



## **RHET 130. (09 and 13) : Written and Oral Communication**

1:00 – 2:05 or 2:15 – 3:20, KA 172

**Fall 2018**

**Professor: Jacquelyn R. Horton**

Dept. of Rhetoric and Language

Office: McLaren 108

Office Hours: Thursday 1-4, and by appointment, please email or talk to me to confirm an office hour meeting.

E-mail: [jrhorton@usfca.edu](mailto:jrhorton@usfca.edu)

We can also meet in ZOOM... <https://zoom.us>

[ZOOM Instructions](#)

Meeting Link:

<https://usfca.zoom.us/my/professorjacquelyn>

### **Schedule of Assignments**

The schedule printed here provides only a brief overview of the assignments, all of which will be explained in much greater detail in class and in handouts. Please note, to best meet the needs of this class, minor adjustments to our schedule are inevitable; all changes will be announced in class or via email.

#### **Abbreviations**

SWC: Speaking / Writing Connection

WI: A World of Ideas

PSM: A Pocket Style Manual

PDF: Canvas

SS: Speak up, Speak Out TBD: To

Be Determined

#### **WEEK 1 August 22 & 24**

**Wednesday:** Class: Introduction, Define Rhetoric, Review Syllabus, Assign Partner / Interview Activity

**Friday:** Review Syllabus, , Review D1 in Canvas

#### **WEEK 2 August 27, 29, & 31**

**Monday:** Perform Class Introductions, Hand out Class Letters

**Wednesday:** Assign Significant Life Story Speech, Discuss WI: Evaluating Ideas, An Introduction to Critical Reading (1)

**Friday:** Discuss SWC Chapter 1 and SS: Chapter 19

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| Reading: WI: Evaluating Ideas, An Introduction to Critical Reading (1) – Canvas Discussion | SWC Chapter 1                             |
| Reading: SS: Chapter 19 Your First Speech  | Reading: Class Letter – Canvas Discussion |

**WEEK 3 September 3, 5 & 7 No class on the 3rd, Labor Day Speeches**

Monday: No Class  
 Wednesday: Perform Significant Life Story Speech  
 Friday: Perform Significant Life Story Speech, Assign: Reaction Paper

**WEEK 4 September 10, 12, & 14 Paper Due**

Monday: Discuss WI: Reading Greer, Assign How to Speech  
 Wednesday: Discuss WI: Reading  
 Friday: Reaction Paper Due, Discuss SWC: Chapter 4

|  |   |
|--|---|
| Reading: WI: Greer – Canvas Discussion | WI: Mill, Mead, Butler, or Wollstonecraft - Canvas Discussion |
| SWC: Chapter 4                         |   |

**WEEK 5 September 17, 19, & 21 Speeches**

Monday: Perform How to Speech  
 Wednesday: Perform How to Speech, Assign Oral Interpretation Speeches  
 Friday: Discuss SWC: Chapter 11

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| Reading: SWC: Chapter 11 |
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**WEEK 6 September 24, 26, & 28**

Monday: Discuss SWC: Chapter 2, Assign Impromptu Speech, Oral Interpretation Text Due  
 Wednesday: Social Justice Gender Lecture, Social Justice Gender Reading  
 Friday: Assign Group Speech & Literature Review, Group Work

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| Reading: SWC: Chapter 2 | TBD: Social Justice Gender Reading – Discussion |
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**WEEK 7 October 1, 3, & 5 Speeches**

Monday: Group Work, Discuss SWC: Chapter 3  
 Wednesday: Perform Oral Interpretation Speeches  
 Friday: Perform Oral Interpretation Speeches, Due: Social Justice / Gender Group Topic, Paper Proposal

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| Reading: SWC: Chapter 3 |
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**WEEK 8 October 8, 10, & 12 Speeches**

Monday: Discuss SWC: Chapter 5, Group Work  
 Wednesday: Perform Impromptu Speeches  
 Friday: Perform Impromptu Speeches, Group Work, Due: Working Bibliography

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| Reading: SWC: Chapter 5 |
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**WEEK 9 October 15, 17, & 19 No Class on the 15th, Fall Break Speeches**

Monday: No Class  
 Wednesday: Perform Social Justice Gender Group Speeches  
 Friday: Perform Social Justice Gender Group Speeches, Rhetorical Précis Due

