

**SPEECH 2001
FORMS OF ORAL DISCOURSE**

**Brescia University College
FW 2018-19
Tuesdays 11:30am - 2:30pm
UH 27**

Instructor Information:

Dr. Carolyn Weber
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Course Description:

This course provides intensive practical skill development in effective oral communication. We will learn about and then apply the elements of rhetoric in our discussion of a wide range of topics. While some written work is required, the emphasis will lie on developing *viva voce*, or live voice (speaking) skills such as clarity of expression and the organization of ideas, poise and confidence, the ability to think on one's feet, the art of delivery and the logical construction of arguments. We will practice the ethical and appropriate use of evidence through research-based inquiry. We will also work together to hone listening and critically responsive skills. A final formal public speech is held in lieu of the final examination.

Required Texts (hard copy only because of class exercises we will be doing):

The Elements of Rhetoric, Ryan Topping (Angelico Press, 2016)
History's Greatest Speeches, ed. James Daley (Dover, 2013)

Grade Distribution:

Your total grade for the course is evaluated out of 100% according to the following distribution:

Participation (Attendance and Active Learning incl. evaluations, story, debate)	10%
Group Presentation with Aids (Demonstration Speech)	10%
Recitation from Memory with Discussion	10%
Test on Rhetoric (written)	10%
Rhetorical Analysis (written paper, 500-750 words)	10%
Informative Speech (with notes)	10%
Persuasive Speech (with notes)	10%
Final Speech with formal Q and A, and full transcript	30%

Special Note on Attendance:

Because of the workshop and live delivery nature of the course, attendance and participation are mandatory. Since our class meets only once a week, much work is missed when one class is missed. Almost every class will involve some exercise or activity with direct bearing on your grade. It is also necessary and only fair that each speaker has an attentive audience. Therefore, even if you are not scheduled for a formal speech that day, your participation as an engaged audience member is required.

For each term, you are allowed one unexcused absence without penalty *if* you are not formally scheduled to speak that day. Scheduling of formal speeches will be established well in advance; most will be scheduled from the very beginning of term (within the first two weeks of class) so you have ample time to adjust your calendar and work out details. Test and paper deadlines are in the syllabus. Failure to present a scheduled speech due to an unexcused absence will result in a grade of zero for that assignment. Because it is extremely difficult to reschedule missed speeches and virtually impossible to recreate audience involvement, an excused absence *must* constitute a documented illness or emergency. Please refer to Academic Policies and Procedures below. You are encouraged to notify me of any conflicts or known absences in advance so we can work together on the schedule.

Your participation grade consists of 10% of your overall grade: half comes from attendance (5%) and the other half (5%) from class involvement (engagement through peer evaluations, story and debate). The attendance grade is calculated as follows: for each unexcused absence, 1 point is deducted from the given total of 5. Upon five unexcused absences across both terms, you will receive zero for your attendance. If lack of attendance is chronic, the professor will consult your academic advisor as to continuation in the course. To be marked as present, one must arrive no later than 10 minutes after the start of class and remain until its conclusion. Attendance will be formally recorded at the beginning of class.

Specific Class Etiquette

Arrive at class on time. Never, ever enter the classroom when a peer is giving a speech. It is rude, distracting and extremely unfair to the speaker. If you must arrive late, wait outside the classroom until the speaker is finished and enter discreetly upon the applause. Take your seat promptly and sit quietly. Do not rustle around in your bag, talk to your neighbor, or otherwise draw undue attention.

Turn off all electronic devices for the duration of our class time together. Unless it is a short break or at the professor's discretion for a class exercise, put cell phones and other temptations for your attention out of sight. Be sure to silence all phones so as not to disturb a peer's presentation.

Pay attention

It is absolutely necessary, especially in a course of this nature, that we cultivate good audience skills. Such skills are built upon paying careful attention to those who are speaking. If after one warning in the session you are still found to be distracted during a peer's speech (reading, chatting, doodling, doing other homework, etc.), you will lose your attendance mark for that class. Peer evaluation, responses to speech content and critical feedback from the audience will be required on a regular basis, with and without notice.

Time Limits on Speeches

Keeping to the time limits set on speeches is an important consideration and skill. Respecting time limits helps you learn how to manage your material and pace, and shows regard for your audience. Keeping an audience late, or ending before you have met their expectations, will negatively affect the audience's perception of you. Time limits will be established for each speech category in class. If your speech falls outside the required limits within a minute on either side, a penalty of 5 marks for each additional minute or part of a minute applies. If a speech falls under half of its required length, it will not be given a passing grade. If a speech exceeds its limit and goes past the timer, a warning will be given at the additional minute mark. At the passing of the second minute mark, a warning will be given that the

speaker must conclude. If the speaker insists on continuing past the third warning, the speech will not be given a passing grade. You will see that there is some flexibility already worked within the time allotment for speeches, so that these penalties are easily avoidable. Opportunities for Q and A (or Question and Answer) periods will follow certain types of speeches as time and topic allow. This is an important experience that helps one learn how to think quickly and respond artfully. A formal Q and A period will follow each of the final speeches. Q and A sessions fall *outside* of the required speech time limits.

Speech Topics and Notes

Topics are provided in class. When topics are speaker's choice, the topic must be pre-approved by the instructor. A hard copy of notes for each speech must be submitted in the class in which the speech is scheduled. Even though we will work on not being dependent upon notes whilst speaking, full outlines/research notes are still required to be submitted on the day of your speech. Be reminded that emailed submissions of any kind are not accepted unless by prior arrangement under extenuating circumstances or in the case of documented illness for the rescheduling of a speech.

