

Written and Oral Communication Fall 2014
Rhet 131 Section 8

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Office Hours:
Tuesdays 2:00pm – 4:00pm
and by appointment

Last semester we embarked on a study of rhetoric that considered how rhetoric, as an art, is a written and oral practice fundamental to maintaining social cohesion, finding answers for shared problems, and encouraging change that can improve policies, institutions, communities, etc. With a basic understanding of rhetoric's components and functions, this semester we will carefully explore the rhetorical nature of human action in the public by 1) deepening knowledge about how to critically engage with different rhetorical and argumentative forms; 2) learning debate and refutation skills; and 3) gaining analytical proficiency of written and oral arguments.

Course Description

Written and Oral Communication (130/131) is a two-semester course that meets the university Core requirements for writing and public speaking. In the first semester, students learn the basic practices of oral and written argument, writing 5000 to 6000 words of revised prose and delivering 2-3 graded speeches totaling 15-20 minutes of speaking time. In the second semester, students learn more elaborate approaches to argument, rhetoric, and analysis, writing 6000 to 7000 words of revised prose and delivering at least two presentations, totaling at least 15 minutes of speaking time.

The first semester of the course introduces students to the challenges and opportunities of academic writing and speaking. Within a context of rhetorical processes and vocabulary, students claim a voice in public discourse, learning to connect purpose to audience, anticipate audience response, and develop rhetorical texts that are responsive to social, political, and rhetorical contexts. Emphasis is on written and oral argument, and, in particular, reading critically, using textual support in arguments, and backing up key ideas using audience-centered support--including inductive and deductive reasoning, narratives, illustrations, anecdotes, visual images, testimony, and factual evidence, such as statistics. Students engage in critical writing practices, such as drafting, revising, and editing to achieve focused and coherent writing, and they learn fundamental oral communication practices, such as creating speeches that are organized around a thesis and a focused set of main points, and delivered in an extemporaneous manner.

In the second semester, having mastered basic public speaking skills, students prepare oral presentations for more complex contexts, which may include more detailed argumentative speeches, debates, research reports, facilitation of class discussion, or other appropriate assignments. In both written and oral contexts, they learn to make arguments in an ethical manner, balancing emotion and reason, while fairly and accurately representing (and responding to) opposing views. Additionally, they analyze more complex cultural texts and learn to adapt arguments to audience and occasion, studying the rhetorical use of style and diction.

Learning Outcomes

Core A1 Outcomes: Public Speaking

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 Outcomes: Rhetoric and Language

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.

Student Resources

The Writing Center is located in Cowell Hall, Room 215. The Center is staffed with Writing Consultants who work with students to help them improve their writing skills. They provide feedback on the drafts that students bring to review, and they can tailor a program of instruction to meet individual needs. Students are encouraged to come to the Writing Center if they would like to build their selfconfidence, discover strategies of invention to overcome writer's block, learn how to revise their work, develop editing and proofreading skills, and understand and apply the conventions of standard written English. Please call (415) 422-6713 for an appointment. On designated days (usually Mon-Thurs, 1pm-4pm), you also can find a writing consultant in the Gleeson library computer room on the main floor, accessible through the Thatcher Art Gallery.

Located in Malloy Hall, Room 106, The Speaking Center is available to help all USF students prepare for speeches--such as oral presentations, team presentations, and powerpoint demonstrations. The coaches are USF students, selected because of their skill and experience (and excellent grades) in public speaking, and they can help you with a variety of aspects of public speaking, including delivery and outlining. Tutors are available on a drop-in basis (hours announced in the second week of the semester) as well as for special appointments; please visit the tutoring center or email speakingcenter@usfca.edu to make an appointment.

Various Workshops in Reading and Writing are available to assist students with academic writing, reading, and speaking: See the schedule of classes for times and days for RHET 100, 101, 105, 107. Various Students Success Workshops are offered by CASA.

Course Materials

You should have the following items from last semester:

Michael Austin, *Reading the World* (RW)
 James Herrick, *Argumentation: Understanding and Shaping Arguments* (A)
 The SF Compact (SF)

You will need to procure the following items from the USF Bookstore:

Ito, Okabe, and Matsuda, *Personal, Portable, Pedestrian: Mobile Phones in Japanese Life* (PP)

In addition, readings will be available on the course Canvas site (C).

*If you did not take Professor LaVigne's Rhet 130 class last semester, you are not required to purchase these books, but will need to make arrangements with another student in class

Course Expectations

This course emphasizes the complex processes of reading, researching, creating, speaking, and writing arguments. It functions as an intense workshop where you will be given the opportunity to improve your knowledge and skills of speaking and writing for academic and civic purposes. In it, you will engage rhetorical texts, produce argumentative essays and speeches, research scholarly works, and present your work in an academic manner. Speaking and writing are both processes (and often struggles) that invite you to challenge what you believe and how you express your opinions. These processes, however, open up new avenues of inquiry that might change the way you see, read, and speak. Moving between theory and practice, the class will include lecture-based discussion, group collaboration, in-class presentations, and close readings. The following expectations will be important to your success in this course.

- Before each class, complete the reading assignments. Be prepared to discuss/speak about the main arguments of each text and raise questions about things you did not understand, find problematic, thought interesting, etc.
- Lectures offer a chance to investigate the defining questions and concepts that underpin the practice of public speaking and argumentation. Lectures will not summarize the day's reading. Instead, lectures will draw out key ideas from the readings in the name of asking questions, undertaking discussion, and developing a fuller picture of the dynamics that sustain public communication and rhetoric.
- Participate in class – I expect that each member of the course will attend class meetings having completed the readings for the day and prepared to discuss them. Thus, it is vital that you bring the day's readings with you to class. This includes any readings posted on Canvas.
- Participation does not equate attendance. Rather, it entails active engagement, critical reflection, and debate over controversial issues and challenging topics. Such participation is not an opportunity to score points, feed an ego, or diminish others. Public argumentation and speech depend on the possibility of being able to change your mind in the face of ideas that you may not always want to hear.

- Beyond classes and conferences, I strongly encourage students to take advantage of office hours. They are an opportunity for you to receive one-on-one attention and craft strategies to address your particular needs. Email is a limited form of communication and cannot replace the value of actual live discussion. For all email, you should allow 24-48 hours for a response.

Students with Disabilities:

If you are a student with a disability, please contact USF Student Disability Services (SDS) at 415 422-2613 within the first week of class, or immediately upon onset of disability, to speak with a disability specialist. If you are determined eligible for reasonable accommodations, please meet with your disability specialist so they can arrange to have your accommodation letter sent to me, and we will discuss your needs for this course. For more information, please visit: <http://www.usfca.edu/sds>

Academic Integrity - USF Honor Code:

As a Jesuit institution committed to *cura personalis*- the care and education of the whole person- USF has an obligation to embody and foster the values of honesty and integrity. USF upholds the standards of honesty and integrity from all members of the academic community. All students are expected to know and adhere to the University's Honor Code. You can find the full text of the code online at www.usfca.edu/fogcutter. As it particularly pertains to the Department of Rhetoric and Language, the policy covers:

- Plagiarism—intentionally or unintentionally representing the words or ideas of another person as your own; failure to properly cite references; manufacturing references
- Working with another person when independent work is required
- Submission of the same paper in more than one course without the specific permission of each instructor
- Submitting a paper written by another person or obtained from the internet.

The penalties for violation of the policy may include a failing grade on the assignment, a failing grade in the course, and/or a referral to the Dean and the Committee on Student Academic Honesty. In addition, a letter will be sent to the Associate Dean for Student Academic Services; the letter will remain in your file for two years after you graduate, after which you may petition for its removal.

