

Dr. Kathleen Horton  
265 PLC; 541-346-1311  
hortonk@uoregon.edu  
Office Hours: MWF 11:00-11:40, 2:00-2:30, and by appointment

## ENG 200: Public Speaking as a Liberal Art

*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; the identity, characteristics, and relationship of speaker (self) and audience (other), the importance of listening as an aspect of speaking; the role of culture and context in public discourse, and the common challenges and barriers most humans face and overcome when engaged in public speaking. In addition, we will explore ethics, values, and morality as foundational concerns in any arena in which one seeks the assent of another.

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

- understand foundational rhetorical and ethical theory
- develop a toolbox of rhetorical terms and practices for use in composing, engaging in, and evaluating 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 and Requirements:

- Attendance, Preparation, Participation (APP) - 20%
- Rhetorical Theory Exam - 20%
- Epideictic Speech and Evaluation Essay - 20%
- Judicial Speech and Evaluation Essay - 20%
- Deliberative Speech and Evaluation Essay - 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 a documented 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, responsive, and respectful to others in class discussion. Please be engaged in the ideas under discussion and thus feel free always to disagree with another speaker, but do so respectfully.
- **Turn off and put away 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.** (This is foundational to being courteous, attentive, responsive, and respectful to others in class discussion.)
- Finish any assigned homework on time, bring to class, and be prepared to discuss 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. If you wish, you can enter your notes in your computer after class as a method of reinforcing the class material.
- Invention exercises, including speaking and listening exercises and discussions and response papers that will be turned in with your portfolios

**Speeches:** You will give three major speeches, each with a different set of requirements and guidelines that will be handed out in class and/or posted on Canvas.

**Proposals:** Each speech will be preceded by a proposal, and each proposal will have its own set of instructions that will be discussed and/or handed out in class and/or posted on Canvas.

**Self-Evaluation Essays:** Each speech will be followed by a thoughtful and thorough critique, analysis, self-evaluation. The requirements for each will be discussed in class and guidelines will be handed out and/or posted on Canvas. These essays will be graded on the basis of thoughtfulness, thoroughness, adherence to guidelines, and attention to the technical aspects of your writing through the editing and proofreading process. Writing Associates are available as tutors to assist you in composing, assessing, and improving your essays before turning them in. Announcements will be made in class for how to make appointments with a Writing Associate. **Your self-evaluation essays and unit portfolios are due at the beginning of the next class session after you give your speech. 10% of your grade will be based on your speech itself and 10% will be based on your thoughtful and thorough self-evaluation and analysis of that speech.**

**Portfolios:** Portfolios include proposals, reading responses, speech notes (as opposed to your class notes, which should NOT be included unless so designated), invention exercises, peer evaluations, quizzes, speech analyses, as and if assigned, and any other assigned writings during each unit. Each item in your portfolio should be clearly labeled with your name, subject, and date and organized in reverse chronological order, beginning with the last assignment, which will always be your self-evaluation essay. A great way to organize your portfolio is to get simple manila folders and keep your work in them in the order that you do them, with the first on the bottom and the last on the top. It is also very helpful to keep a numbered list of each portfolio assignment on the inside cover of the folder to use as a reference. Often, portfolio writing will be the subject of class discussion, so please bring assignments to class when they are due, unless otherwise noted.

**Meetings:** I am happy to meet with you at any 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 **created 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 or original work means.

**Note#1:** Missed in-class work, including the theory exam, cannot be made up except for absences due to documented school business or in cases of documented emergencies.

**Note #2:** Students who give their final speech on Friday 10c, the last day of class, should turn their self-evaluation essays/portfolios into my office (265 PLC) by noon on Monday of Finals Week, June 12. Put them under my door if I am not there, but make sure it is the correct door (there is another "Kathleen" a few doors down).

**Note #3:** There will be no final exam for this class.

**Tentative Schedule:** The schedule below is a very brief outline of the term. Details will be given in class and/or on Canvas regarding all assignments. The schedule is called "tentative" because it is subject to adjustments during the term. Any such adjustments will be announced in class and/or posted on Canvas and/or sent to you as an announcement. Please make sure you are aware of any adjustments, especially if you have missed class.

1a Belief and Argument – Let's Jump In

1b Rhetorical Theory

1c Rhetorical Theory

2a Rhetorical Theory; Speech Analysis Due

2b Rhetorical Theory

2c Rhetorical Theory

3a Rhetorical Theory; Speech Analysis Due

3b Rhetorical Theory

3c Rhetorical Theory; **Epideictic Proposal Due**

4a Rhetorical Theory

4b Rhetorical Theory

4c **Midterm Exam**

- 5a Epideictic Speeches
- 5b Epideictic Speeches
- 5c Epideictic Speeches

### **Begin Unit Two - Judicial Speech - Education Focus**

- 6a Invention - **Education Autobiography Due**
- 6b UO Campus Research - No Class Session
- 6c Invention - **Campus Research Reports Due; Judicial Proposal Due**

- 7a Judicial Speeches
- 7b Judicial Speeches
- 7c Judicial Speeches

- 8a Judicial Speeches

### **Begin Unit Three - Deliberative Speech - Civic Focus**

- 8b Invention Exercise I - Local/State
- 8c Invention Exercise II - National/International; **Deliberative Proposal Due**

- 9a Deliberative Speeches
- 9b Deliberative Speeches
- 9c Deliberative Speeches

- 10a Deliberative Speeches
- 10b Deliberative Speeches
- 10c Deliberative Speeches

**Note:** If you give your speech on Friday 10c, your self-assessment essay and portfolio will be due in my office (265 PLC) on Monday of Finals Week (6/12) by noon. Put under my door if I am not there.

**Note:** We will have no final exam.