Learning Objectives:

This course will help students develop and hone all of Brescia's core competencies. Often these competencies overlap or blend; primary competencies are identified, however, as following:

1. Students will speak effectively and confidently. Students will write clearly under pressure through tests and exercises. Students will be able to provide oral and written analyses of complex ideas and successfully translate thoughts from page to podium. (Communication)
2. Students will organize ideas, structure logical arguments, and master rhetorical analysis, both in spoken and written forms. (Critical Thinking)
3. Students will pursue lines of inquiry, ask thoughtful questions of their peers' work, construct research-based arguments and use evidence to support and explore theoretical points of view and draw conclusions. (Inquiry and Analysis)
4. Students will work together in debates and presentations, regularly give and receive feedback in a respectful manner, and develop critical listening and responding skills. Students will address a wide range of social justice topics in discussion, research and course work. (Social Awareness and Engagement)
5. Students will learn to think on their feet, consider and provide solutions to social problems and concerns, and incorporate critical feedback into their own learning trajectory and improvement. (Problem Solving)
6. Students will exercise self as well as peer evaluation, develop poise and professionalism, reflect upon their own role as an engaged audience member and citizen, and use these tools to enrich their own sense of identity as well as their commitment to a just and humane world. (Self Awareness and Development)
7. Students will be able to thoughtfully discern what they stand for and why. Students will also learn how to be an effective listener and appropriate responder. As a result, they will cultivate a deep appreciation for the value of each individual – the power of words, and the significance of voice – that will underpin everything else they go on to do. (Valuing)

Schedule of Classes and Assignments

TERM I

Tuesday, September 11th

- Course Introduction
- Preparation for short speech exercises
- Consideration of famous speeches

Tuesday, September 18th

- Elements of Rhetoric
- Establishment of speaking schedules
- Introductory speeches and story

Tuesday, September 25th

- Elements of Rhetoric
- examples of famous speeches
- Preparation for recitations and rhetorical analyses
- Assignment of recitations

Tuesday, October 2nd

- **RHETORICAL ANALYSES DUE**
- Confirmation of recitations
- Preparation of groups for Demonstrative Speeches

Tuesday, October 9th - THANKSGIVING – NO CLASS (READING WEEK OCT 9-13)

Tuesday, October 16th

- RECITATIONS

Tuesday, October 23rd

- RECITATIONS

Tuesday, October 30th

- Any remaining RECITATIONS
- Preparation for demonstrative speeches

Tuesday, November 6th

- DEMONSTRATIVE SPEECHES

Tuesday, November 13th

- DEMONSTRATIVE SPEECHES

Tuesday, November 20th

- DEMONSTRATIVE SPEECHES

Tuesday, November 27th

- preparation for second term: debate partners, topics and research; informative and persuasive schedules
- Review for test

Tuesday, December 4th - TEST ON RHETORIC

TERM II

Tuesday, January 8th

- Critical thinking and debates
- Begin debates

Tuesday, January 15th

- Finish remaining debates

Tuesday, January 22nd

- INFORMATIVE SPEECHES

Tuesday, January 29th

- INFORMATIVE SPEECHES

Tuesday, February 5th

- PERSUASIVE SPEECHES

Tuesday, February 12th

- PERSUASIVE SPEECHES

Tuesday, February 19th – NO CLASS – FAMILY DAY + READING WEEK

Tuesday, February 26th

- Any remaining speeches/catch up

Tuesday, March 5th

- Preparatory Research for Final Speeches

Tuesday, March 12th

- Preparation Workshop for Final Speeches

Tuesday, March 19th

- FINAL SPEECHES

Tuesday, March 26th

- FINAL SPEECHES

Tuesday, April 2nd

- FINAL SPEECHES

Tuesday, April 9th – LAST DAY OF CLASS

- Any remaining final speeches
- Formal Self evaluation due
- Class roundtable
- Toasts
- Celebration!

2018-19 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation.

Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated.

Students must submit their documentation along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. In cases where there might be an extended absence or serious issue, students should submit their documentation promptly and consult their Academic Advisor for advice during their recovery period. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. Appropriate academic accommodation will be determined by the Dean's Office/Academic Advisor in consultation with the student's instructor(s).

Academic accommodation may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty

Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are **not** grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded from:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf . The student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is **not** adequate to support a request for academic accommodation.

The full policy on requesting accommodation due to illness can be viewed at:

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal challenge that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds are not normally considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, <http://brescia.uwo.ca/academics/registrar-services/> or the list of official sessional dates in the Academic Calendar, see the Sessional Dates tab at <http://www.westerncalendar.uwo.ca/index.cfm?SelectedCalendar=Live&ArchiveID=>). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate and warranted.

It is important to note that the Academic Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory (http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#SubHeading_68).

4. SCHOLASTIC OFFENCES

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at: http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20 .

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are

advised to consult the section on Scholastic Discipline for Undergraduate Students in the Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Academic Dean's Office, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal is to be sent to the School Chair. If the response of the Chair is considered unsatisfactory to the student, she may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, she may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal. For information on academic appeals you can consult your Academic Advisor or see the Student Academic Appeals – Undergraduate in the Academic Calendar

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_14.

Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices.

6. PREREQUISITES

Unless you have either the prerequisites for a course or written special permission from the Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisite(s).

7. SUPPORT

Support Services

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/>. The website for the Student Development Centre at Western is <http://www.sdc.uwo.ca/>.

Mental Health and Wellness

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about mental health and wellness at Brescia at <http://brescia.uwo.ca/life/mental-health-wellness/>. Students who are in emotional/mental distress should refer to Health and Wellness at Western, http://uwo.ca/health/mental_wellbeing/index.html, for information about how to obtain help for yourself or others.

Sexual Violence

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence.

If you or someone you know has experienced any form of Sexual Violence, you may access resources at <http://brescia.uwo.ca/life/sexual-violence/>.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.