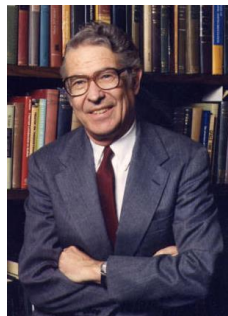


"If education at Wabash is anything, it is the cultivation of the intellect . . . The acquisition of skills which enable us to dissect and construct arguments, to disentangle the valid from the specious, and to order our beliefs in some proportion to the weight of evidence supporting those beliefs."

—Lewis Salter, Wabash College
President, Inaugural Address,
Oct. 10, 1978



RHE 201: REASONING & ADVOCACY

FALL 2021
TTh 9:45-11am
Fine Arts Center 206

COURSE DESCRIPTION

RHE 201 presumes that training for Wabash men requires a fundamental knowledge of how to construct and engage reasoned arguments as a private, professional, and public individual. The course investigates what classical rhetorical theorists called the "canon of invention" and emphasizes the proof that Aristotle called *logos*. We will approach reasoning and advocacy from multiple vantage points: as a theoretical idea tied to civic and professional life, as a formalized and rule-driven activity, and as an everyday persuasive effort among people at all skill and knowledge levels.

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Professor: Jeffrey P. M. Drury, PhD

Office Location: Fine Arts Center S204

Office Phone: 765-361-6296

Cell Phone: 765-267-3604 (text or call, 9am-9pm)

Email Address: druryj@wabash.edu

Office Hours: Mon., 2-3pm; Tues., 1:30-3:30pm; Wed., 9-10am;
by appt., or chance drop-in between 9am & 4pm. On Thursdays,
I may not be available after 11am.

Appointments: <https://calendly.com/profdrury> or scan this QR code:



REQUIRED MATERIALS

Drury, Jeffrey P. Mehlretter. *Argumentation in Everyday Life*. SAGE, 2019 (*In syllabus as AIEL*)

Additional assigned readings are available on the "Syllabus" page of the RHE 201 Canvas site.

You should budget ~\$15 (300 pages, single-sided) for printing.

STUDENT LEARNING OUTCOMES

Students who complete the course will meet the following learning outcomes of the Language Studies distribution requirement:

- An ability to formulate, organize, and express written and spoken ideas artfully or persuasively
- An ability to use language appropriate to audience, purpose, genre, and context
- An ability to locate, evaluate, and employ supporting materials
- An understanding of how language connects to social, cultural, or personal identities
- An understanding of the structure of language (and especially argumentation) as a dynamic and creative, yet rule-governed system.

IN THE DRIVER'S SEAT . . .

I designed RHE 201 intentionally with numerous on-ramps (through diverse topics and assignments) to help you engage the content. But, ultimately, you are in the driver's seat for your own experience of the course.

You should strive to be an active driver who focuses on the road ahead but also takes time to appreciate the scenery. If you get too wrapped in the destination, you may miss the sights and sounds along the way. Conversely, if you get too wrapped up in the day-to-day journey, you may forget about the main goal of the trip in the first place.

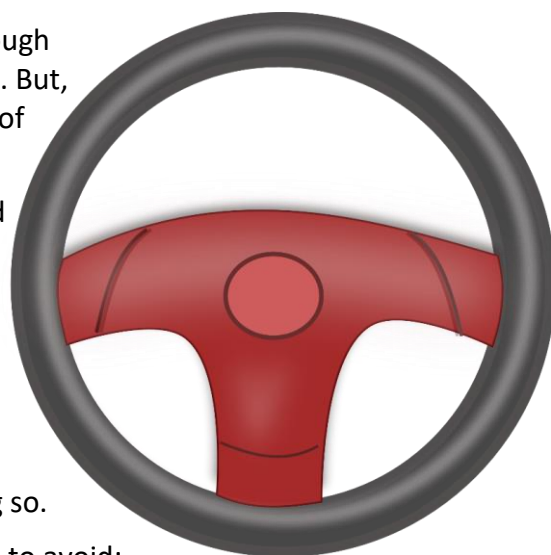
And, of course, sometimes you may need to pull the car over to ask for directions. No one will question your manhood for doing so.

