

Dr. Kathleen Horton - ENG 330-S17

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Office hours: MWF 11:00-11:40, 2:00-2:30, 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 Text:**

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 off your phone and put it away. 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 off all electronic devices before class and put them away for the duration of class. This class is about dialogic engagement with other human beings in person, not about digital encounters.
- 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
- Portfolio materials

### **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%**

**Note:** Self-evaluation essay portfolios are due at the start of the next class session after you give your speech.

Details for each of these 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 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. Use MLA research and citation methodology. 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 others 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:** 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 Advocacy and Argument
- 1b Advocacy and Argument
- 1c Rhetorical Theory
- 2a Rhetorical Theory
- 2b Rhetorical Theory
- 2c Rhetorical Theory; **Collaborative Proposals Due**
- 3a **Rhetorical Theory Exam**
- 3b Collaborative Presentations - Group 1
- 3c Collaborative Presentations - Group 2
- 4a Collaborative Presentations - Group 3
- 4b Collaborative Presentations - Group 4
- 4c Collaborative Presentations - Group 5
- 5a Science Invention
- 5b Science Invention; **Science Proposal Due**
- 5c Science Speeches
- 6a Science Speeches
- 6b Science Speeches
- 6c Science Speeches
- 7a Maier (tba)
- 7b Maier (tba); **Constitutional Values Proposal Due**
- 7c Maier (tba) and/or Research
- 8a Constitutional Values Speech w/ Discussion
- 8b Constitutional Values Speech w/ Discussion
- 8c Constitutional Values Speech w/ Discussion
- 9a Constitutional Values Speech w/ Discussion
- 9b Constitutional Values Speech w/ Discussion
- 9c Constitutional Values Speech w/ Discussion
- 10a Constitutional Values Speech w/ Discussion
- 10b Constitutional Values Speech w/ Discussion
- 10c Constitutional Values Speech w/ Discussion

**Note:** If you present your speech on 10c, your self-evaluation essay and portfolio will be due on Monday of Finals Week (6/12) by noon in my office (265 PLC). Otherwise, portfolios are due at the start of the next class session after your speech or presentation.

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