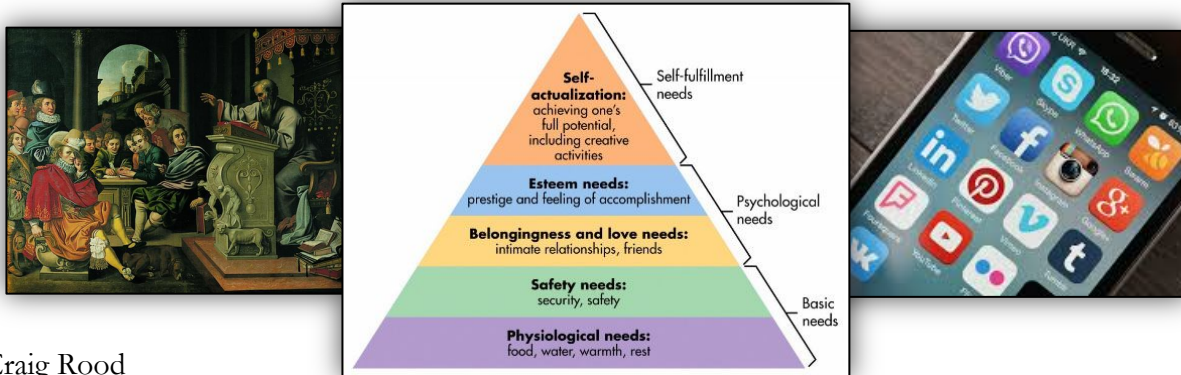


**SpCm 497: Speech Communication Capstone—
How Can Rhetoric Change Our Lives?**
Spring 2017
Tuesdays & Thursdays 12:40-2:00, Lagomarcino E0165



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Office Hours: 3:45-5:45 on Tuesdays and by appointment

Course Description

Capstone courses are meant to have you **look backward** at what you have done in college (especially as a speech communication major) and **look forward** to your life after graduation (as a person, as a worker, and as a member of various communities). We'll do both of these things in our class by focusing on a question relevant to everyone, regardless of your post-graduation plans: How can rhetoric change—and not change—our lives?

Wayne Booth claims, "The quality of our lives, moment by moment, depends upon the quality of our rhetoric." To assess Booth's claim, we will read authors who are optimistic about the power of rhetoric to improve our individual and collective life. We'll also read authors who express doubt about the power of rhetoric, particularly in the face of other forces, including culture, technology, and power. We'll put these ideas to the test by engaging and assessing rhetorical practice in our daily lives. To do this well, we will draw from all that you have learned in your speech communication courses about rhetorical criticism, history, and theory, as well as rhetorical practice.

OPTIONAL—Since this is a capstone course, I'll make additional time available to meet if you want help with your post-graduation plans. If you already have everything figured out, great; if you don't and want some help, I'm happy to meet with you. We can assess your strengths and interests, plan or revise your resume, practice interviews for internships, grad school, or jobs, and so on. Just let me know.

Learning Objectives

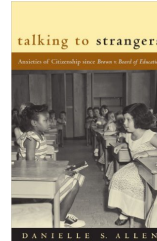
During our time together, we will learn through reading, writing, speaking, listening, discussing, and various in-class activities. Here are our central learning objectives:

- To assess what you have learned in college, especially as a student majoring in speech communication
- To identify and reflect on how public communication shapes the world in which we live
- To assess how insights from rhetorical history and theory can—and can not—improve the quality of communication in your personal, professional, and civic life
- To improve your skills as a problem solver, including the ability to distinguish a "rhetorical

- problem” from different types of problems
- To hone your reading, writing, and speaking skills
- To strengthen your project management skills by having you plan, research, and complete a large project

Readings

1. Danielle S. Allen, *Talking to Strangers: Anxieties of Citizenship since Brown v. Board of Education* (Chicago: University of Chicago Press, 2006).
2. Jeremy Engels, *The Politics of Resentment: A Genealogy* (University Park: Penn State Press, 2015).
3. Several additional readings will be posted as PDFs or links to our Blackboard site. Print or bring a laptop or tablet to class to access these for class discussions.



