English 5363
History of Rhetoric
7-9:30 pm Thursday
OCONR 222
Class Syllabus

Catalog Description:

Examination of classical and modern traditions in rhetoric and their application to written discourse. Topics focus on contributions of classical and modern rhetoricians, written literacy, and the institutionalization of writing instruction.

Course Description:

Erika Lindemann identifies at least three reasons to study rhetoric. First, she says it is a "compelling subject to study" and it introduces us to "some of the most influential thinkers" in world history. Second, she says, rhetoric "helps us understand our world." Third, rhetoric informs contemporary teaching practice. Personally, I think Lindemann understates the case; I think, to be an effective teacher of writing, one has to understand rhetoric, because it teaches us how communication works, it offers effective teaching strategies, and it provides the very glue that holds society together.

This course is a "survey," which means that you will learn a little bit about a lot of rhetoricians. We will learn about the historical, intellectual, political and cultural forces that first give rise to rhetoric in ancient Greece, and then we will look at how the rhetorical tradition grew and changed throughout the next two and a half millennia. We are, because of the texts available, going to look primarily at the Western rhetorical tradition (although we will try and go beyond it), but I want you to know "up front" that there are many rhetorics and many rhetorical traditions, especially the East Asian, Arabic, and African (particularly
the Kemetic) traditions. A study of non-Western rhetoric (or of a non-Western rhetorical figure) would be a terrific seminar paper (or master's thesis, doctoral dissertation, or book). We are hitting the "high points" of one of the great rhetorical traditions.

Required Text and Materials

Bizzell, Patricia and Bruce Herzberg, *The Rhetorical Tradition: Readings from Classical Times to the Present*. 2nd ed (yes, it's important to get the 2nd ed.)
Various and sundry other selections mentioned in the course schedule.

Student Learning Outcomes

By engaging in the course activities, students will:

- Appraise persuasive arguments using rhetorical criteria
- Perform original scholarship in rhetorical history

Course Goals and Objectives

Students in the course will:

- be introduced the historical study of rhetoric as a discipline
- engage in that study
- explore the cultural, political, and intellectual forces that shaped rhetoric
- chart the changes from the "old" to the "new" rhetoric
- use rhetoric to analyse contemporary models of discourse
- learn how rhetorical strategies work
- read critically and write reflectively

Graduate Studies Standards

The instructor assumes that seminar members are good-faith graduate students. Bona fide graduate-school behaviour is distinguished in at least four ways.

- Students read weekly assignments on time and come to the seminar with serious response and a willingness to discuss.
- Students do not assume that an assignment is legitimate only if it will be "tested." The work is done for its own learning value.
- Students expect that they will attend 100% of the time and not assume there are a certain number of allowable absences. (I come to class because I want to share a learning experience with students. If you are not there and I am not aware of your situation, then I will not feel that sharing is occurring. This will make it more difficult for me to discern your experience in this course when it comes time to write down a "final grade.")
- Students assume that open and equitable discussion and critique is the soul of a graduate seminar. Everyone participates. Everyone is respectful of others' thoughts. Students don't put the burden on the teacher or on other students to originate or maintain discussion. They take on the responsibility to keep some
seminar members from dominating others, and they do it by offering their share of talk.

A Note About Readings

This course will take a "primary text" approach. In other words, rather than reading about Aristotle or Virginia Woolf, we will go "straight to the horse's mouth" and will read what each of the rhetoricians said her or himself. This will be rewarding; it may, at times, prove challenging. Some people like to find commentaries about these rhetorical thinkers. At times, you may find this necessary. Occasionally, I find it helpful to read a commentary to help "fix" my understanding of a work (although I realize that any analysis is just someone else's opinion and doesn't reflect "the truth" about a work).

Readings must be completed before class on the day the material is due.

