

# **CMN 5010: Rhetorical Theory Spring 2018**

Dr. Stephen A. King

Coleman Hall 1260

Email: saking@eiu.edu

Office Phone: 217-581-5625 (direct line)

Office hours: By appointment

(Please contact Jaime Hendrix to make an appointment, 581-2016 or jahendrix@eiu.edu)

Meeting Place: Coleman Hall 1771

Meeting Time: M/W 5:00 – 6:15 p.m.

## **COURSE DESCRIPTION**

“(3-0-3) A study of rhetorical theory from 465 B.C. to the present.” (2017-2018 Graduate Catalog)

This graduate survey course is an introduction to rhetorical theory from 465 B.C. to the present. Beginning with the Sophists of ancient Greece and concluding with contemporary and critical approaches to understanding the role of rhetoric in public life, this course provides an opportunity for intellectual engagement with theories, texts, vocabularies, issues and concerns of rhetorical theory. Students will also be exposed to the writings of Gorgias, Aristotle, Cicero, St. Augustine, Kenneth Burke and others who have contributed to our understanding of rhetoric and the Western rhetorical tradition. Although the course will cover six rhetorical epochs, we will dedicate most of our attention to classical and contemporary rhetorical theory. In the end, students will understand that rhetoric, despite its popular misconceptions as “empty” and “bombastic,” is central to the construction of social reality and civil society as well as central to issues of epistemology, symbolism and audience.

## **LEARNING OUTCOMES**

The following are the *learning outcomes* for this course. At the end of the course, students will have the ability to:

1. Possess a working knowledge of the word “rhetoric” and “rhetorical theory.”
2. Discuss the historical development of rhetoric from the classical to the contemporary (modern and postmodern) era.
3. Identify and discuss the major themes and issues in rhetorical theory across the different epochs.
4. Understand rhetoric’s (changing) role during the course of its 2,500-year history.
5. Understand the relationship between rhetorical theory and practice (praxis).

6. Understand the role of rhetoric in the public sphere as the foundation for democratic values and civic engagement.
7. Evaluate and critique scholarly articles.
8. Effectively present material (e.g., facilitations) in class.

## **READINGS**

Bizzell P., & Herzberg B. (Eds). (2001). *The rhetorical tradition: Readings from classical times to the present* (2<sup>nd</sup> ed.). Boston: Bedford/St. Martin's.

Gusfield, J. R. (Ed.). (1989). *Kenneth Burke: On symbols & society*. Chicago: University of Chicago Press.

Additional readings (journal articles and book chapters) will be posted to D2L. Each PDF file will include the author's name and title of article.

## **COURSE POLICIES**

### Attendance:

I will take attendance and note any "late arrivals." Attendance is expected as well as reporting to class on time. You can miss two classes without a penalty. After the second absence, your overall course grade will be reduced by 2% per absence. Once the classroom door is closed, class is officially in session. Students who enter the classroom after this point will be declared "late." TWO tardies = ONE absence. If an emergency should arise, please contact me (preferably before class) directly: saking@eiu.edu or 217-581-5625.

### Class Etiquette:

Although written primarily for an undergraduate audience, the "Student Responsibilities in the Classroom" document applies to graduate students as well. See the "Student Responsibilities" folder in D2L. Please review the document.

Cellphones must be deactivated and removed from visual sight. Texting is not allowed in class.

While it is difficult to imagine graduate students engaging in disruptive behavior, it is useful to discuss the nature/definition of disruptive behavior just in case the unforeseen occurs. Classroom disruption is defined as "behavior that a reasonable person would view as substantially or repeatedly interfering with the overall academic learning and teaching environment. Examples may include persistent talking in class, verbal and/or physical threats, repeated cell phone use, etc." (<http://www.eiu.edu/judicial/faqsforfaculty.php>).