A Note on the Readings

There will regularly be 15-40 pages of reading in preparation for each class, and several of these readings will be challenging. But do not despair. One of my goals for our class is to help you develop habits and strategies for reading challenging texts. In some cases, I'll preview the readings or identify particular concepts or passages that you should focus on. In other cases, though, you'll need to give yourself an hour or two of quiet time to forge ahead on your own. You'll also need to be at peace with the fact that you might not “get” everything right away (or ever), yet remain engaged enough that you can latch on to a line or passage that can help you work toward understanding. Put forth your best effort before class to make our time in class productive and rewarding.

Assignments

Reading Responses (aka “one-pagers”)—20%

On **ten** occasions you will write a brief reading response (1 page or less) to process the readings and to help you contribute to class discussions. I want you to include these four things (and feel free to use these headings, rather than write in paragraph form):

1. **Thesis:** In your own words, state the main point of the reading
2. **Idea:** Identify an idea or concept discussed in the reading that you want to discuss further (because it is confusing or interesting).
3. **Passage:** Identify a passage from the reading that you want to discuss further (because it is confusing or interesting). If it is short, include a direct quote here. If it is long, maybe just indicate the page number and location to help everyone in class find the passage.
4. **Question:** Ask a genuine question that you have about the reading (for example, you don't understand something that seems important). Or, formulate a discussion question that can help our class make sense of the reading and/or the larger issues that the reading raises (for example, how does Engels' concept of resentment relate to our earlier discussion of Allen's work on trust?).

We will rely on these responses to start class discussion that day, so you should **bring a hard copy to class**. Rather than assign a letter grade, these brief responses will be given either a 0, ½ credit (-), or full credit (✓). Late papers will not receive any credit. If you know that you'll need to be gone when a paper is due, make arrangements with me in advance. If you wake up sick on a day when a paper is due, email it to me at least 30 minutes prior to the start of that class.

Show and Tell Speech—10%

As the course description indicates, capstone courses are meant to have you look backward at what you have done in college and look forward to your life after graduation. So for this speech I am asking you to reflect on what you have learned from your speech communication courses by tracing your development as a thinker and communicator. Then you should imagine how the knowledge and skills you developed might help you after graduation (whether as a person, a worker, a member of communities, a citizen, or something else). Avoid the temptation to recount everything you have learned or to list several disconnected details; instead, be selective by identifying what is most important and make a unified argument. What you “tell” us matters, so you should strive for honesty, specificity, and originality. What you “show” us also matters, so you should demonstrate your ability to plan, organize, and deliver an effective 6-8 minute presentation.

Analysis of a Public Lecture—5%

I encourage you to engage in public life so that you can better understand the world in which you live and the role of communication within that world. I also encourage you to be a deliberate life-long learner. Given these goals, I am requiring you to attend a public lecture on campus at some point this semester. Then write a full-page (single-spaced) neo-Aristotelian analysis of that lecture (in other words, analyze one of more of the following: invention, organization, style, memory, delivery).

It might help to select a public lecture relevant to your final capstone project. A full list of public lectures on campus is available here: <http://www.lectures.iastate.edu/browse.php>

Capstone Project: Assessing a Public Problem—55%

The capstone project requires you to identify a significant public problem that interests you; use rhetorical criticism, history, and/or theory to help us make sense of this problem; and then assess how, if at all, a solution or resolution might be reached. We’ll practice this approach in class by using a case study focused on debates about guns and gun violence. For your project, you should pick a different topic. To help you settle on a topic, I’ll hold individual conferences.

