Course Description and Objectives
This course emphasizes research grounded in the theory and practice of rhetorical inquiry. The dominant mode of scholarship with which the course is concerned is rhetorical criticism. We will proceed from the assumption that rhetorical criticism is a creative, pluralistic art. In this course we will investigate contemporary rhetorical criticism in two parallel ways. First, through assigned readings and class discussions, we will survey the theories and practices of rhetorical critics working in the discipline of communication in the twentieth- and twenty-first-century United States. We will read works of criticism and discuss the strengths and weaknesses of the various approaches that critics take to their chosen subjects of study. Second, through independent research projects, students will undertake the practice of rhetorical criticism for themselves. The class readings and the independent projects should inform one another; the readings should assist students in inventing their own critical approaches, and students’ ongoing independent projects should illuminate class discussion.

Course Goals and Objectives
By successfully completing this course, students will be able to do the following:

- Describe, evaluate, and apply key concepts and methods in the field of rhetorical criticism
- Use relevant critical concepts in order to effectively analyze and evaluate examples of rhetorical discourse
- Produce a work of original rhetorical criticism appropriate for conference or journal submission and/or for a thesis chapter
- Explain and recognize self-reflexivity, multiple perspectives and the ethical dimensions of communication in rhetorical contexts
- Critically analyze and evaluate published research articles
- Successfully conduct graduate-level research in rhetorical studies

By achieving these course goals, you also will work towards achieving several Learning Objectives for your MA in Communication Studies.

Required Course Materials:
- WebCampus as indicated on the syllabus/by instructor.

Other Resources
I also strongly recommend that you familiarize yourself with the following resources, which are all available through Lied Library:


**Course Assignments**

Students who wish to earn a passing grade in this course will complete all of the following assignments.

• **Synoptic Papers (30 points each; total of three)**
  DUE by 5:00 p.m. on the Wednesday following each of these class sessions: February 8, 22, and 29; March 7 and 28; April 4. Students will select three of these dates for which to prepare papers. This schedule will be determined during the first week of the semester. In these 3-5-page papers, students will provide thematic reviews and assessments of the readings in one class session. The papers will briefly (1-2 paragraphs) summarize each of that day’s readings, using specific reference to the texts. (Please do not quote lecture notes.) Papers will advance a central claim, highlight common themes among readings, and draw in sufficient detail to demonstrate a grasp of the readings’ key arguments, central concepts, objects of study, and theoretical bases. Beyond these basic requirements, these papers can explore whatever interests you about that day’s readings—focus on one pervasive question, examine links with previous readings or texts from other classes, challenge a problematic claim, or further explore issues about the readings raised in class discussion.

• **Project Proposal (required but ungraded)**
  DUE February 1
  This short proposal (1-2 pages) identifies the artifact(s) that you will analyze during this course and briefly describes the reasons for your selection. I will respond to this paper but will not assign it a formal grade.

  In considering what artifact(s) you might chose, think about your own interests and future projects. If you have selected a thesis/professional paper topic, this course can offer you a good opportunity to write an analytical chapter. If you are exploring possibilities for later projects, this course can provide you the chance to try out one of your ideas. I define “text” and “artifact” very broadly. Appropriate artifacts include speeches, newspaper articles, pamphlets, Web sites, advertising campaigns, legal cases, the rhetoric of organizations (e.g., corporate, nonprofit, governmental), the rhetoric surrounding national or international events, museum exhibitions, memorials and monuments, lyrics of music, photographs, videos, films, performances, textbooks or major examinations, personal papers (diaries, journals, letters, scrapbooks), published academic controversies, or transcripts and interviews. This list is meant to be suggestive, not comprehensive.

• **Intrinsic Analysis (75 points)**
  DUE February 17
  This paper (10-12 pages) is a detailed close reading of the artifact(s) you have chosen. This is a re-creative and evidence-gathering phase of the analysis, in which you are looking for
patterns in the artifact(s) in order to characterize it/them as fully as possible. This paper should include a detailed description of your artifact(s), explain why you have selected this particular artifact(s), advance a preliminary argument for interpretation, and establish priorities, indicating what is characteristic of and distinctive about the artifact(s).

