

CURRICULUM PROPOSAL FORM 2001-2002

NON-GENERAL EDUCATION PROCESS A

***DEADLINES:** Deadline dates for 2001/2002 submissions: Regular proposals: October 19, 2001 to be implemented in Fall 2002; Short-Term proposals: December 7, 2001 to be implemented in Fall, 2002; Regular proposals February 15, 2002 to be implemented in Spring, 2003; March 22, 2002 for short-term courses to be implemented in Spring 2003.

PROPOSAL TITLE: RHETORICAL THEORY c601-222

SPONSOR(S): JULIE HAYNES AND CINDY COLSON

DEPARTMENT: COMMUNICATION STUDIES

COLLEGE: COMMUNICATION

IF LAS CHECK ONE: History/Humanities Math/Sciences Social/Behavioral Sciences

Check one: Undergraduate Graduate

THE ATTACHED **NON-GEN-ED** PROPOSAL IS BEST DESCRIBED BY THE ITEM(S) CHECKED.

New non-gen-ed course

Short-term non-gen-ed course

Minor curricular changes (fewer than three) to:

- existing non-gen-ed course
- non-gen-ed degree requirements
- major
- minor, specialization, concentration, track, certificate program

DEPARTMENT
(Signature indicates approval)

Dept. Curriculum Chair / Date Cynthia L. Lewis 10/11/01

Dept. Chairperson / Date Cynthia L. Lewis 10/15/01

CADEMIC DEAN

Approved Not Approved Comments:

Dean's Signature/Date [Signature] 11-5-01

6. Course Description:

Communication Studies

PREREQUISITE: .1501.112 (Comp II)

Rhetorical Theory introduces students to the concept of rhetoric and how it has been theorized from antiquity to the present. The course provides students with a systematic history of rhetorical theory and spotlights significant theorists such as Plato, Aristotle, Cicero, Blair, and Burke. Students will explore how both ancient and contemporary theories of rhetoric apply to contemporary society.

Course Proposal

1. Details:

- a) Course Title: Rhetorical Theory
- b) Sponsor: Julie Haynes and Cindy Corison,
Department of Communication Studies,
College of Communication
- c) Credit Hours: 3 credit hours
- d) Course Level: 200 level undergraduate
- e) Curricular Effect: Recommended course as part of the Rhetoric and Cultural Criticism track in the Communication Studies specialization. Students in related majors may take the course.
- f) Prerequisites: Composition II (1501.112)
- g) Suggested Time/
Scale of Implementation: Spring 2003/one section
- h) Resources: Current faculty are available to teach the course. Additionally, anticipated new hires in the next several years will provide further staff to teach the class. No new computer equipment or facilities will be necessary. Additional library acquisitions may be needed in the coming years.

2. Rationale:

The Department of Communication Studies is in the process of restructuring its curriculum, including the institution of two areas of emphasis: Interpersonal and Organizational Communication and Rhetoric and Cultural Criticism. The proposed course in Rhetorical Theory is central to the development of the Rhetoric and Cultural Criticism track.

The formal study of rhetoric dates back to at least the fifth century, B.C. Ancient scholars such as Socrates, Plato, and Aristotle theorized what it meant to be an effective speaker, how different audiences were persuaded, and the relationship between communication and the production of knowledge. Since the time of the first Academy, rhetoric has been a central component of a classical education, in general, and of an education in Communication Studies (formerly referred to as Speech Communication), specifically.

A course in Rhetorical Theory will provide our students with a basic groundwork for understanding the history of rhetoric (from antiquity to the twenty-first century) and will introduce them to various theories in rhetorical studies, including the ways in which individual thinkers and cultures have envisioned communication as it relates to the public sphere, civic discourse, and identity. Such an understanding will not only prepare students for more advanced courses in rhetoric, including Rhetorical Criticism and senior seminar topics in rhetorical studies, but is also essential for preparing students for graduate education in Communication Studies where they will be expected to have a thorough knowledge of this material. Moreover, the study of rhetorical theory also prepares students to be more critically aware citizens of the world, regardless of their chosen career paths. By studying rhetorical theory, students gain valuable knowledge about the role and power of open expression in contemporary societies.

As a department whose focus is on the systematic analysis of communication in its various forms, we believe the Department of Communication Studies is the appropriate location for a course in Rhetorical Theory at Rowan. Our current course offerings, such as Rhetorical Criticism, also support including the course in our curriculum. We acknowledge complementary investigations of rhetoric between Communication Studies and the Department of Composition and Rhetoric and enthusiastically welcome collaborative work between the departments. Students majoring in Composition and Rhetoric may find the course useful, as might students in the Master of Arts in Writing program as preparation for graduate courses, such as Contemporary Rhetoric. Other majors in the College of Communication and in such liberal arts fields as Philosophy may take the course.

