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A Rationale for Incorporating Dystopian Literature into Introductory Speaking Courses

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ABSTRACT

Since Aristotle, teachers of public speaking have argued that an understanding of the audience's beliefs, values, and assumptions about the world are the key to effective, persuasive speaking. All too often, however, public speaking courses either avoid audience analysis or focus on superficial details of the audience demographics. This paper makes the argument that by reading and discussing novels, students can develop an appreciation of their classmates as audience members and that dystopian fiction is especially well-suited to developing speech ideas that connect public speaking with the world outside the classroom. Teaching suggestions and lesson plans are included.

Introduction

The purpose of this paper is to make the case for including dystopian literature such as George Orwell's *1984* and Huxley's *Brave New World* in introductory public speaking courses. Our argument is that including dystopian literature in public speaking courses is both practical and educationally sound practice that emphasized what we believe to be the core principles of public speaking pedagogy.

This paper develops on two main lines. First, we argue that dystopian literature should be included in basic public speaking courses as a matter of sound educational practice. Second, we argue that it is practical to do so and we offer a discussion-based approach to the public speaking that we believe educators in both secondary and post-secondary speech communication education can adapt to meet the needs of their programs and students.

Justification for Dystopian Literature in the Public Speaking Course

There is nothing new about teaching public speaking, a practice that most educators and scholars credit the Greeks with beginning about 460 BCE. The Greek teachers called the art of public speaking, *rhetoric* which Aristotle (1946) defined as "the faculty of observing in any given case the available means of persuasion" (p. 1355b). Then, as now, rhetoric teachers disagreed about precisely what they should be teaching and what should be emphasized. Aristotle derided other teachers of rhetoric who wrongly concentrated their efforts on what he called 'non-essentials' and 'accessories' such as "arousing of prejudice, pity, anger, and similar emotions" (p. 1354a). The true study of rhetoric concerned what he called the enthymemes, or those facts which the audience takes for granted and those matters which can pass unspoken. Aristotle's theory of public speaking has exerted a tremendous influence of the discipline and his impact is still felt today. Teachers who are concerned with the essentials rather than the peripherals of the art are still concerned with the enthymemes. The enthymeme is a form of argument, a logical syllogism, in which the audience supplies one or more of the essential elements. Enthymemes build upon the audience's assumptions and unspoken beliefs. As human beings, we live in what McGee (1990) called *doxa* (the Greek word for 'belief') which he understood as the "matrix of rules, rituals, and conventions that we 'take for granted' by assuming their goodness and truth and accepting the conditions they create as the 'natural order of things'" (p. 280). Therborn (1980) called this framework an ideology which he defined as "that aspect of the human condition under which human beings live their lives as conscious actors in a world that makes sense to them" (p. 2).

Teachers of rhetoric have long recognized that public speakers public speakers would be more effective in persuading audiences if they were able to build their arguments upon the taken-for-granted assumptions of the audience. But *doxa* is more than just the 'truths' taken for granted by the audience. It also includes their shared knowledge of the world. In the world in which Aristotle developed the idea of the enthymeme, and indeed the world in which most rhetorical theory was developed, was a homogeneous world in which audiences were comprised of men from similar cultural backgrounds, men who had similar experiences, read the same books, worshiped the same gods, and shared the same, or a least very similar visions of the world. As McGee (1990) noted:

> Except for everyday conversation, all discourse within a particular language community was produced from the same resources. Further, all discourse found its influence on the same small class of people who comprised the political nation. And it was the same small class that received the benefits of a homogenized education. There was little cultural diversity, no question that there was in every state a well-defined dominant race, dominant class, dominant gender, dominant history, and dominant ethnicity. The silent, taken-for-granted creed of all true-blue Americans (Frenchmen, Englishmen, etc.) could have been articulated by any one of them who had been conditioned by the education

> system and admitted as a member in good standing of the political nation, even those who fancied themselves revolutionaries. (p. 284).

As teachers of public speaking we must confront the fact that our classrooms are today far more diverse than Aristotle's Lyceum and we can no longer safely assume that our students live in the same matrices of rules and taken-for-granteds. In those times and places where democracy has not been valued, the diversity of beliefs and values has been dealt with either by excluding all but the dominant ideology from the public sphere where decisions are made or by imposing uniformity of ideology through such time honored mechanisms as education and religion. In a democracy, where there is no imposed orthodoxy, then there will be not a single doxa but a plurality. As Rawls (1997) pointed out, the "basic feature of democracy is the fact of reasonable pluralism—the fact that a plurality of conflicting reasonable comprehensive doctrines," (a term we understand as essentially the same thing McGee meant by *doxa* and Therborn meant by *ideology*) "is the normal result of its culture of free institutions" (para. 1). The fact that we live in a democratic society means we live in a world with competitive ways of looking at the world. In order for dialogue to take place, however, there must be some point of intersection, some basic premise that is shared by both speaker and audience.

