

**Speech 331K-06775 • Speech Writing and Criticism  
Spring 2009 • Meets M/W/F 10:00am-11:00am, CMA A5.136**

**Professor: Dr. Dana Cloud • CMA 7.220 • 471-1947**

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**Office Hours: M/W 11:30am-12:30pm and F 8:30am-9:30am in CMA lobby**

INTRODUCTION: This is an intensive, hands-on course in the production and criticism of speeches in a range of contexts. We will review the basics of public speaking, and explore in more depth problems of audience, subject, credibility, evidence, argument, language, and other elements of the act of speaking. In addition, we will build and use a collection of written and recorded (audio and/or video) speeches as the basis for criticism and analysis. Various models for rhetorical criticism will be presented, accompanied by bibliographies to help you find resources for analysis. This analysis will inform, in turn, the making of good speeches of your own.

This course presumes the importance of participating in public life, where speechmaking, political debate, and critical insight can have an effect on public welfare in both traditional and non-traditional contexts. It is the overriding aim of this course to provide the skills and motivation for you to become more engaged and effective as a public person.

Speech 331K is a writing-component course, which means that over the next 15 weeks you will be producing a lot of writing. We will intensively workshop both your speeches and your critical writings as a group, and you will turn in revisions for grades.

TEXTS: available at the Co-Op

Campbell, Karlyn Kohrs and Susan Schultz Huxman. *The Rhetorical Act* (4th. ed).  
(Belmont, CA: Wadsworth, 2008).

(Referred to as C & H on the Daily Course Schedule).

Additional articles may be assigned as we go.

RECOMMENDED:

Roderick Hart, *Modern Rhetorical Criticism* (3<sup>rd</sup> Ed., Allyn & Bacon, 1997).

Carl Burghardt, *Readings in Rhetorical Criticism* (Strata, 1995).

Robert Torricelli, Ed. *In our Own Words: Extraordinary Speeches of the American Century* (New York: Kodansha, 1999)

Howard Zinn and Anthony Arnove, *Voices of a People's History of America* (Seven Stories Press, 2004).

REQUIREMENTS:

1. Attendance is mandatory. Students will lose three points for each missed class day. Given the quick pace of this class and the constant cycle of draft and revision, missed days could be very damaging to your performance in the class. Furthermore in this class we are all interdependent; your peers are relying on you to be present to respond to their speeches and writing and failure to show up lets everyone down. If you miss a speech day, you will receive no performance points on the assignment and will miss the opportunity to workshop your speech. On speech performance days, please arrive early so as not to interrupt a speaker in the middle of a performance. DO NOT enter the classroom while someone is speaking.

2. Gathering of primary texts (10 points):

During the first week of class, you will be responsible for finding three speeches, either by the same author/speaker, on the same topic or controversy, or constituting parts of the same social movement or set of events. Choose carefully; you will be working on these speeches all semester and modeling your own work after them. Pick a speaker or subject that you admire or care passionately about. Choices may range from mainstream political to oppositional, social movement, or subcultural speechmaking (civil rights, anti-war, environmental, socialist, progressive, women's movement, gay rights, etc.). Speeches can be either contemporary or historical.

Once you have gathered these works, I will arrange them by topic into a course packet at Jenn's copies at 26<sup>th</sup> (Dean Keeton) and Guadalupe. They will then become subjects of criticism for the class as a whole. Speeches on audio or videotape are welcome, too. Be creative. I will take under consideration artifacts such as rap/hip hop performances, comedy routines, and other popular texts. Please ask for my approval before selecting a non-traditional text.

Turn in your speeches with complete bibliographic information (author, publisher, source, date) on Thursday 1/25.

In addition, turn in 1-2 typed pages explaining your choices, how they fit together, what you think they have to offer critics of speech, and why you want to work with them this semester.

3. Speechwriting: Over the course of the term, you will write and perform (in class) four speeches from the perspective of the speaker or movement you have chosen. For one of the speeches, you will be asked to presume a hostile or difficult audience.

Declamation (imitation)	(30 points)
Informative speech	(50 points)
Policy address	(50 points)
Ceremonial (Epideictic) address	(50 points)

After workshopping presented versions in class, revised written versions of speeches will be due and graded.

4. Rhetorical criticisms (3, 50 points each): Using critical models presented in class lectures, you will write three, 5-7 page papers analyzing the speeches you have chosen. These papers should be structured around an analytical thesis that gets at the purpose of the speech and the strategies used by the speakers, touching on the elements of rhetorical action outlined by Campbell and Huxman on page 22-24. For each paper, you will need to research the context and audience of the speech, and use concepts from critics and theorists of rhetoric. Each of these will undergo two drafts, one for class critique, and one revision.

5. Critiques of peer speeches and papers: You will have to write one critique for each paper or speech (7 total, 5 points each). During workshop, you will lead the discussion about that person's work. When you give a speech or turn in a paper, bring one extra copy for your reviewer. When you turn in your final version of a paper or speech, staple the old version and the reviewer's comments to your revision. **MAKE A COPY OF THE CRITIQUES YOU DO OF OTHERS FOR YOURSELF. You will lose points if your critique is lost in the shuffle.**

6. Final "quiz" over readings and lecture (25 points). Multiple choice.

TOTAL POINTS: 400 (A=360 and above, etc.)

### **UNIVERSITY POLICY ON PLAGIARISM AND ACADEMIC DISHONESTY:**

The University defines academic dishonesty as cheating, plagiarism, unauthorized collaboration, falsifying academic records, and any act designed to avoid participating honestly in the learning process. Scholastic dishonesty also includes, but is not limited to, providing false or misleading information to receive a postponement or an extension on a test, quiz, or other assignment, and submission of essentially the same written assignment for two courses without the prior permission of the instructor. By accepting this syllabus, you have agreed to these guidelines and must adhere to them. Scholastic dishonesty damages both the student's learning experience and readiness for the future demands of a work-career. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University.

[http://deanofstudents.utexas.edu/sjs/acint\\_student.php](http://deanofstudents.utexas.edu/sjs/acint_student.php).

### **RELIGIOUS HOLY DAYS OBSERVANCE POLICY**

The Texas Education Code specifies that an institution of higher education shall excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible, so that arrangements can be made to complete an assignment within a reasonable time after the absence.

<http://www.utexas.edu/student/registrar/catalogs/gi03-04/ch4/ch4g.html#attendance>

### **STUDENTS WITH DISABILITIES**

Please notify your instructor of any modification/adaptation you may require to accommodate a disability-related need. You will be requested to provide documentation to the Dean of Student's Office in order that the most appropriate accommodations can be determined. Specialized services are available on campus through Services for Students with Disabilities.

<http://www.utexas.edu/diversity/ddce/ssd/>

### **THE UNDERGRADUATE WRITING CENTER:**

The UWC is an excellent resource for students looking to refine their ideas, organization, and style in papers and speeches. The service is free of charge. I encourage you to check them out. More information at <http://uwc.fac.utexas.edu/>.

**COURSE SCHEDULE**

<u>DAY</u>	<u>TOPIC</u>	<u>WHAT'S DUE/READINGS FOR TODAY</u>
W 1/21	Course introduction	none
F 1/23	Topics and research	C & H Ch. 3
M 1/26	Rhetorical Acts	C & H Ch.'s 1, 2
W 1/28	Speech 1 Assigned : Declamations	
F 1/30	Evidence	C & H Ch. 4
M 2/2	Argument	C & H Ch.'4, 5
W 2/4	<b>Speech 1 Performances: Declamations</b>	
F 2/6	<b>Speech 1 Performances: Declamations</b>	
M 2/9	<b>Speech 1 Performances: Declamations</b>	
W 2/11	Workshop 1: Declamations	<b>*Speech 1 critiques due</b>
F 2/13	Organizing your ideas Why Do Criticism?	C & H 6
M 2/16	NO CLASS	
W 2/18	Speech 2 Assigned: Informative	C & H 8, 9, 10 <b>*Declamation writing due</b>
F 2/20	Critical Model 1: Rhetorical Situation	
M 2/23	Critical Model 2: Genre	*reading tba *Paper 1 assigned
W 2/25	<b>*Speech 2 Performances: Informative</b>	
F 2/27	<b>*Speech 2 Performances: Informative</b>	
M 3/2	<b>*Speech 2 performances: Informative</b>	
W 3/4	Workshop Speech 2	<b>*Speech 2 critiques due</b>
F 3/6	Workshop Speech 2	<b>*Speech 2 critiques due</b>
M 3/9	Critical Model 3: Myth, Narrative, Culture	*reading tba
W 3/11	Speech 3 Assigned: Policy	

F 3/13	Critical Model 4: Burke	<b>*Paper 1 draft due (3 copies)</b> *reading tba
M 3/16-F 3/20	SPRING BREAK	
M 3/23	Workshop Paper 1	<b>*Paper 1 critiques due</b>
W 3/25	Use of Language	C & H 7 <b>*Speech 2 revision due</b>
F 3/27	Critical Model 5: Ideology	*reading tba <b>*Paper 1 revision due</b>
M 3/30	Ideology cont.	<b>*Paper 2 draft due (3 copies)</b>
W 4/1	Workshop Paper 2	<b>*Paper 2 critiques due</b>
F 4/3		<b>*Speech 3 performances: Policy</b>
M 4/6		<b>*Speech 3 performances: Policy</b>
W 4/8		<b>*Speech 3 performances: Policy</b>
F 4/10	Workshop Speech 3	<b>*Speech 3 critiques due</b>
M 4/13	Workshop Speech 3	
W 4/15	Assign Speech 4: Ceremonial	C& H 14
F 4/17	NO CLASS	
M 4/20	Critical Model 6: Feminism	<b>*Paper 2 revision due</b>
W 4/22	Assign Paper 3	<b>*Speech 3 revision due</b>
F 4/24		<b>*Speech 4 performances: Ceremonial</b>
M 4/27		<b>*Speech 4 performances: Ceremonial</b>
W 4/29		<b>*Speech 4 performances: Ceremonial</b>
F 5/1	Workshop Speech 4	<b>*Speech 4 critiques due</b> <b>*Paper 3 draft due</b>
M 5/4	Workshop Paper 3	<b>*Paper 3 critiques due</b>
M 5/4	Quiz Review	
W 5/6	Course Wrap and Evaluation	
F 5/8	<b>Final Quiz</b>	<b>*all work due</b> (paper 3 revision, speech 4 revision, all critiques).