If the disruptive behavior is *continuous* or *extreme*, the instructor reserves the right to permanently remove a student from class. See Internal Governing Policy (IGP) 157.1 for more details: ([http://castle.eiu.edu/auditing/157\\_1.php](http://castle.eiu.edu/auditing/157_1.php)).

#### Academic Misconduct:

This course is subject to university policies on academic misconduct. Cheating and plagiarism will not be tolerated. The Student Standard Code defines plagiarism: “plagiarism is the use, without adequate attribution, of another person’s words or thoughts as if they were one’s own, failing to cite outside sources used in completion of the work, improperly citing sources, and submitting work that was previously completed for another class without prior approval from the instructor” (<http://www.eiu.edu/judicial/studentconductcode.php>).

Also, see the APA Manual (6<sup>th</sup> edition) for a definition of plagiarism (pp. 15-16).

When it is established beyond a reasonable doubt that an academic violation has occurred, the penalty will involve a grade of zero on the exam or assignment in question. A second offense will result in an “F” for the course.

#### Students with Disabilities:

If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217-581-6583 to make an appointment.

#### The Student Success Center:

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center ([www.eiu.edu/~success](http://www.eiu.edu/~success)) for assistance with time management, text taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696 or go to 9th Street Hall, Room 1302.

#### Course Management System and Email:

Please visit the course’s D2L (Desire2learn) website frequently (three or four times a week). Check your EIU email account every day. Please use your EIU email account rather than a personal account to contact me. I will do the same.

Be sure to access, print, and complete readings well in advance of the deadline. You are responsible for incurring the costs of printing copies of the course readings and your paper assignments.

### Assignment Requirements:

The following are the paper requirements for this course:

1. All assignments are due at the beginning of class on the date specified. Any assignment turned in after this point and before the end of the class will receive a 5 percent deduction. Assignments turned in any time after the end of class on the due date will receive a grade of "0" (unless a verifiable, documented excuse is provided promptly and accepted by the instructor).
2. Assignments submitted to D2L (dropbox) are due by the deadline specified. If you miss the dropbox date, you can submit your assignment to [saking@eiu.edu](mailto:saking@eiu.edu) within the first hour of the due date (but your grade will be reduced by 5%). Assignments turned in after the one-hour grace period will receive a grade of "0" (unless a verifiable, documented excuse is provided promptly and accepted by the instructor).
3. Unless otherwise indicated, all papers must be typed, double-spaced, and attached by a staple, clip, or paperclip. Unless otherwise indicated, all handwritten work will receive a "0."
4. Please use the most recent edition of the *APA Manual* (6<sup>th</sup> edition, 2010) to cite sources (in manuscript, references).

### **READING EXPECTATIONS AND STRATEGIES**

You will be reading primary (excerpted, full) and secondary source material. Regardless of its type and level of difficulty, the readings will demand a sustained effort on your part as you engage the materials from a variety of readings poses (e.g., understanding, analysis and evaluation). Re-reading is required. Because Textbook Rental policies prohibit you from marking in your textbooks, you should (a) make a copy of the readings and highlight and underline key passages or (b) write an outline or summary for every individual reading assignment (and bring the outline/summary to class). Two course assignments will assist in this effort.

Please complete the assigned reading assignments BEFORE class. To help prepare to the following week's class, I encourage you to start reading on Thursday and continue into the weekend (but it is important to take some downtime on the weekend for rest and rejuvenation). Review your notes Monday and Wednesday morning and/or afternoon.

### **COURSE ASSIGNMENTS AND GRADING SCALE**

Course Assignments (complete assignment sheets will be distributed in class):

1. *Exam* (100 points): There will one exam (essay; take-home; final exam) in the course.

