

# **COMM 367-201W: Rhetorical Criticism**

Spring 2020

Tuesday/Thursday 1:00 p.m. to 2:15 p.m. School of COMM, Room 013

**INSTRUCTOR:**

Brett Fujioka, MLIS

**E-MAIL:**

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**HOW TO ADDRESS ME:**

Professor Fujioka

**OFFICE:**

Lewis Towers, Room 900

**PRONOUNS:**

He/him/his

**OFFICE HOURS:**

By Appointment

This is a capstone and writing intensive course designed to improve students' reading, writing, and critical thinking skills for communication as a discipline. By learning about and doing Rhetorical Criticism, students will learn crucial skills they will need as practitioners through methods for engaging in formal and systematic analyses of texts and artifacts in public social life.

The purpose of this course is to augment students' analytical skills through reading and writing about popular discourses that continue to shape everyday ideology, social opinions and policies. Signs, symbols, and signifiers are everywhere, and this course will assist students in identifying them and analyzing them. By doing so, this goal will assist students in engaging the public as both audience members and consumers and producers of information.

Each of these skills will prepare students as professionals and civil citizens. It is our responsibility as citizens who exist together in a society to see and understand how rhetoric navigates our everyday lives and the people around us.

## **Objectives and Goals:**

- Understand and analyze the interactions between texts and contexts.
- Be self-reflexive and introspective about your own rhetorical skills by applying the concepts learned in class to your writing.
- To apply a range of methods and heuristic vocabulary from the lectures and textbook to your own writing.
- Fully understand the degree to which rhetoric governs, constructs, maintains, and even challenges everyday reality.
- Prepare students for how to collaborate and constructively engage with their peers.

## Required Materials/Books.

There is one required book/text for this course. The remaining assigned reading for the course will be shared and posted on Sakai throughout the semester and students may need their Loyola UVID and password to access additional readings through Loyola's Libraries.

Titles and topics for discussion are listed in the syllabus's detailed weekly schedule. Students will be expected to complete the readings prior to class to fully participate in discussions and activities for that day.

Students are expected to have access to their own laptop computers, tablets, notebooks, pens and pencils to take notes, participate in activities, and complete assignments on time. If this isn't possible, please let me know and we'll discuss and discover alternate solutions.

## Technology Requirements

This is a writing intensive class. Students will need access to a reliable desktop computer, laptop computer, or tablet, to be able to participate in discussions, readings, viewpoints, and other assignments. You will need some sort of word processor like Microsoft Word, Apple Pages, or Google Docs, to work on your assignments. To complete and submit assignments, you'll need a reliable internet connection.

You will need access to Sakai on a regular basis to keep up to date with the course material. **Keep in mind, the course schedule merely outlines the topics of discussion for the week and outlines the reading schedule. The required readings that aren't in the textbook are on SAKAI.**

## Required Books:

Rhetorical Criticism: Exploration and Practice (5th Edition).  
Author(s): Sonja K. Foss ISBN: 978-0195577853

## Course Requirements

There is a total possible of 160 points that students can receive in this course. The grading percentage scale is:

<b>GRADE</b>	<b>POINTS</b>
A	94 to 100%
A-	90 to 93%
B+	87 to 89%
B	84 to 86%
B-	80 to 83%
C+	77 to 79%
C	74 to 76%
C-	70 to 73%
D+	67 to 69%
D	64 to 66%
F	63% and below

Below is a table that breaks down the points of each assignment. Brief descriptions of the assignments are below the table.

<b>ASSIGNMENT</b>	<b>POINTS</b>
Participation/Professionalism	10 points
Unit 1 Assignment	15 points
Unit 2 Assignment	20 points
Unit 3 Assignment	25 points
Unit 4 Assignment	30 points
Peer Evaluations	20 points (5 points per assignment)
Final Paper	40 points
<b>TOTAL</b>	<b>160 points</b>

## Participation/Professionalism

Since I believe you are all responsible adults capable of making your own independent decisions, attendance will not be a separate grade in this course.

I expect you all to attend class regularly, complete the assignments on time, and to participate in class discussions. If a student is seen not paying attention in class (i.e. watching something on their laptop, texting, working on different assignments, etc.) they will be asked to put away their device and if they are still distracted, to leave the classroom. This will be deducted from their participation and professionalism score.

Additionally, if a student is regularly late for class (10 minutes past the scheduled start time), schedules a meeting time outside of office hours and does not show up to the meeting, or any

other behavior deemed inconsiderate or irresponsible by the instructor, they will have points deducted from their professionalism score.

Students are also required to attend class on workshop days. If the student cannot make it to class on these days, then the instructor will accommodate them under special circumstances. The student will be expected to make-up the workshop with their peers outside of class. Students need to be reminded that more than their own personal grade is at stake, but the students in their peer group as well.

