

## Communication Studies 240H

Introduction to Rhetorical Theory  
Mondays, Wednesdays, and Fridays 11:00-11:50  
NS 307  
Fall 2019

Instructor: Sara Hayden, Ph.D.  
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Office Hours: Mondays and Wednesdays 1:00-1:50 pm and by appointment.

### Course Description:

Often linked to politicians or public policies we don't like, the word "rhetoric" has a negative connotation in popular culture. In this course, you will come to understand how and why rhetoric has assumed a negative connotation. Along the way, we will explore topics including the relationship between language and truth, knowledge, democracy, community, justice, politics, and social power. By the end of the course you should have a greater appreciation for the role of rhetoric in our lives. We begin with a discussion of classical rhetoric; we move through a discussion of British and continental rhetoric; and we end with a discussion of contemporary rhetorical theory.

### Objectives:

By the end of the semester, students will be able to:

- \* Articulate the fundamental concepts of classical, British and continental, and contemporary rhetorical theories.
- \* Utilize those theories in the analysis of rhetorical artifacts.
- \* Apply what they have learned to everyday life situations.

### Readings:

Golden, R., Berquist, G. F., Coleman, W. E., and Sproule, J. M. (2011). *The Rhetoric of Western Thought*, Tenth Edition. Dubuque, IA: Kendall/Hunt.

Articles available on Moodle. Please note that you should plan to bring Moodle articles to class for discussion.

### Academic Misconduct:

Academic misconduct includes cheating, plagiarizing, and deliberately interfering with the work of others. Following university regulations, academic misconduct will be penalized with a failing grade in this course.

### Grades:

Grades will be based on evaluation of student performance on the following assignments:

1)	Quizzes	200 points
2)	Exam One	100 points
3)	Exam Two	100 points
	Total possible points:	400

A=92% and up; A- = 91-90%; B+ = 88-89%; B = 82-87%; B- = 80 - 81%; C+ = 78 -79 %; C = 72 - 77%; C- = 70 - 71%; D+ = 68 - 69%; D = 62 - 67%; D- = 60 - 61%; F 59% and b

## **Major Assignments**

### Quizzes:

Over the course of the semester you will be given at least twelve quizzes. Each quiz will be worth twenty points and your ten best quiz scores will be counted toward your final grade. Quizzes may be administered anytime during the class period. Students who are absent or who arrive after or leave before a quiz is administered will not be allowed to make up the quiz. The purpose of the quizzes is to test whether you have done your assigned readings and paid attention during lecture; they are not meant to be difficult. You simply will be asked to demonstrate that you know the type of issues covered in the day's readings/prior lecture. I will not announce when quizzes will be given; however, I will spread the quizzes out evenly over the semester. Quiz scores will be posted on Moodle.

### Exams:

Exams will consist primarily of multiple-choice questions; they may also include short essays, matching, or fill-in-the-blank questions. Study guides will be provided approximately one week prior to the exam dates. One full class period will be devoted to review for each exam.

## Schedule

M 8-26	Introduction to the Course
W 8-28	Background, Definitions, and The Sophists—Gorgias READ: Text, Chapter One Moodle, Gorgias, “Encomium of Helen”
F 8-28	The Sophists—Gorgias
M 9-2	Labor Day – No Class
W 9-4	The Sophists—Isocrates READ: Text, pp. 83-85 Moodle, Isocrates, “Against the Sophists”
F 9-6	Finish Sophists; Introduce Plato READ: Text, pp. 53-55
M 9-9	Plato— <i>Gorgias</i> READ: Moodle, excerpt from <i>Gorgias</i> , pp. 61-70
W 9-11	Plato— <i>Gorgias</i> READ: Moodle, excerpt from <i>Gorgias</i> , pp. 70-82
F 9-13	Finish Plato’s <i>Gorgias</i> ; Begin Plato’s <i>Phaedrus</i>
M 9-16	Plato— <i>Phaedrus</i> READ: Text, pp. 55-58 Moodle, excerpt from <i>Phaedrus</i>
W 9-18	Plato— <i>Phaedrus</i>
F 9-20	No Class
M 9-23	Aristotle READ: Text, Chapter Three
W 9-25	Aristotle
F 9-27	Aristotle
M 9-30	Aristotle

W 10-2	Study Day
F 10-4	Exam One
M 10-7	Introduction to British and Continental Rhetoric READ: Text, pp. 119-121
W 10-9	The Epistemologists READ: Text, Chapter 7 and pages 171-179
F 10-11	The Epistemologists
M 10-14	No Class
W 10-16	The Belletristic School READ: Text, pp. 127-139 Moodle, Blair, "Lecture II" (pp. 802-810)
F 10-18	The Belletristic School
M 10-21	Women's Participation in Rhetoric READ: Text, pp. 43-45
W 10-23	Women's Participation in Rhetoric READ: Moodle, Mott, "Discourse on Women"
F 10-25	Women's Participation in Rhetoric
M 10-28	Contemporary Rhetorical Theory I.A. Richards – Meaning and Metaphor READ: Text, Chapter Twelve
W 10-30	Marshall McLuhan on the Media READ: Text, Chapter Twenty
F 11-1	Kenneth Burke's Dramatism READ: Text, pp. 255-256 and Chapter Thirteen
M 11-4	Kenneth Burke's Dramatism
W 11-6	Kenneth Burke's Dramatism

F 11-8	Kenneth Burke's Dramatism
M 11-11	Veterans Day – No Class
W 11-13	NCA – No Class
F 11-15	NCA – No Class
M 11-18	Rhetoric and Social Power READ: Moodle, Hall, "The Rediscovery of Ideology"
W 11-20	Rhetoric and Social Power
F 11-22	Marginalized Voices – African American Rhetoric READ: Text, Chapter Twenty-Five Moodle, Hannah-Jones, "America Wasn't A Democracy, Until Black Americans Made It One"
M 11-25	Marginalized Voices – African American Rhetoric READ: Hayden, "Michelle Obama, Mom-in-Chief"
W 11-27	Thanksgiving Holiday
F 11-29	Thanksgiving Holiday
M 12-2	Marginalized Voices – African American Rhetoric READ: Moodle, Clemetson, "The Racial Politics of Speaking Well" Moodle, Sharpton, 2004 DNC Address
W 12-4	African American Rhetoric, continued READ: Moodle, Barack Obama, 2004 DNC Keynote Address Moodle, Eligon, "Speaking Black Dialect in Courtrooms Can Have Striking Consequences"
F 12-6	Study Day
F 12-13	Final Exam – 8:00 am – 10:00 am

Please Note:

Incompletes will be given only in emergencies and only with the prior consent of the instructor. If you foresee having difficulty finishing the course, come speak with me immediately.

Last day to drop classes without petitioning is October 25, 2019. As stated in the course catalog, documented justification is required for dropping courses by petition. Some examples of documented circumstances that may merit approval are: accident or illness, family emergency, or other circumstances beyond the student's control.

Students with disabilities may request reasonable modifications by contacting me. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). "Reasonable" means the University permits no fundamental alterations of academic standards or retroactive modifications. For more information, please consult <<http://www.umt.edu/disability>>.