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Evaluating Quiz and Outline Assessments in Rhetorical Methods

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Justin W. Kirk

Department of Communication Studies – COMM 202

University of Nebraska-Lincoln

jkirk11@unl.edu

Evaluating Quiz and Outline Assessments in Rhetorical Methods

In what follows, I lay out the structure and development of assessment design for one of the major methods courses in Communication Studies at the University of Nebraska-Lincoln. First, I describe the course including the goals of the course, the student learning outcomes for the course, a description of the course's place in the context of the department and the university, demographics in the course, and other relevant details necessary to understand the pedagogical goals of research methods in communication studies. Second, I lay out the teaching methods, course materials, and outside activities used throughout the course and connect those to the learning outcomes for the course. In this section, I include a rationale for the teaching methods and assessment choices for the course. Next, I analyze the student learning outcomes based upon the assessment criterion laid out in the first two sections, and draw some conclusions about the effectiveness of the assessment methods from grades and other student data. Finally, I offer reflections and future plans for the course, including changes to the frequency and intensity of some assessment methods. In sum, this portfolio observes that even though some assessment tools are deemed more difficult or time consuming than others, there is correlation between the difficulty of the assessment method and its effectiveness in producing desirable pedagogical outcomes in regards to the specific learning outcomes in the course.

quizzes, analysis outlines, rhetoric, rhetorical methods, communication studies

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Memo 1: Description of the Course

The course that I will be designing in this process is COMS 202, Research Methods in Rhetorical Criticism. For the course, students survey a series of traditional, non-traditional, and contemporary methods in rhetorical criticism. Throughout the semester, students will examine an artifact or discourse of their choosing through multiple lenses of rhetorical criticism. The students in the course are primarily Communication Studies majors, as the course is a prerequisite for the Capstone seminar with Dr. Soliz. As a 200-level major requirement, the course is a foundational course for the department and all students in the Rhetoric and Public Culture focus in the discipline. The methods course is designed to provide basic rhetorical criticism tools for students to support their work in upper-level rhetoric courses. Similarly, the course establishes the foundation for rhetorical research, principles of rhetorical analysis, and methods of criticism within the discipline that are essential to coursework in the major. Consequently, the course examines artifacts and discourses central to contemporary issues in American and global society, identity and political action, and discourses related to epistemology and ontology more generally. In this way, the course directly aligns with the goals of the College of Arts and Sciences by providing students with a toolkit of methodologies and objects of analysis for them to examine.

As stated in the course syllabus in **Appendix A**, at the end of this course, students should be able to: Distinguish between rhetorical criticism and other methods of criticism in the academy, Identify and distinguish between basic rhetorical criticism methods, Evaluate and judge appropriate rhetorical methods for use in analysis, Examine a rhetorical artifact using the principles, methods, and tools of the discipline. Fundamentally the course is designed to help students know the primary methods of rhetorical criticism, apply those methods to a variety of objects of study, and understand how to discern between competing methodologies for understanding artifact analysis. The primary elements students' are encouraged to retain from the course are twofold: first, students should be able to identify artifacts

for study that are of rhetorical interest, and second, students should have a working knowledge of which methodologies are most applicable to specific objects of study. Fundamentally, the course is about adopting a critical perspective on rhetorical strategies, and demands that students “look beneath the hood” of popular discourses to understand how they fundamentally persuade and influence people in the social realm. These tools are essential to confronting, challenging, and dismantling hegemonic and oppressive practices that permeate our political sphere. The course is designed to both survey a variety of methods, but also examine a variety of texts and discourses each week using differing rhetorical methods. The daily course structure reflects the goals by asking students to complete weekly analyses of rhetorical texts, examine broader cultural discourses through the lens of rhetorical analysis, and compose and prepare a research paper throughout the course of the semester on an artifact or discourse of their choosing. The class actively engages students’ critical thinking faculties by constantly challenging them to reject common wisdom and popular understanding of discourse to uncover that which some would like to remain obfuscated or hidden. The course is a 25-30 seat course that is primarily constituted by Communication Studies majors who need a methods course to complete the major. The course is typically 80% female, 90% white or Caucasian, and a mix of about 50% sophomore students and about 50% split between juniors and seniors.

I chose this course because of two reasons: first, it is a foundational course in the discipline so it is essential that students’ experiences are as excellent and coherent as possible to prepare them for other courses in the major, and second, the difficulty in teaching rhetorical methods means that I am always challenging myself to constantly revise, reconceive, and redevelop the course material to be up to contemporary developments in the field, but also to address pressing social and political issues of the day. One noteworthy aspect of the course that should be highlighted in the portfolio is the artifacts, texts, and discourses presented to the students throughout the semester. From Audre Lorde, Gil Scott-Heron,

Childish Gambino, Kendrick Lamar, and Michael Render to the oratory of Obama and Reagan, the course examines texts about identity in America, racial justice, police brutality, gun violence, transgender identity, and neoliberal exploitation. Given the increasingly irrelevant nature of the material of this course to the profit margins of academic systems, there is an increasing importance of highlighting, examining, and challenging discourses that would mark race, gender identity, and capitalist oppression as inconveniences on the road to professionalization and trained incapacity. The major problem that I need to address in the redesign of the course this year is the incorporation of contemporary methods of analysis like cultural criticism, memory studies, affect and sensory methodologies, and psychoanalysis. In the past, I have used lecture and journal readings to provide this material to the class, but given the 200-level designation and the quality of student work, I believe it is necessary to rework how these lessons are integrated into the course and how best to provide readings at the level the students are capable of comprehending.

The key goal of completing this portfolio is twofold. First, to justify expanding the course to a broader audience of non-majors and minors in the Communication Studies discipline. Given the increasingly fraught nature of our political and social environments, rhetorical criticism, critical thinking, and analysis skills are more important than ever. Second, the primary aspect of student learning in the course is through an application of rhetorical criticism methods weekly to a series of objects of study. I would like to create a standardized assessment tool for the course so that metrics about student performance from semester to semester and from lesson to lesson can be evaluated for more consistent learning output in the course. I foresee using this portfolio to refine this and other courses, but primarily as evidence for eventual promotion. This portfolio will be a broad overview of the entire course, but with emphasis on the weekly analysis assignments and the term paper project for the course. The weekly assignments are essential to the overall trajectory of student learning in the course

and the paper project distills all of the course objectives and goals into a single, scaffolded, semester-long assignment. Because of the capstone emphasis on research, the paper project is essential to understanding students' capacities for completing the major and conducting undergraduate research in the department. Overall, the course redesign and reconceptualization is not part of a broader departmental effort, but hopefully will provide insight into some gaps between the 202 methods course and the capstone seminar for majors in the discipline.

Memo 2: Teaching Methods/Course Materials/Course Activities

In COMM 202, the course is a survey designed to cover a series of disparate methods in rhetorical criticism, but it simultaneously serves as a course designed to train and develop critical analysis skills essential to rhetorical criticism. As such, primary utilization of contact time is to provide lecture material and discussion about the material covered in the textbook and application of theoretical principles of rhetorical analysis to the texts examined during the semester. A typical week consists of 45-60 minutes of lecture on Tuesdays to cover the textbook material and 15-30 minutes of discussion on the material in the book. Oftentimes, I will show a speech, video, or present some rhetorical artifact for the students to reflect on as apart of the lesson. We will discuss intended audiences for the work, the goals and purposes of the work, and the rhetorical, persuasive, and confrontational strategies present in the work and how they interact with persuasive barriers and advantages available to the rhetor. On Thursdays, we invert that formula and I typically lecture for 15-20 minutes at the start of the class, open up analysis and discussion of an artifact in question for 30-45 minutes, then offer concluding thoughts and analysis at the end for 5-10 minutes. Because the course is a survey of prominently used methods in rhetorical analysis, I measure retention of the methods through direct application to texts examined in class. As I describe below, the course primarily utilizes analysis outlines, quizzes, and reflection papers to assess students knowledge levels. Students work on an outline at home about one or more rhetorical artifacts over which class discussion and debate will proceed. Students' ability to apply the particular method is judged based on their competency in completing the rhetorical analysis outline and application of the class principles and terminology to the objects of study. I measure competency through the outlines using a grading rubric and my own intuition and insight of their application to the artifact under examination. The rubric for analysis outlines and several sample assignments are included in **Appendix B**.

The course has three primary types of assignments that students' complete outside of the classroom. Students have to complete analysis outlines as described above, but they also work on a series of quizzes and reflection papers over the course readings throughout the semester to evaluate and examine their comprehension of the course material. The outlines serve the purpose of providing immediate feedback to the students' about their application and understanding of the rhetorical methods covered in class and provide students with the ability to show their mastery of a particular method to an object of study. The quizzes are fairly standard and consist of short answer, matching, and multiple choice questions. The reflection papers ask students to relate a rhetorical concept discussed in class to the real world and provide examples of the concept in action. Completing outlines and reflection papers allow students to see the strengths and weaknesses of each methodology. Each activity cycle (lecture, quiz, outline analysis) scaffolds the learning of each method from learning, to application, to synthesis. Along the way, outlines are graded and returned for feedback purposes. The materials used in the course are a textbook selected by the instructor, rhetorical artifacts in popular culture and public address, power points for each lecture, and example outlines. Supplemental readings on advanced rhetorical concepts are recommended but not required and provided by the instructor on the LMS page for the course. The textbook provides the theoretical and methodological basis for the type of rhetorical criticism, the artifacts offer students opportunities to apply and understand the method, and the example outlines provide students with a reference point for their own success in the course. Power points are provided prior to the class for student's reference and for any questions from the class. Supplemental readings are provided to deepen students' understanding of particular concepts, aid in writing the term paper, and help to facilitate more advanced discussions with students outside of class. The final two assessments are important because they gauge students' synthesis of the course learning objectives. First, students take a short answer and essay exam where they are asked to apply the methods of the course to a series

of rhetorical challenges and problems and provide analysis on them. The exam can be found in **Appendix C**. Secondly, students write a term paper analyzing an artifact of their choosing with a method selected in conversation with the course instructor. Students work on the term paper throughout the second half of the course in a series of assignments (descriptive analysis, methods overview, literature review) that help to scaffold the paper writing project and segment out the more difficult aspects of the analysis paper. The sample outline assignments, term paper assignment, and term paper rubric can all be found in **Appendix D**. The exam and paper are comprehensive, and as such assess all four learning outcomes for the course across the two assignments.

Because the course is a survey course, coverage of the different methods takes precedence over mastery of any singular method for rhetorical research and criticism. As such, the textbook and its overview of the relevant methods plays an outsized role in the impact on the course. The Communication Studies department has specific needs in upper level courses that require some methods are more prevalent than others in the survey, so textbooks, artifacts, and speeches are all filtered through those needs. I believe that this method will be effective because the reinforcement of textbook lessons through outlines and paper analyses requires the students to apply the method in repeated instances and through different contexts. Because of the dual pressures for the course to perform both as survey and methods course, I provide a mix of assessment tools and methods to best gauge student retention and engagement. This is a prerequisite and introduction class for the discipline, so it really is a stand alone course that is the basis for other courses in the department. Hopefully my choice of methods to survey (which has been revised substantially this year) and serves the department and college better than in the past. One of the ways that my courses assist students outside the classroom is that I provide methods for evaluating communication in the real world and leaving the classroom means that one encounters

messages with persuasive intent in the wild. Hopefully, I provide some tools for analyzing and combating those.

In the Fall of 2021, pursuant to the teaching reflections and assessments made throughout this analysis process, I decided to include the reflection papers (5 total) in place of several quizzes towards the end of the semester that seemed both redundant and unnecessary when the analysis outlines are a supremely good indicator of student engagement with the textbook. The reason for doing so was to help facilitate translational practices from the classroom to the real world, but also to give students an opportunity to think outside the guidelines of the rhetorical artifacts provided in the course to start to see rhetorical concepts as more than theoretical constructs and as real world material applications of human communication principles. The primary focus of this portfolio however, remains the assessment of student work on the analysis assignments and term paper, due to their centrality to the course learning objectives.

Memo 3: Analysis of Student Learning

In **Memos 1** and **2** I looked at the course and outlined my concerns about the content in the course, the survey nature of the material, and the assessment methods typically used in courses at the 200 level. In those documents above, I provide an overview of the course, the course objectives, and a basic contextual and descriptive analysis of the course in the context of the Communication Studies department and the College of Arts and Sciences at the University of Nebraska-Lincoln. In what follows, I analyze the results of the midterm survey, examine the result of scaffolding towards the final paper, and analyze the final grades in the course to assess whether learning outcomes were achieved.

This semester I wanted to look at the assessment materials in my Methods course and determine if I was using effective means of assessing student learning of the materials and achieving the course objectives. I wanted to look primarily at the tension between retention and synthesis and how focus on retention with methods such as quizzes might trade off with synthesis of course objectives through the analysis assignments. To do this I conducted three changes this semester in the course and examined both student grades and student feedback for those changes. First, I surveyed the students about the weekly assessment measures (quiz, reaction paper, analysis outline) to gauge their effect on student learning. Second, I built scaffolding assignments into the analysis outline assignments, both to reduce redundancy towards the end of the semester, but also to give students the opportunity to receive more feedback on the summative assignment in the course, the term paper. Finally, I examined the final exam and term paper grades according to the learning outcomes for the course to determine if the assessment methods at the end of the course were successful in measuring student outcomes.

At midterm, I surveyed the students to get feedback on what elements of assessment they found useful, difficult, and applicable to the course materials. A copy of this survey can be found in **Appendix E**. As expected, students found that the quizzes and reaction papers were objectively easier assignments

to complete, but surprisingly, they also found that the easier assignments were less valuable to their experience in the course. Student averages on the analysis assignments unsurprisingly were lower (84% vs 89%) than on the quiz assignments. Students found that the toughest assessment assignments, the analysis outlines, were also the most pedagogically valuable to the outcomes of the course. As a result, I plan to, in future semesters, reduce the number of quizzes and replace them with more analysis outlines. While more difficult, student engagement and retention were clearly more prevalent for students like Student #2 in **Appendix F**, who struggled at the start of the course to fill out descriptions of artifacts, but quickly closed the gap with students like Student #1, whose excellence in the course is evident in their work from start to finish. Focusing more on the application of the course methods, rather than the retention of textbook material, would seem to accelerate the closure of this gap in future semesters. Additionally, analysis outlines provide a great starting point for discussion in class and facilitates better in class engagement than a review of quiz material does. This was clearly in evidence throughout the semester during discussion and lecture.

