



ARIZONA STATE UNIVERSITY

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

College/School College of Liberal Arts and Sciences Department SPGS
Prefix POS Number 294 Title Politically Speaking Units: 3

Is this a cross-listed course? No If yes, please identify course(s)

Is this a shared course? No If so, list all academic units offering this course

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested.

Is this a permanent numbered course with topics? No

If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). Chair/Director Initials RH (Required)

Course description:

Requested designation: Literacy and Critical Inquiry-L Mandatory Review: No

Note- a separate proposal is required for each designation.

Eligibility:

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2016 Effective Date: October 1, 2015

For Spring 2017 Effective Date: March 10, 2016

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas.

Checklists for general studies designations:

- Complete and attach the appropriate checklist
Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Arts and Design core courses (HU)
Social-Behavioral Sciences core courses (SB)
Natural Sciences core courses (SO/SG)
Cultural Diversity in the United States courses (C)
Global Awareness courses (G)
Historical Awareness courses (H)

A complete proposal should include:

- Signed course proposal cover form
Criteria checklist for General Studies designation(s) being requested
Course catalog description
Sample syllabus for the course
Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Dr. Tara Lennon E-mail Tara.Lennon@asu.edu Phone (480)965-3627

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Dr. Richard Herrera Date: 11/10/16

Chair/Director (Signature): [Signature]

**Arizona State University Criteria Checklist for**  
**LITERACY AND CRITICAL INQUIRY - [L]**

**Rationale and Objectives**

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU - [L] CRITERIA</b>		
<b>TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:</b>		
YES	NO	Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 1:</b> At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i></p>
		Syllabus
<p>1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.</p>		
<p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: yellow;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-1</b>".</p> </div> <p style="text-align: left;">C-1</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 2:</b> The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</p>
		Syllabus
<p>1. Please describe the way(s) in which this criterion is addressed in the course design.</p>		
<p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: yellow;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-2</b>".</p> </div> <p style="text-align: left;">C-2</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 3:</b> The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.</p>
		Syllabus
<p>1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements</p>		
<p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: yellow;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-3</b>".</p> </div> <p style="text-align: left;">C-3</p>		

## ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 4:</b> These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i>	Syllabus
1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments			
2. <b>Also:</b> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-4".</div> C-4			

Course Prefix	Number	Title	General Studies Designation

Explain in detail which student activities correspond to the **specific** designation criteria.

Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)

Criteria	Spirit	Evidence
1	The writing assignments include the speech drafts (of the longer version of each speech; 2-3 times longer than presented speech), supplemental materials (e.g., hand-outs, Ppts, references notes on sources and evidence), self-evaluations, peer evaluations, and evaluation of an external speech.	The written portion of the three main speeches is worth 10 of each speech's 18 points, or 30 in total. The written summary of the arguments used in the debate and response presentation is worth 10 points. The peer evaluations are worth 12 points (6 x 2 pts each) and external speech evaluation is worth 5 points.
2	The Committee Testimony, Campaign Stump speech and the debate/response require independent research and analysis. The external speech assignment requires evaluation and analysis based on course material.	The Campaign Stump speech requires research of an existing politician and h/her policy positions, and application of that research within a creative speech. The Committee Testimony requires research typically done by policy analysts and the assignment requires written background information and testimony beyond the Policy Recommendations that are verbally presented. The final 20-point debate/response project also requires significant research and preparation because participants must anticipate the opposition's questions. The arguments, counter-arguments, anticipated questions, and related evidence are summarized in a written assignment turned in prior to the debate.
3	The Debate/Response project and Committee Testimony require substantial research, and the Campaign Speech also requires some research. The preparation for delivering the first three speeches includes anticipating questions and providing evidence, even when the in-class presentations do not include a Q/A session. The dual emphasis of the class is	Anticipating questions and providing substantial supporting evidence on the Debate's three policy questions requires thorough preparation. The written assignment prior to the Debate promotes substantiated research and analysis. The Committee Testimony also requires this level of documented research and the Campaign Speech for an existing

	<p>substantial preparation and technical presentation skills. Students learn the roles of both technocratic support staff and public speaker.</p>	<p>candidate requires research of the person and h/her positions. Both of these speeches must be drafted at full length (i.e., longer than abbreviated in-class speech) and annotated (i.e., evidence and explanation is written as annotation that supplements the full speech text). The in-class delivery is a final, brief version of the longer speech and the related preparation, research, and drafting.</p>
<p>4</p>	<p>The speeches are spread throughout the semester culminating in the final Debate/Response project, so that students receive feedback (from both instructors and peers) that will help them to improve throughout the course.</p>	<p>Students receive peer feedback on a video draft of their speech prior to delivering the speech in person in class. This, along with self-evaluation and instructor feedback after the speeches helps students to target areas of improvement. Speeches are given in Weeks 3, 6, 12, and 15 so feedback is timely and focus on the incremental development of public speaking and policy research skills.</p>

