

**Introduction to Rhetoric**  
**COMM 249**  
**Section 1**  
**Spring**  
**MW 7:30-8:45**

**Professor:** Andrew Rosbury  
**Classroom:** Luter 372  
**Office:** TBD  
**Office Phone:**  
**Office Hours:** MW 12:00-5:00pm  
and by appointment  
**E-Mail:** (always use CNU email to contact instructors)

**Overview of the Course**

This course is an introduction to the art and history of rhetoric, or the cultivated ability to produce persuasive discourse appropriate for particular occasions and audiences. The rise of rhetoric is uniquely linked to the rise of democratic practices; therefore it is historically tied to notions of citizenship and civic participation. The art of rhetoric has its roots in classical Greece, but it remains useful and illuminating today. Like other arts, rhetoric requires lots of practice and hands-on activities. Our goal this semester is to help you become better at practicing the art of rhetoric. More specifically, we want you to be better able to:

- analyze rhetorical situations and consider their needs and possibilities
- produce well-organized, artful, and potentially effective rhetorical discourse
- explain and apply key theoretical concepts from the classical rhetorical tradition and twentieth century communications
- consider rhetoric as communicated through different mediums, including the body, the written word, and various electronic media
- use rhetorical processes as tools for creative and critical thinking
- understand the historical and intellectual development of rhetoric

To move toward these goals, this class has several components:

- discussions devoted to explaining, illustrating, and discussing key rhetorical concepts, processes, and historical developments
- daily readings
- examinations that test your knowledge of rhetorical theory, history, and practice
- historically and intellectually significant readings designed to prepare you for lectures

The course will be divided into three parts: (1) Classical Greek and Roman; (2) Medieval, Renaissance, Enlightenment, and 19<sup>th</sup> Century; (3) Modern and Postmodern.

**Words of Encouragement**

If you are having trouble understanding the material or are receiving below-passing grades, come and see me so I can help you address any problems. If you stay on top of this course, hand in all the assignments fully completed and on-time, and study conscientiously for the exams, you should pass the course. If you don't do these things, you're likely to have to take the course again.

Here are three tips for success:

1. *Attend class.* Class lecture is a live event where the principles of rhetoric are explained, exemplified, and modeled. It can be a place of active learning and increased understanding.
2. *Stay on top of the readings.* Required readings lead into the tests. Stay on top of them, and you will do well. Fall behind, and you'll be in trouble.
3. *Prepare for mastery of the material, not just acquaintance with it.* When I construct exams

and assignments, my baseline grade is a ‘C’. In other words, if you have completed the readings, attended class, paid attention during lecture, and engaged in classroom discussions, you should be able to achieve a ‘C’ on an exam. If you want to get above a ‘C,’ you will need to show independent thought, employ additional study techniques, and find connections between rhetorical principles and your own everyday life. I believe in offering students their money’s worth in terms of instruction, and I believe that holding high standards is a good way to challenge students to do their best work.

### **Required Materials and Internet Sources**

Required text:

Bizzell, Patricia and Bruce Herzberg. *The Rhetorical Tradition: Readings from Classical Times to the Present*. 2<sup>nd</sup> ed. Boston: Bedford, 2000. ISBN-13: 978-0312148393

Occasionally you will have readings that are posted on your scholar site. These readings are noted in the schedule and I will announce them in class.

Always bring your textbook and a pen or pencil for notes. I will provide in-class notes that you will fill out as we go through the lesson.

### **Assignments and Grading**

Exam I	20%	200 points
Exam II	20%	200 points
Final Exam	20%	200 points
Quizzes	20%	200 points
Application Papers	20%	200 points

*How to calculate your grade:* Take the percentage on each assignment multiplied by the weighted percentage. Add all grades together for your final grade. For example, if you earned a 90% on Exam 1, you would take  $90 \times .20 = 180$  points.

Grades will be available through the course Blackboard website. This website will calculate and weight your grades for you as well.

