

Texas A&M University-Central Texas
ENGK 4311: Studies in Rhetoric
Fall 2016
Monday and Wednesday 11:00-12:15

Instructor: Dr. Jeff Kirchoff

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Office Hours: M/W 1:00-2:00; R 4:00-5:00. Other times are available by appointment.

UNILERT (The Emergency Warning System for Texas A&M University–Central Texas) UNILERT is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in UNILERT through their myCT email account. Connect at www.TAMUCT.edu/UNILERT to change where you receive your alerts or to opt out. By staying enrolled in UNILERT, university officials can quickly pass on safety-related information, regardless of your location.

Course Overview and Description

Official Catalog Description

This course offers advanced study in the theory, nature, and practice of written discourse. Special emphasis is given to helping students investigate language theoretically as a background for their own professional and personal use. Prerequisites: ENGL 1301, ENGL 1302, and 6 hours of sophomore ENGL.

Dr. Kirchoff's Description

This course has two primary goals. The first is to provide students with a foundation in the history of rhetoric, paying particular attention to what many have labeled as the origin of rhetorical studies in classical Greece. As such, we will spend a significant time learning about the Sophists (ostensibly the first teachers of rhetoric), Plato's objection to the Sophists and his subsequent ideas of rhetoric, and Aristotle's seminal work *On Rhetoric*. These thinkers will give students an idea of what rhetorical studies looked like in ancient Greece, while concurrently helping students form a vocabulary of key terms and theories that informed (and still inform) a wide range of ideas emerging from the discipline of rhetoric.

Aristotle's final chapter of *On Rhetoric* addresses rhetorical delivery (one of the five canons of rhetoric), and that will be the second focus of the course. We'll discuss the evolution of rhetorical delivery, examining the role it played in oral culture, print culture, and today's electronic culture. To facilitate this education, we'll read Ben McCorkle's *Rhetorical Delivery as Technological Discourse*; not only will this help us learn about rhetorical delivery through the ages, but it will also serve as an outstanding mentor text for how historical rhetoric is still relevant today by showing how the ideas found in early rhetorical treatises can be used to analyze topics that matter in the 21st century.

Note: We will be discussing a wide range of texts this semester, some of which may contain controversial or overtly political subject matter. As such, students should be willing to hear and discuss viewpoints that may differ from their own and should treat all ideas put forth on the floor with respect.

Learning Objectives

Students who successfully complete this course should be able to...

- Define rhetoric
- Understand the theoretical underpinnings of early (Greek) rhetorical thinkers, including the Sophists, Plato, and Aristotle.
- Recognize the impetus for rhetorical studies in antiquity
- Use vocabulary linked to ancient rhetoric to analyze a wide range of discourse
- Understand the evolution of rhetorical delivery

Required Textbooks

Aristotle's *On Rhetoric* 2nd edition. Translated by George A. Kennedy. ISBN 9780105305098

James A. Herrick's *The History and Theory of Rhetoric* 5th edition. ISBN 9780205078595

Ben McCorkle's *Rhetorical Delivery as Technological Discourse*. ISBN 9780809330676

Course Requirements

Graded Work

Rhetorical Vocabulary Presentation—10% of final grade (out of 20 points)

- In an effort to increase student's understanding of vocabulary associated with rhetorical studies, students will be responsible for presenting a vocabulary word to the class once a week (two students will go a week). A list of vocabulary words will be distributed in class, as will a complete and detailed assignment sheet.

Midterm Essay—25% of final grade (out of 50 points)

- Students will be given a take-home essay for their midterm. The prompt will offer a range of questions on Sophistic, Platonic, and Aristotelian rhetoric. Students will select one question and write a 6-8 page (minimum) response. A detailed assignment prompt will be distributed in class at the appropriate time.

Final Essay—25% of final grade (out of 50 points)

- Students will have the opportunity to select a topic that was discussed in class—either in readings or course discussion—and write a 6-8 page explorative paper. A detailed assignment prompt will be distributed in class at the appropriate time. Please note that for this project, Kirchoff will need to approve your topic.

Poster Presentations—15% of final grade (out of 50 points)

- Students will craft a poster presentation that discusses their work done in either the midterm or final essay (student choice). A detailed assignment sheet will be distributed in class at the appropriate time.

Attendance and Participation—25% of final grade

- Participation is expected of all of us. Please come to class ready to ask questions, share ideas, and provide feedback to others. After each class period, through questions asked and ideas shared with others, I should be able to clearly tell that students completed the assigned reading. Quizzes, in-class discussions, free-writing exercises, take-home work, and so forth are all part of participation as well. Attendance is discussed at length in the “course policies” section; simply put, showing up to class on a regular basis is key to your success in this course. When you are not here, you cannot participate meaningfully and thus you lose out on some interaction that can facilitate your rhetorical education.

