Instructor: D.A. Hadfield
Email: d.a.hadfield@uwaterloo.ca
Office: HH 270
Office Hours: M/W 2-3pm, or by appointment
Class Times: M/W/F 10:30am-11:20pm in HH 150

Course Description (from the calendar):
An introduction to the study and practice of persuasion, including the history and theory of rhetoric, the structures and strategies of arguments, and the analysis of texts and artifacts.

Course Overview and Objectives:
In any kind of society, co-operation is a fundamental requirement, and rhetoric is a fundamental tool for facilitating co-operation and consent. In this course, we will start by addressing some of the major historical and theoretical aspects that influence our contemporary understanding of rhetoric, and then we will attempt to identify and understand the components of effective arguments, both theoretically and through the analysis of “texts” from literature and contemporary culture. Throughout the term, discussions, presentations, and written assignments will allow you to practice your own ability to argue persuasively to various audiences.

Required Texts:
Shaw, Bernard. Major Barbara. Dover Thrift edition ordered for the course, but any complete edition is acceptable.
Other readings will be assigned in class and/or posted on LEARN. You must have access to LEARN for this course.

Recommended Text:

Formal assessment and evaluation:
Analysis & Discussion posts: 40%
Essay: 15%
Presentation (team): 20%
Final Exam: 25%
INSTRUCTIONS FOR ASSIGNMENTS/ESSAYS/TESTS

**Analysis & discussion posts** (40%): From weeks 2-10, there are discussion forums set up on the course LEARN site for you to analyze and discuss your own examples of various rhetorical elements and strategies. These are intended to be discussions, not just “one-and-done” posts, so you will be marked both on your own original contributions and your responses to other people’s postings or comments.

- **Original posts and analyses** (30%): For at least 6 of the forum topics, compose a posting that presents or links to an example relevant to the topic and a brief explanation (approx. 250 words) of how this item is relevant and/or why you find it persuasive (or not).
  - Your example can be text, audio, photo, video, etc; it can be something you found,* or something you created yourself. *N.B: If you are pasting in material from another source, you must acknowledge (document) that source in your posting.
  - You can’t use the same example artifact that someone else has already posted.
  - Keep your example length manageable: choose short excerpts from longer works if necessary.
  - You can post on more than 6 of the forum topics and have only your best 6 counted towards your final grade.
  - Original posts are due by **11:55 pm Thursday** of the week they are assigned. You can still post examples after this deadline but they won’t be eligible for grading.

- **Response posts** (10%): You must contribute at least 10 posts that respond to the examples posted by your classmates. These posts should further the analysis or discussion of the artifact: for example, you might point out something that others haven’t noticed that confirms or, perhaps, undermines the previous analysis.
  - While you are free to disagree with someone’s analysis or discussion postings, you should always express your critique appropriately and respectfully.
  - You can post as much and as often as you like; however, no more than 2 responses in any topic will count toward your required 10. Responses posted after **11:55pm Saturday** of the week the topic was assigned will also not count toward your required 10 response postings.

**Essay** (15%): This brief essay (approx. 1000 words) will require you to create a persuasive written argument based on the course readings (no additional research). Topic options will be posted on LEARN before Reading Week.

**In-class presentation** (20%): Working in teams of 2 or 3, you will have 5-10 minutes to present your classmates with your most persuasive argument on a topic and stance of your choosing. You must have your group and topic confirmed no later than week 8; presentations will take place in weeks 11 & 12. You will also provide peer evaluations for 2 presentations. This assignment consists of three parts, as outlined below.

- **Planning report** (5%): On the day of your presentation, you will submit a brief written report (approx. 350-500 words) explaining the rationale behind your presentation choices. Essentially, this report constitutes your analysis of the rhetorical context and how that understanding influenced your decisions in developing your presentation.
- **Content & delivery** (10%): Was your position clearly articulated and persuasively supported? How comfortable and engaging was your delivery? How did your audience
respond to your choices? How did you handle questions and discussion from your audience?

