



ENC 3021-03: Rhetoric

(Tuesday & Thursday 12:30-1:45; WMS 317)

Instructor: Rory Lee (ral07e@fsu.edu)

Office: WMS 329 (back left corner)

Office Hours: T/TH 2:00-3:30 or 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 develop this foundation, you'll read about and read 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 epistemologies** that underpin the conception and employment of rhetoric at various time periods; and
- **frameworks** (i.e., heuristics and hermeneutics) useful for the production and analysis of texts, events, communication, and other phenomena.

In order to address these concepts, epistemologies, and frameworks, we'll be tracing Western rhetoric as it evolved and changed throughout its 2500-year history. Beginning with 5th century BCE Greece and ending with 20th century CE United States, we'll take a tour through rhetorical history, observing the ways rhetoric shifted from an art for oral performance to an epistemic lens for understanding, creating, and even controlling meaning. At each point in this historical tour, we'll attend to who can speak and who is excluded, what can be said and what is silenced, and how it can be said. In addition, we'll explore the ways in which language has been used across time and places to create a shared reality, to change reality, and to secure power within that reality. In the process, we'll discover the intimate connection between rhetoric and philosophy, rhetoric and community, rhetoric and media, and rhetoric and the world you occupy.

Course Goals and Objectives:

Upon successfully completing this 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 modern pop culture; and
- develop a well rounded, critical understanding and definition of rhetorical theory and practice.

Course Requirements:

In order to succeed in this course, you must:

- participate in class and online,
- read regularly and on time,
- work collaboratively with classmates,
- complete all major projects and turn them in as they are due, and
- show respect to both teacher and peers.

Texts:

- Smith, Craig R. *Rhetoric and Human Consciousness: A History*. 3rd ed. Long Grove, IL: Waveland Press, 2009. Print.
 - “An Introduction to Rhetoric”
 - “The Greek Sophistication of Rhetoric from Thales to Plato”
 - “Aristotle’s *Rhetoric*”
 - “The Roman Rhetorical System”
 - “The Fall of Rome and the Rise of Christianity”
 - “Epistemology in Great Britain”
 - “Meaning in Context”
 - “Kenneth Burke”
 - “The Pentad”
 - “Foucault”
- Bizzell, Patricia, and Bruce Herzberg. *The Rhetorical Tradition: Readings from Classical Times to the Present*. 2nd ed. Boston, MA: Bedford/St. Martins, 2001. Print.
 - “General Introduction”
 - “Plato”
 - Plato’s *Gorgias*
 - “Aristotle”
 - “Christine de Pizan,” “*The Book of the City of Ladies*,” and “*The Treasure of the City of Ladies*”
 - “Peter Ramus” and *Arguments in Rhetoric against Quintilian*
 - “I.A. Richards”

- Burke’s “Terministic Screens”
- Foucault’s “The Order of Discourse”
- Anzaldua’s “How to Tame a Wilde Tongue”

Grading:

• Project 1	20%	(200 points)
• Midterm Exam	20%	(200 points)
• Project 2	20%	(200 points)
• Final Exam	20%	(200 points)
• Journals (10 at 10 points per)	10%	(100 points)
• QQC (15 total, includes participation)	10%	(100 points)

Total: 1000 points

All Projects and Exams must be completed to earn a passing grade in this course.

Evaluation:

- Projects: For each project, you’ll be assessed on your ability to adapt to the rhetorical situation in which you’re operating. In general, that means you’ll be assessed on your audience-awareness, genre-awareness, arrangement, style, delivery, rhetorical strategies, and ability to defend your rhetorical decisions. It may also include specific composing areas that will be emphasized during class activities and discussions geared toward said project. In addition, you will complete a **“Rhetorical Rationale”** upon finishing each project. These rationales, which I rely on to assess your work, provide you the opportunity to articulate parts of your composing process and to clarify and elaborate on specific portions of your text; more importantly, however, these rationales are a space for you to defend and justify your rhetorical strategies and approach, to explain why you created the text you did and how it’s rhetorically appropriate considering your rhetorical situation.
- Journals: You’ll have 10 assigned journals worth 10 points each (100 points total). You’ll also have the opportunity to complete two bonus journals toward the end of the semester. Journals are to be completed and posted on Blackboard within the Journals page. Journals are graded on content, effort, and thoughtfulness.
- QQCs (and participation): “QQC” stands for “question, question, comment,” and you’ll post two questions and one comment for the assigned readings that include “and do QQC” in the homework section (HW:) within the Course Calendar on Blackboard. You’ll post your QQC in the QQCs page on Blackboard, and you’ll complete 15 QQCs during the semester: 9 before the midterm; 6 after. In addition, you’ll earn points based on our participation in class; this includes being actively involved in class exercises and discussions, being punctual to class, and preparing for class (i.e., doing the homework).

All other composed and oral work will be graded on meaning or content and on appropriateness to the assignment.

