

Dr. Kathleen Horton
ENG 330; 32045; S14
T/R noon; 276 Lokey

265 PLC; 346-1311
hortonk@uoregon.edu
Off. Hrs.: T/R 10:00-11:30

Oral Controversy and Advocacy

Course Description: ENG 330 – Oral Controversy and Advocacy 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 a search for shared understanding, not a debate tournament with winners and losers. Dialogic engagement is essential. This means you have to listen as carefully as you speak. Students will develop practices of listening, speaking, responding, discussing, and researching to enhance their invention of arguments and their positions as informed advocates in a discourse community of thinkers and inquirers. Further, students will cultivate habits of noting, examining, and responding to 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.

Course Outcomes:

- understand the importance of oral argumentation, controversy, and debate in civic life
- assess and respond to oral texts critically
- plan and deliver speeches that are argued logically and spoken articulately, with attention to body, voice, gestures, expression, modulation, physical space, and material conditions
- become more self-aware of personal speaking strengths, weaknesses, and habits, and demonstrate improvement as a result of this awareness
- organize the parts of an argument into the most powerful arrangement considering audience and purpose
- make decisions regarding ethos, voice, and style based on construction of audience and purpose

Required Texts:

Pauline Maier, ed. *The Declaration of Independence & The Constitution of the United States*.

Grading and Work Requirements:

1. 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.
- Buy the designated text book. Have your own copy. Bring your book with you to each class when it is assigned and refer to it during discussion.
- Be prepared by having done the homework thoughtfully and thoroughly.

- 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 of class.
- Speech portfolios including preliminary proposals, notes, and evaluations as assigned.
- MLA methodology should be used for any formal written work so designated unless you make other arrangements with me ahead of time.

Conference: My role in your development as a public speaker and advocate is similar to that of a coach. I observe you carefully and note your strengths and weaknesses, making suggestions for improvement. Coming to my office to meet with me to discuss your public speaking/oral advocacy is an excellent way for us to communicate, so please have at least one conference with me during the term. Make an appointment if you can't make my office hours.

3. Oral Advocacy #1 Speech w/portfolio – Values – 20%

4. Oral Advocacy #2 Speech w/portfolio – Science – 20%

5. Oral Advocacy #3 Speech w/portfolio – Constitutional Values – 20%

6. Oral Advocacy #4 Speech w/portfolio – Supreme Court Case – 20%

Details for each of these major assignments will be discussed in class.

Course Policies:

1. Plagiarism-free zone: Do your own work. Cite sources when you use sources. Find valid, reliable, and responsible sources.
2. Electronics-free zone: It's about listening, speaking, thinking, and interacting with others in person.
3. Accommodations zone: If you have a documented disability, please see me early in the term.

Resources – a partial list:

Reference Librarians - UO Library
 The Forest of Rhetoric (*Sylva Rhetoricae*)
 Voices of Democracy: The U.S. Oratory Project
 American Rhetoric
 The Oyez Project
 SCOTUSblog
 TED Talks
 Intelligence Squared Archives

Tentative Schedule:

- 1a Introductions; Rhetorical Theory
- 1b Oral Advocacy #1 – Values

- 2a Oral Advocacy #1 – Values
- 2b Research Tutorial – In Class

- 3a Science Invention - Discussion
- 3b Science Invention - Discussion

- 4a Oral Advocacy #2 – Science
- 4b Oral Advocacy #2 – Science

- 5a Oral Advocacy #2 – Science
- 5b Oral Advocacy #2 – Science

- 6a Constitution and Declaration - Introduction- Discussion
- 6b Constitution and Declaration - Discussion

- 7a Research Tutorial – Library Room #141
- 7b Library Research Session

- 8a Oral Advocacy 3 – Constitutional Values
- 8b Oral Advocacy 3 – Constitutional Values

- 9a Oral Advocacy #3 – Constitutional Values
- 9b Oral Advocacy #3 – Constitutional Values

- 10a Oral Advocacy #4 – Supreme Court Case 14-144: Walker vs. Texas Div. SOCV
- 10b Oral Advocacy #4 – Supreme Court Case 14-144: Walker vs. Texas Div. SOCV

There will be no final exam.