The question you ask will depend on the problem you pick, as well as your personal interests. But here are some general questions that might help you get started:

- How and why do people disagree about X?
- Perhaps people fail to even recognize something as a “public” problem, instead seeing it as an “individual” problem or not even as a problem at all. How come?
- Maybe people agree that something is a problem but do not act. How come?
- Maybe you can help us understand to what extent something is a “rhetorical” problem (a problem that can be addressed by more or different kinds of communication) and to what extent it is a different kind of problem.
- Or something else.

There are two main components for this assignment:

1. A **final paper** worth 30% of your overall course grade. The paper should be 15-25 pages (double-spaced) and will be due the last day of regular class (4/27). To help you make steady progress on this project, I’ve set several smaller deadlines:
 - 2/14 or 2/16—Individual conference with me to discuss your topic
 - 3/9—Informally report to class on the progress of your project: What is your project? What have you done? What do you need to do next?
 - 4/4—Bring a partial draft of your paper to class (at least 8 pages) for in-class peer review [worth 5% of your overall grade]

2. A **final presentation** worth 20% of your overall course grade. The presentation should be 6-8 minutes and will be delivered during finals week.

For both your presentation and paper, you should draw from the course readings and discussions, as well as additional research and analysis. Further instructions about this assignments and grading criteria will be provided in class.

Preparation, Attendance, and Participation—10%

The learning goals of this class require your preparation, attendance, and participation. You should learn a lot from the readings, but you should learn at least as much from discussing those readings in class, engaging in activities, and interacting with your peers. After all, this is a course in communication.

Since this class will be highly interactive, you should prepare for each class. If it seems like people are not doing the readings, I may issue reading quizzes. Aside from university excused absences (e.g., officially representing ISU at some event, required military service, officially mandated court appearances, etc.), I will not distinguish between excused or unexcused absences. Since you might get sick or need to be somewhere instead of class, you will be excused for two absences without a penalty. Each absence beyond these two absences will reduce your attendance grade by 10 points. For example, 2 absences and regular participation = 0 point deduction (100/100); 3 absences and regular participation = 10 point deduction (90/100 or 90%); 4 absences and regular participation = 20 points (80/100 or 80%), etc. You also need to be on time. Lateness to class will be counted as half of an absence. Behavior in which you are distracted or that distracts your classmates (e.g., texting or continuously talking about something unrelated to class) will be counted as half of an absence. Also, see my “policy on electronic devices” under “course policies.”

Grading

Here is the point value for all of the major course assignments

| Assignment | Value |
|---|---------------------------|
| Reading Responses (aka “one-pagers”) (20 points each x 10 papers) | 20% = 200 points |
| Show and Tell Speech | 10% = 100 points |
| Analysis of a Public Lecture | 5% = 50 points |
| Capstone Project: Assessing a Public Problem | |
| -Partial draft | 5% = 50 points |
| -Final Paper | 30% = 300 points |
| -Final Presentation | 20% = 200 points |
| Preparation, attendance, and participation | 10% = 100 points |
| TOTAL | 100% = 1000 points |

The final course grade will be calculated according to this grading scale.

| Letter | Percentage | Points | |
|--------|------------|-----------------|---|
| A | 94-100 | 940-1000 points | Excellent or Superior Achievement |
| A- | 90-93.9 | 900-939 points | Excellent, but with some room for improvement |
| B+ | 87.0-89.9 | 870-899 points | Very Good |

| | | | |
|----|-----------|----------------|--|
| B | 83.0-86.9 | 830-869 points | Good |
| B- | 80-82.9 | 800-829 points | Not quite as good |
| C+ | 77-79.9 | 770-799 points | Somewhat above average |
| C | 70-76.9 | 700-769 points | Average or satisfactory competence |
| D | 60-69.9 | 600-699 points | Minimally competent, but still passing |
| F | 0-59.9 | 0-599 points | Unsatisfactory/Failing |

Course Policies

Academic Honesty

Cheating and plagiarism will result in a failing grade for the assignment. A repeated act of cheating or plagiarism will result in a failing grade for the class. Academic dishonesty includes, but is not limited to, plagiarism, fabrication, and reusing assignments from other classes. If I suspect you of academic dishonesty, I will advise you in person and in writing, explaining what was suspected and the possible penalty resulting from the act. Additionally, any evidence of academic misconduct will immediately be reported to the Dean of Students Office for disciplinary procedures. For more information:

<http://www.studentconduct.dso.iastate.edu/academic/misconduct>

Policy on Electronic Devices—Computers and Phones

I recognize that electronic communication is probably a central part of your daily life. However, timing and purpose matter a great deal: there are times when electronic communication can be distracting, disruptive, and even dangerous.

