

Course Annotation

Public speaking is a skill that goes back to ancient Greece and Rome. Public Speaking is an introductory course designed to develop effective oral presentation and participation skills useful in interpersonal, small group, organizational, and public settings. Assignments and activities emphasize participation in, and analysis of, public communication. Public Speaking will expose you to several communication theories and ask you to participate in skill building activities in order to maximize your public communication skills.

Goals and Objectives

General	Specific
<ul style="list-style-type: none"> To provide communication experiences in a variety of contexts. To provide critical feedback useful for improving communication skills. To provide an opportunity to learn from your peers. To develop communication competence through theory, model, practice, and critical evaluation. 	<ul style="list-style-type: none"> To provide speaking experience in informative and persuasive communication contexts. To help you develop your own unique and effective style of communication. To raise ethical questions related to communication.

Assignments

A typical public speaking class in the U.S. includes about two and a half hours per week in the classroom. We have only 1.5 hours per week together. The limited contact hours that we have limit my ability to expose you to a variety of public speaking contexts. In order to maximize your speaking opportunities as well as cover sufficient content in the course, I have designed each assignment to build upon a larger whole. Essentially you will create one big informative/persuasive speech over the course of the semester, building upon the whole and delivering parts of it as the semester progresses. The build-the-speech-as-you-go format should give you a fairly painless public speaking experience as well as teach you some basic and advanced skills useful in a variety of contexts.

“Even the smallest dog can pee on the tallest building”

Unknown

Speech I (2–3 minutes, outline, three sources)	10%
Speech II (2–3 minutes, outline, three sources)	15%
Speech III (2–3 minutes, outline, three sources, three visual aids)	20%
Speech IV (2–3 minutes, outline, use MMS, sources/Vas optional)	25%
Exam I	15%
Exam II	15%
Participation (0–10%, my discretion)	† 0–10%
Total	100–110%

† I cannot guarantee how much of an opportunity you will have to participate in class. If it turns out that there are limited opportunities, then no one’s grade will suffer because of these points, they are “extra credit.” However, what I do know from teaching this class for many years is that if only a few students in the class are willing to participate in class discussions and in-class activities, the class content will suffer. You each have something valuable to add to the class.

Attendance

Attendance is expected. I will take it to help get to know your names. Attendance will be taken into account under “participation.” NB: You will be unable to make up any missed assignments; we are on a very tight schedule.

CRITERIA FOR EVALUATING SPEECHES

The average (C) speech meets the following criteria

- Conforms to the kind of speech assigned.
- Is ready to give on the assigned date.
- Outline (if required) is handed in on time.
- Conforms to the time limit.
- Fulfills any special requirements of the assignment, e.g., using visual aids, etc.
- Has a clear “specific purpose” and “central idea.”
- Has an identifiable introduction, body and conclusion.
- Shows reasonable directness and competence in delivery.
- Is free of serious errors in word usage.

The above average (B) speech should meet the preceding criteria and also

- Deal with a challenging, creative, or new topic.
- Fulfill all major functions of a speech introduction, body, and conclusion.
- Display clear organization of main points and supporting material.
- Support the main points with evidence that meets the tests of accuracy, relevance, objectivity, and sufficiency. (Do not make the ad verecundiam fallacy).
- Exhibit proficient use of connectives, transitions, previews, internal summaries, and signposts.
- Delivered skillfully enough so as not to divert attention from your message.

The superior (A) speech should meet the preceding criteria and also:

- Constitute a genuine contribution by the speaker to the knowledge or beliefs of the audience (it has social significance).
- Sustain positive interest, feeling, and/or commitment among the audience.
- Contain elements of vividness and special interest in language use.
- Be delivered in a fluent, polished manner that strengthens the impact of the speaker’s message.
- Use at least four sources.
- Demonstrate knowledge of all basic speaking and organization rules.
- Generally do an outstanding speech!

(D and F speeches are possible by contributing little or nothing in the way of preparation, content, or delivery. Although such grades are fairly uncommon given practice and preparation, I do give them.

As the Audience

- Never walk in on someone who is speaking. If you arrive late, listen at the door until you hear the applause.
- Do not check your cell phone message, read newspapers, magazines, textbooks, or other non-class related materials during class.
- Try to appear as attentive and interested as possible when people are speaking—this is part of “professionalism.” You will appreciate the same respect and courtesy when you are speaking.
- If a speaker solicits participation, get involved.
- Inappropriate behavior as an audience member (i.e., being rude, or inconsiderate) will adversely affect your “professionalism” grade. Similarly, saying nothing, having or expressing no opinion, or not participating in class discussion will also adversely affect your participation grade.

Public Speaking Schedule

Week 1 Introduction to the class | Introduce yourself in a 1–2 minute speech. Tell us something unforgettable about yourself and employ a mnemonic device to help us remember your name). Ideas include: pets, favorite foods/colors/music/-books, family members (number of brothers/sisters, etc.), occupation/skills, hobbies/interests, etc.

