

# Rhetoric 130: Fall 2019

WRITING / SPEECHES / REVISION / PEER SUPPORT / CRITICAL THINKING / RESEARCH /  
ETHICAL ARGUMENTATION

**Instructor:** Gina Stahl-Haven, M.A.

**Office Hours:** *Tuesdays and Thursdays 7:00-8am (and by special appt.)*

**Office:** “Wolf and Kettle” - Lone Mountain Cafe

**Google Voice #:** 608-620-GINA (4462), *please use during normal day-time business hours as this number routes to my cell-phone ☺*

**Class Website:** [www.ClassWithGina.com](http://www.ClassWithGina.com)

**Remind:** You'll receive a link. Please make sure to sign up. I use this app to text you!

**Email Address:** [gmstahlhaven@usfca.edu](mailto:gmstahlhaven@usfca.edu)

*I'm here for you, please contact me if you need additional help with assignments, projects, or readings. Don't hesitate to call on my if you have non-class related concerns and need referrals to our amazing on campus services including (but not limited to) academic counseling, therapy, medical/dental, financial aid, transfer counseling, and disability resources.*

**Required Textbook:** *You should have both of these from last semester. We will be using them again!*

**Speak Up: An Illustrated Guide to Public Speaking**

Douglas Fraleigh and Joseph Tuman

*Bedford/St. Martin's; Fourth Edition*

AND

**Critical Thinking, Reading, and Writing**

*Sylvan Barnet, Hugo Bedau, and John O'Hara*

*Bedford / St. Martins; 9th Edition*

Additional readings will be linked electronically on our class website. You will have advance notice of all outside readings.

**Rhet 131...WHAT'S IT ALL ABOUT?!?!?**

**WRITING / SPEECHES / REVISION / PEER SUPPORT / CRITICAL THINKING / RESEARCH  
/ ETHICAL ARGUMENTATION**

**Course Description**

In Written and Oral Communication (RHET 130/131), we'll explore rhetoric, the study and practice of doing things with language. In this year-long course, which satisfies USF's Core A1 and A2 requirements, we'll use rhetorical principles to analyze and create written and spoken arguments. Attending to audience, context, and purpose will help us determine how rhetoric shapes our beliefs, values, and actions. In turn, we will use written and spoken rhetoric to claim a voice in public discourse. More specifically, we'll work towards realizing the USF motto, creating arguments to make the changes we want to see in the world. Through exploring various ways of writing, speaking, reading, and listening, we'll identify what we want to change, who can make those changes, and how to ethically persuade them to do it.

**Core A1 Learning Outcomes:**

Students will:

1. Craft and present well-organized, thesis-driven speeches.  
*Persuasive Speech, Narrative Speech*
2. Present well-reasoned and appropriately supported oral arguments that are responsive to topic, purpose, audience, and occasion.  
*Persuasive Speech, Discovery and Delivery*
3. Deliver speeches using an audience-centered, extemporaneous approach.  
*Narrative Speech, Persuasive Speech, Discovery and Delivery*
4. Use rhetorical concepts and principle to evaluate the effectiveness of their own and others' communication in both academic and civic contexts.  
*Persuasive Speech, Bad Business, Rhetorical Analysis Paper,*
5. Use rhetorical concepts and principles to practice ethical and socially responsible public speaking, and to identify and evaluate ethical problems in public address.  
*Persuasive Speech, Bad Business, Discovery and Delivery*

**Core A2 Learning Outcomes:**

1. Critical analysis of academic discourse: Students critically analyze linguistic and rhetorical strategies used in long and complex texts from a variety of genres, subjects, and fields. . Integrating multiple academic sources: Students incorporate multiple texts of length and complexity within a unified argumentative essay, addressing connections and differences among them.  
*Discovery and Delivery, Persuasive Policy Essay, Bad Business Essay*
2. Academic research: Students develop sophisticated research questions and compose substantial arguments in response to those questions, incorporating extensive independent library research and demonstrating mastery of documentation in MLA and APA modes.

*Persuasive Speech, Bad Business, Discovery and Delivery*

3. Style: Students edit their own prose to achieve a clear and mature writing style in keeping with the conventions of academic and/or professional discourse.

