ENG 4311: History of Rhetoric (online)
Spring 2018
Texas A&M University - Central Texas

INSTRUCTOR AND CONTACT INFORMATION
Instructor: Dr. Jeff Kirchoff
Office: Founder's Hall 217O
Phone: 519-5773
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Office Hours: M/W 2:30-4:00; other times may be available by appointment

Course Overview
Official Catalog Description
(WI) This course provides students with a foundation in the history of rhetoric, paying particular attention to what many have labeled as the origin of rhetorical studies in classical Greece. Prerequisites: ENGL 1301, ENGL 1302, and 6 hours sophomore ENGL.

Dr. Kirchoff's Description
This course has two primary goals. The first is to provide students with a foundation in the history of rhetoric, paying particular attention to rhetorical studies in classical Greece. As such, we will spend a significant time learning about the Sophists (ostensibly the first teachers of rhetoric), Plato's objection to the Sophists and his subsequent ideas of rhetoric, and Aristotle's seminal work *On Rhetoric*. These thinkers will give students an idea of what rhetorical studies looked like in ancient Greece, while concurrently helping students form a vocabulary of key terms and theories that informed (and still inform) a wide range of ideas emerging from the discipline of rhetoric.

Aristotle's final chapter of *On Rhetoric* addresses rhetorical delivery (one of the five canons of rhetoric), and that will be the second focus of the course. We'll discuss the evolution of rhetorical delivery, examining the role it played in oral culture, print culture, and today's electronic culture. To facilitate this education, we'll read Ben McCorkle's *Rhetorical Delivery as Technological Discourse*; not only will this help us learn about rhetorical delivery through the ages, but it will also serve as an outstanding mentor text for how historical rhetoric is still relevant today by showing how the ideas found in early rhetorical treatises can be used to analyze topics that matter in the 21st century.

Learning Objectives
Students who successfully complete this course should be able to…
- Define rhetoric
- Understand the theoretical underpinnings of early (Greek) rhetorical thinkers, including the Sophists, Plato, and Aristotle.
- Recognize the impetus for rhetorical studies in antiquity

- Understand the evolution of rhetorical delivery

Required Textbooks
Aristotle's *On Rhetoric* 2nd edition. Translated by George A. Kennedy. ISBN 9780105305098
James A. Herrick's *The History and Theory of Rhetoric* 5th edition. ISBN 9780205078595
Ben McCorkle's *Rhetorical Delivery as Technological Discourse*. ISBN 9780809330676

Additionally, there are several weeks that I will be posting supplemental material. You are responsible for reading all supplemental material posted in the module.

Accessing Course Material
As this course is 100% online, we will be making use of the TAMUCT Canvas system. To access course material, go to https://tamuct.onecampus.com and select (or search for) "Canvas." Enter your user-name and password, find our class, and you'll be ready to go.

A Word About Modules
Course content will be available in weekly modules, available on the left-hand toolbar in Canvas. I will post new modules every Friday (the exception being the first week, when the first module will be available on Monday, 1.15); weekly work such as assigned reading, reading responses, discussion questions, quizzes, and other online work will always be due Thursday evenings at 5 PM CST. As you will see, students are at times also responsible for responding to peer work; any peer responses will be due Saturday evenings at 5 PM CST, which in essence gives you 48 hours to read and respond to peer work. Please note that the modules will always be very clear about what needs to be turned in and when.

You are responsible for the material posted in the module. The tentative schedule in this document offers a broad overview of the topics we will discuss and the reading assignment. However, it does not indicate the specific reading responses, discussion questions, online activities, or supplemental material—all of that will be available in the modules. Thus, it is imperative that you regularly check the modules, read the modules, and complete the work in the modules.

In sum, then, here is a brief overview of due dates:
- Thursdays by 5 PM CST: Assigned reading (including any supplemental notes supplied by Kirchoff), reading responses, discussion questions, online activities, and/or quizzes
- Saturdays by 5 PM CST: Responses to peer work (usually discussion questions or online activities)

Communicating with Dr. Kirchoff
As I note above, email is the best way to reach me. I typically check my email at least once a day, and will make a good faith effort to respond to email within 24 hours of my receipt of your message. If you would like to meet in person, I am available during office hours, and am often

amenable to appointments outside my regular office hours. Should meeting in person not work and you would like to speak "in person," we can consider using Skype to video conference.

"Questions for Kirchoff" Forum

This is a reading intensive course that deals with complex ideas. It is entirely possible that you may have questions about the readings—whether these are questions regarding comprehension, questions about the ideas being raised by various thinkers, or questions about something else entirely. While these questions can easily be addressed in a face-to-face setting, individuals may be more reticent to raise questions in an online environment. To mitigate this possibility, I have created a "Questions for Kirchoff" discussion forum. Here, you are invited to post questions about course material; as your peers may have the same questions, I am making this a public forum. I will check the forum once a day and respond to questions as they are raised.

