

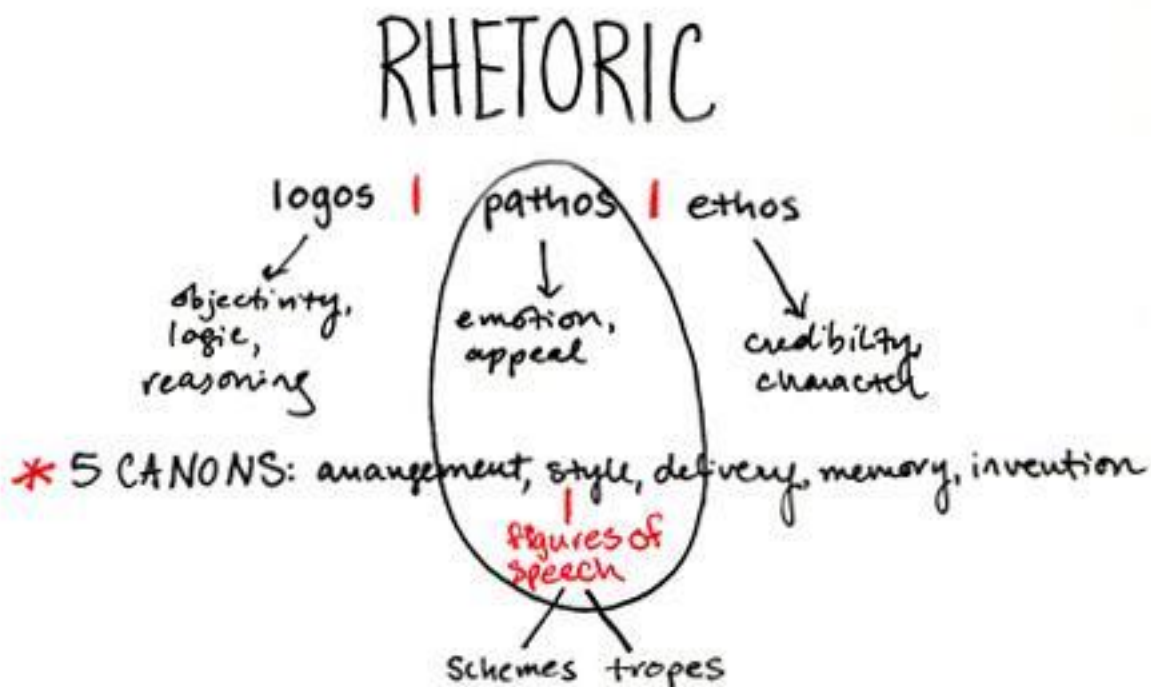
<b>ENG-W 215</b> <b>Intro to Rhetoric</b> <b>MW 1:00 to 2:15pm (KO 206)</b> <b>Spring 2018</b> <b>Office: 765/455.9229</b> <b>Email: <a href="mailto:paulcook@iuk.edu">paulcook@iuk.edu</a></b>	<b>Instructor: Dr. Paul Cook</b> <b>Office: KO 238-D</b> <b>Office Hours:</b> <b>MW 11:30am to 12:30pm in person and</b> <b>virtually any time by appointment, Canvas,</b> <b>&amp; email</b>
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## Language, Power, and Persuasion: An Introduction to Rhetoric

*"Let rhetoric be [defined as] an ability, in each [particular] case, to see the available means of persuasion."*

-Aristotle, trans. by George Kennedy (Oxford, 1991)

This course is structured around three essential questions: (1) "What is rhetoric and how does it differ from philosophy or science?" (2) "What are some of the different theories of rhetoric and how persuasion 'works' that have been developed since the time of ancient Greeks?" And (3) "How does rhetoric circulate and produce meaning in the complex world we now inhabit?" (After all, Aristotle didn't have a Twitter feed.)



This course will introduce you to some of the major figures and concepts in the history of rhetoric and rhetorical thought, beginning with rhetoric's emergence in classical Greece as a systematic pedagogy and practice of civic participation. In the second half of the semester we will explore some of the more recent

conversations about rhetoric's role in society by examining scholars from the modern era of rhetorical theory (roughly the mid-19th century through the present day).

In addition to studying rhetoric's rich history of ideas and figures—what we might call the “content” of rhetorical history—we will also be concerned with studying the connections among and between various theories of language, politics, culture, power, social identities, and civic action. Since rhetoric was originally conceived as above all a productive art, one of the guiding concerns of our discussions this semester will be to ask, “What might rhetoric *do* for us in our present circumstances?”

