Please attach/submit additional documents as needed to fully complete each section of the form.

I. COURSE INFORMATION

Department: Communication Studies
Course Title: Rhetorical Criticism and Theory
Course Number: 445
Type of Request: New One-time Only Renew Change Remove
Rationale: COMX 445 introduces students to rhetorical criticism through an overview of eight methodological approaches. Students write three papers: the first two papers investigate a rhetorical artifact of each student's choice. Students must use a different method on each paper. Final papers are a revision, extension, and combination of the first two papers.

II. ENDORSEMENT / APPROVALS

* Instructor: Sara Hayden
Phone / Email: 4333/sara.hayden@mso.umt.edu
Program Chair: Steve Schwarze
Dean: Chris Comer
Signature Date 9/8/15
Signature Date 9/25
*Form must be completed by the instructor who is teaching the course. If the instructor of the course changes before the next review, the new instructor must be provided with a copy of the form prior to teaching the course.

III. OVERVIEW OF THE COURSE PURPOSE / DESCRIPTION

Provide an introduction to the subject matter and course content:

The study of rhetorical criticism and theory begins with the understanding that as human beings, we use language and other symbols to shape the world in which we live. Rhetorical theory allows us to explore how symbols function and rhetorical criticism is one of the processes through which we assess symbolic acts. In this course students learn about contemporary approaches to rhetorical criticism and theory. Methods covered include Neo-Aristotelian, cluster, pentadic, metaphoric, narrative, ideographic, feminist, and visual criticism. Students are required to participate in class discussions, complete quizzes/participation questions, write two original rhetorical analyses which will culminate in a final, third essay. Students present their research to the class.

IV. LEARNING OUTCOMES

Provide examples of how the course will support students in achieving each learning outcome

- Identify and pursue sophisticated questions for academic inquiry.
  - Yes If yes, how will student learning be supported?

Rhetorical criticism is one of the central methods through which communication studies research is conducted. In this course, students are introduced to eight methods of analysis and the theories that undergird them. Through class discussions students explore the ways these different methods enable distinct insights to emerge. Students apply two of the methods to artifacts of their choosing. They complete three papers, the third of which in a revision, extension, and combination of the first two.
No  If no, course may not be eligible

- Find, evaluate, analyze, and synthesize information effectively and ethically from diverse sources (description of information literacy outcomes appropriate for each class level). Subject liaison librarians are available to assist you embed information literacy into your course:
  ✓ Yes  If yes, how will student learning be supported?

Class discussions address how to find sources, what counts as good evidence, how to apply various methods, what counts as a "good" analysis, and how to incorporate one's own work into on-going disciplinary discussions. Class discussions are reinforced through feedback provided on papers one and two, which students are expected to incorporate into their final papers.

No  If no, course may not be eligible

- Manage multiple perspectives as appropriate
  ✓ Yes  If yes, how will student learning be supported?

As students apply different methods to a single artifact, they come to understand how distinct theoretical assumptions lead to unique insights. Through this work, students learn how to choose the methods that will most fully answer the questions they seek to explore. They also learn that through applying different methods, they sometimes arrive at different answers to the same questions. This, in turn, leads to discussions about varied traditions in rhetorical criticism and how students can situate their work in terms of on-going disciplinary discussions.

No  If no, course may not be eligible

- Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline
  ✓ Yes  If yes, how will student learning be supported?

Students read journal articles that serve as exemplars of rhetorical criticism. Class time is spent discussing these articles with attention paid to why and how the articles meet discipline-specific standards.

No  If no, course may not be eligible

- Use multiple drafts, revision, and editing in conducting inquiry and preparing written work
  ✓ Yes  If yes, how will student learning be supported?

The first two papers students write are the basis for the final paper. Some class time is devoted to workshops through which students provide one another feedback on their papers-in-progress. The instructor also provides informal feedback during workshops. The instructor provides extensive written feedback on the first two papers which students must incorporate into their final essay.
Students read articles that serve as exemplars of rhetorical criticism. Class time is spent discussing these articles, with attention paid to why and how the articles meet discipline-specific standards. In their own work, students are required to follow a standard citation method (APA or MLA). Student papers are graded, in part, on the quality of their writing.

