Rhetorical Studies

English 220W, Spring 2018
Tuesdays, Thursdays, 1:40 – 3:20, Pierce 228

Course Description

Modern rhetorician Kenneth Burke defined rhetoric as "the symbolic means of inducing cooperation in beings that by nature respond to symbols," going on to specify that "wherever there is meaning, there is persuasion . . . and wherever there is persuasion, there is rhetoric." More than two millennia before him, Aristotle described the function of rhetoric as "not to persuade, but to see the available means of persuasion in each case." Rhetoric, throughout its history, has been both a practical art that has helped communicators respond flexibly to rhetorical situations and a discipline that helps us think critically about communication.

This course will introduce you to the rhetorical tradition in both of these capacities. You will have the opportunity to apply ancient rhetorical traditions to contemporary communication, including your own writing and speaking, and to think critically about the implications of rhetorical choices as world building choices with ethical implications. Together, we will learn about the classical bodies of rhetorical knowledge, paths of rhetorical reasoning, sites of rhetorical invention, and rhetorical appeals: the canons, stases, topoi, and proofs. We will also learn about the three types of classical rhetoric—forensic/judicial (past), deliberative/legislative (present), epideictic (future)—and the many rhetorical figures catalogued by the ancient Greeks and Romans. Together, we will ask: what does it mean to participate in the rhetorical tradition today?

Course catalog: Introduction to rhetoric and rhetorical analysis. Students will apply the rhetorical traditions of Ancient Greece and Rome to their own writing and speaking. Attention to the ethics of rhetorical practice. *Prerequisite: First-Year Writing Requirement.*

Dr. Gwendolynne Reid
Email: gwendolynne.reid@emory.edu
Office: Pierce Hall 137
Office Hours: Tuesdays, 3:30-4:30, & by appt.

Note: I check my Emory email on weekdays between 9 a.m. and 5 p.m.—in general, you can expect a response from me within 24 hours.

Learning Goals, or Why We're Here…

As one of the original liberal arts, rhetoric continues to play an important role in a liberal arts education, providing a rich conceptual framework and vocabulary for thinking critically about communication, leadership, and ethics. A liberal arts education, in fact, is often understood as preparation for full participation in public life, participation that includes being an informed citizen, but also an active one who communicates and leads. Classical rhetoricians Cicero and Quintilian emphasized the importance of a liberal education for developing a flexible, "copious" style that would allow citizens to respond to diverse rhetorical situations throughout their lives.

This course invites you to learn about the ancient rhetorical tradition and to practice communication informed by that tradition in order to help you develop as a flexible and mindful communicator, as well as to help you develop awareness about communication, leadership, and ethics that can benefit your learning and practice across the curriculum and in public life.

Toward these ends, English 220W is designed around the following Student Learning Outcomes. By the end of the course, you will be able to:

1. Apply rhetorical concepts and strategies to your own rhetorical performance.
2. Understand rhetoric historically, explaining your own rhetorical performance in context of historical definitions, concepts, and debates.
3. Analyze rhetorical performances and situations using classical rhetorical concepts and strategies.
4. Evaluate the ethical and social implications of rhetorical choices.

In addition, as a Continuing Writing course, English 220W is also designed to help you learn to:

5. Demonstrate familiarity with how writing is used in Rhetorical Studies' inquiry and how this helps shape the discipline's reading and writing practices and conventions.
6. Demonstrate the ability to think critically and creatively about your writing strategies and how you use writing for inquiry and communication.
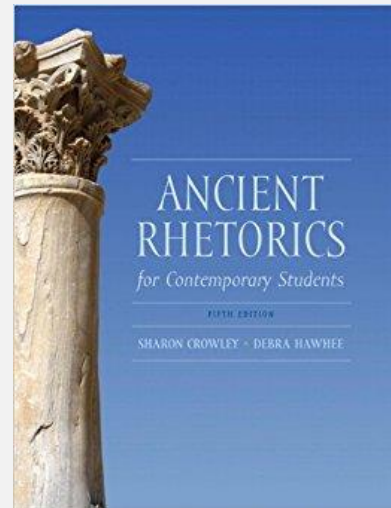
Rhetoric appears as the connective tissue peculiar to civil society and to its proper finalities, happiness and political peace hic et nunc.

—Marc Fumaroli

Required Text & Materials
(Text at Oxford's bookstore or on Amazon.)

