Student Guide

Babson First-Year

Rhetoric Program

Academic Year 2013-2014
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INTRODUCTION TO THE BABSON FIRST-YEAR RHETORIC PROGRAM

- Description
- Rhetoric I
- Rhetoric II

STRUCTURE OF THE BABSON FIRST-YEAR RHETORIC PROGRAM

- Summary
- Analysis
- Synthesis
- Close Reading
- Critical Thinking
- Community-based Discourse

UNDERSTANDING, DEFINING AND USING THE RHETORICAL ELEMENTS

- Writing and Speaking as Thinking
- Writing and Speaking as a Process, Not a Product
- Writing and Speaking as a Shared, Public Experience
- Thesis
- Sub-point or Topic Sentence
- Organization
- Point of View or Stance
- Style
- Audience
- Documentation and Citation
- Research
- Correctness: Grammar, Punctuation, and Mechanics

THE CONTRASTING RHETORICAL ELEMENTS USED IN SPEAKING AND WRITING

- Delivery and Outlining
- Style
- Audience
- Structure
- Evidence
- Correctness and Formality
- Secondary Readers
### ASSESSING AND GRADING THE RHETORICAL ELEMENTS

- Some Qualities Common to Successful Papers and Speeches 12
- Some Qualities Particular to Successful Speeches 12
- The “A” Paper and the “A” Speech 13
- The “B” Paper and the “B” Speech 13
- The “C” Paper and the “C” Speech 14
- The “D” Paper and the “D” Speech 14
- The “F” Paper and the “F” Speech 14

### ACADEMIC INTEGRITY

### RHETORIC RESOURCES

- Rhetoric Texts 17
- The Writing Center 17
- The Speech Resource Center 18

### SYLLABI FOR RHETORIC I AND RHETORIC II

- Rhetoric I 19
- Rhetoric II 21
INTRODUCTION TO THE BABSON FIRST-YEAR RHETORIC PROGRAM

Like the fish in its water, we can and do swim in rhetoric unthinkingly. But there is so much you miss out on if you don’t stop to think about it. – Sam Leith

The sentence is the greatest invention of civilization. – John Banville

Welcome to the Babson First-Year Rhetoric Program

The Babson First-Year Rhetoric Program empowers you to develop a deeper and broader understanding of what it means to be articulate in writing and speech. The term ‘rhetoric’ is sometimes misunderstood as concerned with style and surface. We hear this misinterpretation in current-day references: “It’s just rhetoric.” This fails to distinguish between rhetoric itself, which is the skillful combination of form and content, and “empty rhetoric,” which is speech or writing devoid of content but full of sound. The Rhetoric Program is deeply concerned with both form, the ‘how,’ and content, the ‘what.’ As part of the Liberal Arts Curriculum, the Rhetoric Program is committed to teaching you the art and craft of rhetoric: the thoughtful use of language, whether written or spoken, to inform, persuade, and perform ceremony. Rhetoric is thus concerned with the fundamental principles that define composition, both written and oral.

Writing and speaking in this rhetorical context, though, are more than simply skills: they are essential modes of critical learning and thinking. Thus, rather than focusing solely on the performative component of rhetoric—the presentation of a speech or the mechanics of an essay—we, the rhetoric faculty, will ask you to understand that effective communication requires you to convey ideas, to convince an audience, and to create meaning with words. We will also show you that doing so obliges you to explore, reflect, analyze, create, reason, integrate, and interpret the world around you and your role in it. Thus, we ask you to recognize that crafting messages carefully, strategically, and ethically within particular contexts and for specific audiences requires that you commit to lifelong learning and intellectual growth.

Description of Rhetoric Program: Rhetoric I and Rhetoric II

First-year students are enrolled in Rhetoric I and Rhetoric II, a two-semester sequence of 4-credit courses that integrates composition and speech communication across the year. These courses are based on a 4-unit sequence structure for rhetoric across the foundation year; the first two units, “Summary: The Close Reading of Texts,” and “Analysis: Critical Thinking About Texts,” are addressed in Rhetoric I in the fall semester, and units three and four, “Synthesis: Understanding a Discourse Community,” and “Synthesis: Responding to a Discourse Community,” are addressed in Rhetoric II in the spring semester.

Rhetoric I

In Rhetoric I (4 credits) you learn approaches to understanding, analyzing, and responding to texts, both in speech and writing, and you learn to assess the nature
and conventions of academic discourse. In Rhetoric I (usually offered in the fall) the focus for speaking and writing assignments is primarily on summary and analysis.