3. Essence of the Course:

a) Objectives:

The proposed course has the following objectives:

- (i) To facilitate student understanding of the concept of rhetoric and the ways in which it has been theorized from classical times to the present.
- (ii) To introduce students to primary texts relevant to the study of rhetorical theory.
- (iii) To engage students in critical discussion, evaluation, and written analysis of various rhetorical theories.

b) Topical Outline:

The course includes the following:

- (i) Course Introduction: Students will be introduced to the concept of rhetoric; numerous definitions of rhetoric will be explored. What constitutes “theory” will also be discussed.
- (ii) Classical Theories of Rhetoric: The course will examine the earliest known theories of rhetoric, including the work of the Sophists and key Greek and Roman theorists, such as Plato, Aristotle, Cicero, Quintilian, and Augustine. The distinction between Sophistic and Platonic worldviews will be highlighted.
- (iii) Modern Theories of Rhetoric: Rhetorical theories from the modern era will be discussed, including the works of Enlightenment rhetorical theorists, British rhetoricians, and modern American rhetoricians.
- (iv) Rhetorical Theories of Identity: Theories that place rhetoric at the core of identity will be explored. Students will discuss challenges to modern theories of rhetoric, including feminist and Marxist rhetorical theory.
- (v) Postmodern Theories of Rhetoric: Students will discuss the concept of postmodernism and its application to rhetoric. Selected postmodern rhetorical theories and the controversies associated with them will be explored.

c) Course Assignments:

Course assignments are designed to aid students in their understanding of different rhetorical theories and their applications in contemporary society. Assignments include:

- (i) Three analysis/position papers in which students explain and evaluate specific issues related to key debates in rhetorical theory. Paper topics will correspond to three periods in rhetorical history.
- (ii) Examinations (a midterm and final exam) to assess students’ understanding of rhetorical theories and their applications.
- (iii) Classroom activities that illustrate connections between historical and contemporary rhetorical theories.

d) Sample Course Outline:

Week 1	Introduction to course; review syllabus. Discuss various definitions of rhetoric. Define theory.
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Week 2	Discuss first known references to rhetoric (Corax and Tisias). Explain who the Sophists were and their assumptions about rhetoric.
Week 3	Continue discussions of Sophistic rhetoric. Introduce Plato's view of rhetoric
Week 4	Discuss Plato's critiques of rhetoric in the <i>Phaedrus</i> and <i>Gorgias</i> .
Week 5	Introduce students to Aristotle's conception of rhetoric
Week 6	Discuss Aristotle's <i>On Rhetoric</i>
Week 7	Discuss early Roman rhetorical theory
Week 8	Discuss Cicero's and Quintillian's rhetorical theories Discuss Augustine's role in "saving" rhetoric.
Week 9	Introduce the Enlightenment and "modern" periods. Discuss rhetoric and the Renaissance. Discuss rhetoric theory in the Victorian age.
Week 10	Introduce rhetorical theories from Kenneth Burke.
Week 11	Continue discussions of Burkean theories of rhetoric.
Week 12	Discuss rhetorical theory and notions of identity.
Week 13	Discuss critiques of modern rhetorical theory. Discuss feminist rhetorical theory.
Week 14	Introduce postmodern theories of rhetoric.
Week 15	Discuss critiques of postmodern rhetorical theory.

e) Evaluation and Grading Procedures:

Faculty will evaluate final course grades based upon students' performance throughout the duration of the class. Faculty will assess written work in the form of analysis/position papers, performance on examinations, and the quality of participation during class discussions and in-class activities.

f) Course Evaluation:

The course will be evaluated using the College of Communication's student evaluation forms to obtain feedback on course content, course texts and assignments, and teaching effectiveness. The Department of Communication Studies will continue to evaluate the course through faculty peer observations and on-going discussions of the Rhetoric and Cultural Criticism track.

4. Results of Consultations:

a) Consultants:

Janice Rowan, Chair, Composition and Rhetoric
Carl Hausman, Chair, Journalism and Creative Writing

b) Consultant's Statements: See attached documents

5. Additional Supporting Materials:

a) Recommended Texts:

Aristotle, *On Rhetoric* (New York: Oxford University Press, 1991).

Bizzell, Patricia and Bruce Herzberg (eds.), *The Rhetorical Tradition* (Boston: St. Martin's Press, 1990).

