IDS 2935: Rhetoric and Leadership

Quest 1: Identities

I. General Information

Class Meetings

- Fall 2024
- 100% In–Person, No GTAs, 35 Residential
- T | Periods 5–6 (11:45 AM – 1:40 PM) MAT 6
- R | Period 6 (12:50 PM – 1:40 PM) MAEB 229
- 3 Credits

Instructor

- Robert Stone
- robertstone@ufl.edu
- CSE E544
- *Office Hours:* T/R, 2:00–3:00 PM and by appointment

Course Description

How do leaders use rhetoric to persuade others? What role does the art of rhetoric have in the making of politics, art, and community? This course will draw from ancient and modern perspectives, looking at both philosophical explorations of rhetoric and practical examples of it. We will begin with the Greek and Roman world, looking to examples of speeches from Homer and Thucydides, as well as critiques and defenses of the art of rhetoric from Plato to Aristotle to Cicero. We will then read famous instances of rhetoric in modern literary and political contexts, from Shakespeare's historical plays to American presidential oratory, to try to discern what is timeless about the art of rhetoric. Throughout, we will ponder what role persuasion plays in our own lives, and what role it should play.

Quest and General Education Credit

- Quest 1
- Humanities
- Writing Requirement (WR) 2000 words

This course accomplishes the Quest and General Education objectives of the subject areas listed above. A minimum grade of C is required for Quest and General Education credit. Courses intended to satisfy Quest and General Education requirements cannot be taken S–U.

The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning.

Course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course.

Required Readings and Works

1. All readings for the course are available on Canvas.
2. Writing Manual: *The Chicago Manual of Style*, 18th edition (Chicago: University of Chicago Press, 2024)
3. Materials and Supplies Fees: n/a.

Course Objectives

1. Identify, describe, and explain the methodologies used across humanities disciplines to examine essential ideas about rhetoric and leadership.
2. Identify, describe, and explain key ideas and questions about rhetoric and leadership.
3. Analyse how philosophical, political and literary works from antiquity through the present explore rhetoric and leadership.
4. Analyse and evaluate specific accounts of human reaction to concepts that challenge our own notions of rhetoric and leadership, using close reading, critical analysis, class discussion, and personal reflection.
5. Develop and present clear and effective written and oral work that demonstrates critical engagement with course texts, and experiential learning activities.
6. Communicate well–supported ideas and arguments effectively within class discussion and debates, with clear oral presentation and written work articulating students' personal experiences and reflections on rhetoric and leadership.
7. Connect course content with students' intellectual, personal, and professional lives at UF and beyond.

8. Reflect on students' own and others' experience with rhetoric and leadership, in class discussion and written work.

II. Graded Work

Description of Graded Work

1. **Active Participation and Attendance: 20%**
    a. **Participation: 10%**
        i. An exemplar participant shows evidence of having done the assigned reading before each class, consistently offers thoughtful points and questions for discussion, and listens considerately to other discussants. See participation rubric below. (R)

    b. **Class Attendance: 10%**
        i. On–time class attendance is required for this component of the course grade. You may have two unexcused absences without any penalty, but starting with the third class missed your grade will be affected. Starting with the third unexcused absence, each unexcused absence reduces your attendance grade by 2/3: an A– becomes a B, and so on.
        ii. Except for absence because of religious holiday observance, documentation is required for excused absences, per university policy. Excessive unexcused absences (10 or more) will result in failure of the course. If you miss 10 or more classes (excused or not), you will miss material essential for successful completion of the course.
2. **In–Class Presentation and Discussion Lead: 10%**
    a. For one class during the semester, each student will lead off discussion with a short summary of a reading for the week and will pose questions to the class in order to facilitate discussion.

3. **Experiential Learning Component: 10%**
    a. During the semester, students will attend an on–campus public speaking event (details to be provided in class).
    b. In Week 14 (Nov. 21), students will submit a short report (500 words maximum) reflecting on the rhetorical effectiveness of the speaker(s).

4. **In–class Reading Quizzes: 25%**
    a. Reading quizzes will be administered at the start of class on Friday five times throughout the semester. They will test the student's knowledge of the week's readings, and will contain short–answer, true/false, and/or multiple–choice questions. Professor Stone will provide written feedback on your short–answer questions. See grading rubric below. (R)
    b. Quizzes will be administered on random weeks throughout the term.