○ Rhetoric II

Rhetoric II (4 credits) continues developing the intellectual and rhetorical abilities acquired in Rhetoric I, but speaking and writing assignments in Rhetoric II require more complex and sophisticated approaches to analysis, research, and argument. While Rhetoric II (usually offered in the spring) continues to build on the learning accomplished in Rhetoric I, the focus shifts to more complex and sophisticated analyses, syntheses, and argumentation linked to research. In Rhetoric II the focus for speaking and writing assignments is primarily on synthesis. In addition to intellectual perspective, synthesis may also provide you with new cultural or disciplinary perspectives. Depending on the nature of the texts you are working with, you may be required to learn the conventions of that tradition or discipline in order to engage both conceptually and rhetorically with its concerns.
STRUCTURE OF THE BABSON FIRST-YEAR RHETORIC PROGRAM

There never is any such thing as one truth to be found in dramatic art, there are many. These truths challenge each other, recoil from each other, reflect each other, ignore each other, tease each other, are blind to each other. Sometimes you feel you have the truth of a moment in your hand, then it slips through your fingers and is lost.

– Harold Pinter

Intellectual Activities of the First-Year Rhetoric Program: Summary, Analysis, and Synthesis

Writing and speaking are complex processes of expressing our inner intellectual life to others. Often, it is easy to believe that we have many rich and interesting thoughts—that they are somehow "finalized" in our mind and that we just need to get them out on paper or say them in class. But a more sophisticated understanding of writing and speaking suggests that it is through writing and speaking that we create and shape our thoughts. Haven't you, in the process of writing a paper, suddenly had a brainstorm and realized, "Wait a minute, I've got a new idea here?" Or, maybe you have been asked to do a class presentation, and it is only when you have had to break down your ideas, in order to explain them to others, that you have really understood them yourself. These experiences reveal how the acts of writing and speaking are intimately connected to the act of thinking.

To help you understand these important connections, our rhetoric courses emphasize three related intellectual activities across the year: summary, analysis, and synthesis.

- **Summary**

  When you summarize, you explain in your own words, without your own biases and opinions what someone else has spoken or written. Effective summary requires you to recognize the main idea, figure out which ideas are central and which are secondary, and distinguish arguments from their supporting evidence. In summary, you must convey accurately and clearly what others have said.

- **Analysis**

  Analysis builds on summary. Where summary requires you to convey clearly and accurately what someone else said, analysis asks you to recognize the implications of the message, and to clarify, explain, or interpret it. Analysis requires you to ask a series of illuminating questions of and about a message, text, or subject: What are we being asked to understand? What is the author's purpose? What assumptions is the author making? How do the author’s ideas fit with or against other authors’ ideas? What more do I need to find out to understand this author or text?

  After asking these questions, you must start to formulate your answers to them. You must create an argument that best expresses your ideas; you are striving to formulate an original and sophisticated insight into the text. As you create this argument, you must consider the rhetorical strategies that are best suited to expressing your idea, the evidence that is best suited to supporting your idea, and the arguments that anticipate and respond to opposing arguments.
Synthesis

When you synthesize, you engage in a process that explores a question, issue, or problem through several texts or messages to see if something new is suggested by these multiple perspectives. You may also be expected to consider your own ideas or opinions in relation to these other perspectives. To synthesize means to see and identify points of contact among a number of sources. When you are given an assignment based on synthesis, for example, you might ask how the several texts or sources you are working with agree, disagree, reinforce, subvert, explain, and contradict one another’s ideas. Synthesis is also closely related to summary and analysis: you can see how summary involves the synthesis of the content of one text or message, and that analysis, which means to take apart to examine relationships, requires the synthesis of a number of parts or elements.

Intellectual Skills of the First-Year Rhetoric Program

To understand, practice, and apply summary, analysis, and synthesis, our rhetoric courses ask you to engage in three related intellectual skills: close reading, critical thinking, and community-based discourse.

Close Reading

You need to be able to read a text carefully, with an eye towards understanding its meaning, the rhetorical strategy it uses to create that meaning, and the ways in which its goals and audience might shape its structure. Most obviously, you want to make sure that you understand the writer’s main argument and key concepts. But close reading involves searching for more than the text’s most obvious argument. From there you must peel back the “layers of meaning” that comprise a text—and understand each layer! In addition, you must try to understand how the author creates that meaning through form. For example, if you are reading a newspaper editorial, you need to understand not only the writer’s argument, but also the rhetorical strategies he/she uses to make that argument convincing to the newspaper’s specific audience.

Critical Thinking

Having understood a text, you must now analyze it. You need to be able to ask good questions of the text, locating and interrogating its key concepts. In order to do this, you need to find where you agree and where you disagree with the text, where it challenges you and where it seems insufficiently thought through, where it uses exciting, interesting, or artful rhetorical strategies and where it seems common or boring. You need to create your own argument about the meaning of the text, using a strong thesis and series of sub-points. In addition, you should consider how to create the best possible strategy for organizing your argument and how to present the best possible evidence for supporting your argument.
Having understood one text, you will start to connect it to other texts. You will find similarities and differences among the concepts and rhetorical strategies of various texts. One text might echo another text in unexpected ways; your job is to tease out that connection. Ultimately, you should start to create a "web of ideas" that connects the various texts that you read in all parts of your life: a sign of a sophisticated thinker is that he/she sees connections among the arguments of Plato (read for a foundation humanities course), a business case study (read for FME), and an article on current events in the *New York Times* (read for your own information).

### Community-Based Discourse

Having understood a text and formulated an argument based on your interpretation of it, you are ready to express these ideas to others. It is time to enter into a community of critical thinkers. You need to understand how specific groups communicate about specific ideas. For example, how do ancient Greek poets represent landscape? How do travel writers encounter landscape? How do multi-national corporations conceive of landscape? When crafting your own argument, you might choose to focus on one community, or find the connections and differences among several communities. After understanding current debates surrounding the subject you are exploring, you should consider how those debates shape your ideas and how your ideas fit into those debates. You need to decide what community you wish to address and how best to shape your argument to have your desired impact on that community.
UNDERSTANDING, DEFINING and USING RHETORICAL ELEMENTS

Never mind the misses and the stumbles. – Virginia Woolf

Criticism is often not a science; it is a craft, requiring more good health than wit, more hard work than talent, more habit than native genius. – Jean de la Bruyère

Understanding the Rhetorical Process: What writing and speaking process does a professor expect you to follow?

Writing and speaking require that you engage in a dynamic process, one that features critical thinking, revision, and the communal experience of sharing your work for feedback and encouragement. We highlight three elements of this important process here.

○ Writing and Speaking as Thinking

Developing your rhetorical abilities entails cultivating your intellectual abilities. As a result, rhetorical activities—both writing and speaking—are also essentially thinking activities, rather than just skills-based activities. The most effective communication requires clear thinking and the willingness to engage a range of larger concerns. For instance, you will need to consider the following questions as you create an essay or a speech: What makes one message better than another? How do audience and context affect the way we craft messages? How does language empower us? And, what are the ethical responsibilities of communicators?

○ Writing and Speaking as a Process, Not a Product

Viewing writing and speaking as thinking activities alters the basic approach you must take when creating both essays and speeches. Instead of focusing all your attention on finishing the final “product”—completing the essay or speech—you must focus on the process of developing your speech or essay. Shifting your focus to the process of creation rather than the product is necessary because of the nature of thinking: it is always an ongoing process, and this is as true for oral communication as it is for written

In order to engage this process, you will be asked to revise drafts of both your speeches and your essays. Your professor, for example, may ask you to begin an essay by engaging in some pre-writing: writing that brainstorms ideas and a first draft of a thesis. Then, you may be asked to write a preliminary draft of the essay, focusing on refining and deepening your thesis. You might follow that with a draft that concentrates on developing the sub-points of the thesis and strong evidence. Then, you could complete the process by writing a full, solid draft of the essay that you will give to a fellow student for feedback. Finally, you would be asked to revise a final time based on student feedback as well as input from your professor. This process will be the same for your speeches.
Your work will also benefit from the feedback of your peers and your professor. In all rhetoric courses, the public sharing of works in progress—in the context of in-class writing and speaking workshops—is standard procedure. You will often be asked not only to share your work, but also to provide thoughtful oral and written feedback on the work of your peers. In these ways, the rhetoric classroom becomes a community of caring writers, speakers, and readers whose open, public process helps improve everyone’s skills while it models the importance of drafting, revision, and taking risks in learning.

Defining and Using the Rhetorical Elements: What writing and speaking elements that focus on thinking does a professor expect you to use?

Although engaging in rhetorical practices encourages individual creativity and helps you develop a unique essay or paper, there are nine key rhetorical elements to which all good thinkers must attend. Crafting effective communication in writing and speaking requires that you master the use of these elements. While your professor will explain particular criteria and expectations for each assignment, you will want to study them on your own. Consider the explanations below, especially as you begin to include these elements in your speeches and papers.

- **Thesis**
  A single, declarative sentence that expresses clearly the main point, idea, or argument of an essay or a speech. A thesis is fundamental to all the work you do in your rhetoric courses. Most of your formal, graded writing and speaking assignments will ask you to create this single, declarative sentence.

- **Sub-Point or Topic Sentence**
  The main point of a speaking section or paper paragraph which relates directly to the thesis. Your professor will expect you to create clear sub-points that support the thesis and that are expressed in a topic sentence at the beginning of each speaking section or paper paragraph.

- **Organization**
  The structure or form used to create a coherent essay or speech. Creating and implementing a clear organizational pattern in your assignments is vital. You will need to create a structure to make your essays and speeches coherent in their progress from thesis through topic sentences to conclusion.
Point of View or Stance

The particular beliefs, opinions, values, and attitudes of a communicator which combine into one overall perspective affecting the message, emerging out of it, or both. You will be expected to clearly articulate your beliefs and positions about the course texts, primarily through your thesis.

