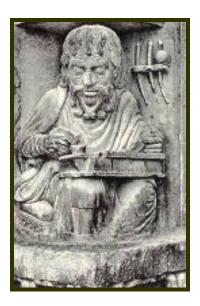
RHECORJC



Principles and Practices 2

In the Fall of the year of Lord, two thousand and one

Tuesdays and Thursdays, 11:30-12:50

Doug Wright Engineering Building, 3522A

Course conductor: Allen of \mathcal{N} arris, cleped "Kandy"

Office hours: Wednesdays, 3:00-5:00, Tuesdays/Thursdays, 10:00-11:15

Course epitome

Quoth the calendar:

"A study of rhetorical theories and practices from late Antiquity, Medieval, Kenaissance, and the Enlightenment periods, with an emphasis on how those theories and practices reflect changing attitudes towards language, society, and the self.

Prerequisite: Third-year standing or above Priority may be given to KPYO students

Consent Required: Department"

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Well, yes, there's that. More specifically, though, we will see rhetoric in middle age, mature, reflective, strong and hitting its stride. But also a little grey at the temples, a bit soft around the middle, undergoing a crisis of identity and looking for a hot little red sports car to maintain its vigour: theology, poetics, psychology.

Text

Thomas Conley, Khetoric in the European tradition. Chicago: Mniversity of Chicago

Press, 1990; FSBN 0-226-11489-9

Other readings will be required, as listed on the schedule below.

Style guide: Aaron, McArthur, The Little, Brown Compact Pandbook. First Canadian edition. Toronto: Addison Wesley Longman, 1997; ISBN 0-673-98311-0

What must thou do?

Requirement	Grade	Date
Midterm	20%	25 October
Final	30%	all will eventually be revealed by the registrar
Essay	30%	3 Pecember
Being Rhetorical	20%	all the live-long day

Exams

Widterm. You will have to know both "facts" and "ideas". The midterm will test mostly the former, with multiple-choice, true-false, short-answer questions. It will cover material up to and including the 23 October class.

final. More of the same, but with some essay questions thrown in to chart the "ideas" quotient of the course. It will cover the entire course.

Being rhetorical

Come to class, contribute to discussions, participate in the development of the course.

Ways to get a good grade: ask relevant questions, make salient observations, look for and point out connections in the material, complain about the unbelievable pressure of having to be rhetorical on demand, ...

Ways to get a mediocre grade: sit in your seat; avoid eye contact with the professor.

Ways to get a poor grade: stay away from class, make long irrelevant commentaries, treat your fellow students with extravagant disrespect, ...

Essay

Start thinking about your essay immediately. I'm not kidding. It will not have to be very long (1,500 - 2, 000 words), but it will have to be very good. This is a third-year KPNO course; you should be writing and thinking about rhetorical issues at an advanced level, and you should know how to write and research an academic essay;

You can do a critical analysis of some text (very broadly construed—a pamphlet or a movie can be a text in this sense), or you can write a more strictly theoretical paper.

Critical analysis. Start with a concept (ethos, figuration, faith, ...) and watch it develop through the course (indeed, help it develop through the course; see "Being rhetorical" above). Do some outside reading on it (a.k.a. library research). Collect original data illustrating it (a.k.a. empirical research): find an appropriate text to analyze, and find appropriate secondary research, on both the concept and the text. Write a paper which shows (1) awareness of how that concept is rhetorical, especially in the terms of the period we are studying; and (2) original thought on how that notion operates in the text of your choice.

Theoretical. Alternately, you might do a more purely theoretical paper, -- say, comparing Cicero and Augustine on the notions of value in discourse, or discussing the role of sermons on the development of rhetoric. Again, you would need to demonstrate (1) awareness of the rhetorical dimensions of the concepts under discussion, and (2) original thought on its function in the context you examine. But your focus should be on rhetorical theory or general practices, not on a specific text.

Evaluation

My evaluation will depend on the cogency, conceptual sophistication, and rhetorical appropriateness of the paper.

Notes

Do the readings before the assigned class.

If you have any questions, please make sure you ask them.

 $oldsymbol{\delta}$ amiliarize yourself with $rac{ extsf{Policy}~\#71.}{ extsf{Constant}}$ especially as to $rac{ extsf{plagiarism}}{ extsf{plagiarism}}$ and other forms of $rac{ extsf{cheating}}{ extsf{cheating}}$.

Links

Rhetorica ad digitum



Augustine of Hippo



George Campbelles Philosophy of rhetoric

Silva Rhetoricæ.

Schedule					
Date	Topics		Readings		
	History Day	Concept Day			
11 Sept	Dello; how art thou?				
13 Sept	\mathcal{O} ello; who art thou?				
18 Sept	Rhetoricin general		Conley, chpts 1 - 3		
20 Sept	Rhetoricclassical		Plato's <u>Phaedrus</u>		
25 Sept	Augustine		On Christian Poetrine Book 4		
29 Sept		faith and rhetoric			
2 Oct	Boethius - Labeo		Conley, pp. 72 - 90		
4 Oct		Philosophy and rhetoric			
9 Oct	Cicero		Conley, pp. 90 - 108		
11 Oct		figures of speech	Silvae rhetoricae - 10 figures		
16 Oct	Ramus et al.		Conely, Chpt 5, <u>Kamus</u>		
18 Oct		Pialectic, logic, rhetoric			
23 Oct	17th C, Baconless		Conley, Chpt 6		
25 Oct	Midterm				
30 Oct	Bacon, et al.				
1 Nov		Science and rhetoric	Sprat, <u>Distory</u> , Sect. XX		
6 Nov	18th Century		Conley, Chpt 7		
8 Nov		Psychology and rhetoric	Campbell, <u>Chpt 1</u>		
13 N ov	Vico				
15 N ov		Truth and rhetoric	Epistemology & Khetoric		
20 Nov	19th Century		Conley, Chpt 8		
22 N ov		Aesthetics and rhetoric	Mietzsche, Words & Music		
27 Mov	Aristotle/Whatley				
29 N ov	Review and Exam preparation: Bring questions				