

# COMM M25: INTRODUCTION TO RHETORICAL CRITICISM

**Originator**

rpetrello

**Co-Contributor(s)**
**Name(s)**

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**College**

Moorpark College

**Discipline (CB01A)**

COMM - Communication Studies

**Course Number (CB01B)**

M25

**Course Title (CB02)**

Introduction to Rhetorical Criticism

**Banner/Short Title**

Intro. to Rhetorical Criticism

**Credit Type**

Credit

**Start Term**

Fall 2022

**Formerly**

SPCH M25 - Intro. Rhetorical Criticism

**Catalog Course Description**

Introduces the principles of reasoning and rhetoric and their application to the analysis and evaluation of public discourse. Examines both the technique and the substance of discourse by exploring rhetorical strategies, quality of argument, quality of support for claims, use of language, fallacies, as well as the demands placed on the speaker by the audience. Emphasizes the integration of critical thinking principles with techniques of effective written and spoken discourse.

**Taxonomy of Programs (TOP) Code (CB03)**

1506.00 - Speech Communication

**Course Credit Status (CB04)**

D (Credit - Degree Applicable)

**Course Transfer Status (CB05) (select one only)**

A (Transferable to both UC and CSU)

**Course Basic Skills Status (CB08)**

N - The Course is Not a Basic Skills Course

**SAM Priority Code (CB09)**

E - Non-Occupational

**Course Cooperative Work Experience Education Status (CB10)**

N - Is Not Part of a Cooperative Work Experience Education Program

**Course Classification Status (CB11)**

Y - Credit Course

**Educational Assistance Class Instruction (Approved Special Class) (CB13)**

N - The Course is Not an Approved Special Class

**Course Prior to Transfer Level (CB21)**

Y - Not Applicable

**Course Noncredit Category (CB22)**

Y - Credit Course

**Funding Agency Category (CB23)**

Y - Not Applicable (Funding Not Used)

**Course Program Status (CB24)**

1 - Program Applicable

**General Education Status (CB25)**

Y - Not Applicable

**Support Course Status (CB26)**

N - Course is not a support course

**Field trips**

Will not be required

**Grading method**

(L) Letter Graded

**Alternate grading methods**

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

**Does this course require an instructional materials fee?**

No

**Repeatable for Credit**

No

**Is this course part of a family?**

No

**Units and Hours**

**Carnegie Unit Override**

No

**In-Class**

**Lecture**

**Minimum Contact/In-Class Lecture Hours**

52.5

**Maximum Contact/In-Class Lecture Hours**

52.5

**Activity****Laboratory****Total in-Class****Total in-Class****Total Minimum Contact/In-Class Hours**

52.5

**Total Maximum Contact/In-Class Hours**

52.5

**Outside-of-Class****Internship/Cooperative Work Experience****Paid****Unpaid****Total Outside-of-Class****Total Outside-of-Class****Minimum Outside-of-Class Hours**

105

**Maximum Outside-of-Class Hours**

105

**Total Student Learning****Total Student Learning****Total Minimum Student Learning Hours**

157.5

**Total Maximum Student Learning Hours**

157.5

**Minimum Units (CB07)**

3

**Maximum Units (CB06)**

3

**Prerequisites**

ENGL M01A or ENGL M01AH

**Entrance Skills****Entrance Skills**

ENGL M01A or ENGL M01AH

**Prerequisite Course Objectives**

ENGL M01A-compose several expository papers from 2 to 10 pages long, totalling 8,000 words, employing such skills as: --use of the stages of the writing process: generating ideas, drafting, revising, and editing. --awareness of audience and purpose. --clear statement of thesis, focus, or controlling idea. --logical organization. --development of ideas, including appropriate rhetorical strategies, paragraph construction, effective transitions, and convincing support. --control of diction. --adherence to the conventions of Standard Written English.

ENGL M01A-compose timed essay examinations with clear thesis, logical organization, convincing arguments, and specific supporting detail.

ENGL M01A-organize and compose a 7-10-page research paper incorporating and accurately documenting a variety of appropriate source materials.

ENGL M01A-analyze a variety of essays and at least one book-length work.

ENGL M01A-demonstrate critical thinking skills in oral and written discussion of assigned readings.

ENGL M01A-identify and assess the main idea of essays and write clear, relevant responses in informal journal entries and formal essays.

ENGL M01AH-compose several expository papers from 2 to 10 pages long, totaling 8000 words, employing skills such as: --use of the stages of the writing process (generating ideas, drafting, revising, and editing). --awareness of purpose and audience. --clear statement of thesis, focus, or controlling idea. --logical organization. --development of ideas, including appropriate rhetorical strategies, paragraph construction, effective transitions, and convincing support. --control of diction. --adherence to the conventions of Standard Written English.

