Spring 2010: WRTG 3020.034
Rhetorical Criticism

Course Policies

**Time:** MWF 1:00/2:00  
**Room:** CLRE 212  
**Instructor:** Anna MacBriar, PhD  
**Office Hours:** T, TH 10-12, and by appointment  
**Office Location:** 1338 Grandview (See attached map.)


Course Overview
The purpose of this course is to develop advanced analytical and critical thinking and writing skills. These skills are invaluable for successful communication and persuasion in a myriad of social and professional contexts throughout life. To gain these skills, we will explore the methods rhetorical criticism as a way of analyzing and constructing meaning with language. In addition, the use of these methods will help foster a deep understanding and appreciation of the power and complexity of human communication.

CCHE Criteria
The Colorado Commission on Higher Education has set forth the following learning goals for this course:

- **Extended knowledge of rhetorical technique, including, but not limited to, traditional modes of persuasion and rhetorical situation.** This goal will be achieved through:
  - Close rhetorical examination of your own writing, as well as the assigned readings.
  - Ongoing self-reflection and continued awareness of your successes and challenges in meeting the needs of different audiences and purposes.
- **Continued experience in writing processes,** through:
  - Extensive revision of each assignment, at all levels (prose style, argument, organization, etc.).
    - Invention workshops in which multiple topics and rhetorical strategies are explored and evaluated by peers and the instructor.
  - Generic modeling and critique of writing samples.
  - In-depth peer review throughout the writing process.
  - Guided self-reflection throughout the writing process.
- **Mastery of writing conventions both within and beyond disciplinary boundaries,** gained through:
  - Practice writing from a variety of rhetorical perspectives.
  - Ongoing development of an extensive and in-depth rhetorical vocabulary.
  - Practice with English language conventions such as spelling, syntax, style, grammar, and punctuation to achieve advanced rhetorical goals.
- **Full comprehension of the rhetorical demands of a variety of contexts,** developed through:
Examination of rhetorical artifacts from a variety of perspectives.

Close attention to the interplay of audience and purpose in rhetorical analyses.

**Delivery**
This course is conducted with a combination of full group workshops, small group workshops, lectures, discussions, in-class exercises, and instructor-student conferences.

**Workshops:** Much of our class time will be spend workshopping small portions of your drafts as a full group. Always print out and read workshop drafts before coming to class before workshop. Most of our time in class will be spend discussing your drafts; therefore, it is very important that you make the most of workshops by coming to class prepared to work. Workshop activities will vary from paper to paper, and will include brainstorming, content development and structuring, sentence-level feedback, etc. Peer review should always be approached with respect and a genuine desire to improve one's own work, as well as the work of your group members.

**Lectures and Discussions:** Each unit will include several lectures and discussions about the assigned readings and other topics that pertain to writing and rhetoric. Always complete the assigned reading before the class on the day it is due and come prepare to engage in substantive discussion of topic.

**Conferences and Office Hours:** You are required to conference with me in my office at two times over during the semester. I strongly encourage you to come to my office hours (or by appt.) if you have any question about the course or your writing, or you would like feedback from me in addition to what you receive on your portfolio submissions. Office hours will be cancelled during designated conference weeks.

**Class Participation:** Your intelligent and enthusiastic participation is a necessary component of the overall success of this course. Class participation will be assessed periodically throughout the course. Thoughtful and well-informed (by the readings) participation in workshops and discussions will result in a high participation grade. Behavior that disrupts and/or disrespects the classroom learning environment will result in a low class participation grade. The use of cell phones, including texting, is prohibited in class. Persistent disregard of this rule will result in a lowered class participation grade. *Turn your cell phone off before entering the classroom.*

**Attendance and Tardiness:** Because most of the course is delivered through workshop, discussion, and lecture, attendance is crucial to meeting the course goals.

**Learning Resources**
The following are brief introductions to texts and other resources we will use throughout the course.

**Readings**
All readings should be completed before class on the day they are due to be discussed. Please bring (and print out, as needed) all readings to class on the day they are due to be discussed.

**Textbooks**
- *Rhetorical Criticism,* by Sonya Foss. 4th Edition: Most of our readings will come from this book. It is a comprehensive guide to rhetorical analysis and criticism that will provide most of the content and structure of this course.

