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SP 501 Communication as Christian Rhetoric

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Minger, Stacy R., "SP 501 Communication as Christian Rhetoric " (2008). *Syllabi*. Book 57.
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Communication as Christian Rhetoric

SP 501 Course Syllabus/Spring 07/

2 Credit Hours*

Wednesday 2:30 – 5:15 PM

Room Assignment: SH 230 (lectures)

BC 235 (speeches)

INSTRUCTOR CONTACT INFORMATION

Stacy R. Minger

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Office: 859.858.2048

Office Hours: Tuesday 12:30 – 2 PM; Thursday 9:15 – 10:45 AM or by appointment.

COURSE DESCRIPTION

This class provides a context for instruction and practice that introduces the craft of written and spoken communication within a clearly articulated Wesleyan theological framework for the purpose of Christian ministry. Its purpose does not simply replicate undergraduate speech and communication studies. Students will acquire appropriate means for cultivating necessary habits of Christian life and speech in light of the Christian rhetorical tradition, classical rhetoric, and contemporary communication studies in preparation for Christian ministry in a multi-cultural society.

GENERAL COURSE OBJECTIVES

Having completed the course, students will demonstrate ability to:

- Express a basic understanding of how practical wisdom derived from biblical and classical rhetoric, communication and cultural studies inform the practice of Christian speech;
- Demonstrate sufficient theological and practical understanding for faithful use of Christian language, for selecting and arranging material in a manner fitting for particular situations and audiences, and for clear, coherent presentations and persuasive delivery;
- Articulate persuasive arguments in written and oral form that demonstrate a capacity for faithful Christian discourse supported by appropriate research and reflection;
- Within a Wesleyan framework, communicate a vision of Christian rhetoric that demonstrates an understanding of how theory is embedded in and informs practice;
- Demonstrate presentational skill with regard to vocal control, paralanguage and body language appropriate to the audience for message presentation and reception.

REQUIRED TEXTBOOKS

Holy Bible. (Please choose a translation to work from rather than a paraphrase).

Schmit, Clayton. The Public Reading of Scripture. Nashville: Abingdon, 2002.

ISBN:06-870-45-371

* Time in class reflects the two credit hours earned for this course given that the student is not required to attend class on speech days when she or he is not presenting a speech.

Schultze, Q. J. An Essential Guide to Public Speaking: Serving Your Audience with Faith, Skill, and Virtue. Grand Rapids: Baker, 2006. ISBN 08-010-31-516

Volf, Miroslav. Free of Charge: Giving and Forgiving in a Culture Stripped of Grace. Grand Rapids: Zondervan, 2005. ISBN 0-310-26574-6

1 VHS Tape or a DVD-R for recording your speeches. If you record to a DVD you will need to stay after class to finalize it. Finalizing the DVD allows you to view it on other DVD players. This process takes 5 – 10 minutes per speech.

RECOMMENDED TEXTBOOKS

Slade, Carole. Form & Style: Research Papers, Reports, Theses. 12 ed. Boston: Houghton Mifflin, 2003.

Sprague, J., and D. Stuart. The Speaker's Handbook. 7th ed. Belmont, CA: Thomson Wadsworth, 2005. ISBN 0-534-63880-5

Strunk, William, Jr. and E B White. Elements of Style.
<http://www.bartleby.com/141/index.html>

COURSE SCHEDULE

Date	Class Focus	Reading	Assignments Due
2/13	Course Intro: Motivation to Speak	Syllabus	
2/20	The Wisdom of God & The Character of the Speaker	Schultze, 9-10, 73-96 Edlund** Burton**	
2/27	The Speaker's Orientation toward the Audience	Schultze, 11-55, 101-102 Brockreide**	Brockreide Paper
3/5	Crafting a Speech	Schultze, 57-72, 97-100	
3/12	The Speech Embodied	Volf, 9-236	Volf Paper
3/19	Speech #1 – Group #1		Group #1*: Reading Report
3/26	Speech #1 – Group #2		Group #2*: Reading Report
4/2	Spring Break – Enjoy!		
4/9	Speech #1 – Group #3		Group #3*: Reading Report
4/16	Public Reading of Scripture	Schmit, 1-144	Schmit Paper Assigned Scripture Reading

4/23	Speech #2 – Group #1		Group #1*: Reading Report
4/30	Speech #2 – Group #2		Group #2*: Reading Report
5/7	Speech #2 – Group #3		Group #3*: Reading Report
5/14	Moving Toward Preaching		
5/22			Final Essay in Hard Copy , BC 217 by 1 PM. <i>If you commute to campus, please submit your paper in hard copy at any time before 5/14 when you are on campus or make arrangements with a friend on campus to print your paper and deliver it by the deadline.</i>

* Speech Evaluations should be completed and posted electronically before Midnight on the Monday following your speech.

