

SPEECH 100-Elements of Public Speaking

Crafton Hills College

Instructor: Ron Newman
Class Times: Tuesday/Thursday 5:00-6:50
Class Dates: 2/9/2008-5/11/2008
Class Location: Crafton Hills College, BC 106
Office Hours: By appointment
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Text: Lucas, S.E. (2009). *The Art of Public Speaking (10th edition)*. Boston: McGraw Hill. (ISBN 9780073385150).

Why Public Speaking?

It doesn't matter who we are or what we do, at some point in our lives we may be called upon to speak to a group of other people. This could be anything from a formal presentation in the workplace to a toast at a wedding. Whether these occasions are planned or not, effective public speaking can boost your self-confidence, change the way others view you, and perhaps even enhance job opportunities.

Course Description and General Objectives

This course focuses on training in the application of the concepts, principles, and skills of effective public speaking. Concepts such as structure, adapting messages to culturally diverse audiences, research principles, and critical evaluation of evidence and arguments are explored. Delivery, listening, and feedback skills are also discussed and practiced in a variety of presentations.

Upon successful completion of the course, students should be able to do the following:

1. To introduce students to the study of communication and work toward enhancing their oral communication skills.
2. To inform students of the basic elements of public communication including preparation, organization, research, argument, and delivery.
3. To provide students with the opportunity to develop their proficiency in preparing and executing public presentations.
4. To provide students organizational, research, and critical thinking skills applicable to and necessary for other college-level work.

Course Objectives:

Upon satisfactory completion of the course, students will be able to:

- A. Identify the various elements of the communication process and analyze their effect on the public speaking process
- B. Demonstrate effective listening behaviors
- C. Discuss the role of law and ethics have on the public communication process
- D. Demonstrate strategies to overcome communication apprehension
- E. Utilize effective brainstorming to generate speech topics

Course Objectives (Continued):

- F. Identify the purposes of public speaking and construct speeches in an effort to satisfy those purposes
- G. Compose well-written thesis statements
- H. Identify and employ appropriate strategies to organize ideas within a speech
- I. Compare and contrast the functions of an effective introduction, body, conclusion, and transitional statements within a speech
- J. Demonstrate effective outlining procedures
- K. Demonstrate effective research techniques
- L. Analyze and evaluate sources of information
- M. Compare and contrast the use of various forms of information including facts, statistics, testimony, examples, and narratives
- N. Document sources of information utilized to construct a presentation
- O. Identify, plan, create, and correctly utilize presentational aids
- P. Analyze the characteristics of the speaking occasion and audience
- Q. Demonstrate effective use of language, nonverbal communication and voice in an effort to successfully communicate ideas to an audience
- R. Compare, contrast, and utilize appropriate styles and methods of delivery
- S. Develop effective arguments through support and refutation
- T. Compare and contrast appeals based on ethos, logos, and pathos
- U. Demonstrate effective reasoning in an effort to support a persuasive appeal
- V. Prepare and present informative, persuasive, and other types of speeches which are relevant, well-organized, well-rehearsed, and audience-centered
- W. Analyze their own strengths and weaknesses as speakers and improve upon areas of weakness
- X. Analyze and evaluate the speeches of others

Course Outcomes

- A. Make informed, ethical choices regarding communication behavior
- B. Demonstrate effective listening behavior
- C. Speak with the qualities of verbal confidence and competence
- D. Appreciate the role of and demonstrate effective nonverbal behaviors
- E. Communicate effectively with individuals of diverse backgrounds
- F. Apply basic communication concepts across all contexts and situations
- G. Utilize information and technology in order to communicate more effectively

Student Learning Outcomes

Students will demonstrate their ability to recognize and use effective speech delivery by constructing and presenting different types of speeches.

Students will demonstrate their ability to construct and outline speeches through locating, reading, organizing, and critically evaluating research to be used in the construction and support of arguments and main points through developing full sentence outlines.

Attendance and Participation

The subject of this course is public speaking. The nature of public speaking does not just require that you speak in front of the class, but it also allows you to refine your skills as an audience member and active listener. In order to help facilitate the learning objectives of the course and to develop public speaking confidence and effectiveness within the class, students need to be in class and *actively participate*. (That's aside from the fact that college policy requires that you attend class). Any absences will adversely affect your participation and class exercises grade in the course. Please do not be late to class. Excessive tardiness will also affect your participation grade. Furthermore, keep in mind the college classroom is not an appropriate environment for children. Finally, PLEASE NOTE: You the student are responsible for dropping the course should you decide not to continue in it. I WILL NOT DROP ANY STUDENT FROM THE COURSE ONCE THEY HAVE ATTENDED ONE COURSE MEETING.

