

Speech 1315: Public Speaking

Spring 2012

Instructor: **Dr. Irene Grau**

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Office Hours:

M/W 1:30pm to 3:00pm; 4:30pm to 5:30pm

T/Th 3:30pm to 5:00pm

Or by appointment

Course Sections: 5, 15, 640, 809

...Apart from inquiry, apart from the praxis, individuals cannot be truly human. Knowledge emerges only through invention and re-invention, through the restless, impatient, continuing, hopeful inquiry human beings pursue in the world, with the world, and with each other.

P. Freire, *Pedagogy of the Oppressed*

An ounce of experience is better than a ton of theory simply because it is only in experience that any theory has vital and verifiable significance. An experience, a very humble experience, is capable of generating and carrying any amount of theory (or intellectual content), but a theory apart from an experience cannot be definitely grasped even as theory.

J. Dewey, *Democracy and Education*

Course Information

Course Credits: 3 hours

In this course, students learn to apply oral communication skills toward a specified audience. Organization of ideas, the persuasion process, and audience analysis are components of the course objectives. The student will demonstrate these objectives through prepared messages using appropriate verbal and nonverbal techniques.

Prerequisites: None

Scans: 5, 6, 9, 10, 11

Learning Outcomes:

- Students will learn core concepts of professional speech.
- Students will demonstrate their knowledge of public speaking.
- Students will evaluate communication skills used in speaking.
- Students will learn skills to improve their ability to listen.

Course Objectives:

- Employ the terms and concepts used to understand the process of public speaking
- Analyze audiences in multiple settings and craft communication according to your assessments
- Critically listen to and read public communication
- Research, compose, and present clearer, more comprehensive, and more persuasive arguments that are responsive in various situations and to diverse public audiences
- Evaluate the effectiveness of different tactics used in public discourse; and

- Critically reflect on your own presentational style and content

Essentially, the primary focus of this course is developing well-reasoned arguments with good evidence and effectively communicating those arguments. In other words, a great performance is meaningless if there's no substance to the content.

Required Materials:

Course Text: *The Art of Public Speaking, 10th ed. OR 11th ed.*, Stephen E. Lucas
The student CD that accompanies book is not required. It is optional.

Email:

Students enrolled in Odessa College must use an Odessa College email address. I will only contact you at your OC email account so you need to check your student email at least three times a week. Go to <http://www.odessa.edu> and click on **Student Email** to set up your email account. You should contact 335-MORE if you are not able to log on using the instructions provided or if you experience any issues with your OC email account.

Access to Odessa College Library Online Catalog <http://www.odessa.edu/dept/library/>

Access to Blackboard: <https://blackboard.odessa.edu/webapps/login/>

Technical Support: If you need help learning how to access the OC Portal or any of the above sites, or have issues logging into BlackBoard, WebAdvisor or your student email, please call 335-MORE.

Policies & Procedures:

Classroom Learning Environment: This class should foster an environment in which we can learn from each other. Everyone experiences communication outside class, but we must attempt to refine these rhetorical skills in the classroom through active involvement. Please be aware that you are likely to be confronted with issues about which you hold strong, even passionate beliefs or opinions. To maintain a learning atmosphere, however, our participation must be responsible and respectful to the whole class. To ignite our learning experience, we should be willing to openly disagree with and question each other. Learning does not happen without the open challenge and confrontation of assumptions. However, in a democratic environment, exclusion must be avoided. As a result, actions that insult, demean, or attack (and therefore exclude) another classmate will never be appropriate--whether you 'like' what someone says or not. If you ever feel that someone has belittled you (even if it's me), please speak to, write, or email me so that we can work out a better learning environment for all of us.

Course Help: DO NOT DROP THIS CLASS BEFORE CONTACTING ME FIRST PLEASE. I am always willing and eager to help you, electronically or in person, within Odessa College guidelines, to ensure your success in this course. If at any time during the course of the semester you are feeling overwhelmed or unsure of course materials, feel you are falling behind, or believe you need some help grasping assignment instructions or course concepts, *please* do not hesitate to see me. I can only be of assistance if I know you need some. I am also happy to chat with you about your progress. *Please make use of office hours;* they are for your benefit.

Special Needs: Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and

participation in this or any other class at Odessa College, please feel free to contact me to discuss your concerns. You may also call the Office of Disability services at 432-335-6861 to request assistance and accommodations.

