

University of Calgary
Department of Communication, Media and Film
COMS 369 L01 Rhetorical Communication
WINTER 2021: Mondays & Wednesdays 2:00 to 3:15 pm

Entirely synchronous on Zoom
Mon., Jan. 11 to Wed., April 14
(excluding Mon., Feb. 15, Wed., Feb. 17, & Mon., April 5)

IMPORTANT NOTE ON COURSE DELIVERY FOR WINTER 2021:

This course will be offered entirely online as part of the University's plan to ensure everyone's safety during the Covid-19 pandemic. Please read the outline carefully to see which course components will be offered synchronously (where you are expected to participate at the usual scheduled course time) and which components will be offered asynchronously (to be completed on your own time). Synchronous course sessions will normally be hosted on Zoom, a video-conferencing program. To access scheduled Zoom course sessions, go to D2L, click on the COMMUNICATION tab, and select Zoom 5 or 10 minutes before class is scheduled to begin.

Note that the time indicated on course outlines for all timed quizzes and exams in CMCL, COMS, and FILM courses includes 50% extra time to allow for technical difficulties.

Instructor:	Jo-Anne Andre
Email:	andre@ucalgary.ca
Web Page:	D2L (access via MyUofC portal)
Office Hours:	Wednesdays 3:00 to 5:00 pm via email or zoom appointment

Course Description. Introduction to the basic principles of rhetorical theory, criticism and practice. Examines 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 rhetorical skills through in-class activities and assigned writing and oral presentations.

Additional Information. The weekly schedule of topics and readings can be found at the end of this outline and on D2L. Course updates will be posted to the D2L news feed. Students are responsible for reading and following all course and university policies discussed in this outline.

PowerPoints will normally be posted after each Wednesday class. When attending class on Zoom, please keep your video camera on and your microphone muted (except when speaking, of course). Instructors may arrange to record synchronous zoom class sessions for lesson capture; however, students are not to share recordings with others. Please carefully review the section on Instructor Copyright at the end of this outline.

Textbooks and Readings

All readings will be available online, with links provided on D2L and in the weekly syllabus at the end of this outline.

Objectives of the Course. By the end of this course, students should have developed

- An understanding of the historical roots of rhetoric and an appreciation of the importance of rhetoric to Western culture
- An understanding of key principles and concepts of classical (and some contemporary) rhetorical theory
- Skill in using rhetorical concepts to analyze and critique arguments and texts and speeches drawn from contemporary media
- Skill in using rhetorical principles to craft persuasive texts for specific audiences.
- Competence in editing for style, correctness, and proper citation of sources
- Competence and confidence in crafting and delivering persuasive and informative presentations in an online environment

Learning Technologies and Requirements & Policy on the Use of Electronic Communication Devices

This is an online course. In order to complete online (or blended) courses, University of Calgary students are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security and malware updates, with current antivirus software enabled;
- Broadband internet connection, and a current and updated web browser;
- A webcam (built-in or external);
- A microphone and speaker (built-in or external), or headset with microphone.

Most current laptops will have a built-in webcam, speaker and microphone. If you need access to other software programs to complete assignments, your instructor will provide relevant information and links. If you have technical difficulties, contact the university's IT department. For more information, see <https://www.ucalgary.ca/pubs/calendar/current/student-campus-services-information-technologies-it.html>

Assignments and Evaluation

Unless otherwise noted, assignments are due at 11:59 on the date indicated.

Assessed Components & Weight		Due
5%	3- to 5-minute pair presentation. See the class schedule at the end of this outline for the scheduled topics and dates; sign up for a scheduled topic and date in the Groups area of D2L (under the Communications tab).	Sign up on D2L (dates from Jan. 20 to March 31)
15%	In-class learning tasks (5 x 3% each). You will have the last 40 minutes of class on the scheduled days to complete any 5 of the following 7 tasks: <ul style="list-style-type: none"> • W Jan. 13: Discussion board post on Plato's critique of rhetoric • M Jan. 25: Discussion board post related to rhetorical situation readings • M Feb 8: Task related to analyzing logos (upload to dropbox) • M Mar. 1: Editing task (upload to dropbox) • M Mar. 8: Editing PPTs (upload to dropbox) • M Mar. 29: Editing for style task (upload to dropbox) • W March 31: Peer review of blog article (upload to dropbox) If you do more than 4 tasks, your highest four task grades will be counted.	Choose 5 from Wed., Jan. 13 Mon., Jan. 25 Mon., Feb. 8 Mon., March 1 Mon., March 8 Mon., March 29 Wed., March 31