V. WRITING COURSE REQUIREMENTS

- Enrollment is capped at 25 students. Yes No
  If no, list maximum course enrollment. Explain how outcomes will be adequately met for this number of students.

Justify the request for variance.

- Briefly explain how students are provided with tools and strategies for effective writing and editing in the major.

Class time is spent discussing what counts as good writing in rhetorical criticism. Some class periods are structured as workshops; students bring in their papers-in-progress and provide feedback for one another. The instructor also provides feedback during the workshops.

- Which written assignment(s) includes revision in response to instructor’s feedback?

The final paper is an extension, revision, and combination of the first two papers. The instructor provides extensive written feedback to the first two papers.

VI. WRITING ASSIGNMENTS
Please describe course assignments. Students should be required to individually compose at least 20 pages of writing for assessment. At least 50% of the course grade should be based on students' performance on writing assignments. Quality of content and writing are integral parts of the grade on any writing assignment.

- **Formal Graded Assignments**

  Students write three papers, each is worth 100 points. The first two papers range from 8-10 pages in length. The final paper ranges from 12-15 pages in length. Students also are graded on their paper proposal, their participation, and a series of quizzes. These are worth 100 points combined.

- **Informal Ungraded Assignments**

  Students spend a great deal of class time working with and discussing the various methods in relation to artifacts I have assigned.

- **Attach** a sample writing assignment. Include instructions / handouts provided to students.

**VII. WRITING ASSESSMENT**

HOW ARE THE LEARNING OUTCOMES ABOVE MEASURED? Describe the measurement(s) used, such as a rubric or specific test questions that directly measure the Advanced Writing learning goals. Please attach or provide a web link to the rubric, test questions, or other qualitative measurements used for several of the learning outcomes.

In 2012 COMM developed a standard rubric for writing assessment that is used in all upper-division writing courses. The rubric provides a direct measure of student performance in five aspects of academic writing, including adaptation to discipline-specific audiences and appropriate use of citations styles. The rubric has been praised by the Assessment Committee in their review of our assessment efforts.

Please see the attached document.
VIII. SYLLABUS

Attach syllabus and send digital copy with form to faculty.senate@mos.umt.edu. The syllabus must include the list of Writing Course learning outcomes:

- Identify and pursue more sophisticated questions for academic inquiry
- Find, evaluate, analyze, and synthesize information effectively from diverse sources
- Manage multiple perspectives as appropriate
- Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline
- Use multiple drafts, revision, and editing in conducting inquiry and preparing written work
- Follow the conventions of citation, documentation, and formal presentation appropriate to that discipline
- Develop competence in information technology and digital literacy

SUBMISSION

After all signatures have been obtained, submit original, and an electronic file to the Faculty Senate Office, UH 221. An electronic copy of the original signed form is acceptable.
Department of Communication Studies
Writing Assessment Rubric

The following rubric was developed by COMM faculty for the purpose of assessing writing among upper-division students in the major.

The baseline is whether the essay meets faculty expectations for the writing level of a college graduate. An essay that meets these expectations should merit a 3 across all categories.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>THESIS: Stated clearly, developed throughout the essay</td>
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<tr>
<td>STRUCTURE: Well-organized, develops logically, uses transitions appropriately</td>
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<tr>
<td>ARGUMENT: claims are supported with accurate and credible evidence</td>
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<tr>
<td>SCHOLARSHIP: effective use of communication scholarship, concepts, and theories to analyze data or sources</td>
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<td>STYLE: adheres to basic rules of mechanics and grammar; appropriate voice and vocabulary for intended audience; uses APA or MLA accurately</td>
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</tbody>
</table>

Developed October 2011
Communication Studies 445
Rhetorical Theory and Criticism
Paper Structure and Guidelines

Your paper should be double-spaced, 12 point font, between 8 and 12 pages. You should take care to follow APA, MLA or some other accepted style manual guidelines carefully. Please see Andrea Lunsford's *The Everyday Writer*, the *MLA Handbook* or the *APA Manual* for specifics. If after consulting one of these sources you still have questions about citation, quoting sources, etc., please ask in class or come see me.

