

# **SPE 1-Public Speaking 23529**

## **Moreno Valley College**

Instructor: Ron Newman  
Class time: Friday 11:20 AM-2:30 PM  
Class Location: HM 322  
Office Hours: By appointment  
E-mail: rnewman@rccd.net  
Website: www.newmaneducation.com  
Texts: Lucas, S.E. (2009). *The Art of Public Speaking (10th edition)*. Boston: McGraw Hill. (ISBN 9780073385150). (The text is available at the RCC Bookstore)

### **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**

Prepares students to compose (develop outlines & research) and present a minimum of four speeches, including informative and persuasive presentations in front of a live audience. Emphasis will include: different purposes of speaking, types of speeches and organizational patterns, topic choice and audience adaptation, rhetorical principles, development and support of sound reasoning and argument, theories of persuasion, application of ethics in public speaking, listening skills, and theory and principles of effective delivery. Students will speak formally for a minimum of 20 total semester minutes.

### **Student Learning Outcomes**

**Upon the completion of the course the student will be able to do the following:**

1. Demonstrate competence in speech preparation and presentation by ethically achieving the proper goals for the genre and type of speech while performing audience analysis and adaptation.
2. Demonstrate competence in speech preparation by appropriately synthesizing the rhetorical conventions of speech composition in outline format with credible evidence and sound reasoning.
3. Demonstrate competence in speech presentation by appropriately synthesizing the rhetorical conventions of speaking from a brief set of notes within given time constraints integrating credible evidence and sound reasoning.
4. Integrate appropriate verbal and non-verbal communication to ethically achieve the goals of a particular speech.
5. Demonstrate effective management of anxiety during preparation and presentation of speeches.
6. Implement ethical standards expected of an audience member by employing effective listening skills and cultural sensitivity.
7. Evaluate their own and others speeches based on content, composition/organization, delivery, and implementation of ethical standards.

### **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. 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. 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. You will need 900 points for A, 800 to 899 points for a B, 700 to 799 points for a C, 600 to 699 points for a D and less than 600 is an F.

**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 three speeches -*to introduce*, *impromptu*, and the *special occasions*- are C/NC and worth 25 points. The next four are graded and include the *speaking in small groups* speech, worth 100 points, the *demonstration* speech, worth 125 points, the *speech to inform*, worth 150 points, and the *speech, to persuade*, worth 150 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, YOU ARE REQUIRED TO COMPLETE ALL SPEECHES AND EXAMS!**

### **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.

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.

### **Successful Student Behaviors (Continued)**

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.

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-F 11:20-2:30-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**

If you have a documented disability requiring accommodation in this class, please contact me or the Office of Disabled Students Programs and Services. We will be happy to work with you in determining appropriate accommodations to meet the educational limitations resulting from your disability. The locations and phone numbers are as follows:

Riverside City Campus - ADM 121 - 222-8060

Moreno Valley Campus - Science & Technology 150 - 571-6138

Norco Campus - Student Service Building (Next door to Health Services) - 372-7070

### **Eating and Drinking in Class**

College policy states that there is to be no eating, drinking, or smoking in the classroom, whether class is in session or not.

### **Additional Services Available**

There are additional services available on campus located in the Learning Resource Center and the Library. Please feel free to contact them or me for a more thorough description of these resources.

## 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		/25	Quiz Chapter Appendix 1		/5
Small Group 4		/100	Quiz Chapter 3		/5
Demonstration 5		/125	Quiz Chapter 4		/5
Informative 6		/150	Quiz Chapter 5		/5
Persuasive 7		/150	Quiz Chapter 6		/5
<b><i>Speeches (60%)</i></b>		<b>/600</b>	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
<b><i>Outlines (10%)</i></b>		<b>/100</b>	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
<b><i>Tests (10%)</i></b>		<b>/100</b>	Quiz Chapter 14		/5
<b><i>Self Critique (5%)</i></b>		<b>/50</b>	Quiz Chapter 11		/5
<b><i>Participation (5%)</i></b>		<b>/50</b>	Quiz Chapter 12		/5
<b><i>Your Total</i></b>		<b>/1000</b>	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			<b><i>Quizzes (10%)</i></b>		<b>/100</b>