## An Interdisciplinary Experience

Rhetoric, as the ancient Greeks well knew, is probably *the* “interdisciplinary” discipline. No other single discipline encompasses so many different fields of knowledge or is as central to human understanding as is the study of the persuasive uses of language. In the *Gorgias*, for instance, Plato wonders whether rhetoric might in fact lay claim to everything that *is*. (Though, it should be noted, the traditional reading of this dialogue holds that Plato's *actual* aim in this text is to discredit and dishonor the practice of rhetoric as mere pandering to the prejudices of audiences.) Don't be surprised if you start seeing connections and points of convergence with material you're learning about in other courses or even your daily life. In addition to being an interdisciplinary practice, the Greeks understood rhetoric and the analytical skills it develops as nothing less than essential equipment for living.

## Learning Outcomes

*By the end of the semester, you will be able to*

*Your proficiency with these skills will be assessed through*

Develop a broad sense of what <i>rhetoric</i> means, what it is (and has been), and how it can intervene in the problems and issues of our time;	Course readings, class discussions, quizzes & ICWs, SWAs
Apply your developing understanding of rhetoric to public life and what it means to be an engaged citizen of a democracy;	Course readings, class discussions, quizzes & ICWs, SWAs
Speak and write intelligently about the historical, cultural, and political development of rhetoric;	Course readings, class discussions, quizzes & ICWs, SWAs
Develop and support a compelling argument concerning the vitality and richness of rhetoric throughout Western civilization;	Course readings, class discussions, quizzes & ICWs, SWAs
Recognize and understand the essentially interdisciplinary nature of a concept like rhetoric and how it has been shaped by multiple and diverse forces;	Course readings, class discussions, quizzes & ICWs, SWAs
Recognize and understand how an idea as complex as the rhetoric has impacted multiple disciplines and	Course readings, class discussions, quizzes & ICWs, SWAs

sites of knowledge-production (history, cultural studies, literature and language, economics, political science, etc.);	
Read and understand challenging academic texts such as classical texts, philosophical treatises, and scholarly articles and monographs.	Course readings, class discussions, quizzes & ICWs, SWAs

## Required Texts

Bizzell, Patricia and Bruce Herzberg. *The Rhetorical Tradition: Readings from Classical Times to the Present*. **2nd ed.** New York: Bedford/St. Martin's, 2000. Print. [ISBN: 0312148399]

Keith, William M. and Christian O. Lundberg. *The Essential Guide to Rhetoric*. New York: Bedford/St. Martin's, 2008. Print. [ISBN: 0-312-47239-0]

## Assignments and Grading

1. **Exams (50 %):** There will be two exams of equal value in the course, one at **midterm** (25%) and one during the **final exam** period (25%). The midterm exam will cover our unit on the history of rhetoric and is a take-home exam that you will complete the week before Spring Break. The final exam will cover the roots of modern rhetorical theory, which we will discuss in the second half of the semester (post-midterm), and is a traditional exam in the sense that we will meet together in our usual classroom. You may take either of the exams on paper or on a laptop.
2. **Reading Quizzes and In-class Writing (20%):** This course is reading intensive and keeping up with the assigned readings in a careful and conscientious manner is *essential*. You will be required to come to class not only having completed the reading assigned for the day/week (more on this below), but also with some comments/questions about the reading. The texts we'll be reading this semester will be dense and abstract, demanding more than a superficial "speed-read" to grasp their content. There will be 10 pop quizzes/ICWs on reading assignments throughout the semester. Each quiz/ICW is worth 2% of your final grade, bringing the total value of the reading quizzes for your final grade to 20%. I will drop your lowest grade in this category at the end of the semester.
3. **Class Participation (10%):** In addition to your performance on reading quizzes and exams, another way you'll be expected to demonstrate that you're reading carefully and thinking about the material will be through your participation in class. Consistent participation constitutes 10% of your final grade, so it will be to your advantage to come to class prepared by devoting sufficient time to reading and thinking about what you've read. I am not terribly interested in whether or not your answers are "right" or even whether your questions are "insightful" or "smart." Rather, I'm most interested in seeing you grapple with the material, attempt to answer questions, ask questions, and make comments. This is the only category in which you are rewarded *just for trying*. You will receive a midterm participation grade in Week 8 and a final participation grade at the end of the semester; this way, if your midterm

participation needs fine-tuning, you can work to improve your performance in this category for the final participation grade.

