Rhetorical Traditions:

Rhetoric and Philosophy

English 30253.015

Fall 2016

TR 9:30-10:50a

Moudy South 204

Dr. Jason Helms

317c Reed Hall

817-257-7082

jason.helms@tcu.edu

Office hours: TR 8-9a and by appt.
Pearson LearningStudio class site: <http://www.tcuglobal.edu>

## Overview and Outcomes

Rhetorical Traditions serves as an introduction to the ideas, issues, and individuals that have shaped rhetoric. We will be focusing in on rhetoric’s long relationship with philosophy and specifically on the impact that relationship might have on education.

Western rhetoric and philosophy grew up beside each other in ancient Greece. While we will anchor our inquiry with this history, we will also discover influences outside of the main from other cultures and disciplines. We will investigate rhetorical and philosophical theories and explore methods for communicating, teaching, and discovering new knowledge in each discipline.

This course, like all courses at TCU, has outcomes explaining what students should achieve in the course. The outcomes listed here are the goals we are working toward, and the course was created to best help you meet those ends. I have included three levels of outcomes: core, action steps, and course specific. By the end of ENGL 30253, students should demonstrate:

* an understanding of individual rights and responsibilities and an ability to assess critically the intentions and consequences of personal, professional or societal actions:
	+ Students will examine and articulate the rights and responsibilities of individuals and groups in various political/social contexts.
		- You will apply what they’ve learned to their own context, arguing for specific actions in actual situations.
* an understanding of one or more traditions of normative inquiry and an ability to assess the ethical dimensions of individual, professional or civic life.
	+ Students will examine and compare the implications that follow from the adoption of differing normative/ethical systems.
		- You will specifically investigate conflicting normative systems of rhetoric and philosophy, each of which often attempts to subsume the other, and argue for practical ways of negotiating these conflicts through class discussions and essays
* a working knowledge of the rhetorical conventions of the target discipline.
	+ Students will discuss and employ in writing discipline-specific conventions.
		- While writing learning the conventions of rhetoric as a discipline, we will also be moving along the border of philosophy and learn many of its conventions as well.
* the ability to use writing as a means of gaining and expressing an understanding of discipline-specific content.
	+ Students will use writing as a learning strategy to explore knowledge about a specific subject.
		- You will create outlines and summaries of difficult texts as a way toward better understanding them.
	+ Students will use writing to conduct inquiry into an appropriate discipline-specific topic.
		- You will write a series of essays that move from a very simple inquiry following a specific prompt to a more complex inquiry in a topic you have proposed.
	+ Students will express through writing an understanding of disciplinary content.
		- Your final essay will explicate a specific relationship between philosophy and rhetoric and you will defend that argument to the class.
* the ability to employ writing strategies and rhetorical practices learned in lower division writing courses (i.e. Written Communication 1 and 2).
	+ In two or more writing assignments, students will employ diverse writing strategies.
		- You will be asked to mimic the styles of texts we are reading in informal assignments and to write in accepted academic styles in your formal essays.
	+ Students will revise at least one major writing project.
		- You will revise your first and second essays.
* the ability to produce writing that demonstrates clarity and precision of thought.
	+ Students will write persuasively for a discipline-specific audience.
		- You will write for a very specific audience, your class mates, as we are together disciplined into the field of rhetoric. *Disciplina est facultas.*

## Keys to Success in this Course

* Carefully read assigned readings and bring them to class
* Participate meaningfully in class discussions
* Ask questions in or out of class
* Attend class regularly and punctually
* Turn in work on time
* Plan and work proactively (don’t start assignments at the last minute)
* Take ownership of your intellectual growth.

