

## Marshall University

Course Title/Number	<b>Rhetorical Theory: CMM 502</b>
Semester/Year	Fall 2016
Days/Time	Tuesday 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: 10:50-1:50 Wednesday: 10:00-2:00 Thursday: 10:50-1:50; 3:15-6:15 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

### 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

<b>Course Student Learning Outcomes</b>	<b>How students will practice each outcome in this Course</b>	<b>How student achievement of each outcome will be assessed in this Course</b>	<b>Program Outcomes</b>	<b>Degree Profile Outcomes</b>
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

Shawn J. Parry-Giles and J. Michael Hogan, "The Handbook of Rhetoric and Public Address," (Malden, MA: Wiley-Blackwell, 2010)

### Course Requirements

Weekly Journal	100 Points
Final Project	100 Points
Midterm Exam	100 Points
Final Exam	100 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

#### Weekly Journal: 25%

Students will e-mail a weekly journal entry every Monday by 11:59 PM that identifies the author's arguments from the previous week, and which includes your response to them. View this as an opportunity to also raise questions that can be answered in the following lecture.

#### Midterm Exam 25%

#### Final Exam 25%

#### Final Project 25%

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 be 10 pages and conform to the *Chicago Manual of Style*. Students will submit and present their research.

## CLASS SCHEDULE

<b>Week 1</b>	<b>Reading/Assignment Due</b>
<b>8/23</b>	Introduction
<b>Week 2 8/30</b>	Underhill, "Prisoner of Context: The Truman Doctrine Speech and J. Edgar Hoover's Rhetorical Realism"
<b>Week 3 9/6</b>	Underhill, "Urban jungle, Ferguson: Rhetorical homology and institutional critique"
<b>Week 4 9/13</b>	Handbook: Medhurst "The History of Public Address as an Academic Study"
<b>Week 5 9/20</b>	Handbook: Campbell, "Rhetorical Criticism 2009: A Study in Method"
<b>Week 6 9/27</b>	Handbook: Watts, "The Problem of Race in Public Address Research: W.E.B. Du Bois and the Conflicted Aesthetics of Race"
<b>Week 7 10/4</b>	Handbook: Zaeske & Jedd, "From Recovering Women's Words to Documenting Gender Constructs: Archival Research in the Twenty-First Century"
<b>Week 8 10/11</b>	<b>Midterm</b>
<b>Week 9 10/18</b>	Handbook: Wilson, "The Racial Contexts of Public Address: Interpreting Violence During the Reconstruction Era"
<b>Week 10 10/25</b>	Handbook: Stuckey, "Jimmy Carter, Human Rights, and Instrumental Effects of residential Rhetoric"

- Week 11**  
**11/1** Handbook: Murphy, “Theory and Public Address: The Allusive Mr. Bush”
- Week 12**  
**11/8** NCA, No Class
- Week 13**  
**11/15** Handbook: Dow, “Feminism and Public Address Research: Television News and the Constitution of Women’s Liberation”
- Week 14**  
**11/22** Fall Break
- Week 15**  
**11/29** Handbook: Jasinski & Mercieca, “Analyzing Constitutive Rhetorics: The Virginia and Kentucky Resolutions and the ‘Principles of ‘98”
- Week 16**  
**12/6** Handbook: Morris, “Sexuality and Public Address: Rhetorical Pasts, Queer Theory, and Abraham Lincoln”  
Samek, “Reclaiming Queer: Activist and Academic Rhetorics of Resistance”
- Final Exam: Tuesday, 12/13: 4:00-6:20pm**