

RHETORIC
RHET:1030:0006
M/W 4:30-6:20pm, 7 EPB
Fall 2017
The University of Iowa
The College of Liberal Arts and Sciences
Department of Rhetoric
clas.uiowa.edu/rhetoric

Instructor: Maddison McGann
Office/Office Hours: Office 56 EPB M 3:00-4:30pm/Th 2:00-3:30pm or by appointment
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Course Supervisor: David Gooblar
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COURSE TEXTS

Available at Iowa Book

Chimamanda Ngozi Adichie, *We Should All Be Feminists*. New York: Anchor, 2015.
Nicholas Carr, *The Glass Cage*. New York: Norton, 2014.

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 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

In this course, you will be encouraged to develop skills in writing, reading, and critical thinking, all of which are currently serving as integral parts of your daily lives. Rhetoric – “the art of persuasion” – is in practice everywhere, all around us, all the time, and it is critical that we, as thinkers, learn to recognize and utilize the many ways in which we interact with the world around us. In particular, this course will raise the question of humanism, or what it means to be a person in the world where we are paradoxically considered to be both socially constructed and autonomous beings. In questioning our positions in the world, we will be considering many factors, including technology’s impact on humanity, ideas of gender and sexuality, and social constructs that exist and function to both regulate and determine human behavior.

Upon completion of this course, you will be able to:

- Critically evaluate, analyze, and interpret rhetorical strategies used by a variety of authors in a variety of texts
- Organize and develop ideas in writing and speech
- Solve problems that may require one or more of the following: defining terms and tasks, organizing and verifying solutions, explaining or justifying a position
- Formulate a message through the use of alternative mediums to express or present facts, thoughts, ideas, concepts arguments, values, perspectives, or opinions
- Incorporate research in the development of one’s own ideas
- Use the essential steps in the writing/revising process

REQUIREMENTS

Students are expected to attend every class meeting, to participate in each class, and to complete each assignment (both in-class assignments and homework) in a timely and satisfactory manner.

Absences: In order to succeed in this class, you must first do the work of showing up. Although attendance does not have a direct effect on your grade, missing class will inevitably lower the quality of your overall performance, thereby resulting in a lesser grade. If you do have to miss class for any reason, it is your responsibility to check the syllabus to see what you missed and what is due for next class. All due dates are listed on the syllabus.

Participation: Participation in class discussion is absolutely vital to your success in this course, and I encourage you to express your ideas both regularly and freely. However, I kindly ask that you remember to express your opinions respectfully so as to ensure an inclusive, welcoming learning environment for everyone.

Late Assignments: Under extenuating circumstances, late work may be credited but only by arrangement with the instructor in advance. Technical issues are not an excuse for late assignments. Correspondingly, printing issues will not suffice as legitimate excuses. Please note that it may not always be possible to make up an oral presentation even if an absence is excused.

Tardiness: Frequent and substantial tardiness will adversely affect your participation grade.

Assignments: There are four major assignments in this course: two presentations and two

papers.

For **Speech 1**, you will analyze the rhetoric of a text—an advertisement, a movie, a book, or something else—to figure out what it is saying about gender.

For **Paper 1**, you will draw on previous knowledge and Adichie's *We Should All Be Feminists* to build an argument for why "We should all be ____."

For **Paper 2**, you will research a question that relates to the rise of technology, and argue for its implications (either positive or negative).

In **Speech 2**, you will make an argument that is based on some of the answers you find in your research for Paper 2. This argument will attempt to persuade your classmates on an issue of great importance.

Of course, I'll give you more details about each of these assignments as the term progresses.

For each of these assignments, you will work with me and your classmates to come up with ideas, compose drafts, and revise your work. The composition process is fundamental to this course—it is a central part of what you will be learning—and is therefore a big part of what you'll be graded on. The interim steps along the way to your final speeches and papers are therefore mandatory components of the course. You will lose points for late or missed drafts, even if your final draft is delivered on time.

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 informal writing and speaking assignments, responses to assigned readings, peer response workshops, and class participation.

All Major Assignments for your GER Rhetoric 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.

Speech 1 (delivered on 9/18 and 9/20)	15%
Paper 1 (final draft due 10/8)	15%
Paper 2 (final draft due 11/6)	20%
Speech 2 (delivered 12/4 and 12/6)	20%
Homework and in-class assignments	10%
Participation	20%

You'll be able to access your grades throughout the semester through ICON, or by meeting or emailing with me.

