Instructor Information

Instructor: Nicole Allen, PhD
Email: Nicole.allen@usu.edu
Office: Lundberg 201

Required Materials

Karen Foss, *Rhetorical Criticism* 5th ed.

All other readings provided on campus

Course Objectives

1 - Gain factual knowledge about the method of *rhetorical criticism* used to analyze communication.

2 - Learn to apply the methods of criticism to communication texts to improve creative and rational thinking and decision-making: appreciate the persuasiveness of everyday communication systems; engage in critical thinking about discourse; improve your analytical skills; become a more critical consumer of communication.

3 - Develop skills to express yourself orally and in writing. Engage in individual and group work to improve your speaking and writing.

4 - Work with writing mentors to incorporate feedback and revise written work.

Course Description

Communication criticism is an introduction to analysis of public communication (speeches, editorials, advertisements, TV, film, etc.) from a variety of critical perspectives. Using an approach that includes theory and application, you will learn how to critically analyze the hundreds of messages that are constantly asking for your attention, time, and/or money.
Course Policies

Late Work -
All unexcused late work must be turned within one week of it being due. I will not accept work later than a week. The assignment will be deducted 12% of the assignment total for each day that it is late. Unless otherwise discussed, all work stemming from an excused absence will be expected within a week of the absence. For excused absences, when possible, exams should be scheduled prior to the missed class.

Accessibility Accommodations and Services -
USU welcomes students with disabilities. If you have, or suspect you may have, a physical, mental health, or learning disability that may require accommodations in this course, please contact the Disability Resource Center (DRC) as early in the semester as possible (University Inn # 101, 435-797-2444, drc@usu.edu). All disability related accommodations must be approved by the DRC. Once approved, the DRC will coordinate with faculty to provide accommodations.

Cheating/Academic Dishonesty -
All work for the class should be original and submitted just for this course. This means presenting others work (even small excerpts) as your own OR attempting to use a paper you did for another class will result in a 0 for the assignment on the first offense and expulsion from the class on the second offense. If you have interest in a particular topic that you explored in another class, please let me know so we can find a way to balance plagiarism and your continued interest in a specific topic.

Forms of Address: Names and Personal Pronouns
Many people (e.g. international students, performers/writers, trans people, and others) might go by a name in daily life that is different from their legal name. In this classroom, we seek to refer to people by the names that they go by. Pronouns can be a way to affirm someone's gender identity, but they can also be unrelated to a person's identity. They are simply a public way in which people are referred to in place of their name (e.g. "he" or "she" or "they" or "ze" or something else). In this classroom, you are invited (if you want to) to share what pronouns you go by, and we seek to refer to people using the pronouns that they share. The pronouns someone indicates are not necessarily indicative of their gender identity.
Assignment Descriptions

Participation (50) -

Students are expected to attend class and ready for discussion and activities. Students may be deducted participation points for (1) persistent non-participation (not answering questions, not participating in group discussions) or (2) persistent and distracting electronic use (cell phones, computers, tablets) (3) persistent absences.

In-Class Applications (7*25) -

Every week the class will be introducing a new method of criticism. These are exciting, but they are best learned and evaluated through direct application. On nearly every Friday, we will have direct application essays written in class. Students will be given or asked to bring in a text and allowed a full page of notes printed or written. No other notes will be allowed. In-class application essays will have an argument with main points that draw on the text to support the argument presented. Examples will be provided in class during Week Two.

Application Papers (2*100) -

From the seven in-class application papers, students will be asked to select two to expand into two 3-5 page essays. These essays may choose a different artifact to examine then the in-class application writing, but they must contain references to the chosen method of criticism, context citations, and at least two rhetoric-research articles that use the same method of criticism for reference. Students will then be asked to meeting with the classes Peer-Writing Mentors who will give feedback and suggestions for improvement. The our Writing Mentors do not grade, but they will work closely with Professor Allen to give students more one-on-one attention and direction with writing. One week after meeting the Writing Mentors, students will be asked to submit a scanned copy of the Writing Mentors notes as well as a second clean/digital copy of the paper. I will only grade the second clean/digital copy. It is up to the students to decide if they wish to make any edits suggested by their Writing Mentors before I do the final evaluation. Examples and more specific directions will be provided two weeks prior to the first scheduled meeting with the Writing Mentors.

Final Paper (200) -

After meeting with the Writing Mentors twice with the two 3-5 page application papers, students will choose one of those papers to expand upon into a 7-9 page final paper for the class. In addition to incorporating the suggestions of the Writing Mentors (students will be evaluated on this for the final paper), Students will include more in-depth research on their rhetorical method as well as context-specific information. This paper also requires students to include a single page blog/social media style post that demonstrates on their paper could be introduced into public discourse benefiting people with no rhetorical training. I am open to a variety of format this final section might take (tweets, John Oliver scripts) be creative!

