



DEPARTMENT OF APPLIED COMMUNICATION  
UNIVERSITY OF ARKANSAS AT LITTLE ROCK

## **SCHL 1300: Rhetoric Communication I**

Donaghey Scholars Program - 9H1 61002

**Live Synchronous Virtual Meetings using Zoom each  
Tues/Thur 10:50AM – 12:05 PM**

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Fall 2020

3 Credit Hours

\*\*Syllabus subject to change\*\*

**Instructor:** Dr. Bailey M. Oliver

**Email:** bmoliver1@ualr.edu

**Weekends Contact:** via email

**Office Hours:**

Virtual via Google Hangouts by appointment, contact me via email to set up

### **Course Objectives**

This course is designed in a way that you will learn *who you are*, *what you care about*, and how you can *use your voice*. This course was carefully designed to help you:

1. Develop a greater awareness of the role of rhetoric on the development of “self”
2. Understand how rhetoric and communication influences interpersonal relationships, media, society, resistance, and resilience
3. Increase your ability to think critically
4. Improve your writing abilities
5. Practice group work and public presentations

### **Catalog Course Description**

This course seeks to improve the students’ ability to examine ideas and facts critically and communicate effectively both orally and in writing.

### **Course Rationale**

Rhetoric and Communication I provides you with practice in speaking and writing in relationship to rhetorical reasoning and critical thinking. Rhetoricians study the way people use language to induce actions and effect changes in beliefs. As such, we will not only look at how rhetoric changes macroculture such as media and society, but we will also explore how rhetoric in our close interpersonal relationships influence our beliefs, values, and construction of self. In addition, a final goal of this course is to explore how resilience is reflected in rhetoric in speech, policy, and practice. Overall, this is a class where you will broaden your experiences with communication and learn to apply and reflect upon rhetoric in all aspects of your life.

## Required Texts

- *Pedagogy of the Oppressed* by Paulo Freire 978-0826412768
- *Fatelessness* by Imre Kertész 978-1400078639
- Additional readings uploaded as PDFs within Blackboard

You will also be required to read another nonfiction novel (one of the following) assigned during the start of the class. **Please wait to purchase this once you know your assigned book.**

- *Unbroken: A World War II Story of Survival, Resilience, and Redemption* by Laura Hillenbrand 978-0812974492
- *The Glass Castle* by Jeannette Walls 978-0743247542
- *Born a Crime* by Trevor Noah 9780525509028
- *A Long Way Home* by Larry Buttrose and Saroo Brierley 978-0425276198
- *Angela's Ashes* by Frank McCourt 978-0684842677

## Blackboard/UALR Email/Zoom

A required part of this course is accessing announcements, updates, and grades through Blackboard. The Blackboard website provides vital announcements, online lectures, readings, and the course calendar—information that may not be discussed in virtual lecture. Because it is more up-to-date, website information supersedes lecture information, so check it before each class. You should access the class Blackboard page within the first week of class. In order to get key course announcements, you **MUST** regularly access your UALR-sponsored email address. If you want to use an alternate email, you must redirect your UALR email address. Furthermore, students must regularly clean out their email accounts so that they are able to receive course announcements. **Do not send emails to me through Blackboard.** The only way to contact me is by emailing [bmoliver1@ualr.edu](mailto:bmoliver1@ualr.edu)

For synchronous live meetings each Tuesday and Thursday, we will be using **Zoom**. Please set up a username and password using your UALR email address. You should do this in advance of our first virtual meeting. You can download Zoom to your laptop or phone and set up a free account at <https://zoom.us> Links to access our virtual class meetings will be posted to our Blackboard page and emailed to you. If you have any questions about using this virtual tool, please reach out to me via email.

## Assignments

Grades will be calculated based on the following assignments: 5 papers, 1 group presentation, and participation in virtual class activities and discussions. You will receive a detailed handout and rubric for each assignment on the first week of class. See assignment due dates in the course schedule at the end of this syllabus. There are 400 total possible points for this course:

- **Defining Rhetoric Essay** 20 points
- **Self-Assessment Paper** 50 points
- **Rhetorical Criticism Paper** 60 points
- ***Pedagogy of the Oppressed* Paper** 60 points
- **Group Resilience Presentation** 80 points
- **Final Paper** 80 points
- **Participation/Attendance Grade** 50 points
  - **Total** 400 points

## Grading Policy

Generally, in the course, ‘excellent’ work earns “A” grades, ‘good’ work earns “B” grades, ‘average’ work earns “C” grades, ‘below average’ work earns “D” grades, and ‘unacceptable’ work earns an “F” or “0” grade. [More specific guidelines as to what counts as ‘excellent’ and ‘good’ will be explicated in class or presented to you on a handout before each assignment.]

**Due to course policy, I cannot offer extra credit.**

A –	90-100	Percent	360-400 Points
B –	80-89	Percent	320-359 Points
C –	70-79	Percent	280-319 Points
D –	60-69	Percent	240-279 Points
F –	0-59	Percent	0-239 Points

## Course Policies

### **Paper Revisions:**

As one of your initial courses in higher education, this course will assist you in learning both as a new scholar but especially as a writer. As such, many assignments will allow you to resubmit revisions of earlier assignments for a hopefully improved grade. Revisions are an essential part of the writing process, and this class will allow this process to unfold and you to learn as feedback is provided. Please keep in mind first versions of work are still expected to be submitted on time by the set due date.

Assignments that can be revised and resubmitted will be identified in the syllabus and at the start of the course.

### **Participation:**

We will be engaging in a number of live/in-class virtual activities for which participation is REQUIRED. Your participation in this class includes every assignment from virtual class discussions, to online discussion boards if applicable, and live virtual class activities. Your participation grade will reflect each of these areas. Students who are not present/do not show up to the Zoom meeting or who are tardy for those activities will not receive credit for the activities.

### **Attendance\*:**

Because the course emphasizes participation, collaboration, and active learning, it is essential that you attend class. Every student is allowed a total of 4 absences (missing a Zoom class time) -excused or unexcused. Excessive absences (4+) will negatively affect your overall Attendance/Participation grade. An excused absence (note from physician, attorney, police, judge, religious holidays, official schedules for university sponsored events, an obituary/funeral program, etc.) **DOES NOT negate the absence and will only be necessary** if the student has missed an assignment due date. **Tardies (being 15 minutes late or more to the Zoom meeting) will count as an (1) absence.**

For an absence to be excused you will need to provide the instructor with appropriate documentation. If you are going to miss class for religious holidays or university-sponsored events, please notify me at least two weeks in advance so that appropriate accommodations can be made. Students who have some prior conflict with a due date have the responsibility of discussing the conflict and making alternative arrangements **in advance** with their instructor. **Again, excuses are only necessary if you missed an assignment due date.**

*\*Please note that due to the pandemic, your health should be your first priority. If you feel you are unable to attend Zoom class due to illness, just reach out to me beforehand and we can work something out!*

### **Makeup Policies\*:**

First time submissions of papers will **not** be accepted late for *full* credit as they are turned in online and due dates set at the start of the semester. Assignments may be turned in the following class day for half credit (50% less credit) at most unless there is an excused absence. Papers will not be accepted after two class days (one calendar week) from the original due date. **I do not accept papers via email**, so please do not ask. Blackboard is the only acceptable place to turn in online assignments. All papers must be typed, submitted correctly, and include your name for grading.

*\*Again, due to the pandemic, let me know if illness interferes with you submitting an assignment on time. Please reach out to me ahead of time and we can work something out!*

### **Regular and Substantive Contact:**

I am dedicated to interacting with my students to ensure their academic success. As such, I will remain in regular and substantive contact with you all throughout the semester by: conducting live virtual lectures, sending weekly emails, commenting on discussion board posts, and providing feedback and grades within two weeks of an assignment submission. I will also be available for virtual or in-person office hours and via email throughout the semester.

### **Accepted Assignment File Types:**

All assignments in this course must be submitted as .doc, .docx, or PDF files only. Blackboard will NOT accept links to Google Drive documents (Google Sheets or Google Docs) or .pages files. If you utilize Google Docs, you must download your assignment as a PDF or .docx first and submit that file. As a UALR student, you can also download Microsoft Word directly to your computer for free using the following link - <https://ualr.edu/itservices/applications/v/office365/>

### **Academic Integrity:**

Cheating and plagiarism will not be tolerated. Plagiarism is the deliberate use of another's work as your own. This means lifting passages from books, journal articles, or other scholarly material without proper citations. I read these types of articles regularly and recognize the type of writing. Please also be advised that all work for this class must be **original** to this class. You may not recycle papers or work from other courses you've taken, including if you are taking this course over again. This behavior is considered to be academically dishonest and/or plagiarism as well. You should also not be taking online exams with others – all work, including exam answers, should be original. If you have any questions about these policies, please contact me. All material in this course- exam answers, any discussion board comments and posts, and paper submissions will be reviewed for plagiarism. Recognized plagiarism will result in at least an immediate deduction of 20% of the assignment's points, and possibly a failure for the assignment.