• Extrinsic Analysis (75 points)
DUE March 14
This paper (10-12 pages) is a contextual analysis of your artifact(s). This paper also constitutes an evidence-gathering phase, in which you define and examine the relevant contexts for your analysis. (Relevant contexts might include historical events, prior and subsequent rhetorical action concerning a certain issue or rhetorical action by a specific rhetor, the dynamics of the occasion, the audience[s], ideologies, cultures, the climate of opinion, and other texts.) Again, this paper should advance an argument and should establish priorities, selecting an appropriate rhetorical context and indicating its distinctive features.

• Critical/Theoretical Perspective (45 points)
DUE April 11
This short paper (3-5 pages) identifies and justifies the critical perspective that you plan to use to interpret the discourse. For this paper you should research prior criticism on your topic and the rhetorical concepts/theories that seem especially pertinent to you following your intrinsic and extrinsic analyses. Your critical perspective may be modeled on others’ work, may blend approaches, or may be your own creation. This paper explains the appropriateness of your perspective to the discourse you are analyzing.

• Final paper (125 points)
DUE May 5
This paper (20-25 pages) is a full-blown work of rhetorical criticism. It will elegantly synthesize (not copy and paste) material from the earlier papers in order to describe, interpret, and evaluate the rhetorical artifact that each student has selected. This paper will provide an interpretive argument about the artifact(s) you have chosen, and it will integrate the intrinsic and extrinsic analyses through your critical perspective. No later than Thursday, May 5 by 5:00 p.m., you will submit one copy of this paper to me and copies to three classmates. (Copies to classmates may be submitted via email.) You should also prepare a conference-style presentation of this paper for our final exam period on May 9.

• Critique/Response (15 points)
DUE May 9
In one single-spaced page, you will respond to each of three other students’ final papers. The critique/response should address relevant issues that we raised in class, note strengths, and suggest ways to develop the paper. Imagine yourself as an advisor or a helpful manuscript reviewer who is suggesting ways to improve what has been done. This response can be prepared in prose or outline form. You should also be prepared to present some of your recommendations and/or questions after the authors deliver their presentations on May 9. You will receive a copy of your peers’ papers on Thursday, May 5 at 5:00 p.m. Bring TWO COPIES of each critique/response to class during the exam period, one for me and the other
for the person whose work you have critiqued. Students will earn 5 points for each response, and these points will be earned on a full credit/no credit basis.

- **Seminar Participation and Leadership (75 points)**
  Evaluation of class participation, which is necessarily subjective, is based not merely on the frequency of your contributions, but on the quality of what you say. Quality is a function of various abilities: the ability to exhibit careful preparation of assigned readings, to articulate original insights, to support ideas, to analyze what others say, to see implications beyond the immediate context, to defend a position when questioned, to encourage the participation of others, and to advance the discussion.

  In addition to regular participation in class, each student will also be responsible for formulating discussion questions about the readings for each class session. Each student will prepare at least three discussion questions, which I will use to help guide our conversation in class. Two of these questions should focus on specific readings, and the third should synthesize readings or themes of the day. **Questions should be posted to WebCampus no later than 12:00 p.m. on the day of the assigned session.** Questions should avoid duplicating the work of previous posters. Some tips about working through the assigned readings and formulating good discussion questions can be found in the last pages of this syllabus.

  On May 2, each student will prepare a short handout on an assigned academic journal. We will determine the assigned journals in class on January 25. Come prepared to distribute and discuss the handout you have prepared on the academic journal that you selected. The handout should be designed to introduce the journal to the class, and you should do that in whatever ways seem most appropriate to you. To prepare the handout, review the journal over the last five years. Consider the following questions: How long has this journal been in print? How often is it published? Who is responsible for its publication? How would you characterize the work that it publishes? How would you characterize the target audience? What are the editorial policies (whether explicitly stated or implied in the content)? What are the requirements for manuscript submission (style manual, essay length, etc.)? What would you identify as strengths and limitations of this journal?