This, we believe, provides us with a justification for incorporating literature into basic public speaking courses. The practice of having students read from an essay, short story, or novel is not uncommon in teaching written composition where the literature serves as a starting point for the student's own ideas, but we contend this strategy is even more important in public speaking. In the written communication classroom the communicative transaction is between the teacher and the student and the purpose is to develop the ability to put his or her ideas into the written word. Public speaking, however, is defined by its public-ness: the student is not speaking just to the teacher but to the whole room and thus there needs to be some basis upon which the students can form a connection between themselves and their fellow students. Thus, in the public speaking classroom, literature provides students not only with something to talk about but a starting point from which to speak.

Let us suppose, for example, that a teacher assigns Aldous Huxley's novel *A Brave New World* as a reading. The novel, set in a distant future, envisions a "completely organized society, the scientific caste system, the abolition of free will by methodical conditioning, the servitude made acceptable by regular doses of chemically induced happiness" (Huxley, 1958, p. 3). Such a dystopic vision invites students to reflect upon a number of topics including genetic engineering, the use of drugs to regulate moods and behavior, and unrestrained consumerism. Students might even be challenged with a more philosophical question relative to what is more important, the freedom to choose or being happy. Because all of the students in the class have already reflected upon these issues as they read the novel, the public speech given takes on the quality of a discussion, a two-way interaction between the audience and the speaker, rather than a one-way action in aimed at the audience by the speaker. It is this interactive approach, we believe, that defines public speaking, gives it its characters and distinguishes public speaking

from other forms of communication, such as written composition. The sharing of a novel by the class enables all of the students to begin on common ground.

This, of course, is an argument for incorporating the reading of *something* by all of the students. It does not in and of itself make the case for including dystopian literature into the public speaking classroom. For that justification, we once more turn to the Greco-Roman origins of public speaking, specifically the connection between public speaking education and democracy.

Although Hillbruner (1962) is probably correct in his assertion that the "study of public speaking, or oratory, is…not a new phenomenon" but began at the point when human beings first attempted to inform, entertain or persuade one another, systematic instruction and study of speech communication did not emerge (in the Western World) until about the fifth century BCE among the city-states of ancient Greece. The Greeks, of course, were the source of much of our ideas about both public speaking and literature. The Greek ballad-dance, as Bahn (1932) noted, is the source of "dancing, acting, and interpretive activity" as well as the "acknowledged mother of the three main types of poetry" (p. 433-434). Olsen (1981) has also stressed the oral nature of Greek society: not only was the oral performance of poems and plays "an integral part of Greek games and festivals" (p. 356) but even less 'literary' works, such as histories, were written with the expectation that they would be read aloud before an audience.

During the fifth century BCE, the Greek world and especially the city-state of Athens was shifting away from aristocratic and tyrannical mode of government. In a government wherein a small number of people, an elite ruling class, hold all of the power, public speaking is not important. When governance depends upon moving a mass of people, uniting many behind a single idea, public speaking is essential. Greek democracy was not a representative democracy. In his history of Greece, Freeman (1996) noted that as many as 30,000 citizens were eligible to sit in the Athenian Assembly and vote on laws "after listening to speeches" (p. 202). Because the power to speak was the power to move the Assembly, in the democracies of Greece "an enormous premium rested on speaking skills" (p. 202) and Freeman concluded that "a truly democratic society is one which values the participation of all through the spoken word" and that the "most valued political skill in democratic Athens was the ability to persuade through the art of rhetoric" (p. 206).

The newly empowered Greeks, those who had long lived under the rule of tyrants and aristocrats, did not take long to figure out that so long as the rich and the powerful had a monopoly on the ability to move the crowds, then democracy was a sham. Those without education and those who lacked skills in public speaking were at the mercy of those who had it. Enter the *sophists*, a name taken from the Greek work for 'wisdom,' "who traveled in classical Greece teaching a number of different subjects" but who were "were especially famous—or infamous—for relativistic views of truth and demonstrations of oratorical dexterity" (Covino & Jollife, 1995, p. 84). Condemned by philosophers like Plato as "manipulators or jugglers of the truth" (p. 84), it is important for us to bear in mind that the critics of sophistry were often the aristocrats most threatened by the rising power of the demos and whose privileged position was

most threatened by that rise. The sophists were not only teachers of speech but they were early practitioners of a critical pedagogy who, through instruction in rhetoric, threatened to empower an underclass and undermine the existing power structure. The sophists instructed those who, by virtue of their class, were unprepared to participate fully in public life. They imparted in their students not only the ability but the perspective to challenge the values and interests of the ruling class.

