**Course Policies and Tentative Syllabus**

English 3100 Rhetoric: History, Theory, Practice, Dr. Iraj Omidvar, Spring 2013

Southern Polytechnic State University

Instructor: Dr. Iraj Omidvar

Office Phone: 678-915-3722

Email: iomidvar@spsu.edu

Office Hours: W 12:45-5:45 PM (tentative)

Classroom: J-133

Meeting Times: M 6-8:45 PM

**Required Texts and Materials**

* Hart, Roderick P., and Daughton, Suzanne. *Modern Rhetorical Criticism*, 3rd Edition. ISBN: 0-205-37799-8.
* Other required texts and media will be made available online or in hard copies.

**Other Materials:**

* Reliable access to a computer or computers that
  + Give(s) you reliable access to the Internet
  + Permit(s) you to view video and audio clips online using social media tools and services
  + Allow(s) you to create and post electronic presentations online using social media tools and services, such as WordPress and Google Drive (some services require you to sign up, and you need to pay close attention to the information you are being asked to provide these services).
* Reliable access to a printer
* Stationary as needed

**Course Description**

In this class we will explore the definitions and applications of classical and modern rhetorical history and theory. The course is grounded in the analyses of rhetorical artifacts, whose meanings we will explore in the very many directions that the field of rhetoric permits. We will accomplish this through making connections between reading, writing, speaking, and thinking. The course is built on the assumption that meaning is created and understood through language and interaction. The focus of the class will be connected to our own ways of interpretation and the places we find our way into the readings.

**Course Objectives**

* Read and respond to various rhetorical texts (classical and contemporary).
* Demonstrate rhetorical awareness through textual and visual analysis.
* Analyze cultural ideologies
* Participate in writing as a social act through activities such as peer review, online discussions, small group, and/or full class workshops.

**Your Approach and Time Commitment to the Course**

You should be in this class only if you do believe that you can dedicate on average about **9 hours per week of outside-class-time** to this 3000-level course.  This course is a pillar of the two undergraduate majors in the department. What we cover here serves as the foundation for many of the other courses you will be taking.  Each week you are expected to have carefully read, underlined, and annotated a chapter before coming to class so that you are ready to examine the concepts I explain during my lectures and artifact analyses.  Each week you are also supposed to analyze an artifact online (using social media tools and services) for the following week, in addition to having responded to your classmates’ online analysis and reflections.  Every three weeks you will also present, as part of a group, an artifact analysis to the class.  In addition to doing these tasks, you will often be asked to read and watch various artifacts and to do formal and informal rhetorical analyses.  Finally, each of the three-hour class periods is packed with activities, including lectures and you should be there only if you can be alert and ready to do the required work. Please also see participation below.

**Assignments and Class Activities:**

All group and individual assignments you submit should be formatted according the MLA style. If you no longer have *The Open Handbook*, visit The Owl at Purdue for instructions on the MLA style.

In this class you will be doingthe following types of assignments:

**Group Analyses and In-class and Online Discussions of Artifacts:**Starting on week three, we will start doing group analysis presentations and online reflections and discussions of artifacts.  Details will provided in week 3.

**Unannounced Quizzes:**  There will be several unannounced quizzes on the reading selections.  **You cannot makeup a quiz**, butI will discount two quizzes when I calculate your quiz grade.

**Midterm:** The midterm will be in-class or take-home. The exam may be partly multiple-choice. Its purpose will be to test your knowledge of the historical and theoretical concepts studied in the course and your ability to apply this knowledge to critique rhetorical artifacts.

**Final Essay**: Work on this critical assignment starts early and will ask you to analyze a particular artifact (very broadly defined, as you will see as you advance in the course) using a particular set of rhetorical theories.  There are several stages to the writing of this essay including a brief presentation, preparation of several drafts, and writing workshops. This paper will be "exploratory" in nature but should demonstrate evidence of your desire to focus and expand upon and complicate your ideas.

**In-Class and Online Participation**

For in-class participation, I look forpurposeful class discussion, engaged group work (including verbal and written responses to the texts of others), regular attendance, no or very few “lates,” and timely preparedness. For online participation, I look for engaged, timely participation in class discussions, timely and active collaboration within groups, and timely electronic submissions of assignments.  Make sure that you do most of your collaborative work in such a way that creates a record of what you are doing. Needless to say, while you are in class, one or two instances of dozing off, being distracted (say, with electronic devices and otherwise), being inattentive to what others are saying, etc. will greatly affect your in-class participation grade.