**WEEK 10 October 22, 24, & 26** **Paper Due**

Monday: Perform Social Justice Gender Group Speeches  
 Wednesday: Perform Social Justice Gender Group Speeches  
 Friday: Due: Literature Review Social Justice Gender Paper Due, Reflection on Group Speech, Discuss SWC Chapter 6

Reading: SWC: Chapter 6

**WEEK 11 October 29, 31, & November 2**

Monday: Assign Final Term Paper & Final Term Speech  
 Wednesday: Library Visit  
 Friday: Discuss SWC Chapter 7

Reading: SWC: Chapter 7

**WEEK 12 November 5, 7, & 9**

Monday: Due: Speech and Paper Proposal - Presentation  
 Wednesday: Speech and Paper Proposal – Presentation  
 Friday: Discuss WI: TBD, Problem Solution Example

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| Reading: WI: TBD – Canvas Discussion | Problem Solution Example |
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**WEEK 13 November 12, 14, & 16** **Conferences**

Monday: Conferences Due: Annotated Bibliography  
 Wednesday: Conferences Due: Annotated Bibliography  
 Friday: Conferences Due: Annotated Bibliography

**WEEK 14 November 19, 21, & 23** **No class on the 23<sup>rd</sup>, Happy Thanksgiving**

Monday: Discuss SWC Chapter 12, Preparation Outline Due  
 Wednesday: Peer Review / Workshop Final Term Paper and Speech

Reading: SWC: Chapter 12

**WEEK 15 November 26, 28 & 30** **Speeches**

Monday: Peer Review / Workshop Final Term Paper and Speech  
 Wednesday: Perform Final Speech  
 Friday: Perform Final Speech

**WEEK 16 December 3 & 5** **Speeches**

Monday: Perform Final Speech  
 Wednesday: Perform Final Speech

**FINALS WEEK**

There will be no final for this class; your final term paper serves in lieu of a final exam. **PAPER DUE!**  
**Wednesday December 12<sup>th</sup>**

**Required Text:**

**Found in the Bookstore:**

Ryan and Wiant, *The Speaking/Writing Connection 3<sup>rd</sup> edition*.  
World of Ideas by Jacobus, 9<sup>th</sup> edition.  
A pocket Style Manual, Hacker and Sommers 7<sup>th</sup> edition.

(You will use these three text during Fall and Spring, so it is recommended to purchase instead of renting).

**Online Text:**

*Stand Up, Speak Out: The Practice and Ethics of Public Speaking*

By: Jason S. Wrench, Anne Goding, Danette Ifert Johnson, and Bernardo A. Attias

[Speak Up, Speak Out Textbook FREE](#)

<http://open.lib.umn.edu/publicspeaking/>

[To Purchase Speak Up, Speak Out](#)

\*All participants will need a **USF email account, access to Canvas**, and regular computer and Internet access.

**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.

How the rhetoric and composition outcomes are met:

- Through reading of difficult texts--both assigned and ones that you find doing original research--and writing essays and speeches that enter into conversation with these texts. ---Through short papers and exercises that ask you to assess your own writing practices and abilities and to reflect on what you've learned about writing over the course of the semester (and how your essays reflect that).
- Through peer-reviews, meetings with instructor, and revising your own essays. ---Through class activities and workshops aimed at sharpening aspects of your writing and public speaking.

**Resources:**

**Speaking Center:** Located in the lower level of Gleeson Library, The Speaking Center is available to help all USF students prepare for speeches--such as oral presentations, team presentations, and visual aid demonstrations. The coaches / tutors 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, topic selection, research, and outlining. Speaking Coaches are available for appointments Monday through Friday 9:00am to 6:00pm; to make an appointment, please use the salesforce scheduling system at [myusf.force.com](http://myusf.force.com), visit the library, call (415) 422-6713, or email [speakingcenter@usfca.edu](mailto:speakingcenter@usfca.edu). For more information on the USF Speaking Center or help making appointments, please check out our [home page](#).  
<https://myusf.usfca.edu/student-life/lwc/speaking-center>  
[Speaking Center Location \(2\).mp4](#)

**Writing Center:** is located in lower level of Gleeson Library. The primary goal of the Writing Center is to help students develop their writing skills in rhetoric, organization, style, and structure, through one-on-one interactive conferences with writing consultants. Students are encouraged to come to the Writing Center if they would like to think through ideas, revise their work for clarity and organization, or work on editing and proofreading skills. Please call (415) 422-6713, use the Salesforce scheduling system at [myusf.force.com](http://myusf.force.com), or visit the library for 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.

