

[This is a Box 5 module]

EN4203

(2006-2007)

SCHOOL OF ENGLISH



Module EN4203

Speeches and Speechwriting: History, Theory, and Practice

Copies of this handbook
and also

*School of English Handbook for Students and
Dissertation and Essay Style Sheet and Guidelines*
are available electronically at

<http://www.st-andrews.ac.uk/english/ug/index.html>

Module Title: **SPEECHES AND SPEECHWRITING: HISTORY, THEORY, AND PRACTICE**

Class Hours: Lectures: Tuesday 3 pm
Seminars/Practical Classes: Friday 2 pm

Venue: Arts Building Seminar Room 3

Module Organiser: Dr Sara Lodge (e-mail: sjl15)

Other Teachers: Professor Neil Rhodes (nppr), Dr Jon Hesk (jph4), Ms Emma Wilson (eaw2), Professor James Andrews (University of Indiana)

The module aims to introduce students to speechwriting and will focus on the historical tradition of eloquence as an educational, political, and literary tool, with analysis and practice of rhetorical figures and strategies. Students will practise and reflect upon oral and written communication skills highly relevant to work and interview situations.

LEARNING OUTCOMES

Students will gain an awareness of the traditions and skills of speechwriting and their importance within literary history. They will also practise the recognition, analysis, and deployment of speechwriting techniques. Students will be expected to acquire and to demonstrate, in class assignments and in examinations, that they have acquired:

1. familiarity with a range of speeches composed and delivered from the Renaissance to the present day. Such familiarity will involve an awareness of differing versions and conceptions of a 'speech': for example, as preparatory script, oral performance, and published transcript.
2. conversance with historical and critical materials about rhetoric and rhetoricians treated on the course and the capacity to evaluate and discuss such materials (both in essays and via group presentations).
3. the capacity to identify and to analyse a variety of verbal constructions and techniques involved in successful communication.
4. the capacity to marshal a written argument, giving consideration to matters including: form, language, logic, ethos, and pathos.
5. the capacity to plan, to script, and to deliver a speech before an audience of classmates.

These learning outcomes will be assessed by means of three pieces of coursework and an end-of-semester examination. The pieces of coursework are: a 1600 word written 'pro and contra argumentation task', where students argue successively in 800 words for and in 800 words against a single proposition (10%); a conventional essay (20%); and a speech, to be scripted and submitted in written form and then delivered orally (20%). The examination, worth 50% of the module mark, follows the standard two-hour, two-answer format.

CONTENT AND SYLLABUS

Rooted in close reading of speeches from the Renaissance to the present day, the module examines: Classical models and tropes; the values and practices of Renaissance speechmaking; the rise and fall of 'rhetoric' in the 18th and 19th centuries; and the politics of gender, race, and class in contemporary speechmaking styles. Students will write and deliver their own speeches on a set topic as part of the module.

Set Texts

- **All students should obtain a copy of *The Penguin Book of Twentieth-Century Speeches*, ed. Brian MacArthur (1999) ***

The companion volume *The Penguin Book of Historic Speeches* ed. Brian MacArthur (1996) is available from the library. Brian Vickers, *In Defence of Rhetoric* (1988) is particularly recommended as a core secondary text.

ASSESSMENT

50% Continuous Assessment: 10% pro and contra argumentation written task; 20% essay; 20% speech, to be written and submitted then delivered orally.

50% Examination: 2 essay questions each weighted at 25%

The pro and contra argumentation task, for which further instructions will be given during the module, is due at 12 noon on **Monday 5 March** (week 5).

The essay is due at 12 noon on **Monday 9 April** (week 8).

The speech is due for submission in written form at 12 noon on **Wednesday 2 May** (week 11) and will be delivered orally on **Friday 4 May**.

SUBMISSION OF WRITTEN WORK

All written work is due on the date specified and must be delivered to Essay Box 5 in the basement of Castle House, **clearly marked with the module number and tutor's name**. Essays must be word-processed or typed. Late essays must be submitted via the School Office; the penalties for late submission are specified in the School Handbook. Work submitted after 2.30 pm on Friday 4 May will be treated as missing work and will lead to the forfeit of Permission to Proceed.

