



Rhetoric - Spring 2020

ENC 3021-02 | T/Th 12:30-1:45 | BEL 02

Instructor: Michael Healy

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Office Hours: T/Th 10:15-12:15 and by Appointment. Please come see me!

Course Description

ENC 3021 is one of three core courses for the Editing, Writing, and Media (EWM) major, and as such, the course works to provide a foundation for the major. Studying the history of rhetoric provides students with foundational rhetorical principles and building blocks, crucial for writers, editors, and evolving scholars.

This is a course that covers rhetorical theory, and one that covers the evolution and changes of the Western Rhetorical Tradition over its history, but this is not a history course. Rather than tracing one chronological time-line, this class will explore rhetorical theories, frameworks, and ideas. For our course in Rhetoric, we will be tracing the roots of the Western rhetorical tradition, and playing with the possibilities as we explore the ways in which rhetoric has grown and evolved. This class will ask you to weigh different rhetorical perspectives and to play with them, as you develop your own understandings of the history and evolution of rhetoric.

Course Goals and Objectives

When you complete this class, you will be expected to be able to:

- Identify and describe key figures, terms, concepts, and frameworks within different views of rhetoric
- Explore how rhetoric has shifted over time, examining concepts, frameworks, and movements to see how they inform, echo, complicate, relate, counteract, and/or dialogue across each other
- Analyze and articulate why these differences are important and trace how they've changed over time
- Apply rhetorical concepts and frameworks to 21st century texts and contexts
- Articulate how larger cultural factors shape our understanding of rhetoric, and subsequently, how rhetoric shapes those larger cultural factors.
- Develop a theory of rhetoric that synthesizes theory, readings, class discussion, and activities, that can be utilized in various contexts

Course Requirements

To be successful in this course, students must:

- Participate in class and online
- Read regularly, actively, and on time
- Work collaboratively with classmates
- Complete all major project on time
- Be respectful

Required Texts and Materials

Bizzel, Patricia and Bruce Herzberg, editors. *The Rhetorical Tradition: Readings from Classical Times to the Present*. 2nd ed., Bedford/St. Martin's, 2001.

PDFs and Materials on Canvas

Late Work

This class moves quickly, and late work will set you behind. As such, QQC’s that are late will receive half credit, and if they are late by more than one class period, they will receive zero credit. Missed quizzes cannot be made up without prior communication about the absence and setting a meeting to make up the quiz. CRRs are due the day inidacted on the syllabus. Major assignments that are not turned in on the due date will be marked down a full letter grade (e.g., A to B) for each day —note day, not class period—that it is late. You will also lose credit on major projects for failing to submit proposals, drafts, or reflections. In other words, be responsible and punctual in completing your work. That said, extensions can be made available for those with extenuating circumstances, so please do let me know if there’s a reason you don’t think you’ll be able to complete your work on time.

Email Etiquette

Please email with the subject line “ENC 3O21 – Your Name – Subject,” and I will respond within 24 hours Monday-Friday. If you do not use this naming convention, I can’t guarantee how quickly I will get back to you (if ever). You run the risk of your email getting eaten by my inbox-monster. Be respectful in your email communications with me and with your peers. For questions, make sure that you have attempted to find answers, yourself, by consulting the syllabus and course documents. **Any time you send an email to someone with a question, concern, or request, it is expected that you acknowledge their response. A quick “thank you” would suffice.**

Attendance

Attendance will be taken every day. Your success in the course depends on your presence and participation in class. Therefore, I expect you to attend every class. **An excess of four absences will be grounds for failure.** I will not warn or notify you of your absences on your behalf. In order to have the potential for passing if you go over the four allowed absences, you will need to meet with me to develop a written plan for the remainder of the course. Assignments are due in class on the due dates. Quizzes are given at the beginning of class on specified days and CANNOT be made up without communication about the absence, and scheduling a time to make it up. Exams can only be made up with documentation excusing your absence.

