CLASSICAL RHETORIC (COM 226)

“Rhetoric is nothing but reason well dressed and argument put in order.” – Jan Zamoiski

TEXTS


REQUIRED MATERIALS

- 2 pocket, decorated paper folder to turn in daily attendance and other homework

COURSE GOALS (COM 226)

At the end of the course, students should be able to:

1. recognize and describe the key components of classical/medieval rhetoric,
2. in oral and written capacities, express critical arguments about classical/medieval rhetoric,
3. to engage in meaningful and productive discussion about issues pertaining to classical/medieval rhetoric,
4. be able to articulate the relevance of classical/medieval rhetoric to contemporary realities.
ASSIGNMENTS

FORMAT
- Daily assignments are to be typed using 12pt font and 1 inch margins
- All assignments are to be STAPLED. Unstapled assignments will be docked 5pts.
- All references are to be cited using APA style

Is Socrates Real Class Debate: The 2nd day of class we are going to have a class debate about whether or not Socrates was a real person. The class will be divided in half and we will have a discussion based debate. You are not required to work together as an entire group, but everyone will have to make an argument for their assigned side and respond to an argument made by the other side. The order will be on a volunteer basis until everyone in class has participated, alternating between pro and con. The format will be as follows: 1 minute to give your argument, 2 minutes for opposing side to ask questions, 1 minute to defend yourself and respond to arguments brought up during the questioning period. You will need to bring in a bibliography of your research with bullet points for your reference in class and turn it in at the end of class.

Daily Critical Observations/Questions: I will expect each of you to have at least 5 critical points for the readings. “Critical points” may be critical questions or critical issues worthy of discussion. What do I mean by “critical”? I mean questions that probe higher levels of thinking – compare/contrast, deep analysis, etc. I do not mean questions such as “according to the author, what is the concept of rhetoric”? Instead, a better question would be “The author describes rhetoric as ______; how is this helpful when analyzing _________?” If there are multiple readings assigned for a particular day, you should ensure that your questions/comments reflect somehow all of the readings for that day. Additionally, for each question, you should put the page number of the reading for which you question/comment pertains – in other words, reference the page where your question/comment relates. And, you should bring with you to class the actual readings so we can refer to the pages of the readings in our discussions.

Leading class discussion: Each of you will lead the class in discussion about that particular day’s reading material (a few class periods will have 2 presenters). You will carefully read through the material due for your discussion day, prepare a 7-10 minute overview of the topic material, and generate a list of critical questions about the material (you may integrate/weave your summary comments with your discussion questions, but please when you add up your summary thoughts do not exceed a total of 5-7 minutes). If you are leading a day where there are multiple topics or individuals, you may use 5-7 minute overviews for each individual/overall topic. Your responsibility will be to keep the class discussing the material for that day. Your purpose will be to provide a summary of the theory/material and stimulate discussion for that day. You will need to submit to me your outline, copies of external resources you’re using, and a bibliography, and turn these in AFTER your presentation. I will be looking for the following when determining your grade:

a. Do you have insightful questions about the reading material for the class to discuss?
b. Do you keep the discussion going?
c. Are you flexible in your questions to ask new ones as they emerge from the discussion?
d. Are you mindful of the time? (be sure to get through all of the material for that day)
e. Are you encouraging everyone to participate?
f. Are you respectful of others’ comments?
g. Are you prepared and energetic?
h. Did you do outside reading to prepare you for leading class discussion? (This means that you should consult other sources to help inform you about the material to be discussed that day in class. You should use additional material to help you frame your questions, add to the discussion at key points, and help you with handling the overall discussion.)

i. Did you succinctly and accurately provide an overview of the theory/material?

j. IF IT IS NOT YOUR DAY TO PRESENT – you are still expected to read the material and participate each day of class. Each of you will begin with 200 points for participation. If you fail to meaningfully and actively participate in a class discussion, you will lose up to 5 points for that day.

You will also receive participation points for 5 critical questions for each day of reading, as explained above under “class discussion.”

**Position paper on rhetoric**: In five pages or less, you should explore the concept of rhetoric – what does it mean to you, how is it relevant to you, how is it relevant to our contemporary daily lives, etc. (and, seriously, do not exceed 5 pages!). You should be sure to consider questions, such as: does rhetoric always have to be intentional? With what media does rhetoric transpire? What is the relationship between arguments and rhetoric (or is there one)? You *may* consult outside sources (and if you do, be sure to properly cite them), but I am interested in your conception of rhetoric. The paper should be double-spaced and should reflect what is under “written assignments” (and my writing tips) in this syllabus.

