

RHETORIC

RHET:1030

The University of Iowa
The College of Liberal Arts and Sciences
Department of Rhetoric
clas.uiowa.edu/rhetoric

Instructor: Enrico Bruno
Office Hours: 403 EPB: M/W, 4:20-5:50 and by appointment

COURSE TEXT

Available at University Book Store:

The Influencing Machine: Brooke Gladstone on the Media (ISBN: 0393342468)

RHETORIC COURSE GOALS

Rhetoric is a foundational course in the General Education curriculum. The course prepares you for engaged participation in University life through practice in critical thinking, reading, writing, listening, speaking, and research skills that future courses will build upon, regardless of major.

Sound academic literacy skills are broad in scope and promote responsible citizenship in a democracy. Because of the prominence and power of print literacy in academic and professional spheres, the Writing and Reading course emphasizes the development of verbal literacy skills. As literacy extends beyond print to digital and other media forms, Rhetoric courses emphasize the roles, purposes, and impacts of multiple media on audience and social context.

The curriculum is grounded in the premise that consequential questions of public import generate diverse responses. The sequence of assignments begins with description and rhetorical analysis of those responses, taking into consideration purpose, medium, occasion, and audience. The sequence ends with students crafting informed and well-considered presentations/compositions that take into account the interests and concerns of intended audiences.

SECTION AIMS AND POLICIES

This course aims to equip students with the analytical skills to identify and examine the arguments that saturate our daily life. In learning to view the world rhetorically, we will see arguments everywhere. While this course primarily aims to foster critical thinking, reading, writing, listening, and speaking skills, this section will also pay particular attention to how the various forms of media that influence popular culture (advertisements, songs/music videos, films, news reports, etc.), use rhetorical appeals to influence you as consumers and citizens. Using the class texts and supplemental materials, we will critically examine the diverse ways rhetors adopt, adapt, and integrate rhetorical strategies in order to make arguments and appeal to their intended audience. This course then encourages you to think critically about how you can and do use rhetorical skills as tools of persuasion, both informally and in the classroom.

GRADING

Final grades will be determined on the University's A-F grade scale, with A as the highest possible grade. There is no final examination in this course. Course grades depend mainly on a series of major writing and speaking assignments. The rest of your grade depends on engaged

and respectful participation and informal assignments recorded in your class notebook (see more details below).

Final Grade Percentages:

- 15% Essay #1
- 15% Speech #1
- 20% Essay #2
- 20% Speech #2
- 15% Engaged and respectful daily participation
- 15% Notebooks (homework, in-class assignments, etc.)

All Major Assignments for the course **MUST** be completed satisfactorily for you to receive a passing grade in the course. Your instructor determines what constitutes satisfactory completion of the Major Assignments. If you have any questions or concerns about what “satisfactory completion” means in this context, please discuss this with your instructor well in advance of the assignment due date. Satisfactory completion of all Major Assignments is necessary, but it is not the only requirement you must meet to receive a passing grade.

Accessing Grades:

Grades for major assignments will be posted on ICON under “Grades” approximately two weeks after the due date. Your participation grades will be posted once at midterm and once at the end of the semester. Informal assignments will be mostly recorded in your class notebook, which will be collected twice during the semester. Your notebook grade will be posted once at the midterm and once at the end of the semester. Note that a missed assignment is marked as a zero, so it’s important to attend class often to avoid bringing down your notebook grades.

If you have a question or concern about a grade on a particular assignment, please observe the 24/7 rule: wait 24 hours to contact me about the assignment, but do not contact me 7 days after I returned the assignment with a final grade.

ABSENCES

You ought to be in class and on time every day. Absences cause you to miss out on instruction, learning time, and thinking opportunities. Consequently, absences, excused and unexcused, damage your learning experience and will negatively affect your grade. You cannot earn points for reading notes, participation, or in-class activities on days when you have an unexcused absence. This includes peer workshops that contribute to your grades on major assignments.

Missing a peer workshop will lead to a grade deduction of 1/3 of a letter grade on the final grade for the major assignment.

TECHNOLOGY IN THE CLASSROOM

I expect that you will turn off/silence and put away all of your electronic devices (cell phones, iPads, iPods, etc.) before class begins. This includes laptops and e-readers unless otherwise specified. Inappropriate use of electronics during class time will negatively affect your participation grade. If, for any reason, you have a particular need for iPads, cell phones, or laptops during class time, please come talk to me during office hours.

There will be class periods, activities, and peer review sessions for which I allow and often encourage technology use. I will notify you of these moments as necessary.

CALENDAR OF COURSE ASSIGNMENTS AND EXAMS

This is a tentative calendar and is **subject to change**. Updates will be posted to ICON and/or shared in class. Students are responsible for tracking course activities, readings, and assignments as the semester progresses.

SPRING 2016 COURSE SCHEDULE

Week 1:	
W, 1/20: Introductions to course, readings, and each other	
Week 2:	
M, 1/25: The Basics of Rhetoric: Kairos, Audience, and Decorum	Heinrichs, Ch. 5 & Ch. 21 (ICON)
W, 1/27: “You don't know what you've got till it's gone”: Lyric Analysis with Joni and Mariah; Assign Essay #1	In notebook: List 3 songs that make compelling arguments
Week 3:	
M, 2/1: Introduction to the Persuasive Appeals with Judge Judy	Heinrichs, Ch. 4 (ICON)
W, 2/3: Honing Textual Rhetorical Skills; Essay Writing	Joan Didion, “John Wayne” (ICON)
Week 4:	
M, 2/8: Workshops for Essay #1	Bring essay #1 draft to class
W, 2/10: Visual Rhetoric: Analyzing Text <i>and</i> Image	Essay #1 due Friday, 2/12! Post to ICON by midnight.
Week 5:	
M, 2/15: Living in Persuasion Nation: Rhetoric in Advertisements; Assign Speech #1	Saunders, “In Persuasion Nation” (ICON)
W, 2/17: Marginalized Voices in Ads; Intro to Ideology	Speech #1 proposal due Friday, 2/19! Post to ICON by midnight.
Week 6:	
M, 2/22: The Art of Public Speaking	Heinrichs, Ch. 23 (ICON)
W, 2/24: Workshop for Speech #1	Bring draft of Speech #1 to class.
Week 7:	
M, 2/29: Speech #1 Presentations	
W, 3/2: Speech #1 Presentations cont.	
Week 8:	
M, 3/7: Reading the News	<i>Influencing Machine</i> , pgs. xi-42
W, 3/9: The Politics of Rhetoric; Information Literacy and Research; Assign Essay #2	<i>Influencing Machine</i> , pgs. 43-70 Bring computers to class!
Week 9: Spring Break	
M, 3/14: NO CLASS	
W, 3/16: NO CLASS	

Week 10:	
M, 3/21: Propaganda & War	<i>Influencing Machine</i> , pgs. 71-110
W, 3/23: Workshop for Essay #2	Bring draft of Essay #2 to class
Week 11:	
M, 3/28: Too Many Cooks: Trust and Credibility in an Oversaturated Cyber World	<i>Influencing Machine</i> , pgs. 111-156
W, 3/30: Rhetoric of Social Media	Essay #2 due Friday, 4/1! Post to ICON by midnight.
Week 12:	
M, 4/4: Iowa City in the Digital Age; Assign Speech #2	In notebook: List at least 3 locations in Iowa City in which technology is a major component of the space
W, 4/6: The Art of the Podcast	Episode 1 of Serial (http://serialpodcast.org/); Complete questions posted on ICON in notebook
Week 13:	
M, 4/11: Technology Day	Meeting location TBA
W, 4/13: Good Argument; Avoiding Fallacies	Bring computers to class! Read Purdue OWL guide to fallacies (link on ICON)
Week 14:	
M, 4/18: In-class Work on Speech #2; Intro to Debate	George Orwell, "A Hanging" (ICON)
W, 4/20: Debate	
Week 15:	
M, 4/25: Podcast Workshop	Meeting location TBA; bring completed podcast to class
W, 4/27: Speech #2 Workshops	Bring completed draft of Speech #2 to class
Week 16:	
M, 5/2: Speech #2 Presentations	
W, 5/4: Speech #2 Presentations cont.	

**RHETORIC DEPARTMENT
COMMON POLICIES AND PRACTICES 2015-16
FOR ALL GE RHETORIC COURSES:
RHET:1030 RHET:1040 RHET:1060**

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ADDITIONAL INSTRUCTION

To help your transition to university-level scholarship, The Rhetoric Department provides free, individualized instruction and assistance with both writing and public speaking.

