RHCS 101-04: RHETORIC AND PUBLIC ADDRESS  
Fall Semester 2006

Class: Tuesday and Thursday 8:15-9:30 am  
Weinstein Hall 305

Practicum: Wednesday 11:30 am-12:20 pm  
Weinstein Hall 105

Course Syllabus

TEXTS AND REQUIRED MATERIALS:


Articles on reserve are indicated by ® following the title of each article listed in the assigned readings. Please purchase a 120-minute DVD+RW for preparation and practice purposes. Purchase a narrow binder to store 8½ by 11” typed pages; this notebook will serve as a practicum journal.

INSTRUCTOR:

Mrs. Linda B. Hobgood, Speech Center Director.  
Office: The Speech Center, Weinstein Hall 408.  
E-mail lhobgood@richmond.edu.  
Phone 289-8814.  
Office hours: By Appointment. Please call or email to schedule a meeting at least one day in advance. You may also call my home phone listed in the University Directory.

Weekly practicum sessions will be facilitated by Rhetoric Fellow Catherine Amos, catherine.amos@richmond.edu. Be sure to note the hours Catherine will be available for consultations at the Speech Center. She will happily meet with class members at special appointment times provided these are scheduled several days in advance.

PEDAGOGICAL APPROACH:

Class sessions will be divided between student speeches, formal class discussion and traditional lecture format. Occasional in-class exercises depend on student adherence to weekly reading and research assignments. The practicum sessions are designed to provide added opportunities for practice, to improve critical listening skills, and to hone abilities to evaluate effectiveness.
OBJECTIVES:

To convey a lasting appreciation for the rhetorical art,
To impress upon you rhetoric’s value to learning and to the way you live, and
To provide impetus and opportunities for you to develop competence as a practitioner.

To these ends, you will prepare and present distinct forms of public expression based on a fundamental understanding of rhetorical theory. You will undertake research related to speaking and writing assignments during the semester. According to an ethical standard you will:

- examine rhetoric as a liberal art.
- design an intentional message from the conception of an idea.
- compose a coherent speech with attention to audience.
- recognize the power of language that is spoken and heard.
- identify means to make discourse memorable.
- discern by observation and practice, qualities of effective delivery.
- study skills associated with critical listening to appreciate its value.
- apprehend the importance of an ethical stance in rhetorical practice.

COURSE REQUIREMENTS:

The semester is divided, according to course objectives, into ten conceptual units. Five-to-six weeks (10-12 class days, plus practicum) are devoted to students’ prepared discourse and discussion of presentations. Two guided research sessions at the library and visits by guest lecturers complete the fifteen-week class calendar.

Reading assignments are selected to complement in-class activity. You are expected to complete readings by assigned deadlines. Taking notes on readings is optional, but questions about the reading material are welcome in class during discussion sessions.

Thirteen required weekly practicum sessions, facilitated by your rhetoric fellow, augment topics raised in class by offering the opportunity to apply theory and precepts in the actual practice of public speaking and by listening critically to remarks by recognized speakers and by your peers. Additional benefits of the practicum include: the opportunity to become better acquainted with class members who comprise your ongoing audience and represent the larger student body as audience, and the ability to track your progress in becoming a more articulate speaker and more effective listener as recorded by the weekly entries you maintain in a practicum journal.

Respect for the freedom to express ideas and for the privilege of taking positions in class and practicum will serve as an abiding demeanor in this section of rhetoric and public address. As you proceed in the course, your understanding of audience and the responsibilities that accrue to the audience-minded speaker will be noted. In keeping with the commitment to integrity as defined by the University’s Honor Code you are expected to pledge and sign all work submitted.

ATTENDANCE AND GRADING POLICIES:

Attendance and participation are expected. A significant portion of the material on which you will be tested occurs in class; it is your responsibility to complete reading assignments and to know how
class discussion of the readings proceeds. There is no specific grade reward for attending class as this is expected; there is, however, a penalty for absences that is reflected in the final grade. You are also responsible for noting any changes to the class calendar; such changes are announced at the beginning of class to encourage not only attendance but prompt arrival.

All assignments are due in class on the required submission dates, posted on the course calendar. Emailed attachments are not accepted for a grade. Assignments submitted after a deadline cannot receive full credit.

