

Marshall University

Course Title/Number	Rhetorical Criticism: CMM 404
Semester/Year	Fall 2015
Days/Time	Thursday: 6:30-9:00
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 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 examination of the construction of rhetorical texts and the effects they produce.

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

Kuypers, Jim A. *Rhetorical Criticism: Perspectives in Action*. Lanham: Lexington. 2009.

Course Requirements

Background Check	10 Points
Think Pieces	40 Points
Midterm	50 Points
Term Paper	50 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 Blackboard "Assignments" Link.

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 three artifacts of your choice.

Step One: Topics Selection and Background Checks

10 Points

You will identify Three (3) 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 THREE ARTIFACTS (so three to six 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 THREE ARTIFACTS? 6) For what purpose is action being deployed in ALL THREE ARTIFACTS? **Outside:** address 1) Who made the artifact? 2) What events have happened historically? 3) Where did these events happen? 4) When was the artifact made and how does that relate to events inside the artifact? 5) How is the artifact communicated? By what media forms? 6) For what purpose was the artifact 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 three 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	
Total		

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	
Total		

Week 8 10/15	Midterm	
Week 9 10/19		Think Piece 5 Due
10/22	Thomas R. Burkholder and David Henry, Ch. 8: “Criticism of Metaphor”	
Week 10 10/26		Think Piece 6 Due
10/29	Ronald Lee, Ch. 16: “Ideographic Criticism”	
Week 11 11/2		Think Piece 7 Due
11/5	Sonja K. Foss, “Cluster Criticism” (Blackboard)	
Week 12 11/9		Think Piece 8 Due
11/12	Stephen Howard Browne, Ch. 5: “Close Textual Analysis”	
Week 13 11/16		Think Piece 9 Due
11/19	Raymie E. McKerrow and Jeffrey St. John, Ch.17: “Critical Rhetoric and Continual Critique”	
Week 14		
11/26	FALL Break	
Week 15 11/30		Think Piece 10 Due
12/3	Donna M. Nudd and Kristina L. Whalen, Ch. 15: Feminist Analysis”	
Final Exam 12/10 6:30-9:00	PAPER DUE/ PRESENTATIONS	