

Dr. Kathleen Horton
ENG 330; 26971; W16
MWF 9:00 a.m.; 214 McKenzie

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Off. Hrs.: MWF 10:00-11:00

Oral Controversy and Advocacy

Course Description: ENG 330 – Oral Controversy and Advocacy asks students to practice and evaluate effective oral argumentation in controversial matters of public concern with attention to fundamental theories of ethics and 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
- 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
- employ principles of ethical and rhetorical theory

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. Turn all phone sounds off. Refrain from texting during class, checking texts, and leaving class to do so.
- Buy the designated textbook. Have your own copy. Bring your text with you to each class when it is assigned and refer to it during discussion.
- Be prepared by having done homework thoughtfully and thoroughly.
- Actively participate in class discussion; listen respectfully to peers; respond honestly.
- Turn all electronic devices off before class and put them away for the duration of class.

- Turn in elements of speech portfolios, including preliminary proposals, notes, responses, research, and evaluations, when assigned.
- MLA methodology should be used for any formal written work so designated unless you make other arrangements with me ahead of time. See Purdue Owl.
- A conference scheduled by you with me in my office after your collaborative presentation
- Quizzes/response papers, as and if assigned

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. I also help you in the development of your arguments. 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 consider meeting with me more than the required first conference. Make an appointment with me for another time if you can't meet during my office hours.

2. Theory Exam – 20%
3. Collaborative Presentation w/self-evaluation – 20%
4. Science Advocacy Speech w/self-evaluation – 20%
5. Constitutional Values Advocacy Speech w/self-evaluation – 20%

Details for each of these major assignments will be discussed in class and/or posted on Canvas. I do not post grades on Canvas, but inform you of your grade after each speech and self-evaluation. If you lose track or feel confused about your standing in class, never hesitate to come and talk to me for clarification. Don't forget to consider the APP grade. Each of those bullet points under APP heading is crucial.

Course Policies:

1. Plagiarism-free zone: Do your own work. Cite sources when you use sources. Find valid, reliable, and responsible sources. Not just any internet site counts as reliable.
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 Libraries
 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
- 1b Rhetorical/Ethical Theory
- 1c Rhetorical/Ethical Theory

- 2a Rhetorical/Ethical Theory
- 2b Rhetorical/Ethical Theory
- 2c Rhetorical/Ethical Theory

- 3a Martin Luther King, Jr. Holiday – No Class Session
- 3b Rhetorical/Ethical Theory
- 3c Rhetorical/Ethical Theory Exam

- 4a Collaborative Presentations
- 4b Collaborative Presentations
- 4c Collaborative Presentations

- 5a Collaborative Presentations
- 5b Collaborative Presentations
- 5c Collaborative Presentations

- 6a Science Invention – Discussion
- 6b Science Invention – Research (tba)
- 6c Science Invention – Research (tba)

- 7a Science Advocacy Speech
- 7b Science Advocacy Speech
- 7c Science Advocacy Speech

- 8a Constitutional Values – Discussion
- 8b Constitutional Values – Discussion
- 8c Civic Issues – Discussion

- 9a Constitutional Values Advocacy Speech
- 9b Constitutional Values Advocacy Speech
- 9c Constitutional Values Advocacy Speech

- 10a Constitutional Values Advocacy Speech
- 10b Constitutional Values Advocacy Speech
- 10c Constitutional Values Advocacy Speech

Note: Evaluations (along with any assigned portfolio items) are due at the beginning of the next class session after giving your speech.

Note: There will be no final exam for this class. Those who give their final speech on Friday (10c) will turn in their final evaluation/portfolio on Monday, March 14, by noon in my office (265 PLC). Please put under my door if I am not there.

Purpose: to work with a small group of classmates to find and present to the class a high-quality video of a speaker making an argument; to discuss the speaker and argument using specific terms of ethical and rhetorical theory presented in class; to analyze the strengths and weaknesses of the speaker and argument; to engage the class in discussion of the speaker and argument by having prepared questions for discussion and having a member of your group designated to facilitate the discussion; **Time:** 50 minutes

Structure:

- Set up technology – practice before hand to make sure you have the correct cords and know how to work the classroom system, including the sound system. Have your tech person arrive early and set up immediately on the day of your presentation (5 minutes).
- Introduce your speaker (5 minutes).
- Show the speech (20 minutes)
- Analyze the speech (10 minutes).
- Engage the class in discussion (10 minutes).

Process:

- Meet with your group outside of class
- Each member bring to the group ideas for a speaker
- Decide by consensus on one speaker
- “Vet” the video together to be sure it is high quality (Note: You Tube videos are often not of high quality, so check out some of the sources above.)
- Analyze the video together and brainstorm the theoretical terms that can be used in your presentation.
- Divide the tasks of the presentation. Who is most adept at setting up the technology? Who is going to do the introduction? Who is going to do the analysis? Who is going to facilitate the class discussion? People can do more than one thing or partner on different activities. For example, in a group of three, each person might take part in post-speech analysis, each covering one aspect. The important thing is that the tasks are equally distributed.
- Brainstorm productive questions for class discussion.
- Write an evaluation of group and self, which will be due at the start of the next class session. Include a discussion of the process your group went through, the division of labor, the challenges you faced and overcame, the reason you chose your speaker, the strengths and weaknesses of your presentation, both in terms of the group and specifically in terms of yourself.

Grading: Your grade will be based on the following:

- That you followed instructions
- That you included theory
- That you used a high-quality video
- That you mastered the classroom technology ahead of time and the technology worked perfectly
- That your presentation helped us discuss oral argumentation and enhance our understanding of when, why, and how it is successful and when, why, and how it is not successful
- That you expressed yourself eloquently, powerfully, loudly, and clearly