



RHE 101: PUBLIC SPEAKING

FALL 2020

MWF 11:15-12:05
FAC EXP

Course Description

"Public Speaking" invites students to learn about the art of public speaking while honing oral communication skills. The course views public speaking as a highly formalized activity as well as an historic practice fundamental to democratic society. Students should approach the class as an opportunity to learn various concepts, skills, and techniques essential for appropriate and effective public address and consider the role of public speaking in everyday life.

Course Learning Outcomes

1. **RHETORIC AS A LIBERAL ART:** RHE 101 contributes to your understanding of the intellectual history of rhetoric as a liberal art for a well-rounded individual.
2. **WRITTEN & ORAL EXPRESSION:** RHE 101 enhances your oral and written communication skills through outlines, speeches, and class discussion.
3. **RHETORIC AND DEMOCRATIC PRACTICES:** RHE 101 focuses on rhetoric in the productive functioning of democracy, the practice of citizenship, and our potential for civic engagement.
4. **CRITICAL THINKING:** RHE 101 enhances critical thinking through the development of speeches

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requiring sound reasoning and the study of rhetorical criticism.

5. **INTELLECTUAL INQUIRY:** RHE 101 contributes to information literacy with its attention to research and source evaluation.
6. **RHETORICAL METHODS:** RHE 101 introduces you to rhetorical criticism of public discourse.
7. **ENGAGING DIFFERENCE HUMANELY:** RHE 101 encourages you to consider productive modes of discourse for resolving difference and for managing diversity in all its forms.

Required Materials

Abbott, J. Y., et al. (2015). *Public Speaking and Democratic Participation*. New York: Oxford University Press—PS&DP

*** Please consider your text an essential item that should travel with you if, for instance, you change living units. It is strongly recommended that you do not plan to share your book with friends & housemates this year.**

Additional assigned materials on RHE 101 Canvas site.

How to Succeed

Becoming an effective public speaker, like learning any skill (e.g. how to drive a car, properly swing a golf club, or play an instrument), requires practice, trial and error, and above all time.

Right now, you are likely a novice speaker. The columns explain what success would mean and require for three subsequent stages of skill-building (Competent, Proficient, and Expert):*

*adapted from Stuart E. Dreyfus and Hubert L. Dreyfus, "A Five-Stage Model of Mental Activities Involved in Directed Skills Acquisition," paper to Air Force Office of Scientific Research, 1980.

Competence

A competent speaker can:

- Understand core concepts
- Choose how to follow the provided guidelines
- Create routines for success in light of immediate goals

Competent speakers tend to assume a "correct" application of the skills and ask, "Am I doing this right?"

Competence requires you:

- Read the course material on time
- Attend class
- Actively apply material to your and peers' speeches
- Practice a few times

Proficiency

A proficient speaker can:

- Understand and apply core concepts
- Adapt guidelines to specific, concrete contexts/situations
- Address long-term as well as short-term goals

Proficient speakers tend to assume there are options for success and ask, "Am I doing this well?"

Proficiency requires you:

- Do everything in previous column
- Actively engage in class discussion & activities
- Encourage peers with constructive feedback
- Practice *and* revise

Expertise

An expert speaker can:

- Understand and apply core concepts
- Know (intuit) & generate his or her own guidelines
- Plan ahead on own and establish own goals

Expert speakers tend to assume constant progress is key to success and ask, "How could I do this better?"

Expertise requires you:

- Do everything in previous two columns
- Become emotionally invested in outcomes
- Sharpen and utilize critical thinking skills



Robert F. Kennedy
Indianapolis, 4 April 1968

One of my personal heroes; he delivered this impromptu speech the night Martin Luther King, Jr. was assassinated

Professor Jeffrey P. M. Drury, PhD

Office: Fine Arts S204

Office Phone: (765) 361-6296

Home Phone: (765) 267-3604 (voice or text between 9am and 9pm)

E-mail: druryj@wabash.edu

Office Hours: M, 2-4pm; W, 9-10am; Th, 10-11am; and by appt. On Fridays, I may not be available after 12pm.

Office Hours do not require an appointment and will occur virtually through Zoom (link [here](#) & posted on the course home page in Canvas).