Style

The sum of a communicator’s decisions regarding selection, arrangement, and expression of what he or she has to say. Many factors affect style, including word choice (diction), sentence structure (syntax), sentence type, point of view or stance, and tone. As you articulate your point of view, you will also want to reflect on and strategize about your own style of communicating—how you choose and combine words, how you develop an appropriate tone—and how it all contributes to your intended effects.

Audience

The particular person or group of people for whom an essay or a speech is crafted. Each assignment will also ask you to analyze and respond to that particular audience.

Documentation and Citation

Following accepted norms of conveying the sources used for information, opinions, and any other material used in constructing a message, within the domain of knowledge to which the communicator is contributing. You must document all your sources for information, opinions, and any other material used in both your speeches and essays. Correct MLA documentation format is required.

Research

Utilizing the range and quality of sources required to make a credible statement to a competent audience in the field of knowledge the communicator is addressing. In many of your assignments, you will be asked to include research. In those cases, you will want to use appropriate outside sources to make a credible statement to a competent audience. Here also correct documentation is essential.

Correctness: Grammar, Punctuation, and Mechanics

Following accepted norms of grammar, syntax, and style for a given occasion and thereby satisfying the expectations of an audience competent to gauge correctness. Correctness—or the lack thereof—is a reflection of your thinking. Surface errors suggest a lapse of clarity in your thoughts; they also suggest carelessness in editing and proofreading. You will be expected to attend to and use appropriate grammar, punctuation, and mechanics in all your papers and speeches.
THE CONTRASTING RHETORICAL ELEMENTS
USED IN SPEAKING AND WRITING

Rhetoric is language at play – language plus. It is what persuades and cajoles, inspires and bamboozles, thrills and misdirects. – Sam Leith

I think I am ready to learn how to write. Think with words, not with ideas. – Susan Sontag

Rhetorical Elements Emphasized by the Speaker: How do writing and speaking differ?

Although speech and writing share the previously described rhetorical elements and focus on similar development processes, there are key differences in emphasis between the two that the speaker must recognize.

- Delivery and Outlining

The first key difference between speaking and writing is delivery, or how you create and organize your message. Unlike essays, speeches must be delivered orally, in public settings, to real, live audiences. As a result, how you hold your speaking outline, select your gestures and stance, and communicate with your body language all contribute to your overall effectiveness or fluency.

In your rhetoric courses you will be expected to deliver your speeches extemporaneously. Extemporaneous speaking is prepared and practiced but not written out or memorized. In other words, extemporaneous speeches are neither read nor delivered from a manuscript, but rather assisted by a keyword outline. Working from a spare outline requires you to develop authority about your topic.

Why is practicing extemporaneous speaking in the rhetoric classroom so important? The primary reason is that when you deliver speeches, you are speaking in front of a real audience. If you are used to speaking directly from a manuscript, with full sentences and paragraphs, you will be unable to adjust and respond to your audience. In addition, it will be very difficult to meet the constraints of time.

To develop an extemporaneous speech, you will be asked to begin by creating a full sentence outline, also known as a formal outline. From this detailed outline you will create a key-word outline for the actual delivery of the speech.

- Style

The second key difference between speech and writing relates to style. A significant component of style is language choice: how you select words, combine them into sentences, and organize them to achieve point of view and tone. Although speeches and essays both use words, speaking uses oral, spoken language while writing uses written language. As you already know, oral language tends to be less formal than written language. In speeches you might use personal pronouns such as “I,” “you,” “we,” and “our” more liberally than in writing. It is also more appropriate to use shorter sentences; briefer, less complex words; and sometimes even sentence
fragments when you interject additional comments during your delivery. You will also need to use more vivid language to create images that reinforce your points.

There is another important difference related to language choices. Because readers can re-read a written text, they can always go back and re-read an essay or paper to capture its meaning. This option is not available to speech audiences; they cannot “re-hear” a spoken message. As a result, it is more appropriate in speaking to use added repetition. You might, for example, repeat key phrases or your thesis more frequently when you are speaking than would be appropriate when you are writing a paper. You will also need to use transitions in more strategic ways when you speak. Rather than simply creating transitions that move from one idea to another as you would in writing, you must create “second-level” transitions. Second-level transitions are those that do two things at once: they transition from one idea to another and they repeat a key idea or phrase, and remind the audience of the structure or flow of your speech.

**Audience**

The third and final key difference in emphasis between speaking and writing is related to audience. While you must attend to and gear both your essays and speeches to the particular person or group you are addressing, focusing on the specific, “real” people who comprise the speaking audience is generally more important to speaking. As a result, you must speak to the audience in front of you—within the particular time and context—not some abstract, general audience that is not present.

