ENC 5337 - Rhetorical Theory (OW61)

Spring 2019

Instructor Contact

- **Professor:** Dr. JD Applen
- **Office:** TCH 255E
- **Office hours:** Monday and Wednesday 12:00 to 1:15 p.m
- **Phone:** (407) 823-1159 (for emergencies)
- **E-mail:** jd.applen@ucf.edu or use Webcourses@UCF inbox

If you cannot make these hours, please feel free to make an appointment with me. Please believe me when I tell you that I like it when you come to my office with some specific concerns about the class. When you have questions or offer ideas to me in my office, you help me understand how we are all connecting in class. Just because this is an on-line class does not mean that we cannot meet in my office.

Course Catalog Description of ENC 5337:

The Rhetorics Of Public Debate: With special attention to the rhetor-audience relationship, the course studies history and practice of rhetoric as it applies to political discourse and essays. Prerequisites: Graduate standing or consent of the instructor. 3 units.

Course Objective ENC 5337:

The main idea is that you learn the classical elements of rhetoric in some detail and then practice applying them to contemporary texts, whether they are the ones you are writing or analyzing. I think you should use this course so you can better understand not only rhetoric, but the way contemporary essays in political rhetoric make their arguments and convey meaning.

Required Text:

*Ancient Rhetorics for Contemporary Students.* Sharon Crowley and Debra Hawhee. 5th Edition. It is important that you get this fifth edition.

Required Assignments:

- Forum Postings and Quizzes 55%
- Annotated Bibliography 10%
- Final Rhetorical Analysis 30%
- Class participation, groupwork, and professionalism 5%

General Overview

ENC 5337 is an on-line course, and one of the wonderful ironies of on-line courses is that people often get to know their classmates better because this medium asks us to "hear" each other's ideas and affords us more time to carefully respond to each other. If we were conducting this course in a traditional manner, we would all drive to UCF once a week, park, walk to a conference room, and in 2 hours and 45 minutes we would get all our ideas out. This is fine, but we so often get a better idea about what was said in this
traditional environment on our drive home from class or the next day. Here we have a wider window of
time to respond and work with each other. I also find that students who are frustrated because they do not
have time to articulate their ideas carefully in a traditional course structure really respond to the on-line
environment. I believe in on-line classes because students, especially graduate students, often get more
from the course.

In this course we will engage in on-line activities on a weekly basis. Usually, you will take a quiz on a
chapter from our text, then post a written assignment that responds to a theoretical situation that I ask you
to consider, then you will critique some of the assignments of the people in your group. Below is the basic
due-date schedule that we will follow. (I describe these course practices in greater detail in the "Policies"
section that can be found in the sidebar frame of the ENC 5337 home page.)

Tuesday, 11:59 pm, EST: Quizzes.
Wednesday, 11:59 pm, EST: Written Postings from modules.
Thursday, 11:59 pm, EST: Discussion responses to a colleague.

We have two major assignments that are due during the course of the semester, and the week these
assignments are due, you will not need to take a quiz, post a response to a question that pertains to a
chapter, and offer your critiques. I think you will see that this is indicated in the Course Schedule.

The first major assignment is an annotated bibliography, and it is designed to support your work on the
second major assignment, your term paper. After you finish your annotations, we will have a conference,
then you will begin working on your final project. I describe these tasks in greater detail in the Major
Assignments section that is on the vertical sidebar of the ENC 6338 home page.

**FERPA and Privacy**

As a student, your educational records are considered confidential. Under FERPA (Family Educational
Rights and Privacy Act), your records are confidential and protected. Under most circumstances your
records will not be released without your written and signed consent. However, some directory information
may be released to third parties without the your prior consent unless a written request to restrict this is on
This topic will also be covered in Module 3: Security Issues, Ethics, & Emerging Technologies.

In this course, we will be working with third party applications online (i.e. wikis, blogs and other Web 2.0
applications). The different proprietors of these sites may or may not have privacy guarantees and the
FERPA policy at UCF does not apply to these sites. It will be your responsibility to read the privacy
documentation at each site. There are many other options to protecting your information at these sites. If
you have filed the paperwork and are classified as protected under the UCF FERPA qualifications, it will
be acceptable for you to use an alias when using the Web 2.0 sites required for this course. If you still have
concerns, please contact me as soon as possible to discuss your options.

