



Thursday, January 12, 2012

# General Education and I-Series Course Submission and Review

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## ENGL282 Introduction to Rhetorical Theory

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### General Information

Title	Introduction to Rhetorical Theory
Course Number	ENGL282
College	ARHU - Arts and Humanities
Department	English
Submitted By	Thomas Colborn Moser Jr

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### CORE Information

CORE Fundamental Studies	No
CORE Distributive/Advanced Studies	(HO) - Humanities
CORE Diversity	No

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### General Education Information

Fundamental Studies	None
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Distributive Studies Humanities  
Scholarship in Practice

Diversity None

## Course Questions

### General Questions

**Please give a brief description of the course:**

This course provides an introduction to the theory and practice of rhetoric, as it has appeared in Western civilization. We will trace rhetoric's rich history from its roots in Ancient Greece to its modern manifestations in the contemporary world. Along the way, we will engage with how various great minds have used and shaped rhetoric for practical and analytic ends. Through our survey of some of the most influential texts in rhetorical theory, we will familiarize ourselves with fundamental terms and concepts, as well as demonstrate our understanding through producing and examining texts.

**Please list any pre- or co-requisites for this course:**

None

**If there are pre- or co-requisites, please justify them with respect to their appropriateness for a General Education course:**

N/A

**Please list any restrictions (e.g. majors only) placed on this course:**

None

**What is the approximate course size (students/academic year)?**

70

**Please describe how student learning will be assessed (i.e. exams, homework, papers, group projects, etc.):**

Grading Class participation 10% Multimedia presentation 15% 300-word reading responses 10% Rhetoric exercises 15%  
Midterm examination 15% Final examination 15% Rhetorical analysis 20%

**Comments on the course that you feel may be useful for the review process. Also, if this is an existing course**

that you are planning on making changes to via VPAC (i.e. changing the title), please list those proposed changes here:

This is a course of long-standing that consistently fills and serves an audience of both English majors and non-majors.

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### Scholarship in Practice

Describe the body of scholarship that will be put into practice:

In English 282, students come to recognize, acquire, and practice techniques of rhetorical analysis from antiquity to contemporary times. A key focus of the class is to carefully read rhetorical theory from Ancient Greece to contemporary time, with sensitivity to the cultural and historical changes that occur in Western civilization. Students will read important texts of the rhetorical tradition as well as contemporary critiques of these texts from feminist, historical revisionist, and ethical lenses.

Describe how this body of scholarship will be applied:

Students learn techniques in rhetorical analysis through reading texts on rhetorical theory, through completing rhetoric exercises, and through listening to lectures given by the instructor. These techniques culminate in a final rhetorical analysis assignment, in which students are required to read their choice of a non-fiction text, analyze the text using an appropriate rhetorical method of analysis learned in class, and compose a critical argument from this analysis.

## Learning Outcomes

Learning outcomes are phrased as "*At the completion of this course, students will be able to...*". Answers are expected to demonstrate how the course will (1) give students the ability to meet the learning objective and (2) determine that students were successful in meeting the learning objective.

Learning outcomes in **this color** are **REQUIRED**

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### Humanities

*Courses in the humanities disciplines study history and the genres of human creativity, and they include courses in the practice of architecture and the visual, literary and performing and creative arts. Under "Humanities," students will find courses in cultures and literatures in any language, creative writing, art, architecture, art history, classics, history, linguistics, philosophy, and the performing arts (dance, music, theatre) and their histories.*

Must address **at least 4** of the following Learning Outcomes

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**At the completion of this course, students will be able to...**

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**...demonstrate familiarity and facility with fundamental terminology and concepts in a specific topical area in the humanities.**

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In English 282, students learn fundamental terms and concepts related to rhetorical theory. As the history of rhetorical theory is rich with terminology and concepts, students engage with them in their readings and lectures. Furthermore, students are graded on their familiarity and facility with key terms and concepts in their reading responses, writing exercises, class presentations, examinations, and final rhetorical analysis assignment.

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**...demonstrate understanding of the methods used by scholars in a specific field in the humanities.**

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Throughout the semester, students will read texts written by scholars in the field of rhetorical theory who employ various methods of rhetorical analysis. As a component of the course, students are prompted to understand and implement these methods of rhetorical analysis when writing rhetoric exercise papers, completing examinations, and composing final rhetorical analyses. Rhetoric exercise papers require students to practice particular methods of rhetorical analysis on a text. These methods and their applications will also be tested on the midterm and final examination. Finally, students will demonstrate their understanding of these methods in their final rhetorical analysis paper.