Recap of Grading Breakdown:

Vocabulary Presentation: 10%

Midterm Essay (Due October 26): 25%

Final Essay (due December 7): 25%

Poster Presentation: 15%

Attendance and Participation: 25%

Note: All assignments must be completed to earn a passing mark in the class.

Grading Scale

90-100 = A

80-89 = B

70-79 = C

60-69 = D

59 and below = F

Grading Standards

A work goes well beyond the minimum expectations for the assignment. It is akin to publishable work. As such, it shows an advanced knowledge of course material. The ideas are original and innovative while still responding to the prompt.

B work exceeds the minimum expectations for the assignment. This is well-above average work and shows command of course material. The ideas are perhaps less developed than “A” work or perhaps the writing is less fluent and cohesive. There may be places where the analysis or argument is missing support or explanation.

C work meets the minimum expectations for the assignment. The work responds to the prompt meaningfully and appropriately, but does not show the same grasp or nuance as A or B work. As such, this work clearly responds to the prompt, but there may be a number of gaps in analysis or argument. The writing might not read as clearly, forcing the reader to pause and re-read.

D work does not meet the minimum expectations for the assignment. Major parts of the project could be missing, underdeveloped, or confusing.

F work fails to address the needs of the assignment.

Other notes regarding grading and expectations will be addressed on individual assignment sheets.

Course Policies

Attendance: Because so much of the learning process takes place in the classroom, attendance is an integral part of this class. Additionally, I value all voices in the classroom and enjoy the dynamic a full class offers. That said, I understand emergencies do occur and that individuals have a life beyond academia. Thus, students are afforded four “free” absences (the equivalent of two weeks of class); please note I do not need to know about the nature of your absence—just let me know ahead of time if you will miss class (a 24 hour notice is appreciated). For each absence after the fourth, the offending student’s “Attendance and Participation” grade will go down a full letter grade (e.g., five absences will mean the best possible “Attendance and Participation” grade will be a “B”). If a student has missed eight or more classes, a passing mark cannot be achieved for the course.

Tardiness: Try to be on time. I’m a punctual sort of fellow, and I tend to get class started at the scheduled time. When people come in late, it disrupts the flow of class and more importantly, the late individual will miss key information from the beginning of class. If tardiness becomes a problem for a particular student, I will talk with that person individually.

Late Assignments: I do not accept late work unless prior arrangements have been made. This is a non-negotiable policy; however, if you have questions or are worried about completing an assignment on time, talk to me well before the due date and we can come up with a plan of action. Note: “well before the due date” does not mean 24 hours before the assignment is due. I generally like to hold these sorts of conferences a week ahead of the due date. If someone contacts me 24 hours before a project is due, my response may not be very favorable. This policy extends to daily work as well.

Plagiarism: Plagiarism occurs when one person presents another person’s words or ideas as her/his own. It is a serious offense that can result in an F for the course. Please see me if you have any questions concerning plagiarism.

Respect: My goal is for everyone to feel welcome and comfortable in the classroom, so please treat everyone in this class with respect. This should be a friendly, positive environment open to discussion and feedback. To that end, there is no tolerance for individuals who intentionally disrupt class or contribute to a hostile learning environment. Examples of disruptive behavior include (but are not limited to) talking or texting on a cell phone, speaking out of turn, facebooking, emailing, checking fantasy sport teams, swearing excessively, sleeping, attacking individuals verbally or physically, talking to friends while others are talking/working, or staunchly refusing to participate. If you have any questions or concerns regarding these policies, let me know and I’ll be happy to answer any questions.

Food is permissible, as long as it does not become a distraction.

Email is a great tool for communication. However, I ask that when you send me an email to use a proper salutation (e.g. Hi Dr. Kirchoff), complete sentences, and identifying information. This is a matter of common courtesy. As I mention above, I will make a good faith effort in responding to email queries within 24 hours.

Sending documents as *attachments* to an email is a perfectly valid way to get feedback on a project. To ensure readability, please save your documents as a .rtf, .docx, or .pdf.

Lastly, I prefer to be addressed as “Dr. Kirchoff,” “Professor Kirchoff,” or “Jeff” —whichever you are most comfortable with. I will not respond to nicknames, Mr. Kirchoff, or other variations of my name.

University Policies

Drop Policy: If you discover that you need to drop this class, you must go to the Records Office and ask for the necessary paperwork. Professors **cannot** drop students; this is always the responsibility of the student. The record’s office will provide a deadline for which the form must be returned, completed and signed. Once you return the signed form to the records office and wait 24 hours, you must go into Warrior Web and confirm that you are no longer enrolled. Should you still be enrolled, FOLLOW-UP with the records office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the deadline or fail to follow the procedure, you will receive an F in the course.

Academic Integrity: Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student’s academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student’s work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university’s Office of Student Conduct. Ignorance of the university’s standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Access & Inclusion: At Texas A&M University – Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to an education that is barrier-free. The Office of Access & Inclusion is responsible for ensuring that students with a disability enjoy equal access to the University's programs, services and activities. Some aspects of this course or the way the course is taught may present barriers to learning due to a disability. If you feel this is the case, please contact Access & Inclusion

at (254) 501-5831 in Warrior Hall, Ste. 212. For more information, please visit their website at <https://www.tamuct.edu/departments/disabilitysupport/index.php>. Any information you provide is private and confidential and will be treated as such.