Secondly, I focused more on scaffolding assignments towards the end of the semester in Outlines 8-10 to help students prepare for the term paper. The assignments were broken up into three equally graded outlines. Students were asked to complete a descriptive analysis of their chosen artifact for the term paper in **Outline 8**, complete an overview and defense of their method in **Outline 9**, and complete a literature review of relevant contributions to the scholarly discussion around their chosen method in **Outline 10**. These assignments were then built into the term paper assignment so that the total amount of work needed to complete the summative assignment for the course was reduced substantially for students as they had already completed 5-7 pages of the assignment by the time Outline 10 was complete. Given the learning objectives in the course and in coordination with upper level course

instructors, I decided that the scaffolding process would best serve students' further development in their major if it focused more on the elements of writing the term paper more closely.

Lastly, I looked over the grades for the term paper, the exam, and the subjective measurement of how well those two materials reflected the students' achievement in the course. As you can see from their work, Student #1 mastered the content early on, thoughtfully applied methods throughout the semester, and delivered a final term paper that received the highest marks in the course. Student #2 presents a more interesting case, however, because despite their grasp of content, their selection and application of methods in the final term paper was less than satisfactory. While we had discussed throughout the semester the potential downfalls of this method of analysis for the particular artifact chosen for the paper, the student forged ahead with their analysis and thoroughly missed the mark. That particular student did well on congruent sections on the exam, so method selection for a particular problem or text seemed to be less problematic for Student #2 on the exam when the questions were directed. Two different takeaways from this are possible. Either (1) the student failed to grasp the importance of method selection to the cogency and import of the analysis section of the paper (a problem that might be unsolvable at the moment) or (2) the outline assignments, and other assessment materials need more serious consideration of methods selection as a metric. While I typically relied on the term paper for this evaluation, this data clearly indicates that some students may benefit from a more directed assignment that has them choose appropriate methods based on different types of texts they are examining. Two different takeaways from this are possible. Overall, student performance for the semester was above average, but that may have resulted from more face time with students due to limited enrollment, an issue I address in the course reflection below.

Summary: Reflection on the Course

This semester, many problems arose from the general logistics of the course that made it difficult to draw specific conclusions about the changes made this semester. Firstly, the course carried an enrollment 70% lower than in a typical semester, and as such, the set of data that would normally provide robust material for analysis did not exist. There were a total of 9 students who completed the course with 1 withdrawal at midterm for medical reasons. I provided student work for two disparate students in the course as a way to parallax some inferences that are unavailable without a larger set of student work. Student #1 was by far the most excellent student in the course, while student #2 provided a clear example of someone whose work is satisfactory, but probably needs work. With a larger sample size or more semesters to collect data, more student work could be analyzed to provide a clearer picture for analysis of the trends in objective achievement. Secondly, because the class size was so small, much more time was spent throughout the semester working directly with students than normal. This could have two effects on the data: (1) students who would normally have done worse received more attention than normal, so performed above average for the semester, or (2) the smaller sample size just happened to include students who are both more receptive to one-on-one engagement and whose skill in rhetorical analysis is above average. Either way, these issues led me to read my conclusions here with some contingency. Should things change moving forward, and the class returns to full enrollment, the analysis would need reworking to accommodate those changes.

Overall, students reacted positively to the changes to the course. The reaction papers provided students with breathing and thinking room to explore their own understanding of the analysis methods, the decreased number of quizzes reduced the busy work for students in the course, and the scaffolding of the final paper assignment produced much higher quality analysis than expected. These successes may be due to the above issues, or may have to do with reworking the assessment methods in the course. One

project for future study is to develop an experiment to correlate these findings between two groups of students. Aside from future projects involving this course, there are a number of changes planned for the course that will be implemented as a result of my study of the course:

1. *Quizzes will be reduced or eliminated entirely and will be replaced with reaction papers and discussion prompts for the class.* Students did the reading for the quizzes and were able to successfully complete these assessments with ease. Given the limited utility of quizzing outside of knowledge retention, it seems wise to move away from this form of assessment for the time being.
2. *Analysis outlines will be substantially expanded in scope and the number will be increased from 10 to 15 for the semester.* Students responded well to these assignments, and application of a particular method to a text seems far more useful for assessing student grasp of the material. Additionally, students found these assignments to provide more pedagogical and epistemic value than the quizzes.
3. *More time will be spent throughout the semester discussing with students the choices they made in their analysis outlines of method selection, strategy identification, and conclusions.* Students responded well to in class discussions about their analysis choices, and it seems only natural to provide more engagement along this dimension to help students like Student #2 achieve the course objectives.
4. *More examination questions on the exam will be directed toward appropriate selection of method.* Clearly, one of the largest deficiencies for students this semester was identifying the proper method of analysis in certain instances. Increasing the testing on this particular objective will incentivize students to better understand the strengths and weaknesses of each method for particular texts.

Throughout the year, I discovered two important pieces of information while conducting this study. First, students are very good assessors of what does and does not help them achieve the learning outcomes in the course. The midterm survey shows that even though students thought the analysis outlines were more difficult to engage with, they were more valuable. In future courses, receiving student feedback throughout the semester on the course material and assessment methods will help to further refine the outcome achievement across the board. Secondly, I discovered that many of the assessment methods that we use regularly in the academy (quizzes, exams, etc.) are very good for some measurements, but not very good for others. For a humanistic discipline like rhetorical analysis, there are few if any objective criteria that can be applied. What may look like one method clearly at play in a text to the instructor may appear very different to students from a different generation of our culture, from different backgrounds and experiences, and with different critical faculties. Given that, there needs to be a more dedicated emphasis of connecting learning outcomes to the particular outline analyses. These changes are not substantially different than how the course is currently delivered, but will hopefully provide a more valuable learning experience for the students while also ensuring they meet the objectives for the course.

Appendix A – Course Syllabus

COMM 202 – Methods in Rhetorical Criticism

Course Syllabus and Schedule | Fall 2021

Contact Information and Virtual Office Hours

Justin W. Kirk, Ph.D.

jkirk11@unl.edu

Office Hours - Tuesday/Thursday 9:00am-10:45am or by appointment

Louise Pound Hall 371

<https://unl.zoom.us/j/2537322032>

Required Texts

Sheckels, T. F. (2019). *Rhetorical Criticism: Empowering the Exploration of 'Texts'*. (1st ed). Cognella Academic Publishing.

Supplemental readings provided on Canvas

You can purchase the textbook directly from the publisher website <https://store.cognella.com/82115-1A-021> where you can purchase a digital copy for \$41.95. Understanding that student costs are extremely high in the modern university system, I have elected to offer you a textbook that reduces your cost substantially if purchased directly through the publisher. All students enrolled in the course are expected to purchase the textbook by the second week in the course.

Course Mask Policy

An individual in this course has a documented need for face coverings to be required in this course. Without divulging personal or identifying information, such a documented need might be that a member of their household is unable to be vaccinated or has a health condition that makes vaccines less effective for them. As a result, the College of Arts and Sciences has determined that *face coverings will be required in this course*. If you are unwilling to comply with this requirement, please visit with your advisor about different sections or possible alternative courses that you might take in lieu of this one.

If you need a mask for class, masks are provided at the City Campus Student Union are free on the west side of the building.

Students who have medical documentation of a health risk that cannot be mitigated through vaccination should submit a [COVID-19 Academic Flexibility Request](#). Those with a disability and/or chronic health condition that makes them high risk for the virus should seek support via [Services for Students with Disabilities](#). International students should contact the [International Student and Scholar Office](#) to discuss their options.

Mission of the Department of Communication Studies

The mission of the faculty and students of the Department of Communication Studies is to examine human symbolic activity as it shapes and is shaped by relationships, institutions, technology, and culture. This work concerns the creation, analysis, and critique of messages ranging from face-to-face to digital media contexts. The department's research and teaching devote particular attention to scholarly

initiatives aimed at understanding and explaining the role of communication in (a) facilitating civic engagement, mediating public controversies, and organizing for social change, (b) constituting individual and family health, promoting healthy behaviors, and helping persons navigate relational challenges, and (c) creating, maintaining, and challenging personal, social, and community identity in a complex and diverse world.

Statement on Diversity, Equity, and Inclusion

The Department of Communication Studies is committed to achieving inclusive excellence as outlined by the university's Office of Diversity and Inclusion. As communication scholars and teachers, we believe communities and relationships are enriched when we give voice and value to diverse perspectives based on "group and social differences (e.g., race/ethnicity, indigeneity, class, gender, gender identity, sexual orientation, country of origin, and (dis)ability_), historically underrepresented populations, and cultural, political, religious, or other affiliations." We are committed to continual reflection and refinement of curriculum, scholarly endeavors, and community engagement to achieve goals of inclusiveness and equal opportunities for our students, faculty, and staff. If you have questions or concerns, feel free to discuss these with your instructors, the Chair of the department (Dr. Jody Koenig Kellas), members of the department's Committee on Diversity and Inclusion, or the Office of Diversity and Inclusion.

Course Description

This course is designed as a survey course of a variety of applicable rhetorical research and criticism methods. The primary goal of this course is to ensure students in the Communication Studies major have the necessary methods for research and analysis required for upper division courses in the department.

Course Objectives

At the end of this course, students should be able to:

- Distinguish between rhetorical criticism and other methods of criticism in the academy.
- Identify and distinguish between basic rhetorical criticism methods
- Evaluate and judge appropriate rhetorical methods for use in analysis.
- Examine a rhetorical artifact using the principles, methods, and tools of the discipline

Course Expectations, Policies, & Procedures

Readings, Participation, and Classroom Etiquette

As a student, your responsibility is to read the assigned material prior to class, completed the assigned quiz, outline, or reading reflection prior to attending class. Classroom experiences contribute positively to the university learning environment and so you are expected to participate in discussion in a way that is respectful of others' perspectives and experiences. This course is designed to deal with difficult and often problematic material. As adults and students in a university environment, I expect every student to approach the material in a critical, scholarly, and responsible manner. The purpose of the class is to provide you with the tools necessary to examine and analyze a brutal, violent, and often extremely anxiety-inducing world. We will not shy away from difficult discussions, rather we will seek them out and as your instructor, I need your assistance to take this journey. Understanding that the content can be difficult to confront at times, I will do my best to provide trigger warnings and content warnings for any

material deemed sensitive or violent. If I do not meet your expectations in this regard, please let me know directly so that I can remedy the situation.

Attendance/Engagement

Attendance, engagement, and participation in class are essential to success in this course. You are expected to attend every class period. Lectures will not be recorded but Power Points of the lectures will be posted on Canvas prior to the start of class. If you are unable to attend class due to illness or other conflict, reach out as soon as you are able and provide me with documentation supporting your inability to attend the class. If the absence is excused, you will be allowed to make up the work within seven days of the original due date. Remember that while health and safety are priorities for me in the classroom, University policy supersedes any desire on my part to provide extenuating flexibility outside of specifically designated exceptions. If you feel that either the course or University policy prevents you from succeeding in this course, please contact me directly and we can work to find an accommodation.

Netiquette: Communication Courtesy Code

All members of the class are expected to follow rules of common courtesy in all email messages, discussions, and chats. If I deem any of them to be inappropriate or offensive, I will first schedule a time to meet with the student to discuss the issue, then if the issue is not resolved I forward the message to the Chair of the department and appropriate action will be taken. The same rules apply online as they do in person. Be respectful of other students. Foul discourse will not be tolerated.

Office Hours/Appointments

As an instructor, I have always enjoyed helping my students succeed in my courses. To do this the best I can, I require that all students email me prior to attending my office hours with information regarding the time in which they will be coming in and the information/questions that they are wanting to discuss. With these two pieces of information I will be better able to prepare for our meeting, which subsequently will increase the efficiency and effectiveness of it. While office hours are maintained weekly, I am also available for appointments that are outside of the stated office hours. Should you want to schedule an appointment with me, email me and provide me with the information/questions you are wanting to discuss. Please remember that my time, like yours, is very important so please show up on time and prepared.

Student Concerns and Feedback

Your experience with remote learning in this course is important to me. If you have questions, concerns, or positive feedback, please contact me at jkirk11@unl.edu. If I am unable to respond, or you feel I've not adequately addressed your concerns, you can contact my direct supervisor, Department Chair Jody Kellas at jkellas2@unl.edu. If your concern is still not resolved, please contact june.griffin@unl.edu.

Assignment Turn In

All assignments must be submitted through Canvas as explained in each assignment description. Assignments will not be accepted via email or any other format. All assignments will automatically be run through TurnItIn to be screened for plagiarism. It is your responsibility to use Canvas effectively to turn in your assignments and to ensure that your assignment is properly submitted before the assignment due date according to course specifications. **PLEASE NOTE: Your assignments MUST be Microsoft**

Word documents or PDFs. If you are saving your assignments on your MAC, you must add the .doc or .docx file extension to your document in order for it to be accepted.

Late Assignments

All assignments are due prior to class on the day assigned unless otherwise specified. Please check canvas regularly for changes to any assignment requirements, including due dates. Due to the nature of this course, falling behind on assignments will make it difficult for you to succeed in the class. If you turn in an assignment late, you will receive a 20% penalty on the final score (For example, if you scored an 80 on the assignment worth 100 points, you would receive a 20% reduction, or 16 points, resulting in a 64 final grade.) Any assignments not received by 7 days after the initial due date will not be accepted.

Accommodations

Students with disabilities are encouraged to contact the instructor for a confidential discussion of their individual needs for academic accommodation. It is the policy of the University of Nebraska-Lincoln to provide flexible and individualized accommodation to students with documented disabilities that may affect their ability to fully participate in course activities or to meet course requirements. To receive accommodation services, students must be registered with the Services for Students with Disabilities (SSD) office, 132 Canfield Administration, 472-3787 voice or TTY.

Course Credit

Please note that Communication Studies majors must earn a grade of 'C' or better to receive credit for the course. All assignments and exams must be completed in order to earn a 'C' or better in the course. The Department of Communication Studies "Grading and Grade Appeals" policy document is linked to the department's website: <https://comm.unl.edu/forms-andpolicies>. Students are encouraged to discuss their progress with me anytime throughout the semester. Please visit me during my office hours or make an appointment for discussing grades rather than before or after class.

Incompletes

Incomplete grades are rarely assigned in this class. Please plan to complete all work for the course within the semester you are taking it. In the event, you experience circumstances that you see as potentially warranting an incomplete, please note that you must have completed at least 75% of the work in the course and you must approach me before the last week of classes with a proposal for completion of the work.

24/7 Rule

Given the role of grading in the teaching and learning process, it is vital that students actively review their feedback and stay engaged in the process throughout the semester. If you have a question or concern about feedback and/or the grade on a particular assignment, you are expected to take 24 hours from the time of receiving the feedback to consider it and determine how you can incorporate it into your understanding moving forward. If, after considering the feedback in depth, you have continued questions about the assessment, you should address those questions with me within 7 days of receiving the feedback to ensure a productive conversation and the opportunity to learn from the feedback and assessment as they move forward in the class.