4. **Short Writing Assignments/Digital Media Projects/Discussion Posts (SWAs = 20%):** Four times during the semester I will ask you to contribute something to the class in the form of a short essay/digital media project/discussion post in Canvas. We'll have four of these assignments altogether, and they will each be roughly 2-3 pages long (or the digital equivalent). The short writing assignments will allow you to do something creative and fun with the material you're learning and will generally have something to do with a particular thinker/writer, time period, or concept/set of concepts with which we've recently been working. You should always expect that anything you do for this class is "share-able" with the rest of the class either in person or via Canvas Discussion.
5. **Extra Credit ("Outstanding Classroom Citizenship") = +2%**  
You may also earn a whopping **+2 points** extra credit added to your *overall course grade* for providing what I determine is an extraordinary level of class leadership in terms of leading and facilitating thoughtful, considerate discussions in the Forums, submitting all work on time, and generally being a good citizen of our class. This extra credit is applied solely at my discretion.

## Attendance and Participation

While there will be some lecture in this course, this is definitely *not* a lecture-only course. Ongoing, stimulating class discussions and in-class group activities are vital to the success of this course and to your overall learning experience. In short, it's important that you come to class regularly, complete all assigned readings each week, take time to reflect on what you've read (and then go back and re-read), take careful notes on the readings (in your notebook and textbook), ask questions, and participate actively and enthusiastically in class discussions and in-class exercises.

When you miss class, you miss important information, activities, ideas, ICWs, instructions, videos, interactions, etc. that simply can't be "made up." (It's sort of like missing a birthday party or celebratory dinner and then asking everyone to reconstruct the experience for you in words or emails. Like birthdays and other social phenomena, classroom learning just doesn't work that way.) Furthermore, when you miss class, your classmates and I miss your input and ideas. **If you are absent, you are responsible for finding out what we covered in class and for submitting in advance any assignments due on that day.** I reserve the right to change the course schedule at any time, and it is your responsibility to stay on top of these changes. If ever you do miss class, you should use the "Questions about the Course" Discussion in the "Discussions" tab in Canvas to find out what you missed. See **"Getting in touch with me...and each other"** below for more information.

Your course grade will drop by one letter grade (10%) if you miss *more than 10%* of our classes (or **4 class periods**; the penalty is exacted on the *fourth* absence); you will automatically fail the course if you miss *more than 20%* of our classes (or **8 class periods**). If an emergency or some other significant, unplanned life event forces you to miss several class periods, please contact me as soon as possible so we can discuss your options.

\*\*\*Just to simplify: you can miss up to **3 class meetings for any reason** without receiving a penalty. Beyond that you will receive a penalty for another absence *for any reason*. Please don't miss more than 3 class meetings.

## Tardiness

Be on time to class. Tardiness, particularly chronic tardiness, is unprofessional. Coming in late routinely—for any reason—will result in a lowering of your Class Participation grade (see above for details).

## Podcasting

Throughout the semester, I will send out short audio announcements (or “podcasts” if you’re feeling charitable) in which I elaborate on concepts, discussions, and/or readings from class. I find these audio announcements to be profoundly useful as a supplement for class time, and I expect that you listen to every announcement and take good notes. In other words, treat these audio announcements just as you would a lecture or discussion in class. (Pro tip: these podcasts are also useful for reviewing and studying for the exams.)

## Smart Phones, Technology, and Other Distractions

Here’s the straight dope on mobile devices, folks: *be courteous and sensible* with your smart phones, laptops, tablets, and other mobile devices. There are important, practical advantages to be gained by “unplugging,” by experiencing the passage of time as well as conversation and interaction the way previous generations did: face-to-face and in real-time. Opportunities to unplug from the matrix are increasingly rare; let’s pledge to use our time together in this class for discussion, reflection, and exploration.

## Late Assignments

**Late work will not be accepted under most circumstances.** If a *bona fide* emergency causes you to miss several classes, please let me know as soon as is reasonable so that we can discuss your options.

## Getting in touch with me and each other

You will have several avenues of communication for this course:

- If you have **general questions about the course** (assignments, due dates, course policies, etc.), please post your questions on the “Questions about the Course” Discussion in the “Discussions” tab. I will check this Discussion regularly (usually twice a day from Monday through Friday and at least once on the weekend) and answer any questions you may have. If you have a question that concerns the entire class, please use this space.
- “The Coffee House Lounge” site in the Discussions tab will be an **informal space for you to meet your fellow students** and get to know one another over the course of the semester. This is a **social gathering place**. I will not monitor this forum on a regular basis.
- If you have questions of an **individual or personal nature** that you do not wish to share with the rest of the class, you can contact me by sending a message through the message center in Canvas (in the “Messages” tab). ***This is the best way to get in touch with me.*** You are also always welcome to visit me

in my office (during and outside of office hours) or call me in my office during office hours (765/455.9229). I want to discuss the class and your work with you, and utilizing office hours is an excellent way for us to address any concerns you might have about the class, your progress or performance, and/or any of your questions about the course material and your projects and interests.

