

# Speech 1315: Public Speaking

## Fall 2011

Instructor: **Dr. Irene Grau**

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Office Hours:

**M/W** 10:00am to 11am; 1:30pm to 3pm

**T/Th** 12:00pm to 2:00pm; 3:30pm to 5:30pm

Course Sections: 5, 15, 740

*...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*

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### 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.*

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### **Required Materials:**

**Course Text:** *The Art of Public Speaking, 10th edition*, 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/>

**Installation of Respondus Lockdown Browser:** You will need to download RLB to your primary computer in order to take quizzes via Blackboard. Please note that you will not be able to take online quizzes on any computer not equipped with RLB. You will find the link to download the program on Blackboard under <Syllabus>. Computers in the Student Success Center have been equipped with RLB for your convenience.

**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.

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### **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.

**Academic Advising Statement:** *Please make use of office hours; they are for your benefit.* I am always willing and eager to help you in any way possible, and/or just to chat about your progress. 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.

**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.\*\***

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## 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:

<b>Introductory Speech:</b> a 2 to 4 minute introductory presentation.....	5%
<b>Mapping Controversy Speech:</b> a 4 to 6 minute presentation.....	10%
<b>Advocacy Speech:</b> a 7 - 9 minute presentation .....	20%
<b>Impromptu Introduction Speech:</b> 2-3 min. presentation.....	5%
<b>Speech Outlines:</b> Full Sentence outlines for each speech (5% each) .....	15%
<b>Speaker Evaluation Paper:</b> an evaluation of a formal presentation.....	10%
<b>Quizzes:</b> Multiple choice chapter quizzes via Blackboard* (5 at 5% each).....	25%
<b>Final Exam:</b> Cumulative multiple choice scantron in class.....	10%

\*Requires download and installation of Respondus Lockdown Browser on your computer  
More details for assignments will be provided via handouts, and class discussion will offer additional assistance.

### **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 Mon/Wed Section\***

Readings should be done *before* coming to class on the day assigned.

<b><u>Dates</u></b>	<b><u>Topics and Readings**</u></b>
<b>wk 1:</b> Aug. 22 - 25	M: Course Introduction; Assign Student Information Sheet; Discuss Lockdown Browser <b>**Due:</b> Take practice test with Lockdown Browser on Blackboard (BB)
	W: <b>Read Chap. 1;</b> Discuss Speaker Evaluation Paper; Discuss Metonym Speech; <b>**Due:</b> Student Information Sheet
<b>wk 2:</b> Aug. 29 – Sept. 1	M: <b>Read Chap. 2:</b> Ethics
	W: <b>Read Chap. 3:</b> Listening <b>**Due:</b> Listening Worksheet (in BB under <Course Documents>)
	<b>**Due by Sunday, Sept. 4:</b> SCANS Listening Quiz (on BB)
<b>wk 3:</b> Sept. 5 - 8	M: Labor Day – No Classes
	W: <b>Read Chap. 9:</b> Beginnings & Endings

**wk 4:** Sept. 12 - 15

M: **Read Chap. 10:** Outlining

W: **Read Chap. 12:** Delivery; Draw for speech order

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

**wk 5:** Sept. 19 - 22 **Metonymy Speech Presentations**

**wk 6:** Sept. 26 - 29

M: **Read Chap. 14:** Speaking to Inform; **Read Cisneros Controversy** (on BB);  
Assign Mapping Controversy Speech assignment;

W: **Read Chap. 4:** Topic & Purpose; Mapping a Controversy: “Subway from Hell” analysis;

**wk 7:** Oct. 3 - 6

M: **Read Chap. 5:** Audience Analysis

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

W: **Read Chaps. 6 & 7:** Research & Support – **Class meets in the Library**

**wk 8:** Oct. 10 - 13

M: **Read Chap. 8:** Organization

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

W: **\*\*Due:** Workshop Mapping speech – bring two copies of outline

**wk 9:** Oct. 17 - 20

M: **Read Chap. 11:** Language & Style

W: **Mapping Controversy Speech Presentations**

**wk 10:** Oct. 24 - 27 **Mapping Controversy Speech Presentations**

**wk 11:** Oct. 31 – Nov. 3

M: **Read Chap. 15:** Speaking to Persuade; Discuss Advocacy Speech

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

W: **Read Chaps. 16:** Persuasion

**wk 12:** Nov. 7 - 10

M: **Read Chap. 13:** Visual Aids; **Workshop Advocacy Outlines:** Bring two copies of Advocacy speech outline to class

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

**\*\*Nov. 9:** *Last Day to Withdraw*

**wk 13:** Nov. 14 - 17 **Advocacy Speech Presentations**

**wk 14:** Nov. 21 – 24

**M: Advocacy Speech Presentations**

**W: Thanksgiving Break – No Classes – Happy Thanksgiving!!!**

**wk 15: Nov. 28 – Dec. 1**

**M: Read Chaps. 17 & 18; Assign Impromptu Introduction Speeches**

**\*\*Due: Last day to turn in Speaker Evaluation Paper**

**W: Impromptu Introduction Speeches**

**wk 16: Finals Week: Thursday, Dec. 8 @ 11:00 - 1:30pm**

**Bring scantron and #2 pencils**

\* This schedule is subject to change as needed.



### Speech 1315: Public Speaking

Please Read, Fill out, Sign, and Return this page to your instructor

The course syllabus is a contract between this teacher and her students. It explains the policies and procedures for the class as well as the expectations and responsibilities for both myself as instructor *and* for you as the student. Providing this course syllabus to the student implies that I will fulfill my responsibilities as the instructor for this class. Signing and returning this page indicates that you have thoroughly read and understand the responsibilities expected of you as a student and will do your best to fulfill those responsibilities and expectations.

**Student name:** \_\_\_\_\_

(Please indicate nicknames and feel free to help with pronunciation if necessary)

**Phone number:** \_\_\_\_\_ **May I share with others if necessary?** Y N

**Do you have previous public speaking experience? Explain.**

\_\_\_\_\_

**Do you have any special circumstances that I should be aware of? Explain.**

\_\_\_\_\_

**Please list any work or social activities that you are involved with.**

\_\_\_\_\_

**Please list any other information you feel is important for me to know about you.**

\_\_\_\_\_

**I have read and understand all assignment requirements, reading requirements, due dates and penalties for late work and absences, the requirement to adhere to rules and regulations as outlined in the Odessa College Student Handbook, and all other expectations outlined in the syllabus for Speech 1315: Public Speaking.**

**Student Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_