**Major Classical/Medieval Rhetoric Paper**: For this paper, you need to write a 10+ page paper (quality is more important than quantity) that explores *in detail* a rhetorical theory from the classical/medieval tradition to analyze or critique a contemporary rhetorical text. The topic area for this paper is purposefully broad in scope, if not somewhat vague, because it is intended to provide you an opportunity to showcase your thoughts and feelings about classical notions of rhetoric. The nature of this assignment also will require you to conduct extensive external research to support your position. I expect nothing less than at least 10 scholarly (i.e., peer-reviewed) journal articles cited in your paper. You may use additional references as well. Appropriate references are required. The paper should be double-spaced and should reflect what is under “written assignments” (and my writing tips) in this syllabus.

**Quizzes**: There will be 6 online quizzes throughout the semester, each will be worth 20 points and I will drop the lowest grade. These quizzes will be assessing your ability to identify the concepts from the class in different artifacts. You will either be asked to find an artifact and explain why it applies to the given concept or will be given an artifact and asked to identify the concept it represents.
PARTICIPATION: This course is designed to improve your ability to communicate and interact with different concepts. Given the inherent communicative nature of symbols and rhetorical forces and their influence on our lives, your participation in class discussions is critical in practicing, developing, and understanding communication messages. Additionally, we all learn more if everyone contributes. I expect all of you, as you should expect from yourselves, to contribute to our educational experience. It is expected that each of the reading assignments will be completed by the time you come to class the day the assignment is due. To participate means you add to the overall learning environment with your ideas and critical, albeit respectful, comments. It is up to you to come to class prepared to participate as a citizen — to listen attentively to others, to engage critically and creatively to the perspectives of others, and to contribute meaningfully to discussions of the class topics. In short, come to class having read the material with questions and comments ready for discussion. Students who interrupt discussions by frequently arriving to class late, who constantly interrupt others without meaningfully listening to their comments, or who constantly bring up questions that would more appropriately be answered by a glance at the syllabus or during office hours (e.g., “when is this due?” or “what do we have to read for the next class?”) not only reflect poorly on their own class citizenship; they also actively cheapen the educational experience of everyone else.

A. Read before class: The only way class discussion will be meaningful is if you read the material before class. I will not lead the class in a discussion over material when discussion should be occurring. As active participants in the class, it is up to you to read and participate in discussions. Ultimately, if you do not read and there is little to no class discussion, it will hurt your class performance and devalue your overall education. DO NOT EXPECT TO READ MATERIAL WHILE IN CLASS!!!

B. When reading book material for class: There will be times when some of you believe the readings in the books are too difficult or confusing. As college students, I expect you to rise to the challenge and spend the time necessary to comprehend, reflect, and use the material in the books. You may have to read the material more than once, so budget your time carefully. You should also consult dictionaries for words or concepts that are unfamiliar to you. If you are having trouble with the readings, you should work with someone else in class. You may ask me questions about conceptual material, but I will not respond to claims that the material is too confusing or difficult.

C. Critical Questions: for each class period of reading, you need to bring to class 5 critical questions based on the reading. You will hand them in to me at the end of the class period. They must be typed. You will receive up to 5 points for your questions, and up to 5 points for your participation in that particular class.

EXTRA CREDIT: Extra credit opportunities will arise throughout the semester and I will announce them as they become available. If you have an event or activity that you believe should count for extra credit, please talk with me about it and maybe we will make it available to the class (I love your ideas and a lot of extra credit assignments have originated with student ideas).
SCHOOL OF COMMUNICATION RESEARCH POOL WEBPAGE: This website is dedicated to research projects approved by the School of Communication which students enrolled in communication courses may participate during the semester. Students are encouraged to participate in research projects found on this website for possible extra credit points assigned at the discretion of their instructor to facilitate the production of new knowledge about communication and to learn about the value of research. The website can be found at https://sites.google.com/site/ilsstuscstudies/ You may participate in 5 of the opportunities listed throughout the semester for 2 points each, totaling 10 points for extra credit. If you choose to partake in one that requires more work than just filling out a survey please speak with me and we will agree upon an amount of points for you to earn.