## Technical Requirements and Troubleshooting

This course requires that you have access to the IU Kokomo computer network, access to the Canvas course management system, and some basic familiarity with Canvas. The IU Kokomo Instructional Technology department (IT) provides guidelines for hardware and software for all students. This course requires primarily word processing (MS Word 2007, 2010, 2013, or 2016), printing capabilities, and access to Canvas. See <http://iuware.indiana.edu> for free downloads and discount prices on hardware and software exclusively for IU students.

Students should contact the IU Kokomo Helpdesk with technical questions. The Helpdesk offers technical support to faculty, staff, and students for all IT-related requests. The Helpdesk provides assistance to users, as well as maintains a tracking system that places each user's request into a queue. You can send an email request to the Helpdesk at [kohelp@iuk.edu](mailto:kohelp@iuk.edu) or call 765/455.9315. Local phone and walk-up support at the Helpdesk in the Library is available Monday through Friday from 8:00am to 5:00pm. If you're having any technical difficulties, please contact both me and the Helpdesk right away so we can get your problem solved.

## Academic Honesty and Plagiarism

"A student must not adopt or reproduce ideas, words, or statements of another person without an appropriate acknowledgement. A student must give due credit to the originality of others and acknowledge an indebtedness whenever he or she does any of the following: (a) quotes another person's actual words, either oral or written; (b) paraphrases another person's words, either oral or written; (c) uses another person's idea, theory, or material unless information is common knowledge." *Source: Indiana University Code of Student Ethics.* (Note that "intent" is not a factor here.)

**"Double dipping,"** or submitting a writing project for two or more courses (whether they're IUK courses or not), constitutes plagiarism and will result in a grade of zero and possible disciplinary action. If you have an idea for a writing project from another class that you would like to further develop in this class, please consult with me. I'm more than willing to help you develop your ideas and plan writing projects that will do work for you, but simply *submitting the same essay for multiple classes is not acceptable under any circumstances.*

Knowing the boundaries between acceptable and unacceptable uses of other's work, texts, or ideas can be tricky sometimes, and we will spend some time in class discussing the boundaries of acceptable use, the nature of research, and when, where, and how to appropriately document source materials.

## Writing Center (Student Success Center: Library)

Don't forget to utilize the Writing Center that your tuition dollars support! The IU Kokomo Writing Center is open Monday through Thursday, 9am to 7pm, Friday, 10am to 2pm, and Saturday, 12:30 to 4:30pm. Remember, many of IU Kokomo's best students understand that seeking out a response to their writing is a

necessary part of the learning/writing process. Several of the staff who presently work in the Writing Center have or are currently working toward teaching credentials, and many are graduate students. Stop by or call for a 30-minute appointment: 765/455.9425, Option #1.

You can now instant message the tutors your quick questions (grammar, citing, etc.) using campus contacts. Visit our [website](#) where you can

- Ask a more detailed question online by using Ask a Tutor email option.
- See a list of *Grammar Girl* podcasts on hundreds of English language concerns.
- Discover which helpful documents and other sources are available at the Center.
- Find out when your favorite tutor is scheduled to work.

## Student Accessibility Services

Every reasonable attempt will be made to accommodate qualified students with disabilities (e.g., mental health, learning, chronic health, physical, hearing, vision neurological, etc.). You must have established your eligibility for support services through the appropriate office that services students with disabilities. Note that services are confidential, may take time to put into place, and are not retroactive; captions and alternate media for print materials may take three or more weeks to get produced. Please contact your campus office as soon as possible if accommodations are needed. Find your office at <http://ada.iu.edu/students/index.shtml>.

Students requiring accommodations for disabilities or special needs should contact the [Office of Accessibility Services](#). Don't wait until the middle or end of the semester to take care of these issues; if you have a documented disability, please don't hesitate to let me know as soon as possible.

## Course Schedule

(NOTE: Complete all readings for each week by class time on **Monday** morning unless otherwise instructed through Canvas or in-class announcements. Due dates for reading assignments, exams, written responses, etc. are subject to change with prior notice.)

Keith and Lundberg, <i>Essential</i> = E
<i>The Rhetorical Tradition</i> = RT
Canvas = C

**Week 1 (1/08, 1/10) -- Introduction to Classical Rhetoric and Ancient Greek Civilization;** Introductions, course syllabus, policies and procedures; What is rhetoric? Why study it? The roots of Athenian democracy and the cradle of rhetoric.