Overview of Grade-Breakdown

Essay One: 20%

- Students will be given a take-home essay for their "midterm." The prompt will offer a range of questions on Sophistic, Platonic, and Aristotelian rhetoric. Students will select one question and write a 6-8 page (minimum) response. A detailed assignment prompt will be distributed in class at the appropriate time.

Essay Two: 20%

- Students will have the opportunity to select a topic that was discussed in the second half of class—either in readings or course discussion—and write a 6-8 page explorative paper. A detailed assignment prompt will be distributed in class at the appropriate time. Please note that for this project, Kirchoff will need to approve your topic.

Reading Responses: 25%

- Almost every week, students will be prompted to answer a question, or series of questions, in a detailed, mini-essay (formal) reading response. The reading response prompts will be clearly labeled in the module, along with instructions for how to turn your response in. The detailed assignment sheet for this weekly project is available on Canvas.

Discussion Questions, Quizzes, and Online Activities: 25%

- Almost every week, students will be prompted to answer a series of discussion questions or complete a short online activity. Instructions will always accompany the discussion questions or online activity. Please note that discussion questions and online activities require peer responses.
  - Specifics regarding length and expectations will be addressed when discussion questions and online activities are assigned
- Additionally, there may be times that you are assigned a "pop" quiz. Your results for

that quiz will count towards this portion of your grade.

A Note About Resources and Time Management
Please note that you have a bevy of resources at your disposal to help you with your work this semester. First and foremost, please know that I am here to help and answer questions. Utilizing my office hours to chat about course readings and course material is a great way to informally see how you're doing with the material. Emailing questions about your work and how you are understanding it is perfectly acceptable, as is using the "Questions for Kirchoff" forum. Secondly, please be aware that the Writing Center is an excellent resource made available to all TAMUCT students; indeed, the Writing Center even offers online tutorials (contact Dr. Bruce Bowles at bruce.bowles@tamuct.edu to set these up). Whether you're struggling to come up with an idea, battling over how to wrap up your essay, or simply want an extra set of critical eyes to peruse your work, the Writing Center is there to help. I encourage each and every one of you to visit the Writing Center in person or online at least once during the semester.

Additionally, this class demands a lot of reading, and some of it may consist of ideas you are unfamiliar with. Please budget your time accordingly.

Lastly, I would be remiss if I did not urge all of you to be very mindful of deadlines. Please do not wait until the last minute to (a) do course reading or (b) complete course writing. Studies have shown time and time again that the more time you allot yourself to complete projects, the more successful you will be.

Course Policies
Late Assignments are not accepted unless prior arrangements have been made. This is a non-negotiable policy; however, if you have questions or are worried about completing an assignment on time, talk to me well before the due date and we can come up with a plan of action. Note: "well before the due date" does not mean 24 hours before the assignment is due. I generally like to hold these sorts of conferences a week ahead of the due date. If someone contacts me 24 hours before a project is due, my response may not be very favorable. This policy extends to daily/weekly work as well.

Plagiarism occurs when one person presents another person's words or ideas as her/his own; this can occur intentionally and unintentionally. An example of plagiarism might be a paper that does not have any in-text citations when outside research is being used or an essay that is missing a works cited page. Regardless of intentionality, it is a serious offense; should any plagiarism surface in any project, you will receive an F on that specific project. Should it happen again, it will result in an automatic F for the semester. Please see me if you have any questions concerning plagiarism.

Email is a great tool for communication. However, I ask that when you send me an email to use

a proper salutation (e.g. Hi Dr. Kirchoff), complete sentences, and identifying information. This is a matter of common courtesy. As I mention above, I will make a good faith effort in responding to email queries within 24 hours.

Online Etiquette
- All online conversation—in discussion board forums or otherwise—should be relevant to course material.
- Even though we are in an online environment, it is expected that you write in complete sentences, proof-read your posts, and practice good writing-habits.
- Respect for people's ideas, thoughts, and questions are paramount to your success in this class. My goal is for everyone to feel welcome and comfortable in this class, so please treat everyone in a courteous manner. This should be a friendly, positive environment open to discussion and feedback. Bear in mind that disrespect—towards peers or to the instructor—will not be tolerated in any form. Thus, ridiculing of ideas, derogatory language, name-calling, inflammatory comments, and intimidating behavior will not be allowed in any form.
- There is a difference between academic debate and ranting. Ranting can occur when (a) personal attacks against an author are made, (b) claims are being made about a work that are not substantiated, (c) no evidence is given to support ideas, or (d) an individual is being contrarian for the sake of being contrarian. While you are welcome to challenge ideas, please do so in a courteous manner that shows respect for the author(s) and in a manner that displays serious reflection about the subject matter.