Prerequisites

There is no official prerequisite for this course. However, as this is a transferable college-level course, I expect that you demonstrate college caliber speaking and writing skills. YOU MUST BE ABLE TO EXPRESS YOURSELF BOTH IN WRITING AS WELL AS ORALLY AT A COLLEGIATE LEVEL.

Grading and Requirements

Assignments in the course are divided into six areas and are worth a total of 1000 points. Each chapter will have a brief, 5 point *quiz*, for a total of 100 points. There will be a *midterm exam* covering the first half of the material, 50 points, and a *final exam* covering the second half of the material, again, 50 points for a total of 100 points. Speeches make up the bulk of the grading in the class. In all, speeches are worth 600 points. The final four speeches also include an outline element worth 25 points each for a total of 100 points. You will be required to critique a speech for 50 points. The remainder of your grade will be based on your *participation*, and completion of class exercises for 50 points. Those earning 900 points or more will be awarded an A, 800 to 899 points a B, 700 to 799 points a C, 600 to 699 points a D and less than 600 an F. I reserve the right to raise a student's final grade if it is within one percentage point of the next letter grade, provided all work is completed.

Quizzes 100 points-You will be asked to complete twenty (5 points each) quizzes throughout the term. Each quiz will consist of 5 questions from the reading and is administered during the first 10 minutes of class. Please be aware-IF YOU ARE ABSENT OR LATE, YOU MAY NOT MAKE UP A QUIZ!!!

Tests 100 points-Two (50 points each) exams will be given over the major areas addressed in the course. They will include multiple choice questions answered on an answer sheet I provide. These exams are not cumulative.

Speeches 600 points- These make up most of your grade. The first speech, *to introduce*, is worth 25 points. The *special occasion* speech comes next and is worth 25 points, followed by the *impromptu* speech worth 50 points while *speaking in small groups* is worth 75 points. The fifth speech, a *demonstration* speech is worth 100 points and the speech *to inform* is worth 125 points. This is followed by the final speech, *to persuade*, worth 200 points. Speeches must be given on the day they are scheduled. The number one reason students will receive a poor or failing grade in this course will

be missing a speech. If there is a reason you cannot deliver your speech on the scheduled day, you must contact me beforehand to discuss options and grading consequences.

Outlines 100 points-There will two outlines due for the final four speeches, a speaking outline and a preparation outline. The speaking outlines are worth 10 points each and the preparation outlines are worth 15 points each. These are due on the scheduled day of the speech.

Critique 50 points-You will write a critique of your speech to inform. This will allow you to see what you do well as a public speaker and what you need to improve on. Ideally, you should do this critique before your final speech so you can make adjustments, but it is not due until the final day of the class.

Participation and Class Exercises 50 points-Your participation and class exercise grade includes completion of in and out of class exercises, attendance, contributions to discussions, audience behavior and success in building interpersonal competence. Everyone starts with 50 points but may lose some of these points as the semester goes on. Students who are absent one-quarter of the class meetings or more will automatically forfeit a percentage of their listening and participation grade equal to the percentage of classes absent.

Late Work

Be prepared with all assignments on the day they are due. As a rule, I do not accept late written work nor give make up tests and it is essentially impossible to make up your participation in a presentation if you miss it. Of course, extreme circumstances will be considered, but only on a case by case basis. Assume my answer will be no. To receive a postponement, you **MUST** speak with me **BEFORE** returning to class so that we can negotiate an arrangement. **UNPREPAREDNESS IS NOT AN EXCUSE!** All late work will automatically be lowered 10 percent no matter what the reason. In addition, the bigger the time difference between the original due date and the late turn I date the more I will lower the grade. **IN ORDER TO SUCCESSFULLY COMPLETE THE COURSE, IT IS REQUIRED THAT ALL ASSIGNMENTS AND EXAMS BE SUBMITTED!**

Successful Student Behaviors

My role as an instructor is to lead or guide you toward becoming a more effective communicator. My goal is to share my knowledge of communication and behavior with you—knowledge I have acquired through my own education as well as life experience. I take this role very seriously and will do everything in my power to achieve this goal. I expect the same of you.