This awareness implies that you have analyzed your audience. Audience analysis is particularly important to persuasive speaking because it allows you to determine what your audience may already know, what they need to know, and how they feel about it; most importantly, however, it gives you the information you need to be most successful.

**Rhetorical Elements Emphasized by the Writer**

In contrast to the speaker, the writer emphasizes the following elements.

**Structure**

As a writer, you can take advantage of a reader’s ability to re-read your work. In contrast to the spoken text, the written text affords the reader many opportunities for interpretation and evaluation. Although a paper certainly requires a clear organizational framework, it does not need to highlight its structure as much as a speech does: a paper does not need to engage in as much pre-viewing and reviewing, highlighting of transitions, or emphasizing of structural “guideposts” (such as numeration). Most importantly, a paper does not need to repeat its key terms as often as a speech does. After considering your paper’s topic and audience, you can even develop your paper’s ideas in unpredictable, unexpected ways.
Although a paper may not call attention to its structure as overtly as a speech, you must meet your reading audience's high expectations for a clear, easy-to-follow structure. A reader often wants to "skim" a paper, finding a paper's thesis and sub-points before reading the entire text. Thus, a paper often follows general organizational guidelines; for example, many papers highlight a thesis sub-point by placing it in the first sentence of a body paragraph. Your paper must guide the audience through your ideas by stating them clearly and authoritatively without making them too obvious or simplistic.

### Evidence

In a paper, you can call attention to your sophisticated use of evidence. Because a paper signals its use of evidence through quotation marks and in-text citation, it can often use more complex modes of quotation than a speech. For example, in a paper, you can quote from two or more different sources in one sentence. Or, in a paper, you can mix several short phrases, taken from different places in one source, into a lengthy sentence of your own writing. In a speech, which must verbally acknowledge a quotation before or after making it, complex forms of quotation can sometimes confuse the listener and should be avoided.

Additionally, as a writer, you can demand that your readers re-read a quotation. You can use lengthier quotations than a speech. And, you can call attention to and explore fine distinctions within a quotation.

### Correctness and Formality

As a writer, you create documents of some permanence: that is, unlike a speech delivered to a live audience, a written document is concrete and can be read again and again over time. This means, then, that your written document is more susceptible both to outside appreciation and to outside scrutiny. For example, your professor might want to follow up on a research citation you have included in a paper; you want to be certain that your information is accurate and correctly formatted. In addition, written documents often require a more formal tone. Thus, as a writer you must pay special attention to issues of correctness, style, tone, and elevated language.

### Secondary Readers

Since written documents can be permanent, they can also exist beyond your control as the writer. This means that writing can be read—and reread—by secondary readers other than those imagined by the writer. As a writer, you must be aware of this possibility by preparing sound, polished essays with secondary readers in mind, and by imagining, as much as possible, how someone outside might respond to your written documents. For example, your paper might go forward to the annual first-year writing contest, the Conlon Award, which is judged by a four-professor cross-disciplinary panel!
ASSESSING AND GRADING RHETORICAL ELEMENTS

Assessing the Use of Rhetorical Elements: How will the professor analyze your use of the writing and speaking elements?

The rhetorical elements or tools are highly important to the process of developing good speeches and essays. Your professors will focus a good deal of attention on these as they assess your work. Although the professors teaching in the Rhetoric Program sometimes focus on different issues or themes in the course according to their own strengths and training, each and every professor will attend to these elements as they assess and grade both your writing and speaking. While successful papers and speeches share many qualities, several areas related to delivery are made distinct when it comes to evaluating speeches.

<table>
<thead>
<tr>
<th>Some qualities common to successful papers and speeches</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ pursue a central idea, clearly articulated in the thesis, and pursue that thesis through distinct topic sentences</td>
</tr>
<tr>
<td>☐ respond closely to supporting evidence, and treat their sources thoughtfully and professionally</td>
</tr>
<tr>
<td>☐ use language in an effective manner: precise, expressive, persuasive and vivid</td>
</tr>
<tr>
<td>☐ show awareness of and sensitivity to their audience</td>
</tr>
<tr>
<td>☐ add to the intellectual experience of the audience</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Some qualities particular to successful speeches</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ persuade through energy and enthusiasm</td>
</tr>
<tr>
<td>☐ communicate through body language</td>
</tr>
<tr>
<td>☐ engage through conversational language</td>
</tr>
</tbody>
</table>

Critical Components of Papers and Speeches

Grades on assignments are often affected significantly by a single very important factor. You may produce an assignment that in many regards is, for instance, "B" work. The final grade on the assignment could be higher or lower because of one or more outstanding feature. Such features may include organization, academic integrity, and meeting the major requirements of the assignment.
Grading the Use of Rhetorical Elements: How will the professor grade your use of the writing and speaking elements in your assignments?