15%	Rhetorical analysis paper (900-1200 words). An analysis of a persuasive speech or written text on a current controversial topic using the rhetorical concepts covered in class. See the detailed assignment guidelines on D2L.	Mon., March 8
15%	<p>Individual Presentation (12%, 6-8 minutes) & Peer review (3%) of the presentation after yours</p> <p>Presentations will be graded on the criteria set out in the presentation evaluation forms posted in the Assignments Content area of D2L. In the Groups area under the Communications tab in D2L, sign up for either a March or April presentation date:</p> <p>March 10 or 15: informative presentation based on your rhetorical analysis April 7, 12, or 14: persuasive presentation based on your blog article</p> <p>In your peer review, comment briefly on key strengths and weaknesses related to content, organization, delivery, and use of PPT/AV. Feel free to use list format and to include suggestions for improvement. Email your review to the instructor (andre@ucalgary.ca) by 6:00 pm; she will forward a copy to the speaker you reviewed.</p>	<p>Your choice of Wed., March 10 Mon., March 15 Wed., April 7 Mon., April 12 Wed., April 14</p>
20%	<p>Midterm Quiz (online, under the Assessments → Quizzes tab in D2L)</p> <ul style="list-style-type: none"> • Focus: material covered to date in readings & classes • Format: 25 multiple choice questions • Resources allowed: the quiz is open-book—you may consult any course materials—but you must not consult with other students during the entire 34-hour window the quiz is available. • Time allowed: Once opened, the quiz must be completed within 2 hours. • Availability: the quiz will open at 2:00 pm Mon., March 22 and will close at 11:59 pm Tues., March 23. You are encouraged to complete the quiz within class time as the instructor will monitor email from 2:00 to 4:00 pm March 22 to answer any questions that arise about the quiz. 	Mon., March 22 (opens 2:00 pm)
30%	<p>Persuasive blog article (20%, 1200-1400 words) & Rhetorical analysis of your article (10%, 600 – 1000 words).</p> <p>Your blog article, written on a topic of your choice, will be posted to the publicly accessible class blog site. A copy of your blog article should also be included in a single file with your analysis of the article uploaded to the designated dropbox in D2L. See the detailed assignment guidelines on D2L for more information and instructions for posting to the class blog.</p>	Wed., April 14

Registrar-scheduled Final Examination: NO

Note: In order to pass the course, you must complete the quiz and all assignments except for the learning tasks.

Submission of Assignments

Please include your name on all assignments and submit them directly to the dropbox in D2L (or use the Discussion Board as required). **Note:** *It is your responsibility to keep*

a copy of each submitted assignment and to ensure that you submit the proper version (particularly in courses requiring electronic submission).

Private information related to individual students is treated with the utmost regard by University of Calgary faculty. Student assignments will be accessible only by the authorized course faculty, and personal information is collected in accordance with the ***Freedom of Information and Protection of Privacy (FOIP) Act***. Please note that instructors may use audio or video recorded for lesson capture, assessment of student learning, and self-assessment of teaching practices.

Policy for Late Assignments

Assignments submitted after the deadline may be penalized with the loss of 5% or a partial letter grade (e.g.: A- to B+) for each day late. Late learning tasks will receive an automatic F. No late learning tasks will be accepted. The quiz must also be completed within the time window allowed. The quiz will not be reopened again.

Student Accommodations

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS); SAS will process the request and issue letters of accommodation to instructors. For information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation 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/studentaccommodation-policy.pdf>.

Students seeking accommodation for transient illnesses (e.g., the flu) or another legitimate reason should contact their instructors. Whenever possible, students should provide supporting documentation to support their request; however, instructors may not require that a medical note be presented. For the policy on supporting documentation the use of a statutory declaration, see Section M.1 of the *University Calendar*: <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>. Also see FAQs for Students: <https://www.ucalgary.ca/registrar/registration/appeals/student-faq>

Expectations for Writing

Department policy directs that all written assignments and, to a lesser extent, written exam responses be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization and proper documentation of research sources. For further information, please refer to the *University of Calgary Calendar* section on writing across the curriculum: <http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

Grading & Department of Communication, Media and Film Grade Scale

The following table outlines the grade scale percentage equivalents used in the Department of Communication, Media and Film. In this course, the quiz will be graded using percentage grades; all other work will be graded using letter grades. Final grades are reported as letter grades. For components graded using percentages, those values will be used directly in calculating the final grade, while for components graded using letter grades, the letter grades will be converted to the midpoint values listed in the final column of the table below in calculating the final course grade.