Grades

Your grade will be based on the following elements:

- Active Participation 10%
- Weekly Reader 25%
- Rhetorical Analysis 25%
- Research Project 40%

Citations for all work should be done according to the current Modern Language Association (MLA) format. If you are a graduate student from a discipline outside of English and wish to use an alternate format that is usual in your "home" discipline, let me know.

Course Policies

Communicating

With Me

I need to know if you are doing well, if you are having trouble, and if you have questions. I also like to kibitz (engage in small talk face to face). I can be reached in the following ways:

**In Person/F2F:** My office is Faculty Center 288. I am in my office during my office hours, and, quite frankly, many more hours than my office hours. If you need to see me outside of office hours, give me a quick holler, just to make sure I’m “in.” If so, come on by.

**Email.** Grown ups use e-mail. I will communicate with the whole class regularly via e-mail. Checking one’s e-mail is a regular expectation in most professional jobs, so “I don’t check my e-mail” isn’t a good reason for missing something important. My e-mail is charles.etheridge@tamucc.edu. I am faithful about returning e-mails,
and will return every e-mail within 24 hours. On the other hand, I am not glued to my computer and phone 24/7, so don’t email me with a question at 3:30 in the morning and expect an immediate reply. Weekend Exception. If you email me late Friday afternoon or on Saturday or Sunday, you might not receive a reply until Monday morning.

**Telephone.** My phone number is 825-5755 (or 361-825-5755 if you are calling from outside of Corpus or have a non-Corpus cell phone number). Call me if you need me. Leave a message if I don’t answer. This is a generational thing, I know— I have noticed many younger students (including my own children) hang up if someone doesn’t answer the phone. If you call and I don’t pick up, leave your name and a message including the number at which I can call you back.

**Facebook:** The class will have a Facebook group which can be by searching for “English 2370 Dr E Fall 2013” in the Search function of Facebook. You can use this to ask questions of each other, share interesting ideas, post clips of protest lit you have found, and to otherwise communicate with your classmates and me. You are not required to join this group; but it might enhance your learning experience if you do. All materials and announcements will be made by regular e-mails. Although Facebook is a way to communicate with me, I do not “friend” current students on Facebook. If you send me a request, please do not be insulted if I do not respond. I maintain both a personal and professional presence on the social media, as should you. Do you really want me to see your pictures of what you did last weekend, esp. if we have a test and you might have studied more?

**Skype.** My Skype ID is TechWriteDrE. I only have my Skype turned on during office hours.

**Texting.** Nope. I prefer not.

**Attendance and Tardy Policy**

First, I will say, "C’mon, man. It’s grad school. You know as well as I do that you need to come do course every day, on time, with the work done, with no late work. That is my real policy; this is what I expect, and I know that you, too, expect this as grad students. However, to make the accreditation deities happy, I shall add the following:

You need to make every reasonable effort to attend every class. I realize this will not always be possible. Three types of absences may be excused: illness, personal emergency, and school business. If you are ill enough to miss class, you are ill enough to seek medical attention, and your illness will be excused when I receive some sort of medical documentation. If you have some sort of personal emergency, such as an illness or death in the family, please notify student affairs and they will arrange for you to make up any missed work. If you miss because of school business (band trip, athletic event, etc.), please let me know before you leave so that you will not return from your trip behind in your school work.

**NOTE:** If you accumulate more than two absences that are unexcused, I reserve the right to penalize your grade up to and including failure of the course. If you miss five or more classes for any reason, you run the risk of failing.

**Special note for literature students.** If you take a literature class and don’t bring your book, you are not really present, are you?
Tardies

Depending on the section you are in, this is a late afternoon/early evening class. What are you going to do--oversleep? Don't be late. If you come after class starts, you will be considered tardy. Two tardies count as an unexcused absence.

Special note to students in the 5:30 section. Just so’s you know:
- In all its infinite wisdom, the University has decided to shut town one of the parking lots to accommodate the renovation of the University Center.
- Freshman enrollment is up 20% from last year, and total enrollment will likely exceed 11,000.
This means that PARKING will be EVEN WORSE THAN USUAL. You need to plan accordingly.

