Miyazaki International College

Course Syllabus

Fall 2020

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| Course Title ( Credits ) | Basic Rhetoric LL318 (3) |
| Course Designation for TC | N/A |
| Content Teacher | |
| Instructor | Dr. Gregory J. Dunne |
| E-mail address | gdunne@sky.miyazaki-mic.ac.jp |
| Office/Ext | MIC: 2-306 /Ext: 3785 |
| Office hours | Monday and Wednesday 3 to 4 and Friday 9 to 10 |

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| Course Description: | | |
| **From the Course Bulletin:** *This course introduces the principal components of written and oral argumentation. This course provides students with opportunities to analyze arguments, map viewpoints, and advocate for claims of their own.*  Rhetoric is a foundational discipline within the liberal arts. You, as a student at a liberal arts college, will soon know quite a bit about the subject. Congratulations! Rhetoric helps you to practice critical thinking skills and to apply them to your speaking and writing. To understand Rhetoric is to understand how to invent, arrange, style, deliver information to best inform, obfuscate, persuade, motivate, enervate, appease, anger, or please.  ⇒IN OTHER WORDS: In this class, we will think about the components of argumentation.  WHO is saying WHAT to WHOM and HOW and WHY? Why does that matter?  We will examine how arguments are made.  We will think about how different audiences can change your argument.  We will study the medium through which the message is conveyed.  We will look at issues from many viewpoints.  We will practice citation and avoiding plagiarism.    This course is grounded in the notion that participation in discourse is central to global citizenship.  In this course we will think critically and widely about how and why texts, advertisements, films, and music (among other things) influence our opinions while training ourselves to appreciate the complexities of controversies before “weighing in.” We will begin with analysis, move on to “mapping” alternative perspectives, and then, finally, face argument critically and responsibly. | | |
| Course Objectives: | | |
| The course aims to help you to develop the following skills: • Improve your critical reading skills and to advance your ability to consider arguments, including their strengths, weaknesses, targets, intentions, and many sides • Enhance your mastery of communication (writing, listening, presenting), including through the use of technology  • Sharpen the questions you ask  • Help you to understand strong and weak sources.  • Better your ability to make and support strong claims in appropriate ways using research. | | |
| Course Schedule | | |
| Day | Topic | Content/Activities |
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| 1 | Unit One: Basic Analysis | Introduction to the course and syllabus.  Setting up our toolbox and identifying as readers. What is rhetoric? |
| 2 |  | Types of Arguments |
| 3 |  | Purpose and Target |
| 4 |  | Rhetorical Appeals: Pathos |
| 5 |  | Rhetorical Appeals: Logos |
| 6 |  | Rhetorical Appeals: Ethos |
| 7 |  | Rhetorical Appeals: Mythos |
| 8 |  | **Papers and Presentations DUE** |
| 9 | Unit Two: Advanced Analysis | Premises / Warrants |
| 10 |  | Deductive and Inductive Logic |
| 11 |  | Reading for Style and Form |
| 12 |  | Satire, Sarcasm, and Irony |
| 13 |  | Connotations and Denotations |
| 14 |  | Fallacies, part one |
| 15 |  | Fallacies, part two |
| 16 |  | **Advanced Analysis Response Project DUE** |
| 17 | Unit Three: Mapping Perspectives | Understanding Controversies |
| 18 |  | Understanding and Avoiding Plagiarism |
| 19 |  | Finding Multiple Perspectives |
| 20 |  | Research Workshop |
| 21 |  | Research and writing source annotations |
| 22 |  | **Annotated Bibliographies DUE** Group Presentation Practice |
| 23 |  | **Watching Multiple Perspectives Film** |
| 24 |  | **Watching Multiple Perspectives Film** |
| 25 |  | **Group Presentations** |
| 26 | Unit Four: Synthesis | Making Claims: Effective Thesis Statements |
| 27 |  | Counterarguments, Concessions, and Rebuttals |
| 28 |  | Peer Review Workshop |
| 29 |  | Revising Workshop |
| 30 |  | **Film Review Due** Course Review |
| Final Exam | Final Exam |  |
| NOTES:  **I retain the right to amend this syllabus as necessary during the course of the semester.** | | |
| Required Materials: | | |
| All readings can be found with our blog on our course website: print out all electronic readings and bring them to class with you. You should check Moodle daily. You must read my emails in a timely fashion. | | |
| Course Policies (Attendance, etc.) | | |
| Because discussion is key and many activities will be completed in class, participation is vital to this course. If you are not in class, you cannot earn participation points for the day for class discussion or take quizzes.  Do not schedule meetings or routine appointments during class. Everyone is expected to thoughtfully add to our dialogue both in the classroom and in our online discussions. If you miss more than five class meetings for *any* reason, you may be required to drop the course.  **Academic Honesty:**  It is **essential** that you use your own ideas in this class and submit your own work in this class.   * **Plagiarism** is the presentation of someone else’s work as your own, whether it be direct, undocumented quotation of words, phrases or sentences, or undocumented paraphrasing of original ideas, thoughts or content. Neglecting to acknowledge sources for outside material is a serious, punishable offense and will result in failure of the assignment and possibly the course. * Properly citing other authors is important; **do not** **copy** ideas from other people or books and pass them off as your own. If you do, you will fail.   **Office Hours:** You don’t need an appointment for regularly scheduled office hours. In fact, you are encouraged to come and talk to Dr. Bishop about the class, assignments, readings, and so on. If you have questions, concerns, or comments, this is a great time to discuss them. If you can’t make it to her office hours, you can email her to make an appointment (please wait for a response). As with all emails, I will do my best to reply within 24 - 48 hours.  **Questions**: If questions or concerns related to this course arise, please feel free to discuss them with Dr. Bishop during office hours, by appointment, or by email. Any questions or concerns regarding an assignment grade received must be discussed in person within **ten** business days. If you have a problem, come and speak with me. If you have spoken to me and your problem persists, please contact Dean Passos: [apassos@sky.miyazaki-mic.ac.jp](mailto:apassos@sky.miyazaki-mic.ac.jp).  **No harassment** **of any kind will be tolerated.** Discrimination on the basis of race, creed, color, national origins, age, sex, disability, sexual orientation, and gender identity is prohibited. Please be respectful of others. As some of our course material is controversial or sensitive and may contain adult content, respectful discussion is especially crucial. Dr. Bishop reserves the right to ask anyone to leave at any time. | | |
| Class Preparation and Review | | |
| Students are expected to spend at least one hour preparing for every hour of lesson time and one hour reviewing and doing homework. As we will spend three hours per week together, you should be spending at least six hours per week on class preparation and review.  ***You need to read and understand the assignment before coming to class*.** In class we will go beyond **what** is happening to look at the **how** and **why** and **so what.**   * Before Class: Think about the texts. Come to class with *questions*, *comments*, and *opinions* about the reading. * After Class: Review. Go over your notes from class and from your reading. When you review, pay close attention to new vocabulary and concepts. | | |
| Grades and Grading Standards | | |
| All assignments should be typed and submitted per the instructions on the assignment sheet. Back up your work and save often. Technology can cause trouble; don’t let it hurt your grade. Late work will be penalized and/or not accepted.  Dr. Bishop will only accept emailed assignments with prior approval. Assignments submitted more than one week after the initial deadline may not be accepted.  Detailed assignment sheets outlining expectations for projects, responses, reflections, presentations, and so on will be given to you in class and will be available on our class website.  Please bring grade-related concerns **in writing** to Dr. Bishop’s office hours or an appointment, including any argument for a higher or lower grade. Emails requesting an appointment to discuss a grade are encouraged though emailed contestations are not.  **On assignments:**  **100-90: A** grade  **80-89: B** grade  **70-79: C** grade  **60-69: D** grade  **0-59: F** grade  **Grades will be broken down as follows:**  Major Assignment One – Analysis Paper and Presentation: **20%**  Major Assignment Two – Advanced Analysis Response Project: **10%**  Major Assignment Three – Annotated Bibliography and Group Presentation: **20%**  Major Assignment Four: Film Review: **20%**  Participation: **10%**  Final Exam: **20%** | | |
| Methods of Feedback: | | |
| In principle, graded work will be returned within one week of submission with appropriate feedback i.e., grade, comments, rubric, etc. | | |
| Diploma Policy Objectives: | | |
| **“Work completed in this course helps students achieve the following Diploma Policy objective(s)”:**   1. Advanced thinking skills (comparison, analysis, synthesis, and evaluation) based on critical thinking (critical and analytic thought) 2. The ability to understand and accept different cultures developed through acquisition of a broad knowledge and comparison of the cultures of Japan and other nations 3. The ability to identify and solve problems 4. Advanced communication proficiency in English 5. Proficiency in the use of information technology | | |
| Notes: | | |
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| Below is a rubric outlining course objectives and explanations of what it means to proficiently master those objectives. After reading through the document below, write in what you think it means to exceed expectations and what you think it means to show that you failed to meet expectations in the blanks below. Circle or highlight the sentences that best fit your *current* level of proficiency. In the notes section, write down **goals** for yourself. |

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|  | **Developing** | **Proficient** | **Advanced** |
| **Critical Thinking through Active Learning**  (ability to identify and solve problems; information gathering; assessment of credibility) |  | Able to perform data analysis, gather and assess resources, and express opinions cogently. Able to ask and answer questions beyond comprehension level. Able to create and support an original argument. |  |
| **Advanced Communication** Proficiency  (presentations, social skills, email etiquette) |  | Able to contribute meaningfully to class discussions. Able to create a relevant response when asked to express an opinion or respond to a question. Able to research, prepare, and communicate ideas and questions to classmates and instructor orally and in writing. |  |
| **Global Perspectives**  (cultural relevancy; awareness of current and historical events and global issues) |  | Aware of current and historical events and world cultures. Demonstrates ability to learn about and understand cultural relevance of issues presented in texts and discussion. Can apply to class work. |  |
| **English Language Ability**  (reading, writing, speaking) |  | Proficient oral and written communication; does not rely only on familiar vocabulary but continues to build lexicon. May make some errors but advances beyond comfort zone, showing growth and effort. |  |

NOTES: