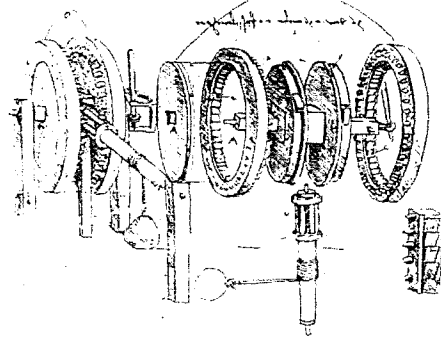


ENGLISH 102-09: MANUAL OR AUTOMATIC?

University of North Carolina at Greensboro

Fall 2008 | T/TH 11-12:15



*One may really indeed say that that is the essence of genius,
of being most intensely alive, that is being one who is
at the same time talking and listening.
• Gertrude Stein*

INSTRUCTOR: *Michael Peterson*

OFFICE: McIver 212

EMAIL: mcpeter3@uncg.edu (preferred contact); 256-8553 (phone)

OFFICE HOURS: M, W 1-2:30 pm and by appointment

CONTENT & REQUIREMENTS: This course is designed for students who wish to acquire a deeper understanding of oral communication and rhetoric (Gr. *rhetoriké*, or persuasion), through the acts of teaching, listening, interpreting, and speaking publicly. Another central focus of this course will be that which Stein points out above – the act of listening – and its integral role in any system of dialogue. We will come to see that great speakers are at all times in a constant dialogue with both their audience and their subject matter, and that this dialogue depends on the act of "listening" and "speaking" simultaneously. The poet W.B. Yeats points out that the most important arguments are those we have with ourselves. As such, we must also learn to be in dialogue with ourselves and to translate *that* dialogue to a community. We will examine the complex and subtle relationships between speaker and audience, speaker and self, and speaker and idea by engaging in pedagogy (teaching) of our own, dialogue both oral and written, and informal exercises of many kinds.

The first half of the course is themed "Manual." That is, we will work in small teaching cohorts which will develop "clinics" on a variety of areas of interest. These groups will also prepare instructional manuals and guidebooks in service to their oral pedagogies. Teaching will first take place at the individual-to-cohort level, but will then "radiate" to inter-group levels and perhaps even inter-class levels. The second half of the course will be themed "Automatic" and will delve into the speaker/listener relationship by examining the modern one-act play. Students will perform dialogues in preparation for a dialogue of their own making, which will then be cast, performed, directed, and interpreted by a small group of players. Throughout the semester students will consider, debate, and present selected readings: lectures, pedagogical readings, speeches, theories of rhetoric, and perhaps even some performance theories. Students will be required to engage in several formal and informal speaking assignments, two of which (as described above) will require a formal written component. Additionally, several small-scale written components may be used to aid in our speaking. As this is a course on speech, your participation will figure heavily into the final grade. Students are encouraged to consult with the instructor outside of class should they need additional help with speeches, dialogues, and other work.

If you have a disability that could affect your performance in this class or for which you might need an accommodation, please contact me and the Office of Disability Services at 334-5440, and <http://ods.dept.uncg.edu>.

102 Reading & Assignment Schedule

Section 1: Manual

Week 1: (8/26, 8/28)

T: Introduction to course, review syllabus. "Self Reliance" by Emerson (Blackboard)

TH: Discussion of personal self-reliance; Heidegger's *Das Sein* & Language as the "House of Being" (Blackboard)

Week 2: (9/2, 9/4)

M: Discussion of Heidegger Continued; Introduction to Dialectical Thinking (Blackboard TBA).

TH: Introduction to book-making and manuals; Break up into groups, conference sign-up, proposal assignment.

Week 3: (9/9, 9/11)

Class Canceled for Individual Conferences.

Read: "The Transaction Theory of Reading and Writing" by Rosenblatt "Pedagogy of the Oppressed" by Freire on e-reserve

Work on manual and teaching prep

Week 4: (9/16, 9/18)

T: Discuss Rosenblatt and Freire essays.

TH: Teaching philosophy and group syllabus plan.

Week 5: (9/23, 9/25)

T: Group clinic 1 & 2

TH: Group clinic 3 & 4

Week 6: (9/30, 10/2)

T: Group clinic 5 (& 6)

TH: Open skill forum a.

Week 7: (10/7, 10/9)

T: Inter-group clinic a.1

TH: Inter-group clinic a.2; Open skill forum b.

Week 8: (10/14, 10/16)

T: Inter-group clinic b.1

TH: Inter-group clinic b.2

**** October 17th is the last day to drop classes without academic penalty**

Classes Dismissed for Fall Break (10/18 - 10/21)

Section 2: Automatic

Week 9: (10/21, 10/23)

T: Cancelled for Fall Break

TH: Intro to plays and performance; Read Hurston, *Story in Harlem Slang*, pg. 116 (discussion: voice, dialogue, and representation.)

Week 10: (10/28, 10/30)

T: Korder, *Fun*, p. 152, (voice, dialogue, and representation.)

TH: Fugard, *Statements after an Arrest*, pg. 54 (discussion: morals in conflict.)

Week 11: (11/4, 11/6)

T: Group reading day (Peer Workshopping Activity); Performance as interpretation (Discussion)

TH: Director's casting, **script first drafts due**. Rehearsals (group conferencing).

Week 12: (11/11, 11/13)

T: Plays 1, 2 and 3.

TH: Plays 4, 5 and 6.

Week 13: (11/18, 11/20)

T: Plays 7, 8 and 9.

TH: Plays 10, 11 and 12

Week 14: (11/25)

T: Plays 13, 14 and 15

Week 15: (12/2, 12/4)

T: Plays 16, 17, and 18

TH: Plays 19, 20, and 21. (**Forum responses due by Midnight**).

TUESDAY, DECEMBER 16th (EXAM DAY): Wrap up and celebration.