

RHCS 221-01: BUSINESS AND PROFESSIONAL SPEECH

Fall Semester 2006

Class: Tuesday and Thursday 9:45-11:00 am

Weinstein Hall 303

Course Syllabus

TEXTS AND REQUIRED MATERIALS:

Eckhouse, Barry. Competitive Communication: A Rhetoric for Modern Business. (New York: Oxford, 1999).

Hoover, Judith D., ed. Corporate Advocacy: Rhetoric in the Information Age (Westport, CT: Quorem Books, 1997).

Selected readings and films will be on electronic reserve at Boatwright Library. Articles on reserve are indicated by ® following the title of each article listed in the assigned readings. Please purchase a 120-minute DVD+RW for recording practices sessions at the Speech Center.

INSTRUCTOR:

Mrs. Linda B. Hobgood, 408 Weinstein Hall, extension: 8814
e-mail lhobgood@richmond.edu Office hours by appointment. Please contact me at least 24 hours in advance to arrange an appointment.

OBJECTIVES:

You will construct the persuasive business message.

You will undertake and apply relevant research to assignments during the semester.

You will gain:

- (1) a perspective of rhetoric as competitive public expression and an awareness of the work that is required for that communication to be effective,
- (2) an appreciation of the ethical choices involved in business and professional speech at all levels,
- (3) familiarity with the tools necessary to prepare business presentations, to participate effectively in meetings, and to address media on behalf of an organization,
- (4) an acquaintance with scholarly expertise in publications and professional experience from across the Richmond campus as well as local business leaders' practices for the purpose of applying theory and evaluating methods, and
- (5) awareness of and access to the resources of the Academic Technologies and the Career Development Center in exploring career options, career planning, personal portfolio website development, and interview strategies.

PEDAGOGICAL APPROACH:

Lecture and formal class discussion are augmented by guest speakers and audio/video presentations. Assigned reading and film viewing prior to class discussion is topically structured. Classroom teaching methods vary; each is intended to stimulate critical thinking for the purposes of motivating individual research, exchanging ideas during class, and for retaining information.

COURSE REQUIREMENTS:

Work to be completed for this course is divided into three segments: corporate advocacy based on company research, examination of ethics and business conduct, and design and development of a professional website portfolio. These components are grounded in theory and will require extensive reading and research. Assignments include two major papers, two formal oral presentations, one impromptu and one extemporaneous exercise, the portfolio project, quizzes, class exercises, and a final examination. Faithful attendance, research-based preparation for guest lectures, and participation in class discussion that reflects critical consideration of assigned readings is expected. Each class member will be expected to take advantage of related opportunities and events as they occur on campus.

Respect for the freedom to express ideas and for the privilege of taking positions in class will serve as an abiding demeanor in this section of business and professional speech. In keeping with the commitment to integrity as defined by the University’s Honor Code you are expected to pledge and sign all work submitted.

EVALUATION PROCEDURES:

Grades earned for the two major written assignments, the website portfolio project, oral presentations, quizzes, final exams, and class participation are computed to determine the student’s final grade. Distribution is as follows:

Final Exam	20%
Business Project and Presentation	20%
Website Portfolio and Rationale	20%
Ethics paper and presentation	15%
Quizzes	15%
Class exercises and participation	10%

To earn a grade of “C” in the course, all requirements must be completed satisfactorily. Work reflecting more depth and greater effort than required merits a “B.” Evidence of outstanding scholarship in all aspects of the course is accorded the highest grade upon completion of the course.

ATTENDANCE POLICY:

A significant portion of the material on which you will be tested occurs in class; it is in your best interest to attend every class. While attendance will not, in and of itself, raise your grade, repeated absences will be noted and may affect your final grade representing a failure to participate). Only in the most exceptional circumstances will late work be accepted for a grade but *late work cannot receive full credit*. If you have a problem turning in an assignment on time, please contact me prior to the due date if possible. Any changes to the schedule that follows (due to guest

speakers or factors that cannot be ascertained at the outset of the semester) will be announced in class. This represents another important reason to maintain regular attendance, as you will be held accountable for noting these changes.

