The Department of Rhetoric and Composition  
Public Speaking (RHET 3220-01; 3 credit hours)  
Spring 2018

Course Information

Class Time/Place: UW 10:00-11:15 AM, Waleed 1119  
Instructor: Doris Jones  
Email: djones@aucegypt.edu  
Office: Waleed P099  
Telephone: 2-615-4208  
Conference/Office Hours: 11:30-12:45 after class, or by appointment

Course Description

This course is designed to train students in the craft and practice of public address, focusing on the composition of well-researched speeches and their delivery. Students learn techniques of presentation and speech writing to address a specific rhetorical situation. Through a variety of instructional strategies - discussion, class workshops, readings, written analyses, and presentations - students learn the processes by which effective and coherent speeches are conceived, prepared, and delivered. Students prepare an informative speech on a critically-analyzed topic, a well-reasoned persuasive speech on a complex social issue, a special-occasion speech that integrates diverse fields of knowledge, and multiple other exercises that hone their public speech construction and delivery. Students also practice methods of analytic and constructive peer evaluation, as well as self-evaluation of their video-taped speeches.

Learning Outcomes:

• Gain an increased confidence in your public speaking abilities.  
• Learn principles of effective public speaking.  
• Reinforce your existing speaking skills and identify areas for improvement.  
• Demonstrate effective aspects of speech preparation and delivery.  
• Appropriately apply public speaking skills to a variety of speech contexts.

Course Readings

• Wrench et al’s Public Speaking: Practice and Ethics. Public Speaking.  
• Handouts or Power Points presented in class on relevant chapters of the book as well as major assignments in the course.

Note: all materials for the course will be posted on the google drive to which all enrolled students will have access from the first day of class. In addition, weekly reminders and announcements will be sent to the class list via email.

Course Outline
Overview of Major Assignments

Major Speeches:

Students will participate in three major individual speech assignments (informative, persuasive, and final research presentation) in addition to two major group speech assignments (critical analysis and debate). These will be assessed by the instructor based on a set of criteria for that speech. The grade will be assigned based on not only the adherence to the specific requirements indicated for each speech but also the quality of the presentation. The major speeches will also be videotaped, to facilitate peer- and self-evaluation, when applicable (see below).

Written responses (low stakes):

To ascertain that students are satisfying the reading requirements for the class, students will be asked to respond to questions in class based on an assigned reading.

Also, following certain speeches, students will be required to view videotapes of themselves and write a self-assessment of approximately 300 words, in which they identify the strengths and weaknesses of their work, based on the specific criteria provided for each speech. Students will also be asked to write assessments of their peers’ speeches.

Outlines and Annotated Bibliographies: For each presentation, students will produce a brief outline of their speech along with bibliography (and notes) on the sources used for the speech. All speeches will require some form of outside source support. These sources must be fully cited in both the annotated bibliography and the presentation visual, when applicable.

In-class activities/participation: In-class activities are designed to develop speech fluency, boost self-esteem and enhance self-expression. They will be conducted regularly and will count into the participation grade. Conferences with the instructor will also be available twice in the semester—attendance and preparation is counted toward this grade. Sorry, no makeups are available on these.

Final Paper: In preparation for the final research presentation, students will generate a research paper from which they will draw upon for their final presentation. Alternate projects may be discussed in lieu of the paper.

Please note that all Upper Division courses require a full semester project (written or multi-modal) that demonstrates all course learning outcomes.

Selected upper division course papers/projects are evaluated by the Department’s Assessment Committee using the following criteria:

- **Content**
  - Development – employs critical and creative thinking skills for content definition, analysis and problem-solving
  - Coherence – demonstrates effective organization and sequencing of ideas to address a clear rhetorical situation
- **Presentation**  
  - **Conventions** – applies genre-appropriate document layout, citation style (either APA or MLA), and discourse  
  - **Language Accuracy** – observes grammar, mechanics, voice and tone as appropriate to the Instructor’s Policies and Expectations

The overriding principles that guide this policy are that we avoid any activity that detracts from the learning process for anyone in the class and that we show respect for the institution in which we meet. All members of the AUC community are entrusted with the responsibility to uphold and promote five fundamental values: **Honesty, Trust, Respect, Fairness, and Responsibility**. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the AUC community’s academic, professional, and personal growth. To this end, students should avoid arriving late, exiting the class before it is dismissed, texting or working on electronic devices during class (unless for an authorized workshop), carrying on private conversations during a lecture/class discussion, arriving late or not at all to scheduled conferences, etc.

