

Marshall University

Course Title/Number	Language and Communication: CMM 311
Semester/Year	Spring 2014
Days/Time	Monday/Wednesday/Friday: 10:00-10:50
Location	Smith Hall 232
Instructor	Dr. Stephen M. Underhill
Office	Smith Hall 248
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E-Mail	underhills@marshall.edu
Office Hours	Monday 8:00-10:00; 12:00-2:00 Wednesday 8:00-10:00; 12:00-2:00 Friday 8:00-10:00 *Please e-mail me in advance of your arrival.
University Policies	By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to www.marshall.edu/academic-affairs and clicking on "Marshall University Policies." Or, you can access the policies directly by going to http://www.marshall.edu/academic-affairs/?page_id=802 Academic Dishonesty/ Excused Absence Policy for Undergraduates/ Computing Services Acceptable Use/ Inclement Weather/ Dead Week/ Students with Disabilities/ Academic Forgiveness/ Academic Probation and Suspension/ Academic Rights and Responsibilities of Students/ Affirmative Action/ Sexual Harassment

Course Description: From Catalog

A method for studying the role which language plays in human affairs.

General Education Program Student Learning Outcomes

Upon completion of the core curriculum at Marshall University, students will be able to master the following core domains of critical thinking:

1. Aesthetic/Artistic
2. Communication (oral, written, visual)
3. Information Literacy: Exploring; Questioning; Searching; Evaluating; Synthesizing; Creating; Communicating; Assessing.
4. Mathematical and Abstract
5. Multicultural/International
6. Scientific
7. Social/Ethical/Historical

Relationships among Course, Program, and Degree Profile Outcomes

Course Student Learning Outcomes	How students will practice each outcome in this Course	How student achievement of each outcome will be assessed in this Course	Program Outcomes	Degree Profile Outcomes
Students will develop a basic understanding of narrative theory.	Course readings and in-class group exercises will be combined to help students develop their information literacy skills.	Tests, Quizzes, Speeches	1, 2, 3, 7	Specialized knowledge; Applied learning; Broad, Integrative Knowledge; Intellectual skills; Civic learning
Students will develop a basic understanding of metaphor theory.	Course readings and in-class group exercises will be combined to help students develop their information literacy skills.	Tests, Quizzes, Speeches	1, 2, 3, 7	Specialized knowledge; Applied learning; Broad, Integrative Knowledge; Intellectual skills; Civic learning
Students will develop a basic understanding of the rhetorical situation.	Course readings and in-class group exercises will be combined to help students develop their information literacy skills.	Tests, Quizzes, Speeches	1, 2, 3, 7	Specialized knowledge; Applied learning; Broad, Integrative Knowledge; Intellectual skills; Civic learning
Students will understand the traditional concepts, values, and contexts of political rhetoric.	Course readings and in-class group exercises will be combined to help students develop their information literacy skills.	Tests, Quizzes, Speeches	7	Specialized knowledge; Applied learning; Broad, Integrative Knowledge; Intellectual skills; Civic learning
Students will evaluate specific discursive texts by determining the technical strategies, rhetorical theories, and discursive concepts at play.	Course readings and in-class group exercises will be combined to help students develop their information literacy skills.	Tests, Quizzes, Speeches	1, 2, 3, 7	Specialized knowledge; Applied learning; Broad, Integrative Knowledge; Intellectual skills; Civic learning

Required Texts, Additional Reading, and Other Materials

Bormann, Ernest G. *The Force of Fantasy: Restoring the American Dream*. Carbondale: Southern Illinois University Press. 2001.
Kuypers, Jim A. *Rhetorical Criticism: Perspectives in Action*. New York: Lexington Books. 2009.

Course Requirements / Due Dates

Topics Selection and Background Checks.		40 Points
Weekly Applications		100 Points
Midterm	February 19	100 Points
Final	May 5	100 Points
	Total	340 Points

Grading Policy

A+ 329 - 340
A 316 - 328
A- 306 - 315
B+ 295 - 305
B 282 - 294
B- 272 - 281
C+ 261 - 271
C 248 - 260
C- 238 - 247
D+ 227 - 237
D 214 - 226
D- 204 - 213
F 0 - 203

Attendance Policy

Attendance is not required for this course. PLEASE NOTE, I DO NOT RESPOND TO E-MAIL REQUESTS ASKING ME TO COVER WHAT YOU MISSED IN CLASS. You may visit me during my office hours to catch up on missed material.