GUEST SPEAKERS:

Lit Maxwell, Director
Business Information Center

Liz Shupe and Katybeth Dreisbach
Career Development Center

Daryl Weade, Consultant
Academic Technology Services

John Adams
The Martin Agency
Richmond, Virginia

Roger Schnorbus
Professor Emeritus
E. Claiborne Robins School of Business

ASSIGNMENT GUIDELINES:

Guidelines for speaking are adapted from similar assignments in the Rhetoric and Public Address sections taught by Dr. Mifsud in the Department of Rhetoric & Communication Studies here at the University of Richmond. Standards for Excellent Writing are adapted from guidelines for Richmond's Core Course. Refer to a standard manual of style and/or resources on the website for the Department of Rhetoric & Communication Studies or the Writing Center for assistance as needed.

Standards for Writing Assignments

As you compose and before submitting your work for a grade, ask the following questions of your written work.

Is it designed to persuade? Does it propose a clear, arguable thesis and present a sustained case for it?

Is it well organized? Does it present its case in an efficient and orderly fashion?

Is it clear? Does it convey meaning through carefully chosen words in sentences and paragraphs that can be easily followed by a good reader?

Assess your evidence incrementally and in the aggregate. Does it demonstrate thoroughness in collecting all the evidence relevant to the issue at hand? Does it present evidence accurately? Is the evidence incorporated in a manner that results in a graceful creation of a cogent, persuasive case?

Is it insightful and imaginative? Does it demonstrate a capacity to see beyond the obvious and resourcefulness in conveying complex arguments and ideas?

Is it perceptive of the subtleties of ideas? Is it attuned to the nuances and complexities of the ideas we study, making judgments about them that are appropriately manifold and qualified?

Is it stylistically engaging? Is it written both in a way that draws the reader in and in a tone appropriate to the subject?

Does it conform to standards of punctuation? Is it virtually free of errors in grammar, syntax, and spelling?

Is it properly documented according the guidelines of an appropriate style manual?

Is it written and presented in scholarly form? Does it have a standard title page with all identifying information? Does the title convey accurately and compellingly the message of your essay? Is it pledged and signed, stapled, and submitted by the assignment deadline?

Standards for Excellent Speaking

With each speech you present in class you will be submitting an outline addressing the following questions as they apply to your remarks. For the last two speeches you will be submitting a full text of your remarks *and* a preparation outline. As you prepare and practice speeches, ask yourself the following general questions, and then those that apply to each particular speaking assignment:

Is it designed to communicate in a meaningful way with the audience? Does it show awareness of the audience and make attempts to address potential audience opinions, attitudes, and beliefs? Does it show awareness of the rhetorical situation, including rhetorical constraints and opportunities?

Is it well organized? Does it have a clear introduction that orients the speech to the audience and the audience to the speech? Does it have clear and distinct main points? Does it have an appropriate number of main points? Are main points ordered in the most sensible way? Does it have a clear conclusion that summarizes the speech and ends decisively? Does it have transitions that signpost movement of the speech, provide internal summaries and previews, and allow the speech to flow in an understandable and memorable way?

Is it well developed? Does it incorporate ample and reliable supporting materials and evidence in a graceful and cogent manner? Does it express the subject as fully as possible considering the rhetorical situation? Does it properly document evidence and supporting materials? Does it creatively present ideas that are not only fully developed but made emotionally relevant and communicated by a speaker who has made him/herself credible in the rhetorical situation?

Is it insightful and imaginative? Does it demonstrate a capacity to see beyond the obvious and a resourcefulness in conveying complex arguments and ideas?

Is it perceptive of the subtleties of issues and ideas? Is it attuned to the nuances and complexities of the subject, making judgments about them that are appropriately manifold and qualified?

