Rhetoric

Chair

• Steve Duck

Undergraduate minor: rhetoric and persuasion
Faculty: http://clas.uiowa.edu/rhetoric/people
Web site: http://clas.uiowa.edu/rhetoric/

The Department of Rhetoric offers undergraduate courses that fulfill the Rhetoric requirement of the different colleges at the University; see General Education Program in the Catalog. It also provides individual instruction in its Writing Center and Speaking Center and offers other undergraduate courses, graduate seminars, and an undergraduate minor.

Rhetoric for General Education

Rhetoric courses help students to develop skills in speaking, writing, listening, and critical reading. They also build competence in research and inquiry as well as in analysis and persuasion, starting with public controversies in their social contexts and generalizing to all forms of idea presentation, whether academic readings, everyday debates, media messages, or student papers. Writing and speaking skills are emphasized and developed.

All rhetoric classes follow specific department goals, but each instructor uses a unique set of texts and contexts to teach rhetorical concepts. Rhetoric courses are sometimes organized around a special topic, such as the STEM fields (science, technology, engineering, and mathematics), nursing, or law, but the primary emphasis is always on responsible inquiry and analysis. Some course sections involve special activities, such as service-learning components, but the workload across all sections is comparable, with a fixed number of major assignments and a department-approved library of readings.

During their first year at the University, students enroll in the rhetoric course indicated on their degree audit unless they are required to complete one or more prerequisite courses in English as a Second Language (ESL) as a result of their English proficiency evaluation. Students required to enroll in English as a Second Language (ESL) courses must complete all of their required ESL courses before they may register for any rhetoric course or use the services of the Department of Rhetoric Writing Center or Speaking Center.

Students planning to transfer to the University of Iowa should discuss rhetoric course equivalencies as soon as possible with the University of Iowa Office of Admissions. To learn more about General Education’s Rhetoric requirement, see General Education Program in the Catalog.

Students who undergo formal evaluation by Student Disability Services and are found to be learning disabled in reading, writing, or speaking should request reasonable accommodations in order to complete rhetoric. Accommodations may be arranged by Student Disability Services in consultation with the Department of Rhetoric and individual instructors.

Undergraduate Program of Study

• Minor in rhetoric and persuasion

The minor in rhetoric and persuasion educates students in responsible, credible, and effective methods to take active leadership roles in engaging social issues in personal, professional, and communal settings. The program empowers students to look at the world as a place open to change and receptive to influence and to view themselves as agents capable of improving the world and their place in it.

The minor aims to professionalize students—whether in their capacity as individual citizens, members of the community, or leaders in the workplace—by guiding them to understand audiences and situations, to use language responsibly and strategically, and to develop the integrity and authority of their own voice.

Minor

The minor in rhetoric and persuasion requires a minimum of 15 s.h., including 12 s.h. earned in courses taken at the University of Iowa and at least 9 s.h. earned in Department of Rhetoric courses. Students must maintain a g.p.a. of at least 2.00 in all courses for the minor and in all UI courses for the minor. Course work in the minor may not be taken pass/nonpass. The minor requires the following course work.

At least 6 s.h. from these:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RHET:2031/GWSS:2000</td>
<td>Desire, Consent, and Sex in U.S. Culture(s): Replacing Coercion and Violence with Respect</td>
</tr>
<tr>
<td>RHET:2055</td>
<td>Persuasion and Advocacy: Developing Women's Voices</td>
</tr>
<tr>
<td>RHET:2065</td>
<td>Persuading Different Audiences</td>
</tr>
<tr>
<td>RHET:2075</td>
<td>Digital Selves: Online Identities</td>
</tr>
<tr>
<td>RHET:2085</td>
<td>Speaking Skills</td>
</tr>
<tr>
<td>RHET:2095</td>
<td>Fundamental Strategies of Persuasion</td>
</tr>
<tr>
<td>RHET:2620</td>
<td>Body Language: Study of Movement and Gesture in Speaking</td>
</tr>
<tr>
<td>RHET:2990</td>
<td>The Art of Marketing Ideas Online</td>
</tr>
<tr>
<td>CLSA:3742</td>
<td>Word Power: Building English Vocabulary</td>
</tr>
<tr>
<td>THTR:1140</td>
<td>Basic Acting</td>
</tr>
</tbody>
</table>

