

PRINCIPLES OF RHETORIC

English 360

fall 2011 ❖ section 01 ❖ T&Th 10:35—11:50a ❖ W145 (computer lab)

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office hours: T & Th 12:30—2:00p or by appointment

course description & objectives

According to the WSU Catalog, English 360 covers, “Basic concepts and approaches to the art of persuasion.” The concepts covered in this course are useful for anyone wishing to improve communication skills and the ability to persuade others effectively. English 360 is also one of the core requirements for those students majoring in the Rhetoric & Professional Writing option in English.

The study of rhetoric is one of the original seven Liberal Arts (along with logic, grammar, arithmetic, geometry, astronomy, and music), and it has a long history, stretching from at least the 5th century BCE up to the present day. Rhetoric has been a central subject in classical education for so long because it is the art of organizing knowledge. Once the particular facts and the connections between the facts of a subject have been learned, the knowledge gained must be organized and incorporated into the student’s worldview in such a way that it can be communicated to others. Or, as Aristotle puts it, it is the art of studying the available means of persuasion in any given situation. Rhetoric teaches the ability to persuade others, and the power of analyzing the attempts of others (whether politicians, news media, books, or other “texts”) to persuade us, to discover whether those attempts are manipulative or beneficial.

English 360 introduces students to common rhetorical principles (audience, subject, purpose, context, forms of appeal, logical fallacies, and so forth) and to the disciplinary history of rhetoric and writing studies. The course approaches these common rhetorical principles by examining how rhetoric and writing—in conjunction with research—can be used to support active local and global citizenship. For example, the principles of rhetoric are consistently employed not only in literary analysis, but also in law, politics, education, science, and religion.

Assignments in the class will offer you the chance to identify and apply these rhetorical principles while composing, interpreting, and presenting persuasive “texts”—oral, print, and/or electronic—of your own. By the end of the term, students should be able to:

- Recognize effective techniques of persuasion.
- Explore, analyze, and evaluate various persuasive texts.
- Write an effective rhetorical analysis.
- Situate the significance of some of the canonical figures in rhetorical studies.
- Apply the basic principles of rhetorical study, as mentioned above, to contemporary situations and in producing your own persuasive texts.

required readings & materials

This is a challenging course with substantial readings. Please budget your time so that you cover the materials when they are assigned, and are prepared for each class.

- Jasinski, J. (2001). *Sourcebook on Rhetoric*.
- Weston, A. (2008) *A Rulebook for Arguments*.
- Additional readings posted in ANGEL.

grades & assignments

I do not assign extra credit or make-up work. Failure to complete ANY assignment, graded or not, may result in a failing grade for the course. Details of each assignment will be provided in ANGEL.

Argument Journal.....	200
Participation (in-class assignments, reading responses, discussion, absences, etc.)	200
Rhetorical Analysis of a Speech (1 st draft)	150
Rhetorical Analysis of a Speech (2 nd draft)	150
Rhetorical Analysis of a Website	150
Research Prospectus	200
Conference-Style Proposal.....	100
Critical Literature Review	400
Final Research Project (200 for 1st draft; 100 for peer reviewing; and 300 for final draft).....	600
Conference-Style Presentation.....	250
Reflective Essay	100
Total possible points	2500

Late work will not be accepted without <i>prior</i> approval. Every absence beyond 3 will cost 50 points.	Points	Percentage	GPA
	2500 – 2400 = A	100-96% = A	4.0 – 3.8 = A
	2399 – 2200 = A/B	88-95% = A/B	3.7 – 3.3 = A/B
	2199 – 2100 = B	84-87% = B	3.2 – 3.0 = B
	2099 – 1900 = B/C	76-83% = B/C	2.9 – 2.3 = B/C
	1899 – 1800 = C	72-75% = C	2.2 – 2.0 = C

attendance & participation policy

Participation is ABSOLUTELY ESSENTIAL. You are expected to respond to activities and assignments in a timely fashion and to participate in all group activities in class and in ANGEL. It is essential to your success in this course to think of our class as a community in which you are an important member. Each absence beyond three (3) will lower your grade significantly.

electronic communication policy

The following guidelines for communicating with me should help you avoid unnecessary stress or frustration during the term:

- **You are expected to check your WSU email account and ANGEL daily for course updates and assignments.**
- The best email address to contact me is not through ANGEL, but via the address listed at the top of this syllabus: andrea.davis@tricity.wsu.edu.
- Your emails to your professors should always be polite, semi-formal, and should include an appropriate subject line identifying the course and your topic. You should also ensure that you sign your emails with your full name. Do NOT include your student ID numbers.
- Do not expect a response from me for at least 48 hours. If 3-4 days have gone by and I have not responded, then please send a polite reminder email to ensure I received your message.
- On weekends, I do not respond to emails or Facebook messages unless it is a dire emergency. In this case, you must include “[emergency]” in your subject line.
- If you would like to friend me on Facebook, you are more than welcome to do so. I have many students listed as friends there (don’t worry; I won’t stalk you). While you are welcome to post messages to me there, I would prefer that these not be related to this class or its assignments.
- I do not text or instant message with students. Even if you know one of my IM handles, please refrain from contacting me via text or instant message.

general wsu policies

veteran-friendly environment:

As a supporter of student veterans and a member of the Veteran Friendly Listener Program, I believe that the classroom should be a safe space for sharing experiences and perspectives from all students. Our lived experiences help us to make sense of the work we do in the classroom and it is important that we foster open and productive communication, even when we disagree or simply do not understand each other. I expect that students will conduct themselves with an open mind and open communication and will make a concerted effort to understand the beliefs and experiences of others as well as sharing their own.