Brief Assignment Descriptions

Quizzes: Five percent of your grade will come from in-class quizzes. We will have a quiz many Thursday, unless otherwise specified by the course calendar, or by me in class. It is important for you to package information from this course in a way that you can commit to memory. Overall, these quizzes are intended to help you study for the exams and hold you accountable for retaining the course material as we move along. Quizzes will be given at the beginning of class.

QQC’s: “Quotations, Question, Comment.” A two part informal assignment that uses the readings and class discussions. The initial post, including a quotation and a question, will be due on Mondays by 8:00 PM, unless otherwise noted in the course calendar. They are meant to prepare discussions, synthesize ideas, work with/in/through texts, trace ideas, and to prepare for larger projects. Each QQC should include:

1. **A quotation** from the reading that you found interesting, confusing, or thought-provoking, along with a brief statement on why you chose it and what the impact is. You might identify some key terms, or some synthesis with other topics or readings.
2. **At least one question** that you have about the reading. It could be a synthesis question about what are the scholars arguing? The connections that they are making to rhetoric? What are the gaps or disconnects you see in their work? How it might influence the ways you compose creatively, professionally, or academically?
3. **Comment on at least two other posts** by 10AM on Tuesdays. Your first comment, ideally the first on a thread, engages with the poster’s question(s). It should be a short response (about a paragraph), and should thoughtfully consider the content of their post. You should return after more replies have been posted to follow-up on another conversation that you find interesting and contribute.

Exams: There will be two exams covering material from readings and class discussions. The firstexam will cover Classical Rhetoric. The second exam will cover material from Medieval Rhetoric through the 19th Century . Keep in mind that rhetoric builds on prior knowledge.

Collaboratives: You will work with a small group to complete a specified task that asks you to engage with a range of materials that we’ve covered in the course, up to that point. The Collaborative will provide you with an opportunity to synthesize, apply, complicate, and/or contradict the key ideas we’ve been grappling with. You will have about a week to complete the Collaborative and submit it to Canvas as a group. Here is a (very) brief overview of the Collaboratives:

- Collaborative 1 - foundation in classical rhetorics and exploration of a rhetorical dialogue
- Collaborative 2 - Application of a key rhetorical theory/concept to a contemporary issue
- Collaborative 3 - Analysis of a technology/artifact through different rhetorical lenses

CRRs: We will complete Critical Reading Responses (CRRs) throughout the course. Each CRR will, at the very least, ask you to address several texts that you have read for class. Usually this will include at least one reading that we have not yet discussed as a class, so you will be expected to stretch yourself to grapple with it in the CRR. Several CRRs will have instructions beyond the designated readings; make sure to read those instructions carefully and fully address the prompts provided. Each CRR should be 500-750 words. Here is a tentative and brief outline of the CRRs:

- CRR 1 – Foundations in classical rhetorics
- CRR 2 – Complications from Middle Ages to 19th Century rhetorics
- CRR 3 – Rhetorics of transformation and power
- CRR 4 – Rhetorical complications of institutions and signification

Rhetorical Praxis: As a final project, you will integrate your understanding of rhetorical theory with an enactment of rhetorical practice, hence “praxis.” In this project, you will detail the key components of your own definition and theory of rhetoric, using the materials from the semester to support your perspective. In addition, you will bring in contemporary scholarship from beyond the scope of the class to supplement your particular approach to rhetoric. Finally, you will put your definition and theory of rhetoric into practice through a series of applications, examples, heuristics, and/or tools. **Overall, you should think of your Rhetorical Praxis as a sustained inquiry into these two questions: What is rhetoric? How does rhetoric function?**

Grading Scale

A	B+	C+	D	F
100-93	89-87	79-77	69-67	Below 60
A-	B	C	D+	
92-90	86-83	76-73	66-63	
	B-	C-	D-	
	82-80	72-70	62-60	

Syllabus Change Policy

Except for changes that substantially affect assessment and evaluation (i.e., grading), this syllabus is a guide for the course and is subject to change with advance notice.

Thanks to Dr. Graban, Dr. Fleckenstein, Jessi Thomsen, Julianna Edmonds, Travis Maynard, and others who have provided materials and input in the creation of this syllabus. Their feedback and ideas have been invaluable in the creation and my experiences in teaching this course.

