

## Brief Course Outline

**Course Title:** **Oral Persuasion: Making Public Performance Artists & Activists**

**Course Number and Section:**

ENGLISH

2011B 550

**Instructor Name(s):** Dr. Amanda Di Ponio

**Instructor Email(s):** adiponi@uwo.ca

Disclaimer: Information in the brief course outline is subject to change. The syllabus posted on OWL is the official and authoritative source of information for the course.

### Course Description:

This practice-based course introduces students to the art of oral persuasion. Emphasis is on the construction of arguments using effective rhetorical strategies to fit a variety of situations for delivery in person and via digital platforms. Case studies focusing on how artists and activists use speech and other spoken forms and formats to persuade their audience will inform our practice from a perspective which facilitates intercultural communication. This course is driven by opportunities for experiential learning (EL), including community-based, both in and outside of the classroom. Students will learn to successfully complete the steps in the speechmaking process, from selecting a topic, conducting research, organizing, and presenting. Effective critical thinking and listening skills are imperative to achieve success in this course. Regarding form, students will have the opportunity to prepare speeches that incorporate digital media, including public-facing podcasts, video recordings, and various social media platforms, in a responsible way, thus acknowledging how digitization has altered our relationship with the spoken word. In addition, students will delivery impromptu speeches, both scripted and unscripted in order to develop techniques to improve on-the-spot thinking and articulation.

### Learning Outcomes:

Construct arguments using effective rhetorical and research (when applicable) strategies to fit a variety of situations, individual and group-presentations, performance pieces (monologue and dialogue delivery), debates, pitches, and interviews—and will incorporate digital media, including public-facing podcasts, video recordings, and social media platforms, in a responsible way;

Understand how digitization has altered our relationship with the spoken word;

Engage with case studies focusing on artistic performance;

Discuss common challenges to creativity through the different sector lenses that inform practice;

Be able to not just appreciate distinctive frames and discourses, but mobilize them as an important collaborative skill necessary to shift policy;

Deliver both scripted and unscripted speeches;

- Participate in community-based learning opportunities outside of the classroom;
- Debate ideas (orally) in small groups;
- Be collegial scholar-critics when offering feedback to peers.

**Textbooks and Course Materials:**

Public Speaking. The Public Speaking Project. LibreTexts. 2024 (Copy provided via our course website on OWL Brightspace).

Additional texts and critical materials will be distributed to students throughout the term via OWL Brightspace, Course Readings, and the library catalogue.

**Methods Of Evaluation:**

Assignment	Due Date mm/dd/yy	Weight - %
Self Introduction Speech		5%
Persuasion/Pitch Speech		5%
Recitation from Memory (monologue, poem, or original song)		7.5%
Recorded Speech (using a digital platform: TikTok (5%); podcast (7.5%))		12.5%
Oral Critique of a Live-Delivered Speech (Community-Based Learning)		7.5%
Informative Speech (Community-Based Learning)		10%
Self Reflection		10%
Revision and Presentation of any chosen speech		5%
Attendance		10%
Impromptu Speech (interview format)		7.5%
Group Debate		15%
Peer Feedback		5%
Topics for Speeches: a combination of student choice and assigned.		

In solidarity with the Anishinaabe, Haudenosaunee, Lūnaapéewak, and Chonnonton peoples on whose traditional treaty and unceded territories this course is shared.

Friday, January 24, 2025