

Department of English and Writing Studies

writing in professional contexts (with that emphasis on audience, positive and negative messages, and formal reports) to a focus on why and how communicators make decisions about audience and rhetorical strategies. By the end of the course, students will be able to articulate the history of rhetoric and its major thinkers, to understand and deploy rhetorical tropes (semantic) and figures (syntactic), and to apply logic in thinking and writing. Students will also develop one further skill in a final project of their choice.

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There are no required texts, though students will be asked to purchase two cases online from the *Harvard Business Review* (details to be announced; the cost is about \$8.95 each).

Some primary texts I will be using:

Farnsworth, Ward. Farnsworth's Classical English Rhetoric. Boston: David R. Godine, 2011.

Kennedy, George A. Classical Rhetoric and Its Christian and Secular Tradition from Ancient to Modern Times. 2nd edition. Chapel Hill: University of North Carolina Press, 1999.

Minto, Barbara. The Minto Pyramid Principle: Logic in Writing, Thinking, and Problem-Solving. London: Minto Books, 2010.

Safire, William. Lend Me Your Ears: Great Speeches in History. Updated and expanded edition. New York and London: W.W. Norton and Company, 2004.

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The course is divided into four modules, each with a graded component:

- 1) The history of rhetoric: report (750 words of text; 10%) and presentation (10 minutes; 10%) on a major thinker in the history of rhetoric
- 2) Rhetorical tropes and figures: report (200-250 words of text on three tropes or figures with example[s] = 600-750 words total; 10%); speech (context + speech, performed [roughly 10 minutes total] and handed in as text; 20%)
- 3) Logic in thinking, writing, and problem solving: formal report (25%)
- 4) Final assignment, TBD on a student by student basis: project (25%)

All assignments are to be typed and double-spaced, and must have your name, course name, section expected to follow MLA, APA, or Chicago citation practice.

Assignments are due on the dates specified in the syllabus. Late papers w

u I have permitted an extension of the due date. You must contact me ahead of time for an extension and provide a suitable reason (see also the section "Medical Accommodation Policy" below). If assignments are not submitted in class, please use the Drop Box outside the main offices of the Department of English and Writing Studies.

This is a senior-level course. Your attendance is expected at every session of the class.

Students may miss up to three hours (the equivalent of one week of class) of class meetings during the term without explanation. That means that the first three class hours you miss will be recorded

nine class hours (the equivalent of up to three full weeks of class), your final grade will be reduced by 10% (e.g. an earned final grade of 80% will be reported as a final grade of 72). If you miss a total of more than nine hours of class meetings (the equivalent of more than three weeks of class meetings) your final grade will be reduced by 15% (e.g. an earned final grade of 80% will be reported as a final grade of 68).

This policy will be waived only for medical or compassionate reasons. If you have good reasons for

another class meeting) discuss these reasons with your instructor within one week of that absence. If your absence is extended and prolonged (over one week of continuous non-attendance), then you should discuss it with your academic advisor in your home faculty, who may require doc

: a class meeting missed in order to write - in another course will count as non-attendance, and will attract penalties as defined above if applicable. Instructors at the University of Western Ontario shall not require a student to write a makeyou

absence will not be excused.

For UWO Policy on Accommodation For Medical Illness, see: http://www.uwo.ca/univsec/handbook/appeals/medical.pdf (downloadable Student Medical Certificate (SMC): https://studentservices.uwo.ca under the Medical Documentation heading)

Where in these circumstances the accommodation is being sought on \$u\$, students should consult in the first instance with their instructor, who may elect to make a decision on the request directly, or refer the student to the Academic Counselling office of their home Faculty.

Students should also note that individual instructors are not permitted to receive medical documentation directly from a student, whether in support of an application for accommodation on medical grounds, or for other reasons (e.g. to explain an absence from class which may result in a grade pen medical documentation u be

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January 10: Introduction: What is professional communication?

January 17: Background: The rhetorical tradition

January 24: Presentations: key figures in the history of rhetoric;

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January 31: Tropes and figures; We shall

February 7: A selection of short speeches (Safire); class work on historical background and

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speeches

February 14: Speeches: x u u u u

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February 18-21: Reading Week

February 28: Logic in writing, thinking, and problem-solving: Minto

March 7: Harvard Business Review case work
March 14: Harvard Business Review case work;

March 21: Introduction to final projects

March 28: Final projects

April 4: Presentations of final projects; u