Here are three unproductive driving roles that you should strive to avoid:

Speed Demon—Speed demons tend to be running late and are in such a hurry to get to their destination that they don't look around (e.g., conduct research, reflect on ideas, work through challenges), resulting in preventable mistakes. Avoid speeding by **getting a head start**: begin your assignments early so that you have time to get lost, get help, or just go to the bathroom (metaphorically speaking).

Cruise Controller—Cruise controllers tend to go through the motions without much thought or depth, "passing through" at a constant pace that doesn't respond to bends or bumps in the road (e.g., being short on time during Homecoming week, having a fight with a roommate, unexpectedly earning a low grade on an assignment). Avoid cruise control by **staying alert**: anticipate and respond in advance to challenges you see down the road.

Backseat Driver—Backseat drivers tend to have negative energy, criticizing others and focusing on their selfish experience of the journey while unwilling to put in the work (e.g., shutting down or not participating in class discussion, being closed off to new ideas or experiences). Avoid backseat driving by **caring about the journey**: find some reason, however small, to be invested. You're coming along for the ride anyway so you might as well enjoy it!



ASSIGNMENTS AND GRADING

Attendance & Scholarly Conduct (50 pts., 10%):

Attendance and scholarly conduct are crucial to the course objectives. It is your responsibility to attend class. Beyond just showing up, I expect that you will have read the assigned material and will participate in class discussion and activities. You will earn at best a "C" for this aspect of your grade if you consistently attend class and pay attention but do not get involved. You will fail this aspect of your grade if you consistently attend class but are doing other things. Arriving late or leaving early count as half an absence. Each unexcused absence beyond 2 will result in a 3-point reduction from your attendance and scholarly conduct grade in addition to the points you lose for not being in class to participate. More than 9 total absences may result in failure of the course. If you miss class, it is your responsibility to communicate with me (preferably in advance) about make-up work.

Reasoning & Advocacy Project:

You will complete an extended project about a single public controversy over the semester. Each part builds on the previous and reflects a different element of reasoning and advocacy.

Topic Proposal (20 pts., 4%): This 2-3 page proposal will justify the topic and article you chose for the project.

Debate Situation Assignment (60 pts., 12%): This 4-5 page paper will map your article onto the debate situation.

Opposition Assignment (90 pts., 18%): This 7-8 page paper will develop a case taking the opposite stance of and refuting the arguments you analyzed for the Debate Situation Assignment.

Op-Ed Assignment (40 pts., 8%): This maximum 800 word piece will be in the style of an op-ed, taking a side on your proposition and presenting at least two cogent, researched arguments to support it.

Scarlet Honors Pitch:

In groups, you will generate and pitch an advocacy campaign, followed by a reflection paper

Social Media Campaign (50 pts., 10%)

Argumentative Pitch (60 pts., 12%)

Reflection Paper (written individually, 20 pts., 4%)

Position Papers (60 pts., 12%):

For four of the days that identify position paper (PP) questions, you will write a 2-3 page response with the hope that you will orally share your ideas in class. See the assignment sheet on Canvas for more specific instructions. PPs are exempt from the late policy; they must be submitted on time to receive credit. *I strongly recommend you complete at least one PP prior to Fall Break.*

Homework (50 pts., 10%):

Five homework assignments will enhance your understanding and application of course material.

Achievements (E.C., optional):

You may earn extra credit through various achievements. Consult the Canvas page for more details.

COURSE GRADING SCALE					
Grade	Points	Percent	Grade	Points	Percent
A	465-500	93%-100%	C+	385-399	77%-79.9%
A-	450-464	90%-92.9%	C	365-384	73%-76.9%
B+	435-449	87%-89.9%	C-	350-364	70%-72.9%
B	415-434	83%-86.9%	D	300-349	60%-69.9%
B-	400-414	80%-82.9%	F	<300	<60%

APPROACHING CLASS DISCUSSION

Class discussion will address personal and political issues requiring you to set forth ideas that reflect your biases. In creating a productive environment, you should attempt the following personal measures:

- Carefully consider how your own position, values, beliefs, and upbringing might predispose you to assume certain things about the world and your fellow classmates.
- Avoid making statements that you believe are categorically “true.” All points are arguments requiring support more than just “feeling.”
- Treat your fellow classmates’ arguments as you would like them to treat yours: a valid and worthwhile consideration.
- Refrain from overly hostile or disrespectful comments seeking to shut down or “win” debates.