### **Requirements**

- Most work done outside of class, including short assignments, outlines, drafts, and essays should be typed, using 12-point Times New Roman. APA or MLA style will be designated for your work (depending on which citation style will help you the most in your academic career).
- Please submit your final essays with all the process work (drafts, copies of research materials, etc.)
- Meeting final deadlines -- which are announced far in advance -- is crucial. It is simply not fair to other students to turn in late work. If, however, you have a genuine emergency, please contact me ahead of the deadline.

**Time Management and Planning:** Students are expected to spend a minimum of 2 hours outside of class in study and preparation of assignments for each hour in class. 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.

**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](http://www.usfca.edu/fogcutter).

There is also an extensive discussion of USF's Academic Honesty Policy in the Fogcutter. As it particularly pertains to the Program in Rhetoric and Composition, the policy covers:

### **Academic Integrity:**

There is an extensive discussion of USF's Academic Honesty Policy in the Fogcutter; all students should be familiar with that section. As it particularly pertains to the Program in Rhetoric and Composition, 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 (in whole or in part) 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.

**Plagiarism:** "Whenever you quote from, make reference to, or use ideas attributable to others in your writing, you must identify these sources in citations or bibliography, or both. If you do not, whether deliberately or accidentally, you have committed plagiarism. Plagiarism, defined as the act of stealing or using, as one's own the ideas of another, is not permitted in college or university work or in any published writing. "Plagiarism may take the form of repeating another's sentences as your own, adopting a particular apt phrase as your own, paraphrasing someone else's argument as though it were your own." (Modern Language Association Handbook, New York: MLA, 1977, P.4). The sanctions for plagiarism range from reprimands and counseling to expulsion from the University. The appropriate sanction is determined by the University Committee on Academic Dishonesty. The University faculty may use internet-based services to

identify those portions of student written assignments that might not meet the full standards of academic integrity as defined in this statement.”

Quotation from <http://cps.usfca.edu/academics/obl/syllabusinfo.html>

**Students with Disabilities:** If you are a student with a disability or disabling condition, or if you think you may have 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>

### **Behavioral Expectations**

All students are expected to behave in accordance with the Student Conduct Code and other University policies (see <http://www.usfca.edu/fogcutter/>). Open discussion and disagreement is encouraged when done respectfully and in the spirit of academic discourse. There are also a variety of behaviors that, while not against a specific University policy, may create disruption in this course. Students whose behavior is disruptive or who fail to comply with the instructor may be dismissed from the class for the remainder of the class period and may need to meet with the instructor or Dean prior to returning to the next class period. If necessary, referrals may also be made to the Student Conduct process for violations of the Student Conduct Code.

### **Counseling and Psychological Services**

Our diverse staff offers brief individual, couple, and group counseling to student members of our community. CAPS services are confidential and free of charge. Call 415-422-6352 for an initial consultation appointment. Having a crisis at 3 AM? We are still here for you. Telephone consultation through CAPS After Hours is available between the hours of 5:00 PM to 8:30 AM; call the above number and press 2.

### **Confidentiality, Mandatory Reporting, and Sexual Assault**

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a faculty member. I am required to share information regarding sexual misconduct or information about a crime that may have occurred on USFs campus with the University. Here are other resources:

- To report any sexual misconduct, students may visit Anna Bartkowski (UC 5th floor) or see many other options by visiting our website: [www.usfca.edu/student\\_life/safer](http://www.usfca.edu/student_life/safer)
- Students may speak to someone confidentially, or report a sexual assault confidentially by contacting Counseling and Psychological Services at 415-422-6352.
- To find out more about reporting a sexual assault at USF, visit USFs Callisto website at: [www.usfca.callistocampus.org](http://www.usfca.callistocampus.org).
- For an off-campus resource, contact San Francisco Women Against Rape (SFWAR) (415) 647-7273 ([www.sfwar.org](http://www.sfwar.org)).

