

## **Oral and Written Communication, Spring 2019 (Malloy Hall 122)**

Section 02: MWF 11:45 – 12:50 pm

Dr. Leigh Meredith

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Welcome to the second semester of Written and Oral Comm! In the first semester, we focused on analysis. In exploring theories of obedience, we learned how to identify and compare key arguments in complex texts. In researching and presenting on past activist movements, we learned how to uncover and make meaning from historical events. In analyzing Foghorn editorials, we practiced closely reading and evaluating the merits of specific rhetorical strategies. And in our final project, we put our close reading in conversation with our contextual analysis. This final effort helped us learn how paying attention to audience and historical context can reshape our evaluation of specific arguments and strategies – and vis versa.

This semester we'll take our analytical skills and turn them towards making our own arguments. More specifically, we'll work towards realizing the USF motto - creating arguments to make the changes we want to see in the world. We'll consider the merits and problems of "academic discourse" in the service of advocacy and learn how to join thorough research and critical reasoning with personal and historical storytelling. Through exploring these various ways of writing, speaking, thinking, and knowing, we'll connect WHAT we want to change, with WHO can make that change, and HOW to convince them to do it.

### **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.

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:**

By the end of this 2-semester course, you should have mastered Core A1 and Core A2 skills and knowledge. Take a look at the assignment descriptions below to see how each

assignment will help you develop and assess progress towards mastery (Learning Objectives abbreviated as LOA1/LOA2 respectively).

*Core A1 Outcomes:*

- 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 principles 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:*

- 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.

**Assignments:** Because this class is designed to develop your speaking AND writing skills, speaking and writing assignments are designed to work together, complementing and expanding on similar topics or skill-sets. **In addition, your major writing and speaking assignments this semester will work as “building blocks” to help you complete your final advocacy project. In other words, like last semester, most major assignments will help you draft a component of your final project, so that your final project will not be started “from scratch” near the end of the semester but rather reflect both skills and content you have developed, rethought, and revised throughout the semester.**

Writing and speaking assignments will increase in value and complexity throughout the semester as they build toward your final Advocacy Article. With this in mind, all of your written assignments will be related to a single controversial issue you select at the beginning of the semester. Building-block assignments are also designed to emphasize how “story” perspectives and narrative organizational styles join with traditional argumentation and advocacy. Final grades for each assignment will often incorporate grades for “process” elements, such as proposals, drafts, peer reviews, and final reflections (helping you fulfill **Learning Objectives A2.4 and A2.5**). *All writing*

assignments will be submitted on Canvas; drafts and proposals are often a component of the final grade for these assignments.

- **Storytelling to Raise Awareness (Speech):** Expanding your “hook” techniques from last semester into an entire speech, tell a story that reflects why your controversial issue matters to you, and therefore why your *particular* audience should care. This speech will help you practice organized, audience-centered speeches pertinent to **A1.1** and **A1.3**. 3-4 mins. 40 pts. *Due Week 4.*
- **Backstory: Digital Timeline and Historical Reflection (Writing):** Using scholarly sources as practiced for your contextual analysis speech assignments last semester, you’ll identify and summarize the history and context of your issue in a digital visual timeline. You’ll also make a This builds towards **A2.2** and **A2.3** in requiring you to identify, integrate, and cite numerous scholarly sources while deepening your understanding of the “backstory” of your chosen issue. ~ 4-5 pgs. 40 pts. *Due Week 7.*
- **The Great Debates (Speech):** In this group speech, you and your team will prepare and rebut arguments surrounding controversial and community-centric issues. This assignment will develop your reasoning and critical-thinking skills and help you prepare for the argumentation elements of your own advocacy issue. Skills are particularly pertinent to **A1.4** and **A1.5**. 10-15 mins per person. 60 pts. *Due Week 11.*
- **Rough Draft Advocacy Article (Writing):** Submit a complete rough draft of your final advocacy article. Skills are relevant to **all A2** learning objectives. 5-7 pgs. 40 pts. *Due Week 13.*
- **Restyle It! (Speech):** We’ll spend some class time experimenting with expressing your core argument in other genres (poems, dialogues, etc). In this informal speech, you’ll share your favorite “restyle” with the class and explain how it helps you rethink or otherwise differently approach a problem in your advocacy article. This speech builds style, revision and audience-centered skills (**A1.3-5, A2.4-5**). 2-3 mins. 20 pts. *Due Week 15.*

