

Dr. Kathleen Horton -- ENG 200: Public Speaking as a Liberal Art (CRN 16882) -- Fall 2014
hortonk@uoregon.edu; 541-346-1311; 265 PLC; office hours: MWF 10:00 - 11:00 a.m.

All actual life is encounter.

Martin Buber

Course Description: While the primary focus of our class will be on the practice of public speaking, we will also discuss theories of rhetoric, emotions, and the body; the identity, characteristics, and relationship of speaker (self) and audience (other), the importance of listening as an aspect of speaking; the role of gender, culture, and context in public discourse, and the common challenges and barriers humans face and overcome when engaged in public speaking.

Course Outcomes: By the end of this course, students will have developed their capacities in the following areas:

- understand foundational rhetorical theory
- develop a toolbox of rhetorical practices for use in composing and engaging in public discourse
- practice listening and speaking exercises as a form of dialogic engagement in the development of ideas
- discern best use and balance of ethos, pathos, logos in public discourse
- consider the value of the liberal arts as an aspect of public discourse
- evaluate the public discourse of self and others with clarity and discernment
- improve as public speakers and listeners

Grading:

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| Attendance, Preparation, Participation (APP) | 20% |
| Speech #1 -- Epideictic w/ proposal and evaluation | 20% |
| Speech #2 -- Judicial w/ proposal and evaluation | 20% |
| Speech #3 -- Deliberative w/ proposal and evaluation | 20% |
| Journal | 20 % |

Policies:

Attendance, Preparation, and Participation (APP) includes these expectations:

- Attend class on time and stay. (Note: I understand you may get sick or have emergencies that call you away from class once or twice during the term. You don't have to call or email me about these ordinary absences and one or two absences will not lower your grade. But more than that will. If you have an illness or emergency circumstance that will keep you out of class for an extended period, be sure to let me know. And please do inform me by email if you drop the course, so I won't worry about your absence.)
- Be prepared.
- Participate actively in class discussion.
- Be courteous, attentive, and responsive to others in class discussion. Please be engaged in the ideas under discussion and thus feel free always to disagree with another speaker; just do so respectfully.

- Turn off all electronics during our entire class session and refrain from texting, checking for texts, and leaving during our class session to engage in those activities.
- Finish any assigned reading in the time allotted, take notes, and be prepared to share your thoughts in class.
- Take notes by hand during in-class theory lectures and discussions to reinforce your understanding and memory of the terms and concepts covered. You can enter your notes in your computer after class as a method of reinforcing the class material.

This portion of your grade will also include:

- speaking and listening exercises
- a minimum of one meeting with me
- quizzes and/or response papers

Speeches, Proposals, and Evaluations: The requirements for each will be discussed in class and guidelines will be handed out and/or posted on Blackboard. **Your self-evaluations are due at the beginning of the next class session after you give your speech.**

Journal: You will write a thoughtful entry for each class session (30 entries) **plus** any additional assigned journal writing (not including quizzes/responses assigned to be turned in on a particular day). The primary purpose of the journal is to reflect on what you are learning in class, what you are observing about yourself as a public speaker, what you observe about your peers as public speakers, and what you are observing about public discourse in the wider world (campus, dorm, classes, government, media, etc.) By noticing and reflecting on the public speech acts of yourselves and others, you deepen your learning of this art and practice. We will discuss your journal entries in class frequently, so please keep them up to date and bring to every class, prepared to read and discuss your journal reflections in class.

Meetings: In addition to the required meeting with me in my office, I am happy to meet with you any other time during the term to discuss your ideas, speeches, concerns, questions, confusions, problems, progress, or grades. Please come to my office hours or make an appointment if you can't make the office hours. Brief answers to simple questions can be given just before or after class, but meaningful discussions on the fly are not possible, so please come see me.

Special Needs: Please see me in my office during the first week of the term if you have a documented disability, are involved in a school activity, or are in a situation that requires special accommodations, so we can discuss your needs.

Plagiarism: Plagiarism is taking someone else's ideas or writings and presenting them as your own without attributing the idea to its source. All work you do in this class must be your own work, based on your own original thinking, and done exclusively for this class. Any source used must be cited according to MLA format and methodology. Plagiarism or academic dishonesty of any kind will result in your failing the class and a report being sent to the Office of Student Conduct. See me if you do not understand what plagiarism means and please read the provisions in the code of student conduct regarding this: <<http://darkwing.uoregon.edu/~conduct/code.htm>>

Note: Missed in-class work, including quizzes and response papers, cannot be made up except for absences due to documented school business or in cases of documented emergencies.

Tentative Schedule: (The schedule is called “tentative” because it is subject to adjustments during the term. Any such changes will be announced in class and/or posted on blackboard or sent via UO email. Please make sure you are aware of any adjustments, especially if you have missed class.)

- 1a Introductions; Praxis
- 1b Rhetorical Theory
- 1c Rhetorical Theory

- 2a Rhetorical Theory
- 2b Rhetorical Theory; **Proposal Due – Epideictic Speech**
- 2c Rhetorical Theory

- 3a **Quiz – Rhetoric Theory**
- 3b Epideictic Speech
- 3c Epideictic Speech

- 4a Epideictic Speech
- 4b Epideictic Speech
- 4c Listening/Speaking Exercises

- 5a Listening/Speaking Exercises
- 5b Listening/Speaking Exercises; **Proposal Due – Judicial Speech**
- 5c Listening/Speaking Exercises

- 6a Judicial Speech
- 6b Judicial Speech
- 6c Judicial Speech

- 7a Judicial Speech
- 7b Judicial Speech
- 7c Listening/Speaking Exercises

- 8a Listening/Speaking Exercises
- 8b Listening/Speaking Exercises
- 8c Listening/Speaking Exercises; **Proposal Due – Deliberative Speech**

- 9a Listening/Speaking Exercises;
- 9b Research for Deliberative Speech – No Class Session
- 9c Thanksgiving Holiday – No Class Session

- 10a Deliberative Speech
- 10b Deliberative Speech

10c Deliberative Speech; **Journals turned in at the beginning of this class session**

Note: Students who give their speech on Friday (10c), the last day of class, should turn their self-evaluations into my office (265 PLC) by noon on Monday, Dec. 8. If I am not there you may put it under my office door. (Make sure it is the right office door!)

Note: There will be no final exam for this class.