If a student drops or withdraws from the class, then the instructor will restructure each respective group as required.

## Course Communication

Communication with your group members is crucial for your final project. Please ensure that you share your material, contact material, and meet regularly to have a successful final project.

## Late Work Policy

You will be expected to turn in and complete all assignments on their assigned due dates at the proper time. Late work will only be accepted under certain circumstances, including but not limited to illnesses, family, or personal emergencies. If an assignment is turned in without prior approval from the instructor, it will receive a zero.

## E-Mail/Sakai Policy

I will respond to emails within 24 hours on weekdays and within 48 hours during weekends and extended holiday breaks. If you have not received feedback within that designated period, then please feel free to “poke” or “prod” me and reach out to me again to ensure that your email was received.

I fully expect for students to use appropriate, professional, and considerate language when they communicate with me and other students via email. If you are nervous or uncertain about how to go about this, check out this presentation on email etiquette: [E-mail Etiquette for Students](#).

Students are expected to regularly check SAKAI and their LUC email accounts to stay up-to-date on announcements.

If you don't check your LUC email account then you should forward it to an account that you do regularly check. You may also forward your LUC mail to a non-LUC account. Students are responsible for any information distributed via LUC email and/or SAKAI.

## Sensitive Content

During this course, students may be exposed to topics that they may deem triggering or traumatic. If at any point you feel uncomfortable participating in a class activity or topic due to this, please let me know and we'll find an alternative topic for you during that week.

## Limits to Confidentiality

Under the Illinois Abused and Neglected Child Reporting Act, all personnel of institutions of higher education are classified as "mandated reporters" who must report to the Illinois Department of Children and Family Services (DCFS) if the reporter has reasonable cause to believe that a minor under 18 years of age known to the reporter in his or her official or professional capacity may be abused (physically or sexually) or neglected.

Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues to protect the health and safety of Loyola University Chicago community members and others. As the instructor, I must report the following information to other University offices if you share it with me:

- Suspected child abuse/neglect, even if this maltreatment happened when you were a child
- Allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff, and
- Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting you are encouraged to make an appointment with the [LUC Health Center](#).

## Accommodations For Students with Disabilities

Any student with a learning disability that needs special accommodation during exams or class periods should provide documentation from the Student Accessibility Center confidentially to the instructor. The instructor will accommodate that student's needs in the best way possible, given the constraints of course content and processes. It is the student's responsibility to plan in advance in order to meet their own needs and assignment due dates.

## Accommodations for Students with Children

Students who are the caretakers, guardians, or parents of children are allowed to bring their children with them to class in the event of an emergency, if childcare plans fall through, etc.

Please let me know ahead of time if you will be bringing your child/children to class and also sit near the door in the event that the student needs to leave the classroom to tend to the child/children.

If the child/children are using devices like phones, tablets, etc. to entertain them during class time, I also ask that the student who is their caretaker/guardian/parent to make sure to provide headphones as to not disturb the rest of the class.

## School of Communication Statement on Academic Integrity.

A basic mission of a university is to search for and to communicate truth as it is honestly perceived. A genuine learning community cannot exist unless this demanding standard is a fundamental tenet of the intellectual life of the community. Students of Loyola University Chicago are expected to know, to respect, and to practice this standard of personal honesty.

Academic dishonesty can take several forms, including, but not limited to cheating, plagiarism, copying another student's work, and submitting false documents. These examples of academic dishonesty apply to both individual and group assignments. Academic cheating is a serious act that violates academic integrity. Cheating includes, but is not limited to, such acts as:

- Obtaining, distributing, or communicating examination materials prior to the scheduled examination without the consent of the teacher;
- Providing information to another student during an examination;
- Obtaining information from another student or any other person during an examination;

- Using any material or equipment during an examination without consent of the instructor, or in a manner which is not authorized by the instructor;
- Attempting to change answers after the examination has been submitted;
- Taking an examination by proxy. Taking or attempting to take an exam for someone else is a violation by both the student enrolled in the course and the proxy.
- Unauthorized collaboration, or the use in whole or part of another student's work, on homework, lab reports, programming assignments, and any other course work which is completed outside of the classroom;
- Falsifying medical or other documents to petition for excused absences or extensions of deadlines; or
- Any other action that, by omission or commission, compromises the integrity of the academic evaluation process.

