



ALLIANT

INTERNATIONAL UNIVERSITY

Public Speaking
COM 1999
FALL 2012

Semester Hours:	Three (3)
Semester:	Fall 2012
Meeting Time/ Place:	On-ground at
Grading Type:	Letter grade
Professor/Instructor:	
Email:	

HUFSTEDLER SCHOOL OF EDUCATION MISSION STATEMENT

The Hufstedler School of Education (HSOE) at Alliant International University prepares competent, confident, and conscientious educational leaders, who will promote and empower personal growth, academic success, and professional achievement for all in a global society. We accomplish this by offering our candidates exceptional preparation centered on multidisciplinary and holistic approaches to education.

HUFSTEDLER SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

The Conceptual Framework for Alliant International University's Hufstedler School of Education Teaching Credential Program is grounded in three major theoretical and practical educational constructs. It is our shared belief that theory and practice are reflexive domains which intersect across the education continuum. The first tenant of our Conceptual Framework is constructivist theory, which views learners as conscious agents whose background and prior knowledge and dispositions greatly contribute to their participation in the learning process. The second major component is the affirmation of, the commitment to, and the support for issues of diversity, inclusive of multiculturalism, cross-culturalism, and globalism. The third is grounded in neuropsychological research, which addresses intelligences, problem solving and

conceptualization, planning and organization, academic skills, memory and cognition, language, emotions, behavior and personality, perceptual motor abilities, and attention.

Required Text

Engleberg and Daly. *THINK Public Speaking plus MySearchLab with eText*. Prentice Hall. ISBN-13: 978-0205843671

Course Description

This course is designed to help you become more aware and confident in your ability to communicate effectively in a variety of situations. Course instruction focuses on preparation, delivery, and critique of demonstrative, informative, and persuasive speeches. Additional topics will include ceremonial and impromptu speeches, critical listening, ethics, interpersonal and group communications, intercultural communications, leadership, and conflict management.

Course Goals / Performance Objectives

- 1) Understand basic communication theory
- 2) Organize presentation material
- 3) Prepare written outlines for speeches
- 4) Effectively deliver various specific types of speeches
- 5) Understand objectives and guidelines for specific types of speeches
- 6) Understand the ethical responsibilities inherent in public speaking
- 7) Effectively utilize visual aids during a presentation
- 8) Effectively field audience questions
- 9) Understand the importance of effective listening
- 10) Understand the importance of group communication

Attendance and Assignments

- 1) Attendance is crucial-- you are a valuable part of this class and will be needed for lectures, discussions, group work, giving speeches, being a member of a supportive audience, and critically evaluating class participants during their presentations. There is a great deal of work necessary for the successful completion of this course and therefore attendance is mandatory at all class sessions. All work missed during absences must be made up and its point value will be lowered by 10% of its original score for every day it is late. You may want to exchange phone numbers with another student. Two or more unexcused absences will negatively affect your grade.
- 2) Assigned readings must be completed prior to class
- 3) Satisfactory completion of all speeches
- 4) Satisfactory completion of the Midterm and Final Exams.

Special Arrangements

This is a disability / diversity friendly class. Students with disabilities or those who have need for special arrangements should see me.

IMPORTANT: A Note on Interruptions

If you must enter late or leave early, please do so quietly. Cellular phones or pagers must be on vibrate or turned off during class. If you hear someone giving a speech please wait until s/he is finished before entering.

Regarding Grades

Criteria

- Speeches will be graded according to the following:
- Voice, development, arrangement and usage;
- Content (is content in-line with purpose, is it consistent, and does it fulfill the stated requirement);
- Expression (is what you said what you meant to say);
- Organization (is the work logical, both minutely and holistically);
- Technical (presence, mastery of topic, audience manipulation).

Distribution:

Demonstration Speech 75 points

Informative Speech 75 points

Persuasive Speech 75 points

Symposium Interpretative Project 75 points

Midterm 50 points

Final 50 points

Total Possible: 400 points

Final grades are calculated according to the following scale:

380-400 = A 336-347 = B 296-307 = C 256-267 = D

360-379 = A- 320-335 = B- 280-295 = C- 240-255 = D-

348-359 = B+ 308-319 = C+ 268-279 = D+

Regarding the Assignments General Criteria

Brief outlines for every graded speech you give must be turned in just prior to delivery (this is what I will return to you with thoughts on your speech and your grade). The following is important in the development of your speech: Organization of your speech, evidence supporting your ideas where applicable, use of references where applicable, evidence of critical thinking in expressing your judgment and, finally, style of delivery. In speeches, the "how" (you deliver) can be just as important as the "what" (you deliver) when it comes to getting people to believe what you say. The best speeches are those with both good delivery and strong content. After each speech there will be a question and answer period for the audience to ask questions - make sure you know your topic. Keep a copy of everything you submit and please note: I use both university-based and net-based plagiarism search programs. Plagiarism will result in a failing grade for the course. No single topic may be used for more than one speech.

Specific Criteria

Demonstration Speech: In this speech you simply demonstrate something and not just "tell about it."

Demonstrate how to cook, repair, create or change something, build something. You very specifically demonstrate how something is done, how to do it, how it was done, or how it can be done.

Informative Speech: With informative speeches, one is simply informing someone of something. The idea is to give pure information, not persuade. However, if we are speaking of something we are passionate about, it can too easily slip into a persuasive speech. Be very careful that this does not happen.

