CMM 404/504: Rhetorical Communication Criticism
Fall 2019
CRN 1744 (404)/1754 (504)

Tuesday 4:00 – 6:20  261 Smith Hall

Course Instructor
Susan Gilpin, Ph.D.
245 Smith Hall (enter at 257 Smith Hall)
696-4007
gilpin2@marshall.edu

Office Hours
Tuesday 12:30 – 1:30
Wednesday 1:00 – 3:00 (by appointment only)
Thursday 12:30 – 1:30
Additional hours available by appointment

Required Texts

Recommended Text for All Students

Recommended Text for Graduate Students

Additional required and recommended readings will be available on our course Blackboard page. You will be responsible for printing out these supplemental readings as assigned.

Course Description, Credits, and Prerequisites
An examination of the construction of situated rhetorical texts and the effects they produce. 3 hrs.

Course Philosophy and Themes
The strategic use of spoken and written symbols is arguably the most powerful cultural force. For over 2,500 years, women and men have speculated about the relationships among speakers or writers, their messages, and their audiences, and they have attempted to understand how symbols persuade. This tradition of inquiry is the foundation of the discipline known as rhetoric, and scholarship that seeks to explain the potential meanings and persuasive effects of situated rhetorical texts is called rhetorical criticism. Rhetoric is the oldest discipline in the field of human communication.

In this course, we will survey various contemporary approaches to rhetorical criticism. We will consider rhetorical criticism both as formal scholarly activity and as informal everyday practice. We will analyze samples of rhetorical criticism and practice producing our own.
### Desired Learner Outcomes/Objectives, Practice, and Assessment

<table>
<thead>
<tr>
<th>Course student learning outcomes. In this course, students will do the following:</th>
<th>How students will practice each outcome in this course</th>
<th>How student achievement of each outcome will be assessed in this course</th>
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<tbody>
<tr>
<td>Define and appropriately utilize the terms ‘rhetoric’ and ‘criticism’ in scholarly contexts</td>
<td>Class discussions, in-class written and group activities, critical essays, presentation Q and A</td>
<td>Methods quizzes, critical essays, presentation, review essay (grads)</td>
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<tr>
<td>Employ an appropriate scholarly vocabulary to critically discuss rhetorical artifacts</td>
<td>Class discussions, in-class written and group activities</td>
<td>Methods quizzes, critical essays, presentation, review essay (grads)</td>
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<tr>
<td>Demonstrate the primary dimensions of rhetorical criticism as a research method</td>
<td>Reading, class discussion</td>
<td>Methods quizzes</td>
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<tr>
<td>Identify and model a range of approaches to rhetorical criticism</td>
<td>Class discussions of readings, analysis of sample critical essays, in-class written and group activities, presentation Q and A</td>
<td>Critical essays</td>
</tr>
<tr>
<td>Identify and analyze current trends and practices in rhetorical criticism</td>
<td>In-class exercises, reading current scholarship, discussion, practice critical response</td>
<td>Critical essays, presentation</td>
</tr>
<tr>
<td>Explain recurring themes in rhetorical criticism</td>
<td>Class discussions and in-class practice exercises</td>
<td>Methods quizzes, critical essays, presentation, review essay</td>
</tr>
<tr>
<td>Articulate the significance of rhetorical criticism for citizens in democratic societies</td>
<td>Class discussion, quiz review</td>
<td>Reflection essay</td>
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Evaluation of Learner Outcomes
You will demonstrate your achievement of course objectives via methods quizzes, original critical essays, a theory presentation, a reflective essay (undergraduates), and a review of scholarly criticism (graduates). These will carry the following weight in determining your final grade:

<table>
<thead>
<tr>
<th>Undergraduate Students</th>
<th>Graduate Students</th>
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<tbody>
<tr>
<td>Methods Quizzes (3 of 4 @ 10 points each)</td>
<td>Methods Quizzes (3 of 4 @ 10 points each)</td>
</tr>
<tr>
<td>Critical Essays (2 @ 15 and 25 points)</td>
<td>Journal Article Review</td>
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<tr>
<td>Presentation (15 points)</td>
<td>Critical Essays (2 @ 15 and 25 points)</td>
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<tr>
<td>Reflection Paper (15 points)</td>
<td>Presentation (15 points)</td>
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Well in advance of the due dates, you will receive additional details about these assignments, including guidelines for preparing them and explanations of how they will be evaluated.

