COMM 4352: COMMUNICATION ANALYSIS  
FALL 2019

Instructor: JongHwa Lee, Ph.D.  
Office: Library B306P  
Office Hour: T (9:15–11:00 AM; 3:15–5:00 PM) & R (9:15–11:00 AM; 1:00–5:45 PM),  
and by appointment  
Phone: 325-486-6080  
E-mail: JongHwa.Lee@angelo.edu

Course Description:

Why are some advertisements convincing? Do certain logos better represent your values and lifestyles? Is there a ‘right time, and right place’ for making a statement or standing for a position? This course studies rhetoric, its art and power of persuasion in our everyday life – the language we speak, the symbols we use, and the signs we interpret – all of which allow us to navigate and manage our everyday affairs in both professional and civic, private and public, and local and global settings. By analyzing, evaluating, criticizing, and engaging with these communicative experiences, this course will highlight the centrality of rhetoric in our life. In doing so, we will explore together what it means to be effective, thoughtful, and moral communicators today.

To achieve these goals, I plan to engage in extensive dialogues with each one of you. This should be seen as a collaborative effort, where we learn from each other, and question each other and ourselves. The obligation this places on each one of us is to arrive at each class having carefully (rather than casually) read the materials assigned, raised our own questions about those materials (in terms of “what is going on here?” and “why would s/he claim that?” and “how is this applicable to my life?”).

Student Learning Outcome:

- Critical Thinking Skills (CT): Gather, analyze, evaluate, and synthesize information relevant to a question or issue; Develop and demonstrate a logical position (i.e., perspective, thesis, hypothesis) that acknowledges ambiguities or contradictions.
- Communication Skills (CS): Develop, interpret, and express ideas through effective written, oral, and visual communication.
- Attitudes and Behaviors Displaying Social Responsibility (SR): Demonstrate intercultural competence, knowledge of civic responsibility, and engagement in the campus, regional, national, or global communities.
- Attitudes and Behaviors Displaying Personal Responsibility (PR): Demonstrate the ability to evaluate choices, actions, and consequences as related to ethical decision making.

Required Readings:

Course Evaluation:

<table>
<thead>
<tr>
<th>Course Evaluation</th>
<th>Points</th>
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<tbody>
<tr>
<td>CSI-Rhetoric Paper</td>
<td>40 points</td>
</tr>
<tr>
<td>Public Controversy Paper</td>
<td>120 points</td>
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<tr>
<td>Pop Culture Paper</td>
<td>120 points</td>
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<tr>
<td>Mid-term Exam</td>
<td>100 points</td>
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<tr>
<td>Final Exam</td>
<td>100 points</td>
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<tr>
<td>Participation</td>
<td>20 points</td>
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<tr>
<td>Total</td>
<td>500 points</td>
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Grading Scales:

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<tr>
<th>Grade</th>
<th>Minimum</th>
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<tr>
<td>A</td>
<td>500 – 450</td>
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<tr>
<td>B</td>
<td>449 – 400</td>
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<td>C</td>
<td>399 – 350</td>
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<tr>
<td>D</td>
<td>349 – 300</td>
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<tr>
<td>F</td>
<td>299 – 0</td>
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COURSE POLICY

Advising:
Please see me at least TWICE throughout the semester. I would like to learn more about you, help you, and/or chat with you. You can visit me during my regular office hours, or we can schedule a meeting. You can bring your friends with you, and you choose the topic of our chat.

Attendance, Participation, & Missing Classes:
Regular attendance is expected in this course. Attendance will be taken and counted beginning the first day of class. The student is allowed to miss 3 days (in MWF classes), 2 days (in TR or MW classes), and 1 day (if class meets once a week) without penalty to the final grade. However, a student’s absence will result in a zero for all work/assignment completed on that day. Once a student misses more than the allotted absences mentioned above, two (2) points will be deducted from the student’s FINAL average for each additional absence. This number includes both EXCUSED and UNEXCUSED absences. You will be counted absent if you are not present for the entire class.

To be considered excused for a class absence, the student must be excused through the school (e.g., as they will be attending a school sponsored event), and provide the instructor proper documentation for the absence. If the student misses a class period, it is the responsibility of her to complete any assignments she will be missing prior to her departure, to get notes from a class member and be prepared for the next class meeting. This includes being accountable for any changes in the schedule that were announced in the student’s absence.

Note: To ensure full participation credit, attendance is a necessary precondition, as is having read the assigned book chapters or readings. I believe good participation involves with good listening and asking good questions that reflect a genuine attempt to grapple with the assigned readings and with what other people are saying in class. Thus, to earn full participation credits, be a good listener and ask good questions.

Class Etiquette & Electronic Communication:
This classroom is a special environment in which students and faculty come together to promote learning and growth, and where the general goals of academic freedom are maintained. Student conduct that disrupts the learning process will not be tolerated and may lead to disciplinary action and/or removal from class. Disruptive behaviors include (but are not limited to): using a cell phone in any way (including text-messaging, social media posting, etc.), using a
computer during class for any purpose not approved by the instructor and not directly related to the course, reading outside materials or doing homework for other classes, having side conversations while someone else is speaking, and repeated arriving late for class.

In short, before you enter classroom, turn off all your electronic devices and put them in your bag – if your cell phone is visible by me, 10 points will be taken off from the final grade, you will be counted absent for the day and receive a zero for any work completed on that day. Be respectful, and show you care about learning!

**Late Tests:**

If you miss a test due to an excused absence (e.g., hospitalization, funeral of close family members), you must make the test up within a reasonable length (no more than one week, desirably less). All arrangements for making up for work should be made prior to the absence, if possible, and is the student’s responsibility. A typed, signed, and dated explanation must be given to the instructor upon returning to class.

**Late Assignments:**

All assignments must be submitted in the class meetings in time. Any paper that is not in my possession at the end of the class period in which it is due is considered “late submission.” This includes any papers put in my mailbox or papers sent via email. The late submission will have 10 points deducted in every 24 hour period.

**Note:** Schedule your assignment submission ahead of time. I cannot overemphasize the importance of developing drafts. I believe in the improvement of your writing over developing drafts, so I tend to offer more and fuller feedbacks on drafts than your final submission.

**Grading:**

At the end of the semester, grades are assigned STRICTLY BY POINT TOTAL. For example, if you have accumulated 449 at the end of the course, you will receive a B rather than an A (even though an A is a point away). Over the course of the semester, I will give you a number of opportunities (e.g., writing reaction papers; see below Extra Credit Assignments) to earn extra credit points. So, if you need an A be sure to accumulate enough points (450) to earn an A.

**Note:** Please do not tell me what grade you NEED in my course. Grades are not based on need; they are based on a student’s performance on the tests and course assignments. I will NOT change grades at any point based on need. If you need a certain grade, be certain to earn enough points to merit that grade.

**Extra Credit Assignments:**

During the semester, I will provide several opportunities for extra credit points (worth a total of 20 points). For example, you may earn extra credit points by attending special university lectures relevant to our class and writing a 1-2 page reaction paper. Or, I may give extra pop quizzes at the start of class, and these quizzes will be based on the assigned course readings. Consequently, to do well on these quizzes you will need to read and review the readings before class and be certain that you come to class on time.

Points earned from these reaction papers, and/or quizzes will count as extra-credit points; these points will simply be added into your total accumulation of points for the class. Therefore,
missing or doing poorly on quizzes and/or reaction papers will not hurt your grade, but taking quizzes/reaction papers and doing well on them can help your grade.

**Grading Concerns:**

After I return any graded assignments, I will not discuss any grading questions for a 24-hour period. In addition, I will NEVER discuss any personal grading questions in class. After 24 hours have elapsed, stop by my office hours, or make an appointment to see me and I will be happy to address any grading concerns you might have. All grading concerns must be addressed within two weeks after the assignment is returned.

**Honor Code Policy:**

Violations of academic integrity are very serious matters and are clearly documented in the ASU Student Handbook. The work a student submits in a class is expected to be the student’s own work and must be work completed for that particular class and assignment. Plagiarism means intentionally or knowingly representing the words or ideas of another as one’s own. This may include your own previous work. Plagiarism includes quoting or paraphrasing from other sources without acknowledging/citing the source of your information or presenting quoted material as your own words. You must be very clear about attribution of sources and you must know how to cite sources in a presentation, outline, and bibliography. Please see full Honor Code Policy at [http://www.angelo.edu/cstudent/documents/pdf/Student_Handbook.pdf](http://www.angelo.edu/cstudent/documents/pdf/Student_Handbook.pdf)

**Religious Holiday Observance:**

- “Religious holy day” means a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code 11.20.
- A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.
- A student who is excused under section 2 may not be penalized for the absence, however; the instructor may respond appropriately if the student fails to complete the assignment satisfactorily.

