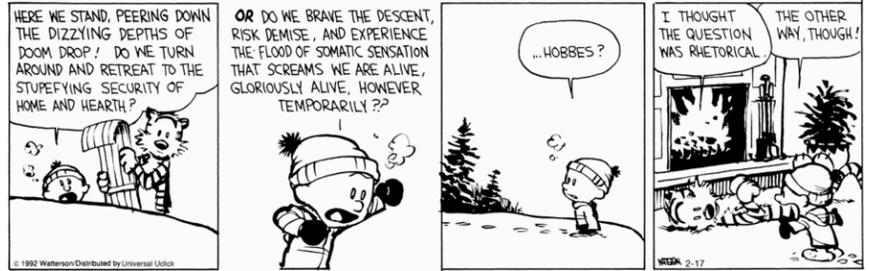

HU 2130

INTRODUCTION TO

RHETORIC



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Office hours: Tues & Thurs 2:00 to 3:00, or by appointment

Course Description

As the official course catalog says, we will “examine the classical origins, cultural contexts, and contemporary relevance of rhetorical traditions.” In other words, we’ll spend the semester reading, writing, and talking about the history, theory, and practice of rhetoric. You will not leave this course with a singular, straightforward definition of rhetoric. (Sorry.) You will, however, come away with a sense of the many definitions, developments, and uses of rhetoric that have accumulated over centuries of human history—including the roles rhetoric plays in your own daily life.

Learning Goals

Upon successful completion of this course, students will...

- Have a broad sense of major historical developments in the study and art of rhetoric;
- Be aware of some of the ways rhetoric is practiced and studied across disciplinary boundaries, impacting both scholarly work and everyday life;
- Recognize and value the rhetorical traditions of various cultures and social groups;
- Be able to think critically and creatively by summarizing, analyzing, and synthesizing evidence from primary and secondary readings to support your own ideas (spoken and written);
- Be able to consider complex questions from multiple angles, and thus be able to address conflicting values ethically.
- Be able to converse respectfully and productively with your peers, and respond (in writing) to other scholars’ ideas.

Required Readings

Aristotle. *On Rhetoric: A Theory of Civil Discourse*. (Trans. George A. Kennedy), 2nd edition.

Herrick, James. *The History and Theory of Rhetoric: An Introduction*, 5th edition.

Additional readings (PDFs and webpages) are available in Canvas (under the “Pages” menu)

Graded Assignments

READING RESPONSES (30%). For each set of assigned readings, write a 250-word response. For the first few responses, I’ll post questions for you to answer; after the second week or so, you’ll develop your own original responses. The idea is not just to summarize, but also to *respond* to specific passages or ideas—short quotes are useful there. In November, we will shift to online group discussions rather than individual responses. Because responses are crucial to supporting class discussions, no credit will be given to responses posted late (after class has started). **Update**

9/16/13: I will drop the lowest-scoring reading response from your calculated grade.

RUNNING A CLASS DISCUSSION (10%). Working with a partner, lead the class in a lively discussion of the day's primary source readings (the hard stuff, not the textbook). First, you'll give us a one-page handout that outlines the reading's main ideas. Second, you'll present a modern piece of media (text, sound, video, image, etc.) that demonstrates the rhetorical concept(s) from the reading. Finally, you'll give us a conversation-starter, such as a set of provocative questions, a writing/thinking activity, or a group project. You don't need to write a response for the day you lead discussion.

MIDTERM EXAM (20%)—October 22-25. Includes in-class short answer and take-home essays. Take-home essays may be completed in consultation with notes, readings, informal writing, and discussion with your peers. However, all exams must be written individually (that is, your essays must be unique from your peers') and cannot simply be reproductions of your previous work.

FINAL EXAM (25%)—December 12-16. Includes in-class short answer and take-home essay.