STATEMENT ON ARITHMETIC ROUNDING OF GRADES

Grades are calculated using the UI computational scheme that assigns letter grades according to an agreed university-wide formula. Final grades will be rounded to the nearest whole number. If you finish with an 89.4, for example, you'll get a B+.

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.

FALL 2017 COURSE SCHEDULE

WEEK 1	
Monday 8/21 Welcome to the Course – Syllabus/Introductions Introduction to Rhetoric Homework: Read Heinrichs, <i>Thank You For Arguing</i> Chapter 1	Wednesday 8/23 Introduction to Speech #1 & Paper #1 What is Rhetoric? – <i>TYFA</i> Homework: Read Adichie, <i>We Should All Be Feminists</i> (full text)
WEEK 2	
Monday 8/28 Pathos, Logos, and Ethos – <i>We Should All Be Feminists</i> Homework: Read Kleinman, “Why Sexist Language Matters” Speech #1 Proposal (4 ideas for your speech) due Wednesday in class	Wednesday 8/30 Discuss Speech Proposals Identifying a Social Problem – “Why Sexist Language Matters” Homework: Read Solnit, “Men Explain Things to Me” Bring Paper #1 Proposals to class on Wednesday, 9/4
WEEK 3 <i>University Holiday</i>	
Monday 9/4 NO CLASS – Enjoy your labor day holiday Homework: <i>Speech Draft #1 due in class</i> <i>Wednesday</i>	<i>Mon, Sept 4—</i> Wednesday 9/6 Paper #1 Proposals due Speech #1 Draft Due Discuss Solnit, “Men Explain Things” Homework: Read Lasch, “Characteristics of Bad Writing”

WEEK 4	
Monday 9/11 Discuss “Characteristics of Bad Writing” Effective Speaking – Rhetorical Argument in Speech	Wednesday 9/13 Speech #1 Workshops Homework: Prepare for Speech #1 Presentations
WEEK 5	
Monday 9/18 Speech #1 Presentations	Wednesday 9/20 Speech #1 Presentations Homework: Bring Paper #1 Drafts to class Monday for PR
WEEK 6	
Monday 9/25 Paper #1 Workshops Homework: Read Carr, <i>The Glass Cage</i> (Ch. 1 & 2)	Wednesday 9/27 Gathering and Organizing Research – <i>The Glass Cage</i> (Ch. 1-2) Discuss Paper #2 Discuss Speech #2 Paper #1 Rough Drafts due Friday 9/29. Homework: Read Carr, <i>The Glass Cage</i> (Ch. 3-6)
WEEK 7	
Monday 10/2 Summarizing Evidence – <i>The Glass Cage</i> (Ch. 3-5) Watch Blakley, <i>Social Media and the End of Gender</i> TED talk Homework: Read Carr, <i>The Glass Cage</i> (Ch. 7-10)	Wednesday 10/4 Integrating Evidence – <i>The Glass Cage</i> (Ch. 7-10) Paper #1 Final Drafts due Sunday 10/8 Homework: Read Murray, “Unlearn to Write”
WEEK 8	
Monday 10/9 Discuss “Unlearn to Write” Paper #2 Topic Workshops Homework: Read Lamott, “Shitty First Drafts”	Wednesday 10/11 Paper #2 Library Visit Homework: Read Macrorie, from <i>Telling Writing</i>
WEEK 9	
Monday 10/16 Discuss <i>Telling Writing</i>	Wednesday 10/18

Paper #2 Thesis Workshops Homework: Bring a polished thesis to class on Wednesday	Writing as Action – Watch Turkle, <i>Connected, But Alone?</i> TED Talk https://www.ted.com/talks/sherry_turkle_alone_together?language=arg Homework: Bring paper #2 Rough Draft to class on Monday for PR
WEEK 10	
Monday 10/23 Paper #2 Workshops Homework: Read Gear, “Better Than Human: Why Robots Will – And Must – Take Our Jobs”	Wednesday 10/25 Discuss “Better Than Human: Why Robots Will – And Must – Take Our Jobs” Watch “March of the Machines” 60 Minutes Homework: Paper #2 Rough Drafts due Friday by 5pm
WEEK 11	
Monday 10/30 Technology and Education Kessler, “Professors Are About to Get an Online Education” Homework: Read Marx, “Does Improved Technology Mean Progress?”	Wednesday 11/1 Framing an Argument – “Does Improved Technology Mean Progress” Homework: Paper #2 Final Drafts due Monday in class
WEEK 12	
Monday 11/6 Paper #2 Final Drafts due	Wednesday 11/8 The Art of Persuasion in Speech – Speech #2 Homework: Bring proposal for Speech #2 to class on Monday
WEEK 13	
Monday 11/13 Discuss Speech #2 Proposals Collaborative Speech	Wednesday 11/15 Effective Speaking – Audience Engagement and Professionalism Homework: Speech #2 Drafts due Sunday, 11/19. Have a great Thanksgiving Break!
WEEK 14	<i>Thanksgiving Recess</i>
Monday 11/20 NO CLASS – Enjoy your Thanksgiving Holiday!	Wednesday 11/22 NO CLASS – Enjoy your Thanksgiving Holiday!

