Instructor: Dr. Noland  
jake.noland@richmond.edu  
Office Hours: W/F 1:30-2:30 Robins 250 and by appt.

**Required Texts**  
Aristotle. *On Rhetoric* 2nd ed. Translated by George A. Kennedy (A)

**Objectives**  
- to recognize and evaluate arguments,  
- to identify and understand logical fallacies  
- to formulate and present strong arguments  
- to recognize and evaluate attempts to persuade in various contexts  
- to consider the role of logic and rhetoric in leadership

**Grading**  
Pop Quizzes: 20%  
Article analysis (1): 10%  
Article analysis (2): 20%  
Mid-term exam: 20%  
Final exam: 30%

**Policies**  
- No laptops, phones, blackberries, etc. in class. Repeat offenders will lose points from final grade.
- Academic dishonesty (cheating), including but not limited to unauthorized help given or received on assignments, plagiarism, or any form of lying, will result in a failing grade for the course.
- Make-up quizzes and tests will only be granted in cases of documented excused absences (e.g. illness, court appearance, school sponsored trip, interview – see instructor for questions about specific cases).
- Rule #76: Learn it. Live it.

**Class and Assignment Schedule**  
W 1/12 Introduction, Read and discuss Declaration of Independence  
F 1/14 (CK) Ch. 1  
W 1/19 (CK) Ch. 2  
F 1/21 (CK) Ch. 3; Article Analysis #1 due at the beginning of class  
W 1/26 (CK) Ch. 4  
F 1/28 (CK) Ch. 5  
W 2/2 Review
Article Analyses

The assignment in both cases is the same; the second assignment is weighted more heavily than the first because students’ performance is expected to improve over the course of the semester.

Students will select one opinion article/op-ed column from a recent (within the 30 days leading up to the assignment due-date) newspaper/journal/magazine. This piece should be of sufficient length and quality to allow for serious analysis but should not be so long or complex that such analysis is impossible to achieve with in the space of the assignment (2 pages typed, DS, 12-pt, Times New Roman, approx 500-600 words). Columnists whose articles would likely be appropriate include George Will, E.J. Dionne, Thomas Sowell, David Brooks, Thomas Friedman, Paul Krugman, Jonah Goldberg, Dana Milbank and Barton Hinkle. Students may also chose articles by columnists whose writing appears only in local or regional papers.

Students should outline the argument in their selected article, explain the conclusion, clarify terms and references if necessary, identify and evaluate premises and inferences, identify strengths and weaknesses of the argument and suggest possible changes or additions that might improve the argument. Given the limited space allotted for this assignment, clarity and concision will be important.

Students should print both their analysis and a copy of their chosen article, staple these together with the article on top, and hand them in at the beginning of class on the assigned day.

Students are not required to turn in rough drafts or submit articles for approval but they are welcome to do so.

Late papers will be penalized two (2) letter grades for each day late.

Readings and Pop Quizzes

Due to the truncated nature of this course we will work through the assigned material quickly. Students are expected to read the assigned chapter prior to class and come to class prepared to discuss the reading and to ask any questions they may have. It is unlikely that we will have time in class to discuss each point in a given day’s readings so students should be sure to follow-up with the instructor during office hours should they
have questions not addressed in class. Students will be responsible for all material covered in the readings, even those points not discussed in class.

Throughout the semester there will be several pop-quizzes that will cover the day’s reading. These quizzes will be short and will be given at the beginning of class – be on time, make-up quizzes will only be allowed in the case of an excused absence/tardiness.