ACADEMIC FRAUD

All work, unless produced under normal examination conditions, should bear the following signed and dated statement: "I certify that I have read the University's statement on Academic Fraud ; that the following essay/ project/ submission is my own work; and that significant academic debts and borrowings have been properly acknowledged and referenced."

PERFORMANCE LEVEL DESCRIPTORS

The School of English uses both a **marking scale** (on which essays, examination answers and projects which form part of the work of a module are *marked*) and a **reporting scale** (on which module results are reported as *grades*).

The *marking scale* runs from 0-20 and only integers are used. The *reporting scale* is the twenty-point scale taken to one decimal place. Despite the obvious relationship between these scales they operate independently of each other, in the sense that there is no absolutely fixed translation between them.

Accordingly students must recognise that, in conformity with general university regulations, *marks* and *grades* and *the translations between marks and grades* are provisional until confirmed by the Examination Board that meets at the end of each semester. Marks released prior to that board meeting are for guidance only.

Students may find that a mark for an individual piece of work has been adjusted after it has been released but before it has been reported to the Board and may also find that the translation of marks into grades has been adjusted across an entire module. In all such cases, which will not be frequent, an explanation of what has been done will be given.

3000-level and 4000-level modules in English are rated at 30 credits. Credit is awarded in its entirety when a student passes a module and withheld in its entirety when a student fails a module.

The following are the level grade-descriptors for *Level 3000- and 4000 modules*.

- | | |
|------------|---|
| X | Indicates that Permission to Proceed has been withdrawn. This grade is awarded to the module as a whole and indicates that reassessment is not permitted. |
| 0 (fail) | Reserved for continuously assessed work which is missing or which has been submitted beyond a final deadline, or for blank or nearly-blank examination scripts. Where this is the grade awarded to the module as a whole, reassessment, which will restore missing credit, is permitted on a Pass (grade 5)/ Fail (grade 0) basis only. |
| 1 (fail) | Reserved for substantially late essays, or for seriously incomplete examination scripts. Where this is the grade awarded to the module as a whole, reassessment, which will restore missing credit, is permitted on a Pass (grade 5)/ Fail (grade 0) basis only. |
| 2-4 (fail) | Performance is unsatisfactory and not worthy of credit. Where this is the grade awarded to the module as a whole, reassessment, which will restore missing credit, is permitted on a Pass (grade 5)/ Fail (grade 0) basis only. |

Students should also note that a grade in the 2-4 range may be awarded to work that is judged to be substantially derivative but where the School does not wish to invoke the university's policy on Academic Fraud. Essays that are heavily dependent upon secondary authorities may be assigned a grade in this range even

though the dependence is openly acknowledged. (Essays which are unduly dependent, though less heavily so, may be awarded a grade higher than 5, which will reflect the overall quality of the essay, account having been taken of the extent of any improper indebtedness.)

- 5-7 (pass) Performance is not of Honours Degree standard but is worthy of credit and this credit may be put towards the credit-total needed for the General Degree. Work to which grades in this range are awarded will display basic knowledge of the subject but will be imperfectly organised and poorly developed argumentatively.
- 8-10 (pass) Performance is of the standard expected for a Third Class Honours degree. As with all work deemed worthy of an Honours degree, there will be evidence of basic relevant knowledge and of powers of argument and organisation. There will, however, be substantial defects apparent in these areas: in particular a failure to relate general points to specific instances; a failure to develop arguments logically and progressively; and a failure to focus precisely enough upon the demands of the question.
- 11-13 (pass) Performance is of the standard expected for a Lower Second Class Honours degree. Work will display competence and there will be evidence of insight and of some independence of thought. There will, however, be failures of argument or organisation or knowledge or relevance similar to, but significantly less severe than, those that occur in work to which a grade of 8-10 is deemed an appropriate award.
- 14-16 (pass) Performance is of the standard expected for an Upper Second Class Honours degree. Work will display strong basic competence and frequent evidence of insight and of independence of thought, with evidence of only infrequent and insubstantial failures of argument or of organisation of knowledge.
- 17 (pass) Performance in the larger part of the work assessed is deemed to be of the quality associated with first-class work.
- 18 (pass) Performance throughout (with only minor exceptions) is deemed to be of the standard expected for a First Class Honours degree. A high level of competence, of knowledge, of organisation, of argument, and of independence of thought will be displayed.
- 19-20 (pass) Performance throughout (with no significant exceptions) is deemed to be of the standard expected for a First Class Honours degree. A high level of competence, of knowledge, of organisation, of argument, and of independence of thought will be displayed.