**EVALUATION PROCEDURES:**

Grades earned for the three major speeches (and accompanying speech outlines), written assignments, practicum journal, and final exam are computed to determine your final grade. Distribution is as follows:

- Narrative Speech: 10%
- Reflection Essay: 15%
- Epideictic Speech: 15%
- Deliberative Speech: 20%
- Journal (and in-class assignments): 10%
- Quiz (2): 10%
- Final Examination: 20%

To earn a grade of “C” in the course, all course requirements must be completed satisfactorily. Work reflecting more depth and greater effort than required merits a “B.” Evidence of outstanding scholarship in all aspects of the course is accorded the highest grade upon completion of the course.

**GUEST SPEAKERS:**

Ms. Lee K. Stevens
Humanities Librarian, Boatwright Memorial Library

Other speakers to be announced

**ASSIGNMENT GUIDELINES:**

Guidelines for many of the assignments in this course are adapted from similar assignments in the Rhetoric and Public Address sections taught by Dr. Mifsud in the Department of Rhetoric & Communication Studies here at the University of Richmond. Standards for Excellent Writing are adapted from guidelines for Richmond’s Core Course. Refer to a standard manual of style (MLA is preferred) and/or resources on the website for the Department of Rhetoric & Communication Studies or the Writing Center for assistance as needed. For example, research links pertinent to your epideictic and deliberative speeches may be accessed from the Department of Rhetoric & Communication Studies website.
Standards for Writing Assignments

As you compose and before submitting your work for a grade, ask the following questions of your written work.

Is it designed to persuade? Does it propose a clear, arguable thesis and present a sustained case for it?

Is it well organized? Does it present its case in an efficient and orderly fashion?

Is it clear? Does it convey meaning through carefully chosen words in sentences and paragraphs that can be easily followed by a good reader?

Assess your evidence incrementally and in the aggregate. Does it demonstrate thoroughness in collecting all the evidence relevant to the issue at hand? Does it present evidence accurately? Is the evidence incorporated in a manner that results in a graceful creation of a cogent, persuasive case?

Is it insightful and imaginative? Does it demonstrate a capacity to see beyond the obvious and resourcefulness in conveying complex arguments and ideas?

Is it perceptive of the subtleties of ideas? Is it attuned to the nuances and complexities of the ideas we study, making judgments about them that are appropriately manifold and qualified?

Is it stylistically engaging? Is it written both in a way that draws the reader in and in a tone appropriate to the subject?

Does it conform to standards of punctuation? Is it virtually free of errors in grammar, syntax, and spelling?

Is it properly documented according the guidelines of an appropriate style manual? Is it written and presented in scholarly form?

Standards for Excellent Speaking

With each speech you present in class you will be submitting an outline addressing the following questions as they apply to your remarks. For the last two speeches you will be submitting a full text of your remarks and a preparation outline. As you prepare and practice speeches, ask yourself the following general questions, and then those that apply to each particular speaking assignment:

Is it designed to communicate in a meaningful way with the audience? Does it show awareness of the audience and make attempts to address potential audience opinions, attitudes, and beliefs? Does it show awareness of the rhetorical situation, including rhetorical constraints and opportunities?

It is well organized? Does it have a clear introduction that orients the speech to the audience and the audience to the speech? Does it have clear and distinct main points? Does it have an appropriate number of main points? Are main points ordered in the most sensible way? Does it have a clear conclusion that summarizes the speech and ends decisively? Does it have transitions that signpost
movement of the speech, provide internal summaries and previews, and allow the speech to flow in an understandable and memorable way?

Is it well developed? Does it incorporate ample and reliable supporting materials and evidence in graceful and cogent manner? Does it express the subject as fully as possible considering the rhetorical situation? Does it properly document evidence and supporting materials? Does it creatively present ideas that are not only fully developed but made emotionally relevant and communicated by a speaker who has made him/herself credible in the rhetorical situation?

Is it insightful and imaginative? Does it demonstrate a capacity to see beyond the obvious and a resourcefulness in conveying complex arguments and ideas?

Is it perceptive of the subtleties of issues and ideas? Is it attuned to the nuances and complexities of the subject, making judgments about them that are appropriately manifold and qualified?

Is it stylistically engaging? Is the language use appropriate to the rhetorical situation? Is the language use vivid, precise, eloquent, and correct?

Is it engaging as performance? Does the delivery flow gracefully from the speaker to the audience? Is memory appropriate to the situation? If used, are notes, scripts, and visual aids incorporated unobtrusively and professionally?

