

**University of Calgary**  
**Department of Communication, Media and Film**

**Communication and Media Studies COMS 369 (L01)**  
**Rhetorical Communication**  
**Fall 2016**

**Tuesdays & Thursdays 2:00 to 3:15 pm**  
**Tues., Sept. 13 – Thurs., Dec. 8, 2016**

**Instructor:** Jo-Anne Andre  
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**E-Mail:** [andre@ucalgary.ca](mailto:andre@ucalgary.ca) (please include 369 in the subject line)  
**Web Page:** D2L available through MyUofC portal  
**Office Hours:** Tuesdays & Thursdays 3:15 to 4:00 (or by appointment)

**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. Students will apply rhetorical theory to the criticism of samples of public communication and will practice their rhetorical skills through in-class activities and assigned writing and oral presentations.

**Additional Information**

- Handouts and PowerPoints used in class will be posted on D2L.
- APA citation style is to be used for assignments. Instruction will be provided.
- The instructor may occasionally use short passages of student writing in editing and revision exercises. The student writers will not be identified. If you are uncomfortable with your writing being used in this way, please advise the instructor by email before Sept. 20. In the absence of such emails, the instructor will assume your implied permission to use short passages from your writing anonymously as described.

**Objectives:** By the end of this course, students should have developed

1. a basic understanding of the history and principles of classical rhetorical theory;
2. the ability to analyse and critique arguments and texts using rhetorical principles;
3. skill in crafting persuasive and other texts for specific audiences;
4. improved writing skills; and
5. competence and confidence in crafting and delivering presentations.

**Internet and electronic communication device information**

Please respect your fellow students (and instructor) by keeping distractions to a minimum. Please use laptops and tablets in class for course-related work only and refrain from using any electronic devices during student presentations. Thank you.

## Required Textbook

Leith, S. (2016). *Words Like Loaded Pistols: Rhetoric from Aristotle to Obama*. New York, NY: Basic Books. (An e-version of this book is also available.)

## Online Readings (linked under “Sources” tab in D2L).

Some sections of the following online sources are assigned readings, as outlined in the daily syllabus at the end of this outline, and some of these sources will be useful for the mini-presentations.

Altman, C. (2013). *The Writer’s Toolbox*. At <https://christopheraltman.wordpress.com/>  
This blog includes useful posts on punctuation, parallelism, and counterarguments.

Aristotle. (n.d.) *Rhetoric*. (Trans W. Rhys Roberts). Available at  
<http://classics.mit.edu/Aristotle/rhetoric.1.i.html>

Burton, G. O. (2007). *Silvae Rhetoricae: The forest of rhetoric*. At <http://rhetoric.byu.edu/>  
This site summarizes key concepts in rhetoric and defines a huge number of stylistic devices.

Clark, R. P. (2016, July 26). 8 writing lessons from Michelle Obama’s DNC speech. Retrieved August 18, 2016 from *Poynter* at <http://www.poynter.org/2016/8-writing-lessons-from-michelle-obamas-dnc-speech/423307/>

Duke, G. (2012). The Sophists [opening overview, 5 paragraphs], in the *Internet Encyclopedia of Philosophy*, available at <http://www.iep.utm.edu/sophists/>

Dlugan, A. (2013, Sept. 2). Ethos, Pathos, Logos: Three Pillars of Public Speaking. Available at <http://sixminutes.dlugan.com/ethos-pathos-logos/> [read all parts]

Dlugan, A. (2014). *Six Minutes: Speaking and presentation skills*. At <http://sixminutes.dlugan.com/>.

- For the site’s collection of short but useful articles on delivering effective talks, designing visuals, and analysing speeches, see <http://sixminutes.dlugan.com/articles/>
- For links to 18 other blogs on public speaking, see <http://sixminutes.dlugan.com/public-speaking-blogs/>

Wheeler, L. K. (2016). Logical Fallacies Handlist. Available at [https://web.cn.edu/kwheeler/fallacies\\_list.html](https://web.cn.edu/kwheeler/fallacies_list.html) [for reference]

Zinsser, W. (2010). Writing English as a second language. *American Scholar*. Retrieved from <http://theamericanscholar.org/writing-english-as-a-second-language/> [Despite the title, this essay on writing style has good advice for all students]

## Other useful reference sources and speech archives (links provided in D2L):

Eidenmuller, M.E. (2014). *American Rhetoric*. At <http://www.americanrhetoric.com/>  
This site includes an extensive collection of clips from political, movie, and other speeches. The site also highlights key texts on rhetoric by Plato and Aristotle.