Class Participation:

Participation should reflect thoughtful consideration of course material and its application to the terms of the class (refer to "Course Expectations"). Additionally, participation also should demonstrate sustained engagement with other classmates, which includes responding to statements and asking questions of others. To participate in class, you must attend and speak up in class.

I reserve the option to give pop-quizzes at the start of class. If attendance is consistent, readings are done and discussion is robust, this will not be a concern.

If you must miss a class, you are responsible for the readings and turning in assignments. *Please do not ask* the professor "what happened in class when I was absent?" You are responsible for obtaining accurate notes from your classmates (even if you had a valid excuse for being absent), which includes finding out about assignments given on the day you were absent. In the event of sickness or an emergency, please contact me ASAP.

Missed Assignments and Speeches: The schedule for various speech assignments will be

distributed in class. It is your responsibility to know when you are scheduled to speak and to arrive ready to deliver your speech. Students that miss their scheduled speaking time will fail (with a grade of zero) the particular assignment. This does not apply in cases of documented illness, documented bereavement, or documented family emergency. In such cases, notification before class and a meeting with the professor are required.

Written assignments received later than 48 hours after the due date will receive a grade no higher than 50%.

Class Attendance:

You get three free missed classes: after that your final grade will be reduced one full grade with every miss (e.g., miss 4 classes and grade goes from A- to B+).

Exceptions: When representing the University of San Francisco in intercollegiate competition (e.g., athletics, debate), students shall be excused from classes on the hours or days such competition takes them away from classes. However, such students shall be responsible for advising their professors regarding anticipated absences and for arranging to complete course work for classes and/or examinations missed.

An absence does not exempt you from meeting assignment deadlines including homework.

** This attendance policy makes no distinction between excused and un-excused absences; they affect your work in the course equally. If, however, you find yourself facing exceptional circumstances (i.e. an unanticipated medical or personal problem that requires immediate attention) during the semester, please see your professor about possible accommodations. Such situations might include prolonged illness or family crises such as major illness, death, or other unusual circumstances. In these cases, we will work together to preserve your participation in the course, or to determine if an "incomplete" is advisable. In some cases, dropping the course may be the best alternative. Your job is to the professor know as soon as possible what your situation is so that s/he can develop a good strategy for dealing with it.

Time Management and Planning:

Students are expected to spend 2 hours outside of class in study and preparation of assignments. In a 4-unit class, assignments have been created with the expectation that students will engage in approximately 8 hours of out-of-class work per week; in a 2 unit class, students should expect to spend approximately 4 hours per week outside of class in study and preparation. Intensive classes may count the 2 hours of lab time as part of the out-of-class work.

Class Decorum:

Naturally, ipods, cell phones and other unnecessary gadgetry should be switched off before class; these should be stowed out of sight during the class period, and not set to "vibrate" mode. Refrain from text-messaging, "facebooking" and the like; they are distractions as well as being disrespectful to the class. Computers and ipads are allowed for class purposes (readings, note-taking, etc.); if they are consistently used for other purposes, the professor reserves the right to ban them at any time during the semester. Out of respect for your peers and the instructor, do not come to class if you will be more than 15 minutes late - you will be asked to leave.

Class Communication - E-mail and Canvas:

Announcements regarding this class will be sent to your USF e-mail address. Be sure that you have access to your USF e-mail account. I will use Canvas as a place to make important announcements, distribute various class readings, and post class assignments. **It is your responsibility to check the course Canvas site often. You must have regular access to email and the USF web site in order to meet the requirements of this class.**

Assignments

1. Speeches/Presentations

You will be asked to give a total of 3 speeches throughout the semester. Details about these assignments (content, structure, and expectations) will be posted on Canvas and discussed in class. The schedule for their delivery in class is as follows:

Feb 6 & 11:	Example Presentation, 3-4 minutes (15 points)
Feb 25, 27 & Mar 18, 20:	Reading Group Presentation, 5-6 minutes (75 points)
Apr 29 & May 1,6,8:	Public Debate Speech, 8-9 minutes (100 points)
Jan 30, Feb 18, Apr 8:	Impromptu Speech, 1-2 minutes (5 points)

2. Essays/Writings

You will be asked to write three papers that to varying degrees utilize course resources, such as textbook readings, lectures, discussions, and handouts. Some of these assignments will require research outside of class and in the library. Details about these assignments (content, structure, and expectations) will be posted on Canvas and discussed in class.

