

Writing 106
Public Speaking
Summer 2015

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Office Hours: Mon & Wed 12:30 -
1:30, & by appointment

COURSE GUIDE

From TED talks to spoken word, political speeches to scholarly presentations, this course will examine, research – and produce – writing destined to be heard as well as read. Our course material will be drawn from classic and current radio commentary, political and academic writing, interviews, speeches, videos and possibly even the occasional blog. Students will be required to present their writings and ideas publically in a range of genres and at (and on) various stages.

Writing. You should expect to be engaged in the process of writing continuously throughout this quarter. That does not mean, however, that each piece of writing will be a fully crafted, finely polished product. Indeed, much of what I will ask of you will take the form of informal writing, both in-class and at home; these are usually short pieces that either respond to the readings, sections, and each other, or prepare you for formal writing assignments on the near horizon. In addition, you will also be required to respond regularly – orally and in writing – to the work of your colleagues. Your primary work for the quarter will be an investigative essay – including a research proposal and annotated bibliography. Additionally, you will be asked to produce multiple shorter pieces: a Writer’s Profile, a radio commentary, a speech/editorial, and one additional written and spoken work, all with a written analytical component. During the last week of our quarter, you will present/perform a mixed genre or media project. Finally, there will be a significant editing project due as an exit requirement. All writing, however, should be thought of as ‘works in progress’ to be reworked, rethought, and revised as your thinking about the topics and presentation deepens and changes. In your Core Courses, you should have become familiar with standard writing practices in college — citations, format, etc. Unless we agree otherwise, follow them in your formal writing for this course.

Plagiarism... will not be tolerated. Anything borrowed from another source -- spoken, printed, electronic, or other -- must be cited. If you are unsure about what constitutes plagiarism, please see me.

Attendance. Attendance in this course is required. If you miss more than **one** seminar, you risk receiving no credit for your work in the course. Missed coursework or class time cannot be made up.

Reading. Readings for the course will be drawn from speeches, professional presentations, and articles posted to eCommons and from your own writings. Any and all assigned reading for a particular day should be completed it by that day.

Course Texts. The following is the required texts for the course:

Small Notebook for informal writings and responses to readings.

Grading. As with all 5-unit classes, I (and the university in general) expect approximately 150 hours of your time this quarter (and, yes, class time counts!). You will be graded with this expectation in mind. As the readings are light, you should use the majority of this time writing, revising and rehearsing your work.

Your grade for this quarter will be determined by all of your written work – formal and informal – roughly weighted as follows:

Writer's Profile, *This I Believe*, Editorial/Speech, Interview, Blue/Blame/other: 50%

Ted Talk: 20%

Final Editing: 20%

Notebook, Attendance, Participation, and the rest: 10%.

Below is the Writing Program's Grading Rubric:

A (or P). The grade of A is appropriately given to students whose preparation for and execution of all course assignments (for example, reading, in-class discussions, presentations, group projects, informal writing, essay drafts, and revisions, etc.) have been consistently thorough and thoughtful. In addition, by the end of the quarter students who earn an A are consistently producing essays that are ambitiously and thoughtfully conceived, conscious of the demands of a particular assignment, purposeful and controlled, effectively developed, and effectively edited.

B (or P). The grade of "B" is appropriately given to students who have satisfactorily completed all class assignments, although some of these efforts may have been more successful than others. By the end of the quarter, students who earn a B are consistently producing essays that are clearly competent in that they meet the demands of assignments, are controlled by an appropriate purpose, are sufficiently developed, and are accurately edited. A "B" performance may well reveal areas of strength that are not sustained throughout.

C (or P). The grade of C is appropriately given to students who have fulfilled course requirements although, in some instances, minimally so. By the end of the quarter, students who have earned a C have provided sufficient evidence that they can produce focused, purposeful writing that satisfies the demands of an assignment, is adequately developed, and is carefully edited although, in some instances, achieving that standard depended on multiple revisions.

D or (NP). The grade of D is appropriately given to students whose work has been unsatisfactory in some significant way: they have not completed all the course requirements and/or their essays have not yet achieved the level of competency described in the Writing Program's standard for passing work. Students receiving a D may repeat the class

F or (NP). The grade of F is appropriate for students whose work is so incomplete or so careless that it does not represent a reasonable effort to meet the requirements of the course.

Disability Resource Center. If you qualify for classroom accommodations because of a disability, please get an Accommodation Authorization from the Disability Resource Center (DRC) and submit it to me in person outside of class (e.g., office hours) within the first two weeks of the quarter. Contact DRC at 459-2089 (voice), 459-4806 (TTY), or <http://drc.ucsc.edu/> for more information on the requirements and/or process.

Reading Schedule and Journal Assignment

For all of the reading you do for this class, take notes – by hand! – in a journal. These reading & writing assignments always have three steps: First, while reading each piece, jot down words and passages (and their page numbers for future reference) for ideas you find interesting, confusing, objectionable, useful, etc. Second, after finishing the readings, take a few minutes to reflect on what you've just read. What sticks with you? Why? In general, what are your responses to the day's reading(s)? Third, identify 2 or more specific short passages in each piece

that you would like to discuss in seminar and write 2 or more questions for the class. Your questions can, of course, be related to the passages or they can be separate; unlike the passages you select, these questions are your own inquiries and they need not be from each reading. I will check these regularly in class.

The dates below are the class days by which all reading and journal writing should be done. All readings are on eCommons unless otherwise noted.

- 6/22: Galeano, "Why I Write" (handout)
Boland, "Writing in a Time of Violence"
Bukowski, "Word" & "Computer"
Erdrich, "Two Languages..."
- 6/24: Adams, "Be Cool to the Pizza Dude"
Downey, "We Never Go Away"
McBride, "Be Cool"
Robinson, "Free Minds and Hearts at Work"
- 6/29: Hanson, "Natural Links in a Long Chain of Being"
Hamill, "A Grown-Up Barbie"
Miller, "My Home Is New Orleans"
Sandin, "I Am Not My Body"
- 7/1: Faulkner, "Nobel Prize Award Speech"
King, "I Have a Dream"
Obama, Remarks by the President ... to European Youth
- 7/6: Colbert, University of Virginia Commencement Address
Gehrig, "Farewell To Baseball..."
Jobs, "You've Got To Find What You Love"
- 7/8 - TBD based on students interests