THE ARTICULATE EXECUTIVE
ENGLISH 390S-7.01/LINGUIST 390S.01/WOMENST 290S.03
Codes: SS, W
Fall 2015 – MW 11:45-1:00 – 317 Allen
Julie Tetel Andresen • jtetel@duke.edu
Christopher Ramos • crramos@duke.edu

Course Objectives
The Articulate Executive was designed with two ideas in mind:

- The study of rhetoric and/or public speaking is long gone from the curriculum; this lack means that training in oral communication is likely absent in most undergraduates’ educational backgrounds.
- The critique of the long-term Western bias in favor of the oral over the written begun by French philosopher Jacques Derrida in the 1960s now looks prescient in light of the fact that undergraduates today are masters of texting and posting but not necessarily adept at live conversation.

Social media has the power to popularize or demonize certain ideas and things, but its power is limited. Social media cannot defuse a dangerous situation on the street, give a persuasive political speech, coach a team to victory, convince investors to put their money in a start-up company, motivate a work force to higher productivity, or close a deal. Only individuals in live communication can affect the real-life, real-time behavior of other people. In other words, effective oral communication is the key to success in a wide array of professions. It is also the key to great leadership.

In the first third of the course we will analyze oral communication in different types of workplaces and professions. In the second third, we will examine broad social and psychological issues affecting communication. Finally, we will put our theoretical understandings into practice in the classroom. The goal for you in this course is: first to learn effective communication techniques from leaders in a variety of professions who have track records of proven success; and then put them into practice.

Course Materials
Books

**Articles**

**Online Talks**

**Workbook**
*Verbal Judo. The Beginnings*. Given out in class.

**Course Requirements and Grading**
**Grade Breakdown:**
- Final Semester Project: 30%
- Biweekly Written Work: 30%
- Journal: 15%
- Class Participation: 25%

**Description of Assignments**
**Semester Project (30%):**
Your engagement with oral communication is to be balanced with strong written work, which means that you will write a 15-to-20-page research term paper. Because the topic of the course is live communication, your project may also include video clips, filmed interviews, and/or other visual materials. Depending on the topic you choose, all your research may be done in the library. However, your research may well also include personal communication with professors, administrators, and/or coaches on campus or off.

The paper will be due at the time of the scheduled final exam. **Tuesday, December 8, 5:00 pm.**

**Biweekly Written Work (30%):**
Every other week you will write a 4-to-5 page reflection on the readings. These will go through peer review and review by the professor. We will divide the class in half, meaning that every week one half of you will be writing reading responses, and all of us will be peer reviewing them.
You will rewrite these reading reflections and incorporate them into three short formal papers. Your semester project will draw upon these assignments.

**Journal (15%)**
One of the first steps toward improving oral skills is to recognize that your communicative problems may be in your mirror. On the second day of class you will receive a Verbal Judo Workbook with exercises prepared by the instructor. You will use it throughout the semester to make notes/keep informal track of your conversational interactions, weaknesses and strengths, needs, and personality profile. Some of these notes may be used to create scenarios you might want to work on in the third part of the course.

**Class Participation (25%):**
A class on oral communication requires you to attend and to speak up. At the same time, one of the more important factors in good oral communication is active listening. You cannot develop good active listening skills and you cannot participate in class if you are on your laptop, checking email, playing games, etc. Gadgets will not be allowed in class.

**Course Policies**
**Students with Disabilities:** We are committed to accommodating students with documented disabilities. Please inform me from the outset of the semester if you are eligible for special accommodations.

**Attendance:** You do not get credit for coming to class (since that is expected), but you do get demerits from not coming to class. You are allowed a maximum of two unexcused absences for the semester without penalty to the course grade. You do not need to provide documentation for these absences, unless they fall on days that assignments are due. For each day missed beyond two (and without a Short Term Illness Notification), a half-letter grade will be deducted.

**Weekly Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 24, 26</td>
<td>Communicating with the Public – Police Officers</td>
<td>Read: Thompson <em>Verbal Judo</em></td>
<td></td>
</tr>
<tr>
<td>Aug 31, Sep 2</td>
<td>Coaching Team Sports</td>
<td>Read: Muller <em>Gold in the Water</em></td>
<td>1st reading reflection due</td>
</tr>
<tr>
<td>Sep 7, 9</td>
<td>Building a Corporation</td>
<td>Read: Lee <em>Jacked Up</em></td>
<td></td>
</tr>
<tr>
<td>Sep 14, 16</td>
<td>Selling Your Product</td>
<td>Read: Toogood <em>The Inspired Executive</em></td>
<td>2nd reading reflection due</td>
</tr>
<tr>
<td>Sep 21, 23</td>
<td>Selling Your Idea</td>
<td>Read: Lakoff <em>Don’t Think of an Elephant!</em></td>
<td>1st formal short paper due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cuddy, Kohut Neffinger</td>
<td></td>
</tr>
<tr>
<td>Sep 28, 30</td>
<td>After the Campaign Trail</td>
<td>Read: Favreau <em>The Inaugural Speeches of Obama</em></td>
<td></td>
</tr>
</tbody>
</table>
## Theory: Social and Psychological Issues

| Oct 5, 8       | Difficult Co-Workers  
|               | Read: Elgin *The Gentle Art of Verbal Self-Defense*  
|               | 3rd reading reflection due |
| Oct 14        | Women, the Workplace, and Politics  
|               | Read: excerpts Tannen *Talking from 9 to 5*  
|               | excerpts Sandberg *Lean In* |
| Oct 19, 21    | Women, the Workplace, and Politics  
|               | Read: Carlin & Winfrey “Have You Come a Long Way, Baby?”  
|               | Watch: Glick  
| Oct 26, 28    | Body Language  
|               | Watch: Cuddy  
|               | 2nd formal short paper due |

### Practice: Scenarios

| Nov 2, 4  | Practice with: The Benjamin Franklin Effect  
|           | Read: McRaney *You Are Now Less Dumb* |
| Nov 9, 11 | Practice with: the 8-second drill  
|           | conflict resolution  
|           | your journals  
| Nov 16, 18| Practice with: the elevator speech  
|           | politeness strategies  
|           | your journals  
| Nov 30,  
Dec 2    | Practice with: the 18-minute wall  
|           | your journals  
|           | 3rd formal short paper due |

**Final Project due: Tuesday, December 8, 5:00 pm**