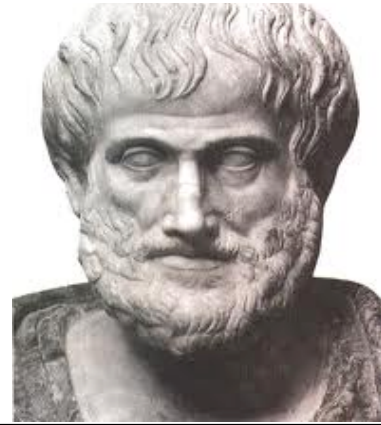


Rhetorical Criticism and Theory

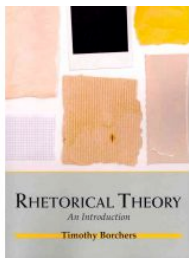
Fall 2013

Baylor University



In the Beginning was the Word...

Welcome! Intelligence in the world requires reflection on our place in it. To be a member of a community, to be a caring person, and to succeed in our ambitions, we must not only invent new pathways for our lives, but we must be able to critically ponder the failures of the old paths. This course will offer you the tools to dissect those pathways. By analyzing successful and unsuccessful persuasive and communicative messages, students can discover the limitations of those messages and the realities they present. By considering the pitfalls of these messages, we are all offered the opportunity to invent more successful outcomes. Using and criticizing rhetoric, then, is how we change the world.



The Textbook

Timothy Borchers,
Rhetorical Theory: An Introduction, Waveland
Press, 2006.

**We study rhetoric
to understand
how our lives are
shaped by others.**

The Professor

Leslie A. Hahner, Ph.D.
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Office Hours: T/R 11:00-12:00; 3:15-4:30; or by
appointment

How You Can Learn

Participate. Come to class ready and energized to discuss the ideas at hand and take part in class activities.

Listen. Listen to your peers, your teacher, and the words of what we are studying.

Write. Compose several short analysis essays and one co-written theory essay that carefully analyzes a rhetorical text.

Answer. Successfully display your knowledge of the course on quizzes.

Grading

I want you to thrive in this course. To help that happen, the grading process in this course is straight forward. I explain the details and grading criteria for each assignment. You can find these under “Assignments” on Blackboard. As a teacher who believes that great work requires lots of feedback, please know that I am here to help you along this journey.

Earning a C...

Complete all course requirements and demonstrate a pretty good understanding of course concepts.

Earning a B...

Produce above-average work that puts in more than the assignment requests.

Earning an A...

Excel consistently in all assignments. Go above and beyond the basic requirements of the assignment

Earning a grade of D or F means that you have not shown consistent effort toward improvement, and have not met the minimum standards for the course.

Assignment Values

Grading Scale

		800-720	100-90%	A
Participation	200 points	719-704	89-88%	B+
Analysis Essays	250 points	703-640	87-80%	B
(5 @ 50 points)		639-624	79-78%	C+
Theory Essay	100 points	623-560	77-70%	C
Theory Present.	50 points	559-480	69-60%	D
<u>Quizzes</u>	<u>200 points</u>	479-below	59-0%	F
Total:	800 points			



Extra Credit

Throughout the semester I may offer a few additional assignment and exercises to earn credit. These credits can come in handy if your percentage is on the border between one grade and another. For example, if you earned a 79.5 in the course, and had completed extra credit, you would now have a B. You have the opportunity to earn up to 25 points extra credit. Just remember, I will not round up final grades automatically.

Course Policies

Attendance

According to the College of Arts and Sciences, all students should be present for 75% of all class sessions. If you miss 25% of classes, that could lead to you failing the course. I ask that you be physically and mentally present for all classes. I measure this with the participation grade (see next page). If you are ill or have other obligations, please speak with me.

Plagiarism

We will talk about this in more detail in class, but I expect all your work to be your own. The penalty may be an F on an assignment or the course. To avoid unintentional plagiarism, please ensure that you cite all outside sources properly.

Honor Code

I expect students and faculty to conduct themselves with academic integrity at all times. Be familiar with the University's honor code and the penalties for infringement.

24 Hour Grace Period

All written assignments can be turned in 24 hours from the due date. After that, barring extreme circumstances, students earn a zero. This policy does not apply to presentations.

