

KELLS
ENGL 542
W 4-6:30 p.m. DSH 232
277-2305

mkells@unm.edu
HUM 325
Office Hours MW 11-12:00
W 3-4:00 or appt.

ENGL 542 Major Texts in Rhetoric

Michelle Hall Kells, Ph.D.

This course will explore classical rhetorical theory and practice as reflected in literary representations of Western history, education, and democratic political systems. We will examine the Greco-Roman Rhetorical tradition as it has shaped our historical and current roles as citizens, rhetors, and scholars. We will focus on the rhetoric of the Classical Period beyond the Enlightenment with a special focus on Gorgias, Isocrates, Socrates, Plato, Aristotle, Cicero as well as selected texts of influential women rhetoricians Sappho, Aspasia, Diotima, Sor Juana de la Cruz, and Sarah Grimké. Supplementary readings will be included to map the evolution of Athenian democracy and Socratic citizenship as these influence contemporary democratic thought and institutions. This course will emphasize the application and analysis of rhetorical theory (key terms and concepts) through the generation of multi-perspectival interpretations of classical texts.

Course Assignments include:

- Team Rhetorical Analysis Exercises (5)
- Class Discussion Presentations (2)
- Public Rhetoric Observation & Analysis (3)
- Supplementary Reading Report & Presentation
- Mid-Term Take Home Exam
- Final Rhetorical Analysis Project

ENGL 542 Required Texts:

Aristotle. *Aristotle on Rhetoric: A Theory of Civic Discourse*. 2nd ed. Ed. and trans. George A. Kennedy. New York: Oxford University Press, 2006.

Bizzell, Patricia and Bruce Herzberg. 2nd ed. *The Rhetorical Tradition: Readings from Classical Times to Present*. Bedford Books, 2000.

Hauser, Gerald A. *Introduction to Rhetorical Theory*. 2nd ed. Waveland Press, 2002.

Glenn, Cheryl. *Rhetoric Retold: Regendering the Tradition from Antiquity through the Renaissance*. Carbondale: Southern Illinois University Press, 1997.

Jones, A. H. M. *Athenian Democracy*. Baltimore: The Johns Hopkins University Press, 1986.

Lanham, Richard A. *A Handlist of Rhetorical Terms*. 2nd Ed. University of California Press, 1991.

Ritchie, Joy and Kate Ronald, eds. *Available Means: An Anthology of Women's Rhetoric(s)*. University of Pittsburgh Press, 2001.

Villa, Dana. *Socratic Citizenship*. Princeton, NJ: Princeton University Press, 2001.

Online Resources:

Rhetoric and Composition Reference Guide <http://rhetoric.eserver.org/reference>

Silva Rhetoricae <http://rhetoric.byu.edu/>

Bibliography in Rhetoric & Composition <http://rhetoric.eserver.org/bibliographies/rmh/>

American Rhetoric (Historical Public Rhetoric) <http://americanrhetoric.com/>

Supplementary Readings: (Select 1 title for Reading Report and Presentation)

Armstrong, E. *Cicernonian Sunburn: A Tudor Dialogue on Humanistic Rhetoric and Civic Poetics*. University of South Carolina Press, 2006.

Binkley, Roberta and Carol S. Lipson, eds. *Rhetoric Before and Beyond the Greeks*. State University of New York Press, 2004.

Crowley, Sharon. *Toward a Civil Discourse: Rhetoric and Fundamentalism*. University of Pittsburgh Press, 2006.

Crowley, Sharon and Debra Hawhee. *Ancient Rhetorics for Contemporary Students*. Longman, 2008.

Covino, William A. and David A. Jolliffe. *Rhetoric: Concepts, Definitions, Boundaries*. Longman, 1995.

Consigny, Scott. *Gorgias, Sophist and Artist*. University of South Carolina Press, 2001.

Danisch, Robert. *Pragmatism, Democracy, and the Necessity of Rhetoric*. University of South Carolina Press, 2007.

De la Cruz, Sor Juana. *The Answer/La Respuesta, Including a Selection of Poems*. Ed. and trans. Electa Arenal and Amanda Powell. New York: Feminist Press, 1994.

Gross Alan G. *The Rhetoric of Science*. Harvard University Press, 1996.

Hawhee, Debra. *Bodily Arts: Rhetoric and Athletics in Ancient Greece*. University of Texas Press, 2005.

Holcomb, Chris. *Mirth Making: The Rhetorical Discourse of Jest in Early Modern England*. University of South Carolina Press, 2001.

Lunsford, Andrea, ed. *Reclaiming Rhetorica: Women in the Rhetorical Tradition*. University of Pittsburgh Press, 1995.