## Tentative Class Schedule

<b>WEEK</b>	<b>DATE</b>	<b>DAY</b>	<b>WHAT TO DO BEFORE YOU COME TO CLASS</b>	<b>TOPIC OF THE DAY</b>	<b>WHAT TO DO BEFORE YOU LEAVE CLASS</b>
1	2/24	Friday	Register for class	Syllabus review, BlackBoard, Website, Student/Teacher expectations  Videos- Rhymes with Orange (Classmate Introduction)  Steady and True (Classmate Introduction)	Syllabus Quiz
2	3/2	Friday	Read chapter 1 Read chapter 2 Appendix 1 Gather information on your subject	Chapter 1 Speaking in public Chapter 2 Ethics and Public Speaking App. 1 Giving Your First Speech Introductory Speeches	Take Quiz Chapter 1- Speaking in Public (5 points)  Take Quiz Chapter 2- Ethics and Public Speaking (5 points)  Take Quiz Appendix 1- Giving Your First Speech (5 points)  Give Speech 1- Introductory Speech (25 points)
3	3/9	Friday	Read chapter 3 Read chapter 4	Chapter 3 Listening Chapter 4 Selecting a Topic and Purpose  Videos- My Crazy Aunt Sue (Commemorative)  The Massachusetts 54 <sup>th</sup> (Commemorative)	Take Quiz Chapter 3- Listening (5 points)  Take Quiz Chapter 4- Selecting a Topic and Purpose (5 points)

<b>WEEK</b>	<b>DATE</b>	<b>DAY</b>	<b>WHAT TO DO BEFORE YOU COME TO CLASS</b>	<b>TOPIC OF THE DAY</b>	<b>WHAT TO DO BEFORE YOU LEAVE CLASS</b>
4	3/16	Friday	Read chapter 5 Read chapter 6 Prepare Speech	Chapter 5 Analyzing the Audience Chapter 6 Gathering Materials Impromptu Speeches	Take Quiz Chapter 5- Analyzing the Audience (5 points) Take Quiz Chapter 6- Gathering Materials (5 points) Give Speech 2- Impromptu Speech (25 points)
5	3/23	Friday	Read chapter 7 Read chapter 8 Read chapter 17 Prepare for test	Chapter 7 Supporting Your Ideas Chapter 8 Organizing the Body of the Speech Chapter 17 Speaking on Special Occasions Test 1- Chapters 1-8, 17, Appendix 1	Take Quiz Chapter 7- Supporting Your Ideas (5 points) Take Quiz Chapter 8- Organizing the Body of the Speech (5 points) Take Quiz Chapter 17- Speaking on Special Occasions (5 points) Take test 1-Chapters 1-8, 17, Appendix 1 (50 points)

<b>WEEK</b>	<b>DATE</b>	<b>DAY</b>	<b>WHAT TO DO BEFORE YOU COME TO CLASS</b>	<b>TOPIC OF THE DAY</b>	<b>WHAT TO DO BEFORE YOU LEAVE CLASS</b>
6	3/30	Friday	Holla	Day	Relax
7	4/6	Friday	Read chapter 9 Read chapter 10 Read chapter 18 Prepare speech	Chapter 9 Beginning and Ending the Speech Chapter 10 Outlining the Speech Chapter 18 Speaking in Small Groups Speaking on Special Occasions Videos- Acupuncture: New Uses for an Ancient Remedy (Informative) The Great Wall (Informative) Feng Shui (Informative)	Take Quiz Chapter 9- Beginning and Ending the Speech (5 points) Take Quiz Chapter 10- Outlining the Speech (5 points) Take Quiz Chapter 18- Speaking in Small Groups (5 points) Give Speech 3- Special Occasions Speech (25 points)
8	4/13	Friday	Spring	Break	Relax
9	4/20	Friday	Prepare speech outline	Small group speeches	Give Speech 4- Speaking in Small Groups (100 points) Turn in speech outline (25 points)