COURSE POLICIES AND RESOURCES

Course Meetings and Assignments

- *Class meetings will largely build on, not duplicate, readings.*
- Late written assignments are penalized 5% per 24-hours they are late (max. 50%).
- Late policy does not apply to position papers, which receive zero if late.

Written Assignment Guidelines

- Papers should be typed, double-spaced, using 11- or 12-pt font.
- Must be submitted in .doc or .pdf format through Canvas, not via email.
- Be sure to proofread written work before submitting.

Assignment Feedback

- I will provide detailed written feedback to class assignments.
- Use these comments to prompt continued reflection on and engagement with the material and to identify concrete steps to improve on future assignments.
- You should see me if any of my feedback is confusing or unclear.

Cell Phones, Laptops, and Tablets

Please treat class time as you would any other professional meeting or appointment. This means cell phones need to be silenced and invisible during class; no ringing, no texting, and no using a phone to access course materials. Laptops and tablets may be used *only* to help you engage more fully with the class content; do not allow attempt to use them as a means of “multitasking.” Research shows that your learning will suffer if you are not focused on class.

COVID Protocols

- All students should be vaccinated against COVID-19 or have an approved exemption.
- We will observe *all* College guidelines regarding masking, distancing, etc.

Academic Honesty

The Gentleman's Rule should guide your academic honesty in this course. This means:

- All work is your own original work, not “borrowed” from someone or somewhere else, recycled from other courses, or completed with others (unless unmistakably permitted)
- All work drawing upon other sources must **explicitly** reference those sources using MLA or APA format for written citations and author, source, and date for oral citations

At my discretion, cases of misconduct may be reported to the Dean of Students and/or result in failing the assignment or course. Refer to the [Academic Honesty Guide](#) (also available on the “Student Resources” tab of MyBash) for more information.

Emergency Procedures

- **FIRE:** Proceed down one floor to nearest exit and cross Grant Street. Join me and your classmates there to make sure everyone got out of the building.
- **TORNADO:** Proceed down two floors to the basement and shelter in place.

Writing Center

The Wabash Writing Center (located on the second floor of the Lilly Library) is able to help with all facets of paper writing (from outlining and drafting to researching and proofreading). Go [here](#) to schedule an appointment.

The Office of Student Enrichment

If you have questions about developing college skills, from time management, to how to study more efficiently, to taking better notes, you can arrange a one-on-one meeting with Dr. Koppelman [here](#).

FINALLY, SOME BEST PRACTICES FOR SUCCESS

- Complete readings & assignments on time
- Check email at least once a day to ensure you receive class messages
- Use feedback on your assignments to isolate concrete ways to improve
- Work ahead and stop by office hours to catch up or get help on assignments

CREATING AN INCLUSIVE CLASSROOM

I am committed to your success in the class and to fostering an inclusive space. My door is open so please come talk to me if you're having trouble with the readings, wrestling with how to take notes, or want to generally discuss how to maximize your learning. If there are circumstances that affect your class performance—be they personal, health, or other—let me know as soon as possible so that we can collaboratively discuss how to proceed. Direct, open communication is often the only way that I know I need to be clearer about ideas or that you need help. In the end, communication will enhance our teaching and learning.

Students with disabilities (apparent or invisible) are invited to confidentially discuss their situation with Heather Thrush, Associate Dean for Student Engagement and Success. If a student wishes to receive an academic accommodation, he must have documentation on file with Dean Thrush (Center Hall 112A, x6347, thrushh@wabash.edu).

COURSE SCHEDULE

Dates and assignments are subject to change. Pay attention in class & check Canvas for updates. Complete assignments before class on the day they appear in this schedule.

