



ENGE/ENGM510Z — Rhetorical Theory I: Classical Rhetoric

Semester: Summer 2022, Module 2

Dates: June 6th – August 1st, 2021

Credit Hours: 3

Location: Online

University Mission Statement

As a Catholic university rooted in the liberal arts, we are a welcoming community of learners challenged by Franciscan values and charism, engaged in a continuous pursuit of knowledge, faith, wisdom, and justice, and ever mindful of a tradition that emphasizes reverence for creation, compassion and peacemaking. We strive for academic excellence in all programs, preparing women and men to contribute to the world through service and leadership.

College of Education Mission

The mission of the College of Education is to prepare competent and caring educators who understand students, serve the community and develop professionally to become ethical decision-makers and leaders.

Contact Information

Faculty: Dr. Kevin Andrew Spicer, Associate Professor, Chair of English & Foreign Languages

Office Hours: Virtual by appt

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Required Texts

Bizzell, Patricia, et. al. *The Rhetorical Tradition: Readings from Classical Times to the Present*, 3rd Edition. New York: Macmillan, 2020 (referred to in course/syllabus as *TRT*). Any readings from this text will be provided as .pdf scanned copies through our Canvas shell for the course.

Course Description

Classical Rhetoric provides students with an overview of some of the histories and theories of “classical” rhetorics beginning with their origins in Ancient Greece and Rome and moving into more contemporary paradigms and treatments. This history will give students a thorough grasp of how much of what is talked about today in terms of “rhetoric” has its origin in antiquity. Students will read primary texts by Plato and Aristotle with the goal of understanding how such thinkers managed to lay the foundations for a field of study that is flexible, nimble, and incredibly powerful. The rich historical and theoretical treatment of rhetoric here will nicely prepare students to be able to follow and contribute to current conversations within the ever-growing field of rhetorical study.

Course Outcomes (Compliance Standards can be found at www.stfrancis.edu/real/syllabus)

By the conclusion of the course, each participant will be able to do the following:

1. Describe how the word “rhetoric” has changed over time since its inception in Ancient Greece with Plato; be able, through comparison, to explain the different conceptions of rhetoric in Plato, Aristotle, and some of the early Greek rhetoricians.
2. Identify the key differences (and continuities) between the Roman rhetoric of Cicero and Quintilian and that of the Greeks. Categorize the different conceptions of rhetoric in the Ancient Greece and Rome.
3. Categorize and apply techniques and procedures of ancient rhetorical knowledge to current times.
4. Formulate the effects and affects rhetoric has at its disposal in the field of composition and “writing studies” and create new effects of and affects from this very “old knowledge.”
5. Create opportunities for students/teachers to apply ancient rhetorical knowledge in the writing/composition classroom.

Resources and Academic Policies

Resources and academic policies for candidates as listed below can be found [HERE](#)

<https://myusf.stfrancis.edu/portal/secure/content/8F295CCBB83C48C882D94A15B887B320>

The PDF documents may also be printed from this location for easy reference.

- Method of Instruction and Expectations of Candidates
- Academic Policies for Candidates
- Compliance Standards
- Resources and Assistance for Candidates

Institutional Policies

A complete listing of university policies and procedures can be found in the University of St. Francis Course Catalog. For the most current version of the catalog, please visit <http://stfrancis.edu/academics/university-catalog>

Course Assignments and Alignment of Outcomes

Discussion Posts & Responses

Candidates will complete assigned content readings and respond to weekly discussion/reflection prompts.

Course Outcomes: 1, 2, 3, 4

Kameen Position Papers

Candidates will compose two Kameen Position Papers and create a thoughtful response to another candidate’s position paper.

Course Outcomes: 1, 2, 3, 4, 5

Final Project

Candidates will compose a project in the form of a [“Pecha Kucha”](#). The project will illustrate how one would like to best define “rhetoric” while also illustrating the term’s/activities current and contemporary relevance and importance.

Course Outcomes: 1, 2, 3, 4, 5, 6

Course Evaluation and Weighting of Assignments

The following point values will be used and equated to a final grade. Scoring rubrics for discussions, assignments, and the final project will be provided in the Course Resources Module.

