



HON 1001: Rhetoric: Critical Communication

Humanities Honors Program

Fall 2019 ◊ 4 Units ◊ Taylor 313 ◊ MWF, 8:30-9:35 a.m.

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M: 1:00-2:30 pm (& by appointment)

Course Description: HON 1001: Rhetoric: Critical Communication (GE) (4)

This course sharpens students' rhetorical skills through research-based written and oral communication assignments. It also introduces students to and equips them for critical analysis of various written, oral, and visual media.

Course Learning Outcomes

Students who complete Rhetoric: Critical Communication will be able to:

- 1) Apply English language conventions in various genres of academic writing (PLO2)
- 2) Demonstrate knowledge of the process of academic writing and speaking (PLO2)
- 3) Evaluate and utilize rhetorical modes of organization to create written compositions and speeches (PLO1, 4)
- 4) Evaluate the authority and expertise of various sources of information (PLO1, 2)
- 5) Construct and deliver invitational speeches and project presentations (PLO4)

Required Texts:

Bullock, Richard, Michal Brody, and Francine Weinberg. *The Little Seagull Handbook*. 3rd ed. W.W. Norton, 2016. Print.

Griffin, Cindy, L. *An Invitation to Public Speaking*. 5th ed. Cengage Learning, 2014. Print.

*Either the 4th or 5th edition is acceptable.

Additional readings and resources will be posted on Canvas or available at [The Purdue OWL](#).

Required Materials:

A writing notebook/journal of your choice

The obvious things: pen/pencil, loose-leaf paper, folder for storage, etc.

Digital Statement

The Humanities Honors Program strongly encourages students to take notes by pen and paper. Neuroscience confirms that students process and retain information better and are less easily distracted than with using a computer. However, if a student has a demonstrable need to take notes digitally, he/she may make special arrangements with the instructor.

Course Norms Related to Instruction

1. Students are expected to come to class on time, stay for the duration, and not carry on side conversations during lecture. In other words, students are expected to be active participants in the learning process.
2. All written work must be typed, and attention should be paid to form (including grammar, punctuation, spelling, formatting, and general appearance) as well as content.
3. Integrity is of great importance. Plagiarism of any sort will not be tolerated and will result in a grade of "F." Additionally, for our class's purposes, the speaking and writing process is often collaborative, and students share and borrow from each other all the time. There are ways to do this that are acceptable (such as taking suggestions from a professor or a peer), but there are also ways to use other people's ideas or words in a way that is considered plagiarism (such as passing off somebody else's work—even just a sentence—as your own). We will discuss this further in class. If you have questions about proper citation and documentation of any sources you are using, please ask us. Review the sections in our manual that cover MLA Style, especially the section on "Integrating Sources, Avoiding Plagiarism" (LSH 107+).
4. Inclusive Language Statement: Because language is powerful and shapes the way we think, all public language used in this course, including written and spoken discourse, will be inclusive. This standard is outlined by all major academic style guides, including MLA, APA, and Chicago, and is the norm in university-level work. See the following resources for more detailed information:
"Words for Building Common Ground" (LSH 376-378)
"[Appropriate Language](#)" at *The Purdue OWL*
CSU's [Diversity Style Guide](#)
5. Classroom disruption by cell phones or other electronic devices (i.e. text messaging) is prohibited. All laptops, cell phones, and similar electronic devices must remain turned off and out of sight for the duration of class. A student may face a zero and/or failure in the class if an electronic device is used for cheating.
6. Please DO NOT disrupt class while students are presenting. This includes walking in and out of the classroom.

7. Much of the work we will do in this class is cooperative. You should think of all your writing and speaking for and in class as public, not private, discourse. By continuing in this class, you acknowledge that your work will be viewed by others in the class.

8. Your PLNU email account should be checked daily. This is the way that we will most frequently communicate with you outside of class, and it's also the way the university distributes important information.

9. This syllabus serves as the contract between the students and professors. Your continued enrollment in the course serves as an agreement to abide by the policies and information set forth here and not to expect exceptions to be made for you.

CLASS POLICIES

Grade Distribution: In order to receive credit for the course, all of the following must be completed.

Failure to complete any major assignment will result in failure of the course.

Research Paper	20% - 100 pts
Invitational Speech	20% - 100 pts
Multi-Genre Project	20% - 100 pts
Other Assignments*	<u>40% - 200 pts</u>
	100% - 500 pts

*Formal Email, Quizzes, Field Report, Follow-Up, Bibliography, Peer Feedback, Article Reviews, Self-Analysis, etc.

