

ENG R305 Rhetorical Criticism
Spring 2018 MWF 11:15-12:05 BH 307

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Hours: MW 12:15-1:15, Tuesday 12-2, and by appointment

Students I can contact: _____

Use of Canvas: All readings for this course are available in Canvas. We'll make extensive use of Canvas, including the submission of papers through the built-in Turnitin.com feature. Your papers will be graded electronically, with comments on the documents and via a rubric provided to you in advance. Check Canvas often, and make sure your notifications (at the account level) are set to alert you to announcements and messages right away. Reading Reviews will be turned in on paper; everything else will be uploaded to Canvas.

Course Description & Objectives

R305 is an *intensive writing* course in the practical art of rhetorical criticism. It focuses on the application of a variety of critical approaches to a range of communicative texts. This class understands “text” broadly to include written and spoken discourse, films, museums, comic books, websites, sculpture, architecture, dance, and more. Anything that communicates (intentionally or unintentionally) can be the subject for the intensive investigation rhetorical criticism provides. In this class, you will have the chance to write about the kinds of artifacts that interest *you*, with guidance from me and from your peers. Rhetorical criticism can be a life-changing experience. Through rhetorical criticism, we can better understand the strategies and motives of rhetors (authors, producers, creators), the underlying ideologies of communication texts, and the implications of persuasive discourse for human beings. I sincerely hope that you will never be the same after taking R305. During the semester we will work together to meet a number of learning objectives. At the end of R305 you will:

1. Understand how rhetoric constructs, maintains, and challenges social reality
2. Be able to offer a working definition of “rhetoric” and “rhetorical criticism”
3. Understand and explain the critical approaches discussed in class in your own words
4. Create your own rhetorical analysis, drawing on specific critical vocabulary, theory and methods discussed in class
5. Demonstrate, in your writing and in class, sound reasoning well-supported by evidence
6. Learn to evaluate the rhetorical methods, artifacts, and examples of rhetorical criticism offered by other scholars
7. Demonstrate an improved ability to formulate thesis statements, structure and support and argument, document sources and write with greater clarity

Teaching Philosophy

I believe that responsibility for learning rests jointly with students and professors. I promise to be prepared for class, and I expect you to be prepared as well. “Prepared” means that you have read the assigned material for the day and thought about that material before arriving to class. There are things each of us can accomplish on our own (for instance, reading, thinking, writing), and things that can only be accomplished in class with a group of people. My goal is to use our limited time together in the best way possible to advance your learning, understanding, and application of course material. I see myself as the architect of a series of learning experiences designed to help us meet our course goals. To that end, I will lecture briefly, lead discussions and design in-class activities. I will not lecture over things I expect you to have read before you come to class, but I will use your readings as a jumping-off point and/or the basis for class activities. Your thoughtful and active participation in class is critical to the success of the course for everyone, which is why I expect you to prepare for each class session. I also strive always to be a FAIR instructor. This means I won’t make exceptions to the policies and guidelines in this syllabus just for you. My goal is to help you succeed, so please seek me out for assistance.

Assignments & Grading

Papers (70%)		Etc. (30%)	
Critical Essay 1	15	Reading Review Forms	15
Revision	5	In-class participation	10
Critical Essay 2	20	Peer Reviews 1% ea	3
Critical Essay 3	30	Essay 3 presentation	2

Grading scale %:

A+ 97, A 93, A- 90, B+ 87, B 83, B- 80, C+ 77, C 73, C- 70, D+ 66, D 63, D- 60, F 50 and below

1. Critical Essays 1, 2, and 3 (15+5, 20, 30% respectively)

You will be writing three different Critical Essays this semester. Each will be roughly 5 pages long. In your essay, you will be asked to apply a specific rhetorical criticism approach to analyze an artifact/text of your choice. You’ll pick a different “thing” to study for each essay. **Essay 1**, approach chosen from rhetorical situation or narrative. This essay will be revised, with the revision counting for 5% of your course grade. **Essay 2**, approach chosen from dramatism, critical rhetoric, or material rhetoric. **Essay 3**, approach chosen from gender, visual rhetoric, or metaphoric criticism. Additional details and rubrics provided in class. There will be an in-class peer review for each essay—to earn 1% for engaging in peer review you must have a 75% complete draft and provide a review to a classmate.

