

**Communications Studies (COMS) 369 - Lecture 04
Rhetorical Communication
Fall 2013**

Mondays & Wednesdays 18:30-20:20

**Class Dates: Sept. 9, 11, 16, 18, 23, 25, 30, Oct. 2, 7, 9, 16, 21, 23, 28, 30,
Nov. 4, 6, 13, 18, 20, 25, 27, Dec. 2, 4**

Instructor: Rebecca Carruthers Den Hoed
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Office Hours: Mondays & Wednesdays 17:00-18:00

Course Description

An introduction to the basic principles of rhetorical theory, criticism, and practice. Students will learn rhetorical perspectives on elements of communication, such as argumentation, persuasion, audience, situation, genre, and ethics. Tutorial sections will apply rhetorical theory to the criticism samples of public communication. Students will exercise their rhetorical skills through in-class activities and assigned writing and oral presentations.

Additional Information

The lab and lecture are often combined in a single class from 18:30-20:20 with a ten minute break. "Lab" activities can take place at any time during class hours.

Objectives of the Course

Students will learn:

- about classical and contemporary theories of rhetoric and their importance to communication studies;
- to identify key rhetorical strategies used in arguments, including strategies of proof (*ethos*, *pathos*, *logos*), arrangement (classical, rogerian), and style (word choice, figurative language);
- to analyze a variety of arguments to see how rhetorical strategies – when used effectively – can create sound arguments and – when used ineffectively – can create weak arguments;
- to craft rhetorical arguments of their own and hone them through practice (spoken and written), peer feedback, and group discussion.

Internet and electronic communication device information

Electronic devices in the classroom: Students are welcome to use electronic devices in class (laptops, tablets, phones) for course-related communications. Students who need to use electronic devices for non-course-related reasons during class will be asked to leave the room while doing so, to avoid distracting students and the instructor.

Recording lectures: Recording any part of any lecture in any form without permission is not permitted. Lecture slides will not be posted on the web. Photographing lecture slides is not permitted. These restrictions are due to copyright and intellectual property issues and are strictly enforced.

E-mail Policy: When emailing the instructor, make sure COMS 369.L04 is in the subject line and your name is in the “from” line. You can expect a response from your instructor within 24 hours (business days only). Unless you are given explicit permission to do so, do not email assignments or drafts for evaluation or feedback.

Blackboard E-mail: Announcements are sometimes emailed to students *via* Blackboard. It is your responsibility to make sure Blackboard has an up-to-date email address for you. Before the course begins, please log in to blackboard and send yourself an email. If you do not receive the email, you will need to update your email address in the University of Calgary system. To do this, follow the instructions at <http://elearn.ucalgary.ca/blackboard/email>.

Textbooks and Readings:

Lunsford, Andrea A., Ruskiewicz, John J., Walters, Keith. (2013). *Everything's an Argument*. 6th Edition. Bedford St. Martin's.

Assignments and Evaluation

Rhetorical Analysis I	15%	Oct. 16th
Rhetorical Analysis II	25%	Nov. 4th
Argument Report	20%	Nov. 20th
Spoken Argument (Definition, Evaluation, or Cause)	20%	Dec 2nd & 4th
Written Argument (Policy)	20%	Dec. 9th

Rhetorical Analysis I: Write a 1400-1500 word rhetorical analysis of an argument assigned in class. Your rhetorical analysis should describe and analyze the argument's (1) purpose, kind, occasion, audience; (2) logical appeals; (3) character appeals; and (4) emotional appeals, including any fallacies of *logos*, *ethos*, or *pathos*. Document any sources you use (namely, the textbook and the assigned argument) using in-text citations and a reference list (MLA or APA style).

Rhetorical Analysis II: Write a 2000-2100 word rhetorical analysis of an argument assigned in class. Your analysis should describe and analyze the argument's (1) purpose, kind, occasion, audience; (2) logical appeals; (3) character appeals; (4) emotional appeals; (5) arrangement; and (6) style. Document any sources you use (namely, the textbook and the assigned argument) using in-text citations and a reference list (MLA or APA style).

