COURSE DESCRIPTION
HONORS SPEECH AND POLITICAL COMMUNICATION

In three intensive weeks of instruction, Junior State of America Summer School students are exposed to the fundamental elements of speech communication through a university-level course emphasizing the practical use of communication theory through public speaking. Fundamentals of persuasion and argumentation are taught with emphasis on standards of logic and proof. In addition to perfecting speech delivery, Speech Communication students study the role of media in influencing the public, critical thinking, and audience analysis as part of their speech assignments.

In this course, students learn how all forms of media (TV, radio, newspapers, Internet) influence the political process and the public's perception of reality. Students will evaluate media sources and learn to think critically about news coverage.

This course is built around lecture, group discussions, readings, and in-class speech and presentation practice. Students give both prepared and impromptu speeches of varying lengths. In addition to giving their own speeches, students will also focus on speech analysis. Summer School students research and document bibliographic references for all material used in their speeches.

After participating in this course, students learn the role that speech and political communication plays in our civic lives. They will be able to apply skills such as critical thinking, decision-making, and problem-solving to master dialogue, argumentation, and constructive communication.

This course is designed to meet the requirements of a one-semester Speech Communication course. If Speech Communication is not offered at a student's high school, this course also meets the requirements of an English elective. Classes are held six days a week. Students accumulate 85 classroom hours in the program.

All students are assigned a course packet prepared by the professor which contains readings from a collection of scholarly articles, national journals and selected chapters from outstanding works in Speech Communication:

Excerpt from Gorgias – Plato
"Aristotle on Rhetoric" – Herrick
"The Rhetorical Situation" – Bitzer
"Terministic Screens" – Burke
"Language as Sermonic" – Weaver
"Language" – Hooks
"The Master’s House" – Lorde
"Why Foucault’s Work on Power is More Important than Ever" – Koopman
"The Function of Presidential Campaigning" - Gronbeck
"Inaugurating the Presidency" - Campbell and Jamison
"Agenda-Setting Function of Mass Media" - McCombs and Shaw

“Daily Me”- Sunstein
Excerpt from On Liberty – Mill
The Political Brain - Westen
"The Paranoid Style in American Politics" - Hofstadter
"The Public Sphere” – Habermas
Excerpt from The Phantom Public – Lippmann
Excerpt from The Public and Its Problems - Dewey
"The Public Screen” - Deluca and Peeples
“Rhetoric of Historical Movements” – Griffin
"Social Movements” – Simons

“The Methods of Nonviolent Protest and Persuasion” – Sharp
“Behold the Corpse” – Harold and DeLuca
"Why the Revolution Will Not Be Tweeted” – Gladwell
“The Death of Slacktivism” – Branstetter
Excerpt from How Apologies Heal – Lazare
“Image Repair Discourse and Crisis Communication” – Benoit
"Kennedy's Romantic Moon" – Jordan
"Manufactured Scientific Controversy” – Ceccarelli
The course examines political communication as a public, symbolic practice in which language is invented, crafted, and used to influence audiences for either good or nefarious purposes. The course is designed to give you hands-on practice in constructing, advocating, refuting, and understanding arguments in the public and political spheres. Students will participate in persuasive presentations, evaluate presentations of their peers, research and write arguments, and critique arguments concerning contemporary public controversies. Through readings, discussions, and critical reflection, this course hopes to cultivate a sense of speech and political communication as equipment for civic living.

**Learning Outcomes**

Throughout the course, students should be able to:

1) Obtain and practice the skills and aptitude of critical thinking, decision-making, problem-solving, intergroup and interpersonal communication, and the art of argumentation.

2) Familiarize yourself with theories and models of political participation, social responsibility and civil society, and consequently become capable of applying them in your own lives.

3) Utilize the capacity of comprehending and assessing the concepts of politics, democracy, citizenship, community and social sustainability and their relevance to their social stability and wellbeing through a rhetorical lens.

4) Analyze and evaluate political ideas, norms, and values across cultures and nationalities. This will allow you to exchange ideas and be enriched by their various interpretations.

5) Investigate and discuss the concepts of dignity, respect, culture, identity, and otherness. This will enable you to systematically and intensely appreciate variance and difference.

