Term Information

Effective Term	Summer 2024
Previous Value	*Autumn 2022*

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

We want to have a DL option for this course.

What is the rationale for the proposed change(s)?

An opportunity to provide an asynchronous DL course for majors and for GEN students.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	English
Fiscal Unit/Academic Org	English - D0537
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2276
Course Title	Arts of Persuasion
Transcript Abbreviation	Arts of Persuasion
Course Description	Introduces students to the study and practice of rhetoric and how arguments are shaped by technology, media, and cultural contexts.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
Previous Value	*No*
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites   Completion of GE Foundation Writing and Information Literacy course
Previous Value   *Prereq: 1110.01.*
Exclusions
Electronically Enforced   Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code   23.1304
Subsidy Level   Baccalaureate Course
Intended Rank   Freshman, Sophomore, Junior

Requirement/Elective Designation

General Education course:
    Culture and Ideas; Citizenship for a Diverse and Just World
The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes
- Through rhetorical theory and analysis, this course teaches students to locate, attend to, criticize and understand how public discourses work, what effects they have, and how they are used.

Content Topic List
- History and definitions of rhetoric
- Approaches to the study of rhetoric
- Approaches to the practice of rhetoric

Sought Concurrence   No

Attachments

- English 2276_Fredal_Syllabus.docx: Syllabus of non-DL Course

  (Syllabus. Owner: Hewitt,Elizabeth A)
- Jeremie_English-2276-asc-distance-approval-cover-sheet-fillable_3[54].pdf: DL Approval Sheet

  (Other Supporting Documentation. Owner: Hewitt,Elizabeth A)
- DL Template 2276 Syllabus_4 Feb 2024.docx: DL Syllabus (revised)

  (Syllabus. Owner: Hewitt,Elizabeth A)

Comments

- Please see Subcommittee feedback email sent 01/31/2024. *(by Hilty,Michael on 01/31/2024 10:51 AM)*
- Jeremie Smith does not appear to have reviewed and signed the DL cover sheet(?) *(by Vankeerbergen,Bernadette Chantal on 11/28/2023 12:44 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Hewitt,Elizabeth A	11/13/2023 04:30 PM	Submitted for Approval
Approved	Hewitt,Elizabeth A	11/13/2023 04:30 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	11/28/2023 12:44 PM	College Approval
Submitted	Hewitt,Elizabeth A	12/07/2023 10:14 AM	Submitted for Approval
Approved	Hewitt,Elizabeth A	12/07/2023 10:20 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	12/22/2023 11:32 AM	College Approval
Revision Requested	Hilty,Michael	01/31/2024 10:51 AM	ASCCAO Approval
Submitted	Hewitt,Elizabeth A	02/05/2024 10:35 AM	Submitted for Approval
Approved	Hewitt,Elizabeth A	02/05/2024 10:35 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	02/05/2024 10:42 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	02/05/2024 10:42 AM	ASCCAO Approval

Syllabus

ENGLISH 2276

Arts of Persuasion
[Term]
3 Credit Hours
Online/Asynchronous

Course overview

Instructor

Instructor: Kay Halasek
Instructor email: halasek.1@osu.edu
Instructor phone number: (614) 292-2468
Office Hours: Mondays 12-3 and by appointment
Office Hours Zoom Link/Password: English

Note: My preferred method of contact is via email at
halasek.1@osu.edu.

Course description

English 2276 introduces students to rhetoric as an "art of persuasion" in public, political discourse. The art of rhetoric is a primary means by which civic identity, participation and agency is expressed and measured.

The class takes up through the lens of rhetoric as the art of public argumentation, persuasion, and interpretation questions such as How do citizens engage a public to express their interests, to right wrongs, urge fairness, enact justice, and arouse compassion? How can citizens critically interpret and engage with public texts and arguments as members of a common political body? Students will learn about the

elements of rhetorical interactions, including audience and rhetorical effects, texts and meanings, genres and situations, forms and structures, authors and authorial purposes, argumentation schemes, narrative and myth, tropes, and metaphors, as well as cultural and ideological frameworks. They will then use these tools to analyze landmark rhetorical texts and contemporary issues. They'll consider the factors that make these texts persuasive and issues challenging, about how they make arguments, express purpose, appeal to audiences, depict reality, provoke thought, arouse emotions, evoke justice, create truth, and constitute political subjects. Through rhetorical theory and analysis, this course teaches students to locate, attend to, criticize, and understand how public discourses work, what effects they have, and how they are used.

Course goals and expected learning outcomes

By the end of this course, students should successfully be able to:

- Explain a range of perspectives, theories, and techniques of persuasive civic discourse coming from a diverse range of cultural identities.
- Analyze the rhetorical techniques, purposes, audiences, and effects used and produced by a diverse range of cultural texts and discourses.
- Evaluate various expressions and implications of diversity, equity, inclusion, and a variety of lived experiences.
- Critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.

General Education Theme: Citizenship for a Diverse and Just World

Goals:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: In this context, "advanced" refers to courses that are e.g.,

synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.]

2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

3. Successful students will explore and analyze a range of perspectives on local, national, or global citizenship and apply the knowledge, skills, and dispositions that constitute citizenship.

4. Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world.

Expected Learning Outcomes:

Successful students are able to:

1.1. Engage in critical and logical thinking about the topic or idea of the theme.

1.2. Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme.

2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.

2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

3.1. Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.

3.2. Identify, reflect on, and apply the knowledge, skills, and dispositions required for intercultural competence as a global citizen.

4.1. Examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, and explore a variety of lived experiences.

4.2. Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power, and/or advocacy for social change.

"The Arts of Persuasion" satisfies the General Education "Citizenship for a Just and Diverse World" theme through its focus on the analysis and production of *public discourse*. In preparation for public life as citizens, constituents, and consumers, students need to engage, analyze, and understand the various forms of public discourse that work to influence, persuade, and shape them. Many forms of persuasion are explicit and easily understood. Other more advanced persuasive techniques are tacit, subtle, and difficult to detect. We'll explore these less noticeable textual features through in-depth exploration of textual constructs like identification, ideology, hegemony, and constitutive rhetoric.

GEL: Cultures and Ideas

Goals:

Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

Expected Learning Outcomes

1. Students analyze and interpret major forms of human thought, culture, and expression.
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

"The Arts of Persuasion" satisfies the GEL "Cultures and Ideas" theme through the understanding that all discourses and rhetorical phenomena are culturally and historically situated, responsive to, and reflective of their cultural, historical, and aesthetic contexts. Particular attention will be made to discourses and phenomena that represent

major or recurring themes across modes of thought, culture, and expression within and across cultures. Course assignments and activities engage students in analyzing, interpreting, evaluating, and responding to cultural forms of expression through in-depth exploration of constructs such as identification, ideology, hegemony, and constitutive rhetoric.

Mode of delivery

This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time. I will hold weekly synchronous office hours as well as online study sessions and Q&A sessions in advance of all exams (dates TBD) during which you may discuss topics and concepts with one another or me and ask questions, etc.—but these sessions are also optional.