**Grading**

Students will earn grades based on their performance in the items outlined above. Grades are assigned according to the following procedure:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Synoptic Papers</td>
<td>90</td>
</tr>
<tr>
<td>Intrinsic Analysis</td>
<td>75</td>
</tr>
<tr>
<td>Extrinsic Analysis</td>
<td>75</td>
</tr>
<tr>
<td>Critical/Theoretical Perspective</td>
<td>45</td>
</tr>
<tr>
<td>Final Paper</td>
<td>125</td>
</tr>
<tr>
<td>Critique/Response</td>
<td>15</td>
</tr>
<tr>
<td>Seminar Participation and Leadership</td>
<td>75</td>
</tr>
</tbody>
</table>

**Total:** 500

Final course grades will be assigned by letter. These letter grades reflect the instructor’s assessment of the student’s work: “A” denotes superior work in all areas; “B” denotes above-
average work; “C” denotes satisfactory work; “D” denotes unsatisfactory completion of the minimal requirements; and “F” denotes unacceptable performance, little learning, and/or failure to complete requirements. Final grades, to be submitted to the University, will be calculated using the following table:

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Letter Grades</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>465-500</td>
<td>A</td>
<td>4.0</td>
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<tr>
<td>450-464</td>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>440-449</td>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>415-439</td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>400-414</td>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>390-399</td>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>365-389</td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>350-364</td>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>300-349</td>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>0-299</td>
<td>F</td>
<td>0</td>
</tr>
</tbody>
</table>

If you have concerns about your performance on a particular assignment, I encourage you to schedule an appointment to meet with me so we can discuss your concerns. For each writing assignment, I will do my best to provide a thorough explanation of the grade you received, as well as comments to help you improve your work in the future. Be sure to review these comments thoughtfully and save them in case you should want to discuss your progress at any point in the quarter.

**Policies and Procedures**

*Attendance*

This course is a seminar. This means that students produce the classroom experience and the instructor facilitates discussion. The success of this course depends on the participation and mutual respect of all students. Thus, students are expected to attend all class meetings, arriving on time, displaying full engagement in any discussions or activities that take place, completing daily assignments, listening actively and attentively to your instructor and your peers, and remaining until class has been dismissed.

Students who must miss class should notify me as far in advance as possible. With the exception of absences due to dire, unanticipated emergencies, you must contact me and explain the circumstances *before* the absence. **Students who miss more than five (5) classes, for any reason, will receive an F in the course, regardless of assignment grades.** Students have the responsibility to consult either the course website or a fellow student in order to obtain information about or documents from the meeting missed. After you have taken advantage of these resources, you may contact me if you have further questions. Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting
modular courses), or within the first 7 calendar days of the course for summer and modular
courses, of his or her intention to participate in religious holidays which do not fall on state
holidays or periods of class recess. For additional information, please visit:

Academic Integrity

Academic integrity is a legitimate concern for every member of the campus community;
all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility
and professionalism. By choosing to join the UNLV community, students accept the expectations
of the Academic Misconduct Policy and are encouraged when faced with choices to always take
the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a
manner compatible with UNLV’s function as an educational institution. An example of academic
misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or
any source, without proper citation of the sources. In order to give proper credit, you must follow
accepted style guidelines to provide truthful, complete, and accurate citations for any ideas or
information that are not your own. As a rule of thumb, no more than 25% of your presentation or
paper should come from external sources. If you fail to cite sources, borrow extensively from
one source, use another student’s work, or otherwise violate the guidelines for academic honesty,
you will jeopardize both your integrity and your grade. At a minimum, per departmental policy,
academic misconduct will result in failure of the course. Furthermore, such cases will be directed
to the appropriate administrative authority for disciplinary action.