Feel free to use a laptop or a tablet on days that require access to PDFs—but only for the purpose of accessing these readings. You need to remain attentive to what is happening in class. If you are checking email, scanning Twitter, shopping for shoes, etc., I'll ask you to close your laptop; for future classes, you'll need to print out the readings.

Aside from using laptops to access PDFs on Blackboard, I ask that you keep phones and all other electronic devices turned off and tucked away during class time. To increase the likelihood that everyone is attentive and engaged with what is happening in class, I want our class to be a “no phone” zone. Therefore, I have created this rather harsh policy:

1. 1st time using phone during class time= A warning from me
2. 2nd time using phone during class time= To pass the class, you will be required to research, prepare, and deliver a five minute speech on why texting in class is harmful to student learning
3. 3rd time using phone during class time= To pass the class, you will be required to research and write a 10-page paper on Peter Ramus

*If there are extraordinary circumstances that justify your use of an electronic device on a particular day, let me know before the start of class.

Resources

Diversity Affirmation

Iowa State University is a diverse community of people of all genders, ages, cultures, races, religions, sexual orientations, socio-economic backgrounds, and abilities. Iowa State celebrates and advances diversity by creating a safe place in which people can express themselves freely and share their unique talents. Diversity encompasses acceptance and respect by fostering an environment of inclusion that moves beyond simple tolerance to recognizing the richness in individual identities of people. Diversity, therefore, is an active process that requires our continuous dedication to promote the success of present and future generations of students, faculty, and staff.

Disability Accommodation

If you have a disability and anticipate needing accommodations in this course, please contact me to set up a meeting within the first two weeks of the semester or as soon as you become aware of your need. Before meeting with me, you will need to obtain a SAAR form with recommendations for accommodations from the Student Disability Resources, located in Room 1076 on the main floor of the Student Services Building. Their telephone number is 515-294-7220 or email disabilityresources@iastate.edu. Retroactive requests for accommodations will not be honored.

Writing & Media Center

I am happy to serve as a resource to help with your assignments, and I encourage you to visit during my office hours. Additionally, the ISU Writing & Media Center (located in 208 Carver Hall) offers free one-on-one consultations to all ISU undergraduate and graduate students working on any form of written, oral, visual, or electronic communication. Trained Communication Consultants help students at all stages of the composition process, from brainstorming and organizing ideas to revising and polishing drafts. The WMC does not offer editing or proofreading services. Instead, Communication Consultants help students evaluate and improve the effectiveness of their own work. To learn more about the WMC or make an appointment, visit www.wmc.dso.iastate.edu.

SpCm497: Speech Communication Capstone— How Can Rhetoric Change Our Lives? Tentative Schedule for Spring 2017

