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OFFICE OF THE
SENATE COUNCIL**1. General Information**

1a. Submitted by the College of: ARTS & SCIENCES

Date Submitted: 4/22/2013

1b. Department/Division: Arts and Sciences

1c. Contact Person

Name: Diane Robertson

Email: diane.robertson@uky.edu

Phone: 257-7002

Responsible Faculty ID (if different from Contact)

Name: Jennifer H. Rice

Email: jhri223@uky.edu

Phone: 257-1416

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: WRD 322

2c. Full Title: RHETORIC AND ARGUMENT

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: This course examines theories of rhetorical argument. Students read rhetorical theorists who speculate about what makes certain speech persuasive, as well as contemporary rhetoricians who are actually creating persuasive written and oral texts. Students use these theories to analyze and construct original arguments.

2k. Prerequisites, if any: Prereq: Completion of Composition and Communication requirement or consent of instructor.

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 30

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: No

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: Yes

If YES, name the proposed new program: BA/BS in Writing, Rhetoric, and Digital Studies

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|RDMO222|Roxanne D Mountford|Dept approval for ZCOURSE_NEW WRD 322|20120301

SIGNATURE|RHANSON|Roxanna D Hanson|College approval for ZCOURSE_NEW WRD 322|20120308

SIGNATURE|RDMO222|Roxanne D Mountford|Approval resent to department for ZCOURSE_NEW WRD 322|20120403

SIGNATURE|RHANSON|Roxanna D Hanson|College approval for ZCOURSE_NEW WRD 322|20120404

SIGNATURE|JMETT2|Joanie Eit-Mims|Undergrad Council approval for ZCOURSE_NEW WRD 322|20120828

Courses	Request Tracking
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New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

[Open in full window to print or save](#)

Generate F

Attachments:

Upload File

ID	Attachment
Delete 1601	WRD 322 Rhetoric and Argument.docx

First 1 Last

Select saved project to retrieve...

Get New

(*denotes required fields)

1. General Information

- a. * Submitted by the College of: Today's Date:
- b. * Department/Division:
- c.
 - * Contact Person Name: Email: Phone:
 - * Responsible Faculty ID (if different from Contact): Email: Phone:
- d. * Requested Effective Date: Semester following approval OR Specific Term/Year¹
- e. Should this course be a UK Core Course? Yes No
 If YES, check the areas that apply:
 - Inquiry - Arts & Creativity Composition & Communications - II
 - Inquiry - Humanities Quantitative Foundations
 - Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning
 - Inquiry - Social Sciences U.S. Citizenship, Community, Diversity
 - Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

- a. * Will this course also be offered through Distance Learning? Yes⁴ No
- b. * Prefix and Number:
- c. * Full Title:
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed² with (Prefix and Number):
- f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

<input checked="" type="checkbox"/> 3 Lecture	<input type="checkbox"/> Laboratory ¹	<input type="checkbox"/> Recitation	<input type="checkbox"/> Discussion
<input type="checkbox"/> Indep. Study	<input type="checkbox"/> Clinical	<input type="checkbox"/> Colloquium	<input type="checkbox"/> Practicum
<input type="checkbox"/> Research	<input type="checkbox"/> Residency	<input type="checkbox"/> Seminar	<input type="checkbox"/> Studio
<input type="checkbox"/> Other	If Other, Please explain: <input type="text"/>		
- g. * Identify a grading system: Letter (A, B, C, etc.) Pass/Fail
- h. * Number of credits:
- i. * Is this course repeatable for additional credit? Yes No
 If YES: Maximum number of credit hours:
 If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

This course examines theories of rhetorical argument. Students read rhetorical theorists who speculate about what makes certain speech persuasive, as well as contemporary rhetoricians who are actually creating persuasive written and oral texts. Students use these theories to analyze and construct original arguments.

k. Prerequisites, if any:

Prereq: Completion of Composition and Communication requirement or consent of instructor.

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 30

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

This is a writing course open to anyone on campus who wants to study argumentation and create original arguments in a variety of media.

8. * Check the category most applicable to this course:

- Traditional – Offered in Corresponding Departments at Universities Elsewhere
 Relatively New – Now Being Widely Established
 Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

BA/BS in Writing, Rhetoric, and Digital Studies

b. * Will this course be a new requirement² for ANY program? Yes No

If YES², list affected programs:

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) Ident additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if appl 10.a above) are attached.

- Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
- The chair of the cross-listing department must sign off on the Signature Routing Log.
- In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, is two hours per week for a semester for one credit hour. (From SRS 2.1)
- You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
- In order to change a program, a program change form must also be submitted.

