Fall 8-15-2008

ENG 5011-001: History of Rhetoric

Tim Taylor
Eastern Illinois University

Follow this and additional works at: http://thekeep.eiu.edu/english_syllabi_fall2008
Part of the English Language and Literature Commons

Recommended Citation
http://thekeep.eiu.edu/english_syllabi_fall2008/146

This Article is brought to you for free and open access by the 2008 at The Keep. It has been accepted for inclusion in Fall 2008 by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.
ENG 5011: HISTORY OF RHETORIC  
Th 7-9:30 pm, 3159 Coleman Hall

Dr. Tim Taylor  
Office: 3820 Coleman Hall     Phone: 581-6309  
Office Hours: MWF, 9-10 am; TuTh, 9-11 am  
email: tntaylor@eiu.edu

“Whoever does not study rhetoric will be a victim of it.”  
-Ancient Greek wall inscription

“Nature has herself appointed that nothing great is to be accomplished quickly,  
and has ordained that difficulty should precede every work of excellence.”  
-Quintilian

“Having to say something is a very different matter from having something to say.”  
-John Dewey, How We Think

Texts  
- Bizzell and Herzberg. The Rhetorical Tradition: Readings from Classical Times to the Present.  

Course Description  
In this seminar we will explore the rich history of rhetoric. The course’s purview will span from classical rhetoric to present, with particular emphasis on how core concepts from classical, medieval, renaissance, and nineteenth century textbook-based rhetoric inform and continue to influence teaching practice in writing classrooms. Students will read primary sources on rhetoric as well as contemporary interpretations and applications of rhetorical theory.

Success in this course includes (1) finding your own ways to make topics and assignments personally interesting—especially if your first instinct is to label them “boring” or “too hard,” (2) believing that you have something worthwhile to say, and (3) expressing it after you’ve debated/pondered/listened/read/explored beyond the surface.

Student Learning Objectives for this Seminar  
Participants will …  
- Grow as independent writers and thinkers  
- Gain knowledge from exposure to and close reading of primary texts about rhetoric and rhetorical theory  
- Understand how rhetorical principles and strategies influence their everyday lives  
- Understand how rhetorical principles and strategies can improve and inform their work as writers, speakers, and professionals  
- Connect rhetorical principles and theories to their academic and professional interests  
- Improve academic research skills

Expected Performance Outcomes  
Participants will exhibit the ability to …  
- Work effectively and ethically and professionally as a member of a graduate seminar  
- Lead and fully participate in discussion of reading assignments throughout the semester  
- Craft relevant and rhetorically effective response/analysis memos in response to reading assignments
- Participate in and post appropriate responses to the blog associated with this course
- Conduct library, electronic, and field research effectively
- Present research articles to colleagues in this seminar
- Create an annotated bibliography appropriate to their professional goals and interests
- Craft, develop, and polish a research-driven seminar paper

Course Requirements
Class consists of in-class writing activities, discussions of assigned works, numerous short writing assignments, formal and informal presentations, and two larger written assignments. Since this is an inquiry-based seminar, active and constructive class participation is key. And active participation can make a positive impact on your overall grade.

If you have a documented disability and wish to receive academic accommodations, please contact the Office of Disability Services (581-6583) as soon as possible.

Your Instructor
If you are having any trouble with the material covered in this course, or if you simply want reassurance that you are on the right track, please do not hesitate to visit my office. Many times a short visit to go over a paper or to clarify a concept can save you time in the long run and improve your chances of success in this course. In addition to being in my office during the posted hours, I can also make arrangements to meet at other times to better accommodate your schedule.

Attendance, Late Work Policy, and Expectations
Students are expected to attend every class. However, as detailed in the EIU Undergraduate Catalog, “properly verified absences due to illness, emergency, or participation in an official University activity” are recognized. When an absence is unavoidable, students are responsible for acquiring missed course materials and the information supplied in class (sickness or emergency), submitting an assignment at a time in accordance with the instructor (University activity), or using one of their two extension opportunities (sickness, emergency, or University activity).