Pace of online activities

This course is divided into **weekly modules**. Each module includes an introductory video, summary of week's activities and assignments, video lectures, readings from the course text, and supplemental online materials. You will work on your weekly modules each Monday through Saturday, ideally at the following tempo:

Monday-Tuesday   Begin required reading and viewing

Wednesday: Complete required reading and viewing
Complete (optional) Concept Exercise

Thursday: Post discussion board assignment

Friday/Saturday: Post discussion board responses
Complete Knowledge Check

Note: Short Papers will be due periodically as noted on the class schedule and in Carmen. Modules will be released at least one week in advance.

Credit hours and work expectations

This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

In a typical week, you'll watch 1.5-2 hours of video lectures or other pre-recorded course content. An additional 1-2 hours of direct instruction each week will include my individual feedback to your Concept Exercises, Knowledge Checks, discussion board posts and responses, and writing assignments. You will contribute posts and responses to your discussion board groups and participate in optional synchronous activities. You'll also read 50-150 pages in our course textbook and related content from other sources and reflect on course content through the Knowledge Checks, Concept Exercises, and writing assignments. All told, these engagements should take about an additional 6 hours each week (beyond the 3 hours of direct instruction) I estimate will be required for you to complete the course satisfactorily.

Participation requirements

Because this is an asynchronous online course delivered entirely through Carmen, your consistent, timely, and focused engagement in all course content, assignments, and activities is crucial to both your success and the success of the class. The following is a summary of your expected participation.

Participating in online activities

- **Complete all course readings, Knowledge Checks, and assignments**
- **Contribute to discussion boards**: You can expect to *either* post your own contribution *or* respond to peers' posts, on average, once weekly. See "Course communication guidelines" below for more information on discussion board contributions
- **Concept Exercises** are **optional** but recommended
- **Engage optional synchronous live sessions** (i.e., study sessions, Q&A sessions).

Office hours

I will hold office hours on Mondays (12-3) via Zoom. I strongly encourage you to schedule an appointment if you need to secure a specific time to meet with me or anticipate our conversation may exceed 10-15 minutes. If you have a specific question or topic you would like to discuss, please consider emailing me in advance with your question(s) or a brief description of what you would like to discuss.

You may, of course, drop in to office hours via the Zoom Link (Password: English) without scheduling an appointment—but I will use the waiting room to ensure confidentiality of conversations, so you may find yourself in a queue. Should you be unavailable on Mondays 12-3, please reach out to me via email (halasek.1@osu.edu) to schedule an appointment at another time during the week.

Course communication guidelines

Discussion posts and responses and class communication guidelines

As part of your course grade, you will (generally weekly) EITHER a submit a post to OR respond to peers' posts on the discussion board. The following are expectations for how we communicate as a class on the discussion board and other online conversations and contexts. Above all, please remember to be respectful and thoughtful.

Writing Style

When posting to the discussion board, there is no need to compose posts as if you were writing a formal paper, but you should attend conscientiously to grammar, spelling, and punctuation—all of which will make your post more accessible and persuasive. Informality (including an occasional emoticon) is fine for discussion boards and in other conversational contexts. Discussion board posts are not graded on the quality

of the writing, but recurring or egregious errors will compromise their effectiveness.

Citing your sources

When posting to the discussion boards or in other conversational contexts, please reference your sources. Doing so will add credibility to your claims and give others ready access to the information. I will advise students whose posts do not cite sources appropriately before such lapses negatively impact discussion board grades.

Tone and civility

We will collectively strive to maintain—and all play a role in creating and sustaining—a supportive learning community in which everyone can contribute meaningfully and discuss topics amicably, keeping course goals in mind.

The course will include opportunities for online conversations and collaboration with your classmates. As you collaborate and respond to one another, please do so forthrightly but with a generosity of spirit. Credit others' ideas and work faithfully to represent their ideas. Refrain from being dismissive of and disrespectful toward others by launching ad hominem attacks or engaging in other troubling behaviors.

Should you encounter a contested or difficult conversation or situation, consider employing actions[1] for

- **Active listening** (e.g., mirror/paraphrase, check for understanding, probe for information and feelings, encourage/show empathy, summarize, show verbal and non-verbal attentiveness) or
- **Constructive feedback** (e.g., convey your positive intent, describe specifically what you observed, state the impact of the behavior or actions, ask the other person to respond, focus the discussion on solutions)

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[1] Source: Cornell University Center for Teaching Innovation, "Getting Started with Managing Classroom Conflict." https://teaching.cornell.edu/resource/getting-started-managing-classroom-conflict. Accessed 1 November 2023.

- **Resolving conflict** (e.g., recognize emotions, briefly describe the problem and share your positive intent, actively listen and seek first to understand, share your perspective of the problem and impact, work together on an action plan or next steps, check for progress and express thanks)

If a situation remains challenging or is disrupting to your own or others' learning despite your attempts to address the matter, please reach out to me. I will work with you and your classmates to address and seek to resolve the situation.

Protecting and saving your work

I highly recommend that you compose all your work in a word processor and save it in document form. That allows you to save your work and (when posting to discussion boards or other online locations) then copy and paste into location without fear of losing your work. Having digital copies of your work saved locally on your device or in the Cloud also allows you to reference it when you are not logged in to Carmen, thereby reducing the stress of having to find that really great idea later on a lengthy discussion board.

Course research, quiz, and writing guidelines

Guidelines for AI

You may use AI-enhanced platforms (such as elicit.com) to find scholarly sources and conduct background research as required for assignments.

You may *not* use AI for any purpose in this class other than to find scholarly sources or conduct background research.

You may *not* use AI to draft, compose, revise, or edit any element of any assignment or class activity (i.e., Knowledge Checks, Concept Exercises, Discussion Board Posts/Responses, Short Papers, Final Project), in part or in whole.

Research Activity Guidelines

You must compose all course research work yourself, but in all cases, you may consult with others, discuss your ideas, or refer to others' work—just remember to acknowledge and cite their contributions.

You are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, discuss the matter with me in advance of beginning the assignment. All research you conduct in this course is intended to be a learning experience. Do not skew, falsify, or otherwise misrepresent your results or other scholars' research.

Knowledge Check (Quiz) Guidelines

You must complete all Knowledge Checks (quizzes) independently. You may study with others in advance of quizzes but must complete all quizzes independently and without consulting any person or resource (online or print—including notes, texts, past assignments, or activities) during the quizzes themselves.

I will hold online/synchronous study sessions and Q&A sessions in advance of all quizzes (dates TBD) during which you may discuss topics and concepts with one another or me and ask questions, etc.

Short Paper, Discussion Board, and Final Project Guidelines

Your written assignments and activities must be your own work. No one else may write, edit, revise, or rewrite your work. (This prohibition includes classmates, roommates, parents, and significant others.) Certainly, class discussions and your engagements with peers and me may serve as opportunities to generate, identify, develop, build, and enrich the ideas behind and arguments informing

your work—but you must compose your own writing assignments and activities.

You **may** consult with staff in the University Writing Center about your work and they may guide you through idea-generating, drafting, revision, or editing processes. I encourage you to meet with me to discuss your short writing assignments, seeking assistance as you develop your ideas, and begin composing.