### **Student Accounts - Last day to withdraw with tuition reversal**

Students who wish to have the tuition charges reversed on their student account should withdraw from the course(s) by the end of the business day on the last day to withdraw with tuition credit (census date) for the applicable course(s) in which the student is enrolled. Please note that the last day to withdraw with tuition credit may vary by course. The last day to withdraw with tuition credit (census date) listed in the Academic Calendar is applicable only to courses which meet for the standard 15-week semester. To find what the last day to withdraw with tuition credit is for a specific course, please visit the Online Class Schedule at [www.usfca.edu/schedules](http://www.usfca.edu/schedules).

### **Financial Aid - FAFSA priority filing deadline (undergraduates only)**

March 2 - Priority filing deadline for FAFSA (The Free Application for Federal Student Aid - <https://fafsa.ed.gov/>) for continuing undergraduates.

**Attendance:**

Attendance for all classes, conferences, and other class activities is extremely important. A portion of your grade is based on daily assignments and participation opportunities, some of which may be unannounced; if you miss these because you are absent or tardy, they usually cannot be made up. Students who miss more than three classes may have their grade lowered and those missing more than six classes may be advised to withdraw from the course; if they do not do so, they may be given a failing grade.

*Exception:* 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, laboratories, and/or examinations missed.

**Illness or Family Emergency Policies:** As I understand that illness occurs or family emergencies arise, policies may be subject to change. In regards to illness, a doctor’s note must be provided AND the note must indicate that you were ill on the class period in which you missed a homework assignment, speech, test, etc...In regards to family emergencies, proper documentation of the family emergency must be provided.

**Deadlines:**

You should have all work ready to turn in at the beginning of class on the assigned due date or in canvas with strict deadlines. All work should be typed. There is no late work, or penalty system for late work. Students should read all assignments thoroughly.

**Participation:** Participation is a very important aspect in any communication class. I expect everyone to participate in class discussions, and feedback of presentations. I consider attendance a major part of participation in class. It is my wish to make this course as accessible as possible to all students. Students who have disabilities or medical conditions that may affect any aspect of course assignments or participation are invited to communicate with me at the onset of the course or at their discretion about any accommodations that would improve their experience of or access to the course.

**Respect:** This is the most important rule of the class. I would like everyone to respect the thoughts, opinions, and words of every person in the class. Often this class will touch on ideas and themes that may be controversial, this is important for intellectual growth and advancement. Please understand that everyone has the right to give respect and to receive respect.

**Overall grade breakdown**

Essay grades (50% of total grade)

- Reaction Paper on a Reading from World of Ideas (50 points) 2 pages (A2 - LO 1 & 4)
- Literature Review Social Justice Issue (200 points) 5-6 pages (A2 - LO 1, 2, 3, 4, & 5)
- Final Term Paper (250 points) 8- 9 pages (A2 - LO 1, 2, 3, 4, & 5)

Speech grades (45% of total grade)

- Significant Life Story Speech (50 points) 2-3 minutes (A1 - LO 1, 2, 3, & 5)
- How to Speech (50 points) 2-3 minutes (A1 - LO 1, 2, & 3)
- Oral Interpretation Speech (50 points) 2 minutes (A1 - LO 1, 2, & 3)
- Impromptu Speech (50 points) 2-3 minutes (A1 - LO 1, 2, 3, & 5)
- Social Justice Issue Group Speech (100 points) 5 minutes (A1 - LO 1, 2, 3, 4, & 5)
- Final Term Speech (150 points) 7-8 minutes (A1 - LO 1, 2, 3, 4, & 5)

5% Participation in online and class discussion, low-stakes speeches, homework, quizzes, in-class writing (50 points)

### **Speech assignments**

In addition to the more formal speeches, we'll also have low-stakes speeches over the course of the semester designed to create a supportive atmosphere, diminish overall communication anxiety, and allow you to try out different techniques and methods of delivery without the pressure of being graded.

### **In-class writing, quizzes, homework**

We will do several short in-class writing assignments. Expect occasional quizzes on readings (this ensures that everyone reads the material). If, however, discussions are robust and it appears that everyone has done the reading, I will not assign many quizzes.

### **Grading:**

A total 1000 points may be earned in this class. The number of points earned by the end of the semester will determine the final grade.

