
RHETORIC & PERSUASION in Fall 2019 (CM3052)

Course Code	CM3052	Professor(s)	Lissa Lincoln
Prerequisites	None	Office Number	Grenelle 4th Floor
Class Schedule	TF: 16:55-18:15 in G-113	Office Hours	Fridays 6:15PM-7:15PM
Credits	4	Email	llincoln@aup.edu
Semester	Fall 2019	Office Tel. Ext.	717

Course Description

What is “Rhetoric”? For a few, it is merely an aesthetic, flowery, ornate and ultimately vacuous dribble of words and images, which entertains and distracts more than it informs and elevates. For some, it is a system of symbols and sign designed to influence, manipulate and control human behaviour. For others, rhetoric is a specific mode of discourse that takes into account the persuadable nature of human beings. Rhetoric may be the voice of ideology or the very mode to incite people to authentic ethical action and political engagement.

We will study rhetoric as a historical phenomenon from the ancient Greeks and Romans to contemporary theorists, politicians and orators. We will also explore rhetoric as an analytical tool, considering how words and images are used to convince and persuade individuals and groups to assume or undertake certain positions, arguments, or actions. We will focus on the rhetoric of everyday life; propaganda and political discourses; legal rhetoric; performative utterances, hate speech, and free speech; advertising; and the impact of new media on traditional modes of rhetoric. We will study *and* practice the persuasive use and deployment of rational argument, of emotional appeals, and of ‘common topics’, and will compare - and put to use - visual and verbal techniques of persuasion.

Course Learning Outcomes

To gain a richer understanding of the history of rhetoric and the debates surrounding its role and function in society.

To become familiar with the major rhetorical figures and schools, while examining their methods of constructing rhetorical appeals and of conducting rhetorical analyses.

To interrogate the nature of ‘persuasion’ in terms of what makes certain modes of discourse more persuadable than others in given situations.

To become more practiced in determining the best means of analysis in given rhetorical situations and to be able to deploy different methods of rhetorical analysis

To become more practiced in determining the best means of persuasion in given situations and to be able to make productive use of various rhetorical appeals.

General Education

Course Outline

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Week 1

Tuesday Sep 3 : Introduction to Course

Friday Sep 6: Rhetoric Definitions and Situations, Herrick Chapter 1

Week 2

Tuesday Sep 10: Sophistry, Herrick Chapter 2

Friday Sep 13 : Sophistry

Week 3

Tuesday Sep 17 : Contemporary Sophistry: Film "Thank You For Smoking"

Friday Sep 20: Plato, Herrick Chapter 3

Week 4

Tuesday Sep 24: Plato

Friday Sep 27: Aristotle

Week 5

Tuesday Oct 1 : Aristotle, Herrick Chapter 4

Friday Oct 4 : Aristotle

Week 6

Tuesday Oct 8: Aristotle/Review

Friday Oct 11: Mid-Term Exam

Week 7

Tuesday Oct 15: Rhetorical Criticism – Overview, Class Handout

Friday Oct 18: Rhetorical Criticism - methodology

Week 8

Tuesday Oct 22 : Rhetorical Criticism - methodology

Friday Oct 25 : Rhetorical Criticism (Burke), Herrick Chapter 10

Week 9

Tuesday Oct 29 : Burke (Pentad), Class Handouts

Friday Oct 30 : FALL BREAK

Week 10

Tuesday Nov 5 : Discussion of Term Papers, Class Handouts

Friday Nov 8 : Workshopping Paper Proposals

Week 11

Nov 11-12 Armistice Break – no classes

Friday Nov 15 : Workshopping Paper Proposals Class Handouts

Bitzer The Rhetorical Situation, Final version of proposal due

Week 12

Tuesday Nov 19 : Bitzer TERM PAPERS DUE

Friday Nov 22 : Fischer, Narrative Rhetorical Criticism.

