

CMN 5010
Rhetorical Theory
Spring 2014
Coleman 1771, Thursday 7:00 pm - 9:30 pm (CRN #35603)

Instructor: Dr. T. M. Linda Scholz

Office: Coleman 2030

Email: tscholz@eiu.edu (**Note:** I frequently check my Panther e-mail account, therefore, this is the best way to reach me. I DO NOT frequently check the D2L e-mail. To insure delivery, please use only your EIU e-mail to contact me.)

Office Hours: Monday and Wednesday, 11-12:30; Friday, 11-12:00; and, by appointment.

Required Readings:

The Rhetorical Tradition: Readings from Classical Times to the Present, second edition, edited by Patricia Bizzel and Bruce Herzberg.

On Symbols and Society by Kenneth Burke.

Additional reading will be posted on D2L.

Course Description and Objectives

Course Description: A study of rhetorical theory from 465 B.C. to the present.

Overview: In this course you will explore the historical trajectory of “rhetorical theory” and how theory and practice intersect. Specifically, we will examine different definitions of rhetoric and how rhetoric is produced and functions within the boundaries of public cultures. We will also critically examine the rhetoric produced within systems of power and privilege and produced by voices on the margins. We will begin with a discussion of the classical rhetoric, moving into rhetoric produced from social movements, to contemporary discussions of rhetoric, gender, race, ethnicity, sex and sexuality, nation, and class.

Course Objectives:

- Describe the complex relationship between history, philosophy, social influence and rhetorical theory.
- Identify major theories and concepts of the rhetorical tradition.
- Analyze the paradigms and vocabularies for describing, explaining and shaping the social arena of discourse.
- Evaluate the function of the rhetorical process in shaping social interaction.
- Understand the role of rhetoric in civic engagement and the democratic process.

Accommodations

It is imperative that you are getting the most out of your educational experience. If you have a special need that qualifies for accommodations, please contact the Office of Disability Services (217-581 6583) to arrange support services. Please also inform the instructor by providing the necessary documentation specifying the accommodations needed for the class within the first week of class.

Seminar Environment

Format

You will be reading intellectually as well as emotionally charged material during the course of the semester. My intent is to establish an environment where you are able to have open and respectful discussions. Given the emotional power of some of the material that you will read, it is imperative that you not lose sight of the academic power inherent in this material as well. After reading the assigned material, please formulate carefully constructed arguments and questions that may enhance our scholarly understanding of the subject matter. Please use electronic devices only when appropriate to the seminar discussion (e.g., a quick internet reference related to the reading, use of technology during your class facilitation, etc.). This is a seminar, and therefore, I will minimally lecture if at all. I am here to guide our journey toward learning about and exploring how to understand/analyze/examine/ and investigate academic scholarship and culturally nuanced texts.

Attendance

We are fortunate to be part of an intimate seminar that will afford us the opportunity to delve deeply into discussions about the academic arguments you formulate. In other words, your input and focus will be invaluable. Given the intimacy of the seminar, it is essential that you attend every class. In the event that something unforeseen occurs and you cannot attend class, please let me know at your earliest convenience so that I can be aware of your situation and offer appropriate assistance if needed. As graduate students, I assume that you know what constitutes an acceptable absence.

Cell Phones

I will not tolerate texting from anyone during our seminar.

Late Work:

I will not accept late work, e-mailed assignments, any assignments turned into my mailbox, or assignments turned in on flash drive, etc. (unless you have made prior special arrangements directly with me). Assignments are **DUE IN CLASS AT THE BEGINNING OF CLASS**. Any papers turned in to me in class after class has commenced can result in a grade reduction. If you know that you are going to be absent on a day on which an assignment is due, make arrangements to turn in the assignment in advance, directly to me. Always have a backup of your work.

Academic Honesty:

It is imperative that you understand that when you are an EIU student you are bound to the Student Conduct Standards. **If you are caught cheating and/or plagiarizing, you will fail this course.** If you are confused about what constitutes cheating and/or plagiarism, please ask.

Assistance Outside of Class

If you ever feel that you need additional time to talk through the class material, or to discuss the progress on your assignments, I am happy to do so. You can stop by my office during my regularly scheduled office hours. You are also welcome to stop by outside of my regularly scheduled office hours, and if I am there, I will be happy to talk. Finally, you can set up an appointment.

Course Assignments

Discussion Prompts/Participation (10 points each; Total 100 points). To assist with class discussion and participation, starting on **week three** (with the exception of when you are co-facilitating, facilitating and week fourteen), you will need to bring a type-written argument, no more than one page, with 2-3 explanation points for the day's reading (single spaced is fine). Also include a carefully constructed and contextually based question that you would like to pose to the class for discussion—regarding the reading and anything that can be related to the reading! As you prepare your discussion prompts, keep in mind the following:

- ② Develop an argument (YOUR argument) that emerges from your **synthesis** of the reading. Consider the following:
 - What do the readings have in common?
 - How might the readings build on one another, challenge each other, or ignore elements of each other (this is particularly important when key scholars might be left out of the discussion).
- ② Also consider areas of the reading that may not have been explained enough. Always, always, think about the clarity of the rhetorical theory.
- ② To assist you in explaining your argument, create 2-3 talking points (again, that are related to your argument).
- ② By using the above process, build to your discussion question.
 - In that question, consider the implications for understanding theories of rhetoric, and related constructs (how theory informs practice, how practice informs criticism, how criticism informs theory, and on and on)—which should connect back to your argument.