The paper will be composed of at least four parts. They are:

Introduction:

Here you identify the subject of your essay; explain its importance (social/cultural, theoretical, or both); provide a thesis; and possibly provide a preview.

Your thesis statement should be specific and it should set you up to write a deductive paper. In other words,

This would be wrong:

In this essay I will offer a cluster analysis of Richard Nixon’s “Vietnamization” speech.

This would be right:

“Through a neo-Aristotelian criticism of Richard Nixon’s ‘Vietnamization’ speech, I illustrate that the speech writer appealed to mainstream American beliefs as the unstated major premise of his enthymemes, likely persuading his target audience.”

Background/context/description of artifact:

Here you provide information about your artifact. What are you studying? When was it created? What audience are you considering? Keep in mind that the material included in this section will not be generic; rather, it should be clearly linked to the argument you are making about the artifact under study.

For example, the thesis above suggests you are most interested in Nixon’s appeal to mainstream American beliefs. That means you would need to engage in demographic research, determining what was the age, socioeconomic status, race, religion, etc., of U.S. citizens. You would also need to provide background on the war as well as a discussion of the political/social situation in which Nixon found himself. Of course, all of this material must be cited with reference to reliable sources (e.g., not Wikipedia!).

Or, perhaps you want to discuss the film Crash as a statement about race relations in the U.S. If so, you’d want to discuss the socio-cultural situations of the different segments of groups depicted in the movie, especially in L.A. You also might want to address how accurate these depictions are. With film, TV, or
other plot driven artifacts, you often will want to provide an overview of the artifact too. That will include a quick description of the major story lines and characters as they relate to your thesis.

Or, perhaps you want to study the Declaration of Independence, but rather than exploring its impact in 1776 you might want to investigate how during the mid-nineteenth century, U.S. women appropriated it for their ends. In that case, you would want to say a few words about the origin of the document and the reverence with which it was/is held, but likely you would put most of your energy into a discussion of the birth of the women’s rights movement, including social and political conditions that women faced at the time.

Methods/Theory

Identify the theoretical lens you use with a focus on the elements of the lens that are key to your argument. For example, using Fisher’s Narrative theory, you may choose to focus on Narrative Coherence and Fidelity.

Analysis

This will be the longest portion of your paper. Keep in mind that the analysis of the artifact should be organized in terms of an argument designed to support your thesis statement. As such, you will not necessarily discuss aspects of the artifact in the order in which they originally appeared. For example, in your discussion of Nixon’s speech you want to discuss enthymemes based on psychological first premises separately from enthymemes built on fact-based first premises.

You also need to attend to how you support each individual claim. In the analysis section, you will assert a claim, support it with a passage (or passages) from the text, offer an interpretation of the passage, and explain why you believe the passage functions as it does.

Conclusion:

As in all essays, the conclusion offers a summary of your findings and reminds your readers of the significance of your work. This is the place where you also have the opportunity to be speculative, too. Depending on the outlet, you might address political, social, or ethical concerns here. Be careful not to go overboard, though!

Note: For your final paper, you will include a more robust methods/theory section and/or topical section, taking into account what others have said about your subject and how your work contributes to on-going discussions. It is a good idea to begin this exploration now.
Communication Studies 445  
Rhetorical Criticism and Theory  
12:40 - 2:00 Tuesdays and Thursdays  
LA 302

Professor: Sara Hayden, Ph.D.  
Office: LA 346  
Office Phone: 243-4333  
Email: sara.hayden@mso.umt.edu  
Office Hours: 2:10-3:00 Tuesdays and Thursdays

Course Description  
The study of rhetorical criticism and theory begins with the understanding that as human beings, we use language and other symbols to shape the world in which we live. Rhetorical theory allows us to explore how symbols function and rhetorical criticism is one of the processes through which we assess symbolic acts. In this course you will learn about contemporary approaches to rhetorical criticism and theory. Methods to be covered include Neo-Aristotelian, cluster, pentadic, metaphorical, narrative, ideographic, feminist, and visual criticism. You will be required to participate in class discussions, complete quizzes/participation questions, write two original rhetorical analyses which will culminate in a final, third essay, and present your research to the class. Preliminary criteria for each are outlined below.