In your short papers, follow MLA or APA guidelines to cite the ideas and words of your sources. (Just choose one or the other.)

I will hold online/synchronous study sessions and Q&A sessions in advance of all paper and final project deadlines (dates TBD) during which you may discuss topics and concepts with one another or me and ask questions, etc.

Course materials and technologies

Textbooks

Required

Hallsby, Atilla. *Reading Rhetorical Theory: Speech, Representation & Power*. University of Minnesota Libraries Publishing.

(The *Reading Rhetorical Theory* eBook is available online and may be downloaded at no cost. I encourage you to download the text as a pdf so you have access to it when offline.)

AND/OR

Hallsby, Atilla. *The Rhetoric UnTextbook.* https://the-un-textbook.ghost.io/.

(The *UnTexbook* is a web-based version of *Reading Rhetorical Theory*, not a separate required text. You may find the pdf version easier to access when offline, but the *UnTextbook* is more visually appealing and offers smoother access to each module/chapter content.)

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at it.osu.edu/help, and support for urgent issues is available 24/7.

- Self-Service and Chat support: it.osu.edu/help
- Phone: 614-688-4357(HELP)
- Email: 8help@osu.edu
- TDD: 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Required Equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen Access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

Grading and instructor response

How your grade is calculated

Assignment Category	Percentage of Final Grade
Knowledge Checks (Quizzes)	30%
Discussion Board Posts/Responses	20%
Three Short (2-3 page) Papers	30%
Final Project	20%
Total	**100%**

Description of major course assignments

Concept Exercises (Optional)

Description

Students will complete (optional) weekly Concept Exercises (e.g., identifying, describing, applying key terms, tools, and theories). Concept Exercises are low-stakes assignments intended as sites for exploring and investigating key terms, tools, and theories in advance of Knowledge Checks (quizzes).

Academic integrity and collaboration guidelines

As Concept Exercises are intended as opportunities to gauge your developing understanding, you are expected to complete them independently and without consultation or collaboration with others. However, you may consult resources (e.g., our textbook, video lectures) that might assist you in completing the Concept Exercises.

NOTE: You may not, however, use AI to draft, compose, revise, or edit any element of Concept Exercises, in part or in whole.

Knowledge Checks (30% of final course grade)

Description

Knowledge Checks are graded quizzes. Intended as opportunities to gauge students' developing understanding, Knowledge Checks offer direction for continued study of those concepts and key terms with which students have difficulty in advance of multi-module and final exams.

I will assign ten Knowledge Checks during the term, each of which is worth 3% of your final course grade.

Academic integrity and collaboration guidelines

As Knowledge Checks are graded quizzes intended to gauge your developing understanding, you are expected to complete them independently and without consultation or collaboration with others and without consulting any resources (e.g., our textbook) that might assist you in completing the Knowledge Checks.

NOTE: You may not use AI to draft, compose, revise, or edit any element of Knowledge Checks, in part or in whole.

Discussion Board Posts/Responses (20% of final course grade)

Description

Students will complete 13 weekly Discussion Board Posts or Responses. Discussion Board Posts/Responses are low-stakes assignments intended as sites for collectively exploring and investigating key terms, tools, and theories in advance of knowledge checks and exams.

Discussion Board Posts/Responses will be assessed on a ✓-, ✓, ✓+ scale, with the overall average determining the grade: ✓- average=C- to C+; ✓average=B- to B+;   ✓+ average=A- to A.

Discussion Posts or Responses submitted after the due date/time will receive a "0."

I will take the 10 highest Discussion Board Post and Response scores to determine students' Discussion Board Posts/Response grades. Rubrics for Discussion Board Posts/Responses will be provided to students.

Academic integrity and collaboration guidelines

As Discussion Board Posts/Responses are intended as opportunities to share your understanding with others and respond substantively to others' posts, you are to complete them independently and without assistance from others. You may, however, consult any resources (e.g.,

our textbook or other course materials) that might assist you in completing Discussion Board Posts/Responses, including AI-enabled background research.

NOTE: You may not use AI to draft, compose, revise, or edit any element of Discussion Board Posts/Responses, in part or in whole.

Short Paper #1: Encomium (10% of final course grade)

Description

For this assignment, students will compose a 2- to 3-page (double-spaced, exclusive of bibliography) encomium that performs a rescue of a topic that has been disparaged or ignored and that deserves a new or fresh take. For the purposes of this class and this assignment, students' encomia should seek to shed light on serious conditions of social inequality or injustice; reclaim a topic, issue, or belief that has been ridiculed as frivolous, wrong-headed, or eccentric; or redress unfair public treatment of a topic or issue of cultural, political, or social importance. Examples of encomia will be provided. Students are to research the topic of their encomia and include a bibliography of 3-5 sources cited or referenced.

Please follow MLA or APA guidelines to cite the ideas and words of your sources. (Just choose one or the other.) A full assignment prompt, additional resources, and rubric will be provided in Carmen.

Academic integrity and collaboration guidelines

As the Encomium assignment is intended to demonstrate your individual understanding of and ability to execute the encomium genre, you are expected to complete this assignment independently and without assistance from others. You may, however, consult any resources (e.g., our textbook) that might assist you in completing the assignment, including AI-enabled background research.

Certainly, class discussions and your engagements with peers and me may serve as opportunities to generate, identify, develop, build, and enrich the ideas behind and arguments informing your work—but you must compose your own encomium.

You may consult with staff in the University Writing Center about your work and they may guide you through idea-generating, drafting, revision, or editing processes. I encourage you to meet with me to discuss your assignment, seeking assistance as you develop your ideas, and begin composing.

NOTE: You may use AI to conduct research for this assignment. However, you may not use AI to draft, compose, revise, or edit any element of this writing assignment, in part or in whole. Turnitin will be enabled for this assignment.

Short Paper #2: Annotation Assignment (10% of final course grade)

Description

For this assignment, students will read an annotate a scholarly article in rhetorical studies from a short list provided by the instructor. Students will use the form of a detailed (2- to 3-pages, double-spaced, exclusive of bibliography) scholarly annotation that answers a series of specific questions (e.g., What is the central claim? What is the author's definition of rhetoric? With whom is the author in conversation? About what specific questions or issues? What is the author's main contribution to rhetorical theory?) The exercise is intended to model the practice of reading academic essays in rhetorical studies and creating notes and annotations to help recall important information and salient points in scholarly articles.

A full assignment prompt, additional resources, and rubric will be provided in Carmen.

Academic integrity and collaboration guidelines

As the Annotation Assignment is intended to demonstrate your individual understanding of and ability to successfully annotate a scholarly article, you are expected to complete this assignment independently and without assistance from others. You may, however, consult any resources (e.g., our textbook) that might assist you in completing the assignment, including AI-enabled background research.

Certainly, class discussions and your engagements with peers and me may serve as opportunities to generate, identify, develop, build, and enrich the ideas behind and arguments informing your work—but you must compose your own encomium.

You may consult with staff in the University Writing Center about your work and they may guide you through idea-generating, drafting, revision, or editing processes. I encourage you to meet with me to discuss your assignment, seeking assistance as you develop your ideas, and begin composing.