A = 930-1000, A- = 900-929, B+ = 870 -899, B = 830-869, B- = 800-829, C+ = 770 – 799, C = 730 -769, C- = 700 – 729, D+= 670 – 699, D = 630 – 669, D- = 600 – 629, F = below 600

### **Essay grades**

You will have ample time to work on each essay. Rather than assigning, for example, 8-10 short essays during a 15-week semester (which is common at many universities), USF's Program in Rhetoric and Composition prefers to assign fewer, more substantial essays; we do, however, have high expectations for all essays. We are not looking for the kind of essay that can be churned out in an all-night session. Indeed, I try to structure the assignment drafts so that there is no way to write a final essay draft in haste. Our program offers the time to research, reflect, draft and edit as a way of building superior essay writing skills. Please check the guidelines and grading sheet for each essay and if you have any questions, please ask. Feel free to make an appointment to see me during office hours if you have any concerns about any assignment. (I encourage you to see office hours as an extension of the class.) Unfortunately, one of the most common reasons that many students receive lower grades is that they simply don't follow the parameters of the assignment. Below are some agreed-upon guidelines for essay grading throughout the Program in Rhetoric and Composition:

- **A:** In addition to the requirements for "B" papers, "A" papers are well written and interesting. "A" papers demonstrate genuine thoughtfulness and ideas are supported by credible evidence. "A" work displays the author's voice; provides strong transitions among topics; is responsive to audience; employs precise language and complex syntax and grammar.
- **B:** "B" papers are strong and carefully attentive to requirements. They show accurate and informative use of the readings, have a solid thesis that organizes topics, use correct grammar with appropriate choice of language, show evidence of audience awareness, and demonstrate careful attention to editing, revising, 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 an attempt at editing, revising, and proofreading.
- **D and F:** "D" and "F" papers are typically deficient in several ways. They may not follow the requirements of the assignment, or may be so carelessly written that errors interfere with the reading.

Please note that I do not "grade on a curve" (i.e., I do not predetermine a certain percentage of A's, B's, C's and D's based on the number of students in the class). I judge each essay based on its merit and I typically spend at least half an hour (or longer) with each finished essay.

### **Rubric for Grading Public Speeches**

\*This is in conjunction to the researched speeches as these are the core public speaking assignments in RHET 103, 130, and 131.

#### **To Earn an “A”**

Students must demonstrate excellence in public speaking skills, performing extemporaneous manner and properly employing both verbal and non-verbal skills effectively. Student must have an organized and well-written outline utilizing the topic and outline format. Furthermore, student must have cited credible resources on their outline, and the outline must reflect creditable and well-researched information. Student must create quality visual aids. The visual aids need to be well made and properly enhance the speech, thus creating a better understanding of the information that is being verbally expressed. Student must also meet all requirements of the specific assignment. This includes the number of required sources, visual aids and copies of outlines, as well as meeting speech time limit requirements.

#### **To Earn a “B”**

Student must demonstrate above average competency in public speaking skills, performing extemporaneous manner and properly employing both verbal and non-verbal skills effectively. Student must have an organized and well-written outline utilizing the topic and outline format. Furthermore, student must have cited credible resources on their outline, and the outline must reflect creditable and well-researched information. Student must create quality visual aids. The visual aids need to be well made and properly enhance the speech, thus creating a better understanding of the information that is being verbally expressed. Student must also meet most of the requirements of the specific assignment. This includes the number of required sources, visual aids and copies of outlines, as well as meeting speech time limit requirements.

#### **To Earn a “C”**

Student must demonstrate an average competency in public speaking skills, performing extemporaneous manner and properly employing both verbal and non-verbal skills effectively. Student must have an organized and well-written outline utilizing the topic and outline format. Furthermore, student must have cited credible resources on their outline, and the outline must reflect creditable and well-researched information. Student must create quality visual aids. The visual aids need to be well made and properly enhance the speech, thus creating a better understanding of the information that is being verbally expressed. Student meets most or partial requirements of the specific assignment. This includes the number of required sources, visual aids and copies of outlines, as well as meeting speech time limit requirements.