- **Other readings:** In addition to the textbook, you will read several articles about different aspects of rhetorical aspects. All readings not found in the textbook will be available on CULearn
Helpful Websites
- *Silva Rhetoricae* (http://humanities.byu.edu/rhetoric/Silva.htm): Comprehensive website devoted to rhetorical knowledge.
- *Purdue OWL* (http://owl.english.purdue.edu/): Comprehensive website devoted to writing in college and beyond.

Technology
CULearn
- All handouts, including the syllabus, assignment sheets, readings, etc., will be available on our CULearn site.
- All assignments must be uploaded onto CULearn.

E-mail
- Please use the CULearn mail function to e-mail me with any course-related questions.
- Please use my CULink e-mail address (macbriar@colorado.edu) only when CULearn is unavailable.
- I check e-mail once or twice a day, M-F, 9am-5pm. Do not expect me to respond to your email over the weekend.

Software
- Assignments should be submitted in MS Word, or compatible word processing software. You will be asked to re-submit assignments that cannot be opened in Word.

- **Laptops:** I encourage you to bring your laptop to class, but I expect it to be used only as a resource for achieving the course goals. Other uses of laptops in class are strongly discouraged and will, if persistent, result in a lowered class participation grade

Always turn your cell phone off before entering the classroom

Writing Center
One-on-one sessions with consultants trained in writing pedagogy. Consultants provide feedback and advice geared toward promoting writers’ abilities to communicate successfully and think critically in the complex and changing environments of the university, the workplace, and society. Services are FREE to all CU students, faculty, staff and alumni. Visits are by APPOINTMENT ONLY.
- Norlin M250
  303-735-6906
  wrtghelp@colorado.edu
  http://www.colorado.edu/pwr/writingcenter.html
Assignments

The following is a list, plus a brief general description, of the assignments you will complete in this course. All assignments must be turned in on CULearn. Prewriting will first be turned in to the discussion board (linked to the homepage), and Unit Portfolios, which include a collection of all prewriting, the final draft of the essay, and a learning reflection.

Assignment List

**Miscellaneous**  25% Total
Artifact Proposal  3%
Peer Review/Workshop Participation  10%
Overall Class Participation  10%
Final Learning Reflection  2%

**Essay 1**  15% Total
Pre-writing  5%
Final Draft  10%

**Essay 2**  15% Total
Pre-writing  5%
Final Draft  10%

**Essay 3**  15% Total
Pre-writing  5%
Final Draft  10%

**Final Project**  30% Total
Project Proposal  2%
Project Analysis First Draft  4%
Project First Draft  4%
Project Analysis Final Draft  10%
Project Final Draft  10%

Grades

Each assignment has its own specific requirements, which will be described in detail on the assignment sheets and discussed in class as needed. The following are general criteria for how the assignment will be graded.

**Meets Expectations**--85%
- Meets all of the criteria for success, specified on the assignment sheet.

**Needs Improvement**--70%
- Does not meet all of the criteria for success specified on the assignment sheet.

**Exceptional**--100%
Meets all of the criteria for success listed on the assignment sheet, and exceeds those criteria in significant ways.

**Unacceptable**--55%
- Does not meet any of the criteria of success.
**Prewriting:** All pre-writing is assigned one grade of Meets Expectations, Needs Improvement, Exceeds Expectations, or Unacceptable.

**Final Drafts:** Each of the following criteria is assessed individually for final drafts.

- Language Mechanics
- Organization/Structure and Formatting
- Reasoning and Evidence
- Use of Sources

**Absences**
You may be absent from class three times without penalty. For each absence after your third, one percentage point will be subtracted from your final grade. Up to two of these points may be made up with extra credit.

**Late Work and Revisions**

**Prewriting**
- Submit all prewriting through the CULearn discussion forum (linked to the front page). The discussion forum will be used for all online workshops. Credit will not be given to pre-writing submitted late.

**Final Drafts**
- Submit Final Drafts through the Assignment function (linked to the front page).
- A 10% per day grade penalty will be applied to all final drafts submitted late.
- You may revise one of the first three essays for a higher grade. This revision is due December 10.
University Policies

Disabilities Accommodation
If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in a timely manner so that your needs be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Willard 322, and www.Colorado.EDU/disabilityservices

If you have a temporary medical condition or injury, see guidelines at http://www.colorado.edu/disabilityservices/go.cgi?select=temporary.html

Disability Services’ letters for students with disabilities indicate legally mandated reasonable accommodations. The syllabus statements and answers to Frequently Asked Questions can be found at www.colorado.edu/disabilityservices

Classroom Behavior
Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at http://www.colorado.edu/policies/classbehavior.html and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

Discrimination and Harassment
The University of Colorado at Boulder policy on Discrimination and Harassment, the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships apply to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH, the above referenced policies and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at http://www.colorado.edu/odh.

