

Public Speaking as a Liberal Art

English 200: Public Speaking as a Liberal Art
Fall Term, 2019
UH 2-3:20 pm
CRN 12105
348 McKenzie

Prof. Laskaya
Office: 357 PLC
Office Hrs: Tu/Th 3:35-4:35; F 12-1pm (except 10/18)
& by appointment
email: laskaya@uoregon.edu

Course Materials:

Reading materials and video links provided via Canvas

Course Description: ENG 200 invites students to engage actively in close reading, discussing, listening, responding, writing and speaking (formally and informally) throughout the term. We will review some of the elements of rhetoric and argumentation central to public speaking, whether formal or informal, collaborative or individual. Be prepared to think and speak on your feet in class, to work in groups, and to learn by practice and in part by trial and error.

Close reading, discussion, presentations, papers, and other assignments will provide the basis for assessment in the course. Discussions and presentations will focus most class sessions. We will examine texts, issues, and our own interpretations of them, locating key interpretative questions and reflecting on our own assumptions from several different analytical perspectives. ENG 200 is a lower-division elective, but it does fulfill requirements for the 'Writing, Public Speaking & Critical Reasoning' Minor and Certificate programs offered by the English Department to students pursuing any major. *Prerequisite: Completion of the UO's WR 122 requirement. Do review course texts and requirements the 1st day of class to be sure they will not present you with undue difficulty, particularly since attendance and participation is key for this active-learning, performance-oriented course. This is a lower-division, introductory course.

Listed below are skills many employers rate as 'most important,' ones graduate and professional schools also look for in their candidates. Which of these skills do you think our course in Public Speaking will help you practice? Can you locate specific activities and requirements that will exercise these skills?

Skills Employers Rate as Most Important*

1. Ability to work in a team
2. Problem-solving skills
3. Communication skills (written)
4. Strong work ethic
5. Communication skills (verbal/oral/listening)
6. Leadership
7. Initiative
8. Analytical/quantitative skills
9. Flexibility/adaptability
10. Detail-oriented
11. Interpersonal skills (relates well to others)
12. Technical skills

*Source: National Assoc of Colleges and Employers, Job Outlook 2017. www.nacweb.org/about-us/press/2017/employers-week-teamwork-problem-solving-skills-on-resumes (link no longer available)

Requirements: Attendance; Steady Preparation and Participation in class discussions & activities. Informal writing assignments (both in class and out of class), Reading assignments, peer feedback, informal and impromptu short speaking assignments, quizzes.

1 formal paper linked with the 3rd speech

3 main speeches/presentations, each with a 1-2 page reflection

Grading:*

Two speeches (each with self-reflection)	20% (10% each)
One slightly longer speech (with final self-reflection)	20%
Two analytical essays of speeches, one due finals week	20% (5% and 15%)
Quizzes, homework, peer feedback	20%
Participation, informal presentations, in-class activities	20%

*NB: Consistent and full attendance is assumed. Failure to attend class regularly, prepared to participate, will result in a lower final course grade, regardless of grades on written assignments, quizzes, and formal speeches. All major assignments and requirements must be completed to Pass this course whether taking the course graded or P/NP.

Time Commitments: The UO Catalog provides this guidance: “In planning a term’s studies, students should anticipate that each credit requires at least three hours a week for class meetings or homework.” This is a 4-credit course, so plan for 12 hours a week, allowing that some weeks will be a bit lighter and other weeks heavier. That’s about 3 hours in class and 9 hours outside of class weekly.

Planning for Success: For each day of class that reading is assigned, the reading must be completed before class begins. Each day you come to class, come prepared to participate in discussions and exercises. Bring the reading with you. If the readings are posted online, print them out and bring them to class with you—or bring your comprehensive notes and carefully selected printed material. Electronic devices will not be used in class to access course reading materials.

Attendance is required. Be sure that I call your name each day or that you sign the attendance sheet. If you are late and miss my taking attendance, it is your responsibility to notify me, at the end of class, that you have attended; do not assume I saw you arrive and recorded your attendance. To cover illness or other events that make it impossible for you to attend, you are allowed two absences (one week of class). I recommend saving those absences for illness, personal emergencies, or unforeseen demands on your time. If an illness lasts for longer than a week, or if a situation beyond your control causes you to miss more than two classes, be sure to contact me before absences accumulate. You may need to withdraw from the course.

Being on time is also required. Lateness counts in considering your participation.

Respect, Consideration and Participation: ENG 200 requires your active involvement. Active and respectful participation is inconsistent with cell phone use, texting, internet surfing, side conversations, arriving late, leaving early, walking in and out of class, sleeping, distracting other people, and coming to class unprepared. If you do not give your full attention, you will not receive what the course has to offer. Listen to others respectfully, and expect the same of them. And feel free to speak up. What you have to say is important and unique. It will take effort and the best kind of cooperation to unlock the energies that are available to us as we pursue our work. This will require respectful attention to each other, and probably some kindness toward one another, too.

Canvas: Syllabus, course assignments, readings, speeches, and general course information will be available throughout the term on Canvas. Please check Canvas regularly for announcements and materials and for the up-to-date schedule.

Class Policies:

Students with Disabilities: If you have a disability, please see me during the first week of the term so we can make appropriate accommodations for your full access to all course activities and requirements.