Although some, such as Johnson and Szczupakiewicz (1987), have argued that the purpose of public speaking courses is to "prepare students with work-related public speaking skills" (p. 131), it is our contention that public speaking originates in a democratic society and that its purpose was to prepare citizens for public life. We believe, moreover, that while it is certainly true (as many have said) that democracy depends upon an educated and informed populace, it is equally true that democracy also depends upon a populace that is able to communicate its needs and interest to one another. Where the people become dependent upon others to speak for them, it is a small step to thinking for them and finally deciding for them and that is not democracy but tyranny. Our purpose in teaching public speaking, then, is not necessarily opposed to speaking in the workplace and, indeed, we are confident that the skills we seek to impart will assist function in that sphere. Our purpose is a civic purpose: to prepare students for their role as citizens in a democratic society.

Weaver (1953) noted that the study of persuasion in the public sphere, the art the Greeks dubbed 'rhetoric,' differs from the study of mere logic (or 'dialectic') in that rhetoric is principly concerned with instilling "belief and action…it intersects the plane of possiblity with the plane of actuality and hence of the imperative" (p. 28). Public speaking is not an art suited to abstrations or hypotheticals. Its purpose is to speak to people in the world and it is preceisly this reason that we belive that, while almost any literature might function create a basis for discourse, dystopian literature is ideally suited for civic discourse. Although constructed from Greek terms, the word *dystopia* never appeared in the Greek language. It is the opposite of the word *utopia*, a word created by Sir Thomas More in 1516 by combining the prefixes *eu* (good) and *ou* (no) with the words for place (*topos*) and state of being (*-ia*). In creating a word that means, simultaneously *the good place* and *no place*, "More's etymological forge sparks not just a crackpot musing of a phantom nowhere, but a vision of something worth striving for" (Lederer, 1967, p. 1134). The term *dystopia*, also sometimes called a *cacotopia* or simply *negative utopia*, did not appear until much more recently. Lederer (1967) credited Frank E. Manuel, Lewis Mumford, and Crane Brinton with coining the term in 1965 and, Lederer argued, because the prefix *dys-* suggests "a progression toward a most or least favorable state", the term *dystopic* "is the most appropriate term for literature that describes the progressive degeneration of the body politic" (p. 1135).

It is easy to contrast dystopia with utopia by casting one as the bad place and the other as the good but it is just as important to recall that utopia also means *no place*; it is defined as much by its impossibility as its perfection. The definition of dystopia as a distinctive genre of literature, Lederer noted, is that it is not the "'isn't' of fiction" or the "'never-never' of fantasy" but the "might very well be" (p. 1132). As the opposite, dystopia is not only a nightmare world

but a possible world. This sense of possibility, that it takes a social or political trend of the present and projects it into the future, means that dystopian fiction is inherently critical and by its very nature requires us to consider the implications of the world in which we are presently situated. Moreover, unlike nonfiction which can also direct us to consider the present and the implications of our current course of action, dystopian fiction speaks to the imagination. It doesn't condemn what is but attempts to create a believable vision of what might come to be. Orwell's *1984*, for example, situated us in the future. It does not provide us with a logical, cause-and-effect line of reasoning whereby we can see how our present course of action will bring about a nightmare future. Orwell gave his readers just enough "history" and just enough social philosophy and commentary to see how such a world might come to be. While nonfiction essayists attempt to frighten us with what will happen, good dystopic writers excite our imaginations with a fearful possibility. Moreover, we believe it is the nature of all fiction to invite the reader to participate in the construction of meaning. Readers co-construct the meaning of the text. In our experience this co-construction of meaning has enabled students to find something in the readings which speaks to their experiences and understanding of the world. In discussing Orwell's *1984*, for example, some students have drawn a connection between Orwell's prediction of endless war and the current war on terror. Other students have argued that Orwell's predictions were absurd, that nations—and especially the United States—go to war out of necessity not for economic reasons. Students who identify as liberal see *1984* as a warning against the dangers of conservatism; conservative students argue that it is a statement on the dangers of liberalism. We are certain and our experience teaching speech with novels such as Orwell's confirms, that dystopian fiction allows for a greater range of ideas and for students to find meaning than the reading of nonfiction reports on the same issues.

While literature generally provides students with common ground on the basis of which to speak to one another, dystopian literature provides a basis to speak about the world in which students find themselves. It encourages students to see public speaking as a means of addressing the exigencies of the world. We don't believe that dystopian literature is the *only* way to establish that common ground or to provide a springboard for talking about problems of social and political significance. We do believe, however, that it is important to establish those premises and that incorporating dystopian literature can be an effective way of doing so. In the subsequent section, we will outline strategies for doing so.

Integrating Dystopian Literature into the Public Speaking Course

In this section of the work, we offer an approach we have taken to implement dystopian literature into introductory speaking courses. This approach has been incorporated into collegiate introductory public speaking courses (100 level) and, in modified form in high school hybrid (both speaking and writing) courses. We believe this approach is one way that dystopian literature can be integrated into communication courses. Because it has been implemented, in various forms, by three different instructors at different educational institutions and levels, we

believe that the lesson plans below are flexible and adaptable and we hope that these examples will inspire teachers to incorporate dystopian literature into the classroom in a way that reflects their own teaching style and meets their pedagogical goals. Readers should feel free to adapt or modify any of these assignments to meet the needs of their classrooms.