McComiskey, Bruce. *Gorgias and the New Sophistic Rhetoric*. Southern Illinois University Press, 2002.

Schiappa, Edward. *Protagoras and Logos. A Study in Greek Philosophy and Rhetoric*. 2nd ed. University of South Carolina Press, 2003.

Swearingen, C. Jan. *Rhetoric and Irony: Western Literacy, Western Lies*. Oxford University Press, 1991.

Watson, Martha. *Lives of Their Own: Rhetorical Dimensions in Autobiographies of Women Activists*. University of South Carolina Press, 1999.

Wertheimer, Molly Meijer. *Listening to Their Voices: The Rhetorical Activities of Historical Women*. University of South Carolina Press, 1997.

Learning Outcomes:

Course readings, assignments, exercises, and class discussions are designed to promote the following learning outcomes:

- Generate principled interpretations of classical rhetorical texts;
- Appropriately explain and apply classical rhetorical theory;
- Analyze diverse literary and oral genres from various rhetorical perspectives;
- Synthesize (bring into conversation) multiple rhetorical theoretical systems toward the production of an original scholarly project;
- Evaluate the potential value and application of key rhetorical theories;
- Critique (and engage the explanatory possibilities) of major rhetorical theories;
- Situate the study of classical rhetorical theory within the context of deliberative democratic social systems;
- Define and apply critical rhetorical terms to text analysis;
- Conduct primary and secondary scholarly research;
- Produce an research-based scholarly project using the critical lens of rhetorical analysis.

COURSE ASSIGNMENTS

	Grade %	Points
• Rhetorical Analysis Exercises (5 entries x 30 pts.)	15%	150
• Public Rhetoric Observation & Analyses (3 x 50 pts.)	15%	150
• Class Discussion Leader (2 x 50 pts.)	10%	100
• Supplementary Reading Report & Presentation	10%	100
• Midterm Take Home Exam	20%	200
• Rhetorical Analysis Case Study: Final Project	30%	300
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	100%	1000

Rhetorical Analysis Team Exercises (Due Week 6)

You will produce and share responses to readings and rhetorical analysis exercises each week (5 entries required). You will apply critical analysis and rhetorical theory to sample texts.

Class Discussion Leader (TBA)

You will lead (2) two class sessions (1 individual presentation; 1 team presentation) over assigned readings using support materials (e.g. rhetorical analysis exercises, hand-outs, sample essays, Power Point, or other teaching aids) to enrich class discussion.

Public Rhetoric Observation & Analyses (3) (Due Week 13)

You will observe and participate in three (3) public rhetoric events during the semester and analyze the function and qualities of the rhetorical action /situation of these events. Our class will all attend the 2008 UNM Civil Rights Symposium during Week 5 (which will represent one of the three required events for the semester).

Supplementary Reading Report & Presentation (Due Week 8)

You will select one of the Supplementary Texts and examine and report on its contributions to classical rhetorical theory.

Midterm Take Home Exam (Due Week 10)

You will synthesize the readings and exercises of the course in a Midterm Take Home Exam. The exam will demonstrate your understanding of key concepts and rhetorical theories. The Midterm Take Home Exam will be assigned during **Week 8**. You will have two weeks to complete the essay exam questions.

Rhetorical Analysis Case Study: Final Project (Due Week 16)

You will conduct rhetorical analysis on a case study related to classical rhetorical theory and a 20th century civic issue. The final project proposal will be due **Week 13**.

COURSE POLICIES

Library E-Reserve Materials

To assist you with the projects and exercises assigned over the course of the semester, the following items will be available on reserve in PDF on-line form at the Zimmerman Library E-Reserves:

<http://ereserves.unm.edu/eres/>. Search by name of instructor. Kells ENGL 542. Password: lobo542

Attendance Policy

Attendance is required to complete and pass this course. Students are expected to attend all classes. If you must miss class due to illness or an emergency, please call my voice mail and make arrangements to complete assignments during your absence. Students who must miss class because of an approved university activity need to notify me **in advance** and verify excused absences with official documentation. (Papers due on the expected absence date must be turned into me in advance.) Students are responsible for initiating make up work arrangements with me. Unexcused absences will affect your grade as follows:

Final Grade will be lowered one full letter with three (3) or more unexcused absences.

Students with six (6) or more unexcused absences will not pass this course.

Three tardies count as one absence.

Leaving early (even with permission) counts as a tardy.

Because writing is a social activity, group work is an important feature of this class. You will share and critique drafts of your assignments with different readers throughout the writing process.

Responsible attendance and timely work is essential to your success as an individual writer as well as the class as a whole.

