Public Speaking
Spring 2015
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TEXTBOOKS:

Berkun, S. (2010). *Confessions of a public speaker*. United States: O'Reilly.

Fraleigh, D. M., & Tuman, J.S. (2014). *Speak up: An illustrated guide to public speaking* (3rd ed.). Boston, MA: Bedford/St. Martins.

COURSE DESCRIPTION, OVERVIEW, AND LEARNING OBJECTIVES:

This course focuses on principles of public speaking; practice in composition, delivery, and criticism of informative, persuasive, and mediated speeches. It is designed to develop students' competency in oral communication, provide an understanding and appreciation of the dynamic nature of the communication process, and the theoretical and practical requirements of several different types of public presentations. The course will include instruction in speech-related topics including basic research, message composition, speech preparation, audience analysis, vocal delivery, listening, non-verbal communication, speech criticism, and the processes of communication. The course also prepares students for participation in a variety of contemporary settings of cultural and social significance (such as interviews).

The course emphasizes public speaking in both traditional and mediated formats. The course draws upon critical, historical, and empirical research to provide students the resources to expand their communication competence to meet the ever changing demands of public communication. The emphasis of the course is on learning through performance and application of communication principles and tools. Students will learn, practice, and demonstrate abilities of integrating information and research through readings, discussions, speech analysis, and formal speaking assignments utilizing emerging technologies.

Specifically, upon the successful completion of this course students will:

1. Describe the history of public speaking and applicable communication models.
2. Identify, describe, and analyze key stages and considerations in speech preparation and delivery.
3. Analyze the distinctive features of public speaking that shape a person's experiences and perspectives, particularly audience analysis. (RU Core Goals a,v, z)
4. Prepare outlines for speeches based on an organizational pattern that includes relevant research and supporting information using proper citation format. (RU Core Goals a, s1, u, v, y, z)
5. Critique speeches during various stages and incorporate feedback to revise and improve the final delivery of speeches, as well as reflect on the value of feedback in the preparation process. (RU Core Goals s1, s2)
6. Develop and present professional-level individual and/or group speeches in an introductory, informative, and persuasive context in face-to-face and mediated delivery modes, displaying

effective oral communications skills (e.g., vocal variety/articulation, gestures/body movement, and interacting with an audience) with the use of visual aids. (RU Core Goal y)

RU Core Curriculum Learning Outcome Goals:
21st Century Challenges:
a. Analyze the degree to which forms of human difference shape a person's experiences of and perspectives on the world
Cognitive Skills & Processes:
s1. Communicate complex ideas effectively, in standard written English, to a general audience
s2. Respond effectively to editorial feedback from peers, instructors or supervisors through successive drafts and revisions
u. Evaluate and critically assess sources and use the conventions of attribution and citation correctly
v. Analyze and synthesize information and ideas from multiple sources to generate new insights
Information Technology and Research:
y. Employ current technologies to access information, to conduct research, and to communicate findings
z. Analyze & critically assess information from traditional and emergent technologies

COURSE REQUIREMENTS:

Speech 1-Self-Introduction-25XP: For the first in-class speech, you will have to introduce yourself to the instructor and your classmates using a specific protocol (show and tell). This speech is scored on a pass/fail basis since the purpose is to provide you with initial feedback from the instructor and your classmates.

Speech 2-Informative Speech-100 XP: For the second speech, you will have to present a topic in an informative context. Informative speeches take many forms including speeches of explanation and demonstration. This speech will be produced and presented through Panopto, a web-based presentation system.

Speech 3-Persuasive Speech-200XP: For the third speech, you will have to present a topic in a persuasive context. Persuasive speeches advocate for an option or attempt to persuade the audience for the validity of a specific viewpoint. This speech will be presented in class.

Speech 4-Mediated Speech-175XP: In your groups, you will have to produce an online presentation using Go To Meeting to present and Panopto to record. The content of the presentation will be a debate format where your teams will present and advocate for opposite viewpoints.

Teach-Backs & Presentation Challenges-115XP: At the end of each major sub-unit of the course, each group will present on an assigned set of textbook chapters (so you are teaching the class as a group!). In addition, throughout the term we will have a number of in class 'presentation challenges' where you are asked as a team to inform or persuade the audience regarding a current topic pertaining to the course. There are multiple instructional goals for this component which include: practice presentation delivery skills, develop competency in

informative speaking, mastering the content of the required key readings and developing an awareness of your target audience. Your goal during those presentations. is to relay information in a concise and effective way so your classmates can appreciate the content of your presentation; you should not rehash the content of the readings---after all, your classmates have already read the chapter, yes? You will complete a total of three (3) teach-backs worth 20, 30 and 40 XP respectively. The presentation challenges component is scored on a pass/fail basis; however the winning team will earn bonus XP.

Please note: All speeches above require a one-page reflection (at the group or individual level) explaining what the students feel they learned as a result of completing the assignment and the associated challenges. Speeches 2, 3 and 4 also require the submission of a formal outline. **In addition, all of the speeches (in-class and outside class) will be recorded with both video and audio and will be available to all members of the class so you and your classmates can review them (as part of the peer and self-review process).** For the in-class speeches you will be required to use one a wireless mic which we will provide (for the recording).

Reflective Assignments-285 XP (28.5%)

Group-Set Up Assignment-10XP: For many of the main course assignments you will be working in teams. Accordingly, you will have to produce a form through which you set-up your team. In this form, each team will include information such as the team leader (responsible for coordinating and leading the team for the team presentations and the mediated speech), deciding on the name of the team and uploading all of this information on eCollege. This assignment also serves as an introduction on uploading assignments on eCollege.