ENGL M01AH-compose timed essay examinations with clear thesis, logical organization, convincing arguments, and specific supporting detail.

ENGL M01AH-organize and compose a 7-10-page research paper incorporating and accurately documenting a variety of appropriate source materials.

ENGL M01AH-analyze a variety of essays and at least one book-length work.

ENGL M01AH-demonstrate critical thinking skills in oral and written discussion of assigned readings.

ENGL M01AH-identify and assess the main idea of essays and write clear, relevant responses in informal journal entries and formal essays.

ENGL M01AH- HONORS: demonstrate critical thinking in class participation and expository writing assignments related to substantial readings in select primary sources, perhaps involving book-length selections of non-fiction centered on one particular focus or theme.

ENGL M01AH- HONORS: interpret and present the results of research and/or close, careful reading of primary texts, perhaps centered on one particular focus or theme. Findings may be presented in a public forum such as a lecture, Internet posting or literary magazine.

ENGL M01AH- HONORS: take a leadership role in class discussions, oral reports, peer groups, panel presentations, and similar projects.

ENGL M01AH- HONORS: exhibit independent and creative thought by successfully completing assigned class projects and written work.

ENGL M01AH- HONORS: demonstrate an increased sensitivity to issues of ethnicity, culture, gender, sexual orientation, and age in accordance with the theme of the course.

## Requisite Justification

### Requisite Type

Prerequisite

### Requisite

ENGL M01A or ENGL M01AH

### Requisite Description

Course not in a sequence

### Level of Scrutiny/Justification

Required communication/computation skill

## Student Learning Outcomes (CSLOs)

**Upon satisfactory completion of the course, students will be able to:**

- |   |  |
|---|--|
| 1 | describe the key elements of a rhetorical artifact and analyze the artifact using an appropriate critical perspective.   |
| 2 | evaluate the effectiveness of the rhetorical strategies. discourse. Students will be able to distinguish between fact, inference, and judgment in drawing conclusions. |

## Course Objectives

**Upon satisfactory completion of the course, students will be able to:**

- |   |   |
|---|---|
| 1 | use inductive and deductive reasoning, gather evidence from the text to identify purpose, personae, audience, tone, and structure of public discourse. Students will be able to distinguish between fact, inference, and judgment in drawing conclusions.   |
| 2 | use inductive reasoning, observe how rhetorical acts often reveal objectives indirectly, through a variety of linguistic tools such as: metaphor, parallel structure, juxtaposition, etc. Learn to make logical inferences based on such observations and evaluate them for validity and soundness. |
| 3 | develop and test hypotheses about the relationship of form and content in rhetorical acts such as apologia, epideictic, etc.  |
| 4 | understand how rhetorical acts reflect the author's cultural, moral, gender-based, psychological, and philosophical assumptions, which can be explicit, implicit, or even hidden.   |

5	identify logical strategies such as inductive and deductive reasoning and recognize formal and informal logical fallacies in the arguments.
6	distinguish between fact and assumption by identifying the types of supporting evidence used by rhetors.
7	identify the various audiences of a rhetorical act and identify the strategies employed to address each audience.
8	be able to suspend judgments long enough to draw reasonable conclusions, to weigh evidence logically and fairly, to evaluate arguments and discard weak ones in favor of more logical positions, to anticipate and refute likely objections, and to recognize and avoid unwarranted conclusions.
9	make ethical evaluations of rhetorical acts based on both the form and content of a rhetorical act.
10	develop essays that have a well-defined thesis and purpose; that are fully developed through logical organization, sound argument, and relevant; and that are coherently, clearly, and concisely written. Essays will make clear the connection between their own analytical argument and the text.
11	understand, distinguish, and correctly use critical thinking concepts and terms (e.g., inferences and premises, facts and judgments, hypotheses and conclusions, validity and soundness) in showing connection of evidence (including both event and language) to logical conclusion.
12	use rhetorical critical methods (e.g., Aristotelian, Neo-Aristotelian, Psychosocial, Dramatistic, Rationalistic, etc.) accurately and appropriately to demonstrate understanding and appreciation of complex rhetorical acts.
13	use various sources to increase understanding of the context of rhetorical acts. Be able to evaluate such sources for relevance and reliability.
14	produce a focused, thorough, and well-documented research paper, demonstrating familiarity with library research techniques, note-taking, organization, and accurate and ethical documentation using either Modern Language Association (MLA) or American Psychological Association (APA) guidelines.
15	compose essays, totaling 8,000 words, that effectively employ writing strategies appropriate to the course.