Grade Point Value	Description	Grade	Dept of CMF grade scale equivalents*	Letter grade % equivalent for calculations* *
4.00	Outstanding performance	A+	96 - 100%	98.0%
4.00	Excellent performance	A	90 - 95.99%	93.0%
3.70	Approaching excellent performance	A -	85 - 89.99%	87.5%
3.30	Exceeding good performance	B+	80 - 84.99%	82.5%
3.00	Good performance	B	75 - 79.99%	77.5%
2.70	Approaching good performance	B-	70 - 74.99%	72.5%
2.30	Exceeding satisfactory performance	C+	65 - 69.99%	67.5%
2.00	Satisfactory performance	C	60 - 64.99%	62.5%
1.70	Approaching satisfactory performance	C-	55 - 59.99%	57.5%
1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject	D+	53 - 54.99%	54.0%
1.00	Minimal pass. Insufficient preparation for subsequent courses in the same subject	D	50 - 52.99%	51.5%
0.00	Failure. Did not meet course requirements	F	0 - 49.99%	0%

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. These requirements apply to all assignments and sources, including those in non-traditional formats such as Web pages or visual media.

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.

For information on citation and documentation styles (MLA, APA, Chicago, IEEE, etc.), visit the Student Success Centre resource links at <https://ucalgary.ca/student-services/student-success/writing-support> or the Purdue Online Writing Lab (OWL) Research and Citation Resources at https://owl.purdue.edu/owl/research_and_citation/resources.html

If you need help with your writing or have questions about citing sources, please consult your instructor or visit the Student Success Centre, 3rd floor, Taylor Family

Digital Library. To book an appointment, go to https://ucalgary.ca/student-services/student-success?utm_source=ssc&utm_medium=redirect&utm_campaign=redirect

Instructor Intellectual Property & Copyright Legislation

Course content created by the instructor is the instructor's intellectual property. As such, it should not be shared publicly or sold without the instructor's consent. Intellectual property is protected under Canadian copyright laws.

All students are required to read the University's policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptableuse-of-material-protected-by-copyright.pdf) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

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>

Research Ethics

Whenever you perform research with human participants, including surveys, interviews, or observations as part of your university studies, you are responsible for obtaining research ethics approval and for following university research ethics guidelines. In some cases, your instructors may apply for course-based research ethics approval for certain assignments, and in those cases, they must review and approve your research plans and supervise your research. For more information about your research ethics responsibilities, please see <https://arts.ucalgary.ca/research/artsresearchers/resources-researchers-and-instructors/ethics>

Deferrals of Course Work and Requests for Reappraisal

For university regulations and procedures related to deferrals of exams and course work, requests for reappraisals, and other matters, please see the relevant sections in the *U of C Calendar*: <https://www.ucalgary.ca/pubs/calendar/current/academicregs.html>

Student Support Services and Resources

Please visit <https://www.ucalgary.ca/registrar/registration/course-outlines> for information about student support services and resources, including Wellness and Mental Health Resources, Student Success programs and services, the Student Ombuds Office, the Student Union, and Safewalk.

For resources on D2L, visit <http://elearn.ucalgary.ca/desire2learn/home/students>. IT support is available at itsupport@ucalgary.ca or by calling 403-220.5555.

Class Schedule

See the next page.

Schedule of Topics and Readings. Please complete readings before class.

