

ENG 200
TR 10-11:20am
185 Lillis
CRN 22723
Winter 2018

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Public Speaking as a Liberal Art

About This Class

This course explores the art of public speaking as grounded in theories of rhetoric, especially those pertaining to the relationship of a speaker to an audience, the importance of listening as an aspect of speaking, and the socioethical contexts of public discourse. The assignments and activities are aimed at helping you build skills in oral presentation and argumentation, starting with dialogic inquiry and discussion and moving toward crafted speeches. Along the way, we will assess various kinds of public discourse happening in our surrounding world in order to learn from the successes and strategies of others.

** This course counts toward the “Rhetoric” requirement of the Writing, Public Speaking, and Critical Reasoning undergraduate minor or certificate.

Goals and Learning Outcomes

- Understand the principles of effective speaking and listening
- Develop a toolbox of rhetorical practices for use in composing and engaging in public discourse
- Practice listening and speaking exercises as a form of dialogic engagement in the development of ideas
- Analyze and critique various rhetorical techniques and purposes
- Develop speech preparation and presentation techniques, audience awareness, and self-awareness
- Improve posture, voice, diction, and other mechanics of speech
- Cultivate poise and self-confidence
- Become self-aware of speaking strengths and weaknesses
- Develop strategies for responding usefully and supportively to others’ work

Individual goals and learning outcomes

Use this space to write out one or two individual goals for your work in this class.

Required Materials

All class readings will be available on Canvas.

Course website at <http://canvas.uoregon.edu>

Grading

Final grades are established as follows:

Speech 1	20%
Speech 2	30%
Logical Fallacies Presentation and Quiz	25%
Self-Reflections	10%
Peer Evaluations	5%
Preparation and Participation	10%

The percentage ranges below will earn the following final grades. I will occasionally issue an A+ based on exceptional class performance in addition to a grade of over 98%.

93-100 (A), 90-92.99 (A-), 87-89.99 (B+), 83-86.99 (B), 80-82.99 (B-),
77-79.99 (C+), 73-76.99 (C), 70-72.99 (C-), 67-69.99 (D+), 63-66.99 (D),
60-62.99 (D-) lower (F)

Preparation and Participation

Your participation will be graded using the rubric below.

	Exceptional participation (A)	Good participation (B)	Meets minimum requirements of participation (C)	Does not meet minimum requirements (D/F)
Large Group Discussions	I raise the level of discourse by voluntarily participating in large group discussions; my contributions are insightful and respectful; I listen well and make space for other classmates to speak	I occasionally participate voluntarily; I listen thoughtfully and am willing to participate if called on	I do not tend to participate voluntarily, but I will participate if called on; I may have rare instances of D/F expectations	I am often distracting or inappropriate during large group discussion (this may include rudeness, sleeping, or using technology inappropriately)
Small Group Discussions	I am engaged and show initiative during small group discussions; I often start the conversation and I encourage others to speak by listening well and asking follow-up questions.	I am interested and on-topic during small group discussions; I share my thoughts and attempt to carry on the conversation.	I am present but occasionally off topic; In groups, I often only do the bare minimum to address questions; I don't often ask follow-up questions with my partner(s).	I am consistently uninvolved in small group discussions; I am frequently off topic, inappropriate, or distracting to other group members.
Attendance and Preparation	I am always punctual and prepared; I have completed the homework with care and I bring notes with me to class.	I am usually punctual and prepared; I sometimes bring notes and ideas and have done the homework.	I am occasionally late or unprepared; I occasionally don't complete homework on time.	I am frequently absent, late, unprepared, or leave for periods during class; I rarely complete the homework on time.

POLICIES

Attendance

You are expected to attend every class meeting. You are expected to come to class on time, having completed all assignments for that day and with pen and paper for taking notes. (Personal computers and cell phones may not be used for note-taking or any other purpose during class unless prior arrangements are made with me.)

There will be a sign-in sheet at each class meeting; you are responsible for making sure you sign the sheet. Missing class more than **two** times in the term will result in reduction of your final grade by 1/3 of a letter grade for each absence (an A becomes an A-). If you are late for more than **two** class sessions, the third late arrival will be considered an absence, and every late arrival after that will be considered an absence. Disrespectful behavior (sleeping, personal conversations during class, disrespecting others' points of view, using your cell phone) will result in your being counted absent that day; I will not interrupt the class to confront you about this behavior, I will simply count you absent.

Documented illness and documented personal emergencies are excused absences: you will not be penalized for an excused absence. If you are ill, contact me in advance of any missed class to touch base and find out what you will need to make up before next class.

Observance of Religious Holidays

Students who observe their religious holidays at times when academic requirements conflict with those observances must inform instructors in advance of the holiday. Students are responsible for making up missed work according to a schedule determined with the teacher.

Due Dates, Make-up Work, and Late Work

All assigned work is due at the beginning of class or when stated on the Course Schedule and speech schedule. You will know ahead of time on which days you will present your speeches, and it is vital to arrive on time and prepared on those days. Due to scheduling constraints, *no make-up speeches will be permitted without written documentation of a medical emergency.* If you must miss class, turn in any work other than speeches before our class meeting to receive credit. **All late assignments lose 1/3 of a letter grade per day, including weekends and holidays (an A becomes an A-).** Work turned in one week or more after the due date will not be accepted. You may ask for an extension on a written assignment if it is due more than 72 hours (3 days) later—and the earlier the better. I may not grant the extension. In case of a looming or unexpected disaster, consideration will be given if you keep me in the loop and communicate in advance.