Course Assignments (500 points)

Assignment Category	Writing	Speaking	Listening
Course Preparation: <i>See below</i>	Preparation Activities (50 pts.)	Attendance & Scholarly Conduct (50 pts.)	
Public Discourse Assignment: <i>5-minute speech exploring how to "fix" an example of unproductive discourse. Delivered face-to-face during class.</i>	Topic Proposal (5 pts.) Outline & Bib. (10 pts.) Self-Assessment (10 pts.)	Speech (40 pts.)	Peer-Assessment (10 pts.)
Tough Choices Assignment: <i>20-minute group speech that presents the "tough choices" associated with a wicked problem and a 20-minute deliberation. Pre-recorded speech, with virtual facilitation during class.</i>	Topic Proposal (5 pts.) Outline & Bib. (15 pts.) Facilitation Plan (5 pts.)	Speech & Deliberation (80 pts.)	Participate in Deliberations
Advocacy Assignment: <i>8-minute speech advocating a solution, including a call to action, to a significant social problem. Delivered face-to-face during class.</i>	Topic Proposal (5 pts.) Outline & Bib. (15 pts.) Self-Assessment (10 pts.)	Speech (80 pts.)	Ask Questions
Rhetorical Criticism Assignment: <i>9-minute speech analyzing a contemporary public rhetoric text. Delivered via Zoom during class.</i>	Topic Proposal (5 pts.) Outline & Bib. (15 pts.)	Speech (80 pts.)	Peer-Assessment (10 pts.)

Attendance and Scholarly Conduct: Attendance and scholarly conduct are crucial to the course objectives. It is your responsibility to attend class prepared, having read the assigned readings and ready to participate. You will earn *at best* a "C" for this aspect of your grade if you consistently attend class and pay attention but do not get involved. You will fail this aspect of your grade if you consistently attend class but are doing other things.

Unexcused absences when other students are scheduled to speak will count as two absences. Arriving late or leaving early count as half an absence. Each unexcused absence beyond 3 will result in a 3 point reduction from your grade in addition to the points you lose for not being in class to participate. More than 12 accumulated absences *may result in failure of the course.*

Please **do not** come to class if you experience any CDC-described symptoms for COVID-19 (fever, cough, shortness of breath, diarrhea, and/or the loss of taste or smell). You should contact Health Services immediately and then inform your professors and coach(es). Students are expected to follow the Gentlemen's Rule and following the

above is an important part of this so we can all make and keep our campus safe and healthy. This is a crucial way that WAF!

Preparation Activities: Preparation activities (PAs) are periodic assignments designed to facilitate your preparation for and engagement in class activities. **I will drop your two lowest PA scores but you will not receive credit for late or missing PAs.**

Extra Credit: By 9pm, Monday, Aug. 17, post a video introducing yourself to [Flipgrid](#) for 2 pts. extra credit. Other opportunities will be announced as they arise.

COURSE GRADING SCALE					
Grade	Points	Percent	Grade	Points	Percent
A	465-500	93%-100%	C+	385-399	77%-79.9%
A-	450-464	90%-92.9%	C	365-384	73%-76.9%
B+	435-449	87%-89.9%	C-	350-364	70%-72.9%
B	415-434	83%-86.9%	D	300-349	60%-69.9%
B-	400-414	80%-82.9%	F	<300	<60%

Course Schedule

Readings, assignments, and due dates are subject to change. You should complete assignments for class on the date they are listed.

