

Marshall University

Course Title/Number	Rhetorical Theory: CMM 402
Semester/Year	Fall 2014
Days/Time	Thursday 4:00-6:20pm
Location	Smith Hall 232
Instructor	Dr. Stephen M. Underhill
Office	Smith Hall 248
Phone	(304) 696-3020
E-Mail	underhills@marshall.edu
Office Hours	Tuesday 8:00-9:30; 11:00-2:00; 3:15-4:15 Wednesday 2:30-5:30 Thursday 8:00-9:30; 11:00-2:00
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

An exploration of theories of rhetoric from the Greek philosophers to the present. This course will examine the strategic use of symbols in persuasive discourse.

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, Weekly Applications, Final Project	1, 2, 3, 7	Specialized knowledge; Applied learning; Broad, Integrative Knowledge; Intellectual skills; Civic learning
Students will develop advanced understanding of rhetorical theory.	Course readings and in-class group exercises will be combined to help students develop their information literacy skills.	Tests, Weekly Applications, Final Project	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, Weekly Applications, Final Project	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 rhetoric.	Course readings and in-class group exercises will be combined to help students develop their information literacy skills.	Tests, Weekly Applications, Final Project	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, Weekly Applications, Final Project	1, 2, 3, 7	Specialized knowledge; Applied learning; Broad, Integrative Knowledge; Intellectual skills; Civic learning

Required Texts, Additional Reading, and Other Materials

Foss, Sonja K., Karen A. Foss, and Robert Trapp. *Contemporary Perspectives on Rhetoric*. Waveland. 2001.

Course Requirements

Annotated Bibliography or Final Project	240 Points
Midterm Exam	240 Points
Final Exam	240 Points
Total	720 Points

Grading Policy

A+ 97—100%, A 93—96%, A- 90—92%, B+ 87—89%, B 83—86%, B- 80—82%, C+ 77—79%, C 73—76%, C- 70—72%, D+ 67—69%, D 63—66%, D- 60—62%, F 59—0%.

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.

Document Policy

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

Course Assignments & Grading Scale

Annotative Bibliography: 50%

According to Purdue Owl (<https://owl.english.purdue.edu/owl/resource/614/01/>):

A **bibliography** is a list of sources (books, journals, Web sites, periodicals, etc.) one has used for researching a topic. Bibliographies are sometimes called "References" or "Works Cited" depending on the style format you are using. A bibliography usually just includes the bibliographic information (i.e., the author, title, publisher, etc.).

An **annotation** is a summary and/or evaluation. Therefore, an **annotated bibliography** includes a summary and/or evaluation of each of the sources. Depending on your project or the assignment, your annotations may do one or more of the following.

- **Summarize:** Some annotations merely summarize the source. What are the main arguments? What is the point of this book or article? What topics are covered? If

someone asked what this article/book is about, what would you say? The length of your annotations will determine how detailed your summary is.

- **Assess:** After summarizing a source, it may be helpful to evaluate it. Is it a useful source? How does it compare with other sources in your bibliography? Is the information reliable? Is this source biased or objective? What is the goal of this source?
- **Reflect:** Once you've summarized and assessed a source, you need to ask how it fits into your research. Was this source helpful to you? How does it help you shape your argument? How can you use this source in your research project? Has it changed how you think about your topic?

Your annotated bibliography may include some of these, all of these, or even others

Students will submit an annotative bibliography that covers all of the assigned readings on December 2.

Midterm Exam 25%

Final Exam 25%

OR

Midterm Exam 25%

Final Exam 25%

Final Project 50%

Students may choose to complete a semester-long project that offers an argument and/or applies a theory to an issue related to contemporary rhetoric. The academic paper should span 15-22 pages and conform to the *Chicago Manual of Style*. Students will submit and present their research on December 2.

CLASS SCHEDULE

Week 1

Reading/Assignment Due

(Most Readings Available via Blackboard)

8/28	Introduction
Week 2 9/4	Octalog III Octalog I, II, (Optional) “Kenneth Burke” in <i>Contemporary Perspectives</i> Burke, “Dramatism.” Ratcliffe, “Identifying Places of Rhetorical Listening.” Crabbe, “Symbolizing Motion.”
Week 3 9/11	“Perelman and Olbrechts-Tyteca” in <i>Contemporary Perspectives</i> Condit, “Chaim Perelman’s Prolegomenon...” Wallace, “Topoi and the Problem of Invention.” Crowley, “The Evolution of Invention...” Phelps, “Institutional Invention.”
Week 4 9/18	Bitzer, “The Rhetorical Situation.” Vatz, “The Myth of the Rhetorical Situation.” Biesecker, “Rethinking the Rhetorical Situation...” Miller, “Genre as Social Action.” Devitt, “Introduction.”
Week 5 9/25	McGee, “The Ideograph” Coogan, “Service Learning...” Dickson, “Reading Maternity Materially.” Berlin, “Social-Epistemic Rhetoric, Ideology, and English Studies.” Faculty Senate Olson, “Ideological Critique in Rhetoric and Composition.”
Week 6 10/2	“Jurgen Habermas,” in <i>Contemporary Perspectives</i> . Fraser, “Rethinking the Public Sphere...” Cintron, “Gangs and Their Walls.” Higgins, Long, Flower, “Community Literacy.”
Week 7 10/9	Reynolds, “Interrupting Our Way to Agency.” Cooper, “Rhetorical Agency as Emergent and Enacted” Herndl and Licona, “Shifting Agency.” Myers, “ <i>Metanoia</i> and the Transformation of Opportunity.”
Week 8	

10/16	Midterm	No Class
Week 9		
	Giroux, "Cultural Studies, Public Pedagogy, and the Responsibility of Intellectuals." Riedner, "Articulating Action in a Neoliberal World."	
10/23	"Michel Foucault," in <i>Contemporary Perspectives</i> Althusser, "Ideology and Ideological State Apparatuses."	Faculty Senate
Week 10		
	Porter, "Institutional Critique: A Rhetorical Methodology for Change." "Jean Baudrillard," in <i>Contemporary Perspectives</i> D'Angelo, "The Rhetoric of Intertextuality."	
10/30		
Week 11		
	Foss, "A Rhetorical Schema for Evaluation of Visual Imagery." Peterson, "The Rhetorical Criticism of Visual Elements." Nudd and Whalen, "Feminist Analysis." hooks "Black Vernacular: Architecture as Cultural Practice." Haraway, "Situated Knowledges: The Science Question and the Privilege of Partial Perspective."	
11/6		
Week 12		
	Licona, "(B)orderlands' Rhetorics and Representations." Royster, "A View from a Bridge." de Certeau, "Walking in the City." Mountford, "On Gender and Rhetorical Space." Dickinson, "Joe's Rhetoric: Finding Authenticity at Starbucks."	
11/13		
Week 13		
	Prior et. al, "Re-situating and Re-mediating the Canons: A Cultural-Historical Remapping of Rhetorical Activity." http://kairos.technorhetoric.net/11.3/binder.html?topoi/prior-et-al/index.html Ridolfo and De Voss. "Composing for Recomposition: Rhetorical Velocity and Delivery." http://kairos.technorhetoric.net/13.2/topoi/ridolfo_devoss/intro.html	
11/20		No Class: NCA
Week 14		
11/25	Fall Break	
11/27	Thanksgiving	No Class
Week 15		
12/4	Student Presentations	
Week 16		
12/9	Final Exam 4:00-6:00	