**Edlund

http://www.csupomona.edu/~uwc/non_protect/student/3ways.htm

Burton

<http://humanities.byu.edu/rhetoric/Persuasive%20Appeals/Persuasive%20Appeals.htm>

Wayne Brockriede. "Arguers as Lovers." *Philosophy and Rhetoric* 5 (Winter, 1972): 1 - 11.

<http://www.willamette.edu/cla/rhetoric/courses/Ethics/schedule.htm>

INSTRUCTIONAL STRATEGIES

In contrast to many educational venues, lecture will not be used as the sole method of instruction. Our class time will be structured to facilitate interaction with the assigned reading and with each other. It is my desire, as the instructor, to invite you into a learning community where each person's life experience and insight into the texts and class activities become resources for critical engagement and mutual learning.

Each class period will consist of movement through a variety of learning activities based on individual, small group, and corporate interaction. Recognizing the variety of learning preferences present in each class setting, our learning together will be supported by opportunities for 1) *concrete experience* through the expression of feeling and impressions related to experiencing speech communication, 2) *reflective observation* through viewing the speeches of your peers, 3) *abstract conceptualization* which relies on thinking mechanisms engaged in your reading of course texts and responding to writing assignments as well as preparing critiques of the speeches that you hear and give, and 4) *active experimentation* as you have the opportunity to give speeches (based on Kolb's learning styles, 1984).

Please note: Lap top computers may be used for note taking purposes when the professor is lecturing. However, when the class is directed to process information interpersonally in a small group setting or when a class member other than the instructor is presenting a speech, lap tops will be set aside.

COURSE REQUIREMENTS

Bibliography/Reading Report. In addition to the approximately 525 pages of assigned reading, the student will read an additional 400 pages in preparation for the class speeches. An MLA formatted bibliography/reading report of 200 pages will be submitted for the reading done in relation to each speech on the day each speech is given. Directions for completing the reading assignment will be presented in class and posted. In general students will be expected to read high quality sources, which include both contemporary and classical Christian sources as accessed via the library, electronic databases, and the internet.

Interaction Papers. Two 2 – 3 page interaction papers (Brockriede, Volf) will be assigned across the course of the semester. The specific instructions for the completion of each interaction/reflection paper will be posted at least one week before the paper is due. Form and style guidelines for the interaction papers are posted at the end of this syllabus.

In general, the interaction papers will provide a forum for you to: 1) Critically interact with the assigned reading; 2) Prepare for class discussion; 3) Link the readings to your life experience; and 4) Consider issues central to a theology of Christian speech communication.

Public Reading of Scripture & Paper. Each student will be assigned a Scripture Reading to be presented in class. Preparation for reading will be consistent with the Schmit text. A brief reflection paper on the public Reading of Scripture will also be submitted.

Speeches.

- Two Speeches will be delivered extemporaneously/conversationally – that is, you will prepare thoroughly, but you should not memorize the speech nor read it word-for-word from a manuscript. The use of an outline will support extemporaneous delivery.
- Time limits for speeches must be observed.
 - Speech #1: 10 – 12 minutes
 - Speech #2: 10 – 12 minutes
- Both speech assignments must be completed in order to receive a grade for this course.
- Specific instructions for the speeches will be discussed in class and posted

Speech Self-Evaluations. After each speech presentation, you will view the recording of your speech and complete the appropriate speech evaluation form. Your comments should reflect thoughtful engagement with the course readings, lectures, and class discussion. A sample evaluation exhibiting the type of response sought for this assignment will also be posted for your reference.