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
W, 8/12 (FAC)	Course Introduction	
F, 8/14 (FAC)	Rhetoric, Speech, and Democracy	-Read <i>PS&DP</i> Preface and Ch. 1 -PA due by 9am through Canvas
M, 8/17 (ZOOM)	The Quality of Public Discourse	-Read <i>PS&DP</i> Ch. 2 -Watch Chris Christie, Hurr. Sandy Remarks -PA due
T, 8/18		DUE: TOPIC PROPOSAL BY 9PM
W, 8/19 (ZOOM)	Organization and Outlining	-Read <i>PS&DP</i> Ch. 6 (pp. 104-08, 112-14, 120-25); Ch. 7 (pp. 126-39) -PA in class
F, 8/21 (NONE)	Speech Writing Day	-Work on own DUE: DRAFT OUTLINE BY 9PM
M, 8/24 (FAC)	Public Speaking Delivery	-Read <i>PS&DP</i> Ch. 7 (pp. 140-46); Ch. 9
W, 8/26 (FAC)	Public Speaking Ethics	-Read <i>PS&DP</i> Ch. 3 -PA due through Canvas
F, 8/28 M, 8/31 W, 9/2	Public Discourse Speeches	On your presentation day: -Bring your speaking notes
F, 9/4 (FAC)	Informative Speaking and Tough Choices	-Read <i>PS&DP</i> Ch. 10 (pp. 195-207) -PA due through Canvas DUE: SELF ASSESSMENT 1 BY 9PM
M, 9/7 (ZOOM)	Framing Public Issues	-Read <i>PS&DP</i> Ch. 10 (pp. 207-17)
W, 9/9 (ZOOM)	Supporting and Researching Ideas	-Read <i>PS&DP</i> Ch. 4; Ch. 13 (pp. 268-77) DUE: TOPIC PROPOSAL BY 9PM
F, 9/11 (FAC)	Organization, Introductions & Conclusions	-Read <i>PS&DP</i> Ch. 6 (pp. 109-19)
M, 9/14 (FAC)	Leading Delib. Discussions	-Read <i>PS&DP</i> Ch. 11 (pp. 218-36) DUE: DRAFT OUTLINE BY 9PM

Course Policies

Course Assignments:

- Class meetings will largely build on, not duplicate, readings.
- Late written assignment is penalized 5% per 24-hours it is late (max. 50%)
- Late policy does not apply to preparation activities, which receive zero if late

Written Assignment Guidelines:

- Typed, double-spaced, 11- or 12-pt font
- Must be submitted in .doc or .rtf format to Canvas, not via email. For safety reasons, I will not accept paper copies of assignments this semester.
- Be sure to proofread written work before submitting

Oral Presentation Guidelines:

- Must present on assigned day or swap with another student (failure to do so results in two-letter grade, 20%, deduction on oral presentation)
- To ensure all students speak, I may orally stop you if you exceed speaking time by two minutes.
- As professional presentations, you should dress "business casual."

Emergency Procedures:

- **FIRE:** Proceed up one floor to nearest exit and cross Grant Street. Join me and your classmates there to make sure everyone got out of the building.
- **TORNADO:** Shelter in place.

W, 9/16 (ZOOM)	Participating in Deliberative Discussions	-Read <i>PS&DP</i> Ch. 11 (pp. 236-39) -PA due <u>by 9am</u> through Canvas DUE: FACILITATION PLAN BY 9PM
F, 9/18 (NONE)	Speech Recording Day	DUE: GROUP SPEECH RECORDING AND HANDOUT BY 11:15AM
M, 9/21 W, 9/23 F, 9/25 M, 9/28 W, 9/30	Tough Choices Deliberations	On your deliberation day: -Have speaking notes & facilitation plan -Have access to handout
F, 10/2	Persuasive Speaking	-Read <i>PS&DP</i> Ch. 12 -Watch <u>Brandon Arbuckle, "Don't Like Recycling? Stop Liking Water." 17:15-26:50</u> -PA due through Canvas
M, 10/5	Organization	-Read <i>PS&DP</i> Ch. 6 (pp. 110-19) DUE: TOPIC PROPOSAL BY 9PM
W, 10/7	Reasoning	-Read <i>PS&DP</i> Ch. 13 -PA due through Canvas
F, 10/9	Audience Analysis	-Read <i>PS&DP</i> Ch. 5 -PA due through Canvas
M, 10/12	Putting the Pieces Together: [Example]	-Watch <u>Greg Castanias, "Free"</u> -Be ready to complete PA in class
T, 10/13		DUE: DRAFT OUTLINE BY 9PM
W, 10/14	Visual Aids	-Read <i>PS&DP</i> Ch. 14 -Watch <u>David Epstein, "Are Athletes Really Getting Faster, Better, Stronger?"</u>
F, 10/16 M, 10/19 W, 10/21 F, 10/23 M, 10/26	Advocacy Speeches	On your presentation day: -Bring your speaking notes -Bring visual aid and arrive early to preload
W, 10/28	Rhetorical Criticism	-Read <i>PS&DP</i> Ch. 15 -PA due through Canvas
Th, 10/29		DUE: SELF ASSESSMENT 2 BY 9pm
F, 10/30	Public Comm. Analysis	-Read <i>PS&DP</i> Ch. 16 -PA due through Canvas
M, 11/2	Ideological Analysis	-Read <i>PS&DP</i> Ch. 17 -PA due through Canvas
F, 11/6	Public Comm. Analysis Application	-Listen to <u>Robert F. Kennedy, Eulogy of Martin Luther King, Jr</u> DUE: TOPIC PROPOSAL BY 9PM