2. Reading Review Forms (15%-- lowest 2 dropped)

Any day on which we have an assigned reading is an opportunity for you to provide a typed “Reading Review Form” using the template posted on Canvas in the “Readings” folder. If you are absent, you cannot turn in a Reading Review Form unless you have a documented, excused absence. 12 of 14 possible reading reviews will count toward your grade. Each will be scored on a 100 or 0 basis. Reading Responses receive a 100 if (a) you have completed the review satisfactorily, demonstrating that you read the material and engaged in thoughtful reflection, (b) turned the printed review form in to me during class the day it is due. Reading Reviews that do not meet those requirements will earn a 0. * Tip: A complete and thoughtful response to the review questions is typically 2-3 pages in length.

Flight Check for Papers in R305: Be sure your work does these things 😊

- ✓ Clean, error-free writing (no typos, no spelling errors, correct author spellings and genders, good grammar) is the assumed starting point of all papers. Take care to proofread your work thoroughly and/or have someone else help you to proofread.
- ✓ Reading Responses are handed in on paper. All other written work is due uploaded to Canvas by class time on its due date.
- ✓ Use a 12-point font, double spacing, and 1" margins on all sides of your paper.
- ✓ For papers, (not reading responses) use a cover sheet w/paper title, your name, date and e-mail.
- ✓ Include complete bibliographical citations for any photos, illustrations, or sources—including class readings (full Works Cited for all course readings in Canvas). MLA format preferred, but APA is acceptable.
- ✓ **Any time you use a “direct quotation” in your written work (including Reading Responses!) I must see the page number for the quote cited (parenthetically). Paraphrasing an author still requires a () citation. Page numbers are added for exact, word-for-word quotations.**

Guide to Paper Grades in ENG R305

Each assignment will have specific criteria in addition to this general description, as well as a rubric you will receive in advance. This section describes, broadly, the qualities of papers at various quality levels.

- A Exemplary.** The “A” paper could serve as a model for others. It combines a clear thesis supported with a solid argument and convincing evidence with a strong writing style. The “A” paper teaches us something new or looks at things in particularly insightful or novel ways.
- B Good.** The “B” paper meets the basic requirements of the assignment with a degree of sophistication not found in the “C” paper. It has a clear thesis supported with evidence, but may not be as thoroughly supported or well written as the “A” paper.
- C Satisfactory.** A “C” paper meets the basic requirements of the assignment at a functional level. It does not have serious errors of logic, evidence, or writing style, although its observations may be somewhat obvious. This is a competent paper.
- D Marginal.** A “D” paper fails to meet all of the basic requirements of the assignment, and/or fails to demonstrate sufficient writing competence. Typically a “D” paper misunderstands the assignment and therefore does not respond directly to it. There may be many sentence-level grammatical errors obstruct the reader’s ability to follow the writer’s argument.
- F Failing.** This paper is not turned in (see “No Late Work” policy below), does not meet the basic assignment requirements or lacks the basic writing skill necessary for the reader to understand the writer.
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3. In-Class Participation (10%)

Your informed class participation is a **critical** part of making this class exciting and interesting for all concerned. Participating verbally in class helps you and your classmates to learn and retain information and ideas. Your “active participation” score in R398 will evaluate the extent to which you have played an active role in class based on your thoughtful preparation through reading and reflection. “Active participation” does *not* mean mere physical presence. People participate differently, and I do recognize this. However, by the end of the semester I’ll have a very clear sense of who contributed to discussions, who didn’t seem prepared, who was utterly silent, and so forth. Be as engaged as you can in each class session; be prepared by reading in advance and thinking about the ideas in the readings as well as your own experiences. The chart on the next page is designed to help you understand how class participation will be evaluated. Be advised that you may need to push outside your comfort zone to contribute to whole-class discussion to earn the grade you want 😊

A+	A	B	C	D	F
Actively supports, engages, and listens to peers (ongoing)	Actively supports, engages, and listens to peers (ongoing)	Makes a sincere effort to interact with peers (ongoing)	Limited interaction with peers	Virtually no interaction with peers	No interaction with peers
Arrives fully prepared at every session	Arrives fully prepared at almost every session	Arrives mostly, if not fully, prepared (ongoing)	Preparation and level of participation are inconsistent	Rarely prepared	Never prepared
Plays an active role in discussions (ongoing)	Plays an active role in discussions (ongoing)	Participates constructively in discussions (ongoing)	When prepared, participates constructively in discussions making comments relevant to assigned materials	Comments are generally vague or drawn from outside the assigned material	Demonstrates a noticeable lack of interest in the material (ongoing)
Comments consistently advance the level and depth of the dialogue	Comments occasionally advance the level and depth of the dialogue	Makes relevant comments based on assigned material		Demonstrates a noticeable lack of interest in the material (occasionally)	Group dynamic and level of discussion are harmed by the student’s presence
Group dynamic and level of discussion are consistently <i>better</i> because of the student’s presence	Group dynamic and level of discussion are often better because of the student’s presence	Group dynamic and level of discussion are sometimes better (never worse) because of the student’s presence	Group dynamic and level of class discussion are not affected by the student’s presence	Group dynamic and level of discussion are harmed by the student’s presence	

5. Final Paper Presentation (5%) a 5-minute presentation (with visual support) about the major findings of Critical Essay #3. Detailed guidelines and rubric provided in class.