## Required Texts and Materials

* BIzzell, Patricia and Bruce Herzberg. *The Rhetorical Tradition*, 2nd Ed., Bedford / St. Martin’s, 2000.
* Pirsig, Robert. *Zen and the Art of Motorcycle Maintenance,* 1st Ed., William Morrow Paperbacks, 2005.
* Regular access to Pearson LearningStudio for .pdf readings, Doc Sharing, and links on webliography
* TCU email account (important class announcements will go here—you’ll need to check it daily)

## Assignments

[Note: Except for in-class writings, everything you turn in should be typed. If you aren’t submitting a hard copy, you’ll name your files like this: LastNameFirstName\_AssignmentName.docx]

*1) Major Assignments*

We’ll be producing three major assignments in the course totaling 20-30 pages of text. Each essay will require you to propose a topic before beginning in earnest. Before each assignment is due, you’ll receive a detailed assignment sheet. You are required to do revisions of your first two essays. Revision guidelines will be posted on the course website.

Essay 1: Zen and the Art of Rhetoric

Essay 2: Classical Rhetoric Essay

Essay 3: Final Essay

*2) Minor Assignments*Minor assignments include reading assignments, in-class writings, informal out-of-class writings, pop quizzes, written feedback to peers, etc. The goal of daily writing is to generate ideas, thinking on the page, not about having a finished product.

*3) Discussion*

You will be expected to contribute to class discussion throughout the semester. Rather than an ambiguous “participation” grade, you will receive a discussion grade out of five for every day you are present. Showing up to class gets you three points. Asking one or more question gets you another point. Offering one or more insight gets you another. This means that to receive a grade of five out of five you need to talk: both ask questions and offer your own thoughts.

*4) Conference*

Early in the semester, we’ll meet one-on-one for you to propose your essay one topic and to discuss your goals for the course. When we meet, please come prepared—you will plan the agenda for our time together. Attendance is required for these conferences—if you need to reschedule, *contact me ahead of time*. Conferences will not be rescheduled due to lateness or an unexcused absence.

*5) Final Evaluative Experience: Written and Oral Exam*

The Final Evaluative Experience will be a five-minute presentation and defense of essay three. These presentations should consist of a short prepared section followed by response to instructor and class questions / comments. **MAKE SURE YOUR HOLIDAY TRAVEL PLANS TAKE INTO ACCOUNT YOUR FINAL EXAM TIME, AS YOU WILL NOT BE ABLE TO RESCHEDULE YOUR PRESENTATION.**

## Course Policies

**Attendance**

Regular attendance is necessary to your success in this course. Students representing TCU in a university-mandated activity that requires missing class should provide official documentation of schedules and turn in work *in advance.* **Nine unexcused absences constitute grounds for failure of the course.** Absences due to illness, sleeping, and long weekends are NOT excused--they all count toward the three weeks' absences limit. Since illness is likely at some point during the semester, students are urged to save their unexcused absences for times when you are too sick to come to class. **Absences under the three-week maximum can still affect your grade adversely.** After three unexcused absences, half a letter grade will be subtracted from your final grade for each additional absence (i.e.: if you are at a B and miss four classes, your grade would be a B-, with five, a C+, with six, a C, etc). Students whose absences are due to circumstances beyond their control may appeal this policy by scheduling a meeting with me. Generally, I do not excuse additional absences without documentation. To do well in this course, you must come to class.

**Tardies**

Please be on time for class. Students who are tardy (five minutes late or more) are a distraction to the whole class. Keep in mind that in-class work cannot be made up. ***Three tardies will equal an absence for the course.***

**Late Work**

Work will be due at the beginning of class and will be considered late thereafter. If you know you will be missing a class, you need to submit the assignment ahead of time. Note: Some due dates are not class dates; please read the course calendar carefully. Late papers will not be excepted unless the instructor has agreed to late submission *in advance of the due date*. If you know you will be missing a class, you need to submit the assignment ahead of time or come meet with me well in advance of the due date for us to discuss the issue. *Note:* This course relies heavily on technology, so you will need to have reliable access to the internet, which is always available in several places (including the library) on campus. Problems with technology (i.e.: computer crash, printer malfunction, internet connectivity issues, etc.) are not acceptable excuses for submitting late work. Plan ahead to avoid last minute crises related to submitting assignments. Also, please note that some assignments related to this course will be submitted online through Pearson LearningStudio, and some of those deadlines will be due before the next day’s class.

**Grades**Simply fulfilling the minimum requirements of the course warrants an average grade (*i.e*., C). Coming to class every day and doing assignments is not something that earns extra credit or an automatic A; it’s an expectation for being in the course. A higher than average grade will be based on: 1) the distinctive quality and development of your work; 2) consistently demonstrating critical and creative thinking in your writing; 3) your ability to guide a piece of writing through the various stages of revision; and 4) a willingness to take risks by exploring new subjects, genres, and techniques. Below is a breakdown of how final grades are calculated; as we move into the semester you’ll receive more detailed descriptions and we’ll talk more about how your writing is evaluated.

**Final Numerical Grade Calculation (+/-):**

| Grade | Score |
| --- | --- |
| A  | 94-100 |
| A- | 90-93 |
| B+ | 87-89 |
| B | 84-86 |
| B- | 80-83 |
| C+ | 77-79 |
| C | 74-76 |
| C- | 70-73 |
| D+ | 67-69  |
| D | 64-66 |
| D- | 60-63 |
| F | 0-59 |

**Grade Breakdown**

Major Assignments 60%

 *Essay One (10%)*

 *Essay Two (20%)*

 *Essay Three (30%)*

Minor Assignments 20%

Discussion 15%

Final 5%

**Class Conduct**Our classroom is a place for the free exchange of ideas in an environment of mutual respect. Students whose behavior distracts or disrespects others will be asked to leave and will be counted absent.

**Office Hours**

During my office hours, I will be available to talk with you about any questions, comments, or concerns you have about the course. Please stop by and see me during these hours—that time is yours. If the hours don’t work for you, come make an appointment with me.

**Technologies**

Please silence cell phones and any other electronics during class. Texting, checking Facebook, etc. from your phone or computer means you’re not engaging in the daily activities of our course, and succeeding in the course will be difficult as a result. Failure to adhere to these policies can impact your grade for the course. Please note: unless otherwise told that you don’t need to turn in a hard copy of an assignment. When requested, you are responsible for bringing hard copy assignments—stapled, sorted (if multiple copies), and ready to be submitted—at the beginning of class.

**Pearson LearningStudio Class Website**

We have a course website we’ll use for various activities throughout the course: some required course readings will be there; discussion threads (when applicable); in-class writings (since we’re in a computer classroom); sharing resources on the webliography; accessing handouts for the course; and sometimes submitting course assignments to the course dropbox.

**TCU Disability Statement**

Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Eligible students seeking accommodations should contact the Coordinator of Student Disabilities Services in the Center for Academic Services located in Sadler Hall, 1010. Accommodations are not retroactive, therefore, students should contact the Coordinator as soon as possible in the term for which they are seeking accommodations. Further information can be obtained from the Center for Academic Services, TCU Box 297710, Fort Worth, TX 76129, or at (817) 257-6567.

Adequate time must be allowed to arrange accommodations and accommodations are not retroactive; therefore, students should contact the Coordinator as soon as possible in the academic term for which they are seeking accommodations. Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports to the Coordinator. Guidelines for documentation may be found at <http://www.acs.tcu.edu/disability_documentation.asp>.

Students with emergency medical information or needing special arrangements in case a building must be evacuated should discuss this information with their instructor/professor as soon as possible.