Herrick, James, *The History and Theory of Rhetoric* (Boston: Allyn and Bacon, 1996).

Plato, *Gorgias* (Cambridge: Harvard University Press, 1988).

Plato, *Phaedrus* (Cambridge: Harvard University Press, 1988).

b) Supplemental Texts:

Benson, Thomas W. and Michael H. Prosser (eds.), *Readings in Classical Rhetoric* (New York: Hermagoras Press, 1988).

Biesecker, Barbara, *Addressing Postmodernity: Kenneth Burke, Rhetoric, and a Theory of Social Change* (Birmingham: University of Alabama Press, 2000).

Bitzer, Lloyd, "The Rhetorical Situation," *Philosophy and Rhetoric* 1 (1968): 1-14.

- Burke, Kenneth, *Attitudes Toward History* (Berkeley: University of California Press, 1984).
- Burke, Kenneth, *Counter-Statement* (Berkeley: University of California Press, 1968).
- Burke, Kenneth, *A Grammar of Motives* (Berkeley: University of California Press, 1969).
- Burke, Kenneth, *Language as Symbolic Action* (Berkeley: University of California Press, 1986).
- Burke, Kenneth, *Permanence and Change: An Anatomy of Purpose* (Berkeley: University of California Press, 1984).
- Burke, Kenneth, *The Philosophy of Literary Form: Studies in Symbolic Action* (Berkeley: University of California Press, 1974).
- Burke, Kenneth, *A Rhetoric of Motives* (Berkeley: University of California Press, 1969).
- Conley, Thomas M., *Rhetoric in the European Tradition* (New York: Longman, 1990).
- Enos, Richard Leo, *Greek Rhetoric Before Aristotle* (Prospect Heights, IL: Waveland Press, 1993).
- Enos, Richard Leo, *Roman Rhetoric: Evolution and the Greek Influence* (Prospect Heights, IL: Waveland Press, 1995).
- Foss, Sonja, Karen Foss, and Robert Trapp, *Contemporary Perspectives on Rhetoric* (Prospect Heights, IL: Waveland Press, 1991).
- Hauser, Gerald A., *Introduction to Rhetorical Theory* (Prospect Heights, IL: Waveland Press, 1991).
- Kennedy, George, *A New History of Classical Rhetoric* (Princeton: University of Princeton Press, 1994).
- Weiss, Robert, *Kenneth Burke: Rhetoric, Subjectivity, Postmodernism* (Cambridge: Cambridge University Press, 1996).



Composition and Rhetoric

October 10, 2001

Prof. Julie Haynes
Department of Communication Studies
Bozorth

Dear Prof. Haynes:

I have spoken with Drs. Diane Penrod and Erin Herberg about your proposal for a course in Rhetorical Theory and how it relates to courses in our undergraduate and graduate curricula. In College Composition II, in a limited way, we introduce students to some of the tenets of classical rhetoric, and at the graduate level, we offer a course in Contemporary Rhetoric, which includes work on classical rhetoric. Therefore, we have both an interest in rhetorical theory and expertise in that general area of study.

What I gleaned from our discussions is that some members of our department see the course as a strong and needed offering, which might be taken as an elective by our Writing Arts specialization students. Also, after the course becomes an established part of your Communication Studies program, there is interest among Composition and Rhetoric faculty in exploring team-teaching to deliver this course.

We think that Communication Studies faculty will take a different approach to the treatment of the rhetorical theorists discussed in the proposed course than do compositionists. In some cases, our departments may be able to offer students different but complementary presentations of material. Thus, our department supports your proposal for a course in Rhetorical Theory, trusting that you will be mutually supportive of our future endeavors in the study of rhetoric, which serves both our disciplines.

Thank you for consulting our department as you plan this interesting course.

Sincerely,

Janice Rowan
Chair, Composition and Rhetoric



Date: Oct. 10, 2001

To: Dr. Cynthia Corison

From: Carl Hausman, Chair, Journalism and Creative Writing

Re: Rhetorical Theory

I am happy to endorse your proposal for a course in rhetorical theory. In fact, I believe it will be a valuable adjunct to our journalism program, which offers several courses dealing with ethics and analysis of news content.

I should point out that some of the texts that I have used in my media ethics courses have been written by Kathleen Hall Jamieson, a rhetorician who not only became Dean of Penn's Annenberg school but a media analyst for CBS.

Perhaps some of her works, such as selections from *Interplay of Influence*, could be integrated into your coursework.

There's no question about the relevance of rhetorical theory to our department and the college in general.

Please call me if you have any questions.