Academic Integrity
All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-725-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at http://www.colorado.edu/policies/honor.html and at http://www.colorado.edu/academics/honorcode/
Course Schedule

Week 1

Monday, August 23
Due
Reading: None
Assignment: None

Learning Goals
• Understand enrollment policy
• Understand course goals and general course information

Overview
• Roll
• Enrollment Questions
• Syllabus and Course Policies

Wednesday, August 25
Due
• Reading: Chapter 1—“The Nature of Rhetorical Criticism”
• Assignment: None

Learning Goals
• Be acquainted with diverse uses of the term “rhetoric”
• Understand the nature, purposes, and applications of rhetorical criticism

Overview
• Roll
• Introduction to Rhetoric and Rhetorical Criticism

Friday, August 27
Due
• Reading: Chapter 2—“Doing Rhetorical Criticism”
• Assignment: None

Learning Goals
• Understand the basic method of rhetorical criticism
• Understand the structure of a standard piece of rhetorical criticism

Overview
• Roll
• Introduction to Rhetorical Criticism, cont.
• Group Formation
WEEK 2

Monday, August 30
Due
- Reading: “Chapter 3—Neo-Aristotelian Criticism, ” pg. 21-29
- Assignment: None

Learning Goals
- Understand the nature, purposes, and applications of neo-Aristotelian criticism
- Understand the structure of a standard piece of neo-Aristotelian rhetorical criticism

Overview
- Roll
- Introduction to Essay 1

Wednesday, September 1
Due
- Reading: Read: “The Power of Saddam Hussein’s War Rhetoric” (p. 51-60)
- Assignment: Artifact Proposal

Learning Goals
- Increase understanding of the form and content of neo-Aristotelian analysis
- Increase understanding of the general structure of an academic essay
- Understand how a text or set of texts can be framed as a rhetorical artifact

Overview
- Roll
- Reading Discussion
- Workshop: Artifact Proposal

Friday, September 3
Due
- Reading: “Analysis of George Bush’s Letter to Saddam Hussein” (CULearn); “A Neo-Aristotelian Analysis of Ronald Reagan’s-The Challenger Disaster” (CULearn)
- Assignment: None

Learning Goals
- Increase understanding of the form and content of neo-Aristotelian analysis
- Increase understanding of the rhetorical nature of rhetorical analysis itself
- Increase understanding of the general structure of an academic essay
- Understand the workshop logistics for this course, esp. for Essay 1

Overview
- Roll
- Reading Discussion
- Workshop procedure
WEEK 3

Monday, September 6
Labor Day: No class!

Wednesday, September 8
Due
- Reading: None
- Assignment: First Draft of Essay 1

Learning Goals
- Master Essay 1 workshop logistics
- Understand the nature, purposes, and applications of forensic, deliberative, and epideictic argument

Overview
- Roll
- Re-visit Essay 1 workshop procedures
- Forensic, Epideictic, and Deliberative Argument

Friday, September 10
Due
- Reading: Essay 1--Group 1/6 --Introductions
- Assignment: None

Learning Goals
- Better understand the structure of introductions
- Understand the importance of introductions to the overall value of the analysis

Overview
- Roll
- Workshop: Essay 1--Group 1/6 --Introductions
WEEK 4

Monday, September 13
Due
- Reading: Essay 1--Group 2/7—Description of Artifact
- Assignment: None

Learning Goals
- Understand the structure of the Description of Artifact section
- Understand the importance of the Description of Artifact section to the overall value of the analysis

Overview
- Roll
- Workshop: Essay 1--Group 2/7—Description of Artifact

Wednesday, September 15
Due
- Reading: Essay 1--Group 3/8--Methods
- Assignment: None

Learning Goals
- Understand the structure of the methods section
- Understand the importance of the methods section to the overall value of the analysis

Overview
- Roll
- Workshop: Essay 1--Group 3/8--Methods

Friday, September 17
Due
- Reading: Essay 1--Group 4/9--Findings
- Assignment: None

Learning Goals
- Understand the structure of the finding section
- Understand the importance of the findings section to the overall value of the analysis

Overview
- Roll
- Workshop: Essay 1--Group 4/9--Findings
WEEK 5

Monday, September 20
Due
Due
- Reading: Essay 1--Group 5/10—Contribution to Rhetorical Theory
- Assignment: None

