



Picture by Alessio Michelini

Eng 224W
Oral Communication
Communication That Makes a Difference!

Room #	Instructor: faculty in the Writing Program
Semester & year, Day & time	Office: Callaway ##
4 credits	Ext. 7-####

Backup Zoom link: <insert link here>

Office Hours: <insert office hours here>

“I can think of nothing more agreeable to the brain and the ear than a speech adorned and embellished with wise thoughts and fine language.” – Cicero, De Oratore, 1.8

Welcome! This course serves as an introduction to the fundamental principles of effective oral communication in several genres or forms. Topics may include voice, diction, projection, gestures, body language—in other words, what makes oral communication work for an audience. This class will go further than that, as we have time, to discuss and practice speaking with visuals, argument, oral interpretation, impromptu speaking, negotiation, and discussion. Attention will be given to the ethics of communication and the analysis of both effective and poor communication.

Learning Outcomes:

- **Communicate to Learn.** Students use communication as a form of inquiry, invention, and reflection.
- **Communicate Flexibly.** Students communicate effectively for specified audiences in more than one genre, medium, or mode, such as written, oral, or visual modes.
- **Communicate with Skill and Confidence.** Students develop an increased feeling of ease in speaking to a public audience along with increased skills and confidence gained from experience.
- **Communicate Ethically for Purpose.** Students foster in themselves the classical value of the “good” person speaking “well” in college and in post undergraduate endeavors.

You’ll have as many opportunities as possible to practice in a safe environment with lots of support and feedback. We will try to make learning and practicing fun and communal. Hopefully, when you leave the course, you will feel a bit more confident about your public self and ready to tackle the world! Don’t worry if speaking in public makes you nervous. Believe me, you are not alone, and we can get you past some of that, I’m sure.

This course is an exploration into a rhetorical practice that is as old as humankind. Everything you do here at Emory helps prepare you in one way or another for your life after college—on the job, in civic life, and in your community engagement. Your ability to communicate the wealth of insights you add to your personal and professional “portfolio” is the key to success in achieving your goals. Beyond this, being able to communicate well is deeply satisfying and serves the world around you.

What you will do in this course to achieve the learning outcomes:

1. Compose and perform several genres of speech acts with understanding and some degree of technical

proficiency.

2. Reflect upon and practice maintaining an ethical nature as a rhetor while learning to recognize unethical performances.
3. Apply rhetorical knowledge and understanding to situations and opportunities both within and outside the classroom.
4. Analyze and explain both negative and positive features of the speech acts of others.
5. Reflect about composition, performance, and the learning process in strategic ways—the ability to apply what is learned in one rhetorical situation to quite different situations.

Text:

Schrieber, Lisa. *Public Speaking: The Virtual Text*. Graphics by Donna Painter Graphics. Licensed under the Creative Commons. 2013. <http://publicspeakingproject.org/psvirtualtext.html>.

Chapters used in the course will also be found in the appropriate modules when the reading is required. This text is free for anyone to use though Dr. Schrieber recently passed away. This means not all features are activated, nor will they be updated.

Other readings will be provided as the course progresses.

What I expect from you:

- 1—**Readings**—you will be expected to come to class with all assigned readings completed on schedule. Bring the readings for the day in print or have your laptop available to call them up if needed.
- 2—**Attendance**—the success of our class depends on all of us being prepared and in attendance. I have observed that even the best student's performance suffers with poor attendance. I appreciate an email informing me of upcoming absences. Excessive absences may hurt your final grade. **Beginning with Week Two, you are allowed 4 absences without penalty. Missing 5 or 6 classes can result in a grade penalty of 5 points on your final grade average. Missing more than 6 classes can result in your being required to consult with your teacher and work out a contract to avoid failing the course. See note below about how absences impact final grade rounding.**
- 3—**Participation**—vital to our class working as it should. Your written responses, willingness to speak up in class, attitude, and attendance in class are an important part of your contribution to the class. And your performances in class are a critical part of the learning. Learn to be an active rhetor! But remember to give space to others' voices as well. **No phones are allowed out on your desk unless we plan for their use. Keep them stowed. Use of technology for any reasons other than the learning of our class is prohibited.** Talk to your teacher early if this presents problems for you.
- 4—**Do all assignments**—give your best as your time and energy allow but do complete all assignments. I never expect perfection. However, I do expect effort and learning!
- 5—**Be a believer!** When you come to class and when you approach your assignments, try to find the good in the class for you; work to make the material of the course right for you. Negativism results in failure to learn and damages the class as a whole. If we are reading something or doing an activity that doesn't appeal to you (happens to us all), try to draw what you can from it, and hang on—other materials and activities will be coming that might fit you better!

Major and Minor Assignments—in brief (please wait until assigned before beginning working on these—the course is designed to facilitate development of these projects as we progress. With each project, you'll find your ability to speak well increasing, as well as your ability to offer sound and constructive feedback to your peers.)

Communication Exercises: These are small daily writings and other types of exercises to help you prepare for class and often serve as the focus of our class discussions and work together. If written, please type them as you do anything you hand in unless otherwise specified on the syllabus or in the assignment. They are due on the day listed on the syllabus at our class time unless otherwise stated. Late homework will receive ½ credit only unless you strike a bargain with your teacher in advance. We will do about a

dozen of these during the semester of varying length. I prefer assignments to be handed in on paper during class unless you can't avoid it.

This I Believe Essay and Recording: Based on the famous *This I Believe* NPR broadcasts, you will construct a speech based on a primary value you hold, record and edit that speech using Audible, and post it on a website. You will also post the revised speech and select a photo to accompany the web posting and music to introduce and end your speech. 500 words.

Storytelling or Narrative Speech: This speech will be given from notes and will engage your audience with a story while using one visual aid. 4-5 minutes, given in class.

Secret Life of a Word Speech: This speech will draw on your personal values and research into the history and meaning of a word. No visuals. 4-5 minutes, given in class.

Great Orators Project: a collaborative speaking project which will be presented in class with professional presentational style which will explore a person or topic from several angles and focus on good and effective speech acts. This will include a full proposal, use of professional visual aids, and formal presentation.

Reflection Paper: A final paper which will document your learning this semester and respond to the learning outcomes. This should run 2-3 pages or so. Due during finals week.

How Grades are Calculated:

1. *This I Believe* Project..... 20%
(Essay; Recording + Web Posting)
2. Storytelling or Narrative speech.....10%
3. Secret Life of a Word Speech.....10%
4. Final Great Orators project25%
(Individual Speech + Visual; Group proposal; Group panel presentation)
5. Reflection paper about the course (2-3 pages).....10%
6. Communication Exercises (a dozen or so of them).....25%

(These percentiles are subject to change if we reach consensus on the change.)

Grading Scale

Percentage	Letter	Emory Pts
93.00-100	A	4.0
90.00-92.99	A-	3.7
86.00-89.99	B+	3.3
83.00-85.99	B	3.0
80.00-82.99	B-	2.7
76.00-79.99	C+	2.3
73.00-75.99	C	2.0
70.00-72.99	C-	1.7
66.00-69.99	D+	1.3
60.00-65.99	D	1.0
00.00-59.99	F	0.0

Please note that whether or not a borderline grade is rounded up is entirely at the teacher's discretion. Such decisions shall be made based upon the teacher's judgment about the student's efforts, attendance, class citizenship, and participation.

Explanation of Letter Grades:

F: Treatment of the subject is superficial. Ideas, organization, and style are well below acceptable college thinking and composition.

D: Treatment and development of subject is only in the beginning stages. Organization is present but is neither clear nor effective. Little or no evidence of careful thinking.

C: Meets the assignment, reasonably well-organized and developed, and shows some grasp of audience. However, reader/listener does not feel instructed. Work is often too vague and general—general in that the confused reader/listener asks, "In every case?" "Why?" "Exactly how many?" The opening and/or conclusion might be uninteresting to the reader/listener. Arguments often contain tedious repetitions. Style can often be in need of attention.

B: Work is more than merely competent. Idea stated clearly but with little original thought. Reader/listener feels instructed. Organizing principle stated clearly, and all points are unified around central idea. Opening draws reader/listener in, and closing relates thematically to major points. Reading/listening is a pleasure.

A: Shows unusual polish and style. The subject is very well developed with original and fresh ideas and depth of thought. Reader/listener feels delighted or instructed at every stage. The reader/listener feels—for the entire length of the reading journey—that the writer/speaker is a careful, trustworthy, craftsman.

Important: Emory strives to create an inclusive learning environment. Please let me know if anything is preventing you from doing your best work in this class. This can include your own learning strengths, any classroom dynamics that you find uncomfortable, or other issues that impact your work. I will hold such conversations in strict confidence and adapt the class and assignments as I can. The Office of Accessibility Services (OAS) works with students who have disabilities to provide reasonable accommodations. In order to receive consideration for reasonable accommodations, you must contact OAS. It is the responsibility of the student to register with OAS. Please note that accommodations are not retroactive and that disability accommodations are not provided until an accommodation letter has been processed. Students registered with OAS who have a letter outlining their academic accommodations, are strongly encouraged to coordinate a meeting time with your professor to discuss a protocol to implement the accommodations as needed throughout the semester. This meeting should occur as early in the semester as possible. Contact the Office of Accessibility Services for more information at (404) 727-9877 or accessibility@emory.edu. Additional information is available at the OAS website at <http://equityandinclusion.emory.edu/access/students/index.html>.

Academic Honesty: (<http://catalog.college.emory.edu/academic/policies-regulations/honor-code.html>). Policy obligates reporting all suspected cases of plagiarism to the College Honor Council. Plagiarism is unacceptable. Never submit another's work as your own. If you include someone else's work in your paper or speech, always give credit to the original author. If you are unsure about whether something constitutes dishonesty, *please* bring it to my attention before submitting the work. I won't get mad or angry—I'll listen and help. Don't make a costly decision because of stress and timing. ALWAYS talk to me instead. That's the safe way. Be aware that plagiarism and other forms of academic dishonesty can cause you to fail the course and be dismissed from the college. The university's honor code policy will be enforced.

Writing Center Tutoring: The Emory Writing Center (EWC) is open year-round to support writers (students, staff, and faculty) in Emory College, the Laney Graduate School, the School of Nursing, and the Medical Imaging Program. We offer one-on-one remote and in-person tutoring for writers working on a range of composition projects (essays, applications, reports, theses, etc.), at any stage of the writing process (from brainstorming to final revisions). Writing Center tutors work on idea development, structure, use of sources, style, grammar, and more. We are not a proofreading or editing service, but rather offer strategies and resources writers can use as they compose, revise, and edit their own work. Tutors also support the literacy needs of English Language Learners (ELL); several tutors are trained ELL Specialists. The Writing Center is located in Callaway N111 and a maximum of two appointments are allowed each week. You can learn more about the Emory Writing Center and make an appointment on our website: <http://www.writingcenter.emory.edu>. Our opening day each semester is set one week after the add/drop/swap deadline, to allow for our tutors to finalize their schedules. Please review our policies

before your first appointment, including our new policy on inclusivity and respect: <http://writingcenter.emory.edu/appointments/policies.html>.

Stress Management and Mental Health: As a student, you may find that personal and academic stressors in your life, including those related to remote study, COVID-19, economic instability, and/or racial injustice, are creating barriers to learning this semester. Many students face personal and environmental challenges that can interfere with their academic success and overall wellbeing. If you are struggling with this class, please contact me via email. If you are feeling overwhelmed and think you might benefit from additional support, please know that there are people who care and offices to support you at Emory. These services—including confidential resources—are provided by staff who are respectful of students' diverse backgrounds. For an extensive list of well-being resources on campus, please go to: <http://campuslife.emory.edu/support/index.html> And keep in mind that Emory offers free, 24/7 emotional, mental health, and medical support resources via: <https://timelycare.com/emory>. Other Emory resources include:

- [Counseling & Psychological Services](#)
- [Office of Spiritual & Religious Life](#)
- [Student Case Management and Interventions Services](#)
- [Student Health Services Psychiatry](#)
- [Support During A Crisis: A Guide for Faculty & Staff](#)
- [Emory Anytime Student Health Services](#)

Emory University is located on Muscogee (Creek) land. Emory University was founded in 1836, during a period of sustained oppression, land dispossession, and forced removals of Muscogee (Creek) and Cherokee peoples from Georgia and the Southeast. For more information: <https://scholarblogs.emory.edu/nae/land-acknowledgement/>.

Tentative Syllabus

(all changes will be discussed together in class before implementation)

Wk	Date	Class Plan	Homework to prepare for class
One	R 8/26	<ul style="list-style-type: none"> • Prof gives short speech of introduction • Textbook & syllabus information • Introduce <i>This I Believe</i> speech 	Write: Communication Exercise #1 —written in class
Two	T 8/31	<ul style="list-style-type: none"> • Questions about the syllabus • Discussion of Chapter 1 • Begin invention—<i>This I Believe</i> Speech Assignment with writing a <i>credo</i> 	Read: Text, Chapter 1—“Introduction to Public Speaking” Read: syllabus carefully—make note of questions Read Over: <i>This I Believe</i> Speaking Assignment Sheet and the website for <i>This I Believe</i> https://thisibelieve.org/essays/featured/
	R 9/2	<ul style="list-style-type: none"> • Oral Delivery of <i>Credos</i>! • Discussion and group work on drafting full essays for <i>This I Believe</i> speech 	Write: Com Ex #2 — <i>Credo</i> Assignment (see handout) Speak: Practice reading your <i>credo</i> several times. Prepare by underlining words of emphasis. Mark passages to read slowly or quickly. Mark pauses.

Three	T 9/7	<ul style="list-style-type: none"> • Discussion of reading and Comm Ex #3 today • Discussion and practice of marking and reading texts 	<p>Read: Text, Chapter 12—“Delivering Your Speech.” Read carefully. The principles in this chapter will be important throughout the semester.</p> <p>Write: Get a good beginning on your <i>This I Believe</i> speech. The full draft is due next week for workshopping.</p> <p>Write: Com Ex #3—Write a half page or so to hand in about how you prepare to read a text in front of others. What do you think about? What concerns do you have? What successes/failures have you had? Why? This might be reading in a spiritual context, as part of a public address, or contest, or classroom, or performance, etc.</p>
	R 9/9	<ul style="list-style-type: none"> • Guest actor, speaker, playwright, and director, Jeff Barker, will join us today 	<p>Look over these websites about Jeff Barker who will join us today:</p> <ul style="list-style-type: none"> • https://en.wikipedia.org/wiki/Jeff_Barker_(playwright) • http://home.nwciowa.edu/barkerplays/
Four	T 9/14	<ul style="list-style-type: none"> • Workshop: <i>This I Believe</i> drafts • Training for recording <i>This I Believe</i> speech—Bring laptops 	<p>Write: Your full essay (500-600 words) for the <i>This I Believe</i> assignment. Print 3 copies for workshop.</p> <p>Download: Audacity to your laptop: https://audacity.en.softonic.com/download. You’ll see a Windows version as well as a MAC version (scroll down).</p> <p>Bring: laptop to class today</p>
	R 9/16	<ul style="list-style-type: none"> • Discussion of Chpt. 11 • Discussion and exercises using CE #4 	<p>Read: Text, Chpt. 11, “Speaking with Confidence”</p> <ul style="list-style-type: none"> • Write: Do Com Ex #4—Storytelling and the TED talk
Five	T 9/21	<ul style="list-style-type: none"> • Continue with CE #4 if needed • Introduction and invention of Storytelling speech assignment 	<p>Due today by class time:</p> <ul style="list-style-type: none"> • Hand in your final revised <i>This I Believe</i> essays • Also hand in CE #5--a 1-2 page reflection about your experiences with the project—what did you learn? What was hard/easy? If you could begin again, what would you do differently? <p>Also due today—all recordings of the speech should be posted on the website.</p>
	R 9/23	<ul style="list-style-type: none"> • Visit today with Karen Barker, actor, writer, director, singer 	<p>Look over this information about Karen Barker before class today:</p> <ul style="list-style-type: none"> • https://www.brainerddispatch.com/news/3392691-iowa-woman-take-lead-role-clc-production • https://vibrant.orangecityiowa.com/northwestern-college-to-award-317-diplomas-at-july-18-commencement-ceremony/
Six	T 9/28	<ul style="list-style-type: none"> • Workshop your draft notes for Story Telling Speeches 	<p>Write: Outline/Notes for Storytelling Speech</p> <p>Speak: Workshop notes and practice speaking storytelling speech to partner. Partner will fill out evaluation form and return to speaker (this will be handed in with notes later).</p>
	R 9/30	<ul style="list-style-type: none"> • Story Telling Speeches Today 	<p>Speak: You will deliver your storytelling speech today)</p>

Seven	T 10/5	<ul style="list-style-type: none"> • Continue Story Telling Speeches Today if needed • Discussion about speeches and findings in self-evaluations • In-class speaking exercises as time permits 	<p>Write: CE #6--Self-Evaluation of Storytelling Speech (see Storytelling handout for instructions)</p> <p>Read: Text, Chpt. 4, “Listening Effectively”</p> <p>Write: CE #7—Listening to a classmate’s webcast and responding. Post this online in Canvas before Friday.</p>
	R 10/7	<ul style="list-style-type: none"> • Discussion of Chapter 4 & 8 • Begin discussion and invention of the next speech assignment 	<p>Read: Text, Chapter 8—Organizing and Outlining</p> <p>Write: CE #8—Based on the reading of Chapter 8, what might you have done differently when you outlined your Storytelling speech? What did you get right? Also, what elements of Chapter 4 on listening helped you to hear and respond to your classmates recording?</p>
Eight	T 10/12	No Class Meeting—Fall Break	No homework, that’s why it is called a “break!”
	R 10/14	<ul style="list-style-type: none"> • Discussion of CE #9 • Further in-class development of the Secret Life of a Word Speech with Sarah Morris (library) 	<p>Read: Text, Chapter 9—Introductions and Conclusions</p> <p>Write: CE#9—come up with about 5-6 words either from our brainstorming together or on your own that you like. Make sure they have potential for researching. Type them out in a list and write 1-2 sentences beside each about why this word calls to you and what you like about it.</p> <p>Also, watch Greta Thunberg’s speech and examine her intro and conclusion. Evaluate them using learning from chapter 9 text where possible.</p> <p>https://www.youtube.com/watch?v=KAJsdgTPJpU</p>
Nine	T 10/19	<ul style="list-style-type: none"> • “Secret Life of a Word” workshop • Sign up for speaking order and day • We will visit the site for our next speech and discuss what we learn from the chapter that might help make good use of the space. • 	<p>Write: Bring a draft (or whatever you have) of your speech. You’ll get a chance to speak it or speak about it to a classmate and think through how to deliver the speech.</p> <p>Read: “The Speaking Environment” found in Canvas Reserves. (not a part of our text)-- If we can, we’ll take a trip to the location of our speechmaking next week to get the lay of the land. The reading will help you think about speaking in a new environment</p>
	R 10/21	<ul style="list-style-type: none"> • Meet with your assignment partner to practice your speeches. 	<p>I will be at a symposium on writing & communication. No formal class meeting. You will during class time meet with your assigned partner. You will each practice your speech and give feedback. Take notes on how to improve both content and delivery.</p> <p>Write CE #10—Send me a ½ page report about your practice session and feedback. What was good and what needs improving? What changes are you planning based on this session?</p>
Ten	T 10/26	<ul style="list-style-type: none"> • Come to class to learn and practice impromptu speaking. 	<p>Read: the two blogs/readings in Canvas in the Module for this week on impromptu speaking</p> <p>Write CE#11—Write a ½ page or so about your past experience with impromptu speaking—informally or formally. What was hard; what came easy. What did you learn?</p>

	R 10/28	<ul style="list-style-type: none"> • Delivery of Secret Life of a Word speeches with feedback—Place TBA 	Speeches today (standing in the front of the room) Those not speaking will be giving feedback (using google doc https://tinyurl.com/y23zgu2u). Come prepared to listen carefully
Eleven	T 11/2	<ul style="list-style-type: none"> • Delivery of Secret Life of a Word speeches with feedback—Place TBA 	Speeches today (standing in the front of the room) Those not speaking will be giving feedback (using google doc https://tinyurl.com/y23zgu2u). Come prepared to listen carefully
	R 11/4	<ul style="list-style-type: none"> • Today we'll talk about the final presentation during finals week so you can begin thinking and working on it. 	Read: Text, Chapter 18—Group Presentations Write: CE#12—respond to the reading in your own way. You might tell a story of a group presentation you had to give, what you learned, what you wish another group presentation might accomplish, avoid, etc. Or take something you found interesting and just write about that. Just a ½ page to a page on this one.
Twelve	T 11/9	<ul style="list-style-type: none"> • More impromptu work in class focusing on argument. • Some class time provided to solidify groups and topics for final speech. 	Read: The excerpt from <i>On That Point</i> in Canvas Reserves. Continue to work toward your idea for the final project.
	R 11/11	More Group Time in class	Come prepared to work with your group again.
Thirteen	T 11/16	Each group should be prepared to talk in class about their final project and field questions. We will also talk about visual presentations.	Write: A formal proposal is due from each group about the final project. See handout. Read: Text, Chapter 13—Visual Aids
	R 11/18	Analyze speeches today	Come to class prepared to watch a few videos of speeches analyze them. No homework except working on panel presentations.
Fourteen	T 11/23	No formal class meeting	No formal class meeting. This is a good opportunity for groups on final project to meet. I encourage the chair of each group to organize a planning meeting or conference with Trapp. I will be available on Monday and Tuesday for such meetings if wanted.
	R 11/25	No class meeting—Thanksgiving	No homework—it's a holiday.....right?
Fifteen	T 11/30	Improv speaking Some thinking together about the reflection project	No homework, just keep thinking about final presentation. Come to class prepared to do some improv speaking. We'll also take some class time to get going on the reflection paper.

	R 12/2	We will discuss epideictic rhetoric and its uses. Students will deliver their special occasion speeches!	Read: Text, Chapter 17—Special Occasion Speaking Write: CE #13 —After reading the chapter, compose a special occasion (a toast, a tribute, etc) and compose a 1-2 minute speech to deliver in class. Hand in speech at end of class.
Sixteen	T 12/7	Final class will be used for Groups. Trapp will be on hand for help.	Groups will have this class period to use for final plans, etc. before the final presentation. We'll separate to the 4 corners of the room to hopefully control the noise.
Finals	T 12/14 3:00- 5:30 pm	Conference Planned on Oratory and Orators	See handout for details about our conference during final exam time. Also Due Today! Your final reflection paper for the course. I'd like to know what you think you learned about yourself as a speaker. Look at the syllabus and reread the learning outcomes. You might talk about those and then add any insights you have. Also feel free to talk about the most significant assignments for you and why they mattered.