Week 2 History/Ethics of public communication.
Read (WebCT)

Top 19 Definitions of Rhetoric
Canon of Rhetoric
Ethics
Sources of Knowledge
Styles of delivery

“It is from numberless diverse acts of courage and belief that human history is shaped. Each time a man stands up for an ideal, or acts to improve the lot of others, or strikes out against injustice, he sends a tiny ripple of hope, and crossing each other from a million different centers of energy and daring those ripples build a current which can sweep down the mightiest walls of oppression and resistance.”
R. F. Kennedy

Week 3 Outlines/Organizations: For Class: Brainstorm a list of as many topic ideas as you can (at least 15+) that are not on my list. Topics can be historical, biographical, scientific, political, theoretical, academic, etc. Any area that is not on my list that is amenable to both informational and persuasion angles. Send these to me via e-mail by Saturday, Feb. 18.

Read (WebCT)

Topics to Avoid
Speech Organization
Organizational Styles
Sample Outline

All of life can be broken down into moments of transition, or moments of revelation—
this had the feeling of both.

G’Qwon wrote: “there is a greater darkness than the one we fight. It is the darkness of the soul that has lost its way.”

The war we fight is not against powers and principalities, it is against chaos, and despair.

Greater than the death of flesh is the death of hope, the death of dreams.

Against this peril we can never surrender.

The future is all around us,
waiting in moments of transition,

to be born in moments of revelation.

No one knows the shape of that future,
or where it will take us;

we know only

that it is always born in pain.

Ambassador G’Kar, (Babylon 5), “Z’Ha’Dum”

Week 4 Informative Speaking

Read (WebCT)

Informational Communication
Sample Informative Speech
Library Sources
Kent: Google Scholar

Week 5 Audience Analysis

Read (WebCT)

Audience Analysis
Sample Audience Analysis
Audience Analysis Handout

Week 6 Speech 1 (This speech will be the first 2–3 minutes of a longer persuasive speech—based on the topic that you select. You must include an appropriate introduction (attention getter, thesis/claim, preview, transition) and take us through your first point)—read ahead on introductions. Outlines are required, as are at least three “scholarly” sources (not newspapers, Web pages, magazines, personal experience, encyclopedia, etc.). The first part of the speech should introduce the topic and establish its relevance, etc. the purpose of this part of the speech is to “inform.”

Week 7 Organization/Transitions/Internal Summaries

Read (WebCT)

Review Handouts from Week 3

Week 8 Exam I (Informative Speaking, Organization, Outlining, Ethics)

Week 9 Introductions/Conclusions | Visual Aids

Read (WebCT)

Introductions and Conclusions
Visual Aides
PowerPoint is Evil

Week 10 Speech 2 (This speech will be the second 2–3 minutes of a longer persuasive speech—based on the topic that you selected. Read ahead on persuasion. You should pick up from where you were before, and include the next two of three main persuasive points. Outlines are required, as are at least three new “scholarly” sources (not newspapers, Web pages, magazines, personal experience, encyclopedia, etc.)

Week 11 Verbal Forms of Support/Citing Evidence

Read (WebCT)

Verbal Forms of Support
Citing Evidence

Week 12 Persuasion

Read (WebCT)

Persuasive Speech Handouts
Theories of Publics
Persuasion Research
Casuistic Stretching
Motivation
Review MMS in Organization handouts
Supporting Assertions
Supporting Materials
Supporting Statements
Logical Fallacies

“When Hitler attacked the Jews . . .
I was not a Jew, therefore, I was not
concerned. And when Hitler attacked the
Catholics, I was not a Catholic, and there-
fore, I was not concerned. And when Hitler
attacked the unions and the industrialists, I
was not a member of the unions and I was
not concerned. Then, Hitler attacked me and
the Protestant church—and there was
nobody left to be concerned.”
**Attributed to Reverend Martin Niemoller,
Congressional Record,
October 14, 1968, Vol. 114, p. 31636**

Week 13 Speech 3 (This speech will be the third 2–3 minutes of your speech. You should pick up from where you were before—i.e., the end of the third persuasive point—transition from the third point and include two to three “counter arguments” that you will refute. Outlines are also required, as are at least three new “scholarly” sources (not newspapers, Web pages, magazines, personal experience, encyclopedia, etc.), and three different visual aids.

Week 14 Persuasion/Special Occasion Speeches

Read (WebCT)

Special Occasion Speeches
Entertainment Speeches
Sample Entertainment Speech

Week 15 Exam II (Persuasion/Support/Introductions and Conclusions)

Week 16 Speech 4 (This will be the conclusion of your speech—2–3 minutes. You should assume that you have structured the speech using MMS and that you are giving the visualization and action steps. Be sure to flesh out the action step and that the action step is an observable action rather than something that takes place in your audience’s heads. Outlines are required, new “scholarly” sources and visual aids are optional).