Academic Honesty: Plagiarism and Cheating will not be tolerated. Plagiarizing means to use someone else's words and/or ideas as though they were your own. Therefore, it is your responsibility to document all sources used in your academic work, whether it be verbatim, paraphrased, or summarized. The institutional consequences of plagiarism can be personally severe, but *always* betrays the academic community. **A student who engages in scholastic dishonesty that includes, but is not limited to cheating, plagiarism, and collusion will receive an "F" in the course.** All persons involved in academic dishonesty will be disciplined in accordance with Odessa College's regulations and procedures. For complete information on student conduct and discipline procedures, please consult the handbook. Assignments such as speeches that are downloaded from the Internet are considered under the auspices of academic dishonesty. Academic dishonesty will not be tolerated in this course.

Attendance: Each and every class meeting is important, and therefore attendance is expected. Your physical (as well as mental) presence is absolutely necessary. As this is primarily a participation/ performance class, absences will impact both your participation grade and most likely your final course grade. If you are absent, it is your responsibility to ensure that you get class notes from your classmates and come to office hours to receive any handouts you may have missed.

****Note: Attendance on performance days is mandatory. An unexcused absence on a day when your classmates are presenting will result in a 5% reduction of your final course grade.****

Coursework:

Assignments:

Your grade will be determined from your performance in oral *and* written assignments, and participation in activities in and out of class. Formal assignments are worth the following:

Introductory Speech: a 1 to 3 minute introductory presentation 35pts

In this speech, you will introduce your partner to the class. You may tell us about her interests or hobbies, his family, her job, an important event in her life, or any other number of things that you feel it is important that we know about him. This speech will focus on developing an effective attention-getter and preview statement for the body of the speech, as well as an effective conclusion. 25 points for the speech; 10 points for the full-sentence outline.

My OC/Odessa/Texas: a 2 to 4 minute presentation..... 65pts

In this speech, you will share with us an important aspect of Odessa College, the city of Odessa (or your home town), or Texas itself. Think outside of the box to share with us some unique feature of the area of your choice, perhaps some hidden gem or your favorite hot spot, and explain why it is important or special. This speech will expand the focus to include a carefully crafted thesis statement, a significance statement, clear transitions, and a carefully crafted concluding thought. 50 points for the speech; 15 points for the outline.

Persuasive Speech: a 4 to 6 minute presentation.....100 pts

This speech will expand the focus to include a credibility statement and at least 3 sources. In this presentation, you will structure a speech to convince us to adopt a particular position you hold on a given topic. Your job as a speaker is to provide credible evidence to support your argument. 75 points for the speech; 25 points for the outline.

Advocacy Speech: a 7 - 9 minute presentation 130pts

This speech takes persuasion to the next step where you ask your audience to *act*. Thus, you will become an advocate for that action. This speech brings together all of the aspects of effective public speaking, thus requires more careful planning and practice. This speech also requires a minimum of five (5) credible sources to support your argument and the use of Monroe's Motivated Sequence. 100 points for the speech; 30 points for the outline.

Speaker Evaluation Paper: an evaluation of a formal presentation..... 50pts

You will choose a speech to watch and evaluate both the speaker's presentation and the content of the speech, incorporating the concepts of effective public speaking discussed this semester. See Blackboard, <Course

Documents>, for a list of speeches you may choose from. Or, *with the permission of your instructor*, you may choose to evaluate a live speaker on OC's, UTPB's, or Midland College's campus, or in the community.

Quizzes: Multiple choice chapter quizzes via Blackboard (5 at 10 pts each).....50 pts

Final Exam: Cumulative multiple choice scantron in class..... 20pts

Participation & Attendance: In-class exercises, worksheets, pop quizzes, etc.....25pts

NOTE: The following topics are *not* allowed as speech topics for a variety of reasons. Be creative in your search for topics and look for unusual or unique topics. Topics to avoid: Abortion; Gun control; Capital Punishment; Recycling; Safe(r) Sex; Global Warming.

Important Information:

1. All assignments should be typed, double-spaced with 1-inch margins and numbered pages, carefully edited for spelling and grammar; it should include your name, the course number, professor's name and date in the top left hand corner; and all pages **must** stapled together.
2. All assignments must be completed and turned in by the **beginning** of class on the assigned due date. Assignments turned in after the first five minutes of class are considered late and may incur a grade reduction.
3. Written assignments (Evaluation paper and speech outlines) will incur a 10% grade reduction **per day** (including non-class days and weekends) after the due date. Excuses like "my computer ate my disk" or "my printer is broken" are not acceptable. Save often, print and back up; keep multiple copies of your work in case problems arise; identify an alternate computer should you have difficulties with your primary computer. Keep your graded and returned work in a safe place until the semester is over – this will forestall any grading discrepancies that may arise.
4. Generally, there will be no make-ups for missed speech performances. Should you get an opportunity to make up a speech, the final grade may be reduced by up to 20% of total possible points but in any case will receive a grade *no higher* than a C.
5. Attendance on speech days is **mandatory** – scheduled speech days are on the calendar. If you know you will be out of class for a college-approved reason, you will need to notify me **before** the speech day and provide documentation for that absence. Unexcused absences on speech days will result in a 5% reduction of your **final** course grade.
6. There will be no make-ups for any impromptu class work such as impromptu speeches, pop quizzes or other assignments.
7. **TURN OFF PAGERS AND CELL PHONES BEFORE ENTERING THE CLASS**--Any electronics that go off during a classmate's speech will result in a 5% deduction in **your** speech grade. Any electronics that go off during an exam results in the immediate conclusion of that exam.

