

Eastern Illinois University
New Course Proposal
CMN 4600, Rhetorical Theory

Agenda Item #16-45 Effective Spring 2017

Banner/Catalog Information (Coversheet)

1. ☒ **New Course** or ☐ **Revision of Existing Course**
2. **Course prefix and number:** CMN 4600
3. **Short title:** Rhetorical Theory
4. **Long title:** Rhetorical Theory
5. **Hours per week:** 3 Class 0 Lab 3 Credit
6. **Terms:** ☐ Fall ☐ Spring ☐ Summer ☒ On demand
7. **Initial term:** ☐ Fall ☒ Spring ☐ Summer Year: 2017

Catalog course description: This class will offer an historical survey of scholars, writers and citizens who have theorized about difference and diversity from critical and rhetorical perspectives. This course explores the historical trajectory of “rhetorical theory” and how theory and practice intersect to shape understandings of social and national identity groups related to race and ethnicity, gender and sexuality, nation-state, class, and ability. WI

8. Course attributes:

General education component: NA

☐ Cultural diversity ☐ Honors ☐ Writing centered ☒ Writing intensive ☐ Writing active

9. 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 _____

10. Course(s) to be deleted from the catalog once this course is approved: NA

11. Equivalent course(s): None

a. **Are students allowed to take equivalent course(s) for credit?** ☐ Yes ☐ No

12. Prerequisite(s): CMN 2990, CMN 3220, CMN 3260, CMN 3710, CMN 3903

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)

13. Co-requisite(s): None

14. 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

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

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

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

18. 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: _____

19. Additional costs to students:

Supplemental Materials or Software: None

Course Fee ☒ No ☐ Yes, Explain if yes _____

20. 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 will function as the capstone course for the Communication and Cultural Diversity Minor.
3. **Justifications for (answer N/A if not applicable)**
Similarity to other courses: N/A
Prerequisites: This capstone course is required for the Communication and Cultural Diversity minor. The prerequisites will provide students in this minor with the base knowledge they need for the course.
Co-requisites: N/A
Enrollment restrictions: N/A
Writing active, intensive, centered: Writing assignments make up more than 35% of the course grade, making this course an appropriate course for a “writing intensive” designation. The students will be given the opportunity to receive feedback and revise at least one paper.
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 4600: Rhetorical Theory
2. Catalog description: This class will offer an historical survey of scholars, writers and citizens who have theorized about difference and diversity from critical and rhetorical perspectives. This course explores the historical trajectory of “rhetorical theory” and how theory and practice intersect to shape understandings of social and national identity groups related to race and ethnicity, gender and sexuality, nation-state, class, and ability. WI
3. Learning objectives.
 - a. Describe the complex relationship between social influence, rhetorical theory and the framing of difference and diversity (CT 1 – 6; RC 1 – 2).
 - b. Identify the major theories and concepts in critical rhetorical approaches to understanding constructions of difference and diversity (CT 1 – 6; RC 1- 2).
 - c. Analyze the paradigms and vocabularies for describing, explaining and shaping the social arena of discourse that frame understandings of race and ethnicity, gender and sexuality, nation-state, class, and ability (CT 1 – 6; RC 1 -2; WCR 1 – 7).
 - d. Evaluate the function of the rhetorical process in shaping social interaction among and between diverse individuals and groups (CT 1 – 6; RC 1 -4; WCR 1 – 7).
4. Course materials. The following textbooks will be adopted for the course
 - a. *The Rhetorical Tradition* by Patricia Bizzell and Bruce Herzberg: 2001 (**RT**)
 - b. *Contemporary Rhetorical Theory* by John Louis Lucaites, Celeste Michelle Condit, and Sally Caudill: 1999 (**CRT**)
 - c. Additional readings posted on D2L. (**D2L**)
5. Weekly outline of content.

