"[The function of rhetoric] is not to persuade but to see the available means of persuasion in each case."
— Aristotle, Rhetoric

"Each of the modes has its own peculiar logic. It also has its own organizational patterns and, to some extent, its own stylistic characteristics".
— James Kinneavy, Theory of Discourse

"In rhetoric there really are no rules. You can commit fallacies to your heart’s content, as long as you get away with them. Your audience bears the responsibility to spot them; but if it does, there goes your Ethos. Your audience will consider you either a crook or a fool."
— Jay Heinrichs: Thank You for Arguing: What Aristotle, Lincoln, and Homer Simpson Can Teach Us About the Art of Persuasion

In this course, we examine and discuss the classical origins, cultural contexts, and contemporary relevance of rhetorical traditions. We will be asking about the meaning of the term rhetoric: the way scholars and practitioners have traditionally viewed rhetoric as a way of knowing and as a way of being in the world. We can use this work to make sense of current political debates, to increase the sophisticated professional elements of our scientific, technical, and professional communications, and to provide productive insights into our creative and non-academic work.

Course assignments & requirements

Dialectic-reading journal: 25%

This is a reading- and discussion-intensive course. Rather than produce a project at the end, you will keep a reading journal and provide regular reading notes that serve as the basis for our discussions and reflections. Your dialectic-reading journal is meant to encourage you to actively engage in a meaningful conversation with the reading individually and comparatively. As you make journal notes, you should regularly re-read your previous pages of notes and comments, noting any new connections. The journal is important because you “own” the new facts by putting them in your own words or by raising your own questions. Writing is a way to produce or possess new knowledge as you attempt to do interpretative phrasing.

I read, but do not judge or evaluate the notes, tone, questions, or reflections during the course. Your dialectic-reading journal grade is based on your willingness to document your reading notes as we proceed resulting in a record of your intellectual engagement.

Class participation: 25%
Brief presentations: 25%

You’ll be asked on two occasions to provide examples of rhetorical artifacts that illuminate the material we’re covering that day—a newspaper editorial or cartoon, music lyrics, an engineering memo, a flyer, an article, a poem, etc. Your responsibility will be [1] to provide copies for classmates and for me, and [2] to put the examples in context for our discussions.

Formal presentations: 25%

We will discuss one-on-one an appropriate formal presentation with which to conclude the course. Presentations will be based on a topic that interests you, informed and supported by the work we’ve done in the course.

Course text


Course calendar

Please note that the course calendar is designed to be flexible; that is, we may make changes along the way, depending on the interests and needs of class members.

<table>
<thead>
<tr>
<th>Week One</th>
<th>Reading</th>
<th>Discussion</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon. 7/2</td>
<td>Declaration of Independence</td>
<td>Introductions; key terms</td>
<td>Course survey</td>
</tr>
<tr>
<td></td>
<td>(handout, in case you don't carry a copy with you)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tue. 7/3</td>
<td>AR Ch. 1</td>
<td>Rhetors and Sophists</td>
<td>Reading journal</td>
</tr>
<tr>
<td>Wed. 7/4</td>
<td>No class meeting, for the 4th of July</td>
<td>But for rhetorical purposes, consider the phrase, “We hold these truths to be self-evident.” (Declaration of Independence)</td>
<td>If the truths are “self-evident,” why the need to inscribe them in text?</td>
</tr>
<tr>
<td>Thu. 7/5</td>
<td>AR Ch. 2</td>
<td>Kairos and the “rhetorical situation”</td>
<td>Reading journal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week Two</th>
<th>Reading</th>
<th>Discussion</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon. 7/9</td>
<td>AR Ch. 3</td>
<td>Stasis theory</td>
<td>Reading journal</td>
</tr>
<tr>
<td>Tues. 7/10</td>
<td>AR Ch. 3</td>
<td>Writers, editors, and</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Reading</td>
<td>Discussion</td>
<td>Due</td>
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<tr>
<td>Wed. 7/11</td>
<td>AR Ch.5</td>
<td>Logical Proofs: logos</td>
<td>Reading journal</td>
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<td></td>
<td></td>
<td>Presidential campaigns</td>
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</tr>
<tr>
<td>Thurs. 7/12</td>
<td>AR Ch.5</td>
<td>Logical Proofs: logos</td>
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<td></td>
<td></td>
<td>Environmental activism</td>
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</tbody>
</table>

### Week Three

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading</th>
<th>Discussion</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon. 7/16</td>
<td>AR Ch.6</td>
<td>Ethical proofs: ethos</td>
<td>Reading journal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Peace activism</td>
<td></td>
</tr>
<tr>
<td>Tues. 7/17</td>
<td>AR Ch.6</td>
<td>Ethical proofs: ethos</td>
<td>Hip hop lyric text, annotated</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hip hop culture</td>
<td></td>
</tr>
<tr>
<td>Wed. 7/18</td>
<td>AR Ch.7</td>
<td>Pathetic proofs: pathos</td>
<td>Reading journal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Immigration</td>
<td></td>
</tr>
<tr>
<td>Thurs. 7/19</td>
<td>AR Ch.7</td>
<td>Pathetic proofs: pathos</td>
<td>Lyric poetry text, annotated</td>
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<tr>
<td></td>
<td></td>
<td>Lyric poetry</td>
<td></td>
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</tbody>
</table>