As you consider your speech design and delivery, please keep in mind that dimensions of rhetoric and public address intermingle (for example, good use of evidence involves the imagination). Speaking cannot be judged by searching for separate dimensions in a check-list. Instead, the above questions should be used to help you understand what excellent rhetoric and public address seeks to achieve.
ASSIGNMENTS IN DETAIL:

Class Writing Assignments

On occasion, in class and practicum, you may be asked to address questions related to the readings assigned for a particular unit of study or week’s assigned readings. If this time has included a visiting lecturer to class, your interpretations of the views expressed by our guest in relation to the question may also be solicited. These writing assignments will not be announced in advance; it is to your advantage to keep up with the reading assignments.

Practicum Journal

Students will be expected to contribute 13 typed (12-point font, double-spaced) journal entries, of unspecified length. Each entry must provide details about what takes place during the practicum from the student’s perspective and how the practicum contributed to student learning in the course. Some suggested themes might be to write on how the practicum manifests or challenges the theoretical discussion of the week, how the practicum develops general skills in public address, and how the practicum contributes to the development of specific skills related to either the epideictic or deliberative speech. The Practicum Journal should be kept up to date, and I may collect them at any time throughout the semester. The Journal will be due on the last day of class. All general standards for excellent writing apply to the Practicum Journal, as well as the specific criteria for the assignment, namely detailed exposition of the practicum and thorough reflection on how the practicum contributes to skill development in public address.

Speaking Outlines and Manuscripts

Samples of manuscript and outline format will be shared in class. All material should be typed in 12 point, double-spaced font. You may speak from text or outline with a larger font if you like as long as the text you refer to from the podium is identical to that which you submit. Always include citations as appropriate. Citations in a speaking text should appear as endnotes to create less confusion with the actual text of your speech.

Final Examination

The final exam will take into account all readings, lecture, discussion, practicum material, and speeches delivered. The exam will occur at the time designated by the registrar in the same classroom to which we have been assigned this semester. Please bring blue book(s) to the exam. You will use these to record your answers. One blue book should be sufficient; most students bring two, just in case.

Speech Center Practice

Please be sure to schedule time with Catherine to practice each of the three speeches you will present. You will be responsible for arranging each practice session with her. If the time most convenient is outside regular Speech Center hours, please allow time for Catherine to gain approval to use the Center at the time you need. She will make every effort to accommodate your convenience, but all practices must be scheduled at least three days before the speech is to be presented in class. Bring your DVD and speaking notes/outline/text to each
practice session. You are expected to make use of the editing station at the Speech Center. You may decide to devote a journal entry to this practice and revising experience.

Reflection Essay

Prior to the narrative speech assignment you will submit a written opinion paper addressing the compound question: “What is rhetoric and why study it?” Your paper should be approximately 4-6 pages in length and should reflect a keen understanding of class readings, lectures, discussions, and performance experiences as both rhetors and audiences to rhetoric. Your essay is due Tuesday, September 26.

Based on class readings, lectures, and discussions, you should write what you think about the nature, scope, and value of rhetoric. Your writing should reflect serious consideration of readings, lectures, and discussions in this class. The following is a procedural outline to help your writing process:

I. Engage in Thoughtful Study
   A. Explore the question from the perspective of each of the authors of the texts distributed in class. Highlight key ideas, issues, and vocabulary used in these texts. Consider the ways in which their various definitions and treatments of rhetoric are similar and different.
   B. Explore the question from your own perspective. What key ideas, issues, and terminology used in the texts holds special significance for you? How and why?

II. Formulate your definition of Rhetoric
   A. Your definition should integrate the knowledge you have gained from readings, classroom discussion, and your personal perspective.
   B. You should relate your definition with those of others whom you read, noting shades of similarity and difference.

III. Organize your essay in an outline
   A. Introduce your paper in an efficient paragraph.
      1. Must reveal clearly your thesis
      2. Must reveal clearly your main points
   B. Develop your statement
      1. Make sure you have clear main points and sub points in the body of the paper.
      2. Make sure you develop each of your points thoroughly from the readings, class discussion, and your personal reflections.
   C. Conclude your essay
      1. review your thesis and main points
      2. end decisively

IV. Write your essay
   A. Write with style and eloquence
   B. Write with your own voice
   C. Write with intellectual curiosity
   D. Write with enthusiasm
   E. Write correctly

V. Proofread for Polish
Narrative Speech

You will design and deliver a 5-7 minute personal narrative that speaks to a critical experience underscoring an essential value in your life to this point. Speeches will be recorded and critiqued in detail. Preparation time will be provided in practicum sessions and recorded practice at the Speech Center is expected. While this first round of speeches is not graded as significantly as later presentations, as a primary sample of your formal public address it will be used as a measure of individual and class strengths and areas needing improvement. You will submit a typed outline at the conclusion of your presentation, reflecting considerations undertaken in the preparation of this speech. Narratives begin Tuesday, October 3.