**POS294 Politically Speaking**  
TTh 9-10:15am, PEBW 148 (SLN 29323)  
Spring 2017  
Dr. Tara M. Lennon and Aaron Bryant

Email/Office/Hours: [Tara.lennon@asu.edu](mailto:Tara.lennon@asu.edu)      Coor 6700      TTh noon-1pm  
[Aaron.Bryant@asu.edu](mailto:Aaron.Bryant@asu.edu)

*Course Overview:*

Whether we love politics or try to avoid it, we are surrounded by political speech. Sometimes politicians are speaking to us, other times we are speaking politically to each other. In this course, we will reflect on the theory and structure of political speech and practice our own public speaking. We will prepare and deliver informative and persuasive speeches, debate each other on policy issues, critically evaluate each other's and external speakers' speeches, and craft effective presentations for others. Developing public speaking skills is critical to success in today's information age. Professionals in any industry must construct, coach, critique, and/or deliver presentations. We will practice those skills in this course. In addition, we will develop skills necessary for communication support roles in government and the not-for-profit advocacy sectors.

*Course Objectives:*

After successful completion of this course, you will be able to:

- Write speeches for yourself and others
- Prepare support materials to accompany presentations
- Deliver effective and concise presentations
- Research and develop support for policy presentations
- Analyze and evaluate political speeches
- Identify various non-verbal communication and presentation styles
- Speak publicly more confidently

*Required Materials:*

1. *The Political Speechwriter's Companion* by Robert Lehrman (Sage, 2010)
2. *The Public Speaking Playbook* by Terri Kwal Gamble and Michael Gamble (Sage, 2016)
3. Speech Planner: online speech writing and practicing tool (Sage, 2016)
4. Digital recording device (Smart phone, digital camera or computer webcam)

*Grading Structure, Overview:*

Write, research, edit and prepare speeches (3x6)	18
Create written support materials (3x5)	15
Deliver three speeches (3x7)	21
Debate and response with partner (final)	10
Midterm	10
Quizzes (4x2)	8
Write Peer evaluations of presentations (6x2)	12
<u>External speech evaluation</u>	<u>6</u>
	100

(Grading scale: A+=97%+, A=93%-96%, A-=90%-92%, etc.)



## *Grading Structure, Details:*

### **C1-2-3-4**

#### **Speeches and pre/post assignments (Total 54 points)**

In addition to a brief self-introduction, you will need to prepare, present, and evaluate three graded speeches during the semester. Professional presentations typically include the following components: an annotated written summary of research and/or data analysis; a final, full-length presentation with references; a brief version of presentation, in case presentation time becomes limited; and annotated reference material for the audience. In this course, we combine the first two components into a full-length draft of your speech, annotated with research references. For each speech, you will need to prepare two versions of the same speech: a full-length speech and a shorter version (one-third or one half of the full version's length). Each speech has three critical deadlines with the following deliverables:

1. One week prior to your scheduled presentation date, you are required to submit the annotated written draft of your full-length speech including a reference list (worth 5 points), and a draft video of the longer presentation (worth 3 points).
2. On your scheduled presentation day, you will deliver the shortened version of your speech to the class (worth 5 points), be sure to stay within the speech's time parameters. Speeches +/- 1 minute outside of the limits are penalized. You will also be required to submit, at the time of your speech, the appropriate reference and supporting materials that explain the topic of your speech in greater detail (worth 4 points). Note: this may not be the copy of your original draft speech, it must be formatted as a reference document for the audience (see models of reference material in Bb).
3. One week after your in-class presentation, you are required to submit a self-evaluation that includes a review of the in-class and draft video of your presentation (worth 1 point). Rubrics for the outlines, speeches, and evaluations are provided in Bb.

You must deliver your speeches on the assigned days (see Speech Assignment list in Bb). We will not reschedule presentations without an approved absence (see subsequent "Attendance Policy" section). Late outlines, video drafts, and self-evaluations will receive half-credit the first twenty-four hours they are late and 0 credit afterwards. To receive credit for any part of the speech, all parts must be submitted.