Learning Goals
- Understand the structure of Contribution section
- Understand the importance of the Contribution section to the overall value of the analysis

Overview
- Roll
- Workshop: Essay 1--Group 5/10—Contribution to Rhetorical Theory

Wednesday, September 22
Due
- Reading: Your group’s full first drafts of Essay 1
- Assignment: None

Learning Goals
- Identify strengths and weaknesses in an early draft of an essay
- To identify strategies for enhancing strengths and resolving weaknesses

Overview
- Roll
- Workshop Essay 1—full draft

Friday, September 24
Due
- Reading: Chapter 7—“Ideological Criticism” (pg. 214-220)
- Assignment: None

Learning Goals
- Understand the nature, purposes, and applications of ideological criticism
- Understand the requirements of Essay 2

Overview
- Roll
- Introduction to Essay 2
Week 6

Monday, September 27

Due
- Reading: “Memory and Myth at the Buffalo Bill Museum” (pg. 225-242); “From the Closet to the Loft” (pg. 246-251)
- Assignment: None

Learning Goals
- Better understand the nature, purposes, and applications of ideological criticism
- Better understand the requirements of Essay 2

Overview
- Roll
- Reading Discussion

Wednesday, September 29

Due
- Reading: “Cyber Ideology” (pg. 253-261); “Insurance Taints a ‘God Term’” (CULearn)
- Assignment: Essay 1 Final Draft

Learning Goals
- Better understand the nature, purposes, and applications of ideological criticism
- Better understand the requirements of Essay 2
- Understand the nature, use, and problems associated with “God terms” and “Devil terms”

Overview
- Roll
- Reading Discussion
- “God terms”

Friday, October 1

Due
- Reading: None
- Assignment: None

Learning Goals
- Basic knowledge of syllogistic reasoning

Overview
- Roll
- Syllogisms and Enthymemes
Week 7

Monday, October 4
Due
- Reading: None
- Assignment: Essay 2, First Draft

Learning Goals
- Understand the nature of fallacies of argument and how to identify them, and how to avoid them

Overview
- Roll
- Fallacies of argument

Wednesday, October 6
Due
- Reading: Essay 2--Group 1/6--Problem Sections
- Assignment: None

Learning Goals
- Improving a variety of drafting, editing, and revising skills
- Increased understanding of principles of rhetorical analysis

Overview
- Roll
- Workshop: Essay 2--Group 1/6--Problem Sections

Friday, October 8
Due
- Reading: Essay 2--Group 2/7-- Problem Sections
- Assignment: None

Learning Goals
- Improving a variety of drafting, editing, and revising skills
- Increased understanding of principles of rhetorical analysis

Overview
- Roll
- Workshop: Essay 2--Group 2/7-- Problem Sections
Week 8

Monday, October 11
Due
- Reading: Essay 2--Group 3/8--Problem Sections
- Assignment: None

Learning Goals
- Improving a variety of drafting, editing, and revising skills
- Increased understanding of principles of rhetorical analysis

Overview
- Roll
- Workshop: Essay 2--Group 3/8--Problem Sections

Wednesday, October 13
Due
- Reading: Essay 2--Group 4/9--Problem Sections
- Assignment: None

Learning Goals
- Improving a variety of drafting, editing, and revising skills
- Increased understanding of principles of rhetorical analysis

Overview
- Roll
- Workshop: Essay 2--Group 4/9--Problem Sections

Friday, October 15
Due
- Reading: Essay 2--Group 5/10--Problem Sections
- Assignment: None

Learning Goals
- Improving a variety of drafting, editing, and revising skills
- Increased understanding of principles of rhetorical analysis

Overview
- Roll
- Workshop: Essay 2--Group 5/10--Problem Sections
Week 9

Monday, October 18
Due
- Reading: Your own group’s First Full Drafts of Essay 2
- Assignment: None

Learning Goals
- Identify strengths and weaknesses in an early draft of an essay
- To identify strategies for enhancing strengths and resolving weaknesses

Overview
- Roll
- Workshop: First Full Draft of Essay 2

Wednesday, October 20
Due
- Reading: Chapter 11—“Generative Criticism” (pg. 387-405)
- Assignment: None

Learning Goals
- Understand the nature, purposes, and applications of generative criticism
- Understand methods associated with generative criticism