Your personal narrative should have a clear thesis addressing the purpose of the speech. The thesis should be part of a brief introduction that orients your audience to your speech (and your speech to your audience), and you to your audience (and your audience to you). The story should be supported many with interesting, thoughtful, and relevant details. The story should have some kind of distinct ending which emphasizes relationships between the story and the value highlighted by this account. This speech is not to be formally written and memorized, or worse yet read. You are to be a story-teller. Your delivery is to be extemporaneous, meaning that you are to know your story and to a large degree allow the expression of it to be determined in the moment of its being spoken. You should engage fully with the audience in this narrative, risk sharing with your listeners something about which you care deeply. Affect us by the way in which you bring to light an idea.

Epideictic Speech

You will design and deliver an 8-10 minute epideictic address. The epideictic speech illuminates the virtue of its subject and commemorates the subject in an attempt to create common values and beliefs about the subject. The topic of the address is your choice, but it must adhere to the genre of epideictic address as discussed in class. You may consider selecting a topic that could be continued in the deliberative speech. The epideictic speech must be written and delivered from a script. A planning outline will be submitted with the manuscript. Recorded practice at the Speech Center is expected. You will need to have your topic selected by October 4, the date of the first library practicum session at 11:30 am. This round of speeches begins Thursday, October 26.

Deliberative Speech

You will design and deliver an 8-10 minute deliberative address. The deliberative speech argues for a particular policy to be adopted to solve or significantly reduce a problem. The topic of the address is open, but the design of the speech must adhere to the genre of deliberative address as discussed in class. Students might want to consider drawing from the epideictic speech and the narrative speech to generate a topic for the deliberative speech. The deliberative speech must be written as a manuscript, then converted to a speaking outline and presented extemporaneously. Visual aids are encouraged if your approach to the topic and manner of presentation are assisted by means of visual communication, but this is a matter left to your judgment. Select the topic for your deliberative speech no later than October 26, prior to the second library practicum session on November 1 at 11:30 am. Deliberative speeches begin Tuesday, November 21.
CLASS SCHEDULE: August 29-December 7, 2006

Introduction to Rhetoric and Public Address

Tuesday, August 29
Course Introduction and Syllabus Review

Discussion: Corbett’s “The Enabling Discipline” ®
Tarver’s “The Calculated Word” ®

Read: Sprague: Chapters 1, 4, 25.
Corbett and Connors, pages 2-26

Rhetoric as Foundational

Thursday, August 31
Understanding Rhetoric as Art and Academic Discipline

Discuss: Campbell’s definition of rhetorical concerns from The Rhetorical Act

Read: Golden, Berquist, and Coleman, “Part One: Classical Rhetorical Theory” 1-60 ® and one of the following chapters 17, 18, or 19. (see Sept.21)

Tuesday, September 5
The Rhetorical Tradition

Discuss: Classical Rhetoric

Read: Corbett and Connors, 489-543
Bryant’s “Rhetoric: Its Functions and Its Scope” (QJS, December 1953) ®
Foss, Foss, and Trapp “An Unending Conversation” (Chapter 11) ®

Thursday, September 7
Taking a Rhetorical Perspective

Discuss: State of the Contemporary Art
Reflection Essay Assignment (possible quiz)

Read: Sprague: Chapters 1-2.
Edmundson’s “On the Uses of a Liberal Education” 39-49. ®
Harvey’s “University, Inc.” 112-116.
Brooks’ “Making It” 1-8. ®
**Rhetoric as Other-Directed**

**Tuesday, September 12**  
The Speaker’s Audience  
Discuss: Audience Analysis and Unsafe Assumptions  
Read  
Corbett and Connors: 27-62

**Thursday, September 14**  
The Role of Audience in Discovering Arguments  
Discuss: Modes of Persuasion and Speech Topics  
Read  
Sprague: Chapter 3.  
Corbett and Connors: 62-84  
Tuman and Fraleigh, “Speech Ethics.” Chapter 3

**Rhetoric as Ethical**

**Tuesday, September 19**  
An Ethical Stance: Ethical Responsibilities of the Orator  
Discuss: Approaches to Ethics: Cicero and Weaver  
Fallacies of Argument  
Research and Ethics  
Ethics and Identity  
Review excerpts from *De Oratore* and “Language is Sermonic”  
Read:  
Corbett and Connors, 84-141  
Sprague: Chapter 6.