Ancient Rhetorics for Contemporary Students, 5th edition (2012), ISBN: 0205175481

At least $15 of Eagle Dollars for printing (perhaps more if you find paper works well for you.)

A **Google account** that you will use to develop your *progymnasmata*.

MS Word, to develop and format your formal papers and to access comments and track changes from the me. Download your Emory-licensed Office 365 by clicking on the nine dots on the left-hand side of your Emory email, then Office 365 > Install Office Apps.

Course Assignments

Progymnasmata Portfolio: For the first two-thirds of the semester, you will keep a notebook of rhetorical exercises in a Google Doc. Historically, the *progymnasmata* was a series of rhetorical exercises that asked students to try rhetorical strategies such as narrative, anecdote, etc. We will maintain the tradition's playful spirit, using the progymnasmata prompts in our textbook as guides. One of these will be due each week (nine total). For the portfolio due date, you will mark your favorite three entries and develop an introductory statement that explains how these exemplify your rhetorical learning. This is meant to be an informal learning tool that we will draw on during class discussions. As such, I expect you to **have access to the day's entry at the start of class**, either in electronic or paper form. My evaluation will focus primarily on your portfolio as evidence of your level of engagement with the course and material.

Course Organization & Weighting

Unit 1: What Makes a Situation Rhetorical? (Weeks 1-4)
    Project 1: Case Study of a Rhetorical Situation, 10%

Unit 2: How Do We Reason Together? (Weeks 5-9)
    Project 2: Analysis of Rhetorical Performance, 10%

Unit 3: How Do We Compose Rhetorically? (Weeks 10–12)
    Project 3: Progymnasmata Portfolio, 15%
    Project 4: Prospectus, 5%
    Exam: Rhetorical Concepts, 10%

Unit 4: What Are the Implications of Rhetoric? (Weeks 13-15)
    Project 5: Rhetorical Project & Statement, 20%

                Major Project Course Total: 70%

Other Course Assignments
Rhetorical Show & Tell (collaborative), 10%
Final Presentation on Project 5, 5%
Course Contributions (participation, RETs, etc.), 15%

                Other Course Assignments Total: 30%

Projects 1 & 2: Skill-Building Short Papers: Your first two papers are short papers meant to help you practice thinking rhetorically and using the moves you'll need for your final project. In Bizup's BEAM terminology, you will use provided sources as argument (A) and method sources (M), only needing to locate exhibit (E) and background (B) sources. These projects provide an opportunity to explore ideas you may want to continue in your final project, though you are also free to leave these behind and start something new.

Project 4: Prospectus: This short paper will describe the rhetorical situation you want to examine in your final project. You should begin by describing the situation in rhetorical terms and how you intend to explore it—will you opt for a performative (creative) approach or an analytical approach? Why? Then address why you're choosing this situation, including your personal interests/goals and how exploring it will further your own rhetorical learning (review our course goals for this). Finally, describe how you will go about doing this well: What steps will you take? What resources will you consult? Which readings will you return to?

Project 5 (Final Project): Rhetorical Project & Statement: Part of writing rhetorically is the ability to recognize exigences and *kairotic* moments—to see and define rhetorical situations. This assignment asks you to start there, at the very beginning of invention and define a rhetorical situation and response for yourself that will further your rhetorical learning, including consideration of the ethical and social implications of rhetoric. You may decide that your chosen situation is best explored performatively through a creative work that addresses the situation, or analytically through a project that analyzes and evaluates it. Regardless, you should include an accompanying "Statement of Goals and Choices" that describes your chosen situation, your goals for the project, and your choices for achieving those goals. Projects should be researched, including all four of Bizup's types of source use (BEAM). Performative projects can keep this for their statements and aim for longer statements (6-8 pages); analytical projects can distribute this through both components with shorter statements (2-3 pages). Finally, we will learn from each other during an end-of-semester oral delivery of your projects.

Exam: Rhetorical Concepts: In order to ensure you have the vocabulary needed for your final project, you will take an exam on the major rhetorical concepts we've learned together. You will have three attempts to take the exam, staggered throughout the first two-thirds of the semester. Your best score will count.

Rhetorical Show & Tell (collaborative): Pairs of students will give a brief (5-7 minute) presentation on a rhetorical situation or performance/object of interest. This does not have to be connected with one of your projects, but can be. Your goal is to explain what makes the situation or performance/object rhetorically interesting and what you can tell about how it works rhetorically, using the concepts we have been discussing. What about it do you find interesting from a rhetorical point of view? What kinds of questions does it raise for you about rhetoric? If you were to study it more extensively, what kinds of things would you examine or research? What would be challenging to research? Why?

