



**Saint Louis University – Madrid Campus
English Department**

ENGL 3760 Topics in Rhetorical Analysis

Fall 2016: Mondays & Wednesdays, 5:30-6:45 p.m.; 3 Credit Hours

Instructor: Anne McCabe, Ph.D.

Office Hours: Mondays, Wednesdays and Fridays, 12:00-2:00 p.m. (or by appointment)

Office: San Ignacio Hall, Office 308 **Office phone:** 91.554.5858 ext. 257 **E-mail:** anne.mccabe@slu.edu

Prerequisites: ENGL 2000-level course

Course Goals and Description

Aristotle defined rhetoric as “the faculty of observing in any given case the available means of persuasion”. These ‘available means of persuasion’ draw on many different sources, for example previous texts, our knowledge of the world, and metaphor. In verbal texts, the main means drawn on is language, which is (often very carefully) chosen to position readers to align with the objectives of the writer, sometimes in very subtle ways. In our ever-increasing on-line world, text producers usually combine verbal texts with visual images in order to create certain reader/viewer positions, and thus ‘persuade’ us to think in a certain way, to buy a product, to get us to vote (or not), or to change to a new way of doing things. In this course, through a combination of reading, lecture, exercises, assignments, and discussion, we will briefly review the practice of rhetoric over the ages and study and apply tools of analysis of rhetorical techniques in verbal and multimodal texts.

Specific student learning outcomes: during this course, you will:

- **Recognize, explain and analyze** the rhetorical techniques used to position and align readers/viewers through verbal and visual choices in texts
- **Explain and analyze** the contextual factors that further the persuasive design of texts
- **Apply** rhetorical techniques to **create** texts designed to position readers/viewers in chosen ways

Course Texts:

Bartlett, Tom (2014) *Analysing power in language: A practical guide*. London & New York: Routledge.
Readings on Blackboard

Grading Policy: Participation and preparation of homework assignments (15%)

Literary and address analyses (10% each, total 20%)

Mid-term exam (10%)

Media text analysis (15%)

Response to media text (15%)

Re-mediated response + reflection (10%)

Final portfolio (10%)

Final reflection (5%)

Grading Scale:

Each piece of graded work will be assessed using the following scale. At the mid-term and at the end of the semester, your grade will be calculated also according to this scale:

A 4.0 High intellectual initiative and achievement (work constantly and consistently goes beyond the given,

- shows informed risk-taking, adds new perspectives)
- A- 3.7 High intellectual initiative and achievement (work usually goes beyond the given, shows informed risk-taking, adds new perspectives)
- B+ 3.3 Above average and approaching high achievement (work goes beyond the given, shows some risks, adds something new)
- B 3.0 Above average (work goes beyond the given, shows solid initiative)
- B- 2.7 Above average (work sometimes goes beyond the given, shows some initiative)
- C+ 2.3 Slightly above average (work is as expected, but shows some initiative)
- C 2.0 Clearly acceptable performance (work is as required)
- C- 1.7 Slightly below average (work is sometimes less than expected)
- D 1.0 Minimum passing grade; achievement of questionable acceptability
- F 0.0 Failure
- AF 0.0 Failure due to excessive absences or unauthorized withdrawal

Attendance Policy:

Regular class attendance is mandatory. More than three unexcused absences will result in a lowered grade. Excused absences include illness (if verified by a doctor's note) and school trips. In the case of an excused absence, you are expected to keep up with any assigned work (as indicated on the syllabus).

Class Assignments:

You should come to class prepared - which means having read the assigned texts carefully and done the assigned exercises. I may periodically ask you to submit exercises in addition to those noted on the assignment schedule. Some of the assigned exercises we will do together in class. The homework is designed to help you learn the concepts and are due at the beginning of each class period.

Written Assignments and Portfolio:

You will write/create a series of assignments:

- Literary analysis (2-3 pages)
- Address analysis (2-3 pages)
- Media text analysis (8 pages)
- Response to media text (2 pages)
- Re-mediated response (speech, video, photo-essay etc.) + reflection (2 pages)

You will be given more instructions and a rubric in class for each of the assignments. You will gather all of this work into a portfolio for an end-of-semester reflection (further rubrics will be given for the grading of the portfolio and the reflection).