University Policies
By enrolling in this course, you agree to the University Policies. Please read the full text of each policy listed below by going to Academic Affairs: Marshall University Policies at [http://www.marshall.edu/academic-affairs/policies/](http://www.marshall.edu/academic-affairs/policies/).

- Academic Dishonesty Policy
- Academic Dismissal Policy
- Academic Forgiveness Policy
- Academic Probation and Suspension Policy
- Affirmative Action Policy
- Dead Week Policy
- D/F Repeat Rule
- Excused Absence Policy for Undergraduates
- Inclement Weather Policy
- Sexual Harassment Policy
- Students with Disabilities Policies and Procedures
- University Computing Services Acceptable Use Policy

Course Policies
1. **Attendance.** Students who miss more than two classes for other than university-sponsored reasons or documented religious holidays may earn no higher than a C in the course. You must be present when I take attendance and stay until the end of the class period in order to be counted present for that class meeting.
2. **Preparation, participation, punctuality.** This is not a lecture course. In order to meet the objectives of the course, you will need to attend each class having completed the assigned reading(s) and being prepared to participate thoughtfully in class discussions and activities.
3. **Make-up quizzes and oral reports.** Make-up opportunities will be available only for medical emergencies and excused University absences. Please note the flexibility built into the course design and schedule optional activities around the announced dates for quizzes and your oral presentation. Make-up opportunities may differ from the original quiz or presentation assignment.

4. **Due dates.** The components of the out-of-class written assignments are due *on or before* their assigned dates. Please submit all papers in hard copy and retain an electronic copy until I have returned your hard copy to you.

5. **Missed classes.** When you are absent, it is your responsibility to **find out from a classmate** what notes, handouts, assignments, or other course material you missed and to print the handout from our course Blackboard page. You also may stop by my office during office hours to pick up a hard copy.

6. **Office hours.** I will keep the office hours posted at the beginning of this syllabus, and I welcome your visits during those times. I am available to meet with you at other times by appointment only.

7. **Class communication.** I will send course updates and other information via the class e-mail list provided by the University. Please check your Marshall e-mail account frequently or arrange to have your Marshall e-mail forwarded to the account you do read regularly. I attempt to respond to student e-mail within 24 hours, Monday through Friday

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**Course Management Information**

**Classmates I can consult for help:**

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<tr>
<th>Name</th>
<th>Phone</th>
<th>E-mail</th>
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**Presentation**

Relevant Chapter:
Topic:

**Grades Earned:**

Methods quizzes: 1. _____ 2. _____ 3. _____ 4. _____ Top 3 Total: _____

Critical essays: 1. _____ 2. _____

Presentation: _____

Review essay (graduate): _____

Reflection essay (undergraduate): _____
Course Outline
(subject to change as the semester progresses)