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Course Calendar

RT = *The Rhetorical Tradition*, Canvas = Available in Canvas Course Library, Submit = Turn in on Canvas

Week 1 - Introductions - January 6-12

Tuesday		
Reading		
In-Class	Introductions, Syllabus	
Due		
Thursday		
Reading	RT: “General Intro” 1-2 Canvas: Bitzer “The Rhetorical Situation”, Edbauer “Unframing Models of Public Distribution”	
In-Class	What is rhetoric and why study it? Start QQC 1 in Class	
Due		

Week 2 - Sophists, Aspasia, and the Roots of Classical Rhetoric - January 13-19

Tuesday	
Reading	RT: “Classical Rhetoric” and “The Sophistic Movement” p. 19-25, “Gorgias” p. 42-43, “Encomium of Helen” p. 44-46, “Aspasia” p. 56-59, and Plato “From Menexenus” p. 60-63
In-Class	Discussion, QQC Activity, Foundations of Greek Rhetoric
Due	Complete QQC 1 Monday 8PM / Tuesday 10 AM
Thursday	
Reading	RT: Plato Introduction p. 80-86, “Gorgias” p. 28-30, and “The Phaedrus” p. 162-168.
In-Class	Discussions, Quiz 1
Due	Quiz 1

Week 3 - Plato and Aristotle’s Rhetoric - January 20-26

Tuesday	
Reading	RT: “Classical Rhetoric” p. 30-32, Aristotle Introduction, p. 169-177, Aristotle “From <i>Rhetoric</i> ” p. 179-185, 221-226
In-Class	Discussions
Due	Complete QQC Monday 8PM / Tuesday 10 AM
Thursday	
Reading	RT: Read Ratcliffe “In Search of the Unstated” (PDF)
In-Class	Discussions
SUBMIT	CRR 1 by 12:30 PM

Week 4 - Aristotle Continued and Roman Rhetoric - January 27 - February 2

Tuesday	
Reading	RT: “Classical Rhetoric” p. 36-39, Quintilian p. 359-361, “Institutes of Oratory” p. 385-389, 396-400
In-Class	Discussion, Assign Collaborative 1
Due	Complete QQC 3 Monday 8PM / Tuesday 10 AM
Thursday	
Reading	Canvas: Pender “Techne”
In-Class	Rhetoric’s Shifting Role, Quiz 2
Due	Quiz 2

Week 5 - Collaborative 1 and Exam 1 - February 3-9

Tuesday	
Reading	Bring notes, study materials, and questions
In-Class	Discussion, Discuss the Collaboratives
SUBMIT	Collaborative 1 on Canvas 12:30PM
Thursday	
Reading	
In-Class	Exam 1
Due	

Week 6 - Medieval and Renaissance Rhetoric - February 10-16

Tuesday	
Reading	RT: “Medieval Rhetoric” p. 431-444, De Pizan p. 540-543, “The Book of the City of Ladies” p. 544-545.
In-Class	Discussion
Due	Complete QQC Monday 8PM / Tuesday 10 AM
Thursday	
Reading	RT: “Renaissance Rhetoric” p. 555-556, Read Bacon p. 736-739 and “The Advancement of Learning” p. 740-745. Canvas: de la Cruz “La Repuesta” (PDF)
In-Class	
Due	Quiz 3

Week 7 - Enlightenment - February 17-23

Tuesday	
Reading	RT: “Enlightenment Rhetoric” p. 791-792, Locke, p. 814-827
In-Class	Bacon, Empiricism, and Epistemology. The Enlightenment
Due	Complete QQC Monday 8PM / Tuesday 10 AM
Thursday	
Reading	RT: Vico p. 862-878
In-Class	Quiz 6, Vico, Introduce Project 2, Quiz 6
Due	Submit CRR2 on Canvas by 12:30pm

Week 8 - 19th Century and New Voices - February 24 - March 1

Tuesday	
Reading	RT: “19th Century Rhetoric” p. 983, Grimke Sisters, p. 1045-1060. Canvas: Delagrangé “Embodiement by Design” p. 65-93
In-Class	Bodies and representations,
Due	Complete QQC Monday 8PM / Tuesday 10 AM
Thursday	
Reading	RT: Douglass, p. 1061-1078. Canvas: “Ain’t I a Woman”
In-Class	
Due	Quiz 4

Week 9 - Slow Circulation and Exam 2 - March 2-8

Tuesday	
Reading	RT: Canvas: Bradshaw “Slow Circulation: The Ethics of Speed and Rhetorical Persistence”
In-Class	Discussion
Due	
Thursday	
Reading	
In-Class	Exam 2
Due	

Week 10 - Modernism, Metaphor, and Identification - March 9- 15

Tuesday	
Reading	RT: Modern and Post-Modern Introduction p. 1183-1188, I.A. Richards p. 1270-1273, 1281-1294
In-Class	Shifts and Utterances Activity and discussion Board - Utterance Video and Example
Due	Complete QQC Monday 8PM / Tuesday 10 AM
Thursday	
Reading	RT: Burke, p. 1295-1297, “Language as Symbolic Action” p. 1340-1347. Canvas: Lorde “The Transformation of Silence into Language and Action”
In-Class	Metaphors, language, and rhetoric - Video and Example
Due	Submit CRR 3 by 12:30PM

March 16-22

No Class - Spring Break

Week 11- Argumentation and Power - March 23-29

Tuesday	
Reading	RT: Perelman p. 1372-1374 and “The New Rhetoric” p. 1389-1401. Canvas: Foss and Griffin “Beyond Persuasion”
In-Class	Online Meeting 12:30-1:30 - Go over class Adjustments Assign Collaborative 2
Due	View Online Video for Perelman
Thursday	
Reading	Canvas: Read Foucault p. 1432-1435 and “The Order of Discourse” p. 1460-1470
In-Class	Online Meeting 12:30-1:30
Due	QQC Due by Midnight

Week 12- Rhetorics of Institutions and Things - March 30 - April 5

Tuesday	
Reading	Canvas: Foucault Panopticon, David Gruber “New Materialisms”
In-Class	Discussion
Due	Submit Collaborative 2 on Canvas by 12:30pm
Thursday	
Reading	Canvas: Cixous Introduction, p. 1520-1523, and “The Laugh of the Medusa” p. 1524-1536.
In-Class	Quiz 10. Discussion. Introduce Project 4
Due	Submit CRR 4 by 12:30PM

Week 13 - Signifyin, Narratives, and Own Storie - April 6-12

Tuesday	
Reading	RT: “Post/Modern Rhetoric” p. 1199-1202, Gates, p. 1543- 1556
In-Class	Discussion, Assign Collaborative 3
Due	Complete QQC Monday 8PM / Tuesday 10 AM
Thursday	
Reading	Canvas: Cushman “Wampum, Sequoyan, and Story: Decolonizing the Digital Archive”
In-Class	Quiz 11. Signifyin
Due	QQC 10 Response

Week 14 - “New” Rhetorics - April 13-19

Tuesday	
Reading	RT: Anzaldúa, p. 1582-1604
In-Class	Borderlands, Assign Rhetorical Praxis
Due	Submit Collaborative 3 on Canvas by 12:30pm
Thursday	
Reading	Canvas: Trinh Min-Ha “A Special Third World Women Issue”
In-Class	Quiz 12. The Problem of Speaking for Others,
Due	Bring to class Rhetorical Praxis Ideas and initial research

Week 15 - Contemporary Issues in Rhetoric - April 20-26

Tuesday	
Reading	Canvas: TBD
In-Class	Rhetoric, Technology, and Epistemology Discussions and Activity
Due	Draft 1 of Rhetorical Praxis for Workshop
Thursday	
Reading	Canvas: TBD
In-Class	Quiz 12.
Due	Draft 2 of Rhetorical Praxis for Workshop

Rhetoric Praxis Due Tuesday April 28th 11:59 PM