You have the opportunity to use two extensions in order to submit two late assignments of your choosing. If you want an extension to be granted, you must communicate with me about your situation prior to the class time that the assignment is due. This can be done by a phone conversation, an exchange of emails, or talking with me in my office. Unless it’s an extreme situation, I typically grant an extension of a day or two for late assignments.

I do not have an attendance policy that reduces students’ overall grades based on absences. But keep in mind that this course is a graduate seminar that depends on your active participation, so if excessive absences happen (five hours of absence is excessive to me), those days missed are usually reflected in the quality of work produced by a student, and they also affect a student’s participation grade.

Although I keep accurate records of your grades and progress, I also expect you to keep track of your grades. You should document all your point totals for written work throughout the semester to give yourself an idea of your grade in the course. It is your education, and students should take an active role in assessing how they are doing in their courses.

If there is an extreme discrepancy between in-class and out of class work, I reserve the right to base a student’s grade on in-class work alone.
Discussion Leader Responsibilities
While active class discussion stemming from close and reflective reading is expected of all members of this seminar, you will be assigned to be a discussion leader for a certain author one time during the semester. In this position, of course, you will lead discussion through thoughtful questions that are text-specific and make connections to other authors and rhetorical ideas. But you also need to relate information and/or critics’ perspectives about the author and the work we’re reading. A handout that you distribute to the whole seminar is expected.

Response—Analysis Memoranda
For most classes that we have a reading assignment, you are asked to write a response/analysis memo (addressed to me). These memoranda are designed to have you reflect on and analyze concepts, precepts, ideas, and issues that authors present in their works. Depending on what text you’re responding to, the memo may focus on an author’s main point in one section of the text, an assumption within his or her argument, or specific details in the text that you want to closely analyze and respond to. At times, when appropriate, you can connect the readings to “rhetoric” that you see in your life, others’ lives, the social realm, academic discourse, the political realm, and other relevant venues.

In each memo, you need to offer a concise introductory paragraph that provides a brief introduction/context and a strong “bottom-line”: to whom/what you’re responding along with the thesis or controlling idea/s of your response/analysis memo. The bulk of each memo should spend more time analyzing the author’s point/s or assumptions than explaining summarizing the concepts or ideas since the reader of the memo (me) has also read the text. These documents are not exercises in summarization. They need to be focused on your analysis and your thoughts about the reading material.

Besides each memorandum demonstrating an interesting, valid, and accurate response and analysis of reading material, each document needs to demonstrate stylistic maturity and mastery of editorial conventions (grammatical correctness). These memos need to be at least one single-spaced page in a memo format.

Posts to the History of Rhetoric Blog
Following each discussion that we have, I will post an open forum on the past reading/discussion or a question based on our discussion. The purpose of this blog is to extend the conversation from class. The first post needs to be submitted by midnight on Saturday after our Thursday class. Then a follow-up post (second post) will be required by midnight on Monday. The follow-up post needs to be a response to one of your colleague’s or many of your colleagues’ responses. Both posts need to be a minimum of approximately 250 words. The blog devoted to this class can be found at this address:
http://taylorhistoryofrhetoric.blogspot.com/

Seminar Paper
This researched academic essay is designed to provide an opportunity for writers to explore a topic related to the history of rhetoric or rhetorical principles/concepts that connect to a subject or argument you’re interested in exploring in more depth and detail. Ideally, this paper will turn into a conference paper or a publishable article related to your concentration in the M.A. program. There will be a prospectus due approximately a month before peer review of the seminar paper.
Annotated Bibliography
One of the last documents you will write for this course is an annotated bibliography. This bibliography should cater to your concentration in the M.A. program, but it has to connect to historical rhetoric or rhetorical concepts we’ve studied. The document should concisely detail at least ten important articles that relate to your academic and professional interests, and the document can be shared with future graduate students in your concentration.

Academic Honesty and Plagiarism
Here is the official statement on plagiarism by EIU’s English Department: “Any teacher who discovers an act of plagiarism—‘The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one’s own original work’ (Random House Dictionary of the English Language)—has the right and responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignments of a grade of F for the assigned essay and a grade of F for the course, and to report the incident to the Judicial Affairs Office. Respect for the work of others should encompass all formats, including print, electronic, and oral sources.”