#### **To Earn a “D”**

Student performs a below average competency in public speaking skills, lacking in the utilization of the extemporaneous style and failure of employing both verbal and non-verbal skills. Student has written an outline utilizing the topic format, but has failed to cite credible sources, nor has the information reflected credible and researched information. Student has created visual aids, however the aids do not enhance the speech to create a better understanding of the information that is being verbally expressed. Student meets partial requirements of the specific assignment. This includes the number of required sources, visual aids and copies of outlines, as well as meeting speech time limit requirements.

#### **To Earn an “F”**

Student performs a below average competency in public speaking skills, lacking in the utilization of the extemporaneous style and failure of employing both verbal and non-verbal skills. Student has not written an outline or has written a partial outline utilizing the topic format, and has failed to cite credible sources, nor has the information reflected credible and researched information. Student has not created visual aids.

Student has failed to meet requirements of the specific assignment. This includes the number of required sources, visual aids and copies of outlines, as well as meeting speech time limit requirements.

**Important Note:** I have an open door policy. I welcome and encourage you to come see me during the semester to discuss your progress or answer any questions you may have. I look forward to a challenging quarter filled with fun and hard work.

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Interpersonal Activity

Directions: Study your partner and answer the questions below without talking to your partner. After you have made your guesses consult your partner and discover the actual answers.

| Questions                     | Guess | Actual answer |
|-------------------------------|-------|---------------|
| 1) Age?                       | _____ | _____         |
| 2) Major?                     | _____ | _____         |
| 3) Transportation?            | _____ | _____         |
| 4) Pets?                      | _____ | _____         |
| 5) Favorite Color?            | _____ | _____         |
| 6) Favorite Food?             | _____ | _____         |
| 7) # of Brothers and Sisters? | _____ | _____         |
| 8) Type of Job?               | _____ | _____         |
| 9) Residence Hall?            | _____ | _____         |
| 10) Favorite Subject?         | _____ | _____         |
| 11) Favorite TV Show?         | _____ | _____         |
| 12) Languages spoken?         | _____ | _____         |
| 13) Hobbies?                  | _____ | _____         |
| 14) Favorite beverage?        | _____ | _____         |
| 15) Favorite Vacation spot?   | _____ | _____         |

Notes for Class discussion RHET 130:

Intro to Critical Readings:

Evaluating Ideas:

1) Pre- reading

2) Annotating

3) Questioning

4) Reviewing

5) Forming your own ideas

Significant Life Story SPEECH

Performances:

\*\*\*\*For this assignment, you will tell a 2-3 minute story that has a beginning, middle and an end. It may provide a moral. You may construct a story from your own experience or adapt one you already know. The purpose of your story telling is to illustrate the importance of a lesson learned, a significant life moment, or the moral for this audience and persuade them to accept your story as something that connects to their own lives. Start by thinking about why the audience might find the point of your story important or instructive. Remember that you need to choose a narrative that is appropriate for this audience and setting.

The introduction should set a context that will help the audience realize the importance of the moral for their lives. This may entail giving details of the setting or characters, setting the story in a larger context, or even telling the audience what the point of the story will be.

The story itself should be carefully constructed so that you give descriptive details, but do not ramble. Language choices, delivery techniques, and dramatic vocals must be chosen to lend interest and animation to your story. Your story should have internal coherence, with characters, plot lines, and morals that make sense to listeners.

The conclusion of your story should be carefully thought out and worded since it is your chance to leave a lasting impression with your audience. It should make the lesson or significance of the story clear to the audience.

This speech will be graded on your ability to follow the above directions, as well as your language choices and your delivery (voice and body). Remember that practice makes extemporaneous speaking possible! Please make keyword/key phrase outline to provide speaker support during the presentation.

- Title
- Introduction of character(s) and background
- Action(s)
- Climax
- Moral/Lesson audience can learn
- Closing (should be a carefully worded, memorable line)
- 2-3 minutes

RHET 130

Reaction Paper on a Reading from World of Ideas (50 points) 2 pages

In a 2 page double spaced typed paper please write about one of the readings from your World of Ideas textbook.

You need to select one of the essays from the book, then read it. Use APA or MLA to cite the text within your writing as well as a reference citation.

In the paper, please discuss the theme of the essay, the style of the writing, and the power of the content. What did the text mean to you and why did you select it? Please do not summarize the content. Please do critically read and write about the text.

Use APA or MLA to cite the text.

In this first essay I am looking to discover your authentic voice, your writing style, and skills.

Due:

Please do not choose:

Thank you!