The grade you receive on a rhetoric assignment reflects how well you met the demands of the assignment, especially regarding the development and expression of your ideas. The criteria listed below are for most assignments you do in the Rhetoric Program. Individual professors will notify you of the specifics for their courses and assignments.

### The "A" Paper and the "A" Speech

An “A” represents superior work—distinctly perceptive, well developed, carefully expressed, and adding substantially to the intellectual experience of the audience. An “A” assignment:

- is based on a perceptive and thought-provoking main idea that substantially adds to the intellectual experience of the audience
- is clearly organized around the main idea, and this organization demonstrates keen insight into the subject under discussion
- has excellent supporting detail that is well integrated into the assignment
- indicates a mature knowledge of, and sensitivity to, the beliefs, attitudes, values, interests, and needs of the audience or reader
- shows the student’s ability to use language in an especially effective manner—precise, meaningful, expressive, vivid, memorable, incisive
- is free of distracting elements and elementary errors (e.g., grammar and spelling errors detract from the effectiveness of written work, lack of eye contact distracts the listener of an oral presentation)
- has appropriately large and varied set of research materials, when research is required
- maintains professional standards in all aspects of the assignment

### The "B" Paper and the "B" Speech

A “B” represents very good work—better than average, showing some insight in thought and expression. A “B” assignment:

- is based on a challenging topic and has a clearly expressed main idea
- is above average in its focus and development, but generally lacks distinction as outstanding
- is thoughtfully and clearly organized
- contains a fair amount of pertinent supporting detail, but could be more effective
- uses language that is generally clear and accurate with few distractions
- has a good sense of audience or reader—stimulating and challenging them with new ideas
- generally professional in execution
The "C" Paper and the "C" Speech
A “C” represents work that is **competent**—it meets the basic criteria of the assignment, is reasonably clear, and adds a little to the intellectual experience of the audience or reader. A “C” assignment:

- contains enough information to have some intellectual value, but does not probe the topic adequately or insightfully
- has a main idea that is clear, but poses little challenge to the student or the audience or reader
- has clear and reasonable organization, but is perfunctory, showing little insight into the subject matter
- is expressed in an ordinary and accurate manner, but displays few especially interesting or effective elements
- contains distractions, but not so many that they obscure the sense of what the speaker or writer is saying

The "D" Paper and the “D” Speech
A “D” represents work that is **below average**—work that does not meet basic criteria of the assignment. A “D” assignment is characterized by any one of the following:

- does not deal with a worthwhile topic
- lacks a clear organizational plan
- does not develop its points meaningfully—or develops them in a repetitious, incoherent, or illogical way
- uses language inaccurately or immaturity
- shows little or no awareness of audience
- has distracting elements whose frequency and nature seriously detract from the message or may show clear evidence of inadequate preparation
- misses a crucial feature of the assignment, such as meeting the time limit for speeches, page length for essays, research requirements, type of assignment, and so on.

The "F" Paper and the "F" Speech
The most common causes for outright failure include the following:

- failure to complete an assignment or submit it when due
- disregard for major requirements
- token effort to meet requirements
- outstanding elementary errors
- unusually poor organization
unusually weak development of ideas
negligence in documenting sources
careless disregard for the audience
seriously offending the audience
ACADEMIC INTEGRITY

Integrity can be neither lost nor concealed nor faked nor quenched nor artificially come by nor outlived, nor, I believe, in the long run, denied. - Eudora Welty

Academic integrity is essential to the mission of Babson College and vital to your success as a student. Our standards as an institution value community, original scholarship, and a collaborative environment that encourages each student’s intellectual growth.

Violations of academic integrity interrupt a student’s ability to learn and produce individual work while also diminishing the achievements of the entire College. We expect that students will abide by the Undergraduate Honor Code and, most specifically, the five pillars of integrity (fairness, ownership, respect, trust, and honesty) both in and out of the classroom.

Academic Integrity and Honesty Policies
As students, you are responsible for reading, knowing, and understanding the College’s policies regarding academic integrity. There are six academic honesty and integrity policies:

1. Cheating
2. Fabrication
3. Facilitating Academic Dishonesty
4. Plagiarism
5. Participation in Academically Dishonest Activities
6. Unauthorized Collaboration

The Undergraduate Student Handbook outlines all of the policies in detail and can be found on the Community Standards website:

Potential Outcomes for Academic Integrity Violations
Each case involving a potential academic integrity violation is evaluated individually. The current, possible sanctions include, but are not limited to: a grade reduction in the class, a grade reduction on the exam/assignment, failure on the exam/assignment, failure in the class, suspension, temporary or permanent transcript notation, or expulsion. There are also educational sanctions associated with each violation of responsibility.
RHETORIC RESOURCES: TEXTS AND SUPPORT CENTERS

I have rewritten—often several times—every word I have ever published.
My pencils outlast their erasers. - Vladimir Nabokov

The success of your presentation will be judged not by the knowledge you send
but by what the listener receives. – Lilly Walters

Rhetoric Texts


Course Packet for all Rhetoric 1300 sections:


The Writing Center, Babson Hall, Room 205

Mission

The Babson College Writing Center promotes writing as a tool for learning, expression, and communication in every discipline. Staffed by writing faculty members and undergraduate peer consultants in writing, the Writing Center provides individualized assistance with all stages of the writing process, and serves as a resource for the exploration of writing, both as a skill and as an art.

Open to all students, faculty, and staff, the Writing Center is a friendly, non-judgmental place to come and discuss issues related to writing, including: brainstorming, fulfilling the assignment, thesis development, organization, transitions, grammar, mechanics, revision, use of electronic sources and documentation, cover letter and resume writing, and more. Handouts on a variety of topics are available, and there is a browsing library of grammar texts, literature anthologies, literary journals, and poetry books. We are here to help you become a stronger writer. For our services to be useful to you, you must contribute both during your Writing Center appointment and afterward when you work on your own.

Guidelines for Using The Writing Center

○ Sign up for an appointment via the Babson Portal (under “Smart Tools”); a typical session lasts ½ hour. Hours of operation change each semester and are posted on the Portal as well.
The Speech Resource Center, Olin Hall, Room 009

Mission

The Speech Resource Center is a facility where students of all communication skill levels can become more effective communicators. Located in Horn Library 209, the Speech Resource Center is available to provide you with two kinds of assistance: consultation with faculty, and rehearsal space supervised by a graduate fellow.

You can get support from faculty and speech consultants for your oral communication skills for your classes—including speeches, oral briefings, case analyses, and team presentations. You can also get help developing your competence and confidence in a variety of out-of-classroom activities.

The Speech Resource Center provides videotaping equipment to offer you a taped rehearsal before your presentation. The Center is also equipped to handle PowerPoint and other computer generated displays. During scheduled rehearsal hours, the Center is staffed with a graduate fellow who will assist you with the videotaping of your presentation.

Guidelines for Using The Speech Resource Center

- Sign up for an appointment via the Babson Portal (under “Smart Tools”); a typical session lasts ½ hour. Hours of operation change each semester and are posted on the Portal as well.
- Bring along a copy of your speech assignment and any preparation work already completed.
- Be on time. If you cannot make it to your appointment, call X5294 during hours to cancel.
SYLLABI for RHETORIC I and RHETORIC II

Art may seem to involve broad strokes, grand schemes, great plans. But it is the attention to detail that stays with us; the singular image is what haunts us and becomes art.

– Julia Cameron

The Rhetoric Program at Babson College is an integral part of the Foundation Liberal Arts Program. As described in Section I of this Guide, first-year students are enrolled in Rhetoric I and Rhetoric II, a two-semester sequence of 4-credit courses that integrates composition and speech communication across the foundation year. These courses are based on a sequenced structure that acquaints students with important rhetorical skills: “Summary: The Close Reading of Texts,” and “Analysis: Critical Thinking About Texts,” which are addressed in the fall semester, and “Synthesis: Understanding a Discourse Community,” and “Synthesis: Responding to a Discourse Community,” which are addressed in the spring semester. The syllabus below further refines this 4-unit sequence structure. The syllabus outlines a timetable for the assignments and learning goals within both Rhetoric I and Rhetoric II, while allowing for various topics to be studied in individual sections. These units establish goals and practice for faculty and for you, and help establish programmatic standards for rhetoric and its coordination with foundation courses.

Rhetoric I

Unit I (1-2 weeks) Analytical summary, quotation, documentation, academic integrity, plagiarism. The opening unit of the class introduces ideas and skills that will be emphasized all semester and reinforced in Rhetoric II:

- Summarizing reading to capture the main idea and key elements. The goal is to emphasize reading comprehension and the way critical summary is used to contribute to longer essays. At least one critical summary should be assigned to help students practice this important skill.
- Note-taking and other study skills that foster reading comprehension
- Quotation technique, proper documentation of sources, and plagiarism. Instructors should use the Guide to the Babson Rhetoric Program and the Hacker Handbook to reinforce these ideas.

Students should be shown the actual rhetorical occasions in which accomplished writers summarize and the ways in which critical summary often includes elements of analysis.