Required Reading  


A note about *The Everyday Writer*: Although I do not assign readings from this book, you will be held accountable for much of the material contained in it, including the sections titled “Usage and Style” and APA or MLA Style.

Articles posted on Moodle.

Advanced Writing Course learning outcomes:

- Identify and pursue more sophisticated questions for academic inquiry
- Find, evaluate, analyze, and synthesize information effectively from diverse sources
- Manage multiple perspectives as appropriate
- Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline
- Use multiple drafts, revision, and editing in conducting inquiry and preparing written work
- Follow the conventions of citation, documentation, and formal presentation appropriate to that discipline
- Develop competence in information technology and digital literacy
Academic Misconduct
Academic misconduct includes cheating, plagiarizing, and deliberately interfering with the work of others. Plagiarizing means representing the work of someone else (such as another student or an author of a book or an article) as your own. If you use the ideas or words of someone else on an exam or in a paper, you must cite the source of the original information. See Lunsford’s The Everyday Writer for a thorough discussion of plagiarism and how to avoid it. If you have specific questions about how to avoid plagiarism, ask me for help. Following university regulations, cheating and plagiarism will be penalized with a failing grade in this course.

Grades
Grades will be based on evaluation of student performance on the following assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Quizzes/ Questions/Participation/Project Proposal</td>
<td>100 points</td>
</tr>
<tr>
<td>Paper 1:</td>
<td>100 points</td>
</tr>
<tr>
<td>Paper 2:</td>
<td>100 points</td>
</tr>
<tr>
<td>Final Essay:</td>
<td>100 points</td>
</tr>
<tr>
<td>Total:</td>
<td>400 points</td>
</tr>
</tbody>
</table>

A=92% and up; A- = 91-90%; B+ = 88-89%; B = 82-87%; B- = 80 - 81%; C+ = 78 -79 %; C = 72 - 77%; C- = 70 - 71%; D+ = 68 - 69%; D = 62 - 67%; D- = 60 - 61%; F 59% and below.

Description of Assignments:

Quizzes and Participation Questions
Completing the assigned readings will be key to your success in the course. As such, although I will not be giving formal exams, I will often administer quizzes or short participation questions designed to test your understanding of the assigned readings. You should be prepared to complete quizzes/participation questions on a regular basis. Dates of quizzes/questions will not be announced.

Participation
This course will be run as a seminar, as such, students will be expected to come to class ready to discuss the assigned readings. In good seminars, student questions and insights direct group discussions so the quality of the class discussions rests largely on your participation skills. To be good participants, it is essential that you read the assigned material critically and actively.

Project Proposal
On Thursday, February 20, you will submit your project proposal. This will include a discussion of the artifact you will likely use for analysis in your first two papers. In the proposal you should describe your artifact, justify your choice (e.g., why is this an appropriate artifact for analysis? What do you hope to learn through examining it?) and provide contextual information (e.g., when and where did the artifact appear? Who observed/heard/read it? Who delivered/wrote/created it?).

The quizzes/questions, your overall participation, your project proposal, and the presentation of your research to the class combined will count for a total of 100 points.
Papers
Over the course of the semester you will write and submit two critiques of your chosen artifact. Your first paper will utilize neo-Aristotelian, cluster, pentadic, or narrative analysis; your second paper will utilize metaphoric, ideographic, feminist, or visual analysis. These critiques will serve as the basis for your final essay.

Final Essay
Your final essay will constitute a complete piece of rhetorical criticism, including an introduction, theoretical/methodological overview, contextual section, rhetorical analysis, and conclusions. Each student will present her or his research to the class during the final week of classes or during our scheduled finals period. The final essay is due Tuesday, May 13 at 8:00 am.