Classroom Communication Protocol

Students are required to use their **university email account** for all course/professional correspondence. As customary in the professional work site, students will use memos as a form of communication protocol and professional courtesy. Students will draft memos to the instructor and group members for making proposals, scheduling meetings, suggesting adjustments, reporting absences, confirming appointments, etc. Verbal notice to the instructor should not be considered official notification. Email memos are acceptable as long as hard-copy drafts are also provided for follow-up and confirmation.

University Regulations and Other Matters

Students are expected to **attend** class and to complete all assignments. You are responsible for providing evidence to substantiate "authorized absences." If you know in advance you will miss a class, you are responsible for informing me. I will take attendance and enter the number of absences on the final roster.

The penalty for **late papers** is deduction of one full letter grade for every day the paper is late. This applies to all assignments, including homework. Papers are due, unless otherwise announced, at the beginning of class. If a paper is turned in after roll call, it will be considered late and points will be deducted. Papers must be turned in to the instructor in person (do not leave papers under my office door). This policy applies to group projects as well.

You should not assume that you may "take an **incomplete**" in this course. Requests for an incomplete should be addressed to the Director of Rhetoric and Writing Program. Your college advising office will be contacted to verify your reason for requesting a grade of *I*. Requests will be considered only if a student has completed 50% of the work in the course.

Accommodations for Disability

If you need accommodations in this class related to a disability, please make an appointment to see me as soon as possible. The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Services.

Plagiarism

Any apparent **scholastic dishonesty** (e.g., plagiarism) will be promptly reported to the proper authorities and will result in a grade of *F* for the course and a letter of reprimand in your file. Any assignment that does not appear to be deliberate plagiarism but fails to include clear record of an essay's development (pre-writing and revision) or fails to provide appropriate attribution of sources or direct quotation will receive a grade of 0.

As commonly defined, plagiarism consists of passing off as one's own ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have permission from that person. Plagiarism is a serious academic violation that destroys trust within classroom relationships.

The handouts used in this course are copyrighted. By "handouts," I mean all materials generated for this class, which include but are not limited to exams, quizzes, syllabi, in-class materials, sample papers, and peer critique sheets. Because these materials are copyrighted, you do not have the right to copy handouts, unless I expressly grant permission.

Out-of-Class Group Assignments

Should group work be assigned outside of class, students are encouraged to meet on University premises. Zimmerman Library provides areas for group study. To make group work efficient and productive, all members should exhibit professional behavior and remain on task—that is, everyone should work on the project at hand.

Classroom Behavior

I am committed to cultivating and maintaining a positive, inclusive, and productive classroom environment. Disruptive and disrespectful behavior will not be tolerated. **Disruptive classroom behavior**, defined as anything that would interfere with “an instructor’s ability to conduct the class” or “the ability of other students to profit from the instructional program” is explicitly prohibited. In order to promote a classroom climate conducive to collective success and individual excellence, full and equal participation of each member of the class is necessary and required. Please maintain an attitude of mutual respect and cooperation. Disruptive behavior (such as reading the newspaper during class, inattention, and inappropriate activities of any kind) that distracts from the effectiveness of the classroom will not be tolerated. Please turn off cell phones, MP3 players, text messaging, and other electronic devices. Your full participation contributes to the mutual satisfaction with our course.

COURSE SCHEDULE

IRT = Introduction to Rhetorical Theory

HRT= Handlist of Rhetorical Terms**

AD = Athenian Democracy

RR = Rhetoric Retold

OR = On Rhetoric

RT = The Rhetorical Tradition

SC = Socratic Citizenship

AM = Available Means

**Each class presenter will include the presentation (definition and illustration by example) of key rhetorical terms available in Lanham's *A Handlist of Rhetorical Terms*. I will assign 4 rhetorical terms in alphabetical order each week (presenters will give definitions and illustrations of those assigned terms).

WEEK 1

August 27 Introduction to Course
Team Exercise 1
Reading: (For Next Class Session) IRT Chap. 1-3; AD Chap. 1-3
HRT: Terms= Set 1 Allegory, Amplificatio; Set 2 Anaphora, Anastrophe)

WEEK 2

September 3 Class Discussion Leader A1 (Review Terms Set 1; IRT Chap 1-3)
Class Discussion Leader A2 (Review Terms Set 2; AD Chap. 1-3)
Team Exercise 2
Reading: (For Next Class Session) IRT Chap 4-6; AD Chap. 4-5)
HRT: Terms= Set 1 Antanagoge; Antimetabole; Set 2 Antistrophe, Antithesis)