Week 13

Tuesday Nov 26 : Fischer

Friday Nov 29 : Fischer

Week 14

Tuesday Dec 3 : Review

Friday Dec 6 : LAST DAY OF CLASSES

FINAL EXAM December 13 7:00 p.m.

Textbooks

This course doesn't have any textbook.

Attendance Policy

ATTENDANCE:

I will keep a record of your attendance and participation in the class and you will be held accountable for your absences. If you cannot make it to class, you will be expected to present an official excuse and documentation. Multiple unexcused absences will be reported to the university registrar and will seriously affect the final grade. Students who repeatedly disrupt the class by arriving late, who fail to attend class, or who do not arrive with the assigned material may be asked to withdraw from the course.

Students studying at The American University of Paris are expected to attend ALL scheduled classes, and in case of absence, should contact their professors to explain the situation. It is the student's responsibility to be aware of any specific attendance policy that a faculty member might have set in the course syllabus. The French Department, for example, has its own attendance policy, and students are responsible for compliance. Academic Affairs will excuse an absence for students' participation in study trips related to their courses.

Attendance at all exams is mandatory.

IN ALL CASES OF MISSED COURSE MEETINGS, THE RESPONSIBILITY FOR COMMUNICATION WITH THE PROFESSOR, AND FOR ARRANGING TO MAKE UP MISSED WORK, RESTS SOLELY WITH THE STUDENT.

Whether an absence is excused or not is ALWAYS up to the discretion of the professor or the department. Unexcused absences can result in a low or failing participation grade. In the case of excessive absences, it is up to the professor or the department to decide if the student will receive an "F" for the course. An instructor may recommend that a student withdraw, if absences have made it impossible to continue in the course at a satisfactory level.

Students must be mindful of this policy when making their travel arrangements, and especially during the Drop/Add and Exam Periods.

ENGLISH LANGUAGE PROFICIENCY STATEMENT: As an Anglophone university, The American University of Paris is strongly committed to effective English language mastery at the undergraduate level. Most courses require scholarly research and formal written and oral presentations in English, and AUP students are expected to strive to achieve excellence in these domains as part of their course work. To that end, professors include English proficiency among the criteria in student evaluation, often referring students to the university Writing Lab where they may obtain help on specific academic assignments. Proficiency in English is monitored at various points throughout the student's academic career, most notably during the

admissions and advising processes, while the student is completing general education requirements, and during the accomplishment of degree program courses and senior theses.

Grading Policy

GRADING:

Your work must be submitted typed, double-spaced, in 12 point Times font, with 1 to 1.5 inch margins.

Assignments and participation (analyses, reflection papers, essays, worksheets)	20%
Midterm exam	30%
Research paper	30%
Final exam	20%

The following guidelines will be used to evaluate and grade your work and performance.

A = Exceptional; the quality of the student's work meets the highest standards of the department and the university, going well beyond the assigned requirements. A student demonstrates creative mastery of the course material. Work evinces great planning, extensive development, originality, rigorous research and argumentation, unique ideas and excellent written expression.

B = Very good; A student demonstrates a thorough understanding of the course material. Work fulfils all the assigned requirements and then some. Work demonstrates careful planning and organization, strong, well-formulated argumentation and a solid grasp of course concepts and material. Written work is clear, cogent and correctly constructed.

C = Satisfactory; Work satisfies all the basic minimum requirements for the course. Work reflects a basic understanding of all the course fundamentals. Written work covers all the necessary requirements in terms of content and form and shows reasonable command of argumentation, organization, style and grammar.

D = Unsatisfactory; Work submitted is incomplete; Written work is confused in argumentation and lacks unity and coherence. Claims are unsubstantiated. Written work does not adhere to basic academic standards in terms of content, form, register and style; written work contains grammatical and stylistic errors of various kinds

F = Poor; little evidence of effort to fulfil even the most basic of course requirements.

Note: a *plus* or *minus* may follow these letter grades at the professor's discretion.

Other