Rev 8/09

[Submit as New Proposal](#) [Save Current Changes](#) [Delete Form Data and Attachments](#)

WRD 322: RHETORIC AND ARGUMENT

Instructor: Jennifer H. Rice
Email: jhri223@uky.edu
Office phone: (859) 257-1416
Office address: 1341 Patterson Office Tower

Course Description:

This course examines theories of rhetorical argument. Students read rhetorical theorists who speculate about what makes certain speech persuasive, as well as contemporary rhetoricians who are actually creating persuasive written and oral texts. Students use these theories to analyze and construct original arguments.

Prereq: Completion of Composition and Communication requirement or consent of instructor.

Student Learning Outcomes:

Upon completion of this course, the student will be able to:

- Write well-developed, complex arguments about a controversial issue using multiple media, including textual, oral, and digital.
- Apply established theories of argument to contemporary public debates and controversies.
- Analyze individual argumentative texts in order to identify the rhetorical strategies being used.
- Evaluate argumentative texts using rhetorical theory.

Course Goals:

Students should expect to gain a fuller understanding of what argument is, and how we can still draw upon classical rhetoric to construct and analyze arguments in everyday life. We will use established rhetorical theories in order to discuss how people make arguments in public spaces (newspapers, online sites, TV media, magazines, etc.). We will also use those same theories in order to evaluate such arguments. Finally, we will use rhetorical theory as a guide in order to help construct arguments that are sound, ethical, and well-supported. Students should leave the class with a better understanding of how to engage with contemporary issues and debates using argumentation.

Required materials:

John Poulakos and Takis Poulakos, *Classical Rhetorical Theory*

Patricia Roberts-Miller, *Fanatical Schemes: Proslavery Rhetoric and the Tragedy of Consensus*

Patricia Bizzell and Bruce Herzberg, *Rhetorical Tradition: Readings from Classical Times to the Present*

Plato, *The Phaedrus*

Assignments:

- Reading quizzes

At the beginning of most classes, I will give a brief quiz over the week's assigned readings. If you come to class late, you will *not be given extra time* to finish the quiz. You may not make up missed quizzes for any reason. Quizzes are closed book.

- Reading notes

Each week, you will write an entry that both summarizes and responds to one (or more) of the readings. (Clearly identify what reading you are noting.) These notes should be done ahead of our class meetings. Word minimum is approximately 500 words (around two full pages). You must either purchase a spiral notebook, or keep your notes together in an online file. You will have to turn these notes in twice during the semester--once during mid-term and once as a final. If they are not complete, you will not receive full credit.

(1) The first half must **summarize** the reading's major points--without your own comment or critique. In your own words, explain the most important arguments in the reading.

(2) The next half should be a **response or an extension**. This response should *not* be a like/dislike. Challenge yourself to look for an application of this theory to current arguments, or perhaps you will compare the theories among several different readings.

- Critical reading of contemporary argument

You will identify a public argument that is interesting to you. This argument/public issue needs to have weight and gravity to it (not about whether Lady Gaga's music is good or bad) and some public impact. If it's a big argument, try to identify a particular "scene" of argument (perhaps a speech or text delivered by one person). You will read primary and secondary sources about this argument. Using the rhetorical theories we've discussed in class, provide some critical perspective on the argumentative tactics, counterarguments, style of delivery, etc. (10-page minimum)

Grading:

Reading Quizzes: 20%

Reading Notes: 30%

Exploratory Paper: 20%

Critical Argument Analysis: 30%

A = 90-100; B = 80-89; C=70-79; D=60-69; E=below 60

Tentative course schedule:

Date	Class topic	Readings	Due
Jan. 20	Introductions		
Jan. 25, 27	Introduction to Rhetorical	<i>Classical Rhetorical Theory</i> : Introduction	