The **Veterans Friendly Listener (VFL) program** is a network of faculty and staff that have volunteered to support WSU Tri-Cities student veterans. Each VFL is open to speak with any veteran, veteran dependent or family member. For more information, go to:

<http://www.tricity.wsu.edu/va/vfl.html>.

academic honesty:

Academic dishonesty, including all forms of cheating, plagiarism, and fabrication, is prohibited, as is knowingly facilitating academic dishonesty. The expectation of the university is that all students will accept these standards and conduct themselves as responsible members of the academic community. These standards should be interpreted by students as general notice of prohibited conduct. They should be read broadly, and are not designed to define misconduct in exhaustive forms. Faculty and their departments have jurisdiction over academic dishonesty discovered in their courses.

For this course, carefully read the information on academic dishonesty in the *WSU Student Handbook*. You can find this information at <http://www.tricity.wsu.edu/handbook/index.html> under "Standard of Conduct for All Students," Part III. According to this section of the student handbook, "Academic dishonesty includes cheating, falsification, fabrication, multiple submission, plagiarism, abuse of academic materials, complicity, or misconduct in research." Plagiarism is "knowingly representing the work of another as one's own, without proper acknowledgment of the source...Plagiarism includes, but is not limited to, submitting as one's own work the work of a 'ghost writer' or work obtained from a commercial writing service; quoting directly or paraphrasing closely from a source without giving proper credit; using figures, graphs, charts, or other such material without identifying the sources." Each student is responsible for knowing and adhering to the university's standards for honesty in his/her academic work.

copyright:

Students can find the WSU copyright policy at <http://www.wsu.edu/Copyright.html>. Students are expected to read and adhere to this policy and copyright laws.

severe weather:

The university does not close except under the most adverse conditions. If the decision is made to close the campus or delay the instructional day, key staff members and the news media will be notified. The closure status will also be posted on www.tricity.wsu.edu. If no notification is given, then students may assume that classes will proceed as usual.

emergencies:

In the event of any emergency, call 911. If you hear a fire alarm sound, leave the class and take your belongings (car keys, coats, backpacks, etc.) with you. Exit the building immediately to your staging area, which is the Cougar Garden for East and West Buildings or the West Parking Lot for CIC Building. Stay in these areas during an evacuation until released. Evacuation routes are posted inside the door of each classroom. Remember that elevators do not work and fire doors swing closed during a fire alarm.

americans with disability act (ADA)

Reasonable accommodations are available for students who have a documented disability. Classroom accommodation forms are available through the Disability Services Office. If you have a documented disability (even temporary) make an appointment as soon as possible with the Disability Services Coordinator Cherish Tijerina (ctijerina@tricity.wsu.edu or 372-7351). You will need to provide your instructor with the appropriate classroom accommodation form from Disability Services during the first week of class. Late notification may mean that requested accommodations might not be available. All accommodations for disabilities must be approved through the Disability Services Coordinator.

Schedule (subject to change! Always check ANGEL as well.) JJ = *Sourcebook on Rhetoric*; AW = *A Rulebook for Arguments*; ON = readings provided online, in ANGEL. *** REVISED: 9/29/11

