**Intro to Public Speaking**

Speech 1 Course Syllabus, Spring 2017, Columbia College

*Instructor* Dr. Timothy Elizondo

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 Appointments are encouraged!

**I. Required Materials**

Text: The Art of Public Speaking 12th Edition. Stephen E. Lucas

 AND memory card and/or means to record speech

Additional Tools for success include: Appointments for the AAC

 Peer tutoring/student-to-student meetings

 Office Hours

 Library Resources

**II. Objective and Overview**

Effective public speaking is a valuable asset in some of the most significant settings of life: in the classroom, in the board room, on the street corner, in the town hall, in the courtroom, in front of the camera, and in the church or synagogue. It is at the heart of any democratic society. Under the guarantee of free speech, we bring our ideas together in various community settings for discussion and debate. In a system of free economic enterprise, we market ideas that will better serve our livelihood. In a society that affords us free exercise of religion, we practice and promote our beliefs with conviction and fervor. This class will help prepare you to be a responsible, influential participant in public communication. In this spirit, the course is designed to offer you the opportunity to develop confidence and ability to effectively inform and persuade before a live audience.

To help equip you for informative and persuasive public presentations, course topics will fall into three essential categories of instruction: prerequisites for public speaking, preparing speeches, and presenting speeches. Prerequisites for public speaking will include discussions of the nature of language and public speaking, the ingredients of "good" communication, and skills for constructive, critical listening and thinking. Preparing speeches will cover how to bring focus to a speech topic and analyze an audience, what kinds of information can support a speech and where to find that information, and how that information can be effectively organized for a speech. Presenting speeches will incorporate verbal and non-verbal dimensions of speaking, how to prepare and use speaking notes and audio/visual aids, and how to effectively manage speaking anxiety.

 The course includes two graded speeches: a speech to inform and a speech to persuade audience members to reach a passive agreement on a specific policy action.

Several written assignments accompany the graded speeches: a graded set of speaking notes and bibliography of sources is due with each of the two major speeches; a thorough critique is due after completing each major speech. Coursework also includes a final examination.

**III. Policies**

 A. **Assignments**. All written and oral assignments are due when collected by the instructor during the due date class period. For known assignment schedule conflicts (including university sanctioned activities or religious holidays), arrangements must be made prior to the assignment due date to avoid a point deduction for a late assignment. Late written assignments due to unexpected emergencies must be accompanied by legitimate documentation to avoid a point deduction. Late written assignments due to non-emergencies, or without documentation of an emergency, will receive a deduction of 10% of the total grade possible for each class period they are late. Only if there is time available, missed speeches may be made up at the end of the last scheduled speaking day for speeches of the same type. Late speeches will receive a deduction of 10% of the total grade possible (regardless of the reason for missing the speech). If there is no time to make up the speech in class, you will receive '0" (zero) points for the assignment.

**B. Attendance.** Missing class *will* affect your grade. Your presence and participation will enhance the learning experience for both you and others in the course. Missed lecture material, assignment instructions, class discussions, and in-class exercises will degrade your own learning experience, as well as decrease your performance on graded assignments and tests. If you miss class(es), expect your grade to be affected. If you are absent, please do not ask, "Was anything important covered in class?" Instead, arrange an appointment with a classmate to cover the class material. After you have obtained the missed material, I can answer any questions you might have during office hours, by e-mail, or by appointment. Arriving late for class is rude and disruptive, so plan ahead to arrive on time. If you stop attending (i.e., "drop") the class, it is your responsibility to complete course withdrawal paperwork in a timely manner. Attendance is expected. Habitual lateness will lower your course grade. Under no circumstances, enter the classroom late when one of your peers is speaking. Please note you are responsible for all announcements and information which you miss.

**Regardless of attendance history, attendance is mandatory on speaking days. Absences on any speech day will result in a lower participation grade for each absence.**

 **C. Academic Integrity.** The oral and written assignments required in this course will provide you with ample opportunities to plagiarize; that is, to use the ideas or statements of others without giving them proper credit. Please do not exercise these opportunities. If you borrow an idea from anyone, you MUST identify the source of that idea. Every information source you use during oral presentations in this course must be verbally identified. Fabricating information or evidence sources is also a form of plagiarism. Cheating and plagiarism are essentially stealing what belongs to another and/or lying about its authorship. Any cheating on tests, or plagiarism on written or oral work, will result in a course grade of "F," and a report of the incident will be filed with the school.

 **D. Appropriate Interaction.** Because this is a course in public communication, it serves as an extension of the public forum-a place for idea exchange. Consequently, all oral presentations and class discussions must maintain an appropriate balance between the responsibility to be evaluative toward the ideas of others and the responsibility to be respectful toward the ideas of others. Likewise, all oral presentations and class discussions must maintain an appropriate balance between the responsibility to be zealous about our own ideas and the responsibility to be teachable about our own ideas. We should not disregard one out of enthusiasm for the other. By keeping these important communication responsibilities in a constructive state of tension, we will be able to foster a positive (albeit sometimes uncomfortable) learning environment. Anyone who demonstrates a persistent unwillingness to shoulder these dual tensions will be dropped from the course. Furthermore, course content will contain language/ideas that may be considered either politically, morally, or culturally controversial due to the nature of this course and the context in which it is being taught at.