Brief Description of Projects and Exams:

- Project 1 “T(t)ruth, K(k)nowledge, and Rhetoric according to the Greek Trilogy”: Composing in whatever medium and genre you choose (and think is rhetorically appropriate considering your audience and objective), you’ll create a text for the audience of novice first-year EWM majors that explicates and traces the different ways the Sophists, Plato, and Aristotle conceived of the relationship between truth, knowledge, and rhetoric. You might start by tackling each rhetorician and the school of thought they/he represents individually, emphasizing the way epistemology shapes rhetoric, but eventually, you’ll need to put the three in dialogue with one another; that is, you’ll need to talk across them as a set.
- Project 2 “Epistemology and Rhetoric according to…”: Composing in whatever medium and genre you choose (and think is rhetorically appropriate considering your audience and objective), you’ll create a text about one of the rhetoricians we've covered since the Ancient Greek period, explaining his/her overarching epistemological perspective, the way it informs his/her conception and understanding of rhetoric, and other important concepts and ideas associated with the rhetorician. Toward that end, you'll most likely want to include (or think about including) a brief bio and some context (i.e., who/what is this rhetorician responding to and when?) and to provide a few contemporary examples. As with the first project, you'll want to tailor this text to the audience of novice first-year EWM majors.
 - Alternative Project: For both Project 1 and 2, you have the opportunity to create an alternative project. There are many ways to conceive of such a project, but it must be keyed in some fashion to the content being covered in class. If this is an option that interests you, then you’ll need to propose your project to me (in writing or face-to-face), and I’ll need to approve of it.
- Exams (2): This course will include two exams: a midterm and a final. The midterm will cover all of the periods up to the 18th century, including Ancient Greece, Classical Rome, the Rise of Christianity, Medieval, and Renaissance. The final will cover the 19th century (i.e., the Enlightenment) and modern 20th century rhetoric. Each exam will include fill in the blank, matching, short answer, and essay length writing questions. These exams will ask you to not only remember the major epistemologies, theories, concepts, terms, texts, and rhetoricians but also be able to engage critically with the material as a whole. The exams will push you to analyze, critique, question, and synthesize the material we cover in our readings and class discussions. Directly before each exam, we’ll have an in-class review game, where the winning group will receive extra credit on the exam; furthermore, you’ll be allowed to use *one side* of a standard 3x5 index card as a “cheat sheet,” which you can bring in and use the day of the exam.

Journals:

I’ll post a prompt for each journal. You’ll post your response in the Journals page on Blackboard before the class for which it’s due. These responses should be thoughtful and show the depth of your thinking process. Moreover, journal topics sometimes take on a more personal nature and require that you position yourself into the discussion at hand. In other words, these topics will be applicable to you; they are a means for you to make sense

of the class, its projects, its concepts and keywords, and the EWM major as a whole. As such, journals are not merely busy work; rather, they are integral to your understanding of class material and furthering your ability to make meaning. And since you will be posting your journal responses in a space where everyone in class has access to them, there is an inherent dialogical aspect. I urge you not to ignore this; that is, read what your peers have written and play off their work if the situation calls for it. Even if you don't incorporate what your classmates say into your response, you'll want to read what they say regardless so you can learn from one another. It's always valuable to see how your peers are grappling with and making sense of the material.

Furthermore, we'll sometimes share journals in class, so make sure you write things you are confident talking about and sharing with others. Your journals will be graded on content, and your effort will be seriously taken into account. Unlike free writes, journals should show more range and depth; there should be a greater sense of coherency. *Simply writing a couple of sentences will not suffice.*

QQCs and Class Discussion:

Included with most assigned readings is providing "2 Questions and 1 Comment" (QQC); you'll post your questions and comment (together) to the QQCs page on Blackboard. These questions and comments are valuable for three reasons: (1) they let me know whether you are keeping up with the assigned readings, (2) they push you to read texts through a critical lens, and (3) they provide questions, areas, and avenues for us to explore during class discussions. With the latter, this is your opportunity to ask questions and dictate our discussion of the assigned readings. Put another way, you should be asking questions that are pressing to you (i.e., don't post questions for which you already have an answer or for ones that could be answered easily through a quick Google or Wikipedia search). QQC is for your benefit: it is designed so you are able to voice burning questions, so you are able to gain what you desire from the assigned readings. Take full advantage of this opportunity.

Speaking of class discussion, your participation in it is imperative (it also counts toward your QQC grade). Although this is a content course, I won't act as a lecturer (though I will make sure we cover salient rhetoricians, epistemologies, terms, concepts, and frameworks that you will be expected to know for the two exams). In other words, you will have the opportunity to dictate where our conversations go; you'll be able to voice pressing questions and concerns. Obviously, I will assist us along the way, but in doing so, I will often look for your input. The objective here is to be exposed to and see value in different perspectives, to foster *critical thinking*, which is to say: it's one thing to understand the material, it's another to engage with it, discuss it, apply it, critique it, question it, and respond to it. We want to do all of that, not just the understanding. Put bluntly: come to class ready to think and participate.