5. **Midterm Examination: 25%**

a. In Week 7, a midterm examination will be administered in class. The examination will be an in–class, 50–minute exam including essay and/or short–answer responses. Professor Stone will provide written feedback. See grading rubric below. (R)

6. **Analytical Paper: 10%**
   a. In Week 13, students will submit a 2,500 word (minimum) analytical essay based on a prompt provided to you. You will develop an analytic argument based on your own thesis responding to the prompt. Your paper must incorporate at least four course readings and will not draw on outside sources.
   b. Professor Stone will evaluate and provide written feedback, on all the student's written assignments with respect to grammar, punctuation, clarity, coherence, and organization.
   c. You may want to access the university's Writing Studio.
   d. An additional writing guide website can be found at OWL.
   e. For grading standards, see Writing Assessment Rubric on syllabus.

III. Annotated Weekly Schedule

WEEK 1 (JAN. 13, 15, 17): INTRODUCTION

We will begin with a discussion of the goals and themes of the course and will look at short works from Winston Churchill and George Orwell to stimulate discussion of rhetoric and what we understand this word to mean. We will conclude the week by reading a book of Homer's *Iliad* and discussing the Embassy to Achilles, asking what elements of these early attempts at persuasive rhetoric still ring true for us today.

Readings (38 pages):

1. Winston Churchill, 'The Scaffolding of Rhetoric, November 1897' (5 pages).
2. George Orwell, 'Politics and the English Language' (14 pages)
3. Homer, *The Iliad*, trans. Richmond Lattimore (Chicago 1951), pp. 198–217.

WEEK 2 (JAN. 22, 24): RHETORIC OF WAR

We will look to speeches from the historian Thucydides and consider ancient Athens' rhetoric of ethics, democracy, war, and empire. Thucydides, read alongside Abraham Lincoln's Gettysburg Address, will prompt us to consider how we should balance claims or morality and self–interest, what role a leader plays in a democracy, and to what extent rhetoric can influence the conduct of nations.

Readings (57 pages):

1. Jeremy Mynott, 'Introduction,' *The War of the Peloponnesians and the Athenians* (New York, 2013), pp. xx–xxv.
2. *The Landmark Thucydides*, II.34–46, II.59–65, III.36–50, III.70–84, V.84–116, VI.8–26, ed. Robert Strassler (New York, 1996), pp. 110–118, 123–128, 175–184, 194–201, 350–357, 366–376.
3. Abraham Lincoln, 'Gettysburg Address', in *Penguin Book of Historic Speeches*, ed. Brian MacArthur (New York, 2017), pp. 367–368.

WEEK 3 (JAN. 27, 29, 31): THE PHILOSOPHER AS RHETORICIAN

This week we look to Plato for a philosophical critique of rhetoric as it is commonly understood. In the Gorgias, Socrates argues that what we think of as rhetoric fails to achieve what is actually good. We will discuss the merits of this argument in light of the ship of state analogy in the *Republic* and then turn to the *Apology*, where Socrates defends himself and his practice of philosophy from charges of corrupting his interlocutors.

Readings (63 pages):

1. Plato, *Gorgias* 447a–465e, 500–527e in *Complete Works of Plato*, ed. John M. Cooper (Indianapolis, 1997), pp. 792–809, 845–869.
2. Plato, *The Republic* 488a–489b in *Complete Works of Plato*, pp. 1111–1112.
3. Plato, 'The Apology of Socrates', in *Complete Works of Plato*, pp. 17–36.

WEEK 4 (FEB 3, 5, 7): THE ART OF RHETORIC

What is the case for rhetoric as a positive influence in our lives and upon society as a whole? What does the Greek tradition have to say about what makes rhetoric powerful, and how this power can be beneficial to us? This week we will explore Aristotle's political and psychological defense of persuasion.

Readings (74 pages):

1. Aristotle, *Politics*, I.1–2, trans. C.D.C. Reeve (Indianapolis, 2017), pp. 2–5
2. Aristotle, *Nicomachean Ethics*, I.1.–I.2, trans. Jonathan Barnes (Princeton, 2014), pp. 3–4.
3. Aristotle, *The Art of Rhetoric,* I.1–6, I.8–10, II.1–4, II.18–20 III.16–17, trans. Robin Waterfield (New York, 2018), pp. 3–24, 31–41, 60–71, 92–98, 150–155.
4. Danielle Allen, 'Rhetoric, a Good Thing', in *Talking to Strangers,* (Chicago: 2004), pp. 140–155.