Late Written Assignment Policy:

The schedule states when written assignments are due. Late assignments will drop one full letter grade, and a student who fails to turn a paper in within a week of its due date will receive an F on that assignment. Always contact me before an assignment is due if you anticipate a problem. All written assignments must be completed in order for you to pass the course.

Academic Honesty Policy:

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy can be accessed on the Provost's Office website at: http://www.slu.edu/Documents/provost/academic_affairs/University-wide%20Academic%20Integrity%20Policy%20FINAL%20%206-26-15.pdf. Additionally, SLU-Madrid has posted its academic integrity policy online: <http://www.slu.edu/madrid/academics>. As a member of the University community, you are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions and appeals.

Please direct questions about any facet of academic integrity to me, the chair of the department of your academic program or the Academic Dean of the Madrid Campus. In writing up the research that you will be doing for this course, it is important to be careful about citing all exact words, as well as ideas, taken from outside sources. Also, on exams it is important to produce your own responses to all questions, based on the material from class lectures, discussions and readings. Please do not hesitate to ask me about the correct ways of handling and citing outside sources. Sanctions for violations of academic integrity are an F for the course, with the possibility of further disciplinary action taken by the University. In the instance of a suspicion of plagiarism or other form of academic dishonesty it should be remembered that the instructor has the right to require the student to prove (by quiz, interview, or other means) that they are the author of submitted work. Inability to do so will result in a report to the committee for academic dishonesty.

Exams:

Exams will be based on textbook and on class notes. Dates for the mid-term and final exams are included on the course syllabus. Any student who does not notify me in advance that he/she is unable to attend the exam will receive an F. There are no make-up mid-term and final exams.

Academic Accommodations and Learning Resources:

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Academic Dean's Office (San Ignacio Hall) or by going to <http://www.slu.edu/madrid/learning-resources>.

Students with a documented disability who wish to request academic accommodations must contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also must notify the course instructor that they wish to access accommodations in the course. Please contact Disability Services by checking the webpage at <https://www.slu.edu/madrid/campus-life/student-services/disability-services> or phoning +915 54 58 58, ext. 230 for an appointment. Confidentiality will be observed in all inquiries. Once approved, information about the student's eligibility for academic accommodations will be shared with course instructors via email from Disability Services. For more information about academic accommodations, see "Student Resources" on the SLU-Madrid webpage.

Note: Students who do not have a documented disability but who think they may have one are encouraged to contact Disability Services.

Outcomes Assessment: In order to maintain quality academic offerings and to conform to accreditation requirements, SLU-Madrid regularly assesses its teaching, services and programs for evidence of student learning. For this purpose, SLU-Madrid keeps representative examples of student work from all courses and programs on file, including assignments, papers, exams, portfolios and results from student surveys, focus groups and reflective exercises. Copies of your work for this course may be kept on file for institutional research, assessment and accreditation purposes. If you prefer SLU-Madrid not to retain your work for this purpose, you must communicate this decision in writing to your professor.

Title IX Statement: Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX deputy coordinator, Marta Maruri, whose office is located on the ground floor of Padre Rubio Hall, Avenida del Valle, 28 (mmaruri@slu.edu; 915-54-5858, ext. 213) and share the basic fact of your experience with her. The Title IX deputy coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the SLU-Madrid's Counseling Services on the third floor of San Ignacio Hall (counselingcenter-madrid@slu.edu; 915-54-5858, ext. 230) or Sinews Multipletherapy Institute, the off-campus provider of counseling services for SLU-Madrid (www.sinews.es; 917-00-1979). To view SLU-Madrid's sexual misconduct policy and for resources, please visit the following web address: <http://www.slu.edu/Documents/Madrid/campus-life/SLUMadridSexualMisconductPolicy.pdf>