At least 9 s.h. from these:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RHET:2610/THTR:2610</td>
<td>Acting for Success</td>
</tr>
<tr>
<td>RHET:2993</td>
<td>Online Portfolio</td>
</tr>
<tr>
<td>RHET:3085</td>
<td>Advanced Speaking Skills</td>
</tr>
<tr>
<td>RHET:3140</td>
<td>Nature and Society: Controversies and Images</td>
</tr>
<tr>
<td>RHET:3600/COMM:3600</td>
<td>Issues in Rhetoric and Culture: Crafting Electronic Identities</td>
</tr>
<tr>
<td>RHET:3610/ASP:3610/GWSS:3610</td>
<td>Writing in the Presence of Death: Rhetoric, Narrative, and Hospice</td>
</tr>
<tr>
<td>RHET:3700</td>
<td>Advocacy and Sustainability: Crafting Stories of People, Place, and Resilience</td>
</tr>
<tr>
<td>COMM:1816</td>
<td>Business and Professional Communication</td>
</tr>
<tr>
<td>GWSS:3138</td>
<td>Writing to Change the World</td>
</tr>
<tr>
<td>THTR:3421/GWSS:3421</td>
<td>Performing Autobiography</td>
</tr>
</tbody>
</table>

University of Iowa 2015-16 General Catalog
Courses

Lower-Level Undergraduate

General Education

RHET:1030 Rhetoric
4-5 s.h.
Analysis and critique to discover, question, explain, and justify positions and claims made in writing and speaking; reading and listening to comprehend and assess arguments; employment of rhetorical concepts (e.g., purpose, audience); understanding research as responsible inquiry for speaking and writing; special topics, activities. Requirements: completion of any required ESL courses. GE: Rhetoric.

RHET:1040 Writing and Reading
3 s.h.
Introductory course in writing required of students who have completed a college-level public speaking course, but have not otherwise satisfied the rhetoric requirement. Requirements: completion of GE speaking requirement and any required ESL courses. GE: Rhetoric - Writing.

RHET:1060 Speaking and Reading
3 s.h.
Introductory course in speaking required of students who have completed 6 s.h. of college writing instruction, but have not completed a 3 s.h. college-level speaking course; intended to improve speaking, listening, critical, analytical, and advocacy skills. Requirements: completion of GE writing requirement and any required ESL courses. GE: Rhetoric - Speech.

Other Lower-Level Courses

RHET:1000 First-Year Seminar
1-2 s.h.
Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities). Requirements: first- or second-semester standing.

RHET:1010 Writing for Academic Success
0 s.h.
Individualized instruction in the Writing Center; in conjunction with General Education rhetoric courses.

RHET:2000 Creativity for a Lifetime
3 s.h.
Exploration of what senior artists can teach about creativity and aging; interdisciplinarian project-based collaborative learning opportunities that consider role of arts and creativity across a lifespan; essential skills necessary to be professionals in numerous careers including health, social work, education, humanities, and the arts; integration of teamwork and opportunities for individual growth that allow for personal development; identification of ways for students to be more creative in their own lives and work. Same as ARTS:2000, ASP:2000, EDTL:2000.

RHET:2031 Desire, Consent, and Sex in U.S. Culture(s): Replacing Coercion and Violence with Respect
3 s.h.
Exploration of desire, sex, consent, and sexual violence in practical and theoretical dimensions; recent demands by students to change the way sexual violence is addressed; theory and sources from popular media; lectures by scholars, activists, and professionals; sexual violence, rape culture, and sexuality-based oppression confronted with academic/therapeutic/political knowledge; real world strategies to help better understand and combat sexual violence, theories. Prerequisites: RHET:1030. Same as GWSS:2000.

RHET:2055 Persuasion and Advocacy: Developing Women's Voices
3 s.h.
History of women's rhetoric in the West and ways in which these approaches can be adapted to modern demands; strategies of prominent women rhetors analyzed from antiquity to present; how our own historical moment constrains, shapes, and enables women's public speaking and writing today; projects that take advantage of multimodal presentation platforms and apply insights from class to causes of interest to UI students; enables students from all disciplinary and professional backgrounds to improve persuasive skills relevant to their careers. Prerequisites: RHET:1030. Requirements: completion of General Education rhetoric requirement.

RHET:2065 Persuading Different Audiences
3 s.h.
Examination of ways people sway one another in different contexts; best means to impel a specific audience in a particular moment, recognizing that audiences and contexts are multiplied by technology; students critique current presentational techniques with special attention to how each succeeds or fails in its approach to relevant audiences; creation of multimodal projects for real world purposes (e.g., personal web sites, persuasive video or audio essays, promotional project for local advocacy group, public performance); formal presentations on results of inquiry-guided research. Requirements: completion of General Education rhetoric requirement.

RHET:2075 Digital Selves: Online Identities
3 s.h.
Production of a persuasive self in social media; issues of identity and performance in electronic forms. Prerequisites: RHET:1030. Requirements: completion of General Education rhetoric requirement.

RHET:2085 Speaking Skills
3 s.h.
Five basic skills of speaking (the five canons) recognized by Rhetoricians—identification, arrangement, style, memory, and delivery; development of these skills by working from their classical roots to modern times and situations; builds on previous learning in basic rhetoric; various presentations using these five skills, all relevant to persuasion and active use of rhetoric in everyday life. Requirements: completion of General Education rhetoric requirement.

RHET:2095 Fundamental Strategies of Persuasion
3 s.h.
Strategies of approaching persuasion in a variety of personal, professional, and communal contexts; fundamentals of persuasion including audience adaptation, creating reasoned and passionate appeals, conveying character, and enabling identification taught from perspective of production. Prerequisites: RHET:1030. Requirements: completion of General Education rhetoric requirement.

RHET:2410 Rhetoric and Past Public Controversy: The Sixties 3 s.h.
Role of rhetoric in public controversy in particular historical time periods; focus on various perspectives, diverse voices, and multiple arguments informing particular movements/issues. Requirements: for COMM:2079 — communication studies major, g.p.a. of at least 2.30, and completion of four Foundation of Communication courses chosen from COMM:1112 or COMM:1170, COMM:1117 or COMM:1130, COMM:1168 or COMM:1174, COMM:1301, and COMM:1305. Same as COMM:2058.

RHET:2610 Acting for Success 3 s.h.
How skills learned by actors in the theatre world can be applied to presentations and interactions in business, education, and beyond; business world reliance on technology for communication; ability to connect and communicate on a personal level with others as the x-factor to stand out as a team player and a leader; acting techniques traditionally used in theatre to open up communication in office and interviews; presentations and elevator pitches (armed with techniques to avoid stage fright); how to connect and bring authentic self to everything you do. Same as THTR:2610.

RHET:2620 Body Language: Study of Movement and Gesture in Speaking 3 s.h.
How to effectively analyze and perform movement and gesture in public and interpersonal speaking situations; development of skills; use of movement and gesture in many types of public speeches including academic and professional presentations, political debates, ceremonial addresses, protest demonstrations; readings from classical treatises on oratory to recent social science research on nonverbal communication. Prerequisites: RHET:1030 and RHET:1040 and RHET:1060.

RHET:2990 The Art of Marketing Ideas Online 3 s.h.
Principles of persuasion, marketing, and new media; forms of self-presentation, current methods of targeting audiences, dynamics of social interaction; strategies and tactics for attracting and maintaining interest for audiences; emphasis on popular forms of new media technology today (Twitter, Facebook, LinkedIn, blogs); analysis of tools and techniques for presenting and interacting; formulate ideas about a product, event, fashion, social cause, or a way of life; express ideas persuasively; strategic marketing through social media sites.

RHET:2993 Online Portfolio 2-3 s.h.
Practical training to create an online portfolio; creation of web page through WiX that gives a comprehensive view of student's experience and aspirations to enter job market; personal and professional identity profiles ("about me"), WordPress blogs to reinforce personal/professional identity profiles, section or video with pertinent experience, résumé or a link to Linkedin. Requirements: satisfaction of General Education rhetoric requirement prior to enrollment.

Upper-Level Undergraduate and Graduate

RHET:3085 Advanced Speaking Skills 3 s.h.
Preparation for speaking as a leader; variety of speaking and public address situations relevant to academic and professional aspirations; practice speaking in settings such as video-recorded speeches (e.g., TED talks), impromptu formal and informal presentations, panel presentations, press conferences, elevator pitches, lectures, podcasts and radio broadcasts, interviews including video interviews (e.g., Skype), job talks; multimodal projects to engage with real audiences beyond the classroom.

RHET:3140 Nature and Society: Controversies and Images 3 s.h.
Theoretical perspectives that explain and/or interpret environmental change and human environmental interactions; conceptual tools to understand complex relationship between nature and society at multiple scales; ways in which individuals and communities have overcome economic and environmental limitations in economically developed countries and economically developing countries; critical thinking through exposure to contentious viewpoints and assessment of their strengths and weaknesses. Prerequisites: RHET:1030. Requirements: completion of General Education rhetoric requirement.

RHET:3153 Networks, Strategies, and Tactics 3 s.h.
Reconsidering views on the city; how infrastructural, social, and digital networks influence daily lives; array of social and spatial theories that view the city as a constantly evolving landscape of needs and desires; how space is used, how spaces variably influence people; modes of social control and resistance; opportunities and problems that tend to be missed when daily life and its design is looked at as a foregone conclusion.

RHET:3360 Classical Techniques in Modern Speaking 3 s.h.
Examination of public speaking in context of ancient Greece, when the shift from aristocracy to democracy made public speaking the only way to rise to a position of power; excerpts from ancient texts that demonstrate link between public speaking and democracy; strategies ancients used in public, celebratory, political, and judicial settings to make the best case for themselves; application of these strategies in modern settings for public speaking.

RHET:3600 Issues in Rhetoric and Culture: Crafting Electronic Identities 3 s.h.
Rhetorical theory and criticism as culturally embedded practices; rhetorical production of selves and social difference; relationships between rhetoric and literature, philosophy, popular texts. Requirements: for COMM:3600 — communication studies major, g.p.a. of at least 2.30, completion of Foundations of Communication requirement, and 6 s.h. of intermediate-level course work. Same as COMM:3600.

**RHET:3610 Writing in the Presence of Death: Rhetoric, Narrative, and Hospice**

Role of rhetoric in health care practice, decisions, and ethics; rhetorical production of patient and professional selves in health care; varied practices, diverse perspectives, and situated production of medical and health care knowledge. Requirements: satisfactory completion of General Education rhetoric requirement. Same as ASP:3610, GWSS:3610.

**RHET:3620 Exploring Travel Adventure Tales: Following in Their Footsteps**

Works by contemporary travelers who followed in the footsteps of previous travelers and used the first voyagers; accounts in their own narratives; works include *Chasing Che: A Motorcycle Journey in Search of the Guevara Legend*; *The Cruelst Journey: Six Hundred Miles to Timbuktu*; *In the Footsteps of Marco Polo*; and *Voyage of Rediscovery: Exploring the New West in the Footsteps of Lewis and Clark*; optional camping/hiking trip in the spring following in the footsteps of Lewis and Clark along the Missouri River.

**RHET:3630 Apology and the Art of Verbal Self-Defense**

Apology as defense of actions, opinions, or personal character; how the quality of an apology can have profound effects on whether you go to jail, lose your lover, raise your grade, or get fired or promoted; different types of apologies across personal and professional life, from showing up late to an interview to making a corporate apology for an airline disaster; identifying and practicing skills of effective apologies in the interpersonal and public spheres. Requirements: satisfactory completion of General Education rhetoric requirement.

**RHET:3700 Advocacy and Sustainability: Crafting Stories of People, Place, and Resilience**

How sustainable development and related concepts have been used to shape public opinion on a range of topics from environmental protection to economic globalization; role in discourse of public policy. Requirements: fulfillment of rhetoric requirement.

