

ENC 3021-04: Rhetoric

Mondays, Wednesdays, and Fridays: 10:10-11:00 in Williams 121

Instructor: Jeff Naftzinger

Office: WMS 222a

Office Hours: Monday-Thursday 2-4 and by appointment

Course Description:

ENC 3021 is one of three core courses for the Editing, Writing, and Media (EWM) major, and as such, it works to provide a foundation for the major. To help develop your foundation, you'll study the works of prominent rhetoricians, and in so doing, you'll be introduced to the following:

- key terms, concepts, and ideas in the study of rhetoric
- different knowledges/understandings (or epistemologies) that underpin the conception and employment of rhetoric at various time periods and in different cultures
- frameworks useful for the production and analysis of messages

In order to address these concepts, epistemologies, and frameworks, we'll trace Western rhetoric as it evolved and changed throughout its history. Beginning in Ancient Greece and ending with contemporary rhetoric in the West, we'll observe how rhetoric shifted from a focus on oral performance, to a focus on citizenship and political practice, to a philosophical subject, and to a lens for understanding, creating, and controlling meaning. At each point in our survey, we'll attend to who can speak and who is excluded, what can be said and what is silenced, and, ultimately, how things *can* be said. In addition, we'll explore how language has been used across time and space to create shared realities, to change realities, and to secure power. In the process, we'll also discover connections between rhetoric and language, rhetoric and knowledge, rhetoric and media, and—perhaps most importantly—we will discover connections between rhetoric and the world we live in.

Course Goals and Objectives:

Upon completing the course, you'll be able to:

- discuss confidently prominent rhetoricians as well as the epistemologies and key concepts that inform their understanding of rhetoric;
- understand, analyze, and put in dialogue the ways in which rhetoric has been understood in various time periods throughout history;
- explore the ways in which different time periods and movements relate, counteract, and/or dialogue with and among other time periods and movements;

- trace common themes and trends between and amongst rhetoricians and rhetorical concepts over different time periods and movements;
- draw connections between recurrent rhetorical themes and terms; and
- develop a well rounded, critical understanding and definition of rhetorical theory and practice.

Course Texts:

- Bizzell and Herzberg- *The Rhetorical Tradition: Readings from Classical Times to the Present*. 2nd Ed.
- PDFs in the Canvas Course Library

Grade Distribution:

Exams (60%, 20% each)

You will be given three separate exams this semester, each exam will cover ~5 weeks of material. These exams will include multiple choice, true/false, short answer, and essay questions. You will be given a study guide to help you prepare for the exam.

Key Term Project (10%)

For this project, you will select a major rhetorical term/concept that we have engaged with, or will engage with, in class (e.g. historiography, epistemology, ethos, alterity, rhetorical listening, embodiment, invention, image event, agency, interinanimation, audience, rhetorical silence, invitational rhetoric, etc.). You will then analyze this key rhetorical concept. How has it traditionally been defined in rhetorical studies? Which theorists have had the most to say about this term? In what ways do various theories in regard to this term differ? To accomplish this task, you will be asked to draw upon the readings for this class **as well as conduct your own research** into how the term has been treated in rhetorical studies. Keeping in mind that your audience is a student pursuing an EWM degree, you will decide what media or platform, as well as genre, you will use to deliver your findings in a way that might help this student understand these complex theories and concepts. You might create a video, construct a webpage, pull from pop culture—whatever you can imagine.

Case Study Project (10%)

A case study is a focused examination, analysis, and interpretation of a single artifact, experience, or event we would categorize as rhetorical. For this project, you will take a rhetorical term/concept that we have discussed in class, define that term/concept using the theories of the rhetoricians we've discussed, and then apply that term/concept to an artifact, experience, or event of your choosing. In addition to defining the term/concept and using it to analyze, interpret, and/or explain an artifact/event/experience, your case study should also explain what it teaches us about rhetoric. You'll do this project two times during the semester using different terms/beliefs/concepts and rhetoricians. This should be 4-5 pages.

What is Rhetoric? Reflection (10%)

One of the goals of the course is that you to develop a well rounded, critical understanding and definition of rhetorical theory and practice. Throughout the semester, we'll read many theorists that will provide definitions of Rhetoric for you, but those definitions can often seem at odds with each other. Using the theories/theorists we'll read, you'll synthesize your own definition of Rhetoric at the end of the semester.

QQCs (5%)

This course deals with a lot of material, and it's important that you engage with that material. To help ensure that you engage with the material, and to help me help you do this, you'll post a **quote, a question, and a comment** (QQC) to the Canvas discussion board the night before each of our classes. For each QQC post, you'll select one interesting/confusing/thought-provoking **quote** from the reading and one **question** you have about the reading—its content, its argument, or its relation to other readings we've done or other things you've encountered in your own life. These should be substantive, in that you provide context and reasoning for posting these particular quotes/questions. Finally, your **comment** should be a response to one of your classmate's questions. These comments should thoughtfully consider something that stood out in someone else's questions. Comments that center around "I liked ____" or "I agree with ____" will not suffice and will result in lost points.