Is it stylistically engaging? Is the language use appropriate to the rhetorical situation? Is the language use vivid, precise, eloquent, and correct?

Is it engaging as performance? Does the delivery flow gracefully from the speaker to the audience? Is memory appropriate to the situation? If used, are notes, scripts, and visual aids incorporated unobtrusively and professionally?

As you consider your speech design and delivery, please keep in mind that dimensions of rhetoric and public address intermingle (for example, good use of evidence involves the imagination). Speaking cannot be judged by searching for separate dimensions in a check-list. Instead, the above questions should be used to help you understand what excellent rhetoric and public address seeks to achieve.

Class Writing Assignments

You may be asked to address questions related to the readings assigned for a particular unit of study or week's assigned readings. If this time has included a visiting lecturer to class, your interpretations of the views expressed by our guest in relation to the question may also be solicited. These writing assignments will not be announced in advance; it is to your advantage to keep up with the reading assignments. Always attribute sources of information.

Speaking Outlines and Manuscripts

Samples of manuscript and outline format will be distributed in class. All material should be typed in 12 point, double-spaced font. You may speak from text or outline with a larger font if you like as long as the text you refer to from the podium is identical to that which you submit. Always include citations as endnotes.

Speech Center Practice

Please be sure to schedule time at the Speech Center to practice each of your three speaking assignments. You will be responsible for arranging each practice session with one of the two speech fellows assigned to this class, MK Tantum and Philippe Polman. If the time most convenient is outside regular Speech Center hours, please contact one of the fellows by email (copy lhobgood@richmond.edu on that message) and allow time for MK or Philippe to gain approval to use the Center at the special appointment time you need. The consultants will make every effort to accommodate your convenience, but all practices must be scheduled at least three days before the speech is to be presented in class. Bring your DVD+RW to each practice session. Each class member is expected to utilize the editing station in Room 409 of the Speech Center in preparing a class presentation.

Final Examination

The final exam will take into account all readings, lecture, discussion, practicum material, and speeches delivered. The final exam is scheduled for **Tuesday, December 19, 2006 from 2-5 pm.**

Project Descriptions

A. Business Research Project

The research project for this course has three components. After selecting a US-based business to study, you will become thoroughly familiar with the company and its public image as a corporate entity. Your expertise will include knowledge of the company's history, its product or service, employment figures, annual earnings and financial status, management hierarchy, marketing strategy, target customer or clientele, mission statement, advertising strategy and publicity, as well as its size, scope, and mergers or affiliations. Two stipulations govern your choice: first, that neither you nor any member of your family has any connection to the business you select. The second criterion is that this company is one that has been in some way involved in public controversy at some point in the last four years. Your research will be directed toward the following assignments:

1. Ethical Considerations and (Your Selected Business)

This will be a paper of approximately 10-15 pages in which you give detailed account of the information obtained regarding the company (see categories above) and the nature of the recent controversy from an objective point of view. Discuss public perceptions, analyze the ethos of the company before and since, and devise a strategy for the company that takes into account its public image and its need to reestablish a favorable impression conducive to profitability. Your paper should have a title page similar to the attached sample page, appropriate citations (either footnotes or endnotes), and a bibliography. Due in class: **Thursday, October 12.**

You will make a 4-6 minute presentation to the class between **October 19, 24, or 26.** You will write the full text of your speech for submission, but you will speak from a speaking outline. A practice session is required and should be scheduled for **October 15-17.**

2. The Corporate Advocacy Speech: Manuscript and Rationale

The company you are studying has decided to offer you a position (hypothetically) as a corporate advocate on its behalf. You are asked to assemble and advocacy package that will include a 6-8 minute speech defending the company you studied. Your hypothetical audience will comprise company leaders and executives (your class colleagues will attempt to represent these individuals). A Speech Center practice session is required and should occur between **October 25 and November 6.** The entire project is due in class **Thursday, November 2.** The same format as the ethics paper applies to this assignment. Advocacy Speeches will take place in class **November 7, 9, or 14.**

