

University of Florida
College of Liberal Arts and Sciences
Dial Center for Written and Oral Communication

Spring 2020
COM 4930 – Rhetoric of 9/11

Class #: 11331 Sec: 31C7 MWF 9:25-10:25am ROL 207

Instructor: Amy Jung, PhD ajung@ufl.edu
Office: 414 Rolfs Hall
Office hours: MWF 10:30-11:30am
Website: <http://lss.at.ufl.edu> (Canvas)

Note : This is a tentative syllabus—assignments and schedule may be altered as necessary.
This syllabus and any changes will be posted on Canvas.

Texts: Foss, S. K. (2018). *Rhetorical criticism: Exploration and Practice*, 5th Ed. Long Grove, IL: Waveland.

Other materials may be distributed or assigned in class.

Course Description: On September 11, 2001 three planes hijacked by terrorists flew into the World Trade Center towers and the Pentagon, and one crashed in a field in Pennsylvania. The public perception and response to this series of events has impacted U.S. travel, security, immigration, and military fronts. Speeches, photos, and memorials are just some of the ways that this event has impacted U.S. actions and attitudes, and therefore policies, over the past 18 years. Focusing on public communication since and surrounding 9/11, this course “invites students to engage in a process of thinking about symbols, discovering how they work, and why they affect us” (Foss). Using multiple theoretical frameworks we will examine and critique 9/11 rhetorical acts and will produce written works using these theories.

Learning Outcomes:

9/11 Student Learning Outcomes: This course will provide you with both a theoretical understanding of and practical experience with both 9/11 and rhetorical criticism. At the completion of this class, you will have demonstrated the following:

1. Knowledge of the primary events that cemented 9/11 into U.S. collective memory.
2. An understanding of the primary audiences and messages found in 9/11 rhetoric.
3. An ability to critique the role these 9/11 messages in developing U.S. policies and perspectives.

Rhetoric Student Learning Outcomes: This course will provide you with both a theoretical understanding of and practical experience with both 9/11 and rhetorical criticism. At the completion of this class, you will have demonstrated the following:

1. Knowledge of the ways 9/11 functions as a part of U.S. collective memory.
2. An understanding of how symbols function in rhetorical acts.
3. Familiarity with multiple theoretical lenses used for conducting rhetorical criticism
4. The ability to employ diverse methods of criticism to examine a piece of rhetoric.

Accommodations:

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodations. Students with disabilities should follow this procedure as early as possible in the semester in order to allow us to provide the most effective support.

Students with any accommodations should arrange a meeting with the instructor during the first week of class (and ideally before the end of drop/add) to discuss how we can work together to meet the students' needs and still adhere to the essential elements/functions of the course in regards to attendance and class participation.

Technology:

You are encouraged to bring your laptop or other relevant technology to class to take notes and increase our collective brilliance. Technology is to be used only for purposes directly related to the class content and information. You may not view/respond to emails during class. You may not conduct unrelated searches during class. If you are discovered to be using your technology for purposes other than listed here, you will be asked to immediately leave the class and will not receive credit for the session or any activities conducted during class.

NO TEXTING. Cell phones should be turned to vibrate while in class and on silent or off when students are presenting. No phone calls should be accepted while in class except in the case of an emergency. If you anticipate that you will need to accept a phone call or text during class time, please discuss the situation with me in advance of the class's start.

Academic Integrity:

Use of someone else's ideas, words, or organization without giving them due credit is defined as plagiarism. To avoid any appearance of ethical misconduct, use follow APA style for documentation and give due credit in any written or presented work you submit. When in doubt, cite your source or ask me for clarification.

All submitted work during the course, written or oral, will be the student's personal, original work, with credit given to sources used. If a student violates this understanding, evaluations of work must be affected accordingly and if necessary, adjudication will be processed by procedures approved by the University of Florida Honor Court. Please note the full UF Honor Code and conduct policies here: <https://catalog.ufl.edu/ugrad/1617/advising/info/student-honor-code.aspx>.

Attendance Policy:

The Roll Sheet will be circulated at the beginning of each class. If you are late and miss signing in, you must come to me after class to change your absence to a tardy. Three tardies or early departures are equal to one absence. If you ask permission to leave early to study for an exam or other reason, I will always say yes, but you will still be considered 'leaving early' and receive a 1/3 absence (unless you leave a full period/hour early and in that class, it counts as one absence).

You are allowed 3 absences (3 hours) for whatever reason, so it is not necessary to explain why you missed class. However, you do not get extra sick days excused if you used the 3 hours for visiting people, vacation, studying for an exam, etc. There is no excused and unexcused. Therefore, use your 3 hours wisely. If you have university business, or are hospitalized and expect that to exceed your 3 hours of class, you must provide documentation that shows you had to use up your 3 absences and then some. Here is the point deduction for absences over 3 hours:

4th hour = automatic minus 20 points from participation grade

5th hour = minus 40 points

...and so on, with each additional absent hour worth a reduction of 20 more points

*Once all participation points are used up, points will be deducted off of the final grade.