PROGRAMMATIC ASSESSMENT
To ensure the learning outcomes are met in the English Department, there is a program-wide artifact collection process. To that end, some of the projects you complete for ENGL 4311 this semester may be used for programmatic assessment. Please note that all efforts will be made to keep your identity anonymous; as such, all identifying markers will be removed from your work if used for programmatic assessment. If you have any questions or concerns, please contact Dr. Kirchoff.

COURSE OUTLINE AND CALENDAR
Note: Schedule is tentative and subject to change
1.16-1.19
Week One: Defining Rhetoric, the Importance of Rhetoric, and the Prevalence of Rhetoric.
- Reading: Herrick Chapter 1.
- Syllabus quiz
- Reading response
- Discussion questions and peer responses

1.22-1.26
Week Two: Sophistic Rhetoric

- Reading: Herrick Chapter Two and Samples of Sophistic Rhetoric (available on Canvas)
- Reading response
- Discussion questions and peer responses

1.29-2.2
Week Three: Sophistic Rhetoric Continued
- Reading: Gorgias's *Encomium,* available on Canvas
- Reading response
- Discussion questions

2.5-2.9
Week Four: Platonic Rhetoric
- Reading: Herrick Chapter Three
- Reading response
- Discussion questions

2.12-2.16
Week Five: Plato's *Phaedrus*
- Reading: Plato's *Phaedrus,* available on Canvas
- Reading response
- Discussion questions

2.19-2.23
Week Six: Aristotelian Rhetoric
- Reading: Herrick Chapter Four and the first half of Book I in Aristotle's *On Rhetoric*
- Reading response
- Discussion questions

2.26-3.2
Week Seven: Enthymemes, Syllogisms, Atechnic vs Entechnic, Dialectic vs Rhetoric
- Reading: Continue reading Book I
- Reading response
- Discussion questions

3.5-3.9
Week Eight: Epideictic, Deliberative, and Forensic
- Reading: Finish Book I; Begin Reading Book II (think first half)
- Reading response
- Discussion questions

SPRING BREAK 3.12-3.16

3.19-3.23

Week Nine: Ethos, Pathos, and Logos
- Reading: Finish Book II; Begin Book III (think first half)
- Reading response
- Online activity

3.26-3.30
Week Ten: Rhetorical Delivery
- Reading: Finish Aristotle Book III
- Online Activity

4.2-4.6
Week Eleven: Elocution
- Reading: Elocution Readings, available on Canvas
- Reading response
- **First paper due 4.6 by 5 PM CST**

4.9-4.13
Week Twelve: McCorkle
- Reading: Chapters 1 and 2
- Reading response
- Discussion questions

4.16-4.20
Week Thirteen: McCorkle
- Reading: Chapters 3 and 4
- Reading response
- Discussion questions

4.23-4.27
Week Fourteen: McCorkle
- Reading: Chapters 5 and 6
- Reading response
- Discussion questions

4.30-5.4 and 5.7-5.11
Weeks Fifteen and Sixteen: Final Project Work
- You will be expected to stay in touch with Dr. Kirchoff with regular updates and works in progress; details will be on the Module pages for this week.
- **Final project due 5.11 by 5 PM CST**

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instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

TECHNOLOGY REQUIREMENTS AND SUPPORT
- Students are encouraged to save work to multiple locations (e.g. computer hard-drive and thumb drive); papers lost due to technological issues will not be a sufficient excuse for failing to turn in work.
- This course will use the TAMUCT Blackboard Learn learning management system. Logon to https://tamuct.blackboard.com to access the course.

Technology Support
For technology issues, students should contact Help Desk Central.
> Email: helpdesk@tamu.edu
> Phone: (254) 519-5466
> Web Chat: http://hdc.tamu.edu
When calling for support please let your support technician know you are a TAMUCT student.
For issues related to course content and requirements, contact your instructor.

COURSE AND UNIVERSITY PROCEDURES AND POLICIES
Drop Policy
If you discover that you need to drop this class, you must go to the Registrar's Office and complete a drop request form.

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled.

If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity
Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students

from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Access & Inclusion
At Texas A&M-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit http://www.tamuct.edu/departments/access-inclusion.

Tutoring
Tutoring is available to all TAMUCT students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Kim Wood at k.wood@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables TAMUCT students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. To access Tutor.com, go to the 'My Courses' tab in Blackboard.

University Writing Center
Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available). Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

University Library
The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at TAMUCT are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the TAMUCT main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit https://tamuct.libguides.com/

UNILERT (The Emergency Warning System for Texas A&M University–Central Texas)
UNILERT is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in UNILERT through their myCT email account. Connect at www.TAMUCT.edu/UNILERT to change where you receive your alerts or to opt out. By staying enrolled in UNILERT, university officials can quickly pass on safety-related information, regardless of your location.