2. *Definitional Essay* (50 points: This 3-5-page essay will provide you the opportunity to use relevant source material to define “rhetoric”—a term fraught with multiplicity of meanings and popular misconceptions.
3. *Annotated Bibliographic Assignment/Co-Facilitations* (100 points): You will co-facilitate on three separate occasions during the semester (facilitations will occur during Part I, II, and the beginning of Part III, Jan. 17 to Feb. 26). Facilitations will last approximately 10-20 minutes and include a brief summary, a critical response to the readings and more.
4. *Individual Facilitation* (100 points). You will participate in one individual facilitation (facilitations will occur during Part III, starting on 2/28). Facilitations will last approximately 40 minutes will include (a) an outline/summary of the readings; (b) a critical response to the readings; (c) a class exercise to showcase important themes related to contemporary rhetorical theory and more.
5. *Published Essay Critique Assignment* (150 points): You will select an article from a list of published sources which address issues related to contemporary rhetorical theory. Your essay will include the following: (a) brief summary, (b) evaluation of the article and an (c) examination of how the article addresses relevant issues of rhetorical theory.
6. *Class Participation* (100 points): This class will include some lecture and in-class small-group work as well as presentations and class discussion. However, the last two activities—class discussion and facilitations via a graduate seminar—will be our main form of interaction. Thus, your participation is vital to the success of the class. You are expected to regularly attend class, demonstrate that you completed the assigned readings, participate in class discussions, ask questions in class, and actively contribute to a positive classroom environment. Your overall grade will be based on my evaluation of your class participation.

Grading Scale:

600 points: 100 – 90% = A; 89 – 80% = B; 79 – 70% = C; 69 – 60% = D; 59% or below = F

## **Tentative Weekly Schedule**

Reading key: B & H: Bizzell and Herzberg, *The Rhetorical Tradition*  
 SOS: Gusfield, *Kenneth Burke: On Symbols and Society*  
 Other readings available via D2L in "Readings" folder

<b>Week</b>	<b>Month/Day</b>	<b>Topics and Readings</b>
		<b><i>Part I: Classical Rhetoric</i></b>
W1	1/8	<b>Course Introduction</b>
W1	1/10	<b>What is Rhetoric? What is Rhetorical Theory?</b> <b>Overview of Rhetorical Theory: Classical to Contemporary</b>  <i>Readings:</i> B & H, pp. 1-16; Ehninger, D. (1968). On systems of rhetoric. <i>Philosophy and Rhetoric</i> 1(3): 131-44; Borchers, T. (2006). <i>Rhetorical Theory: An Introduction</i> (pp. 3-16). Belmont, CA: Thomson Wadsworth. (D2L)
W2	1/15	<b>Martin Luther King, Jr. Birthday Observed – No Class Meeting</b>
W2	1/17	<b>Overview of the Classical Period, the Sophists, Gorgias</b>  <i>Readings:</i> B & H, pp. 19-46 ( <i>Encomium of Helen</i> ); Katula, R. A., & Murphy, J. J. (1995). The sophists and rhetorical consciousness. In J. J. Murphy & R. A. Katula (Eds.), <i>A synoptic history of classical rhetoric</i> (2nd ed., pp. 17-28). Davis, CA: Hermagoras. (D2L)
W3	1/22	<b>Plato</b>  <i>Readings:</i> B & H, pp. 80-109 ( <i>Gorgias</i> )
W3	1/24	<b>Plato</b>  <i>Readings:</i> B & H, pp. 109-38 ( <i>Gorgias</i> ); Enos, R. L. (1976). The epistemology of Gorgias' rhetoric: A re-examination. <i>Southern Speech Communication Journal</i> 43(1): 35-51 (D2L)
W4	1/29	<b>Isocrates</b>  <i>Readings:</i> B & H, pp. 67-79 ( <i>Against the Sophists; Antidosis</i> ); Benoit, W. L. (1984). Isocrates on rhetorical education. <i>Communication Education</i> 33(2): 109-19. (D2L)
W4	1/31	<b>Aristotle</b>  <i>Readings:</i> B & H, pp. 169-86, 213-17 ( <i>Rhetoric</i> , Book I: chpt. 1-5; Book II: chpt. 1-3).  <b>***Definition Essay Due</b>
W5	2/5	<b>Cicero</b>