**Disability Statement:**

The Student Life Office is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodation based on a disability. It is the student’s responsibility to initiate such a request by contacting:

Mrs. Dallas Swafford, Director of Student Development,
University Center Suite 112B,
Phone: 325-942-2047, or Fax: 325-942-2211
E-Mail: dallas.swafford@angelo.edu

**Title IX at Angelo State University:**

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state
laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex. You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

**Online:** [www.angelo.edu/incident-form](http://www.angelo.edu/incident-form)

**Face to Face:** Mayer Administration Building, Room 210

**Phone:** 325-942-2022  **E-Mail:** michelle.boone@angelo.edu

*Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).*

For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: [www.angelo.edu/title-ix](http://www.angelo.edu/title-ix).
### Tentative Course Schedule:

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>MATERIAL</th>
<th>ASSIGNMENT</th>
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<tbody>
<tr>
<td>8/27</td>
<td>Orientation</td>
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<tr>
<td>8/29</td>
<td>Rhetoric as Symbolic Action</td>
<td>RCL Ch. 1</td>
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<tr>
<td>9/3</td>
<td>Language</td>
<td>RCL Ch. 2</td>
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<tr>
<td>9/5</td>
<td>Visual Rhetoric</td>
<td>RCL Ch. 3</td>
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<tr>
<td>9/10</td>
<td>Argument</td>
<td>RCL Ch. 4</td>
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<tr>
<td>9/12</td>
<td>Narrative</td>
<td>RCL Ch. 5</td>
<td>CSI-Rhetoric Paper &amp; Presentation</td>
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<td>9/17</td>
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<tr>
<td>9/19</td>
<td>Rhetors</td>
<td>RCL Ch. 6</td>
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<td>9/24</td>
<td>Audiences</td>
<td>RCL Ch. 7</td>
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<td>9/26</td>
<td>Rhetorical Situations</td>
<td>RCL Ch. 8</td>
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<tr>
<td>10/1</td>
<td>Publics &amp; Counterpublics</td>
<td>RCL Ch. 9</td>
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<td>10/3</td>
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<td>Civic Rhetoric Paper &amp; Presentation</td>
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<td>10/8</td>
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<td>Civic Rhetoric Paper &amp; Presentation</td>
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<td>10/10</td>
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<td>Mid-Term Exam</td>
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<td>10/15</td>
<td>Rhetoric &amp; Rhetorical Tradition</td>
<td>RPC Ch. 1</td>
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<tr>
<td>10/17</td>
<td>Rhetoric &amp; Popular Culture</td>
<td>RPC Ch. 2</td>
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<td>10/22</td>
<td>Rhetorical Methods in Critical Studies</td>
<td>RPC Ch. 3</td>
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<tr>
<td>10/24</td>
<td>Varieties of Rhetorical Criticism</td>
<td>RPC Ch. 4</td>
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<td>10/29</td>
<td>Film</td>
<td>KC</td>
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<td>10/31</td>
<td>Film</td>
<td>KC</td>
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<tr>
<td>11/5</td>
<td>Varieties of Rhetorical Criticism</td>
<td>RPC Ch. 5</td>
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<tr>
<td>11/7</td>
<td>Paradoxes of Personalization</td>
<td>RPC Ch. 6</td>
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<tr>
<td>11/12</td>
<td>Notes from a Texas Gun Show</td>
<td>RPC Ch. 7</td>
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<td>11/14</td>
<td>Film</td>
<td>NCA</td>
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<td>11/19</td>
<td>Simulational Selves &amp; Culture</td>
<td>RPC Ch. 8</td>
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<td>11/21</td>
<td>Jumping Scale in Steampunk</td>
<td>RPC Ch. 9</td>
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<tr>
<td>11/26</td>
<td>Bad Resurrection</td>
<td>RPC Ch. 10</td>
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<tr>
<td>11/28</td>
<td>Film</td>
<td>Thanksgiving Break</td>
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<tr>
<td>12/3</td>
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<td>Pop Culture Rhetoric Paper &amp; Presentation</td>
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<tr>
<td>12/5</td>
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<td>Pop Culture Rhetoric Paper &amp; Presentation</td>
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<tr>
<td>12/10</td>
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<td>Final Exam (1:00–3:00 pm)</td>
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CSI-Rhetoric Assignment (Due 9/17)
(40 Points Total – 30 Points for Paper & 10 Points for Presentation)

Where is rhetoric? How does it work symbolically or communicatively? Locate an example of ‘rhetoric’ in/around/from your life, and show how/why it is rhetorical. As your textbook explains (RCL Chapters 1 through 5), your example of rhetoric can take the form of language, visual sign, argument, or narrative. Describe your example as detailed as you can, and explain how your example meets (or extends or challenges) the definition of rhetoric provided in the textbook.

