

NOTE: I have revised this syllabus to reflect the new RHET 103 Guidelines that are in effect starting Fall 2019.

**Public Speaking
Rhet 103: Section 13 - Spring 2018**

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The ability to “speak-up” *and* “be heard” makes it possible for us to become participants rather than spectators in public life, and helps to shape our beliefs about who we are and the world around us. With the capacity for speech and the freedom to speak we discover the potential to create relationships, deepen tradition, foster dissent, and undertake collective action. Public speaking is an art; it calls on our imaginations and passions while also requiring certain performative and argumentative skills. This course is an introduction to the theory and practice of public speech. Through an inquiry into the nature and dynamics of speech, including ancient concerns of rhetoric and contemporary argumentation skills, this course offers the chance to methodically develop practices that enable the creation, performance, and critical assessment of public speech. This course aims to offer a view of public speech not as an act of one-way communication, but as part of a larger, on-going public dialogue.

Department of Rhetoric and 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.

Required Course Materials

- 1) *A Pocket Guide to Public Speaking*, O’Hair, Rubenstein, Stewart (PG)
- 2) Additional readings on Canvas (C)
- 3) A USF e-mail account that is checked regularly.
- 4) Regular access to the course Canvas page.

Learning Outcomes

At USF, the core curriculum is not a bunch of boxes to be checked; each class that meets the core is organized around a set of learning outcomes that students can expect to accomplish by the end of the course. This course meets the Public Speaking Core requirements, and learning outcomes for those are found below.

Real learning is associated with mastery of skills and the ability to critically think about subject matter. Look carefully at these learning outcomes, then, and how they are met—they describe practices and ideas that are vital to practices of communication and rhetoric. We will revisit these later in the semester, so that when you do the course evaluation, you can assess your own success in achieving them.

RHET 103 Learning Outcomes

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.

This course meets the requirements for Core A1: Oral Communication. Hence, the following Core A1 Learning Outcomes also apply to this 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.

How This Course Meets the Learning Outcomes

In addition to class discussions, readings, and videos, the learning outcomes are met with the following assignments:

Assignment	Due Date	Course Learning Outcomes	Core A1 Learning Outcomes
StoryTelling Speech	Feb 5	Addresses 1,2	Addresses 1,2,3
Informative Speech	Mar 5-9	Refinement of 1,2	Refinement of 1,2,3
Public Deliberation Speech	Apr 9-13	Refinement of 1,2	Refinement of 1,2,3
Special Occasion Speech	May 2-7	Mastery of 1,2	Mastery of 1,2,3
Speaking Practicums	Multiple	Refinement of 2	Refinement of 3
<i>Writing</i>			
Media Report	Feb 12	Addresses 1,3,4	Addresses 5
Topic Proposal	Mar 30	Refinement of 4	Refinement of 4
Rhetorical Analysis	Apr 20	Refinement of 1,3,4	Refinement of 4,5
Peer Reviews	Multiple	Addresses 4	Addresses 4
Reflection Essays	Multiple	Refinement and Mastery 3, 4	Refinement and Mastery 4

Assignment Descriptions

All Assignment details will be discussed in class and posted on Canvas including rubrics.

Speeches

Storytelling Speech (10pts) - The purpose of this speech is to practice speaking about something you know. In a small group, you will tell a story that aims to raise awareness about an issue. (2-3 minutes).

Informative (75pts) - The purpose of this speech is to inform the class about a significant event. Your aim is simply to teach or increase understanding of a recent phenomenon or act. (5-6 minutes).

Public Deliberation (100pts) – You will work in small groups to prepare and present a persuasive speech and facilitate class discussion on a controversial issue. The speech will enhance your rebuttal and group communication skills (5-6 minutes).

Special Occasion speech (75pts) - With this speech you will chose a particular situation, event, or person to pay tribute to (i.e. celebrate) using all the modes of persuasion. This last speech will allow you to demonstrate how much you've learned about speech and speaking (5-6 minutes).

Speaking Practicums (5pts each)

Throughout the semester classes will involve a number of in-class speech practicums that will help reduce nervousness and enhance public speaking skills. There will be 8 of these throughout the semester and are listed on the course schedule. You have to be in class and participate in these practicums to receive the full 40pts.

Writing

Media Report (25pts) - In order to speak out on matters of common concern, it is important to know what issues (social, political, etc.) people are talking or concerned about and how the media reports on those issues. You will present your findings to the class.

Topic Proposal (25pts) - You will write a brief paper explaining the rhetorical situation for your public deliberation speech and an overview of your particular position.

Rhetorical Analysis (25pts) - You will write a short paper, analyzing a speech that you observe in person.

Peer Reviews #1 & #2 (5pts each) - For the first two major speeches, you will be asked to complete a peer evaluation, a critical and thoughtful analysis of how a fellow students particular speech addressed its topic and its audience (10 pts total).

