Course Description:

This course emphasizes the study and practice of public speaking as grounded in the five rhetorical canons: invention, arrangement, style, delivery, and memory. We will examine the foundational concepts of rhetoric as they apply to performing speeches, considering classical tenets as well as the evolution of these tenets in contemporary examples of successful speeches. Most of all, though, we will consider modern public discourses and contexts for speech-making and practice entering into public conversations at different levels. Each student will give three speeches over the course of the term, and each speech will be an opportunity to engage with a topic of concern, ranging from the popular to the political, from the immediate to the far-reaching. In our historical moment, the value of learning to present logical arguments with a mind open to other possible views is greater than ever. Together we will think about and practice how to construct arguments that are ethical, effective, and mindful of the balance between speaker and audience.

**This course counts toward the “Rhetoric” requirement of the Writing, Public Speaking, and Critical Reasoning undergraduate minor or certificate.

Required Texts:

All class readings will be available on Canvas. Please also be sure to update your Canvas preferences so that you will be notified when I make announcements via Canvas.

Course Work and Grading

Grading Breakdown:
Students’ Choice Group Presentation: 15%
Epideictic Speech: 20%
Judicial Speech: 25%
Deliberative Speech: 30%
Participation: 10%

Students’ Choice Group Presentation: For this assignment, you will work in a group to choose and analyze a speech (the speech itself should be roughly twenty minutes in length NOT including your group’s presentation and discussion). Together your group will design a presentation for the rest of the
class in which you show the speech, outline its formal rhetorical components, provide necessary explanation of the historical and cultural context in which the speech is given, and engage the rest of the class in a discussion about the merits of the speech. You will receive more detailed instructions in a separate assignment sheet, which will be posted to Canvas (as will ALL assignment sheets), as the assignment draws nearer.

**Epideictic Speech:** This speech will be 3-5 minutes in length and must evolve a subject appropriate to epideictic oratory, which deals with the praiseworthiness (or blameworthiness) usually of a person or group of people. We will devote plenty of time to the theory and components of epideictic speech, and you will get a separate assignment sheet with the specific requirements of this assignment.

**Judicial Speech:** 6-8 minutes in length. The goal of this speech is to identify the merits (or lack thereof) of a person’s or group’s actions. Where the epideictic speech allows for more pathos and flourish, the judicial speech should adhere primarily to the logic of the case. This speech doesn’t ask for an audience to take action, but calls them to objective contemplation of whether or not something is deserving of condemnation or approval. Stay tuned for an assignment sheet with specific details as the term progresses.

**Deliberative Speech:** This is the most intensive speech you will give this term. You will take 15 minutes (including a Q&A with the class/audience) to propose some action in response to a matter of public discourse and policy. This speech goes one step beyond the judicial to suggest some engagement from the audience with the problem at hand. Again, more details to come later in the term.

**Please note that, though the speeches themselves are the principle of your graded work for these assignments, each speech assignment will also involve some writing: a proposal and a self-evaluation.**

**Participation:** Participation is an essential skill for all members of a collegiate community to develop, but it is especially crucial in this course where you are serving as the audience for your peers. Since much of the term will be devoted to listening to speeches that your peers prepare, you need to be prepared in every class to offer support and feedback, as you will need that from the class in your turn. A discourse community in which all participants are engaged and respectful is a magical thing! Below is a rough guideline for how I evaluate participation:

- **100 points=** Attends every class, always actively participates in discussions and activities
- **75 points=** Attends every class, frequently participates in discussions and activities
- **50 points=** Attends every class, sometimes participates in discussions and activities
- **25 points=** Attends every class, rarely participates in discussions and activities

**Course Policies**

**Attendance:** Attendance is required. Your regular attendance is vital to your success and the success of the class as a whole. Class discussions play a major role in the development of your essays, and it is important that you contribute to, and learn from, these discussions. You are permitted three absences in the course of the term for any reason; I do not distinguish between excused and unexcused absences. For every absence beyond the third, your grade will be reduced by 1/3 (an A will become an A-, a B- will become a C+, and so on). Leaving class early will result in an absence. If you must leave early, make
arrangements with me ahead of time. If you are late to class, it’s your responsibility to see me after class to verify that your attendance accurately reflects a late mark versus an absence.

**Late Policy:** All assignments are due at the beginning of class. I do not accept late work. If you are unable to attend class on the day an assignment is due, you should have someone deliver it for you or make arrangements with me before class.

“Arrangements with me”—This means an agreement with me, either verbally or through email. Leaving me a message or writing an e-mail informing me of your situation does not count as an arrangement. You and I must actually exchange information for the arrangement to be approved.

**Spelling and Grammar:** This is not a spelling and grammar course, but I do expect to see thoughtfulness in your writing, and evidence of careful proofreading. Evidence that you have neglected to proofread your work, may be reflected on your essay grade.

**Computers/Cell Phones/Electronic Devices:** I will not permit the use of any of these devices in class without contact from Disability Services. The use of such devices may be permitted in rare circumstances, but is, on the whole, distracting and, as such, prohibited.

**Access:** The University of Oregon is working to create inclusive learning environments. Please notify me in **week one** if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You may also wish to contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu.

**Academic Integrity:** All work submitted in this course must be your own and be written exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly documented. Please refer to the Student Conduct Code on the Office of Student Conduct and Community Standards website. In cases where plagiarism has been clearly established, the award of an F for the final course grade is the standard practice of the English Department.

When you claim authorship of an assignment, you are claiming everything in it as your own, and you will be held accountable for it. Therefore: always see me before you turn in an essay for a grade if you have any doubt about your citation practices. I am happy to help you better understand MLA formatting rules. Please be aware: I take issues of plagiarism and academic integrity very seriously. Plagiarism is cheating, and I will treat it as such.

**Course Schedule**

***Readings and scheduling are both subject to change depending on the class’s development. If and when I make changes to the schedule, you will be notified in class and on Canvas.*

**Week 1**
M (9/25): Review Syllabus; Introduction to Course
W (9/27): Class Discussion of Nathan Crick, “The Canons of Rhetoric” pages 1-19 (Canvas)
F (9/29): Class Discussion of Nathan Crick, “The Canons of Rhetoric” pages 19-36 (Canvas)
Week 2
M (10/2): Rhetorical Concepts
W (10/4): Rhetorical Concepts
F (10/6): Speech Presentation

Week 3
M (10/9): Speech Presentation
W (10/11): Speech Presentation
F (10/13): Speech Presentation

Week 4
M (10/16): Speech Presentation
W (10/18): Speech Planning: Epideictic Subjects
F (10/20): Speech Writing: Invention Workshop

Week 5
M (10/23): Epideictic Speech
W (10/25): Epideictic Speech
F (10/27): Epideictic Speech

Week 6
M (10/30): Speech Planning: Judicial Subjects
W (11/1): Speech Models: View/Perform Judicial
F (11/3): Speech Writing: Invention Workshop

Week 7
M (11/6): Judicial Speech
W (11/8): Judicial Speech
F (11/10): Judicial Speech

Week 8
M (11/13): Speech Planning: Deliberative Subjects
W (11/15): Speech Models: View/Perform Deliberative
F (11/17): Speech Writing: Invention Workshop

Week 9
M (11/20): Deliberative Speech
W (11/22): Deliberative Speech
F (11/24): NO CLASS; THANKSGIVING HOLIDAY

Week 10
M (11/27): Deliberative Speech
W (11/29): Deliberative Speech
F (12/1): Deliberative Speech