Note: *We will adapt and work together to effectively complete this assignment, and grades will not be negatively impacted by any technological issues that may arise.*

Thus far we have learned about the rhetorical appeals and have analyzed how various entities—ranging from advertisers to filmmakers to individual writers/speakers—use rhetoric to persuade. At this point in the semester, we will stretch our analytical abilities and harness our creativity to begin a discussion about more abstract concepts in relation to rhetoric: *namely, how do objects make rhetorical arguments?* Please note that while the final project for this course will ask you to advocate for a story you believe needs to be told, we are still in the realm of description and analysis. **Your job for this speech is to describe and analyze the rhetoric employed by an object of your choosing. Try to steer clear of evaluation.**

For this speech, you will give a presentation where you analyze the rhetoric of *a public object.* By that I mean: a piece of artwork in a museum, an architectural design or public art piece, or a statue or monument of your choosing. If you have other creative ideas, feel free to run them by me! However, do not select an object that is traditionally sold or advertised—such as a cereal box, a shampoo bottle, or a clothing item—remember, we are stretching our analytical skills in a more abstract direction this time! (Yes, art objects and monuments can also have a “price,” but the goal here is to expand your analytical prowess beyond an advertisement).

Nonetheless, your speech should perform an in-depth analysis, focusing on how rhetorical elements of your object—such as its use of pathos, logos, ethos, kairos, its medium, its appeals to commonplace, its value systems, and so forth—combine to produce a specific argument. Begin by asking: who is the rhetor? What is the message(s)? Who/what is the target audience? Then, what details do you notice about the object—color, size, texture, placement, positioning, etc. What kinds of rhetorical strategies and appeals does the rhetor utilize through these details? Your speech should bring these components together to create a compelling case that identifies the argument made by the rhetor and explains how that argument is constructed. You should also consider the broader cultural, social, political, ethical implications of your chosen object, *at the very least* in your speech’s conclusion.

You will prepare for this assignment by analyzing the rhetoric of Herky of your choice: <http://herkyonparade2.com/> this week. More on this short assignment is provided under “Announcements.” *You will receive instructor feedback!*

**Arrangement:** Each student will be expected to speak for at least **5-6 minutes total.** It is fine if you go over this time, but try not to double it (for instance, last time we had many speeches that ran 8-9 minutes). If you double your speaking time, I will assume you have not taken the time to properly organize and practice your speech. *Because you will be recording your speech, you have the unique opportunity to time yourself and ensure that the final product falls within the 5-6-minute timeframe.*

**Selection:** Don’t choose a random object. Begin the process of selection by thinking about your interests. Or, browse some of the following resources and find something that inspires you. You may only select an object that has *a clear rhetor and medium*. You should be able to identify who or what entity created this object or design. Finally, select something with a *complex, multi-faceted message* that inherently engages with broader social issues. Doing so will help give your analysis depth and relevance.

**The links below aim to provide potential starting points/inspiration.** Ideally, you should select an object that you can get multiple views of, that you can research, that you can investigate further… Also, if you find any additional collections, databases, or resources, please share them with us!

Search Art Collections Around the World Via Google: <https://artsandculture.google.com/partner?hl=en&tab=map>

Immersive Museum Exhibits in the Age of Covid-19: <https://artscanvas.org/arts-culture/19-immersive-museum-exhibits-you-can-visit-from-your-couch>

Powerful Works of Public Art: <https://www.architecturaldigest.com/story/most-powerful-works-of-public-art>

Art Projects Advocating for Social Justice: <https://mashable.com/2016/09/24/public-art-social-good/>

Iowa City benches: <https://www.press-citizen.com/story/news/2019/01/07/ped-mall-benches-moral-crisis-distraction-iowa-city-shelter-house/2503862002/>

Confederate Monuments Are Coming Down, New York Times: <https://www.nytimes.com/interactive/2017/08/16/us/confederate-monuments-removed.html?searchResultPosition=8>