Orange highlighting = major assignment due

Green highlighting = pair presentation

Blue highlighting = in-class learning tasks

<p>M Jan. 11</p>	<p>The Roots of Rhetoric: the Sophists & rise of democracy in ancient Greece</p> <ul style="list-style-type: none"> • course outline • the first 5 paragraphs on Sophists from the <i>Internet Encyclopedia of Philosophy</i> at https://www.iep.utm.edu/sophists/ • the 4-para. section on Sophists at https://en.wikipedia.org/wiki/Rhetoric#Sophists
<p>W Jan. 13</p>	<p>Plato's critique of rhetoric</p> <ul style="list-style-type: none"> • "Plato on Rhetoric" section, focusing on Plato's <i>Gorgias</i>, from American Rhetoric at https://www.americanrhetoric.com/platoonrhetoric.htm <p>In-class learning task 1: discussion board posting on Plato's critique</p>
<p>M Jan. 18</p>	<p>Aristotle's Rhetoric (overview)</p> <ul style="list-style-type: none"> • Aristotle's Rhetoric, Part 1 of Book 1, ~ 8 paragraphs, at the Internet Classics Archive: http://classics.mit.edu/Aristotle/rhetoric.1.i.html • Sections on the Branches of oratory; judicial, deliberative, and epideictic oratory; and the entire canons of rhetoric section (in the left column). http://rhetoric.byu.edu/ • Dlugan, A. (2010). Ethos, pathos, logos: 3 pillars of public speaking (Intro section only) http://sixminutes.dlugan.com/ethos-pathos-logos/
<p>W Jan. 20</p>	<p>Kairos, The Rhetorical Situation, & Cicero's Types of Cases</p> <ul style="list-style-type: none"> • Sections on Kairos, Audience, and Decorum at http://rhetoric.byu.edu/ • Pantelides, K. (n.d.). Kairos. https://writingcommons.org/article/kairos-2/ • Eward-Mangione, A. (2018). Using appeals to kairos in persuasive writing. https://writingcommons.org/article/using-appeals-to-kairos-in-persuasive-writing/ <p>Pair presentation 1: presenting effectively on Zoom</p>
<p>M Jan. 25</p>	<p>The Rhetorical Situation: Bitzer vs Vatz</p> <ul style="list-style-type: none"> • Bitzer, L. (1968). The rhetorical situation. <i>Philosophy & Rhetoric</i> 1(1), 1-14. Read only Part II (pp. 6-8) and Part IV (pp. 13-14) of at https://www-istor-org.ezproxy.lib.ucalgary.ca/stable/40236733?seq=1#metadata_info_tab_contents • Vatz, R. (1973). The myth of the rhetorical situation. <i>Philosophy and Rhetoric</i>, 6(3), 154-161 https://www-istor-org.ezproxy.lib.ucalgary.ca/stable/40236848?seq=1#metadata_info_tab_contents <p>In-class learning task 2: discussion board posting related to Jan. 25 readings</p>
<p>W Jan. 27</p>	<p>Ethos, Identification, & Decorum</p> <ul style="list-style-type: none"> • Dlugan, A. (2010). What is ethos and why is it critical for speakers? Six Minutes. http://sixminutes.dlugan.com/ethos-definition/ • Dlugan, A. (2010). 15 tactics to establish ethos: Examples for persuasive speaking. Six Minutes. http://sixminutes.dlugan.com/ethos-examples-speaking/ • University of Maryland Baltimore Writing Centre. (n.d.). <i>Persuasion: Character</i>. https://www.umaryland.edu/media/umb/oaa/campus-life/writing-center/documents/Persuasion-Character.pdf <p>Pair presentations 2 & 3: ethos in action: media examples & discussion</p>

<p>M Feb. 1</p>	<p>Pathos</p> <ul style="list-style-type: none"> • Dlugan, A. (2010). What is pathos and why is it critical for speakers? Six Minutes. http://sixminutes.dlugan.com/pathos-definition/ • Dlugan, A. (2010). 18 pathos to pathos: How to connect with your audience. Six Minutes. http://sixminutes.dlugan.com/pathos-examples-speaking/ • University of Maryland Baltimore Writing Centre. (n.d.). <i>Persuasion: Emotion</i>. https://www.umaryland.edu/media/umb/oa/campus-life/writing-center/documents/Persuasion-Emotion.pdf <p>Pair presentations 4 & 5: pathos in action: media examples & discussion</p>
<p>W Feb. 3</p>	<p>Logos – syllogism, enthymeme, example, topoi (common topics), stasis theory</p> <ul style="list-style-type: none"> • Dlugan, A. (2010). What is logos and why is it critical for speakers? Six Minutes. http://sixminutes.dlugan.com/logos-definition/ • Dlugan, A. (2010). 17 easy ways to be a more persuasive speaker. . . . improving your logos. Six Minutes. http://sixminutes.dlugan.com/logosexamples-speaking/ • University of Maryland Baltimore Writing Center. (n.d.) Brainstorming: Invention. https://www.umaryland.edu/media/umb/oa/campus-life/writing-center/documents/Brainstorming-Invention.pdf <p>Pair presentations 6 & 7: logos in action: media examples & discussion</p>
<p>M Feb. 8</p>	<p>Toulmin’s Model of Argument</p> <ul style="list-style-type: none"> • Purdue University Online Writing Lab (OWL). Toulmin Argument. https://owl.purdue.edu/owl/general_writing/academic_writing/historical_perspectives_on_argumentation/toulmin_argument.html <p>In-class learning task 3: analyzing logos (upload to the dropbox)</p>
<p>W Feb. 10</p>	<p>Concession, Refutation, & Logical Fallacies</p> <ul style="list-style-type: none"> • University of Maryland Baltimore Writing Centre. (n.d.). <i>Persuasion: Reason</i>. (Read just the sections on Strategies and Logical Fallacies.) https://www.umaryland.edu/media/umb/oa/campus-life/writing-center/documents/Persuasion-Reason.pdf <p>Pair presentations 8, 9, & 10: logical fallacies: definitions & examples</p>
<p>Feb. 15 & 17</p>	<p>NO CLASSES (reading week)</p>
<p>M Feb. 22</p>	<p>Analyzing Language and style – Denotation, connotation, concrete vs abstract language</p> <ul style="list-style-type: none"> • Clark, R. P. (2017, Oct. 20). Why it worked: A rhetorical analysis of Obama’s speech on race. Poynter. https://www.poynter.org/reporting-editing/2008/why-it-worked-a-rhetorical-analysis-of-obamas-speech-on-race/ <p>Pair presentations 11, 12, 13, & 14: stylistic devices definitions & examples</p>
<p>W Feb. 24</p>	<p>Writing a Rhetorical Analysis. Using APA citation style.</p> <ul style="list-style-type: none"> • St. Louis Community College. (2015). Rhetorical Analysis Sample Essay. http://www2.beaumontccc.edu/learning-enhancement-center/docs/resources/writing/SampleRhetoricalAnalysis2.pdf (3) • APA resources posted on D2L
<p>M March 1</p>	<p>Editing to eliminate common errors (no readings)</p> <ul style="list-style-type: none"> • Editing handouts on D2L (in the Editing Content area) <p>In-class learning task 4: editing task (upload to the dropbox)</p>