Reflection Essays #1, #2, #3, #4 (10pts each) - Throughout the semester you will be asked to reflect on your speech practice and rhetorical learning. These writings will be completed in class (40 pts total).

Extra Credit

At random times throughout the semester I will assign extra credit. These opportunities will only be announced in class.

Your final grade will be based on the total points earned throughout the semester (425). 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 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. A speeches are exceptional performances and well-argued.
- **B:** B speeches attend all the basic assignment requirements, and features sound reasoning and emotional engagement in an audience-centered manner. They use transitional elements, and possess an adequate amount of internal coherence and B speeches are coherent and primarily delivered in an extemporaneous manner.
- **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)

Course Expectations

This class will be challenging on several levels. *Of utmost importance is maintaining a high level of respect for each other* as we share our ideas, opinions and stories. It is probable that we will encounter views and opinions that differ from our own as each of us have our own unique standpoint. This is a valuable process and does not mean we must agree with every idea presented, but **we** must create and maintain a respectful, inclusive, and productive learning environment. **Our** goal is to co-create a learning community, public of thinkers and doers. Toward this effort, please be aware of the following expectations as members of our learning community.

Preparation:

- Before each class, complete the reading assignments. Lectures will not be the primary mode of class interaction; therefore, completing the assigned reading is vital for learning and engagement. Be prepared to discuss/speak about the main points of each reading or speech and raise questions about things you did not understand, find problematic, thought interesting, etc.
- Bring your readings to class in a format you can easily read. I strongly discourage the use of smartphones to read PDF's as large and dense texts are often difficult to read. Students often miss class discussion because they are too busy looking for a sentence or a quote.
- Be on time. Our time together is limited so please be on time and ready to work.
- Be prepared to meet all deadlines. Put all due-dates and reminders for assignments on your calendar.

Participation:

- Participation does not equate attendance. Rather, it entails active engagement and critical reflection.
- Listen and be open to change your mind. I don't expect everyone to have the same opinions, interpretations, or perspectives, but building an engaged learning community requires that we listen to each other and be open to the possibility of changing your mind in the face of ideas or opinions that you may not always want to hear.

Communication:

- Effective communication with me and your classmates throughout the semester will ensure your success in this class.
- I will use Canvas as a place to make important announcements, distribute various class readings, post grades, and class assignments; it is the archive of the class. It is your responsibility to check the course Canvas site often.
- 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.

Course Policies*Attendance:*

You get three (3) free missed classes: after that your 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.

** The above 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 instructor 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. Communicate with me. I know life happens - the demands of life, work and family sometimes prevent us from having perfect attendance. If you become aware that an illness or ongoing conflict *will cause you to miss more than two consecutive class sessions*, let me know as soon as possible. We can often work around serious conflicts with advance notice, but not if you simply "disappear."

If you must miss a class, you are responsible for the readings and turning in assignments. *Please do not ask* “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 and posted on Canvas. 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 Decorum:

Naturally, ipods, cell phones and other unnecessary gadgetry should be stowed out of sight during the class period, and set to silent mode. Refrain from text-messaging, “facebooking” and the like; they are distractions as well as disrespectful to the class. Computers and ipads are allowed for class purposes (readings, note-taking, etc.). If they are consistently used for other purposes, I reserve the right to ban them at any time during the semester.

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. C = readings found on Canvas. PG = reading from textbook, *A Pocket Guide to Public Speaking*.

SPEAKING MATTERS

Week 1 Orientation(s)

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|-------------|--|
| Mon, Jan 22 | Course Overview |
| Wed, Jan 24 | Why (Free) Speech Matters
Read: What Does Free Speech Mean?" (C) and Hess, "America is Still Struggling" (C) |
| Fri, Jan 26 | Speaking with Integrity
Watch: Alicia Garza, SFSU 2017 Commencement Address (C)
Read: Manning and Stroud, "Communicating with Integrity" from <i>A Practical Guide to Ethics</i> (C).
DUE: Speaking Practicum #1 |

Week 2 Rhetorical Foundations

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|-------------|--|
| Mon, Jan 29 | The Rhetorical Tradition
Read: Keith and Lundberg, Ch. 1 "The Rhetorical Tradition" (C) and Selections from Aristotle, "The Rhetoric" (C) |
| Wed, Jan 31 | Eloquence and Oratory
Read: Selections from Cicero, "On Oratory" (C)
DUE: Speaking Practicum #2 |
| Fri, Feb 2 | Speech Analysis
Read: "Analysis" from <i>Writing and Thinking Analytically</i> (C)
Watch: TBA
DUE: Speaking Practicum #3 |

SPEAKING OUT

Week 3 Listening and Bias

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| Mon, Feb 5 | Listening
Read: Ch. 5 (PG)
DUE: StoryTelling Speech |
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- Wed, Feb 7 Bias
 Watch: [Verna Myers, Ted Talk: “How to Overcome our Biases? Walk Boldly Toward Them”](#) (C)
DUE: Reflection Essay #1
- Fri, Feb 9 Media Bias and Ethics
 Read: Ch. 4 (PG) and TBA