Readings and assignments for graduate students only appear in **bold**. As necessary, from week to week I will provide further details about additional readings and the assignments.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Focus</th>
<th>Reading/Preparation</th>
<th>Due</th>
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<tbody>
<tr>
<td>1</td>
<td>8/27</td>
<td>Student introductions, overview of rhetorical criticism, preview major assignments</td>
<td>Course handouts as distributed</td>
<td>Student data sheets</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Stoner and Perkins, “What are Rhetorical Messages?”</td>
<td>In-class essay</td>
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<td></td>
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<td>Nothstine et al excerpt</td>
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<tr>
<td>2</td>
<td>9/3</td>
<td>Nature and Practice of Rhetorical Criticism</td>
<td>Foss, Chaps. 1 and 2</td>
<td>Discussion questions (handout)</td>
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<td></td>
<td></td>
<td>Grad Review Essay Assignment</td>
<td><strong>Blackboard: Wichelns (skim)</strong></td>
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<td></td>
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<td>Ch. 1-3 Study Guide</td>
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<tr>
<td>3</td>
<td>9/10</td>
<td>Neo-Aristotelian Criticism</td>
<td>Foss, Ch. 3</td>
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<td>Critical Essay Assignment</td>
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<td>4</td>
<td>9/17</td>
<td>Cluster Criticism</td>
<td>Foss, Ch. 4</td>
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<td>Presentation Assignment</td>
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<td>5</td>
<td>9/24</td>
<td>Fantasy-Theme Criticism</td>
<td>Foss, Ch. 5</td>
<td><strong>Graduate Review Essay 1</strong></td>
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<tr>
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<td>Ch. 4-6 Study Guide</td>
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<tr>
<td>6</td>
<td>10/1</td>
<td>Feminist Criticism</td>
<td>Foss, Ch. 6</td>
<td>Methods Quiz 2 (Foss Chaps. 4-6)</td>
</tr>
<tr>
<td>7</td>
<td>10/8</td>
<td>Generic Criticism</td>
<td>Foss, Ch. 7</td>
<td>Undergraduate Presentations</td>
</tr>
<tr>
<td>8</td>
<td>10/15</td>
<td>Ideological Criticism</td>
<td>Foss, Ch. 8</td>
<td>Critical Essay 1</td>
</tr>
<tr>
<td>9</td>
<td>10/22</td>
<td>Metaphoric Criticism</td>
<td>Foss, Ch. 9</td>
<td><strong>Graduate Presentations</strong></td>
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<td></td>
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<td>Ch. 7-9 Study Guide</td>
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<tr>
<td></td>
<td></td>
<td>Sign up for paper conference</td>
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<tr>
<td></td>
<td>Date</td>
<td>Topic</td>
<td>Reading</td>
<td>Notes</td>
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<tr>
<td>10</td>
<td>10/29</td>
<td>Narrative Criticism</td>
<td>Foss, Ch. 10</td>
<td>Attend your conference this week</td>
</tr>
</tbody>
</table>
|   |       |                               |          | Blackboard: Fisher
|   |       |                               |          | (both grad and undergrad)               |
|   |       |                               | Methods Quiz 3 |
|   |       |                               |          | (Foss Chaps. 7-9)                         |
| 11| 11/5  | Pentadic Criticism            | Foss, Ch. 11  |                                          |
| 12| 11/12 | Peer Response Session         |          | Ch. 10-12 Study Guide                     |
|   |       |                               |          |                                           |
|   |       |                               |          | Bring 2 copies of a draft of Critical
|   |       |                               |          | Essay 2 for peer review and feedback     |
| 13| 11/19 | Generative Criticism         | Foss, Ch. 12  | Methods Quiz 4
|   |       |                               |          | (Foss Chaps. 10-12)                      |
| 14| 11/26 | Thanksgiving Holiday         | No class meeting |                                          |
| 15| 12/3  | Panel Presentations          |          | Critical Essay 2                          |
| 16| 12/10 | Final Reflection Essay       |          | Submit essay in hard copy by
|   |       | (Undergraduates)              |          | 4:00 p.m. in my mailbox in SH 257, or drop
|   |       |                               |          | through the mail slot if the office door is locked. |
Graduate students will write one scholarly journal article review essay. The purpose of this assignment is to familiarize graduate students with the scholarly literature in rhetorical criticism and to help them acquire a discerning and critical approach to reading contemporary rhetorical scholarship. This essay, which is worth 15% of the final grade, is due in hard copy by class time on September 24.

Requirements

- The article you choose for review must meet these criteria:
  1. The article under review must be from a scholarly, peer-reviewed journal.
  2. The article must address a rhetorical artifact created for a public audience, but students are not limited to rhetorical analyses/critiques of conventional artifacts of public address (speeches). Students reviewing critical essays with foci other than conventional public address must receive my approval for their projects.
  3. The article can be printed in full and attached to your paper.

