

RHET 130/131 (Written and Oral Communication)

Faculty Guidelines:

Written and Oral Communication (Rhetoric 130/131) is a two-semester course that meets USF's Core requirements for public speaking (Core A1) and writing (Core A2). If you are assigned to teach Rhet 130/131, you are expected to follow the guidelines below so that the course meets the Learning Outcomes for these Core areas, and students have an equivalent experience in each section. However, within these parameters, you have quite a bit of freedom to shape your individual section(s) based on your teaching strengths and interests.

Perhaps above all else, we want to encourage faculty teaching these courses to approach writing and speaking as integrated domains. Rather than framing one semester as the "speaking course" and the other as the "writing course," faculty should capitalize on the benefits of teaching both together. We'd like faculty to facilitate skills-development by toggling among writing, speaking, reading, and listening activities, using each domain as a scaffold for the others. For example, faculty might have students deliver "oral rough drafts" of essays, or "translate" a persuasive essay into a persuasive speech. In turn, we encourage faculty to make this approach transparent, involving students in discussions about the overlaps and distinctions between these modes of communication.

In the first semester (Rhet 130), faculty should introduce students to the kinds of analysis and argument required in academic, professional, and civic contexts. Faculty should establish basic rhetorical vocabulary and processes, such as connecting purpose to audience, anticipating audience responses, and responding to contexts. Faculty should help students critically engage with complex theories and communication strategies through text-based summary, analysis, comparison, and evaluation. In addition, faculty should introduce students to the foundational writing and speaking skills necessary to achieve focused and coherent communication. Such skills include thesis-driven organization, audience awareness, and purposeful style and delivery. To help students develop these skills, assignments should include drafting, revising, editing, and reflection steps.

In the second semester (Rhet 131), faculty should introduce students to more elaborate approaches to rhetoric, analysis, and argument. Having developed basic public speaking and writing skills, students should prepare presentations and essays for multifaceted rhetorical situations; these might include facilitating class discussions, engaging in debates, synthesizing primary or secondary research, and writing critical reviews. Faculty should include a focus on ethical argumentation: balancing emotion and reason, accurately representing opposing arguments, using a variety of supporting evidence, preventing plagiarism, and avoiding stereotyping. Additionally, faculty should help students to analyze more complex cultural and political discourses and adapt their own arguments and style to variable audiences

and occasions. We encourage (but don't require) faculty to help students develop these skills through multimodal (visual, aural, digital) activities and assignments.

Assignment Guidelines for Rhet 130

- At least 10 - 15 minutes total of prepared public speaking
- At least 2 speeches accompanied by outlines
- Writing assignments should total 4000-5000 words, a significant portion of which should be drafted and revised
- Student reflection (graded or not graded)

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These assignments must be completed by the end of the year-long course, but they can be allocated to either semester at the instructor's discretion:

- 1 or more speeches incorporate research and sources
- 1 or more persuasive speeches
- 1 or more writing assignments incorporate research and sources
- 1 or more persuasive writing assignments

We recognize that there are many reasonable, justifiable, interesting, engaging, and rigorous ways to meet these guidelines and CORE A1 and A2 Learning Outcomes (listed below). We invite you to achieve these goals in any manner that channels your strengths as a teacher and your students' learning styles.

Required Syllabus Language:

Course Description

In Written and Oral Communication (RHET 130/131), we'll explore rhetoric, the study and practice of doing things with language. In this year-long course, which satisfies USF's Core A1 and A2 requirements, we'll use rhetorical principles to analyze and create written and spoken arguments. Attending to audience, context, and purpose will help us determine how rhetoric shapes our beliefs, values, and actions. In turn, we will use written and spoken rhetoric to claim a voice in public discourse. More specifically, we'll work towards realizing the USF motto, creating arguments to make the changes we want to see in the world. Through exploring various ways of writing, speaking, reading, and listening, we'll identify what we want to change, who can make those changes, and how to ethically persuade them to do it.

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.

Core A2 Learning Outcomes:

1. Critical analysis of academic discourse: Students critically analyze linguistic and rhetorical strategies used in long and complex texts from a variety of genres, subjects, and fields.
2. Integrating multiple academic sources: Students incorporate multiple texts of length and complexity within a unified argumentative essay, addressing connections and differences among them.
3. Academic research: Students develop sophisticated research questions and compose substantial arguments in response to those questions, incorporating extensive independent library research and demonstrating mastery of documentation in MLA and APA modes.
4. Style: Students edit their own prose to achieve a clear and mature writing style in keeping with the conventions of academic and/or professional discourse.
5. Revision: Students develop their own revision strategies for extending and enriching early drafts and for producing polished advanced academic writing.

Approved Textbooks:

We recommend that you have text(s) that address both writing and speaking - these can be integrated (as in The Speaking/Writing Connection) or separate.

Writing:

Austin, Reading the World: Ideas that Matter
 Columbo, Cullen, Lisle, Rereading America
 Comley, Fields of Reading
 Dilks, Hansen, Parfitt, Cultural Conversations
 Jacobus, World of Ideas
 Barnet and Bedau, Critical Thinking, Reading, and Writing
 Ramage, Bean, and Johnson, Writing Arguments
 Rosenwasser, Writing Analytically
 Rottenberg, Structure of Argument
 Spatt, Writing From Sources: From Critical Thinking to Argument

Integrated

Ryan and Wiant, The Speaking/Writing Connection

Speaking (all the RHET 103 texts are approved for this class)

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

(<https://open.umn.edu/opentextbooks/textbooks/stand-up-speak-out-the-practice-and-ethics-of-public-speaking>) Open source