WEEK 5 (FEB 10, 12, 14): THE LIFE OF THE ORATOR

Plutarch groups the famous orators Demosthenes and Cicero together with founding legislators and great generals as emblematic of a type of statesmanship. We will consider Plutarch's assessment of the two most celebrated orators of the ancient world, and will use his assessment for a starting point in considering how historical examples of political rhetoric and the careers of orators should inform our own understanding of citizenship.

Readings (67 pages):

1. Plutarch, 'Life of Demosthenes', and 'Life of Cicero' in *Plutarch's Lives*, Volume II, ed. Arthur Cough (Boston, 1906), pp. 5–48.
2. Demosthenes, 'Against Meidias', 1–21, 143–150, 202–227, in *Demosthenes: Speeches 20–21*, trans. Edward M. Harris (Austin, 2008), pp. 87–95, 136–140, 158–166.

WEEK 6 (FEB. 17, 19, 21): ROMAN THEORY AND PRACTICE

Cicero, unlike Aristotle and Plato, approaches rhetoric from the perspective of a practitioner. We will begin with a selection from his dialogue On Oratory, where he suggests that an ideal orator is a moral and philosophical teacher. We then look at one of Cicero's most famous speeches attacking enemies of the Roman Republic, and we consider to what degree Cicero—or any orator—can live up to his ideals. We will conclude with a speech by Marius to provide a populist counterpoint to Cicero.

Readings (56 pages)

1. Cicero, *On the Ideal Orator*, trans. James M. May and Jakob Wisse (Oxford, 2001) pp. 57–71, 111–116, 238–251, 261–266.
2. Cicero, 'Among Us You Can Dwell No Longer' (Against Catiline), in *Penguin Book of Historic Speeches*, pp. 15–23.
3. Sallust, Speech of Marius in *The Jugurthine War*, trans. William Batstone (New York, 2010) chaps. 84–86, pp. 105–110.

WEEK 7 (FEB 24, 26, 28): MACHIAVELLI: RHETORIC OF ADVICE AND LEADERSHIP

This week we move to modern political thought for a contrast to the ancient approaches to rhetoric. We will read selections from Machiavelli, who models a type of rhetoric of advice to rulers. We will contemplate how the intended audience and type of regime shapes the advice we might give to others, and how shocking statements have enduring power.

Readings (52 pages):

1. Niccolò Machiavelli, *The Prince*, in *Modern Political Thought: Readings from Machiavelli to Nietzsche*, ed. David Wootton (Indianapolis, 1996), pp. 6–57.

Assignment: In–class midterm Feb 28

WEEK 8 (MAR. 3, 5, 7): RHETORIC OF ELIZABETHAN ENGLAND

Our experience of English rhetoric originates from 16th-century England. Shakespeare's plays feature some of the great monologues of the English language. We will read through these speeches to identify features of their eloquence and how they comment on the role of rhetoric in politics. We will then read the speeches of Queen Elizabeth to see an example of monarchical rhetoric in practice.

Readings (55 pages):

1. William Shakespeare, *Shakespeare's Plays, Sonnets and Poems* from The Folger Shakespeare, ed. Barbara A. Mowat, Paul Werstine, (https://shakespeare.folger.edu/),
    a. *Henry V*: IV.3, pp. 161–165 (pdf),
    b. *Julius Caesar*: III.2, pp. 115–135 (pdf),
    c. *King Lear* I.1, pp. 7–29 (pdf).
2. Elizabeth I, 'I have the heart and stomach of a king' (Speech to the Troops at Tilbury), in *Penguin Book of Historic Speeches*, pp. 40–41.
3. Elizabeth I, 'To be a King', in *Penguin Book of Historic Speeches*, pp. 41–44.

WEEK 9 (MAR. 10, 12, 14): MILTON AND THE ENGLISH EPIC

This week will be devoted to reading selections from Milton's epic *Paradise Lost*, We will consider how theological and abstract concepts are made tangible through eloquence, and what parts of eloquence make a reader relate to characters in fiction.

