

Speech 1315: Public Speaking Spring 2013

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1315, Sec. X: <Topic>")

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Tues 10am – 12pm
Or by appointment
Course Sections: 203 and 506

...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*

Our lives begin to end the day we become silent about things that matters. ~MLK, Jr., Activist

I swore never to be silent whenever human beings endure suffering and humiliation. We must always take sides. Neutrality helps the oppressor, never the victim. Silence encourages the tormentor, never the tormented. ~ElieWeisel, Holocaust Survivor

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

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, 11th ed.*, Stephen E. Lucas

The student CD that accompanies book is not required. It is optional. (Note: You may use earlier versions of the textbook, but chapter and page numbers may be different.)

Binder & Post-It Notes: The binder (or folder) is to hold notes you take in class, returned homework, and class handouts so everything is in one place. The Post-It/Sticky notes will be used periodically in class exercises.

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.

Student Success Center: If you need any help with writing your speech or constructing outlines, the SSC has speech tutors that can help you. They also offer Study Skill Workshops that can help you become a more successful student. You can find more information at <http://www.odessa.edu/dept/ssc/> or call 335-6673.

Student Evaluation of Instructors: The SEI process for face-to-face and online courses is scheduled for the week of TBA.

Dr. Grau's Facebook Speech Page: "Liking" this page will allow you to receive announcements, reminders, and links to current events on your Facebook News page that may be useful to your success in this class. <http://www.facebook.com/DrGrausSpeechPage>

Assignments: The following assignments are required in this course. More detailed directions will be distributed in class. Your grade will be determined from your performance in oral *and* written assignments, and participation in activities in and out of class.

Getting to Know You: For this assignment, 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 or her. Worth 25 pts.

Media Monday: Throughout the first half of the semester, each student will share with us an article or news story on a possible persuasive topic and lead a short discussion. You will offer a summary of the article, explain why this topic is appropriate for a persuasive speech, and ask several open-ended questions to prompt discussion. You will also be required to orally cite the bibliographic information of the article. This presentation will focus on developing an engaging attention getter, effective paraphrasing of an article, and oral citations, as well as developing good discussion questions. This presentation will not require an outline, but you will turn in a copy of the article, a brief paragraph as to why it is an appropriate persuasive topic, and at least 3 open-ended discussion questions. *Think of this assignment as helping your classmates find appropriate topics. Do not share articles on your own chosen topic.* Worth 25 pts.

Teach to Learn: One of the best ways to learn something is to teach others. Throughout the semester, students (in groups) will be required to teach the class from that week's assigned reading. The group may lecture, create a game or activity, or create some other assignment that helps their classmates grasp important terms or concepts. Ideally, the terms or concepts chosen will relate to those items that will be tested, but students do not need to limit themselves only to those items from the assigned chapter. Each group will turn in a detailed outline of their presentation. Worth 30 pts.

"My favorite..." Informative Speech: In this speech, you will share with us your favorite movie, book, artist, author, vacation spot, ice cream flavor, or whatever other favorite thing you choose to share with us. **You will explain to us your history with the item, why it's important or significant to you, and what makes it special or unique.** *This speech will expand the focus to include a carefully crafted thesis statement, a significance statement, clear transitions, and a carefully crafted concluding thought.* Each student will turn in a detailed outline of her/his presentation. Worth 45 pts.

Persuasive Speech: This speech will expand the focus to include a credibility statement and a minimum of 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.* Each student will turn in a detailed outline of her/his presentation. Worth 50 pts.

Advocacy Speech: 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. It will also require you think about possible objections to your position and to refute those objections in your presentation. This speech requires a minimum of three (3) credible sources to support your argument and the *use of Monroe's Motivated Sequence*. Each student will turn in a detailed outline of her/his presentation. Worth 60 pts.

Speaker Evaluation Paper: 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. You may use the same speech you used for your Listening Worksheet. Worth 25 pts.

Speech Outlines: You will turn in detailed, full-sentenced outlines for the three main speeches and the Teach to Learn presentation (one for the group). These outlines ensure a carefully constructed presentation and help you when practicing your speech. Worth 10 pts each (40 pts total)

Participation: Throughout the semester there will be worksheets and in-class activities that count toward your final grade. Each worksheet or activity will be worth 10 points each, to reflect their importance to the overall success in this course. Worth 100 pts total

Attendance: **As a performance course, it is important that you're in class for every session. You are allowed** two absences, excused or unexcused, with no consequences (other than speech days – see below**). Every unexcused absence thereafter will result in a 3 point deduction (see Attendance Policy below for more information). Worth 30 pts.