Schedule

T 1-28     Introduction to the Course

Th 1-30    The Nature of Rhetorical Criticism
Text, Chapters 1 and 2

T 2-4     Doing Rhetorical Criticism
Obama, 2014 State of the Union Address, to be posted on Moodle

Th 2-6     Doing Rhetorical Criticism

T 2-11    Doing Rhetorical Criticism

Th 2-13   Neo-Aristotelian Criticism
Moodle, Campbell, Critique: An Exercise in the Rhetoric of Mythical America
Text, Chapter 3
Text, Hill, Conventional Wisdom – Traditional Form – The President’s Message of November 3, 1969
Suggested Text, Speech by Richard M. Nixon

T 2-18 No Class -- WSCA convention

Th 2-20   Cluster Criticism
Text, Chapter 4
Text, Elliott, A Cluster Analysis of Enron’s Code of Ethics
Project Proposals Due at the Beginning of Class!

T 2-25   Pentadic Criticism
Text, Chapter 11,
Text, Ling, A Pentadic Analysis of Senator Edward Kennedy’s Address to the People of Massachusetts July 25, 1969
Moodle, Tonn, Endress, and Diamond, Hunting and Heritage on Trial: A Dramatistic Debate Over Tragedy, Tradition, and Territory

Th 2-27 Cluster and Pentadic Criticism
Moodle, Kennedy, Speech to the Greater Houston Ministerial Association

T 3-4 Cluster and Pentadic Criticism

Th 3-6 Narrative Criticism
Text, Chapter 10
Moodle, Lewis, Telling America’s Story: Narrative Form and the Reagan Presidency

T 3-11 Narrative Criticism, continued
Moodle, Nixon, The ‘Checkers’ Speech

Th 3-13 Narrative Criticism

T 3-18 Narrative Criticism

Th 3-20 Metaphoric Criticism
Text, Chapter 9
Moodle, Osborn, Archetypal Metaphor in Rhetoric: The Light-Dark Family

T 3-25 Metaphoric Criticism
Moodle, Cuomo, 1984 Keynote Address to the Democratic National Convention
First Paper Due at the Beginning of Class!

Th 3-27 Metaphoric Criticism

T 4-1 Spring Break!

Th 4-3 Spring Break!

T 4-8 Ideographic Criticism
Moodle, McGee, The Ideograph: A Link Between Rhetoric and Ideology
Moodle, Lucaites and Condit, Reconstructing <Equality>: Culturertypal and Counter-Culture Rhetorics in the Martyred Black Vision

Th 4-10 Ideographic Criticism
Readings to be announced and posted on Moodle.

T 4-15 Feminist Criticism
Moodle, Campbell and Keremicdchieva, Gender and Public Address
**Moodle**, Bacon, *The Intersections of Race and Gender in Rhetorical Theory and Praxis*

**Th 4-17**
Feminist Criticism
Readings to be announced and posted on **Moodle**.

**T 4-22**
The Critique of Visual Rhetoric
**Moodle**, Gronbeck, *Visual Rhetorical Studies: Traces through Time and Space*
**Moodle**, Olson, Finnegan, and Hope, *Visual Rhetoric in Communication: Continuing Questions and Contemporary Issues*

**Th 4-24**
The Critique of Visual Rhetoric
Readings to be announced and posted on **Moodle**.
*Second Paper Due at the Beginning of Class!*

**T 4-29**
Return papers and plan for presentations

**Th 5-1**
Open Office Hours

**T 5-6**
Paper Presentations

**Th 5-8**
Paper Presentations

Tuesday, May 13, 8:00 am, Paper Presentations
*Final papers due at the beginning of the class period!*

Please Note:

Incompletees will be given only in emergencies and only with my prior consent. If you foresee having difficulty finishing the course, come speak with me immediately.

Students with disabilities may request reasonable modifications by contacting me. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). “Reasonable” means the University permits no fundamental alterations of academic standards or retroactive modifications. For more information, please consult [http://www.umt.edu/disability](http://www.umt.edu/disability).