Here is an explanation of plagiarism from my previous English department that explains this important concept:

Plagiarism
To present someone else’s work or ideas as one’s own is plagiarism. A student commits plagiarism by
- copying, word for word, someone else’s writing without putting that passage in quotation marks and identifying the source.
- taking someone else’s writing, changing some of the words, and not identifying the source;
- taking someone else’s ideas or organization of ideas, putting them into his/her own words and not identifying the source;
- having someone else change the student’s writing—a tutor, friend, or relative, for instance—and creating the impression that this is the student’s own work; or
- purchasing or downloading papers or passages from the Web.

As a rule of thumb, if you have to have a source before your eyes as you write, you need to copy it accurately, put quotation marks around it, and acknowledge your source. I reserve the right to ask for pre-writing, drafts, etc. or faculty review to prove that it is the student’s own work. As most instructors are, I am involved in a “network” to catch plagiarism, and I sometimes randomly—and sometimes not so randomly—check students’ work to make sure it is their own. If there is a huge difference between the quality of in-class work and out-of-class work, I reserve the right to base the final grade on in-class work alone. In this class, there is a social contract between the instructor and students that the work submitted will be the students’ own documents, not someone else’s work. Do your own writing.

Class Conduct
My classroom community demands good manners, careful listening, respect for diverse backgrounds and opinions, and equal time for everyone who wants to share his or her perspective. In sum, I expect students to act in a mature and collegial manner. Student-learners should come to class having read the material, eager to participate, and ready to write.

Good Guidelines to Abide by in Any College Course:
1. Come to class on time and stay the entire period.
2. When we discuss a reading or writing assignment, have the materials in front of you on your desk. When we are doing in-class writing, be prepared to actively brainstorm, draft and compose your ideas. And bring texts, paper, and pen
3. Have an opinion and support your opinion with details and examples.
4. Play well with others. Respect others’ opinions and be open to them. Actively help your peers in collaborative activities like peer review.
5. When working in a group, stay on the assigned tasks.
6. Do not carry on side conversations with other students when the instructor or a student “has the floor” during class.
7. General rudeness and disrespect is not tolerated.
8. Cell phones and pagers need to be turned off.
9. No profanity.

If you have concerns about this list or any other aspect of the class, please arrange to discuss the matter with me during my office hours. Similarly, if circumstances arise that will impact your performance in this class, let me know as soon as possible.
Composition of the Overall Grade  
(all assignments and point totals are tentative)

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Participation</strong></td>
<td>100</td>
<td>(14%)</td>
</tr>
<tr>
<td>Discussion, in-class writing, small group work, discussion leader duties</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Short Writing Assignments</strong></td>
<td>300</td>
<td>(43%)</td>
</tr>
<tr>
<td>Memo of Introduction</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Response Analysis Memos (11 @ 10 pts. each)</td>
<td>110</td>
<td>(16%)</td>
</tr>
<tr>
<td>Blog Posts (28 @ 5 pts. per post)</td>
<td>140</td>
<td>(20%)</td>
</tr>
<tr>
<td>Prospectus for the Seminar Paper</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Evaluation Memorandum</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>Medium-Sized Writing Assignment</strong></td>
<td>100</td>
<td>(14%)</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Large Writing Assignment</strong></td>
<td>200</td>
<td>(29%)</td>
</tr>
<tr>
<td>Seminar Paper</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**700 points**

Grading Scale for Formal Documents:
- 100-92% = A
- 91-90 = A-
- 89-88 = B+
- 87-82 = B
- 81-80 = B-
- 79-78 = C+
- 77-72 = C
- 71-70 = C-
- 69-68 = D+
- 67-62 = D
- 61-60 = D-

Overall Grading Scale:
- 100-90% = A
- 89-80 = B
- 79-70 = C
- 69-60 = D
- 59 and below = F
ENG 5011 Syllabus

All assignments and due dates are tentative
RT = Rhetorical Tradition
CR = Composition-Rhetoric
DL = Discussion Leader

8-28 Introduction to the Course
Course Policies, Assignments, and Goals
What is Rhetoric?
Blog Post 1 (Sat.) & Blog Post 2 (Mon.)