**RHET:4980 Special Projects for Undergraduates**

**Graduate**

**RHET:5330 Directing a Writing Center**

Supervised tutoring in Writing Center involving graduate and undergraduate tutors and fellows across disciplines; providing instruction on recruitment and development of writing support teams; helping a variety of persons on campus (undergraduate, graduate, faculty) to improve their writing skills in many different areas, ranging from class or conference papers to publicity materials. Requirements: professional development program and rhetoric teaching.

**RHET:5335 Directing a Speaking Center**

Supervised tutoring in Speaking Center involving graduate and undergraduate tutors and fellows across disciplines; providing instruction on recruitment and development of writing support teams; helping a variety of persons on campus (undergraduate, graduate, faculty) to improve their speaking skills in many different areas, ranging from class or conference papers to publicity materials. Requirements: professional development program and rhetoric teaching.

**RHET:5350 Colloquium: Teaching Rhetoric**

Professional development program for new rhetoric teachers; includes three-day workshop.

**RHET:5352 Seminar: Topics in Teaching and Professional Development**

Professional development and advanced study of pedagogical theories and practices; focus on teaching as a rhetorical act; readings on pedagogy, composition theories, and learning process; academic and alt-ac career options; teaching philosophy statement, teaching portfolio, peer classroom observations, and research project; for experienced rhetoric instructors and others teaching writing-intensive, process-oriented courses. Recommendations: previous or current teaching experience in composition-intensive courses.

**RHET:5375 Teaching in a Writing Center**

Seminar/practicum to prepare graduate students to teach in the University of Iowa Writing Center or similar settings; seminar component on writing and reading processes, tutoring strategies, English-as-a-second-language issues; practicum experience tutoring in the Writing Center. Same as CNW:5375.

**RHET:5385 Teaching in a Speaking Center**

Preparation to teach in University of Iowa Speaking Center or similar settings; seminar component on speaking and reading processes, tutoring strategies, English-as-a-second-language issues; practicum experience tutoring in speaking center.

**RHET:6071 Studies in Sentimentalism and Affect Theory**

Readings in sentimentalism as literary genre, rhetorical practice, cultural mode, and psychosocial phenomenon; focus on attendant theories of affect; integration of literatures (and culture) with work on politics of affect in postcolonial and transnational studies, critical race and ethnic studies, American studies, gender and sexuality studies. Same as ENGL:6075.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RHET:6400</td>
<td>Current Issues in Rhetoric</td>
<td>3 s.h.</td>
</tr>
<tr>
<td></td>
<td>Ethical, social, or cultural issues; rhetoric's role in</td>
<td></td>
</tr>
<tr>
<td></td>
<td>their contemporary significance; traditional aspects of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>rhetoric, their pertinence to present concerns. Same as</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COMM:6400.</td>
<td></td>
</tr>
<tr>
<td>RHET:6965</td>
<td>Topics in Second Language Acquisition: Writing</td>
<td>3 s.h.</td>
</tr>
<tr>
<td></td>
<td>Theory, pedagogy, research, and assessment in second</td>
<td></td>
</tr>
<tr>
<td></td>
<td>language writing. Taught in English. Same as SLA:6965,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SPAN:6965.</td>
<td></td>
</tr>
<tr>
<td>RHET:7900</td>
<td>Special Project for Graduate Students</td>
<td>arr.</td>
</tr>
<tr>
<td>RHET:7920</td>
<td>Innovative Methods in Pedagogy: Radical Feminist Pedagogy</td>
<td>3 s.h.</td>
</tr>
<tr>
<td></td>
<td>Readings in history, theory, and practice of pedagogical</td>
<td></td>
</tr>
<tr>
<td></td>
<td>innovations appropriate to composition instruction and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>other interdisciplinary teaching; project-based assignments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>that produce materials appropriate for classroom use. Same</td>
<td></td>
</tr>
<tr>
<td></td>
<td>as GWSS:7920.</td>
<td></td>
</tr>
<tr>
<td>RHET:7930</td>
<td>Writing in the Disciplines</td>
<td>arr.</td>
</tr>
<tr>
<td></td>
<td>Writing instruction.</td>
<td></td>
</tr>
</tbody>
</table>