In order to prevent violations, all students must read the Student Academic Misconduct
Policy (approved December 9, 2005) located at: https://www.unlv.edu/studentconduct/student-
conduct. The University requires all members of the University Community to familiarize
themselves with and to follow copyright and fair use requirements. You are individually and
solely responsible for violations of copyright and fair use laws. The university will neither
protect nor defend you nor assume any responsibility for employee or student violations of
fair use laws. Violations of copyright laws could subject you to federal and state civil penalties
and criminal liability, as well as disciplinary action under University policies. Additional
information can be found at: http://www.unlv.edu/provost/copyright. Please speak with your
instructor prior to the due date of an assignment if you have questions or concerns about how to
maintain academic integrity.

Paper submissions

All papers should be written in standard academic English, following the recommendations of
the 16th edition of the Chicago Manual of Style. Unless otherwise specified by the instructor, all
papers should be submitted in typed hard copy, double-spaced, using twelve-point Times New
Roman font, with one-inch left and right margins. Papers must be stapled in the upper left-hand
corner and include your name, the course number, and the date. DO NOT use report covers,
folders, or binders. Assignments that do not conform to these guidelines will be returned
ungraded for revision and resubmission.

Late Written Work

Written work is expected at the beginning of class on the date that it is due. If you are absent
from class on a day that written work is due, I expect the assignment to be emailed to me as an
attachment by the beginning of that day’s class. Late written work (including work returned for failure to conform to submission guidelines) will be assessed a penalty of one full letter grade for each calendar day that it is late.

RebelMail
All students are expected to check their RebelMail account regularly, as it is a primary mode of communication for the course. By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu.

Disabilities
The UNLV Disability Resource Center (SSC-A 143, http://drc.unlv.edu/, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor before or after class to discuss your accommodation needs. Students are strongly urged to speak with the instructor well in advance of any need for accommodation.

Tutoring and Coaching
The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to learn more about subjects offered, tutoring times and other academic resources. The ASC is located across from the Student Services Complex, #22 on the current UNLV map. Students may learn more about tutoring services by calling (702) 895-3177 or visiting the tutoring web site at: http://academicsuccess.unlv.edu/tutoring/.

UNLV Writing Center
One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: http://writingcenter.unlv.edu/.

UNLV Libraries
Students may consult with a librarian on research needs. For this class, the subject librarian is Susie Skarl. UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at https://www.library.unlv.edu/.
Transparency in Learning and Teaching
The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:
https://www.unlv.edu/provost/teachingandlearning and
https://www.unlv.edu/provost/transparency

Incompletes
The grade of “I” is reserved for students who experience extraordinary, catastrophic events beyond their control. It is given only in the most extreme circumstances. The grade of I – Incomplete – can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the “I” grade. If you experience an unforeseen catastrophe during the term, please speak to me as soon as possible. The request for an “I” grade must be submitted in writing, and I must receive it no later than April 30, 2016. The request must specify the reason the “I” grade is sought, and it must outline a plan for completing all missed work no later than December 15, 2016.

Electronic Devices
Because the ability to concentrate is one that an educated person should possess, we will practice that skill during class time. No electronic communication devices will be turned on during class except those used by the instructor to project class-related material. Only laptops and tablets may be used for note-taking and other instructor-approved class activities.

Emergencies
For emergencies, dial 911. For other urgent issues, contact UNLV Police Services at 702-895-3668 or dial 3-1-1 from any on-campus phone. Please familiarize yourself with the emergency procedures outlined by UNLV Risk Management and Safety: http://rms.unlv.edu/

Changes to Syllabus
Although I anticipate following this syllabus closely, circumstances do occur under which I may be obliged to modify some aspect of this document. If and when I do so, all students will be notified—through the course website, email, and in class—well in advance of the implementation of any such changes.