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**...demonstrate critical thinking in the evaluation of sources and arguments in scholarly works, or in the evaluation of approaches and techniques in the visual, literary, or performing arts.**

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For various readings throughout the semester, students will be prompted to respond critically to an author's claim or line of reasoning in a primary text on rhetorical theory. In doing so, students develop a sense of how different theorists in the rhetorical tradition use rhetorical theory for specific ends. Reading responses require students not only to know how rhetorical theory works for a given theorist's purposes, but also to demonstrate how these purposes differ between theorists. Furthermore, in their multimedia presentation projects, students will evaluate secondary sources and critically apply a range of arguments on a topic relevant to the history of rhetorical theory. Finally, students will demonstrate critical thinking on the critical essay sections of their midterm and final examinations.

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**...describe how language use is related to ways of thinking, cultural heritage, and cultural values.**

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A key focus of the class is to trace changes in rhetorical theory (theory of language usage) from Ancient Greece to contemporary time in relation to the historical changes that occur in Western civilization. In doing so, students must recognize that ways of thinking are situated within historical and cultural conditions. Furthermore, in reading responses, examination questions, presentations, and the final rhetorical analysis, students are asked to apply historical rhetorical ways of thinking to contemporary cultural contexts to articulate how rhetorical theory is a useful tool for analyzing cultural values.

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**...conduct research on a topic in the humanities using a variety of sources and technologies.**

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In the multimedia presentation assignment, students in groups are required to conduct research by examining primary and secondary sources on topics relevant to the history of rhetoric and Western civilization. The multimedia presentation assignment requires students to find relevant texts, images, videos, and quantitative models such as charts or graphs, in order to effectively communicate the relevance of rhetorical theory to the topic of their presentation.

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**...demonstrate the ability to formulate a thesis related to a specific topic in the humanities and to support the thesis with evidence and argumentation.**

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**...demonstrate understanding of the creative process and techniques used by practitioners in a specific field of the visual, literary, or performing arts.**

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In English 282, students come to recognize, acquire, and practice techniques of rhetorical analysis from antiquity to contemporary times. Students learn these techniques through reading texts on rhetorical theory, through completing rhetoric exercises, and through listening to lectures given by the instructor. These techniques culminate in a final rhetorical analysis assignment, which requires students to read non-fiction texts or cultural objects rhetorically.

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## Scholarship in Practice

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*Courses in Scholarship in Practice teach students how to assess and apply a body of knowledge to a creative, scholarly, or practical purpose. The resulting application should reflect an understanding of how underlying core disciplines can be brought to bear on the subject. It should go beyond the traditional survey and interpretation that culminate in, for example, a final research paper or activity often used in courses that are designed to be introductions to a specific topic or area of study.*

*While Scholarship in Practice courses will be evaluated for appropriateness through the learning outcomes listed below, essentially every college on this campus has relevance to this area of Distributive Studies. Examples include (but are not limited to) the following: courses in Business that focus on the design of productive systems and enterprises, drawing upon knowledge from economics, psychology, mathematics, and other disciplines; courses in Engineering that require students to design environments, technologies, and systems by applying knowledge from the natural sciences and mathematics; courses in Education, Journalism and Architecture that provide students with an opportunity to engage in well defined professional practices; courses in Studio Art, Music Performance, Dance, etc., that introduce students to creative skills and performance arts; applied proficiency in a foreign language; extensive research experiences; and internships.*

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Must address **at least 4** of the following Learning Outcomes

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**At the completion of this course, students will be able to...**

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**...demonstrate an ability to select, critically evaluate, and apply relevant areas of scholarship.**

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In English 282, students come to recognize, acquire, and practice techniques of rhetorical analysis from antiquity to contemporary times. Students learn these techniques through reading texts on rhetorical theory, through completing rhetoric exercises, and through listening to lectures given by the instructor. These techniques culminate in a final rhetorical analysis

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assignment, in which students are required to read their choice of a non-fiction text, analyze the text using an appropriate rhetorical method of analysis learned in class, and compose a critical argument from this analysis.