**Final Advocacy Article:** In this final essay designed for a public audience, you will develop a substantial and well-researched argument advocating a position on your issue. This article should incorporate components from each of your previous assignments, including how your life experience has shaped your opinion about the issue, context and history of the issue, and evaluation of current arguments about the issue. How you combine these elements will be shaped by your identification and audience analysis of a particular publication context. Taken together, it will educate your reader on the history of your controversy, identify the major positions relevant to your controversy, and offer your unique perspective on what we (your audience) should think, feel, or do about your issue. **Your final submission will also include a cover letter identifying and reflecting on the revisions you made since the initial rough draft version. As such, it should reflect skills relevant to all A2 learning objectives.** 5-7 pgs. 80 pts. *Due Week 17 (Finals Week)*

**Weekly Writing and Speaking Assignments.**

- **Canvas Project Workshops and Rhetorical Reflections.** You will be asked to respond to prompts that help you develop upcoming assignments (Project Workshops) or to reflect on lessons-learned from previous assignments (Rhetorical Reflections) in weekly posts on Canvas. You'll also be using these posts to revise your Problem Proposal – your articulation of what it is you want to change in the world and how you want to change it. These posts will be graded on a complete/incomplete basis. *Posts should be submitted before class the day they are due.* **NOTE HOW MANY POINTS THESE ARE CUMMULATIVELY WORTH!** 80 pts (the same as your final paper!!)
- **Attendance + Participation:** Attendance and participation are a significant part of your grade; they can make the difference between a B+ or A-. So be prepared to speak *every day* in class. Group speeches, reading discussions, delivery and performance practice, and peer critiques will also be a component of this grade. Attendance policies are listed below, but obviously if you aren't in class, you can't get attendance/participation points for that day. 40 pts

**Grade Breakdown:**

Assignment	Percentage of Total Grade
Major Writing (2)	80 pts (20%)
Major Speeches (3)	120 pts (30%)
Final Advocacy Article	80 pts (20%)
Canvas Workshops	80 pts (20%)
Attendance/Participation	40 pts (10%)
<i>Total:</i>	400 pts (100%)

Details, guidelines, and internal grade breakdowns (point values of proposals, drafts, etc) will be posted on Canvas and discussed in class.

**Required Textbooks:**

- *Writing Analytically*, 8th ed, by David Rosenwatter and Jill Stephen.
- *Stand Up, Speak Out: The Practice and Ethics of Public Speaking* (Saylor Academy, 2012). This text is available for free at: [https://saylordotorg.github.io/text\\_stand-up-speak-out-the-practice-and-ethics-of-public-speaking/index.html](https://saylordotorg.github.io/text_stand-up-speak-out-the-practice-and-ethics-of-public-speaking/index.html) (link is also posted on Canvas)

Note that these are the texts required for last semester, so they haven't been ordered at the campus bookstore for this semester. In fact, we won't really be reading much from these texts this semester; instead we'll be focusing on other readings and audio/video materials (which will be posted on Canvas – labelled on the syllabus below with a (C)). ***Please follow the reading guidelines (posted on Canvas) for all days in which you have assigned readings and no Canvas post.***

**Course Schedule:**

\* Note: Readings may be supplemented or replaced; changes to readings, assignments, and other schedule issues will be noted in class and on Canvas.