WEEK 3

10 Class Discussion Leader A3 (Review Terms Set 1; IRT 4-6)
Class Discussion Leader A4 (Review Terms Set 2; AD Chap. 4-5)
Team Exercise 3
Reading: (For Next Class Session) IRT Chap. 7-9; RT Chap. Gen. Intro., Intro.,
"Gorgias," Isocrates.
HRT: Terms Set 1 & 2

WEEK 4

17 Class Discussion Leader A5 (Review Terms Set 1; IRT 7-9)
Class Discussion Leader A6 (Review Terms Set 2; RT Intro., Gorgias, Isocrates)
Team Exercise 4
Reading: (For Next Class Sssion) IRT Chap. 12 & 13; RT Plato's "Gorgias," &
"Phaedrus;" HRT: Terms Set 1 & 2

WEEK 5

24 Class Discussion Leader A7 (Review Terms Set 1; RT Plato's "Gorgias")
Class Discussion Leader A8 (Review Terms Set 2; RT Plato's "Phaedrus")
Team Exercise 5
Reading: RT Aristotle; OR Intro. Book 1
HRT: Terms Set 1 & 2
(Team Exercises 1-5 Due Week 7)

26 UNM Civil Rights Symposium (1-4:00 p.m. SUB Ballroom C)

WEEK 6

October 1 No Class Today; **Public Rhetoric Event Observation & Analysis**

WEEK 7

8 Class Discussion Leader A9 (Review Terms Set 1; RT Aristotle)
Class Discussion Leader A10 (Review Terms Set 2; OR Intro. Book 1)
Supplementary Reading Presentation 1-4
Reading: OR Book 2, Book 3
HRT: Terms Set 1 & 2
Team Exercises 1-5 Due Today

WEEK 8

- 15 Guest Speaker: Kent Ryden “Place-Based Learning & Writing Across Communities.”
Reading: RT Cicero, Quintillian
HRT: Terms Set 1 & 2
**Mid Term Take-Home Exam Assigned
(Mid Term Due Week 10)**

WEEK 9

- 22 Class Discussion Leader A11 (Review Terms Set 1; OR Book 2)
Class Discussion Leader A12 (Review Terms Set 2; OR Book 3)
Supplementary Reading Presentation 5-8
Reading: RT Rhetorica Ad Herrenium; RR Chap 1-3
HRT: Terms Set 1 & 2
Supplementary Reading Report Due Today

WEEK 10

- 29 Class Discussion Team Leaders B1 (Review Terms Set 1; RT Rhetorica Ad)
Class Discussion Team Leaders B2 (Review Terms Set 2; RR Chap. 1-3)
Supplementary Reading Presentation 9-12
Reading: RR Chap. 4-6; AM Intro. Aspasia, Diotima, Hortensia
HRT: Terms Set 1 & 2
Mid Term Due Today

WEEK 11

- November 5 Class Discussion Team Leaders B3 (Review Terms Set 1; RR Chap. 4-6)
Class Discussion Team Leaders B4 (Review Terms Set 2: AM Intro, Aspasia, Diotima, Hortensia)
Reading: RT Medieval Rhetoric Intro; Boethius;
RR Chap. 7-8; AM Jane Anger, Sor Juana la Cruz, Margaret Fell
HRT: Terms Set 1 & 2
Assign Final Project (Due Week 15)

WEEK 12

- November 12 No Class. **Public Rhetoric Event Observation & Analysis**
Public Rhetoric Observation Analysis 1-3 Due Next Week (Nov. 19)
Reading: SC Chap. 1-2; AM Margaret Fell, Margaret Fuller, Sojourner Truth, Ida B. Wells, Elizabeth Cadie Stanton, Sarah Winnemucca, RR Chap. 9-11
HRT: Terms Set 1 & 2

WEEK 13

- November 19 Class Discussion Team Leaders B5 (Review Terms Set 1; RR Chap 9-12 AM Sojourner Truth, Ida B. Wells)
Class Discussion Team Leaders B6 (Review Terms Set 2; SC Chap 1-2; AM Margaret Fuller, Elizabeth Cadie Stanton, Sarah Winnemucca)

Lecture: RT Medieval Rhetoric Intro; Boethius;
RR Chap. 7-8; AM Jane Anger, Sor Juana la Cruz, Margaret Fell

Final Project Proposal Due Today
Final Project Presentations 1-4
Reading: SC Chap. 3-4;

WEEK 14

26 No Class Thanksgiving

WEEK 15

December

3 Final Project Presentations 5-8
Lecture: SC Chap. 3-4

WEEK 16

10 **Final Project Due Today**
Final Project Presentations 9-12