Late Work

Daily work cannot be made up except in highly unusual circumstances (alien invasion, visit from the reigning monarch of Latvia, etc.). I will not accept late papers or projects unless you have talked to me in advance of the due date about an extension. Don’t miss an exam date.
No late work will be accepted for any reason after the final exam.

Extra Credit and Make-Up Assignments

If you miss class, you can make up the related daily points by writing a review of a poetry or fiction reading, play, lecture, art exhibit, or other cultural event related in some meaningful way to multicultural America. If you miss no classes, you may write such a review for extra credit points. During the semester, I will announce these events as I hear of them. If you know of others, please tell the rest of us. The first step is to attend such a reading, play, or lecture. Then compose a brief summary of the event in which you describe what happened (or what you saw) with details. Finally, give your thoughtful opinion of the event: Was any particular part of the event moving, brilliant, or clever? What was it like to be there? What was important or significant about the event? What did you learn? The review should be 1-2 pages (typed, double-spaced) and is due to me no later than 3 weekdays after the event.
Reviews will be evaluated on a 4 point scale: 4 is for a detailed, specific, and insightful review; 3 is the score I will award most often; 2 is for reviews that are pretty vague; and 0 to is the score you will earn if I'm not sure you even attended the event. You may hand in no more than two reviews during the semester. Daily work cannot be made up in any other way for any reason. No reviews will be accepted after the final exam. Hint: You may be able to assure an evaluation score higher than a 0 or 1 if you are able to attach to your review an event ticket, program, brochure or other paraphernalia demonstrating your attendance.
Electronics Policies

My policy is different in this course than it is in other courses. There will be times when I actively encourage you to use your cell phone, notebook, or other web-enabled device. During those times, I will ask you to take them out and turn them on.

Otherwise, please make use of the "off" or “mute” function. If you use your phone as a watch, I promise that I'll let you know when class is over. Please put your cell phones away.

If your cell phone rings in class, I will answer it and will have a lovely conversation with the person calling you about the importance of your education and why it is of paramount importance that the caller not interrupt your studies.

If you decide to text message in class, the same will apply--I will compose a text message for you and will send it to the person messaging you.

Fair warning--I am a fiction writer, and I can promise that whatever I send will not be soon forgotten by its recipient.

Participating in the social media (such as Facebook) during class time suggests to me that, mentally, you are not “in” class, so you will be marked absent.

Academic Honesty

I will follow the policies that appear in the university catalogue and the Student Code of Conduct. Plagiarism, which is “the presentation of work of another as one's own work” is only one form of academic dishonesty, which also includes falsification (the intentional alteration of information), fabrication (the intentional invention of information), multiple submission (using the same material for two separate assignments or courses without permission from the instructors, sometimes called “double dipping”), and abuse of academic materials (the intentional destruction of resource materials). Sometimes students commit unintentional plagiarism (not citing sources properly, for example) because they are unaware of the standards that apply. If you are unsure of how to document or properly use information, please check with me WELL BEFORE THE PAPER IS DUE. Also, know that I have some heavy-duty anti-plagiarism web applications, so you'll probably get caught. If you have questions or doubts about what constitutes a breach of integrity, a violation of policies or a proper citation, it is important that you consult with me. The SMALLEST penalty you will get if you are caught is a zero on the project; you could potentially fail the course, and, if you have plagiarized in other classes, you may face disciplinary action by the university. I only feel it fair to notice that this issue is something the university is “Hot and Bothered” about right now, and that, if we suspect something, we are now REQUIRED to notify the administration. This isn’t something we can keep “in house” any more.