Plagiarism

Plagiarism and cheating are serious offenses and grounds for university action. According to the University's Undergraduate Bulletin (2013-2014), plagiarism is considered an act of Academic

Dishonesty and is defined as, but not limited to “Presenting the work of another as one's own (i.e., without proper acknowledgment of the source) and submitting examinations, theses, reports, speeches, drawings, laboratory notes or other academic work in whole or in part as one's own when such work has been prepared by another person or copied from another person.” Any assignment found to be plagiarized will be given an “F” grade and may be grounds for failing the course. It is the policy of the Department of Communication Studies to file a report with the Dean of Students for any infraction (no matter how minor it may seem). It is your responsibility as a student to familiarize yourself with and adhere to these guidelines (see <http://stuafs.unl.edu/dos/code> for the university policies and descriptions of all academic dishonesty and <http://www.unl.edu/gradstudies/current/integrity#plagiarism> for helpful tips on avoiding plagiarism). It is my responsibility to report any cases of cheating or plagiarism to the administration. All assignments must be your own original work and must be prepared specifically for this course. For all written assignments, I expect you to cite your sources according to the 6th edition of the American Psychological Association’s (APA) Style Manual. More importantly, be very clear when you are quoting vs. paraphrasing sources. *The use of any uncited sources, using someone else’s words or ideas without quoting, using falsified sources, or turning in work that is not yours and/or is not original for this course will result in immediate failure of the course and a referral to the appropriate campus authorities.* Claiming academic ignorance about standards for writing is not an acceptable excuse for plagiarism committed.

Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same accountability and the same support applied to offenses against other protected categories; such as race, national origin, etc. If you or someone you know has been harassed or assaulted, UNL offers several resources for reporting and support (<https://www.unl.edu/equity/title-ix>). Located in Canfield Administration 128, Tami Strickman is UNL's Title IX coordinator. Her contact number is 402- 472-3417. In the Student Union, Jan Deeds runs the Women's Center and is supervisor of PREVENT (the on campus student organization aimed toward sexual assault awareness and bystander intervention). Her contact information is jdeeds1@unl.edu, and 402-472-2598. Also located in the Student Union, Voices of Hope provides support in answering questions and guidance in reporting options. Please find the many resources offered by Voices of Hope at <http://involved.unl.edu/gender/advocate>. Additional support is offered through Counseling and Psychological Services (CAPS) located in the University Health Center on the second floor. The contact number for CAPS is 402-472-7450. In addition, be aware that as the director of the debate program at the University, I am a mandatory Title IX reporter and will report any incidents I am made aware of that rise to the level of a reportable incident.

Resources for International Students

[ESL Support Lab](#)Links to an external site.

[Intensive English Program](#)Links to an external site.

[Academic Success Program](#)Links to an external site.

[OASIS](#)Links to an external site.

[Academic Mentoring/Coaching for International Students: First Year Experience Team](#)

International Peer Mentors
Writing Center

Assignments, Grading, and Schedule

Assignments

Reading - All course readings will be from the Sheckels textbook and readings provided on canvas. The supplemental readings are primary source material from the rhetorical tradition and are thus much more difficult and dense than a typical textbook chapter. Please be sure to read these carefully.

Quizzes / Reading Reflections - You will complete 10 reading quizzes and/or reading reflections over the course of the semester. Quizzes and Reflection Essays are due at the beginning. Quizzes are designed to test for comprehension, not completion of the course readings.

Analysis Outlines – You will complete 10 rhetorical analysis outlines during the course of the semester. These are designed to familiarize you with the application of rhetorical analysis strategies to particular texts.

Exams – You will take one final exam in this course that will ask you to synthesize the materials covered in the course. The exam will be a mix of short answer and essay questions.

Analysis paper – you will turn in one papers over the course of the semester. You will select a rhetorical artifact and provide a 4000-5000 word analysis of the object using one of the methods discussed in class. Rubric will be provided on canvas.

You are required to complete at least the exam, the analysis paper, and the video analysis in order to receive a passing grade in the course.

Grading

10 Quizzes and/or reading reflections – 20 points each (200 total)

10 Analysis outlines – 20 points each (200 total)

1 Paper – 100 points

1 Video Analysis – 100 points

1 Exam – 200 points

Letter Grade Equivalence

720-800 = A

640-719 = B

560-639 = C

480-559 = D

>480 = F

Course Schedule

Date	Topic	Readings	Due
24-Aug	Introduction to the Course		
26-Aug	Introduction to Rhetorical Criticism Making knowledge claims in Rhetorical Criticism	Chapter 1 – textbook	
31-Aug	Classical Criticism	Chapter 2 – textbook	Quiz #1
2-Sep	Principles of Rhetorical Style	Fahnestock – canvas	Outline #1
7-Sep	Quasi-logical arguments and topoi	Perelman – canvas	
9-Sep	Kenneth Burke and Terministic Screens	Chapter 4 – textbook	Outline #2
14-Sep	Key Concepts of Terminologies	Burke 1 – canvas	Quiz #2
16-Sep	Definition of Man	Burke 2 - canvas	Outline #3
21-Sep	Dramatism	Chapter 5 – textbook	Reflection #1
23-Sep	The Four Master Tropes	Burke 3 – canvas	Quiz #3
28-Sep	The Rhetoric of Hitler’s Battle	Burke 4 – canvas	Reflection #2
30-Sep	Burke – review and applications		Outline #4
5-Oct	Fantasy Theme Analysis	Chapter 6 – textbook	
7-Oct	Narrative Criticism	Chapter 7 - textbook	Outline #5
12-Oct	Genre Criticism	Chapter 8 – textbook	Quiz #4
14-Oct	Mythological Criticism	Chapter 9 – textbook	Outline #6
19-Oct	Fall Break (no class)		
21-Oct	Ideological Criticism	Chapter 11 – textbook	Quiz #5
26-Oct	Feminist Criticism	Chapter 13 – textbook	Reflection #3
28-Oct	Queer Criticism	Manning and Rassumussen – canvas	Outline #7
2-Nov	Post-colonial Criticism	Hasian – canvas	Reflection #4
4-Nov	Race Criticism	Royster – canvas	Outline #8
9-Nov	Psychoanalytic Criticism	Frosh – canvas	Reflection #5
11-Nov	Affect Criticism	Mateus – canvas	Outline #9
16-Nov	Memory Criticism	Blair, Dickinson, Ott – canvas	Outline #10
18-Nov	National Communication Association Conference (no class)		
23-Nov	Thanksgiving (no class)		
25-Nov	Thanksgiving (no class)		
30-Nov	Paper workshop		
2-Dec	Paper workshop		

7-Dec	Paper workshop		
9-Dec	Paper workshop		
17-Dec	Final Exam Due at 5pm Analysis Paper Due at 5pm		

INFORMED STUDENT CONSENT STATEMENT

Course Title: Research Methods in Rhetorical Criticism

Teacher Name: Kirk, Justin

Semester/Year: Fall 2021

Your teacher is conducting an inquiry into his/her teaching. He/she is examining the effectiveness of his/her instructional strategies, comparing, and/or evaluating the effectiveness of instructional techniques, curricula, or classroom management methods. This form requests your consent to allow your classroom performance data (e.g., examination scores, project grades, attendance records) and coursework (e.g., examinations, quizzes, papers, drawings) to be included as part of your teacher's classroom inquiry. Examples of actual student work are often very useful to demonstrate how much and how deeply students are learning. The form also asks you to allow your teacher to use these data for possible publication or presentation.

Your participation in this inquiry is voluntary, and there is no compensation should you choose to participate. The inquiry will be conducted as part of the class practice and activities as defined in your course syllabus. Your participation is not expected to require any added out-of-class time. Unless otherwise specified, your name will be removed from all course work examples and you will not be referred to by name in any published materials or in any presentations. Once the classroom inquiry is complete, all copies of your course work and/or examples that were retained by your teacher will be treated in the same manner as he/she maintains student work and records from other courses.

To indicate your willingness to have your classroom performance data included, please check one of the following two choices:

I allow my classroom performance data to be included in my teacher's classroom inquiry.

I do not allow my classroom performance data to be included in my teacher's classroom inquiry.

To indicate your willingness to have your coursework included, please check one of the following two choices:

I allow copies of my coursework to be included in my teacher's classroom inquiry.

I do not allow copies of my coursework to be included in my teacher's classroom inquiry.

If you are willing to have your coursework included, check one of the following two choices:

I decline to have my name remain on any work that is included

I want my name to remain on any course work that is included.

Please specify any additional restrictions on the use of your classroom work:

By signing below you give your permission for work you produce for this course (and your classroom performance data) to be used with the restrictions and for the purposes indicated above. You understand that your grade is not connected in any way with your participation in this inquiry, and that your anonymity will be maintained unless you designate otherwise. Finally, you understand that you are free to decide not to participate in this study or to withdraw at any time without adversely affecting your relationship with your teacher or the university, and withdrawal will not result in any loss of benefits to which you are otherwise entitled.

Your Name (please print):

Your Permanent Address:

Email:

Signature: _____

Date:

If you have questions or concerns, please discuss them with your teacher *Dr. Justin Kirk*,
Communication Studies Department, jkirk11@unl.edu

Appendix B – Sample Analysis Outline Assignment and Rubric

Sample Analysis Assignments

Outline Assignment #2 – Neo-Classical Rhetorical Criticism

For this outline, conduct a classical criticism of the Biden speech announcing the end of the war in Afghanistan. Use the outline from Outline assignment #1, but for this submission, answer the following questions using the elements you found in the text.

Biden Announces the End of the War in Afghanistan (<https://www.whitehouse.gov/briefingroom/speeches-remarks/2021/08/31/remarks-by-president-biden-on-the-end-of-the-war-in-afghanistan/>)

1. Who is the primary audience for this speech?
2. What is the speeches' primary purpose?
3. What is the dominant mode of persuasion for Biden in the speech - logos, pathos, ethos?
4. What significance does this have for the overall speech?
5. Which topoi (pgs. 23-28) were most prevalent in the speech?
6. What is the effective impact of this topoi selection?
7. Did Biden use tropes or schemes (pgs. 30-31) in his speech?
8. Were these central or peripheral to the purpose of the speech?
9. Would you say that Biden faced significant barriers or had substantive advantages presenting this speech to the audience? Why?
10. Given those barriers and advantages, do you think Biden used appropriate strategies and choices in this speech?

Outline Assignment #3 – Cluster Criticism Analysis

In May of last year, George Floyd was murdered in Minneapolis by police officer Derek Chauvin. One of the protests following this event took place in Lafayette Square and Park in Washington D.C.

President Trump delivered the following remarks on June 1 2020 in response to those protests.

Trump Speech from Rose Garden 6/1/2020 (<https://www.cpr.org/2020/06/01/transcript-video-trump-urges-states-to-dominate-the-streets-or-hell-send-in-the-military/>)

For this outline assignment, you should conduct a cluster analysis for the following document and write a 1 paragraph explanation/analysis detailing your findings.

You should identify at minimum:

- One god term
- One devil term
- 5 clustered or associated term for each god and devil term

Outline Assignment #4 – Burkean Criticism

For this outline, we are going to embrace the spirit of Kenneth Burke and "use all there is to use." This analysis is a choose your adventure analysis using ANY Burkean methods or principles of analysis you find appropriate. Attached to this assignment is the commencement speech at Mills college by renowned science fiction writer Ursula K. LeGuin in 1983. Using any of the following Burkean principles, write a three page analysis (double spaced max 1200 words) of the commencement address she delivered.

Remember to cite from the speech to support your claims, apply the method clearly and consistently, and make a trenchant point about the speech. Good luck and may the Burke for ever be in your favor! Acceptable lenses include: terministic screens, unification and division, definition of man, dramatism, cluster analysis, tropological examination (i.e. how does LeGuin use the mastertropes?).

<https://www.americanrhetoric.com/speeches/PDFFiles/Ursula%20Le%20Guin%20-%20Left-Handed%20Commencement%20Address.pdf>

Analysis Rubric**Analysis Rubric (20 pts)**

Analysis Rubric (20 pts)			
Criteria	Ratings		Pts
Quality of analysis	6 to >0.0 pts Full Marks	0 pts No Marks	6 pts
Application of Method	10 to >0.0 pts Full Marks	0 pts No Marks	10 pts
Readability	4 pts Full Marks	0 pts No Marks	4 pts
			Total Points: 20

Appendix C – Final Exam

COMM 202 – Final Exam – Due December 17, 2021

Carefully read the following questions. Be sure to answer all parts of the questions, explaining things in your own words and citing adequate support for your answers from the various speeches and articles considered in class. **PROOFREAD YOUR ANSWERS.** This exam is **NOT** a group project. You must do your own work.

Please type your answers. Your answers should be double spaced, with adequate margins. To assist in grading the questions, please number your answers in paragraph form with a new paragraph for each section of the question. Additionally, please underline, bold, or highlight key terms or parts of your answers.

Short answer questions – 10 points each

What are the 5 parts of Burke's pentad? List and define each. (1 point for each part, 1 point for each definition)

Define rhetorical method. (Please be sure to distinguish rhetorical methods of research and analysis from other humanistic forms of investigation)

What are the main strengths and weaknesses of the traditional form of criticism, also known as classical or neo-classical criticism? (2 points for each strength or weakness)

Build Back Better (the Biden campaign slogan) is an enthymeme. What are the unstated premises and conclusions? (5 points per unstated premise or conclusion)

Distinguish between narrative fidelity and narrative coherence. Provide an example of each from the world. (5 points for distinguishing correctly, 2.5 points per example)

Essay Questions – 25 points each

Please examine the following political advertisement. Use cluster-agon analysis to identify the GOD and DEVIL terms and their associated clusters. Write a short (250 word) analysis that uses these clusters to draw some rhetorical conclusions about the advertisement. (<https://www.youtube.com/watch?v=6h3G-IMZxjo>)

(5 points each for GOD and DEVIL term lists, 5 points for the agon/cluster, 10 points for the analysis)

For this essay, please identify the analysis method you think is best suited to analyze this speech from Joe Biden. In your essay, please identify the method, lay out how you would proceed to analyze the speech, and account for strengths and weaknesses of that method.

(https://www.rev.com/transcript-editor/shared/Phtdtw8raiTRqWmdLXsYHsZ7wqEo6pkDuCIXA-1Nx_PLtbX4B6sdGrwKVIw0zQO42lceR_-LfovSyF-VSiwfHm56YpQ?loadFrom=PastedDeeplink&ts=1.89)

(5 points for identify, 10 points for methodology outline, 10 points for strengths and weaknesses)

Appendix D – Term Paper Assignments

Outline #8 – Descriptive Analysis

For this outline, I want you to begin the process of detailing and describing the elements of the artifact you will examine for your term paper. Over the next week, I want you to catalogue all of the relevant rhetorical elements of the artifact that you will write about. Follow Kenneth Burke's dictum to use all that is to use for this assignment.

1. What are the goals of the rhetor? What are the themes that are present in the artifact? What are the requested actions (explicitly asked or implied?)
2. What organizational clues are present in the artifact? Does the introduction or conclusion stand out in a particular way to help forward the goal of the artifact?
3. What role (persona) does the rhetor take on as the creator?
4. What sorts of linguistic tones are used to convey the main purpose of the speech?
5. Who is the primary or implied audience for the rhetor? Remember this is limited to the people most likely to be persuaded by the rhetor's work.
6. Identify all the relevant rhetorical strategies used by the rhetor. This includes ethos, pathos, logos, rational argument, narrative, stylistic or tropological choices, myths, fantasy themes, ideologies, values, needs, symbols, generic conventions, terminologies etc. List ALL there is to list!
7. Identify significant rhetorical barriers faced by the rhetor. What audience beliefs, attitudes, or values might stand in the way of persuasion? What situational elements (culture, complexity, specific events) might interfere with the rhetor's purpose?

Outline #9 – Methods Overview

This is stage 2 of your scaffolding for the term paper. Please complete the Outline #8 assignment before doing this part of the assignment.

For this outline, I want you to write your methodology section of your term paper. It should be no more than 3 paragraphs.

Paragraph 1 should describe the method and the steps that you are taking to conduct the analysis. (The cluster criticism method involves the following steps, first, second, third....)

Paragraph 2 should identify the key strengths of this method vis-à-vis your artifact. Why is the method you have chosen maximize the utility of this method versus other methods. For example if you are examining the Gettysburg address and using mythic criticism, make a case for why mythic criticism and why we should choose this method versus another like narrative or fantasy theme analysis.

Paragraph 3 should address the key shortcomings of the method identified in the textbook and in lecture. Defend your choice of method against some of its harshest critics.

Outline #10 – Literature Review

This is the final of four outlines for the scaffolding section of the paper. The literature review. If you need help identifying what one is and how to begin thinking about it,

this primer

(https://owl.purdue.edu/owl/research_and_citation/conducting_research/writing_a_literature_review.html)

from the Purdue Online Writing Laboratory is a good place to start.

This analysis should also be 3 paragraphs, but will involve outside research and some paraphrasing of scholarly work.

For paragraph 1, Identify the key authors of the methodology and essential texts that you are referencing. For assistance, check the end of each textbook chapter where Scheckels has identified touchstone works in the method. Additionally, you can use supplemental or primary course readings to supplement this. Finally, if you are having trouble identifying authors to help you work this out, talk to me.

For paragraphs 2 and 3, I want you to identify two major trends in the method that your analysis might situate itself within academically. This is the hardest part of the assignment and requires that you identify 4-6 sources that use your method for analysis and why their approach is one you either (a) want to emulate, or (b) want to avoid. For example, if Burke's rhetoric of Hitler's Battle seems too scattershot, you might cite the analysis in your literature review and identify some of the ways in which your analysis approaches cluster criticism differently.

This is by far the most difficult assignment prior to writing the paper. Talk to me if you have issues finding articles. I can help point you in the correct direction.

Term Paper Assignment

1. Form of the paper assignment
 - a) 12-15 pages, double-spaced, times new roman font, 12 point font, maximum 7500 word count with references. Focus on a single rhetorical artifact. Analysis papers must analyze a work of rhetoric approved by the instructor by November 1, 2020.
 - b) The paper should be in proper APA form. You can find a formatting guide here https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html
 - c) All sources should be properly cited in APA format, margins should be one inch, headers and footers should be in proper APA formatting.
 - d) Role in the course – this paper is a synthesis of the methodological approaches in the course and is intended to show your mastery in one and only one of the methods discussed in class. As such, this paper constitutes the largest portion of your final grade in this course
 - e) All work product (outlines, drafts, notes, sources, etc.) must be scanned and turned in with the project. At a minimum, you will need to turn in one outline and one draft to get full credit for the final paper.
- 2) Organization of the paper
 - a) Introduction – this should establish the importance of your study, describe the critical question you are asking, and explain why you are looking at the artifact that you are examining.
 - b) Description of the artifact – this section of the paper should describe the elements of the artifact that you think any reader of your analysis should know. Imagine that you need to describe this artifact to someone with no contextual knowledge of its milieu of cultural connections, no idea about the artifact itself, and no understanding of rhetorical concepts.
 - c) Method description – this section of your paper should lay out the methodology that you used to analyze the artifact, including a step by step depiction of the methodological approach to the artifact. You can find these descriptions of the methods in your class notes and the textbook.
 - d) Analysis – this is the meat and potatoes of your paper. I would dedicate at least half of the allocated pages to this section of the paper. In this section you discuss your central findings of the analysis, break these findings up into digestible and understandable elements, and cite evidence frequently from your artifact. You should bring in contextual evidence as necessary and cite outside material in this section.
 - e) Conclusion – in this section, you should offer contributions to rhetorical theory. What aspect of your chosen method does the artifact complicate? What elements of human

communication are revealed or concealed by this artifact? In what ways does this analysis contribute to understanding of human communication?

- 3) Outside research – In order to receive at least a B on this paper, you will need to include five to seven (5-7) outside sources that offer context, evidence of effect, or commentary on the artifact that you are analyzing.
- 4) Students must turn in a copy of the artifact with the project. If it is a online video, you can include the link.
- 5) Projects must be the work of a single student. Violation of this is in contravention of the University policies on Academic Integrity and Plagiarism and will result in a failing grade for the course.

Term Paper Rubric

Criteria	Ratings					Pts
<p>Thesis Statement Thesis articulates a clear and precise idea in a statement that is easily identifiable, placed in the introduction.</p>	5 to >4.0 pts Excellent	4 to >3.0 pts Good	3 to >2.0 pts Good	2 to >0.0 pts Marginal	0 pts Unacceptable	5 pts
<p>Inferential Structure and Consistency Clearly and precisely spells out the premises, inferences, & argument structure used to establish the overall conclusion / thesis of the paper.</p>	10 to >8.0 pts Excellent	8 to >6.0 pts Good	6 to >4.0 pts Good	4 to >0.0 pts Marginal	0 pts Unacceptable	10 pts
<p>Argument and Evidence Strength Clearly presents a highly plausible argument that is valid and strong. Premises and evidence are strongly supported. The author accurately and explicitly articulates the degree to which their argumentative strategy lends support to their conclusions.</p>	15 to >12.0 pts Excellent	12 to >9.0 pts Good	9 to >6.0 pts Good	6 to >0.0 pts Marginal	0 pts Unacceptable	15 pts
<p>Consideration of Counterarguments Precisely articulates and charitably considers and evaluates a number of viable, alternative positions & counter-arguments. Responds to and rebuts to alternative arguments adeptly and insightfully.</p>	10 to >8.0 pts Excellent	8 to >6.0 pts Good	6 to >4.0 pts Good	4 to >0.0 pts Marginal	0 pts Unacceptable	10 pts
<p>Insightfulness, Creativity, Novelty Presents a remarkably creative, novel thesis and/or argument for their position that demonstrates genuine, rhetorical insight. Explanation and analysis in topic and literature review is highly creative.</p>	5 to >4.0 pts Excellent	4 to >3.0 pts Good	3 to >2.0 pts Good	2 to >0.0 pts Marginal	0 pts Unacceptable	5 pts

Criteria	Ratings					Pts
<p>Explanation and Analysis of Topic</p> <p>Articulates and Explains the topic/question at issue, breaking the problem and texts down into constituent parts and interrelations with clarity, insight, and exactitude. Clearly, precisely, and compellingly analyzes the ideas and concepts therein.</p>	15 to >12.0 pts Excellent	12 to >9.0 pts Good	9 to >6.0 pts Good	6 to >0.0 pts Marginal	0 pts Unacceptable	15 pts
<p>Exposition, Analysis, and Evaluation of Relevant Literature</p> <p>Articulates and explains and analyzes other's positions. Literature review is thematically organized, proceeds logically, and deals with literature in current issues of relevant publications.</p>	15 to >12.0 pts Excellent	12 to >9.0 pts Good	9 to >6.0 pts Good	6 to >0.0 pts Marginal	0 pts Unacceptable	15 pts
<p>Integration of Context</p> <p>Clearly, compellingly, and precisely evaluates the context and situational elements that construct the rhetorical situation. Weaves contextual understanding of the topic clearly and smoothly into the subject matter.</p>	10 to >8.0 pts Excellent	8 to >6.0 pts Good	6 to >4.0 pts Good	4 to >0.0 pts Marginal	0 pts Unacceptable	10 pts
<p>Roadmapping</p> <p>Paper includes clear roadmapping and previews throughout the paper. Reading of the paper is orderly and easy.</p>	5 to >4.0 pts Excellent	4 to >3.0 pts Good	3 to >2.0 pts Good	2 to >0.0 pts Marginal	0 pts Unacceptable	5 pts

Criteria	Ratings					Pts
Structure Essay is well organized and contains an easy-to-follow structure that allows the author's ideas to come across clearly and powerfully. The introduction and conclusion are to the point. Body of the paper is well-paced and ordered logically. Topics, ideas, explanation, argument, and analysis are presented in insightful order.	5 to >4.0 pts Excellent	4 to >3.0 pts Good	3 to >2.0 pts Good	2 to >0.0 pts Marginal	0 pts Unacceptable	5 pts
Readability/Understandability Crafts prose that is easy-to-follow, readable, precise, clear, and edifying. The reader can easily understand the author's argument, explanation, analysis, and exposition without interpretive effort. Writing is concise without sacrificing clarity or obfuscating important details.	5 to >4.0 pts Excellent	4 to >3.0 pts Good	3 to >2.0 pts Good	2 to >0.0 pts Marginal	0 pts Unacceptable	5 pts
Total Points: 100						

Appendix E – Midterm Student Survey and Results

Midterm Survey

202 Midterm Questionnaire

This is a midterm review of the assessment materials used in the course

* Required

1. Email *
2. What if your husker email address? *

Skip to question 3

Likert Questions

3. The textbook is sufficient for conveying knowledge about each method *

Mark only one oval.

1 2 3 4 5

Strongly disagree Strongly agree

4. The lecture is sufficient for conveying knowledge about each method *

Mark only one oval.

1 2 3 4 5

Strongly disagree Strongly agree

5. The supplemental readings are sufficient for conveying knowledge about each method *

Mark only one oval.

1 2 3 4 5

Strongly disagree Strongly agree

6. The quizzes adequately test my knowledge of the chapter content *

Mark only one oval.

1 2 3 4 5

Strongly disagree Strongly agree

7. The quizzes are too easy *

Mark only one oval.

1 2 3 4 5

Strongly disagree Strongly agree

8. The quizzes help me to deepen my understanding of the material *

Mark only one oval.

1 2 3 4 5

Strongly disagree Strongly agree

9. The reaction papers are a useful exercise for thinking about the course material *

Mark only one oval.

1 2 3 4 5

Strongly disagree Strongly agree

10. The reaction papers are too easy *

Mark only one oval.

1 2 3 4 5

Strongly disagree Strongly agree

11. The reaction papers help me to deepen my understanding of the material *

Mark only one oval.

1 2 3 4 5

Strongly disagree Strongly agree

12. The analysis outlines are useful for applying the course material *

Mark only one oval.

1 2 3 4 5

Strongly disagree Strongly agree

13. The analysis outlines are too easy *

Mark only one oval.

1 2 3 4 5

Strongly disagree Strongly agree

14. The analysis outlines help me to deepen my understanding of the material *

Mark only one oval.

1 2 3 4 5

Strongly disagree Strongly agree

15. The feedback I receive on my outlines help to deepen my understanding of the method *

Mark only one oval.

1 2 3 4 5

Strongly disagree Strongly agree

16. The rubric for the analysis outlines is useful for thinking about how to write them *

Mark only one oval.

1 2 3 4 5

Strongly disagree Strongly agree

Stay, Stop, Start

17. Are there elements of the course you want to stay the way they are?

18. Are there elements of the course you want to stop being used in the class?
19. Are there elements of the course you want see the instructor start being used in the class?
20. Offer any other feedback here that you would like to contribute to the analysis of this course.

Survey Results

Learning Objectives:

1. **Distinguish between rhetorical criticism and other methods of criticism in the academy.**
2. **Identify and distinguish between basic rhetorical criticism methods.**

For each assessment (quiz, analysis, reaction paper), I asked 3 questions.

- Was the assessment too easy?
- Did it achieve its epistemological agenda (i.e. convey knowledge properly)?
- Did it achieve its pedagogical agenda (i.e. assess learning correctly)?

I also offered students a space to offer qualitative feedback on the content delivery and assessment methods.

Assessment Reactions

Assessment Mean (std dev)	Ease (1=difficult and 5=easy)	Epistemology	Pedagogy	Average Score on Assessment
Quiz	2.6 (0.5477225575)	3.8 (0.8366600265)	4.2 (0.8366600265)	89.074
Outline	2.2 (0.4472135955)	4.6 (0.5477225575)	4.4 (0.5477225575)	84.889
Reaction	2 (0)	4.2 (0.8366600265)	4.4 (0.894427191)	95.556

Qualitative responses

“you use **modern topics to discuss old topics and its really intriguing to see how this is present all around us**”

“you provide **a lot of different examples of material** and let us try doing them on our own to understand them before we do something big”

“Showing us **videos and examples** that go with the lecture is my favorite part of class”

“I like how **we analyze movies and music and tie them into real world experiences**”

Appendix F – Samples of Student Work

Outline #2 – Neo-Classical Criticism

Student #1

1. Who is the primary audience for this speech?
 - The American public
 - o Democrats—that support his decisions and understand that they were necessary
 - o Republicans—that are angry with the decisions made and the lives lost
 - o Other politicians—who can recognize the position that Biden was in
 - o Families who lost loved ones—ensuring that their family members didn’t die in vain but in an effort to do what was needed
 - A group of people that knows the context and history of the war on terror and understand the implications of leaving Afghanistan and the need to do so

2. What is the speeches' primary purpose?
 - To help the audience understand the position that the Biden Administration was in in terms of the decisions made in Afghanistan
 - To persuade the audience that he Biden Administration did the right thing and took the only logical action

3. What is the dominant mode of persuasion for Biden in the speech - logos, pathos, ethos?
 - He seems to use a lot of ethos when saying things like “longest war in history” “biggest airlift in history”, almost giving himself credibility that he wants the audience to see
 - o He also says “I was just at Dover Air Force Base...” showing that he wants the audience to know that he was in the middle of things and was not giving order hidden away in his office (again strengthening his credibility)
 - o Though he uses ethos to build himself up, he also owns up to the fact that many of his assumptions about the situation didn’t turn out to be accurate
 - o Near the end he reminds his audience that he is commander-in-chief
 - He also uses ethos by using words like “extraordinary success”, “bravery”, “selfless courage”, etc. to instill a sense of pride in the audience (a pride for the country but also for the act that was carried out because Biden ordered it)

o This shows that he knows it was a controversial choice and that he feels the need to show that audience that it was carried out successfully

4. What significance does this have for the overall speech?

- This shows that Biden is trying to keep up his credibility for those listening that already doubt it
- It also shows that he is trying to make an emotional appeal to his audience, to help them understand the gravity of the situation and that he did not take making this decision lightly

5. Which topoi (pgs. 23-28) were most prevalent in the speech?

- The speech is given in a sequential order for the most part but also acts as a testimonial from Biden. Because the American public was not able to track his thought processes during this time, and all they had access to was new headlines. This speech gave him an opportunity to explain his choices in reference to the events happening. He also uses statistics and incompatibility to aid his argument.