## January

*Week 1: Welcome Back and Agenda-Setting:*

- For Fri - Read: Booth, “How Many Rhetorics”? [C]

*Week 2: “Academic Discourse”: Definitions, Discontents, and Alternatives.*

- For Mon - Read: Elbow, “Reflection on Academic Discourse” (C)
- For Wed – Read: Fischer, “The Narrative Paradigm” (C); Watch: Adichie, “The Danger of a Single Story” [C]  
(<https://www.youtube.com/watch?v=D9Ihs241zeg>)
- For Fri – Read: Forna, “Your Nationalism Can’t Contain Me” [C]
- **Due (Mon):** *Canvas Workshop #1: What issue has impacted your life and why?*

## February

*Week 3: Stories as Arguments/Arguing About Stories*

- For Mon – Read: Simmons, “The Art of the Story,” “How to Tell a Story” [C]

*Tues night: Aminatta Forna lecture, 6:30pm in the Berman Room (Fromm Hall)*

- For Wed – Read another Forna article (<https://aminattafora.com/articles-and-essays.html>); bring in questions for Ms. Forna (class visit from Ms. Forna)
- **Due (Mon):** *Canvas Workshop #2: Draft Storytelling Speech Outline and storytelling strategy justification*
- **Due (Fri):** *Canvas Workshop #3: Video Draft for Storytelling Speech*

*Week 4: Tell YOUR Story*

- **Due (Mon - Fri)** *Speech 1: Storytelling to Raise Awareness Speeches and Outlines*

*Week 5: Hi(stories) as Arguments*

*No class on Monday for President’s Day*

*Tuesday night – Rhetoric Week Speaker Showcase: 6:30-7:30 Fromm Hall 120 - Xavier Auditorium*

- For Wed – Watch: Silberman, “The Forgotten History of Autism” [C]

*Wednesday night – Rhetoric Week Debate Team Showcase: 7-8 pm McLaren Complex 250*

- For Fri – Read: *SF Chronicle*, “Is Desegregation Dead?” [C]  
(<https://www.sfchronicle.com/schools-desegregation/>)
- **Due (Wed):** *Canvas Rhetorical Reflection and Problem Proposal #1*

*Week 6: History Matters*

- For Mon – Research Day
- For Wed - Citation Workshop (Bring in list of sources)
- **Due (Fri):** *Canvas Workshop #4: Hi(stories) as Arguments: draft paragraph about how the history you uncovered should reshape our understanding of your issue’s problem or solution*

## March

Week 7: Introducing Dissoi Logoi:

- For Wed – Read: Booth, “Judging Rhetoric” ; Bring in debate topics
- For Fri – Read: Zarefsky, “Types of Evidence”
- **Due (Mon): *Writing 1: Backstory Digital Timelines***

Week 8: Spring Break, no class

Week 9: Good Arguments/Bad Arguments

*Tues night –Tennis Star Billie Jean King speaks about being a women’s rights and LGBTQ activist; 6 pm McClaren Center*

- For Wed – Read: Constructing an Argument [C]; Watch: IntelligenceSquared Debate (C)
- For Fri – Read: Constructing a Rebuttal [C]; Watch: IntelligenceSquared Debate [C]
- **Due (Mon): *Canvas Workshop #5: 1-2 Arguments and Counter-Arguments for Debate Team***

Week 10: Debate Prep.

*No class on Friday for Easter Holiday*

- **Due (Mon): *Canvas Workshop #6: Group Rough Draft Debate Prep Sheet***

## April

Week 11: The Great Debates!

- **Due (Mon-Fri): *Speech 2: Great Debates and Group Debate Prep Sheets***

Week 12: Putting it All Together

- For Mon – Read: Sample student Advocacy Article [C]
- For Wed – Bring in top reasons, evidence for group critique
- For Fri – Consider Context (explore various publication contexts)
- **Due (Mon) *Canvas Rhetorical Reflection and Project Proposal #3. What did you learn from the debates that you will apply to your individual argument? What’s your draft thesis statement?***

Week 13: Drafting Your Advocacy Article

- **Due (Mon): *Canvas Workshop # 7: Rough Draft Advocacy Article (Intro/Thesis/Paragraph)***
- **Due (Thurs): *Writing 3: Draft Advocacy Article***

*No class on Friday for Easter Holiday*

Week 14: Restyling as Revision

- For Fri – Bring in best Restyle for peer workshop
- **Due (Mon): *Canvas Rhetorical Reflection: What issue can you identify with your completed draft? What should you continue to work on?***

## May

Week 15: Restyle and Workshopping

- For Fri – Bring in Draft Advocacy Article for Workshops/Conferences
- **Due (Mon-Wed): Speech 3: Restyle It! (and posted revised restyles)**