All of this can be avoided simply by doing your own work to the best of your ability.
Reminder to All Grad Students

As part of the English graduate capstone course (ENGL 5395), all English graduate students are required to submit a portfolio of writings in different discourse genres that they have completed for their college classes. To help you prepare for this assignment, you should keep a copy of all essays, research papers, literary analyses, creative and report writing, etc., so that you will have an ample selection from which to choose when the portfolio comes due.

Notice to Student with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination 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 call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116. You can also visit their website at http://disabilityservices.tamucc.edu/ and contact them via e-mail at disability.services@tamucc.edu. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom, or on campus, please contact the Disability Services office for assistance.

Academic Advising

The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College's Academic Advising Center is located in Corpus Christi, and can be reached at 825-3466. If your major is in another College (e.g., Education), please contact that college for information and requirements about advising.

Grade Appeal Process

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web.
Reading Schedule

Note: Material should be read before class on the day it is assigned.

8-28 First Day of Class. Some definitions of “rhetoric”

Bizzell and Herzberg, 1-16.
Why study the history of rhetoric?

9-4 Where does rhetoric come from? The Greeks . . .

B and H 19-41.
Gorgias, 42-46.
Plato 80-7, from Phaedrus, 138-168.

9-11 Greek and Rhetoric

Isocrates, 67-74.
Aristotle, Introduction and selections from Rhetoric, 169-200 (to X)
Selections on Aspasia, 56-66.

9-18 Roman Rhetoric

Cicero, Introduction and selections from De Oratore, 283-305 (through XXV).

9-25 Roman Rhetoric

Quntillian, Introduction and selections from Institutes of Oratory 359 through 411 (through Book X Chapter V)

10-2 Medieval Rhetoric: The Arabic Connection

Introduction, 431-449.
Selections from Al-Rushd (Averroes) (hand out)
Selections from Al-Farabi. (hand out)

10-9 Medieval Rhetoric

Boethius, Introduction and selection from An Overview of the Structure of Rhetoric, 486-491.
Christine de Pizan, Introduction and selections from The Book of the City of Ladies and The Treasure of the City of Ladies, 540-552.

Rhetorical Analysis Due
10-16 **Renaissance (Early Modern) Rhetoric**

Erasmus, Introduction and selections from *Copia*, 581-5; *Copia* 597-609.
Wilson, Introduction and selections from *The Arte of Rhetorique*, 698-735.

10-23 **Renaissance (Early Modern) Rhetoric**

Fell, Introduction and Selections from *Women’s Speaking Justified*, 748-760.
Juan Luis Vives, introduction and selection from *The Instruction of a Christen Woman*. Read Chapters i-v and x..
Sor Juana Inés de la Cruz, Introduction and selections from *The Poet’s Answer*, 780-8.

**Rhetorical Analysis Due.**

10-30 **Enlightenment Rhetoric**

Campbell, Introduction and selections from *The Philosophy of Rhetoric*, 898-829.
Blair, Introduction and selections from *Lectures on Rhetoric*, 947-78.

**Prospectus for your Research Project Due.**

11-6 **Modern Rhetoric**

Bakhtin, Introduction and selections from *Marxism and the Philosophy of Language*, 1206-1226.

11-3 **Modern Rhetoric**

Perelman, Intro and selections from *The New Rhetoric* and *The Realm of Rhetoric*, 1372-1383.
Toulmin, Introduction and selection from *The Uses of Argument*, 1410-1428

11-20 **Modern Rhetoric**

Foucault, Introduction and Selection from *The Archaeology of Knowledge*, 1432-1460.
Derrida, Introduction and *Signature over Context*. 1471-1490.

11-27 **Thanksgiving.** Conduct a rhetorical analysis of your family’s holiday meal.

12-4 **Modern Rhetoric and Last Day of Class**

Gates, Introduction and selection from *The Signifying Monkey*, 1543-1562
Anzaldúa, Introduction and selections from *Borderlands*, 1582-1604.

**We will meet during the final exam period.**

**Research Project Due.**