		<i>Readings: B &amp; H, pp. 283-320 (De Oratore, Book I)</i>
W5	2/7	<b>Quintilian</b>  <i>Readings: B &amp; H, pp. 359-66, 384-91 (Institutes of Oratory, Book II: chpt. 1, 14-16); Enos, R. L. (2016). Quintilian's message, again: His philosophy of education. Advances in the History of Rhetoric, 19(2): 111-23. (D2L)</i>
		<b>Part II: Medieval to Nineteenth Century Rhetoric</b>
W6	2/12	<b>Overview of Part I Medieval Rhetoric—St. Augustine</b>  <i>Readings: B &amp; H, pp. 431-62 (On Christian Doctrine, Book 4: sections 1-15)</i>
W6	2/14	<b>Renaissance Rhetoric—Francis Bacon</b>  <i>Readings: B &amp; H, pp. 555-80; 736-44 (The Advancement of Learning)</i>
W7	2/19	<b>Enlightenment Rhetoric—Giambattista Vico</b>  <i>Readings: B &amp; H, pp. 791-813, 862-78 (On the Study Methods of Our Time)</i>
W7	2/21	<b>Nineteenth Century Rhetoric—Frederick Douglass Overview of Part II</b>  <i>Readings: B &amp; H, pp. 983-99, 1061-1078 (Narrative of the Life of Frederick Douglass; My Bondage and My Freedom)</i>
		<b>Part III: Contemporary Rhetoric</b>
W8	2/26	<b>Contemporary Rhetoric (Modern and Postmodern) Overview and I.A. Richards</b>  <i>Readings: B &amp; H, pp. 1183-1205, 1270-1280 (The Meaning of Meaning); Gehrke, P. J. &amp; Keith, W. M. (2015). Introduction: A brief history of the national communication association. In P. J. Gehrke and W. M. Keith (Eds.), A century of communication studies: The unfinished conversation (pp. 1-25). New York: Routledge. (Read pages 1-7.) (D2L)</i>
W8	2/28	<b>Kenneth Burke</b>  <i>Readings: B &amp; H, pp. 1295-1298; SOS, pp. 1-8; SOS, "The Human Actor: Definition of a Man" and "Identification" (chapters 2, 11)</i>
W9	3/5	<b>Kenneth Burke</b>  <i>Readings: SOS, "Dramatistic Method," "Ways of Placement," and "Rhetorical Analysis" (chapters 8-9, 13).</i>

W9	3/7	<b>The Rhetorical Situation</b>  <i>Readings:</i> Bitzer, L. (1968). The rhetorical situation. <i>Philosophy and Rhetoric</i> 1(1): 1-14; Vatz, R. (1973). The myth of the rhetorical situation. <i>Philosophy and rhetoric</i> 6(3): 154-61. (D2L)
W10	3/12	<b>Spring Break – No Class Meeting</b>
W10	3/14	<b>Spring Break – No Class Meeting</b>
W11	3/19	<b>Social Movement Theory</b>  <i>Readings:</i> Simons, H. W. (1970). Requirements, problems, and strategies: A theory of persuasive for social movements (pp. 33-41) and Scott, R. L. & Smith, D. K. (1969). The rhetoric of confrontation (pp. 26-32). In C. E. Morris III and S. H. Browne (Eds.), <i>Readings on the rhetoric of social protest</i> (3 <sup>rd</sup> ed.). State College, PA: Strata Publishing. (D2L)
W11	3/21	<b>Feminism Theory</b>  <i>Readings:</i> Review in B & H, pp. 1199-1205; Spitzack, C. & Carter, K. (1987). Women in communication studies: A typology of revision. <i>Quarterly Journal of Speech</i> 73(4): 401-24; Campbell, K. K. (1973). The rhetoric of women's liberation: An oxymoron. <i>Quarterly Journal of Speech</i> 59(2): 74-86; Foss, S. K. & Griffin, C. L. (1995). Beyond persuasive: A proposal for an invitational rhetoric. <i>Communication Monographs</i> 62(1): 2-18. (D2L)
W12	3/26	<b>African American Rhetorical Theory</b>  <i>Readings:</i> B & H, pp. 1551-1581 ( <i>The Signifying Monkey</i> ); Asante, M. K. (1987). <i>The afrocentric idea</i> . Philadelphia: Temple University Press. (D2L)
W12	3/28	<b>The Ideological Turn/Critical Rhetoric: Overview</b>  <i>Readings:</i> Wander P. (1983). The ideological turn in modern criticism. <i>Central States Speech Journal</i> 34(1): 1-18; McKerrow, R.E. (1989). Critical rhetoric: Theory and practice. <i>Communication Monographs</i> 56(2): 91-111. (D2L)
W13	4/2	<b>Epistemology</b>  <i>Readings:</i> Scott, R. (1967). On viewing rhetoric as epistemic. <i>Central States Communication Journal</i> 18(1): 9-16; Croasmun, E. and Cherwitz, R. A. (1982). Beyond rhetorical relativism. <i>Quarterly Journal of Speech</i> 68(1): 1-16; Condit, C. M. (1983). Beyond rhetorical relativism: A structural material model of truth and objectivity reality. <i>Quarterly Journal of Speech</i> 69(4): 351-69. (D2L)