Leon, L. K. (2015) *Gifts of Speech: Women’s Speeches from Around the World*. At <http://gos.sbc.edu/>

TED talks. (2014). Available at <https://www.ted.com/talks/browse>

University of Virginia, Miller Center. (2016). *American President: Presidential Speech Archive*. Retrieved from <http://millercenter.org/president/speeches>

## Assignments and Evaluation (See D2L for additional assignment guidelines.)

[Optional] Mini-presentation – rhetoric in action (3-4 minutes). (Sign up for a date on D2L.)

Not required—but a successful presentation will earn a 2% bonus mark on your final course grade.

Briefly present and discuss an ad or speech segment clip illustrating one of the following:

- a) appeal to ethos Sept. 20
- b) appeal to pathos Sept. 22
- c) appeal to logos Sept. 27

### 5% Mini-presentation – teaching task (3-4 minutes; 5-8 minutes if done in pairs)

Craft and present a mini-lesson using PowerPoint and including examples (with at least one original example that you have located yourself) on one of the following:

- a) an effective presentation or PPT design strategy Sept. 29
- b) an effective strategy for introductions or conclusions Oct. 4
- c) a rhetorical device of style or other stylistic strategy Oct. 6 or 13
- d) a logical fallacy Oct. 18

May be done in pairs or individually. Please sign up on D2L to prevent duplication of topics, and email the instructor a copy of your PPT before your presentation for posting on D2L. If you submit your PPT 24 hours or more before your presentation, you will receive feedback and suggestions for revision.

*Recommended sources: Altman (2013); Burton (2007); Clark (2016); Dlugan (2014); Leith (2016); Wheeler (2016); Zinsser (2010); various blogs at <http://sixminutes.dlugan.com/public-speaking-blogs/>*

5% **In-class writing task 1 – Short rhetorical analysis (1-2 pp, 45 mins)** Oct. 11

5% **In-class writing task 2 (30 mins) – Revising for style (~30 mins)** Oct. 13

### Rhetorical analysis of a controversial topic

Oct. 27, Nov. 1 or 3

Groups will be formed around a specific topic, and each member of a group will analyze a piece of public discourse taking a position on the topic. Students will be marked individually on their rhetorical analysis paper and their presentation based on the paper. Exceptionally strong group presentation elements (intro, transitions, conclusion) will earn group members a grade bonus on their individual presentations. See D2L for full assignment instructions and to sign up for a group presentation date.

8% **Group Presentation** (group & individual elements. See D2L for details)

15% **Rhetorical Analysis Paper** (1200-1500 words). (Basis of presentation)

2% **Peer review** of a presentation on your presentation date (as assigned)

25% **Mid-term exam** (70 minutes, closed book, short answer, & short analysis) Nov. 8

5% **In-class writing task 3 - Rogerian argument or refutation** (1-2 pages, 40 mins) Nov. 17 or 22

-- **[optional] Review draft article with instructor** (in SS 300). [1% bonus on final grade] Nov. 29

20% **Persuasive blog article** (900 - 1200 words) – due on your final presentation day\* Dec. 1, 6, or 8

8% **Persuasive presentation** (5 to 7 mins, based on your blog article)\* Dec. 1, 6, or 8

2% **Peer review** of a presentation on the date assigned in the schedule Dec. 1, 6, 8

## No Registrar-scheduled Final Examination.

Note: All assignments worth 8% or more must be done in order to pass the course.

Alternative final assignment (pending course-based ethics approval):

In lieu of the persuasive blog article, students may work in pairs to produce a one-minute promotional video for an on-campus program or club (e.g., the Faculty of Arts Co-op program, Study-Abroad and Travel Study programs, UCalgary Cares programs, etc.), to be developed in collaboration with and submitted to the host program for its use. Students will present the video in class and will discuss their rhetorical strategies (i.e., who is the target audience, what are the key messages, what rhetorical appeals and stylistic choices were employed and why?). The video will count 20%, and the class presentation & submission email to the host program will count 8%. Students interested in this option should see the instructor by November 1.