 **E. American with Disabilities Act:** In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, reasonable accommodation will be provided to students with documented disabilities on a case by case basis. Students must register with Academic Support Services and provide appropriate documentation to the college before any academic adjustment will be provided.

**F. Learning styles and means of instruction**: There is an abundance of research indicating the various ways different students utilize different types of learning across the curriculum. From a pedagogical perspective, this course utilizes the Socratic dialogue and more traditional lecture-type. This course will also strive to address major types of learning styles in the following ways;

[Aural](http://www.learning-styles-online.com/style/aural-auditory-musical) (auditory-musical and [Visual](http://www.learning-styles-online.com/style/visual-spatial) (spatial): Students will be provided opportunities to discuss a critique oral presentations given in class. In addition, videos of successful forensics speeches will be provided.

[Verbal](http://www.learning-styles-online.com/style/verbal-linguistic) (linguistic): Students will be provided with several in-class writing assignments designed around both the technical and creative elements of speech writing. The use of language within these assignments will be heavily emphasized.

[Physical](http://www.learning-styles-online.com/style/physical-bodily-kinesthetic) (kinesthetic): The course incorporates in-class activities utilizing the principles of non-verbal body language within the context of public speaking. The course includes specific activities and exercises designed to help students develop body awareness and control as it relates to public speaking anxiety and positive nervousness.

[Social](http://www.learning-styles-online.com/style/social-interpersonal) (interpersonal): The course will include in-class group exercises designed to encourage and facilitate group collaboration.

**IV. Grading**

Speech to Inform 100 points

Speech to Persuade (convince) 300 points

Midterm 50 points

Final Exam 100 points

Leadership Points 100 points

Speech Evaluations 50 points

*Total 700 points*

***IV. Graded Assignment Descriptions***

**1. Informative Speech** (100 points). The first major speech (4-6 minutes in length) has a point value that is a third of the other major speech. Consequently, this speech is an opportunity for you to make "less expensive" mistakes and learn from those mistakes. This is an informative speech that has as its objective to educate the audience in one of two ways: either to teach or to train the audience with knowledge or skills that are relevant and useful to the audience members. You are to either teach audience members to understand something they do not yet know, or else you are to train audience members to do something they do not yet know how to do. Guidelines for organizing this speech will be provided during class lecture.  **Please turn in a three page self-evaluation the week following the delivery of your speech.**

**2. Self-Evaluations: (25 points each)** Papers will be evaluated on the following criteria:

-Does paper address strengths, weakness, and way to improve upon performance?

-Does paper contain any factual inaccuracies?

-Is paper free from any formatting, grammatical, spelling, or other errors?

-Does paper utilize specific examples, terminology, or ideas from either class or the textbook?

**3. Speech to persuade**. (300 points). The second major speech (6-8 minutes in length) is a persuasive speech with the objective designed around a question of policy. The speech needs to be augmented with visual aids (as many as are necessary, but at least one), and information from a minimum of four researched sources is to be integrated into the speech. Guidelines for organizing this speech will be provided during class lecture.

**4. Examinations.**(150 points). Test material for both examinations will be drawn from assigned readings as well as class lectures, discussions, and exercises. Class meetings will not comprehensively cover the assigned reading material. Instead, additional material will be introduced during class meetings that spring from the assigned readings. Midterm will cover material from the following chapters: Chapters One through eleven with the current textbook. The exam will consist of 30- 40 questions. The text has three formats. The first section is a multiple choice format. This is followed by a short answer essay section and a section of true/false questions. Final will be comprehensive and can be taken with the assistance of any hand written material from class discussion or the readings.

**6. Paricipation/Non verbal and Verbal communication** (100 points) Classroom leadership involves the overall attitude you express: the acceptance of alternative points of view on controversial issues (you do not have to agree, but you have to respect another's right to her/his point of view), providing relevant examples, and participation in activities and discussion. Examples include, texting in class, failing to participate in activities, talking to your friends while others are speaking, falling asleep, and arriving late to class. Participation in daily speaking exercises will be considered here. There will be times when class ends and we cannot get to everyone in time, however, not speaking will not be interpreted as not having the opportunity to participate. The use of cell phones and other electronic devices can impact your grade in this area if either device is used in a manner that is considered to be disruptive or unprofessional. PLEASE turn off your phones before entering class.

**V. Course schedule is subject to change at the discretion of the instructor**. Changes in the course can be due to weather-related class changes, roster related concerns, or if it is determined that the students no longer require the additional class time to prepare for their speeches.