Course Policies

Academic Honesty: The Gentleman's Rule should guide your academic honesty in this course. This means:

- All work is your own original work, not "borrowed" from someone or somewhere else, recycled from other courses, or completed with others (unless unmistakably permitted)
- All work drawing upon other sources must **explicitly** reference those sources using MLA or APA format for written citations and author, source, and date for oral citations

At my discretion, cases of misconduct may be reported to the Dean of Students and/or result in failing the assignment or course.

Writing Center: The Wabash Writing Center (located on the second floor of the Lilly Library) is able to help with all facets of paper writing (from outlining and drafting to researching and proofreading). Go here <https://www.wabash.edu/ace/writing>, select the button labeled "Click HERE to make an appointment," and register in the scheduling system.

The Office of Student Enrichment: If you have questions about how to make everything fit into your schedule, how to study more efficiently, how to take better notes, or any other question about developing your college skill, you can arrange a one-on-one meeting with Prof. Koppelman here: <https://www.wabash.edu/ace/office> and follow the "Make an Appointment" link.

M, 11/9	Ideological Analysis Application	-Listen to John Mayer, "Waiting on the World to Change" and USA for Africa, "We are the World"
W, 11/11	Virtual Delivery & Digital Presence	-Read TBA
F, 11/13 M, 11/16 Th, 11/19, 9am Th, 11/19, 10am Th, 11/19, 11am	Rhetorical Criticism Speeches	On your presentation day: -Submit final outline (unless submitted already) -Have your speaking notes -Preload visual aid on device

CREATING AN INCLUSIVE CLASSROOM

I am committed to your success in the class and to fostering an inclusive space. Come talk to me if you're having trouble with the readings, wrestling with how to take notes, or want to generally discuss how to maximize your learning. If there are circumstances that affect your class performance—be they personal, health, other—please let me know as soon as possible so that we can collaboratively discuss how to proceed.

Students with disabilities (apparent or invisible) are invited to confidentially discuss their situation with Heather Thrush, Associate Dean for Student Engagement and Success. If a student wishes to receive an academic accommodation, he must have documentation on file with Dean Thrush (Center Hall 112A, x6347, thrushh@wabash.edu).

You have the responsibility to respect me and your fellow classmates. You show respect when you:

- Arrive on time and stay until the end of class
- Turn off cell-phones before class
- Use laptop and tablet devices for class purposes only
- Avoid non-class activities during class
- Refrain from inappropriate or abusive language
- Pay attention to and don't make fun of your classmates
- Wait outside classroom if you are late and someone is speaking

For any synchronous class sessions held virtually through Zoom, please observe the following:

- Join class on time from a quiet, distraction-free environment. Let's maximize our little time together!
- Keep audio on mute until you want to speak so we can work together to limit background noise.
- If possible, enable your video so that we can see you! This will better approximate our normal Wabash experience.
- Follow the Gentlemen's Rule. This means, in part, you should come to class in appropriate attire.

Course Policies

Social Distancing:

- We will socially distance per CDC, the state of Indiana, and Wabash College guidelines.
- Seating will be spread out and you will **maintain the same seat throughout the semester**.
- Seating assignments will help the college contact trace if there is an outbreak on campus.
- If you have a seating preference, please contact me immediately to make arrangements.

Quarantine & Isolation: If you cannot attend class due to COVID or related symptoms but the rest of the class is meeting in-person, please contact me as soon as possible to make arrangements. If you are out of class for a week or more, I may give you an alternative assignment.

Class Session Recordings: Some sessions may be recorded to assist students who miss class. The video and audio from these recordings is for **educational purposes only** and **should not be shared**. College classrooms are places to test out new ideas, challenge assumptions, and engage timely issues. Students who enter this space should be able to do so with the assurance that their comments will be kept private.