PARTICIPATION (15%). Includes contributing consistently to discussions in class and online, such as asking insightful questions, offering feedback in small group meetings, or adding comments in Canvas. Participation should demonstrate thoughtfulness, tactfulness, and a respectful sense of humor.

Canvas

You will find up-to-date course information, some course readings (marked PDF), and reading response prompts in our course's Canvas site at <http://mtu.instructure.com>. You should automatically be enrolled in the Canvas site. Please notify me or IT immediately if you have trouble signing in or using your Canvas course account.

Study Teams

The Michigan Tech Multiliteracies Center will host a study team for our section of this class. The rhetoric study team will meet weekly (Tuesdays at 7:00pm) with a graduate coach to discuss readings and assignments, share class survival strategies, and provide moral support when the semester gets frantic. Basically, it's a study group you can actually count on, made up of students who are taking the same class, without your teacher lurking over your shoulder. Your participation in the study team is voluntary, but *highly recommended*. Students who participate in study teams generally perform better in the class compared to students who do not. In the first two weeks of the semester, you will have the opportunity to sign up.

Course Policies & Practices

CLASS CONDUCT. This class will be run as a discussion forum in which you are encouraged to speak regularly about your ideas with your classmates. Please respect the voices of others by listening carefully and by responding with civil language that furthers conversation rather than shutting it down. (Having a sense of humor helps, too.) Please do not use your cell phone during class, and keep computer use to a minimum.

ATTENDANCE. This part is easy! Come to every class. Since this will be a discussion-based learning experience, your active presence during class meetings is essential. Frequent absences (more than 3) will lower your final grade. Extremely poor attendance can result in failure of the course. Arriving late or unprepared may be counted as a full absence. *Note: if you have a disability and/or chronic*

illness or other extenuating circumstances that might impact your attendance, please speak with me as soon as possible so we can come to an appropriate agreement.

READING & NOTE-TAKING. We're gonna read. A lot. Some of the reading will be challenging because it has been translated from another language, because it is written for scholarly audiences, and/or because it is really, really old. Be sure to give yourself time to read actively. Take thoughtful notes while you read, as well as during class discussions. Anything we read, write, or discuss might assist you in preparing for exams. Please bring copies of the reading to class.

COLLABORATION vs. PLAGIARISM. Students are strongly encouraged to discuss readings and take-home exams with each other. After all, learning through talk is a rhetorical tradition. However, you must do your own writing. While it is always permissible to seek assistance from coaches at the Multiliteracies Center or other university service, it is not okay to “borrow” others’ central ideas or language in your exam answers or reading responses. Do not to read your classmates’ written responses as you compose your own, and do not “borrow” work you find online. If your work is too similar to someone else’s, I may ask you to repeat the exam or issue a failing grade. Plagiarism is considered a serious offense by the university and can result in dismissal from Michigan Tech.

Grading Scale

A	100%	to	92%	AB	< 92%	to	88%
B	< 88%	to	80%	BC	< 80%	to	78%
C	< 78%	to	70%	CD	< 70%	to	68%
D	< 68%	to	60%	F	< 60%		

University Policies

Academic Integrity: Academic regulations and procedures are governed by University policy. Academic misconduct cases will be handled in accordance the University's policies.
<<http://www.mtu.edu/dean/conduct/policy/academic-integrity>>

Disability Services: Michigan Technological University complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disabilities Act of 1990. If you have a disability and need a reasonable accommodation for equal access to education or services at Michigan Tech, please call the Dean of Students Office at 487-2212.
<<http://www.mtu.edu/dean/disability/policies/>>

Equal Opportunity, Discrimination, or Harassment: For concerns about discrimination, you may contact your advisor, Chair/Dean of your academic unit or the Affirmative Programs Office at 487-3310. <<http://www.admin.mtu.edu/admin/boc/policy/ch5/>>

Assessment: Student work products (exams, essays, projects, etc.) may be used for purposes of university, program, or course assessment. All work used for assessment purposes will not include any individual student identification. In this class, your exams and written responses may be collected and assessed by external readers based on the **Critical and Creative Thinking rubric** and the **Values and Civic Engagement rubric**—please view them in Canvas. Since critical and creative thinking and values and civic engagement are learning goals for this course, your grade will be based partly on your ability to demonstrate those goals. However, the external program assessment process will occur after the semester has ended and will have no bearing on your course grade.

