

Eastern Illinois University
New Course Proposal
CMN 2990, Introduction to Rhetorical Studies

Agenda Item #16-43
Effective Fall 2016

Banner/Catalog Information (Coversheet)

1. ☒ **New Course** or ☐ **Revision of Existing Course**
2. **Course prefix and number:** CMN 2990
3. **Short title:** Intro to Rhetorical Studies
4. **Long title:** Introduction to Rhetorical Studies
5. **Hours per week:** 3 Class 0 Lab 3 Credit
6. **Terms:** ☐ Fall ☐ Spring ☐ Summer ☒ On demand
7. **Initial term:** ☒ Fall ☐ Spring ☐ Summer Year: 2016
8. **Catalog course description:** Through the study of the rhetorical tradition, this course offers students the analytical tools to dissect persuasive and communicative public messages within the contexts of diversity and difference, and discover the limitations of those messages and the realities they create.
9. **Course attributes:**

General education component: NA

☐ Cultural diversity ☐ Honors ☐ Writing centered ☐ Writing intensive ☒ Writing active
10. **Instructional delivery**
Type of Course:

☒ Lecture ☐ Lab ☐ Lecture/lab combined ☐ Independent study/research

☐ Internship ☐ Performance ☐ Practicum/clinical ☐ Other, specify: _____

Mode(s) of Delivery:

☒ Face-to-Face ☐ Online ☐ Study Abroad

☐ Hybrid, specify approximate amount of on-line and face-to-face instruction _____
11. Course(s) to be deleted from the catalog once this course is approved: NA
12. **Equivalent course(s):** None
 - a. Are students allowed to take equivalent course(s) for credit? ☐ Yes ☐ No
13. **Prerequisite(s):** NA
 - a. Can prerequisite be taken concurrently? ☐ Yes ☐ No
 - b. Minimum grade required for the prerequisite course(s)? ☐
 - c. Use Banner coding to enforce prerequisite course(s)? ☐ Yes ☐ No

d. Who may waive prerequisite(s)?

☐ No one ☐ Chair ☐ Instructor ☐ Advisor ☐ Other (specify)

14. Co-requisite(s): None**15. Enrollment restrictions**

a. Degrees, colleges, majors, levels, classes which may take the course: All

b. Degrees, colleges, majors, levels, classes which may not take the course: None

16. Repeat status: ☒ May not be repeated ☐ May be repeated once with credit

17. Enter the limit, if any, on hours which may be applied to a major or minor: 3

18. Grading methods: ☒ Standard ☐ CR/NC ☐ Audit ☐ ABC/NC

19. Special grading provisions:

☐ Grade for course will not count in a student's grade point average.

☐ Grade for course will not count in hours toward graduation.

☐ Grade for course will be removed from GPA if student already has credit for or is registered in:

☐ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: _____

20. Additional costs to students:

Supplemental Materials or Software: None

Course Fee ☒ No ☐ Yes, Explain if yes _____

21. Community college transfer:

☐ A community college course may be judged equivalent.

☒ A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1. ☐ Course is required for the major(s) of _____
☒ Course is required for the minor(s) of **Communication and Cultural Diversity**
☐ Course is required for the certificate program(s) of _____
☒ Course is used as an elective
2. **Rationale for proposal:** This course fills a need in that it will provide the necessary introduction for the new minor, Communication and Cultural Diversity. Based on the rhetorical tradition, which is the oldest tradition in the Communication Studies field, this course will lay the groundwork in theory and criticism upon which the upper division courses in the minor are based.
3. **Justifications for (answer N/A if not applicable)**
Similarity to other courses: N/A
Prerequisites: NA
Co-requisites: N/A
Enrollment restrictions: N/A
Writing active, intensive, centered: This course is writing active, and will include multiple short, in-class writing assignments, weekly journal entries, and essay quizzes and exams designed to assist students in gaining mastery of course concepts.
4. **General education assurances (answer N/A if not applicable)**
General education component: N/A
Curriculum: N/A
Instruction: N/A
Assessment: N/A
5. **Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**
Online or hybrid delivery justification: N/A
Instruction: N/A
Integrity: N/A
Interaction: N/A

Model Syllabus (Part II)

Please include the following information:

1. Course number and title: CMN 2990: Introduction to Rhetorical Studies
2. Catalog description: Through the study of the rhetorical tradition, this course offers students the analytical tools to dissect persuasive and communicative public messages within the contexts of diversity and difference, and discover the limitations of those messages and the realities they create.
3. Learning objectives.
 - Become conversant in the research paradigms and vocabularies of rhetorical theory and criticism (CT 1-6)
 - Understand the influence persuasive messages have on public attitudes and policies about diversity and difference (CT 1-6)
 - Develop skills in scholarly criticism of influential written and spoken public messages, and counter-narratives (CT 1-6; RC 2)
 - Develop skills in formal presentation creation and delivery, and evaluating peers (SL 1-7; CT 1-7)
 - Apply theory and criticism to the analysis of a broad range of rhetorical texts (CT 1-7)
 - Evaluate the assumptions and taken-for-grantedness underlying persuasive messages (CT 1-7)
 - Critique and evaluate the influence of hegemonic messages upon perceptions of diverse populations (CT 1-7; RC 1 & 2)
4. Course materials.

