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1-2014

# COMX 445.01: Rhetorical Criticism and Theory

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Communication Studies 445  
Rhetorical Criticism and Theory  
12:40 - 2:00 Tuesdays and Thursdays  
LA 302

Professor: Sara Hayden, Ph.D.  
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Email: sara.hayden@mso.umt.edu  
Office Hours: 2:10-3:00 Tuesdays and Thursdays

Course Description

The study of rhetorical criticism and theory begins with the understanding that as human beings, we use language and other symbols to shape the world in which we live. Rhetorical theory allows us to explore how symbols function and rhetorical criticism is one of the processes through which we assess symbolic acts. In this course you will learn about contemporary approaches to rhetorical criticism and theory. Methods to be covered include Neo-Aristotelian, cluster, pentadic, metaphoric, narrative, ideographic, feminist, and visual criticism. You will be required to participate in class discussions, complete quizzes/participation questions, write two original rhetorical analyses which will culminate in a final, third essay, and present your research to the class. Preliminary criteria for each are outlined below.

Required Reading

Foss, S. K. (2009) Rhetorical Criticism: Exploration & Practice, (4<sup>th</sup> Edition). Long Grove, IL: Waveland.

Lunsford, A. A. (2011). The Everyday Writer, (4th Edition). Boston: Bedford/St. Martin's.

A note about The Everyday Writer: Although I do not assign readings from this book, you will be held accountable for much of the material contained in it, including the sections titled "Usage and Style" and APA or MLA Style.

Articles posted on Moodle.

Academic Misconduct

Academic misconduct includes cheating, plagiarizing, and deliberately interfering with the work of others. Plagiarizing means representing the work of someone else (such as another student or an author of a book or an article) as your own. If you use the ideas or words of someone else on an exam or in a paper, you must cite the source of the original information. See Lunsford's The Everyday Writer for a thorough discussion of plagiarism and how to avoid it. If you have specific questions about how to avoid plagiarism, ask me for help. Following university regulations, cheating and plagiarism will be penalized with a failing grade in this course.

## Grades

Grades will be based on evaluation of student performance on the following assignments:

Quizzes/ Questions/Participation/Project Proposal	100 points
Paper 1:	100 points
Paper 2:	100 points
Final Essay:	100 points
Total:	400 points

A=92% and up; A- = 91-90%; B+ = 88-89%; B = 82-87%; B- = 80 - 81%; C+ = 78 -79 %; C = 72 - 77%; C- = 70 - 71%; D+ = 68 - 69%; D = 62 - 67%; D- = 60 - 61%; F 59% and below.

## Description of Assignments:

### Quizzes and Participation Questions

Completing the assigned readings will be key to your success in the course. As such, although I will not be giving formal exams, I will often administer quizzes or short participation questions designed to test your understanding of the assigned readings. You should be prepared to complete quizzes/participation questions on a regular basis. Dates of quizzes/questions will not be announced.

### Participation

This course will be run as a seminar, as such, students will be expected to come to class ready to discuss the assigned readings. In good seminars, student questions and insights direct group discussions so the quality of the class discussions rests largely on your participation skills. To be good participants, it is essential that you read the assigned material critically and actively.

### Project Proposal

On Thursday, February 20, you will submit your project proposal. This will include a discussion of the artifact you will likely use for analysis in your first two papers. In the proposal you should describe your artifact, justify your choice (e.g., why is this an appropriate artifact for analysis? What do you hope to learn through examining it?) and provide contextual information (e.g., when and where did the artifact appear? Who observed/heard/read it? Who delivered/wrote/created it?).

*The quizzes/questions, your overall participation, your project proposal, and the presentation of your research to the class combined will count for a total of 100 points.*

### Papers

Over the course of the semester you will write and submit two critiques of your chosen artifact. Your first paper will utilize neo-Aristotelian, cluster, pentadic, or narrative analysis; your second paper will utilize metaphoric, ideographic, feminist, or visual analysis. One or both of these critiques will serve as the basis for your final essay.

### Final Essay

Your final essay will constitute a complete piece of rhetorical criticism, including an introduction, theoretical/methodological overview, contextual section, rhetorical analysis, and conclusions. Each student will present her or his research to the class during the final week of classes or during our scheduled finals period. The final essay is due Tuesday, May 13 at 8:00 am.