**Academic Misconduct (Sec. 3.4 from the Student Handbook):**

Any act that violates the academic integrity of the institution is considered academic misconduct. The procedures used to resolve suspected acts of academic misconduct are available in the offices of Academic Deans and the Office of Campus Life and are listed in detail in the Undergraduate Catalog. Specific examples include, but are not limited to:

* **Cheating**: Copying from another student’s test paper, laboratory report, other report, or computer files and listings; using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; collaborating with or seeking aid from another student during a test or laboratory without permission; knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; substituting for another student or permitting another student to substitute for oneself.
* **Plagiarism**: The appropriation, theft, purchase or obtaining by any means another’s work, and the unacknowledged submission or incorporation of that work as one’s own offered for credit. Appropriation includes the quoting or paraphrasing of another’s work without giving credit therefore. In this class I will sometimes use TurnItIn to detect plagiarism.
* **Multiple Submission**:The submission by the same individual of substantial portions of the same academic work (including oral reports) for credit more than once in the same or another class without authorization.
* **Collusion**: The unauthorized collaboration with another in preparing work offered for credit.

**TCU Resources**

* **New Media Writing Studio**. | Scharbauer 2003 | [www.newmedia.tcu.edu](file:///C%3A%5CDocuments%20and%20Settings%5Cchogg%5CApplication%20Data%5CMicrosoft%5CWord%5Cwww.newmedia.tcu.edu) | newmedia@tcu.edu | 817‐257‐5194 | The New Media Writing Studio (NMWS) is available to assist students with audio, video, multimedia, and web design projects. The Studio serves as an open lab for use by students during posted hours and has both PC and Mac computers outfitted with a range of design software. A variety of equipment is available for checkout to students whose teachers have contacted the Studio in advance. See their website for more information and a schedule of open hours.
* **Center for Writing**. | Reed 419 | [www.wrt.tcu.edu](file:///C%3A%5CDocuments%20and%20Settings%5Cchogg%5CApplication%20Data%5CMicrosoft%5CWord%5Cwww.wrt.tcu.edu) | 817‐257‐7221 |The William L. Adams Center for Writing is an instructional service with the mission of helping members of theTCU community improve their writing. Consultants offer feedback on writing projects to students, staff, and faculty from all academic disciplines. In addition to serving as a friendly audience, consultants address any issue a writer would like to discuss, though consultations often focus on topic generation, organization of ideas, style, clarity, and documentation. Go to their website to see their hours and make an appointment.
* **IC Computer Lab** | Mary Couts Burnett Library | [www.ic.tcu.edu](http://www.ic.tcu.edu) | The Information Commons computer lab is an open use lab available to all TCU students. Access is first come, first served, with the exception of four multimedia stations that can be reserved for use at specific times if requested. Assistance is available from the Information Commons desk staff during all open hours, with additional support from either the full‐time Computer Services Librarian or the full‐time Computer Lab Assistant during most hours.
* **TCU Computer Help Desk** | Mary Couts Burnett Library (first floor) | [www.help.tcu.edu](file:///C%3A%5CDocuments%20and%20Settings%5Cchogg%5CApplication%20Data%5CMicrosoft%5CWord%5Cwww.help.tcu.edu) | 817‐257‐5855

The Help Desk provides support for TCU related computing accounts and services.

* **Mary Couts Burnett Library** | [www.lib.tcu.edu](file:///C%3A%5CDocuments%20and%20Settings%5Cchogg%5CApplication%20Data%5CMicrosoft%5CWord%5Cwww.lib.tcu.edu) | reference@tcu.edu | 817‐257‐7117 | The Library provides resources and services for the research and information needs of the TCU community.

## Tentative Course Schedule

**BH = *The Rhetorical Tradition,* Bizzell and Herzberg**

**Pirsig = *Zen and the Art of Motorcycle Maintenance*, Pirsig**

**pdf = reading available on the learning studio course shell**

**Week 1**

T 8/23 Introduction to the course and syllabus, Intro Fish

R 8/25 Read Fish “Rhetoric” (pdf)
 Discuss Essay One, Intro Pirsig

**Outline of FISH due**

**Week 2**

T 8/20 Read “Part I” (Pirsig 3-111)

R 9/1 Read “Part II” (Pirsig 115-231)

**Week 3**

T 9/6 Sick

R 9/8 Sick

**Week 4**

T 9/13 Zen wrap up

Read Zen Parts 3 and 4 (236-540)

R 9/15 Read “Introduction to Greek Philosophy” (pdf); “General Introduction,” (BH 1-16) “Classical Rhetoric: Introduction” (BH 17-41); and Aspasia (BH 56-66).