<b>WEEK</b>	<b>DATE</b>	<b>DAY</b>	<b>WHAT TO DO BEFORE YOU COME TO CLASS</b>	<b>TOPIC OF THE DAY</b>	<b>WHAT TO DO BEFORE YOU LEAVE CLASS</b>
10	4/27	Friday	<p>Read chapters 13</p> <p>Read Appendix 2</p> <p>Read chapter 14</p>	<p>Chapter 13 Using Visual Aids</p> <p>Appendix 2 Using PowerPoint</p> <p>Chapter 14 Speaking to Inform</p> <p>Videos- CPR (Informative: Demonstration)</p> <p>Sign Language (Informative: Demonstration)</p>	<p>Take Quiz Chapter 13- Using Visual Aids (5 points)</p> <p>Take Quiz Appendix 2- Using PowerPoint (5 points)</p> <p>Take Quiz Chapter 14- Speaking to Inform (5 points)</p>
11	5/4	Friday	<p>Rehearse Demonstration speech</p> <p>Prepare speech outline</p>	<p>Demonstration Speeches</p>	<p>Give Speech 5- Demonstration Speech (125 points)</p> <p>Turn in speech outline (25 points)</p>
12	5/11	Friday	<p>Read chapter 11</p> <p>Read chapter 12</p>	<p>Chapter 11 Using Language Videos-</p> <p>Chapter 12 Delivery</p> <p>Questions of Culture (Delivery)</p> <p>The Hidden World of Chili Peppers (Informative: Needs improvement)</p> <p>The Hidden World of Chili Peppers (Informative: Final Version)</p> <p>Video-The Secrets of Body Language</p>	<p>Take Quiz Chapter 11- Using Language (5 points)</p> <p>Take Quiz Chapter 12- Delivery (5 points)</p>
13	5/18	Friday	<p>Rehearse speech to inform</p> <p>Prepare speech outline</p>	<p>Speeches to Inform</p>	<p>Give Speech 6-Speech to Inform (150 points)</p> <p>Turn in speech outline (25 points)</p>

<b>WEEK</b>	<b>DATE</b>	<b>DAY</b>	<b>WHAT TO DO BEFORE YOU COME TO CLASS</b>	<b>TOPIC OF THE DAY</b>	<b>WHAT TO DO BEFORE YOU LEAVE CLASS</b>
14	5/25	Friday	<p>Read chapters 15</p> <p>Read chapters 16</p>	<p>Chapter 15 Speaking to Persuade</p> <p>Chapter 16 Methods of Persuasion</p> <p>Videos- Putting the Brakes on Teenage Driving (Persuasive)</p> <p>Bursting the Anti-Bacterial Bubble (Persuasive)</p> <p>Making a Difference through the Special Olympics (Persuasive: Motivated Sequence)</p>	<p>Take Quiz Chapter 15- Speaking to Persuade (5 points)</p> <p>Take Quiz Chapter 16- Methods of Persuasion (5 points)</p>
15	6/1	Friday	<p>Rehearse speech to persuade</p> <p>Prepare speech outline</p> <p>Prepare for test</p> <p>Complete self-critique</p>	<p>Speeches to Persuade</p> <p>Test 2 Chapters 9-16, 18, Appendix 2</p>	<p>Give Speech 7-Speech to Persuade (150 points)</p> <p>Turn in speech outline (25 points)</p> <p>Take test 2 Chapters 9-16, 18, Appendix 2 (50 points)</p> <p>Complete Self-critique of speech to inform (50 points)</p> <p>Class participation points awarded (50 points)</p>