**Evaluation**

Your course grade will be determined by a combination of the following components: (a) **Online Discussions and** **Group Presentations and Discussions of Written and Audio-Visual Artifacts**, which includes online contributions and discussions as well as peer evaluations; (b) a **Midterm**; (c) A **Final Essay**, (d) **Unannounced Quizzes**; (e) **In-class** **Participation**; and (f) **Attendance** record.

**Grade Breakdown:**

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| **Evaluation Area** | **Percentage of Course Grade** |
| Online Discussions and Group Presentations | 30% |
| Unannounced Quizzes | 10% |
| In-class Participation | 15% |
| Midterm | 20% |
| Final Essay | 25% |
| **Total** | **100%** |

**Attendance and Preparation**

**Attendance**—Because we meet only once a week and because of the intense nature of the class, it is very important for you to attend all classes.  **Each absence after the second will result in a 10% deduction from the course grade.**  **More than four absences are grounds for failure.** Notify me ahead of time if you plan to miss a class.

If you miss a class, it is your responsibility to find out what you missed and make up the assignment no later than the following class period.

**Emergencies**—In case of family or medical emergencies, you will need to contact me—through your and my university e-mail accounts or my office phone—within 48 hours after the emergency so that we can make the necessary arrangements.  Please keep in mind that I will ask for documentation for my records: an emergency-room admittance or release document, an accident report, etc.  A previously scheduled doctor’s (or other) appointment is not an emergency.From my perspective your job responsibilities do not take precedence over your responsibilities for this class.  I also do not consider computer problems to be emergencies (please see below).

**Late work**—Submitting late work will negatively affect your overall grade.  Attendance and submission of assignments are separate categories of responsibility.  If you must miss a class period, e-mail me your assignment before the beginning of class to avoid a late-work penalty.

**Assignment Format and Other Requirements**—All out-of-class writings must be typed and documented, according to the MLA style, for in-text citations and the works cited page.  Formatting of submissions is also according to the MLA style, with these exceptions:  Single-space paragraphs but leave two spaces between paragraphs.  On all papers you hand in, in the upper-left-hand corner of the first page, write your name, my name, the course number, the assignment title, and the date of the print-out (or of posting).  Number each page at the top right hand corner and fasten the sheets together.  Place a title (a title is not the same as the assignment title but part of the writing itself), without underlining it or placing quotation marks around it, on all papers and exploratory writings.

**Grammar and Mechanics**—This course assumes you have a standard competency in grammar, punctuation, and mechanics.  You will not pass this course unless I think you have such a competency.  If you need to do some work in this area, we should get together early and make arrangements.  The assignments you submit should be free from correctness errors.

**Readings:** In this class, all the readings (student and other) will be viewed as voices in our ongoing conversation.  We will write and think about them in relation to our own ideas and connections.   Every time you read for this class, read with a pen or pencil in hand.  With each reading assignment you will be expected to annotate the selections by actively engaging in a written conversation with the author by marking off sections of text and responding in the margins.  It is from these responses that your exploratory writings and our class and online discussions will grow.

**Note:** When you are reading out of the book, I expect you to write in the margins and isolate particular passages so they will be readily available for class discussion.

**Online Course Component**

Much of the collaboration in this course takes place online or by using online tools.  WordPress -- and to a lesser extent Desire2Learn --  is an integral part of the class.  As part of attending this class, you commit yourself to checking your email and WordPress (as well as any other online media service we come to use) **once a day during the work week** for any announcements and e-mails from me.

**Communication with Me**

My office hours are at the top of this document and will also be posted on the bulletin board by the door to my office.  Although you should feel welcome to stop by during any of my office hours, it would be very helpful to me if you contact me ahead of time to set up a specific time.

The best way to receive answers to your queries about the course is to bring them up during class if the question applies also to other students or right afterwards. If doing so is not possible, the best way to contact me is by contacting me through your and my SPSU emails. In emergencies, you also have my office telephone number.

**My e-mail guidelines:**

* Any e-mail to me should be professional, with a clear subject line as well as a greeting and closing, which should include your full name and contact information.  If you use SPSU email, please include the course number.
* Because of my heavy work load, please expect a response within two working days. I do not check my e-mail over the weekend and after 6 PM. So please do not wait till the last minute when an assignment is due to contact me.