NOTE: You will develop discussion prompts for weeks 1 and 2, but they will not be officially graded so that you can get feedback from me before they count toward your grade.

Class Co-Facilitation (50 points): You will work with a partner to co-facilitate one of the class periods during **weeks 3, 4, or 5** (see the schedule for dates—the word “Co-facilitators” will appear on that day). With your co-facilitator, you will spend the **first half of class** providing the highlights of the reading (including the biographical information about the theorists). Include the following in your discussion:

- ② Address how the theorist/s defines rhetoric.
- ② Address the role that the theorist/s believes rhetoric plays in culture/society.
- ② Address how the reading is relevant to us today (or not).
 - Use specific examples (be as creative as you would like)

Please provide the class with a one-page handout that includes bullets of the above information.

During the second half of class, you and your co-facilitator will facilitate the discussion that ensues from the discussion prompts offered by your colleagues. During class facilitation prompt your colleagues to make connections to the theoretical constructs/ideas addressed in the reading.

Individual Class Facilitation (100 points). This assignment is similar to what you will have done for the co-facilitation, but a bit more extensive. You will choose a class meeting for which you will be the **only** facilitator (see the schedule for dates—the word “facilitator” will appear on that day). You will spend the first hour of class providing a synthesis of the assigned readings, and present a carefully constructed argument about the reading as a whole (provide a brief handout for the class—not more than a page). To assist you in your explanation of the readings, and your argument, you will want to be as creative as possible: show video clips, images, or discourse types that are addressed in

the reading. OR show clips, images or discourse types that were NOT clearly addressed in the reading, but could illustrate the theoretical concepts discussed in the reading. During the second half of class, you will facilitate the discussion that ensues from the discussion prompts offered by your colleagues. As always, during class facilitation prompt your colleagues to make connections to the theoretical constructs addressed in the reading.

Critical Response Papers (4 at 75 points each; total 300 points).

You will write **four** critical response papers, 3 – 5 pages in length (double spaced), to the material covered in units **One, Two, Three** and **Four**. You need to cite relevant reading from class to help frame each of your response papers. Each paper is due on the day noted on the day-by-day schedule. **A more detailed description of how to write the Critical Response Papers appears on page 5 of this syllabus.**

Extended Critical Analysis Final Paper (125 points): At the end of the semester, you will write an extended Critical Response paper, 8 - 10 pages in length (double spaced). A more detailed description of this assignment will be provided later in the semester.

Final Presentation of Extended Critical Response (25 points): prepare an oral presentation of your Extended Critical Response. Specific time limits will be determined by class size. These presentations will occur during the last week of class.

Total points for the class: 700

Grading Scale

700-630 = A

629-560 = B

559-490 = C

489-420 = D

419 and below = F

Critical Response Assignments

Keep in mind that your focus is on analysis, and not summarizing the reading. The short length of your papers (4 - 6 pages) requires you to be organized and concise. I will consider both content and style in your writing, including the clear articulation and support of your arguments. Do not forget to attach a works cited page too (at least 2 academic sources, other than what you read in class).

To guide your analysis, you will need to answer the following questions:

- 1) How does the reading for each unit help you to understand rhetorical theory and its influence on social responsibility? Consider the following:
 - a. Who gets to speak, and who does not?
 - b. Multiple facets of difference, including identity and subjectivity (gender, race, class, sexuality);
 - c. Concerns with social structures;
 - d. Power;
 - e. Hegemonic ideologies and oppression.
- 2) What challenges or questions do you pose to the authors of the readings? Why?
- 3) What are additions/extensions/alternatives that you would pose to their rhetorical theory?
- 4) Any additional comments or questions.

Guidelines for Format and Structure

Introduction: Briefly introduce the premise of your paper—about which issue/s related to the theory/ies are you writing? Provide a preview of the structure of your paper (how you will respond to the above questions).

Body: Within each step of the body of your paper, you will provide MORE detail, including descriptions/examples that relate to your responses. Be sure to apply/identify appropriate concepts to any scenarios you describe. Make sure to also cite your sources!

Conclusion: In the conclusion, summarize the premise of your paper.

If you have any questions, please ask. I am happy to help.

Use APA style to document sources and attach a correct works cited or references page.

Tentative *Schedule*
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(The instructor reserves the right to modify the schedule if needed)

Readings are to be completed for the day on which they are noted.

Key:

The Rhetorical Tradition: Readings from Classical Times to Present (**TRT**)

On Symbols and Society (**OSS**)

Week 1

January 16— **Introductions: to the course and to each other**

Introduction to Rhetoric and Theory

TRT: General Introduction, pp. 1-16.

