

What you will need (required)

Textbook: Sonja Foss, *Rhetorical Criticism: Exploration and Practice* (5th ed.) (Long Grove, IL: Waveland Press)

What you may want (recommended, not required)

- Carl R. Burgchardt and Hillary A. Jones, eds., *Readings in Rhetorical Criticism*, 5th ed. (Strata)
- James Jasinski, ed., *Sourcebook on Rhetoric* (Sage)
- Jim A. Kuypers, ed., *Rhetorical Criticism: Perspectives in Action* (Strata)
- John Louis Lucaites, Celeste Michelle Condit, and Sally Caudill, *Contemporary Rhetorical Theory: A Reader* (Guilford)
- Catherine Palczewski, Richard Ice, and John Fritch, *Rhetoric in Civic Life*, 2nd ed. (Strata)

Class format: As a seminar course, we will spend a great deal of time in discussion, which requires from us that we regularly attend and that we come prepared. This means having read the assigned text for understanding (not merely making eye contact), taking reading notes, and generating questions for discussion. The primary project for the course is a rhetorical criticism research paper project. Being prepared will also, therefore, require that we meet deadlines and bring work-in-progress ready for meaningful critique and feedback in class.

For each credit hour of registered coursework, Berry expects students to commit two hours of outside engaged learning (readings, research, etc.). Because this is a three-credit hour course, successful students should expect to spend three hours per week in-class and an additional six hours of outside learning activities.

CLASS POLICIES

Attendance: Be here every day on time, just as you would for a job, surgery, or even a haircut. Everyone gets one unexcused absence or late arrival, maybe two, with no questions asked. Stuff happens. After that, unexcused and/or unexplained absences and/or lateness will result in point deductions from the "professionalism and participation" portion of your grade -- **one point for each unexcused absence and/or late arrival**. What is excused is at the instructor's discretion, so you are best served by discussing situations and extraordinary circumstances prior to class whenever possible.

Distractions: The instructor needs your attention and your respect, as do your peers. Your instructor is easily distracted. So, no unauthorized device use of any kind, including Apple watches for texts. Put your phones away and make sure they are silent. Do homework for other classes somewhere else. If your phone goes off during class, or if you are seen texting or reading texts, etc., you will be treated as being absent.

Preparation: Complete the assignments, do the readings, and be ready to tackle the activities of the day. Be ready to discuss and debate ideas and approaches. Lean into discussion.

Academic integrity: Because academic integrity is the foundation of college life at Berry, academic dishonesty will have consequences. You are invited to consult the College Catalog for an articulation of the College’s policies with respect to academic integrity. Specific to this course, academic dishonesty includes but is not limited to unauthorized collaboration (you will be instructed as to when collaboration is allowed and encouraged), plagiarism, fabrication, submitting the same work in multiple courses, hiring a ghostwriter (or its functional equivalent), and aiding and abetting academic dishonesty by another student. Violators will be reported to the Office of the Provost. Students who are sanctioned for violating the academic integrity policy forfeit the right to withdraw from the class with a grade of “W.”

VII. How your course grade will be computed (assessment measures):

Questions from the readings to prompt discussion	15%
Project proposal (text/artifact & theory)	10%
Literature review	10%
Analysis	15%
Draft and peer review	20%
Final paper	20%
Professionalism, participation, attendance	10%
	<u>100%</u>

Some specifics

Our class sessions will depend on the vitality and vibrancy of our discussions. We will discuss issues and **questions** related to the text and readings, and we will workshop our research projects throughout the course. Your involvement is essential. Your submitted questions will drive our discussion. Avoid simplistic yes/no questions. Think about instances in which the reading is confusing, muddy, or incomplete (clarifying questions). Think about how we might apply what we’ve read in our research (application questions). Think about what you most want to know next (residual questions). ‘Why’ and ‘how’ questions will push us forward. You typically will bring three questions to class for discussion, submitting those questions before we depart.

The **proposal** will briefly describe the object or discourse you will analyze for the final research paper. You will provide a full explanation of the text and justify why it warrants rhetorical investigation. The proposal will also identify and explain the methodological or theoretical perspective you will use in your final paper. You should be able to explain why a given perspective is appropriate for your text. You may use a perspective not covered in this course, but only in consultation with the instructor.

The **literature review** will identify how your project might contribute to our understanding of rhetoric and rhetorical theory by identifying the work already done in your proposed area and on your proposed topic. In other words, you will provide an introductory review of relevant literature that uses or explains your perspective.