Lesson Plans for George Orwell's <u>1984</u>

Many dystopian novels can be used by speech teachers to accomplish the goals that we have outlined above. We have successfully used classical dystopian novels such as Aldous Huxley's Brave New World and contemporary novels like Brooks's genre stretching *World War Z*. We encourage teachers to adapt their favorite works of dystopian literature to the public speaking classroom. Herein, we offer lesson plans and grading matrixes for George Orwell's novel *1984* not only because we have used it successfully in both high school and college classrooms, but because it is the paradigmatic dystopian novel.

About the book. *1984* is the paradigmatic dystopian novel and thus we do not believe it is necessary to dwell on the particulars of Orwell's work. Suffice it to say that in the world we live in today there is ample opportunity for students to hail Orwell as a prophet or to condemn him as an alarmist.

Orwell's novel centers on a lower level bureaucrat named Winston Smith who lives in a nightmare world of the ultimately totalitarian state. Written at the close of World War II, Orwell was obviously influenced by the rise of Nazis and Stalinism. Contemporary students have made connections between Orwell's vision and contemporary issues like wire-tapping, corporate data mining, the USA PATRIOT Act, the war in Iraq, political correctness and a host of other issues.

In our case study, *1984* was adopted as a class text in a university public speaking course. Several assignments were built around the reading over approximately four weeks.

Assignments

(1) Book Discussion

Objectives

Students will be able to…
1. Develop their understanding and appreciation of Orwell's novel *1984*.
2. Make connections between Orwell's dystopic vision and the world today.

Needed materials

≈   Copies of *1984* for entire class

≈   List of questions for discussion leader

Lesson description

1. Prior to lesson students will read George Orwell's *1984*, and be assigned several questions for discussion.

2. On the day of the activity, each student reads aloud their answers to the assigned questions. After each question, the teacher leads a short discussion on the student's answer, encouraging participation from all students. Some questions simply ask students to demonstrate knowledge of Orwell's ideas and plot points while others will invite students to reflect upon the relationship between Orwell's vision of the future and the world we live in today.

Students are invited to question, critique, and to offer their own insights upon the topics. Above all, the discussion questions are a starting point to encourage student centered discussion.

A sample list of questions is available in Appendix A.

Assessment

In our case, this assignment was awarded minimal points. Oral responses will be evaluated on basic pubic speaking skills (clarity, concision, appropriate vocal and physical dynamics). Students should be assessed based on both their responses to questions assigned and their willingness to engage in thoughtful discussion of topics.

See the attached grading matrix, Appendix B.

(2) Dialogue Session

Objectives

Students will be able to…
1. make connections between the themes developed in Orwell's *1984* and the world in which they live.
2. develop their public speaking skills.
3. develop their critical thinking skills.
4. develop persuasive arguments in the classroom.

Needed materials

≈   None provided by teacher

Lesson description

1. Before class, students will have prepared a Deliberative Dialogue statement, based on the assignment developed by Dimock, Treinen, Cronn-Mills, and Jersak (2008). Students will be required to prepare a statement based on the question "Has Orwell's prediction come true?" The one-page statement should have a minimum of four distinct points:

A) Stake
   Students should make a statement with respect to who they are, their values, their beliefs, etc. The purpose of this part of the statement is for students to make one another aware of their fellow students' perspectives.

B) Sources
   Students are required to identify three sources of information/research (newspaper or journal articles, books, position papers, interviews, etc.). Students will briefly summarize their research and what they have learned.

   In a related assignment, students will be required to turn in article reviews that summarize their sources and subject each to Dimock et al.'s (2008) critical thinking criteria and evaluate its value as a source.

C) Statement of Position
   Based on themes developed in discussion of the novel, students should identify at least one key issue in *1984* that relates to the world today (privacy, surveillance, censorship, war, control of language, etc.). Students should make their position clear with respect to that issue, e.g. they should say whether or not they believe that their privacy is at risk or not and why.

Student may also advance a fourth point depending on their position:

D) Solution
   Not all students will believe there is a problem and even those who do may not have any sense of what should be done about it. Those who can, should try to provide concrete steps they believe should be taken to bring about change.

For more clarification, please refer to the sample statement in Appendix C.

2. Students read their statements aloud to the class, one at a time. During these presentations, students are not allowed to interrupt or cross-talk. Students are encouraged instead to take notes on the statements and prepare a series of questions based on them. We have found that requiring each student to write a minimum of two specific questions that ask for elaboration, explanation, or that invite further discussion is an effective way to encourage thoughtful interaction.

3. The class is opened to discussion. In large classes or if there are time constraints (we have 25 students in 75 minute classes) that it helps to break students in to two groups: speakers and questioners. On day one half the class will speak and other half will ask questions. On day two, they two sides switch.