Final Notes on Policy
I expect that all students will attend class, turn in assignments on time, adhere to the policies outlined in this syllabus, and relate to other class participants in an ethical manner. I expect students to take responsibility for their own learning and accept responsibility for their own actions. In turn, I promise to conduct the class fairly and honestly. If you have concerns or questions about any aspect of the course, I encourage you to speak with me.
Class Schedule

This class will meet on Mondays EXCEPT during week one and week five. Those class meetings will instead take place on Wednesdays between 4:00 and 6:45 p.m. All readings should be prepared for the class meeting under which they are listed on the course schedule. If possible, texts should be read in the order in which they are listed. Readings not found in RRC are available on WebCampus. Please print out and bring to class any WebCampus readings listed for that day.

WEDNESDAY, January 20: Introduction: What is rhetorical criticism?

Unit One: The Scope and Purposes of Rhetorical Criticism

January 25: Foundations: What is the purpose of rhetorical criticism?
- Wander, “The Ideological Turn in Modern Criticism,” in RRC 77-96.

February 1: Metacriticism: What do we do and how do we do it?
Project Proposal DUE

February 8: What is/in a text?

WEDNESDAY, February 17: Considering Contexts

Intrinsic Analysis Paper DUE
• Susan B. Anthony, “Is It a Crime for a U.S. Citizen to Vote?”

Unit Two: Exploring Critical Perspectives

February 22: Constructing Identities, Understanding Audiences

February 29: “Drama” as a Critical Perspective
• Tonn, Endress, and Diamond, “Hunting and Heritage on Trial: A Dramatistic Debate over Tragedy, Tradition, and Territory,” in RRC 253-70

March 7: Narrative Criticism

March 14: Ideographic/Ideological Criticism
Extrinsic Analysis Paper DUE

March 21: SPRING BREAK, No Class

March 28: Genres of Rhetorical Action
• Campbell and Jamieson, “Form and Genre in Rhetorical Criticism: An Introduction,” in RRC 444-62.
• B.L. Ware and Wil A. Linkugel, “They Spoke in Defense of Themselves: On the Generic Criticism of Apologia,” in RRC 462-73.

April 4: Reading with Tropes
• Burke, Grammar of Motives, “Four Master Tropes,” 503-17.
• Ivie, “Metaphor and the Rhetorical Invention of Cold War ‘Idealists,’” in RRC 359-77.
April 11: Comparing Interpretations and Evaluations: The Case of Barack Obama’s “A More Perfect Union”

**Critical/Theoretical Perspective DUE**


April 18: Developing Your Critical Voice: Historical Focus

- “Vibrant Voices of Public Address,” numbers 9 (Jensen) and 4 (Stob)

April 25: Developing Your Critical Voice: Contemporary Focus

- “Vibrant Voices of Public Address,” vols. 2 (Kang) and 8 (Dunn)

May 2: Wrapping Up and Looking Forward

- Presentation and discussion of academic journals as a context for criticism

**Final Paper DUE Thursday, May 5 at 5:00 p.m.**

May 9, 6:00-8:00 p.m.: Final Exam period. See the schedule at: [http://www.unlv.edu/registrar/calendars](http://www.unlv.edu/registrar/calendars).
Preparation for class sessions may be guided by consideration of the following questions about the readings:

1. What are the authors’ theses or central inferences?
2. What data are being examined?
3. What critical principles guide their analysis?
4. What theoretical or philosophical base(s) underlie(s) the principle(s)?
5. What are the strengths and/or weaknesses of the essay’s argument?
6. What are the strengths and/or weaknesses of the authors’ writing styles?
7. How do these works of scholarship reflect the purposes of criticism, as laid out in other readings or class discussions?

Tips for Generating Good Discussion Questions

The first and best method for developing good questions for our class discussions is to reflect on which ideas, terms, or arguments from the readings piqued your interest. Do you strongly agree or disagree with the author’s claims? Is the central argument clear? If not, how might you suggest making it clearer? Does the reading bring to mind a particular example that you’d like to discuss? And so on. The best questions invite participants to apply, synthesize, analyze, and evaluate, rather than just report information.

When generating your discussion questions, you can choose from a variety of question types, each of which serves a distinct purpose:

- **Exploratory questions** probe basic facts and knowledge. For example: “What evidence does Lucas use to demonstrate the stylistic artistry of the Declaration of Independence?”

