Presidential Rhetoric
HONS 3199: Readings
Fall 2020, Section h10 (Tuesday, 4-4:50 p.m.)

Dr. John Gooch

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Instructional Mode	Remote/virtual learning (See https://www.utdallas.edu/fall-2020/fall-2020-registration-information/ for a description.)
Course Platforms	MS Teams and E-Learning (Discussion Boards)

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Course Description

Rhetoric has always been integral to the American presidency in that no one person's speeches and writings receive more attention and criticism than those of the individual holding this office. From George Washington's writings to Abraham Lincoln's speeches to Barack Obama's use of social media, the rhetoric of the American president continues to advance domestic and foreign policies, set political agendas, and embody the values of a nation. This semester, we will study these written, spoken, and digital examples as well as examine the rhetorical strategies different American presidents have used to persuade audiences throughout the nation's history.

Student Learning Objectives/Outcomes

Upon completing the class, students will be able to:

- Describe the function of argument and language in presidential speeches and writings
- Explain the context of instances of presidential rhetoric in American history
- Analyze the political, social, and/or economic controversies surrounding each example of presidential rhetoric
- Demonstrate in writing the skills of rhetorical analysis as applied to examples of presidential rhetoric (e.g., speeches, writings, social media)

Required Text

Waldman, Michael, editor. *My Fellow Americans: The Most Important Speeches of America's Presidents, from George Washington to Barack Obama*. Second edition. Sourcebooks MediaFusion, 2010. ISBN: 978-1-4022-4367-7

Recommended Texts and Readings

Eldenmuller, Michael E., editor. *AmericanRhetoric.com*.

Longaker, Mark Garrett, and Jeffrey Walker. *Rhetorical Analysis: A Brief Guide for Writers*. Pearson Education Inc., 2011. ISBN: 978-0-205-56570-2

Medhurst, Martin, and Paul Stob, editors. *PresidentialRhetoric.com*.

Other Required Readings (Uploaded to E-Learning)

Jefferson, Thomas. "Expedition to the Pacific: Instructions to Captain Lewis." *Thomas Jefferson: Writings – Autobiography, Notes on the State of Virginia, Public and Private Papers, Addresses, Letters*. Merrill D. Peterson, editor. The Library of America, 1984. 1126-32.

Washington, George. "Proclamation Concerning the 'Whiskey Rebellion,' September 25, 1794." *George Washington: Writings*. John H. Rhodehamel, editor. The Library of America, 1997. 882-84.

Course Format

This semester, we will meet virtually once a week. Unless you have chosen to take the course asynchronously (see page 3), you will log on to Microsoft Teams at 4:00 pm every Tuesday afternoon beginning August 18 and ending November 24, 2020. This course makes use of online tools for interaction and communication. Some external communication tools such as regular email and a web conferencing tool may also be used during the semester. For more details, please visit the Student eLearning Tutorials (https://ets.utdallas.edu/elearning/students/current/tutorials) webpage for video demonstrations on eLearning tools.

Under normal circumstances, I will answer student emails and discussion board posts within three (3) working days.

Course Policies

General Policies and Course Expectations

- Students who fail to submit one or both of the major essay assignments will fail the course.
- A published and recognized style guide (e.g., MLA, Chicago, Turabian) in its most recent edition is required for source citation and bibliographic, "References," or "Works Cited" pages.
- Students will attend class prepared by completing the reading and participating actively in discussions.

Participation

This readings course requires that you participate actively in class activities and discussions. I am necessarily more concerned with the *quality*, not quantity, of the comments you make in class. I need to see evidence that you are engaged with the reading and also the conversation. Although it may go without saying, paying more attention to your cell phone or laptop computer will suggest to me the opposite of

"engaged participation." Successful participation is defined as consistently adhering to University requirements, as presented in this syllabus. Failure to comply with these University requirements is a violation of the *UTD Student Code of Conduct* (https://policy.utdallas.edu/utdsp5003).

Asynchronous Learning Guidelines
Should you choose to take the course asynchronously, then I will expect you to complete all course requirements and participate weekly on the discussion boards. Students participating asynchronously must make at last two (2) posts per week in response to discussion prompts. I will record each class session and make the video available to all students. You can find additional information about "Asynchronous Access for Fall 2020" on this web site: https://www.utdallas.edu/fall-2020/asynchronous-access-for-fall-2020/.

University Policies
Refer to http://go.utdallas.edu/syllabus-policies for further information including new policies addressing "Classroom Conduct Requirements Related to COVID-19."

Technical Resources and Requirements
In addition to a confident level of computer and Internet literacy, certain minimum technical requirements must be met to enable a successful learning experience. Please review the important technical requirements on the "Getting Started with eLearning" webpage (https://ets.utdallas.edu/elearning/students/current/getting-started).

*Course Access and Navigation**
This course can be accessed using your UT Dallas NetID account on the eLearning website. To become familiar with the eLearning tool, please see the Student eLearning Tutorials webpage (https://ets.utdallas.edu/elearning/students/current/tutorials).

UT Dallas provides eLearning technical support 24 hours a day, 7 days a week. The eLearning Support Center (https://ets.utdallas.edu/elearning/helpdesk) includes a toll-free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service.