**Other Important Information**

**THE ATTIC (Advising, Tutoring, Testing, International Student Center):** The ATTIC (Location: J-253; Phone: 678-915-7244) provides opportunities for individualized tutorial assistance to all Southern Polytechnic students.  This is a particularly useful service for ESOL and international students who need extra support since English is not their native language.  Academic assistants help students through the processes of invention, organization, writing, revising, and editing of essays and research papers.

The ATTIC maintains student academic enrichment as its primary mission and students should expect to work to improve their grammar and mechanics. Students should not expect an editorial or proofreading service – but genuine help with their writing as a whole.  The ATTIC encourages both student "drop-ins" and faculty referrals.

**Disability Statement: Students with disabilities who believe that they may need accommodations in this class should contact me or the counselor working with disabilities (678-915-7244) as soon as possible to ensure that necessary accommodations are implemented in a timely fashion.**

**Plagiarism**:  You are expected to understand what constitutes plagiarism, which is one of the worst academic offenses a student or scholar can commit, and may result in failing an assignment or the course or being expelled from the university. Issues related to plagiarism apply to ALL submitted work, not just essays and exam responses. Here is a very brief refresher on what is meant by plagiarism (from *The Open Handbook* by Ann Raimes, pages 363-364):

* . . . Presenting as your own work a whole essay bought from paper mills, "borrowed" from a friend, or intentionally copied and pasted from an online source . . . ;
* . . . Using passages from a book, article, or Web site that you intentionally insert in your paper without any attribution . . . ;
* . . . Using unattributed source material, making only a few word changes, and trusting that those changes are enough to avoid charges of plagiarism;
* . . . Using ideas written by others (even if you do use your own words) and neglecting to cite the source of the ideas;
* . . . Using the words or sentence structure of a source and citing the source—but following it too closely and not including actual words from the source within quotation marks;
* . . . Failing to indicate in your paper where ideas from a source end and your ideas take over.

**Changes to the Course Polices and the Tentative Syllabus:**The course policies and the tentative syllabus are subject to change as I do my ongoing evaluation of your progress, needs, and interests during the semester.  I will notify you in advance of any changes.

RC=Rhetorical Criticism (Theory and Practice), RT-Rhetorical Tradition (History)