- **Challenge questions** examine assumptions, conclusions, and interpretations. For example: “What does Fisher assume about rationality in order to develop his idea of the narrative paradigm?”

- **Relational questions** ask for a comparison of themes, ideas, or issues. For example: “How does Cloud’s definition of ‘persona’ differ from Morris’s definition?”

- **Diagnostic questions** probe motives or causes. For example: “According to Wander, what caused rhetorical critics to turn their attention toward ideology?”

- **Action questions** call for a conclusion or action. For example: “Should rhetorical critics explicitly refer to or engage their own identities when conducting criticism?”
• **Cause-and-effect questions** ask for causal relationships between ideas, actions, or events. For example: “How has the expansion of what qualifies as ‘public address’ affected the practice of rhetorical criticism?”

• **Extension questions** expand the discussion. For example: “How might the writing styles of these scholars influence your own critical work?”

• **Hypothetical questions** pose a change in the facts or issues. For example: “Suppose all rhetorical critics still studied only public speeches. How might this affect the discipline of communication studies as a whole?”

• **Priority questions** seek to identify the most important issue. For example: “What, according to Donofrio, is the most influential metaphor used by Take Back the Memorial?”

• **Summary questions** elicit syntheses. For example: “After having read these essays, which elements of Burkean criticism do you find most useful and why?”

**Web Sites for Journals: Resources for Manuscript Submission**
Each of these sites provides information about the journal’s editorship, goals, subscriptions, editorial policies, and manuscript submissions. All journals are accessible through Lied Library’s databases.

<table>
<thead>
<tr>
<th>Current Title</th>
<th>Web Site</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advances in the History of Rhetoric</td>
<td><a href="http://ashr.org/journal/">ashr.org/journal/</a></td>
</tr>
<tr>
<td>Argumentation</td>
<td><a href="http://www.springer.com/philosophy/logic/journal/10503">www.springer.com/philosophy/logic/journal/10503</a></td>
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<tr>
<td>Argumentation and Advocacy</td>
<td><a href="http://www.americanforensics.org/AA/aa_info.html">www.americanforensics.org/AA/aa_info.html</a></td>
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<tr>
<td>Communication and Critical/Cultural Studies</td>
<td><a href="http://tandfonline.com/toc/rcce20/current">tandfonline.com/toc/rcce20/current</a></td>
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<tr>
<td>Communication Education</td>
<td><a href="http://tandfonline.com/toc/rced20/current">tandfonline.com/toc/rced20/current</a></td>
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<tr>
<td>Communication Monographs</td>
<td><a href="http://tandfonline.com/toc/rcmm20/current">tandfonline.com/toc/rcmm20/current</a></td>
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<td>Critical Studies in Media Communication</td>
<td><a href="http://tandfonline.com/toc/rcsm20/current">tandfonline.com/toc/rcsm20/current</a></td>
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<tr>
<td>Howard Journal of Communications</td>
<td><a href="http://www.tandf.co.uk/journals/titles/10646175.asp">www.tandf.co.uk/journals/titles/10646175.asp</a></td>
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<td>POROI</td>
<td><a href="http://ir.uiowa.edu/poroi">ir.uiowa.edu/poroi</a></td>
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<tr>
<td>Quarterly Journal of Speech</td>
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<tr>
<td>Rhetorica</td>
<td><a href="http://rh.ucpress.edu">rh.ucpress.edu</a></td>
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<td>Rhetoric and Public Affairs</td>
<td><a href="http://msupress.msu.edu/journals/rpa">msupress.msu.edu/journals/rpa</a></td>
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<tr>
<td>Southern Communication Journal</td>
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<tr>
<td>Text and Performance Quarterly</td>
<td><a href="http://tandfonline.com/toc/rtpq20/current">tandfonline.com/toc/rtpq20/current</a></td>
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<tr>
<td>Visual Communication Quarterly</td>
<td><a href="http://www.vequarterly.org">www.vequarterly.org</a></td>
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<td>Western Journal of Communication</td>
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