6. What is the effective impact of this topoi selection?

- This is effective because of how controversial these decisions were. It gives the audience insight into how difficult the decisions were to make, but also emphasizes the necessity of ending the war and withdrawing from Afghanistan.
- o It is also effective because he owns up to assumptions that he made that did not hold true
- o As a testimonial it also allows Biden to explain that he was working with the military and that it was not a rogue decision, or not well-thought through as some American may have thought
- o He uses a lot of statistics and empirical evidence as well to show the successes of the withdraw
- o He also uses incompatibility in his argument to demonstrate that either leaving Afghanistan earlier, or waiting longer to do so was just not an option, and that doing it the way he did it was the way that made sense

7. Did Biden use tropes or schemes (pgs. 30-31) in his speech?

- He uses irony in the form of rhetorical questions
- o “Remember why we went to Afghanistan in the first place?” He uses this question to remind his audience that the job America set out to do there is done and has been for years

8. Were these central or peripheral to the purpose of the speech?

- These seem to be peripheral in the speech. The main purpose was to persuade the audience that he did what he needed to do, and this was mainly established through the topoi, the structure of the speech, the emotional appeals that he made, and the facts he used to back it up
- o A possibility for this is that tropes like hyperbole and metaphor might make it seem like he is exaggerating and not telling the story how it really was

9. Would you say that Biden faced significant barriers or had substantive advantages presenting this speech to the audience? Why?

- Yes, because half of the nation is so set on being against anything he does. He had to carefully word this speech and do whatever he could to let these people know that the administration thought everything through. This is also evident in the way that he spoke about the previous president, and his own plans to take the same actions.

10. Given those barriers and advantages, do you think Biden used appropriate strategies and choices in this speech?

- I think that the way Biden organized the speech as a testimonial was very effective. It is important to give the American public insight into decisions and the situations around why they were made, especially in cases like this where a lot of Americans were angry. Mixing in statistics and incompatibility also made the speech about facts and left less to the viewers' imaginations. I think that in the same way, it is good that he did not use as many tropes and schemas in this speech and did not make it too ambiguous.

Student #2

1. The primary audience is the citizens of the United States in the members of the United States Armed Forces.
2. The primary purpose of this is to explain the thinking behind withdrawing from Afghanistan and thanking the troops for their service and bravery.
3. I believe that logos is the primary method of persuasion because he strikes a lot of comparisons and notes consequences of actions.
4. It helps us put things into perspective with the use of numbers and it helps us weigh the pros and cons of the situation.
5. Cause-and-effect, consequences, and statistics were the most prevalent topoi used in the speech.
6. It helps put things in perspective and lets the reader know why certain decisions were made.
7. I believe that he uses schemes more often in the speech because I was not really able to find any similes and metaphors.
8. They were peripheral to the purpose of the speech.
9. I believe that he was at a very big disadvantage when giving the speech because we withdrew from Afghanistan in such a sloppy way. We killed 13 Americans, left a bunch of people behind, cut ties with all of the Afghan allies that we had. Also, we compromised the names of all the Afghani people that helped us and now not only them, but their families are going to be hunted down and killed by the Taliban. We left the Taliban with a bunch of our military equipment that our troops will have to eventually fight against. We are a laughingstock to all of the other countries because we look weak and like our country is in shambles. Finally, many people have made it very clear that they don't want Biden to show up to the 9/11 Memorial that will be taking place because of his careless actions.
10. I believe that whoever wrote his speech tried the best they could to make light of the situation, but it is hard for this speech to be "successful" due to the circumstances.

Outline #3 – Cluster Criticism

Student #1

One of the words that Trump uses a lot as a god term is 'our', which shows up about 15 times in the speech. He uses this word to disassociate his audience members with BLM protesters and other supporters of the protest. A lot of times the phrase to go along with this word is 'our nation' or 'our great country' (paragraph 1). Here he is talking about defending the country and the American people. This communicates to the audience, not only that the protesters are not considered to be part of the us and 'our' he talks about, but are dangerous and need to be fought. In the same way he says 'our nation has been gripped by professional anarchists...' which propagates the idea that the angry protesters are not included in the nation that he talks about. Another way he uses 'our' is to talk about the Capital building (paragraph 10) which he claims needs to be protected. This instills fear in the audience and makes them think that they are in more danger from this protesting group than they really are. He also uses the word 'our' to talk about a historical building that was ruined by the protesters (paragraph 4). This communicates the idea that the 'mob' is threatening the historical roots of America, and that not only do American people need to be protected, but American history and ideals. In paragraph 6 he says that America needs creation and healing, not destruction, and says that it is 'our mission, and we will succeed'. By calling it 'our mission' he is calling upon all of his followers to make what they see as a wrong, right. He is mobilizing the group to act on the 'injustices' of the mob. Finally, he uses the word 'our' to talk about 'our seven o'clock curfew' that will be strictly enforced. The curfews, in most cases, were put in place by city and state officials. By taking credit for this curfew and the enforcement of it, Trump is giving himself more credibility in this situation than he has. Conversely, two closely related devil words that Trump uses throughout the speech are violence and destruction. At one point Trump says that he will 'stop the violence and restore security' (paragraph 7) in America. This drives the point home that he condemns the actions of the protestors and makes the differentiation between 'us' and 'them'. Another time in the speech he says that he calls on officials to remain in place until 'violence has been quelled'. Here he is reminding the audience of the power that he has in this situation as the Commander-in-chief, and the control he has over the National Guard and other law enforcement bodies, while also reminding the audience that even though they are safe, this group of people is someone to fear. In another use of the word, he states that Antifa and other like groups are 'instigators of this violence'. Here he is scapegoating a group to be able to place the blame somewhere so that his audience has a place to direct their anger. He describes the actions of this group as 'wanton destruction of property', gives a sort of simplicity to the dispute and deepens the audiences sense that they are fighting a group that is blatantly being unjust to property owners. It doesn't give room for debate about the nature of the protests, but immediately makes them the enemy. Finally, another time this is used by Trump is when he says 'the destruction of innocent life and the spilling of innocent blood is an offense to humanity and a crime against God' (paragraph 5). Trump uses this sentence to show audience members that he does not oppose the message that the protesters are sending, but against the violence that they are inciting. The 'violence' and 'destruction' that these people were causing to 'our nation' gave Trump a way to criticize the movement without having to be racist or demean the suffering of George Floyd and numerous other black Americans. The protesting group is only a 'terror' to the nation because of the rhetoric that he uses to achieve that in his speech, and the way that he creates the divide between 'us' and 'them'.

Student #2

God term: justice

1. peace
2. law
3. security
4. protect
5. will

Devil term: riots

- 1.mob
2. Antifa
3. criminals
4. destruction
5. domestic terror

In this speech, Trump talks about the death of Floyd and how he will not die in vein. He also mentions multiple other instances of people dying and being beaten all around the country. He aims to tie these instances in with rioters and looters. Blaming organizations like Antifa for the influence on these violent crimes and backlash. The word "will" is used 17 different times in this speech. It is used when referring to justice being served (paragraph 2), and we as a country "will succeed" and "we will end it now" (paragraphs 5,7); when referring to the violence and nonsensical riots. It seems as if the use of the word "will" is used when talking about enforcing certain disciplinary actions. His repetitive use of the word "will" is trying to prove that he will make sure to put these actions in place and solve these problems. Finally, Trump talks about how restoring law and order will help you, your families, and businesses.

Outline #4 – Burkean Criticism

Student #1

Through a Burkean lens, everything is drama. Therefore, this commencement speech by Ursula K. Le Guin, from Mill College in 1983, can be analyzed as such. The act, or what took place, is the speech by Ursula. The scene, or the background of the act, is Ursula's commencement ceremony, where she spoke in front of her classmates and professors, both male and female. The agent, or person performing the act was Ursula, a female college graduate. The agency, or tools used to communicate, is Ursula's voice, presumably with a microphone at a pulpit. The purpose of this commencement speech is to serve as a reminder to the women that she is graduating with that they are educated. Ursula is working to persuade them not to fall into the shadow of a male, but to continue to work towards a goal. She reminds these women that failure and darkness is inevitable. She wants her fellow women graduates to recognize and reject the male dominated world and separate to an extent to achieve life goals on their own terms. Ursula charges these women to not be ashamed of being women, but to own it and get what they deserve in life, whatever it may be. Given these 5 aspects of the drama, the motive of this speech was for Ursula to show her fellow women graduates that they don't need to fall into the same patterns as other women in society after graduating, but have the means to control their own lives and the things they achieve and don't achieve in an inherently male dominated world.

One of the ratios that is important to look at in this situation is scene:act, which is when the act is a result of the scene. In this case, the act is the speech, and the scene is the commencement ceremony. This ratio would place importance on the act being able to happen because of the aspects of the scene. The speech was written carefully by Ursula because of the platform and audience she knew she would have at the commencement ceremony. She crafted her words and created the act in a way that would resonate with her intended audience. Therefore, the speech, or the act, was a direct result of the context surrounding it.

Another ratio to look further into is agency:purpose, which would state that the purpose is a result of the agency. The purpose of this speech is for Ursula to inspire women graduates to live up to their education and reject the societally male-dominated world. The agency of this speech is her literal soap box, or the place on the stage she had in which to make her points. Without having that physical space to voice her opinion, she either would not have, or the impact of it would have been much different. Therefore, the agency of her speech allowed it to be what it was and for the purpose to get across to the masses.

Along those same lines, scene:act, meaning the act is a result of the setting, is also applicable. This means that the speech itself is a result of the setting. Similar to the scene allowing Ursula to make her points and have a purpose, the setting allowed the act to happen. Having the opportunity to talk in front of all of her classmates and teachers allowed the act to happen. Had the scene not occurred, the speech (act) maybe never would have happened, or it would have happened in a different setting.

Analyzing this speech as drama helps to make sense of Ursula's intentions with this speech, and how each of the elements of the pentad helped her achieve her motive with the speech.

Student #2

Ursula LeGuin delivers a very interesting commencement speech to the students of Mills college. This speech is directed towards women to remind them that there are societal flaws that make society focused on all things predominantly male, but that women are just as strong and independent enough to not have to be held down by men. She directs this speech in particular to the liking of women by bringing light to a few different things. She starts off by mentioning that since commencements are associated mainly with men, for men, the caps and gowns are more suited for men and a terrible look on women. She focuses on how society is set up to focus on men and uses “dark” frequently to reference not only pain and sorrow, but also as a place that women are forced to live in. There are two main Burkean lenses that I would like to look at this commencement address through. I believe that Burke’s Definition of Man would be a good lens to look through because it correlates with men’s nature to be dominant and in all positions of power. Also, Burke’s Pentad will be an interesting lens because you can use terms such as act, actor, agency, scene, and purpose to analyze why these societal flaws are taking place.

The first lens that I would like to analyze the speech through is Burke’s Definition of Man. This theory states that man is “the symbol-using animal, inventor of the negative, separated from his natural conditions by instruments of his own making, and goaded by the spirit of hierarchy.” Within that, I would like to first focus on men’s ordering of society and how we are goaded by hierarchy. Most things in society or male oriented. Men hold all positions of power and have set up rules to be in their favor. Women feel that they are in the shadows of men and are not able to express themselves like they want to. In paragraph eight, Le Guin talks about how women are largely excluded from society and it is a man’s world focused on institutionalized competition, aggression, authority, and power. This ties in with Burke’s idea of being goaded by the spirit of hierarchy because it correlates with men being drawn to order and status.

In the second paragraph, Le Guin says that this is a man’s world and it talks a man’s language. Also in the second paragraph, she mentions that it would be very hard to tell Margaret Thatcher from Ronald Reagan by anything that they say. She uses the word language pretty frequently to emphasize that even language is in favor of men. She believes that men’s words are words of power and that men use them pragmatically. This ties in with the “symbol using animal” part of Burke’s theory. Men are negatively using the symbol of language, resulting in negative laws, inequality, and a strict ordering to society. Also, this relates to the “inventor of the negative” aspect. He says that men are the inventor of the negative and it is something that keeps morality in check. He also believes that language almost implies a sense of negativity. Next, I would like to look at Burke’s Pentad to talk about the second aspect of the speech, where she references darkness and how that relates to society and life in general.

The five rhetorical elements in the pentad help us analyze the root of things and everything that is involved with them, without missing any important aspects. First comes the act. The act that is being referenced in this commencement address is women being marginalized by society. They believe that since everything is male oriented, they do not feel that they are able to have as much of an impact as they would like to. After that comes the actor; and in this case, that would be men. Men are the ones who are causing women to be marginalized by society and causing them to feel voiceless. In terms of agency, I believe that the agencies would be the implementation of male oriented language and negative laws.

Men's use of aggression, violence, and power is how they have been able to create a society that favors themselves over women. seen in this context is very interesting because I believe that is where her use of "dark" and "darkness" comes into play. While the scene aims to answer the when and where questions, I believe that it can also reference the mood as well. Le Guin uses the word dark six different times in this address. In paragraphs one and two, She uses the phrase "dark place". The first time it is to reference a mindset and state of well-being. The other time, She uses it to refer to the real world and society. I believe the scene that she is referring to in this case is a state of darkness. With that being said last but not least, we have the purpose. The goal of this is to answer the why question. It looks at what door the actor is trying to accomplish. Men being the actors, or trying to accomplish dominance and power. By nature, men are very dominant and want to hold a high position of authority. Being the breadwinners, and what Le Guin refers to in paragraph twelve as Machoman, is the reason behind all of these actions.

Overall, Ursula Le Guin delivers a very interesting commencement speech that is directed toward women, with the goal of reminding them that they are just as prominent as men. She talks about how the use of language is very masculine, and about how this so-called man's world is full of aggression, violence, and power. She also uses the word dart to refer to what society is like with all these issues. I believe that applying Burke's definition of man approach and the pentad together have offered a very good lens to analyze the speech through. Being able to use these two lenses help us understand the root of the systematic issues and the motivation behind them.