Grading:

Grades will be issued on a standard A - F scale. My grading scale corresponds to the following percentages: A = 90 and above B = 80 to 89.9 C = 70 to 79.9 D = 60 to 69.9 F = ↓ 60

Criteria Used for Evaluating Speeches

The following lists give you the general criteria by which you will be evaluated for each assignment. The grades you earn are based on your **performance** according to these criteria as well as your ability to meet the specific requirements of the assignment.

An **average (C)** speech is an adequate speech. It is usually organized and clear, but it may lack audience impact or interest, strong support material, sustained eye contact, and effective nonverbal delivery. It typically matches the following description:

1. It conforms to the kind of speech assigned (informative, persuasive, etc.).
2. It is ready for presentation on the assigned date.

3. It meets the time limit.
4. It fulfills any special requirements of the assignment--such as preparing an outline, using a visual aid, or citing the appropriate number and type of sources. [See assignment sheets for these criteria.]
5. It has a clear specific purpose and central idea.
6. It has an identifiable introduction, body, and conclusion.
7. It follows one of the patterns of organization reasonably well.
8. It shows reasonable directness and competence in delivery.
9. It is relatively free of repeated errors in grammar, pronunciation, and word usage.

An **above average (B)** speech is a good speech. It has significant content, good organization, and proficient delivery. It should meet all of the criteria for the *average* speech (above) and also match the following description:

1. It fulfills all major functions of a speech introduction and conclusion.
2. It displays clear organization of main points and support materials.
3. Its main points are supported with evidence that meets the tests of accuracy, relevance, objectivity, and sufficiency.
4. It exhibits proficient use of connectives.
5. It is delivered skillfully enough so as not to distract attention from the speaker's message.
6. It demonstrates skill in winning understanding of challenging concepts, events, objects or processes; or in either winning agreement from auditors initially inclined toward apathy or disagreement or in winning action from auditors.

A **superior (A)** speech stands out from the crowd. It has superior content, excellent organization and distinctive delivery. In short, it represents the speaker's best creative effort. An **A** speech gets nearly everyone in the audience thinking, excited, concerned, desirous to hear more, read more, or do something about what was said. It should meet all the criteria for the *average* and *above average* speeches and also match the following description:

1. It constitutes a genuinely individual contribution by the speaker to the knowledge or beliefs of the audience.
2. It meets the assignment exactly.
3. It contains elements of vividness and special interest in the use of language.
4. It is delivered in a fluent, polished manner that strengthens the impact of the speaker's message.
5. It illustrates mastery of the use of connectives.
6. It exhibits creative thinking about and logical analysis of the topic.

For the record, it is also possible to earn less than a C on speech assignment.

A **below average (D)** speech is deficient in significant ways. It is characterized by one or more of the following:

1. It fails to clearly conform to any of the patterns of organization.
2. It is delivered in a way that ignores the audience (e.g., it is read to the audience).
3. It is delivered late with prior approval of your instructor.
4. It fails to conform to the time limit.
5. It fails to use or cite support materials as required by the assignment.

A **failing (F)** speech is seriously deficient and is characterized by one or more of the following:

1. It is not delivered on the day assigned and the speaker has not contacted his/her instructor prior to class.
2. It has serious ethical flaws such as plagiarizing another person's speech, using sources without proper citation, or manufacturing support material and citations.

3. It does not correspond to the definition of the assignment (e.g., it is persuasive when the assignment calls for an informative speech).
4. It does not come close to conforming to the time limit.
5. It insults, humiliates, or demeans the audience or members of the community at large or is in other ways inappropriate for a presentation in a college classroom.

Note: If you wish to discuss a grade, I am always willing to meet with you to discuss the reasons for my evaluation and about how to improve for future assignments, but I will do so no sooner than 24 hours after graded assignments have been returned. If you wish to contest a grade, turn in to me the graded assignment, the assignment sheet, and a **typed** statement explaining which specific areas of the assignment you feel were inappropriately evaluated and why. We will arrange to meet after I have had time to consider your arguments. Keep in mind: although the amount of time and effort given to an assignment as well as the skills and abilities displayed in class are significant to the overall course grade, the actual performance of the **finished** product as written or delivered is what determines the grade for each specific assignment. Any request for a grade change is welcomed, but understand that a grade challenge does not guarantee a change in grade.