Readings (74 pages):

1. John Milton, *Paradise Lost*, Books I–II (Oxford, 2005), pp. 1–74.

WEEK 10 (MAR 24, 26, 28): THE AGE OF REVOLUTIONS

We continue our exploration of political rhetoric by looking at paradigmatic examples of conservative and radical thought in the eighteenth century. Edmund Burke models a political rhetoric in the service of conservative ideals, while Robespierre appeals to notions of justice and virtue as engines for change. We will consider how these models of rhetoric live on in our contemporary politics.

Readings (39 pages):

1. Edmund Burke, 'Speech to the Electors of Bristol', in *Penguin Book of Historic Speeches*, pp. 114–115.
2. Edmund Burke, *Reflections on the Revolution in France*, in *The Old Regime and the French Revolution*, ed. Keith Michael Baker (Chicago, 1986), pp. 428–445.
3. Robespierre, 'Speeches in the French Revolution', in *The Old Regime and the French Revolution*, ed. Baker, pp. 368–384.

WEEK 11 (MAR 31, APR. 2, 4): AMERICA: FOUNDING TO CRISIS

This week will look to the American rhetorical tradition. We begin with pre-Revolutionary rhetoric of John Winthrop, then we will read Federalist 10 for a defense of the proposed Constitution. George Washington's farewell address sets the stage for subsequent debates on the United States' role in the world, and Frederick Douglass speaks to the problem of slavery in the lead-up to the American Civil War. We will conclude with Abraham Lincoln's Second Inaugural Address, justifying war and making the case for peace. We will consider how these speeches invoke timeless values and have shaped America's civic identity.

Readings (28 pages)

1. John Winthrop, 'City on a Hill', in *Penguin Book of Historic Speeches*, pp. 95–97.
2. The Federalist, No. 10 (8 pages).
3. James Fenimore Cooper, 'On Demagogues' from *The American Democrat* (New York, 1858) (4 pages)
4. George Washington, 'Farewell Address', in *Penguin Book of Historic Speeches*, pp. 263–270.
5. Frederick Douglass, 'What, to a Slave, is the Fourth of July?', in *Penguin Book of Historic Speeches*, pp. 329–332.
6. Lincoln, 'Second Inaugural Address' in *Penguin Book of Historic Speeches*, pp. 369–370

WEEK 12 (APR. 7, 9, 11): REFORM AND MODERN LIBERALISM

Britain in the nineteenth century provides an example of a peaceful transformation of a society and its politics, a transformation that continues to influence our current understanding of liberalism and the role of free speech in a democratic society. This week we will read excerpts from John Stuart Mill's essay 'On Liberty', and will use his ideas to discuss the parliamentary speech of Macaulay in favor of toleration during the era of reform, and Susan B. Anthony's iconic statement of women's rights under the U.S. Constitution.

Readings (57 pages):

1. John Stuart Mill, 'On Liberty', in *On Liberty, Utilitarianism and Other Essays* (New York, 1991), pp. 5–54.
2. T.B. Macaulay, 'A Matter of Shame and Remorse', in *Penguin Book of Historic Speeches*, pp. 354–357.
3. Susan B. Anthony, 'Are Women Persons', in *Penguin Book of Historic Speeches*, pp. 440–442.

Assignment: Experiential Learning Report Due by 11:59 PM, April 6

WEEK 13 (APR. 14, 16, 18): THE TWENTIETH CENTURY

What makes a great speech in modern times? How do some of the most famous speeches of the 20th century and the modern American presidency make use of classical modes of persuasion, and how do they build on the English rhetorical tradition we have looked at thus far? We will look at speeches from American presidents spanning the 20th century and contrast them with speeches by Martin Luther King Jr. and Vaclav Havel. We will ask how such rhetoric both meets its moment and transcends it.

Readings (49 pages):

1. Jeffrey K. Tulis, *The Rhetorical Presidency* (Princeton, 2016), pp. 3–23 (pdf).
2. Woodrow Wilson, 'Man Will See the Truth', in *Penguin Book of Historic Speeches*, pp. 468–470.
3. Franklin Delano Roosevelt 'A Date Which Will Live in Infamy' (3 pages) (pdf)
4. John F. Kennedy, 'Inaugural Address', in *Penguin Book of Historic Speeches*, pp. 596–600.
5. Martin Luther King, Jr., 'I Have a Dream', in *Penguin Book of Historic Speeches*, pp. 601–605.
6. Ronald Reagan, 'These are the Boys of Pointe du Hoc' (10 pages) (pdf)
7. Vaclav Havel, 'A Contaminated Moral Environment', in *Penguin Book of Historic Speeches*, pp. 610–612.