Electronics Policy

This course encourages students to bring laptop computers, tablets, smart phones, and any other devices for accessing the internet. Students without such devices will be paired in groups with these devices. In practically every class we will be applying communication theory to the daily news. For this to work, students must balance digital connectivity with class participation. Students who choose to be distracted and not participate will fall behind in skill development, which will become evident.

Document Policy

All documents must be typed, size 12 font, 1 inch margins, double spaced and submitted to Dropbox.

SEMESTER PROJECT

We will examine how storytelling and listening is an effective strategy for communicating and analyzing ALL messages. From politics to religion to ethics and morals to humor and identity-making, we humans communicate through storytelling. Accordingly, if we pay attention to how stories are told and by whom, we can learn how to decode hidden messages and see what we are supposed to believe because of them. Rhetorical criticism makes judgments about the ethics, efficiency, or appropriateness of texts and/or culture. Likewise, we can see who these hidden messages benefit and who they hurt, which allows us judge the character of our storytellers and the stories they tell.

Step One: Topics Selection and Background Checks

30 Points

You will identify **THREE (3)** on-going and developing news stories of interest to you on any subject of your choice. We will listen to each other's ideas and develop Interest Group themes. Each theme will be represented by an Interest Group that will work as a unit throughout the semester. If your **THREE** stories are more related, your Interest Group will be more cohesive. If your stories are less related, your Interest Group will be less cohesive.

Once your **THREE** topics are selected, you will conduct a "Google News" search for at least fifteen news stories that were written in the past four weeks. You **MUST** locate and cite at least five stories per topic. At least one story **MUST** relate to politics and at least one story **MUST** relate to religion

You will write a one-two page synopsis covering **ALL THREE TOPICS**. Address 1) who are involved?, 2) what are the topics about?, 3) where are the topics occurring?, 4) when did these topics begin?, 5) how is action being deployed in **ALL THREE TOPICS**?, and 6) for what purposes is action being deployed in **ALL THREE TOPICS**? This assignment will provide you with the requisite background material for the rest of the semester. You should do it well. You must turn in a citation page, using the Chicago style guide. Last name, First name. Title. Source. Date. Page number. For example:

Underhill, Stephen. "Example Fake News Story Title." *New York Times*. August 10, 2013: 10.

If you do not cite at least fifteen stories between all three topics, you will get a zero for this assignment!

Topics Selection & Background Checks Rubric		
Vector	Value	Score
Proposition of three topics.	10	

Synopsis: Who is involved? What is the clash over? Where is the clash occurring? When did this clash arise? 5) How is action being deployed? For what purposes is action being deployed?	15	
Citation Page	15	
Total		

Step Two: Weekly Applications.

100 Points

Evert week, Interest Groups will examine that week’s readings and apply its principles to the selected topics and themes. On each Monday and Wednesday, we will conduct learning exercises to decode the meaning and rhetorical principles of the assigned readings. On each Friday, students will meet with their Interest Groups and discuss the application of principles to their topics and themes.

Each student will turn in a 1½ page think-piece that applies the principle(s) to your selected topic and/or theme. This process will require you to locate articles that help clarify various connections. Sometimes, connections will be obvious and you will simply explain how the principle connects to your topic and/or theme. Other times, connections will not be so clear and you will have to imagine how connections might be made. **SUBMIT ALL PAPERS TO DROPBOX BY 11:59 PM SATURDAY NIGHT.** Title each paper “Last name, Think Piece #” (# represents the appropriate week number).