EVALUATION

Any Old Bag Speech....................150pts
Participation Points..................150pts
Leading Class Discussions........150pts
Quizzes.................................100pts
Position Paper.........................150pts
Major Research Paper..............300pts
Total...................................1000 pts

The grading scale is a standard ten percentage point scale:

90-100% = A; 80%-89% = B; 70%-79% = C; 60-69% = D; below 60% = F

MY TEACHING PHILOSOPHY:

I am not here to trick you or to make you look foolish. I want to help you in any way possible to learn the material presented in class and to teach you the basic skills that you will need to communicate in college and in the work force. This class is designed to improve your written and spoken ability to make a logical and complete argument.

Please do not hesitate to ask questions, or ask for help, in or out of class. (Unless there is a privacy issue at stake, in-class is often best, since your classmates may have the same questions or concerns that you do, and then you are helping them, too.) If you have any special needs that it would help for me to be aware of, please let me know.

COURSE POLICIES:

ATTENDANCE:

1. You are expected to come to class prepared to discuss and participate in activities associated with the readings. I will not lecture over the material you have read. Thus, regular attendance is expected. Excessive absences will affect your participation grade in this class. I will grant you 2 absences without penalty, and further absences not excused by me will result in deductions to your Participation Log grade. You are always responsible for all material distributed in your absence. Also note, any/all materials are handed out only once. If you are not in class to receive them, you should obtain the information from a fellow student.

2. I don't make distinctions in terms of "excused" vs "unexcused" absences. If you talk to me in advance about missing or have an emergency that you let me know about with documentation as soon as possible, I will make sure that you are able to turn in assignments for full credit. However, if you don't attend you are not fully able to participate in class and will either not receive participation points OR will be asked to do an extra assignment. The other factor that is affected by absences is group work. When I assign group projects and people are absent, they cannot contribute to the group project and force others to do more work to compensate and catch up the person who is absent. My job is to prepare students for work after college, and part of that is holding them accountable for attendance because there is no employer that will keep workers that miss work on a consistent basis.
UNIVERSITY BEREAVEMENT POLICY: Students who experience the death of an immediate family member or relative as defined in the University Student Bereavement Policy will be excused from class for funeral leave, subsequent bereavement, and/or travel considerations. Students are responsible for providing appropriate documentation to the Dean of Students office and for contacting the instructor as soon as possible to make arrangements for completing missed work. More information is available in the Student Bereavement Policy at http://www.policy.illinoisstate.edu/2-1-27.shtml

3. If you have a legitimate reason for not being in class you must tell me as far in advance as possible by e-mail or by providing a doctor’s note in case of illness. If you are involved in university activities that will cause you to miss class, such as athletics or the forensics team, I need a schedule of classes that you will miss and a signed note from your coach or sponsor verifying that you are on the team.

4. Tardiness will not be tolerated. The third time you are late to class you will have to write a one-page paper detailing why you cannot make it here on time. If you feel you have a legitimate reason that will keep you from being on time, please discuss it with me during the first week of class so we can make arrangements. I will take attendance at the beginning of the class period and if you are not present for attendance the highest grade you may get for participation that day is 3.

CELL PHONES/TEXTING/ELECTRONIC DEVICES: All electronic devices are to be turned off and put away BEFORE class begins. Note taking on paper has proven to be more effective in memorization and application of material. If your phone rings or vibrates during class I reserve the right to answer it. If I see you texting during class, I will have you put your phone on the table in the front of the classroom. Also, if you are not paying attention, you are demonstrating to me that you already know the material I am presenting, so I will have you come up front and teach. Furthermore, if you are caught with your phone out or it makes a noise during class you may not give yourself full participation points for that day.

PROBLEMS: All work is expected on the date it is due. Late assignments will not be accepted. I will work with you if you have a legitimate reason for your absence (determined by me) AND arrangements have been made with me prior to the class meeting. I want to help you in any way possible but will not accept less than your full effort. Like most instructors, I am more understanding if you keep me informed: If you encounter problems, please let me know right away. Make sure to anticipate those predictable problems so that you can prevent them. For example, running out of paper or printer ink, or losing computer files that you did not back up are problems that need not occur if you are looking ahead. (Supplies only run out when you need them, because that is the only time you use them!)
**PET PEEVES:**

1. Non-stapled assignments. For any multi-page assignment you are to complete out-of-class, it must be stapled or else I will take 5pts off the assignment grade automatically. I recommend purchasing a mini-stapler and carrying it in your bag with you at all times. Having the stapler in class is also an easy way to make friends in class 😊

2. Popping your gum. I know that chewing it helps you stay awake, and just tastes good, but if you begin to pop it or chew it with your mouth open you will be asked to spit it out into the trash can. If you are chewing gum while delivering your speech you will lose 2 points from your total speech grade.