Assessment

We assess the dialogue two separate levels. First, we evaluate the presentation of students' statements using basic standards of effective public speaking including clear speaking voice, eye contact, appropriate nonverbal behaviors, etc. Second, with respect to content, we are looking for concise, clear statements that reflect the spirit of the assignment and demonstrate a critical reflection of the readings and their relationship to the student's experiences.

See the attached grading matrix, Appendix D.

(3) Persuasive Speech

Objectives

Students will be able to…
1. analyze an audience with respect to a particular topic
2. compose a persuasive speech
3. develop their public speaking skills.
4. develop their critical thinking skills.

Needed materials

   ≈   None provided by teacher

Lesson description

Note: As written, this assignment is designed to follow the Book Discussion and Deliberative Dialogue assignments outlined above. It can be modified to be used as a standalone assignment.

1.Students will write a <u>thesis statement</u>.

a)   Students will select topics/themes from Orwell's novel that are relevant to our world today (such as the right to privacy). If done in conjunction with the Book Discussion assignment above, use the list generated during that discussion.

b) Students will take a stand on the topic and develop a clear thesis statement: a single, declarative statement on a topic which either makes and evaluation, assigns responsibility, or advocates a specific course of action.

c)   If done in conjunction with the Deliberative Dialogue assignment above, students can use their Statement of Position and/or Solution to generate their thesis statements.

Assessment. The <u>thesis</u> will be evaluated in terms of its being properly worded and its connection to the reading and discussion.

See the attached grading matrix, Appendix E.

2. Students will write a short <u>audience analysis paper</u> ($1 - 2$ pages) in which they will identify points of agreement and points of disagreement among the class members who are the audience. The paper will develop key strategies for managing agreement and disagreement.

Assessment.   The audience analysis paper will be evaluated in terms of the students' identification of points of agreement and disagreement and the development of strategies suitable for persuading their audience.

See the attached grading matrix, Appendix E.

3. Using their audience analysis paper as a guide, students will write a <u>persuasive speech</u> in support of their thesis statements. Speeches should be six to eight minutes in length (depending on available classroom time and grade level).

Assessment.   The persuasive speech will be evaluated by in terms of the students' responsiveness to the constraints of their audience, the application of persuasive techniques, organization, and good public speaking skills.

See the attached grading matrix, Appendix E.

Additional Teaching Materials

We have not experienced great success with the film adaptation of 1984, a movie that many students find poorly made and not very engaging. There are, however, excellent resources available online to supplement the teaching of Orwell's work. At http://1984comic.com/comic_book.html, you can find a graphic novel version of the first two chapters of the book that could supplement lecture or discussions. Also, a 1949 NBC radio production of 1984 is available at http://greylodge.org/gpc/?p=78

Conclusion

Communication skills are vital tools for survival in the world today and, as teachers we must prepare our students for that world. Speaking and writing are not only essential for those who wish to succeed in the workplace but they are also important elements of a civil society and key to the functioning of democracy.

Discussion based classrooms that encourage students to find common ground and reading literature exposes students to new ideas, challenges them to think about their own lives in different ways. We believe that dystopian literature is particularly well-suited to engage students with the world around them and we hope that others will find these principles as sound, and these lessons as useful, as we have.

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Appendix A
Discussion Questions for George Orwell's *1984*

While students are reading the novel, each student is assigned at least one question to bring to the discussion. Students should be prepared to answer their assigned question thoroughly. Answers will be given orally in class and students should take care to make sure:

- They think critically about their answers.
- Answers should be explained thoroughly. Students should expect their responses to take from 2 to 4 minutes.
- They attend to basic principles of public speaking (speaking clearly, organizing their answers, etc.)
- Excellent responses will make an effort to engage other students in thoughtful discussion.

Ideas for Adaptation:

As with all of the activities we have developed herein, we encourage teachers to modify and adapt them in order to meet the specific needs of their students and classrooms.

This particular assignment can be adapted to hybrid/writing courses in a number of ways. One way in which this assignment might be adapted to hybrid or writing courses would be to us an on-line, asynchronous discussion board. We would recommend that students be required to post responses to their respective questions and also required to respond to a minimum of two (2) other student postings. We believe the grading matrix (Appendix B) can easily be adapted for use in this format.

Questions for Discussion:

1. Describe the world of 1984; what is Winston Smith's England like?
2. In Oceania, Party members are under constant surveillance. How is this done and what effect do you think this has on the psyche of the people of Oceania?
3. What is Winston's first criminal act? Why is it criminal?
4. Two ideas appear regularly in the novel: orthodoxy and heresy. What do these two words mean?
5. In Oceania, nothing is illegal. So how can Winston's actions be criminal?
6. Winston's apartment has an unusual feature. How does this feature make it possible for him to begin to commit criminal acts? Explain.
7. What is Winston's work?
8. Who is Big Brother?
9. Who is Goldberg?
10. Who is O'Brien and what is his relationship with Winston?
11. Who are Syme and Parsons? How are the two different from one another?
12. Why are communal activities so important? Why is time spent alone suspect?
13. Discuss the children next door, what statement is being made about families?