## Course Content

### Lecture/Course Content

5.00% Inductive reasoning

5.00% Deductive reasoning

10.00% Observing and then forming and testing hypotheses

- Textual analysis
- Descriptive analysis

20.00% Develop and test hypotheses on relations between form and content by recognizing the demands that specific rhetorical forms place on the rhetor

- Rhetorical forms (apologia, eulogy, etc.)
- Linguistic strategies
- Use of evidence
- Formal and informal fallacies

20.00% Develop and test hypotheses on relations between rhetor and audience by recognizing the unique and sometimes competing demands placed on the rhetor

- Multiple audiences
- Audience adaptation

20.00% Inductively assemble evidence and form hypotheses about genres of rhetorical criticism

- Rational criticism
- Psycho-social criticism
- Dramatism
- Narrative criticism
- Mythic criticism

20.00% Refinement and synthesis of critical thinking concepts and skills, and techniques of rhetorical criticism

- Cultural critical perspectives
- Gender-based critical perspectives
- Standards for evaluation
  - o Artistic
  - o Ethical
  - o Effects
  - o Truth

### Laboratory or Activity Content

n/a

## Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams

Objective exams

Other (specify)

Classroom Discussion

Participation

Reports/Papers/Journals

### Other

Evaluation of student essays graded by departmental rubric.

## Instructional Methodology

Specify the methods of instruction that may be employed in this course

Distance Education

Lecture

Other (specify)

Specify other method of instruction

Instructor-led discussion/analysis of significant rhetorical artifacts (e.g., John F. Kennedy's Houston Ministerial Address).

Describe specific examples of the methods the instructor will use:

Instructor will present course material through lectures.

Instructor will present course material through supplemental articles and videos.

Instructor will lead class discussions on relevant course topics.

Instructor will provide detailed feedback on student presentations.

## Representative Course Assignments

### Writing Assignments

textual analysis of a rhetorical act (e.g., Nell Irvin Painter's "Whites Say I Must Be On Easy Street").

evaluative essay which requires the student to argue which of a group of four rhetorical acts was the best, based on set standards for evaluation (e.g., four significant speeches from the most recent political conventions – two from each party).

descriptive analysis of a rhetorical act (e.g., Martin Luther King's "Letter from Birmingham Jail").

### Critical Thinking Assignments

evaluate the use of evidence in support of an argument (e.g., Sam Nunn's "Speech in Opposition to the Invasion of Iraq" vs. George Bush Sr.'s "Announcement of the Invasion of Iraq").

analyze the strategies used to overcome a rhetorical obstacle (John F. Kennedy's "Houston Ministerial Address" and Bill Clinton's "Address to the American Legion National Convention").

### Reading Assignments

read journal articles on the role of apologia in public discourse

read journal articles on ideological criticism of rhetoric.

read articles on emerging rhetorical fields.

## Outside Assignments

### Representative Outside Assignments

participating as a critic at the Moorpark College Intramural Speech Tournament

attending and evaluating speech team performances.

attending and evaluating prominent speeches (Thousand Oaks Civic Arts Plaza – Distinguished Speakers Series).

**Articulation**

**Equivalent Courses at 4 year institutions**

University	Course ID	Course Title	Units
CSU Stanislaus	ENGL 2000	Critical Inquiry	3
CSU, Fresno	COMM 142	Communication Criticism	3
CSU, San Bernardino	COMM 204	Introduction to Critical Communication Studies	4
San Jose State University	COMM 45	Communication Criticism	3

**District General Education**

**A. Natural Sciences**

**B. Social and Behavioral Sciences**

**C. Humanities**

**D. Language and Rationality**

**D2. Communication/Analytical Thinking**

Approved

**E. Health and Physical Education/Kinesiology**

**F. Ethnic Studies/Gender Studies**

**Course is CSU transferable**

Yes

**CSU Baccalaureate List effective term:**

F1998

**CSU GE-Breadth**

**Area A: English Language Communication and Critical Thinking**

**A3 Critical Thinking**

Approved

**Area B: Scientific Inquiry and Quantitative Reasoning**

**Area C: Arts and Humanities**

**Area D: Social Sciences**

**Area E: Lifelong Learning and Self-Development**

**Area F: Ethnic Studies**

**CSU Graduation Requirement in U.S. History, Constitution and American Ideals:**

**UC TCA**

**UC TCA**

Approved

## IGETC

### Area 1: English Communication

#### Area 1B: Critical Thinking and Composition

Approved

### Area 2A: Mathematical Concepts & Quantitative Reasoning

### Area 3: Arts and Humanities

### Area 4: Social and Behavioral Sciences

### Area 5: Physical and Biological Sciences

### Area 6: Languages Other than English (LOTE)

## Textbooks and Lab Manuals

### Resource Type

Textbook

### Classic Textbook

Yes

### Description

Burgchardt, Carl (2010). *Readings In Rhetorical Criticism* (4th). Strata.