PERMISSION TO PROCEED

Permission to Proceed may be withdrawn by the School where students breach conditions set down in the School Student Handbook. It is the responsibility of individual students to read the relevant section of the Handbook and comply with it.

FEEDBACK

Please complete the questionnaire at the end of the course. Your comments are valued.

DISABLED STUDENTS

The School's Disabilities Officer is Dr Ian Johnson, Room 9, 66 North Street, ext: 2681,
e-mail: irj

This handbook is available in electronic form at:

<http://www.st-andrews.ac.uk/english/ug/index.html>

Week beginning	Tuesday 3 pm Arts Building Seminar Room 3	Friday 2 pm Arts Building Seminar Room 3
1 5 Feb	ENROLMENT Introduction to the module	Speech vs. writing: Rhetoric's bad rap (S)
2 12 Feb	Identifying figures, tropes, and strategies (S)	The Classical Tradition in Rhetoric (L) (Dr Hesk)
3 19 Feb	Renaissance Rhetoric and Education (L) (Professor Rhodes)	Speeches of Elizabeth I & James VI (S) (Professor Rhodes)
4 26 Feb	Shakespeare's Roman Orators (S) (Professor Rhodes)	Rhetoric and Republicanism: Milton (L) (Ms Wilson)
5 5 Mar	Edmund Burke (L)	Reading Burke (S)
6 12 Mar	The fall of rhetoric? Victorian oratory (L)	Reading Victorian speeches (S)
7 19 Mar	Crafting a speech: the modern speechwriter's task (L)	Practical session
VACATION		
8 9 Apr	Twentieth century speeches: gender (L)	Women and speechmaking (S)
9 16 Apr	Twentieth century speeches: the politics of style (L)	Kinnock, Thatcher, Blair (S)
10 23 Apr	Twentieth century speeches: race (L) (Professor Andrews)	Luther King, Malcolm X (S)
11 30 April	No class	Practical session: speeches delivered

(L) = lecture; (S) = seminar

The length, timing, and location of the final session will depend upon the number of course participants. Please be prepared to be flexible in Week 11.

SUGGESTED READING

Most of these titles will be on short loan or 3-day loan. Please respect your fellow students: don't hog scarce materials and do return books to the library on time.