Mar 25:	Wiki Entry (15points)
Apr 4:	Book Review/Critique (75 points)
Apr 29 & May 1,6,8:	Public Debate Research Paper (100 points)

3. Homework

You will be asked to turn-in two homework assignments. Each will be a short task that will require reflection on course activities. Details about these assignments will only be given orally in class the class period before they are due. They will be 5 points each and due on the following days: Mar 6, Mar 27, and May 12

Between speeches, essays and homework, the assignments for this class are designed to 1) develop your presentation skills for different situations and purposes; 2) enhance your research and argumentation skills; and 3) deepen your critical analysis skills of written and oral speech.

Requirements for Submitting Written Work

All written work must be carefully edited, spell-checked. When you type your work use a 12-point font and should be double-spaced. Margins should be 1 inch on all sides. When relevant, all work must employ MLA citation system. We will review MLA guidelines as the need arises. Work that does not comply with these guidelines will not be read and could result in grade reduction. I will most often ask papers to be turned in online through Canvas. If there are any problems with this system, it is your responsibility to contact the instructor so the problem can be resolved in a timely manner. All of your assignments should be labeled in the upper left-hand corner as follows:

Jane Doe
Rhet/Comp. 130
Date

Your final grade will be based on the total points earned throughout the semester (400). The following grading scale will apply:

A	100 – 92.5%
A-	92 – 89.5%
B+	89 – 86.5%
B	86 – 82.5%
B-	82 – 79.5%
C+	79 – 76.5%
C	76 – 72.5%
C -	72 – 69.5
D	69 – 59.5%
F	59% and Below

The following grading rubric will be applied to all writing assignments:

A: In addition to the requirement for B papers, A papers are well written, generally free of errors, demonstrate thoughtful engagement, and clearly present an argument supported by sound evidence. A papers move well from one topic to another, are responsive to audience, employ precise language and more complex syntax and grammar, and display the author's voice; they are exemplary performances.

B: B papers are strong and carefully attentive to assignment requirements. They show accurate and informative use of the readings, have a solid thesis that organizes topics, uses correct grammar with appropriate choice of language, show evidence of audience awareness, and demonstrate careful attention to editing, revision, and proofreading.

C: C papers follow the requirements of the assignment. They demonstrate competent but not exceptional control of language, syntax, grammar, and mechanics, and attempt at editing, revising, and proofreading.

D and F: D and F papers are deficient in several ways. They may not follow the requirements of the assignment, or may be so carelessly written that errors interfere with reading the paper's argument.

The following grading rubric will be applied to all speeches:

A: In addition to the requirement for B speeches, A speeches goes beyond merely providing information on a generic topic; it adopts interesting, audience-aware angles of vision; they are well supported with sound reasoning and a variety of well-researched evidence, are delivered extemporaneously and in an audience-centered manner, with clear and astute organization revealed through main points, signposts, and transitions.

B: B speeches attend all the basic assignment requirements, and provide well-reasoned arguments in an audience-centered manner. They use transitional elements effectively, and possess an adequate amount of internal coherence and consistency strong and carefully attentive to assignment requirements.

C: C speeches follow the basic requirements of the assignment, but may be significantly deficient in one or more ways in the areas described above. (e.g., a speech with well-researched content but no discernible main points may get a "C" grade; a well-crafted speech that otherwise may be an "A" or "B" speech will probably get a "C" if it is delivered from a manuscript rather than extemporaneously).