Argument Report – GROUP WORK: Form groups of 3-4 and sign a group work contract (provided by the instructor). As a group, pick a topic for the assignment and pick an audience to address (Note: students will use this same topic for their spoken and written arguments; see below). Write a 7 page report profiling the audience and outlining two debatable sides of the topic: 1-page should be a profile of the audience; 2-pages should focus on *arguments of definition* and include 3 claims of definition supporting each side of the topic with supporting evidence, and an analysis of conditions of rebuttal; 2-pages should focus on arguments of evaluation and include 3 claims of evaluation supporting each side of the topic with supporting evidence, and an analysis of conditions of rebuttal; and 2-pages should focus on *causal arguments* and include 3 claims of cause supporting each side of the topic with supporting evidence, and an analysis of conditions of rebuttal. Submit your report to your instructor (worth 15%) and present your report to the class in a 5-6 minute presentation (worth 5%): use 4-7 slides to display key elements of your report; ensure that each group member presents an equal portion of the report to the class. Document any sources you use: *speak out* clear indications of where quotations begin and end during your presentation; *speak out* clear indications of where quotations, paraphrases, statistics (etc.) are from during your presentation; and include in-text citations and a reference list in your slides and your report (APA or MLA style). Note: A reference list slide does not count as one of your 4-7 slides (it is an extra slide added at the end, and is rarely displayed to the audience).

Spoken Argument (Definition, Evaluation, Cause): Choose one debatable side of the topic you chose for the argument report (see above), choose one type of argument (definition, evaluation, or causal) to develop further for a speech presented in class, and choose an audience to address (either use the same audience profiled in your argument report or write a revised audience profile - 1 page). Write a script for a 4-minute speech that addresses your chosen audience. Design 0-4 slides to accompany your speech. Submit your audience profile, speech script, and slides to the instructor. Present your speech to the class (3.5-4 minutes long). Document any sources you use: *speak out* clear indications of where quotations begin and end; *speak out* clear indications of where quotations, paraphrases, statistics (etc.) are from; and include in-text citations and a reference list in your script and slides (APA or MLA style). Note: A reference list slide does not count as one of your 0-4 slides (it is an extra slide added at the end, and is rarely displayed to the audience). Another note: Only visual (*not* textual) slides can be used during the speech (the distinction will be discussed in class).

Written Argument (Policy): Choose one debatable side of the topic you chose for the argument report (see above) and choose an audience to address (either use the same audience profiled in your argument report or write a revised audience profile - 1 page).

Research, draft, and polish a 1750-2000 word policy (a.k.a. proposal) argument supporting that side of the topic and addressing your chosen audience. Give your argument a snappy title and document any sources you use with in-text citations and a reference list (APA or MLA style). Submit your audience profile and your argument to the instructor.

All assignments should be *emailed* to the instructor on or before the deadline. The subject line of the email should state "COMS 363 L04 [Assignment Name] [Student Last Names]." Attached files should be .doc, .docx, or .pages files. It is the student's responsibility to keep a copy of each submitted assignment.

Alternatively, assignments should be handed in directly to your instructor. If it is not possible to do so (and if email is not an option), a daytime drop box is available in SS320; a date stamp is provided for your use. A night drop box is also available for after-hours submission. Assignments will be removed the following morning, stamped with the previous day's date, and placed in the instructor's mailbox.

All assignments must be completed or a grade of F may be assigned at the discretion of the instructor.

Registrar-scheduled Final Examination: No

Policy for Late Assignments

Assignments are due by 6:30 pm on the due date. Assignments submitted after the deadline may be penalized with the loss of a grade (e.g.: A- to B+) for each day late. If you need an extension, please email the instructor to ask for an extension at least 5 days before the assignment due date.

Freedom of Information and Protection of Privacy Act

This course is conducted in accordance with the Freedom of Information and Protection of Privacy Act (FOIP). As one consequence, **students should identify themselves on all written work by placing their name on the front page and their ID number. Also you will be required to provide a piece of picture identification in order to pick up an assignment or look at a final exam from SS320 after classes have ended.**

For more information see also <http://www.ucalgary.ca/secretariat/privacy>.

