

### Marshall University

Course Title/Number	The Rhetorical World: CMM 205
Semester/Year	Fall 2015
Days/Time	Tuesday/Thursday 2:00p - 3:15p
Location	Smith Hall 232
Instructor	Dr. Stephen M. Underhill
Office	Smith Hall 248
Phone	(304) 696-3020
E-Mail	underhills@marshall.edu
Office Hours	T/R 8:30- 9:30; 11-12 W 4:30-8:30 F 8:30-11:30 Please e-mail me in advance of your arrival, if possible.
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 <a href="http://www.marshall.edu/academic-affairs">www.marshall.edu/academic-affairs</a> and clicking on "Marshall University Policies." Or, you can access the policies directly by going to <a href="http://www.marshall.edu/academic-affairs/?page_id=802">http://www.marshall.edu/academic-affairs/?page_id=802</a> 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
Class Policies	All assignments must be typed, size 12 font, 1 inch margins, double spaced

#### Course Description: From Catalog

An introduction to the study of rhetoric as a cultural force influencing human behavior and societies and as a critical approach to interpreting cultural artifacts.

#### Required Texts, Additional Reading, and Other Materials

Brummett, Barry. Rhetoric in Popular Culture, 4th ed. Thousand Oaks: Sage. 2014.

#### 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**

<b>Course Outcomes</b> Students will . . .	<b>How Accomplished in this Course</b>	<b>How Evaluated in this Course</b>	<b>Program Outcomes</b>	<b>Degree Profile Outcomes</b>
Explore the effect of different communication mediums on persuasion.	<i>Textbook; Class Discussions; Exercises</i>	<i>Exams; Artifact Analysis; Critical Reflections</i>	1,3,7	2, 3
Analyze the effect of the media and other persuasive forms on our thoughts, attitudes, beliefs and values.	<i>Textbook; Class Discussions; Exercises</i>	<i>Exams; Artifact Analysis; Critical Reflections</i>	1,3,5,7,8	1,2,3,5
Increase the ability to critically examine persuasive messages.	<i>Textbook; Class Discussions; Exercises</i>	<i>Exams; Artifact Analysis</i>	1,2,3,4,5,7	1,2,3,5,7
Explore the ethical and unethical use of persuasion.	<i>Textbook; Class Discussions; Exercises</i>	<i>Exams; Artifact Analysis; Critical Reflections</i>	1,2,3,4,5,7	2,3,4,5,6
Examine the use of language, visual images and other strategies of persuasion as they affect our perceptions	<i>Textbook; Class Discussions; Exercises</i>	<i>Exams; Artifact Analysis; Critical Reflections</i>	1,2,3,4,5,7	1,2,3,4,5,7
Demonstrate the ability to successfully develop a persuasive campaign using the theories of persuasion.	<i>Textbook; Class Discussions; Exercises</i>	<i>Exams; Artifact Analysis; Critical Reflections</i>	1,2,3,4,6,7	1,2,3,4,5,6,7
Demonstrate an appropriate understanding of the impact of different motivational appeals on specific audiences.	<i>Textbook; Class Discussions; Exercises</i>	<i>Exams; Artifact Analysis; Critical Reflections</i>	1,2,3,4,5,6,7	1,2,3,4,5,7
Accurately apply persuasive theories to specific artifacts.	<i>Textbook; Class Discussions; Exercises</i>	<i>Exams; Artifact Analysis</i>	1,3,4,5,6,7	1,2,3,5,7
Recognize the impact of persuasive messages on our perceptions of the culture, government, ethics, beauty, and other	<i>Textbook; Class Discussions; Exercises</i>	<i>Exams; Artifact Analysis</i>	1,2,3,5	1,2,3,5,7

elements of everyday life.				
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**Course Requirements**

<b>Background Check</b>	<b>10 Points</b>
<b>Think Pieces</b>	<b>40 Points</b>
<b>Midterm Exam</b>	<b>50 Points</b>
<b>Final Exam</b>	<b>50 Points</b>

**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%.
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**Attendance Policy**

1. CMM 205 is a performance course, and your participation is an integral component. Regular and prompt attendance is mandatory.
  2. Because we are on a tight schedule, you are allowed TWO unexcused absence. After that, you will lose 10 points per unexcused absence. These points will be deducted from your final grade.
- Marshall University’s attendance guidelines may be found at the following link:  
<http://www.marshall.edu/president/board/Policies/MUBOG%20AA-13%20Class%20Attendance.pdf>

**Document Policy**

All documents must be typed, size 12 font, 1 inch margins, double spaced and submitted to “Assignments” link in Blackboards.

**SEMESTER PROJECT**

We will examine how rhetoric works to structure public life. Rhetoric is evident in all public artifacts that we encounter on a daily basis. This semester, we will apply what rhetorical critics explain about persuasion to five artifacts of your choice.