Week 4 Speech Development

- Mon, Feb 12 Topics and Interests
 Read: Ch. 7 (PG)
DUE: Media Report
- Wed, Feb 14 Organization
 Read: Ch. 11-14 (PG)
- Fri, Feb 16 Study Group Meetings to Discuss Informative Speech

Week 5 Preparing to Speak

- Mon, Feb 19 No Class - President’s Day
- Wed, Feb 21 Fundamentals of Delivery
 Read: Ch. 16-18 (PG)
- Fri, Feb 23 Speech Practice
 Read: Ch. 2-3 (PG)
DUE: Speaking Practicum #4

THE ART OF INFORMING

Week 6 Group Conferences

- Mon, Feb 26 Groups 1 and 2
DUE: Draft Informative Speech Preparation Outline
- Wed, Feb 28 Groups 3 and 4
DUE: Draft Informative Speech Preparation Outline
- Fri, Mar 2 Speech Practice
DUE: Speaking Practicum #5

Week 7 Informative Speech

Mon, Mar 5 **DUE: Informative Speech**
DUE: Peer Review #1

Wed, Mar 7 **DUE: Informative Speech**
DUE: Peer Review #1

Wed, Mar 9 **DUE: Informative Speech**
DUE: Peer Review #1

Week 8 - Semester Break

Mon, Mar 12 **No Class – Spring Break**

Wed, Mar 14 **No Class – Spring Break**

Wed, Mar 16 **No Class – Spring Break**

THE ART OF DELIBERATION**Week 9 Rhetorical Situations**

Mon, Mar 19 Situations
Read: Bitzer, “The Rhetorical Situation” (C)
DUE: Reflection Essay #2

Wed, Mar 21 Audiences
Read: Ch. 6 (PG)
Watch and Read: Bush, Wellesly Commencement Address

Fri, Mar 23 Public Controversy
Read: Ch. 27 (PG) and TBA
DUE: Speaking Practicum #6

Week 10 Persuasive Arguments

Mon, Mar 26 Research and Evidence
Read: Ch. 8-9 (PG)

Wed, Mar 28 Persuasive Reasoning Part I
Read: Ch. 23-24 (PG)
DUE: Draft Topic Proposal

Fri, Mar 30 Persuasive Reasoning Part II
 Read: Herrick, Ch. 5 (C)
DUE: Topic Proposal

Week 11 Modes of Persuasion

Mon, Apr 2 Appeals of Ethos
 Read: "Ethical Proofs: Arguments from Character" from *Ancient Rhetorics for Contemporary Students* (C)

Wed, Apr 4 Appeals of Pathos
 Read: Pathetic Proofs: Passionate Appeals" from *Ancient Rhetorics for Contemporary Students* (C)
Due: Speaking Practicum #7

Fri, Apr 6 Preparing to Deliberate
 Read: Ch. 10 (PG) and TBA

Week 12 Public Deliberation Speeches

Mon, Apr 9 **DUE: Public Deliberation Speeches**
DUE: Peer Review #2

Wed, Apr 11 **DUE: Public Deliberation Speeches**
DUE: Peer Review #2

Fri, Apr 13 **DUE: Public Deliberation Speeches**
DUE: Peer Review #2

THE ART OF CEREMONY

Week 13 Public Deliberation Speeches, Cont.

Mon, Apr 16 **DUE: Public Deliberation Speeches**
DUE: Peer Review #2

Wed, Apr 18 Honoring Others and Ideas
 Read: Ch. 25 (PG)
 Watch: TBA
DUE: Reflection Essay #3

Fri, Apr 20 Visuals and Digital Media
 Read: Ch, 19-21 (PG)
DUE: Rhetorical Analysis Paper

Week 14 Language, Meaning and Framing

Mon, Apr 23	Language and Meaning Read: Ch. 15 (PG) and Michael Ruhlman, “No Food is Healthy. Not Even Kale” (C)
Wed, Apr 25	Choosing Better Words Read: TBA
Fri, Apr 27	Framing Read: TBA DUE: Video Outline of Special Occasion Speech

Week 15 Special Occasion Speeches

Mon, Apr 30	In-Class Work Day/Practice DUE: Speaking Practicum #8
Wed, May 2	DUE: Special Occasion Speech
Fri, May 4	DUE: Special Occasion Speech

Week 16 Special Occasion Speeches, Cont.

Mon, May 7	DUE: Special Occasion Speech
Wed, May 9	Class Party! DUE: Reflection Essay #4

Student Resources and University Policies

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, visit the library, call (415) 422-6713, or email 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>

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, 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.

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.

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 USF's 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
- 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 USF's Callisto website at: www.usfca.callistocampus.org.
- For an off-campus resource, contact San Francisco Women Against Rape (SFWAR) (415) 647-7273 (www.sfwar.org).

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.