Peer evaluations (5%): You must sign up to complete peer evaluations for 2 other groups’ presentations. You will have a rubric to use as a guideline for your evaluation.

**Final exam (25%)**: Details about the format of the final exam will be provided in class at the end of term. Information on the time, date, and location of the final exam will be available from the Registrar’s Office by mid- to late-February.

**Late policy:**
All work is due at the time and date specified. Online postings made after the specified deadlines will not be eligible for marking. Presentations must take place on the date scheduled. There will be no extensions given on essays unless there are significant extenuating circumstances; students legitimately unable to meet a deadline should contact me at least 24 hours before the due date. If no prior arrangements have been made, there is a late penalty of 5 marks per day (including weekends); late papers may also not receive comments.

**Correspondence:**
Students using email to contact me must include the course number (ENGL 101B) in the subject line of the email. I will not read emails that don’t identify the course number in the subject line. Make sure you also include your first and last name in the signature of your email.

**Important Dates to Remember:**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>Lectures begin</td>
<td>Monday, January 7</td>
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<tr>
<td>Last day to add online class</td>
<td>Friday, January 11</td>
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<tr>
<td>Last day to add on-campus class</td>
<td>Friday, January 18</td>
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<tr>
<td>Last day to drop, no penalty</td>
<td>Friday, January 25</td>
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<tr>
<td>UW holiday (Family Day)</td>
<td>Monday, February 18</td>
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<tr>
<td>Reading week</td>
<td>February 18 – 22</td>
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<tr>
<td>Last day to drop, receive a WD</td>
<td>Friday, March 22</td>
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<tr>
<td>UW holiday (Good Friday)</td>
<td>Friday, March 29</td>
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<tr>
<td>Lectures end</td>
<td>Monday, April 8 (follows Friday class schedule)</td>
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<tr>
<td>Final Exam period</td>
<td>April 11- 25</td>
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UW POLICIES AND INFORMATION

Illness and Missed Tests

The University of Waterloo Examination Regulations (www.registrar.uwaterloo.ca/exams/ExamRegs.pdf) state that:

- A medical certificate presented in support of an official petition for relief from normal academic requirements must provide all of the information requested on the “University of Waterloo Verification of Illness” form or it will not be accepted. This form can be obtained from Health Services or at www.healthservices.uwaterloo.ca/Health_Services/verification.html.
- If a student has a test/examination deferred due to acceptable medical evidence, he/she normally will write the test/examination at a mutually convenient time, to be determined by the course instructor.
- The University acknowledges that, due to the pluralistic nature of the University community, some students may on religious grounds require alternative times to write tests and examinations.
- Elective arrangements (such as travel plans) are not considered acceptable grounds for granting an alternative examination time.

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://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71.

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://uwaterloo.ca/secretariat/policies-proceduresguidelines/policy-70. In addition, consult http://arts.uwaterloo.ca/student-grievances-facultyarts-processes for the Faculty of Arts’ grievance processes.

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://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72.

Academic Integrity website (Arts): http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html
**Academic Integrity Office (University):** [http://uwaterloo.ca/academic-integrity/](http://uwaterloo.ca/academic-integrity/)

**Accommodation for Students with Disabilities:**
The AccessAbility Services (AS) Office, 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 AS Office at the beginning of each academic term.

## CLASS SCHEDULE

The following schedule is tentative and may change. Specified readings are from *The Essential Guide to Rhetoric (Guide)*, *Major Barbara (Major B)*, and the LEARN site for this course (LEARN).

Rhetorical criticism, like any skill, develops best through practice. Regular participation in class discussions is crucial for maturing your ability to develop and communicate your analytical insights. You are expected to come to class having read the assigned material *before class starts* and be prepared to take part in classroom discussions. Class meetings will not summarize the readings; you are expected to be familiar enough with the material to be able to discuss, apply, and evaluate the methods and ideas under consideration.

Remember that in addition to the due dates indicated on the schedule, analysis and discussion posts are due no later than **11:55 pm Thursday** of the weeks specified. You must submit at least 6 original posts; if you submit more, only the best 6 will count towards your grade.

