1. ASCRC General Education Form

<table>
<thead>
<tr>
<th>Group</th>
<th>Group VI: Historical and Cultural Studies</th>
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<tbody>
<tr>
<td>Dept/Program</td>
<td>COMM</td>
</tr>
<tr>
<td>Course Title</td>
<td>Introduction to Rhetorical Theory</td>
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<tr>
<td>Prerequisite</td>
<td>COMM 111</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
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II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office

<table>
<thead>
<tr>
<th>Please type / print name</th>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Instructor</td>
<td>Steve Schwarze</td>
<td></td>
</tr>
<tr>
<td>Phone / Email</td>
<td>4901/steven.schwarze@umontana.edu</td>
<td></td>
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<tr>
<td>Program Chair</td>
<td>Betsy Bach</td>
<td></td>
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<tr>
<td>Dean</td>
<td>Gerald Fetz</td>
<td></td>
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III. Description and purpose of the course: General Education courses must be introductory and foundational. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See Preamble: http://www.umt.edu/facultysenate/gened/GEPreamble_final.htm

The primary purpose of this course is to help students understand various theories of rhetoric as they emerged in the western world. By the end of the course, students should be able to: define and explain fundamental concepts of rhetorical theory; generate basic analysis of rhetorical texts using those concepts; understand how rhetorical theories emerged from broader cultural and political concerns at particular historical junctures; and discuss the implications of specific rhetorical theories for democratic politics and culture.

IV. Criteria: Briefly explain how this course meets the criteria for the group. See: http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm

Courses teach students how to: present ideas and information with a view to understanding the causes, development, and consequences of historical events; evaluate texts or artifacts within their historical and/or cultural contexts; and analyze human behavior, ideas, and institutions within their respective historical and/or cultural contexts.

COMM 250 situates key works of Western rhetorical theory within their historical context, explaining how those theories are reflective of and responsive to the historical and cultural conditions of their time. The course grounds evaluation of rhetorical theories and artifacts in their historical contexts, and equips students to analyze how the traditions of rhetorical practice take shape in relation to political institutions.

The course justification should explain the approach and focus with respect to its chronological, geographical, and/or topical content. A methodological component (e.g. historiography or ethnography) must be apparent.

The course approach is chronological, beginning with the conflicts between orators and philosophers in Ancient Greece that are central to the rhetorical tradition. Methodological concerns are foregrounded in the latter part of the course. Students read current scholarship that shows how concepts of rhetorical theory are used to generate methods of rhetorical criticism.
<table>
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<tr>
<th>V. Student Learning Goals: Briefly explain how this course will meet the applicable learning goals. See: <a href="http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm">http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm</a></th>
</tr>
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<tbody>
<tr>
<td>1. synthesize ideas and information with a view to understanding the causes and consequences of historical developments and events; Exam and quiz questions require students to exhibit understanding how historical events led to the development of rhetorical theories, and how those theories influenced later developments in the tradition.</td>
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<tr>
<td>2. evaluate texts or artifacts within their historical and/or cultural contexts; Students are asked to evaluate rhetorical theories as well as speeches or other artifacts in relation to their historical situation. Depending on the instructor and course size, this is accomplished through group work, essay, or exam questions.</td>
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<tr>
<td>3. analyze human behavior, ideas, and institutions within their respective historical and/or cultural contexts. Exam questions ask students to analyze how political and cultural concerns are manifest in rhetorical texts.</td>
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<th>VII. Syllabus: Paste syllabus below or attach and send digital copy with form. [The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: <a href="http://teaching.berkeley.edu/bgd/syllabus.html">http://teaching.berkeley.edu/bgd/syllabus.html</a>](<a href="http://teaching.berkeley.edu/bgd/syllabus.html">http://teaching.berkeley.edu/bgd/syllabus.html</a>)</th>
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<td>See digital attachment.</td>
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*Please note: As an instructor of a general education course, you will be expected to provide sample assessment items and corresponding responses to the Assessment Advisory Committee.*
COMM 250: Introduction to Rhetorical Theory

Instructor: Steve Schwarze, PhD. E: steven.schwarze@umontana.edu
Office: LA 358 OH: Wed 11-1 pm Phone: 243-4901

Course Description and Objectives
The primary purpose of this course is to help you understand various theories of rhetoric—that is, the art of discourse in the service of power—as they emerged in the western world. The first half of the course examines classical theories developed in ancient Greece and Rome, concentrating on relationships between persuasion, belief, and power. In the second half of the course, we’ll examine contemporary rhetorical theory, focusing on the concepts of identification, ideology, and the public sphere.

Your main responsibilities will be to read the assigned texts (both rhetorical theory and rhetorical practice) and reflect on the arguments, appeals and assumptions of those texts. In class, I’ll lecture on the rhetorical theory and we’ll discuss the concepts in relation to rhetorical practice.

By the end of the course, you should be able to:
• define and explain fundamental concepts of rhetorical theory
• generate basic analysis of rhetorical texts using those concepts
• understand how rhetorical theories emerge from historical and cultural contexts
• discuss the implications of rhetorical theories for democratic politics and culture

General Education Objectives
COMM 250 seeks approval under Group VI, Historical and Cultural Studies for purposes of General Education. Students will meet the learning goals for the perspective within the course itself. According to the UM Catalog...

Group VI: Historical and Cultural Studies
These courses present the historical or cultural contexts of ideas and institutions, and examine cultural development or differentiation in the human past. They are foundational in that they are wide-ranging in chronological, geographical, or topical focus, or in that they introduce students to methods of inquiry specific to a particular discipline.