**Late Submission and Makeup Work**: All outlines and bibliographies must be posted on the day you deliver the speech. Written peer responses are due one week after the assigned presentation. If you submit work late, you should expect that it will be penalized a letter grade for each day beyond the due date (a short grace period of 3 days can be given with advanced notice). Impromptu assignments cannot be made-up but if you have documentation (medical, school extracurricular/sports) for your absence on a speech day, you can make up the major speech assignment when you return. **Grades and Grading in this Course**

A. **Available Grades in the Course** (Note: D- and IP grades are not available in this course)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-94</td>
</tr>
<tr>
<td>A-</td>
<td>93-90</td>
</tr>
<tr>
<td>B+</td>
<td>89-87</td>
</tr>
<tr>
<td>B</td>
<td>86-83</td>
</tr>
<tr>
<td>B-</td>
<td>82-80</td>
</tr>
<tr>
<td>C+</td>
<td>79-77</td>
</tr>
<tr>
<td>C</td>
<td>76-73</td>
</tr>
<tr>
<td>C-</td>
<td>72-70</td>
</tr>
<tr>
<td>D+</td>
<td>69-67</td>
</tr>
<tr>
<td>D</td>
<td>66-60</td>
</tr>
<tr>
<td>F</td>
<td>59</td>
</tr>
</tbody>
</table>

B. **Grade Breakdown**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Total Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informative Speech</td>
<td>10%</td>
</tr>
<tr>
<td>Critical Analysis and Response (group)</td>
<td>10%</td>
</tr>
<tr>
<td>Debates (group)</td>
<td>10%</td>
</tr>
<tr>
<td>Persuasive Speech</td>
<td>15%</td>
</tr>
<tr>
<td>Final Presentation</td>
<td>15%</td>
</tr>
<tr>
<td>Writing Responses (Low Stakes)</td>
<td>10%</td>
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</tbody>
</table>
Note: Students will receive feedback on each assignment, as well as a midterm and final assessment for the course overall, after which they may conference with the instructor in person or via SKYPE for explanation of the grade if needed.

For additional information about grading and to get answers to questions like
  ● How will I know at what level (or grade) I am performing during the semester?
  ● I’m having trouble completing all the work by the end of the semester. What options do I have?
  ● Can I appeal a specific assignment grade?
  ● Can I appeal the final course grade given to me by the faculty?

Visit this link or scan this QR code.

http://schools.aucegypt.edu/academics/rhet/FAQ/Pages/Grading.aspx

Attendance, Absences, and Tardiness

Students are highly encouraged to attend all classes, as regular class attendance can significantly help a student do better in the class. A student is not allowed to miss more than six classes without severe consequences, up to and including, failing the course. Also, missing more than 10 minutes of a class counts as half of an absence and missing more than 30 minutes of a class counts as a full absence.

There are many important additional guidelines related to this area. To read complete details and to get answers to questions like
  ● Who is responsible for keeping attendance?
  ● What happens if I miss a class? What happens if I exceed six absences?
  ● What is the policy on tardiness or missing part, but not all, of a class session?
  ● What happens if I have a medical excuse, family crisis, or extracurricular activity? Visit this link or scan this QR code.

http://schools.aucegypt.edu/academics/rhet/FAQ/Pages/Attendance.aspx/FAQ
Academic Integrity

In accordance with the AUC’s efforts to promote a culture of academic integrity on campus, the Rhetoric and Composition Department strictly enforces the academic integrity principles found in AUC’s Code of Academic Integrity. Instructors are trained to ensure students are doing their own work; additionally, students must also use Turnitin.com for all drafts of major assignments. Violations of academic integrity can lead to serious consequences, including failing the course and having notes about violations added to your permanent transcript.

For further details about academic integrity and to get answers to questions such as ●
  How do I know what is legitimate borrowing from a source and what is plagiarism?
  How will the instructor know if I have copied my paper from the Internet, had the paper written by a professional writing service, or tried some other tricky thing?
  What are the consequences of violations of academic integrity?
  What is Turnitin.com and how do I use it?

Visit this link or scan this QR code.

http://schools.aucegypt.edu/academics/rhet/FAQ/Pages/Academic_Integrity.aspx

Dropping, Failing and Repeating Courses

While we hope that you complete and pass your RHET course, sometimes disruptions do happen, and students, at times, drop or fail RHET courses. There are a number of important policies that affect these situations.

For further details about dropping, failing, and repeating and to get answers to questions such as ●
  I’m thinking about dropping my course. What should I do?
  What happens if I miss the drop deadline?

Visit this link or scan this QR code.

http://schools.aucegypt.edu/academics/rhet/FAQ/Pages/Dropping.aspx

Special Needs, Concerns, or Additional Support

The Department of Rhetoric and Composition provides practical support to all students in a fair and equitable manner. Students who have special needs or concerns about the class should talk to their instructors the first week of classes or as soon as possible. AUC complies with the American Disabilities Act of 1990 and Section 504 of the Federal Rehabilitation Act of 1973.
For further details about special needs, concerns or additional support and to get answers to questions such as:

- I have a documented special need. What should I do?
- I feel that I will need some additional support. What should I do?
- I have a concern about the instructor or the course. What should I do?
- What does the writing center offer? How can the writing center help me?

Visit this link or scan this QR code.

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**Research in RHET**

Research is highly valued at AUC, and students are encouraged to participate in research during their time at AUC, however, research, both on-campus and off-campus, MUST comply with a number of important policies and regulations for security, legal, and ethical reasons. Students who plan to do ANY on-campus research involving people (surveys, interviews, etc) or ANY off-campus research of any nature MUST receive approval PRIOR to starting their research. To begin this process a student should discuss their plans with their instructor as well as be familiar with the policies found at the link below.