Participation (5%)

Participation in class is important. prepare for class, be ready to discuss issues and raise questions. Here are some things you can do to make sure you participate successfully:

- Arrive with your readings and something to take notes with.

- Do not be late. Chronic lateness may lower your final grade.
- Remain in class for the duration (clear any early departures with me).
- Please, no texting in class.
- Be prepared with questions about the material. These may be comprehension questions (i.e. “I don’t understand...”) or they might be broader inquiries meant to spark class discussion.
- Be prepared for me to call on you to comment on the readings or add to discussion.
- Listen carefully to what your classmates and I have to say and take good notes.
- Respond to class comments or initiate a new discussion.
- Contribute to discussion without monopolizing the conversation.
- Don’t just rely on your opinion. Support your comments with evidence from our course readings.
- Aim for at least one thoughtful contribution per class.

Grade Breakdown

	B+ 89 – 87	C+ 79 – 77	D+ 69 – 67	
A 100 – 93	B 86 – 83	C 76 – 73	D 66 – 63	F 59 – 0
A- 92 – 90	B- 82 – 80	C- 72 – 70	D- 62 – 60	

Attendance

I will take attendance at each class meeting and failure to attend class *will* affect your grade. Because our exam will draw on information from in-class lectures, poor attendance will also probably have a negative impact on your exam grade. More than six absences (excused or unexcused) may result in you failing the course. That being said, reasonable accommodations can be made for students with valid and documented absences, per FSU policy (illness, death in the family, military duty, jury duty, religious holidays, official university activities), but—to the extent that it is possible—you should try to make me aware of the fact that you’ll be missing class for these things. Please see me as soon as possible if you foresee any of these issues so that we can plan on how best to keep you up-to-date with the course.

Regardless of whether an absence is excused or unexcused, you are responsible for getting class notes for the days you miss and for keeping up with assignments. In addition to just being present, you should also be prepared to participate (as indicated above).

Late Work

All assignments are due by class time on the day specified. Late work may be penalized one letter grade per day. If you have a situation which warrants an extension you can meet with me in advance to discuss the possibility of a new deadline. Work more than a week late will not be accepted.

Communicating With Me

This is a tough course that deals with material that can be dense and confusing, while I do my best to clarify things in class, I know that doesn't always happen. With that in mind, I am happy to offer assistance to you outside of class: we can discuss the course material, upcoming projects, or anything else you'd like. My office hours are listed above, on the door of my office, and on Canvas. I am often available outside of this times and would be happy to meet with you. Email me or speak to me in class to schedule a meeting.

Before you send me an email, though, please consult the syllabus and the Canvas page. Most answers to your questions can be found on either of these. If you miss a class, please do not email me asking what you missed; consult the syllabus and/or ask a classmate instead. If you would like to discuss your grade, please come to my office hours or set up an appointment with me to do so.

Check your FSU email account as well as Canvas frequently for updates on our course. Please be sure to sign your email so I know who it is from. Email is also a form of class participation, so please treat your messages to me and to your classmates with the same level of care you would a comment made during class.

Free Tutoring from FSU

The assignments and grading for this course assume that students have a solid grasp of academic writing and argument. If you feel you need to brush up on your writing skills or just need

some support, please take advantage of FSU's extensive tutoring programs. For tutoring and writing help in any course at Florida State University, visit the Academic Center for Excellence (ACE) Tutoring Services' comprehensive list of tutoring options see <http://ace.fsu.edu/tutoring> or contact tutor@fsu.edu for more information. High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity. The English Department's Reading and Writing Center has locations in Williams, Johnston, and the library. Students may make appointments or walk-in for assistance. To schedule an appointment, please call the RWC at 644-6495 before 6pm. Appointments may also be made online (<https://fsu.mywconline.com/>)

Academic Honor Policy

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to "be honest and truthful and to strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/content/download/21140/136629/AHP2010Revision.pdf>.)

Failing to use proper MLA citation for ALL sources may be considered plagiarism.

Americans With Disabilities Act

Students with disabilities needing academic accommodation should:

- (1) register with and provide documentation to the Student Disability Resource Center; and
- (2) bring a letter to the instructor indicating the need for accommodation and what type.

This should be done during the first week of class. This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center

874 Traditions Way

108 Student Services Building

Florida State University

Tallahassee, FL 32306-4167

(850) 644-9566 (voice)

(850) 644-8504 (TDD)

sdrc@admin.fsu.edu

<http://www.disabilitycenter.fsu.edu/>

Syllabus Change Policy

Except for changes that substantially affect assessment and evaluation (i.e., grading), this syllabus is a guide for the course and is subject to change with advance notice.