[The Writing Center](http://writingcenter.uiowa.edu) offers suggestions and feedback on all sorts of writing, including course papers, articles intended for publication, theses and dissertations, creative writing, and multimedia projects. (<http://writingcenter.uiowa.edu>)

[The Speaking Center](http://clas.uiowa.edu/rhetoric/speaking-center) offers one-on-one and small group tutoring and consultation to students and instructors on campus who would like to work on any aspect of oral communication. (<http://clas.uiowa.edu/rhetoric/speaking-center>)

Both Centers provide instruction and assistance to all University of Iowa students, staff and faculty to improve and practice these important academic and career skills.

GRADING

Final grades will be determined on the University's A-F grade scale, with A as the highest possible grade. There is no final examination in this course. The majority of your grade depends on a series of four major assignments. The rest of your grade depends on other activities: informal speeches, responses to reading, peer response workshops, and other class participation.

Earning a C in this class signifies an average performance. You are producing competent **college-level work**, completing all projects satisfactorily and on time, contributing positively to the classroom environment, giving basic attention to revision, and showing improvement across the semester. (Note: you cannot earn higher than a C without giving consistent, effective attention to the revision process.)

To earn a B, you must exceed the aforementioned requirements. You do this by producing proficient work that shows good evidence of revision and attention to audience considerations, by being an active, constructive participant in the classroom, by completing all activities thoroughly and with care, and by showing preparation, organization, and improvement in every area.

To earn an A, you must excel consistently. This will include producing polished, well-crafted work that demonstrates mastery of new techniques and skills, using the revision process strategically to shape your work for your audience, and taking an active, thoughtful leadership role in the classroom.

Earning a grade of D or lower means that you have not shown consistent effort, have not met minimum class standards in some way, and/or have hurt your grade by plagiarizing, not turning in work, or failing to participate. Students most often get D and F grades because they are not talking in class or not completing the steps of the major assignments on time.

Grades are calculated according the following scale:

The top grade is A	B+: 87-89	C+: 77-79	D+: 67-69	F: 59 and below
A: 93-100	B: 83-86	C: 73-76	D: 63-66	
A-: 90-92	B-: 80-82	C-: 70-72	D-: 60-62	

NOTE: All four Major Assignments for Rhetoric courses must be completed satisfactorily (>C-) for a student to receive a passing grade overall.

ATTENDANCE, PARTICIPATION, EFFORT, & ACADEMIC EXCELLENCE

This course is performance-based, emphasizing learning through daily class activities and homework. You are expected to attend every class meeting and to actively participate in discussions, exercises, and other class work. Each assignment prepares you for the next; thus to miss class or skip an assignment will lower the quality of your overall performance, limiting your learning and your grade in the course.

For a 4 credit hour course, you are expected to work on average at least 8 hours outside of class per week (i.e. 2 hours per each credit hour per week). If you are taking four courses for 13 credit hours then you are expected to be spending 26 hours per week, outside of class, preparing, reading, writing and researching. The link at <http://clas.uiowa.edu/faculty/teaching-policies-resources-student-workload-guidelines> explains this more fully. Many students, especially first-year students, believe that studying "a lot" can be defined as around 12 hours a week, but being a student at UI involves much more than that.

Rhetoric is not an “easy A”. To demonstrate “excellence” in the Rhetoric class, you must attend regularly and excel consistently. This will include producing polished, well-crafted work that demonstrates mastery of new techniques and skills, using the revision process strategically to shape your work for your audience, providing useful feedback to your peers, carefully and energetically preparing in advance for each class, and taking an active, thoughtful leadership role in the classroom.

EXCUSED ABSENCES & LATE WORK

According to University policy (please refer to <http://clas.uiowa.edu/faculty/teaching-policies-resources-student-absences> for a detailed explanation of this policy), absences from class are excused in the following circumstances:

- Illness or injury.
- Family emergencies.
- Mandatory religious obligations—must be documented and arranged **in advance**.
- Authorized University activities—must be documented and arranged **in advance**.

If you have a conscientious objection to course material covered on a given day, you may choose not to come, and may be asked to complete an alternative assignment or activity. See UI Operations Manual III.15.2f). Your instructor may require you to complete the Registrar's

“Explanatory Statement for Absence from Class” form, which is available at <http://www.registrar.uiowa.edu/Student/FormsforStudents/tabid/79/Default.aspx>.

Late work will be credited only by arrangement with the instructor, and it may not always be possible to make up an oral presentation even if an absence is excused.

