

Communication Studies (COMS 369) Lecture 02
Rhetorical Communication
Winter 2013
L W/F 12:00-12:50; T W/F 13:00-13:50

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Office Hours:	T 10-11 F11-12

Course Description

This course will focus on making students better communicators through writing, critically analysing written and spoken forms of discourse and speaking. It will also frame the study of rhetoric in a Communication Studies program and offer connections to other disciplines within the Communications field.

Primarily, we will explore the principles of persuasive communication as seen in a variety of sources; classical rhetoric, essays, newspaper editorials, speeches and debates. The emphasis in this course will be on how persuasion works and what makes certain speakers and writers more credible persuasive communicators than others. There will also be a thorough study of the rhetorical tool, ethos or how to establish and identify solid credible character through writing and speaking. The key to this class is to identify and isolate successful aspects of persuasion and duplicate them in our own lives. Related to ethics in communication is also an emphasis in this class on audience analysis and how successful rhetoricians identify and appeal to their audience.

Students will hone their skills as successful rhetoricians, and put this theory into practice, through essay writing, debating, analysing and public speaking. Because of the emphasis on public presentations, students will not only be graded on the quality of their writing, but also on the quality of expression and presentation.

Additional Information

The lab and lecture are combined in a single class from 11:00-12:50 with a ten minute break. "Lab" activities may take place at any time during class hours.

Objectives of the Course

Students will become familiar with ancient and contemporary rhetoric and will extensively use the three tools of rhetoric, ethos, pathos and logos.

Students will learn how to effectively use other rhetorical structures like the Toulmin model.

Students will understand the importance of rhetoric to Western culture and to the field of communication studies.

Students will analyze a variety of rhetorical examples to see how effective use of these three tools creates sound arguments.

Students will become effective communicators and will learn how to frame a message to a specific audience through extensive practice of speaking and writing.

Students will practice creating strong and credible ethos through theoretical and practice exercises.

Students will learn in a collaborative and safe environment.

Internet and electronic communication device information

Laptops and other computer devices are welcomed in the course and are to be used only for class activities and note taking. Please be respectful of your fellow classmates while using them.

Textbooks and Readings:

Campbell, Karlyn Kohrs and Susan Schultz Huxman. (2002/2003). *The Rhetorical Act: Thinking, Speaking, and Writing Critically*. 4th Edition. Thomson / Cengage ISBN: 9780534560973

Additional readings to be provided in class.

A good dictionary and grammar handbook.

Assignments and Evaluation

Class Participation (Individual Assignment)

Weight: 10%

Due Date: Ongoing

Description

Students are encouraged to participate in this class in a variety of different ways including asking questions, facilitating discussion and engaging with others while doing group activities. A more extensive participation policy will be discussed in the first week of classes.

In-Class Essay (Individual Assignment)

Weight: 25%

Due Date: Wednesday February 27

Description

Students will write a timed (50 minute) in-class essay. This essay will be a rhetorical analysis and will be approximately 5-6 handwritten pages.

Informative Presentation (Pairs Assignment)

Weight: 5%

Due Date: Friday January 25 and Wednesday January 30

Description

In pairs (pairs will be determined in the first two weeks of classes. Students can pick their own partner or the instructor may assign partners. Pairs will work together throughout the entire semester on the Informative Presentation, all Argument assignments and the Final Debate), students will present a 3-5 minute formal informative presentation on their semester topic. Students will be graded, not on any hard copy of the presentation, but on the effectiveness of their oral communication style.

Argument of Fact (Pairs Assignment)

Weight: 5%

Due Date: Friday, February 8

Description

Each pair of students will submit a 2 page report outlining the two debatable sides of their topic focusing on arguments of fact. Reports should include at least 3 claims of fact supporting each side of their topic with supporting evidence as well as an obstacle analysis of audience. Students will then present these arguments to the class.

Argument of Policy (Pairs Assignment)

Weight: 5%

Due Date: Friday, March 8

Description

Each pair of students will submit a 2 page report outlining the two debatable sides of their topic focusing on arguments of policy. Reports should include at least 3 claims of policy supporting each side of their topic with supporting evidence as well as an obstacle analysis of audience. Students will then present these arguments to the class.

Argument of Value (Pairs Assignment)

Weight: 5%

Due Date: Friday, March 15

Description

Each pair of students will submit a 2 page report outlining the two debatable sides of their topic focusing on arguments of value. Reports should include at least 3 claims of fact

supporting each side of their topic with supporting evidence as well as an obstacle analysis of audience. Students will then present these arguments to the class.

Final Debate (Pairs Assignment)

Weight: 10%

Due Date: Wednesday, March 27 and Wednesday, April 3

Description

In pairs students will debate their semester topic in 10 minute oral debates. Assessment will be on the effectiveness of each pair to establish a constructive debate as well as a submitted speaker notes of between 2-3 pages

Final Take Home Exam (Individual Assignment)

Weight: 35%

Due Date: Friday April 19

Description

The final take home exam is a 1500-word reflection essay synthesizing Martin Luther King's, Letter From a Birmingham Jail with the course reading material. More details about this assignment will be posted on Blackboard.

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

It is the student's responsibility to keep a copy of each submitted assignment.

Note: Please hand in your essays directly to your tutor or instructor if possible. If it is not possible to do so, 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.

Registrar-scheduled Final Examination: No

Please note: If your class is held in the evening, the Registrar's Office will make every attempt to schedule the final exam during the evening; however, there is NO guarantee that the exam will NOT be scheduled during the day.

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.

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://www.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 Disability Resource Centre (220-8237) 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