The **analysis** will provide a detailed “close reading” of your text, describing narratives, genres, personae, rhetorical figures, and ideologies at work or evidenced. This analysis will include a contextual analysis that provides a detailed account of the cultural, historical, social, and political contexts in which your text or artifact is situated. Rhetoric does not occur in isolation, and your analysis will help explain how and why your chosen text or artifact emerged. You will not make judgments about the “effect” or “effectiveness” of the text at this stage.

The **final paper** will be 15 to 20 (typed, double-spaced) pages representing a complete and original work of rhetorical criticism. Although this paper will make use of your previous submitted, workshopped work, it should not simply be the aggregation of that work. Rather, you will present a coherent analysis that synthesizes only the most relevant of ideas from the work that preceded it.

To compute your final grade, add up your point totals, apply the appropriate percentages, then refer to the Berry College Communication Department suggested grading system, summarized here:

A = 93-100	A-= 90-92	B+=88-89	B=83-87
B- = 80-82	C+= 78-79	C=73-77	C-=70-72
D= 60-69	F=59 and below		

Definitions of the grades can be found in the Berry College Catalog. “A” students will demonstrate an outstanding mastery of course material and will perform **far above** that required for credit in the course and **far above** that usually seen in the course. The “A” grade should be awarded sparingly and should identify student performance that is relatively unusual in the course and that **demonstrates mastery**.

Assignments

- A. Daily projects and safaris, for which there will be great variety. Generally, they ask you to observe, then to analyze what you have observed.
- B. Larger projects are to test your recall of history, key terms and concepts, and your ability to apply visual rhetorical theory to examples and artifacts.
- C. Blog post comments extend and expand our discussions. The professor will occasionally write to Wandering Rocks (wanderingrocks.wordpress.com) and invite students to comment to his post. Evaluated here are a student’s creativity, thoughtfulness, and follow-up questions.
- D. Note that professionalism is a significant portion of your grade. On-time attendance, active participation, discernible preparation, quality submissions turned in by deadline, and overall professionalism are aspects of this 10 percent.

Deadlines

- **Late submissions** will be penalized. Because the due dates for written assignments are known well in advance, there is no reason why they cannot be completed on time. Late assignments will be penalized one letter grade, up to 48 hours after the assigned deadline (in other words, by the next class period). Work not submitted in this timeframe is ineligible for grading. For submissions

of questions for assigned readings, because these questions are for the discussion that day, late work will not be accepted or graded, resulting in a zero. The questions aren't needed after the discussion, in other words.

- **Please note:** If a student misses a class when an assignment is due and that student has a legitimate excuse, the instructor will accept the late assignment without penalty. However, the instructor defines what constitutes a legitimate excuse and reserves the right not to grant full credit for assignments turned in under these circumstances. The student cannot make these determinations. The same holds true for exams.

Accommodation Statement

The Academic Success Center provides accessibility resources, including academic accommodations, to students with diagnosed differences and/or disabilities. If you need accommodations for this or other classes, please visit berry.edu/asc for information and resources. You may also reach out at 706-233-40480. Please note, faculty are not required, as part of any temporary or long-term accommodation, to distribute recordings of class sessions.

X. Academic Success Resources

Consultants at the Berry College Writing Center are available to assist students with all stages of the writing process. To schedule an appointment, visit berry.mywconline.com. The Academic Success Center provides free peer tutoring and individual academic consultations to all Berry College students. The ASC Session schedule is available on ASC Website: berry.edu/ASC.

Finally, I believe we are here for a good time, not a long time, so let's have some fun.