Week 16: Workshopping and Wrap-Ups

- For Mon/Wed – Bring in Draft Advocacy Article to workshop

No Friday class for Finals Week

Week 17: Finals Week

- **Due (5/14): Final Advocacy Article**

### **Policies and Expectations:**

#### **Grading Policy:**

Letter grades will be calculated according to the following scale:

A	= 94-100%	B	=84-86.9	C	=74-76.9
A-	= 90-93.9	B-	=80-83.9	C-	=70-73.9
B+	= 87-89.9	C+	=77-79.9	D	=60-69.9
F	= less than 60%				

#### **Grading Rubrics:**

*The following grading rubric will be applied to all writing assignments in addition to grading parameters specific to individual 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, but have some errors in the elements outlined above. They show accurate (but less nuanced) use of the readings, have a solid (but less complex) thesis that organizes topics, uses correct (but less sophisticated) grammar with appropriate choice of language. They also show *some* evidence of audience awareness, and demonstrate *some* 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 little 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 in addition to grading parameters specific to individual assignments:*

**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)

Attendance: My attendance policy is simple and designed to reward you for coming to class. I take the number of class sessions (40) and divide that into the number of participation points (40). You get that point amount (1) for every class you attend in which you fully participate. Being more than 5 mins. late to class counts as ½ of an absence. Why not try for 100% of these 40 easy points? More than just the points, though, we work as a whole class community and in small groups nearly every day in this class; your fellow classmates are depending on your attendance and participation. If you miss a class, please check with your fellow students (email, text, and/or call them) and Canvas for materials and assignments. **Please do not send me a “What did I miss?” email.**

However, conflicts and emergencies arise – written documentation from a doctor or CASA coach will count as an “excused” absence. **You MUST attend all your scheduled speech days; if an emergency arises, you must provide written documentation from above sources of a conflict such as illness, family emergency, jury duty, religious observance, etc..** If you are late to class and arrive when a speech is underway, please wait to take your seat until the speaker is finished. Attendance is updated on Canvas ~2-3 weeks, so check there to keep up-to-date.

**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.

Grades and Adjustments: You must complete all major graded speeches and writing assignments to pass the course. While weekly Canvas Posts typically can't be submitted late (because we use them as the basis for class workshops), I do usually accept major written assignments late, albeit for a potentially reduced grade. Late speeches will *not* be accepted because it affects the schedule for everyone. I'm happy to address concerns

about speech and assignment grades **within a week** after you were notified of that grade. All final grades (for the entire course) are just that- final.

**Technology:** All cell phones, tablets, and other noise-producing and communication devices must be turned off and put away during class. Laptops should not be used in class unless I approve them for presentation or group work (otherwise it disrupts the discussion dynamic). This is primarily a discussion, not lecture-based class, so pen and paper should suffice for note-taking.

### **University Policies**

**Time Management and Planning:** Students are expected to spend 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.

#### **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) for information about accommodations.

#### **Behavioral Expectations:**

All students are expected to behave in accordance with the [Student Conduct Code](#) and other University policies.

#### **Academic 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](#).

#### **Counseling and Psychological Services (CAPS):**

CAPS provides confidential, free [counseling](#) to student members of our community.

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

For information and resources regarding sexual misconduct or assault visit the [Title IX](#) coordinator or USF's [Callisto website](#).

### **Student Resources**

The Learning, Writing, and Speaking Centers at USF provide individualized support to assist you in better understanding course material and to aid you on your path to success. Services are free and include one-on-one tutoring, group tutoring, and one-on-one Academic Skills Coaching appointments to discuss effective study strategies. The Learning Center supports over 80 courses each semester. The Writing Center helps students develop writing skills in rhetoric, organization, style, and structure, through one-on-one interactive conferences. The Speaking Center helps students prepare for public speaking - including speeches, oral presentations, team presentations, and visual aid

demonstrations. International students may also contact the Centers to learn more about communicating with professors and general academic study skills.

The Learning, Writing, and Speaking Centers are located on the Lower Level of Gleeson Library. Please contact them at (415) 422-6713 for further assistance or visit: <https://myusf.usfca.edu/lwsc> to make an appointment.