****For all B&H readings, read the introduction to the author as well as the primary text****		
Week 1		
Jan. 8th <ul style="list-style-type: none">• Introduction• Syllabus Overview• What is Rhetoric?	Jan. 10th <ul style="list-style-type: none">• Bitzer- "Rhetorical Situation" (Canvas)• Rice- "Rhetorical Ecology" (Canvas)	Jan. 12th <ul style="list-style-type: none">• General Introduction (B&H)• Classical Rhetoric (B&H)
week 2		
Jan. 15th MLK Holiday, no class	Jan. 17th <ul style="list-style-type: none">• Read "Intro to the Sophists" (B&H) pp. 22-25.• Read Gorgias "Encomium of Helen" pp. 42-46 (B&H)	Jan. 19th <ul style="list-style-type: none">• Plato intro 80-87 and <i>Phaedrus</i> 138-169 (B&H)• "Plato's Moral-Philosophical View of Rhetoric" (Canvas)
week 3		
Jan. 22nd <ul style="list-style-type: none">• Aristotle (B&H)• "The Scientific Approach of Aristotle" (Canvas)	Jan. 24th <ul style="list-style-type: none">• "Rhetoric in Rome" (Canvas)• The Education of the Citizen-Orator: Isocrates, Cicero, Quintilian (Canvas)	Jan. 26th <ul style="list-style-type: none">• Cicero Intro & "From <i>Orator</i>" 339-343 (B&H)• Quintilian Intro & 384-391
week 4		
Jan. 29th <ul style="list-style-type: none">• Ramus (B&H)	Jan. 31st <ul style="list-style-type: none">• The Christianization of Rhetorical Thought from Roman Times to the Renaissance (WT)• Astell (B&H)	Feb. 2nd <ul style="list-style-type: none">• Enlightenment Intro (B&H)• Read John Locke (B&H)
week 5		

Feb. 5th <ul style="list-style-type: none"> • “Elocutionary Movement Intro (B&H) • Read Rhetoric of Western Thought: Elocutionary Movement (Canvas) 	Feb. 7th <ul style="list-style-type: none"> • Mapping Day 	Feb. 9th <ul style="list-style-type: none"> • EXAM 1
week 6		
Feb. 12th <ul style="list-style-type: none"> • Intro to Modernism and Postmodernism (B&H) • Bring Draft of Project 1 to Class 	Feb. 14th <ul style="list-style-type: none"> • Richards 1270-1280 (B&H) 	Feb. 16th <ul style="list-style-type: none"> • Richards 1281-1294 (B&H) • Project 1 Due by 11:59 on 2/18
week 7		
Feb. 19th <ul style="list-style-type: none"> • Weaver 1348-1260 (B&H) 	Feb. 21st <ul style="list-style-type: none"> • Burke 1324-1347 (B&H) 	Feb. 23rd <ul style="list-style-type: none"> • Burke 1295-1324 (B&H)
week 8		
Feb. 26th <ul style="list-style-type: none"> • Foucault 1460-1470(B&H) • Michel Foucault on Knowledge and Inquiry (Canvas) 	Feb. 28th <ul style="list-style-type: none"> • Anzaldua (B&H) 	Mar. 2nd <ul style="list-style-type: none"> • Bakhtin 1206-1226 (B&H)
week 9		
Mar. 5th <ul style="list-style-type: none"> • Bakhtin 1227-1245 (B&H) 	Mar. 7th <ul style="list-style-type: none"> • “The Study of African American Rhetoric” (Canvas) 	Mar. 9th <ul style="list-style-type: none"> • Gates (B&H)
week 10		
Mar. 12th <ul style="list-style-type: none"> • Spring Break, No Class 	Mar. 14th <ul style="list-style-type: none"> • Spring Break, No Class 	Mar. 16th <ul style="list-style-type: none"> • Spring Break, No Class
week 11		
Mar. 19th <ul style="list-style-type: none"> • Mapping Day 	Mar. 21st <ul style="list-style-type: none"> • EXAM 2 	Mar. 23rd <ul style="list-style-type: none"> • Bring Draft of Project 2 to class • Project 2 Due by 11:59pm on 3/25
week 12		
Mar. 26th <ul style="list-style-type: none"> • Lyons (Canvas) 	Mar. 28th <ul style="list-style-type: none"> • “Into the 21st Century: Contemporary Directions in Women’s Rhetoric” (Canvas) • Campbell (Canvas) 	Mar. 30th <ul style="list-style-type: none"> • Radway (Canvas)

week 13		
Apr. 2nd • Hauser and mclellan (Canvas)	Apr. 4 • Rivers and Weber (Canvas)	Apr. 6 • McLuhan (Canvas)
week 14		
Apr. 9th • Eyman (Canvas)	Apr. 11th • Rickert (Canvas) • Eno (Canvas)	Apr. 13th • Blakesley (Canvas)
week 15		
Apr. 16th • Ackerman (Canvas)	Apr. 18th • Mapping Day	Apr. 20th • Student Example Day (I'll explain this in class)
week 16		
Apr. 23rd • Bring Draft of What is Rhetoric? Paper to Class	Apr. 25th • Review Day	Apr. 27th • EXAM 3
week 17		
Finals Week What is Rhetoric? Paper Due.		