D and F: D and F speeches are deficient in several ways. They are usually deficient in meeting one or more basic requirements of the assignment (e.g., an organized, interesting speech may receive a D or F grade if it seriously violates time restraints)

**Because of the nature and scheduling of these assignments, speeches cannot be made-up.

** I do NOT accept papers via email – no exceptions.

Schedule of Events

Readings and assignments are subject to change. Additional readings may be added. All reading assignments should be completed for the class period for which they are assigned.

January

- Tue, Jan 21 Course Overview
- Thu, Jan 23 Cultural Difference and Rhetoric
Read: Momaday, *Personal Reflections*, pg., 519 (RW)
Due: Quiz
- Tue, Jan 28 The Critical Eye and Ear
Read: White, Ch. 1 (C) and Ch. 7 (SF)
- Thu, Jan 30 Using Visuals
Read: O'Brien, Ch. 12 from *Speak Well* (C)
Due: Impromptu Speech

February

- Tue, Feb 4 Argument Review
Read: Herrick, Ch. 2 (A) and Havel, "New Years Day Address" (C)
- Thu, Feb 6 Causal Reasoning
Read: Herrick, Ch. 15 (A)
Due: Example Presentation
- Tue, Feb 11 Analogies and More
Read: Herrick Ch. 14 (A)
Due: Example Presentation
- Thu, Feb 13 Definitions
Read: Herrick, Ch. 12 (A) and TBA
- Tue, Feb 18 Reading Groups
Read: Pgs., 1-61 (PP)
Due: Impromptu Speech
- Thu, Feb 20 Speaking in Small Groups
Read: O'Brien, Ch. 18 from *Speak Well* (C) and TBA
- Tue, Feb 25 Reading Groups
Read: Ch. 4 and 5 (PP)
Due: Reading Group Presentations
- Thu, Feb 27 Reading Groups
Read: Ch. 6 and 8 (PP)
Due: Reading Group Presentations

March

- Tue, Mar 4 Visual Orientation(s)
Read: Pgs., 558-561 (RW)
Visit: Thatcher Art Gallery
Reminder: Homework # 1 assigned in class
- Thu, Mar 6 Visual Argument
Read: "Reading Visual Texts Critically"
from *The Structure of Argument* (C)
Due: Homework# 1
- Tue, Mar 11 **No Class – Spring Break**
- Thu, Mar 13 **No Class – Spring Break**
- Tue, Mar 18 Reading Groups
Read: Ch. TBA (PP)
Due: Reading Group Presentations
- Thu, Mar 20 Reading Groups
Read: Ch. 14 and 15 (PP)
Due: Reading Group Presentations
- Tue, Mar 25 Critical Orientation(s)
Read: Burke, "All Living Things are Critics" and "The Rhetoric of Hitler's
Battle" (C)
Reminder: Homework # 2 assigned in class
Due: Wiki Entry
- Thu, Mar 27 Critical Writing
Read: TBA
Due: Homework # 2

April

- Tue, Apr 1 Writing Workshop
Read: TBA
- Thu, Apr 3 Public Debate and Controversy
Read: Goodnight, "Controversy" (C) and TBA
Due: Book Review/Critique
- Tue, Apr 8 Refutation
Read: Reike and Sillars "Refutation" (C)
Due: Impromptu Speech
- Thu, Apr 10 Fallacies and Public Argument
Read: TBA
- Tue, Apr 15 Public Debate Group Meetings
Due: Topic Proposal

Thu, Apr 17	Preparing for Debate Read: TBA Guest: Professor Alexis Litzky
Tue, Apr 22	In-Class Work Day Read: TBA
Thu, Apr 24	Speech Workshop
Tue, Apr 29	Public Debate # 1
May	
Thu, May 1	Public Debate # 2
Tue, May 6	Public Debate # 3
Thu, May 8	Public Debate # 3 Reminder: Homework # 3 assigned in class
Mon, May 12	Due: Homework # 3