Expectations:

You will learn something if you give the class a good-faith effort throughout the semester. That means:

1. do all of the required work, including reading, *before* the class for which it is expected;
2. attend every class;
3. do extensive library research (find and read *more* than you actually use or that is required);
4. work well with others--assignments may require that you rely on and are responsible to your classmates;
5. ask questions if anything is unclear--often, a poor grade can be averted by a 5-minute conversation;
6. try to find topics that actually interest you within the required guidelines so that your work will be more interesting, and probably of better quality; and most importantly,
7. **have fun!!!** 😊

Tentative Schedule for Tue/Thurs Section*

Readings should be done *before* coming to class on the day assigned. Chapters are from 11th edition. If using 10th edition, make sure you're reading the right TOPIC chapter.

Dates

Topics and Readings

wk 1: Jan. 17 - 19

W: Course Introduction; Assign Student Information Sheet

wk 2: Jan. 23 - 26

M: **Read Chap. 1 and Chap. 4: "Giving Your First Speech";** Discuss Outlining; Discuss Introduction Speech;

****Due:** Student Information Sheet

W: **Read Chap. 3:** Listening; **Read Chap. 2:** Ethics; Discuss SCANS quiz

****Due by Sunday, January 29:** SCANS Listening Quiz (on BB)

Note: For this quiz, you must listen to the Randy Pausch lecture **FIRST**. You can find the lecture at: <http://www.youtube.com/watch?v=oTugjssqOT0>

wk 3: Jan. 30 - Feb. 2

M: **Present Introduction Speeches; Read Chap. 5:** Topic & Purpose

****Due:** Listening Worksheet (in BB under <Course Documents>)

W: **Chap. 10:** Beginnings & Endings

****Due by Sunday, February 5: Exam #2: Chaps. 1-5, 10 (on BB)**

wk 4: Feb. 6 - 9

M: **Read Chap. 15:** Speaking to Inform; Assign "My OC" Speech assignment

W: **Read Chap. 9:** Organization

wk 5: Feb. 13 - 16

M: **Read Chap. 11:** Outlining

W: **Read Chap 13:** Delivery

****Due:** Delivery Practicum: Bring in favorite poem or song

****Due by Sunday, February 19: Exam #3: Chaps. 9, 11, 13, 15 (on BB)**

wk 6: Feb. 20 - 23

M: **Present "My OC" Speeches**

W: **Read Chap. 16:** Speaking to Persuade; Assign Persuasive speech

wk 7: Feb. 27 - Mar 1

M: **Read Chap. 6:** Audience Analysis

****Due:** Persuasive Speech Preparation Worksheet (BB)

W: Audience Analysis Workshop

****Due:** Survey/Questionnaires for persuasive speech topic

wk 8: Mar 5 - 8

M: **Read Chaps. 7 & 8:** Research & Support

****Due:** Audience Analysis and Audience Adaptation Worksheets (BB)

W: Analyzing Evidence: "Subway from Hell" analysis

****Due:** Library and Internet Research Worksheets (BB)

****Due by Sunday, March 11: Exam #4: Chaps. 6-8, 16 (on BB)**

wk 9: Mar 12 - 15 -- **SPRING BREAK - NO CLASSES**

wk 10: Mar 19 - 22

M: ****Due:** Workshop Persuasive speech – bring two copies of full-sentence outline

W: **Read Chap. 12:** Language & Style

****Due: Speaker Evaluation Paper**

wk 11: Mar 26 - 29

M: **Read Chap. 14:** Visual Aids

W: **Persuasive Speech Presentations**

wk 12: Apr 2 - 5

MW: **Persuasive Speech Presentations;** Assign Advocacy Speech

wk 13: Apr 9 - 12

M: **Read Chaps. 17:** Persuasion

W: ****Due: Workshop Advocacy Outlines:** Bring two copies of Advocacy speech outline to class

****Due by Sunday, April 15: Exam #5: Chaps. 12, 14, 17 (on BB)**

****Friday, April 13: Last Day to Withdraw**

wk 14: Apr 16 - 19 **Advocacy Speech Presentations**

wk 15: Apr 23 - 26

M: **Advocacy Speech Presentations**

W: **Read Chap. 18**

wk 16: Apr 30 - May 3

M: **Read Chap. 19**

W: **Final exam review**

wk 17: Finals Week: Bring scantron and #2 pencils

Sec. 5 (12-1:20pm): Final Exam is on Thurs., May 10 from 11 – 1:30pm

Sec. 809 (3-4:20pm): Final Exam is on Wed., May 9 from 4 – 6:30pm

* The instructor reserves the right to adjust this schedule as needed.