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**...articulate the processes required to bring about a successful outcome from planning, modeling, and preparing, to critiquing, revising and perfecting.**

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Students in English 282 will read a number of important texts which deal with how to prepare successful speeches. In reading responses and examinations, students will be asked to articulate how various theorists' methods for planning, modeling, and preparing texts and speeches may be helpful for their own rhetorical endeavors. In rhetoric exercise papers, furthermore, students will be asked to apply aspects of rhetorical theory to analyze and critique a text chosen by the instructor. These articulative reading responses and rhetoric exercise papers are also generative, as they function to prepare students for writing a larger rhetorical analysis paper, which requires students to both plan and model an argument on a non-fiction text of their choice, as well as critique that text using rhetorical methods of analysis.

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**...demonstrate an ability to critique existing applications of scholarship, in order to learn from past successes and failures.**

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A key focus of the class is to carefully read rhetorical theory from Ancient Greece to contemporary time, with sensitivity to the cultural and historical changes that occur in Western civilization. Students will read important texts of the rhetorical tradition as well as contemporary critiques of these texts from feminist, historical revisionist, and ethical lenses. Students are encouraged to continue to read critically, learning from the techniques of criticism and the lines of argument presented in the contemporary texts. Students also demonstrate their ability to read critically and learn from cultural shortcoming by writing regular reading responses.

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**...demonstrate an ability to collaborate in order to bring about a successful outcome.**

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In the multimedia presentation assignment, students are required to collaborate with one another in order to create an engaging presentation which effectively communicates the relevance of rhetorical theory to the topic of their presentation. Students work in groups to conduct research, develop an argument, construct a presentation using multimedia, and stylize their presentation for aesthetic and persuasive purposes.

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**...recognize how an application of scholarship affects or is affected by political, social, cultural, economic or ethical dimensions.**

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From the beginning of the semester on, students are made to understand how certain methods of rhetorical theory come about from questions theorists ask as a result of the political, social, cultural, and ethical conditions of their time. Students also read how application of rhetorical theory in the form of persuasive speeches and declarations has impacted historical and cultural situations in the world. There is a major focus in the class on the historical relationship between ethics and rhetoric. In class discussion, multimedia exercises, reading responses, and examinations, students trace how different theorists, writing in different historical and cultural moments, have come to understand rhetoric's ethical responsibilities, as well as rhetoric's responsibilities to social and cultural issues.

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**...produce an original analysis, project, creative work, performance or other scholarly work that reflects a body of knowledge relevant to the course.**

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The rhetorical analysis paper prompts students to produce an analysis of a non-fiction text of their choice by using methods of rhetorical theory learned throughout the course of the semester. In doing this, students will come up with an original argument through their analysis. Throughout English 282, students read texts on rhetorical theory and methodologically apply these theories in rhetoric exercise papers. These rhetoric exercise papers provide students a repertoire from which they can draw particular methods for the purpose of their rhetorical analysis paper. Because the course moves from analyzing the object of traditional rhetorical analysis (speeches) to contemporary rhetorical analysis (discourse), students are encouraged to choose a rhetorical method of analysis that reflects the relevant body of knowledge of their chosen text.

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**...effectively communicate the application of scholarship through ancillary material (written, oral, visual and/or all modes combined).**

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In the multimedia presentation assignment, students are required to use relevant texts, images, videos, and quantitative models such as charts or graphs, to deliver an informative presentation for the class. In addition to this, students must construct a written handout to pass out to the class on the day of their presentation. The assignment requires students to interweave visual media, written text, and oral presentation in order to effectively demonstrate how a particular rhetorical theory can be understood and applied. Students must consider how effective communication can function through the employment of various visual, textual, and oral elements.

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## Course Syllabus

View the course syllabus [here](#).

Note: Your browser may download the syllabus, in which case you will have to open it in a separate program, i.e. Adobe Acrobat or Micro\$oft Word, in order to view it.

Another Note: Some people are uploading Word .docx files (newer Word format). If your computer doesn't have a fairly recent version of Word installed (2007 or later), your computer won't know what to do with a .docx file and may try to open it as a "zip" file. You will have to either upgrade your version of Word, or install Micro\$oft's Compatibility Pack to allow earlier versions of Word to open the file.

## Review and Sign-Off