

OCT 21 2009

LSC Use Only No: Date:	LSC Action- Date:	08-0396.	UWUCC USE Only No. Date:	AP-11/11/08	UWUCC Action-Date: Date:	AP-4/21/09	Senate Action Date:
---------------------------	----------------------	----------	-----------------------------	-------------	-----------------------------	------------	---------------------

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Wendy Carse	Email Address wcarse@iup.edu
Proposing Department/Unit English Department	Phone 357-2261

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)

New Course Course Prefix Change Course Deletion

Course Revision Course Number and/or Title Change Catalog Description Change

ENGL 321 Persuasive Speech and Writing

Current Course prefix, number and full title Proposed course prefix, number and full title, if changing

2. Additional Course Designations: check if appropriate

This course is also proposed as a Liberal Studies Course. Other: (e.g., Women's Studies, Pan-African)

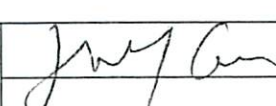
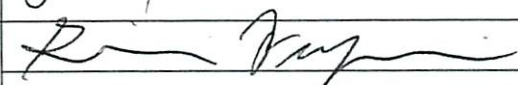
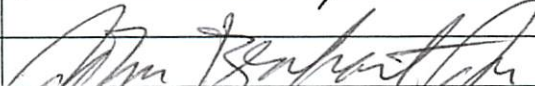
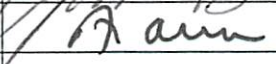
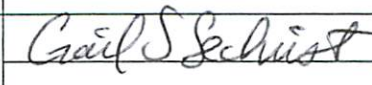
This course is also proposed as an Honors College Course.

3. Program Proposals

New Degree Program Program Title Change Other

New Minor Program New Track Catalog Description Change Program Revision

Current program name Proposed program name, if changing

4. Approvals		Date
Department Curriculum Committee Chair(s)		09/12/08
Department Chair(s)		9/14/08
College Curriculum Committee Chair		10/16/08
College Dean		10/21/08
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs		11/11/08

Received

JAN 26 2009

Received

11/11/08 2008

SYLLABUS OF RECORD ENGL 321 Persuasive Speech and Writing

I. Catalog Description

ENGL 321 Persuasive Speech and Writing.	3 class hours
	0 lab hours
	3 credits
	(3c-01-3cr)

Prerequisites: ENGL 202

Focuses on the practice of persuasive discourse in speech, writing, and visual media. Coursework includes projects and readings in debate, written argument, and rehearsed and extemporaneous speaking. Students will investigate such subjects as rhetorical foundations and applications, language choice and stylistic variations, popular culture, literature, and communication dynamics.

II. Course Outcomes:

At the end of this course, students will be able to--

1. Analyze, discuss, and present persuasive language (essays, letters, position papers, book, film, or music reviews) in both speech and writing, using conventional rubrics from classical and contemporary rhetoric.
2. Apply rhetorical rubrics to the critique of persuasive speeches .
3. Receive, process, and integrate feedback on both written and spoken projects.
4. Understand and participate in the dynamics of group discourse, including floor sharing, time management, problem-solving and creation of strategies for reaching consensus.
5. Use rhetorical strategies to design and present a final original work of persuasive written and spoken language.
6. Prepare a portfolio of materials analyzing and performing persuasive speech in written and spoken formats; including, in the spoken mode, debates, panel discussions, individual presentations; and in the written mode, written documents to support the spoken projects, as well as argumentative essays and letters, reviews, and position papers.

III. Course Outline

Texts referenced in the outline:

Frymier, Ann Bainbridge and Marjorie Keeshan Nadler. Persuasion: Integrating Theory, Research, and Practice. Dubuque, Iowa: Kendall Hunt, 2007.

Heinrichs, Jay. Thank you for Arguing: What Aristotle, Lincoln, and Homer Simpson can Teach us About the Art of Persuasion. NY: Three Rivers Press, 2007.

Herrick, James A. The History and Theory of Rhetoric. An Introduction. Third Edition. NY: Pearson, 2005.

Lunsford, Andrea et al. Everything's an Argument, with Readings. NY: Bedford/St. Martin's, 2007.

O'Hair, Dan et al. A Speaker's Guidebook, text and reference. Third Edition. New York: Bedford / St. Martin's, 2007.

A. Unit I Weeks 1-3. Rhetorical Theory: Rubrics, Invention, Organization, and Delivery.

In this unit, students will focus on understanding and using rubrics from classical and contemporary rhetoric for developing and presenting arguments in speech and writing. Students will develop a foundational understanding of the principles of rhetorical theory and use key terms to develop their speeches and essays. Material and topics will be primarily from personal observations and experiences, broadening out by the end of the unit to include material from interviews. Students will create a personal glossary of useful rhetorical terms, based on readings and class discussion.

Readings:

Herrick, Chapters 1 (overview), 4 (Aristotle), and selections from 5 (Roman), 10 and 11 (Contemporary).

O’Hair, Chapters 1-2 (getting started with confidence), Chapters 3-5 (Public speaking basics), Chapters 6-7 (Audience Analysis).

Frymier, Chapters 1(Introduction to Persuasion), 13 (Receiver and Channel Factors

Lunsford: Chapters 1-5 (“Everything is an Argument”; “Arguments from the Heart”; “Arguments based on Character”; “Arguments based on Facts and Reason”; “Thinking Rhetorically”).

Discussion topics: How is classical rhetoric useful in today’s discourse? How are current theories of contemporary rhetoric congruent with contemporary culture?

Speaking activities: Collaborative presentations on individual rhetoricians and their approaches, focus on the development of rhetorical rubrics. Individual mini-presentations on proposals relevant to student life.

Writing Activities: Glossary of terms. Summaries of readings with identification of key strategies useful for the course. Persuasive letters about personal experiences on campus.

Assessment: review of glossary; self-reflective letters about speaking and writing projects in the unit, integrating rhetorical terms from the glossary into the letters; instructor’s assessment of speaking and writing projects; student’s feedback from peers; student’s response to feedback from instructors and peers through an “action plan” to incorporate changes and new ideas into the next set of projects.

B. Unit II Weeks 4-6. Persuasion in Action: Observations on Speech and Writing in Familiar Social and Academic Contexts.

In this unit, students will explore “persuasive language in action” questions as they read essays and collect information about persuasion in familiar social contexts through observations, data from the internet, and small-group work in observation and collection of spoken and written texts in university settings.

Readings:

Heinrichs: Introduction, Part I (“Offense,” includes material on classical rhetoricians and specific strategies for building argumentation, exemplified in common conversation and interpersonal situations), and Part III (“Advanced Offense,” includes material on stylistic choices, humor, and timing).

Lunsford: Chapter 12 (“Style in Arguments”), Chapter 25 (“What does Your Language Say about Your Identity?”), Chapter 27 (“What Should ‘Diversity on Campus’ Mean?”)

O’Hair: “Vocal and nonverbal delivery”

Discussion topics: How do we use persuasion in everyday conversation?

How do we use persuasion in work related speech and writing?

How do we use persuasion in the classroom?

How do we use persuasion during social events?

Speaking activities: Panel and individual presentations on data collected from observations around campus, from the internet, and from social events.

Writing Activities: Responses to individual panel presentations, written analyses and arguments about language choices in the classroom, at social events, and at work.

Assessment: Unit portfolio with instructor's assessment (collections of speeches and written work, responses, feedback worksheets, and self-reflections).

C. Unit III Weeks 7-9. Persuasion in Popular Culture (Written Media and in Audio Performance). In this unit, students will study persuasion in popular culture, considering written texts and audio performances. They will work in teams to analyze the writer's/performer's rhetorical strategies in texts of their choice and in audio performances from the internet, television, and sound recordings. By working in teams, they will become familiar with rhetorical principles involved in small-group management, discussion and consensus-building. They will write a report on their analysis and present their findings through panel discussions.

Readings:

Lunsford, Chapter 14 ("Visual Arguments"); Chapter 21 ("Who's the Fairest of them All?" –on marketing); Chapter 22 ("How does Media Stereotype you?"); Chapter 28 ("Why Do They Love Us? Why Do They Hate Us?").

Heinrichs: "Advanced Agreement"

O'Hair: "Presentation Aids"

Discussion topics: How are our cultural values revealed through a study of persuasion in popular culture?

How can we use visual aids to aid in persuasion and argumentation?

Speaking activities: Panel discussions on studies of persuasion in popular culture.

Writing Activities: Group reports; individual position papers on persuasion, values and culture, integrating visual media.

Assessment: Unit portfolio with instructor's assessment (collections of speeches and written work; responses, feedback worksheets, and self-reflections).

D. Unit IV Weeks 10-12. Persuasion in Action: Politics, Social Agencies, and Literature. In this unit, students will investigate and analyze persuasion in written and spoken texts that focus on promoting social change. They will consider texts, depending upon their interests, such as materials from student organizations, local political organizations, local social services, or from intentionally persuasive literary texts, including essays, poetry, short fiction, or contemporary poetry readings, or slams. Students will write a proposal for the subject of their choice, give a presentation on their analysis, and submit a written report.

Readings:

Frymier, Chapter 14 (Ethics).

Lunsford, Chapter 3 ("Proposals"), Chapter 15 ("Presenting arguments").

O'Hair, "Speaking Beyond the Speech Classroom"

Discussion topics: How is persuasion used for social and political change?

Speaking activities: Persuasive speech on social and/or political change

Writing Activities: Argumentative essay on social and/or political change

Assessment: Unit portfolio with instructor's assessment (collections of speeches and written work; responses, feedback worksheets, and self-reflections).

E. Unit V Weeks 13-14. Creative Project. In this unit, students will work in pairs to design and perform a form of persuasive language in action, including written products in a class

“poster” session, and conclude with a self-reflective review, integrating classmates’ and instructor’s feedback. This will be a culminating project and will not involve new readings.

Assessment: Unit portfolio with instructor’s assessment (collections of speeches and written work; responses, feedback worksheets, and self-reflections).

F. Final Exam: In lieu of a final exam, students will choose their best materials from their five portfolios for their final cumulative portfolio (final exam), presenting this final portfolio as a polished collection, with a cover letter describing the work within it, a table of contents, and any appropriate electronic appendices.

IV. Evaluation Methods

Students’ work will be assessed in each of the five units, with all written materials submitted in a portfolio for that unit. Students will choose their best materials from their five portfolios for their final cumulative portfolio (final exam), presenting this final portfolio as a polished collection, with a cover letter describing the work within it, a table of contents, and any appropriate electronic appendices.

Within each portfolio, students’ written and audio work will be evaluated in terms of rhetorical effectiveness in these areas: audience, purpose, organization, coherence, development, voice, and clarity. The percentages of the overall grade awarded for each unit will increase as the semester progresses, to account for the increasing rhetorical complexity that develops through the coursework.

Unit I: 10% of overall grade

Unit II: 10% of overall grade

Unit III: 15% of overall grade

Unit IV: 20% of overall grade

Unit V: 20 % of overall grade

Participation: 5% of overall grade (as well as integrated participation points within each Unit Portfolio)

Final: 20% of overall grade

V. Grading Scale

Grading Scale: A: $\geq 90\%$ B: 80-89% C: 70-79% D: 60-69% F: $< 60\%$

VI. Attendance Policy

Attendance is required because students will be learning through their own workshops and discussion groups, as well as through prepared and impromptu speeches. After three absences, students may lose points from their participation grade.

VII. Required textbooks, supplemental books and readings

Frymier, Ann Bainbridge and Marjorie Keeshan Nadler. Persuasion, Integrating Theory, Research, and Practice. Dubuque, Iowa: Kendall Hunt, 2007.

Heinrichs, Jay. Thank you for Arguing. What Aristotle, Lincoln, and Homer Simpson can Teach us About the Art of Persuasion. NY: Three Rivers Press, 2007.

Herrick, James A. The History and Theory of Rhetoric. An Introduction. Third Edition. NY: Pearson, 2005.

Lunsford, Andrea et al. Everything’s an Argument, with readings. NY: Bedford/St. Martin’s, 2007.

O'Hair, Dan et al. A Speaker's Guidebook, text and reference. Third Edition. New York: Bedford / St. Martin's, 2007.

IX. Bibliography

Barnet, Sylvan and Hugo Bedau. Contemporary and Classic Arguments. A Portable Anthology. NY: Bedford/St. Martin's, 2005.

Barnet, Sylvan and Hugo Bedau. Critical Thinking, Reading, and Writing. A Brief Guide to Argument. Fifth Edition. Bedford/St. Martin's, 2005.

Carpenter, Ronald. History as Rhetoric: Style, Narrative, and Persuasion. Columbia, SC: Univ of South Carolina, 1995.

Covino, William. The Elements of Persuasion. NY: Longman, 1997.

Dillard, James Price. The Persuasion Handbook: Developments in Theory and Practice. NY: Sage Publications, 2002.

Fahnestock, Jeanne and Marie Secor. A Rhetoric of Argument: Text and Reader. Third Edition. NY: McGraw-Hill, 2003.

Frymier, Ann Bainbridge and Marjorie Keeshan Nadler. Persuasion, Integrating Theory, Research, and Practice. Dubuque, Iowa: Kendall Hunt, 2007.

Graff, Gerald. They Say/I say: The Moves that Matter in Academic Writing. NY: W. W. Norton, 2005.

Heinrichs, Jay. Thank you for Arguing. What Aristotle, Lincoln, and Homer Simpson can Teach us About the Art of Persuasion. NY: Three Rivers Press, 2007.

Herrick, James A. The History and Theory of Rhetoric. An Introduction. Third Edition. NY: Pearson, 2005.

Lazere, Donald. Reading and Writing for Civic Literacy: The Critical Citizen's Guide to Argumentative Rhetoric. Paradigm Publishers (February 2005).

Lundsford, Andrea et al. Everything's an Argument, with readings. NY: Bedford/St. Martin's, 2007.

Morris, Charles E. III. Readings on the Rhetoric of Social Protest. Second Edition. NY: Strata Publishing, 2006.

Nienkamp, Jean. Internal Rhetorics: Toward a History and Theory of Self-Persuasion. Carbondale: Southern Illinois University Press, 2001.

O'Hair, Dan et al. A Speaker's Guidebook, text and reference. Third Edition. New York: Bedford / St. Martin's, 2007.

Ross, Raymond. Understanding Persuasion. Third Edition. NY: Prentice Hall, 1990.

Walton, Douglas. Media Argumentation: Dialect, Persuasion, and Rhetoric. London: Cambridge University Press, 2007.

Course Analysis Questionnaire

- A1 ENGL 321 Persuasive Speech and Writing is designed for students majoring in English, especially for those declaring the Language and Pre-Law Tracks. Students outside of the major should also be interested in it if they are Communications Media or Journalism majors, or pre-law majors looking for courses addressing elements of public speaking. We have chosen to create this course rather than change the current ENGL 310 Public Speaking course to more fully address persuasion and writing; ENGL 321 will focus exclusively on persuasion in both speech and writing.
- A2 This course does not require changes in the content of existing courses or requirements for the English major.
- A3 This course has not been offered on a trial basis.
- A4 This course is not dual-level.
- A5 This course will not be offered for variable credit.
- A6 At our SSHE sister schools, similar courses are offered in departments of speech and communications; IUP would be the first school in the SSHE system to offer a coherent track in Language Studies, with a course in Persuasive Speech and Writing within an English Department:

COM 4401 - PERSUASION - 3 - This course is a study of the psychology of persuasion and its use in a free society, and propaganda, and its effect on daily living. This course prepares the student to evaluate persuasive messages, to use persuasion effectively, and to appreciate the ethics of persuasion.

Prerequisites: COM 1101, Junior level status. Mansfield

CMST 333 GE: Argumentation and Persuasion (3:3:0)

This course studies the ways beliefs are changed or instilled in an audience as a result of a message's argumentative or persuasive qualities. The principal mode of message studied is that of the public speech, but other messages will be examined critically to determine how those messages function argumentatively and persuasively. Attendance requirement will be enforced. Prerequisite: CMST 253. East Stroudsburg

- A7 No, the content and skills of ENGL 321 are not required by a professional society, accrediting authority, law or other external agency.

Section B: Interdisciplinary Implications

- B1 This course will not be taught by instructors from more than one department.
- B2 ENGL 321 does not offer content that conflicts with any other department.
- B3 ENGL 321 will not be cross-listed with any other departments.
- B4 Seats in ENGL 321 will not be made available to students in Continuing Education.

Section C: Implementation

- C1 Yes, at least six current faculty are prepared to teach this course. This course will fit into the general scheduling rotation of the English Department, with a standard workload assignment.

- C2 Current resources are adequate.
- C3 No resources for this course come from a grant.
- C4 This course will be offered every two or three semesters. It can fulfill a major English Elective requirement as well as fulfill requirements for the Language Studies and English Pre-Law Tracks.
- C5 One per semester.
- C6 15 students per course, to allow for adequate time for individual and group presentations and speeches and student/instructor conferencing on written and spoken projects.
- C7 NCTE (the National Council for Teachers of English) recommends enrollment limits of 15 students for a course of this nature.
- C8 This course will not be offered via distance education.