Interview Reflection Paper-25XP: Your first written assignment will require that you interview a classmate in your group using Skype or other mediated modality. You will then submit a 2-3 page reflection paper highlighting the interview protocol, what you learned about your classmate/what stood out for you as well as your perception of conducting the interview in a mediated setting.

Peer Reviews-100XP: In accordance with the audience-centered approach of public speaking you will be asked to complete peer reviews for your classmates' speeches at both group and individual level (yes, all of the speeches will be subject to peer review). The format for the peer reviews will vary depending on the type of presentation.

Participation-Poll Everywhere-50XP: Your responses through Poll Everywhere system will be used to track your involvement in the course and will also be used as a way to provide feedback to your classmates' presentations. You must have and bring with you to each class session a text enabled cell phone in order to participate in this component which you need to register with the Poll Everywhere software so it can be associated with your name. There is no charge to use this service with the exception of sending text messages (which depends on your cell phone carrier). If you do not have a text capable cell phone please alert the instructor prior to the second class session for alternate arrangements. Information on registering your cell phone with the Poll Everywhere software will be provided separately by the end of the second

unit. Participation points are awarded during each session on a pass/fail basis. Each class session is worth 5 XP. In order to earn credit for the session, you must respond to at least 75% of the questions. This means that you have to be present during our class sessions, have a text-enabled cell phone that is operational, **arrive on-time** and stay until the class is dismissed in order to ensure that you have answered all of the polling questions. Please note that f it is **your responsibility** to register and **bring to every class session (unless otherwise indicated) your registered cell phone. Make you're your cell phone is fully charged (they do tend to run out of battery)! It is your responsibility to ensure that your cell phone/text message transmission work properly. We can verify that your scores were correctly transferred to your Gradebook but that is pretty much where our involvement ends---make sure you check your cell for confirmation that your vote was received (this is indicated by a confirmation message). Furthermore, please remember that you should only use your own cell to participate.**

In the scenario that you arrive late (up to 5 minutes), leave early (5 minutes prior to the end of the session), forget your cell or your cell malfunctions you will be eligible for partial credit (2 XP) associated with that session. A sign-in and sign-out sheet will be circulated to that effect.

Discussions-100XP. During a certain number of units you will be responsible for participating in an asynchronous class discussion (on eCollege). Discussion topics may include reflection in one or more of the topics that we are covering and/or the completion of a related activity (including the assessment of a presentation). Discussion contributions are evaluated based on quality, quantity, timeliness and communication proficiency according to the discussion rubric that is available in the assignment resources tab of eCollege. Contributions posted while the unit is active have the potential to receive full credit. Contributions within one week of the unit's closing date have the potential to receive partial credit. **No credit is given for contributions made after one week of the unit's closing date.** Students will earn a score between 0-20 for each unit's discussion contributions in order to enable them to track their progress. Also, please note that the majority of our discussions will be video-based (you will have to use a mic/headset and webcam combination to participate in those via our video discussion platform).

Testing (it can actually be fun!) 100XP-10%

Quizzes-100XP. Upon the conclusion of the two major parts of the course you will be asked to complete a quiz on eCollege. Quizzes will comprise of multiple choice/true-false questions.

TENTATIVE SCHEDULE:

Week	Topic	Readings	Assignments and Key Events
1	Introduction to the Course		-Learner's Profile & Video Introduction (eCollege) -Cell Phone Registration with Poll Everywhere
2	Origins & Definitions of Public Speaking Group Presentations Designing the First Speech and Public Speaking Challenges	Fraleigh: 1-3,20 Berkun: Ch.1-2	Unit 2 Discussion: Initial Post Due Reply/Supp. Posts Due Group Set-Up Form
3	Selecting and Researching the Speech Topic	Fraleigh: Ch. 6 & 7 Berkun: Ch.3	Unit 3 Discussion: Initial Post Due Reply/Supp. Posts Due Self-Introduction Speeches (in-class):

4	Audience Analysis	Fraleigh: Ch. 4 &5 Berkun: Ch. 4-6	Teach Back #1: (in-class) Interview Reflection Paper Due
5	Organizing and Supporting a Speech Mastering Panopto	Fraleigh: Ch. 8-11	Unit 5 Discussion: Initial Posts Due Reply/Supp. Posts Due
6	Informative Speaking & Delivery Considerations	Fraleigh: Ch.13,16 Berkun: Ch.7-9	Quiz 1 (eCollege) Topic Declaration for Informative Speech Due
7	Verbal and Non-Verbal Support (visual aids) Midterm Review	Fraleigh: Ch. 12,14	Teach Back #2 Due (in class) Unit 7 Discussion (informative speech outline review): Reply/Supp. Posts Due

8	Persuasive Speaking	Fraleigh: Ch. 17-18	Informative Speeches Due (video on Panopto, formal outline and reflection on eCollege) Due: Persuasive speech topic/angle/date declaration
9	Mediated Speaking	Farleigh: Ch. 15	Teach Back#3-Due (in class) Unit 9 Discussion (persuasive speech outline review): Initial Posts Due Reply/Supp.Posts
10	Other Types of Speaking (Special Occasion, Press Conferences, Interviews)	Farleigh Ch. 19 Berkun: Ch. 10 and Backstage Notes	Unit 10 Discussion: Initial Posts Due Reply/Supp. Posts Due Persuasive Speeches Part I Due (in class)
11	Persuasive Speech Presentations	Presentations	Persuasive Speeches-Part II Due (in class)

12	Speech Evaluation & Reflection		Persuasive Speeches-Part III Due (in class) Quiz 2-Due
13	Mediated Speech Preparation		
14	Reflections on the Course		Mediated Speech: Due: 4/28 (early submission) 5/5 (regular submission) Unit 14 Discussion: Initial Posts Due Reply/Supp. Posts Due