COURSE CALENDAR
Subject to change: look for updates in Canvas

Week 1: Sept. 3, 5	Class topic	Your preparation for class
TUESDAY	Introductions	None.
THURSDAY	What is rhetoric?	Herrick, Chapter 1 (p. 1-21); <i>Understanding Rhetoric</i> , 35-42 (PDF); Response 1
Week 2: Sept. 10, 12	Class topic	Your preparation for class
TUESDAY	The Sophists	Herrick, Chapter 2; Gorgias, "Encomium of Helen" (in Aristotle, <i>On Rhetoric</i> , p. 251-256); Response 2
THURSDAY	Plato	Herrick, Chapter 3; Plato, <i>Gorgias</i> ; Response 3
Week 3: Sept. 17, 19	Class topic	Your preparation for class
TUESDAY	Aristotle's Rhetoric	Herrick, Chapter 4; Aristotle, <i>Rhetoric</i> , Book I, Chapter 1 and Chapter 2 through section 10 (p. 27-40); Response 4
THURSDAY	Aristotle: Pathos and Ethos	Aristotle, <i>Rhetoric</i> , Book II, Chapters 1-4 & 12-17 (p. 111-128; 148-156); Response 5
Week 4: Sept. 24, 26	Class topic	Your preparation for class
TUESDAY	Aristotle: Delivery and Style <i>Alissa & Jake</i>	Aristotle, <i>Rhetoric</i> , Book III, Chapters 1-2 & 10-11 (p. 193-202; 218-226); Response 6
THURSDAY	Cicero <i>Rory & Brian</i>	Herrick, Chapter 5, "Roman Society and the Place of Rhetoric" (p. 89-102); Cicero, <i>De Inventione</i> , Book I.II-VII (PDF); Heinrichs, "Give a Persuasive Talk" (PDF); Response 7
Week 5: Oct. 1, 3	Class topic	Your preparation for class
TUESDAY	Quintilian <i>Sarah & Dalton</i>	Herrick, Chapter 5, "Quintilian" (p. 103-109); Quintilian, <i>Institutio Oratoria</i> , Book 12, Chapter 1 (web); Response 8 (updated 9/16/13)
THURSDAY	Medieval Rhetoric <i>Charlie & Eric</i>	Herrick, Chapter 6 (stop at top of p. 121); St. Augustine, <i>On Christian Doctrine</i> , Book IV, Chapters I-VII.14 (PDF); Response 9

