Purpose of the Course: The purpose of this course is to aid participating students in internalizing a personal model of public speaking (rhetorical theory). Subsequently, this model can be applied as an ideal compendium to guide in the conceptualization, formulation, and presentation of speeches; and, as an integrated amalgam of criteria to assess, evaluate, and critique speeches the student hears. The course is designed in an accumulative-developmental format of three progressive stages: competent, compelling, and ethical. (The specific educational goals for each of these sequential modules are listed in the accompanying Appendix.)

Course Design: The course consists of two prime components: critically informed listening and speaking. The listening component consists of: evaluating three online speeches designated by the instructor; critiquing each student speech presented in class; and, analyzing one persuasive speech (either live or online) listened to outside of class. The speaking component of the class consists of presenting three speeches given in class before fellow class members on assigned days; and offering cogent feedback on each speech listened to in class. Criteria for both the listening and speaking assignments will be stipulated by the instructor; derived from the course’s required readings; and inferred from the progression of doing the in-class speaking assignments.

Required Texts:
Heinrichs, J. Thank You for Arguing.
(The instructor will give specific reading assignments on the first day of class.)

Assigned Online Speeches:
The following speeches are required listening for the course. They have been chosen to coincide with the three sequential modules of the class: competent (edify), compelling (engage), ethical (enlighten). Each speech is easily available from the Ted Talks series of speeches. On the day each round of in-class speeches begins, each student will be required to submit a one page evaluation on each of these three speeches. Failure to submit an evaluation disqualifies the student from listening to student presentations or from giving their in-class speech. The instructor will present the forms used to evaluate each speech in class. (Note: Each required online speech is coupled with a companion speech. Online viewing of these companion speeches offers the student a method of better understanding the required speeches through the process of comparison and contrast.)

Competent: Presenting Oneself in Our Media Age

Compelling: The Power of the Personal Narrative