Grade Scale:

A- = 90-93%; A = 94-97%; A+ = 98-100%: Excellent (*Phenomenal work that far exceeds the minimum requirements of the assignment; excellent logic, structure, and organization; virtually no grammar and punctuation errors; engaged in class lecture and discussion; Comprehensive excellence is needed for a superlative grade in this course.*)

B- = 80-83%; B = 84-87%; B+ = 88-89%: Above average (*Excellent work that exceeds the minimum requirements of the assignment; no major problems with logic, structure, and organization; very few grammar and punctuation errors.*)

C- = 70-73%; C = 74-77%; C+ = 78-79%: Average (*Good work that meets the minimum requirements of the assignment; may have minor problems with logic, structure, and organization; may have some grammar and punctuation errors; midpoint between extremes of excellence and failure.*)

D- = 60-63%; D = 64-67%; D+ = 68-69%: Below average (*Poor work that does not fully meet the minimum requirements of the assignment; may have some problems with logic, structure, and organization; grammar and punctuation errors may hinder meaning.*)

F = 59% and below: Failure (*Poor work that does not fulfill the assignment; may have serious problems with logic, structure, and organization; grammar and punctuation errors may obscure meaning.*)

Attendance & Participation: Because discussion will be an important part of our class, your regular attendance and participation are required for you to be successful. Your first two absences will not count against your grade, but use them wisely. For each additional absence, your total grade will be lowered by 2%; **if you miss class more than 6 times (over 2 weeks), you will automatically fail this course.** Coming to class unprepared, staring at a screen, or being disruptive in class will also count as an absence. Also, since arriving late to class is distracting to your classmates (and to your professors), you are expected to arrive on time. Two late arrivals will count as one absence. Truly perfect attendance (with no tardies or absences of any kind—you were literally present for all of every class meeting) will earn you 1% of extra credit at the end of the semester.

Readings: Readings are due on the date they're listed in the course outline. Always bring your copy of the assigned reading to class with you for use in discussion. Read actively and make notes directly on the text and/or on the side.

Reading Quizzes: On days when reading assignments are due, we may give brief quizzes at the very beginning of class. Quizzes will consist of a mix of multiple choice, T/F, fill-in-the-blank, and short response/essay questions. This will motivate you to do the assigned reading, and it is extra incentive to get to class on time. These quizzes cannot be taken early or made up later. At the end of the semester, **the quiz with the lowest score will be dropped.** You should keep all quizzes in a notebook or a folder, along with all of your class notes and other assignments. **Save everything** throughout the semester so that you can look back on previous work and build upon it. This will also allow you to keep track of your grade in the class and to ensure that our final calculations are accurate.

Major Assignments: Over the course of the semester, you will draft, revise, and edit three major assignments: a research paper, an invitational speech (and outline), and a multi-genre project. Due dates are listed on the course outline and more specific prompts for the assignments will be distributed as noted. Failure to complete any major assignment will result in failure of the course.

Peer Response Workshops/Feedback: On some occasions, you will get into peer groups and give each other feedback on assignments. We will give you more detailed instructions before each peer response workshop. You will also be assigned to give peer feedback during speeches.

Follow-up Assignment: When you receive a graded paper, we will assign you a section in our handbook based on the grammar or punctuation issues that we saw in your essay. This assignment will be due in one week. You will do the following:

- 1) Read the assigned section from the handbook.
- 2) Make sure you understand the concept you've been assigned. In addition to reading the section in our handbook, you might talk to us, complete the corresponding exercises in the handbook, visit The Tutorial Center, and/or read more material (Purdue's Online Writing Lab can be a useful resource).
- 3) Turn in a typed page that includes the following:
 - a. Explanation: Explain this concept clearly and concisely in your own words as if you were teaching it to a friend.

- b. Examples: Give three example sentences that are incorrect and show how to improve them. These sentences should be your own creation (use as many sentences as possible from your paper, and then create extra sentences as needed; humor is welcome).

Self-Analysis: You are required to bring a mobile device (with enough available storage to record your presentation) on the days you present. Then you will watch your presentation and fill out the Self-Analysis form. This is due the class period after you present.

Student-Directed Conferences: During the semester, you must meet with us at our offices during assigned conference times to discuss your research, writing, speaking, or whatever else you'd like. Dates for these mandatory conferences are on the course outline. This will be part of your attendance grade. Feel free to meet with us more often than this!

Extra Credit: You may earn extra points in two ways (in addition to perfect attendance):

1. Visit the Tutorial Center to get extra feedback on an essay or extra instruction on grammar and punctuation. Do a brief write-up telling us what you worked on, with whom, when, and how it has affected your writing. Turn in the write-up and the visit stub with an assignment for a 2% grade boost on that assignment (which might change an A- to an A, for example).
2. Writing events go on frequently at PLNU and in our larger San Diego community. Attend an author lecture, reading, or workshop and write a 1-2 page critical analysis and reflection over what was said and how you can apply it to your reading and/or writing. Due within one week of the event. This will earn you up to 5 extra points (up to 2 times).

Due Dates: Dates when assignments are due are listed on the attached course outline; all written assignments are due at the beginning of class. I highly encourage you to visit with us one-on-one during office hours to run ideas, drafts, or any questions by us. Once an assignment receives a grade, there will be no further opportunities to revise for a new grade. **Late work is not acceptable.** If unusual circumstances will keep you from completing an assignment on time, please make arrangements for an extension BEFORE the due date (or if you wake up sick, please email us ASAP with your assignment so it will not be counted late). Please complete all readings on time as well. All coursework must be completed by our final exam period.

Final Course Grades: Final course grades will be submitted electronically at the conclusion of the semester by the deadline set forth by the university. Any questions regarding final grades need to be addressed within two weeks of the class ending and must be sent in writing to the professors. Grade inquiries beyond that time will not be allowed.

Course Schedule

Please expect some schedule changes this semester. Any changes will be made orally in class, posted in Canvas, and/or sent via email.

Date	Class Plan	Preparation
Sept 4	Course introduction, orientation and success strategies	*Introductory speech due next class
Sept 6	Introductory Speech	Review Syllabus and put important dates in planner or phone with "alerts" set. Prepare Introductory Speech
Sept 9	Email Etiquette Introduce Field Interview	Read: Email Etiquette links (Canvas); Writing Contexts (LSH 2-5); Interviews (LSH 101); IPS chapter 1
Sept 11	Quiz: IPS Ch 1 & 2 Intro to Public Speaking & Effective Listening Peer Group Survey	Due: Email Read: Words for Building Common Ground & Englishes (LSH 376-385); IPS chapter 2 Prepare for IPS Quiz Ch 1 & 2
Sept 13	Expectations for College Writing Research Paper assigned	Read: Academic Contexts & Writing Processes (LSH 6-16); IPS Ch 3
Sept 16	Quiz: IPS Ch 3 & 4 Speech Topics and Audiences	Due: Field Interview Read: IPS Ch 4 Prepare for IPS Quiz Ch 3 & 4
Sept 18	"Imitation Calamari" How to create a research question Keeping an annotated	Read: Doing Research (LSH 90-102); Annotated Bibliographies (LSH 74-78)

*Later on 9/18	bibliography *Bonus event: <i>Driftwood Open Mic</i> The ARC 5:30-7:00 p.m.	Due: Topic & Informal Research
Sept 20	Meet in Bresee Lab in Library at 8:35 a.m. sharp	Read: Evaluating Sources (LSH 102-105); IPS Ch 5
Sept 23	Meet in Main Lab in Library at 8:35 a.m. sharp	Work on Library Assignment
Sept 25	Meet in Main Lab in Library at 8:35 a.m. sharp	Due: Library Assignment (to librarians on Canvas)
*Thursday, Sept 26	*Bonus event: Poetry on Point Colt Forum 3:00-4:00 p.m.	
Sept 27	In Class: Thesis workshop	Read: IPS Ch 6; Synthesizing Ideas (LSH 105-107); Developing a Tentative Thesis (LSH 10-11)
Sept 30	Research/Conferences <i>Come prepared to discuss your research. Bring questions.</i>	Read: IPS Ch 7
Oct 2 Later on 10/2	Research/Conferences <i>Come prepared to discuss your research. Bring questions.</i> *Bonus event: Poetry Day Workshop with Q&A: 3-4 p.m. (Fermanian) Reading & Signing: 7-8 p.m. (Fermanian)	Read: IPS Ch 8

Oct 4	Quiz: IPS Ch 7 & 8 Quoting and Paraphrasing in Speeches Impromptu Speaking	Prepare for IPS Quiz Ch 7 & 8
Oct 7	In Class: Discuss arguments and bibliographies	Read: Arguments (LSH 43-48) Due: Full Annotated Bibliography
Oct 9	In Class: Outline workshop	Read: Organizing & Drafting (LSH 11); Developing Paragraphs (17-29) Due: Outline
Oct 11	In Class: Voice, Citation Practice	Read: Synthesizing Ideas; Integrating Sources, Avoiding Plagiarism (LSH 105-118) <i>Skim</i> : MLA Style (LSH 119+)
Oct 14	In Class: Peer Response	Read: Getting Response & Revising (LSH 12-13), Collaborating (LSH 16) Due: Research Paper (full draft)
Oct 16	Quiz: IPS Ch 13 Invitational Speaking	Read: IPS Ch 13 Prepare for IPS Quiz Ch 13
Oct 18	In Class: De Saegher's Crash Course	Read: Editing the Errors That Matter (268, & skim this section); IPS Ch 14 Due: De Saegher's Crash Course (1-5)
Oct 21	Quiz: IPS Ch 14 & 15 In Class: De Saegher's Crash Course	Read: IPS Ch 15 Prepare for IPS Quiz Ch 14 & 15

		Due: De Saegher's Crash Course (6-10)
Oct 23	Conferences	
Oct 25 - Fall Break	No Class	
Oct 28	Conferences	Read: IPS Ch 12
Oct 30	In Class: Editing Workshop	Read: IPS Ch 10 & 11; Editing & Proofreading (LSH 13-15); Due: Research Paper (complete draft)
Nov 1	Quiz: IPS Ch 10 & 11 In Class: Creating Powerful Questions	Prepare for IPS Quiz Ch 10 & 11 Due: Final Research Paper
Nov 4	Speech Anxiety Delivery	Read: Rothwell's Practically Speaking Chapter 2: Speech Anxiety (Canvas) Due: Written Response to Questions on Rothwell
Nov 6	Kinesthetic Speaking Bring: Delivery Plan for Peer Workshop	Read: "Kinesthetic Speaker" article (Canvas) Write: Article Review for "Kinesthetic Speaker" and Delivery Plan Due: Article Review for "Kinesthetic Speaker"
Nov 8	Invitational Speeches	Complete Self-Analysis and Peer Feedback
Nov 11	Invitational Speeches	Complete Self-Analysis and Peer Feedback
Nov 13	Invitational Speeches	Complete Self-Analysis and Peer Feedback

Nov 15	Invitational Speeches	Complete Self-Analysis and Peer Feedback
Nov 18	Invitational Speeches Multi-Genre Project Introduction	Complete Self-Analysis and Peer Feedback Read: IPS Ch 16
Nov 20	Quiz: IPS Ch 16 In Class: Genre Conventions, Audience Introduce Toasts/Tributes	Read: Visual Rhetoric, Business Letters, PowerPoint (on Canvas); Designing What You Write (LSH 30-36) Prepare for IPS Quiz Ch 16
Nov 22	In Class: Argument in creative genres	Read: Morrison's "Recitatif" and Rukeyser's "Myth" (on Canvas) Work on Multi-Genre Project
*Saturday, Nov 23	*Bonus event: Creative Writing Celebration Bond 103 8:30-10:30 a.m.	
Nov 25	In Class: Toasts & Tributes Celeste Headlee TedTalk	Prepare Toast/Tribute Work on Multi-Genre Project
Nov 27 - Thanksgiving	No Class	
Nov 29 - Thanksgiving	No Class	
Dec 2	In Class: How to use satire for argument Multi-Genre Prep	Read: Satirical writing (on Canvas) Work on Multi-Genre Project
Dec 4	In Class: Peer Response	Due: Multi-Genre Project (full draft)
Dec 6	Multi-Genre Prep meeting with Professors	

Dec 9	Multi-Genre Presentation	Complete Self-Analysis and Peer Feedback
Dec 11	Multi-Genre Presentation	Complete Self-Analysis and Peer Feedback
Dec 13	Multi-Genre Presentation	Complete Self-Analysis and Peer Feedback
Final Mon., Dec 16 7:30 - 10:00 a.m.	Multi-Genre Presentation	Complete Self-Analysis and Peer Feedback

Important Statements & Policies

PLNU Mission Statement

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Honors Mission Statement

The Humanities Honors Program exists to promote greater understanding of diverse human traditions of self-awareness and creativity. Examining these traditions in light of the Christian faith and liberal methods of learning, students excel in their abilities to interpret and discuss written, visual, and sonic texts within theological and interdisciplinary frameworks. Students take their education beyond the classroom in extracurricular activities, as well as in works of service and mercy as informed by the Wesleyan tradition.

GE Mission Statement

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and cultures.

Final Examination Policy

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU Academic Accommodations Policy

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center. (DRC@pointloma.edu or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

PLNU Attendance and Participation Policy

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.