- Review essays will follow the following format:
  1. **Introduction.** The writer introduces the article with an appropriate in-text citation and a statement of why the article is appropriate for this assignment.
  2. **Summary.** The writer provides a summary of the focus of the article and its conclusions.
  3. **Applicability to course reading.** The writer describes the critical approach used in the article and compares it to his or her understanding of the approach as presented in the Foss text. This section is descriptive rather than evaluative.
  4. **Relevance to contemporary readers (ask and answer the “So what?” question that dogs serious scholarship).** Does the article add value to our appreciation or understanding of a significant public rhetorical event? Comment on the relevance and value of the scholarly article for present-day readers.
  5. **Offer your informed opinion/critical evaluation of whether and how the author fulfills the promise made in the opening argument.** This section will include your informed opinion. Draw on our readings to date – don’t just report on “the state of your glands,” as Zarefsky would say.

I will appreciate your labeling sections of your essay to reflect the above format.

- Paper Preparation:
  1. Length: approximately 1,000 to 1,250 words (4-5 pages)
  3. Number your pages after the first.
4. Citation Style: APA, MLA, or Chicago Author/Date, as you prefer.
5. Attach a hard copy of the article you are reviewing to your paper. It’s fine if you have marked it up in preparing this assignment.
6. Submit your paper in hard copy, and retain an electronic copy until I have commented on your paper and returned it to you with your grade.

Our assigned Instruction and Research Librarian, Sabrina Thomas, is available to assist you in locating appropriate articles for your review, as are the reference librarians. See suggested sources in the box below. However, you are not limited to these journals. If you are in doubt about the appropriateness of an article you want to review, please check with me.

**Evaluation**

The summary is worth 15% of your final grade and will receive a score 1–15 as follows:

14 –15 points  The paper accurately meets the requirements for content and organization in every respect. The paper is accurate, engaging, and well edited.

12 –13 points  The paper meets the requirements for content and organization in nearly every respect and has minor problems with accuracy or editing. The reader has the impression of reading a near-to-final draft.

10 –11 points  The paper reflects a strong effort on the part of the author, but does not meet the standards above in some significant respect, such as failing to include some key element(s) of the original critical essay; not flowing well, causing the reader to occasionally struggle to make connections; or containing several errors in citation style, grammar, spelling, or punctuation.

0-9 points  The paper does not reflect a serious scholarly effort. The review indicates that the author does not understand the original critical essay. Ideas in the paper do not flow logically. Grammar, spelling, or punctuation errors seriously interfere with a reader’s comprehension.

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**Potential Sources for Locating Peer-Reviewed Rhetorical Criticism:**

- *College Composition and Communication*
- *College English*
- *Communication & Critical/Cultural Studies*
- *Communication Monographs*
- *Cultural Studies*
- *Philosophy and Rhetoric*
- *Political Communication*
- *Quarterly Journal of Speech*
- *Rhetoric and Public Affairs*
- *Rhetoric Society Quarterly*
Critical Essay Assignment

Twice this semester, you will have the opportunity to practice formally an activity that you practice informally many times every day. When you analyze and interpret the myriad symbols in your environment, you are a rhetorical critic. In this assignment, you will be a rhetorical critic of a particular kind. You will focus specifically on artifacts of public communication and engage in “the systematic investigation and explanation of symbolic acts and artifacts for the purpose of understanding rhetorical processes” (Foss, 6). You will share the results of your work in two critical essays.