Date	Class topic	Readings	Due
	Theory	Lloyd Bitzer, "The Rhetorical Situation" Richard Vatz, "The Myth of the Rhetorical Situation"	
February 1, 3	Rhetoric and the Civic Body	<i>Classical Rhetorical Theory</i> , Chapter 2 Isocrates: <i>Antidosis</i> (pg. 224-227) and <i>Panegyricus</i> (215-223) Takis Poulakos, "Isocrates' Use of Doxa" (online) Jaeger, "The Rhetoric of Isocrates and Its Cultural Ideal"	
February 8, 10	The Logos, Version I	Plato, <i>The Phaedrus</i> http://classics.mit.edu/Plato/phaedrus.html * You may choose your own copy of <i>The Phaedrus</i> *	
February 15, 17	The Logoi, Version II	Gorgias, "Encomium of Helen" (online) <i>Dissoi Logoi</i> (online) Michael Gagarin, "Did the Sophists Aim to Persuade?" (online) Schiappa, "Gorgias' Helen Revisited"	
February 22, 24	Rhetoric and Language, Version III	<i>Classical Rhetorical Theory</i> : page 170-177 Cicero, <i>De Oratore</i> (online)	
March 1, 3	What is Persuasion?	<i>Classical Rhetorical Theory</i> : Chapter 5 Aristotle, from <i>Rhetoric</i> (online) Gorgias, "On the Nonexistent" (page 202-204)	
March 8, 10	Emotion and Rationality	<i>Classical Rhetorical Theory</i> : Chapter 4 Lee, "Some Conceptions of Emotional Appeal" (online) Kevin Read, "Corporate Pathos" (online) Zagacki, "Rhetoric and Anger" (online)	

Date	Class topic	Readings	Due
March 15	Epideictic	<i>Classical Rhetorical Theory</i> : Chapter 3 Dale Sullivan, "The Ethos of Epideictic Encounter" (online)	Reading Notes are DUE IN CLASS.
March 22, 24	Stasis Theory	Ray Nadeau, "Hermogenes on 'Stock Issues' in Deliberative Speaking" (online) Otto Dieter, "Stasis" (online) George Pullman, "Deliberative Rhetoric and Forensic Stasis" (online)	
April 5, 7	Public Selves	Quintilian, <i>Institutes of Oratory</i> http://www.public.iastate.edu/~honeyl/quintilian/	Exploratory paper due April 5 in class
April 12, 14	Exploratory Papers	Discuss topics from exploratory papers.	
April 19, 21	Arguments in America	<i>Fanatical Schemes: Proslavery Rhetoric and the Tragedy of Consensus</i>	
April 26, 28	Arguments in America	<i>Fanatical Schemes: Proslavery Rhetoric and the Tragedy of Consensus</i>	Reading Notes DUE IN CLASS
May 3, 5	Revision Meetings		Final Papers Due: _____

Mid-term Grade

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

Final Exam Information

Date, time, location TBA.

Course Policy on Academic Accommodations due to disability:

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@eamil.uky.edu) for coordination of campus disability services available to students with disabilities.

Course Policy for Attendance:

Attendance is mandatory. You have two "free" absences. After your third absence, I will deduct 10 points from your final grade. *Excused absences will be given at instructor's discretion only with proof as defined by S.R. 5.2.4.2.*

For further information see <http://www.uky.edu/StudentAffairs/Code/part2.html> 5.2.4 – Academic Standards

Excused Absences:

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Verification of Absences:

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Course Policy for Submission of Assignments:

Work must be turned in when it is due. If you turn in an assignment late, I will deduct one full letter grade for each late day (example: from A to B, from B to C, etc.).

Students missing any graded work due to an excused absence are responsible for informing me about their excused absence and providing documentation within one week following the period of the excused absence (except where prior notification is required), and are responsible for making up the missed work. I will give you an opportunity to make up the work and/or the exams missed due to an excused absence, and will do so, if feasible, during the semester in which the absence occurred. Assignments missed due to an unexcused absence may not be made up for credit.

Course Policy on Academic Integrity:

All assignments, projects, and exercises completed by students for this class should be the product of the personal efforts of the individual(s) whose name(s) appear on the corresponding assignment. Misrepresenting others' work as one's own in the form of cheating or plagiarism is unethical and will lead to those penalties outlined in the University Senate Rules (6.3.1 & 6.3.2) at the following website: http://www.uky.edu/USC/New/rules_regulations/index.htm. The Ombud site also has information on plagiarism found at <http://www.uky.edu/Ombud>.)

The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Course Policy on Classroom civility and decorum:

The university, college and department has a commitment to respect the dignity of all and to value differences among members of our academic community. There exists the role of discussion and debate in academic discovery and the right of all to respectfully disagree from time-to-time. Students clearly have the right to take reasoned exception and to voice opinions

contrary to those offered by the instructor and/or other students (S.R. 6.1.2). Equally, a faculty member has the right -- and the responsibility -- to ensure that all academic discourse occurs in a context characterized by respect and civility. Obviously, the accepted level of civility would not include attacks of a personal nature or statements denigrating another on the basis of race, sex, religion, sexual orientation, age, national/regional origin or other such irrelevant factors.)