



## **HON 101: Rhetoric: Critical Communication**

*Humanities Honors Program*

Fall 2018 ◊ 4 Units ◊ Taylor 314 ◊ MWF, 8:30-9:35 a.m.

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(& by appointment)

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### **PLNU Mission**

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.

### **Course Description: HON 101: 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:**

(1) Griffin, Cindy, L. *An Invitation to Public Speaking*. 5<sup>th</sup> ed. Boston: Cengage Learning. 2014. Print.

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

(2) Lunsford, Andrea A. *The St. Martin's Handbook*. 8<sup>th</sup> ed. New York: Bedford/St. Martin's, 2015. Print.

(3) Additional readings and resources will be posted on Canvas or available at *The Purdue OWL*: <http://owl.english.purdue.edu/owl/>

**Required Materials:**

- (1) A writing notebook/journal of your choice
- (2) The obvious things: pen/pencil, loose-leaf paper, folder for storage, etc.

**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, MLA or APA 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 "Acknowledging Sources and Avoiding Plagiarism" (241).
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 section on "Language That Builds Common Ground" (SMH 360) and "Appropriate Language" at *The Purdue OWL*: <http://owl.english.purdue.edu/owl/resource/608/01/>.
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 during a test.
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 agreement to abide by the policies and information set forth here and not to expect exceptions to be made for you.

### **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.

**PLNU Academic Accommodations:** If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at [DRC@pointloma.edu](mailto:DRC@pointloma.edu). See [Disability Resource Center](#) for additional information.

**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 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 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.

## 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

\*Email, Quizzes, Field, Follow-Up, Bibliography, Peer Feedback, 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. They will often require short answers to a few questions, but they might occasionally require a longer answer to one question (in the form of a short essay). This will motivate you to do the assigned reading, and it is extra incentive to get to class on time. These quizzes cannot be made up later. 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 your graded research 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, 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).

**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 and speaking 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. We 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.

### 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
Aug 28	Course introduction, orientation and success strategies	*Introductory speech due next class Prepare Introductory Speech
Aug 29	Introductory Speech	Review Syllabus and put important dates in planner or phone with "alerts" set.
Aug 31	Email Etiquette Introduce Field Interview Watch Celeste Headlee Ted Talk	Read: Email Etiquette links (Canvas); Rhetorical Situations (SMH 23-39);
Sept 3 - Labor Day	No Class	
Sept 5	Intro to Rhetoric Peer Group Survey	Due: Email  Read: "Rhetoric" chapter from <i>Rhetoric and Human Understanding</i> (Canvas); IPS chapters 1 & 2

		Watch: IPS ch. 1 & 2 PPT on Canvas and fill in lecture notes.
Sept 7	Canons of Rhetoric and Invitational Rhetoric	Due: Complete Canons of Rhetoric Assignment  Read: "Symbolic Stewardship" Chapter on Canvas
Sept 10	Quiz: IPS Ch 1 & 2 Expectations for College Writing Research Paper assigned	Due: Field Interview  Read: Expectations for College Writing (14-22)
Sept 12	"Imitation Calamari" How to create a research question Keeping an annotated bibliography	Read: Preparing for a Research Project (SMH 190-198) Read: IPS chapter 3  Watch: IPS ch. 3 PPT on Canvas and fill in lecture notes.  Due: Topic & Informal Research
Sept 14	Meet in Bresee Lab in Library at 8:35 a.m. sharp	Read: IPS chapters 4 & 5  Watch: IPS ch. 4 & 5 PPT on Canvas and fill in lecture notes.
Sept 17	Meet in Bresee Lab in Library at 8:35 a.m. sharp	Work on Annotated Bib draft
Sept 19	Meet in Bresee Lab in Library at 8:35 a.m. sharp	Due: Annotated Bib draft (to librarians on Canvas)
*Later that day...	*Bonus event: Driftwood Open Mic The ARC	

	5:30-7:00 p.m.	
Sept 21	Quiz: IPS Ch 3-5 In Class: Thesis workshop	Read: Drafting a working thesis (SMH 47-49)
Sept 24	Research/Conferences <i>Come prepared to discuss your research. Bring questions.</i>	Read: IPS chapter 6  Watch: IPS ch. 6 PPT on Canvas and fill in lecture notes.
Sept 26	Research/Conferences <i>Come prepared to discuss your research. Bring questions.</i>	
*Thursday, Sept 27	*Bonus event: Poetry Day! Feat. Sarah Ann Winn Fermanian Talk at 3:00-4:00 p.m. Reading at 7:00-8:00 p.m.	
Sept 28	In Class: Discuss arguments and bibliographies	Read: Constructing Arguments (SMH 160-188);  Due: Full Annotated Bibliography
Oct 1	In Class: Outline workshop	Read: Organizing verbal and visual information & Drafting (SMH 50-63); IPS chapters 7 & 8  Watch: IPS chs. 7 & 8 PPT on Canvas and fill in lecture notes.  Due: Outline
Oct 3	In Class: Voice, Citation Practice	Read: Integrating Sources & Acknowledging Sources (SMH 232-249) Writing a Research Project



		(SMH 250-260)
Oct 5	In Class: Peer Response	Due: Research Paper (full draft)
Oct 8	Invitational Speaking	Read: IPS chapter 13
Oct 10	IPS Quiz: Ch 7, 8, 13 Invitational Speaking	Read "Authenticity" Chapter on Canvas  Watch: IPS ch. 13 PPT on Canvas and fill in lecture notes.
*Thursday, Oct 11	*Bonus event: Poetry on Point Colt Forum 3:00-4:00 p.m.	
Oct 12	Conferences	
Oct 15	Conferences	Read: IPS chapter 16 & Appendix  Watch: IPS ch. 16 PPT on Canvas and fill in lecture notes.  Write: 2-3 Commemorative Speech
Oct 17	In Class: De Saegher's Crash Course	Read: "The Top Twenty" (SMH 1-11)  Due: De Saegher's Crash Course
Oct 19 - Fall Break	No Class	
Oct 22	In Class: De Saegher's Crash Course	Due: De Saegher's Crash Course
Oct 24	In Class: Editing Workshop	Read: IPS chapters 10-11  Watch: IPS chs. 10-11 PPT on Canvas and fill in lecture

		notes.  Due: Research Paper (complete draft)
Oct 26	In Class: Cover notes, Invitational Speaking Lecture	Read: “Kinesthetic Speaker” and “Leveraging the Power of Nonverbal Communication” articles  Due: Final Research Paper
Oct 29	Invitational Speaking/Kinesthetic Speaker Quiz Delivery	Write: Article Review for “Kinesthetic Speaker” & “Leveraging the Power of Nonverbal Communication” and Delivery Plan
Oct 31	Speech Anxiety	Read <i>HBR</i> article on Speech Anxiety
Nov 2	Bring Delivery Plan for Peer Workshop	Due: Article Review for “Kinesthetic Speaker” & “Leveraging the Power of Nonverbal Communication”
Nov 5	Invitational Speeches <i>*Bring your mobile device with enough storage to record your presentation</i>	Complete Self-Analysis and Peer Feedback
Nov 7	Invitational Speeches <i>*Bring your mobile device with enough storage to record your presentation</i>	Complete Self-Analysis and Peer Feedback
Nov 9	Invitational Speeches <i>*Bring your mobile device with enough storage to record your presentation</i>	Complete Self-Analysis and Peer Feedback
Nov 12	Invitational Speeches <i>*Bring your mobile device with enough storage to</i>	Complete Self-Analysis and Peer Feedback

	<i>record your presentation</i>	
Nov 14	Multi-Genre Project Introduction Research Papers returned Follow-up assigned	
Nov 16	In Class: Genre conventions, Audience	Read: Visual Rhetoric, Business Letters, PowerPoint (on Canvas) Writing to Make Something Happen in the World (SMH 344-352)
*Saturday, Nov 17	*Bonus event: Creative Writing Celebration Bond 103 8:30-10:30 a.m.	
Nov 19	In Class: Argument in creative genres	Read: Glaspell's "Trifles" and Rukeyser's "Myth" (on Canvas)  Due: Follow-up assignment
Nov 21 - Thanksgiving	No Class	
Nov 23 - Thanksgiving	No Class	
Nov 26	In Class: How to use satire for argument	Read: Satirical writing (on Canvas)
Nov 28	Multi-Genre Prep Day	Work on Multi-Genre Project
Nov 30	In Class: Peer Response	Due: Multi-Genre Project (full draft)
Dec 3	Multi-Genre Prep meeting with Professors	
Dec 5	Multi-Genre Presentation <i>*Bring your mobile device with enough storage to record your presentation</i>	Complete Self-Analysis and Peer Feedback
Dec 7	Multi-Genre Presentation <i>*Bring your mobile device</i>	Complete Self-Analysis and Peer Feedback

	<i>with enough storage to record your presentation</i>	
Final Friday, Dec 14 7:30 - 10:00 a.m.	Multi-Genre Presentation <i>*Bring your mobile device with enough storage to record your presentation</i>	Complete Self-Analysis and Peer Feedback