Upon completion of this perspective, a student will be able to:
1. synthesize ideas and information with a view to understanding the causes and consequences of historical developments and events;
2. evaluate texts or artifacts within their historical and/or cultural contexts;
3. analyze human behavior, ideas, and institutions within their respective historical and/or cultural contexts.

Students will demonstrate these abilities in the short answer and essay portions of certain exams and/or quizzes. Questions will ask students to perform a short critical
analysis of a rhetorical text discussed in class or distributed prior to the exam. Students will be asked to evaluate the text in relationship to its historical and cultural context (#2), explaining how the text is related to ideas and institutions of the time (#3) and how it influenced subsequent developments in western rhetorical theory (#1).
Texts (available at UM Bookstore)
- Additional readings and study questions will be available via class handouts and ERES. To access ERES, point your web browser to [http://eres.lib.umt.edu](http://eres.lib.umt.edu). The password will be COMM250 (all caps, no spaces).

Attendance and Participation
I expect you to attend every day. You will lose points by missing quizzes, which are given promptly at the beginning of several class sessions. If you miss a day, you should *talk with your colleagues* about the issues we discussed in class. Active participation in class is not evaluated on its own terms, but it will enhance your understanding of the texts and, hopefully, improve your quiz and test performance.

Requirements
**Reading Quizzes:** At the beginning of random class periods, we’ll have a short quiz. They are intended to motivate you to do the readings, diagnose whether you’ve gained a basic understanding of those readings, and give you an idea of what exam questions will look like. They cannot be made up. As a whole they are worth 10% of your final grade.

**Exams:** We’ll have three exams during the term. The exams are mostly “objective” but will involve a mix of the following types of questions: multiple choice, matching, true/false, quotation identification, short answer, and essay. Avoid missing an exam at all costs, as the “make-up” exams are entirely essay and generally more difficult than the regular exams. Each exam is worth 30% of your final grade.

Students who fail to take the class seriously and then try to argue their grades later lack credibility. Conversely, students who engage the readings, ask questions in class, and discuss the course outside of class meetings tend to earn higher grades that those who do not do such things. I strongly encourage you to form a study group that meets periodically to discuss the material and prepare for quizzes and exams. If you do it right, you should find that these can be a lot of fun, in addition to helping your performance.

**Students with Disabilities**
If you have a disability that may require modification of some element of the course, you should 1) register with Disability Student Services, 2) bring me the appropriate documentation from DSS, and 3) discuss with me the arrangements that fit your situation.

**Academic Misconduct**
Academic misconduct includes cheating, plagiarism, and deliberate interference with the work of others. Go to the Student Life website and read the Student Conduct Code to get the details. Penalties range from an ‘F’ on the particular piece of work to the
denial or revocation of a degree. In the past, I have failed students from a course on their first offense. Bottom line: don’t do it. There are plenty of other rule-breaking activities you can engage while at college which have less serious consequences and are a lot more fun.
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<thead>
<tr>
<th>Monday</th>
<th>Wednesday</th>
<th>Friday</th>
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| **25-Aug**  | **The Emergence of Western Rhetoric: The Teachings of the Sophists**  
Course Introduction | Greek Origins of Rhetoric | Origins, cont.         |
| **1-Sep**   | **NO CLASS--Labor Day**                | **Protagoras**                       | **Gorgias**  
Fragments | **Encomium of Helen** |
| **8-Sep**   | **Plato's Responses to the Sophists: Critique and Transcendence**  
Gorgias, continued | Plato | **Gorgias**  
Gorgias | Gorgias, cont.         |
| **15-Sep**  | **Plato**  
*Phaedrus* | **Phaedrus, cont.**  
Isocrates | **Against the Sophists, Antidosis** |
| **22-Sep**  | **Third Ways: The Civic Rhetorics of Isocrates and Aristotle**  
| **29-Sep**  | **Catch-Up, Review**                   | EXAM ONE | Cicero  
*De Oratore, Orator* |
| **6-Oct**   | **The Changing Roles of Rhetoric**     | **Augustine**                       | **Blair**  
*On Christian Doctrine* | **Lectures on Rhet & Belles Lettres** |
| **13-Oct**  | **Twentieth-Century Rhetorical Theory: Identification and Argumentation**  
Burke | **Burke, cont.** | Burke, cont. |
| **20-Oct**  | **Perelman and Olbrechts-Tyteca**      | **Perelman and Olbrechts-Tyteca, cont** | **Toulmin**  
*The New Rhetoric (both passages)* | **The Uses of Argument** |
| **27-Oct**  | **Catch-Up, Review**                   | EXAM TWO | Open |
| **3-Nov**   | **Constitutive Rhetorics: Discursive, Visual, Material**  
Charland | **Charland, Zagacki** | **Charland, Zagacki, cont.** |
| **10-Nov**  | **Hariman & Lucaites**                 | **Stahl** | **Video**  
"Performing Civic Identity" | **Militainment, Inc.** |
| **17-Nov**  | **Rhetoric, the Public Sphere, and Publicity**  
Habermas | **Habermas** | NYT article on "consultants" |
| **20-Nov**  | **Video**  
"Toxic Sludge is Good For You" | THANKSGIVING HOLIDAY |
| **27-Nov**  | **DeLuca and Peeples**                 | **Pezzullo** | Course Evals, Exam Review  
"Public Screen" | **"Resisting NBCAM"** |
| **1-Dec**   | **FINAL EXAM: Thursday, Dec. 11, 8:00 am. No exceptions; make your travel plans accordingly.** | | |