General Studies

- Roland Barthes, 'The Old Rhetoric' in *The Semiotic Challenge* (1994) P99.B2A8H7 J.
Bender and D. Wellbery eds. *The Ends of Rhetoric: history, theory, practice* (1990)
P301.E64
Thomas W. Benson ed. *Landmark Essays on Rhetorical Criticism* (1993) PN98.R5B46
Alastair Bonnett, *How to argue: A student's guide* (2001) PE1479.S62B7
Courtland Bovee, *Contemporary Public Speaking* (2003) PN4121.B7
Roland Barthes, 'The Old Rhetoric' in *The Semiotic Challenge* (1994) P99.B2A8H7
Thomas M. Conley, *Rhetoric in the European Tradition* (1994) PN175.C76F94
Peter Dixon, *Rhetoric* (1971) PN98.R5
Richard Heller, *High Impact Speeches* (2003) PN4121.H46
James Herrick, *The History and Theory of Rhetoric: An Introduction* (2001) PN183.H4
George Kennedy, 'The contributions of rhetoric to literary criticism' in *The Cambridge History of Literary Criticism*. Vol. 4, The Eighteenth Century ed. H.B. Nisbet and Claude Rawson (1997) PN86.C2;4
R.A. Lanham., *The Motives of Eloquence* (1976) PN173.L2
R.A. Lanham, *A Handlist of Rhetorical Terms* (1991) Ref PE1445.A2L3F91
Andrea Lunsford ed. *Reclaiming rhetorica: women in the rhetorical tradition* (1995)
P301.L86
Brian MacArthur, *The Penguin Book of Historic Speeches* (1996) PN6121.P4
Walter J. Ong, *Rhetoric, Romance and Technology* (1971) PN4061.O6
Walter J. Ong, *Orality and Literacy* (1988) P35.O6G02
Robert Paine, *Politically speaking: cross-cultural studies of rhetoric* (1981) PN4193.P6P7P2
Joy Ritchie and Kate Ronald, *Available Means: An Anthology of Women's Rhetoric(s)*
(2001) PN6122.R5
Brenda Deen Schildgen ed. *The Rhetoric Canon* (1997) PN175.R5S3
Brian Vickers, *In Defence of Rhetoric* (1988) PN175.V5

Classical rhetoric and its background

Good survey works:-

- Patricia P. Matsen, Philip Rollinson, Marion Sousa ed. *Readings from classical rhetoric*
(1990) PA3637.R5R4
George A. Kennedy, *The art of persuasion in Greece* (1963) PA3263.K4
G. Kennedy, *A new history of Classical rhetoric* (1994) PA3265.K4N4
G. Kerferd, *The Sophistic Movement* (1981) B288.K48

Sophistry and democratic oratory in Classical Athens:-

- S. Goldhill, *Reading Greek Tragedy* (1988), chapter 9 'Sophistry and Rhetoric' PA3131.G7
J. Hesk, 'The rhetoric of anti-rhetoric in Athenian oratory', pp. 201-230 in Goldhill and Osborne eds. *Performance Culture and Athenian Democracy* (1999) DF275.P4
J. Ober, *Mass and Elite in Democratic Athens: rhetoric, ideology, and the power of the people* (1989) JC79.A8O3
J. Ober, *Political dissent in democratic Athens : intellectual critics of popular rule* (1998)
DF277.O3
I. Worthington ed. *Persuasion : Greek rhetoric in action* (1994) PA3074.P4

H. Yunis, *Taming Democracy: models of political rhetoric in Classical Athens* (1996) DF82.Y86

Individual authors:-

Amelie O. Rorty ed. *Essays on Aristotle's Rhetoric* (1996) PN173.E8

Brian Krostenko, *Cicero, Catullus, and the language of social performance* (2001)

PA6350.K8

Paul McKendrick, *The speeches of Cicero: context, law, rhetoric* (1995) PA6285.M6

Quintilian, *The Orator's Education* ed. and trans. Donald A Russell (2001) PA6156.Q5

Renaissance Rhetoric

Elizabeth I, *Collected Works*, eds. Leah S. Marcus, Janel Mueller and Mary Beth Rose (2002) DA350.M28

Erasmus, *Praise of Marriage* [for *suasoria*] in Wilson, below, and on LION; also in *English Renaissance Literary Criticism*, ed. Brian Vickers (1999) PN88.V5

Kenneth Graham, *The performance of conviction: plainness and rhetoric in the early English Renaissance* (1994) PR418.S64G8

James VI and I, *Selected Writings*, eds. Neil Rhodes, Jennifer Richards and Joseph Marshall (2003) PR2295.A6R5

Peter Mack ed. *Renaissance Rhetoric* (1994) P301.3E85M2

Peter Mack, *Elizabethan Rhetoric: Theory and Practice* (2002) PE875.M2

Marjorie Donker and George Muldrow ed. *Dictionary of literary rhetorical conventions of the English Renaissance* (1982) Ref PR531.D7