Access

The University of Oregon is working to create inclusive learning environments. Please notify me in week one if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You may also wish to contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu.

Academic Honesty

All work submitted in this course must be your own and be prepared exclusively for this course, which means you may not present speeches or submit papers or portions of papers you have written for any other course. The use of sources (ideas, quotations, paraphrases) must be properly documented. This includes ideas you get from your classmates. This also includes ideas you get from websites as well as books and other media. Even if you rephrase a source in your own words, if you do not cite that source in your text and your bibliography, you are still committing plagiarism. See our Canvas web site for more on citation practices.

Academic dishonesty will result in an automatic failing grade for this course. For definitions of cheating and plagiarism, you may refer to the *Student Conduct Code* on the Office of Student Conduct and Community Standards website. Please familiarize yourself with these if you are not clear on what constitutes cheating or plagiarism. You are also welcome to contact me with any questions about your use of sources. I'm very happy to talk with you about this!

An Additional Tool for Your Success

E-mail your classmates

In the space below, write down the e-mail contact information for at least two of your classmates. When you have a quick question about something we did in class, something on the syllabus, or an unclear assignment, you may wish to check with a classmate or two before you check with me.

1. Name: _____ E-mail: _____

2. Name: _____ E-mail: _____

By remaining in this course you verify that you have read, understood, and agreed to abide by all information disclosed in this syllabus.

COURSE SCHEDULE

Readings and assignments are due in class on the date listed. Scheduling, readings, due dates, and assignments are all subject to change at instructor's discretion.

Date	In-Class Activities	Assignment Due
Tues., 1/9	Course Introduction	
Thurs., 1/11	Discussion	Martin Luther King Jr., "Nonviolence and Social Change"; e-mail course goals to Dr. LeRud

Week 2

Tues., 1/16	Discussion	Malcolm X, "The Ballot or the Bullet"
Thurs., 1/18	Debate Preparation	

Week 3

Tues., 1/23	Debate	
Thurs., 1/25		Speech 1 Proposal

Week 4

Tues., 1/30		Speech 1
Thurs., 2/1		Speech 1

Week 5

Tues., 2/6		Speech 1
Thurs., 2/8	<i>Class cancelled for individual conferences</i> – Self-Reflection 1 due at conference	

Week 6

Tues., 2/13	<i>Class cancelled for individual conferences</i> - Self-Reflection 1 due at conference	
Thurs., 2/15	Discussion	Mary Beard, "The Public Voice of Women"

Week 7

Tues., 2/20	Discussion	Chimamanda Ngozi Adichie, "We Should All Be Feminists"
Thurs., 2/22	Debate Preparation	

Week 8

Tues., 2/27	Debate	
Thurs., 3/1	Logical Fallacies Quiz	Speech 2 Proposal

Week 9

Tues., 3/6		Speech 2
Thurs., 3/8		Speech 2

Week 10

Tues., 3/13		Speech 2
Thurs., 3/15	Conclusions	

Finals Week

Tues., 3/20	Final Self-Reflection due on Canvas by 5pm	
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Logical Fallacies Presentation and Quiz

Logical fallacies encumber the open, two-way exchange of ideas upon which meaningful conversations depend. They distract listeners with dubious appeals in place of sound reasoning. Hundreds of logical fallacies have been categorized from within everyday discourse; this term, we will focus on a selection of particularly relevant, significant, and interesting fallacies.

Presentation

Each of you will select a fallacy to present to the class on a particular day; sign-ups will take place during week one. To prepare to present, use Canvas resources and your own research to investigate your fallacy and find out everything your classmates need to know about it. Then, prepare the information by organizing a brief explanatory talk. Your talk should include:

- a cogent definition and explanation of the fallacy
- a list of any other names frequently used to refer to this fallacy
- likely circumstances that give rise to this fallacy (social situations, subject matter, etc.)
- characteristic and interesting examples of the fallacy

You may use graphics during your talk; you may write on the board, project a slideshow, or provide a handout. Please note that requests to use the classroom projection system must be made in advance, and all digital media must be e-mailed to me at least 24 hours before you present. This requirement is in place so we can avoid technical glitches during presentations.

Think of this assignment as a third formal speech assignment for the term: this is your opportunity to practice presenting information clearly and compellingly. The challenge is to strike the right balance between conveying knowledge and holding an audience's attention.

Your presentation should take no more than three minutes. You must not exceed the time limit, but you should not be too brief, either; remember that your classmates are counting on you for this information. You may use notes when you speak. Each presenter will field a brief question-and-answer period not to exceed about two minutes.

Due at time of presentation: a bibliography of works consulted and five typed examples of the fallacy in everyday speech (you can make them up; it's good practice). To ensure coherence between presentations and the quiz, I may draw from these examples when preparing the quiz.

Quiz

During week 8, there will be a quiz to assess your comprehension of the logical fallacies discussed this term. The best way to prepare for the quiz is to take detailed notes during your classmates' presentations. You may also consult the sources provided on our Canvas web page.

Together, the presentation and quiz comprise 25% of your grade this term: 20% for the presentation and 5% for the quiz.