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics/Readings/Assignments</th>
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<tbody>
<tr>
<td>1.</td>
<td>Jan. 7</td>
<td>Course introduction</td>
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<td>Jan. 9</td>
<td><em>Guide</em>, Ch.1, Gorgias, “Encomium of Helen” (LEARN)</td>
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<td>Jan. 11</td>
<td>Plato, <em>Gorgias</em> excerpt (LEARN)</td>
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<td>2.</td>
<td>Week 2 Online Topic: Contemporary uses of the term “rhetoric”</td>
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<td>Jan. 14</td>
<td><em>Guide</em>, Ch.4, 50-54; Burke, “Language as Symbolic Action (LEARN)</td>
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<td>Jan. 16</td>
<td>Burke, “Terministic Screens” (LEARN)</td>
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<td>Jan. 18</td>
<td>Foucault, from “Truth and Power” (LEARN)</td>
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<td>3.</td>
<td>Week 3 Online Topic: Forensic, Epideictic, Deliberative</td>
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<td>Jan. 21</td>
<td><em>Guide</em>, Ch.3; Aristotle, <em>Rhetoric</em> excerpt (LEARN)</td>
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<td>Jan. 23</td>
<td>Pollock, from <em>Blood Relations</em> (LEARN)</td>
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<td>Jan. 25</td>
<td>Shakespeare, from <em>Hamlet</em> (LEARN)</td>
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<td>4.</td>
<td>Week 4 Online Topic: Adaptation</td>
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<td>Jan. 28</td>
<td><em>Guide</em>, Ch.2; Donne, “The Flea” (LEARN)</td>
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<td>Jan. 30</td>
<td><em>Major Barbara</em>, Act 1</td>
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<td></td>
<td>Feb. 1</td>
<td><em>Major Barbara</em>, Act 2</td>
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</tbody>
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5. **Week 5 Online Topic: Logos, Ethos, Pathos**
   - Feb. 4  *Guide*, Ch.4, 35-40
   - Feb. 6  Tennyson, “Ulysses” (LEARN)
   - Feb. 8  *Major Barbara*, Act 3.1

6. **Week 6 Online Topic: Logical fallacies**
   - Feb. 11  *Major Barbara*, Act 3.2
   - Feb. 13  *Guide*, Ch.4, 40-50
   - Feb. 15  Fun with Fallacies (Reading TBA)

| February 18 – 22 | **READING WEEK: NO CLASSES SCHEDULED** |

7. **Week 7 Online Topic: Objections**
   - Feb. 25  Evidence (Reading TBA)
   - Feb. 27  Swift, A Modest Proposal (LEARN)
   - Mar. 1  *Major Barbara*

8. **Week 8 Online Topic: Organization**
   - Mar. 4  *Guide*, Ch.5
   - Mar. 6  *Major Barbara*, Preface
   - Mar. 8  Milton, *Paradise Lost* excerpt (LEARN)
   - *Presentation groups and topics confirmed*
   - *Essay due (11:55pm)*

9. **Week 9 Online Topic: Tropes and style**
   - Mar. 11  *Guide*, Ch.6;
     Keats, “On First Looking into Chapman’s Homer” (LEARN)
   - Mar. 13  Browning, “My Last Duchess” (LEARN)
   - Mar. 15  Pope, *Rape of the Lock*, Canto 2 (LEARN)

10. **Week 10 Online Topic: Non-verbal arguments**
    - Mar. 18  *Major Barbara*
    - Mar. 20  Non-verbal arguments cont’d (Reading TBA)
    - Mar. 22  Non-verbal arguments cont’d (Reading TBA)

11.  Mar. 25  McLuhan, from “Media Hot and Cold” (LEARN)
    - Mar. 27  In-class presentations
    - Mar. 29  In-class presentations

12.  Apr. 1  In-class presentations
    - Apr. 3  In-class presentations
    - **Apr. 5**  University Holiday (Good Friday)
    - Apr. 8  Catch-up, Wrap-up, Review