6) Master the proficiencies of dialogue, argumentation, and constructive communication to pursue collaboration and coordination in promoting social and political goals.

7) Attain competency in understanding domestic and international politics, increasing your ability to better describe and explore current affairs and real-world issues.

8) Identify, prioritize, assess, and employ the qualifications and characteristics required to become a contributing member of a viable and sustainable democratic community.
REQUIRED MATERIALS

All readings are available via PDF. The readings are listed on the schedule.

CLASS POLICIES AND STRATEGIES

1) Attendance: Attendance is mandatory. Each class session will be jam packed with tasty educational goodness. Therefore, each absence will directly affect your participation. Note that computer troubles and pet iguana sickness provoke no pity and a phantom email in the middle of the night explaining the situation demonstrates nothing but a lack of creativity in excuse making. If you take ill, please contact your RA immediately.

2) Be prepared: Finish all readings on time. Read thoroughly and take notes for yourself. Come to class with prepared thoughts and questions. Take responsibility for making our discussions the very best they can be. The ultimate responsibility for discussion is mine (in the sense that I must navigate what it takes to promote a good discussion), but I cannot facilitate quality discussions if you do not do your part. You should think carefully about the questions I ask and be prepared to engage in a dialogue on the pertinent issues. Responding to an open-ended question with a nonchalant “I don’t know” will make me angry. Much like Bruce Banner/The Hulk, you won’t like me when I’m angry. You need not have all the answers, but you must demonstrate in class and in your class writing that you are grappling seriously with the ideas we are examining.

NITTY-GRITTY RULES (THE OBVIOUS STUFF)

1. **Plagiarism** is hard to spell but easy to spot. When you use another’s words or ideas in a paper, for instance, you should indicate that you are doing so with appropriate citation. Plagiarism of any assignment will result in a **failing of the assignment** and may even result in a **failing the course**. The program will toss something even nastier at you, so just don’t do it.

2. All written work to be handed in must be typed. If it’s handwritten it doesn’t exist. The standard is **Times New Roman with 12-point font and one inch margins**. I know all about playing with font, sizing, margins, and all that jazz, so don’t try it.

3. While in discussion please be considerate. Some of the topics and viewpoints may elicit a powerful response from you. We all have ideas and opinions we hold dear, but we must share them objectively and for the benefit of everyone at the appropriate time. Try to think critically about the topic at hand and respond accordingly.

4. Discussion is a very important aspect of this class and is a reflection of your abilities to speak in a group. However, speaking just to hear the sound of your own voice does not merit active discussion. Your words should aid the progress of the topic at hand through insight, personal experience, etc…
### REQUiREMENTS AND GrADING

Speech Analysis Presentation  
Midterm Exam  
Final Exam  
Final Paper  
Participation  

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>75 pts</td>
<td></td>
</tr>
<tr>
<td>100 pts</td>
<td></td>
</tr>
<tr>
<td>100 pts</td>
<td></td>
</tr>
<tr>
<td>100 pts</td>
<td></td>
</tr>
<tr>
<td>75 pts</td>
<td>450 pts total</td>
</tr>
</tbody>
</table>