14. What proof of the Party's re-writing of the past does Winston uncover and why is this discovery so important?
15. What are the A, B, and C vocabularies?
16. How is Newspeak different from other languages?
17. What, according to Orwell, is the relationship between language and thought?
18. In Oceania, what are the principle concerns of science?
19. What is doublethink? How does it work?
20. Who is Julia and what is her relationship with Winston?
21. How is Julia unlike Winston?
22. Explain the symbolic significance of the paperweight
23. Who are the proles and why does Winston believe that all hope lies with them?
24. Why are the proles obsessed with the lottery? Explain the three classes and why class warfare is constant?
25. What makes the revolution in 1984 different from revolutions that came before?
26. Explain the concept of endless war, explain how it happens and why it is necessary?
27. What is *crimestop*? What is *blackwhite*? How are these two terms important in Orwell's world?
28. Why is control of the past so important?
29. Why must *doublethink* be both conscious and unconscious?
30. How is Winston broken?
31. Winston sees Julia again. What happens during this meeting and what does it mean?
32. ALL STUDENTS DISCUSS: Reflect on Orwell's world. Do you think this is a realistic scenario? Are their connections between Orwell's world and our own? Explain your answer.

Appendix B
Grading Matrix for In-Class Discussion

10 points total

Assigned Question (8 possible points)
Each student is assigned one question from the reading. The question is to be answered thoroughly and completely in class.

Exceeds Expectations	Meets Expectations		Does Not Meet Expectations					Did Not Participate
Points (Circle the appropriate score)								
8	7	6	5	4	3	2	1	0
Answer is well-organized, thoughtful and thorough; shows evidence of understanding and critical reflection upon the text. Answer is clear and well-spoken.	Answer is organized and thorough; shows evidence of understanding the assigned text. Answer is clearly presented.		Answer is deficient in one or more areas: • Disorganized • Does not show evidence of student understanding the reading material • Answer is poorly worded, inarticulate or presented badly.					Student did not answer the question or otherwise failed to participate in this part of the discussion.
Comments:								

In-Class Discussion (2 possible points)
As students answer their assigned questions individually, other students are invited to comment, reflect, or ask questions about the reading. Students should be encouraged to respectfully voice their opinions after each assigned question has been answered by the student responsible for that question.

Exceeds Expectations	Meets Expectations	Does Not Meet Expectations / Did Not Participate
2	1	0
Student contributes thoughtfully and respectively in the discussion. Student speaks clearly and articulately. Student's participation raises the level of the discussion	Student participates in discussion; is involved and engaged. Student demonstrates respect for others.	Student did not engage in the discussion. Student demonstrated disrespect for other students' opinions.
Additional comments:		

Appendix C
Sample Statement for Deliberative Dialogue

Each student should read his or her Opening Statement. Opening Statements should be 2 to 3 minutes in length.

We encourage students to speak extemporaneously from detailed outline and notes rather than a script. This script has been adapted from a Statement given in class by a student. Some of the particulars of the statement have been changed in order to keep her identity private.

The column on the right hand side includes comments by the instructor to the student.

Hello everyone, my name is Mary and after reading this novel the one thing that struck me as being so much like the world that we live in is the way that some people use language to try and control how we think and what we feel.	*Short introduction which identifies the issue you intend to talk about. You establish a clear connection between the reading and the world today.*
Starting with my **STAKE**, I am a freshman; I am 19 years old from Apple Valley. I guess you could say that I am middle class. My parents own a small business and they work a lot and when I lived at home I was expected to help out so I am used to working. I think, though, that the most important thing in my life is my faith. I am a Christian and my relationship with Christ is the most meaningful relationship in my life. I grew up in a family where we were very active in our church. We didn't just go on Sundays. I went to public school but a lot of my friends didn't. A lot of our social activities and friendships revolved around the church.	*Stake is clear and concise. It gives the audience a basic overview (where you are from, how old you are, etc.) but focuses on values, beliefs, or experiences which are particularly meaningful to you and impacted your thinking on this topic.*
So when I started thinking about this topic, I went looking for **SOURCES** of information in a couple places. The first place I went is to the youth group leader at my church back home. His name is Mitch. We sent several emails back and forth. The reason I thought of him is because before I went to college we talked a lot about things like political correctness and the way that some things just aren't allowed in college. You just aren't allowed to say some words and I think that probably a lot of those words, like racial slurs, shouldn't be said because they are mean but on the other hand, we do have a right to free speech and also there are some things that offend me that it is perfectly fine when people say them, like taking the lord's name in vain. So there is a double standard.	*This is well done. I like that you are including an interview, especially if this person has had a lot of impact on how you think about the world.* *You could add a bit more here – one sentence that tells me something about Mitch's qualifications, areas of knowledge or expertise.*
The second source I went to is a group called Students for Academic Freedom. They have a really good website that includes all kinds of documented cases of students getting in trouble for expressing themselves, especially if they say things that are Christian or conservative. This was a really good resource because the website has all kinds of resources for students and lots of information about speech codes.	*This is good. You identify the website and what kind of information you get from it.*
Finally, I wanted to get some more academic sources so I went to the research databases that you can access through the library and I searched for information on speech codes and hate speech. I read an article by Jon Gould in the *Chronicle of Higher Education* which also said that speech codes go too far but focused on just racial issues and on t political ideas or religion.	*I think you do a really nice job of achieving diversity in sources. Interview, web resources, scholarly journals. Well done.*
So after doing some research, I am able to make the following **STATEMENT OF POSITION**: I think that while some restrictions on speech are OK that we have gone	*Clear, concise, and well worded. Good job.*