#### **Examinations (200 points each or 60% total)**

We will have a total of three examinations (two exams and one cumulative final). Each examination requires you to identify key rhetorical concepts and techniques and apply them to specific examples. Exam questions include, but are not limited to: definition, true/false, matching, multiple choice, short answer, essay, and quote/concept identification. The final examination will be comprehensive. You will need a Scantron for each exam. Exam 1 will cover material from the first third of the class. Exam 2 will cover all material from the second third of the class. The final exam will cover all material from Day 1 of the course up until the date of the final exam.

#### **Quizzes (200 points or 20%)**

You will have a total of 12 short-answer quizzes over the course of the semester. The dates for these quizzes will not be announced. In other words, these are “pop quizzes.” You will be able to drop your two lowest quiz grades; ten quizzes will count towards your final grade.

#### **Application Papers (67 points each or 20%)**

During the semester, students will write three application papers that will apply a concept from one of our readings to a contemporary issue or topic. You’ll describe the concept, describe the context of the current situation it applies to, and illustrate how the concept provides us with greater understanding of our current world. A more detailed assignment page will be provided before these papers are due.

## **Class Participation & Professionalism**

When in classroom or in class-related meetings, I expect students to conduct themselves professionally. I expect you to treat me and your classmates with respect. Some examples of disrespectful, and thus unprofessional behavior include:

- Excessive absences
- Persistent tardiness
- Sending and receiving text messages during class
- Speaking while others are speaking
- Leaving the classroom to take phone calls
- Sleeping during class

Another dimension to professionalism is the manner in which you communicate with the instructor regarding course matters. Emails ought to conform to standard letter-writing conventions. Do not send me an email that reads like a text message. Similarly, do not send me an email that sounds like you are corresponding with your best friend. Additionally, in verbal interactions I expect the same level of decorum. Conduct yourself professionally.

Preparation includes: reading, bringing the readings to class, and demonstrating your level of preparation. This class will not work if you do not read. Additionally, you must bring the readings to class. Lastly, in class you must demonstrate your preparation.

### **Late Policy**

Late assignments will not be accepted. Late exams will not be given. I will also not give extensions for assignments. Quizzes cannot be made up, but you can drop your lowest score if you miss a quiz.

### **Grade Appeals**

If you have a question or problem with a grade or exam question, I will be happy to discuss it with you in-person only. I will not discuss grades over the phone or through email. Students are required to wait 24 hours before approaching the instructor with an appeal, in order for the student to reflect on the grade given. Issues will not be discussed during class time. Your question or appeal must be stated, in writing, citing your position and why you feel the mark is incorrect, or presented to me during my office hours. Remember, this is a class in argumentation, so you should create a clear and concise argument based on what you have learned in the course.

### **Attendance**

I believe that you are here of your own volition. Therefore, whether or not you attend class is your choice. However, by not attending class you are missing lectures that will most certainly be on your exam, as well as your quizzes, which are an important part of your grade. You are responsible for the material covered while absent. Moreover, because time is of the essence, missing a test results in an automatic failure; make up dates are not an option. Documented and extraordinary circumstances will be evaluated on a case-by-case basis.

### **Tutoring**

The Center for Academic Success offers free assistance for CNU students in writing, mathematics, science, languages, and other subjects. The Center is located in room 240 of the Tribble Library. For more information please visit <http://tutors.cnu.edu> or phone 594-7684.

### **Disabilities:**

In order for a student to receive an accommodation for a disability, that disability must be on record in the Dean of Students' Office, 3<sup>rd</sup> Floor, David Student Union (DSU). If you believe that you have a disability, please contact Dr. Kevin Hughes, Dean of Students (594-7160) to discuss your needs. Dean Hughes will provide you with the necessary documentation to give to your professors.

Students with documented disabilities are required to notify the instructor no later than the first

day on which they require an accommodation (the first day of class is recommended), in private, if accommodation is needed. The instructor will provide students with disabilities with all reasonable accommodations, but students are not exempted from fulfilling the normal requirements of the course. Work completed before the student notifies the instructor of his/her disability may be counted toward the final grade at the sole discretion of the instructor.