Overview
- Roll
- Introduction to Essay 3

Friday, October 22
Due
- Reading: “The Gender of Napoleon and the Power of Dynamite” (pg. 428-438); “Star of Fear, Star of Hope” (pg. 440-444)
- Assignment: None

Learning Goals
- Deeper understanding of the nature, purposes, and applications of Generative Criticism

Overview
- Roll
- Reading Discussion
WEEK 10

Monday, October 25
Due
- Reading: None
- Assignment: Essay 2 Final Draft; Bring to class a powerful or striking (or otherwise interesting) ad from a magazine or newspaper

Learning Goals
- Understand audience and occasion as rhetorical constructions
- Understand different ways audience and occasion are constructed in texts

Overview
- Roll
- Construction of Audience
- Construction of Occasion

Wednesday, October 27
Due
- Reading: None
- Assignment: Essay 3, First Full Draft

Learning Goals
- Understand the nature, purposes, and application of performative rhetoric

Overview
- Roll
- Performative Rhetoric

Friday, October 29
Due
- Reading: Your group’s Essay 3, First Full Draft
- Assignment: None

Learning Goals
- Identify strengths and weaknesses in an early draft of an essay
- To identify strategies for enhancing strengths and resolving weaknesses

Overview
- Roll
- Workshop: Your group’s Essay 3, First Full Draft
WEEK 11

Monday, November 1
Due
- Reading: None
- Assignment: None

Learning Goals
- Understand the nature and purpose of the Final Project
- Understand social and civic applications of rhetorical analysis

Overview
- Roll
- Introduction to Final Project

Wednesday, November 3
Due
- Reading: None
- Assignment: None

Learning Goals
- Increase understand the nature and purpose of the Final Project
- Increase social and civic applications of rhetorical analysis

Overview
- Roll
- Discussion: Multimodal compositions (TBD)

Friday, November 5
Due
- Reading: None
- Assignment: Essay 3, Final Draft

Learning Goals
- Harnessing intuition and creativity for producing rhetorically sound texts

Overview
- Roll
- Project Brainstorming
WEEK 12

Monday, November 8
Due
• Reading: None
• Assignment: Project Proposal

Learning Goals
• XX
• XX

Overview
• Roll
• Technical Workshop

Wednesday, November 10
Due
• Reading: Your group’s project proposals
• Assignment: None

Learning Goals
• Multimodal planning and design

Overview
• Roll
• Workshop: Project Proposal

Friday, November 12
• Conferences: Class does not meet
Week 13

Monday, November 15
Due
- Reading: None
- Assignment: First Draft of Final Project

Conferences: Class does not meet

Wednesday, November 17
Due
- Reading: Your group’s first draft of the final project
- Assignment: None

Learning Goals
- Understand and leverage the rhetorical affordance of multiple modes of communication
- Structure a multimodal composition for maximum rhetorical effect

Overview
- Roll
- Workshop: First Draft of Final Project

Friday, November 19
Due
- Reading: None
- Assignment:

Learning Goals
- Increased facility with rhetorical tools

Overview
- Roll
- Technical Workshop
Monday, November 22, 44, 26
Fall Break/Thanksgiving—No Classes!

Week 14

Monday, November 29
Due
- *Reading:* None
- *Assignment:* Final Draft of Final Project; Group 1 Class Presentations

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<th>Learning Goals</th>
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<tr>
<td>Effective public speaking and personal presentation skills</td>
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<tr>
<td>Effective listening and dialogue skills</td>
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Overview
- Roll
- Class Presentations—Group 1

Wednesday, December 1
Due
- *Reading:* None
- *Assignment:* None

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Overview
- Roll
- Class Presentations—Group 2

Friday, December 3
Due
- *Reading:* None
- *Assignment:* None

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Overview
- Roll
- Class Presentations—Group 3
Week 15

Monday, December 6
Due
• Reading: None
• Assignment: None

Learning Goals
• Effective public speaking and personal presentation skills
• Effective listening and dialogue skills

Overview
• Roll
• Class Presentations: Group 4

Wednesday, December 8
Due
• Reading: None
• Assignment: None

Learning Goals
• Effective public speaking and personal presentation skills
• Effective listening and dialogue skills

Overview
• Roll
• Class Presentations: Group 5

Friday, December 10
Due
• Reading: None
• Assignment: None

Learning Goals
• Effective public speaking and personal presentation skills
• Effective listening and dialogue skills

Overview
• Roll
• Make-up Presentations—as needed

NO FINAL EXAM!