WEEK 15	<i>Classes Resume</i>
Monday 11/27	Wednesday 11/29
Effective Speaking – Rhetorical Strategies in Speech vs. in Writing	Speech #2 Workshops Homework: Prepare for Speech #2 Presentations
WEEK 16	<i>Exams Week Dec 14-18</i>
Monday 12/4	Wednesday 12/6
Speech #2 Presentations	Speech #2 Presentations

The attached Common Policies and Practices document constitutes part of this syllabus.

RHETORIC DEPARTMENT COMMON POLICIES AND PRACTICES

FOR ALL GE RHETORIC COURSES: **RHET:1030 RHET:1040 RHET:1060**

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Department Chair: Steve Duck, 164 EPB. Call 319-335-0186 or email steve-duck@uiowa.edu
Department Main Office: 170 EPB. Call 319-335-0178 or email rhetoric@uiowa.edu

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 (110 EPB; phone: 319-335-0188) 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 (412 EPB; phone: 319-335-0205) 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>)

The Conversation Center (<http://clas.uiowa.edu/rhetoric/conversation-center>); phone: Ben Hassman at 319-384-4176. The Conversation Center helps undergraduate students develop intercultural awareness and communication skills. Through the *Intercultural Conversation Hour* and our *Conversation Partners Program*, students build confidence and cultural fluency with the English language; with informal, “low-stakes” verbal interactions; and with other cultures (<http://clas.uiowa.edu/rhetoric/conversation-center>).

All three Centers provide instruction and assistance to all University of Iowa students, staff and faculty to improve and practice 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 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 Major Assignments for Rhetoric courses must be completed satisfactorily 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.

Any student who is absent for more than a total equivalent to three weeks of course meetings (equivalent of 9 or 12 s.h. depending on the frequency of the class meetings) may be failed by the instructor for the whole course.

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 at](http://clas.uiowa.edu/students/handbook) <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/>.

NONDISCRIMINATION IN THE CLASSROOM

The University of Iowa is committed to making the classroom a respectful and inclusive space for all people irrespective of their gender, sexual, racial, religious or other identities. Toward this goal, students are invited to optionally share their preferred names and pronouns with their instructors and classmates. The University of Iowa prohibits discrimination and harassment against individuals on the basis of race, class, gender, sexual orientation, national origin, and other identity categories set forth in the University's Human Rights policy. For more information, contact the Office of Equal Opportunity and Diversity, diversity@iowa.edu or visit diversity.uiowa.edu.

ACCOMMODATIONS FOR DISABILITIES

The University of Iowa is committed to providing an educational experience that is accessible to all students. A student may request academic accommodations for a disability (which include but are not limited to mental health, attention, learning, vision, and physical or health-related conditions). A student seeking academic accommodations should first register with Student Disability Services and then meet with the course instructor privately in the instructor's office to make particular arrangements. Reasonable accommodations are established through an interactive process between the student, instructor, and SDS. See <http://sds.studentlife.uiowa.edu/> for information.

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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 the UI Office of the Sexual Misconduct Response Coordinator at <https://osmrc.uiowa.edu/> and [Part II.4 of the Operations Manual](#) at <http://www.uiowa.edu/~our/opmanual/ii/04.htm> for assistance, definitions, and the full University policy.

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.

ACADEMIC HONESTY

All CLAS students or students taking classes offered by CLAS have, in essence, agreed to the College's [Code of Academic Honesty](#): "I pledge to do my own academic work and to excel to the best of my abilities, upholding the [IOWA Challenge](#). I promise not to lie about my academic work, to cheat, or to steal the words or ideas of others; nor will I help fellow students to violate the Code of Academic Honesty." Any student committing academic misconduct is reported to the College and placed on disciplinary probation or may be suspended or expelled ([CLAS Academic Policies Handbook](#)).

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>.

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.

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/>.