### **Student Conduct:**

I want to build a classroom climate that is comfortable for all. In a communication class, it is *especially* important that we (1) display respect for all members of the classroom – including the instructor and students, (2) pay attention to and participate in all class sessions and activities; (3)

avoid unnecessary disruption during class time (e.g., having private conversations, reading the newspaper, surfing the internet, doing work for other classes, making/receiving cell phone calls, text messaging, etc.); and (4) avoid racist, sexist, homophobic or other negative language that may unnecessarily exclude members of our campus and classroom. This is *not* an exhaustive list of behaviors; rather, it represents examples of the types of things that can have a dramatic impact on the class environment. Your final grade may be reduced by 1% *each time* you engage in these sorts of behaviors (via discussion boards, submitted assignments, or in-class discussions). Further, students who are verbally or physically aggressive towards the instructor, the TAs, or another student before, during, or after class will have their grade lowered by 25% *each time* they engage in this sort of behavior (and, students engaging in such behaviors will be permanently removed from the class and the proper authorities notified). A breach of any of these student conduct expectations may also result in being sent to an academic disciplinary dean.

Please note our physical classroom, my office, and our online spaces are all Safe Zones. Safe Zone spaces are locations where there is support and understanding, where bigotry and discrimination are not tolerated. I am a trained Safe Zone supporter and will not tolerate discrimination.



### **Students with Disabilities:**

Students with Disabilities: Your success in this class is important to me, and it is the policy and practice of the University of Arkansas at Little Rock to create inclusive learning environments consistent with federal and state law. If you have a documented disability (or need to have a disability documented), and need an accommodation, please contact me privately as soon as possible, so that we can discuss with the Disability Resource Center (DRC) how to meet your specific needs and the requirements of the course. The DRC offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process among you, your instructor(s), and the DRC. Thus, if you have a disability, please contact me and/or the DRC, at 501.569.3143 (V/TTY) or 501.683.7629 (VP). For more information, please visit the [DRC website](#).

### **Inclement Weather\*:**

During inclement weather, UA Little Rock will make a decision whether or not to close based on all available information. The chancellor will decide whether or not conditions warrant canceling classes and activities and closing the campus or whether classes and activities will be canceled but with specified campus offices open. Online or web-enhanced classes will continue as scheduled at the discretion of the faculty member. The [UA Little Rock website](#), UA Little Rock email, the university's main telephone number (501.569.3000), and the Rave campus alert notification system are the official means of communicating information concerning weather-related closings. When necessary, the university will announce a separate decision about canceling night classes (those classes starting at 4:20 p.m. or later) by 2 p.m., if possible. The Policy Advisory Council of the University Assembly will recommend to the chancellor if and when missed undergraduate and graduate class days should be made up. In the event that the university is closed during a final examination day, the provost, in consultation with the Faculty Senate president, will reschedule any missed graduate or undergraduate final examinations with the exception of online exams which will continue as scheduled. Weather and road conditions vary from place to place. Employees and students are expected to exercise good judgment regarding the safety of travel when road conditions are affected by the weather.

*\*As a fully online class, the above likely does not affect us as we are not meeting on campus nor face to face. However, if inclement weather prevents you from accessing the internet or power in general, please reach out to me and we can adjust deadlines that occurred during that time.*

### **Communication Skill Center**

The Communication Skill Center (CSC) is a resource devoted to helping campus and online students in the various stages of preparing a presentation. Services include, but are not limited to, anxiety management, brainstorming, research, content organization, PowerPoint/Prezi design and integration, and providing presenters with balanced feedback. The CSC offers both onsite and online services.

Appointments are available and walk-ins are welcome; please feel free to stop by 201 speech building, call at [501-569-8208](tel:501-569-8208), or email: [communication.skill.center@gmail.com](mailto:communication.skill.center@gmail.com). Book an appointment:

<http://ualrcommunicationskillcenter.setmore.com>

### **Class Rules**

- All students will be professional and considerate of others and act in an appropriate and mature manner throughout online and live virtual class interactions.
- Emails will be composed using proper language and grammar, and will include a proper greeting. Failure to do so will result in the deletion of the email without a response.
- Emails sent after 5 PM may not be responded to until after 8 AM the following morning.
- See additional rules in the Zoom Guidelines handout posted to Blackboard

## Tentative Course Calendar

Please note, assigned readings must be read *BEFORE* the corresponding class. Due dates are in **red**.