3. Opening Statement and Press Conference to Print and Broadcast Media

One month following the corporate advocacy speech, you will make a prepared statement and answer questions at a scheduled press conference with members of the media who have covered your speech. You will make a set of brief remarks (3 minutes in duration) prepared in advance, and respond to five questions. A half page outline will be permitted for your remarks, but notes will not be permitted for the question period. Be prepared to respond in knowledgeable impromptu fashion. When you practice for the press conference at the Speech Center, bring a set of five questions that you can expect to be asked. The opening statement and your responses will be recorded so that you can review the way in which you will likely "think on your feet." The text of your opening statement, your anticipated questions, and the responses to these questions are due in class **November 28 or November 30.** Practice at the Speech Center should take place **November 16-21.**

As class members you will serve as members of the media. Relying on videotaped corporate advocacy speeches, and internet, print and/or broadcast news items, you will design three questions per presentation. These questions, typed and properly cited, will be submitted at the conclusion of each news conference and will be graded as part of your class participation.

B. Website Portfolio Project

During this semester students in this section of Business and Professional Speech will create a professional portfolio on your own website, combining resumé, video introduction, and selections from speeches or presentations you have given during your undergraduate career. You will design this website portfolio and write a rationale for the choices you have made in developing your site. Special assistance by the Speech Fellows and the staff of Academic Technologies and the Technology Learning Center will be made available to class members at all stages in the preparation of your portfolio. This will provide students less acquainted with website design and development an opportunity to learn necessary skills as you prepare to put these skills to creative and persuasive use.

Prior to our September 5 class meeting you are required to view a VTC video, 30 minutes in length which will be made available to you on Blackboard. Aquiz will be administered following the viewing and it will count toward your final grade. On September 5, the VTC will no longer be accessible to you.

The first draft of your design, a written statement of possible and necessary considerations is due **Thursday, September 21**. This essay will describe your approach to standard resume form. It will detail remarks you plan to make and provide a justification of the accompanying photographic image(s). A list of the excerpts from three speech videotapes will be provided with a rationale for the selection of each.

Between the first and second drafts of your portfolio project you will meet with Mrs. Hobgood to review your proposed plans for the website. The final submission will reflect any alterations or improvements to your planned website.

The final portfolio will be due in class, **Thursday, October 5**. All previously submitted material should be handed in with the portfolio in a dual pocket folder with your name, phone extension, and email address written on the outside, in the “stamp” corner. The portfolio will be submitted in print and on CD/DVD on this date.

CLASS SCHEDULE: August 29-December 7, 2006

Course Introduction

Tuesday, August 29

Course Introduction and Syllabus Review

Read:

Eckhouse text: Preface, Introduction and Chapter 1.
Hoover: Chapter 15 (220-233)

David Rockefeller, "The Chief Executive in the Year 2000", Vital Speeches. Vol. 46, Number 6. January 1, 1980. 162-164 ®

Dan B. Curtis, Jerry L. Winsor, and Ronald D. Stephens, "National Preferences in Business and Communication Education", Communication Education. Vol. 38. January 1989. 6-13. ®

View:

"The Doctor" available on Campus Cable Network

Thursday, August 31

Work is Talk & Talk is Work
Discuss Film's Implications

Read:

Edward P. J. Corbett, "What Classical Rhetoric Has to Offer the Teacher and the Student of Business and Professional Writing," Writing in the Business Professions (Urbana, ILL: NCTE, 1989) 65-72®

View:

VTC Video in preparation for September 5 class. Take quiz.