Quizzes: There are four (4) quizzes in this course that you will take outside of class on Blackboard. These quizzes are multiple choice or true/false. You will have at least four (4) days (from Wed to Sun) to complete them. Worth 5 pts each (20 pts total).

Final Exam: The final exam is a cumulative exam consisting of multiple choice and true/false questions. This exam is an in-seat exam that requires a scantron. The dates for the exam are determined by the college and cannot be changed. Worth 50 pts.

NOTE: The following topics are *not* allowed as speech topics for a variety of reasons, without prior approval. Be creative in your search for topics and look for unusual or unique topics. Topics to avoid: Abortion; Gun control; Capital Punishment

Policies, Procedures& Expectations:

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: PLEASE DO NOT DROP THIS CLASS BEFORE CONTACTING ME FIRST. 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. Note: The Odessa College Student Success Coaches will help you stay focused and on track to complete your educational goals. If I see that you might need additional help or success coaching, I may submit a Retention Alert or a Starfish Alert. A Student Success Coach will contact you to work toward a solution.

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"** on the assignment and may be failed 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: As this is primarily a participation/ performance class, absences will impact both your Attendance grade and Participation grade, and most likely your final course grade as well. *Excused* absences are those that are for religious holidays or college-related travel and have been *pre-approved* by your instructor. *Documented* emergencies will be assessed on a case by case basis. 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 formal speech 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.**

Grading: Grades will be issued on a standard A - F scale. My grading scale corresponds to the following percentages: A = 90 and above = 450 - 500 pts B = 80 to 89.9 = 400 - 449 pts C = 70 to 79.9 = 350 - 399 pts D = 60 to 69.9 = 300 - 349 pts F = >60 = 299 or fewer points

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.

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. Written assignments (Evaluation paper, speech outlines, and worksheets) 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" or "the internet was down" 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. Note: I do not accept emailed assignments for grading purposes. All assignments must be turned in as hard copies or submitted to Blackboard.
3. Generally, there will be no make-ups for missed speech performances. Being unprepared on a scheduled presentation day will count as an unexcused absence. 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.
4. There will be no make-ups for any in-class work such as impromptu speeches, pop quizzes, workshops or other assignments.
5. **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.

Expectations:

What you can expect from me:

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
 - provided my contact information at the beginning of the syllabus;
 - respond to all messages in a timely manner through telephone, email, or next classroom contact; and,
 - notify students of any extended times that I will be unavailable and provide them with alternative **contact information (for me or for my supervisor) in case of emergencies during the time I'm** unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
 - provide clear information about grading policies and assignment requirements in the course syllabus, and
 - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.

3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
 - return classroom activities and homework within one week of the due date and
 - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

What I will expect from you:

1. As a student, you understand that you are responsible for keeping up with the course. To help with this, you will
 - attend the course regularly and line up alternative transportation in case my primary means of transportation is unavailable;
 - recognize that the college provides free wi-fi, computer labs, and library resources during regular campus hours to help me with completing my assignments; and,
 - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my personal computer equipment or internet service is unreliable.
2. As a student, you understand that it is your responsibility to communicate quickly with the instructor any issue or emergency that will impact your involvement with or performance in the class. This includes, but is not limited to,
 - missing class when a major test is planned or a major assignment is due;
 - having trouble submitting assignments;
 - dealing with a traumatic personal event; and,
 - having your work or childcare schedule changed so that your classroom attendance is affected.
3. As a student, you understand that it is your responsibility to understand course material and requirements and to keep up with the course calendar. While your instructor is available for help and clarification, you will
 - seek out help from your instructor and/or from tutors;
 - **ask questions if you don't understand; and,**
 - attend class regularly to keep up with assignments and announcements.

Final Thoughts:

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

- working well with others – many assignments require that you rely on and are responsible to your classmates;
- asking questions if anything is unclear--often, a poor grade can be averted by a 5-minute conversation;
- trying 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,
- having fun!!! ☺

Spring 2013 SPCH 1315: Public Speaking
Tentative Schedule*

Readings should be done *before* coming to class on the day assigned. Because students may have different editions of the textbook, I have given you chapter titles, rather than chapter numbers. *Note: Items italicized in Due column are only due for those who signed up for that assignment.*