D2L reading: “The Eventfulness of Rhetoric,” and “Rhetorical Thinking,” by Gerard A. Hauser (from *Introduction to Rhetorical Theory*, 2nd ed.)

Week 2

January 23— **Unit One: The Classics Marking “It’s” Beginning/s and Evolution**

TRT: Classical Rhetoric, Introduction (pp. 19-41); about Gorgias (p. 42-43);

Encomium of Helen by Gorgias (pp. 44-46); about Plato—in preparation for *Gorgias* (pp. 80-86)

Week 3

Co-facilitators: _____

January 30— **Unit One, cont’d**

TRT: *Gorgias* by Plato (pp. 87-138)

Week 4

Co-facilitators: _____

February 6— **Unit One, cont’d**

TRT: About Isocrates (pp. 67-71), *Against the Sophists* by Isocrates (pp. 72-74) and *Antidosis* (pp. 75 – 79); About Aristotle (pp. 169-178); From *Rhetoric* by Aristotle (pp. 179 -196)—read Book I through chapter VII (bottom of 196).

Week 5

Co-facilitators: _____

February 13— **Unit One, cont’d**

TRT: From *Rhetoric* by Aristotle, rest of Book I (pp. 196-213) (up to Book II); About Cicero (pp. 283-288); From *De Oratore* by Cicero (pp. 320 – 339)—only Book II. About Quintilian (pp. 359 – 363); *Institutes of Oratory* by Quintilian (pp. 412-422) Book XII.

Week 6

February 20— **Unit II: HUGE Leap into Contemporary Rhetorical Theory, Audience/s and “People”**

TRT: About Kenneth Burke (pp. 1295 – 1297)

OSS: “The Human Actor: Definition of Man” (pp. 56-74); “Language as Action: Terministic Screens” (pp. 114 – 125); “Identification” (pp. 179 – 191); “Rhetorical Analysis: The Rhetoric of Hitler’s Battle” (pp. 211 – 231)

Due: Critical Analysis for Unit One

Week 7

Facilitator: _____

February 27— **Unit Two, cont’d**

D2L reading: “The Second Persona” by Black; “In Search of the People: A Rhetorical Alternative” by McGee; “The Third Persona: An Ideological Turn in Rhetorical Theory” by Wander; “Constitutive Rhetoric: The Case of the *Peuple Québécois*” by Charland

Week 8

Facilitator: _____

March 6— **Unit Two, cont’d.**

D2L reading: “Requirements, Problems, and Strategies: A Theory of Persuasion for Social Movements” by Simons; “The Rhetoric of Women’s Liberation: An Oxymoron” by Campbell; “The Functions of Presidential Campaigning” by Gronbeck; “Pink Herring & The Fourth Persona” by Morris III

March 10-14 SPRING BREAK. NO CLASS.

Week 9

Facilitator: _____

March 20— **Unit Three: Power and Agency**

D2L reading: “Critical Rhetoric: Theory and Praxis” by McKerrow; “Cultures of Discourse” by Aune; “Chicana Feminists Craft a Homeland” by Flores; “Gender (In)Visibility” by Gronnvoll

Due: Critical Analysis Unit Two

Week 10

Facilitator: _____

March 27— **Unit Three, cont'd.**

D2L reading: “Agency: Promiscuous and Protean” by Campbell; “Haciendo Caras” by Sowards; “Vernacular Discourse and the Epistemic Dimension of Public Opinion” by Hauser; “The Critique of Vernacular Discourse” by Ono and Sloop

Week 11

Facilitator: _____

April 3— **Unit Three, cont'd.**

D2L reading: “Introduction: Active Voices” by Malesh and Stevens; “Vernacular Rhetoric and Social Movements” by Hauser and McClellan; “Enacting Red Power: The Consummatory Function in Native American Protest” by Lake

Week 12

April 10— **Unit Four: (De)Centralizing (White) Hegemonic and Neo-imperialist Discourse/s**

D2L reading: “Rigoberta Menchú and Testimonial Discourse” by Delgado; “Rigoberta Menchú and David Stoll” by Smith; “Communicating Truth” by Avant-Mier and Hasian; “Hablando Por (Nos)Otros, Speaking for Ourselves” by Scholz

Due: Critical Analysis for Unit Three

Week 13

Facilitator: _____

April 17— **Unit Four, cont'd.**

D2L reading: “(Un)hinging Whiteness” by Rowe and Malhotra; “Postcolonial Approaches to Communication” by Shome and Hegde; “Transnational Feminism and Communication Studies” by Shome; “A View from Elsewhere” by Hegde.

Week 14

April 24— **Unit Five: A Challenge to Rhetoric as Persuasion.**

D2L reading: “Beyond Persuasion: A Proposal for an Invitational Rhetoric” by Foss and Griffin; “Beyond Traditional Conceptualizations of Rhetoric and a Move Toward Civility” by Bone, Griffin and Scholz;

Due: Critical Analysis Unit Four

Week 15

May 1— **PRESENTATIONS**

Due: Extended Critical Analysis Paper

Final exam session: Thursday May 8, 7:30 pm – 9:30 pm