| Wk | Dates | Homework Due at Start of Class | In-Class Activities |
|----|--------|--|---|
| 1 | 1/10 T | | -Introductions to each other and the course -Listen to and discuss Malala Yousafzai's 2013 United Nations speech -Introduce "Show and Tell" speech |
| | 1/12 R | Read excerpts from Wayne Booth's <i>The Rhetoric of Rhetoric</i> (Bb Chapter 5 and conclusion) View list of definitions of rhetoric posted on Blackboard (Bb). Pick your favorite one to share in class | -Discuss reading -I'll summarize what I call "The Gap Between Rhetorical Education and Civic Discourse" and we can discuss it -Share and discuss favorite definitions of rhetoric -Brainstorm and plan for speeches |
| 2 | 1/17 T | Read David Zarefsky, "The Two Faces of Democratic Rhetoric" (Bb) Complete reading response #1 | -Use reading responses to discuss reading -Discuss different senses of rhetoric (good vs. bad; rhetorical practice vs. rhetorical theory; and so on) -Delivery advice and final questions about upcoming speeches |
| | 1/19 R | Deliver and respond to "Show and Tell" speeches | Listen to speeches and provide feedback |
| 3 | 1/24 T | Deliver and respond to "Show and Tell" speeches | Listen to speeches and provide feedback |
| | 1/26 R | Read Danielle Allen, <i>Talking to Strangers</i> , prologue (xiii-xxii) chapters 1-2 (pages 3-24) Complete reading response #2 | -Use reading responses to discuss reading |
| 4 | 1/31 T | Read Danielle Allen, <i>Talking to Strangers</i> , chapters 3-5 (pages 25-68) | -Discuss reading |
| | 2/2 R | Read Danielle Allen, <i>Talking to Strangers</i> , chapters 6-7 (pages 69-98) Complete reading response #3 | -Use reading responses to discuss reading -If you haven't already done so, make plans to complete your "Analysis of a Public Lecture" assignment. See http://www.lectures.iastate.edu/browse.php -Introduce capstone project |
| 5 | 2/7 T | Read Danielle Allen, <i>Talking to Strangers</i> , chapters 8-9 (pages 101-139) | -Discuss reading -Distribute sign-up sheet for one-to-one conferences |
| | 2/9 R | Read Danielle Allen, <i>Talking to Strangers</i> , chapters 10-11 (pages 140-186) <ul style="list-style-type: none">• Last names A-Hed. read ch. 10 closely and skim ch. 11• Last names Her.-Z skim ch. 10 and read ch. 11 closely | Discuss reading |

| | | CASE STUDY | How and why do people disagree about the sources of and potential solutions to mass gun violence? |
|---|--------|---|---|
| 6 | 2/14 T | Read J. Michael Hogan and Craig Rood, "Rhetorical Studies and the Gun Debate: A Public Policy Perspective" (Bb) | -Discuss reading -Address more general questions: <ul style="list-style-type: none"> What are the potential roles of rhetorical critics in divisive public debates? What contributions can and cannot rhetoric make? In other words, to what extent is the gun debate a "rhetorical problem" and to what extent is it something else? -Some time this week, have one-to-one conference with Craig to discuss capstone project |
| | 2/16 R | | -Watch the first half of political documentary, <i>Bowling for Columbine</i> -Analyze and discuss film as a rhetorical artifact -Some time this week, have one-to-one conference with Craig to discuss capstone project |
| 7 | 2/21 T | | -Watch the second half of political documentary, <i>Bowling for Columbine</i> -Analyze and discuss film as a rhetorical artifact -Discuss the power of definition and framing |
| | 2/23 R | Watch or read Charlton Heston's 1999 speech (Bb) Watch or read Wayne LaPierre's 2012 speech (Bb) Complete reading response #4 | -Use reading response to discuss reading -Analyze gun rights websites -Discuss the power of definition and framing |
| 8 | 2/28 T | Watch or read Barack Obama's January 2013 (Bb) and April 2013 speeches (Bb) Complete reading response #5 | -Use reading response to discuss reading -Do four corners activity about campus carry |
| | 3/2 R | Read Ravi Somaiya, "Banished for Questioning the Gospel of Guns" (Bb) Read Pew Research Center, "Why Own a Gun? Protection is Now Top Reason" (Bb) Read Cricket Fuller, "A Better Way to Talk about Guns in America" (Bb) | -Discuss readings |
| | | OBSTACLES: Some Limits on Rhetoric | |
| 9 | 3/7 T | Read excerpts from James Davison Hunter's <i>Culture Wars: The Struggle to Define America</i> (Bb Chapters 1 and 2) Complete reading response #6 | Culture -Use reading response to discuss reading |