### **Submission of Assignments**

Except for in-class assignments, which may be submitted in hard copy or electronically, please submit all written assignments via D2L. Please include your name and ID number on all assignments, and be prepared to provide picture ID to pick up assignments or look at final exams in SS 320 after classes have ended. Personal information is collected in accordance with the *Freedom of Information and Protection of Privacy (FOIP) Act*. For more information, see <http://www.ucalgary.ca/secretariat/privacy>

**Note:** It is the student's responsibility to keep a copy of each submitted assignment. For courses in which assignments are submitted electronically, it is the student's responsibility to ensure that the correct copy of the assignment is submitted. (Including the version date or version number in your file name may help you avoid submitting the wrong version of your written assignments.)

### **Policy for Late Assignments**

Assignments submitted after the deadline may be penalized with the loss of a grade (e.g.: A- to B+) for each day late, including weekends.

### **Student Accommodations**

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/).

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor. The full policy on Student Accommodations is available at [http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy\\_0.pdf](http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf) .

Please note:

1. Students seeking accommodations for transient illnesses (e.g., the flu) should contact their instructors directly. Whenever possible, students should advise their instructors in advance if they will be missing quizzes, presentations, in-class assignments, or group meetings.
2. When accommodations are granted, they may take forms other than make-up tests or assignments. For example, the weight of a missed grade may be added to another assignment or test.

3. For information on Deferrals of Final Exams and Term Work, see sections G.6 and G.7 of the *University Calendar* at <http://www.ucalgary.ca/pubs/calendar/current/g-6.html> and <http://www.ucalgary.ca/pubs/calendar/current/g-7.html>

### **Writing Skills Statement**

Department policy directs that all written assignments (including, 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. Sources used in 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>

### **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. In-text citations must be provided, and readers must be able to tell exactly where your words and ideas end and other people's words and ideas begin. Wording taken directly from a source must be enclosed within quotation marks (or, for long quotations, presented in the format prescribed by the documentation style you are using). Paraphrased information must not follow the original wording and sentence structure with only slight word substitutions here and there. These requirements apply to all assignments and sources, including those in non-traditional formats such as Web pages or visual media.

For information on citation and documentation styles (including APA, Chicago, IEEE, MLA, and others), visit the links provided at <http://www.ucalgary.ca/ssc/node/208> . If you have questions about how to document sources, please consult your instructor or the Writing Centre (3<sup>rd</sup> Floor TFDL, <http://www.ucalgary.ca/ssc/writing-support>).

### **Academic Misconduct**

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

## Grading System & Dept of Communication, Media and Film Grade Scale

Final grades are reported as letter grades. All work in this course, except for the mid-term exam, will be given letter grades. The mid-term exam will be given a percentage, which will be used for calculation of the final grade. The following grade scale percentage equivalents are used in Communication, Media and Film:

Grade Point Value	Description	Grade	Department grade scale equivalents	Letter grade % equivalent for calculations
4.00	Outstanding	A+	96 - 100%	98.0%
4.00	Excellent—superior performance, showing comprehensive understanding of subject matter.	A	90 - 95.99%	93.0%
3.70		A -	85 - 89.99%	87.5%
3.30		B+	80 - 84.99%	82.5%
3.00	Good--clearly above average performance with knowledge of subject matter generally complete.	B	75 - 79.99%	77.5%
2.70		B-	70 - 74.99%	72.5%
2.30		C+	65 - 69.99%	67.5%
2.00	Satisfactory—basic understanding of the subject matter.	C	60 - 64.99%	62.5%
1.70		C-	55 - 59.99%	57.5%
1.30	Minimal pass—marginal performance; generally insufficient preparation for subsequent courses in the same subject	D+	53 - 54.99%	54.0%
1.00		D	50 - 52.99%	51.5%
0.00	Fail – unsatisfactory performance or failure to meet course requirements.	F	00 - 49.99%	0%