SYLLABUS

Date	Topic	Assignment
Sept. 4	Introduction to the course; introduction to rhetoric Aristotle, Cicero	Read Cockcroft & Cockcroft 'Chapter 1' (up to page 40) and complete task (on Blackboard)
Sept. 6	The scope of rhetoric: Rhetoric over the ages	Read Cockcroft & Cockcroft 'Chapter 1' (page 40 until end) and complete task (on Blackboard)
Sept. 11	The scope of rhetoric: Doing rhetorical analysis	Read Selzer, 'Chapter 10' (pp 279-291) and complete task (on Blackboard)
Sept. 13	Rhetoric over the ages: Reading <i>Antigone</i> and rhetorical analysis	Read <i>Antigone</i> and complete worksheet (on Blackboard)
Sunday, September 17: Last day to drop a class without a grade of W and/or add a class Last day to choose audit (AU) or Pass/No Pass (P/NP) options		
Sept. 18	Rhetoric over the ages: The Progymnasmata The power of story	Carry out assigned exercises from the <u>Progymnasmata</u>
Sept. 20	The scope of rhetoric: Doing rhetorical analysis	Read Selzer 'Chapter 10' (pp 291-303) and complete worksheet (on Blackboard); analyze a literary text (due September 27)
Sept. 25	In-class workshop: analyzing a literary text	
Sept. 27	Analysis of a literary text due; texts and discourse analysis	Read Bartlett 'Chapter 1' and do assigned exercises
Oct. 2	Text and the construction of field	Read Bartlett 'Chapter 2' up to page 29. Analyze Seb Coe's IOC address (pp 29-31)
Oct. 4	Reference and motifs	Read Bartlett 'Chapter 2' until the end. Analyze an address using the material from Chapter 2 (due October 9)
Oct. 9	Analysis of address due; construing participation in texts: material processes	Read Bartlett 'Chapter 3' up to page 58. Analyze the excerpt from MLK's 'Dream' speech (pp 58-59)
Oct. 11	Mid-term exam review	
Oct. 16	Mid-term exam	
Oct. 18	Construing participation in texts: mental and verbal processes	Read Bartlett 'Chapter 3' pp 59-72. Analyze response from Tony Blair (pp 73-74)

Oct. 23	Construing participation in texts: relational and existential processes; circumstances; carrying out a transitivity analysis	Read Bartlett 'Chapter 3' up until the end. Begin writing transitivity analysis assignment, due October 30
Oct. 25	Transitivity analysis workshop; Interpersonal meaning: text as interaction and alignment	Work on transitivity analysis assignment
Monday, October 30: Last day to DROP a class and receive a grade of "W".		
Oct. 30	Transitivity analysis due	Read Bartlett 'Chapter 4' up to page 115. Do exercise 4.2
Nov. 6	Evaluative stance in text	Read Bartlett 'Chapter 4' up to end. Do exercise 4.5. Begin writing interpersonal stance assignment, due November 13 (same text as transitivity analysis assignment); due November 13
Nov. 8	Tom Bartlett lecture	
Nov. 13	Interpersonal stance analysis assignment due Textual meaning: The speaker as weaver	Read Bartlett 'Chapter 5' and do assigned exercises. Begin writing textual analysis assignment (same text as two previous assignments), due November 20.
Nov. 15	Textual analysis workshop; rhetorical units	Read Bartlett 'Chapter 6'.
Nov. 20	Textual analysis assignment due.	Begin writing response text due November 27
Nov. 22	Voice and hybridity	Read Bartlett 'Chapter 7' and do assigned exercises
Nov. 27	Workshop on response text; visual rhetoric	
Nov. 29	Response text due	Read Dale Jacobs 'Beyond visual rhetoric' and complete tasks (on Blackboard)
Dec. 4	Visual rhetoric and multimodal texts	Work on re-mediating response assignment.
Dec. 6	<i>Día de la Constitución</i> Holiday	
Dec. 11	Re-mediated response workshop	
Dec. 13	Review: bringing it all together	
Final Exam: Wednesday, December 20, 15:30-18:30: Portfolios due, re-mediated texts presentation, final reflection		