Requirements

- Review Stoner and Perkins’s characteristics of rhetorical messages that we discussed in our first class (on the handout titled “What are Rhetorical Messages?”)
- Choose a speech for which you can find or are willing to create a transcript to append to your paper. Student Andrew Gilmore’s essay in Foss (56 – 64) is an example. Gilmore’s subject essay is found in Foss pp. 215 – 216. In your second essay, you can analyze other types of artifacts if you wish, but you must get my permission first. In general, I will require that your artifact will be of appropriate scope for the assignment and in a format that your peers and I can study with you.
- Choose one analytic approach for your paper.
- Follow the guidelines in Foss for the analytic approach you choose.
- You may use outside sources to develop your context. If you do, properly cite them in MLA, APA, or Chicago style – your choice. Just be consistent.
- Type your paper, numbering all pages after the first. Double space, using 12 pt. Times New Roman font and 1.25” margins all around.
- Center your title at the beginning of the essay. Do not use bold, italics, or underlining in your title unless they are required to properly identify the artifact.
- Staple your paper in the upper left hand corner and put your name in the upper right hand corner of the first page. Please do not use a cover page.
- Submit your paper in hard copy by class time on the due date, and save an electronic copy of your paper until I have commented on your hard copy and returned it to you.
- Length requirements:

<table>
<thead>
<tr>
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<th>Undergraduate Students</th>
<th>Graduate Students</th>
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</thead>
<tbody>
<tr>
<td>Paper 1</td>
<td>4-5 pages</td>
<td>6-8 pages</td>
</tr>
<tr>
<td>Paper 2</td>
<td>6-8 pages</td>
<td>10-12 pages</td>
</tr>
</tbody>
</table>

Please select projects and units of analysis appropriate for the scope of your paper.
**Student Conferences**
All students will meet with me about their second papers during the week of October 28. After October 20, you will sign up for a conference from a link I post on MUOnLine. I will demonstrate this in class. No later than 36 hours before your scheduled conference, please submit an early draft of or proposal for your paper for me to review before our conference.

**Collaboration**
I encourage you to collaborate with classmates on this project: read each other’s drafts, share ideas about critical approaches, challenge each other’s analyses and interpretations. That’s how academics hone their work for publication. The project will be more enjoyable and you’ll learn from each other.

**Deadlines**
Critical Essay 1 is due by class time on October 15. Critical Essay 2 is due by class time on December 3, our last class day. Plan to make a 10 - 12 minute informal presentation of your paper in class that day. We will have time for questions and discussion following.

**Evaluation**
I will record a letter grade for your critical essays following the rubric on the next page. You will see that I use a holistic, descriptive rubric that may not be familiar to you. Please talk to me about concerns you have with this type of evaluation. I will use letter grades along with + and – notations. If you absolutely must have a point evaluation, you can interpret letter grades as having roughly this numerical equivalent:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Range</th>
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<tbody>
<tr>
<td>A+</td>
<td>98 – 100</td>
</tr>
<tr>
<td>A</td>
<td>94 – 97</td>
</tr>
<tr>
<td>A-</td>
<td>91 – 93</td>
</tr>
</tbody>
</table>

and so on through the range of letter grades. Please understand that I do not fix grades entirely and exclusively by numerical score. In my view, writing doesn’t lend itself to that kind of evaluation. Further, your performance and improvement over a semester influence my final evaluation of your work. I will discuss with you my philosophy of final letter grades for upper division and graduate students.

Critical Essay 1 is worth 15% of your final grade. Critical Essay 2 is worth 25% of your final grade.

These papers will convince you of the value of critical thinking about rhetorical messages from a variety of perspectives and the meanings such thinking can yield. Enjoy! I am looking forward to reading your papers.
Paper Evaluation Guidelines

(an adaptation of an online instrument from the Derek Bok Center for Teaching and Learning at Harvard University <http://bokcenter.harvard.edu>)

The D or F Paper
The unsatisfactory paper either has no argument or else it has one that is strikingly vague, broad, or uninteresting. There is little indication that the author understands either the material (either the rhetorical artifact, the critical approach, or both) he or she is presenting. Paragraphs do not hold together; ideas do not develop from sentence to sentence. The paper may repeat the same ideas or insights again and again, perhaps in somewhat different language. The D or F paper is filled with mechanical problems and errors in grammar and spelling.