Outline #8 – Descriptive Analysis (Term Paper)

Student #1

1. One Tin Soldier is a very deep and multi-layered song, with meanings beyond the literal lyrics. The goal of the rhetor is to simplify the complex problems of the world (at the time of writing). The story told in the song is a parable or allegory meant to make the issues seem black and white. The song villainizes the people seeking only treasure and riches, and makes heroes of those trying to maintain peace. Therefore, the rhetor is trying to make a point about larger society and America's role in that, through the story of a made up kingdom and themes of pride, peace, and war.
2. The story is organized in sequential order, with 3 verses and a chorus in between each. In the first verse, the warring societies are introduced. In the second verse, the poorer valley society decides to ask for some of the treasure that the kingdom possesses, and the kingdom politely declines. In the third verse, the valley retaliates and kills the kingdom people, taking the treasure for themselves. In this same verse, the valley people retrieve the treasure only to find out that the treasure is a stone that says 'peace on Earth'. The chorus tells the audience to love their neighbor in the name of God. In this way, the verses are very metaphorical and implicitly tell the audience a story. The verse however, very explicitly charges the audience to be good people, and explains how to do so. The combination of this implicit and explicit messaging really contributes to the goal of the rhetor, in that it does not specifically talk about the issue at hand, but allows the audience to draw their own connections and conclusions.
3. The rhetor, or in this case the Original Caste who wrote the song, takes on the role of narrator. The singing group is telling the story as viewers of the happenings, not as part of it. In this way, the rhetor almost acts as a God, or all knowing figure. The 4th persona is at play in this song because of its metaphoric nature.
4. The song opens with the lyrics "listen children to a story that was written long ago". This conveys the idea that the kind of conflict that is being criticized in the Vietnam War is not a new story. It shows that history repeats itself. It also calls an audience of all people, as the children of God. Another linguistic tone is the use of irony. For example, in the chorus one of the lines is "go ahead and hate your neighbor, go ahead and cheat a friend". In reality, the rhetor is telling the audience to not do these things, by telling them to do these things. This relates to the main purpose of the song in the way that it teaches a lesson to the audience.
5. The implied audience of the song is children (people of all ages) in America at the time of its writing. Though the singing group that wrote this song was from Canada, I think that they wanted it to have effects on American culture. Specifically, the people that probably heard this song were counter culture, Vietnam war protesters, that already held the ideals that the song teaches. I think another audience, because of the connection to God and religion, was religious people in order to appeal to their morals and values. Another intended audience was probably people in political power at the time, however, I doubt that many of those people heard this song, or listened to it in a way that they allowed it to influence them. Therefore, I think that the primary audience was young people that worked to protest the war and the violence it incited.

6. This song involves a narrative, because it tells the story of a made up people. It also involves a fantasy theme around the idea that if everyone was kind to one another the world's problems would be fixed. This song can also be viewed through an ideological lens because it is a metaphor that explains the difference between war and peace. Though the song does not involve the stereotypical idea of a hero trope, it can be analyzed through a mythic lens. It takes place in a disjointed time and takes us out of history to solve historical problems. It can also be looked at through a post-colonial lens, because war is a direct consequence of colonialism and the idea of exerting power over weaker entities.

7. Because of the nature of politics at this time, it poses a barrier to the rhetoric of this song. Many people at the time did not oppose the war in Vietnam, which this song stands for. Therefore, a lot of the people hearing this song would not agree with the message it was trying to send, or would not find it applicable to this situation.

Student #2

1. The goal of the Rhetor is to give an inspiring speech that will give his union army the courage they need to keep fighting and win the war. He does not want his soldiers to be afraid, and wants them to remember what they are fighting for. Some themes that are present in this artifact are good versus evil, courage, loyalty, death, redemption, and patriotism. The requested actions are to keep fighting and not to let your fellow soldiers' deaths be in vain.
2. The introduction stands out because it is very poetic. Saying "four score and seven" is more poetic than saying "eighty seven". He also talks about the founding principles of the United States, which are equality and liberty. The beginning of this is very attention grabbing and sets up the rest of the address very well. The conclusion also stands out because it uses a lot of God terms like devotion, birth, honored, freedom, nobly. He ends it by using a tricolon and saying, " and that government of the people, by the people, for the people, shall not perish from the earth."
3. The persona that Lincoln takes on is that of the commander and chief. He is the leader of the union army and is talking to his troops as if they are about to go into battle.
4. I am not too sure what linguistic tones he uses because I am not able to actually hear him speak, but from the different videos I have watched, he raises his voice towards the end of the address when talking about nobility and unfinished work. He really utilizes pauses in the speech to emphasize certain words and add a sense of suspenseful drama to the speech.
5. The primary audience for this address is the soldiers of the Union army that are fighting under Lincoln's command.
6. One theme that is present in this artifact is consonance because he uses words that start with the letter F in repetition. Another theme is alliteration. He uses alliteration when he says "poor power". Another theme is the use of God terms. Lincoln uses terms like brave, power, nation, liberty, and men, nobly, freedom. He also uses devil terms such as perish, vain, died, forget, struggle. He also uses repetition because the word we is repeated 10 times. He also uses pathos when trying to appeal to the emotions of his soldiers and make them have the courage to fight. He does this by honoring those that have died and talking about how all men should be created equal. He also says that many men have given their lives to this nation so it might live. And finally he mentions that the world will never forget what they did here. The requested actions are to keep fighting and not let the death of their fellow soldiers be in vain. Lincoln also uses contrast a lot when talking about the living and the dead and birth of new freedoms. He uses contrast again when talking about not remembering what was said here, but remembering what was done here. Another rhetorical strategy is the use of values because he's talking about being equal, liberty, freedom.
7. One boundary faced by the rhetor would be that his audience, the soldiers, might be very scared to fight. Lincoln is talking about all of the soldiers that have died before them and this could be very daunting to those soldiers who are looking for a reason to fight. An event that is a significant barrier was the battle of Gettysburg because so many soldiers died there and he wanted to dedicate a plot of land to bury them. This also had to be very scary for all of the soldiers in the army.

Outline #9 – Methods Overview (Term Paper)

Student #1

The method that I will be using to analyze “One Tin Soldier” by the Original Caste, is narrative criticism. In order to do this I will first describe the narrative. I will explain what story the song tells and how this narrative contributes to the larger meaning of the artifact. Then I will assess the coherence and fidelity of the song. Coherence refers to the extent to which the song makes sense, and if it is easy for the audience to understand. Fidelity refers to the believability of the events of the song. This will be assessed by relating the narrative to the underlying meanings associated with the story. Overall, I will be evaluating how well the narrative was able to achieve persuasion based on its story structure.

A strength of narrative criticism is that it explains how stories persuade. In the case of my artifact, and the politically charged context at the time in history that it was written, it gives insight into the thoughts of people at the time and how they were trying to get their voices heard. This song is a mode of political persuasion through a story about seemingly unrelated characters. Fantasy criticism would have also given insight into how these made up characters relate to real world issues. However, narrative criticism allows a connection to be made between why this song was written, what its goals were, and how the characters, setting, and themes of the narrative established that. For this reason, it makes sense to analyze the artifact through this lens.

One of the shortcomings of this criticism is that some artifacts are seemingly narratives, but upon analysis, they are not. In this case, critics are forced to analyze their artifacts in ways that are not productive or best suited for their artifact. However, the artifact that I have chosen is very clearly a narrative. The song tells a very important lesson through the lens of characters in a setting, and it is able to establish a theme. In this way, my artifact is well-suited for this criticism because it is a narrative and tells a very clear story, with a very clear call to action.

Student #2

1. The method that I am going to use to conduct my analysis of the Gettysburg address is the fantasy theme analysis. The first step to this analysis is discerning the groups fantasy themes and seeing how successful the rhetor is at connecting with its target group. The second step of this is Discerning how well the text persuades those who agree with the goal of the rhetor. It's hard to do with giving its audience a good reason to undertake the task. Finally, I will need to see if the importance of the task is tied to the importance of the group, and if the persuasion does or does not occur.
2. I believe that this is a very good method because it is based around trying to find out what makes the group tick, and it looks at how the writer taps into the group members' fantasy themes to persuade them. In this case, the writer is playing into the fantasy theme of rebirth, freedom, and that everyone is created equal. This is also a good choice because we are able to discern how well the text persuades the audience. In this case, the audience is not only Americans but Lincoln's soldiers as well. We have to see if we can steam his match up with the themes of his audience well enough for them to listen to what he is saying. This is very important because he needs to give his soldiers a reason to keep fighting and make them believe in what they are fighting for. I think this method is better than the method criticism method because method criticism focuses more on underlying meanings, while fantasy themes relates more to a cause that everyone believes in, and how the reader is able to bring people together based on like-minded ideas. Another key reason that fantasy theme is the better option is because it has to do with the rhetor talking about an envisioned future. In this case, the envisioned future is a future of freedom, prosperity, and equality of people.
3. Some limitations to this method or that it does not explain all of the successes and failures. Another limitation would be that depending on who your audience is, they can respond negatively to the message because their socially constructed fantasies are different. Another weakness is that it explains only one big picture dimension of a rhetorical moment. Meaning, there are a lot of elements that get glossed over and this can be crucial in coming to an understanding of the tax persuasiveness. Finally, another limitation to the fantasy theme approach is that it has a misleading name because it makes it sound like some of these goals are not applicable to the real world because it has the word fantasy in it; which can cause groups to construct divergent realities.

Outline #10 – Literature Review (Term Paper)

Student #1

Walter Fisher, the author of narrative criticism, says that humans are naturally storyteller creatures (Fisher, Walter). Humans use language and symbols to create narratives that explain the world in an easier and more understandable way. In order for a storyteller to convey a message impactfully, they must know the story very well and deeply understand its meaning. When listening to “One Tin Soldier”, unless the listener already knows the connection to the Vietnam War, it is not necessarily picked up on. Once that connection becomes clear though, it also becomes clear that the Original Caste deeply understood the conflict in Vietnam and their own stance on it when writing the song through a metaphorical perspective. Also, according to Fisher, a narrative must be something that an audience can relate to (Fisher, Walter). “One Tin Soldier”, though it was written in the Vietnam Era, seems to be a timeless piece. During the time that it was written and on the radio, the listeners understood what message the song was conveying and what stance it was taking in the conflict. Today, over 40 years later, the song can still be listened to and related to any conflict. Another aspect of narrative paradigm that Fisher talks about is the believability of the narrative. Though “One Tin Soldier” is an extended metaphor and does not specifically talk about the conflict at hand, the metaphor is realistic. “One Tin Soldier” is a narrative and is an example of one of the ways that humans tell stories and convey messages and meanings to one another.

One major trend in narrative criticism is a shift of focus from elements such as plot, character, and setting, to more detailed elements like theme and structure (Comparative Literature Studies). One example of narrative criticism being used is an analysis of an episode of a TV series Hill Street Blues. The article in particular examines how melodrama is used to establish the narrative of the episode (Deming, Caren J.). It also explores the ways in which film and TV contribute to its effectiveness. Melodrama is considered to be a literary piece that accentuates characters and events in a way that brings a certain emotion out in the viewer. Though “One Tin Soldier” does not have the TV and film aspect, melodrama is present in the way that the characters, plot, and setting are exaggerated in order to get a certain feeling from those listening to the song. In the same way that the analysis on Hill Street Blues dives deeper into the elements of a narrative (such as plot, setting, and characters), my analysis will also extract the meaning of the song by understanding how the elements work together to elicit a response from the viewers. Another narrative analysis focusing on melodrama is “The Melodramas of Memphis: Contending Narratives During the Sanitation Strike of 1968”. It argues the power of narrative as a melodrama on the audience or viewers of the narrative. Narratives in the form of a melodrama have the ability to change attitudes of those that consume it. For this reason, “One Tin Soldier” could be considered a powerful form of melodrama that attempted to change attitudes of the general public in regards to the Vietnam War.

Another trend in narrative criticism that is evident in the “Narrative Analysis of Sexual Etiquette in Teenage Magazines” is the focus on the impact of the narrative on its audience. This article specifically analyzes the impact that rhetoric of teenage magazines has on women and their sense of self (Garna, Ana, Helen M. Sterk, and Shawn Adams). Looking at narrative criticism this way shows if the narrative

achieved its goal or not, which is an aspect left out of many analyses. This way of looking at the narrative criticism will be considered in my analysis. Because of the historical context around “One Tin Soldier” and the point that the composers were trying to make, it is important to understand its potential impact on the consumers of the song. Another analysis showing the impact that narratives can have on society is about hearing attended by Ralph Nader. The analysis explains how a rhetorician can rise to fame as a result of a narrative (Salvador, Michael). This aspect of the trend is less relevant to “One Tin Soldier”, because I want my analysis to focus on the song itself and the cultural impact it had, not necessarily the impact it had on the composers and the subsequent fame it brought them. Both of these analyses, though, focus on the impact that the narrative had on society, or society’s reaction to the song, which is something that I will implement in my analysis.

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Student #2

One of the authors is William Benoit who wrote an article following defensive team analysis about political cartoons and how they relate to the affair between Bill Clinton and Monica Lewinsky. The next author is Ronald Bishop and he wrote an article using the fantasy theme analysis regarding media coverage of Fred Rogers. The third article written by Ernest Bormann uses the fantasy theme analysis to talk about television coverage of the hostage release in the Reagan inaugural in 1982. The last author Mark West uses fantasy team analysis to talk about the Bush administration's tactical narration of the old west fantasy after 9/11.

The first article by William Benoit is one that I want to emulate because he separately talks about the values, motives, and scenarios of the cartoons. I believe this is helpful because the author is able to show how and why a certain rhetorical vision is being created. The second article by Ronald Bishop talking about media coverage of Fred Rogers is something that I want to emulate because it talks about how easy it is for the media to convince people to create certain Fantasy themes regardless of if they are true or not.

The third article by Ernest Bormann regarding fantasy team analysis of television coverage of the Reagan inaugural is an article that I want to emulate because it talks about how Reagan's speech writers use fantasy themes of restoration to appeal to the needs of the conservative political movement in the 80s. This relates to the Gettysburg address in the sense that he's trying to appeal to what is going on during that time, especially when so many people are on different sides of the political spectrum. The last article by Mark West talks about the Bush administration's tactical narration of the old west fantasy after 9/11. This is one that I want to emulate because it talks about coping with the national crisis and reassuring a partisan political base which are two things that Lincoln pushes for in the Gettysburg address.