**Step One: Topics Selection and Background Checks 10 Points**

You will identify Five (5) cultural artifacts of interest to you about which you have found background material. In particular, you will find stories about their production in newspapers and magazines.

You will write a one-two page synopsis covering ALL FIVE ARTIFACTS (so FIVE to TEN pages altogether). Consider the who, what, when, where, why, and how questions that exist within the texts and outside the texts. **Within:** address 1) Who are the characters involved? 2)

What events have happened? 3) Where key events have happened? 4) When did key events happen? 5) How is action being deployed in ALL FIVE ARTIFACTS? 6) For what purpose is action being deployed in ALL FIVE ARTIFACTS? **Outside:** address 1) Who made the texts? 2) What events have happened historically? 3) Where did these events happen? 4) When was the text made and how does that relate to events inside the text? 5) How is the text communicated? By what media forms? 6) For what purpose was the text made? 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.

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

**If you do not cite at least fifteen news sources between all five artifacts, you will get a zero for this assignment!**

Topics Selection & Background Checks Rubric		
Vector	Value	Score
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 purpose is action being deployed?	5	
Citation Page	5	
<b>Total</b>		

**Step Two: Weekly Applications.**

**40 Points**

Each week, students will apply principles from the readings to their selected topics. For full credit, students should intelligently (and briefly) quote each reading, and use those quotes to analyze their artifacts. You may either focus on one artifact or explain how the readings inform two or more. Each submission should be 1½ pages in length. **SUBMIT ALL PAPERS TO BLACKBOARD "ASSIGNMENTS" LINK BY 11:59 PM MONDAY NIGHT.** Title each paper "Last name, Think Piece #" (# represents the appropriate week number).

Weekly Application Rubric		
Vector	Value	Score
Quality of quotes from readings and speeches.	2	
Writing illustrates command of topic.	2	
<b>Total</b>		

CLASS SCHEDULE  
Reading/Assignment Due

Week 1		
8/25	Introduction	
8/27	Seeing the World Rhetorically	
Week 2		
9/1	Kuypers, "What is Rhetoric?"	
9/3	Kuypers, "What is Rhetoric?"	
Week 3		
9/7		<b>Background Check Due</b>
9/8	Ch.1: Rhetoric and the Rhetorical Tradition	
9/10	Ch.1: Rhetoric and the Rhetorical Tradition	
Week 4		
9/14		<b>Think Piece 1 Due</b>
9/15	Ch.2: Rhetoric and Popular Culture	
9/17	Ch.2: Rhetoric and Popular Culture	
Week 5		
9/21		<b>Think Piece 2 Due</b>
9/22	Ch.3: Rhetorical Methods in Critical Studies Intervention	
9/24	Ch.3: Rhetorical Methods in Critical Studies Intervention	
Week 6		
9/28		<b>Think Piece 3 Due</b>
9/29	Ch.4: Varieties of Rhetorical Criticism: Intervention- Understanding	
10/1	Ch.4: Varieties of Rhetorical Criticism: Intervention- Understanding	

Week 7		
10/5		<b>Think Piece 4 Due</b>
10/6	“Groundhog Day” (Film)	
10/8	Midterm	
Week 8		
10/13	Ch.8: Simulational Selves, Simulational Culture in Groundhog Day	
10/15	Ch.8: Simulational Selves, Simulational Culture in Groundhog Day	
Week 9		
10/19		<b>Think Piece 5 Due</b>
10/20	Ch.5: Varieties of Rhetorical Criticism: Understanding-Intervention	
10/22	Ch.5: Varieties of Rhetorical Criticism: Understanding-Intervention	
Week 10		
10/26		<b>Think Piece 6 Due</b>
10/27	Ch.6: Paradoxes of Personalization: Race Relations in Milwaukee	
10/29	Ch.6: Paradoxes of Personalization: Race Relations in Milwaukee	
Week 11		
11/2		<b>Think Piece 7 Due</b>
11/3	Ch.7: On Gangsta Rap, Written with the Help of the Reader	
11/5	Ch.7: On Gangsta Rap, Written with the Help of the Reader	
Week 12		
11/9		<b>Think Piece 8 Due</b>
11/10	Ch.9: Media and Representation in Rec.Motorcycles	
11/12	Ch.9: Media and Representation in Rec.Motorcycles	

Week 13

11/16

**Think Piece 9 Due**

11/17

Ch.10: Two Homological Critiques: iPods and Cavemen

11/19

Ch.10: Two Homological Critiques: iPods and Cavemen

Week 14

11/24

FALL Break

11/26

FALL Break

Week 15

11/30

**Think Piece 10 Due**

12/1

Kuypers, "Rhetorical Criticism as Art" (Blackboard)

12/3

Kuypers, "Rhetorical Criticism as Art" (Blackboard)

Final Exam

12/10

12:45-2:45