The C Paper
The C paper has an argument, but it is vague, uninteresting, or obvious. It does not reflect much intellectual effort by its author. Instead of a grounded judgment or careful analysis, the C paper may express a personal opinion that is not well defended by the evidence that follows. Or, a C paper may have an intriguing argument that is inadequately supported. The C paper often has mechanical faults and errors in grammar and spelling.

The B Paper
The B paper presents a worthwhile and interesting argument that is supported by sound analysis and evidence presented in a neat and orderly way. The reader is certain of what the author wants to say. Some sentences may be awkward, but they all are clear. Paragraphs are organized around one main idea. Rarely will the reader have to reread a paragraph to understand the author’s intent. The B paper has only minor problems with the critical approach and only a few problems with mechanics, grammar, and spelling.

The A Paper
The A paper has all of the qualities of the top B paper and distinguishes itself by being more than competent – it is lively, well paced, and exceptionally interesting. The writer demonstrates command of the critical approach, and all evidence supports the writer’s claim exactly. The reader has a clear impression of the writer’s voice and intellect. These papers stand out individually within their class of papers. The ideas in A papers linger with their readers.
Guidelines and Helps for Locating Videos and Transcripts

- AmericanRhetoric.com -- a terrific web site with audio, video, and transcripts of thousands of speeches:
  http://www.americanrhetoric.com
  Click on “Online Speech Bank”

- Vital Speeches of the Day
  http://www.marshall.edu/library/
  Available online through MU Library Summons

- Current Presidential Rhetoric
  http://www.whitehouse.gov/president/

- Web sites of various public persons of interest. Often you will find links to speeches they have given and transcripts of the speech. However, if all that’s available is a link to the performance, such as on YouTube, you will need to create your own transcript, which is tedious.

- I have some books with texts of speeches that I am happy to lend you. Please come to see me if you can’t find what you are looking for elsewhere.

- Don’t forget our wonderful Drinko reference librarians.

- Read papers; watch network news. You’ll discover many artifacts through news outlets and their web sites, especially newspapers.

- Google a theme or speaker, such as “famous speeches by women,” or “powerful commencement speeches,” or “Maya Angelou speeches.”
In this assignment, you will enrich our understanding of the assigned texts with an oral presentation related to an approach to rhetorical criticism. Your presentation may include a class activity. Following are guidelines and suggestions for preparing your presentation.

**Guidelines**

1. Plan to use about 20 minutes of class time for your presentation and optional activity (extra time may be available if you want it – please check with me first).
2. Incorporate a visual aid of some kind with your presentation (copy of supplemental text, handout, video, PowerPoint, diagram on board, or other).
3. *Explicitly link your presentation to Foss and/or reading on Blackboard. Refer to assigned readings, but don’t rehash them.*
4. *Let me know your plans ahead of time.* This can be as informal as an e-mail message to me the week before your presentation.
5. On the afternoon of your presentation, hand in one copy of your outline and copies of sides, handouts, or other supporting documents.
6. You can ask your classmates to prepare something in advance or to bring in something that will support an activity you will lead. Please check with me before announcing this to the class.
7. To keep interest in the presentations high, you will choose a rhetorical critical approach from the appropriate list:

   **Undergraduates choose from**
   - Neo-Aristotelian Criticism
   - Cluster Criticism
   - Fantasy-Theme Criticism
   - Feminist Criticism

   **Graduate students choose from**
   - Generic Criticism
   - Ideological Criticism
   - Metaphoric Criticism
   - Narrative Criticism

**Suggestions**

1. Consult primary and secondary sources cited in Foss or other readings.
2. Feel free to make use of online sources such as American Rhetoric’s Online Speech Bank <http://www.americanrhetoric.com> or other online recordings of speeches.
3. Link theoretical approaches from the textbooks to other rhetorical artifacts from contemporary culture.
4. Put theorists “in conversation” with each other in a dramatic reading (E.g., “Aristotle and Ernest Bormann walk into a bar . . .”).
5. Involve the class in a writing/discussion activity.
6. Pose questions or problems for our analysis and discussion.