The evaluation should be completed and posted **before 12 Midnight on the Monday following your speech.** Upon receiving your self-evaluation, I will add my comments and grade to your evaluation; it will be returned to you via email.

Final Essay. The final essay of 7 - 8 pages is not a research paper; rather this assignment provides you the opportunity for reflection on the class experience. As a result of the readings, class discussion, listening to and giving speeches, as well as giving and receiving critiques of speeches you will address the components of communication that you have come to embrace as

essential to Christian leadership. Specific guidance for completing this assignment will be provided at least one month before prior to the due date.

COURSE EVALUATION

Points for the course will be distributed according to the following schedule:

Reading Reports (2@5 points each)	10 points
Interaction Papers (2@5 points each)	10 points
Scripture Reading & Paper	5 points
Final Essay	10 points
Speech #1	
Speech	30 points
Self-Critique	5 points
Speech #2	
Speech	30 points
Self-Critique	<u>5 points</u>
Total Points	100 points

Your final grade for the course will be determined by the total points earned:

Grade Points Needed Letter Grades as described in the ATS Academic Catalog
www.asburyseminary.edu/catalog

A	95 – 100	Exceptional work: surpassing, markedly outstanding achievement of course objectives.
A-	90 – 94	
B+	87 – 89	
B	83 – 86	Good work: strong, significant achievement of course objectives
B-	80 – 82	
C+	77 – 79	
C	73 – 76	Acceptable work: basic, essential achievement of course objectives
C-	70 – 72	
D+	67 – 69	
D	63 – 66	Marginal work: inadequate, minimal achievement of course objectives
D-	60 – 62	
F	0 – 59	Unacceptable work: failure to achieve course objectives

COURSE ASSUMPTIONS

Classroom Community. It is assumed that you will engage in behavior that builds class community. This expectation includes: engaging in class discussion, practicing active listening, demonstrating respect toward all members of class, and refraining from nonverbal behavior that detracts from community. I would most especially appreciate use of laptops & internets in the class setting that reflects your commitment to a community experience over personal preferences.

Attendance. It is assumed that you will attend each class and be on time for each session. If you are ill or experiencing a family crises, you should contact me before class begins to make arrangements for such an absence. For each unexcused absence, your final grade will be reduced

by 5%. You are only required to be in attendance on the speech days that you (and your group) are scheduled to give a presentation. You are welcome to attend any or all of the presentation days and fully participate in class critique and interaction; however, an absence on these days will not impact your grade.

Writing Skills. It is assumed that you have already developed writing skills appropriate to a Master's level degree program. You should be able to compose grammatically correct sentences, write well-developed paragraphs, and express your ideas in a well-organized coherent manner. In addition, you should be able to follow the MLA writing style guidelines, using correct citation and notation. Evaluation of written work submitted without attention to grammar, form, and style guidelines as well as the use of inclusive language will impact the student's grade. A grading rubric as well as specific form and style instructions for all written work can be found at the end of this syllabus. If you would like to sharpen your essay writing check out this web site: <http://www.bartleby.com/141/index.html>

Information Commons. It is assumed that you have the skill to access the library catalog and electronic databases in order to research topics of interest for your oral presentations. If you are unfamiliar with these resources, you will want to consult with the attendants at the Information Commons Desk.

Completion of Assignments. It is assumed that you will turn your assignments in on time. All written assignments are due at the beginning of class on the due date. All assignments should be proofread carefully before they are turned in. Late work will result in a 5% grade reduction for each day that passes beyond the due date.

Academic Integrity. All written work and oral presentations for this course must be the original work of the student. The use of sources to support and develop one's written and oral presentations is encouraged with the appropriate documentation. For more information on the ATS policy: First Class, ATS Info, Student Info, Academic Integrity

Inclusive Language. Consistent with the values of Asbury Seminary, members of this class will embrace the use of inclusive language in reference to human beings in all course communication. The following statement provides the theological rationale:

The recommendations included in this pamphlet were developed with the understanding that differentiation between the sexes is rooted in God's creative act. The use of inclusive language is not intended to undermine this view of God-ordained gender differences. However, males and females, while different in being, are both created in the image of God and share the same worth. Employing inclusive language reflects a commitment to affirming women's presence and worth in our community. (First Class, ATS Info, Resource Center, Inclusive Language)

PERSONAL NOTE

I am pleased to have each of you in class and look forward to getting to know you better as we proceed through the semester. Please take note of my office hours and stop by for a visit; you do not need to have a class question or concern!