Assignment: Analytical Paper Due 11:59 PM APRIL 20

WEEK 14 (APR 21, 23): TWENTY–FIRST CENTURY EXHORTATIONS

This week is devoted to public commencement addresses of the 21st century by some of the most celebrated literary figures of their time. We will discuss the distinctive rhetoric of the public intellectual, and the broader topic of the role of the artist in civic contexts. We will also review themes covered throughout the course, and will conclude by discussing the usefulness of a historical and theoretical understanding of rhetoric for contemporary life.

Readings (25 pages):

1. David Foster Wallace, 'This is Water' (3 pages).
2. George Saunders, 'Failures of Kindness' (3 pages).
3. Toni Morrison, 'Commencement Address to Wellesley College' (3 pages).

IV. Grading Scale and Rubrics

Grading Scale

For information on UF's grading policies for assigning grade points, see here.

A	94 – 100%		C	74 – 76%
A–	90 – 93%		C–	70 – 73%
B+	87 – 89%		D+	67 – 69%
B	84 – 86%		D	64 – 66%
B–	80 – 83%		D–	60 – 63%
C+	77 – 79%		E	<60

Grading Rubrics

Participation Rubric

A (90–100%)	Typically comes to class with pre–prepared questions about the readings. Engages others about ideas, respects the opinions of others and consistently elevates the level of discussion.
B (80–89%)	Does not always come to class with pre–prepared questions about the reading. Waits passively for others to raise interesting issues. Some in this category, while courteous and articulate, do not adequately listen to other participants or relate their comments to the direction of the conversation.
C (70–79%)	Attends regularly but typically is an infrequent or unwilling participant in discussion. Is only adequately prepared for discussion.
D (60–69%)	Fails to attend class regularly and is inadequately prepared for discussion. Is an unwilling participant in discussion.
E (<60%)	Attends class infrequently and is wholly unprepared for discussion. Refuses to participate in discussion.

Examination Rubric: Essays and Short Answers

	Completeness	Analysis	Evidence	Writing
A (90–100%)	Shows a thorough understanding of the question. Addresses all aspects of the question completely.	Analyses, evaluates, compares and/or contrasts issues and events with depth.	Incorporates pertinent and detailed information from both class discussions and assigned readings.	Presents all information clearly and concisely, in an organized manner.
B (80–89%)	Presents a general understanding of the question. Completely addresses most aspects of the question or address all aspects incompletely.	Analyses or evaluates issues and events, but not in any depth.	Includes relevant facts, examples and details but does not support all aspects of the task evenly.	Presents information fairly and evenly and may have minor organization problems.
C (70–79%)	Shows a limited understanding of the question. Does not address most aspects of the question.	Lacks analysis or evaluation of the issues and events beyond stating accurate, relevant facts.	Includes relevant facts, examples and details, but omits concrete examples, includes inaccurate information and/or does not support all aspects of the task.	Lacks focus, somewhat interfering with comprehension.
D (60–69%)	Fails fully to answer the specific central question.	Lacks analysis or evaluation of the issues and events beyond stating vague, irrelevant, and/or inaccurate facts.	Does not incorporate information from pertinent class discussion and/or assigned readings.	Organizational problems prevent comprehension.
E (<60%)	Does not answer the specific central question.	Lacks analysis or evaluation of the issues and events.	Does not adduce any evidence.	Incomprehensible organization and prose.