Week	Day	CLASS TOPIC	Assignment due
1	T 08/23	<ul style="list-style-type: none"> Syllabus & policies Introduction & overview 	GET BOOKS!
	Th 08/25	<ul style="list-style-type: none"> Defining rhetoric Discuss readings 	<ul style="list-style-type: none"> JJ - "Preface" (pp. ix-x) JJ - "Introduction" (pp. xiii-xxxiii)
2	T 08/30	<ul style="list-style-type: none"> Oral Rhetoric/readings What is rhetorical analysis? Watch speech clips 	<ul style="list-style-type: none"> ON - introduction (pp. 19-36) AW - sections I-III (pp. 1-22)
	Th 09/01	<ul style="list-style-type: none"> Discuss readings Discuss rhetorical analysis of speech assignment 	<ul style="list-style-type: none"> ON - Aristotle (pp. 144-160) JJ - "Criticism in Contemporary Rhetorical Studies" (pp. 125-141)
3	T 09/06	<ul style="list-style-type: none"> Discuss readings 	<ul style="list-style-type: none"> ON - Aristotle (pp. 160-174) JJ - "Hermeneutics" (pp. 286-295) JJ - "Situation, Rhetorical" (pp. 514-523)
	Th 09/08	<ul style="list-style-type: none"> Discuss readings 	<ul style="list-style-type: none"> AW - sections V-VII (pp. 31-58)
4	T 09/13	<ul style="list-style-type: none"> Rhetoric in electronic media Example website analysis Discuss readings 	<ul style="list-style-type: none"> ON - Aristotle (pp. 174-184) JJ - "Canons of Rhetoric" (pp. 79-81) JJ - "Modes of Proof" (p. 364) JJ - "Effects of Rhetorical Practice" (191-196) JJ - "Audience" (pp. 68-72) JJ - "Text" (pp. 569-574)
	Th 09/15	<ul style="list-style-type: none"> Discuss readings 	<ul style="list-style-type: none"> ON - Aristotle (pp. 184-194) JJ - "Discourse" (pp. 168-172) JJ - "Contingency" (pp. 108-113) JJ - "Close Reading" (pp. 91-96) JJ - "Public Sphere" (pp. 473-476)
5	T 09/20	<ul style="list-style-type: none"> Discuss readings 	<ul style="list-style-type: none">
	Th 09/22	<ul style="list-style-type: none"> Discuss readings 	<ul style="list-style-type: none"> JJ - "Genre" (pp. 268-276) JJ - "Deliberative Discourse" (pp. 160-163) JJ - "Epidictic Discourse" (pp. 209-215) JJ - "Forensic Discourse" (pp. 261-263)
6	T 09/27	<ul style="list-style-type: none"> Discuss readings 	<ul style="list-style-type: none"> JJ - "Apologia" (pp. 20-22) JJ - "Confessional Discourse" (pp. 100-102) JJ - "Jeremiad" (pp. 335-338) JJ - "Manifesto" (pp. 353-355) JJ - "Prophetic Ethos/Prophetic Speech" (459-462)
	Th 09/29	<ul style="list-style-type: none"> Go over next assignment 	<ul style="list-style-type: none"> Rhetorical Analysis of a Speech (redo)
7	T 10/04	<ul style="list-style-type: none"> Discuss readings Discuss prospectus and possible research topics 	<ul style="list-style-type: none"> JJ - "Ethos" (pp. 229-234) JJ - "Pathos" (pp. 421-429) JJ - "Persona" (pp. 429-432) JJ - "Tone" (pp. 575-578)

	Th 10/06	<ul style="list-style-type: none"> Discuss readings and “conference” proposals (and process) 	<ul style="list-style-type: none"> <i>Rhetorical Analysis of a Website</i> AW section VIII (pp. 59-66)
8	T 10/11	<ul style="list-style-type: none"> Discuss readings Discuss critical literature review Discuss final research projects 	<ul style="list-style-type: none"> <i>Prospectus</i> JJ – “Motive/Motivation” (pp. 367-373) JJ – “Invention” (pp. 327-330) JJ – “Arrangement” (pp. 60-64)
	Th 10/13	<ul style="list-style-type: none"> Discuss readings 	<ul style="list-style-type: none"> <i>300-Word Proposal</i> AW section IV (pp. 23-30)
9	T 10/18	<ul style="list-style-type: none"> Discuss readings Discuss critical literature review progress 	<ul style="list-style-type: none"> JJ – “Memory” (pp. 355-361) JJ – “Logos” (pp. 350-351) JJ – “Topics/Topoi” (pp. 578-581)
	Th 10/20	<ul style="list-style-type: none"> Work Day 	
10	T 10/25	<ul style="list-style-type: none"> Discuss readings Check in on critical literature reviews 	<ul style="list-style-type: none"> JJ – “Argument” (pp. 24-53) <i>Final drafts of proposal and prospectus</i>
	Th 10/27	<ul style="list-style-type: none"> Discuss final research projects 	<ul style="list-style-type: none"> <i>Critical Literature Review</i>
11	T 11/01	<ul style="list-style-type: none"> Discuss readings Check in on final research projects 	<ul style="list-style-type: none"> JJ – “Enthymeme” (pp. 205-209) JJ – “Burden of Proof” (pp. 76-78) JJ – “Fallacy” (pp. 241-246) AW Appendix I (pp. 73-80)
	Th 11/03		
12	T 11/08	<ul style="list-style-type: none"> Peer review 	<ul style="list-style-type: none"> <i>Final Research Project – drafts</i>
	Th 11/10	<ul style="list-style-type: none"> Editing workshop 	
13	T 11/15	<ul style="list-style-type: none"> How & why we present at conferences 	
	Th 11/17	<ul style="list-style-type: none"> Discuss readings 	<ul style="list-style-type: none"> <i>Final Research Project</i> AW section IX (pp. 67-72)
<i>Thanksgiving Holiday Week</i>			
14	T 11/29	<ul style="list-style-type: none"> Q&A and presentation preparation Panel assignments 	
	Th 12/01	<ul style="list-style-type: none"> Conference-style presentations 	
15	T 12/06	<ul style="list-style-type: none"> Conference-style presentations 	
	Th 12/08	<ul style="list-style-type: none"> Conference-style presentations 	
finals	TBA	Reflection Essay due (via drop box in ANGEL)	