Schedule	Topics	Assignments
Week 1	(Re)introduction to Rhetoric and Theory (Re)defining rhetoric (Re)defining theory	D2L: “The Eventfulness of Rhetoric,” “Rhetorical Thinking” by Hauser; DQ
Week 2:	The Classics	RT: Plato, “Gorgias”; Gorgias, “Encomium of Helen”; Isocrates, “Against the Sophists”; DQ
Week 3	The Classics Continued	D2L/RT: Plato, “Phaedrus” RT: Cicero, <i>De Oratore</i> Quintilian, <i>Institutes of Oratory</i> ; DQ
Week 4	The Classics Continued	RT: Aristotle, <i>Rhetoric</i> ; discussion questions
Week 5	“How We Come to Know”	D2L: Condit Railsback, “Beyond Rhetorical Relativism”; CRT: Scott, “On Viewing Rhetoric as Epistemic”; DQ
Week 6	Rhetoric and Audiences	CRT: McGee, “In Search of the People: A Rhetorical Alternative”; Wander, “The Third Persona: An Ideological Turn in Rhetorical Theory”; DQ
Week 7	Rhetoric and Audiences continued	CRT: Charland, “Constitutive Rhetoric: The Case of <i>Peuple Quebecois</i> ”; D2L: Cordova, “The constitutive force of the

		Catecismo del Pueblo in Puerto Rico's popular democratic party campaign of 1938-1940"; DQ
Week 8	Rhetoric and Audiences continued	RT: Burke, <i>Rhetoric of Motives</i> ; DQ
Week 9	Power and Agency	CRT: McKerrow, "Critical Rhetoric: Theory and Praxis"; Nicole Hurt, "Disciplining through Depression" Women's Studies in Communication; DQ
Week 10	Power and Agency	D2L: Campbell, "Agency: Promiscuous and Protean"; Sowards, "Haciendo Caras"; DQ
Week 11	Power and Agency	D2L: Lake, "Enacting Red Power: The Consummatory Function in Native American Protest"; Devoss and Lebeau "Reading and Composing Indians"; DQ
Week 12	Feminism, Gender and Sexuality	Holand, "The Dangers of Playing Dress Up"; Gronnvoll, "Gender (In)Visibility"; DQ
Week 13	Feminism, Gender and Sexuality	D2L: Flores, "Chicana Feminists Craft a Homeland"; Chavez, "Beyond Complicity"; DQ
Week 14	Race, Ethnicity, Postcoloniality and Transnationalism	D2L: Rowe and Malhotra "(Un)hinging Whiteness"; Shome, "Introducing Postcoloniality to the Rhetorical Canon";
Week 15	Race, Ethnicity, Postcoloniality and Transnationalism	D2L "A View from Elsewhere"; Scholz, "Beyond Roaring Like Lions"; DQ
Week 16	Final Exam	

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

- a. **Discussion Questions 10%**
- b. **Quizzes 5%**
- c. **Exams 20%**
- d. **Critical Response Papers 25%**
- e. **Extended Critical Analysis Final Paper 40%**

7. Grading scale.

Letter grades will be assigned based on the following scale:

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

8. Correlation of learning objectives to assignments and evaluation.

	Critical Response Papers	Extended Critical Analysis Paper	Discussion Questions	Quizzes	Exams
	25%	40%	10%	5%	20%
Describe the complex relationship between social influence, rhetorical theory and the framing of difference and diversity (CT 1 – 6; RC 1 – 2).	X	X	X	X	X
Identify the major theories and concepts in critical rhetorical approaches to understanding difference and diversity (CT 1 – 6; RC 1- 2).	X	X	X	X	X
Analyze the paradigms and vocabularies for describing, explaining and shaping the social arena of discourse that frame understandings of race and ethnicity, gender and sexuality, nation-state, class, and ability (CT 1 – 6; RC 1 -2; WCR 1 – 7).	X	X	X	X	X
Evaluate the function of the rhetorical process in shaping social interaction among and between diverse groups (CT 1 – 6; RC 1 -4; WCR 1 – 7).	X	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: March 10, 2016 CGS: Not applicable