Plagiarism is a serious violation of the standards of academic honesty. Plagiarism is the appropriation of ideas, language, work, or intellectual property of another, either by intent or by negligence, without sufficient public acknowledgement and appropriate citation that the material is not one's own. It is true that every thought probably has been influenced to some degree by the thoughts and actions of others. Such influences can be thought of as affecting the ways we see things and express all thoughts. Plagiarism, however, involves the taking and use of specific words and ideas of others without proper acknowledgement of the sources, and includes, but is not limited to, the following:

- Submitting as one's own material copied from a published source, such as the Internet, print, CD-ROM, audio, video, etc.;
- Submitting as one's own another person's unpublished work or examination material;
- Allowing another or paying another to write or research a paper for one's own benefit; or
- Purchasing, acquiring, and using for course credit a pre-written paper.
- Submitting the same work for credit in two or more classes, even if the classes are taken in different semesters. If a student plans to submit work with similar or overlapping content for credit in two or more classes, the student should consult with all instructors prior to submission of the work to make certain that such submission will not violate this standard.

The above list is in no way intended to be exhaustive. Students should be guided by the principle that it is of utmost importance to give proper recognition to all sources. To do so is both an act of personal, professional courtesy and of intellectual honesty. Any failure to do so, whether by intent or by neglect, whether by omission or commission, is an act of plagiarism. A more detailed description of this issue can be found at [https://www.luc.edu/academics/catalog/undergrad/reg\\_academicintegrity.shtml](https://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml).

Plagiarism or any other act of academic dishonesty will result minimally in the instructor's assigning the grade of "F" for the assignment or examination. The instructor may impose a more severe sanction, including a grade of "F" in the course. All instances of academic dishonesty must be reported by the instructor to the Associate and Assistant Deans of the School of Communication. Instructors must provide the appropriate information and documentation when they suspect an instance of academic misconduct has occurred. The instructor must also notify the student of their findings and sanction.

The Associate and Assistant Deans of the School of Communication may constitute a hearing board to consider the imposition of sanctions in addition to those imposed by the instructor, including a recommendation of expulsion, depending on the seriousness of the misconduct. In the case of multiple instances of academic dishonesty, the Dean's office may convene a separate hearing board to review these instances. The student has the right to appeal the decision of the hearing board to the Dean of SOC. If the student is not a member of the SOC, the dean of the college in which the student is enrolled shall be part of the process. Students have the right to appeal the decision of any hearing board and the deans of the two schools will review the appeal together. Their decision is final in all cases except expulsion. The sanction of expulsion for academic dishonesty may be imposed only by the Provost upon recommendation of the dean or deans.

Students have a right to appeal any finding of academic dishonesty against them. The procedure for such an appeal can be found at:

[http://www.luc.edu/academics/catalog/undergrad/reg\\_academicgrievance.shtml](http://www.luc.edu/academics/catalog/undergrad/reg_academicgrievance.shtml).

The School of Communication maintains a permanent record of all instances of academic dishonesty. The information in that record is confidential. However, students may be asked to sign a waiver which releases that student's record of dishonesty as a part of the student's application to a graduate or professional school, to a potential employer, to a bar association, or to similar organizations.

## Organization and Structure of Writing Assignments:

Students will form peer-groups of roughly three people. The purpose of these peer groups is to have students evaluate and constructively critique each other's writing during in-class workshops. Critiques will occur on the date of submission for each assignment. The instructor will take special considerations and allow students to make up these workshops if peers are unable to attend class for justified reasons. What this also means is that peers are dependent on each other's attendance on these designated workshop days. More than your own personal grade is at stake.

Peer-Group Civility.



Students are expected to professionally evaluate and judge their peers' writing with civility. Under no circumstances is a student allowed to personally disparage a student's writing. If a student has stepped out of line, then the instructor may reprimand or eject the student from class.

## Assignments:

All assignments must be in 12-pt, Times New Roman font with 1-inch margins all around, double-spaced. Additionally, headers must resemble the following example in **single space**:

Brett Fujioka  
COMM 368 - Rhetorical Criticism  
Unit 1 Assignment  
January 1, 2020 (**or whatever the due date for that assignment is**)

Students may use either APA or MLA formatting for their assignments. For more information on how to format a paper and references using APA or MLA style formatting, visit [PurdueOwl](#).

### Unit 1:

Students by this time should have a firm grasp of how general rhetorical criticism functions and yield fruitful insights. Students should locate a piece of rhetorical criticism (with the guidance of your instructor and peers if they wish) of their choosing and summarize the piece's core argument. Students will be expected to evaluate how and why the piece meets the criteria for rhetorical criticism. Students will be expected to submit copies of the assignment on SAKAI for the individuals in their peer group and the instructor.

### Unit 1 Feedback:

Students will workshop and evaluate members of their peer group. Students will be asked to judge their peers writing based on its clarity and substance. Each student will provide corrections, comments, and constructive criticism. Additionally, students will be asked to fill out and submit a worksheet and document their own participation and their peers' contributions to the workshop.

### Unit 2:

Students should locate an artifact of their own choosing for Rhetorical Criticism using a method that we've reviewed in the class so far. This can include Neo-Aristotelian, Cluster, Fantasy-Theme, and Feminist Criticism. The artifacts that students select shouldn't be listed from the Textbook (Foss), (unless with the instructor's stated approval).