too far. Right now the restrictions on free speech go too far and they unfairly discriminate against some people, especially people who are more conservative or Christian.

I don't have a **SOLUTION**. I think there is definitely a problem and I have thought about it but the only thing I can think of is that if you can't say anything that offends anyone at all but that seems to go too far in restricting speech. Nobody could say anything. I hope that by discussing this with the class that I can maybe come up with some ideas.

This is good. A solution is not required but I do appreciate that you have thought about it and that you are looking for one.

Ideas for adaptation:

As with the Discussion Questions (see Appendix A) we believe this can be adapted to writing or hybrid courses by posting the Opening Statements and conducting the subsequent Discussion on an asynchronous discussion board. We would recommend that students be required to post their respective Opening Statements, be required to ask other students at least one question each, and respond to all questions posted to them. We believe the grading matrix (see Appendix D) can easily be adapted for use in this format.

Appendix D
Grading Matrix Deliberative Dialogue Session

30 points possible

Each student should be permitted the opportunity to read his or her Opening Statement without interruption. While opening statements are being read, the members of the audience should take notes and write down at least one question they would like answered. Questions are to seek clarification or elaboration, not to confront or argue.

After all Opening Statements have been read, the class is opened to discussion. Students are called upon to ask questions they most want answered and to answer questions from their peers. The instructor should moderate the discussion in order to keep it moving and to encourage participation. Although students should be engaged and the expression of disagreement is encouraged, the instructor should not allow the discussion to become a debate. We have, on occasion, asked questions or raised issues in order to develop or encourage participation.

Note:
In larger classes we have found this works better if the class is divided. We recommend that the reading of Opening Statements take up no more than half of the class time, reserving the second half for question and answer. It also works best if ideas are 'clustered' so that students speak about similar or related topics (if possible) on the same day. So all the students who are concerned with speech codes, for example, will read their Opening Statements on Monday and all of the students who are concerned with privacy read theirs on Tuesday. It would be very unlikely that this works out perfectly but the big ideas, the ones that many students choose to speak about, should be kept together if possible. It makes the discussion flow better and helps to prevent a lot of repetition.

Opening Statement (20 possible points)

Stake

Exceeds Expectations	Meets Expectations	Does Not Meet Expectations				
Points (Circle the appropriate score)						
5	4.5	4	3	2	1	0
Stake is clearly and concisely expressed. Provides audience members with enough information to give them sense of the speaker's perspective with special attention to key values and beliefs which will impact the discussion.	Speaker clearly and concisely identifies background and perspective that has bearing on the discussion.	This portion of the speech lacked focus, was general and vague, did not specify values, beliefs, or experiences that would bear on the discussion.				
Additional comments:						

Source

Exceeds Expectations	Meets Expectations	Does Not Meet Expectations				
Points (Circle the appropriate score)
5	4.5	4	3	2	1	0
Speaker identifies three or more credible sources of information. Sources of information are diverse and demonstrate a broad look at the topic. Speaker clearly and concisely summarizes what he or she has learned from those sources.	Speaker identifies three credible sources of information and concisely summarizes what he or she has learned from those sources.		Fewer than three sources have been identified; sources are weak or lacking credibility. Speaker does not clearly identify what he or she has learned from those sources.
Additional comments:

Statement of Position

Exceeds Expectations	Meets Expectations	Does Not Meet Expectations				
Points (Circle the appropriate score)
5	4.5	4	3	2	1	0
Statement flows logically from Sources and Stake. Speaker makes a clear and direct stand on the topic. There is a clear and direct connection to the reading material.	Speaker makes a clear and direct statement on the topic.		Statement is unclear, lacks focus of a direct statement. Statement does not have clear relationship to the readings.
Additional comments:

Solution

Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
No points
Speaker provides a clear solution which addresses the problem(s) that he or she has specified. Speaker explains how the plan would work, how it could be implemented, etc. Solution is clearly and articulately presented.	Speaker offers a solution which a clear solution which addresses the problem(s) he or she has specified.	Speaker's solution is unclear, overly vague, or a *'deus ex machina'* solution to the problem. Speaker fails to provide any sense of how the solution would address the problems he or she has raised.
Additional comments:

Public Speaking

Exceeds Expectations	Meets Expectations	Does Not Meet Expectations				
Points (Circle the appropriate score)						
5	4.5	4	3	2	1	0
Speech is clear and articulate. Speaker uses appropriate vocal variation. Speaker uses language appropriate to the occasion. Speech is extemporaneous and speaker makes effort to develop eye contact with audience. Speaker avoids distracting movements and verbal fillers.	Speech is clear and articulate. Speaker uses language appropriate to the occasion. Speaker avoids distracting movements and verbal fillers.	Speech is unclear and/or inarticulate. Speaker uses language that is inappropriate for the classroom. Speaker needs to work to avoid distracting movements and verbal fillers.				
Additional comments:						

Class Discussion Grading Matrix (10 possible points)

Exceeds Expectations	Meets Expectations	Does Not Meet Expectations / Did Not Participate						
Points (Circle the appropriate score)								
10	9 - 8	7	6	5	4	3	2	1	0
Student contributes thoughtfully and respectfully in the discussion. Student speaks clearly and articulately. Student's participation raises the level of the discussion	Student participates in discussion; is involved and engaged. Student avoided needless repetition of questions. Student demonstrates respect for others.	Student did not engage in the discussion. Student asked questions which had already been answered. Student demonstrated disrespect for other students' opinions.						
Additional comments:								

Appendix E
Grading Matrix Persuasive Speech

110 points possible

Grading Matrix – Thesis (10 possible points)

Exceeds Expectations	Meets Expectations	Does Not Meet Expectations / Did Not Participate							
Points (Circle the appropriate score)									
10	9 - 8	7	6	5	4	3	2	1	0
Thesis is a clearly worded, declarative sentence; thesis makes a claim that can be supported by argument, reasoning, and evidence. Thesis has a clear relationship to the topics raised in the reading and is appropriate to the classroom. The thesis challenges the student; it will compel the student to work hard to make his or her argument; it is a question about which there will be reasonable disagreement.	Thesis is a clearly worded, declarative sentence; thesis makes a claim that can be supported by argument, reasoning, and evidence. Thesis is related to the topics raised in the reading and is appropriate to the classroom.	Thesis is a poorly worded or vague. Thesis has a little/no relationship to the topics raised in the reading. The thesis is not appropriate to the classroom. The thesis makes claims that are either self-evident/do not need argument or are impossible to sustain through argument, reasoning and evidence.							
Additional comments:									

Grading Matrix – Audience Analysis Paper (25 possible points)

Exceeds Expectations	Meets Expectations				Does Not Meet Expectations / Did Not Participate					
Points (Circle the appropriate score)										
25 – 24	23	22	21	20	19	15	11	7	3	0
Audience analysis paper is well-written; student shows superior knowledge of mechanics and structure. Student insightfully recognizes points of common ground and difference with members of the audience. Student develops a clear, well-reasoned strategy for maximizing agreement and overcoming disagreement. Student shows an informed respect for those who disagree w/ him/her.	Audience analysis paper is clearly written, follows rules of mechanics and structure. Student identifies points of common ground and difference with members of the audience. Student identifies strategies for maximizing agreement and overcoming disagreement.				Audience analysis paper is poorly written, fails to adhere to rules of mechanics and structure. Student fails to clearly identify points of common ground and difference with members of the audience. Student fails to clearly identify strategies for maximizing agreement or overcoming disagreement. Student shows a failure to understand or respect those who disagree with him/her.					
Additional comments:										

Grading Matrix – Persuasive Speech (75 possible points)

Exceeds Expectations	Meets Expectations				Does Not Meet Expectations / Did Not Participate						
Points (Circle the appropriate score)											
75 – 74	73	72	71	70	69	50	40	30	20	10	0
Persuasive speech is well-organized, easy to follow. Student offers a well-reasoned, well-supported, persuasive argument. Student follows clearly developed strategy for minimizing disagreement. Student shows an informed respect for those who disagree with him/her. Student does a superior job of applying principles of good public speaking including clear and articulate speech, appropriate gestures, eye contact, etc.	Persuasive speech is well-organized. Student offers a persuasive argument supported by reasoning and evidence. Student demonstrates a strategy for minimizing disagreement. Student applies principles of good public speaking including clear and articulate speech, appropriate gestures, eye contact, etc.				Persuasive speech is poorly-organized, difficult to follow. Student's argument is unpersuasive, lacks supporting evidence or clear reasoning. Student has no discernable strategy for minimizing disagreement; ignores opposition. Student is disrespectful of those who disagree with him/her. Student fails to apply principles of good public speaking such as unclear and inarticulate speech, inappropriate gestures, failure to maintain eye contact, etc.						
Additional comments:											