Readings: "Introduction," pp. 19-25 (RT)

Chapter 1, pp. 3-10 (E)

Excerpts from Ober, *Mass and Elite in Democratic Athens* (C)

Excerpts from *A Synoptic History of Classical Rhetoric* (C)

**Week 2 (1/15, 1/17) -- The Sophists and the Pre-Socratics (\*no class on Monday, 1/15: MLK, Jr. Day)**

Readings: Handouts (C), George Kennedy, Ch. 2 from *A New History of Classical Rhetoric*  
Bertrand Russell, "The Rise of Greek Civilization" from *A History of Western Philosophy*  
Gorgias, *Encomium of Helen*, pp. 42-46 (RT)  
Anonymous, *Dissoi Logoi*, pp. 47-55 (RT)

**Week 3 (1/22, 1/24) – Plato I: What’s Plato’s Beef with Rhetoric? How Philosophy “Won” the Battle over Rhetoric**

Readings: Plato’s *Gorgias*, pp. 80-84, 87-100 (RT)  
Handouts (C), Kennedy, Ch. 3, pp. 30-39 and Russell, "Socrates"  
SWA #1 assigned  
Guest "debate" with philosophy lecturer Dr. Josh Mugg

**Week 4 (1/29, 1/31) – Plato II**

Readings: Plato’s *Gorgias*, pp. 100-38 (RT), continued  
Chapter 2, pp. 11-23 (E)

**Week 5 (2/05, 2/07) – Aristotle I: The Systematization of Rhetoric**

Readings: Aristotle’s *Rhetoric*, pp. 169-78, 179-92 (RT)  
Chapter 3, pp. 24-31 (E) and Handout (C), Kennedy, Ch. 3, pp. 49-63 (C)  
**SWA #1 Due** (SWA #2 assigned)

**Week 6 (2/12, 2/14) – Aristotle II**

Readings: Aristotle’s *Rhetoric*, pp. 192-213 (RT)

**Week 7 (2/19, 2/21) – Aristotle III**

Readings: Aristotle’s *Rhetoric*, pp. TBA (RT)  
**SWA #2 Due** (SWA #3 assigned)

**Week 8 (2/26, 2/28) – “Roman” Rhetoric I**

Readings: Introduction, pp. 32-41 (RT)  
Cicero, excerpts from *De Inventione*, *De Oratore* and *Orator*, pp. 283-343 (RT)  
*Rhetorica Ad Herrenium* (RT)

**Week 9 (3/05, 3/07) – “Roman” Rhetoric II**

Augustine, *On Christian Doctrine*, pp. 450-54, 456-85 (RT)  
**Take-home Midterm Exam (25%)**

**Week 10 (3/12, 3/14) – Spring Break (no classes)**

**Week 11 (3/19, 3/21) – Medieval Rhetoric**

Readings: pp. TBA (RT)



**SWA #3 Due** (SWA #4 assigned)

**Week 12 (3/26, 3/28) – The Roots of Modern Rhetorical Theory I: Friedrich Nietzsche**

Readings: Nietzsche, *Genealogy of Morals* pp. 3-96 (Preface, First and Second Essays, C)  
Handouts (C), TBA

**Week 13 (4/02, 4/04) – The Roots of Modern Rhetorical Theory II: Kenneth Burke**

Readings: Chapter 4, pp. 35-54 (E)  
Burke, from *A Grammar of Motives*, pp. 1295-1324 (RT) and from *Language as Symbolic Action*, pp. 1340-47 (RT)  
Burke, "Definition of Man" (C)  
Guest discussion with Associate Professor of Communication Arts Dr. Chris Darr

**Week 14 (4/09, 4/11) – The Roots of Modern Rhetorical Theory III: Feminist Rhetoric/s**

Readings: Cixous, "The Laugh of the Medusa," pp. 1520-36 (RT)

**SWA #4 Due**

Guest discussion with Assistant Professor of Communication Arts Dr. Erin Doss

**Week 15 (4/16, 4/18) – Contemporary Appropriations of Classical Rhetoric**

Readings: Handouts (C), excerpts from Hawhee, *Bodily Arts*; Bitzer, "The Rhetorical Situation";  
and Vatz, "The Myth of the Rhetorical Situation"

**Week 16 (4/23, 4/25) – Now What? Last Week of Classes; course evaluations, final exam review**

Readings: Chapters 5-7, pp. 55-74 (E) and TBA

**\*\*\*Final Exam (25%) – Monday, 4/30 from 1:00 to 3:00pm in our usual classroom (KO 206)**