You must complete one of each of the following types of speeches:

- **Self-introduction (30 seconds):** In the first week, you will share 2-3 facts about yourself. This is worth 0 points and does not require the pre- and post-speech materials, but failure to complete counts as an absence (30 -75 words).
- **Campaign Introduction (2-3 minutes):** Present a descriptive story that portrays the candidate in both human and superhuman qualities and connects emotionally to the audience. You should introduce the candidate in a way that creates familiarity with the individual while creating an allure of commonality which the person themselves cannot express. The presentation must be factually based and students must gather, interpret, and evaluate sufficient evidence to create a sustentative introduction that is not solely based on opinion or persuasive language. All sources must be sited in an appendix to the initial draft and final speech documents. Your initial draft for video submission should be 6-9 minutes long (660-1350 words).
- **Committee Testimony (3-4 minutes):** Present an informative speech that explains a public policy problem, identifies the causes, and offers a viable solution which the legislative body should adopt. You must research the topic and provide factually based viable supporting evidence drawn from gather, interpret, and evaluate sufficient evidence and cannot be is not based on opinions or emotional appears alone. All sources must be sited in an appendix to the initial draft and final

speech documents. While committee presentations typically span 8-10 minutes and also feature testimony from an expert and a narrative of an affected individual to personify the problem, you will only present the Problem/Policy recommendation. However, your outline should include talking points for the expert and affected individual as well. Your initial draft for video submission should be 8-12 minutes long (880-1800 words).

- **Campaign Stump Speech (4-6 minutes):** Persuade the audience as you take on the role of an elected official (of your choice) on the campaign trail. You must describe yourself as that candidate and accentuate why the class should be interested in you as a candidate, your benefits to them and how your vision and position are the “right” ones for them without directly “selling” yourself. Accordingly, you must inform and motivate with your short presentation. Substantial research will be required into your candidate requiring gathering, interpreting, and evaluating publically available information. The presentation must be factual and accurate. All sources must be cited in an appendix to the initial draft and final speech documents. Look to individual campaign websites, party websites, official office websites, news media and other sources to learn about your candidate, their passions and positions. Your initial draft for video submission should be 12-18 minutes long (1320-2700 words).

#### **C1-2-3-4**

#### **Policy Debate and Response, with Reference Material (20 points)**

You will also work with a partner and participate in brief policy debates. You will each take turns facing a member of an opposing team on pre-determined topics. Your **90-second presentation and 30-second response** must clearly articulate your position on the topic, provide solutions, and compel your audience to agree with your approach. The positions must be well-supported arguments, not just opinions. Students will be partnered with another class member and assigned three topic presentations. Pairs are required to give their own presentation, but must help prepare their partners for questions and counter arguments. Each team member must turn in written summary of the key arguments, counter-arguments, and related evidence for each side (worth 5 points). The moderator will ask each one a question from the block and they will be provided 90 seconds to respond. The second student will then be given 30 seconds to present a counter argument. Time limits are strict and students may not go over. The same process is repeated for the other student in the opposition pair. Your individual presentation is worth 10 points and the remaining 5 points is based on your partner’s presentation score.

#### **Peer Evaluations (6 x 2= 12 points)**

You must complete six peer evaluations of your fellow classmates by the Saturday BEFORE the scheduled presentations. You will review two classmates’ draft videos for each of the following speeches: Introduction of Candidate, Committee Testimony, and Campaign Stump Speech. Similar to other assignments, peer evaluations that are one day late receive half-credit and later ones receive 0 credit.

#### **External Speaker Evaluation (6 points)**

You must submit an evaluation of a speech by an external speaker. Your evaluation should use the class rubric and reflect insights from class readings and lectures citing class and outside materials to support the evaluation. (4-6 pages in length).

## **Midterm and Quizzes (10 points and 4x 2=18 points)**

The midterm is due at the end of Week 7 and is worth 10 points. There will also be a Syllabus quiz and 4 quizzes on the assigned readings. Each quiz includes 8 questions worth 0.25 points each (two points, in total). There are no extensions or make-ups on quizzes.

