

Molloy University

English Language Arts Institute

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Summer 2024

ELA SUMMER INSTITUTE:

Course Name: [Oratory and Rhetoric: Speeches That Changed the World \(or tried to\)](#)

Course Number: EDU: **5900 Section: 12**

(3 graduate credits or 2 in-service credits)

July 8-11, M-Th; 8:00 a.m. - 4:30 p.m. Suffolk Campus

Course Description: This course is applicable to English Language Arts and Social Studies teachers at the secondary level. We will analyze important speeches, song lyrics, and selections from drama that have played an important role in influencing or describing American, and, to a lesser extent, world history. We will consider historical context as well as the rhetorical styles that have made important words memorable and powerful. A partial list: Dwight D. Eisenhower, Joseph McCarthy, Winston Churchill, Abraham Lincoln, Patrick Buchanan, Everett Dirksen, Sojourner Truth, and John McCain. Students will be given the opportunity to include their favorites.

**Theme of Course: By analyzing the rhetorical devices and historical context of landmark speeches, lyrics, and dramatic literature, we deepen our understanding of language and history.**

Course Objectives: Participants will:

- Develop strategies for understanding Shakespearean text
- Develop an understanding of how the style of a reading affects meaning.
- Expand knowledge of pivotal events and eras in American, and, to a lesser extent, world history.
- Connect the content and style of the speeches, etc. to NYS ELA Next Generation Learning Standards

Course Outline:

**Day 1: Morning:** *Vote for me!* Presidential campaign and concession speeches

**Day 1: Afternoon:** Inaugural Addresses: JFK

**Day 2: Morning:** Speeches to console: Lincoln

**Day 2: Afternoon:** Wartime addresses: FDR, Churchill

**Day Three: Morning:** Songs of protest and patriotism

**Day Three: Afternoon:** Shakespearean addresses: *Henry V, Julius Caesar*

**Day Four: Morning/Afternoon** Students' choices: TBD

**Course Requirements and Evaluation:**

1. Excellent attendance and participation - 50% of grade
2. **If taking for graduate credit— Complete** all readings and participate consistently, constructively, and thoughtfully in whole class and breakout sessions. **Lead a discussion** about a speech, etc., emphasizing teaching strategies. **Write a one-page reflection** outlining how you will use the information in this class in your teaching practice.
3. Grading Policy:

**A=93-100; A = 90-92; B+= 87-89; B= 83-86; B-= 80-82 C+= 77-79; C= 73-76;**

**C-= 70-72; D+=67-69; D=60-66; Pass (in-service): Above 60**