Week # & Unit	Dates	Topic(s)	Readings	Assignments
<b>Week 1</b> <b>Rhetoric &amp; Communication</b>	Tuesday, Aug 25	Syllabus & Class Overview		
	Thursday, Aug 27	Definitions, History	<b>Borchers, Chp 1 PDF*</b> <i>(*we will refer back to this reading multiple times throughout the semester)</i>  <b>Definitions of Rhetoric</b> <a href="#">Website</a>	
<b>Week 2</b> <b>Rhetoric &amp; Communication</b>	Tuesday, Sept 1	Types, Rhetorical Criticism <i>Paper #1 info</i>		
	Thursday, Sept 3	Rhetorical Theory		
<b>Week 3</b> <b>Rhetoric &amp; Interpersonal Communication</b>	Tuesday, Sept 8	The Self – Self Concept	<b>Sellnow, 2018 PDF</b>	
	Thursday, Sept 10	Looking Glass Self, Dramatism, Writing Tips		<b>Defining Rhetoric Essay due by 11:59 PM on Sunday, Sept 13</b>
<b>Week 4</b> <b>Rhetoric &amp; Interpersonal Communication</b>	Tuesday, Sept 15	The Self – Beliefs, Ideologies, Narratives		
	Thursday, Sept 17	Language, Nonverbal Comm, <i>Paper #2 info</i>		
<b>Week 5</b> <b>Rhetoric &amp; Interpersonal Communication</b>	Tuesday, Sept 22	Self-Disclosure, Social Penetration Theory, Relational Development	<b>Mongeau, Henningsen, Oliver PDF</b>	
	Thursday, Sept 24	Tribalism & Groups		<b>Self-Assessment Paper due by 11:59 PM on Sunday, Sept 27</b>
<b>Week 6</b> <b>Rhetoric &amp; Societal Influence</b>	Tuesday, Sept 29	Supportive/Defensive Climates, <i>Paper #3 info</i>		
	Thursday, Oct 1	<b>Class Canceled</b>		
<b>Week 7</b>	Tuesday, Oct 6	Social Construction, CMM, & Persuasion		



<b>Rhetoric &amp; Societal Influence</b>	Thursday, Oct 8	Media		<b>Rhetorical Criticism Paper due by 11:59 PM on Sunday, Oct 11</b>
<b>Week 8</b>	Tuesday, Oct 13	Ethics of Rhetoric		
<b>Rhetoric &amp; Societal Influence</b>	Thursday, Oct 15	Authentic Dialogue; “The New Rhetoric”; Argumentation		
<b>Week 9</b>	Tuesday, Oct 20	Speaking & Writing to Resist Oppression	<i>Pedagogy of the Oppressed</i>	<i>Optional Revision of Self-Assessment due Sunday, Oct 25</i>
<b>Rhetoric &amp; Resistance</b>	Thursday, Oct 22	Objectification, Otherness, & Silencing		
<b>Week 10</b>	Tuesday, Oct 27	Standpoint Theory, Muted Group Theory; Individual Resilience	<b>Developing Resilience</b> <a href="#">Website</a> <b>Your Coping &amp; Resilience in the wake of COVID-19</b> <a href="#">Website</a>	
<b>Rhetoric &amp; Resistance</b>	Thursday, Oct 29	Individual Resilience Continued		
<b>Week 11</b>	Tuesday, Nov 3	<b>Class Canceled</b>		
<b>Rhetoric &amp; Resilience</b>	Thursday, Nov 5	Writing to Speak/Writing as Liberating; <i>Paper #5 info</i>	<i>Fatelessness</i>	<b><i>Pedagogy of the Oppressed Paper due by 11:59 PM on Sunday, Nov 8</i></b>
	Tuesday, Nov 10	<i>Presentation info;</i> Relational Resilience		
<b>Week 12</b>	Thursday, Nov 12	Community Resilience; Systematic Resilience	<b>Short 2 minute video on</b> <a href="#">Website</a> <b>Your Letters Helped an Astronaut’s Guilt</b> <a href="#">Website</a>	
<b>Week 13</b>	Tuesday, Nov 17	Group Workshops	<i>Assigned nonfiction novel</i>	
<b>Workshops</b>				



	Thursday, Nov 19	Group & Final Paper Workshops		
<b>Week 14</b>	Nov 23 – Nov 29	<b>NO CLASS FALL BREAK</b>		<b>NO CLASS FALL BREAK</b> <i>Optional Revision of Pedagogy of the Oppressed Paper due on Sunday, Nov 29</i>
<b>Week 15</b>	Tuesday, Dec 1	Group Presentations		<b>Group Presentations – Group 1, 2, 3</b>
<b>Group Presentations</b>	Thursday, Dec 3	Group Presentations		<b>Group Presentations – Group 4, 5</b>
<b>Week 16</b>				<b>Final Paper due by 11:59 PM on Friday, Dec 11</b>
<b>Final Paper</b>				