## **C-4**

### *Class Schedule*

Please complete the following readings prior to the first class of each week. Quizzes and outlines are due by midnight (11:59pm) on the days indicated. The abbreviations for the course texts are as follows:

- *Playbook: Public Speaking Playbook*
- *Companion: Political Speechwriter's Companion*

#### Week 1            Orientation and Overview

*Playbook:*        Ch 1: Public Speaking and You: Building Confidence

                          Ch 2: Give Your First Speech

*Companion:*    Ch1: The Political Speech

**Presentation: Self-Introduction**

**Tuesday:        Syllabus Quiz**

#### Week 2            Organize Your Presentation

*Playbook:*        Ch 9: Organizing Your Speech

                          Ch 10: Outlining Your Speech

*Companion:*    Ch 5: Structure

**Tuesday:        Quiz1 on Weeks 1-2**

**Thursday:      Submit annotated/referenced speech and video draft for Week 3 speeches**

#### Week 3            Know Your Audience

*Playbook:*        Ch 6: Select a Topic and Purpose

*Companion:*    Ch 3: Audiences

**Presentation: Introduction of Candidate**

#### Week 4            Research and Support

*Playbook:*        Ch 7: Finding and Evaluating Research

                          Ch 8: Integrating Support

*Companion:*    Ch 10: Support

**Tuesday:        Quiz2 on Weeks 3-4**

**Thursday:      Submit Self-evaluation of Candidate Introduction**

#### Week 5            Present Solutions

*Playbook:*        Ch 11: Introducing Your Speech

*Companion:*    Ch 13: Solutions

**Thursday:      Submit annotated/referenced speech and video draft for Week 6 speeches**

- Week 6 Present Solutions, continued  
*Playbook:* Ch 12: Concluding Your Speech  
*Companion:* Delivery  
**Presentation: Committee Testimony**  
**Tuesday: Quiz3 on Weeks 5-6**
- Week 7 Delivery  
*Playbook:* Ch 15: The Speaker's Voice  
Ch 16: Physical Aspects of Delivery  
**Tuesday: Self-evaluation of Committee Testimony**  
**Friday: MIDTERM**
- Week 8 Break
- Week 9 Clear and Memorable Language  
*Playbook:* Ch 18: Speak to Inform  
*Companion:* Ch 6: Language People Understand  
Ch 7: Language People Remember  
**Tuesday: Quiz4 on Week 9**
- Week 10 Writing Speeches for Others  
*Playbook:* Ch 21: Planning and Presenting in Groups  
*Companion:* Ch 17: The Uneasy Partnership: Advice for Speakers and Writers  
**Tuesday: Quiz 5 on Week 10**  
**Thursday: Evaluate Speech by External Speaker**
- Week 11 Persuasion  
*Playbook:* Ch 19: Prepare to Persuade  
Ch 20: Methods of Persuasion  
**Tuesday: Quiz 6 on Week 11**  
**Thursday: Submit annotated/referenced speech and video draft for Week 12 speeches**
- Week 12 Campaign Stump Speeches  
**Presentation: Campaign Stump Speech**
- Week 13 Answering questions and Presenting Online  
*Playbook:* Ch27: Answering Questions  
Ch 26: Presenting Online  
**Tuesday: Quiz 7 on Week 13**  
**Thursday: Self-evaluation of Campaign Stump Speech**
- Week 14: Debates and Special Occasions  
*Playbook:* Ch 22: Special Occasions  
Ch 25: Speaking in College Courses  
**Tuesday: Quiz 8 on Week 14**  
**Thursday: Submit summary arguments for Week 15 Debate and Response**

Week 15: Debates

**Presentation: Debate and Response**

Week 16: Debates, continued

**Thursday: Self-evaluation of Debate and Response**

*Attendance policy*

Because the class is comprised of presentations and group simulation games, attendance is required. Please email Dr. Lennon with prior notification of excused absences related to religious observances/practices (ACD 304-04), university sanctioned events (ACD 304-02) or medical conditions. Students may miss one class without penalty. After that, students will lose points for any additional absences and more than 5 absences could result in failure to pass the course.

*Professionalism*

Professional behavior in the workplace and classroom are similar. Both rely on colleagues to be present and engaged (i.e., not distracted by e-communication), actively listening and participating, considerate and respectful of others' views, and willing to contribute to the overall goal of the setting (e.g., classroom, workgroup, committee, etc.). Otherwise, you may be wasting your or others' time.

*Academic Integrity*

Plagiarism and cheating on essays and exams is dishonest, disrespectful, and lame. At a minimum, we will give students a zero on the assignment. Multiple or egregious violations will result in expulsion from class. According to ASU policy, Academic honesty is expected of all students in all examinations, papers, and laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>.

*Academic Disability*

We are happy to accommodate any student with a disability registered with the Disability Resource Center. Please contact them and provide our course number and my email address. Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. The DRC Tempe office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: (480) 965-1234 (V) or (480) 965-9000 (TTY). For additional information, visit: [www.asu.edu/studentaffairs/ed/drc](http://www.asu.edu/studentaffairs/ed/drc).

*ASU's policy against threatening behavior*

All incidents and allegations of violent or threatening conduct by an ASU student (whether on-or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.