

COURSE SYLLABUS

COM 380

Colonial and Nineteenth Century American Public Address

Three Credit Hours

Fall, 2009

2:00-3:20 TTh

DRCB 201

Instructor: Dr. J. D. Ragsdale
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Office Hrs : 1 :30-2 :30 MWF & 1 :00-2 :00 TTh. Other hours by appointment.

An examination of significant speakers, speeches, campaigns, and movements in US history to 1900. *This is a writing enhanced course.*

Course Plan:

This course examines significant speakers and speeches in historical perspective in order to understand American history more fully and to develop a consensus about what is likely to be effective speaking. Each speech in the textbook is prefaced by a Commentary, which provides the basic historical background necessary to understand the speaker and the speech. You should read each assigned speech *prior to* the class periods in which it will be discussed, and you will be asked to participate in the discussion of each speech. As the course proceeds, you will be assigned the task of moderating a class discussion of a speech. In place of some in-class meetings, there will be online assignments made on Blackboard. You will be notified in advance of these assignments, but you should familiarize yourself with BB if you have not done so before.

Textbook: Reid, R. F., and J. F. Klumpp (2005). *American Rhetorical Discourse*, 3rd Ed. Waveland Press.

Course Calendar

Days	Topic	Readings in Text
08/25, 08/27	The Rhetorical Tradition and Rhetorical Theory	Introduction
09-01, 09/03	Rhetorical Criticism	
09/08, 09/10	Puritan Preaching: Winthrop, Whitefield, Edwards	Section I*
09/15, 09/17	Revolutionary Rhetoric: Hancock, Henry, Paine	Section II*
09/22, 09/24	Constitutional Rhetoric: Randolph, Franklin, Washington	Section III*
09/29, 10/01	The Role of Government in a Democracy:	Section IV*

10/06, 10/08	Washington, Jefferson, Webster Reform and Counterreform:	Section VII*
10/13, 10/15	Beecher, Garrison, Phillips, Douglass Sectionalism and Civil War:	Section VII*
10/20, 10/22	Webster, Hayne, Calhoun, Clay The Rhetoric of A. Lincoln	Section VII**
10/27, 10/29	Reconstruction and the New South: Grady, Washington, DuBois	Section VIII*
11/03, 11/05	Industrialization and Progress:	Section IX*
11/10, 11/12	Conwell, Carnegie, Beveridge, Bryan The Struggle of Labor: Powderly, Gompers	Section X*
11/17, 11/19	Women's Suffrage: Mott, Truth, Anthony	Section XI*
11/24	Turn of the Century: Beveridge, Bryan	Section XII*
12/01, 12/03	Student Research Presentations	
12/08, 12/10	Student Research Presentations	

*Omit speakers not identified under Topic

**Including the Second Inaugural in Section VIII

Course Objectives:

- To develop the student's understanding of rhetorical theory.
- To develop the student's ability to engage in rhetorical analysis and criticism.
- To develop the student's understanding of the role of speeches in American history
- To develop the student's advanced writing skills.
- To develop the student's ability to apply generalizations from the study of significant speeches to his/her own speaking.

Student Responsibilities:

1. Class attendance is expected, and absences are likely to affect your grade adversely. Following university policy, there is no penalty for three or fewer *hours* of absence (two class meetings), but each absence in excess of two will result in ten points being subtracted from your final total.
2. You must refrain from behavior in the classroom that intentionally or unintentionally disrupts the learning process and thus impedes the mission of the university. Please turn off or mute your cell phone and/or pager while in class, and keep all electronic devices out of sight (this includes laptop computers, but you may have permission to use your laptop by conferring with your instructor). You may not eat, use tobacco products, make offensive remarks, read newspapers or other material not relevant to the class, sleep, talk with others at inappropriate times, wear inappropriate clothing, or engage in any other form of distracting behavior. Inappropriate behavior in the classroom shall result, minimally, in a directive to leave class or you being reported to the Dean of Students for disciplinary action in accordance with university policy.
3. Toward the end of the semester, you will be asked to complete a teacher evaluation form.

Papers:

1. You will be asked to prepare **three** short speech critiques. You may select one of the speeches in the textbook not covered in class or another of your choosing (but approved in advanced by your instructor). These critiques should be two-four printed pages in length.
2. They are due as follows: 1—September 24; 2—October 8; 3—October 29. You will also be asked to prepare a **fourth** critique of greater length (four-eight printed pages) due on December 1.
3. During the last two weeks of class, you will be asked to present a short summary of your fourth paper in class.
4. The focus of these papers and specific directions for their preparation will be discussed in class during the first two weeks of the course.
5. The papers will be graded equally on the basis of form and content.
6. The papers must be submitted in person and in hard copy.

Grading System:

1. There will be a **quiz** on each Section including the Introduction. Each will be worth 10-20 points. Questions will be short answer types. There are no other tests.
2. Each short **paper** is worth 50 points. The longer paper is worth 100 points.
3. The **grading scale** is as follows: 90-100% A; 80-89% B; 70-79% C; 60-69% D; 59% or below F.
4. There will be no makeup quizzes. If your absence on the day of the quiz was for a legitimate reason, your point total will be adjusted so that you will not be penalized.

For course policies concerning Academic Dishonesty, Student Absences on Religious Holy Days, Students with Disabilities, and Visitors in the Classroom, see www.shsu.edu/syllabus.