Reading Entry Tickets (RETs): At the start of each class, I will take up your "reading entry ticket." This should be a discussion question, quote from the reading, important point/issue, interesting connection (to other readings, to the world, to your life), or some other short engagement with the day's reading(s) that will help us have a productive class discussion and move our cooperative inquiry on rhetoric forward in some way. Please have these ready on a small sheet of paper or an index card at the start of class. You should include your name on it.

Projected Course Schedule

Unless hyperlinked, readings other than our textbook are available through our library course reserves. If I revise our schedule, I will give you enough advance warning to adjust your reading/writing schedule.

Week	Date	Title	Read/Watch/Listen	Do
Unit 1: What Makes a Situation Rhetorical?				
Week 1	H 1/18	Introductions		
Week 2	T 1/23	What is rhetoric?	Robert-Miller's "Rhetoric is synonymous with empty speech." Watch "In defense of rhetoric."	Reading entry ticket (RET)
	H 1/25	Ancient and modern rhetorics	*Ancient Rhetorics* (*AR*) Ch. 1. Read assignment sheet for P3.	RET
Week 3	T 1/30	What makes a situation rhetorical?	*AR* Ch. 2. Assignment sheet for P1. Handout on Bizup's BEAM source types.	RET. Progymnasmata 1A or 1B (fable or tale).
	H 2/1	What makes a situation rhetorical, pt. 2	Bitzer's "The rhetorical situation"	RET. Bring 2-3 rhetorical situation ideas for P1.
Week 4	T 2/6	Practice day	Read assignment sheet for rhetorical show and tell presentation.	Progymnasmata 2 (chreia). Working draft of Project 1 (upload + bring two paper copies)
	H 2/8	What are the stakes of rhetoric?	Burke's "The rhetoric of Hitler's 'battle.'"	RET
Unit 2: How Do We Reason Together?				
Week 5	T 2/13	Defining issues	*AR* Ch. 3 (56-63).	RET. **Final draft of Project 1.**
	H 2/15	Paths of reasoning	*AR* Ch. 3 (63-87). Assignment sheet for P2.	RET. Progymnasmata 3 (proverb). Bring laptop or other device that can access Canvas to try our exam (attempt 1).
Week 6	T 2/20	Places of reasoning	*AR* Ch. 4	RET. Progymnasmata 4 (common-place).
	H 2/22	Informal reasoning	Corbett & Eberly's "Diversions of reasoning"	RET. Bring an example of a logical fallacy.
Week 7	T 2/27	Arguing from reason	*AR* Ch. 5	RET. Progymnasmata 5 (confirmation + refutation)
	H 3/1	Arguing from character	*AR* Ch. 6	RET. Progymnasmata 6 (character)

Week 8	T 3/6	Arguing from emotion	*AR* Ch. 7	RET. Progymnasmata 7 (encomium + invective). Working draft of Project 2 (upload + bring two paper copies)
	H 3/8	Extrinsic proofs	*AR* Ch. 8	RET. Progymnasmata 8 (introduction of law). Bring laptop or other device that can access Canvas to try our exam (attempt 2).
Week 9	3/13-15	Spring break		
Unit 3: How Do We Compose Rhetorically?				
Week 10	T 3/20	Arrangement	*AR* Ch. 9. Read "Classical, Toulmin, and Rogerian Models of Argument," & "Outline of the Toulmin Model."	RET**. Final draft of Project 2.**
	H 3/22	Posing questions	Assignment sheets for Project 4 and 5.	Progymnasmata 9. Bring 2-3 possible rhetorical situations, performances, or objects for final project.
Week 11	T 3/27	Exploring possibilities	Sanchez Guerra's "Making Amends for Mexico: How Drugs Fuel Terror." Post's "Obama's Speech at Howard: Becoming King."	RET. **Final draft of Project 3: Progymnasmata Portfolio.**
	H 3/29	More possibilities	Midiri's "The Stylistic Effects of Human Rights Rhetoric: An Analysis of U.S. Secretary of State Hillary Clinton's 2011 LGBT Human Rights Speech." Jones and Greene's "Augmented Vélorutionaries: Digital Rhetoric, Memorials, and Public Discourse."	RET. Working draft of Project 4 (upload + bring two paper copies).
Week 12	T 4/3	Style	*AR* Ch. 10.	**Final draft of Project 4.** RET—connect with your project.
	H 4/5	Delivery & Memory	*AR* Ch. 12	RET—connect with your project.
Unit 4: What Are the Implications of Rhetoric?				
Week 13	T 4/10	Exam	Review *AR* glossary (349-357). Additional resource: BYU's Sylva Rhetoricae.	Bring laptop or other device that can access Canvas to try our **exam** (**final attempt**).
	H 4/12	Planning workshop	Sources for your project.	Partial draft of Project 5 (Aim for 25% or a detailed plan. Upload and bring 2 paper copies for your peers).
Week 14	T 4/17	Complicating argument	Corder's "Argument as emergence, argument as love."	RET—connect with your project.
	H 4/19	Rhetoric and ethics	Katz's "The ethic of expediency: Classical rhetoric, technology, and the holocaust."	RET—connect with your project.
Week 15	T 4/24	Planning workshop		Working draft of Project 5 (Aim for 100% in length—ready to work on