## Research Ethics

Except as noted, this course does not involve assigned research with human subjects. If you wish to interview someone for your persuasive blog article, please consult the instructor. 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 <http://arts.ucalgary.ca/research/research/research-ethics>

## Important information, services, and contacts for students

For information about . . .	Visit or contact . . .
<b>ARTS PROGRAM ADVISING (PIC)</b>	SS 102 403-220-3580 <a href="mailto:picarts@ucalgary.ca">picarts@ucalgary.ca</a>
<b>CAMPUS SECURITY</b> <ul style="list-style-type: none"> <li>• Calgary Police Service</li> <li>• Emergency Text Messaging</li> <li>• Emergency Evacuation &amp; Assembly</li> <li>• Safewalk Program</li> </ul>	<a href="http://www.ucalgary.ca/security/">http://www.ucalgary.ca/security/</a> <b>403-220-5333</b> <b>403-266-1234</b> <b>Emergency: call 911</b> <a href="http://www.ucalgary.ca/emergencyplan/textmessage">http://www.ucalgary.ca/emergencyplan/textmessage</a> <a href="http://www.ucalgary.ca/emergencyplan/assemblypoints">http://www.ucalgary.ca/emergencyplan/assemblypoints</a> If you feel uncomfortable walking alone at any time, call Campus Security for an escort (220-5333). For more information, see <a href="http://www.ucalgary.ca/security/">http://www.ucalgary.ca/security/</a>
<b>DESIRE2LEARN (D2L) Support</b> <ul style="list-style-type: none"> <li>• IT help line</li> </ul>	<a href="http://elearn.ucalgary.ca/desire2learn/home/students">http://elearn.ucalgary.ca/desire2learn/home/students</a> 403-220-5555 or <a href="mailto:itsupport@ucalgary.ca">itsupport@ucalgary.ca</a>
<b>STUDENT SUCCESS CENTRE</b> <ul style="list-style-type: none"> <li>• Writing Support Services</li> <li>• Student Services Mobile App</li> </ul>	<a href="http://ucalgary.ca/ssc">http://ucalgary.ca/ssc</a> <a href="http://www.ucalgary.ca/ssc/writing-support">http://www.ucalgary.ca/ssc/writing-support</a> <a href="http://ucalgary.ca/currentstudents">http://ucalgary.ca/currentstudents</a>
<b>STUDENTS' UNION CONTACTS</b> <ul style="list-style-type: none"> <li>• Faculty of Arts Reps</li> <li>• Student Ombudsman</li> </ul>	<a href="http://www.su.ucalgary.ca/governance/elections/home.html">http://www.su.ucalgary.ca/governance/elections/home.html</a> <a href="http://www.ucalgary.ca/provost/students/ombuds">http://www.ucalgary.ca/provost/students/ombuds</a>
<b>SU WELLNESS CENTRE</b> <ul style="list-style-type: none"> <li>• Counselling Services</li> <li>• Health Services</li> <li>• Distress centre 24/7 CRISIS LINE</li> <li>• Online resources and tips</li> </ul>	<b>403-210-9355</b> (MSC 370), M-F, 9:00–4:30 pm <a href="http://ucalgary.ca/wellnesscentre/counselling">http://ucalgary.ca/wellnesscentre/counselling</a> <a href="http://ucalgary.ca/wellnesscentre/health">http://ucalgary.ca/wellnesscentre/health</a> 403-266-HELP (4357) <a href="http://ucalgary.ca/wellnesscentre/healthycampus">http://ucalgary.ca/wellnesscentre/healthycampus</a> If you're concerned about a friend or your own well-being, it is important to seek help early. Call or visit the SU Wellness Centre or call the crisis line.



## Schedule of Lectures and Readings (tentative)

T	Sept. 13	<b>Intro to the course. Beginnings of Rhetoric. Group Formation.</b> Course outline. (On D2L) Duke: The Sophists [first 5 para.] at <a href="http://www.iep.utm.edu/sophists/">http://www.iep.utm.edu/sophists/</a> Dlugan: Intro at <a href="http://sixminutes.dlugan.com/ethos-pathos-logos/">http://sixminutes.dlugan.com/ethos-pathos-logos/</a> (1p)
R	Sept. 15	<b>History of Rhetoric.</b> Leith: p. 1-42
T	Sept. 20	<b>Ethos.</b> Leith: Invention; ethos (p. 43-55) Dlugan: What is Ethos & 15 Tactics to establish ethos at <a href="http://sixminutes.dlugan.com/ethos-definition/">http://sixminutes.dlugan.com/ethos-definition/</a> Examples for discussion: (1) Taylor Swift's June 21, 2015, letter to Apple Music: <a href="http://taylorswift.tumblr.com/post/122071902085/to-apple-love-taylor">http://taylorswift.tumblr.com/post/122071902085/to-apple-love-taylor</a> . See also Tim Bajarin's June 30, 2015, analysis at <a href="http://time.com/3940500/apple-music-taylor-swift-release/">http://time.com/3940500/apple-music-taylor-swift-release/</a> (2) R.F. Kennedy on death of MLK at <a href="http://www.americanrhetoric.com/speeches/rfkonmlkdeath.html">http://www.americanrhetoric.com/speeches/rfkonmlkdeath.html</a> Optional reading: Aristotle: Bk I, part 1, part 2 (4 para.), part 3 (3 para); Bk II, part 1 (3 para). (6 pp) <a href="http://classics.mit.eduAristotle/rhetoric.1.i.html">http://classics.mit.eduAristotle/rhetoric.1.i.html</a> <b>Opt. Mini-presentations on ethos 1(a).</b> Sign up on D2L to present an ad or speech clip illustrating ethos.
R	Sept. 22	<b>Pathos.</b> Leith: pathos (p. 65-71) Dlugan: What is Pathos & How to develop... at <a href="http://sixminutes.dlugan.com/pathos-definition/">http://sixminutes.dlugan.com/pathos-definition/</a> (4pp) Examples for discussion: (1) Statement of apology to former students of Indian residential schools, Stephen Harper, at <a href="http://www.aadnc-aandc.gc.ca/eng/1100100015644/1100100015649">http://www.aadnc-aandc.gc.ca/eng/1100100015644/1100100015649</a> ; (2) any MLK speech from <a href="http://www.mlkonline.net/speeches.html">http://www.mlkonline.net/speeches.html</a> <b>Opt. Mini-presentations on pathos 1(b).</b> Sign up on D2L to present an ad or speech clip illustrating pathos.
T	Sept. 27	<b>Logos. Toulmin Model of Argument.</b> Leith: logos (p. 56-65) Dlugan: What is Logos & How to convey logos <a href="http://sixminutes.dlugan.com/logos-definition/">http://sixminutes.dlugan.com/logos-definition/</a> Wright: Toulmin Model of Argument at <a href="https://www.youtube.com/watch?v=D-YPPOzTUOY">https://www.youtube.com/watch?v=D-YPPOzTUOY</a> Example for discussion: "My hijab has nothing to do with oppression. It's a feminist statement." Video by Hanna Yusuf. June 24, 2015. <i>The Guardian</i> , at <a href="http://www.theguardian.com/commentisfree/video/2015/jun/24/hijab-not-oppression-fe4">http://www.theguardian.com/commentisfree/video/2015/jun/24/hijab-not-oppression-fe4</a> <i>Minist-statement-video</i> <b>Opt. Mini-presentations on logos 1(c).</b> Sign up on D2L to present an ad or speech clip illustrating logos.
R	Sept. 29	<b>Delivery. Using PowerPoint Intelligently.</b> Leith: p. 179-190 <b>Mini-presentation 2 (a).</b> Sign up on D2L to present on an effective presentation or PPT design strategy.
T	Oct. 4	<b>Arrangement (organization)</b> Leith: p. 81-105 <b>Mini-presentation 2(b).</b> Sign up on D2L an effective strategy for introductions or conclusions
R	Oct. 6	<b>Style.</b> Leith: p. 119-135. Zinsser: Writing English... at <a href="http://theamericanscholar.org/writing-english-as-a-second-language/">http://theamericanscholar.org/writing-english-as-a-second-language/</a> Altman: July 2 two posts on parallelism & examples from MLK at <a href="https://christopheraltman.wordpress.com/2013/07/02/tricks-of-the-trade-parallel-structures-writing-with-rhythm/">https://christopheraltman.wordpress.com/2013/07/02/tricks-of-the-trade-parallel-structures-writing-with-rhythm/</a> Clark: 8 Lessons from Michelle Obama's DNC Speech at <a href="http://www.poynter.org/2016/8-writing-lessons-from-michelle-obamas-dnc-speech/423307/">http://www.poynter.org/2016/8-writing-lessons-from-michelle-obamas-dnc-speech/423307/</a> <b>Mini-presentation 2(c).</b> Sign up on D2L to present on a stylistic strategy or rhetorical device of style
T	Oct. 11	<b>Writing a Rhetorical Analysis. Using APA format.</b> Leith: p. 231-248. Analyzing Obama's style. <b>In-class writing task 1: Short rhetorical analysis</b>
R	Oct. 13	<b>Style (continued).</b> Silva Rhetoricae – scan the figures of speech ("flowers") at <a href="http://rhetoric.byu.edu/">http://rhetoric.byu.edu/</a> <b>Mini-presentation 2(c).</b> Sign up on D2L to present on a stylistic strategy or rhetorical device of style <b>In-class writing task 2: Revising for style</b>
T	Oct. 18	<b>Logos (continued). Logical fallacies.</b> <b>Mini-presentation 2(d).</b> Sign up on D2L to present on a fallacy



R	Oct. 20	<b>Types of rhetoric. Deliberative &amp; Epideictic rhetoric.</b> Leith: pp. 191-205 + 249-259 <i>Some time for group meetings.</i>
T	Oct. 25	<b>Strategies for revising your writing.</b> <i>Some time for group meetings.</i>
R	Oct. 27	<b>Group presentations:</b> rhetoric on controversial topics. 2 or 3 groups; sign up on D2L
T	Nov. 1	<b>Group presentations.</b> 2 or 3 groups; sign up on D2L
R	Nov. 3	<b>Group presentations.</b> 2 or 3 groups; sign up on D2L; <b>Review for midterm</b> (if time allows)
T	Nov. 8	<b>Midterm exam</b> (70 mins., closed book) For exam review: <a href="http://rhetoric.byu.edu/">http://rhetoric.byu.edu/</a> <i>Silva rhetoricae</i> . Read "Trees" column to end of Canons...
R	Nov. 10	READING DAY. No class.
T	Nov. 15	<b>Judicial (forensic) rhetoric. Stasis theory.</b> Leith: p. 219-229
R	Nov. 17	<b>Refutation &amp; Rogerian Argument.</b> Altman: June 30 & July 1 posts on counterargument at <a href="https://christopheraltman.wordpress.com/?s=counterargument&amp;submit=Search">https://christopheraltman.wordpress.com/?s=counterargument&amp;submit=Search</a> Example for discussion: "Since when was the hijab a feminist statement?" By Kate Maltby 25 June 2015. At <a href="http://blogs.spectator.co.uk/coffeehouse/2015/06/since-when-was-a-hijab-a-fe4-Minist-statement/">http://blogs.spectator.co.uk/coffeehouse/2015/06/since-when-was-a-hijab-a-fe4-Minist-statement/</a> <b>In-class writing task 3(a): Refutation.</b> (Bring to class: an article or letter to the editor advancing an argument that you disagree with)
T	Nov. 22	<b>Rogerian Argument.</b> Obooko: Rogerian argument ( 9 min vid) at <a href="https://www.youtube.com/watch?v=R8XPRwl2odU">https://www.youtube.com/watch?v=R8XPRwl2odU</a> <b>In-class writing task 3(b): Rogerian argument.</b>
R	Nov. 24	<b>Strategies for editing your writing</b>
T	Nov. 29	No class. Please review draft blog article with instructor in SS 300 (drop in 1:00-4:30 or by apt.)
R	Dec. 1	<b>Persuasive presentations.</b> 10 presenters; sign up on D2L. (Dec. 8 presenters do a peer review on Dec. 1)
T	Dec. 6	<b>Persuasive presentations.</b> 10 presenters; sign up on D2L. (Dec. 1 presenters do a peer review on Dec. 6)
R	Dec. 8	<b>Persuasive presentations.</b> 10 presenters; sign up on D2L. (Dec. 6 presenters do a peer review on Dec. 8)