Class Etiquette and Guidelines: Phones, laptops, tablets, audio players, etc. should be off during class. Our work in class is intended to exercise your brain and its own strengths, so usually we won't use internet sources in class, though some small-group work may be designed with that option in mind. Class discussions & lectures may not be recorded in any manner, unless you have a communication-related disability documented with the University and have received permission from the course instructor. In Oregon, recording in-person conversations, including group discussions or presentations, requires the consent of all parties, except for certain circumstances, such as when all parties reasonably should have known they were being recorded, according to legal statute. Consequently, if we record speeches or discussions as part of our learning, all members of the class will be informed.

Should you miss a class meeting, it is your responsibility to obtain notes from your colleagues, so be sure to get to know others in the course who would be willing to help you and whom you would be willing to help. Missing class should, however, be a rare event, since active preparation and participation is a course requirement and as important in this course as attendance is for foreign language courses or in any studio-credit courses offered by art, theatre, dance or music .

Please do not come and go from class during our 80-minute sessions to get water, visit the restroom, answer emails or phones or texts. Be sure to do these things before or after class (or during a short break, if we have one). We are a small class in an active-learning/discussion-based classroom, so people coming and going can easily interfere with student learning. As a teacher, I find people coming and going during class very distracting, so it does interfere with teaching. Of course, if you desperately require the restroom, do slip out. But this should be an unusual event. See me if you have any concerns or needs.

Course policy on Academic Integrity: All work submitted or presented in this course must be your own and be composed/written exclusively for this course. Any use of sources (ideas, quotations, and paraphrases) beyond our discussions must be properly documented. In other words, rely on your own grey matter, and wrestle well, yourself, with course material. Protect the integrity of your own work and that of others'. In cases of clearly-established plagiarism or cheating, a final course grade of "F" will be recorded, and all incidents will be reported to the Office of Student Conduct, as required by the University.

Academic Integrity: The University of Oregon values academic honesty. Students are informed of the University's policies and expectations about conduct and academic honesty when they matriculate. You are here because you clearly have the ability to engage your own mind in rigorous intellectual work. If you need a quick review of our campus community's assumptions about academic integrity and conduct, see the Conduct Code on the UO website:

<https://dos.uoregon.edu/conduct>

The UO's website: <https://researchguides.uoregon.edu/citing-plagiarism/styleguides> offers discussions of plagiarism and information on documentation should you need it. Contact me if you have any concerns about documentation and/or academic honesty. For this course, an honest and obvious effort to document is absolutely critical and far more important than commas, abbreviations, or 'correct' formatting. But do aim for a professional style in your writing; see the Knight Library's research guide web pages (noted above).

Tutorial help: Students with tutoring needs may use services offered by the University of Oregon's Learning Center; see <https://engage.uoregon.edu/services/> The Writing Lab, for example, can be found on the 4th floor of the Knight Library (M-Th, 9:00 am to 7:00 pm; Fri 9:00 am-5:00 pm). Any other assistance you receive on papers or speeches—organizing them, identifying your main points, typing, proofreading, editing and/or revising—must be cleared with the professor. However, as you prepare for class, prepare your talks and speeches, or as you work to understand readings and discussions, talking and reviewing with your colleagues outside of class is encouraged; this is different from directly assisting one another with the central content, composition, or design of a specific essay or speech assignment. If you have questions, please see me.

SCHEDULE (subject to change; see updates on CANVAS)

Week one

U 10/1 Intro to course: aims, processes, policies. Short introductory speech 1 minute.

H 10/3 Public Speaking, Getting Started: Rhetoric, the 'Canons of Rhetoric,' managing nervousness and public speaking ethics, etc. Reading provided on Canvas (O'Hair/Rubenstein, pp 2-26)

***(Over this first weekend, reread introductory Canvas materials we read for 10/3 and complete your 1st short assignment. Read material on 'informative speeches' provided on Canvas.)*

Week two

U 10/8 Reading: on Canvas material about 'informative speeches' pp. 283-303. 1st short assignment and preparing for 1st speech.

H 10/10 Reading: 'About Listening' Lucas, pp. 47-61. w/a specific 2nd short assignment in class.

Week three

U 10/15 1st talk (informative) 3-4 minutes each [7]; audience response

H 10/17 1st talk (informative) 3-4 minutes each [7]; audience response

Week four

U 10/22 1st talk (informative) 3-4 minutes each [8]; audience response

H 10/24 Logos, Ethos, Pathos, and Style. Analyzing a speech. Assignment tba

Week five

U 10/29 Logos, Ethos, Pathos, and Style. Analyzing a speech. Assignment tba

H 10/31 Impromptu speaking. Discussion and workshop.

Week six***M 11/4 Analysis of Speech essay #1**U 11/5 2nd Speeches (analytical) 4-5 minutes [7] plus q&a, discussionH 11/7 2nd Speeches (analytical) 4-5 minutes [7] plus q&a, discussion**Week seven**U 11/12 2nd Speeches (analytical) 4-5 minutes [8] plus q&a, discussion

H 11/14 Memory and Delivery; Persuasion and Reasoning.

Week eight

U 11/19 Persuasion and Reasoning.

H 11/21 Planning Persuasive speeches

Week nineU 11/26 3rd speeches (persuasive) 5-7 minutes plus q&a, discussion

Thanksgiving Break

Week tenU 12/3 3rd speeches (persuasive) 5-7 minutes plus q&a, discussionH 12/5 3rd speeches (persuasive) 5-7 minutes, etc. Conclusions**FINAL'S WEEK:** (December 9-13).**We do not have a final exam in this course; however, your ****Second Speech Analysis paper will be due by Wednesday, December 11th by 5 pm on Canvas.******