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
Th, Aug. 26	Course Introduction	
<u>Unit One: Introduction to Reasoning & Advocacy</u>		
T, Aug. 31	Introduction to Reasoning and Advocacy	Read <i>AIEL</i> , preface & ch. 1
Th, Sept. 2	The Debate Situation	Read <i>AIEL</i> , ch. 2
T, Sept. 7	The Ethics of Reasoning and Advocacy	Read <i>AIEL</i> , ch. 3 *DUE: PP1
W, Sept. 8		*DUE: TOPIC PROPOSAL BY 9PM
<u>Unit Two: Argument Content and Structures</u>		
Th, Sept. 9	Making Sense of Arguments; The Toulmin Model	Read <i>AIEL</i> , ch. 4; ch. 1, pp. 26-30 ("The Toulmin Model")
T, Sept. 14	Supporting Claims	Read <i>AIEL</i> , ch. 5 *DUE: PP2
Th, Sept. 16	Propositions and Case Building	Read <i>AIEL</i> , ch. 7
T, Sept. 21	Common Argument Types	Read <i>AIEL</i> , ch. 6
Th, Sept. 23	Introduction to Scarlet Honors Marketing Pitch Project <i>Messrs. Amidon & Paige Visit</i>	Read Assignment Overview *DUE: DEBATE SITUATION ASSIGN. BY 9PM
T, Sept. 28	Generating Productive Clash	Read <i>AIEL</i> , ch. 8
Th, Sept. 30	Criteria for Evaluating Arguments	Read <i>AIEL</i> , ch. 9 *DUE: HW1
T, Oct. 5	Evaluating Argument Types I: Definition, Generaliz., Analogy	Read <i>AIEL</i> , ch. 10, pp. 213-17 & 221-22 *DUE: HW2 Work on Opposition Assignment!
Th, Oct. 7	Evaluating Argument Types II: Cause, Sign, Authority	Read <i>AIEL</i> , ch. 10, pp. 217-21 & 223-31 *DUE: HW3 Work on Opposition Assignment!
T, Oct. 12	Argument Evaluation Practice	Work on Opposition Assignment!
Th, Oct. 14	<i>No Class—Midsemester Break</i>	

Unit Three: Contexts of and Issues in Advocacy

T, Oct. 19	Crafting Advocacy	Read <i>A/EL</i> , ch. 11; Daly, <i>Advocacy</i> , ch. 2
Th, Oct. 21	Effective Pitches	Watch AMC's <i>The Pitch</i> , season 2, episode 5: Little Caesar's (free with ads on Tubi or for purchase on other streaming services) *DUE: HW4 *DUE: OPPOSITION ASSIGNMENT BY 9PM
T, Oct. 26	Marketing Pitch Work Day	
Th, Oct. 28	Scarlet Honors Pitches	*DUE: MATERIALS, SLIDES, ANTICIPATIONS
T, Nov. 2	Scarlet Honors Pitches Debrief	*DUE: SCARLET HONORS PITCH PAPER
Th, Nov. 4	Narrative Modes of Argument	Read Fisher, "Narrative Paradigm," pp. 1-10 *DUE: PP3
T, Nov. 9	Visual Modes of Argument	Read Godden, "On the Norms of Visual Argument" *DUE: PP4
Th, Nov. 11	Contextual Topic: Citizen Advocacy	Read Lippmann, selection from <i>The Phantom Public</i> , pp. 13-39; Dewey, "Creative Democracy" *DUE: PP5
T, Nov. 16	Contextual Topic: Online Advocacy	Read Baumtrog, "Introduction to the Special Issue," pp. 1-10; Hannan, "Trolling Ourselves to Death?" *DUE: PP6
Th, Nov. 18	Writing Effective Op-Eds	Read <i>A/EL</i> , ch. 12, pp. 261-65; Rystrom, "Nine Steps to Editorial Writing"
Nov. 23-25	No Class—Thanksgiving Break	
T, Nov. 30	Evaluating Editorials	Read TBA *DUE: HW5
Th, Dec. 2	Theoretical Topic: Speaking for Others	Read Alcoff, "The Problem of Speaking for Others" *DUE: PP7
T, Dec. 7	Theoretical Topic: Moral Disagreements	Read Ackerman, "Why Dialogue?"; Mouffe, "Deliberative Democracy or Agonistic Pluralism?" *DUE: PP8
Th, Dec. 9	Op-Ed Work Day	*Optional Peer Review (op-ed draft due)
Th, Dec. 16		*DUE: OP-ED ASSIGNMENT BY NOON