Please follow MLA or APA guidelines to cite the ideas and words of your sources. (Just choose one or the other.)

NOTE: You may use AI to conduct research for this assignment. However, you may not use AI to draft, compose, revise, or edit any element of this writing assignment, in part or in whole. Turnitin will be enabled for this assignment.

Short Paper #3: Rhetorical Analysis (10% of final course grade)

Description

For this assignment, students will compose a (2- to 3-page, double-spaced exclusive of bibliography) analysis of a contemporary rhetorical phenomenon (e.g., political debate, social protest, political tract or publication, speech, organization manifesto or policy statement, website) provided by the instructor using one central concept studied during the term (e.g., Burke's dramatism or concept of identification). The assignment will (1) analyze the rhetorical phenomenon through the selected concept, (2) argue for the value of the selected concept as a key to understanding that phenomenon, (3) and articulate the implications of the rhetorical analysis for our individual and collective enactments of rhetoric to address social, cultural, and political beliefs and our roles as citizens.

Academic integrity and collaboration guidelines

As the Rhetorical Analysis assignment is intended to demonstrate your individual understanding of and ability to execute a focused rhetorical analysis, you are expected to complete this assignment independently and without assistance from others. You may, however, consult any resources (e.g., our textbook) that might assist you in completing the assignment, including AI-enabled background research.

Certainly, class discussions and your engagements with peers and me may serve as opportunities to generate, identify, develop, build, and enrich the ideas behind and arguments informing your work—but you must compose your own rhetorical analysis.

You may consult with staff in the University Writing Center about your work and they may guide you through idea-generating, drafting, revision, or editing processes. I encourage you to meet with me to discuss your assignment, seeking assistance as you develop your ideas, and begin composing.

NOTE: You may use AI to conduct research for this assignment. However, you may not use AI to draft, compose, revise, or edit any element of this writing assignment, in part or in whole. Turnitin will be enabled for this assignment.

Final Project (20% of final course grade)

Description

For this assignment, students will compose an extended (5- to 6-page, double-spaced exclusive of bibliography) analysis of a contemporary rhetorical settler, secrecy, or digital phenomenon or phenomena (e.g., political debate, social protest, political tract or publication, speech, organization manifesto or policy statement, website) using one or more central concepts or methods of analysis studied during the term (e.g., ideological analysis). The assignment will (1) analyze the rhetorical phenomenon, (2) argue for the value of the concept or analytical method as a key to understanding the selected settler, secrecy, or digital artifacts or texts, (3) situate your argument in terms of other scholars'

work, and (4) articulate the implications of the rhetorical analysis for our individual and collective enactments of rhetoric to address social, cultural, and political beliefs and our roles as citizens. Although similar in basic form to the Rhetorical Analysis Short Paper, the Final Project will take up a topic related to settler, secrecy, or digital artifacts or texts, situate its analysis explicitly in terms other scholars' work, and offer a more detailed and extended analysis.

Academic integrity and collaboration guidelines

As the Final Project assignment is intended to demonstrate your individual understanding of and ability to execute an extended rhetorical analysis of either settler, secrecy, or digital texts or artifacts, you are expected to complete this assignment independently and without assistance from others. You may, however, consult any resources (e.g., our textbook, scholarly article) that might assist you in completing the assignment, including AI-enabled background research.

Certainly, class discussions and your engagements with peers and me may serve as opportunities to generate, identify, develop, build, and enrich the ideas behind and arguments informing your work—but you must compose your own final project.

You may consult with staff in the University Writing Center about your work, and they may guide you through idea-generating, drafting, revision, or editing processes. I encourage you to meet with me to discuss your assignment, seeking assistance as you develop your ideas, and begin composing.

NOTE: You may use AI to conduct research for this assignment. However, you may not use AI to draft, compose, revise, or edit any element of this writing assignment, in part or in whole. Turnitin will be enabled for this assignment.

Late assignments

Please strive to turn in all assignments by the due dates posted in Carmen and noted on the calendar below. Doing so will ensure that you do not fall

behind, which will often result in rushing later assignments, which in turn often compromises grades on those later assignments.

You have firm deadlines for Discussion Board Posts/Responses:

Discussion Board Posts and Responses must be posted by the dates/times assigned to you to ensure that your classmates may then read and reply by their deadlines. Posting or responding late (or not at all) will result in a "0" for that post and/or response.

I will honor any time accommodations for students registered with the Office of Disability Services and work with students to identify alternative timing or assignment of discussion board posts and responses.

For other assignments (i.e., Concept Exercises, Knowledge Checks), **deadlines are more fluid**:

You may turn in Concept Exercises and Knowledge Checks at any point during the term without having to request extensions.

However, these activities are scheduled to align with course content and serve as low-stakes opportunities to test your acquisition of that content before exams or short papers employing that content are due. In other words, the timing of these assignments and their due dates are intentional on my part and designed to facilitate your learning and maintaining for you a consistent pace of assignments and due dates. Falling behind (even by a few days) may compromise your grades on exams and writing assignments or your ability to catch up later.

Please also note that Knowledge Checks are timed quizzes and once started must be completed within a given timeframe.

If you need more than an additional day to complete Short Papers, please contact me to request the extension.

I will typically approve extensions as I recognize that your other coursework and school obligations, home and work responsibilities, and life in general often conspire to complicate your well-laid plans.

The key here is keeping communication open and informing me of the need for extensions for Short Papers so we may create sound plans to address any on-going challenges that might compromise your ability to complete your work satisfactorily.

The Final Project is due at the end of the final examination period. No extensions on this assignment can be granted—so please plan accordingly.

Grading Scale

- 93-100: A
- 90-92.9: A−
- 87-89.9: B+
- 83-86.9: B
- 80-82.9: B−
- 77-79.9: C+
- 73-76.9: C
- 70-72.9: C−
- 67-69.9: D+
- 60-66.9: D
- Below 60: E

Instructor feedback, grading, and response time

The information below gives you an idea of my availability throughout the course. (Remember that you may all 614-688-4357 [HELP] at any time if you encounter technical issues.)

Feedback and grading

For periodic or weekly assignments (i.e., Discussion Board Posts/Responses, Concept Exercises, and Knowledge Checks), you can generally expect feedback and assessment within 3 working days.

For Short Papers and Exams, you can generally expect feedback and assessment within 5 working days.

Email response time

I will reply to emails within 24 hours, Sunday-Thursday, when classes are in session. Emails received on Fridays or Saturdays when classes are in session will receive replies by the end of the day on Mondays. I will not be available to respond over weekends or during holidays or breaks.

Academic policies

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct: http://studentlife.osu.edu/csc/.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at http://titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land acknowledgement

I acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe, and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I honor the resiliency of these tribal nations and recognize the historical contexts that have affected and continue to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here: https://mcc.osu.edu/about-us/land-acknowledgement

Your mental health

As a student you may experience a range of issues that can cause barriers to learning such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24-hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Accessibility accommodations for students with disabilities

Requesting accommodations

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the Safe and Healthy Buckeyes site for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Religious accommodations

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

Course Schedule

Refer to our Carmen course page for up-to-date assignment due dates.