**The Rhetorical Tradition and Business and Professional Speech
Course-Related Campus Resources**

Tuesday, September 5

Personal Website Portfolio: Daryl Weade, Academic Technologies,
Boatwright Computer Classroom

Read:

Forbes I. Hill, "Aristotle's Rhetorical Theory. With a Synopsis of Aristotle's *Rhetoric*. James J. Murphy and Richard A. Katula, A Synoptic History of Classical Rhetoric 2nd ed., (Davis, CA: Hermagoras Press, 1994) 51-68 ®

Thursday, September 7

Career Development Center: Meet with Liz Shupe to discuss resources and opportunities, tips for writing a resumé

Donovan J. Ochs, "Cicero's Rhetorical Theory. With a Synopsis of Cicero's Rhetorical Works," James J. Murphy and Richard A. Katula, A Synoptic History of Classical Rhetoric 2nd ed., (Davis, CA: Hermagoras Press, 1994) 129-176 ®

Tuesday, September 12

Understanding Argument: Classical Foundations

Read: Eckhouse, Chapter 2.

Jerry Tarver, "Professors in Need of Argument" AAUP Bulletin (November, 1994)8.

Understanding Strategic Communication

Thursday, September 14

Strategic Communication.
Exchange Relationships: Planning the Argument

Read:

Eckhouse, Chapter 3.

Tuesday, September 19

Business Information Center: Meet with Lit Maxwell, Director

Thursday, September 21

Guest Speaker: Roger Schnorbus
Website Portfolio First Draft Due

Read:

Eckhouse, Chapters 4 and 5.
R. Hackforth, Plato's Phaedrus®

Tuesday, September 26

Constructing the Argument: Anticipating Opposition

Read for Friday:

Eckhouse, Chapter 6.

(Handout) Ed Gray, "Name That Fallacy," Attache, April 1999.51-52.

Thursday, September 28

Ethical Fallacies

Read:

Richard Weaver, "The *Phaedrus* and the Nature of Rhetoric", The Ethics of Rhetoric. (Davis, CA: Hermagoras Press, 1985)3-26 ®

Wayne Minnick, "A New Look at the Ethics of Persuasion," Southern Speech Communication Journal 45 (Summer, 1980) 352-362 (Distribute in Class).

Thursday, November 2	The Business Meeting: Group Communication in Business Rules, Norms, and Procedure: Principled Negotiation Effective Corporate Advocacy
Read:	Reid Buckley, <u>Speaking in Public</u> (New York: National Review, 1988) 8-35 ® Thrash, Shelby, and Tarver, <u>Speaking Up Successfully</u> (New York: Holt, Rinehart, and Winston, 1984) 139-157, 161-194 ®
Tuesday, November 7 Thursday, November 9 Thursday, November 14	Advocacy Speeches Advocacy Speeches Advocacy Speeches Media Management: Handling Tough Questions Martel's "Ways of Responding to Difficult Questions"
Read:	Eric Dezenhall, <u>Nail Em!</u> (Amherst: Prometheus, 1999)90-127 ® Stephen C. Rafe, <u>How to Be Prepared to Think on Your Feet</u> (New York: Harper & Row, 1990) 127-155®
Thursday, November 16	The Job Interview Guest Lecture: Katybeth Dreisbach or Liz Shupe Career Development Center
Read:	James R. DiSanza and Nancy J. Legge, "Risk Communication" and "Crisis Communication." <u>Business and Professional Communication: Plans, Processes, and Performance.</u> 3 rd ed. (Pearson: Boston, 2005) 269-290, and 293-330.®
Tuesday, November 21	Guest Speaker: John Adams, CEO and President, The Martin Agency
Read:	Hoover, Part II and III.
Thursday, November 23	Thanksgiving
Tuesday, November 28	Media Interaction, Crisis Response, Risk Communication Cultural Theory and Critical Theory. Review DiSanza and Hoover readings.
Read:	Hoover, Part IV. Review Conclusion (235-255)
Thursday, November 30	Argumentation Theory and Final Exam, Part I.
Tuesday, December 5 Thursday, December 7	Press Conferences Press Conferences

Final Examination, December 19, 2-5 pm.