Week 6: Oct. 8, 10		Class topic	Your preparation for class
TUESDAY	Letter Writing <i>Jill & Kamara</i>	Herrick, Chapter 6, "Art of Letter Writing" (p. 126-131); Herrick, Chapter 7 (up to 149); de Scudéry, "Conversation on the Manner of Writing Letters" (PDF); Response 10	
THURSDAY	Renaissance Rhetoric: Rhetoric vs. Dialectic <i>Sevin & Brittany</i>	Herrick, Chapter 7, "Italian Humanism" (p. 149-165); Ramus, <i>Arguments against Quintilian</i> (PDF); Response 11	
Week 7: Oct. 15, 17		Class topic	Your preparation for class
TUESDAY	Enlightenment Rhetoric <i>Shelby & Amber</i>	Herrick, Chapter 8, "Scottish School" (p. 167-169; 175-184); Campbell, <i>Philosophy of Rhetoric</i> , Chapter 7.1-4; Response 12	
THURSDAY	Mid-Term Review	Mid-Term Review Activity in Canvas: work together in small groups to create a study guide; due by the end of class (2:00pm)	
Week 8: Oct. 22, 24		Class topic	Your preparation for class
TUESDAY	MIDTERM BEGINS	Review for Mid-term	
THURSDAY	Rhetoric in the 19 th Century United States	Douglass, "The Meaning of the Fourth of July for the Negro" (PDF); Lincoln, "Second Inaugural Address" (web); Response 13 MIDTERM due FRI, Oct 25, 5:00pm <i>(updated 9/27/13)</i>	
Week 9: Oct. 29, 31		Class topic	Your preparation for class
TUESDAY	New Rhetoric: Audience <i>Kara & James</i>	Herrick, Chapter 9, "Argumentation and Rational Discourse" (p. 189-196); Perelman & Olbrechts-Tyteca (PDF); Response 14	
THURSDAY	Rhetoric of Science <i>Aris & Mark F.</i>	Herrick, Chapter 9, "The Rhetoric of Science" (p. 197-205); Gross, "Tale of DNA" (PDF); Watson & Crick (PDF); Response 15 <i>(updated 9/27/13)</i>	
Week 10: Nov. 5, 7		Class topic	Your preparation for class
TUESDAY	Rhetoric of Science (cont'd) <i>Megan & Conner</i>	Miller, "Kairos in the Rhetoric of Science" (PDF); Response 16—Canvas discussion <i>(updated 9/27/13)</i>	
THURSDAY	Burke & Identification	Herrick, Chapter 10, "Rhetoric in Context" (p. 209-217); Burke (PDF); Response 17—Canvas discussion groups	

Week 11: Nov. 12, 14		
	Class topic	Your preparation for class
TUESDAY	Rhetoric and Narration <i>Mark C. & Nikita</i>	MONDAY 6:00 to 7:30pm (134 Walker): Screening of <i>Finding Nemo</i>; bring \$2 for pizza Herrick, Chapter 10, "Rhetoric and Narration" (p. 217-221); Sellnow, "A Narrative Perspective" (PDF) ; <i>Finding Nemo</i> (DVD); Response 18—Canvas discussion groups (updated 10/27/13)
THURSDAY	Rhetoric of Display <i>Dimitri & Adam</i>	Herrick, Chapter 10, "The Rhetoric of Display" (p. 222-224); Chao, "Tattoo and Piercing" (PDF); Response 19—Canvas discussion groups
Week 12: Nov. 19, 21		
	Class topic	Your preparation for class
TUESDAY	Digital Rhetorics <i>Colton & Ronald</i>	Zappen, "Digital Rhetoric" (PDF); Delagrange, "(R)evision and Remediation" (web); Response 20—Canvas discussion groups
THURSDAY	Rhetoric and Power <i>Ciara & Evan</i>	Herrick, Chapter 11, "Postmodern Criticism," (p. 229-238); Owens, "Confronting Rhetorical Disability" (PDF); Response 21—Canvas discussion groups
Thanksgiving Break		
Week 13: Dec. 3, 5		
	Class topic	Your preparation for class
TUESDAY	Invitational Rhetoric <i>Josh & Clarence</i>	Herrick, Chapter 11, "Feminism and Rhetoric" (p. 238-243); Foss and Griffin, "Invitational Rhetoric" (PDF); Response 22—Canvas discussion groups
THURSDAY	Comparative Rhetoric	Herrick, Chapter 11, "Comparative Rhetoric" (243-248); Binkley, "The Rhetoric of Origins and the Other: Reading the Ancient Figure of Enheduanna" (PDF); Response 23—Canvas discussion groups (updated 9/27/13)
Week 14: Dec. 10, 12		
	Class topic	Your preparation for class
TUESDAY	Everyday Rhetorics & Final Exam Review	Bring an "everyday text" (words, images, video, sounds, etc.) to class, or post in Canvas.
THURSDAY	Final exam	Prepare for final exam

Finals Week: Dec. 16 – 20

Final exam essays due Monday 12/16 at noon