

Dr. Kathleen Horton - ENG 330-S16  
265 PLC; 346-1311; hortonk@uoregon.edu  
Office hours: T/R 11:20-11:50; 1:20-1:50 and by appointment

### 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) – 10%

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, bibliographies, and evaluations, when assigned.
- MLA methodology should be used for any formal written work unless you make other arrangements with me ahead of time. See Purdue Owl or ask me.
- Quizzes/response papers, as and if assigned

**2. Theory Exam - 10%**

**3. Collaborative Presentation w/self-evaluation - 20%**

**4. Science Advocacy Speech w/self-evaluation - 20%**

**5. Constitutional Values Advocacy Speech w/self-evaluation - 20%**

**6. Final Exam Supreme Court Case Speech w/Annotated Bib - 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 portfolio. If you lose track or feel confused about your standing in class, never hesitate to come and talk to me or email/Canvas chat with 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. It's about focusing. Please respect your peers by giving them your complete attention when they speak. It is not easy to speak in front of others, especially when they are not paying attention.

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 Theory Lecture; Invention for Collaboration (Who would be good and why?)
  
  - 2a Theory Lecture; Invention for Science Speech (Science controversies?)
  - 2b Theory Lecture; Invention for Constitutional Values Speech (What's it say?)
  
  - 3a Theory Lecture; Invention for Supreme Court Case / Final Exam Speech
  - 3b Theory Lecture; Invention for Supreme Court Case / Final Exam Speech
  
  - 4a **Theory Exam**
  - 4b Collaboration Preparation – Meet with your group; Try out the technology
  
  - 5a Collaboration Groups 1 and 2; **Science Proposal Due**
  - 5b Collaboration Groups 3 and 4; **Portfolios Due – Groups 1-2**
  
  - 6a Collaboration Groups 5 and 6; **Portfolios Due – Groups 3-4**
  - 6b Science Speeches; **Portfolios Due – Groups 5-6**
  
  - 7a Science Speeches; Portfolios Due – 6b Speakers
  - 7b Science Speeches; Portfolios Due – 7a Speakers
  
  - 8a Maier Introduction; Declaration of Independence – Reading Quiz;  
Portfolios Due – 7b Speakers
  - 8b Constitution; Amendments – Reading Quiz;  
**Constitutional Values Proposal Due**
  
  - 9a Constitutional Values Speeches
  - 9b Constitutional Values Speeches; Portfolios Due – 9a Speakers
  
  - 10a Constitutional Values Speeches; Portfolios Due – 9b Speakers
  - 10b Constitutional Values Speeches; Portfolios Due – 10a Speakers
- Final Exam: Supreme Court Case Speech; Notes and Annotated Bibliography Due  
Portfolios Due – 10b Speakers

## Collaborative Presentations – Details of Assignment

**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.
- Introduce your speaker (5 minutes).
- Show the speech (15 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, and thoughts on how you will improve your own speaking performance in the next speech. Use MLA format and methodology.
- Turn in a portfolio including your evaluation, notes, and anything else assigned. Be sure this paperwork is attached in some way: a folder, a staple, a paper clip...

**Grading:** Your grade will be based on the following:

- That you followed all 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
- That the work was equally divided
- That you each spoke strongly, clearly, powerfully, making eye contact around the room, avoiding filler words and sounds like “um,” “uh,” “like,” “ya know,” “yeah.”