**Academic Honesty**

Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for
that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and
may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF
Golden Rule for further information. I will assume for this course that you will adhere to the academic
creed of this University and will maintain the highest standards of academic integrity. In other words, don't
cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest
standards of academic integrity, so please do not ask me to change (or expect me to change) your grade
illegitimately or to bend or break rules for one person that will not apply to everyone.
**Disability Statement**

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss their needs. No accommodations will be provided until the student has met with the professor to make the request. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before making a request for accommodations from the professor.

**Make-up work**

There is no makeup work or extra credit in this course.

**Incompletes**

No incompletes will be provided for this course.

**Syllabus Amendment**

This syllabus may be amended or modified in any way upon notice; most such changes will affect the course schedule so be sure that you know if any due dates change.

**Course Summary:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
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<tbody>
<tr>
<td>Fri Jan 11, 2019</td>
<td><strong>Course Apparatus: Syllabus, Schedule, Protocols, Policies, and Major Assignments</strong> due by 11:59pm</td>
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<td><strong>Quiz 1 - MLA Citation Style and Punctuation</strong> due by 11:59pm</td>
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<tr>
<td>Tue Jan 15, 2019</td>
<td><strong>Quiz 2 - Ancient Rhetorics: Their Differences (Chapter 1)</strong> due by 11:59pm</td>
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<tr>
<td>Wed Jan 16, 2019</td>
<td><strong>Initial Posting Fixed Opinion: or the Hinge of History</strong> 11:59pm</td>
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<tr>
<td>Thu Jan 17, 2019</td>
<td><strong>&quot;Fixed Opinion: or the Hinge of History&quot; by Joan Didion</strong> due by 11:59pm</td>
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<tr>
<td>Tue Jan 22, 2019</td>
<td><strong>Quiz 3 - Kairos and the Rhetorical Situation (Chapter 2)</strong> due by 11:59pm</td>
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<tr>
<td>Wed Jan 30, 2019</td>
<td><strong>Initial Response to Obama's &quot;Race Speech&quot;</strong> 12am</td>
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<tr>
<td>Thu Jan 31, 2019</td>
<td><strong>Barack Obama's &quot;Race Speech&quot;</strong> due by 11:59pm</td>
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<td><strong>Kairos and Barack Obama's &quot;Race Speech&quot;</strong> due by 11:59pm</td>
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<tr>
<td>Tue Feb 5, 2019</td>
<td><strong>Quiz 4 - Stasis Theory: Asking the Right Questions (Chapter 3)</strong> due by 11:59pm</td>
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<td>Wed Feb 13, 2019</td>
<td><strong>Initial Posting to Coate's &quot;Reparations&quot;</strong> 11:59pm</td>
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<tr>
<td>Thu Feb 14, 2019</td>
<td><strong>Stasis Theory—Coates' &quot;The Case for Reparations&quot;</strong> due by 11:59pm</td>
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Assignments are weighted by group:

<table>
<thead>
<tr>
<th>Group</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Assignments</td>
<td>55%</td>
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<tr>
<td>Rhetorical Analysis</td>
<td>30%</td>
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<td>Annotated Bibliography</td>
<td>10%</td>
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<td>Professionalism</td>
<td>5%</td>
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<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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<td>Date</td>
<td>Topic and Reading Assignment</td>
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<tr>
<td>Week 1 1/17</td>
<td>Introduction to course, grammar and punctuation and MLA. You have <strong>two</strong> quizzes this week.</td>
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<tr>
<td>Week 2 1/14</td>
<td>Chapter 1--Ancient Rhetorics: Their Differences, and the Differences They Make.</td>
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<td>Week 3 1/21</td>
<td>Chapter 2-Kairos and the rhetorical situation.</td>
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<td>Week 6 2/11</td>
<td>Chapter 3-Stasis Theory. Asking the Right Questions continued.</td>
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<td>Week 7 2/18</td>
<td>Chapter 4--The Commonplaces. Introduction to Annotations/Reader's Journal. See descriptions of Annotations/Reader's Journal and Final Project in Major Assignments on ENC 6338 home page.</td>
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<td>Week 8</td>
<td>Chapter 6--Ethical Proof.</td>
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<tr>
<td>2/25</td>
<td>Mitch Landrieu's Removal of Confederate</td>
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<td>Monuments Speech. Also, individual</td>
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<td>annotations research.</td>
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<td>Week 9</td>
<td>Spring Break</td>
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<td>3/4</td>
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<td>3/11</td>
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<td>3/18</td>
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<td>3/25</td>
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<tr>
<td>Week 13</td>
<td>Style Continued.</td>
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<td>4/1</td>
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<tr>
<td>Week 14</td>
<td>Annotations/Reader's Journal due.</td>
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<td>4/8</td>
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<td>Week 15</td>
<td>Conferences.</td>
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<td>4/15</td>
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<tr>
<td>Week 16</td>
<td>Work on final project. Optional</td>
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<tr>
<td>4/22</td>
<td>conferences.</td>
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<td></td>
<td>Finals Week</td>
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<tr>
<td>Week 17</td>
<td>Finals Week</td>
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**Note:** All faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the following academic activity by the end of the first week of classes. Failure to do so will result in a delay in the disbursement of your financial aid.