Your paper will be 2-3 pages in length, type-written (12-point font), double-spaced, and stapled. Please submit TWO copies of your paper – I will return one copy with comments and keep the other for my record.

Civic Rhetoric Paper (Due 10/3)
(120 Points Total – 100 Points for Paper & 20 Points for Presentation)

Locate an example of civic rhetoric (or public discourse) that captures a significant civic/public interest, concern, controversy, or debate, and write a criticism paper for its rhetorical implications. This is a mini-research paper; the point is to identify a ‘civic rhetoric’ (by articulating how/why it is rhetoric as civic discourse), to analyze it (by applying concepts/theories from the course readings/discussions), and to discuss its implications and consequences (political, economic, cultural, and civic/public). Your paper will be 5-7 pages in length, type-written (12-point font), double-spaced, and stapled. Please submit TWO copies of your paper – I will return one copy with comments and keep the other for my record.

As a structure, your paper should follow the DEAE model. Although your final paper must have an Introduction (with a clear thesis statement and a preview) and a Conclusion (a short summary), the main part (Body) of your essay has primarily four components – Description, Explanation, Application, and Evaluation (DEAE):

1. Description (of your example): Your paper should begin with a clear and detailed description of the example/artifact of civic rhetoric. You may want to read other news/professional reports and scholarly resources to gain a more/fuller contextual understanding of the issue. In reviewing other professional/scholarly resources, define key problems, issues, or debates to enhance more comprehensive understanding of your topic/controversy.

2. Explanation (of your theory/concept): Pick at least TWO theories/concepts (from the textbook, class discussions, or your own research) to explain what they are, and justify how/why these theories/concepts are appropriate for your analysis. You may want to research scholarly resources (books and articles), to understand its (their) theoretical focus, assumptions, development, and contributions/significance, to illustrate their relevance for your topic.

3. Application (analysis of your example, by applying your theory): Apply your theories/concepts to your example, to analyze how rhetoric works in/with your example. In applying these theories/concepts, you should not assume that I am a highly knowledgeable reader. That is, you should be very detailed and thorough in your application of the theory. Do not simply assume that I will make the connections for you. It is always safer for you to assume that I know too little rather than to assume that I know too much.

4. Evaluation (of your findings): Discuss the implications of your main points (learned from your analysis) – how/why what you learned ‘matters’ socially, politically, culturally, theoretically, etc. – how/why others should care about your points (arguments, insights, findings, etc.).
**Pop Culture Rhetoric Paper (Due 12/3)**

(120 Points Total – 100 Points for Paper & 20 Points for Presentation)

For this criticism paper, you are analyzing a popular culture rhetoric; locate an example of pop culture rhetoric that captures a significant civic/public interest, concern, controversy, or debate, and write a critique for its rhetorical implications. For example, you may choose to analyze an advertising example (its visual/textual strategies, logical/illogical appeals, cultural/political implications, etc.), or a particular aspect of pop culture (e.g., gender, race, sexuality, whiteness, violence, beauty, fashion, media genre, etc. that has evolved/developed over time), or a popular media influence on identity (how media influence and shape who we are; how we talk, dress, and talk; our sense of normalcy, sexuality, attractiveness, etc.).

Again, this is a mini-research paper; the point is to identify a ‘pop culture rhetoric’ (by articulating how/why the chosen pop culture artifact is an example of rhetoric), to analyze it (by applying concepts/theories from the course readings/discussions), and to discuss its implications and consequences (political, economic, cultural, and civic/public). Your paper will be 5-7 pages in length, type-written (12-point font), double-spaced, and stapled. Please submit TWO copies of your paper – I will return one copy with comments and keep the other for my record.

As a structure, your paper should follow the DEAE model. Although your final paper must have an Introduction (with a clear thesis statement and a preview) and a Conclusion (a short summary), the main part (Body) of your essay has primarily four components – Description, Explanation, Application, and Evaluation (DEAE):

1. **Description (of your example):** Your paper should begin with a clear and detailed description of the example/artifact of pop culture rhetoric. Again, you may want to research about your example, to gain a more/fuller contextual understanding of your example.