Falsifying excused absences, including on Student Health self-reports, is a violation of the Code of Student Life and as such will be reported to the Associate Dean for Undergraduate Programs & Curriculum, who can impose University sanctions.

ADDS/DROPS & TRANSFERS

All section changes are handled on-line, unless your advisor requires a signed add/drop slip. Add/drop slips are valid only if signed by the DEO of the Rhetoric Department—your instructor does not sign add/drop slips. No Adds are permitted after the first Friday of the Fall semester and after the first Monday of the Spring semester. Transfer students are placed in this course based on transcripts. Contact the Rhetoric Office with any questions.

UI POLICIES & PROCEDURES

ADMINISTRATIVE HOME

The College of Liberal Arts and Sciences is the administrative home for Rhetoric. Different colleges may have different policies. Please refer to the [CLAS Academic Handbook](http://clas.uiowa.edu/students/handbook) at <http://clas.uiowa.edu/students/handbook>.

DIVERSITY & INCLUSION

The University of Iowa prohibits discrimination in employment or in its educational programs and activities on the basis of race, national origin, color, creed, religion, sex, age, disability, veteran status, sexual orientation, gender identity, or associational preference. No acts of discrimination will be tolerated in this class. Formal policies around diversity are built into the syllabus template, and more information is at <http://diversity.uiowa.edu/eod/>.

UNDERSTANDING SEXUAL HARASSMENT

Sexual harassment subverts the mission of the University and threatens the wellbeing of students, faculty, and staff. We share a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. See [Part II.4 of the Operations Manual](http://www.uiowa.edu/~our/opmanual/ii/04.htm) at <http://www.uiowa.edu/~our/opmanual/ii/04.htm> for assistance, definitions, and the full University policy.

ACCOMMODATIONS FOR DISABILITIES

A student seeking academic accommodations must register with [Student Disability Services](http://sds.studentlife.uiowa.edu/) (please refer to <http://sds.studentlife.uiowa.edu/>) and meet with the instructor privately to make particular arrangements.

ELECTRONIC COMMUNICATION

You are responsible for all official correspondences sent to your standard University of Iowa e-mail address (@uiowa.edu). Check your account frequently.

ACADEMIC FRAUD

Any instance of a student falsely presenting work that is not their own (e.g. plagiarism, cheating) is academic fraud and is taken seriously by the College. The instructor reports any suspicion of fraud to the department and follows procedures outlined <http://clas.uiowa.edu/faculty/teaching-policies-resources-academic-fraud>. Consequences may include failure of the assignment or course, suspension, or expulsion.

Resubmitting work for which academic credit has already been given is fraud. It does not matter where or when the work was previously submitted. Any student who has previously submitted work for grading in Rhetoric and who resubmits that work in another class is committing academic fraud. For that reason, if you are repeating Rhetoric for a second grade option or for any other reason, you must submit work that is new or that has been substantially revised in terms of effort and extension of thought and quality.

MAKING A SUGGESTION OR A COMPLAINT

You and your Rhetoric instructor may not always see eye to eye. If there is a problem, please speak to your instructor first. Often you and your instructor can resolve the issue without need for further action. Your instructor may consult with the course supervisor for advice. If matters are still unresolved, feel free to speak with Carol Severino (carol-severino@uiowa.edu), the department officer charged with dealing with student concerns. If she cannot resolve the issue, then it goes to Steve Duck, the Rhetoric DEO. Complaints must be made within six months of the incident. Please refer to the [CLAS Academic Policies Handbook](#) at <http://clas.uiowa.edu/students/handbook>.

REACTING SAFELY TO SEVERE STORMS

In severe weather, you should seek shelter in the lowest, innermost part of the building, away from windows. The class will continue if possible when the event is over. Please refer to [Operations Manual, II.22](#) or <http://emergency.uiowa.edu/content/severe-weather> and be sure to sign up for <http://hawkalert.uiowa.edu/>.

CLARIFYING STUDENT COLLABORATION

Some of your work may be collaborative. Each student on a research team is expected to complete a similar amount of work and to contribute equally to the project. Each student will complete a self-evaluation and a group evaluation, describing this equality or the lack of it during the group's work. For more information, see the assignment sheet, the grading rubric, and the self-evaluation form for the project. Students who misrepresent themselves as equal partners in this collaborative project but who are actually letting others do the bulk of the work will be reported to the College for academic dishonesty. If you have questions, it is your responsibility to ask them.