**Success:**

I want you to succeed in this course and at CNU. I encourage you to come see me during office hours or to schedule an appointment to discuss course content or to answer questions you have. If I become concerned about your course performance, attendance, engagement, or well-being, I will speak with you first. I also may submit a referral through our Captains Care Program. The referral will be received by the Center for Academic Success as well as other departments when appropriate (Counseling Services, Office of Student Engagement). If you are an athlete, the Athletic Academic Support Coordinator will be notified. Someone will contact you to help determine what will help you succeed. Please remember that this is a means for me to support you and help foster your success at CNU.

**Academic Support:**

The Center for Academic Success offers free tutoring assistance for CNU students in several academic areas. Staff in the center offers individual assistance and/or workshops on various study strategies to help you perform your best in your courses. The center also houses the Alice F. Randall Writing Center. Writing consultants can help you at any stage of the writing process, from invention, to development of ideas, to polishing a final draft. The Center is not a proofreading service, but consultants can help you to recognize and find grammar and punctuation errors in your work as well as provide assistance with global tasks. Go as early in the writing process as you can, and go often!

You may drop by the Center for Academic Success to request a tutor, meet with a writing consultant, pick up a schedule of workshops, or make an appointment to talk one-on-one with a University Fellow for Student Success. The Center is located in the Trible Library, second floor, room 240.

### **Plagiarism and Cheating**

Plagiarism and cheating of any kind are not tolerated. To plagiarize means to use or pass as one's own the ideas or writings of another. You may not present work and assignments that have been prepared by other people or for other courses without fully acknowledging the source. You may use other people's words and ideas only if quoted properly and full credit is given. Any student failing to give credit for ideas or materials that he or she takes from another source is guilty of plagiarism. Plagiarism in any form will result in an F. If you are in doubt about the legitimate use of sources for your assignments, check with me. I will assist you in ensuring the originality of your ideas and avoiding subsequent problems. In addition to standard efforts to curtail cheating, no student is allowed to keep anything on his/her desk while taking test other than the test, Scantron, and writing utensils. This means no cell phones or scratch paper should be on one's desk.

## Comm 249 Schedule

Date	Class Topic	Due In Class
Mon 8/25	Introduction to Syllabus	
Wed 8/27	Introduction to the Study of Rhetoric and Classical Rhetoric (p. 1-36)	
Mon 9/01	<b>Classical Rhetoric</b> Traditional Rhetoric, the Sophists  Bizzell and Herzberg, "Introduction [to Classical Rhetoric]" (in Bizzell and Herzberg, pp. 19-41); Bizzell and Herzberg, "Gorgias" (in Bizzell and Herzberg, pp. 42-43); Gorgias, "Encomium of Helen" (in Bizzell and Herzberg, pp. 44-46); Bizzell and Herzberg, "Anonymous" (in Bizzell and Herzberg, pp. 47-48); "Dissoi Logoi" (in Bizzell and Herzberg, pp. 48-55)	
Wed 9/03	<b>Classical Rhetoric</b> Isocrates  Bizzell and Herzberg, "Isocrates" (in Bizzell and Herzberg, pp. 67-71); Isocrates, "Against the Sophists" (in Bizzell and Herzberg, pp. 72-75); Isocrates, "From <i>Antidosis</i> " (in Bizzell and Herzberg, pp. 75-79)	
Mon 9/08	<b>Classical Rhetoric</b> Plato's Critique of Rhetoric  Bizzell and Herzberg, "Plato" (in Bizzell and Herzberg, pp. 80-87); Plato, "Gorgias" (in Bizzell and Herzberg, pp. 87-138)	
Wed 9/10	<b>Classical Rhetoric</b> Plato's Critique of Rhetoric  Plato, "Phaedrus" (in Bizzell and Herzberg, pp. 138-168)	<b>Application Paper 1 Assigned</b>
Mon 9/15	<b>Classical Rhetoric</b> Aristotle  Bizzell and Herzberg, "Aristotle" (in Bizzell and Herzberg, pp. 169-178); Aristotle, "From <i>Rhetoric</i> " (in Bizzell and Herzberg, pp. 179-240)	
Wed 9/17	<b>Classical Rhetoric</b> <u>Roman Rhetoric: Cicero</u>  Bizzell and Herzberg, "Cicero" (in Bizzell and Herzberg, pp. 283-289); Cicero, "From <i>De Oratore</i> " (in Bizzell and Herzberg, pp. 289-339); Cicero, "From <i>Orator</i> " (in Bizzell and Herzberg, pp. 339-343)	
Mon 9/22	<b>Classical Rhetoric</b> Roman Rhetoric: <i>Rhetorica ad Herennium</i>  Bizzell and Herzberg, "Anonymous" (in Bizzell and Herzberg, pp. 241-242); " <i>Rhetorica ad Herennium</i> " (in Bizzell and Herzberg, pp. 243-282)	
Wed 9/24	<b>Classical Rhetoric</b> Roman Rhetoric: Quintilian  Bizzell and Herzberg, "Quintilian" (in Bizzell and	