However, if you do have questions or concerns – absolutely – come see me! There are several course related reasons that may prompt you to stop by or make an appointment:

- One of the unique challenges encountered by students in this class is the fear of public speaking. A call to ministry does not automatically eradicate the anxiety related to speaking before an audience. Please don't let the anxiety overwhelm or paralyze you.
- You are not confident that your speech meets the criteria of the assignment. I would be happy to look at an outline or even listen to your speech prior to the in class presentation. It is always better to clarify prior to the speech than experience regret afterward.
- Receiving speech evaluations can be ego bruising and emotionally difficult. If you want further clarification with regard to an evaluation, guidance on how to address identified weaknesses for future speech assignments, or simply a listening ear, I am available to you.

SYLLABUS REFERENCES

Kolb, D. A. Experiential Learning: Experience as the Source of Learning and Development. Englewood Cliffs, N.J., Prentice-Hall, 1984.

FORM & STYLE GUIDELINES FOR WRITTEN WORK

1. The Paper should be prepared according to the following guidelines:
 - a. Standard 8 ½ x 11 inch paper
 - b. Stapled, please no binders or paper clips
 - c. Times New Roman, 12 point font
 - d. 1” margins: top, bottom & both sides
 - e. Double space entire paper
 - f. Do not justify the right hand margin
 - g. Page numbers in the upper right hand corner
 - h. Provide a separate Reference Page at the end of the document
 - i. Use MLA style citation guidelines (cite in the body of the text, no footnotes or endnotes). See the follow web sites for assistance in using MLA
<http://webpages.pvbears.org/hslibrary/mla.htm> and <http://www.mla.org/>

2. Attend to the following writing, language usage and grammar issues:
 - a. Write in complete sentences.
 - b. Write in paragraphs. A paragraph should contain one central idea or concept that all the other sentences in the paragraph stand in relationship with.
 - c. Use clear transitions. As an essay, this assignment should be presented as a conceptual whole with clarity as to how the separate components relate to each other and work together in accomplishing the purposes of this assignment.
(http://www2.actden.com/writ_den/tips/essay/)
 - d. As you discuss your convictions and commitments with regard to speech communication, it is appropriate to use the first person singular pronoun, “I.”
 - e. Please **do not** use the pronouns: *we, us, you*. While the use of these pronouns are appropriate for the conversational tone for the speeches we will give, the essays written for this class should reflect an academic tone or quality. Writing without these pronouns will keep the paper from reflecting a colloquial, informal, or devotional quality.
 - f. Eliminate the word, “this,” from your writing apart from the noun it references and your writing will exhibit greater clarity.
 - g. Use your computer spell check and grammar check. Have another person proof read your paper, give them permission to be ruthless!

GRADING RUBRIC FOR WRITTEN WORK

Excellent/Outstanding

Focus	Sharp, distinct response/s to interaction question/s with evident awareness of the import of the question/s.
Content	Substantial, specific, and/or illustrative content demonstrating sophisticated ideas.
Organization	Sophisticated arrangement of content with evident and/or subtle transitions.
Conventions	Evident control of grammar, mechanics, spelling, usage, and sentence formation

Good/Notable

Focus	Demonstrates a clear understanding of the interaction question/s and responds with sufficient focus.
Content	Sufficiently developed content with adequate elaboration or explanation
Organization	Functional arrangement of content that sustains a logical order with some evidence of transitions.
Conventions	Sufficient control of grammar, mechanics, spelling, usage and sentence formation

OK/Average

Focus	Focuses on the topic presented in the interaction question/s, but lacks specificity in written response.
Content	Limited content with inadequate elaboration or explanation
Organization	Confused or inconsistent arrangement of content with or without attempts at transition.
Conventions	Limited control of grammar, mechanics, spelling, usage and sentence formation

Weak/ Below Average

Focus	Minimal evidence of responding to the interaction question/s.
Content	Superficial and/or minimal content.
Organization	Minimal control of content arrangement.
Conventions	Minimal control of grammar, mechanics, spelling, usage and sentence formation