**Essay one topic due**

**Week 5**

T 9/20 Read) and Enos and Peterman, “Writing Instruction for ‘Young Ladies’ of Teos” (pdf) Gorgias, “Encomium of Helen” (BH 42-46) and “On Non-Being” (pdf)

**Essay One Due**

T 9/22 Read Isocrates (BH 67 – 79) and Plato, “Introduction” (80-86)

**Week 6**

R 9/27 Read Plato, “Phaedrus” (BH 138-168)

**OUTLINE OF PHAEDRUS DUE**

R 9/29 Discuss Plato

 **Dialogue due**

**Week 7**T 10/4 Read Aristotle (BH 169-186)
 Discuss Essay Two

**Essay One Revisions Due**

R 10/6 Read Aristotle *Rhetoric* (BH 219-236) and *Topics* (online)

**Week 8 (Fall Break)**

T 10/11 *No Class-Fall Break!*

R 10/13 Read Lanham, “The Q Question” (pdf)

**Essay two topic due**

*Last Day to Drop Course*

**Week 9**

T 10/18 Read “Medieval Rhetoric: Introduction” (BH 429-449) and “Renaissance Rhetoric:

Introduction” (BH 553-581) and Boethius (BH 488-491) and *Consolation of*

*Philosophy*, Metrum 1 Prosa 1(online)

# R 10/20 Read “Enlightenment Rhetoric: Introduction” (BH 789-813) and Vico, “from *On the Study Methods of Our Time*,” (BH 862-878)

**Week 10**

T 10/25 Read “Nineteenth-Century Rhetoric” (BH 981-999) and Nietzsche (BH 1168-

1180) ~~and “Lecture Notes on Rhetoric” (pdf) (96-109)~~

**essay two due**

R 10/27 Read “Modern and Post-Modern Rhetoric: Introduction” (BH 1181-1205) and Burke, intro and “from *Language as Symbolic Action*” (BH 1295-1297 and 1340-1348)

 Introduce Heidegger

**OUTLINE OF BURKE DUE**

**Week 11**

T 11/1 Read Heidegger “Language” (pdf)

**OUTLINE OF HEIDEGGER DUE**

**Essay two revisions Due**

R 11/3 Read Ijsseling, “Who Is Actually Speaking Whenever Something Is Said?” (pdf)

**Week 12**

T 11/8 Read Foucault (BH 1432-5; 1460-1470)
 **OUTLINE OF FOUCAULT DUE**

R 11/10 Read Cixous (BH 1520-1536)

 **“OUTLINE” OF CIXOUS DUE**

**Week 13**
T 11/15 Coates, “Letter to my Son” ([link](http://www.theatlantic.com/politics/archive/2015/07/tanehisi-coates-between-the-world-and-me/397619/))

R 11/17 Read Davis and Ronnell, “Breaking Down ‘Man’” (pdf)

**Week 14**

T 11/22 Watch *Arrival* (in theaters)

**ESSAY THREE PROPOSAL DUE**

# R 11/24 *No School—Thanksgiving Break*

**Week 15**

T 11/29 Read Davis, “Figuration”

**OUTLINE OF DAVIS DUE**

R 12/1 ReadCassin, “Interview” (pdf)

**Week 16**

T 12/6 Read Mailloux, “Notes on Prayerful Rhetoric” (pdf)

W 12/7  **ESSAY THREE DUE**

R 12/8 Study Day

**Finals Week**

8:00-10:30

Tuesday, December 13

**Final PRESENTATION**