	Herzberg, pp. 359-364); Quintilian, "From <i>Institutes of Oratory</i> " (in Bizzell and Herzberg, pp. 364-428)	
Mon 9/29	<b>Classical Rhetoric</b> <b>Supplemental Reading</b> Wayne Booth, "The Fate of Rhetoric in Education" (available on Scholar)	
Wed 10/1	<b>Review for Exam 1</b>	
Mon 10/6	<b>Exam 1</b>	<b>Application Paper 1 Due Friday before Midnight</b>
Wed 10/08	<b>Introduction to Medieval and Renaissance Rhetoric</b> <u>Readings:</u> Augustine, "On Christian Doctrine"	<b>Application Paper 2 Assigned</b>
	<b>Fall Break: No Class</b> <b>October 10<sup>th</sup> – October 12<sup>th</sup></b>	
Mon 10/13	<b>Introduction to Medieval and Renaissance Rhetoric</b> <u>Readings:</u> Augustine, "On Christian Doctrine"	
Wed 10/15	<b>Introduction to Medieval and Renaissance Rhetoric</b> <u>Readings:</u> Augustine, "On Christian Doctrine"	
Mon 10/20	<b>Medieval and Renaissance Rhetoric</b> <u>Reading:</u> Bacon, "The Advancement of Learning"	
Wed 10/22	<b>Introduction to Enlightenment Rhetoric</b> <u>Reading:</u> Locke, "Concerning Human Understanding"	
Mon 10/27	<b>Enlightenment Rhetoric</b> <u>Reading:</u> Vico, "On the Study Methods of Our Time"	
Wed 10/29	<b>Enlightenment Rhetoric</b> <u>Reading:</u> Campbell, "The Philosophy of Rhetoric"	
Mon 11/03	<b>19<sup>th</sup> Century Rhetoric</b> <u>Reading:</u> Whatley, "Elements of Rhetoric"	
Wed 11/05	<b>Review for Exam II</b>	
Mon 11/10	<b>Exam II</b>	
Wed 11/12	<b>Modern and Postmodern Rhetoric</b> <u>Reading:</u> Bakhtin, "The Problem of Speech Genres"	<b>Application Paper 2 Due Friday before Midnight</b>
Mon 11/17	<b>Modern and Postmodern Rhetoric</b> <u>Reading:</u> Burke, "A Grammar of Motives"	<b>Application Paper 3 Assigned</b>
Wed 11/19	<b>Modern and Postmodern Rhetoric</b> <u>Reading:</u> Toulmin, "The Uses of Argument"	
Mon 11/24	<b>Modern and Postmodern Rhetoric</b> <u>Reading:</u> Richards, "The Philosophy of Rhetoric"	
Mon 12/01	Course Summary and Final Thoughts	
Wed 12/05	<b>Review for Final Exam</b>	<b>Application Paper 3 Due Friday before Midnight</b>

**Final Examination - Date and time to be set by the Office of the Registrar**