For important information about the research process, ethical research, extracurricular research opportunities, and to get answers to questions like

- When I conduct a survey or an interview, can I collect data from subjects off-campus?
- Do I need any approvals if I collect data from subjects on-campus?
- What is the IRB and what is CAPMAS?
- What presentation or publication opportunities do I have?

Visit the following link or scan this QR code

http://schools.aucegypt.edu/academics/rhet/FAQ/Pages/Research.aspx

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**Scope of this Syllabus and Contingency Plans**

This syllabus includes all written content, graphic displays, as well as the content referenced in the links/QR codes included in this document. Any student who continues in the course is expected to understand and abide by all policies, guidelines and schedules mentioned therein. However, in the event of the suspension of normal university classes, the initial plan is to continue with the course as long as there is internet accessibility in Egypt, but this may require adjustment to policies, guidelines, and schedules. Thus, in the case of the suspension of classes, please check your email and course website for details about how the course will continue.
**Tentative Schedule of Lessons/Assignments**

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Dates</th>
<th>In-class Activity/Assignment</th>
<th>Take-Home Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6/9</td>
<td>Introduction to the course, syllabus. Impromptu speech</td>
<td>Review Syllabus and Assignment #1 &lt;br&gt;Review 1st assignment description and sources listed. &lt;br&gt;Read Ch.1 Public Speaking Matters labeled “Textbook” in the drive.</td>
</tr>
<tr>
<td>2</td>
<td>10/9—13/9</td>
<td>Discussion of Ch. 1 Introduction. Impromptu Speech &lt;br&gt;Annotated Bibliography and citations &lt;br&gt;Discuss topic selection/purpose &lt;br&gt;Ch. 16 discussion on informative speaking &lt;br&gt;Video</td>
<td>Prepare your informative speeches. &lt;br&gt;Read Ch. 16 Informative Speaking &lt;br&gt;Parts of Ch. 2 Ethics (citation) &lt;br&gt;“Citing Sources in Speeches” &lt;br&gt;Read Ch. 12</td>
</tr>
<tr>
<td>3</td>
<td>17/9-20/9</td>
<td>Ch. 2 discussion (ethics) &lt;br&gt;Outlining (Ch. 12) &lt;br&gt;Writing good peer responses and selfreflections &lt;br&gt;&lt;b&gt;Speech Day! Informative speeches&lt;/b&gt;</td>
<td>Finalize your informative speech, outline and bibliography. Read Ch. 4 on Listening</td>
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<tr>
<td>4</td>
<td>24/9-27/9</td>
<td>Discussion and Video on Listening &lt;br&gt;Introduction to Group Critical Analysis. Organize groups based on speech choice. &lt;br&gt;Analyzing your audience. Discussion of Ch. 5 and audience in speech development/design.</td>
<td>Review Assignment #2 &lt;br&gt;Select a speech for analysis &lt;br&gt;Read Ch. 5 Audience Analysis &lt;br&gt;Read Ch. 9 Introductions Matter</td>
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| **5** | **1/10-4/10** | Discussion of Ch. 9 on introductions  
Discussion of Ch. 8  
Read Ch. 8 Supporting Ideas and Building Arguments  
Prepare Critical Analysis/Response Speeches  
Read Ch. 11 Concluding with Power |
| **6** | **8/10-11/10** | Discussion of Ch. 11 Conclusion  
Coherence/cohesion in a group speech  
Analyze sample critical analysis speech  
Read Ch. 10 Analyzing speech body  
Prepare speeches |
| **7** | **15/10-18/10** | **Speech Day! Critical Analysis/Responses**  
Introduction to Debate topic  
Read Debate materials |
| **8** | **23/10-25/10** | Discussion of Debate format and generating topics  
Discussion of Persuasive Techniques  
Read Ch. 17 Speaking to Persuade  
Read Ch. 7 Researching your speech  
**Drop Deadline (Oct. 26th)** |
| **9** | **29/10-1/11** | Discussion of Ch. 7—development of arguments, concession, counterarguments  
**Speech Day! Debates (in-class)**  
Prepare notes and sources for debates  
Isolate a topic for persuasive speeches  
Read Ch. 14 Delivering the Speech |
| **10** | **5/11-8/11** | Discussion of persuasive speech  
Discussion of Ch. 14  
Language workshop  
Read Ch. 13 The Importance of Language  
Prepare persuasive speeches |
| **11** | **12/11-15/11** | Discussion of Ch. 13  
Prepare persuasive speeches |
| **12** | **19/11-22/11** | **Speech Day! Persuasive Speeches**  
**Topic selection for final research presentation due** |
| **13** | **26/11-29/11** | Researching topics  
Writing the research paper for a presentation  
Discussion of presentation aids  
Prepare final paper and presentation  
Read Ch. 15 Presentation aids |
<table>
<thead>
<tr>
<th></th>
<th>3/12-6/12</th>
<th>Drafting and conferencing on final papers and presentations.</th>
<th>Prepare final presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>10/12-13/12</td>
<td>Final Presentations</td>
<td></td>
</tr>
</tbody>
</table>