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|----|-----------|---|--|
| | 3/9 R | <p>Read excerpts from Bill Bishop's <i>The Big Sort</i> (Bb Introduction and Excerpts from Ch. 12, pages 281-292)</p> <p>Be prepared to report informally to the rest of the class on progress of your capstone project: What is your project? What have you done? What do you need to do next?</p> | <p>Demographics</p> <ul style="list-style-type: none"> -Use reading response to discuss reading -Progress reports on capstone projects: What is your project? What have you done? What do you need to do next? |
| 10 | 3/13-3/17 | SPRING BREAK—NO CLASS | |
| 11 | 3/21 T | <p>Read excerpts from Kathleen Hall Jamieson and Joseph N. Cappella's <i>Echo Chamber</i> (Bb Chapter 14)</p> <p>Read Nicholas Kristof's "The Dangers of Echo Chambers on Campus" (Bb)</p> <p>Read Sherry Turkle, "The Flight from Conversation" (Bb)</p> | <p>Media, News, and Technology</p> <ul style="list-style-type: none"> -Discuss readings -In class I'll mention Neil Postman's "And now this..." and the problem of fleeting attention and engagement |
| | 3/23 R | <p>Last names A-Hed. Read excerpts from Crowley's <i>Toward a Civil Discourse</i> (Bb Chapter 1 and Conclusion)</p> <p>Last names Her.-Z Read excerpts from Krista Ratcliffe's <i>Rhetorical Listening</i> (Bb Ch. 1)</p> <p>Complete reading response #7</p> | <p>Challenges of Listening: Epistemology and Cultural Logics</p> <ul style="list-style-type: none"> -Enact listening—groups explain their reading to rest of class -Use reading response to discuss reading -If time, I'll mention the confrontational and invitational perspectives on civility |
| 12 | 3/28 T | Read excerpts from Deborah Lipstadt's <i>Denying the Holocaust: The Growing Assault on Truth and Memory</i> | <p>Conspiracy Theories; Or, The Limits of Hearing the "Other Side"</p> <ul style="list-style-type: none"> -Discuss reading -In class I'll mention Leah Ceccarelli's concept of "manufactured controversy" in scientific debates |
| | 3/30 R | Read Joshua Gunn and Dana L. Cloud, "Agentic Orientation as Magical Voluntarism" (Bb) | <p>Agency and Power</p> <p>Discuss readings</p> |
| 13 | 4/4 T | Bring partial draft of capstone paper (at least 8 pages) to class for peer review | <ul style="list-style-type: none"> -Peer review -Answer questions about capstone project |
| | 4/6 R | <p>Read Jeremy Engels, <i>Politics of Resentment</i>, Introduction (pages 1-24)</p> <p>Complete reading response #8</p> | Use reading responses to discuss reading |
| 14 | 4/11 T | Read Jeremy Engels, <i>Politics of Resentment</i> , Essay 1 (pages 25-69) | Discuss reading |

| | | | |
|----|-------------|---|--|
| | 4/13 R | Read Jeremy Engels, <i>Politics of Resentment</i> , Essay 2 (pages 70-102) Complete reading response #9 | Use reading responses to discuss reading |
| 15 | 4/18 T | Read Jeremy Engels, <i>Politics of Resentment</i> , Essay 3 (pages 103-143) | Discuss reading |
| | 4/20 R | Read Jeremy Engels, <i>Politics of Resentment</i> , Conclusion (pages 144-162) Complete reading response #10 | Use reading responses to discuss reading |
| 16 | 4/25 T | No regular class—Use this time to finish your capstone project | Stop by my office or email me if you get stuck or have questions |
| | 4/27 R | Final paper due Send via email (Rood@iastate.edu) before the start of class | -Discuss strategies for final presentation, including the challenge of moving from a paper to a presentation -Complete course evaluations -Return to overarching questions of course -Assess course overall |
| | Finals Week | Final Presentations | |