Tutoring: Tutoring is available to all TAMUCT students, both on-campus and online. Subjects tutored include Accounting, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. Visit www.tamuct.edu/AcademicSupport and click "Tutoring Support" for tutor schedules and contact information. If you have questions, need to schedule a tutoring session, or if you are interested in becoming a tutor, contact Academic Support Programs at 254-501-5830/5836, or by emailing Cecilia.morales@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables TAMUCT students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in Mathematics, Chemistry, Physics, Biology, Spanish, Calculus, and Statistics. To access Tutor.com, click on <https://www.tamuct.edu/departments/academicsupport/tutoring.php>.

University Writing Center: The University Writing Center at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students. The UWC is located in 416 Warrior Hall. The center is open 11am-6pm Monday-Thursday during the spring semester. Students may work independently in the UWC by checking out a laptop that runs Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Students may also arrange a one-on-one session with a trained and experienced writing tutor. Tutorials can be arranged by visiting the UWC. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. Sessions typically last between 20-30 minutes. While tutors will not write, edit, or grade papers, they will help students develop more effective invention and revision strategies.

University Library: The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at TAMUCT are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders. Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the TAMUCT main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and

laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our homepage:

<https://tamuct.libguides.com/>

Technology Requirements and Support: This course will use the TAMUCT Blackboard Learn learning management system. To access this course, log-on to

<https://tamuct.blackboard.com>.

Username: Your MyCT username

(xx123 or everything before the "@" in your MyCT e-mail address)

Initial password: Your MyCT password

Check browser and computer compatibility by using the "Test Your Browser" button, found in the "Check Your Browser" module on your Blackboard dashboard, once you have logged in.

For technology issues, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

Web Chat: <http://hdc.tamu.edu>

When calling for support please let your support technician know you are a TAMUCT student. For issues related to course content and requirements, contact your instructor.

Course Delivery

Classes will be a mix of instructor lecture, small group conversation, and large group conversation. On occasion, a "guest star" may offer insights or facilitate discussion. Regardless of which format we're using on a given day, students are expected to be engaged with the course material. Questions are encouraged, and can be a great way to organize a discussion day.

Tentative Weekly Schedule (Subject to Change)

August 22—Introductions, syllabus overview, and the perception of rhetoric

- **Read Herrick Chapter 1**

August 24—Defining rhetoric, the prevalence of rhetoric, and the importance of rhetoric

- **Read Herrick Chapter 2**

August 29—Homeric rhetoric and Sophistic rhetoric

August 31—Key terms of Sophistic rhetoric and *Encomium of Helen*

- **Read *Encomium of Helen* (Kennedy 251-256)**

September 5—No Class (Labor Day)

September 7—Discussion on *Encomium of Helen* and examining other Sophists

- **Read Herrick Chapter 3**

September 12—Platonic rhetoric

September 14—Plato's *Phaedrus*

- **Read Plato's *Phaedrus* (available on BlackBoard)**

September 19—Discussion of *Phaedrus*

- **Read Herrick Chapter 4**

September 21—Aristotelian Rhetoric

- **Read Aristotle Book I by September 28th**

September 26—Enthymemes and Syllogisms

September 28—Dialectic vs Rhetoric and Atechnic vs Entechnic

October 3—Deliberative

October 5—Epidictic

- **Read Aristotle Book II by October 12th**

October 10—Forensic

October 12—Ethos, Pathos, and Logos

- **Read Aristotle Book III by October 17th**

October 17—Rhetorical Delivery (Aristotle)

October 19—Rhetorical Delivery (Aristotle)

- **Reading TBD**

October 24—Preaching (Christian Europe)

- **Reading TBD**

October 26—Elocution (Enlightenment). MIDTERM DUE

- **Read McCorkle Chapter 1**

October 31—McCorkle Chapter 1

- **Read McCorkle Chapter 2**

November 2—McCorkle Chapter 2

- **Read McCorkle Chapter 3**

November 7—McCorkle Chapter 3

- **Read McCorkle Chapter 4**

November 9—McCorkle Chapter 4

- **Read McCorkle Chapter 5**

November 14—McCorkle Chapter 5

- **Read McCorkle Chapter 6**

November 16—McCorkle Chapter 6

- **Be sure you signed up for a conference time with Kirchoff**

November 21—No Class (Individual Conferences with Kirchoff)

November 23—No Class (Individual Conferences with Kirchoff)

November 28—Project Presentations

November 30—Project Presentations

December 5—Finals Week

December 7—Finals Week. LAST DAY TO TURN IN FINAL PROJECT!

Dr. Kirchoff reserves the right to amend this syllabus as needed.