Week (DATE)	Course Topics	Required Reading and Viewing and Resources to Facilitate Successful Completion of Assignments, Exams, and Course Objectives	Assignments and Assessments to Measure Learning Objectives
Week 1 (DATE)	What is Rhetoric?	1. *Reading Rhetorical Theory,* Chapter 1 ("What is Rhetorical Theory?") 2. Appendix: Definitions of Rhetoric 3. Handout: Definitions of Rhetoric 4. Chapter Recordings: What is Rhetorical Theory? (Audio, ~12m) 5. James, Joy. "Teaching Theory, Talking Community." *Seeking the Beloved Community: A Feminist Race Reader*, State University of New York Press, 2013, pp. 3-7.	1. Pre-Course Assessment Survey[2]
Week 2 (DATE)	The Origins of Rhetorical Theory	1. *Reading Rhetorical Theory,* Chapter 2 ("The 'Origins' of Rhetorical Theory") 2. Sample encomia: https://www.thoughtco.com/what-is-encomium-1690649 3. Leontini, "The Encomium of Helen, https://faculty.bemidjistate.edu/bdonovan/helen.html 4. Chapter Recordings:	1. Concept Exercise 1 (optional) 2. Discussion Board Post/Response 1 3. Knowledge Check 1: Origins/Polis

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[2] The Pre-Course Assessment Survey is intended as a means of gauging students' background knowledge about some central course key terms and concepts and is intended to offer the instructor information that can then guide refinement of instruction during the term. The Pre-Course Assessment Survey will be readministered at the end of the term as the Post-Course Assessment Survey as a means of assessing students' understanding of those central course key terms and concepts at the end of instruction. These surveys are required but not graded.

Week	Topic	Readings/Recordings	Assignments
		Part 1: Why Ancient Greece? (Audio, ~15m) Part 2: Sophistic Knowledge and the Encomium (Audio, ~17m) 5. Donovan, Brian R. "The Encomium of Helen by Gorgias of Leontini." *Gorgias' Encomium of Helen*, 1999, https://faculty.bemidjistate.edu/bdonovan/helen.html. 6. Jarratt, Susan, and Rory Ong. "Aspasia: Rhetoric, Gender, and Colonial Ideology." *Reclaiming Rhetorica: Women in the Rhetorical Tradition* 1995 (1995): 9-24.	
Week 3 (DATE)	Propaganda and the Common Good	1. *Reading Rhetorical Theory*, Chapter 3 ("Propaganda and the Common Good") 2. Chapter Recordings: Part 1: The Propaganda of History (Audio, ~20m) Part 2: The Common and the Good (Audio, ~20m) Isocrates, "Against the Sophists" Plato, "Allegory of the Cave" 3. Mirhady, David C., and Yun Lee Too. "Against the Sophists." *Isocrates I*. Vol. 4. University of Texas Press, 2000, pp. 61-66. 4.Critchley, Simon. *Tragedy, the Greeks, and Us*. Vintage, 2020.	1. Concept Exercise 2 (optional) 2. Discussion Board Post/Response 2 3. Knowledge Check 2: Propaganda
Week 4 (DATE)	The Symbol	1. *Reading Rhetorical Theory*, Chapter 4 ("The Symbol") 2. Chapter Recordings: Part 1: What are Symbols? (Video, ~40m) Part 2: Rhetoric as Symbolic Action (Video, ~35m) X Gonzalez's 24 March 24, 2018, Speech at the "March for Our Lives" Rally (Video, ~7m) 3. Burke, Kenneth. "Definition of Man." *The Hudson Review*, vol. 16, no. 4, Hudson Review, Inc, 1963, pp. 491–514. 4. Solomon, Martha. "The rhetoric of dehumanization: An analysis of medical reports of the Tuskegee syphilis project." *Western journal of speech communication* 49.4 (1985): 233-247.	1. Concept Exercise 3 (optional) 2. Discussion Board Post/Response 3 3. Knowledge Check 3: Symbol 4. **Short Paper 1: Encomium**
Week 5 (DATE)	The Sign	1. *Reading Rhetorical Theory*, Chapter 5 ("The Sign") 2. Chapter Recordings: Part 1: Signs and Representation (Video, ~40m) Part 2: Change the Language, Change the Beliefs (Video, ~14m) George W. Bush's 2001 Declaration of the "War on Terror" (Video, ~3m) George W. Bush 22 September 2001 Address on the U.S. Response to the Attacks of September 11 (Video, ~34m) 3.Norton, Anne. Chapter 3: The President as Sign." *Republic of signs: Liberal theory and American popular culture*. University of Chicago Press, 1993.	1. Concept Exercise 4 (optional) 2. Discussion Board Post/Response 4 3. Knowledge Check 4: Sign
Week 6 (DATE)	Rhetoric and Ideology	1. *Reading Rhetorical Theory*, Chapter 6 ("Rhetoric and Ideology") 2. Chapter Recordings: Part 1: Ideology and Myth (Video, ~30m) Part 2: Agency, Persona, and Speech Act (Video, ~30m) 3. Hall, Stuart, "From language to culture: linguistics to semiotics," In *Representation: Cultural representations and signifying practices.* Vol. 2. Sage, 1997. 4. Walter Greene, Ronald. "Rhetorical capital: Communicative labor, money/speech, and neo-liberal governance." *Communication and Critical/Cultural Studies* 4.3 (2007): 327-331.	1. Concept Exercise 5 (optional) 2. Discussion Board Post/Response 5 3. Knowledge Check 5: Ideology
Week 7 (DATE)	Rhetoric and Argumentation	1. *Reading Rhetorical Theory*, Chapter 7 ("Rhetoric and Argumentation") 2. Chapter Recordings: Part 1: Key Terms and Definitions (Video, ~15m) Part 2: The Toulmin Model (Video, ~20m) Part 3: Dependency and Fallacies(Video, ~20m) 3. Palczewski, Catherine Helen, et al. "Chapter 4 Argument." *Rhetoric in Civic Life*, Strata Pub., State College, PA, 2012, pp. 99–127.	1. Concept Exercise 6 (optional) 2. Discussion Board Post/Response 6 4. **Short Paper 2: Annotation Assignment**

