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Course Description:

This course is designed to teach you how the development of classical rhetoric informs contemporary writing and research. To that end, you will read and study the ancients as you practice the classical art of imitation, both in written and spoken forms. As Edward Corbett writes in the “Introduction” to his classic work on classical rhetoric, “Rhetoric is the art or the discipline that deals with the use of discourse, either spoken or written, to inform or persuade or motivate an audience, whether that audience is made up of one person or a group of persons.” This course is organized precisely in those terms, defining rhetoric as both discipline and art.

Course Goals: Upon completion of the course, you should be able to:

1. Distinguish between oral and written styles and adapt both oral and written messages to specific audiences, occasions, and purposes;
2. Prepare written and oral communication assignments via a process of rhetorical invention, drafting or delivering, and revision;
3. Develop a clear focus in assignments, formulate effective thesis statements, organize and support ideas effectively, use vivid and grammatically correct language, and demonstrate clarity in writing and speech;
4. Construct a logical argument, recognizing and avoiding logical fallacies;
5. Select, summarize, and evaluate sources through academic research;
6. Follow ethical guidelines for computer use and research;
7. Interpret ideas through critical reading and listening;
8. Begin developing competence in discipline-specific forms of writing and speaking;
9. Have a solid background in the classical origins of rhetoric.

Texts and Materials:

Aristotle, <i>On Rhetoric</i> , George Kennedy Translation	Homer, <i>The Odyssey</i> , Fagles Translation
Plato, <i>Phaedrus</i> , Penguin Classics Edition	Virgil, <i>The Georgics</i> , Janet Lembke Translation
<i>The Dialogues of Plato, Volume 1: Euthyphro, Apology, Crito, Meno, Gorgias, Menexenus</i>	Aaron, J. <i>The Little, Brown Compact Handbook With Exercises</i>

Grading Distribution:

Essay #1—10%	Speech #1—10%
Essay #2—10%	Speech #2—10%
Essay #3—10%	Seminar Leadership —10%
Final Examination—30%	Participation, Attendance, Citizenship—10%

Grading Scale:

A = 93-100	B = 83-86	C = 73-76	D = 63-66
A- = 90-92	B- = 80-82	C- = 70-72	D- = 60-62
B+ = 87-89	C+ = 77-79	D+ = 67-69	F = below 60

Guidelines for Assignment Submission:

All assignments are due at the beginning of the class period on the day specified on the syllabus. Late assignments will be penalized one letter grade for each day they are overdue. All submissions must be original with sources clearly and correctly documented. Work previously submitted for other courses is not acceptable. Any student who represents the work of another as his or her own is guilty of plagiarism and will be subject to the penalties outlined in the *Student Handbook*. All major assignments must be completed in order to pass the course.

Absences:

Since success in this course depends on your active participation, you must attend every class meeting. Students who miss more than four classes will receive an “FA” for the course. If you are late to class, you will not be admitted and you will be counted absent. Students who come to class unprepared may be dismissed and such dismissal will be counted as an absence.

University Policy on Class Cancellation:

Inclement weather or other events beyond the control of the University that might cause risk or danger to students, faculty, and staff may occasionally result in changes to normal University operations, including cancellation of classes or events; the calendar schedule may be adjusted. It is the responsibility of students to check the course Blackboard site and Samford email for additional information if the University’s operations are altered in any way.

Students With Disabilities:

Samford University complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students with disabilities who seek accommodations must make their request through Anne Sherman, the Advisor for Students with Disabilities (726-4078, 726-2105), located in Counseling Services on the lower level of Pittman Hall. A faculty member will only grant reasonable accommodations upon notification from the Advisor for Students with Disabilities.

Learning Methods:

This course will make use of several learning methods: discussion, small-group work, problem solving, and lecture. Success in this course depends on your willingness to take responsibility for your own education. Please observe the following rules of civility:

- (1) Do not speak, read, sleep, or be disruptive in any way when someone else is speaking.
- (2) As it states in the *Student Handbook*, “Student use of cell phones, messaging devices and other electronic devices (for example, recording devices, music players, PDAs, computers) is prohibited in classes unless specifically permitted by the instructor.” If your cell phone rings or vibrates in class, I will deduct one point from your final grade. If I see you sending/receiving text messages in class, I will deduct one point from your final grade.
- (3) Be careful not to dominate class. You are not graded for the amount of speaking, but the quality and appropriateness of your comments.
- (4) Please remember Samford’s policy on inclusive language: Language—how it is used and what it implies—plays a crucial role in Samford University’s mission to “nurture persons.” Because verbal constructions create realities, inclusive language can uphold or affirm those whom we seek to nurture, while exclusive language can damage or defeat them. We therefore actively seek a discourse in our university community that supports the equal dignity and participation of men and women; we seek to avoid verbal constructions that diminish the equal dignity of all persons. It is an affirmative—and affirming—part of our mission to educate students, staff and faculty in the creation of a community of equality and respect through language.

These guidelines are meant to ensure that all students feel free to contribute to class and to be taken seriously. Without a feeling of safety and acceptance no one will want to participate, and the class will be a disappointing bore.

Course Schedule—The schedule is subject to change throughout the term.

I. The Art of Rhetoric

Week One

August 30 Course Introduction • What is a Form?
Sept. 1 **Diagnostic Essay Due** • Discuss “Odysseus’ Scar” (PDF).

Week Two

Sept. 6 Aristotle, *On Rhetoric*.
Sept. 8 Aristotle, *On Rhetoric*.

Week Three

Sept. 13 Aristotle, *On Rhetoric* • The Art of Paraphrasing.
Sept. 15 Plato, *Gorgias* • The Art of Thesis Writing.

Week Four

Sept. 20 Plato, *Apology*.
Sept. 22 Plato, *Euthyphro*.

Week Five

Sept. 27 **Rough Draft of Essay #1 Due.**
Sept. 29 **Essay #1 Due** • The Art of the Annotated Bibliography.

Week Six

Oct. 4 Thucydides, “Pericles’ Funeral Oration” (PDF).
Oct. 6 **Speech #1.**

Week Seven

Oct. 11 **Fall Break.**
Oct. 13 Conferences.

Week Eight

Oct. 18 Plato, *Phaedrus*.
Oct. 20 Plato, *Phaedrus*.

II. The Rhetoric of Art

Week Nine

Oct. 25 Homer, *The Odyssey*.
Oct. 27 Homer, *The Odyssey*.

Week Ten

Nov. 1 Homer, *The Odyssey*.
Nov. 3 **Essay #2 Due** • Homer, *The Odyssey* • Julius Caesar, *The Gallic Wars* (PDF).

Week Eleven

Nov. 8 Julius Caesar, *The Gallic Wars* (PDF).
Nov. 10 **Speech #2.**

Week Twelve

Nov. 15 Virgil, *Georgics*.
Nov. 17 Virgil, *Georgics*.

Week Thirteen

Nov. 22 Cicero, from *De Republica* and *De Legibus* (PDF)
Nov. 24 **Thanksgiving.**

Week Fourteen

Nov. 29 from Plutarch's *Lives*, "Cato the Younger" (PDF)
Dec. 1 Trenchard & Gordon, from *Cato's Letters* (PDF)

Week Fifteen

Dec. 6 **Essay #3 Due** • *Federalist Papers* 9 and 10 • from *The Anti-Federalists* (PDF)
Dec. 8 John C. Calhoun, "The Fort Hill Address" • Abraham Lincoln, "The Cooper Union Address."

Final Exam: Tuesday, December 13—10:30

The final exam must be taken at the official exam time.