### SCHEDULE

Subject to revision and alteration. Readings should be read **before** class on the date assigned.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
</table>
| Week One:  | Welcome! Course introduction, syllabus, and other general day-one business | Morning (9am - 11am): No reading assignment  
Afternoon (1pm - 3pm):  
1) Plato – excerpt from *Gorgias*  
2) Herrick – “Aristotle’s Rhetoric” |
| July 9     | *Ancient Roots*                      |                                                                                                                                              |
| July 10    | *Contemporary Theories*              | Morning (9am - 11am):  
1) Bitzer – “The Rhetorical Situation”  
2) McGee – “The Ideograph”  
Afternoon (1pm - 3pm):  
1) hooks – “Language”  
2) Foss and Griffin – “Invitational Rhetoric: A Proposal for an Invitational Rhetoric” |
| July 11    | *Language and Narrative*            | Morning (9am - 11am):  
1) Burke – “Terministic Screens”  
2) Fisher – “Narration as a Human Communication Paradigm”  
Afternoon (1pm - 3pm): No reading (library tour?) |
| July 12    | *The Liberty of Thought and Discussion* | Morning (9am - 11am):  
1) Mill – excerpt from *On Liberty*  
Afternoon (1pm - 3pm): No reading |
| July 13 | The Rhetorical Presidency | Morning (9am - 11am):  
1) Gronbeck – “The Function of Presidential Campaigning”  
2) Campbell and Jamieson – “Inaugurating the Presidency”  
Afternoon (1pm - 3pm):  
1) Sunstein – “Daily Me” |
| July 14 | Emotion and Affect | Morning (9am - 11am):  
1) Westen – excerpt from *The Political Brain*  
2) Hofstadter – “The Paranoid Style in American Politics”  
Afternoon (1pm - 3pm): No reading (Midterm study session) |
| Week Two: July 16 | Midterm Exam | Morning (9am - 11am): Midterm Exam  
Afternoon (1pm – 3pm):  
1) Olson, Finnegan, and Hope – “Visual Rhetorical in Communication”  
2) Harold and DeLuca – “Behold the Corpse” |
| July 17 | No class meeting today | Morning (9am - 11am): No reading (Pictures)  
Afternoon (1pm - 3pm): No reading (Speakers Day) |
| July 18 | The Public Sphere | Morning (9am - 11am):  
1) Habermas – “The Public Sphere”  
2) Lippmann – excerpt from *The Phantom Public*  
3) Dewey – excerpt from *The Public and Its Problems*  
Afternoon (1pm - 3pm):  
1) Deluca and Peeples – “The Public Screen” |
| July 19 | Social Movements | Morning (9am - 11am):  
1) Griffin – “The Rhetoric of Historical Movements”  
2) Simons – “Social Movements”  
Afternoon (1pm - 3pm):  
1) Gladwell – “Why the Revolution Will Not Be Tweeted”  
2) Branstetter – “The Death of Slacktivism” |
| July 20 | Speech Analysis Presentations | Morning (9am - 11am): Student Presentations  
Afternoon (1pm - 3pm): Student Presentations |
| July 21 | | Morning (9am - 11am): Student presentations |
### Speech Analysis Presentations
**Afternoon (1pm - 3pm):** Student presentations

<table>
<thead>
<tr>
<th>Week Three: July 23</th>
<th>Essay Workshop and Speakers Day</th>
<th><strong>Morning (9am - 11am):</strong> No reading – essay workshop</th>
<th><strong>Afternoon (1pm - 3pm):</strong> No class meeting (Speakers Day)</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 23</td>
<td>Public Apologies and Image Repair</td>
<td><strong>Morning (9am - 11am):</strong> 1) Lazare – excerpt from <em>How Apologies Heal</em></td>
<td><strong>Afternoon (1pm - 3pm):</strong> 1) Ceccarrelli – “Manufactured Scientific Controversy”</td>
</tr>
<tr>
<td>July 24</td>
<td>Science and Politics</td>
<td><strong>Morning (9am - 11am):</strong></td>
<td><strong>Afternoon (1pm - 3pm):</strong> Study session and essay workshop</td>
</tr>
<tr>
<td>July 25</td>
<td>Legal Interpretation and Public Argument</td>
<td><strong>Morning (9am - 11am):</strong> No reading</td>
<td><strong>Afternoon (1pm - 3pm):</strong> Study session and essay workshop</td>
</tr>
<tr>
<td>July 26</td>
<td>Final Exam</td>
<td><strong>Morning (9am - 11am):</strong> Final Exam</td>
<td><strong>Afternoon (1pm - 3pm):</strong> Study session and essay workshop</td>
</tr>
</tbody>
</table>

### How to read for this course:
The diverse selection of texts for this course can read as confusing and disconnected if they are not read with your active construction of the text’s context and meaning. I trust you all know how to read, but many of you may not know how to read well. These texts require patience and attention; their meaning(s) may require multiple readings. You can read smarter and faster through the texts by articulating answers to these questions.

- Who is talking?
- Who is being spoken to?
- Who and what are they talking in response to?
- What is their central argument?
- What are their other main points?
- What is their goal?
- What are their assumptions and biases?
- What is being left out?
- How are they making their argument?
- What imagery or sentences stand out to you?
- Why did Joe find this important enough to assign it?