*Bad Business, Discovery and Delivery, Daily Writing Prompt, Persuasive Policy Essay*

4. Revision: Students develop their own revision strategies for extending and enriching early drafts and for producing polished advanced academic writing.

*Persuasive Policy Project, Bad Business Essay, Daily Writing Prompts*

**Evaluation and Grading/Rubric.** Specific standards for each speech and essay are stated on the assignment. However, in general, the following criteria guide assessment::

## **GRADING RUBRICS**

### ***Written Assignments:***

**A:** In addition to the requirement for B papers, A papers are well written, generally free of errors, demonstrate thoughtful engagement, and clearly present an argument supported by sound evidence. A papers move well from one topic to another, are responsive to audience, employ precise language and more complex syntax and grammar, and display the author's voice; they are exemplary performances.

**B:** B papers are strong and carefully attentive to assignment requirements, but have some errors in the elements outlined above. They show accurate (but less nuanced) use of the readings, have a solid (but less complex) thesis that organizes topics, uses correct (but less sophisticated) grammar with appropriate choice of language. They also show *some* evidence of audience awareness, and demonstrate *some* attention to editing, revision, and proofreading.

**C:** C papers follow the requirements of the assignment. They demonstrate competent but not exceptional control of language, syntax, grammar, and mechanics, and little attempt at editing, revising, and proofreading.

**D and F:** D and F papers are deficient in several ways. They may not follow the requirements of the assignment, or may be so carelessly written that errors interfere with reading the paper's argument.

### ***Speeches:***

*The following grading rubric will be applied to all speeches in addition to grading parameters specific to individual assignments:*

**A:** In addition to the requirement for B speeches, A speeches goes beyond merely providing information on a generic topic; it adopts interesting, audience-aware angles of vision; they are well supported with sound reasoning and a variety of well-researched evidence, are delivered extemporaneously and in an audience-centered manner, with clear and astute organization revealed through main points, signposts, and transitions.

**B:** B speeches attend all the basic assignment requirements, and provide well-reasoned arguments in an audience-centered manner. They use transitional elements effectively, and possess an adequate amount of internal coherence and consistency strong and carefully attentive to assignment requirements.

**C:** C speeches follow the basic requirements of the assignment, but may be significantly deficient in one or more ways in the areas described above. (e.g., a speech with well-researched content but no discernible main points may get a "C" grade; a well-crafted speech that otherwise may be an "A" or "B" speech will probably get a "C" if it is delivered from a manuscript rather than extemporaneously).

**D and F:** D and F speeches are deficient in several ways. They are usually deficient in meeting one or more basic requirements of the assignment (e.g., an organized, interesting speech may receive a D or F grade if it seriously violates time restraints)

### **Grading**

94 -100	= A	80-83.9	= B-	below 70 = D = no core credits
90-93.9	= A-	77-79.9	= C+	below 60 = F
87-89.9	= B+	74-76.9	= C	
84-86.9	= B	70-73.9	= C-	

## **COURSE POLICIES**

*Please review all our course policies carefully. You should always have a printed copy of our syllabus in class to review policies and assignment guidelines. This syllabus is a contract between you and I and adherence to these guidelines will help you receive the grade you hope for and get the most out of our fascinating content!*

***Attendance: Serious Business!***

Because of the nature of this class it is essential that students attend class consistently. Attendance will be taken at each class meeting. Please be on time to class; tardiness or early departure must be strictly limited.

**ABSENCES: 2 absences without penalty**

- You are permitted two absences throughout this semester.
- Each additional absence will cause you to lose **10pts.** off of your participation points. After all, you can't participate if you aren't there! I do not differentiate between excused/unexcused absences.
- *Certain types of absences including jury duty, participation in school sponsored sporting events, etc. may be excused; see me with questions.*
- **YOU** are responsible for speaking with a fellow classmate about the work you missed. I am not responsible for "reviewing" the class content for you. Choose a classroom buddy and get their phone number or email address; if you miss class make sure to speak with him/her **BEFORE** you return.

**TARDIES: 2 tardies without penalty**

- You are also permitted two tardies. Each additional tardy will cause you to lose **5pts.** from your participation.
- I close the door, at the start of class. If you arrive late, please quietly wait in the hall until the door is opened again. I do not want stragglers coming in during attendance, check-in, and opening activities, as it can be distracting.
- If you are more than 20 minutes late to class (you can certainly still come) but would be marked absent for the day.
  
