodle Blair, "Lecture II" (pp. 802-810) |
| W | 10-16 | The Belletristic Movement, continued |
| F | 10-18 | Women's Participation in Rhetoric
READ: Text, pp. 43-45 |
| M | 10-21 | Women's Participation in Rhetoric
READ: Moodle, Mott, "Discourse on Women" |
| W | 10-23 | Contemporary Rhetorical Theory
I.A. Richards – Meaning and Metaphor
READ: Text, chapter 12 |
| F | 10-25 | McLuhan on the Media
READ: Text, Chapter 20 |
| M | 10-28 | Kenneth Burke's Dramatism
READ: Text, pp. 255-256 and Chapter 13 |

W	10-30	Kenneth Burke's Dramatism, continued
F	11-1	Kenneth Burke's Dramatism Moodle: Johnson, "We Shall Overcome"
M	11-4	Kenneth Burke's Dramatism
W	11-6	Rhetoric and Social Power READ: Moodle, Hall, "The Rediscovery of 'Ideology'"
F	11-8	Rhetoric and Social Power, continued
M	11-11	<i>Veterans Day Holiday — no class</i>
W	11-13	Marginalized Voices – African American Rhetoric READ: Text – chapter 25 Moodle, Bolotnikova, "Rachel Jeantel's Language is English -- It's Just Not Your English"
F	11-15	African American Rhetoric, continued READ: Moodle, Clemetson, "The Racial Politics of Speaking Well" Moodle, Obama, 2004 DNC Keynote Address Moodle, Sharpton, 2004 DNC Address
M	11-18	African American Rhetoric, continued

- W 11-20 *National Communication Association convention – no class*
- F 11-22 *National Communication Association convention – no class*
- M 11-25 Open Office Hours -- no class
- W 11-27 *Thanksgiving Holiday -- no class*
- F 11-29 *Thanksgiving Holiday -- no class*
- M 12-2 Contemporary Women’s Rhetoric
 READ: Moodle, Kahl and Edwards, “An Epistolary Epilogue: Learning from Sarah Palin’s Vice Presidential Campaign”
 Moodle, Palin, 2008 RNC Address
- W 12-4 Contemporary Women’s Rhetoric, continued
 READ: Moodle, Torrens, “Public Woman, Private Wife: Hillary Clinton Could Not have Won”
 Moodle, Clinton, 2008 DNC Address
- F 12-6 Study Day

Final Exam: Tuesday, December 10, 8:00 am – 10:00 am

Please Note:

Incompletes will be given only in emergencies and only with the prior consent of the instructor. If you foresee having difficulty finishing the course, come speak with me immediately.

Last day to drop classes without petitioning is October 29, 2013. As stated in the course catalog, documented justification is required for dropping courses by petition. Some examples of documented circumstances that may merit approval are: accident or illness, family emergency, or other circumstances beyond the student's control.

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>>.