Term Papers

Student #1

Term Paper

COMM 202

Introduction

In the era of the Vietnam war, political actions were often publicly scrutinized. The war itself was heavily disputed and many Americans wished involvement in Vietnam would cease. Many protests sprung up in this time in history, and internal issues were brought to light, in addition to the war problems overseas. So, this time in history was heavy in protests, fighting for rights, and letting the government know issues were that the public had. Many of the protests at the time were in direct response to the Vietnam war. Because pop culture tends to reflect attitudes and ideas of a time, many movies, songs, and other forms of media portrayed this opposition to the war. Anti-war media tends to appeal to the audience's emotions and morals, hoping to invoke a response. This criticism is about a specific anti-Vietnam war protest song, called "One Tin Soldier", and its attempt to gain an emotional reaction from those listening to it.

This narrative criticism of "One Tin Soldier" will explain how the story within the song achieves a political and moral position and attempts to exert its influence over the listeners, how it represents thoughts and beliefs from the time, and how its structure as a story contributes to its persuasion. Analyzing this artifact through narrative criticism will reveal how the story, at the time of its writing and release, fit in with and changed public perceptions of the war. The analysis will also evaluate how persuasive the artifact is as a narrative. The song "One Tin Soldier", because of its significant connections to history and events from the time, is a helpful in answering these questions. Even without the sociohistorical context, the song is very powerful and has a message that can be related to any time in human history.

Description of the Artifact

"One Tin Soldier" was recorded in 1969 as a counter culture anti-war song. It was written and recorded by a Canadian singing group, The Original Caste, and made the charts in both Canada and the U.S. Since its original release in 1969, it has been remade by many artists including Coven in 1971 (for the movie Billy Jack), and Skeeter Davis in 1972 (Wikipedia). Despite the sad story that the song tells, the tune is very upbeat and seemingly cheery. Interestingly, the first few chords of the song are the same of those of Pachelbel's Canon in D (Antiwar Songs). "One Tin Soldier" is a folktale song that has a much deeper and more complex meaning than it seems.

The song begins by calling children to listen to a story. It then describes a land that had a kingdom on a mountain, and a town in the valley below. The mountain is described as having riches and a treasure hidden beneath a stone. The valley people are jealous of these riches and want to take them for themselves. In the second verse, the valley town decides to send the kingdom a message saying that they want the treasure and warn them that they are prepared to fight for it. The kingdom responds to the message that they only share with their brothers, and the treasure holds all of the secrets of their

kingdom. In the third and final verse, the valley folk storm the kingdom and kill all of its inhabitants. Having won the treasure, they flip the stone to reveal all of the kingdom's riches and secrets, to find no money and only the saying "peace on Earth". The chorus of the song, which happens after verses 1 and 3, essentially tells the listener that we can treat our neighbors, friends, and enemies poorly, but in the end, God will judge our deeds on our way to heaven.

Literature Review

Walter Fisher, the author of narrative criticism, says that humans are naturally storytelling creatures (Fisher, Walter). Humans use language and symbols to create narratives that explain the world in an easier and more understandable way. Storytelling has always been a fundamental part of human nature in this way. In order for a storyteller to convey a message impactfully, they must know the story very well and deeply understand its meaning. According to Fisher, a narrative must be something that an audience can relate to (Fisher, Walter). Without a connection to the story and the person telling the story, its impact is not deep. A story must also have narrative coherence, meaning that the events of the story make sense and can be followed by the audience, and narrative fidelity, which refers to the believability of the story. Therefore, according to Fisher, storytelling is human nature, but a lot of aspects go into making a narrative impactful and purposeful.

One major trend in narrative criticism is a shift of focus in analysis from elements such as plot, character, and setting, to more detailed elements like theme and structure (Comparative Literature Studies). One example of narrative criticism being used is an analysis of an episode of a TV series *Hill Street Blues*. The article in particular examines how melodrama is used to establish the narrative of the episode (Deming, Caren J.). It also explored the ways in which film and TV contribute to its effectiveness. Melodrama is considered to be a literary piece that accentuates characters and events in a way that brings a certain emotion out in a viewer. This can be done through aspects like plot, characters, and the setting, but it adds a more detailed layer in these aspects. In this way, the analysis on *Hill Street Blues* dives deeper these elements of a narrative. Another narrative analysis focusing on melodrama is *The Melodramas of Memphis: Contending Narratives During the Sanitation Strike of 1968*. It argues the power of narrative as a melodrama on the audience or viewers of the narrative. Narratives in the form of a melodrama have the ability to change attitudes of those that consume it. In both of these cases, it can be seen that this trend and shift in narrative criticism from just focusing on plot, character, and setting to deeper aspects like melodrama allow an analysis to understand the impacts of a narrative on the audience.

Another trend in narrative criticism that is evident in the *Narrative Analysis of Sexual Etiquette in Teenage Magazines* is the focus on the impact of the narrative on its audience. Typically, narrative criticism tends to focus on the in-text elements and does not give attention to how narratives function within the audience. This article specifically analyzes the impact that rhetoric of teenage magazines has on women and their self-concept (Garna, Ana, Helen M. Sterk, and Shawn Adams). Looking at narrative criticism this way allows the analyst to understand if the narrative achieved its goal and purpose or not, which is an aspect left out of many analyses. Another analysis showing the impact that narratives have on society is about a legal hearing attended by Ralph Nader. The analysis explains how a rhetorician can rise to fame as a result of a narrative (Salvador, Michael). Therefore, this article is also an example of

how narratives can have an impact on an audience, and why studying these impacts is important and insightful.

Method Description

The method I will use to analyze “One Tin Soldier” by the Original Caste, is narrative criticism. First, I chose this artifact because of its historical significance and the creative way that the Original Caste got their message across. I also gave a description of the artifact, paraphrasing the story that the song tells. My analysis will make connections between what happens in the song and how the narrative it tells contributes to the larger, societal meaning of the artifact. I will analyze difference aspects of the song as a story and understand how it explains the beliefs and ideas from the time and the attitudes towards the Vietnam War. Overall, I will evaluate how well the narrative is able to achieve persuasion based on its structure as a story.

A strength of narrative criticism is that it explains how stories persuade. The goal of rhetoric is to persuade an audience to do, think, or feel a certain thing, and narrative criticism evaluates how rhetoric is able to do that when it is in the form of a story. Specifically, for “One Tin Soldier”, and the politically charged context at the time of its writing, persuasion is very important and a main purpose and goal of the writers. This song is a mode of political persuasion through a story about seemingly unrelated characters. Another strength of narrative criticism is that it allows connections to be made between why an artifact was created, what its goals are, and how the characters, setting, and themes of the narrative establish that.

One shortcoming of this criticism is that some artifacts are seemingly narratives, but once actually analyzing them, it becomes clear that they are not. In other words, narrative criticism is not applicable to everything. In the case that an artifact is not able to be analyzed as a narrative, critics are forced to analyze their artifacts in ways that are not productive or best suited for their artifact. In order to be conducive to narrative criticism, a story must tell a lesson through the use of characters and setting and be able to establish a theme.

Analysis

“One Tin Soldier” is a very deep and multi-layered song with meanings beyond the literal lyrics. The goal of the song writers was to simplify the complex conflicts in the world as the time of writing. The song is sung in very simple words and is easy for people of all ages to understand, which makes the song universal and accessible to all audience. The song provides an easy answer to this problem of the Vietnam war, and to any problem the people of the world could ever face. The song being written as an extended metaphor also helps make the issues seem black and white. It villainizes the greedy valley people only seeking the treasure and riches for their own gain and makes heroes out of those trying to maintain peace. This set up of the story makes it easy to follow, and easy for the audience to decide who is good and who is bad. In this way, the song persuades the audience how to think about each party represented in the song. It simplifies the problem and makes it solely about morals and ethics. Through this notion of good and bad and themes of pride, peace, and war, the writers’ goals are to make a point about larger society and America’s role in the conflict.

The narrative of “One Tin Solider” opens with the words “listen children, to a story, that was written long ago...” (Original Caste). This line establishes that the song is an extended metaphor in many different ways. It is not explicitly stated anywhere in the song that it is about the Vietnam war, and this song could easily apply to other conflicts. This first line also establishes who the intended audience is. Though it calls for children, because of the sociohistorical context, it can be assumed that the audience is the young people that make up the student left, and the majority of the protests happening against the war. The audience though may also be literal children. The way to make change in a society is by appealing to younger generations. Change needs to be made by changing mindsets, and children are most impressionable. As the purpose of this song is to persuade and simplify the Vietnam war conflict, it makes sense that real children may be the audience for the song. By referring to the audience as children, it also provides a communal identity to the listeners as children of God, which unites the listeners together in one cause. By saying “that was written long ago” (Original Caste), this opening line also shows that the story about to be told is not new. History repeats itself, which is why this song could be applicable to almost every conflict the world has ever seen. It establishes that feelings of greed and power are not new and that the conflict brought on by the Vietnam war is not unique but has occurred repeatedly over the years.

Once the audience for the story is established, it proceeds in sequential order. In terms of narrative coherence, the degree to which the sequence of events takes place, the story happens very quickly. The first verse allows the characters and setting to be established. It also introduces the object of interest, the treasure. The second verse introduces the conflict and the rising tension between the two groups, creating suspense. The valley people want a piece of the treasure and the kingdom refuses to share. The final verse includes the climax to action and the subsequent catastrophe that follows, which is the brutal killing of all of the kingdom people in pursuit of the treasure. As the song puts it “the valley cried with anger, ‘mount your horses, draw your swords’. And they killed the mountain people, sure they’d won their just reward. Now they stood beside the treasure on the mountain dark and red” (Original Caste). Therefore, the sequence of the events makes sense, but clearly there is context and information left out. There is no explanation for why the kingdom so blatantly refused to share with the valley, or why the valley didn’t accept the answer of no and go on with their lives. This violence though implies previous conflicts, or power imbalance. However, this also draws a parallel to the Vietnam war from the public’s perspective. The general public didn’t get to see all of the things that led to conflict during this time, but only saw the rising tension between countries, and then the violent action that followed. However, in the song, because of the conflict that rose so quickly, it is implied that tensions had already existed between these two groups. In respect to the Vietnam war, the same can be said, that conflict doesn’t just arise one day, but it is the compilation of many microaggressions and built up tension. Another aspect of narrative criticism at play is narrative fidelity. This refers to the believability of the story. The song is about two clearly made up nations of people, however they are in a state of war, which is a universal idea. Because war, and the lead up to it, is something that all people, especially the audience for this song, can relate to, the story has narrative fidelity.

The chorus that occurs after verses one and three brings a hint of irony into the story. It tells the audience to “go ahead and hate your neighbor, go ahead and cheat a friend. Do it in the name of heaven, you can justify it in the end” (Original Caste). These lines of the song accentuate the purpose of the narrative and further drives home the good and bad/hero and villain themes of the song. These lines also

put a religious pressure on policy makers. Policy makers at the time of the Vietnam war and the general public in America very much relied on God to give them answers. By bringing God into this song, it puts morals into perspective. This contributes to the overall persuasiveness of the narrative and its ability to call the audience to action.

The term ‘tin soldier’ also plays into the larger metaphor of the narrative. A tin soldier usually refers to a toy soldier, cast in metal or lead. In this story, the tin soldiers are the men riding out of battle after slaughtering the people of the kingdom out of greed. The song says, “there won’t be any trumpets blowing come the judgement day, on the bloody morning after one tin soldier rides away” (Original Caste). Literally, this part of the song means that the soldiers are leaving their ruins behind without a scratch on their bodies or their soul. Figuratively, tin soldier refers to the idea that the soldiers committed atrocious acts, but inhumane acts like this don’t affect them because of their armor (Song Facts). Their tin casting takes away their human ability to feel remorse and understand suffering. They so embody their role as a soldier that their connection to humanity becomes muddled. Tin soldiers, and those directing them, are so swept up in their own greed that just war and peace do not matter. The metaphor of the tin soldier is very pronounced in this song, as it is mentioned in each chorus, and is the title of the song. It contributes to the persuasiveness of the song, because it invokes a fear in the audience. In relation to the Vietnam war, families had to see their sons, cousins, nephews, etc., go overseas and become an embodiment of this tin soldier having no choice but to listen to higher ups and taking orders. Soldiers are torn down by people in power so much that they become machines to do the dirty work. They are wired to fight, and become tin soldiers, cast in metal and covered in armor, committing acts of hatred they have no control over. The metaphor sends a very powerful message about what role America is playing in the Vietnam war and why it is being protested. It also solidifies the perspective of the writers and what point they are trying to get across to those listening.

A counter-argument to my claim that this song successfully created a story that could persuade audiences and impact their way of seeing conflict could be that even if the song did all of these things, the audience that heard it would not have the power to make any change. Because the audience was most likely student-left, children, or other people that already opposed the war, the people with policy-making abilities did not hear this song. However, this song was very popular in its time. Many people heard it and answered to the call to action. Policymakers heard the people protesting. Therefore, even if this song was just a drop in the ocean, the waves it made eventually reached those that could make a difference. Even if policymakers did not listen to this song, or any antiwar songs at the time, they felt the influence of them in the cries of outrage from the public that was listening to them.

Conclusion

Narrative criticism uses the idea of all humans being inherent storytellers to better understand stories that are told. Plots, characters, and settings put together in different ways create stories and each story has its own implications on society and gives insight into how storytellers view the world and how they want their audience to view the world. Storytellers have a power to persuade an audience by making them feel, think, and act in certain ways. Therefore, stories are so much more than just plots, characters, and settings. They have historical context, lessons, and connections to the real world.

“One Tin Soldier” is a story within a song that has deep implications on society based on all of its elements. The plot of the story, and setting, the characters, the lesson taught, the historical context, and the call to action all relate to a larger story and societal meaning. Through an extended metaphor the writers of the song exert their influence and ideas about the Vietnam war to their audience and persuade them. The structure of the song in relation to the Vietnam war gives insight into how the public perceived both the war and this song. During public crises like this, media like songs, movies, and TV reflect the ideas of the public. This song is just one example of that during the Vietnam war.

“One Tin Soldier” has themes of inequity, greed, power, and death. It is about differences in politics, in morals, and in actions, and is overall a song about universal ideas that all people can relate to. When I first heard the song, I cried. I knew that the story was of made up people, and I didn’t know exactly which conflict the song was directly pointing to, but I knew the emotion that I was supposed to feel. Almost every person that has ever lived on this earth has seen or heard about acts like the ones done in this song. This is what makes “One Tin Soldier” a successfully persuasive story; it can be applied to any conflict in history. It seems that the war between love and hate is just as natural to humans as storytelling is.

