



Rhetoric - Spring 2020

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

Instructor: Michael Healy

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Office: WMS 329

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, QOCs 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 indicated 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 3021 – 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.

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

Course Requirements and Evaluation

Reading Quizzes	5%
QQCs	10%
CRRs	20%
Collaboratives	30%
Exam 1	10%
Exam 2	10%
Rhetorical Praxis	15%

Academic Honor Policy

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to "... be honest and truthful and ... [to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://dof.fsu.edu/honorpolicy.htm>.)

Plagiarism is grounds for suspension from the university as well as for failure in this course. It will not be tolerated. Any instance of plagiarism must be reported to the Director of Undergraduate Studies. Plagiarism is a counterproductive, non-writing behavior that is unacceptable in a course intended to aid the growth of individual writers. Plagiarism is included among the violations defined in the Academic Honor Code, section b), paragraph 2, as follows: "Regarding academic assignments, violations of the Academic Honor Code shall include representing another's work or any part thereof, be it published or unpublished, as one's own."

Student Resources

Reading/Writing Center and Digital Studio (RWC/DS) The Florida State University Reading-Writing Center and Digital Studio (FSU RWC/DS) offers writing support to all FSU students. Tutors act as a practice audience for students' ideas and writing, helping them develop their writing in many areas, including: process, rhetorical awareness, reflective practice, and transfer.

Free Tutoring On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services' comprehensive list of on-campus tutoring options—see <http://ace.fsu.edu/tutoring> or contact tutor@fsu.edu. High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

Students with Disabilities

Students with disabilities needing academic accommodations should in the first week of class 1) register with and provide documentation to the Student Disability Resource Center (SDRC) and 2) bring a letter to me from SDRC indicating the need for academic accommodations. This and all other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact:

Student Disability Resource Center 874 Traditions Way 108 Student Services Building
Florida State University Tallahassee, FL 32306-4167 (850) 644-9566 sdrc@admin.fsu.edu
<http://www.disabilitycenter.fsu.edu/>

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.

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 *Rhetoric*" 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 "Techné"

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: Delagrange "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 Argumentation, Persuasion, and Invitation, Assign Collaborative 2

Due Complete QQC Monday 8PM / Tuesday 10 AM

Thursday

Reading **Canvas:** Read Foucault p. 1432-1435 and "The Order of Discourse" p. 1460-1470

In-Class No Class

Due

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