				style. Upload and bring 2 paper copies for your peers).
	H 4/26	Reflections & planning workshop		**Final draft of Project 5 due**. Bring a plan/draft of your oral presentation (paper copies).
Final Exam	5/7, 2 – 5 p.m.	Final presentations		**Oral Delivery of Project 5.**

Grading Contracts

Grades can be a helpful form of classroom communication, proving concise feedback that students can then use to adjust their learning goals and strategies. Grades are less helpful, however, when they shift from a tool *for* learning to the focus *of* learning. Part of that shift includes a shift from an innate desire to learning and grow to a desire to gain a reward or avoid a loss. With that can also come an unhealthy degree of anxiety that can make it harder to process and integrate new information and experiences. Grade-related performance anxiety can also make it harder to take the risks necessary to stretch ourselves in new ways.

In an attempt to keep the positive aspects of grades, while minimizing their deleterious effects, **I will be employing grading contracts for each of the major projects**. This means that for each assignment, I will outline the criteria necessary to achieve an A, B, or C and **you will choose your grade ahead of time**. I will reserve Ds and Fs for egregious cases, such as non-completion, cheating, or plagiarism.

When you submit a project, I will first verify that you have met the criteria for the grade you contracted for. If you have not, I will return the ungraded project for you to rectify within a certain timeframe. If you have, I will assign a +/- grade within your chosen grade based on the quality of your work. For example, a student who contracted for a B and met that criteria in an outstanding way would receive a B+. Assignment sheets will include grade options that resemble the following (with details specific to the assignment):

C-Level Work

Meets the learning goals and criteria for the assignment, but with minimal development and research.

B-Level Work

Meets the learning goals and criteria for the assignment, with moderate development and research and perhaps one or more accompanying project components (e.g. annotated bibliography, writer's statement). Includes criteria for higher-order cognitive tasks (e.g. application, analysis).

A-Level Work

Meets the learning goals and criteria for the assignment, with extensive development and research and several accompanying project components (e.g. annotated bibliography, writer's statement, appendices). May require specific additional project sections/components to deepen the writing and inquiry. Includes criteria for higher-order cognitive tasks (e.g. synthesis, evaluation, creation, metacognition).

Course Policies

Accessibility: Accessibility is important to me. My goal is to create an accessible, inclusive learning environment in which all students feel they can learn effectively and in which we all learn from each other's' diverse perspectives. If you have concerns about your ability to participate in this class, please see me as soon as possible. If you have a disability that may require accommodation, contact the Office of Accessibility Services (OAS). It is your responsibility to notify me and the OAS of your accommodation needs, but we'll find solutions together (adsroxford@emory.edu).

Where to Get Help

Our Course Website & Syllabus: I've tried hard to think of the questions that might nag you in the wee hours of the night when I'm not available. If a question arises, take a look around our [Canvas site](#) and our syllabus—chances are, I've written out an answer already.

Oxford's Writing Center: The [Oxford Writing Center](#) is another place to grow as a writer. Talking through your writing with an experienced writer can be a helpful way to grow your ideas, plan your writing, or focus your revision. I recommend making full use of this free resource and scheduling visits early and often. Do not think of it as remedial help—many of the strongest student writers are strong precisely because they are proactive in visiting the center.

Oxford's Library: Oxford's librarians offer [one-on-one research consultations with students](#). These can be early or late in your process (though I recommend early). Because research, reading, and writing are such interrelated processes, research consultations can yield many, many rewards for writers.

