Welcome to English 101B, Introduction to Rhetorical Studies.

Rhetoric is the art of persuasion. We see rhetoric all around us, in every mode of communication. We know we hear rhetoric when we hear a politician give a campaign speech, but we also hear rhetoric when we listen to an ad, a song, or a friend’s story. Visual materials, built environments, even the clothes we wear are all ways of making arguments about the world and ourselves.

This course is about the ways in which arguments are built and used. We will analyze persuasive documents, and we will produce some as well. We will work on our critical reading skills and our expressive writing abilities.

Successful students will meet the following course objectives:

- Define central rhetorical terms and principles
- Use rhetorical terms accurately to describe examples;
- Analyze the rhetorical features of written and visual objects;
- Express rhetorical ideas in prose, showing awareness of the stylistic and argumentative choices they have made;
- Produce persuasive documents.

Readings

The readings are all electronic and free. I have given the URLs for them in the Schedule below.

Assignments

Reading: You are responsible for doing the assigned reading before you get to class. You should be prepared to participate in discussion and to ask questions about things you don’t understand.

Paragraphs (8 x 5% = 40%)

You will hand in eight paragraphs for grading in the course of the term. These are the features of a great paragraph that will receive an excellent grade:

- 150-350 words long
- Correct grammar and full sentences, except for emphasis. Like this!
• Vocabulary that means what you want it to mean (the dictionary is a wonderful thing)
• Clear statements of your ideas (grammar is a powerful tool)
• Strong support from evidence provided by the materials for that week (that is, the lecture, the reading, or the object text)
• An argumentative structure that helps me understand what you are saying.

Tuesday: I introduce the topic and the concepts we will be working with that week. I give you a worksheet that asks you to apply the concepts to the week’s object text (listed in the Friday section of the Schedule).

Friday: You will bring your worksheet (having completed your sections) and draft paragraph to class. You will work with your peer editor on completing the remaining sections of the worksheet and on improving your paragraph. You will hand in your completed paragraph, your draft paragraph, and your worksheet at the end of class.

The due dates and topics are as follows. (There are nine possibilities. I will drop the lowest mark.)

1. Friday 09/12: Everything’s an argument
2. Friday 09/19: Logos
3. Friday 09/26: Pathos
4. Friday 10/10: Enthymemes
5. Friday 10/24: Vocabulary
6. Friday 10/31: Metaphor
7. Friday 11/07: Audience
8. Friday 11/14: Style

Blog posts (8 x 5% = 40%)

I have set up a blog for us. It is at https://waterlooenglish101bacheson2014.wordpress.com/. It is private, which means only we can see what we write. I will invite you to be a member, and you respond. I will use your university email address unless you tell me otherwise, by email. The blog posts will be approved by me before they are posted for the rest of the class to see.

The blog posts, like the paragraphs, should be 150-350 words in length. They are due on Tuesdays by midnight. (I will not penalize you if you submit sometime before 8:00 a.m., as I have a curious habit of sleeping on Tuesday nights. Only on Tuesdays.) Your blog post should analyze an instance of the use of the rhetorical technique we have studied this week that you have come across in your life, in any medium (television, magazines, music, skywriting, knit-bombing, etc.) that you can share on the blog.

The due dates and topics are as follows. Like the paragraphs, there are 9 opportunities, and I will drop the lowest grade.
1. Tuesday 09/16: Logos
2. Tuesday 09/23: Pathos
3. Tuesday 09/30: Ethos
4. Tuesday 10/07: Enthymeme
5. Tuesday 10/21: Vocabulary
6. Tuesday 10/28: Metaphor
7. Tuesday 11/04: Audience
8. Tuesday 11/11: Style
9. Tuesday 11/18: Visual argument

Quizzes

We will have two small quizzes, one on Tuesday October 14, and the other on Friday, November 28. Each will be worth 10% of your final grade.

For the mid-term on October 14, I will give you an object text and ask you to analyze the use of logos, pathos, and ethos in it in class.