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Artifact: <https://youtu.be/cTBx-hHf4BE>

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Student #2

Introduction

I believe that this artifact is important because this is arguably the most iconic speech ever. The fact that so much was said and only two minutes is truly amazing. He mentions the Declaration of Independence and what our country was founded on which is very important. The purpose of this analysis is to see if I can successfully apply Bormann's fantasy theme analysis to one of the most iconic speeches of all time. Not only that, but by analyzing the speech, I'm hoping that I am able to prove that Lincoln is able to come to a common ground with his audience and see if he is successful in reaching said socially constructed group by playing into the fantasy themes of my artifact. Another reason for this analysis is that I'm trying to look at it through a different lens than one would normally look through. I feel as if the fantasy theme analysis is not used very often, it can be very helpful in discerning what is being said, and if it is getting the point across effectively or not. Another reason that I am conducting this analysis is to try to understand the theme of the text and the text itself. The question that I want to answer is if the Gettysburg address proves that there is a good reason to undertake the task that President Lincoln is proposing, and if he is persuading his audience in an efficient and effective way.

Another reason that I am choosing to look at the artifact through the lens of fantasy themes theory is because this theme emphasizes unifying stories or speeches, and the Gettysburg address is the definition of a unifying address. The address seems to have four different parts. The first part being the situation that the country faces. The second part calls for change in all aspects of society. The third part, calling for a course of action that needs to happen swiftly. Finally, it talks about the centrality of the American people.

Description of Artifact

The Gettysburg address is a speech that President Abraham Lincoln gave while the Civil War was going on. He gave the speech at the soldiers national cemetery in Pennsylvania on November 19, 1863. The speech took place after his union army defeated the confederate soldiers. The main purpose of the speech was to address his soldiers and provide an inspiring speech that gives the union army the wheel to keep fighting, considering they lost a lot of their fellow soldiers in the prior battle. Another reason that he gave the speech at the cemetery was because the cemetery was being dedicated to all of the fallen soldiers in the union army. He wants to make sure that the deaths of the soldiers in the last battle will not be in vain. The speech in total lasted two minutes.

He starts off by talking about the signing of the declaration of independence and talks about the principles that the nation was founded on. Which is that all men are created equal. My main goal of the speech was to abolish slavery and talk about a rebirth of freedom, which in force that slavery shall not happen anymore and that the United States is the greatest country in the world. One great thing about the speech was that Lincoln was able to bring a sense of security to the union. He talks about how the country is founded on the principle of equality and he wanted to stay that way. During this time, so many people wanted the country to come back to the principles that I was originally founded on. Another thing that he focuses on in his address is that we should not forget all of the fallen soldiers and

what they have died for. At the same time, he is also trying to bring a sense of hope to the rest of the country by telling them that no matter what happens, we will still be a great country.

The reason that I am trying to tie in the concept of fantasy theme to my analysis is because Fantasy teams have to do with finding a target audience that has the same desires as you, and connecting to them. The fantasy team analysis focuses on the rhetor trying to persuade a given group. In this sense, Abraham Lincoln is trying to persuade the union army and the rest of the United States to keep their hopes up and to keep fighting. Fantasy themes heavily relate to a cause that everyone believes in, and it aims to find an envisioned future that everyone would like to get to at some point. In the instance of this speech, the envisioned future that Abraham Lincoln is trying to attain is a future where there is no more slavery, and everyone is created equally.

Literature Review

One of the authors is William Benoit who wrote an article following defensive team analysis about political cartoons and how they relate to the affair between Bill Clinton and Monica Lewinsky (Benoit). This article relates to my artifact because it is using a means of persuasion to bring like-minded people together and get them behind a common idea. The next author is Ronald Bishop and he wrote an article using the fantasy theme analysis regarding media coverage of Fred Rogers (Bishop). This relates to my artifact because it is talking about a common view that everybody has of Mr. Rogers, and how that view can be manipulated or changed to make others feel differently about him. This is kind of what was done in my artifact because President Lincoln is taking the problems in America and looking at them through a different lens to get his target audience to feel a certain way. The third article written by Ernest Bormann uses the fantasy theme analysis to talk about television coverage of the hostage release in the Reagan inaugural in 1982 (Bormann). This article relates to my artifact because it talks about how a certain agenda can be said, and if the target audience does not have the same view as the rhetor, then it will be hard to get everyone to get behind what the rhetor is saying. The last author Mark West uses fantasy team analysis to talk about the Bush administration's tactical narration of the old west fantasy after 9/11 (West). This relates to my fantasy theme because it is talking about an envisioned future just like the Gettysburg address is.

The first article by William Benoit is one that I want to emulate because he separately talks about the values, motives, and scenarios of the cartoons. I believe this is helpful because the author is able to show how and why a certain rhetorical vision is being created. The second article by Ronald Bishop talking about media coverage of Fred Rogers is something that I want to emulate because it talks about how easy it is for the media to convince people to create certain Fantasy themes regardless of if they are true or not.

The third article by Ernest Bormann regarding fantasy team analysis of television coverage of the Reagan inaugural is an article that I want to emulate because it talks about how Reagan's speech writers use fantasy themes of restoration to appeal to the needs of the conservative political movement in the 80s. This relates to the Gettysburg address in the sense that he's trying to appeal to what is going on during that time, especially when so many people are on different sides of the political spectrum. The last article by Mark West talks about the Bush administration's tactical narration of the old west fantasy after 9/11. This is one that I want to emulate because it talks about coping with the national crisis and

reassuring a partisan political base which are two things that Lincoln pushes for in the Gettysburg address.

Another article written by Bormann that talks about symbolic convergence theory is applicable to my artifact and theory because it talks about culture and how that relates to ways of living, organizing. The culture consists of shared norms, stories, rites, and beliefs which provide a solid common ground. It talks about the importance of communication. This relates to my artifact because it has to do with fantasy themes in a sense that there is a set of shared beliefs and common ground with everyone, and that is when communication will be most successful. Lincoln is trying to establish a common ground with the American people and the soldiers to have the best chance he can at being persuasive (Bormann, E).

Method Description

The method that I am going to use to conduct my analysis of the Gettysburg address is the fantasy theme analysis. The first step to this analysis is discerning the groups fantasy themes and seeing how successful the rhetor is at connecting with its target group. The second step of this is Discerning how well the text persuades those who agree with the goal of the rhetor. It's hard to do with giving its audience a good reason to undertake the task. Finally, I will need to see if the importance of the task is tied to the importance of the group, and if the persuasion does or does not occur.

I believe that this is a very good method because it is based around trying to find out what makes the group tick, and it looks at how the writer taps into the group members' fantasy themes to persuade them. In this case, the writer is playing into the fantasy theme of rebirth, freedom, and that everyone is created equal. This is also a good choice because we are able to discern how well the text persuades the audience. In this case, the audience is not only Americans but Lincoln's soldiers as well. We have to see if we can steam his match up with the themes of his audience well enough for them to listen to what he is saying. This is very important because he needs to give his soldiers a reason to keep fighting and make them believe in what they are fighting for. I think this method is better than the method criticism method because method criticism focuses more on underlying meanings, while fantasy themes relates more to a cause that everyone believes in, and how the reader is able to bring people together based on like-minded ideas. Another key reason that fantasy theme is the better option is because it has to do with the rhetor talking about an envisioned future. In this case, the envisioned future is a future of freedom, prosperity, and equality of people.

Some limitations to this method or that it does not explain all of the successes and failures. Another limitation would be that depending on who your audience is, they can respond negatively to the message because their socially constructed fantasies are different. Another weakness is that it explains only one big picture dimension of a rhetorical moment. Meaning, there are a lot of elements that get glossed over and this can be crucial in coming to an understanding of the text persuasiveness. Finally, another limitation to the fantasy theme approach is that it has a misleading name because it makes it sound like some of these goals are not applicable to the real world because it has the word fantasy in it; which can cause groups to construct divergent realities.

Analysis

The goal of the Rhetor is to give an inspiring speech that will give his union army the courage they need to keep fighting and win the war. He does not want his soldiers to be afraid, and wants them to remember what they are fighting for. Some themes that are present in this artifact are good versus evil, courage, loyalty, death, redemption, and patriotism. The requested actions are to keep fighting and not to let your fellow soldiers' deaths be in vain. The introduction stands out because it is very poetic. Saying "four score and seven" is more poetic than saying "eighty seven". He also talks about the founding principles of the United States, which are equality and liberty. The beginning of this is very attention grabbing and sets up the rest of the address very well. The conclusion also stands out because it uses a lot of God terms like devotion, birth, honored, freedom, nobly. He ends it by using a tricolon and saying, "and that government of the people, by the people, for the people, shall not perish from the earth."

The persona that Lincoln takes on is that of the commander and chief. He is the leader of the union army and is talking to his troops as if they are about to go into battle. I am not too sure what linguistic tones he uses because I am not able to actually hear him speak, but from the different videos I have watched, he raises his voice towards the end of the address when talking about nobility and unfinished work. He really utilizes pauses in the speech to emphasize certain words and add a sense of suspenseful drama to the speech. The primary audience for this address is the soldiers of the Union army that are fighting under Lincoln's command. One theme that is present in this artifact is consonance because he uses words that start with the letter F in repetition. Another theme is alliteration. He uses alliteration when he says "poor power". Another theme is the use of God terms. Lincoln uses terms like brave, power, nation, liberty, and men, nobly, freedom. He also uses devil terms such as perish, vain, died, forget, struggle. He also uses repetition because the word we is repeated 10 times.

He also uses pathos when trying to appeal to the emotions of his soldiers and make them have the courage to fight. He does this by honoring those that have died and talking about how all men should be created equal. He also says that many men have given their lives to this nation so it might live. And finally he mentions that the world will never forget what they did here. The requested actions are to keep fighting and not let the death of their fellow soldiers be in vain. Lincoln also uses contrast a lot when talking about the living and the dead and birth of new freedoms. He uses contrast again when talking about not remembering what was said here, but remembering what was done here. Another rhetorical strategy is the use of values because he's talking about being equal, liberty, freedom. One boundary faced by the rhetor would be that his audience, the soldiers, might be very scared to fight. Lincoln is talking about all of the soldiers that have died before them and this could be very daunting to those soldiers who are looking for a reason to fight. An event that is a significant barrier was the battle of Gettysburg because so many soldiers died there and he wanted to dedicate a plot of land to bury them. This also had to be very scary for all of the soldiers in the army.

Conclusion

This artifact is significant to me since it contains possibly the most famous speech ever given. It's incredible that so much was conveyed in barely two minutes. He brings up the Declaration of Independence and the principles upon which our country was established, which is really significant. The goal of this study is to see whether I can apply Bormann's dream theme analysis to one of history's most famous speeches. Not only that, but I'm hoping that by studying the speech, I'll be able to show that Lincoln is able to reach out to his audience and see whether he is effective in reaching out to this

socially created group by playing into the fantasy elements of my artifact. Another reason for my study is that I'm attempting to see it through a different lens than most people do. Although I believe fantasy team analysis is not widely employed, I believe it may be quite useful in determining what is being stated and whether it is being communicated successfully or not. Another reason I'm doing this study is to try to grasp the text's theme as well as the text itself. I wanted to investigate if President Lincoln's Gettysburg address indicates that there is a compelling reason to accomplish the work he proposes.

Another reason I'm using fantasy themes theory to examine the artifact is that this theme stresses uniting stories or speeches, and the Gettysburg Address is the definition of a unifying address. The location appears to be divided into four sections. The first section discusses the country's current state. The second section emphasizes the need for reform in all parts of society. The third section, which calls for an immediate course of action. Finally, it discusses the importance of the American people.

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Appendix G – Grades

Term Paper Grades

	possible	A	B	C	F	H	Student #1	P	Student #2	W	mean	pct
Thesis Statement	5	4	4	5	4	4	5	4	4	4	4.222222	84.44%
Inferential Structure and Consistency	10	8	8	10	8	8	10	8	9	9	8.666667	86.67%
Argument and Evidence Strength	15	12	14	14	13	12	15	12	11	14	13	86.67%
Consideration of Counterarguments	10	6	6	8	9	8	10	8	8	8	7.888889	78.89%
Insightfulness, Creativity, Novelty	5	4	4	5	4	4	5	5	4	5	4.444444	88.89%
Explanation and Analysis of Topic	15	12	13	15	14	13	14	13	13	14	13.444444	89.63%
Exposition, Analysis, and Evaluation of Relevant Literature	15	13	15	15	12	14	15	12	14	12	13.555556	90.37%
Integration of Context	10	10	9	9	9	8	9	9	8	8	8.777778	87.78%
Roadmapping	5	3	3	5	4	4	5	4	5	4	4.111111	82.22%
Structure	5	3	4	5	5	4	5	4	3	4	4.111111	82.22%
Readability/Understandability	5	4	5	5	5	5	5	5	5	5	4.888889	97.78%
Total	100	79	85	96	87	84	98	84	84	87	87.111111	87.11%
Learning Objective Assessment												
Writing Ability		8	5	10	8	7	10	7	9	9	8.111111	
Selection of Method		10	10	10	9	7	10	7	5	10	8.666667	
Justification of Method		5	8	9	8	7	9	9	7	9	7.888889	
Review of Literature		5	5	8	7	5	9	5	9	5	6.444444	
Application of Method		7	7	10	9	7	10	7	5	7	7.666667	
		70%	70%	94%	82%	66%	96%	70%	70%	80%	78%	

Final Exam Grades

Learning Outcomes	possible	A	B	C	F	H	Student		Student		mean	pct
							1	P	2	W		
1 Identify a method	10	10	10	10	10	10	10	10	10	10	10	100.00%
Distinguish between rhetoric and other humanistic methods	10	8	5	10	5	5	10	8	10	10	7.888889	78.89%
3 Identify strengths and weaknesses of methods	10	10	8	10	10	10	10	6	10	10	9.333333	93.33%
4 Identify strategies within a message	10	10	10	10	10	10	10	8	10	10	9.777778	97.78%
5 Identify strategies specific to a method	10	10	10	10	10	10	10	10	7.5	9	9.611111	96.11%
Apply a method to a text, identify strategies within a message, analyze a text using a particular method	25	20	17	23	20	20	25	22	20	22	21	84.00%
6a Apply method	10	8	7	8	10	10	10	10	10	10	9.222222	92.22%
6b Identify strategies	5	2	0	5	5	5	5	5	5	2	3.777778	75.56%
6c analyze text	10	10	10	10	5	5	10	7	5	10	8	80.00%
Identify a method, strengths and weaknesses of methods, identify strategies specific to the method	25	18	17	22	25	15	23	23	25	25	21.44444	85.78%
7a identify method	5	5	5	5	5	5	5	5	5	5	5	100.00%
7b outline method	10	8	5	8	10	5	8	10	10	10	8.222222	82.22%
7c strengths and weaknesses	10	5	7	9	10	5	10	8	10	10	8.222222	82.22%
total	100	86	77	95	90	80	98	87	92.5	96	89.05556	89.06%