W March 3	<p>Crafting & Delivering Effective Presentations</p> <ul style="list-style-type: none"> McKay, B., & McKay, K. (2018). Classical rhetoric 101: The five canons of rhetoric – memory. https://www.artofmanliness.com/articles/classicalrhetoric-101-the-five-canons-of-rhetoric-memory/ McKay, B., & McKay, K. (2018). Classical rhetoric 101: The five canons of rhetoric – delivery. https://www.artofmanliness.com/articles/canon-ofdelivery/ Dlugan, A. (2018). How to use notes in a speech: A guide for speakers. http://sixminutes.dlugan.com/notes-speech/ Handout on crafting effective presentations (on D2L) <p>Pair presentations 15, 16, & 17: presentation strategies</p>
M March 8	<p>Designing effective PowerPoints (no readings)</p> <p>In-class learning task 5: editing PPTs (upload to the dropbox)</p> <p>DUE: RHETORICAL ANALYSIS PAPER</p>
W March 10	Individual presentations. Maximum 7 presenters. Sign up on D2L
M March 15	Individual presentations. Maximum 7 presenters. Sign up on D2L
W March 17	<p>Invention strategies, research, & audience analysis for final assignment</p> <p>Writing blog articles & editorials</p> <ul style="list-style-type: none"> McKay, B., & McKay, K. (2018). Classical rhetoric 101: The five canons of rhetoric – invention. https://www.artofmanliness.com/articles/classical-rhetoric-101-the-five-canons-of-rhetoric-invention/ Stephens, B. (2017, April 25). Tips for aspiring op-ed writers. <i>New York Times</i>. https://www.nytimes.com/2017/08/25/opinion/tips-for-aspiring-op-ed-writers.html?auth=login-facebook&smid=em-share
M March 22	MIDTERM QUIZ (20%). No Zoom session. See the full quiz description on p. 3 of this outline.
W March 24	<p>Arrangement: Classical arrangement, Munroe’s Motivated Sequence, Rogerian Argument</p> <ul style="list-style-type: none"> McKay, B., & McKay, K. (2018). Classical rhetoric 101: The five canons of rhetoric – arrangement. https://www.artofmanliness.com/articles/classical-rhetoric-101-the-five-canons-of-rhetoric-arrangement/
M March 29	<p>Revising for style. (no assigned reading)</p> <p>In-class learning task 6: editing for style task (upload to the dropbox)</p>
W March 31	<p>Peer review of blog article drafts</p> <p>In-class learning task 7: peer review of blog articles (upload to the dropbox)</p>
M April 5	NO CLASS. Easter Monday
W April 7	Individual presentations (7 max). Sign up on D2L
M April 12	Individual presentations (7 max). Sign up on D2L
W April 14	<p>Individual presentations (7 max). Sign up on D2L</p> <p>DUE: BLOG ARTICLE & ANALYSIS</p>