For the end of term quiz on November 28, I would like you to reflect on the course, identify the most valuable tool you have learned about, discuss how you might make use of it in the future, all in a rhetorically pleasing manner.

Schedule

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Activity</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td>Tuesday 09/09</td>
<td>Introduction and syllabus</td>
<td>Syllabus (on the LEARN site for the course)</td>
<td>Introductions</td>
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<tr>
<td>Tuesday 09/16</td>
<td>Logos</td>
<td><a href="http://www.european-rhetoric.com/rhetoric-101/modes-persuasion-aristotle/logos/">http://www.european-rhetoric.com/rhetoric-101/modes-persuasion-aristotle/logos/</a></td>
<td>Lecture and discussion</td>
<td>Blog 1: Logos</td>
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<td>Friday 09/19</td>
<td>Logos</td>
<td><a href="https://uwaterloo.ca/find-out-more/why-waterloo/rankings">https://uwaterloo.ca/find-out-more/why-waterloo/rankings</a>; <a href="http://www.theglobeandmail.com/news/national/education/canadian-university-">http://www.theglobeandmail.com/news/national/education/canadian-university-</a></td>
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<tr>
<td>Friday 10/10</td>
<td>Enthymemes</td>
<td><a href="https://uwaterloo.ca/find-out-more/co-op">https://uwaterloo.ca/find-out-more/co-op</a></td>
<td>Analysis and paragraph work</td>
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<td>Assignment: Paragraph 4: Enthymemes</td>
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<td>MID-TERM QUIZ TUESDAY OCTOBER 14</td>
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<td>NO CLASS ON FRIDAY OCTOBER 17</td>
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<td>Date</td>
<td>Topic</td>
<td>Assignment</td>
<td>Reading</td>
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<td>Friday 10/24</td>
<td>Vocabulary</td>
<td>Blog 5: Vocabulary</td>
<td><a href="https://uwaterloo.ca/find-out-more/why-waterloo">https://uwaterloo.ca/find-out-more/why-waterloo</a> (video at the bottom of this page - select a keyword and research in the OED)</td>
<td>Analysis and paragraph work</td>
</tr>
<tr>
<td>Friday 11/14</td>
<td>Style</td>
<td>Paragraph 8: Style</td>
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</tbody>
</table>

**Activity:** Analysis and paragraph work

**Assignment:** Paragraph 8: Style

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**Date:** Tuesday 11/18  
**Topic:** Visual argument


**Activity:** Lecture and discussion

**Assignment:** Blog 9: Visual argument

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**Date:** Friday 11/21  
**Topic:** Visual argument


**Activity:** Analysis and paragraph work

**Assignment:** Paragraph 9: Visual argument

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**Date:** Tuesday 11/25  
**Topic:** Memory

**Reading:** Joshua Foer, "Feats of Memory Anyone Can Do," TED talk, [https://www.ted.com/talks/joshua_foer_feats_of_memory_anyone_can_do](https://www.ted.com/talks/joshua_foer_feats_of_memory_anyone_can_do)

**Activity:** Lecture and discussion

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**FRIDAY NOVEMBER 28 END OF TERM QUIZ**

**Policies:**

**Lateness or Illness:**

If you miss a deadline because of illness you have to give me a good reason. It will help to have evidence, such as a doctor’s note, but a convincing story will also work. If I find your reason plausible, I will accept your missed assignment in the next class (after you are healed or stabilized) without penalty. If you miss more than one assignment, we will have to make arrangements to make up the work.

**Academic Integrity:** The Faculty of Arts requires that I give you this important information:

**Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student
who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline, [http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm).

**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4, [http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm).

**Appeals:** A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals, [http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm).

**Academic Integrity website (Arts):**
[http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html](http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html)

**Academic Integrity Office (uWaterloo):** [http://uwaterloo.ca/academicintegrity/](http://uwaterloo.ca/academicintegrity/)

**Accommodation for Students with Disabilities:**

**Note for students with disabilities:** The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.