Presentations will be evaluated. Your score will be 15% of your final grade. Presentations will receive a letter grade that reflects the quality of their creative contribution to our learning, scholarship (including accuracy), and level of classroom engagement. I value these qualities equally. I will follow the traditional scale of A = Exemplary, B = Above Average, C = Acceptable, D = Unacceptable.

**Undergraduate presentations are scheduled for October 8. Graduate presentations are scheduled for October 22.** Make-ups will not be available unless for some reason our class does not meet. I would enjoy meeting with you early on to discuss your plans.
I anticipate these presentations will be lively, timely additions to our class discussions and learning. I am looking forward to supporting you in these projects in any way I can – just ask.

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Notes
For undergraduates, your final exam asks you to write a reflection paper based on your experience of this course over the semester. The “essential nature” of the reflection paper, according to John Bean, is “the exploration of the connections between course material and a person’s individual life or psyche” (2011, 117).

To earn maximum credit for this assignment, observe the following guidelines and requirements as you prepare your paper.

*Guidelines*

1. Carefully read and think about these prompts and write in response to them. You are welcome to address additional questions these prompts raise for you.

   * Recall the beginning of the semester and reflect upon your *perception of rhetorical criticism as an everyday activity*. What did the word “rhetoric” mean to you? What did you think a course in rhetorical criticism would be about? Provide one or more examples that typify your thinking at this time.
   * What was *the most surprising or interesting aspect of rhetorical criticism* that you learned this semester? How do you expect this knowledge might change your behavior or view of the world?
   * What has been *the most useful insight about rhetoric* that you’ve gained this semester? How do you anticipate applying this insight to your larger understanding of human communication?
   * You are in some ways a different person as a consequence of the semester you have spent in this course. How are you different, and what might that mean?
   * What advice would you give a friend who is planning on taking this course in a future semester?

2. If you have written reflection papers in other courses, you know that to do this well and to profit from the experience, you must spend time thinking seriously about your subject and writing more than one draft of your paper. Off-the-top-of-your-head papers will not be successful. You will discover what you most want to say as you work through successive drafts.

3. Write for yourself, not for me. Please don’t embarrass us both by attempting to flatter me or appeal for a better grade. If what you write doesn’t ring true for you and your experience of the course, then you are wasting our time.

4. Please don’t extensively quote or paraphrase Foss or other sources. Write about your *engagement* with what you’ve read rather than recite what we both already have read together.
Requirements
1. Aim for about 4-5 pages of text. You may write more if you wish – I am looking forward to reading your papers. It is unlikely that a paper of 3 pages or less will have a well-developed introduction and conclusion and will have adequately engaged the five writing prompts.

2. Put your name in the top right corner of your paper. A title page is not necessary.

3. Give your paper a title that reflects what emerged for you as an overall theme for your writing.

4. Provide an introduction and conclusion that establish a framework for your essay.

5. Use Times or Times New Roman 12-point font and 1.25” margins all around. Double space your text.

6. Number your pages after the first.

7. Fasten pages with a staple in the upper left-hand corner.

8. Leave your hard copy in one of two places:
   • In my mailbox in the reception area of the Communication Studies main office, SH 257
   • If the Communication Studies office is closed, in the mail drop on the main office door, SH 257
     I will be in and out of the office during exam week and I will be checking my mailbox in the main office regularly.

9. Papers are due in hard copy by 4:00 p.m. on December 10, the beginning of our final exam period. I am happy to accept papers any time after December 3.

10. Please keep an electronic copy of your paper until after your grade is posted in MUOnLine.

Evaluation
This final reflection paper is worth 15% of your semester grade, or 15 points out of 100. Papers that treat the questions superficially and have numerous errors in spelling, punctuation, or grammar will earn 9-11 points. More thoughtful, polished papers will earn 12-15 points.