### Unit 2 Feedback:

Students will workshop and evaluate members of their peer group on the submission date of their assignment. Students will be asked to judge their peers writing based on its clarity and substance. Each student will provide corrections, comments, and constructive criticism. Additionally, students will be asked to fill out and submit a worksheet and document their own participation and their peers' contributions to the workshop.

### **Unit 3:**

Students should locate an artifact of their own choosing for Rhetorical Criticism using a method that we've reviewed in the class so far. This can include Generic, Ideological, and Metaphoric Criticism. The artifacts that students select shouldn't be listed from the Textbook (Foss), (unless with the instructor's stated approval).

### Unit 3 Feedback:

Students will workshop and evaluate members of their peer group on the submission date of the assignment. Students will be asked to judge their peers writing based on its clarity and substance. Each student will provide corrections, comments, and constructive criticism. Additionally, students will be asked to fill out and submit a worksheet and document their own participation and their peers' contributions to the workshop.

### **Unit 4:**

Students should locate an artifact of their own choosing for Rhetorical Criticism using a method that we've reviewed in the class so far. This can include Narrative, Pentadic, and Generative Criticism. **But there's a twist** - students must write and articulate their ideas at an 8th grade reading level. (Microsoft word possesses a feature that tells users what reading level its documents are).

Trust me, this is Extreme Mode, not Easy Mode in the professional game that we call life. I'll relate a story during class as to why I'm doing this exercise.

The artifacts that students select shouldn't be listed from the Textbook (Foss), (unless with the instructor's stated approval).

### Unit 4 Feedback:

Students will workshop and evaluate members of their peer group. Students will be asked to judge their peers writing based on its clarity and substance. Students, this time, also give personal evaluations as to whether their piece was written at an 8th grade reading level.

Each student will provide corrections, comments, and constructive criticism. Additionally, students will be asked to fill out and submit a worksheet and document their own participation and their peers' contributions to the workshop.

## Final Paper:

For the final paper, students will be asked to refine and expand on one of their previous assignments from Unit 2, 3, or 4 with their peers feedback in mind. The word count is yet to be determined, but it will be at least twice the minimum amount of the original paper.

## Peer Evaluations:

Peer evaluations must be a minimum of **two paragraphs (consisting of 4 to 8 sentences)** of substantive and constructive feedback. The first paragraph should identify the strengths and positive things about the assignment you are evaluating, and the second should be identifying weaknesses and providing suggestions for improvement. We will go over in class what constitutes a good peer evaluation and expectations for these evaluations.

## Special Note

The course schedule merely lists the topics for each week and is subject to change. Relevant and periodic guest speakers will be updated in the course schedule along with other additional course readings outside of the textbook. It is the students' responsibility to check announcements and up-dates on Sakai. At a bare minimum, the professor will provide the additional course readings within a week's notice.

## DETAILED COURSE SCHEDULE

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Week 1 January 14 & 16	January 14: Introduction to Course  January 16: Chapter 1: The Nature of Rhetorical Criticism (Foss)
Week 2 January 21 & 23	January 21: Chapter 2: Doing Rhetorical Criticism (Foss)
Week 3 January 28 & January 30	January 28: Chapter 3: Neo-Aristotelian Criticism: Genesis of Rhetorical Criticism (Foss)  <b>January 30: ASSIGNMENT 1 DUE &amp; WORKSHOP</b>

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Week 4 February 4 & February 6	February 4: Chapter 4: Cluster Criticism (Foss)
Week 5 February 11 & February 13	February 11: Chapter 5: Fantasy-Theme Criticism
Week 6 February 18 & February 20	February 18: Chapter 6: Feminist Criticism
Week 7 February 25 & February 27	February 25: Chapter 7: Generic Criticism
<b>FEBRUARY 27: ASSIGNMENT 2 DUE &amp; WORKSHOP</b>	
<b>SPRING BREAK - NO CLASS</b> March 3 & March 5	
Week 9 March 10 & March 12	March 10: Chapter 8: Ideological Criticism
Week 10 March 17 & March 19 (St. Patrick's Day)	March 17: Chapter 9: Metaphorical Criticism
Week 11 March 24 & March 26	March 24: Chapter 10: Narrative Criticism
<b>MARCH 26: ASSIGNMENT 3 &amp; WORKSHOP</b>	
Week 12 March 31 & April 2	March 31: Chapter 11: Pentadic Criticism
Week 13 April 7 & April 9	Chapter 12: Generative Criticism

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Week 14  
April 14 & April 16

Lecture: **TBD**

**APRIL 16: ASSIGNMENT 4 & WORKSHOP**

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Week 15  
April 21 & April 23

December 3 and 5:  
**TBD**

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Week 16  
Finals Week

**FINAL ESSAY MATERIALS DUE (TBD)**