Oral Controversy and Advocacy

**Course Description:** ENG 330 asks students to observe, analyze, evaluate, and practice effective oral argumentation in controversial matters of public concern alongside the study and discussion of fundamental theories of rhetoric. For our purposes, oral advocacy is an act of inquiry and not a debate tournament with winners and losers. Students will develop practices of reading, responding, discussing, and researching to enhance their invention of arguments and their positions as informed advocates in the midst of a community of thinkers and inquirers. Further, students will cultivate habits of noting and examining the various and multiple reasonable and unreasonable positions one can take on controversial matters. To discern what divides “reasonable” and “unreasonable” will be our ongoing challenge.

Additional goals of the course include the following:

- organize the parts of an argument into the most powerful arrangement considering audience and purpose
- make stylistic decisions based on construction of audience and purpose
- deliver speeches thoughtfully, eloquently, and persuasively, aware of voice, gesture, body, expression, modulation, physical space, material objects and conditions
- evaluate strengths and weaknesses in oral advocacy

**Required Texts** (available in UO Bookstore):

**Grading and Requirements:**

**APP (Attendance, Preparation, Participation) – 20%**
This significant element of your grade includes the following:

- Come to class; arrive on time; stay in class for the entire class session.
- Be prepared by having done the homework thoughtfully and taken notes.
- Buy the two required textbooks. Have your own copies. Bring your textbook with you to each class when it is assigned and refer to it during discussion.
- Actively participate in class discussion; listen respectfully to peers; respond honestly.
- Turn all your electronics off before class and put them away for the duration.
- Speech portfolios including proposals, notes, and evaluations when assigned.
- MLA methodology should be used for all formal written work so designated.

**Reading Quizzes/Response Papers:** These will be given periodically, announced and/or unannounced.
Conference: A minimum of one conference with me to discuss your work is required, but please do come to my office hours or make an appointment to see me any time you have a concern.

Collaborative Presentation – 20%
Speech #1 – Science and Advocacy – 20%
Speech #2 – Constitutional Values – 20%

Specific details of each assignment will be discussed in class.

Course Policies:
Plagiarism-free zone: Do your own work. Cite sources when you use sources.
Electronics-free zone: It's about thinking and interacting with others in the flesh.
Accommodations zone: If you have a documented disability, please see me early in the term.

Resources:
Intelligence Squared Archives
Ted Talks
Voices of Democracy
American Rhetoric
The Oyez Project
Elizabeth Peterson – UO Library (emp@uoregon.edu)

Tentative Schedule:
1a Introductions
1b Obama in Israel analysis; Borchers Ch.1
2a Borchers Chs. 2-3
2b Borchers Ch. 4
3a Borchers Ch. 5
3b Speech #1 – Science and Advocacy
4a Speech #1 – Science and Advocacy
4b Speech #1 – Science and Advocacy
5a Collaborations w/ Ch. 6
5b Collaborations w/ Ch. 7
6a Collaborations w/ Ch. 8
6c Collaborations w/ Ch. 9
7a Collaborations w/ Ch. 10
7b Library Research
8a Maier, DI&C
8b Maier, DI&C
9a Speech #2 – Constitutional Values
9b Speech #2 – Constitutional Values
10a Speech #2 – Constitutional Values
10b Speech #2 – Constitutional Values

Final Exam: Day, time and requirement details to be announced.