### Week Four

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading</th>
<th>Discussion</th>
<th>Due</th>
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</thead>
<tbody>
<tr>
<td>Mon. 7/23</td>
<td>AR Ch. 10</td>
<td>Arrangement</td>
<td>Reading journal</td>
</tr>
<tr>
<td>Tues. 7/24</td>
<td>AR Ch. 10</td>
<td>Arrangement</td>
<td>Examples of Arrangement</td>
</tr>
<tr>
<td>Wed. 7/25</td>
<td>AR Ch. 11</td>
<td>Style</td>
<td>Reading journal</td>
</tr>
<tr>
<td>Thurs. 7/26</td>
<td>AR Ch. 11</td>
<td>Style</td>
<td>Examples of Style</td>
</tr>
</tbody>
</table>

### Week Five

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading</th>
<th>Discussion</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon. 7/30</td>
<td>AR Ch. 12</td>
<td>Memory</td>
<td>Reading journal</td>
</tr>
<tr>
<td>Date</td>
<td>Reading</td>
<td>Discussion</td>
<td>Due</td>
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<tr>
<td>Tues. 7/31</td>
<td>AR Ch. 12</td>
<td>Memory</td>
<td>Is there a production of memory such that we can bring examples like we did for Arrangement and for Style?</td>
</tr>
<tr>
<td>Wed. 8/1</td>
<td>AR Ch. 13</td>
<td>Delivery</td>
<td>Reading journal</td>
</tr>
<tr>
<td>Thurs. 8/2</td>
<td>AR Ch. 13</td>
<td>Delivery</td>
<td>Examples of Delivery</td>
</tr>
</tbody>
</table>

**Week Six**

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading</th>
<th>Discussion</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon. 8/6</td>
<td>AR Ch. 14</td>
<td>Imitation</td>
<td>Reading journal</td>
</tr>
<tr>
<td>Tues. 8/7</td>
<td>Community, Activist, Creative, Professional, or Family Text</td>
<td>Rhetorical artifacts as assigned</td>
<td></td>
</tr>
<tr>
<td>Wed. 8/8</td>
<td>Community, Activist, Creative, Professional, or Family Text</td>
<td>Rhetorical artifacts as assigned</td>
<td></td>
</tr>
<tr>
<td>Thurs. 8/9</td>
<td>Community, Activist, Creative, Professional, or Family Text</td>
<td>Rhetorical artifacts as assigned</td>
<td></td>
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</tbody>
</table>

**Week Seven**

<table>
<thead>
<tr>
<th>Date</th>
<th>Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon. 8/13</td>
<td>Presentations</td>
</tr>
<tr>
<td>Tues. 8/14</td>
<td>Presentations</td>
</tr>
<tr>
<td>Wed. 8/15</td>
<td>Presentations</td>
</tr>
<tr>
<td>Thurs. 8/16</td>
<td>Presentations</td>
</tr>
</tbody>
</table>
Course Policies

Attendance Policy
You may take two unexcused absences during the course. Beyond those, each absence will reduce your course grade substantially, and more than three absences may result in a failing grade. Professional conventions also ask you to alert us ahead of time if you will be missing class on a day when you are scheduled to present materials to the class, or to participate in presentation activities. Should you miss a class, it is your responsibility to get notes, assignments, handouts, or other information from a colleague.

Assignment Policy
I accept late work only in cases of a documented medical emergency; otherwise, late work receives a reduced letter grade for each day it is late. Back-up your work regularly. While computer failures are a tragedy, they can't serve as reasons for late work.

Academic Integrity Policy
Plagiarism is a serious offense, one whose sanctions range from a reduction in grades to expulsion from the University. According to the Office of Student Affairs, "Anything less than total commitment to honesty undermines the efforts of the entire academic community. Both students and faculty are responsible for insuring the academic integrity of the university."

Definitions of Academic Dishonesty
- Plagiarism: copying another's work or ideas and calling them one's own or not giving proper credit or citation.
- Cheating: intentional use of any unauthorized study aids, equipment, or another's work during an academic exercise.
- Fabrication: intentional falsification or invention of any information or citation during an academic exercise without proper authorization.
- Facilitating academic dishonesty: allowing or helping another individual to plagiarize, cheat, or fabricate information.

I am always available to discuss any plagiarism or other intellectual property concerns or questions you might have for this or for any other class.

ADA Statement
MTU complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disabilities Act of 1990 (ADA). If you have a disability and need a reasonable accommodation for equal access to education and services at MTU, please call the Associate Dean of Students, at 7-2212. For other concerns about discrimination, you may contact your advisor, department head or the Affirmative Action Office at 7-3310. All discussions are confidential.
“Did I Miss Anything?”
(Question frequently asked by students after missing a class)

Nothing. When we realized you weren’t here
we sat with our hands folded on our desks
in silence, for the full two hours

Everything. I gave an exam worth
40 per cent of the grade for this term
and assigned some reading due today
on which I’m about to hand out a quiz
worth 50 per cent

Nothing. None of the content of this course
has value or meaning
Take as many days off as you like:
any activities we undertake as a class
I assure you will not matter either to you or me
and are without purpose

Everything. A few minutes after we began last time
a shaft of light descended and an angel
or other heavenly being appeared
and revealed to us what each woman or man must do
to attain divine wisdom in this life and
the hereafter
This is the last time the class will meet
before we disperse to bring this good news to all people
on earth

Nothing. When you are not present
how could something significant occur?

Everything. Contained in this classroom
is a microcosm of human existence
assembled for you to query and examine and ponder
This is not the only place such an opportunity has been
gathered,
but it was one place,
And you weren’t here.

Tom Wayman, from The Astonishing Weight of the Dead.