Late Work:

Late work will not be tolerated. Journals that are late will receive less credit (10 points to 8 points or lower), and if they are late by more than one class period, they will receive zero credit. A project will also be marked down a letter grade (e.g., A to A-) for each day that it is late. In other words, be responsible and punctual in completing your work. That said,

extensions are available for those with extenuating circumstances (e.g., ADA, health-related issues, emergencies, severe computer and technical problems, etc.), so please do let me know if there's a reason you don't think you'll be able to complete your work on time.

Attendance and Tardies:

Coming to class is (duh!) important. Our time spent as a class sharing ideas, engaging in dialogue, and grappling with larger theories and concepts will prove most beneficial to your development as a student and your understanding of rhetoric. My rules concerning attendance are thus:

- You are allotted 4 “unexcused” absences; consider these 4 “freebies.”
- After 4 unexcused absences, your grade will be adversely affected per additional unexcused absence.
- After 8 or more unexcused absences, *you cannot pass the course.*

There are “excused” absences. Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

Lastly, punctuality is important. The class and I start on time; you should be there. **Three tardies will result in an absence.** *It is better to be five minutes early than late.*

Plagiarism:

Plagiarism is grounds for suspension from the University as well as for failure in this course. If you were unaware, it's also incredibly tacky. Plain and simple: *it will not be tolerated.*

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://dof.fsu.edu/honorpolicy.htm>.)

ADA:

Students with disabilities needing academic accommodation should *in the first week of classes*: (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/>.

Reading/Writing Center (RWC):

The Reading/Writing Center (RWC) has four locations—(1) Williams 222, (2) the basement of the Johnston Ground Building, (3) Strozier Library, and (4) the Engineering Building—and is devoted to individualized instruction in reading and writing. Part of the English Department, the RWC serves Florida State University students at all levels and from all majors. Think of the RWC as an idea laboratory: it's a place to develop and communicate your ideas! Its clients include a cross-section of the campus: first-year students writing for composition class, upper-level students writing term papers, seniors composing letters of applications for jobs and graduate schools, graduate students working on theses and dissertations, multilingual students mastering English, and a variety of others.

The tutors in the RWC are graduate students in English with training and experience in teaching writing, and undergraduate students who have completed a 3-credit English elective course in tutoring writing and who have been apprentice tutors in the RWC. Tutoring sessions can take various forms: you can come with a prompt and talk about your ideas with someone who will be an active listener and ask questions to help you figure out what you think. You can come with a few ideas jotted down, and you can talk through your organization with a tutor. Once you have written parts of a draft or a whole draft, you can see if you communicated your ideas clearly by having a tutor be your “practice audience.” They will listen as a reader and explain to you what they are thinking as a reader. If they hear what you intended to communicate, hooray! If not, you have an opportunity to revise before you give your work to your actual audience. The tutors will even help you learn editing and proofreading strategies so you can independently communicate your ideas clearly.

The RWC's hours of operation vary per location. The best way to make an appointment is to use the online scheduler: <http://fsu.mywconline.com>. Instructions for making an appointment can be found here: <http://wr.english.fsu.edu/Reading-Writing-Center/How-to-Make-an-Appointment>. While the RWC will accept walk-ins if a tutor is available, it's usually best to book ahead.

Digital Studio (DS):

The Digital Studio (DS) is located in the Johnston Ground Building, room G0062 (basement floor). The Digital Studio provides support to students working individually or in groups on a variety of digital projects, such as designing a website, developing an electronic portfolio for a class, creating a blog, selecting images for a visual essay, adding voiceover to a presentation, and writing a script for a podcast. The DS has both Macs and PCs, and some of the cool software available in the DS includes Photoshop, InDesign, MovieMaker, iMovie, and more! Like the RWC, think of the DS as an idea lab, only it's a place to explore ideas in digital and multimodal texts and to learn new technologies to communicate ideas in those platforms and media. For more information on the Digital Studio, you can visit their website: <http://wr.english.fsu.edu/Digital-Studio>.

The Digital Studio's hours of operation vary. The best way to make an appointment is to use the online scheduler: <http://fsu.mywconline.com>. The DS does accept walk-ins, but the DS gets booked by large groups and is very busy at the end of the semester, so it's best to plan ahead.

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.

Civility Sheet:

I will tolerate neither disruptive language nor disruptive behavior.

Disruptive language includes, but is not limited to, violent and/or belligerent and/or insulting remarks, including sexist, racist, homophobic, or anti-ethnic slurs, bigotry, and disparaging commentary, either spoken or written (offensive slang is included in this category). While I do not disagree that each of you have a right to your own opinions, inflammatory language founded in ignorance or hate is unacceptable and will be dealt with immediately.

Disruptive behavior includes the use of cell phones (I don't even want to see your cell phone) or inappropriate use of other technology during class (e.g., checking email, web-browsing, chatting on Facebook, checking Twitter, etc.). Disruptive behavior also includes whispering or talking when another member of the class is speaking or engaged in relevant conversation (remember that I am a member of this class as well).

This classroom functions on the premise of respect, and I have no qualms about asking you to leave the classroom if you violate any part of this statement on civility.