- **BONUS: If you are never absent and never late this semester you will receive 20 extra credit points at the end of the semester. Do it! ☺**

**A NOTE FROM GINA**

*It is very important to me that you attend class consistently and show up on time. We will miss you when you aren't here. Having said that, I am very aware that illnesses, emergencies, and other catastrophes do happen. If an illness or other serious issue keeps you from class please communicate with me about what is going on. I want to support you.*

**Exception:** When representing the University of San Francisco in intercollegiate competition (e.g., athletics, debate), students shall be excused from classes on the hours or days such

competition takes them away from classes. However, such students shall be responsible for advising their professors regarding anticipated absences and for arranging to complete course work for classes, laboratories, and/or examinations missed.

***Participation:***

This class is all about participation. However, I realize that many students have communication apprehension or cultural backgrounds that do not meet western standards of “participatory communication.” It is the *quality* and not the *quantity* of your participation that I will be looking for. Students will take part in oral and written feedback for fellow speakers and will be asked to take part in conversation during our class meetings. This participation will make our class time much more vibrant and beneficial. I love to hear your opinions and experiences. Feel free to share them with the class when we are having discussions.

***Late Papers and Assignments:***

Do not turn in late papers – get them in on time. Late papers will not be accepted without written proof of catastrophe (i.e. doctor’s note, etc.). I do not accept emailed papers. Print papers the night before class always as to avoid unexpected problems. If you can not be in class but your paper is placed in my box before class, brought by another student, or by any other method is IN my hand when papers are due, you’re good to go ☺

***Missed Presentations***

Throughout the semester students will take part in various presentations. I expect all students to attend class for all scheduled presentations. Students who fail to present on their scheduled day will disturb the class schedule. Therefore, it is essential that you show up on the days that you are scheduled to speak. If you fail to speak on you scheduled day you will receive ZERO points for that presentation. Make-ups will only be given in extreme circumstances and will be at my discretion. – ***SERIOUSLY. The only exceptions are death, serious illness, or other catastrophic event (with written documentation).***

***Classroom Behavior: You’re in College ☺***

I expect you will treat each other and me with courtesy and respect (e.g., listen in class, do not interrupt others, etc.). Do not bring distracting things to class. If the lure of your smart-phone is too much, DON’T bring it. If you have a laptop for taking notes don’t be simultaneously surfing the web. If you disrupt class, you may be asked to leave. You would be marked absent for the day. Please be aware of your use of language in this classroom. Gender and Culturally inclusive language should be utilized. It is extremely important to me to create a classroom where all students feel safe, respected, and stimulated.

**Cell Phones:** They must be *SILENCED* during class. If your cell phone goes off during class you will be asked to bring treats the next class. The student of the day will decide what you will bring (within reason). If you choose not to bring the treat or forget you will lose 5 participation points. If your cell phone goes off when another student is speaking you lose 10 pts participation points immediately. No exceptions, no treat-penance.

### **Written Assignment Guidelines:**

In order to receive full credit, **all written** assignments must be:

- **Please utilize APA or MLA style in all written assignments**
- **Computer printed, not hand-written –NO EXCEPTIONS**
- **Staple all papers** (it's time to invest in a stapler.)
- 12pt. font, TIMES NEW ROMAN (yes, it's very important).
- 1" margins (seriously).
- Double Spaced
- Bibliography attached and formatted properly.

### **Speaking Guidelines:**

- You are not expected to walk into this class and be a star speaker. You are expected to show improvement over the semester.
- Dress professionally and appropriately when you are addressing our classroom.
- You may have a maximum of **FIVE WHITE NOTE-CARDS**, written on only one side for every speech. These notecards will be turned into me after class.
- **DO NOT** write your entire speech on the notecards; use only key words.
- If you go on an exotic vacation during the semester you will be required to deliver a two-minute presentation about it, complete with pictures. (I'm serious).
- Performative areas to work on:
  - Eye Contact
  - Posture
  - Poise
  - Vocal Variation
  - Volume
  - Conversational Tone / Extemporaneous Style