**Rhetoric as Narrative**

**Thursday, September 21**  
Invention, Narrative, and The Topics  
Discuss: The Narrative Speech Assignment  
The Well-Told Story: Fidelity and Coherence  
Read:  
Sprague: Chapters 5, 18, 23, 29  

Each student reads one chapter from Golden: 17, 18, or 19.  
Five-six students will be reading the same chapter. Students will divide  
material, prepare and outline for distribution and report on the information  
in class September 28. Each of the three groups will have 20 minutes (4  
minutes per group member) presentation time.
Rhetoric as Social, Political, Creative and Cultural

Tuesday, September 26
Rhetoric and the Situation
Reflection Essay Due in Class

Discuss:
Contrasting Views of Bitzer and Vatz
Organization of a Narrative; Burke and Identification

Thursday, September 28
Students report and lead discussion of Golden: Chapters 17-19

Tuesday, October 3
Narrative Speeches (1-5)

Thursday, October 5
Narrative Speeches (6-10)

Tuesday, October 10
Narrative Speeches (11-16)

Read:
Sprague: Chapters 15, 16, and 19.
Campbell and Huxman’s “Resources of Evidence” and “Resources of Argument” Chapters 4 and 5

Rhetoric as Pragmatic

Thursday, October 12
Ethos, Claims, and Credibility (possible quiz)

Discuss:
Argument and Ethos
Review Readings

Read:
Corbett and Connors: 256-291

Tuesday, October 17
Fall Break

Thursday, October 19
Arrangement and Ethos

Discuss:
Arrangement and Audience
Arrangement and Reasoning

Read:
Sprague: Chapter 17
Corbett and Connors: 337-409, 411-419.

Rhetoric as Commemorative

Tuesday, October 24
Style, Credibility, and Persuasiveness

Discuss:
Language, Diction, Figures, Schemes and Tropes
Epideictic Discourse: Rhetoric as Praise and Blame
Thursday, October 26

**Epideictic Speeches**

Tuesday, October 31

**Epideictic Speeches**

Thursday, November 2

**Epideictic Speeches**

Read: Sprague: Chapters 24-27

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**Rhetoric as Presentation**

Tuesday, November 7

Rhetoric and the Canons of Memory and Delivery

Discuss: Visual Impact and Influence
Delivery and Perception of Speaker Conviction
Visual Aids and Discourse

Read: Sprague: Chapters 27-30.

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**Rhetoric as Exhortation**

Thursday, November 9

Deliberative Speaking

Discuss: Issues, Stasis, and Types of Argument
Taking a Position and Asserting It

Read: Buckley, *Speaking in Public*: pages 52-109
Bradley, *Fundamentals of Speech Communication*: pages 316-341

Tuesday, November 14

Defending a Position and Refuting Counterarguments

Discuss: Buckley and Bradley Readings

Thursday, November 16

To Be Announced

Tuesday, November 21

**Deliberative Speeches**

Thursday, November 23

Thanksgiving

Tuesday, November 28

**Deliberative Speeches**

Thursday, November 30

**Deliberative Speeches**

Read: Campbell, *The Rhetorical Act*: pages 287-301
Kennedy, *Aristotle on Rhetoric*: pages 87-118

Tuesday, December 5

Judicial Rhetoric and the Rhetoric of Apologia
Discuss: Occasion, decorum and genres as defined by Aristotle

Read: Kathleen Parker “The Camera Changes Everything” ®

Thursday, December 7

Conclusion of Rhetoric and Public Address

Discuss: Mediated Rhetoric
Rhetoric’s Revelatory Character
Review for Final Exam

Monday, December 18

**Final Examination, 7-10 pm.**

The final exam will be a combination of written and oral work, and the format will be “take home.” The examination will be distributed on the last day of class. Students will be asked to submit their completed answers in person prior to the scheduled exam time. Once distributed, students will be expected to communicate with the professor only on matters pertaining to the examination. Any violation will constitute an honor offense.