*Distance Learning Student Resources**
Online students have access to resources including the McDermott Library, Academic Advising, The Office of Student AccessAbility, and many others. Please see the eLearning Current Students webpage for more information (https://ets.utdallas.edu/elearning/students/current).

*Server Unavailability or Other Technical Difficulties**
The University is committed to providing a reliable learning management system to all users. However, in the event of any unexpected server outage or any unusual technical

difficulty which prevents students from completing a time sensitive assessment activity, the instructor will provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the online eLearning Help Desk. The instructor and the eLearning Help Desk will work with the student to resolve any issues at the earliest possible time.

*Class Recordings**

Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the Office of Student AccessAbility has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the Student Code of Conduct (https://policy.utdallas.edu/utdsp5003).

The instructor may record meetings of this course. Any recordings will be available to all students registered for this class as they are intended to supplement the classroom experience. Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the Office of Student AccessAbility has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. If the instructor or a UTD school/department/office plans any other uses for the recordings, consent of the students identifiable in the recordings is required prior to such use unless an exception is allowed by law. Failure to comply with these University requirements is a violation of the Student Code of Conduct.

*Class Materials**

The Instructor may provide class materials that will be made available to all students registered for this class as they are intended to supplement the classroom experience. These materials may be downloaded during the course, however, these materials are for registered students' use only. Classroom materials may not be reproduced or shared with those not in class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the Student Code of Conduct.

* Section reflects language taken directly from the university syllabus template for Fall 2020.

Assignments

Assignment	Percentage	Due Date
Rhetorical Analysis #1	30%	October 4th (11:59 pm E-Learning)
Rhetorical Analysis #2	30%	December 6th (11:59 pm E-Learning)
Participation/Discussion Boards	40%	N/A

Assignment Expectations

In general, you will submit written essays that reflect:

- Clear thesis and focus
- Effective organization that demonstrates discrete main ideas and supporting premises (good coordination and subordination)
- Good transition between sentences, paragraphs, and major areas of discussion (cohesion and coherence)
- Strong introductions and conclusions
- Varied and cogent stylistic choices related to both diction and sentence structure
- Adherence to conventional grammar and mechanics
- Thorough proofreading
- Attention to formatting concerns (e.g., page numbering, consistent font usage)
- Accurate and appropriate citation according to an academically recognized and accepted style guide (e.g., MLA, Chicago)

I will automatically reduce your grade on any assignment by one letter grade for the following:

- Significant errors in formatting in-text citations and/or "Works Cited" or "References" pages (i.e., general sloppiness with formatting for citations)
- Carelessness in proofreading for typos and/or errors in punctuation or spelling
- Multiple sentence-level grammatical and mechanical mistakes

(**Note**: I will make use of plusses and minuses (e.g., A-, B+) for grades as stipulated by UTD.)

HONS 3199 Schedule, FALL 2020

Aug 18	**Introduction to the Course** What is Rhetoric? What is "Presidential Rhetoric"?
Aug 25	**George Washington** "First Inaugural Address," pages 3-8, *My Fellow Americans* "Proclamation Concerning the 'Whiskey Rebellion,' September 25, 1794" (E-Learning)
Sep 1	**Thomas Jefferson** "First Inaugural Address," pages 17-21, *My Fellow Americans* "Expedition to the Pacific: Instructions to Captain Lewis," (E-Learning)
Sep 8	**Abraham Lincoln** "Gettysburg Address," pages 53-56, *My Fellow Americans* "Second Inaugural Address," pages 57-60, *My Fellow Americans*
Sep 22	**Franklin Roosevelt** "First Inaugural Address," pages 95-101, *My Fellow Americans* "Request for Declaration of War Against Japan," pages 118-121, *My Fellow Americans*
Sep 29	**Harry Truman and Dwight Eisenhower** "Address to Congress on Greece and Turkey," pages 129-135, *My Fellow Americans* "Farewell Address," pages 153-157, *My Fellow Americans*
Oct 6	**John F. Kennedy** "Inaugural Address," pages 161-165, *My Fellow Americans*
Oct 13	**Lyndon Johnson** "Address to Congress on Voting Rights," pages 193-202, *My Fellow Americans*
Oct 20	**Richard Nixon** "Address to the Nation on Vietnam," pages 213-223, *My Fellow Americans* "Farewell Address to White House Staff," pages 224-228, *My Fellow Americans*
Oct 27	**Gerald Ford and Jimmy Carter** "Address on U.S. Foreign Policy, April 10, 1975," from http://millercenter.org/president/ford/speeches/speech-5500 "Speech on Energy and National Goals," pages 237-242, *My Fellow Americans*
Nov 3	**Ronald Reagan** "Address to Members of British Parliament," pages 252-261, *My Fellow Americans* "Remarks on the Iran-Contra Scandal," pages 267-272, *My Fellow Americans*
Nov 10	**Bill Clinton and George W. Bush** "State of the Union Address, January 27, 1998," pages 295-302, *My Fellow Americans* "Address to Congress…September 11," pages 305-313, *My Fellow Americans*
Nov 17	**Barack Obama** "Remarks in Philadelphia," pages 323-335, *My Fellow Americans* "Remarks to the House Democratic Caucus," pages 336-345, *My Fellow Americans*
Nov 24	**Donald J. Trump** (TBD)