The college classroom is an environment of cooperative learning, an environment which can only exist when founded on the values of responsibility and respect. Students attending a course at any college or university enter into a contract whereby they acknowledge they have something to learn and the instructor has the knowledge and skills to guide them toward that learning. I, as an instructor, have the responsibility to be prepared and conduct the class in a way that will contribute to your growth as a business professional. As students, you have the responsibility to attend class, motivate yourself to succeed, be prepared to participate, complete required assignments, be accountable, accept the consequences of your behaviors and resolve conflict in an appropriate manner. Moreover, all of this must be accomplished with respect—respect for yourself, for your peers as well as the instructor.

Successful Student Behaviors (Continued)

Becoming an effective communicator will require a good attitude, determination, and practice. It will also require effort. However, effort alone does not ensure an above average grade in this course. The most important way to succeed as a group is to make the classroom a comfortable learning environment. Join me in creating a class that is both fun and challenging. Constructive comments should be based on observable behaviors and should be shared in a non-threatening manner. Everyone including myself is expected to give their full effort, creativity and intellectual initiative.

The class format will be primarily a combination of lecture, discussion, and exercises. These in class activities provide the basis of information for assignments as well as tests. As such, I cannot overemphasize the importance of attending class regularly and taking excellent notes. Don't just transcribe what I write on the board or show on the PowerPoint—write down what it means as well as what it means to you. These concepts are much easier to grasp if you apply them to your own life. Following are some specific behaviors that will help you succeed in this, as well as any other course.

- Keep your syllabus and consistently refer to it. Be aware of course policies, procedures and due dates.
- Follow directions. I provide extensive written and oral instructions for all major assignments. Your opportunities for success are greatly improved when you follow directions carefully.
- View the course as a real opportunity to communicate and be motivated by this opportunity, not merely by grades. Demonstrate concern for your performance throughout the course, not just during the last few weeks of the semester.
- Resist classroom distractions. All cellular phones and pagers **MUST** be off during class.
- Arrive on time for class and be prepared with required assignments.
- Practice effective communication in the classroom. Establish eye contact with me and use facial expressions and questions to demonstrate that you are participating in the class. **IT IS HIGHLY UNLIKELY THAT STUDENTS WHO DO NOT PARTICIPATE IN CLASS DISCUSSIONS WILL RECEIVE AN ABOVE AVERAGE GRADE IN THE COURSE.**
- Develop a rapport with me and other students outside the classroom. Take advantage of e-mail. Students who actively communicate with their instructors generally do better in class.
- Don't sell me or yourself short. Should you need my assistance, ask. Give yourself the opportunity to succeed.

Technology in Communication

Technology is an integral part of communication studies. To successfully complete the assignments in this course will require you have a perfunctory skill using the Internet, regular e-mail access, as well as familiarity with MS Word and PowerPoint. Access to computers with these programs is available throughout the college campus.

It is in your best interest to have an e-mail address. There are many services (including Yahoo! or Hotmail) that offer free e-mail which can be accessed from any computer with an internet connection. E-mail gives you the best opportunity to contact me quickly and easily and is the most efficient way I can review drafts of your work.

Technology in Communication (Continued)

Any documents sent to me via e-mail should be sent as attachments and must be sent as a Microsoft Word document (.doc). I will not evaluate work as Microsoft Works or WordPerfect files (.wps or .wpd)—NO EXCEPTIONS. If you have questions about MS Word or PowerPoint, subscribing to an e-mail account, sending e-mail attachments, or how to save WordPerfect and Works documents as Word, please let me know. I will be happy to work with you individually and may have written instructions available to help you with each of these tasks.

How to e-mail the instructor

The best way to get a hold of me is through e-mail and the best way to make sure your e-mail does not get lost or filtered out is to include the following information in the subject line of your e-mail:

Your school affiliation
The class you are enrolled in,
The day/time the class meets,
Your first and last name,
and what it is you would like.

Your subject line should look something like this:

RCC-Public Speaking-Fri 10:30-1:23-Ron Newman-Need an add Code

Academic Honesty

Standards of academic honesty at the college are outlined in the schedule of classes and college catalog. Plagiarism or cheating will not be tolerated. Any student who uses the published or unpublished writings, ideas or words of another person without crediting the original author will receive a zero on the assignment and risks failing the course. Further action may also be taken with the college.

Disabled Student Programs and Services

CHC seeks to make its programs available to disabled individuals in the community to the same extent these programs are available to non-disabled individuals. Services include note-takers, tape recorder loans, readers, test proctoring, large print books, tutoring, mobility assistance, handicapped parking, interpreters for the deaf, pre-registration, and adapted computer technology. A program to support learning disabled students is also provided. Any student with a history of learning problems is encouraged to make an appointment with a specialist. Phone # (909) 389-3325 or contact the instructor.

Grade Sheet

Assignment	Your Points	Points Possible	Assignment	Your Points	Points Possible
Introduction 1		/25	Quiz Chapter 1		/5
Impromptu 2		/25	Quiz Chapter 2		/5
Special Occasion 3		/50	Quiz Chapter Appendix 1		/5
Small Group 4		/75	Quiz Chapter 3		/5
Demonstration 5		/100	Quiz Chapter 4		/5
Informative 6		/125	Quiz Chapter 5		/5
Persuasive 7		/200	Quiz Chapter 6		/5
<i>Speeches (60%)</i>		/600	Quiz Chapter 7		/5
Small Group Speech Outlines		/25	Quiz Chapter 17		/5
Demonstration Speech Outlines		/25	Quiz Chapter 8		/5
Informative Speech Outlines		/25	Quiz Chapter 18		/5
Persuasive Speech Outlines		/25	Quiz Chapter 9		/5
<i>Outlines (10%)</i>		/100	Quiz Chapter 10		/5
Test – Chapters 1-8, 17-18, Appendix 1		/50	Quiz Chapter 13		/5
Test – Chapters 9-16, Appendix 2		/50	Quiz Chapter Appendix 2		/5
<i>Tests (10%)</i>		/100	Quiz Chapter 14		/5
<i>Self Critique (5%)</i>		/50	Quiz Chapter 11		/5
<i>Participation (5%)</i>		/50	Quiz Chapter 12		/5
<i>Your Total</i>		/1000	Quiz Chapter 15		/5
900-1000=A, 800-899=B, 700-799=C, 600-699=D			Quiz Chapter 16		/5
Less than 600 Not Passing			<i>Quizzes (10%)</i>		/100

Tentative Class Schedule

WEEK	DATE	DAY	WHAT TO DO BEFORE YOU COME TO CLASS	TOPIC OF THE DAY	WHAT TO DO BEFORE YOU LEAVE CLASS
1	2/9	Tues	Register for class	Syllabus review, BlackBoard, Website, Student/Teacher expectations Videos Pot, Soil, Water (Needs Improvement) Pot, Soil, Water (Final Version) A heart Worn on My Hand My Life from Toe to Head My Eye on the World	Complete Contact Card
1	2/11	Thur	Read chapters 1, 2, and Appendix 1	Chapter 1 Speaking in public Chapter 2 Ethics and Public Speaking Appendix 1 Giving Your First Speech Videos- Rhymes with Orange Steady and True Brooklyn Roads	Complete Quiz Chapter 1- Speaking in Public (5 points) Complete Quiz Chapter 2- Ethics and Public Speaking (5 points) Complete Quiz Appendix 1- Giving Your First Speech (5 points)
2	2/16	Tues	Gather information on your subject	Introductory Speeches	Speech 1-Introductory Speech (25 points)
2	2/18	Thur	Read chapter 3 Read chapter 4	Chapter 3 Listening Chapter 4 Selecting a Topic and Purpose Videos- My Crazy Aunt Sue Elie Wiesel	Complete Quiz Chapter 3- Listening (5 points) Complete Quiz Chapter 4- Selecting a Topic and Purpose (5 points)
3	2/23	Tues	Prepare for Impromptu speech	Impromptu Speeches	Give Speech 2- Impromptu Speech (25 points)

WEEK	DATE	DAY	WHAT TO DO BEFORE YOU COME TO CLASS	TOPIC OF THE DAY	WHAT TO DO BEFORE YOU LEAVE CLASS
3	2/25	Thur	Read chapter 5 Read chapter 6	Chapter 5 Analyzing the Audience Chapter 6 Gathering Materials	Complete Quiz Chapter 5- Analyzing the Audience (5 points) Complete Quiz Chapter 6- Gathering Materials (5 points)
4	3/2	Tues	Read chapter 17 Read chapter 7	Chapter 17 Speaking on Special Occasions Chapter 7 Supporting Your Ideas Videos- The Massachusetts 54 th	Complete Quiz Chapter 17- Speaking on Special Occasions (5 points) Complete Quiz Chapter 7- Supporting Your Ideas (5 points)
4	3/4	Thur	Prepare Special Occasion speeches	Speaking on special occasions	Give speech 3- Special Occasions (50 pts)
5	3/9	Tues	Read chapter 8	Chapter 8 Organizing the Body of the Speech Video- The Great Wall The Hidden World of Chile Peppers (Needs Improvement) The Hidden World of Chile Peppers (Final Version)	Complete Quiz Chapter 8- Organizing the Body of the Speech (5 points)
5	3/11	Thur	Prepare for test Read chapter 18	Test 1- Chapters 1-8, 17, App 1 Chapter 18 Speaking in Small Groups	Take test 1-Chapters 1-8, 17, App 1 (50 points) Complete Quiz Chapter 18- Speaking in Small Groups (5 points)
6	3/16	Tues	Spring Break	Spring Break	Spring Break
6	3/18	Thur	Spring Break	Spring Break	Spring Break