James J. Murphy ed. *Renaissance Eloquence: Studies in the Theory and Practice of Renaissance Rhetoric* (1983) PN171.6R4

Neil Rhodes, *The Power of Eloquence and English Renaissance Literature* (1992) PR418.E45R5

Neil Rhodes, 'From Rhetoric to Criticism' in *The Scottish Invention of English Literature* ed. Robert Crawford (1998) PR51.S3S3

Alexander Silvayn, *The Orator* (1596) [for *controversiae*] See EEBO under electronic resources

Quentin Skinner, *Reason and Rhetoric in the Philosophy of Hobbes* (1996), 1-211 ('Classical Eloquence in Renaissance England') B1248.R43S6

William Shakespeare, *The Tragedies* in the *Complete Works* ed. Wells and Taylor (1988) PR2754.W4

Brian Vickers, *Rhetoric revalued: papers from the International Society for the History of Rhetoric* (1982) PN175.R5

Thomas Wilson, *The Arte of Rhetorique*, ed. Thomas O. Derrick (1982) PN173.W5

The 17th and 18th Century

John Milton, *Areopagitica and On Education* ed. K. M. Lea (1973) PR3569.L4

Paul M. Dowling, *Polite Wisdom: heathen rhetoric in Milton's 'Areopagitica'* (1995) PR3570.A7D78

Victoria Kahn, *Machiavellian rhetoric: from the counter-reformation to Milton* (1994) PN172.K2

David Norbrook, *Writing the English Republic: poetry, rhetoric, and politics 1627-1660* (1999) PR545.H5N7

Thomas O. Sloane, *Donne, Milton, and the end of humanist rhetoric* (1985) PR545.H86S6

James L. Golden and Edward P.J. Corbett ed. *The Rhetoric of Blair, Campbell, Whately* (1990) PN173.B6

Adam Potkay, *The Fate of Eloquence in the Age of Hume* (1994) PR448.R54P7
Lynne Lewis Gaillet ed. *Scottish rhetoric and its influences* (1998) PE1405.S3G2

Edmund Burke (1729-97)

Edmund Burke, *A philosophical enquiry into the origin of our ideas of the sublime and beautiful* ed. James T. Boulton (1958) PR3334.B4P5
Edmund Burke, *Reflections on the Revolution in France* ed. C.C. O'Brien (1983) DC150.B8O3
David Bromwich ed. *On Empire, Liberty, and Reform: Speeches and Letters of Edmund Burke* (2000) JV1016.B88B8
Paul Langford ed. *The Writings and Speeches of Edmund Burke* (1981) DA506.B7L2;2
Conor Cruise O'Brien, *Edmund Burke* (2002) DA506.B9O3
Christopher Reid, *Edmund Burke and the Practice of Political Writing* (1986) DA506.B9R4
Peter Stanlis ed. *Selected Writings and Speeches of Edmund Burke* (1963) DA506.B85F63

Victorian oratory

H.J. Cohen and A.W. Hutton ed. *The Speeches of William Ewart Gladstone* (1902) DA563.F02
W.E. Gladstone, *Political Speeches in Scotland 1879* (1971) DA563.M5F7
Abraham Lincoln, *Speeches and Letters of Abraham Lincoln* (1907) E457.92S7
James Takach, *Lincoln's Moral Vision: the Second Inaugural Address* (2003) E457.94T2
Beth Waggenspack, *The search for self-sovereignty: The oratory of Elizabeth Cady Stanton* (1989) HQ1426.W24
Ronald C. White, *Lincoln's Greatest Speech: The Second Inaugural* (2003)
Garry Wills, *Lincoln at Gettysburg : the words that remade America* (1992) E475.55W5