### **Student Resources:**

**Speaking Center:** Located in the lower level of Gleeson Library, The Speaking Center is available to help all USF students prepare for speeches--such as oral presentations, team

presentations, and visual aid demonstrations. The coaches / tutors are USF students, selected because of their skill and experience (and excellent grades) in public speaking, and they can help you with a variety of aspects of public speaking, including delivery, topic selection, research, and outlining. Speaking Coaches are available for appointments Monday through Friday 9:00am to 6:00pm; to make an appointment, please use the salesforce scheduling system at [myusf.force.com](https://myusf.force.com), visit the library, call (415) 422-6713, or email [speakingcenter@usfca.edu](mailto:speakingcenter@usfca.edu). For more information on the USF Speaking Center or help making appointments, please check out our [home page](#).  
<https://myusf.usfca.edu/student-life/lwc/speaking-center>

**Writing Center:** is located in lower level of Gleeson Library. The primary goal of the Writing Center is to help students develop their writing skills in rhetoric, organization, style, and structure, through one-on-one interactive conferences with writing consultants. Students are encouraged to come to the Writing Center if they would like to think through ideas, revise their work for clarity and organization, or work on editing and proofreading skills. Please call (415) 422-6713, use the Salesforce scheduling system at [myusf.force.com](https://myusf.force.com), or visit the library for an appointment.

Various Workshops in Reading and Writing are available to assist students with academic writing, reading, and speaking: See the schedule of classes for times and days for RHET 101, 105, 107, 113.

Various Students Success Workshops are offered by CASA.

### **Time Management and Planning:**

Students are expected to spend 2 hours outside of class in study and preparation of assignments for each hour in class. In a 4 unit class, assignments have been created with the expectation that students will engage in approximately 8 hours of out-of-class work per week; in a 2 unit class, students should expect to spend approximately 4 hours per week outside of class in study and preparation. Intensive classes may count the 2 hours of lab time as part of the out-of-class work.

### **STUDENTS WITH DISABILITIES**

If you are a student with a disability or disabling condition, or if you think you may have a disability, please contact USF Student Disability Services (SDS) at (415) 422-2613 within the first week of class, or immediately upon onset of disability, to speak with a disability specialist. If you are determined eligible for reasonable accommodations, please meet with your disability specialist so they can arrange to have your accommodation letter sent to me, and we will discuss your needs for this course. For more information, visit <http://www.usfca.edu/sds>.

### **BEHAVIORAL EXPECTATIONS**

All students are expected to behave in accordance with the Student Conduct Code and other University policies (see <http://www.usfca.edu/fogcutter/>). Students whose behavior is disruptive or who fail to comply with the instructor may be dismissed from the class for the remainder of the class period and may need to meet with the instructor or Dean prior to returning to the next class period. If necessary, referrals may also be made to the Student Conduct process for violations of the Student Conduct Code.

### **ACADEMIC INTEGRITY**

As a Jesuit institution committed to cura personalis -- the care and education of the whole person -- USF has an obligation to embody and foster the values of honesty and integrity. USF upholds the standards of honesty and integrity from all members of the academic community. All students are expected to know and adhere to the University's Honor Code. You can find the full text of the code online at <http://myusf.usfca.edu/academic-integrity/>. The policy covers:

**Plagiarism** — intentionally or unintentionally representing the words or ideas of another person as your own; failure to properly cite references; manufacturing references. Working with another person when independent work is required. Submission of the same paper in more than one course without the specific permission of each instructor.

Submitting a paper written by another person or obtained from the Internet.

### **COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)**

CAPS' diverse staff offers brief individual, couple, and group counseling to student members of our community. CAPS services are confidential and free of charge. Call (415) 422-6352 for an initial consultation appointment. Telephone consultation through CAPS After Hours is available Monday - Friday from 5:00 p.m. to 8:30 a.m., 24 hours during weekends and holidays; call the above number and press 2. Further information can be found at <https://myusf.usfca.edu/student-health-safety/caps>.

### **CONFIDENTIALITY, MANDATORY REPORTING, AND SEXUAL ASSAULT**

**I am a safe person to talk to and I am here for you during class, after class, and even in the middle of the night. You have my number. Reach out.**

As instructors, one of our responsibilities is to help create a safe learning environment on our campus. We also have a mandatory reporting responsibility related to our role as faculty. We are required to share information regarding sexual misconduct or information about a crime that may have occurred on USF's campus with the University. Here are some useful resources related to sexual misconduct:

To report any sexual misconduct, students may visit the Title IX coordinator (UC 5th floor) or see many other options by visiting [usfca.edu/student\\_life/safer](http://usfca.edu/student_life/safer).

Students may speak to someone confidentially or report a sexual assault confidentially by contacting Counseling and Psychological Services at (415) 422-6352.

To find out more about reporting a sexual assault at USF, visit USFs Callisto website at: [usfca.callistocampus.org](http://usfca.callistocampus.org).

For an off-campus resource, contact San Francisco Women Against Rape (SFWAR) (415) 647-7273 ([sfwar.org](http://sfwar.org))

**MAJOR CLASS ASSIGNMENTS:** *You will receive more detailed guidelines for each assignment when they are officially assigned in class, but here's a little synopsis to get you pumped up!*

This semester we will take our writing and speeches to the next level. We are going to focus on three specific areas of study, each for  $\frac{1}{3}$  of the semester.

1. Fentanyl
2. Mental Health
3. American Police Force / Policing

For **each** of these topic areas you will do the following

1. Rhetorical Analysis (using a specific frame that we will learn and explore in class)
2. Formal presentation / Speech
3. Community Involvement Project

You will also take part in a video production for one of these topics and a group project.

Though each of these assignments will have very specific guidelines, some will develop as we work together and find out interests.

## **GRADE BREAKDOWN**

*The table below reflects the major class assignments, their points value, and percentage of total grade. A limited amount of extra credit will be offered for visiting the speaking / writing centers and occasionally for outside activities. Please be aware that receiving a zero on any assignments spells bad news for your final grade. Extra credit is not designed to save students who do not complete assignments.*

<b><i>ASSIGNMENTS</i></b>	<b><i>Pts. Possible</i></b>	<b><i>%</i></b>
Rhetorical Analysis 1	30	10%
Rhetorical Analysis 2	30	10%
Rhetorical Analysis 3	30	10%
Video Production	30	10%
Group Project	30	10%
First Draft Rhet. Analysis 1	15	5%
First Draft Rhet. Analysis 2	15	5%
First Draft Rhet. Analysis 3	15	5%
Research Project	50	16%
In-Class Speech / Community Involv	20	6%
Participation / Attendance	35	12%
<b><i>TOTAL POINTS POSSIBLE</i></b>	<b>300</b>	<b>100.00%</b>

## **CLASSIC SPEECH OUTLINE**

*Type this outline into your computer exactly as it appears below. Fill in each category in full sentences for speeches #2 and #3. BOLD ALL HEADINGS.*

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- I. Attention Getter**
- II. Motivation for Listening:**
- III. Thesis Statement:**
- IV. Preview of Speech (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, etc.)**

*Transition to body of Speech:*

### **BODY OF SPEECH:**

- I. First Main Point: Heading**
  - A. Analysis and Research**
  - B. Analysis and Research**

*Transition:*

### **II. Second Main Point: Heading**

- A. Analysis and Research**
- B. Analysis and Research**

*Transition:*

### **III. Third Main Point: Heading**

- A. Analysis and Research**
- B. Analysis and Research**

*Transition:*

### **Conclusion**

- I. Summary of Main Points**
- II. Throwback to Attention Getter**

## ***PERSUASIVE SPEECH OUTLINE***

### **Introduction:**

- I. **Attention Getter:**
- II. **Motivation for Listening:**
- III. **Establishing Credibility**
- IV. **Thesis Statement:**
- V. **Preview of Speech (*1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, etc.*)**

### ***Transition to body of Speech***

### **Body**

- I. **Establishing the Problem:**
  - A. **Analysis and Research**
  - B. **Analysis and Research**
  - C. **Analysis and Research**

### ***Transition:***

- II. **Establishing Opposing Viewpoints:**
  - A. **Build-up and Breakdown**
  - B. **Build-up and Breakdown**
  - C. **Build-up and Breakdown**

### ***Transition:***

- III. **Call to Action:**
  - A. **Visualization / Solution: *how would your plan work?***
  - B. **Specific Plan of Action: *what can we do?***

### ***Transition:***

### **Conclusion**

- IV. **Summary of Main Points:**
- V. **Reiterate Call to Action:**
- VI. **Throwback to Attention Getter**