		Readings	Assignments
Week 8 (DATE)	Rhetoric and Narrative	1. *Reading Rhetorical Theory,* Chapter 8 ("Rhetoric and Narrative") 2. Chapter Recordings: 　Part 1: Form, Genre, and Frame Theory (Video, ~12m) 　Part 2: Narrative Paradigm (Video, ~12m) 　Part 3: The Problem of Speaking for Others (Audio, ~12m, recording by Milena Yishak) 3. Johnson, Paul Elliott. "Walter White (ness) lashes out: Breaking Bad and male victimage." *Critical Studies in Media Communication* 34.1 (2017): 14-28.	1. Concept Exercise 7 (optional) 2. Discussion Board Post/Response 7 3. Knowledge Check 6: Narrative and Rhetoric
Week 9 (DATE)	Visual Rhetoric	1. *Reading Rhetorical Theory,* Chapter 9 ("Visual Rhetoric") 2. Chapter Recordings: 　Part 1: Visual Culture (Video, ~20m) 　Part 2: Genres of Visual Rhetoric (Video, ~20m) 3. Finnegan, C. A. (2010). Studying Visual Modes of Public Address: Lewis Hine's Progressive-Era Child Labor Rhetoric. In S. J. Parry-Giles, & J. M. Hogan (Eds.), *The Handbook of Rhetoric and Public Address* (pp. 250-270). Wiley-Blackwell. https://doi.org/10.1002/9781444324105.ch10 4. Caitlin Frances Bruce (2016) "How Philly Moves": from urban branding to kinesthetic sympathy through an aesthetic of blur, Text and Performance Quarterly, 36:2-3, 115-136, DOI: 10.1080/10462937.2016.1202441	1. Concept Exercise 8 (optional) 2. Discussion Board Post/Response 8 3. Knowledge Check 7: Visual Rhetoric
Week 10 (DATE)	The Rhetorical Situation	1. *Reading Rhetorical Theory,* Chapter 10 ("The Rhetorical Situation") 2. Chapter Recordings: 　Part 1: Defining the Rhetorical Situation (Video, ~20m) 　Part 2: Analysis of a Rhetorical Situation (Video, ~20m) 　Part 3: Rhetorical Ecologies (Video, ~12m) 3. Palczewski, Catherine Helen, et al. "Chapter 8 Rhetorical Situations." *Rhetoric in Civic Life*, Strata Pub., State College, PA, 2012, pp. 225–263.	1. Concept Exercise 9 (optional) 2. Discussion Board Post/Response 9
Week 11 (DATE)	Settler, Secrecy, and Digital Situations	1. *Reading Rhetorical Theory,* Chapter 11 ("The Settler Situation") 2. Chapter Recordings: 　Part 1: Defining the Settler Situation (Video, ~30m) 　Part 1: Defining the Settler Situation (Audio Only, ~30m) 　Part 2: *Incomunicable* (Audio Only, ~34m) 3.Tuck, Eve, and K. Wayne Yang. "Decolonization is not a metaphor." *Tabula Rasa* 38 (2021): 61-111. 4. Lechuga, Michael. "An anticolonial future: reassembling the way we do rhetoric." *Communication and Critical/Cultural Studies* 17.4 (2020): 378-385.	1. Concept Exercise 10 (optional) 2. Discussion Board Post/Response 10 3. Knowledge Check 8: Settler Rhetoric 4. **Short Paper 3: Rhetorical Analysis**
Week 12 (DATE)	Settler, Secrecy, and Digital Situations, con't.	1. *Reading Rhetorical Theory,* Chapter 12 ("The Secrecy Situation") 2. Chapter Recordings: 　Part 1: Secrecy Rhetoric (Video, ~20m) 　Part 2: Conspiracy Rhetoric (Video, ~TBA) 　Part 3: Rhetoric, Psychoanalysis, and Secrecy (Audio, ~15m, recording by Makayla Hillukka) 3. Stahl, Roger. "Weaponizing speech." *Quarterly journal of speech* 102.4 (2016): 376-395.	1. Concept Exercise 11 (optional) 2. Discussion Board Post/Response 11 3. Knowledge Check 9: Secrecy Rhetoric
Week 13 (DATE)	Settler, Secrecy, and Digital Situations, con't.	1. *Reading Rhetorical Theory,* Chapter 14 ("The Digital Situation") 2. Chapter Recordings: 　Part 1: What is Digital Rhetoric? (TBA) 　Part 2: Keywords for the Digital Situation (TBA) 　Part 3: Digital Dystopia and the Algorithms of Oppression (Video, ~35m)	1. Concept Exercise 12 (optional) 2. Discussion Board Post/Response 12 3. Knowledge Check 10: Digital Rhetoric

		3.Woods, Heather Suzanne. "Asking more of Siri and Alexa: feminine persona in service of surveillance capitalism." *Critical Studies in Media Communication* 35.4 (2018): 334-349.	
Week 14 (DATE)	Voicing Justice and Diversity through Global Citizenship	READINGS TBD (nominated by students)	1. Concept Exercise 13 (optional) 2. Discussion Board Post/Response 13 3. Course Reflection (Ungraded Quiz) 4. Post-Course Assessment Survey (Ungraded Quiz)
Week 15 (DATE)	Post-Course Assessment and Final Exam	NO ADDITIONAL READINGS	1. **Final Project**

The Arts of Persuasion

English 2276   Dr. James Fredal
T/R 12:45-2:05   413 Denney Hall
DE 250   Office Hours: W/F 1:00:2:00

1. Course Description and Goals

The Arts of Persuasion will introduce students to rhetoric as an "art of persuasion" in public, political discourse. The art of rhetoric is a primary means by which civic identity, participation and agency is expressed and measured.

How do citizens engage a public to express their interests, to right wrongs, urge fairness, enact justice and arouse compassion? How can citizens critically interpret and engage with public texts and arguments as members of a common political body? We'll explore these questions through the lens of rhetoric as the art of public argumentation, persuasion and interpretation. We'll learn about the elements of rhetorical interactions, including audience and rhetorical effects, texts and meanings, genres and situations, forms and structures, authors and authorial purposes, argumentation schemes, narrative and myth, tropes and metaphors, as well as cultural and ideological frameworks. Then we'll use these tools to analyze landmark rhetorical texts. We'll think about the factors that make these texts persuasive, about how they make arguments, express purpose, appeal to audiences, depict reality, provoke thought, arouse emotions, evoke justice, create truth and constitute political subjects. Through rhetorical theory and analysis, this course teaches students to locate, attend to, criticize and understand how public discourses work, what effects they have, and how they are used.

This course also fulfills the GE Citizenship theme. See below (pg. 6) for GE Citizenship theme course goals and expected learning outcomes.

2. Assignments and Grading

You will be graded for four different types of assignments.

1	8 of 12 Short Papers. (2-3 pages) 5 pts each. Each will cover one text and rhetorical term. You may submit up to 10 papers. The lowest grades will be dropped.	40 pts
2	3 Unit papers. (4-5 pages) on any aspect of the class covered during that unit. You may produce a revised and extended version of a short paper. 10 pts each	30 pts
3	Attendance (10 pts). Full attendance=10 pts. Each absence beyond the first deducts 2 pts. See attendance policy below.	10 pts
4	Participation (10 pts). Ask questions, comment, posit interpretations, or raise issues about class readings, discussion, or lecture, in class or posted to discussion threads on Carmen. Carmen prompts or questions will be posted for each Unit.	10 pts
5	Class presentation on a Unit Paper: approx. 4-5 min. You'll present your final project with handout, PowerPoint, Prezi or other presentation application on final two days of class. Based on one of your Unit papers.	10 pts
	Total points	100

3. Grading Scale

100-94 pts=A		93-90pts=A-
89-87 pts=B+	86-84pts=B	83-80pts=B-
79-77 pts=C+	76-74pts=C	73-70pts=C-
69-67pts=D+	66-64pts=D	63-60=D-
<60=E		