Persuasive Speech: Quite simply, you use this speech to persuade someone (or a group) to do something. It can be to vote a particular way, to buy something, to switch products, and on and on. What this speech must have is clear and compelling evidence. Emotion may work as a side stream, but the evidence must be there and be concrete.

Symposium Interpretative Project: Each group will choose a specific advertising campaign (i.e. Jack from Jack-in-the-Box). The group spokesperson will give an overview of the company and its campaign and what was generally learned, and will lay out the various segments of the presentation. Then each member will present a specific topic (i.e. cost of campaign, its effectiveness, how it was devised, etc). Finally, the spokesperson gives a brief conclusion. The idea here is to deeply interpret a campaign, look at any effects on society (or segment of society), and get far beyond what the advertiser wants the viewer to see. Strive for absolute professionalism here.

Midterm and Finals: These will both be in-class impromptu speeches on a topic given to that day. You will have five minutes to prepare a short, clear, concrete speech with a recognizable thesis.

Time Constraints for Speeches: Plan on 10 - 12 minutes for each formal speech. Your individual presentation of the Group Interpretative Project will be 8-10 minutes.

A Few Words about Nervousness: It's normal to be nervous at the start of a speech; it's a healthy sign that you're getting energized for a good effort. What you'll learn are ways to control this and make it work for you rather than against you. Some key things to think about are: (a) you have already given thousands of "impromptu speeches" in your life - getting your instructor to believe that the computer ate your paper, trying to persuade a friend to do something, answering questions on a job interview, etc; (b) it will help if you think of your speech as communication rather than performance; (c) your listeners probably won't notice how tense you are anyway; (d) being fully prepared; (e) picking a topic you truly care about makes a big difference and (f) you're in a supportive setting - and you certainly aren't alone.

NOTE: Throughout the term we will be doing impromptu speeches. There may be times, due to various reasons, when a speech just doesn't come to you. When that happens feel free to simply pass. Please note, however, you only get two "passes" during the term.

Grade Appeals

Should you question your final grade for this course, there is a method for appeal. First, write a letter to me being specific about the problem. State your reasons for the appeal and the evidence you have supporting it. If, after this, the situation has not been resolved to your satisfaction write a letter of appeal to the Associate Provost for Undergraduate Education. Again, in this letter be specific and include relevant details. The Office of the Associate Provost will examine the file after its review by the College Grade Appeals Committee. The decision by the Associate Provost is final.

Your grade is not about your politics

I intend to promote in this class an environment that has as a core value the treatment of all people with dignity and respect. I expect to hold others and myself to behaviors that support that goal, which, in fact, one might call a political goal. As with all courses, however, I will base my evaluation of your work on your analytic approach to the material we study and to the problems assigned, not on the political values that may come out in them. This class is urged to be aware of, and sensitive to, the social implications of language and to seek wording free of discriminatory overtones.

IMPORTANT NOTE: Throughout the term we'll be hearing and reading speeches, and perhaps writing some of our own, that may contain rather explicit and/or explosive language. Public speaking often attempts to move individuals to acts through intense language. If you have a serious problem with this you may want to speak with me about your concerns.

Class Schedule

MODULE ONE: DEMONSTRATION

- Week 1 Class 1 Introductions / discuss syllabus and class procedures / **Entry Inventory Assessment** / It's all about communicating, overcoming fears, "owning the room" and saying what you mean and want to say / **Entry Inventory Assessment**
- Week 1 Class 2 Read Chapter 1 "Principles of Effective Speaking"
- Week 2 Class 1 Read Chapter 2 "Speaking with Confidence"
- Week 2 Class 2 Read Chapter 9 "Organization and Outlining"
- Week 3 Class 1 Read Chapter 3 "Listening and Critical Thinking" / Research and self-editing while speaking methods
- Week 3 Class 2 Read Chapter 13 "Delivering Your Speech"
- Week 4 Class 1 Read Chapter 4 "Purpose and Topic"
- Week 4 Class 2 **Demonstration Speech**

MODULE TWO: INFORMATION

- Week 5 Class 1 Chapter 5 "Audience Analysis and Adaptation"
- Week 5 Class 2 Guest speaker
- Week 6 Class 1 Read Chapter 6 "Speaker Credibility and Ethics"
- Week 6 Class 2 Read Chapter 15 "Speaking to Inform"
- Week 7 Class 1 Read Chapter 7 "Speech Setting and Occasion"
- Week 7 Class 2 **Midterm**
- Week 8 Class 1 Read Chapter 8 "Research and Supporting Material"
- Week 8 Class 2 **Informative Speech**
- Week 9 Class 1 Read Chapter 10 "Introductions and Conclusions"
- Week 9 Class 2 Read Chapter 11 "Engaging Language"

MODULE THREE: PERSUASION

- Week 10 Class 1 Read Chapter 16 "Speaking to Persuade"
- Week 10 Class 2 Believability
- Week 11 Class 1 Read Chapter 12 "Generating Audience Interest"
- Week 11 Class 2 Directed groups
- Week 12 Class 1 **Persuasive Speech**
- Week 12 Class 2 Damage Control

Week 13 Class 1 Persuasion and money – the toughest speech of all
Week 13 Class 2 Chapter 14 “Presentation Aids”

Week 14 Class 1 “It’s not selling – it’s helping”
Week 14 Class 2 Chapter 17 “Speaking on Special Occasions” / Viewing
 symposiums – modeling and attacking

Week 15 Class 1 *Symposiums*
Week 15 Class 2 **Exit Inventory Assessment** / prep for the final
Week 16 **Final Exams**