Our Course Policies

Classroom Atmosphere—

Our classroom *must* be a comfortable place for active and informed discussion. In our class I expect that everyone will show respect for others at all times. Even if we vigorously disagree with each other, we can do so with civility and respect. Any behavior that violates this expectation has the potential to damage the learning environment of our class and will not be tolerated.

Attendance—

Because this course uses active-learning strategies including small groups, pairs, and class discussion, your regular presence (mental and physical) is required. You'll have **3 “personal days”** in this class to use as needed. For each unexcused absence beyond those three, you will lose 1/3 of a letter grade from your total course grade. If you miss more than 11 class days for any reason, you may be subject to failure in the course. After the first few class days I will take roll with a roll sheet. Your signature is the only proof of your attendance, so be sure to find and sign the roll sheet. I will “excuse” absences for serious illness, other emergencies that can be documented, and for documented job-interview travel. If you plan to miss class for a religious observance, fill out this form by week two:
<http://www.indiana.edu/~vpfaa/welcome/forms.shtml#Forms>

No Late Work, period.—

If your work is not uploaded on time (for online submissions) or in person (reading responses) it will not be accepted and you will receive a score of 0. Start early on your work to allow for contingencies. Save time to print; printing your work is not my job. If you must miss class, contact me to make arrangements for me to receive your work before it is due. Please **DO NOT** email your work, because it is easily lost and makes grading, commenting on, and returning your work much less efficient. Late work exceptions are given only for serious emergencies you can document.

Use of Mobile Devices, Laptops, etc. During Class

As research on learning shows, unexpected noises and movement automatically divert and capture people's attention, which means you are affecting everyone's learning experience if your cell phone, pager, laptop, etc. makes noise *or is visually distracting* during class. For this reason, I ask you to turn off your mobile devices and close your laptops during class. If you are expecting an emergency phone call, let me know. Otherwise please put your phone away. If you really do, sincerely, take notes on your laptop, talk to me about this. I'll ask you to sit near the back of the room so fewer students are distracted by your screen.

Academic Integrity—READ THIS section very carefully

Putting your name on your work symbolizes that the wording and the major ideas are yours, and that exceptions are clearly marked with quotations and citations. You must carefully attribute the work you reference from other scholars. Plagiarism involves using the words of another person as if they were your own. Collaboration with another student to prepare work in this class is not acceptable unless I specifically require it. Perhaps less obvious is the fact that it is academically dishonest to use your own work for another class for assignments in this class, unless you and I have discussed the matter in detail and you have had a similar conversation the other instructor. All work must be entirely your own and prepared specifically for this class. As always, the complete and correct attribution of all of your sources and quotations is critical to your success in the course. If you have questions, please ask!

- I.U. Libraries guides to source citation: <http://www.libraries.iub.edu/index.php?pagelid=337>.
- The IU Code lives at <http://www.iu.edu/~code/code/index.shtml>

Penalties for academic misconduct range from failure on the assignment in question with a grade of 0 to failure in the entire course. Please do not test me, and know with absolute clarity that I WILL RABIDLY PROSECUTE ANYONE WHO ENGAGES IN ACADEMIC MISCONDUCT IN THIS CLASS.

Assistance With Your Writing—

This course involves writing intensively (surprise!). The focus of an Intensive Writing course, however, lies on the content of that course, its academic discipline (in our case, Communication Studies and Rhetoric), and writing expectations in that discipline rather than on the mechanics of grammar and composition. If you know you need help with those things, please talk to me and to Writing Tutorial Services. You can call them at 855-6738 for an appointment. WTS is located in the Information Commons of the Wells Library and is open from 10am to 8pm Monday through Thursday, and from

10am to 5pm on Friday. WTS also provides walk-in appointments at a number of other locations; call them for details. *I am also happy to meet with you to discuss specific questions about your written work. What I cannot do is read drafts of your written work in advance of its due date and provide commentary; please rely on your peers or WTS for that purpose.* The WTS website is here: <https://wts.indiana.edu/>

Grade Concerns—

If you don't understand the reason you received a specific grade on any assignment, I definitely want to talk to you. Often even a brief conversation can clear things up. If you believe that a grade should be reconsidered, take time to review my comments and follow these instructions: Wait at least 24 hours after you received the grade but no more than one week to talk to me. Your reasons for receiving another grade (which you must specify) must be written in a memo to me (2 page max). The original evaluation & assignment must be included with your memo. Please note that there is no guarantee that appealing your grade will improve it.