Writing Rubric

	Thesis and Argumentation	Use of Sources	Organization	Grammar, mechanics and style
A (90–100%)	Thesis is clear, specific, and presents a thoughtful, critical, engaging, and creative interpretation. Argument fully supports the thesis both logically and thoroughly.	Primary (and secondary texts, if required) are well incorporated, utilized, and contextualized throughout.	Clear organization. Introduction provides adequate background information and ends with a thesis. Details are in logical order. Conclusion is strong and states the point of the paper.	No errors.
B (80–89%)	Thesis is clear and specific, but not as critical or original. Shows insight and attention to the text under consideration. May have gaps in argument's logic.	Primary (and secondary texts, if required) are incorporated but not contextualized significantly.	Clear organization. Introduction clearly states thesis, but does not provide as much background information. Details are in logical order, but may be more difficult to follow. Conclusion is recognizable and ties up almost all loose ends.	A few errors.
C (70–79%)	Thesis is present but not clear or specific, demonstrating a lack of critical engagement to the text. Argument is weak, missing important details or making logical leaps with little support.	Primary (and secondary texts, if required) are mostly incorporated but are not properly contextualized.	Significant lapses in organization. Introduction states thesis but does not adequately provide background information. Some details not in logical or expected order that results in a distracting read. Conclusion is recognizable but does not tie up all loose ends.	Some errors.
D (60–69%)	Thesis is vague and/or confused. Demonstrates a failure to understand the text. Argument lacks any logical flow and does not utilize any source material.	Primary and/or secondary texts are almost wholly absent.	Poor, hard–to–follow organization. There is no clear introduction of the main topic or thesis. There is no clear conclusion, and the paper just ends. Little or no employment of logical body paragraphs.	Many errors.
E (<60%)	There is neither a thesis nor any argument.	Primary and/or secondary texts are wholly absent.	The paper is wholly disorganized, lacking an introduction, conclusion or any logical coherence.	Scores of errors.

V. Student Learning Outcomes (SLOs)

At the end of this course, students will be expected to have achieved the Quest the General Education student learning outcomes for Humanities (H).

Humanities (H) Humanities courses must afford students the ability to think critically through the mastering of subjects concerned with human culture, especially literature, history, art, music, and philosophy, and must include selections from the Western canon.

Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

Content: *Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline(s).*

- Identify, describe, and explain the methodologies used across humanities disciplines to examine essential ideas about rhetoric and leadership (Quest 1, H). **Assessment**: midterm exam, analytical essay, in–class reading quizzes.
- Identify, describe, and explain key ideas and questions about rhetoric and leadership (Quest 1, H). **Assessment**: midterm exam, analytical essay, in–class reading quizzes.

Critical Thinking: *Students carefully and logically analyse information from multiple perspectives and develop reasoned solutions to problems within the discipline(s).*

- Analyse how philosophical, political and literary works from antiquity through the present explore rhetoric and leadership (Quest 1, H). **Assessment**: analytical essay, midterm exam.
- Analyse and evaluate specific accounts of human reaction to concepts that challenge our own notions of rhetoric and leadership, using close reading, critical analysis, class discussion, and personal reflection. (Quest 1, H). **Assignments**: analytical essay, discussion questions, midterm exam.

Communication: *Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline(s).*

- Develop and present clear and effective written and oral work that demonstrates critical engagement with course texts, and experiential learning activities (Quest 1, H). **Assessments:** experiential learning interview report and discussion, analytical essay, midterm exam.
- Communicate well–supported ideas and arguments effectively within class discussion and debates, with clear oral presentation and written work articulating students' personal experiences and reflections on rhetoric and leadership (Quest 1, H). **Assessments:** active class participation, experiential learning component, discussion questions.

Connection: *Students connect course content with meaningful critical reflection on their intellectual, personal, and professional development at UF and beyond.*

- Connect course content with students' intellectual, personal, and professional lives at UF and beyond. (Quest 1). **Assessments:** experiential learning component, analytical paper, discussion questions.
- Reflect on students' own and others' experience with rhetoric and leadership, in class discussion and written work (Quest 1). **Assessments:** experiential learning component, analytical paper, discussion questions.

VI. Quest Learning Experiences

1. Details of Experiential Learning Component

During this semester, students will be asked to attend a public speaker event such as a lecture or roundtable debate on the UF campus. They will be asked to take note of what they find effective or ineffective in the speaker's presentation and arguments. They will then submit a short report of 500 words maximum, noting their observations and explaining their opinions with reference to themes and material discussed in the course thus far.

2. Details of Self–Reflection Component

Self-reflection is built into many of the assignments, primarily through the reading questions that students create, the analytic essay assignment, and rhetoric and leadership experiential learning assignment. In these opportunities for self–reflection offered by specific activities throughout the course, students will reflect on the broader implications of the themes of the course, considering the impact to themselves and/or to a wider community.

VII. Required Policies

Attendance Policy

Requirements for class attendance and make–up exams, assignments and other work in this course are consistent with university policies that can be found here.

Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available here. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via this link. Summaries of course evaluation results are available to students at GatorEvals Public Data.