

RHET 103 (Public Speaking)

Faculty Guidelines:

If you are assigned to teach Rhetoric 103, you are expected to follow these course guidelines in order to ensure that the course meets the course and CORE A1 Learning Outcomes. Within these guidelines, you have quite a bit of freedom to shape your individual section(s) based on your teaching strengths and interests. The large number of faculty members teaching this course functions as a two-sided coin: on the one hand, the diversity of faculty ensures that the course will be infused with new ideas and fresh approaches to the learning outcomes; on the other hand, the Department of Rhetoric and Language must ensure that students get an equivalent experience in every section.

Thus, faculty teaching RHET 103 are expected to deliver *at least* three prepared speeches that are accompanied by outlines and *at least* one major writing assignment. All RHET 103 class will include some instruction on writing to support this writing assignment. Faculty are strongly encouraged to incorporate speaking and writing exercises of various formats in daily classwork in addition to assigned reading and speeches. In addition, we encourage faculty to frame writing and speaking as counterparts rather than completely separate areas. I.e., we hope faculty will use writing assignments to scaffold and develop speaking assignments, and vice versa. By the end of the term, students should develop an understanding of and practice with extemporaneous speech making competency in different speech genres (forensic, deliberative, epideictic) with a focus on audience engagement. Student reflection is a key component to the Department of Rhetoric and Language philosophy and curriculum and should also be part of your RHET 103 course.

We recognize that there are many reasonable, justifiable, interesting, engaging, and rigorous ways to meet the RHET 103 Learning Outcomes and CORE A1 Learning Outcomes, which may include the incorporation of multimedia presentations. We invite you to achieve these goals in any manner that channels your strengths as a teacher and your students' learning styles.

Faculty Course Description:

Public Speaking (RHET 103) prepares students for the kinds of oral communication typically required and experienced in college-level courses, professional contexts, and civic discourse. Civility and ethical speech-making are foundational aspects of this course. The primary goals of this course are to provide students the opportunity to develop an understanding of public speaking as a component of civic life and to strengthen skills for assessing public speaking situations and developing appropriate presentations in response to them. Given these goals, students practice a variety of rhetorical approaches while focusing on extemporaneous delivery of speeches--speaking from notes or brief key-word outlines--as well as impromptu speaking. The course emphasizes an audience-centered approach to oral communication as a key component in planning, organizing, and presenting speeches. While the nature of speech assignments may vary, students in Public Speaking can expect to learn strategies that correspond to a variety of basic rhetorical goals, such as informing, persuading, debating, responding to opposing views, and justifying policy proposals in individual or group

presentations. Students will also learn to make evidence-based reasonable arguments in an ethical manner. In so doing, they will fairly and accurately represent opposing arguments while balancing emotional appeals, preventing plagiarism, and avoiding stereotyping. In total, this class offers students the opportunity to cultivate critical communication skills and gain confidence in public speaking.

Required Syllabus Language:

Course Description

In Public Speaking (RHET 103), you have an opportunity to develop an understanding of public speaking as a component of civic life and to strengthen skills for oral presentations. Civility and ethical speech-making are foundational aspects of this course, which correspond to the Jesuit value of eloquentia perfecta - speaking and writing for the common good. Thus, this course emphasizes the assessment and practice of oral communication for various purposes and in response to rhetorical situations that require public words to advocate, inform, and celebrate. In total, this class is an opportunity for you to cultivate critical communication skills and gain confidence to speak out in your classes, communities, and professions.

Learning Outcomes for RHET 103:

Students who apply themselves will:

1. Use rhetorical strategies toward specific purposes in making and presenting written and oral products for public audiences.
2. Develop a style of oral delivery that is attentive to audience engagement and rhetorical situations.
3. Demonstrate an understanding of the broader ethical and civic dimensions in communication emphasizing accountability, judgment, and attention to diverse voices
4. Listen to, reflect on, analyze, and critique communication processes, practices and events.

In addition to these, every Rhetoric 103 syllabus must list CORE A1 Learning Outcomes provided below and faculty are strongly encouraged to explicitly link them to each of the major assignments in the course. In addition, we strongly advise faculty to rearticulate the link to the CORE A1 Learning Outcomes on your individual assignment sheets. Student evaluations now ask students multiple questions about how explicitly they understand and feel they have met the learning outcomes for each course.

CORE A1 Learning Outcomes

Students will:

1. Craft and present well-organized, thesis-driven speeches.
2. Present well-reasoned and appropriately supported oral arguments that are responsive to topic, purpose, audience, and occasion.
3. Deliver speeches using an audience-centered, extemporaneous approach.
4. Use rhetorical concepts and principle to evaluate the effectiveness of their own and others' communication in both academic and civic contexts.

5. Use rhetorical concepts and principles to practice ethical and socially responsible public speaking, and to identify and evaluate ethical problems in public address.

Assignment Guidelines:

- Roughly 20 - 25 minutes total of prepared public speaking
- At least 3 speeches total accompanied by outlines
- 1 or more speeches incorporate research and sources
- 1 or more persuasive speeches
- 1 major writing assignment, at least 750 words, and with at least one draft (which can be “informal” as in oral, freewrite, peer-reviewed, etc).
- Student reflection (graded or not graded)

Approved Textbooks:

- Tuman and Fraleigh, *Speak Up!*
- Sprague and Stuart, *Speaker's Handbook*
- O'Hair et al. *The Speaker's Guidebook* (brief or pocket version)
- Valenzano and Braden, *The Speaker*
- O'Brien, *Speak Well*
- *Stand up, Speak out: The Practice and Ethics of Public Speaking* (online, open-source):
<https://open.umn.edu/opentextbooks/textbooks/stand-up-speak-out-the-practice-and-ethics-of-public-speaking>