WEEK	DATE	DAY	WHAT TO DO BEFORE YOU COME TO CLASS	TOPIC OF THE DAY	WHAT TO DO BEFORE YOU LEAVE CLASS
7	3/23	Tues	Read chapter 9 Read chapter 10	Chapter 9 Beginning and Ending the Speech Chapter 10 Outlining the Speech Videos- Acupuncture: New Uses for an Ancient Remedy Feng Shui	Complete Quiz Chapter 9- Beginning and Ending the Speech (5 points) Complete Quiz Chapter 10- Outlining the Speech (5 points)
7	3/25	Thur	Rehearse Small Group Speeches Prepare speech outline	Small group speeches	Give Speech 3-Speaking in Small Groups (75 points) Turn in speech outline (25 points)
8	3/30	Tues	Rehearse Small Group Speeches Prepare speech outline	Small group speeches	Give Speech 3-Speaking in Small Groups (75 points) Turn in speech outline (25 points)
8	4/1	Thur	Read chapters 13 and Appendix 2	Chapter 13 Using Visual Aids Appendix 2 Using PowerPoint CPR Sign Language Yoga: Mind, Body, and Spirit	Quiz Chapter 13-Using Visual Aids (5 points) Complete Quiz Appendix 2-Using PowerPoint (5 points)
9	4/6	Tues	Rehearse Demonstration speech Prepare Demonstration outline	Demonstration speeches	Give Speech 5-Demonstration (100 points) Turn in speech outline (25 points)

WEEK	DATE	DAY	WHAT TO DO BEFORE YOU COME TO CLASS	TOPIC OF THE DAY	WHAT TO DO BEFORE YOU LEAVE CLASS
9	4/8	Thur	Rehearse Demonstration speech Prepare Demonstration outline	Demonstration speeches	Give Speech 5-Demonstration (100 points) Turn in speech outline (25 points)
10	4/13	Tues	Read chapter 14	Chapter 14 Speaking to Inform Videos Securing Yourself Online (Needs Improvement) Securing Yourself Online (Final Version)	Complete Quiz Chapter 14- Speaking to Inform (5 points)
10	4/15	Thur	Read chapter 12	Chapter 12 Delivery Video-The Secrets of Body Language	Complete Quiz Chapter 12- Delivery (5 points)
11	4/20	Tues	Rehearse speech to Inform Prepare speech outline	Speeches to Inform	Give Speech 6-Speech to Inform (125 points) Turn in speech outline (25 points)
11	4/22	Thur	Rehearse speech to Inform Prepare speech outline	Speeches to Inform	Give Speech 6-Speech to Inform (125 points) Turn in speech outline (25 points)
12	4/27	Tues	Read chapter 11	Chapter 11 Using Language Videos- Questions of Culture The Horrors of Puppy Mills	Complete Quiz Chapter 11- Using Language (5 points)

WEEK	DATE	DAY	WHAT TO DO BEFORE YOU COME TO CLASS	TOPIC OF THE DAY	WHAT TO DO BEFORE YOU LEAVE CLASS
12	4/29	Thur	Read chapter 15 Read chapter 16	Chapter 15 Speaking to Persuade Chapter 16 Methods of Persuasion Videos Putting the Brakes on Teenage Driving Bursting the Antibacterial Bubble Making a Difference Through the Special Olympics The Ultimate Gift	Complete Quiz Chapter 15-Speaking to Persuade (5 points) Complete Quiz Chapter 16-Methods of Persuasion (5 points)
13	5/4	Tues	Rehearse speech to persuade	Speeches to Persuade	Give Speech 7-Speech to Persuade (200 points) Turn in Speech outline (25 points)
13	5/6	Thur	Rehearse speech to persuade Prepare speech outline	Speeches to Persuade	Give Speech 7-Speech to Persuade (200 points) Turn in Speech outline (25 points)
14	5/11	Tues	Prepare speech outline Prepare for test	Test 2 Chapters 9-16, 18, App 2	Complete Test 2 Chapters 9-16, 18, App 2 (50 points) Complete Self-critique of speech to inform (50 points) Class participation points awarded (50 points)