4. Required Texts

Our main text will be *The Elements of Rhetoric* posted on Carmen
All other readings will be posted on Carmen for the appropriate day:

Baldwin	My Dungeon Shook (from *The Fire Next Time*)
Browning	My Last Duchess
Chapman	Fast Car
Childish Gambino	This is America
Gurganis	Captive Audience
Hughes	Harlem
Jordan	1976 DNC Keynote
King	Letter from Birmingham Jail
Lee	Do the Right Thing
Lincoln	Gettysburg Address
Lysias	On the Death of Eratosthenes
Meeropol/Holliday	Strange Fruit
Nixon	Silent Majority Speech
Obama	2004 DNC Keynote
Porter	Magic
Scott	2020 RNC Keynote
Walsh	The Blue Book of the John Birch Society
Wells	Southern Horrors

5. Policies

Attendance

Attendance counts for 10 of your 20 participation points. Each *unexcused* absence after the first will cost two points off. Excused absences include but are not limited to participation in a university sponsored event, death in immediate family, or documented illness. I will hand out an attendance sheet each day at the start of class. If you are late, you will miss the attendance sheet and won't be counted as present for that day.

Academic Integrity Policy

Ohio State's Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's Code of Student Conduct (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the

rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct (COAM). If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct http://studentlife.osu.edu/csc/.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- [Committee on Academic Misconduct](go.osu.edu/coam) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at equity.osu.edu,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand mental

health resources (go.osu.edu/ccsondemand) are available. You can reach an on-call counselor when CCS is closed at 614- 292-5766. **24-hour emergency help** is available through the National Suicide Prevention Lifeline website (suicidepreventionlifeline.org) or by calling 1-800-273-8255(TALK). The Ohio State Wellness app (go.osu.edu/wellnessapp) is also a great resource.

Accessibility Accommodations for Students with Disabilities

Requesting Accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services (SLDS). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services.

Disability Services Contact Information

- Phone: 614-292-3307

- Website: slds.osu.edu

- Email: slds@osu.edu

In person: Baker Hall 098, 113 W. 12th Avenue

GE Theme Goals

"The Arts of Persuasion" satisfies the General Education citizenship theme through its focus on the production and analysis of *public discourse*. In preparation for public life as citizens, constituents, and consumers, students need to engage, analyze, and understand the various forms of public discourse that work to influence, persuade, and shape them. Many forms of persuasion are explicit and easily understood; these are presented in the first unit. Other more advanced persuasive techniques are tacit, subtle, and difficult to detect. We'll explore these less noticeable textual features in later units through in-depth exploration of textual constructs like identification, ideology, hegemony, and constitutive rhetoric.

Class periods will be divided between lecture, class discussion, and group work. You'll also have several opportunities to present your work in spoken and written form to the rest of the class.

Citizenship Theme Goals

Theme: Citizenship for a Just and Diverse World		
Goals	**Expected Learning Outcomes**	**Related Course Content**
GOAL 1: <u>Citizenship:</u> Successful students will explore and analyze a range of perspectives on citizenship, across local, national, and global, and apply the knowledge, skills, and dispositions that constitute it.	Successful students are able to: 1.1 Understand and explain a range of perspectives, theories, and techniques of persuasive civic discourse coming from a diverse range of cultural identities.	Students will read, discuss, and explain a variety of theories of public rhetoric coving a range of perspective, identities, and historical periods.
	1.2 Analyze, explain, and account for the rhetorical techniques, purposes, audiences, and effects used and produced by a diverse range of cultural texts and discourses.	Students will analyze examples of public discourse and learn to describe and explain their persuasive and argumentative techniques and effects.
GOAL 2: <u>Just and Diverse World</u>: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies.	2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and a variety of lived experiences.	Students will evaluate and compare the differences among rhetorical theories and examples of rhetorical texts and techniques.
	2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.	Students will discuss and write about the ethical implications of rhetorical techniques and their use in public discourse.

This course will satisfy these expected learning outcomes through the analysis of rhetorical texts revolving around the theme of identity and membership, group belonging, patterns of inclusion and exclusion, and citizenship. Students will practice analyzing texts to discover how authors create audiences that form a people who share a common situation and fate, and sometimes to the exclusion of others.

5. Syllabus

Module #
Day. Date Topic
Homework:
* indicates a day devoted to discussion of primary texts

Short Paper Due Dates
Unit Paper Due Dates

Module I: Thinking Critically about the Text
1. Jan 12   Rhetoric: Creating a People.
Read: The Elements of Rhetoric, Introduction and Chapter 1: What is a Text?
       Lysias's "On the Death of Eratosthenes"

2. ***** Jan 14   A Sample Text: Lysias - On the Death of Eratosthenes.
     Factors in isolating the rhetorical text?
     How does Eratosthenes use the law to present his case? How does he shape our sense
     of what is "just"?
Read: *Elements of Rhetoric*, Chapter 16: The Steps of Rhetorical Analysis.

3. Jan 19   How perform a Rhetorical Analysis
     How does rhetorical analysis of a text move beyond a casual reading?
Read *Elements of Rhetoric*, Chapter 7: What is a Situation?

4. Jan 21   What is a Situation?
     How do authors construct and frame the situation or problem they want to address?
Read and analyze Lincoln's Gettysburg Address

Jan 25th Short Paper # 1 Due

5. *****Jan 26   Lincoln - Gettysburg Address
     What kind of situation does Lincoln face? How does he transform this situation?
Read: *Elements of Rhetoric*, Chapter 18: The Rhetoric Paper.

6. Jan 28   How to Write a Rhetoric Paper
     How is rhetorical analysis turned into a coherent paper? Identification, Pattern
     recognition, Analysis, and Synthesis.
Read: *Elements of Rhetoric*, Chapter 2: Narrative

Feb 1ˢᵗ Short Paper #2 Due

7. Feb 2   Rhetoric as Narrative and Myth
     What is a rhetorical narrative? How do narratives work rhetorically?
     What is a "cultural myth" and how do they shape our sense of social belonging?
Write: Short Paper # 2

8. ***** Feb 4   Tracy Chapman - Fast Car
     What is the narrative? What is the situation?
     What does "belonging," and "being someone" mean here?
Read: *Elements of Rhetoric,* Chapter 3: Finding the Argument

9. Feb 9   *logos* and Argument
    How does public argument work? How do political actors argue?
    How do audiences follow political arguments?
    Read and Analyze: "Letter from Birmingham Jail" - Martin Luther King.

10. ***** Feb 11   *logos* and Argument in "Letter from Birmingham Jail"
    What is the situation? The narrative? What is the argument?
    How is "political belonging" challenged here? How does King respond?
    Read: *Elements of Rhetoric*, Chapter 4: Determining the Arrangement
         The Almost Scoop on Nixon's Treason
    Read and Analyze: Nixon - Vietnamization speech

Feb 15th Short Paper #4 Due

11. ***** Feb 16   Arrangement and Form: Nixon and Vietnam
    What difference does structure make in general? In Nixon's speech?
    How does structure/form help move an audience from one position to another?
    Read: *Elements of Rhetoric*, Chapter 5: Thinking about Style and Tropes.