SELECTED BIBLIOGRAPHY

for projects, ideas, supplementary reading

- Lora Arduser, *Living Chronic: Agency and Expertise in the Rhetoric of Diabetes* (Columbus, OH: Ohio State University Press, 2017).
- Ronald C. Arnett, *Levinas's Rhetorical Demand: The Unending Obligation of Communication Ethics* (Carbondale, IL: Southern Illinois University Press, 2017).
- Jeffrey A. Bennett, *Managing Diabetes: The Cultural Politics of Disease* (New York: New York University Press, 2019).
- Jean Bessette, *Retroactivism in the Lesbian Archives: Composing Pasts and Futures* (Carbondale, IL: Southern Illinois University Press, 2017).
- Casey Boyle, *Rhetoric as a Posthuman Practice* (Columbus, OH: Ohio State University Press, 2018).
- Stephen Howard Browne, *The Ides of War: George Washington and the Newburgh Crisis* (Columbia, SC: University of South Carolina Press, 2016).
- M. Lane Bruner, *Rhetorical Unconsciousness and Political Psychoanalysis* (Columbia, SC: University of South Carolina Press, 2019).
- M. Kelly Carr, *The Rhetorical Invention of Diversity: Supreme Court Opinions, Public Arguments, and Affirmative Action* (East Lansing, MI: Michigan State University Press, 2018).
- Christopher Carter, *Metafilm: Materialist Rhetoric and Reflexive Cinema* (Columbus, OH: Ohio State University Press, 2018).
- Dana Cloud, *Reality Bites: Rhetoric and the Circulation of Truth Claims in U.S. Political Culture* (Columbus, OH: Ohio State University Press, 2018).
- Lisa M. Corrigan, *Prison Power: How Prison Influenced the Movement for Black Liberation* (Jackson, MS: University Press of Mississippi, 2017).
- Nathan Crick, *The Keys of Power: The Rhetoric and Politics of Transcendence* (Columbia, SC: University of South Carolina Press, 2017).
- Patricia G. Davis, *Laying Claim: African American Cultural Memory and Southern Identity* (Tuscaloosa, AL: University of Alabama Press, 2016).
- Jay Timothy Dolmage, *Disabled Upon Arrival: Eugenics, Immigration, and the Construction of Race and Disability* (Columbus, OH: Ohio State University Press, 2018).
- Thomas R. Dunn, *Queerly Remembered: Rhetorics for Representing the GLBTQ Past* (Columbia, SC: University of South Carolina Press, 2016).
- Jeremy David Engels, *The Art of Gratitude* (Albany, NY: State University of New York Press, 2019).
- Cheryl Glenn, *Rhetorical Feminism and This Thing Called Hope* (Carbondale, IL: Southern Illinois University Press, 2018).
- Daniel A. Grano, *The Eternal Present of Sport: Rethinking Sport and Religion* (Philadelphia: Temple University Press, 2017).
- Leslie A. Hahner, *To Become an American: Immigrants and Americanization Campaigns of the Early Twentieth Century* (East Lansing, MI: Michigan State University Press, 2017).
- Robert Hariman, *The Public Image: Photography and Civic Spectatorship* (Chicago: University of Chicago Press, 2016).
- Roderick Hart, *Civic Hope: How Ordinary Americans Keep Democracy Alive* (Cambridge: Cambridge University Press, 2018).

- Debra Hawhee, *Rhetoric in Tooth and Claw: Animals, Language, Sensation* (Chicago: University of Chicago Press, 2016).
- Cynthia Haynes, *The Homesick Phone Book: Addressing Rhetorics in the Age of Perpetual Conflict* (Carbondale, IL: Southern Illinois University Press, 2016).
- Ian E. J. Hill, *Advocating Weapons, War, and Terrorism: Technological and Rhetorical Paradox* (State College, PA: Pennsylvania State University Press, 2018).
- Justin Hodgson, *Post-Digital Rhetoric and the New Aesthetic* (Columbus, OH: Ohio State University Press, 2019).
- Kelly Jakes, *Strains of Dissent: Popular Music and Everyday Resistance in WWII France, 1940-1945* (East Lansing, MI: Michigan State University Press, 2019).
- Robin E. Jensen, *Infertility: Tracing the History of a Transformative Term* (State College, PA: Pennsylvania State University Press, 2016).
- Krista Kennedy, *Textual Curation: Authorship, Agency, and Technology in Wikipedia and Chambers's Cyclopaedia* (Columbia, SC: University of South Carolina Press, 2016).
- Michelle Kennerly, *Editorial Bodies: Perfection and Rejection in Ancient Rhetoric and Poetics* (Columbia, SC: University of South Carolina Press, 2018).
- Melanie Loehwing, *Homeless Advocacy and the Rhetorical Construction of the Civic Home* (State College, PA: Pennsylvania State University Press, 2018).
- Nina Maria Lozano, *Not One More! Feminicidio on the Border* (Columbus, OH: Ohio State University Press, 2019).
- John A. Lynch, *The Origins of Bioethics: Remembering When Medicine Went Wrong* (East Lansing, MI: Michigan State University Press, 2019).
- Bryan J. McCann, *The Mark of Criminality: Rhetoric, Race, and Gangsta Rap in the War-on-Crime Era* (Tuscaloosa, AL: University of Alabama Press, 2017).
- Kristy Maddux, *Practicing Citizenship: Women's Rhetoric at the 1893 Chicago World's Fair* (State College, PA: Pennsylvania State University Press, 2019).
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- John M. Murphy, *John F. Kennedy and the Liberal Persuasion* (Michigan State University Press, 2019).
- Ersula J. Ore, *Lynching: Violence, Rhetoric, and American Identity* (Jackson, MS: University Press of Mississippi, 2018).
- Shawn Parry-Giles and David S. Kaufer, *Memories of Lincoln and the Splintering of American Political Thought* (State College, PA: Pennsylvania State University Press, 2017).
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