Writing Skills Statement

Department policy directs that all written assignments (including, although to a lesser extent, written exam responses) will be assessed at least partly on writing skills. For details see <http://comcul.ucalgary.ca/needtoknow>. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc) but also general clarity and organization. Research papers must be properly documented.

If you need help with your writing, you may use the Writing Centre. Visit the website for more details: <http://www.ucalgary.ca/ssc/writing-support>

Grading System

The following grading system is used in the Department of Communication and Culture:

	Grading Scale
A+	96-100
A	90-95.99
A -	85-89.99
B+	80-84.99
B	75-79.99
B-	70-74.99
C+	65-69.99
C	60-64.99
C-	55-59.99
D+	53-54.99
D	50-52.99
F	0-49

Where a grade on a particular assignment is expressed as a letter grade, it will normally be converted to a number using the midpoint of the scale. That is, A- would be converted to 87.5 for calculation purposes. F will be converted to zero.

Plagiarism

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the university.

You must document not only direct quotations but also paraphrases and ideas where they appear in your text. A reference list at the end is insufficient by itself. Readers must be able to tell exactly where your words and ideas end and other people's words and ideas begin. This includes assignments submitted in non-traditional formats such as Web pages or visual media, and material taken from such sources.

Please consult your instructor or the Writing Centre (3rd Floor Taylor Family Digital Library, <http://www.ucalgary.ca/ssc/writing-support>) if you have any questions regarding how to document sources.

Academic Misconduct

For information on academic misconduct and the consequences thereof please see the current University of Calgary Calendar at the following link;
<http://www.ucalgary.ca/pubs/calendar/current/k.html>

Students with Disabilities

If you are a student with a disability who may require academic accommodation, it is your responsibility to register with the Student Accessibility Services (220-8237, <http://www.ucalgary.ca/access/>) and discuss your needs with your instructor no later than fourteen (14) days after the start of the course.

Students' Union

For details about the current Students' Union contacts for the Faculty of Arts see <http://www.su.ucalgary.ca/governance/elections/home.html>

Student Ombudsman

For details on the Student Ombudsman's Office see <http://www.ucalgary.ca/provost/students/ombuds>

Emergency Evacuation and Assembly points

For information on the emergency evacuation procedures and the assembly points see <http://www.ucalgary.ca/emergencyplan/assemblypoints>

"SAFEWALK" Program -- 220-5333

Campus Security will escort individuals day or night -- call 220-5333 for assistance. Use any campus phone, emergency phone or the yellow phone located at most parking lot booths.

Ethics

Whenever you perform research with human participants (i.e. surveys, interviews, observation) as part of your university studies, you are responsible for following university research ethics guidelines. Your instructor must review and approve of your research plans and supervise your research. For more information about your research ethics responsibilities, see

The Department of Communication and Culture Research Ethics site:
<http://www.comcul.ucalgary.ca/ethics>

or the University of Calgary Research Ethics site:
<http://www.ucalgary.ca/research/ethics/cfreb>

Schedule of Lectures and Readings

September 9 & 11: Introduction to Arguments

Reading: Chapter 1

September 16 & 18: *Logos* or Logical Arguments

Reading: Chapter 4

September 23 & 25: *Ethos* or Character Arguments

Reading: Chapter 3

September 30 & October 2: *Pathos* or Emotional Arguments

Reading: Chapter 2

October 7: Fallacies of Argument

Reading: Chapter 5

October 9: Rhetorical Analysis

Reading: Chapter 6

October 14: NO CLASS

October 16 & 21: Structuring Arguments

Reading: Chapter 7

October 23 & 28: Style in Arguments

Reading: Chapter 13

October 30: REVIEW & GROUP ASSIGNMENT

November 4: Arguments of Definition

Reading: Chapter 9

November 6: Arguments of Evaluation

Reading: Chapter 10

November 11: NO CLASS

November 13: Causal Arguments

Reading: Chapter 11

November 18: Proposal (Policy) Arguments

Reading: Chapter 12

November 20: GROUP PRESENTATIONS

November 25 & 27: Presenting Arguments
Reading: Chapter 15

December 2 & 4: SOLO PRESENTATIONS