W13	4/4	<b>TBA</b>
W14	4/9	<b>The Rhetor, the Author, the Critic</b>  <i>Readings:</i> Foucault, M. (1984). What is an author? In P. Rabinow (Ed.), <i>The Foucault Reader</i> (pp. 101-120). New York: Pantheon. (D2L)
W14	4/11	<b>The Text</b>  <i>Readings:</i> McGee, C. (1990). Text, context, and the fragmentation of contemporary culture. <i>Western Journal of Speech Communication</i> 54(3): 274-89; Leff, M. (1980). Interpretation and the art of the rhetorical critic. <i>Western Journal of Speech Communication</i> 44(4): 337-49. (D2L)
W15	4/16	<b>The Text</b>  <i>Readings:</i> Blair, C., Jeppeson, M.S. and Pucci, E., Jr. (1991). Public memorializing in postmodernity: The Vietnam Veterans memorial as prototype. <i>Quarterly Journal of Speech</i> 77(3) (1991): 263-88; Tell, D. (2017). Remembering Emmett Till: Reflections on geography, race and memory. <i>Advances in the History of Rhetoric</i> 20(2): 121-38. King S. A., & Gatchet, R. D. (2017). Marking the past: Civil rights tourism and the Mississippi Freedom Trail. <i>Southern Communication Journal</i> (in digital format). (D2L)
W15	4/18	<b>The Audience</b>  <i>Readings:</i> Black E. (1970). <i>The Second Persona</i> . <i>Quarterly Journal of Speech</i> 70(2): 109-19; Wander, P. (1983). The third persona: An ideological turn in rhetorical theory. <i>Central States Speech Journal</i> 35(#): 197-216; Cloud, D. (1999). The null persona: Race and the rhetoric of silence in the uprising of '34. <i>Rhetoric and Public Affairs</i> 2(2): 177-209. (D2L)
W16	4/23	<b>The Audience</b> <b>Overview of Part III</b>  <i>Readings:</i> Charland, M. (1987). Constitutive rhetoric: The case of the Peuple Québécois. <i>Quarterly Journal of Speech</i> 73(2): 133-50; McGee, M. (1975). In search of "the people": A rhetorical alternative. <i>Quarterly Journal of Speech</i> 61(3): 235-49. (D2L)
W16	4/25	<b>TBA</b>  <b>***Published Essay Assignment due by 11:30 p.m. (Dropbox, D2L).</b>
<b>Final Exam</b>	<b>4/30</b>	<b>5:15-7:15 p.m. (Take-Home) Exam due by 7:30 p.m. (Dropbox, D2L)</b>