### Schedule

T 1-28	Introduction to the Course
Th 1-30	The Nature of Rhetorical Criticism <b>Text</b> , Chapters 1 and 2
T 2-4	Doing Rhetorical Criticism Obama, 2014 State of the Union Address, to be posted on <b>Moodle</b>
Th 2-6	Doing Rhetorical Criticism
T 2-11	Doing Rhetorical Criticism
Th 2-13	Neo-Aristotelian Criticism <b>Moodle</b> , Campbell, Critique: An Exercise in the Rhetoric of Mythical America <b>Text</b> , Chapter 3 <b>Text</b> , Hill, Conventional Wisdom – Traditional Form – The President’s Message of November 3, 1969 <b>Suggested Text</b> , Speech by Richard M. Nixon
T 2-18	No Class -- WSCA convention
Th 2-20	Cluster Criticism <b>Text</b> , Chapter 4 <b>Text</b> , Elliott, A Cluster Analysis of Enron’s Code of Ethics <i>Project Proposals Due at the Beginning of Class!</i>
T 2-25	Pentadic Criticism <b>Text</b> , Chapter 11, <b>Text</b> , Ling, A Pentadic Analysis of Senator Edward Kennedy’s Address to the People of Massachusetts July 25, 1969 <b>Moodle</b> , Tonn, Endress, and Diamond, Hunting and Heritage on Trial: A Dramatistic Debate Over Tragedy, Tradition, and Territory
Th 2-27	Cluster and Pentadic Criticism <b>Moodle</b> , Kennedy, Speech to the Greater Houston Ministerial Association

- T 3-4 Cluster and Pentadic Criticism
- Th 3-6 Narrative Criticism  
Text, Chapter 10  
**Moodle**, Lewis, Telling America's Story: Narrative Form and the Reagan Presidency
- T 3-11 Narrative Criticism, continued  
**Moodle**, Nixon, The 'Checkers' Speech
- Th 3-13 Narrative Criticism
- T 3-18 Narrative Criticism
- Th 3-20 Metaphoric Criticism  
**Text**, Chapter 9  
**Moodle**, Osborn, Archetypal Metaphor in Rhetoric: The Light-Dark Family
- T 3-25 Metaphoric Criticism  
**Moodle**, Cuomo, 1984 Keynote Address to the Democratic National Convention  
*First Paper Due at the Beginning of Class!*
- Th 3-27 Metaphoric Criticism
- T 4-1 Spring Break!
- Th 4-3 Spring Break!
- T 4-8 Ideographic Criticism  
**Moodle**, McGee, The Ideograph: A Link Between Rhetoric and Ideology  
**Moodle**, Lucaites and Condit, Reconstructing <Equality>: Culturetypal and Counter-Culture Rhetorics in the Martyred Black Vision
- Th 4-10 Ideographic Criticism  
Readings to be announced and posted on **Moodle**.
- T 4-15 Feminist Criticism  
**Moodle**, Campbell and Keremidchieva, Gender and Public Address  
**Moodle**, Bacon, The Intersections of Race and Gender in Rhetorical Theory and Praxis
- Th 4-17 Feminist Criticism  
Readings to be announced and posted on **Moodle**.

T 4-22      The Critique of Visual Rhetoric  
**Moodle**, Gronbeck, Visual Rhetorical Studies: Traces through Time and Space  
**Moodle**, Olson, Finnegan, and Hope, Visual Rhetoric in Communication:  
Continuing Questions and Contemporary Issues

Th 4-24      The Critique of Visual Rhetoric  
Readings to be announced and posted on **Moodle**.  
*Second Paper Due at the Beginning of Class!*

T 4-29      Return papers and plan for presentations

Th 5-1      Open Office Hours

T 5-6      Paper Presentations

Th 5-8      Paper Presentations

Tuesday, May 13, 8:00 am, Paper Presentations  
*Final papers due at the beginning of the class period!*

Please Note:

Incompletes will be given only in emergencies and only with my prior consent. If you foresee having difficulty finishing the course, come speak with me immediately.

Students with disabilities may request reasonable modifications by contacting me. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). “Reasonable” means the University permits no fundamental alterations of academic standards or retroactive modifications. For more information, please consult <<http://www.umt.edu/disability>>.