If you are not present you are not able to participate, which will impact your participation and intellectual development.

Assignments:

All assignments must be submitted before the end of the day on dates indicated in the syllabus or in class. If you are absent it is your responsibility to get and complete the assignments by the due date to receive credit. Papers will be penalized 10% for each calendar day late. If you are late or absent on a debate day, you cannot be moved to another day. Keep a record of all your grades in order to calculate your overall grade. Use the scale provided to assess your course performance. Be certain to keep all materials for the class until your final grade has been issued, in case any questions come up.

Grading**Points available**

<i>Attendance and Participation</i>	100
<i>Timeline of 9/11 Events</i>	100
<i>Selection of Artifact</i>	100
<i>Analysis #1 Paper</i>	200
<i>Analysis #2 Paper</i>	200
<i>Analysis #3 Paper</i>	200
<i>Presentation of one Analysis paper</i>	100

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

A = Excellence and consistency. Mastery of subject matter and application.

B = Solid mastery of subject matter and application but some lack of excellence or consistency.

C = Adequate understanding of subject matter and application. Minimum requirements met.

D = Inadequate understanding or application of subject matter or application. Lack of consistency.

F = Failure to demonstrate comprehension or application of subject matter.

Social Contract: Wrestling with different approaches to ideas and arguments can be challenging intellectually, socially and emotionally. Discussions during this class should allow and encourage participants to engage in the issues honestly and competently. Part of the task of this course is to equip you with the skills and confidence to respectfully grapple with the perspectives of others while maintaining an ethic of respect. This will require everyone to be prepared for discussions and to consider various perspectives with respect and concerned engagement. In class we will enact a “feminist ethic of listening” and “conscientious turn taking.” If you have not done the reading, please be selective in saying anything. If you have completed the reading, please speak – even if you are only explaining what you didn’t understand.

You voluntarily enter this contract by maintaining your enrollment in this class.

If you remain enrolled in this course you acknowledge that you have read the syllabus and have been offered an opportunity to ask questions about it. If you remain enrolled, you indicate that you understand and agree to the requirements of this course.

Tentative Schedule (may change as needed). A minimum of 40 contact hours will fulfill the requirements of this 3-hour course.

Week	Date	Reading Due	Assignments Due
1	1/6	Orientation to the course	
	1/8	What is 9/11	
	1/10	What is Rhetoric - Pg 3-6	
2	1/13	What is Rhetorical Criticism - Pg 6-8	
	1/15	Rhetorical Criticism of 9/11	
	1/17	Doing Rhetorical Criticism - Chap 2	
3	1/20	NO CLASS - MLK day	
	1/22	Cont'd & Collective Memory	
	1/24	Los Angeles Times after 9/11	Timeline of 9/11 events due
4	1/27	Neo-Aristotelian - Chap 3	
	1/29	Sample article	
	1/31	Application to 9/11 artifact	Artifact #1 chosen

5	2/3	Cluster - Chap 4	
	2/5	Sample article	
	2/7	Application to 9/11 artifact	
6	2/10	Fantasy-Theme Chap 5	
	2/12	Sample article	
	2/14	Application to 9/11 artifact	
7	2/17	Feminist - Chap 6	Analysis #1 due
	2/19	Sample article	Artifact #2 chosen
	2/21	Application to 9/11 artifact	
8	2/24	Generic - Chap 7	
	2/26	Sample article	
	2/28	Application to 9/11 artifact	
9	3/2	Spring Break	
	3/4	Spring Break	
	3/6	Spring Break	
10	3/9	Ideological - Chap 8	
	3/11	Sample article	
	3/13	Application to 9/11 artifact	
11	3/16	Metaphoric - Chap 9	Analysis #2 due
	3/18	Sample article	Artifact #3 chosen
	3/20	Application to 9/11 artifact	
12	3/23	Narrative - Chap 10	
	3/25	Sample article	
	3/27	Application to 9/11 artifact	
13	3/30	Pentadic - Chap 11	
	4/1	Sample article	
	4/3	Application to 9/11 artifact	
14	4/6	Generative - Chap 12	
	4/8	Sample article	
	4/10	Application to 9/11 artifact	
15	4/13	Presentations	Analysis #3 due & Presentations
	4/15	Presentations	Presentations
	4/17	Presentations	Presentations
16	4/20	Presentations	Presentations
	4/22	Wrap-up	
	4/24	Reading Day	