*You must take a quiz on the syllabus and punctuation in this course during the first week.*
E-mail and Discussion Protocols

Classroom Expectations and Course Conduct

The following ground rules will help your work in this course to go much more smoothly. Please carefully review these expectations and follow them.

- Be civil. You can always say what you want to say without being antagonistic in our discussion forums and emails to each other.
- Academic integrity will be appraised according to the student academic behavior standards outlined in The Golden Rule of the University of Central Florida's Student Handbook. See http://www.goldenrule.sdes.ucf.edu/ for further details.
- Do not turn in late assignments. Late submissions of major written assignments the annotated bibliography/reader's journal and final rhetorical analysis will result in a lower grade.
- Do not miss a quiz or post discussion forum assignments late. Missed quizzes may not be taken and discussion forum postings turned in late will not be accepted.
- Please keep up with the reading. You have quite a few book chapters, modules, and discussion postings to read for the class. Students who keep up with the reading tend to do much better in this kind of class than those who do not.
- If you care to, post a question you have about the class in the Main Forum of the discussion page. Others in the class may be able to add a prompt answer. If you do post a question or observation, and if you respond to one of your classmates, please follow the rules below regarding appropriate email messages. In this course, there is no place for the kind of blog-styled discourse that we see so often. If I have to write to you “This is not a blog,” you are not producing discussion forum postings that meet the minimum requirement for these forums.

Turning in Major Essay Assignments

- When you send me a major written assignment, the rhetorical analysis or annotated bibliography/reader's journal, please do so on time so I do not have to mark you down.
- Your two major written assignments (a set of annotations and a major term paper) should be a Word file and must be turned in using the Assignments tool, not Course Mail or regular email.
- I will be using Word's "Track Changes" tool to mark up your papers. For you to see my comments, you will need a version of Word for either the PC or Apple platforms.
Write Carefully and Thoughtfully in Discussion Group Forums.

- Choose your words carefully and phrase your sentences clearly. Make sure that you offer something of substance in your discussion postings that shows you have read and thought about the material. Write in a thoughtful tone; this is not an email you are dashing off to a friend. Think of your responses as mini-essays.
- When you respond to your colleagues, do not just write "I agree" or "Good idea, Cory" or "That's very interesting." Tell us why you agree or why it is a good idea.
- Always address whom you are addressing at the top of your discussion response and sign your name. These discussion forums are not blogs.
- Also, please do not use caps, exclamation points, or emoticons; good writers do not need them to express themselves. Write in complete sentences, and do not use "i" when you mean "I." Your grade in these discussion forums will be marked down if you do so. Again, this is not a blog. I will take off points for this.

Using the Inbox or Regular E-mail

E-mail will be an integral part of this course. Make sure you:

- Check into this course once a day.
- Be patient. Don't expect an immediate response when you send a message. Generally, I will get back to you within one day.
- Include "Subject" headings: use something that is descriptive and refer to a particular assignment or topic.
- Be courteous and considerate.
- Always address whomever you are writing with an opening salutation: "Dear Tina:" or "Hello William:" will do. Just writing out somone’s first name at the beginning of an email is fine (i.e., "Derrick:"). Appropriate business email style and the kind of writing people use for blogs and other electronic forums are not the same things.
- Please write in a business-like fashion using traditional punctuation and capitalization practices. For example, do not write "dear dr. applen--i really enjoyed the last assignment. it made me REALLY think. see ya, joe." In a business relationship such as the one you have with me, you need to write as if you aren't just talking to someone in a casual conversation. I will address you by your name in email, so please address me at the beginning of an email or course mail; always use a salutation in any email message to me. You can write "Dear J.D." (or "Hi JD") as this is what people whom I work with call me, or you can write Dear " Dr. Applen" if you feel better doing this. Whatever you write, please do so in complete and grammatical sentences; it is what will be required of you in the business world.
- Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.
• Do not use all caps. This makes the message very hard to read and is considered "shouting." Check spelling, grammar, and punctuation (you may want to compose in a word processor program first, then cut and paste the message into the discussion or e-mail).
• **Never** use exclamation points for anything in this course. The only time a good writer needs to use an exclamation point is if he or she is writing dialogue in a short story or journalistic piece where someone is yelling or shouting.
• Break up large blocks of text into paragraphs and use a space between paragraphs.
• Sign all of your e-mail messages.
• Never assume that your e-mail can be read by no one except yourself; others may be able to read or access your mail. Never send or keep anything that you would not mind seeing on the evening news.

**Reviewing Quizzes**

After you take a quiz, turn it in, and I have graded it, you can review your quiz and see the answers. Here's how you do it:

1. Go to Quizzes.
2. Locate the quiz you finished and want to see the answers to.
3. Select the name of the quiz.

Please make a point of reviewing your quizzes.

**SUMMARY OF POLICIES**

**Plagiarism**

Plagiarism is stealing. Plagiarism is a serious offense in all courses at UCF and, like other forms of cheating, it may endanger a student's whole career. Students who may plagiarize receive severe penalties, including immediate failure for the assignment, probable failure in the course, disciplinary referral to the appropriate dean, and possible expulsion from the university.

Students are guilty of plagiarism if they do the following:

• copy or repeat without acknowledging the source someone else's words, phrases, or ideas,
• summarize or expand someone else's work or ideas without properly acknowledging the person or source,
• copy papers by other students or allow other students to copy their papers,
• allow anyone else to revise or edit their work without their instructor's explicit permission.
Course Assignments and Grades

The format and the length of written assignments will be discussed well in advance of the due date. Please ask any questions about the assignments that you might have. If you want, you can post your questions to me in the Main Forum in the Discussion section of Webcourses. You can also email your questions to me if you want to keep them private.

I base all written assignments on four general criteria: content, organization, expression, and mechanics. I will explain how you have met these criteria in written comments and/or in conference.

In addition to standard grades (A, B, C, etc.), please note that I will be giving + and - (plus and minus) grades (e.g., A-, C+) for this course. The quiz grades will be based on the following breakdown: 94-100%=A, 90-93%=A-, 87-89%=B+, 84-86%=B, 80-83%=B-, 77-79%=C+, 74-76%=C, 70-73%=C-. Between 60 to 69% = D. Between 50 to 59%=F. Below 50%=O.

I will also include a grade for your on-line postings, professionalism, and responses and average them with your quiz grades.

Attendance and Timeliness

This is an on-line course so there is no attendance in the traditional sense as this course is online. However, you are expected to engage in the activity of the class--the quizzes and written papers--on a regular basis. There will be something offered in every class activity that can substantially improve your ability as a writer and a thinker and, therefore, it is important that you "come to class."

Quizzes are due at 11:59 pm on the day indicated. (I say 11:59 pm instead of 12 midnight because the way the Canvas software is set up.) If you turn it in at 12:00 pm, I will not accept your quiz.

*The quizzes are open-book. I write the quizzes with this in mind. You can take as long as you want to do the quizzes, as long as they are submitted on time. However, once they are submitted, I will grade them; there is no going back to change your answers.

Late discussion postings will not be accepted, so please get them in on time.

Late Papers and other Major Assignments

Major assignments (e.g., annotated bibliography, major report, personal and informational Web sites) turned in late will be marked down one full-letter grade per day after the due date. For example, a "B" paper that is turned in after the due date (e.g., Friday at 11:59 pm) will be dropped to a C. Turning a paper in at 11:56 means it is late. This grade will be lowered by one full grade for every successive day following the
date the paper was due. There is little reason for turning in a paper late since all assignments are given to you, in writing, well in advance of the due date.