Week/D ate	Day	Readings	Classroom Agenda	Homework DUE
Wk 1: 1/23	W	Syllabus	Course Introduction Assign Student Contract; Discuss Introduction Speech	PRCA 24 Online & Email to Instructor: Link on Blackboard (Bb) Announcements– DUE by Friday, January 25
Wk 2: 1/28	M	Chap: "Giving Your First Speech"; "Speaking in Public"	Name Game exercise Safety In Classroom exercise	Student Contract
1/30	W	Chap: "Listening"	Assign Listening Worksheet	Getting to Know You introduction
Wk 3: 2/4	M	Chap: "Ethics & Public Speaking"	Evaluating speeches exercise Assign Speech Analysis Paper	Listening Worksheet <i>Media Monday Presentations</i>
2/6	W	Chap: "Speaking in Small Groups"	Assign "My Favorite" Speech	<i>Teaching Presentation</i> Quiz #1 on Bb by Sunday, 2/17 by 9pm (includes chaps from 1/23 to 2/6)
Wk 4: 2/11	M	Chaps: "Speaking to Inform"; "Topic & Purpose"; "Beginning & Ending"	Defining Purpose and Choosing Topics Writing Intro/Conclusion	<i>Media Monday Presentations</i>
2/13	W	Chap: "Organizing the Speech"	Developing Main Points Supporting Main Points Connectives	
Wk 5: 2/18	M	Chap: "Outlining the Speech"; "Using Visual Aids"	Outlining Workshop	Bring a copy of your full-sentence outline
2/20	W	Presentations	"My Favorite" Speech w/Outline	"My Favorite" Speech w/Outline
Wk 6: 2/25	M	Presentations	"My Favorite" Speech w/Outline	"My Favorite" Speech w/Outline Quiz #2 on Bb by Sunday, 3/3 by 9pm (includes readings from 2/11 to 2/27)

2/27	W	Chap: "Speaking to Persuade"	Assign Persuasive Speech Review Purpose & Choosing Topics	
Wk 7: 3/4	M	Chap: "Analyzing the Audience"	Creating Surveys/Questionnaires Assign Audience Analysis Instrument	<i>Media Monday Presentations</i>
3/6	W	Chaps: "Gathering Materials"; "Supporting Your Ideas"	Assign Library Research Worksheet	Persuasive Speech Topic and Thesis
Wk 8: 3/11-15	SPRING BREAK			
Wk 9: 3/18	M	Chap: "Using Language"	Language; Semantic Triangle Assign Delivery Practicum	Library Research Worksheet <i>Media Monday Presentations</i>
3/20	W	Chap: "Delivery"	Effective Delivery	Delivery Practicum: Bring in text to Perform <i>Teaching Presentation</i> Audience Analysis Instrument
Wk 10: 3/25	M	Chap: "Methods of Persuasion"	Reasoning & Fallacies	<i>Media Monday Presentations</i>
3/27	W	Analyzing Evidence	"Subway from Hell" Video Analysis	Quiz #3 on Bb by Sunday, 3/31 by 9pm (includes readings from 2/27 to 3/27)
Wk 11: 4/1	M	Presentations	Persuasive Speech w/Outline	Persuasive Speech w/Outline
4/3	W	Presentations	Persuasive Speech w/Outline	Persuasive Speech w/Outline
Wk 12: 4/8	M	Presentations	Persuasive Speech w/Outline Assign Advocacy Speech	Persuasive Speech w/Outline
4/10	W	Chap: "Speaking to Persuade"	Monroe's Motivated Sequence	<i>Teaching Presentation</i>
Wk 13: 4/15	M	Chap: "Using Visual Aids"	Visual Aids	<i>Teaching Presentation</i>
4/17	W	Outlining	Developing your speech in class	Bring any materials needed to write your speech
Wk 14: 4/22	M	Workshop	Workshop Advocacy Speech	Bring two copies of detailed, full sentence outline to class Speech Analysis Paper

4/24	W	Workshop	Workshop Advocacy Speech	Bring two copies of <i>REVISED</i> full sentence outline to class DUE: Quiz #4 on Bb due by Sunday 4/28 by 9pm (includes readings from 3/27 to 4/22)
Wk 15: 4/29	M	Presentations	Advocacy Speech w/Outline	Advocacy Speech w/Outline
5/1	W	Presentations	Advocacy Speech w/Outline	Advocacy Speech w/Outline
Wk 16: 5/6	M	Presentations	Advocacy Speech w/Outline	Advocacy Speech w/Outline
5/8	W	Chap: "Speaking on Special Occasions"	Special Occasion Speaking	<i>Teaching Presentation</i>
Wk 17:	Finals	Section	Cumulative Final Exam Time	
5/15		Sec. 203, MW 9am	Wed., May 15 @ 8am – 10:30am	Bring scantron& pencils
5/16		Sec. 506, MW 12pm	Thurs, May 16 @ 11am – 1:30pm	Bring scantron& pencils

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