Unit II (1-2 weeks) Close reading, moving from critical summary to analysis. This unit should emphasize careful analysis of texts, including grammatical analysis of passages, as well as word use, style, imagery, tone, and other formal considerations. The first paper (3 pages) includes the close reading of a single passage. From this process, students should develop skills in:

- Close reading and analysis that pushes beyond summary of ideas
- Making connections between form and content
**Unit III** (3 weeks) Thesis-driven argument analyzing a single work, which includes and emphasizes close analysis of a carefully-selected passage (4-5 pages). The draft of this second paper should include feedback from peers, instructor, or both. This second essay builds on ideas introduced in the first two units and uses critical summary and close reading and analysis to develop skills in:

- Writing a clear, compelling thesis, and using and analyzing evidence to develop a thesis and an argument
- Understanding rhetorical analysis and critical thinking
- Understanding “evidence” as something based on a valid, convincing interpretation of a text

**Unit IV** (2 weeks) Introduce thesis-driven argument analyzing a longer work or two works. The third essay (5-6 pages) reinforces and applies the skills learned in the second. While the second paper derives from close analysis of readings, the third offers a thesis-driven argument derived from a question promoted by the reading and sustained through textual interpretation. This paper should:

- Emphasize moving from critically analyzing an aspect of a text to exploring a more specific question raised by the text
- Develop skills in establishing proof through effective citation and analysis
- Develop skills in creating a strong thesis and persuasive argument and effective use of evidence

**Unit V** (2 weeks) Speech based on draft of third paper (about 5 minutes). Students should use this speech as a way of sharing ideas that inform their final synthesis of the course material. Speeches should be based on a key-word outline that will be developed from a formal outline. Both outlines should be handed in as part of the speech grade. The speech will develop skills in:

- Correct and concise speech
- Ability to offer constructive comments/critique of one's peers
- Ability to incorporate feedback into working draft of final paper

**Unit VI** (2-3 weeks) Final paper that synthesizes the ideas of two authors in a thesis-based argument based on the ideas of the course (6-8 pages). This fourth paper will develop skills in:

- Understanding ways to structure longer essay assignments
- Reinforcing skills developed throughout the semester
- Sustaining an analytical/critical synthesis of works and ideas discussed in the course
Rhetoric II
Rhetoric II continues developing the same intellectual and rhetorical abilities as Rhetoric I, but writing and speaking assignments in Rhetoric II require more complex and sophisticated approaches to analysis, research, and arguments. Assignments are based on foundational knowledge developed through class discussion of texts related to the course topic or theme. Assignments will call on research skills in order to move beyond that foundational knowledge and into a discourse community surrounding the course topic or theme.

Unit I (3-4 weeks) Enhance skills in analyzing and synthesizing texts by building on skills and strategies learned in Rhetoric I. The first essay (3-4 pp.) reinforces the abilities to synthesize two sources, at least one of which is a theoretical text, in a thesis-driven argument. Also begin to build foundational knowledge through readings and discussions on course topic. Students will:
  o Apply a well-defined concept from a theoretical text to a second text
  o Reinforce summary and synthesis skills and explore options for organizing essays that apply theory to practice
  o Reinforce skills in critical thinking, reading, listening, and contributing to intellectual discussion

Unit II (3 weeks) Second essay (4-6 pp.) synthesizes the ideas from three texts in a thesis-driven argument based on the course texts and theme. Students begin to research their chosen topics and will:
  o Continue to build foundational knowledge in the course theme and to draw connections among texts
  o Continue to develop organization skills for arguments of increasing complexity
  o Reinforce active listening and constructive evaluation of peers' written work

A midterm exam will be given between Units II and III.

Unit III (3 weeks) Begin work on research paper (8-10 pages, using 4-8 sources), and draft at least 5 pages. Submit a research proposal early in the unit. Focus on evaluating secondary sources, building note-taking skills, and understanding the bibliography and the annotated bibliography. Meet with instructor, and have the draft pages reviewed by instructor. The following topics will be covered:
  o Introduction to library databases in preparation for research paper
  o Discussion of what makes scholarly sources scholarly
  o Use and citation of online scholarly sources and internet sources
  o Time management and organization of materials during research process

Unit IV (3-4 weeks) In preparation for submitting research paper, instructors will emphasize professional presentation and academic integrity, as discussed earlier in this Guide. The final research paper demonstrates skills in synthesizing, integrating a variety of sources, sustaining a critical argument, and documenting sources. A self-analysis assignment, examining research process and methods, should be included.
Also during this unit, a final speech (8-10 minutes) will be based on the research paper and may also be based on some aspects of the student's research process and methods. Short rehearsal speeches of parts of the presentation should be incorporated into the process of preparing for the final presentation. Students should turn in a formal outline and a keyword outline as part of the speech grade. The speech and research paper assignments allow students to:

- Practice and refine skills analyzing and synthesizing multiple sources in a longer form
- Reinforce speech-making skills including analyzing the audience, shaping and balancing the parts of a speech (introduction, body, conclusion), and delivering effectively
- Understand whether they have grasped the ideas of time management and task management of a long research project
- Practice and refine skills associated with active listening and giving constructive feedback on spoken and written presentation of peers' ideas