Weekly Application Rubric		
Vector	Value	Score
Clear connections between principle and topic/ theme.	5	
Writing illustrates command of topic.	5	
Total		

CLASS SCHEDULE

[Asterisk*] indicates that the reading is available through Blackboard under “Course Content”

Week 1

Reading/Assignment Due

Discussion

1/13		Class Introduction
1/15		Locating the Rhetorical Realm
1/17	"Kenneth Burke," Foss, Foss, & Trapp*	Dramatism
Week 2		
1/20	Ch.10 "Kenneth Burke's Dramatic Form of Criticism," Kuypers	Dramatism
1/22	Ch.11 "Pentadic Criticism," Kuypers	Dramatism
1/24	"Dramatistic Criticism," Hart & Daughton*	Dramatism
Week 3		
1/27	Ch.7 "Generic Elements in Rhetoric," Kuypers	Genre
1/29	"Analyzing Form," Hart & Daughton*	Genre
1/31	"A Theory of Genre," Devitt*	Genre
2/1	Topics Selection & Background Checks Due to Dropbox by 11:59 PM	
Week 4		
2/3	Ch.9 "The Narrative Perspective," Kuypers	Narrative Paradigm
2/5	"Analyzing Argument," Hart & Daughton*	Narrative Paradigm
2/7	Interest Group Meeting 1	
2/8	Think Piece 1 Due to Dropbox by 11:59 PM	
Week 5		
2/10	Ch.13 "Fantasy Theme Criticism," Kuypers	Fantasy Theme Analysis
2/12	"Cultural Criticism," Hart & Daughton*	Fantasy Theme Analysis
2/14	Interest Group Meeting 2	
2/15	Think Piece 2 Due to Dropbox by 11:59 PM	
Week 6		
2/17	Midterm Review	
2/19	Midterm	
2/21	"Fantasy and Rhetorical Vision," Bormann*	Fantasy Theme Analysis
Week 7		
2/24	Ch.1 Bormann	Fantasy Theme Analysis
2/26	Ch.2 Bormann	Fantasy Theme Analysis
2/28	Interest Group Meeting 3	
3/1	Think Piece 3 Due to Dropbox by 11:59 PM	
Week 8		
3/3	Ch.3 Bormann	Fantasy Theme Analysis
3/5	Ch.4 Bormann	Fantasy Theme Analysis
3/7	Interest Group Meeting 4	
3/8	Think Piece 4 Due to Dropbox by 11:59 PM	

Week 9

3/10	Ch.5 Bormann	Fantasy Theme Analysis
3/12	Ch.6 Bormann	Fantasy Theme Analysis
3/14	Interest Group Meeting 5	
3/15	Think Piece 5 Due to Dropbox by 11:59 PM	

Week 10

3/17	SPRING BREAK
3/19	SPRING BREAK
3/21	SPRING BREAK

Week 11

3/24	Ch.7 Bormann	Fantasy Theme Analysis
3/26	Ch.8 Bormann	Fantasy Theme Analysis
3/28	Interest Group Meeting 6	
3/29	Think Piece 6 Due to Dropbox by 11:59 PM	

Week 12

3/31	Ch.9 Bormann	Fantasy Theme Analysis
4/2	Ch.10 Bormann	Fantasy Theme Analysis
4/4	COLA Research & Creativity Conference	No Class
4/5	Think Piece 7 Due to Dropbox by 11:59 PM	

Week 13

4/7	Ch.14 "The Mythic Perspective," Kuypers	Mythic Criticism
4/9	"The Rhetoric of American Western Myth," Rushing*	Mythic Criticism
4/11	Interest Group Meeting 7	
4/12	Think Piece 8 Due to Dropbox by 11:59 PM	

Week 14

4/14	"Frankenstein Myth in Contemporary Cinema," Rushing & Frentz*	Mythic Criticism
4/16	"On Mythic Criticism," Rowland*	Mythic Criticism
4/18	Interest Group Meeting 8	
4/19	Think Piece 9 Due to Dropbox by 11:59 PM	

Week 15

4/21	"Responding to Rowland's Myth," Rushing*	Mythic Criticism
4/23	"Rhetorical Criticism of Political Myth," Moore*	Mythic Criticism
4/25	Interest Group Meeting 9	
4/26	Think Piece 10 Due to Dropbox by 11:59 PM	

Week 16