**VI, Course Schedule**

Week of Term Dialogue Topics Assignments Due

Week 1 Introductions and Course Mechanics

Begins 1/9 Chapter 1and 13

Week 2 Speaking Anxiety and Listening skills Chapters 1-3

Begins 1/16 Introduction to Informative speaking 60 second Introductions

Week 3 General Purposes 🡪 Central Ideas Chapter 4 and 15

Begins 1/23

Week 4 Supporting Materials and our Audiences Chapters 5-7

Begins 1/30

Week 5 “O Patterns” and Intro/Conclusions Chapters 8-10

Begins 2/6

Week 6 Preparation and Speaking Outlines Chapter 11

Begins 2/13

Week 7 Informative Speeches!!

Begins 2/20

Week 8 Midterm Exam

Begins 2/27 Self-Evaluation Due

Week 9 Persuasive Speeches & Persuasive Claims Chapter 16-17

Begins 3/6

Week 10 Aristotle’s’ proofs & language Chapter 12

Begins 3/13

Week 11 Language and emotional arguments Chapter 12

Begins 3/20

Week 12 Audience Analysis and Persuasion Chapter 5 and 16

Begins 3/27

Week 13 Persuasion and argumentation revisited Chapter 16

Begins 4/3

Week 14 Delivery techniques & creating an outline Chapter 13

Begins 4/10

Week15 Persuasive Speeches

Begins 4/17

Week 16

Begins 4/24

\*see finals schedule for details **Persuasive speeches**

 **FINAL EXAM**

**Peer Evaluation**

**Informative Speech Evaluation/Grading Rubric**

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time\_\_\_\_\_\_\_\_\_ /100

**Topic**

meaningful to audienceNo Somewhat Yes

showed thorough

preparation & research No Somewhat Yes

**Introduction**

gained attention No Somewhat Yes

asserted claim No Somewhat Yes

motivated audience to listen No Somewhat Yes

established credibility No Somewhat Yes

previewed main points No Somewhat Yes

**Body**

logical order, moved forward No Somewhat Yes

established main points No Somewhat Yes

explained main points No Somewhat Yes

supported for each point No Somewhat Yes

cited credible sources No Somewhat Yes

**Transitions**

summarized previous point No Somewhat Yes

related previous to next No Somewhat Yes

introduced next point No Somewhat Yes

**Conclusion**

reviewed each main point No Somewhat Yes

reasserted claim No Somewhat Yes

reason to remember No Somewhat Yes

creative closure No Somewhat Yes

**Delivery & Visual Aids**

extemporaneous delivery No Somewhat Yes

effective eye contact No Somewhat Yes

good pronunciation, volume,

articulation, rate, language

usage, pauses, projection

 No Somewhat Yes

appropriate posture,

gestures, movement,

facial expressions, No Somewhat Yes

conveyed enthusiasm No Somewhat Yes

Visual aids handled well No Somewhat Yes

**Persuasive Speech Evaluation/Grading rubric**

**Topic**

meaningful to audienceNo Somewhat Yes Exceptionally

showed thorough preparation & research No Somewhat Yes Exceptionally

**Introduction**

gained attention No Somewhat Yes Exceptionally

asserted claim No Somewhat Yes Exceptionally

motivated audience to listen No Somewhat Yes Exceptionally

established credibility No Somewhat Yes Exceptionally

previewed main points No Somewhat Yes Exceptionally

**Body**

logical order, moved forward No Somewhat Yes Exceptionally

supported & interpreted each point No Somewhat Yes Exceptionally

cited credible sources (3) No Somewhat Yes Exceptionally

established main points No Somewhat Yes Exceptionally

explained main points No Somewhat Yes Exceptionally

**Transitions**

summarized previous point No Somewhat Yes Exceptionally

related previous to next No Somewhat Yes Exceptionally

introduced next point No Somewhat Yes Exceptionally

**Conclusion**

reviewed each main point No Somewhat Yes Exceptionally

reasserted claim No Somewhat Yes Exceptionally

reason to remember No Somewhat Yes Exceptionally

creative closure No Somewhat Yes Exceptionally

**Persuasive Techniques**

raised awareness of problem No Somewhat Yes Exceptionally

appealed to motivational appeals No Somewhat Yes Exceptionally

balanced appeals to logos and pathos No Somewhat Yes Exceptionally

applied inoculation theory No Somewhat Yes Exceptionally

Overall Effectiveness No Somewhat Yes Exceptionally

**Delivery & Visual Aids**

effective eye contact No Somewhat Yes Exceptionally

good pronunciation, volume, articulation,

rate, language usage, pauses, projection No Somewhat Yes Exceptionally

appropriate posture, gestures,

movement, facial expressions, appearance No Somewhat Yes Exceptionally

conveyed enthusiasm No Somewhat Yes Exceptionally

visual aids: meaningful & handled well No Somewhat Yes Exceptionally