Annotated Bibliography for Final paper (50) -

For the final paper, students will be asked to submit an annotated bibliography with sources specific to their rhetorical concept AND text/context of their rhetorical piece.

SnapShot Presentation (50) -

During Week Fifteen, students will delivery snapshot (4-5) research presentations to their classmates. These snapshot will state their argument clearly and providing at least two points of support.
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<th>Assignments</th>
<th>Points</th>
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<tr>
<td>In-Class Applications</td>
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<td><strong>Total Points</strong></td>
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**Grading Scale**

A 100% - 94% A- 93.9% - 90% B+ 89.9% - 86% B 85.9% - 83% B- 82.9% - 80%
C+ 79.9% - 76% C 75.9% - 73% C- 72.9% - 70% D+ 69.9% - 66% D 65.9% - 63% D- 62.9%
- 60% E 59.9% and below
Fall 2019 Schedule

**Week 1 (08/26-08/30): Finding Rhetorical Methods**

**Due:** Rethinking Communication Podcast

Tracy, “Qualitative Research Methods and Collective Evidence” (pp. 57-83)

Foss (Chapter One: pp. 3-8) “The Nature fo Rhetorical Criticism”

**Week 2 (09/02-09/06): Rhetorical Criticism**

*Monday: Labor Day No Class!*

**Due:** Leave Procrastination Station

Foss (Chapter Two: pp. 9-28) “Doing Rhetorical Criticism”

**Week 3 (09/09-09/13): Cluster Criticism**

**Due:** Foss (Chapter Four: 61-88) “Cluster Criticism”

*Friday:* Cluster Criticism Application

**Week 4: (09/16-09/20): Neo-Aristotelian Criticism**

**Due:** Foss (Chapter Three: 29-57) “Neo-Aristotelian Criticism: Genesis of Rhetorical Criticism”

*Friday:* Neo-Aristotelian Criticism Application

**Week 5 (09/23-09/27): Ideological Criticism**

**Due:** Foss (Chapter Eight: 237-271) “Ideological Criticism”

*Friday:* Ideological Criticism Application

**Week 6 (09/30-10/04): Feminist Criticism**

**Due:** Foss (Chapter Six: 141-154): “Feminist Criticism”
**Due:** Dow (2003), “Feminism, Miss America, and Media Mythology,”

*Friday:* Feminist Criticism Application

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**Week 7(10/07-10/11): Metaphoric Criticism**

**Due:** Foss (Chapter Nine:285-294): “Metaphoric Criticism:

**Due:** Kuusisto (2002), “Heroic tale, game, and business deal? Western metaphors in action in Kosovo”

**Friday:** Metaphoric Criticism Application

**Monday:** Submit First Application Paper to Writing Mentors

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**Week 8 (10/14-10/18): Narrative Criticism**

**Due:** Foss (Chapter Ten: 319-338) “Narrative Criticism”

Due:Charland (1987),”Constitutive rhetoric: The case of the peuple québécois”

**Wednesday:** Submit First Application Paper with Writing Mentor Comments to Canvas (scan)

**Friday:** No Class Fall Break

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**Week 9 (10/21-10/25): Pentadic Criticism**

**Due:** Foss (Chapter Eleven: 367-380) “Pentadic Criticism”

Due: Tonn, Endress, Diamond (1993) “Hunting and heritage on trial: A dramatist debate over tragedy, tradition, and territory”

**Friday:** Pentadic Criticism Application

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**Week 10(10/28-11/01): Fantasy-Theme Criticism**

**Due:** Foss (Chapter Five, 104-115) “Fantasy-Theme Criticism”


**Friday:** Fantasy-Theme Criticism Application
Week 11(11/04-11/08): Generic Criticism

**Wednesday:** Communicating Science Lecture (LIB 154, 11:30-12:30)

**Due:** Foss (Chapter Seven: 183-190) “Generic Criticism”

Due: Besel, “Accommodating Climate Change Science: James Hansen and the Rhetoric/Political Emergence of Global Warming”

**Friday:** Generic Criticism Application

Submit Second Application Paper to Writing Mentors

Week 12 (11/11-11/15): Meeting With Writing Mentors

*National Communication Association (11/13-11/17)*

Wednesday and Friday: Meet with Writing Mentors

Week 13 (11/18-11/22): Generative Criticism

Foss (Chapter Twelve: 411-433), “Generative Criticism”

**Friday:** Annotated Bibliography Due

Week 14

11/25-11/29 *Thanksgiving Weds & Friday*

**Monday:** Submit Second Application Paper to Canvas with Comments

Week 15

12/02-12/06 *No Test Week-Friday Last Day of Class*

Research Snap Shots

Week 16

12/09-12/13 *Finals Week*

*Final Paper Due*