2. **Explanation (of your theory/concept):** Pick at least TWO theories/concepts (from the textbook, class discussions, or your own research) to explain what they are, and justify how/why these theories/concepts are appropriate for your analysis. You may want to research scholarly resources (books and articles), to understand its (their) theoretical focus, assumptions, development, and contributions/significance, to illustrate their relevance for your topic.

3. **Application (analysis of your example, by applying your theory):** Apply your theories/concepts to your example, to analyze how rhetoric works in/with your example. Again, in analyzing your pop culture artifact, you must explain (a) rhetorical elements and aspects (articulated or conceptualized by your theories) within your example and (b) their symbolic meanings and implications drawn from your interpretation. In doing so, make sure you demonstrate how your topic/case is better understood when viewed through the lens of your theory. In applying these theories/concepts, you should not assume that I am a highly knowledgeable reader. That is, you should be very detailed and through in your application of the theory. Do not simply assume that I will make the connections for you. It is always safer for you to assume that I know too little rather than to assume that I know too much.

4. **Evaluation (of your findings):** Discuss the implications of your main points (learned from your analysis) – how/why what you learned ‘matters’ socially, politically, culturally, theoretically, etc. – how/why others should care about your points (arguments, insights, findings, etc.).
General Criteria for Grading Papers

“F” – Answer reveals you really have no clue what is going on, or are so carelessly inattentive to matters of style as to write an incomprehensible response.

“D” – Answer reveals less than adequate understanding of theory, concept, or other relevant information. Answer may also misapply concept, use an inappropriate or weak example in attempting to clarify an explanation, or may ramble on in the hope that something will eventually hit the intended target. Answer also may be more or less on target, but carelessly or sloppily written/proofed.

“C” – Answer provides an on-target recitation of the correct material from the text or other sources being consulted. Answer meets the basic expectations with respect to number of outside sources, or other conditions of a specific assignment. The writing, while clear and comprehensible, is otherwise non-exceptional, or gives evidence of inattention to basic matters of grammar, punctuation, and spelling.

“B” – Answer is not only on-target, but is written in a clear, well-organized style, with few errors (and indicates attention given to correcting spelling or punctuation mistakes). In addition, examples illustrate thought beyond recall or recitation of a text’s commentary and add to the overall understanding of the theory, concepts, or other materials being evaluated. There is evidence of having gone beyond the text to consult other sources of information that might be relevant.

“A” – Answer goes beyond that required for a “B” response to indicate critical analysis, offering evidence of a cogent, well-reasoned defense of a position or argument that is advanced relative to the object under consideration. In other words, the answer reveals a clear authorial voice in command of the material. In addition, the style is elegant, indicating careful attention to presenting a well-constructed, well-thought-out response that advances understanding, stimulates thought or is otherwise evidence of exceptional thinking.

Note: These standards apply as general guidelines for the evaluation of assigned papers. As should be clear, inattention to matters of style/format will result in a corresponding decrease in a grade, even when content is otherwise clear and on-target. As a further explanation of these criteria, consider the following comments:

- A “C” answer is a good answer – It simply does not do any more than is being asked.
- A “B” answer is a better answer, but does not reveal depth of analysis that would be required to be considered exceptional.
- An “A” is an exceptional piece of work. Simply understanding the material is not the equivalent of an “A.”
Note: Use this as a checklist for paper assignments. This checklist contains the same information as the general criteria for grading papers explained above. Make sure you work on drafts and receive my feedbacks. I can offer more and fuller feedbacks on drafts than the final paper.

PAPER ASSIGNMENT

Name: _________________________________________________________________

Grade: _____________________________

Need Improvement        OK        Well Done

1. Clarity of Central Argument/
   Thesis/Position:
   _______ : _______ : _______ : _______ : _______

2. Well-Reasoned Defense of Thesis/Position:
   _______ : _______ : _______ : _______ : _______

3. On-Target Articulation of Theories:
   _______ : _______ : _______ : _______ : _______

4. Critical Analysis:
   _______ : _______ : _______ : _______ : _______

5. Adding/Stimulating New Thoughts:
   _______ : _______ : _______ : _______ : _______

6. Clear Authorial Voice in Command of the Materials:
   _______ : _______ : _______ : _______ : _______

7. Organization of Paper:
   _______ : _______ : _______ : _______ : _______

8. Appropriate Style/Format:
   _______ : _______ : _______ : _______ : _______

9. Comment: