

Department ____COMM____

Course Number ____201____

Course Name:

AREAS OF INQUIRY

INFORMAL AND FORMAL REASONING

Check box for Honors Course consideration ☐

This form must be submitted to the Faculty Council on Liberal Learning and Academic Life as part of the submission process.

Please attach a proposed syllabus for this course and the Undergraduate Curriculum Course Proposal Form.

DEADLINE FOR PROPOSALS: 17 February 2006

Please answer the following questions:

Check Only One:

X This course is an existing course (in the current curriculum) that we are now proposing for this Area of Inquiry.

◇ This is a new course that we are now proposing for this Area of Inquiry.

1. Name and contact information for the department chair administering this course.

Dr. Claire Jacobs, Department of Communication Studies

cjacobs@cnu.edu

2. In any given semester, how many sections of this course is your department willing to offer?

15 sections per semester

3. Why is this course being offered/what is it designed to achieve (Course purpose/goal)?

This course is designed to enhance students' ability to develop, deliver and evaluate organized arguments to diverse audiences. To achieve these goals, this course teaches students the canons of the rhetorical tradition (argument invention, arrangement, style, memory, and delivery), which guides the development and organization of reasoned and well-supported arguments. In addition to the production and presentation of persuasive argumentation, students learn how to evaluate arguments and fallacious reasoning.

4. Check at least three objectives below that the course will address.

X Demonstrate competence in the evaluative strategies of inductive and/or deductive

reasoning

- ◇ Distinguish between formal and informal methods of reasoning and apply each to solve a problem
- X Compare various methodologies of proof
- X Critique a fallacious argument
- ◇ Articulate the structure of, limitations of, and/or comparisons between natural and artificial languages
- ◇ Explore the structure of scientific reasoning and/or cognition

5. Briefly explain how this class addresses the above objectives. A course may cover more than three objectives.

a.) Demonstrate competence in the evaluative strategies of inductive and/or deductive reasoning

Rhetorical persuasion operates by employing a medley of reasoning skills, inductive and deductive forms of argumentation. This class teaches students how to construct arguments by sign, arguments by example, and arguments from causal reasoning. Likewise, students learn how to employ enthymemes (a form of rhetorical syllogism) and other forms of deductive reasoning skills to persuade various audiences. This class employs the tools of the Toulmin model to help students hone their abilities to identify poor or incomplete reasoning skills used in the service of persuasion.

b.) Compare various methodologies of proof

Aristotle suggests that there are three modes of proof that are used in developing effective rhetorical discourse: the credibility of the speaker (ethos), the emotional appeals to the audience (pathos), and the well-reasoned and logically supported discourse (logos). Students learn how these forms of proof work in concert, and to different degrees, to develop a persuasive argument. Furthermore, students learn to use various forms of evidence in the service of developing persuasive and well-reasoned arguments. Students are required to research appropriate forms of evidence, such as testimony, data, interviews, etc., and appropriately employ them into the broader persuasive argument. In doing so, student learn the value of evidence in constructing a well-reasoned argument how these different forms of evidence and rhetorical proofs are better suited for certain topics or particular audiences.

c.) Critique a fallacious argument

This class teaches students how to recognize fallacious arguments and poor reasoning skills. In doing so, students will learn about a variety of fallacies, including post hoc, tu quoque, non-sequitor, slippery slope, ad populum, strawperson, among others, as well as how to recognize them in persuasive settings.

6. Course Assessment: **Identify how this course will accomplish the above objectives (choose at least one).**

- X Participating in class discussion and debate

- X Engaging in teamwork and other collaborative exercises
- ◊ Writing analytical or evaluative papers, perhaps incorporating original research
- X Making oral presentations
- ◊ Creating an artistic product or a performance
- ◊ Participating in fieldwork
- ◊ Other means – please identify

7. Attach a proposed syllabus, which includes a statement of purpose, course objectives, and how these objectives will be accomplished.

8. Please identify and explain if this course contributes to the Foundations of Liberal Learning expectations for:

◊ Oral Communication Literacy:

As a public speaking course, students are required to deliver at least three prepared, well-researched speeches. Possible speeches include, but are not limited to, impromptu, informative, persuasive, and invitational speeches. Each speech is evaluated based on the organization and delivery of a well-reasoned and well-supported discourse.

◊ Information Literacy:

Because each speech must be well-supported, students are required to marshal evidence from a variety of sources. Students use evidence from numerous sources from various media. Student will gain a familiarity with how to use evidence from magazines, books, scholarly journals, internet resources, interviews, statistical analyses, etc. to develop a well-supported argument.

◊ Writing Literacy:

9. Explain how this course connects to Vision 2010 – the CNU Strategic Plan

Public Speaking advances the Vision 2010 program and the future of Christopher Newport University by imbuing students with a variety of critical thinking skills and the ability to demonstrate these skills to a variety of audiences. Public Speaking, as part of the rhetorical tradition, is uniquely tied democratic practice. Consequently, students with effective public speaking skills are better equipped to service the university and the broader community. Specifically, teaching students to be effective public speakers “cultivates critical and innovative thinking” skills that makes students better leaders and well-suited to embrace their democratic and “civic responsibilities.”

Submission Checklist:

By the deadline, submit a packet with the following documents to the Assistant Dean for Liberal Learning. Please submit in electronic and hard copy form.

__xx__ Area of Inquiry Course Proposal Form

__xx__ Syllabus for the Course

_____ Undergraduate Curriculum Committee Course Proposal Form

Public Speaking

Professor: Ron Von Burg
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Course Description

The cornerstone to a democratic society is active political participation by its citizens. The foundation of democratic deliberation is a citizen's ability to think and speak clearly. Therefore, this course is designed to amplify your voice in the public sphere by enriching your argumentation and rhetorical skills. An effective public speaker has the ability to develop well-reasoned and well-supported arguments that are appropriate for a variety of audiences. In doing so, we will learn to research topics, organize ideas, and deliver effective public speeches. Furthermore, we will learn how to use inductive and deductive reasoning to construct persuasive arguments as well as how to identify fallacious reasoning often present in ineffective public discourse. As an art, public speaking is not just learned, but is practiced. Therefore, our class will combine active, student-lead discussions, occasional lectures, and numerous student speeches.

Required Text

Griffin, Cindy L. (2003). Invitation to Public Speaking Belmont CA: Wadsworth/Thomson Learning.

Course Objectives

Upon completion of the course, students should meet the three following objectives:

- students should develop skills in researching, organizing, and delivering speeches
- students should develop their inductive and deductive reasoning skills
- students should be able to recognize fallacious reasoning in persuasive discourse
- students should marshal evidence from a variety of sources to develop a well-supported speech
- students should learn to analyze and adapt to the environment, demographics, and dynamics of the audience
- student should learn the five canons of rhetoric (invention, arrangement, style, memory, delivery)
- students should acquire the ability to recognize and practice a model for ethical communication

Course Assignments and Evaluation

Attendance/Participation	100 pts.
Informative Speech	150 pts.
Persuasive Speech (I)	150 pts.
Persuasive Speech (II)	150 pts.
Invitational Speech	150 pts.
Midterm Exam	150 pts.
Final Exam	150 pts.

A=1000-925 points
A-=924-900 points
B+=899-875 points
B=874-825 points

B-=824-800 points
C+=799-775 points
C=774-725 points
C-=724-700 points

D+=699-675 points
D=674-625 points
D-=624-600 points
F=0-599 points

Attendance and Participation

Due to the nature of this course, your presence and punctuality are required for every class meeting. You may have legitimate reasons for being absent. Consequently, any more than one unexcused absence results in points being deducted from your final grade for each additional absence, with no exceptions. Also, you are responsible for the material covered while absent. Moreover, because time is of the essence, missing

either a test or speech day results in an automatic failure; make up dates are not an option. Documented and extraordinary circumstances will be evaluated on a case by case basis. On speech days, you are not allowed to enter the class while another is speaking, therefore avoid tardiness.

Class Conduct

You are responsible to come to each class prepared, having read the assigned material and being attentive and respectful of others. Many opportunities to learn, practice, and master the skills necessary to succeed in the course will be given and it is in your best interest to take full advantage of them. I am willing and eager to help you in any way possible, so please do not hesitate to ask for additional suggestions or comments.

Disability Resources

Reasonable accommodations are available for students who have a documented disability. Please let me know during the first week of class of any accommodations needed for the class. Late notification may cause the requested accommodations to be unavailable.

Speech Topics and Outlines

Each total speech grade is a composite of the speech outline and the actual delivery (50 points for the outline and 100 points for the delivered speech). All outlines must be complete with full sentences and must include all citations used in the speech **AND** you must have a final outline draft for me when you deliver your speech. *Failure to do so results in a zero for the outline grade* (So, bring an outline for me and a speaking outline). All topics must be approved to ensure their “researchability” and appropriateness. Ideally, you will have one general topic that you can use for your Informative, Persuasive and Invitational speeches. This enables you to delve deeper into your chosen topic and develop inventive and well-researched arguments. Prior to each set of speeches, you are required to bring four copies of a rough draft outline on the scheduled due dates: one copy for me, the other three for your peers. These will be used to workshop with your peers to enhance the quality of the speech and better adapt to your audience. *Failure to turn in a rough draft on the scheduled due date results in a zero for your outline.*

Given the limited amount of time and the number of students, completing your speech in the allotted time is mandatory. **Exceeding your time limits will result in a decreased grade.** For every 15 seconds you exceed the time limit, you will lose a percentage point from the final speech grade. Likewise, completing your speech short of the time limit will also result in a lower score, not based on a time penalty, but a short speech demonstrates a lack of research and preparation. Therefore, practice, practice, practice.

Types of Speeches and Assignments

Informative Speeches

This speech requires you to present information, on a topic of your choice, in an unbiased fashion. The speech must be between 5-6 minutes in length and include at least five sources. The full sentence outline must include all your sources and reflect a specific organizational pattern. Your speech is not only judged on time and content, but also on organization and objectivity. The speech is followed by an audience question and answer period, so be prepared to expand upon your speech.

Persuasive Speeches

Unlike the informative speech, you must both identify a problem and advance a possible solution(s). The speech must be between 6-7 minutes and include at least five sources. The outline and content requirements are the same as the informative speech. However, this speech requires you to pay careful attention to the types of arguments and supporting evidence. The reasonability of your argument and the appropriateness of your evidence are fundamental to an effective persuasive speech. You are required to complete develop two persuasive speeches on two different sides of the same issue. Each speech must demonstrate how the speaker employs the five canons of rhetoric in the service of developing logical discourse. Each speech is followed by an audience question and answer period, so be prepared to expand upon your speech.

Invitational Speeches

Invitational speeches are distinct from informative speeches and persuasive speeches in that they provide information and a position in order to facilitate discussion among your audience. This speech must have a minimum of five sources and must be between 4-5 minutes. At the conclusion of your speech you are required to lead a short discussion among the audience, inviting their input. The outline and content requirements are the same as the previous speeches. Like the persuasive speech, you must pay careful attention to the arguments and evidence used to encourage discussion among your audience.

Plagiarism

Plagiarism of any kind is not tolerated. To plagiarize means to use or pass as one's own the ideas or writings of another. You may not present work and assignments that have been prepared by other people or for other courses without fully acknowledging the source. You may use other people's words and ideas only if quoted properly and full credit is given. Any student failing to give credit for ideas or materials that he or she takes from another source is guilty of plagiarism. Plagiarism of any form will result in an F. If you are in doubt about the legitimate use of sources for your speeches, check with me. I will assist you in ensuring the originality of your ideas and avoiding subsequent problems.

Statement on Academic Support

We want you to succeed at CNU; therefore I may notify the Academic Advising Center if you seem to be having problems with this course. Someone may contact you to help you determine what help you need to succeed. You will be sent a copy of the referral form. I invite you to see me at any time that I can be of assistance in helping you with the course material.

Tentative Schedule of Topics and Assignments

WEEK 1

M	Introduction to Class
W	Importance of Public Speaking to a Democratic Society
F	Speaking with Confidence and the Canon of Delivery

WEEK 2

M	Audience Analysis and the Development of Appropriate Argumentation
W	Brainstorming: The Logical Approach to Choosing an Appropriate Topic
F	Logos: Evidence and Rhetorical Invention

WEEK 3

M	Organizing and Outlining Your Speech: The Canon of Arrangement
W	Introductions and Conclusions
F	How to Construct the Informative Speech

WEEK 4

M	The Art of Delivery: Verbal and Non-Verbal Skills
W	Informative Outlines Due-Workshop
F	The Use of Language and Style

WEEK 5

M	Pathos
W	Informative Speeches
F	Informative Speeches

WEEK 6	
M	Informative Speeches
W	Midterm
F	Inductive Reasoning: Argument by Sign, Example, and Analogy
WEEK 7	
M	Arguments of Causation and Correlation
W	Deductive Reasoning, Syllogisms, and Rhetorical Enthymemes
F	The Identification of Fallacious Reasoning
WEEK 8	
M	Persuasion (I) Outlines Due-Workshop
W	Ethos
F	Q & A in Critical Thinking
WEEK 9	
M	Persuasive Speeches (I)
W	Persuasive Speeches (I)
F	Persuasive Speeches (I)
WEEK 10	
M	The Importance of Oppositional Argumentation
W	Persuasion (II) Outlines Due-Workshop
F	Tropes as Arguments
WEEK 11	
M	Persuasive Speeches (II)
W	Persuasive Speeches (II)
F	Persuasive Speeches (II)
WEEK 12	
M	Persuasive Speeches (II)
W	The Construction of the Invitational Speech
F	Invitational Rhetoric as Democratic Discourse
WEEK 13	
M	Invitational Outlines Due-Workshop
W	The Importance of Reasoned Discussion
F	Toulmin's Model
WEEK 14	
M	Invitational Speeches
W	Invitational Speeches
F	Invitational Speeches
F	Final Review

b.) Compare various methodologies of proof

Aristotle suggests that there are three modes of proof that are used in developing effective rhetorical discourse: the credibility of the speaker (ethos), the emotional appeals to the audience (pathos), and the well-reasoned and logically supported discourse (logos).