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| **Week** | **Days** | **Readings Due before Class** | **Monday Class Activities** | **Assignments after Class** |
| **4** | **M 1/28** | * RC-Chapter 4 Analyzing Ideas | * Groups 1 & 2 Present on Chapter 3Quiz on RC-Chapter 4 Analyzing Ideas * Lecture on RC-Chapter 4 * Class Analysis of Artifact Using RC-Chapter 4 | * Group 3 RC-Chapter 4 Analysis of Written Artifact * Group 4 RC-Chapter 4 Analysis of Audio Visual Artifact * Members of the other two groups will post a **Blog Entry** by Wednesday midnight. Starting on Thursday, all students begin posting **Comments** and **Responses to Comments**. |
| **5** | **M 2/4** | * RC-Chapter 5 Analyzing Argument * RT-Classical Rhetoric | * Groups 3 & 4 Present on Chapter 4 * Possible Quiz on RC-Chapter 5 * Lecture on RC—Chapter 5 Analyzing Arguments * Lecture on RT-Classical Rhetoric | * Group 1 RC-Chapter 5 Analysis of Written Artifact * Group 2 RC-Chapter 5 Analysis of Audio/Visual Artifact * Members of the other two groups will post a **Blog Entry** by Wednesday midnight. Starting on Thursday, all students begin posting **Comments** and **Responses to Comments**. |
| **6** | **M 2/11** | * RC-Chapter 6 Analyzing Form | * Groups 1 & 2 Present on Chapter 5 * Possible Quiz on RC-Chapter 6 * Lecture on RC—Chapter 6 Analyzing Form * Midterm Review | * ***MIDTERM Due Online*** on RC Chapters 1-5 and RT General Introduction and Classical Rhetoric. * **No Blog entries this week.** * **No Group Presentations Next week** |
| **7** | **M 2/18** | * RC-Chapter 7 Analyzing Syntax and ImageryRT-Medieval RhetoricRT-Renaissance Rhetoric | * Possible Quiz on RC-Chapter 7Possible Quiz on Renaissance RhetoricPossible Quiz on RT Medieval RhetoricLecture on RT—Medieval Rhetoric * Lecture on RC—Chapter 7 Analyzing Syntax and Imagery | * Group 3 RC-Chapter 6 or 7 Analysis of Audio/Visual Artifact * Group 4 RC-Chapter 6 or 7 Analysis of Written Artifact * Members of the other two groups will post a **Blog Entry** by Wednesday midnight. Starting on Thursday, all students begin posting **Comments** and **Responses to Comments**. |
| **8** | **M 2/25** | * RC-Chapter 8 Analyzing Lexicon | * Groups 3 & 4 Present on Chapter 6 or 7 * Possible Quiz on RC-Chapter 8 * Possible Quiz on Renaissance Rhetoric | * Group 1 RC-Chapter 8 Analysis of Audio/Visual Artifact * Group 2 RC-Chapter 8 Analysis of Written Artifact * Members of the other two groups will post a **Blog Entry** by Wednesday midnight. Starting on Thursday, all students begin posting **Comments** and **Responses to Comments**. |
| **9** | **3/4** |  | * Spring Break | * From 3/4 to 3/10 |
| **10** | **M 3/11** | * RC-Chapter 9 Analyzing Media * RT-Enlightenment Rhetoric | * Groups 1 & 2 Present on Chapter 8 * Possible Quiz on RC-Chapter 9 * Possible Quiz on Enlightenment Rhetoric * Lecture on RC-Chapter 9 Analyzing Media * Lecture on RT-Enlightenment Rhetoric | * Group 3 RC-Chapter 9 Analysis of Written Artifact * Group 4 RC-Chapter 9 Analysis of Audio-Visual Artifact * Members of the other two groups will post a **Blog Entry** by Wednesday midnight. Starting on Thursday, all students begin posting **Comments** and **Responses to Comments**. |
| **11** | **M 3/18** | * RC-Chapter 10 Role Criticism | * Groups 3 & 4 Present on Chapter 9Possible Quiz on RC-Chapter 10Possible Quiz on RC-Chapter 10 Role CriticismLecture on RC-Chapter 10 Role Criticism | * Group 1 RC-Chapter 10 Analysis of Written ArtifactMembers of the other two groups will post a **Blog Entry** by Wednesday midnight. Starting on Thursday, all students begin posting **Comments** and **Responses to Comments**. |
| **12** | **M 3/25** | * RC-Chapter 11 Cultural Criticism * RT-19th Century Rhetoric | * Group 1 Presents on Chapter 10Possible Quiz on RC-Chapter 11Lecture on RC-Chapter 11 Cultural CriticismLecture on RT-19th Century Rhetoric | * Group 2 RC-Chapter 11 Analysis of Audio-Visual ArtifactMembers of the other three groups will post a **Blog Entry** by Wednesday midnight. Starting on Thursday, all students begin posting **Comments** and **Responses to Comments**. |
| **13** | **M 4/1** | * RC-Chapter 12 Dramatistic Criticism | * Group 2 Presents on Chapter 11Possible Quiz on RC-Chapter 12Possible Quiz on 19th Century Rhetoric * Lecture on RC-Chapter 12 Dramatistic Criticism | * Group 3 RC-Chapter 12 Analysis of Written Artifact * Members of the other three groups will post a **Blog Entry** by Wednesday midnight. Starting on Thursday, all students begin posting **Comments** and **Responses to Comments**. |
| **14** | **M 4/8** | * RC-Chapter 13 Feminist Criticism * RT-Modern & Post-Modern Rhetoric | * Group 3 Presents on Chapter 12 * Possible Quiz on RC-Chapter 13 * Lecture on RC-Chapter 13 Feminist Criticism * Lecture on RT-Modern & Post-Modern Rhetoric | * Group 4 RC-Chapter 13 Analysis of Audio-Visual Artifact * Members of the other three groups will post a **Blog Entry** by Wednesday midnight. Starting on Thursday, all students begin posting **Comments** and **Responses to Comments**. |
| **15** | **M 4/15** | * RC-Chapter 14 Ideology Criticism | * Group 4 Presents on Chapter 13 * Possible Quiz on RC-Chapter 14 * Possible Quiz on Post/Modern RhetoricPossible Quiz on RC-Chapter 14 Ideology Criticism * Lecture on RC-Chapter 14 Ideology Criticism | * Members of the all groups will post a **Blog Entry** by Wednesday midnight. Starting on Thursday, all students begin posting **Comments** and **Responses to Comments**. |
| **16** | **M 4/22** | * TBA | * TBA |  |
| **17** | **M 4/29** | * TBA | * Last Day of Classes | * Portfolio Due:  Final Essay and all preparatory material |
| **18** | **Final Exam** |  | * Final Exam Week |  |