Counseling & Career Services: Oxford's [Counseling & Career Services](#) (CCS) provides a range of free services related to your personal and professional development. This can include helping you work through a difficult time, guiding your career/life planning, or even developing résumés and professional letters. These are great people to reach out to for help.

Canvas Help: For technical issues with Canvas, click on the "Help" tab. You'll find many resources, including a 24/7 hotline: 844 765-2516.

AskIT: Many technological problems can be resolved by submitting questions to [Oxford's AskIT](#).

Me!: If you cannot find an answer to your question, ask me! I have weekly office hours and can also make appointments at other times to discuss your writing and progress.

Course Policies, continued

Attendance & Tardies: I've designed this course to be a cooperative learning experience, which means that absences reduce everyone's potential learning. Plan to attend each class, arrive on time, and have something to contribute every day. If you must be absent, I will treat **up to one week of absences as automatically excused** (two class meetings), after which your final grade will be penalized by a quarter-letter grade per absence (.25). Students with no more than one absence will earn an extra quarter-letter grade on their course contributions grade (.25). Arriving to class late is disruptive and erodes the valuable time we have together. Arrive before the official start of class so that we can start on time. I will treat three tardies or early departures as the equivalent of one absence.

Course Contributions

Creating a positive learning environment is a collective responsibility that requires us all to contribute actively to the course. Reading actively, completing your reading entry tickets, coming to class with assignments prepared, and committing to being fully present in mind and body will help you contribute meaningfully. Plan on:

- Coming to class prepared and with something positive to contribute.
- Attending all class sessions (except in the case of unavoidable emergency/obligation).
- Being respectful of all class members (i.e. communicating interest, listening, using names, turn-taking, etc.).
- Minimizing disruptions to the class (i.e. leaving in the middle of class, your phone ringing).
- Staying actively focused on the class (i.e. minimizing distractions).

Your course contributions grade will include random participation grades, self-graded participation, your reading entry tickets, and minor homework and in-class assignments (e.g. draft due dates, peer response).

Grading Scales: I use the [GPA scale](#) to convert letter grades for calculation. I also have two additional scales I use for homework and course contributions that I convert to the GPA scale: (1) the completion scale (credit = 4, partial credit = 2, no credit = 0); (2) the contribution scale (outstanding = 4, active = 3, passive = 2, unengaged = 1, unacceptable = 0). Because Canvas can only grade on the 100-point scale, you will see individual grades in Canvas, but no automatically-calculated course grade.

Honor Code & Plagiarism: Plagiarism and cheating undermine our work as learners and scholars. We cannot build new knowledge together if our contributions are not our own. As a writing course, we will actively learn about the conventions for attribution and source handling. That said, you are expected to abide by our [Honor Code](#) from the very beginning and should be proactive in seeking help if you are unsure of how to integrate source material. Bear in mind that the honor code states that submitting work to me declares that work to be your own without unauthorized help.

Homework: Homework should be completed before class and available for use in class activities (i.e. printed or electronic). Homework will be graded using the completion scale or contributions scale—this is the place to take risks and be creative. Thoughtful responses matter more than correctness.

Course Policies, continued

Late Work: Late projects will be deducted one +/- per calendar day late (i.e. a third of a letter grade). Late progymnasmata entries will affect your course contributions grade (lack of preparation). I will not accept late reading entry tickets as they will no longer serve their purpose of enhancing the quality of our class discussions and activities past the date of those discussions and activities.

Major Projects: Major projects will be submitted through Canvas as .doc or .docx files. Follow the citation and document formatting conventions of a style appropriate for a humanities project (e.g. MLA, Chicago, etc.) and follow it consistently.

Note on Student Work: Student work submitted as part of this course may be reviewed by Oxford and Emory faculty/staff for the purposes of improving instruction and enhancing Emory education.

Technology: I see learning to use communication technologies effectively as part of learning to communicate, and so we will make occasional use of a laptop or other web-connected device. That said, I expect you to be digitally unleashed to promote being present in both mind and body during class. For example, phones should be silenced and in your bag so that we can be fully present with each other; and notifications and distracting software/platforms (e.g., social media) should be closed on laptops when in use (consider airplane mode while taking notes). Our goal will be to use technology in ways that enhance our collective learning and minimize distraction and disrespect. Let's be mindful of our valuable time together—our class is a privilege and gift many have not had (and do not have) the opportunity to benefit from. Please let me know if you have ideas for how to improve the integration of technology in our classroom.