FERPA

Your work and your grades are private information. If you want to share this information with anyone else, please fill out a FERPA form.

Special Needs

If you require modification in any course requirements, please speak with me privately. We will work through the Office of Access and Learning Accommodation to ensure equal opportunity in this course.

Turn It In

Students agree that by taking this course, all required papers, exams, class projects or other assignments submitted for credit may be submitted to turnitin.com or similar third parties to review and evaluate for originality and intellectual integrity. A description of the services, terms and conditions of use, and privacy policy of turnitin.com is available on its web site: <http://www.turnitin.com>. Students understand all work submitted to turnitin.com will be added to its database of papers. Students further understand that if the results of such a review support an allegation of academic dishonesty, the course work in question as well as any supporting materials may be submitted to the Honor Council for investigation and further action.

What You Can Expect From Me

To be respectful.
To encourage you to do your best.
To be prepared each class to teach and able to explain why each lesson, activity and assignment is worthwhile.
To offer clear instructions on all assignments.
To return your work promptly with commentary.

What I Expect From You

To be prepared for class each day.
To arrive on time and to pay attention throughout class.
To participate in class discussions and activities.
To turn in your well-constructed assignments on time.

**We study
rhetoric
to change
the world.**

Course Schedule and Activities

Date	Topic	Assignments Due	Readings
8/27	Introduction		
8/29	What is rhetoric?		Borchers, 1-24
9/3	Classical Rhetoric	Quiz One	Borchers, 29-55
9/5	Analysis Exercise		
9/10	Review of Theory Assignment	Classical Analysis Essay (1)	
9/12	Rhetoric as Argument	Quiz Two	Borchers, 86-108
9/17	Analysis Exercise		
9/19	Review of Analysis Essays		
9/24	Rhetoric as Meaning-Making	Quiz Three	Borchers, 113-119, 132-140
9/26	Analysis Exercise	Argument Analysis Essay (2)	
10/1	Rhetoric as Dramatism	Quiz Four	Borchers, 143-160
10/3	Analysis Exercise		
10/8	Rhetoric and Media	Quiz Five	Borchers, 257-262, 271-277
10/10	Analysis Exercise	Dramatism Analysis Essay (3)	
10/15	Critical Rhetoric	Quiz Six	Borchers, 169-182, 190-193
10/17	Analysis Exercise		

How will this class benefit you?

By the end of this course...

You should have a greater understanding of how rhetoric acts with and on an audience.

You should understand the different ends rhetoric seeks.

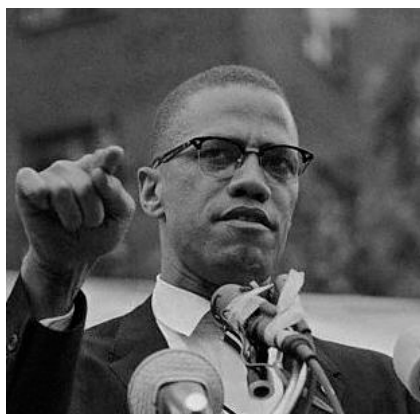
You should be able to critically dissect a variety of rhetorical messages.

You should be able to make an argument on the effectiveness of a rhetorical text.

You should be able to identify and apply various theories of rhetoric.

You should be able to articulate how rhetoric creates change.

You should be a stronger writer, speaker, and thinker.



Date	Topic	Assignments Due	Readings
10/22	Feminist/ Gender Rhetoric		
10/24	Analysis Exercise	Critical Rhetoric Analysis Essay (4)	
10/29	Ethics of the Other	Quiz Seven	Borchers, 226-248
10/31	Analysis Exercise	Feminist/Gen der Analysis Essay (5)	
11/5	Postmodern Rhetoric	Quiz Eight	Borchers, 281-303
11/7	Analysis Exercise		
11/12	Cultural Studies Rhetoric	Quiz Nine	Borchers, 305-327
11/14	Analysis Exercise	Postmodern Analysis Essay (6)	
11/19	Rhetoric as Critical Practice and Invention		
11/21	NO CLASS-- Professor at Conference		
11/26	No formal class	Cultural Studies Analysis Essay (7)	
12/3	Why Study Rhetoric?	Reflection Writing (Quiz Replacement)	
12/5	Class Wrap-Up		
Final Exam	Saturday, December 14, 2-4		