Modern speechwriting

D. Brack ed. *Great Liberal Speeches* (2001) JN1129.L4B8
Brian Brivati ed. *Guiding Light: Collected Speeches of John Smith* (2000) DA591.S6B8
Clayborne Carson ed. *A Call to Conscience: the landmark speeches of Dr Martin Luther King* (2001) E185.97K5C2
Michael Eric Dyson, *Making Malcolm: The Myth and Meaning of Malcolm X* (1995) BP223.Z8L5D8
Sonja Foss, Karen Foss and Robert Trapp, *Contemporary Perspectives on Rhetoric* (2001) PN187.F7
Sonja Foss, Karen Foss and Robert Trapp, *Readings in Contemporary Rhetoric* (2001) PN187.F7F7
John Graham, *Great American Speeches 1931-47, 1950-63* (1992) (2 audio tapes) avt E740.5G8
Robin Harris ed. *The Collected Speeches of Margaret Thatcher* (1997) DA591.T5C76
Robert Rhode James ed. *Winston Churchill: His Complete Speeches* (1974) D411.P4
Brian McArthur, *The Penguin Book of Twentieth Century Speeches* (1999) D411.P4
Stephen Smith, *Bill Clinton on stump, state, and stage: the rhetorical road to the White House* (1994) E884.S6
Margaret Thatcher, *Margaret Thatcher: Complete Public Statements 1945-1990* (Electronic Resource) cd DA591.T5C7
James Melvin Washington ed. *The Essential Writings of Martin Luther King* (1991) E185.97K5A2
Malcolm X, *The Autobiography of Malcolm X* (1999) E185.97L5H2F99

A number of books relating to topics featured in the second half of the course are on order. They will be placed on short loan as they arrive

Electronic Resources

The Archive of the Prime Minister's Speeches is at:
<http://www.number-10.gov.uk/output/Page3294.asp>

Silva Rhetoricae: the Forest of Rhetoric is a useful searchable database, created by an American academic, defining different rhetorical tropes:

<http://rhetoric.byu.edu>

Gifts of Speech, one of several searchable databases devoted to speeches by women, is at <http://gos.sbc.edu>

EEBO (Early English Books Online). Go to the Library homepage: electronic resources: databases. Contains facsimiles of most early modern books (1476-1700) published in Britain and Ireland.

See especially Alexander Silvayn, *The Orator* (1596) and early texts of speeches by Queen Elizabeth and King James VI and I.

There are complete catalogues in Pollard and Redgrave, *Short-Title Catalogue ... 1475-1640* and Wing, *1640-1700*.

LION (Literature Online). Access as for **EEBO**. Scroll down to Individual Literature Collections. Click on Literary Theory.

Contains searchable texts of a number of works (or parts of works) on rhetoric and speech writing, including:

Aristotle, *Rhetoric* (4th century BC); John Barton, *Art of Rhetorick* (1634); Hugh Blair, *Lectures on Rhetoric and Belles Lettres* (1783); Thomas Blount, *The Academie of Eloquence* (1656); George Campbell, *The Philosophy of Rhetoric* (1776); Cicero, from *De Oratore* (55 BC) and *Orator* (46-44 BC); Leonard Cox, *The Arte or Crafte of Rhetoryke* (1532); Angel Day, *The English Secretorie* (1587); Dionysius of Helicarnassus, Preface to *On the Ancient Orators and Demosthenes* (1st century BC/1st century AD); Dudley Fenner, *The Artes of Logike and Rhetorike* (1584); Abraham Fraunce, *The Arcadian Rhetorike* (1588); Gorgias of Leontini (c. 483-c.376), from *Helena*; Gabriel Harvey, *Ciceronianus* (1577); Sir John Hoskins, *Directions for Speech and Style* (1599); David Hume, 'Of Eloquence' (1741-2); John Milton, *Areopagitica* (1644); Henry Peacham, *The Garden of Eloquence* (1593); Joseph Priestley, *A Course of Lectures on Oratory and Criticism* (1777); Quintilian, from *Institutio Oratoria* (c. 95 AD); Richard Rainolde, *A Booke called the Foundacion of Rhetorick* (1563); Richard Sherry, *A Treatise of the Figures of Grammar and Rhetoric* (1555); Seneca, from *Controversiae*; Tacitus, *Dialogue on Orators* (c.100-105 AD); Thomas Wilson, *The Arte of Rhetoric* (1560)