**PROFESSIONAL COURTESY:** Professional courtesy includes respecting others' opinions, not interrupting in class, being respectful to those who are speaking, and working together in a spirit of cooperation. Please demonstrate these behaviors at all times in this class. I strongly believe that debating issues and making arguments is one of the most valuable and effective learning techniques, especially in terms of Communication Studies. I expect that my students will remain professional when discussing controversial ideas and remember that debate and discussion is an academic process, not an opportunity for personal (ad hom) attacks.

**HOSTILITY DURING THESE OPEN DISCUSSIONS WILL RESULT IN PENALTIES TO YOUR PARTICIPATION GRADE AND BEING EXCUSED FROM CLASS FOR THE REMAINDER OF THE DAY.**

**CHEATING/PLAGIARISM:** Students are expected to be honest in all academic work, consistent with the academic integrity policy as outlined in the *Code of Student Conduct*. All work is to be appropriately cited when it is borrowed, directly or indirectly, from another source. Unauthorized and unacknowledged collaboration on speech topics and/or the presentation of someone else’s work warrants plagiarism.

Students found to inadvertently commit acts of dishonesty will receive appropriate penalties specific to the assignment in question (up to an including a 0 on the assignment). Students found to commit intentional acts of dishonesty will receive a failing grade in the course and will be referred for appropriate disciplinary action through Community Rights and Responsibilities.

**GRADE APPEALS:** If you disagree with a grade you have been given in this class, you have up to **ONE WEEK** after the assignment was returned to make an argument. In order to do this, **YOU MUST** submit a formal written complaint with a full argument arguing for the grade you believe you deserve. I will inform you of my decision before your next class period via email. I have made mistakes before so please do not hesitate to discuss your grade with me, positive changes have been made in the past 😊 If it’s a simple mathematical error just let me know, these mistakes do not require a formal complaint.

**SPECIAL NEEDS:** Any student needing to arrange a reasonable accommodation for a documented disability should contact Disability Concerns at 350 Fell Hall, 309-438-5853 (voice), 309-438-8620 (TDD).

**MENTAL HEALTH RESOURCES:**
Life at college can get very complicated. Students sometimes feel overwhelmed, lost, experience anxiety or depression, struggle with relationship difficulties or diminished self-esteem. However, many of these issues can be effectively addressed with a little help. Student Counseling Services (SCS) helps students cope with difficult emotions and life stressors. Student Counseling Services is staffed by experienced, professional psychologists and counselors, who are attuned to the needs of college students. The services are FREE and completely confidential. Find out more at Counseling.IllinoisState.edu or by calling (309) 438-3655.
**Great resource – the Wake Forest University Resources on Classical Rhetoric:**
http://users.wfu.edu/zulick/300/300refs.html


Bede (1985/AD 731). *The Commentary on the Seven Catholic Epistles of Bede the Venerable* [Commentary on 2 John, p. 231-234] (David Hurst, Trans.). Kalamazoo, MI: Cistercian Publications.


- What is rhetoric?
- Encompassing terms (e.g., kairos)
- Persuasive appeals (e.g., ethos, pathos, logos)
- “Branches” of Oratory (e.g., judicial, deliberative, epideictic)
- Canons
- Rhetorical ability
- Rhetorical pedagogy
- Rhetorical timeline


Syllabus Contract

I have read the syllabus for Shanna Carlson’s Com 226 class and agree to the terms for required coursework and acceptable classroom behavior.

Signature: ____________________________________________

Name (please print)___________________________Date______________________

Major Emphasis: __________________________________________________________________

Please list any previous public speaking and/or debate experience, if none just write NONE:

Please list at least 3 hobbies/extracurricular activities you enjoy:

What is one thing about you that might surprise people who don’t know you?

What is your favorite YouTube video (music video or otherwise)?