12. Feb 18   Style and Metaphor in Rhetoric
    How do metaphors work conceptually, imagistically, rhetorically?
    Read and Analyze: Hughes - "Harlem"
                    Gurganis - "Captive Audience"

Feb 22nd Short Paper #5 Due

13. ***** Feb 23   Metaphor and Style in Hughes and Gurganis
    What work do metaphors do in Gurganis' anti-war essay? In Hughes' poem?
    Read: *Elements of Rhetoric,* Chapter 11a: *pathos*
    Read and Analyze: Antony's speech in *Julius Caesar*

Unit II: Moving Beyond the Text
14. ***** Feb 25   Pathos in *Julius Caesar*
    How does Shakespeare craft the emotional appeal of Antony's speech?
    What is a responsible way to depict emotionally powerful, traumatic national events?
    What is place of emotion in public argument and political persuasion?
    Read: *Elements of Rhetoric*, Chapter 9: What is an Author? And Chapter 10: Thinking
    about Authorial Purpose and Intent.

Feb 26th Unit I Paper Due
March 1st Short Paper #6 Due

15. Mar 2   The Author, *ethos*, the 1st Persona, and the Implied Author
    What is an author? How do texts construct and convey "author"(ity)? How do authors
    convey credibility? How do audiences interpret an author's persona(lity) and intent?
    Read and Analyze: Browning - "My Last Duchess"

16. ***** Mar 4   The Author and *ethos* in Browning's "My Last Duchess"
    What *ethos* or persona is the Duke going for? Does he succeed?
    What is Browning's ethos? Who is the implied author? Does he succeed?

Read: *Elements of Rhetoric,* Chapter 11: What is an Audience?

17. Mar 9   Audience, 2nd and 3rd Persona, Authorial Audience
    What does it mean to be a member of an Audience? How do texts construct audiences?
    What are the different ways in which an audience can exist?
Read and Analyze: "My Dungeon Shook"

18. ***** Mar 11   The Audience of Baldwin's "My Dungeon Shook"
    Who is (or are) the narrator's audience(s)? What kinds of audiences are there?
    What are the rhetorical effects of (not) belonging to different textual audiences?
Read: *Elements of Rhetoric,* Chapter 8: What is a Genre?

19. Mar 16   Genre and Purpose
    What is a rhetorical genre? How do genres impact rhetorical action and effect?
Read and Analyze: Barbara Jordan, Barack Obama, Tim Scott keynote addresses.

20. ***** Mar 18   What is a Keynote Address? What is the situation? Narrative? Argument?
    Who is the audience? Author? What is the form, the purpose, and the organizing
    principle for this genre?
Read and Analyze: Katherine Porter - "Magic"

21. ***** Mar 23   Putting Everything Together: Rhetorical Analysis of Katherine Porter - "Magic"
    What rhetorical tools does the speaker have/use to assert her place or "belonging"?
    What rhetorical challenges does she face?
    How does the narrator navigate the power imbalance that she faces?
Read: *Elements of Rhetoric,* Chapter 13: Identification

Module III: Modern Advances
22. Mar 25   Identity, Terministic Screens, and Identification
    What is identification? What does it mean to identify or disidentify with a speaker or
    character?
    How does identification shift our understanding of rhetoric?
    How does identification work in "Magic"? How does it create belonging?
Read: *Elements of Rhetoric*, Chapter 14: Ideology and Discourse

23. Mar 30   Ideology, Hegemony, and Ideographs
    What is the relationship between ideology and rhetoric?
    In what texts that we've read can we detect ideological elements?
Read and Analyze: Selection from *The Blue Book* of the John Birch Society.

24. ***** Apr 1   *The Blue Book* of the John Birch Society
       How does the *Blue Book* operate as an expression of ideology?
       How does it encourage identification or disidentification? Belonging and "othering"?
       What other rhetorical techniques are at work here: narrative? argument? *pathos*? etc.
Read: *Elements of Rhetoric*, Chapter 15: Constitutive Rhetoric and the People
Sign up for final project presentation on Carmen.
                                                          April 5th Short Paper #11 Due

25. Apr 6   Constitutive Rhetorics and "the People"
       What is "constitutive "rhetoric" and who are "the people"?
       What does this have to do with identification and ideology?
View and Analyze: Spike Lee *Do the Right Thing*

26. ***** Apr 8   Discussion of Lee *Do the Right Thing*
Prepare: Final project presentation
                                                          April 12th Short Paper #12 Due

27. Apr 13   Final project presentations

28. April 15   Final project presentations

April 29th Unit III Paper Due

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title:

Carmen Use

When building your course, we recommend using the ASC Distance Learning Course Template for CarmenCanvas. For more on use of Carmen: Common Sense Best Practices.

☐ A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

Syllabus

☐ Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

☐ Syllabus is consistent and is easy to understand from the student perspective.

☐ Syllabus includes a schedule with dates and/or a description of what constitutes the beginning an end of a week or module.

☐ If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional):

Instructor Presence

For more on instructor presence: About Online Instructor Presence.

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

☐ Regular instructor communications with the class via announcements or weekly check-ins.

☐ Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.

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☐ Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.

☐ Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above):

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the Quality Matters rubric. For information about Ohio State learning technologies: Toolsets.

☐ The tools used in the course support the learning outcomes and competencies.

☐ Course tools promote learner engagement and active learning.

☐ Technologies required in the course are current and readily obtainable.

☐ Links are provided to privacy policies for all external tools required in the course.

Additional technology comments (optional):

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning (optional):

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Workload Estimation

For more information about calculating online instruction time: ODEE Credit Hour Estimation.

☐ Course credit hours align with estimated average weekly time to complete the course successfully.

☐ Course includes direct (equivalent of "in-class") and indirect (equivalent of "out-of-class") instruction at a ratio of about 1:2.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

☐ In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

Accessibility

For more information or a further conversation, contact the accessibility coordinator for the College of Arts and Sciences. For tools and training on accessibility: Digital Accessibility Services.

☐ Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.

☐ Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

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Additional comments (optional):

Academic Integrity

For more information: Academic Integrity.

☐ The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:

☐ Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

Frequent, Varied Assignments/Assessments

For more information: Designing Assessments for Students.

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

☐ Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.

☐ Variety of assignment formats to provide students with multiple means of demonstrating learning.

☐ Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

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Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

Community Building

For more information: Student Interaction Online.

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- [ ] Opportunities for students to interact academically with classmates through regular class discussion or group assignments.

- [ ] Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.

- [ ] Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above):

Transparency and Metacognitive Explanations

For more information: *Supporting Student Learning.*

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- [ ] Instructor explanations about the learning goals and overall design or organization of the course.

- [ ] Context or rationale to explain the purpose and relevance of major tasks and assignments.

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☐ Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.

☐ Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.

☐ Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.

☐ Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

Additional Considerations

Comment on any other aspects of the online delivery not addressed above (optional):

Syllabus and cover sheet reviewed by *Jeremie Smith* on

Reviewer Comments:

Additional resources and examples can be found on ASC's Office of Distance Education website.

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