Rhetorical Theory: An Introduction, Timothy A. Borchers, Waveland (2006)

Supplemental readings on D2L
5. Weekly outline of content.

Schedule	Key topics	Assignments
Week 1	Introduction; What is rhetoric? Classical rhetoric.	Borchers ch. 1 & 2; in-class writing; journal entry; quizzes
Week 2	Dramatism	Borchers ch. 6; "Hunting & Heritage," Tonn et. al.; in-class writing; journal entry; quizzes: group work
Week 3	Rhetoric and meaning	Borchers ch. 5; in-class writing; journal entry; quiz; group work
Week 4	Rhetoric, science, and argumentation	Borchers ch. 4; in-class writing; quizzes; journal entry; group work
Week 5	Critical approaches to rhetoric	Borchers ch. 7; "Critical Rhetoric," McKerrow; in-class writing; journal entry; quizzes;

		group work
Week 6	Rhetoric, media, and popular culture	Borchers ch. 10; Hall; in-class writing; journal entry; quizzes; group work
Week 7	Non-Western rhetoric	Borchers ch. 9; in-class writing; quizzes; journal entry; group work
Week 8	Cultural rhetorical studies	Borchers ch. 12; quiz; Midterm exam
Week 9	Postmodern approaches to rhetoric	Borchers ch. 11; article; quiz; in-class writing; journal entry; group work
Week 10	Rhetoric and diversity	Allen, "Power"
Week 11	Gender	Borchers ch. 8; quiz; journal entry; in-class writing; individual presentations
Week 12	Race	"Whiteness," Nakayama & Krizek; quiz; journal entry; in-class writing; individual presentations
Week 13	Class	Excerpts Nickel and Dimed; quiz; journal entry; in-class writing; individual presentations
Week 14	Sexualities	"Violence of Heteronormativity," Yepp; quiz; journal entry; in-class writing; individual presentations
Week 15	Group projects	
Finals week	Group projects	

6. Assignments and evaluation, including weights for final course grade.

Weekly Journal entries: Each weekend, you will write a journal entry that connects concepts we have discussed in class to examples of social, political, or popular culture texts that you have consumed for that week. You will complete 10 journal entries for the semester. 17%

In-class writing: Ten times during the semester, I will pose a question based on our class discussion and ask you to respond to it in writing. You must be in class to complete these assignments; the question will not be provided to anyone who hasn't been in class. These writings will be collected once at mid-term, and once at the end of the semester. 17%

Group diversity presentations: These short (5-10 minute) group presentations will involve an application of rhetorical theory to a media artifact of your choice on the topic of a diversity category covered in class (e.g., gender, race, class, sexuality, or the intersection of these social identity categories). As a rhetorical critic, you will evaluate and provide critical judgment of the taken-for-grantedness of the arguments in your artifact. You will provide the artifact in advance for the class. The purpose of this assignment is to have the experience of working in groups, and to prepare for your final presentation. 8%

Quizzes: Reading is absolutely essential for this course. In order to encourage you to stay current with the reading, we will have a daily reading quiz that will be delivered at the beginning of each class period when a reading is assigned. You may not make up a missed quiz for any reason. 16%

Mid-term: Multiple choice, true/false, and essay. 17%

Final Project: Diversity analysis presentations: This paper and presentation will involve an application of rhetorical theory to a public artifact of your choice on the topic of a diversity category covered in class (e.g., gender, race, class, sexuality, or the intersection of these social identity categories). As a rhetorical critic, you will evaluate and provide critical judgment of the taken-for-grantedness of the arguments in your artifact. 25%

7. Grading scale.

90-100 = A
 80-89 = B
 70-79 = C
 60-69 = D
 Below 60 = F

8. Correlation of learning objectives to assignments and evaluation.

	Journal Entries 17%	In-class Writing 17%	Diversity Presentation 8%	Quizzes 16%	Exam 17%	Diversity Artifact Analysis 25%
Become conversant in the research paradigms and vocabularies of rhetorical theory and criticism (CT 1-6)	X	X		X	X	

Understand the influence persuasive messages have on public attitudes and policies about diversity and difference (CT 1-6)	X	X		X	X	
Develop skills in scholarly criticism of influential written and spoken public messages, and counter-narratives (CT 1-6; RC 2)	X	X	X	X	X	X
Develop skills in formal presentation creation and delivery, and evaluating peers (SL 1-7; CT 1-7)			X			X
Apply theory and criticism to the analysis of a broad range of rhetorical texts (CT 1-7)	X	X	X	X	X	X
Evaluate the assumptions and taken-for-grantedness	X	X	X			X

underlying persuasive messages (CT 1-7)						
Critique and evaluate the influence of hegemonic messages upon perceptions of diverse populations (CT 1-7; RC 1 & 2)	X	X	X			X

Date approved by the department or school: February 18, 2016

Date approved by the college curriculum committee: March 2, 2016

Date approved by the Honors Council (*if this is an honors course*):

Date approved by CAA: 3/10/16 CGS: Not applicable