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### Resource Type

Textbook

### Classic Textbook

Yes

### Description

Foss, Sonja K (2008). *Rhetorical Criticism: Exploration and Practice* (4th). Waveland.

## Library Resources

### Assignments requiring library resources

Research, using the Library's print and online resources, in preparation of essays and oral presentation.

## Distance Education Addendum

### Definitions

#### Distance Education Modalities

Hybrid (1%–50% online)  
Hybrid (51%–99% online)  
100% online

### Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

**Regular Effective/Substantive Contact**

**Hybrid (1%–50% online) Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular Asynchronous discussion boards will be used to encourage discussion among students where they can compare and contrast/ discuss /identify and analyze elements of course outcomes. Other Discussion boards will also be used for Q&A and general class discussion by students and instructor to facilitate student learning outcomes.
E-mail	Email, class announcements and tools such as “Message Students Who” and “Assignment Comments” in Canvas will be used to regularly communicate with all students to clarify class content, remind of upcoming assignments, and provide immediate feedback to students on coursework to facilitate student learning outcomes. Students will be given multiple ways to email instructor through Canvas inbox and faculty provided email account through their own canvas email and school email.
Other DE (e.g., recorded lectures)	Faculty will use a variety of tools and media integrated within the LMS to help students reach SLO such as: Recorded Lectures, Narrated Slides, Screencasts Instructor created content MC Online Library Resources Canvas Peer Review Tool Canvas Student Groups (Assignments, Discussions) Websites and Blogs Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)
Synchronous Dialog (e.g., online chat)	Online office hours Online group discussions
Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.

**Hybrid (51%–99% online) Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular Asynchronous discussion boards will be used to encourage discussion among students where they can compare and contrast/ discuss /identify and analyze elements of course outcomes. Other Discussion boards will also be used for Q&A and general class discussion by students and instructor to facilitate student learning outcomes.
E-mail	Email, class announcements and tools such as “Message Students Who” and “Assignment Comments” in Canvas will be used to regularly communicate with all students to clarify class content, remind of upcoming assignments, and provide immediate feedback to students on coursework to facilitate student learning outcomes. Students will be given multiple ways to email instructor through Canvas inbox and faculty provided email account through their own canvas email and school email.

Other DE (e.g., recorded lectures)	Faculty will use a variety of tools and media integrated within the LMS to help students reach SLO such as: Recorded Lectures, Narrated Slides, Screencasts Instructor created content MC Online Library Resources Canvas Peer Review Tool Canvas Student Groups (Assignments, Discussions) Websites and Blogs Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)
Synchronous Dialog (e.g., online chat)	Online office hours Online group discussions
Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.

**100% online Modality:****Method of Instruction****Document typical activities or assignments for each method of instruction**

Asynchronous Dialog (e.g., discussion board)	Regular Asynchronous discussion boards will be used to encourage discussion among students where they can compare and contrast/ discuss /identify and analyze elements of course outcomes. Other Discussion boards will also be used for Q&A and general class discussion by students and instructor to facilitate student learning outcomes.
E-mail	Email, class announcements and tools such as “Message Students Who” and “Assignment Comments” in Canvas will be used to regularly communicate with all students to clarify class content, remind of upcoming assignments, and provide immediate feedback to students on coursework to facilitate student learning outcomes. Students will be given multiple ways to email instructor through Canvas inbox and faculty provided email account through their own canvas email and school email.
Other DE (e.g., recorded lectures)	Faculty will use a variety of tools and media integrated within the LMS to help students reach SLO such as: Recorded Lectures, Narrated Slides, Screencasts Instructor created content MC Online Library Resources Canvas Peer Review Tool Canvas Student Groups (Assignments, Discussions) Websites and Blogs Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)
Synchronous Dialog (e.g., online chat)	Online office hours Online group discussions
Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.

**Examinations****Hybrid (1%–50% online) Modality**

On campus  
Online

**Hybrid (51%–99% online) Modality**

On campus  
Online

**Primary Minimum Qualification**

COMMUNICATION STUDIES/SPEECH

**Review and Approval Dates****Department Chair**

12/04/2021

**Dean**

12/08/2021

**Technical Review**

11/04/2021

**Curriculum Committee**

02/15/2022

**DTRW-I**

MM/DD/YYYY

**Curriculum Committee**

MM/DD/YYYY

**Board**

MM/DD/YYYY

**CCCCO**

MM/DD/YYYY

**Control Number**

CCC000429323

**DOE/accreditation approval date**

MM/DD/YYYY