University of Iowa Special Collections: <http://www.lib.uiowa.edu/sc/>

**Questions to consider posing of your object:**

1. When did the object first come into being? When was it created?
2. Who or what organization is behind the creation of the object? Do a bit of research. If it’s a famous or local artist, tell us something relevant about them.
3. Is the object owned by a specific person, or is it considered “public property”?
4. Who or what entity funded the creation of the object? Who or what entity is responsible for upkeep and maintenance?
5. How are you encouraged to interact with the object? Is there a focal point? How does the virtual space hinder/help your interactions?
6. Does the object come with a controversy? Such as: Iowa City public benches, Confederate monuments, etc. If so, what is the controversy and what does the design of the object have to do with it?
7. Examine the object in detail and notice everything you can about it (for example: color scheme, sounds/noise if there is video, position/place of object). How can you find rhetorical meaning in each of these observations?
8. What kinds of emotions does the object aim to inspire? Does the object develop, or carry with it, a sense of ethos?
9. Was the object created in response to a specific event, or does it reflect a pervasive public sentiment, thereby potentially contributing to its kairos?
10. What kinds of value systems does this object promote or help create? Does it make any statements about social issues? About how we value culture/society? If it is an art piece, is it encouraging appreciation of art more broadly? Does the object aim to encourage us to change our mind, our mood, our wiliness to act?

**Research:** For this speech, you should incorporate at least **three outside sources.** You should find out everything you can about your chosen object. Conduct an online search for any relevant information. Places to start: background research on the history of the object, biographical information about an artist/rhetor, news coverage about a controversy related to your object, and so forth. *Your visuals must include a Works Cited or Works Consulted page that lists your three sources.*

**Visuals:** You should support your performance with at least one visual aid. Any information you use in your visuals should be properly cited on individual slides and in a bibliography. *Your visuals must include a Works Cited or Works Consulted page that lists your three sources.* If you use more than three sources, please cite them.

**Delivery:** As you know, we’re doing things a little differently this time. **You will record and submit your speech using UI’s technological resources: Panopto/UI Capture and ICON.** I will provide more details about how to do this as we get closer to Week 13, when speeches are due, but, using this software, you should be able to record yourself speaking from your own webcam or phone camera, and also show me your visuals at the same time. And, I will be as flexible as I can in order to accommodate different situations. I fully understand that recording a speech is a very different process than presenting in front of a group in a classroom. To be sure, we will encounter new challenges when it comes to recording speeches on our own. However, as before, you can still use this opportunity to practice your skills as a public speaker with respect to tone, gesture, eye contact, and other aspects of delivery. When preparing for this speech, I encourage you to return to my feedback from *Show What You Know* and *Speech 1*. Furthermore, before Spring Break, most of you wrote down ONE goal for improving your delivery, and I will re-distribute your goals soon so that you may narrow your focus accordingly, if you’d like.

**Speech Outline:** Although you will not be required to submit a speech outline, I highly encourage you to create an outline or plan for your speech. Just like a piece of writing, a speech should have a clear and deliberate structure—a structure that is easily discernable to your audience and easy to follow. Any speech should have a clear beginning, middle, and end.

**Reflection: Each of you will submit a 1-2-page double-spaced speech reflection.** You should reflect on the process of putting the speech together and self-evaluate your work and performance. This is your opportunity to reflect on what went well and what you may have improved upon, what you learned, and to discuss any components of the process that you feel deserve specific attention. Given the circumstances, you can certainly discuss how recording a presentation went differently than presenting in person. In fact, we have a unique opportunity here: *you can get a better sense of your own strengths and weaknesses as a performer by watching yourself perform.* I hope, at the very least, this new format can help us learn a bit more about ourselves.

**LOGISTICS & DUE DATES**

* During Week 13, you will meet with your assigned partner virtually and ideally, run through your speech with them. If you are not ready to run through your speech, you should instead provide them with an outline of your speech, your visuals, and have a discussion based on questions provided in the peer review document (available in “Files”). **A peer review letter will be due to ICON by Wednesday, April 15th, at 5 p.m.** *Everyone is responsible for submitting their own review sheet, and should provide their partner with a copy of their letter.*
* *Recorded speeches* are due to ICON by **Friday, April 17th, at 5p.m**.Please also submit your Speech 2 visuals separately to ICON.
* 1-2-page *speech reflection* is due ICON by **Saturday, April 18th, at 5 p.m.** If you need more time, please ask for it.