Special Circumstances—

Should you have a disability for which you will be seeking an accommodation, please let me know early in the semester so that your learning needs can be appropriately met. You should also contact Disability Services at <http://dsa.indiana.edu/dss.html> Remember, these accommodations are not retroactive.

ENG R305 Spring 2018 Course Calendar

All readings and assignments are to be complete before you arrive in class on the date they are listed. A complete Works Cited list for course readings, the readings themselves, and the Reading Review Form template can be found in the “Readings” file of our Canvas site. *Don’t forget—you need to complete 12 Reading Review Forms this semester. See the description above.*

Class Date	Class Topic, Assigned Reading, Assignments due
M 1/8	Course Introduction <i>Read: Course Syllabus</i>
W 1/10	Close reading and basic argument structure <i>Read: Brummett, “On Noticing”</i>
F 1/12	What is rhetoric? Basic criticism questions
M 1/15	No Class, Dr. Martin Luther King, Jr. Day
W 1/17	Rhetoric as Symbolic Action <i>Read: Palczweski, Ice and Fritch, “Rhetoric as Symbolic Action”</i>
	* <u>Note:</u> This is the most difficult reading of the semester. Pace yourself.
F 1/19	Rhetoric as Symbolic Action, continued
M 1/22	Critical Essay I Assignment The Rhetorical Situation <i>Read: Hauser, “Rhetorical Opportunities”</i>
W 1/24	The Rhetorical Situation, continued
F 1/26	The Rhetorical Situation, continued
M 1/29	Narrative Criticism <i>Read: Rowland, “The Narrative Perspective”</i>
W 1/31	Narrative Criticism, continued <i>Read: Lynch, “Prepare to Believe”</i>
F 2/2	Narrative Criticism, continued
M 2/5	In-class case study and group analysis
W 2/7	In-class peer review of Critical Essay I
F 2/9	Critical Essay I Due: informal sharing

M 2/12	Kenneth Burke, dramatism, and more <i>Read: Hart & Payne, "Dramatistic Criticism"</i>
W 2/14	The rhetoric of dehumanization <i>Read: Solomon, "The Rhetoric of Dehumanization"</i>
F 2/16	Dramatism continued

M 2/19	Critical Rhetoric (aka: Ideological criticism) <i>Read: Cloud, "Shock Therapy"</i>
W 2/21	Critical rhetoric, ideology and ideographs
F 2/23	Critical rhetoric, continued Essay I returned, revision process explained

M 2/26	Material Rhetoric <i>Read: Blair, "Contemporary U.S. Memorials"</i>
W 2/28	Material Rhetoric, continued <i>Read: Ott, Aoki, and Dickinson</i>
F 3/2	Material Rhetoric, continued Revised Critical Essay I Due

M 3/5	In-class case study and group analysis
W 3/7	In-class peer review of Critical Essay 2
F 3/9	Flex day

M 3/12 – F 3/16 Spring Break Week—No Class

M 3/19	Gender and feminist criticism <i>Read: Foss, "Feminist Criticism"</i>
W 3/21	Critical Essay 2 Due , informal sharing in class
F 3/23	Gender criticism, continued <i>Read: Dow, "Feminism, Miss America, and Media Mythology"</i>

M 3/26	Visual rhetoric <i>Read: Hariman & Lucaites, "Public identity..."</i>
W 3/28	Visual rhetoric, continued
F 3/30	Metaphor <i>Read: Jorgensen-Earp, "Satisfaction of metaphorical expectations..."</i>

M 4/2	Metaphoric criticism, continued
W 4/4	No Class —Dr. Smith presents at Central States Comm Assoc Conference
F 4/6	No Class —Dr. Smith presents at Central States Comm Assoc Conference

M 4/9	In-class case study and group analysis (gender, visual, metaphoric)
W 4/11	In-class writing workshop day—bring your computer!
F 4/13	Critical Essay 3 In-Class Peer Review

M 4/16	Critical Essay 3 Due
W 4/18	Flex Day—speech activities and tips
F 4/20	Paper Presentations

M 4/23	Paper Presentations
W 4/25	Paper Presentations
F 4/27	Paper Presentations

There is NO FINAL in ENG R305