ASSIGNMENTS	POSSIBLE POINTS
Discussion Posts and Responses (6 at 10 points each)	60
Kamen Position Papers – 2 submissions (50 for writing, 25 for responses to another candidate's position paper)	150
Final Project	150
TOTAL	360

GRADING SCALE POINTS AND PERCENTAGES	GRADE
100 - 93% (360-335)	A
92 - 85% (334-306)	B
84 - 77% (305-278)	C
76 – 0% (277-0)	F

Course Schedule

Start Date	End Date	Course Content/Topic	Required Reading/Activities and Tasks to Complete	Assignment Due Dates
MODULE ONE: Plato and the Origins of Rhetoric and the Sophists				
6/6	6/12	A Brief Crash Course in Plato and Laying the Groundwork for the Seminar	<ul style="list-style-type: none"> Week 0 Discussion Board: Introducing Ourselves Read <i>Republic</i>, Book VII (on Canvas) Read <i>Republic</i>, Book X (on Canvas) Read Plato, <i>Protagoras</i> (on Canvas) Week 1 Discussion Board Post 	6/8 6/12
MODULE TWO: Plato and Platonism				
6/13	6/19	Plato's Invention and Treatment of Rhetoric and the Sophists	<ul style="list-style-type: none"> Read Plato, <i>Gorgias</i> (in TRT) Read Plato, <i>Phaedrus</i> (in TRT) Week 2 Discussion Board Post 	6/19
MODULE THREE: Aristotle Part I				
6/20	6/26	Saving Rhetoric from the Philosophers (e.g. Plato)	<ul style="list-style-type: none"> Read George Kennedy's "Introduction" to Aristotle's <i>On Rhetoric</i> (on Canvas) Read Aristotle, <i>On Rhetoric</i> I (on Canvas) Kameen Position Paper #1 	6/26
MODULE FOUR: Aristotle Part II				
6/27	7/3	Finishing Aristotle Up	<ul style="list-style-type: none"> Aristotle, <i>On Rhetoric</i> II and III (on Canvas) Week 4 Discussion Board Post Response to Kameen Position Paper #1 	7/3 7/3
MODULE FIVE: Reading the Sophists				
7/4	7/10	Gorgias, Isocrates, <i>Dissoi Logoi</i>	<ul style="list-style-type: none"> Read Gorgias, "Encomium of Helen" (in TRT) Read Isocrates, "Against the Sophists" (in TRT) Read Anonymous, <i>Dissoi Logoi</i> (in TRT) Week 5 Discussion Board Post 	7/10
MODULE SIX: Cicero				
7/11	7/17	Cicero and Roman Oratory	<ul style="list-style-type: none"> Read selections from Cicero, <i>On Oratory</i> (in TRT) Kameen Position Paper #2 	7/17
MODULE SEVEN: Quintilian				

7/18	7/24	Quintilian and Rhetorical Invention	<ul style="list-style-type: none"> Read selections from Quintilian, <i>Institutes of Oratory</i> (in <i>TRT</i>) Lanham, "The Q Question" (on Canvas) Week 7 Discussion Board Post Response to Kameen Position Paper #2 	7/24 7/24
MODULE EIGHT: Wrapping It All Up				
7/25	7/31	Wrapping Things Up and Final Project Workshop Writing/Recording Week	<ul style="list-style-type: none"> Submit Final Project 	8/1

Course References

- Anonymous. *Dissoi Logoi or Dialexis*. Trans. Rosamond Kent Sprague. *Mind* Vol. 77, No. 306 (April, 1968): 155-167.
- Aristotle, *The Complete Works of Aristotle: The Revised Oxford Translation*. Ed. Jonathan Barnes. Princeton: Princeton UP, 1984. 2 volumes.
- . *On Rhetoric: A Theory of Civic Discourse*. 2nd Edition. Trans. George Kennedy. Oxford: Oxford UP, 2007.
- Bizzell, Patricia, et. al. *The Rhetorical Tradition: Readings from Classical Times to the Present*, 3rd Edition. New York: Macmillan, 2020 (abbreviated above as *TRT*).**
- Cicero. *On Oratory*, in Bizzell.
- Crowley, Sharon and Debra Hawhee. *Ancient Rhetorics for Contemporary Students*, 5th Edition. New York: Pearson, 2012.
- Gorgias. "Encomium to Helen." In *TRT*.
- Isocrates. *Isocrates in 3 Volumes*. Trans. George Norlin. New York: G. P. Putnam's Sons, 1929.
- Kameen, Paul. *Writing/Teaching: Essays Toward a Rhetoric of Pedagogy*. Pittsburgh: U of Pittsburgh P, 2000.
- Kassler, Linda Adler and Elizabeth Wardle. *Naming What We Know: Threshold Concepts of Writing Studies*. Boulder: U of Colorado P, 2015. ISBN 978-0-87421-989-0.
- Lanham, Richard. *The Electronic Word: Democracy, Technology, and the Arts*. Chicago: U of Chicago P, 1993.
- Neel, Jasper. *Aristotle's Voice: Rhetoric, Theory, and Writing in America*. Carbondale, IL: Southern Illinois UP, 1994.
- Plato. *The Collected Dialogues of Plato*. Eds. Edith Hamilton, et. al. Princeton: Princeton UP, 1961.
- Quintilian. *Institutes of Oratory*, in Bizzell.