9-4 Introduction, "The Sophistic Movement," "Isocrates and Education in Rhetoric"
(19-27) RT
Gorgias, Encomium of Helen (42-6)
Anonymous, Dissoi Logoi (47-55)
Isocrates, Against the Sophists & Antidosis (67-79)
Response/Analysis Memo I due
Memo of Introduction due
Blog Post 1 (Sat.) & Blog Post 2 (Mon.)

9-11 "Plato: True and False Rhetoric" (28-30) RT
Plato, Gorgias—DL 1 (80-138)
Plato, Phaedrus—DL 2 (138-68)
Response/Analysis Memo II due
Blog Post 1 (Sat.) & Blog Post 2 (Mon.)

9-18 "Aristotle: Systematic Rhetoric" (30-2) RT
Aristotle, Rhetoric—DL 3 & 4 (169-240)
Response/Analysis Memo III due
Blog Post 1 (Sat.) & Blog Post 2 (Mon.)

(32-6) RT
Cicero, De Oratore—DL 5 (283-339)
Quintilian, Institutes of Oratory: Book II, Ch. 1—DL 6 (359-428)
Response/Analysis Memo IV due
Blog Post 1 (Sat.) & Blog Post 2 (Mon.)

10-2 Introduction to Medieval Rhetoric (431-49) RT
Augustine, On Christian Doctrine—DL 7 (450-85)
Boethius, An Overview of the Structure of Rhetoric (486-91)
Anonymous, The Principles of Letter Writing (492-502)
Robert of Basevorn, The Form of Preaching (525-39)
Response/Analysis Memo V due
Blog Post 1 (Sat.) & Blog Post 2 (Mon.)
10-9  Renaissance Rhetoric (555-80) RT  
   Erasmus, Copia—DL 8 (581-627)  
   Ramus, Arguments in Rhetoric against Quintilian—DL 9 (674-97)  
   Bacon, The Advancement of Learning & Novum Organum (736-47)  
   **Response/Analysis Memo VI due**  

Blog Post 1 (Sat.) & Blog Post 2 (Mon.)

Conferences about Prospecti this week prior to 10-16

10-16  Enlightenment Rhetoric (791-813) RT  
   Locke, An Essay Concerning Human Understanding (814-27)  
   Campbell, The Philosophy of Rhetoric—DL 10 (898-949)  
   Blair, Lectures on Rhetoric and Belles Lettres—DL 11 (950-79)  
   **Prospectus for Seminar Paper due**  
   **Response/Analysis Memo VII due**  

Blog Post 1 (Sat.) & Blog Post 2 (Mon.)

10-23  Nineteenth-Century Rhetoric (983-99) RT  
   Whately, Elements of Rhetoric—DL 12 (1000-30)  
   Bain, English Composition and Rhetoric (1141-51)  
   Hill, The Principles of Rhetoric  
   **Response/Analysis Memo VIII due**  

Blog Post 1 (Sat.) & Blog Post 2 (Mon.)

10-30  Modern and Postmodern Rhetoric (1184-1205) RT  
   Bakhtin, The Problem of Speech Genres—DL 13 (1206-09, 1227-45)  
   Richards, The Meaning of Meaning, The Philosophy of Rhetoric (1270-94)  
   **Response/Analysis Memo IX due**  

Blog Post 1 (Sat.) & Blog Post 2 (Mon.)

   Weaver, Language is Sermonic (1348-1360)  
   **Response/Analysis Memo X due**  

Blog Post 1 (Sat.) & Blog Post 2 (Mon.)

11-13  Connors, (1-68) CR  
   **Peer Review of the Seminar Paper**  

Blog Post 1 (Sat.) & Blog Post 2 (Mon.)

11-20  Connors, (69-111) CR  
   **Seminar Paper due**  

Blog Post 1 (Sat.) & Blog Post 2 (Mon.)

12-4  Connors, (112-295) CR
Response/Analysis Memo XI due
Blog Post 1 (Sat.) & Blog Post 2 (Mon.)

12-11  Connors, (296-327) CR
Annotated Bibliography due
   Short presentation of your annotated bibliography
Evaluation Memo due