

COM-123

Public Speaking

Fall, 2003

INSTRUCTOR INFORMATION: (Please fill-in on first day of class)

Name:
Office Hours:
Office Number:
Office Phone:
Email Address:

REQUIRED MATERIALS:

Public Speaking: Strategies for Success, Third Edition
David Zarefsky
Allyn and Bacon
2001

One VHS, T-120 Videotape

COURSE PHILOSOPHY:

Because the skills involved in public speaking were regarded as essential to public life in antiquity, rhetoric--as the art of public speaking--became one of the first humanistic disciplines taught systematically in the western history of ideas. Quite simply, both the Greeks and Romans believed that by preparing their citizens to be effective communicators, they were also teaching them how to be effective and responsible members of society.

The course, Public Speaking, is based on the rhetorical tradition and uses the same precepts of Aristotle and Cicero. In addition, it explores, as one of its primary concerns, questions of values and ethics that underlie contemporary public discourse. The basic philosophy of the course is that the art of public speaking can be learned. This philosophy is reflected in the systematic design of the course which emphasizes both critical and presentational skills. More specifically, each assignment builds upon a previous one thereby creating an atmosphere wherein the speaker can identify and refine strengths, and identify and overcome weaknesses. Throughout the course, an emphasis is placed on the power of speech and the connection between being an excellent speaker and being a critical consumer of public messages.

Overall, the course is designed to meet three goals. The first is to familiarize students with the three traditional purposes of public speaking--to teach, to entertain, and to persuade--and how those purposes are fulfilled by various kinds of speeches. For example, informative speeches to explain or to report emphasize the general purpose of instruction; special occasion or after dinner speeches emphasize that of entertainment; speeches to change or reinforce attitudes, beliefs, or values, speeches to correct misconceptions, and speeches to hostile audiences exemplify those with the primary purpose of persuasion.

A second goal of the course is to develop in students the five qualities necessary to an orator: invention, arrangement, style, memory, and delivery. These qualities are developed in both theory and practice. Students are directed through the analytical processes of intellection, discovery, and judgment for invention; through types of logical and spatial ordering for arrangement;

through language and composition variables for style; through impromptu, manuscript, and extemporaneous presentations for memory; and through variations in voice and other nonverbal cues for delivery.

While the emphasis of the course is upon students' development as speakers, the course also has a third goal of enhancing students' perceptiveness as auditors of public messages. Because their own standards for public discourse have been improved, they become more critical and discerning of the public discourse of others. Furthermore, the course requires them to understand aspects of critical listening and to apply those aspects constructively to the speaking process.

CULTURAL DIVERSITY:

"A university is a place where the universality of the human experience manifests itself."

--Albert Einstein

In keeping with the spirit of Einstein's viewpoint, the College of Communication is committed to providing an atmosphere of learning that is representative of a variety of perspectives. In this class, you will have the opportunity to express and experience cultural diversity through topic selection (within appropriate guidelines) and speech analysis discussions. In addition, some speaking assignments have been designed to encourage individuality and creative expression. You are encouraged to not only take advantage of these opportunities in your own speaking, but also, learn from the information and ideas shared by other students. Questions are encouraged!

ATTENDANCE POLICY:

Because this course is performance oriented and concerned with listening as well as speaking, you are expected to attend class regularly and be a functioning member of the class. It is important that you attend on speaking days (even if you are not the speaker). Very few people enjoy giving speeches. You and your classmates are in this together. You need to attend for your classmates and be very supportive. This makes the whole process less painful. Moreover, lectures are important. What your instructor has to say can make a difference in your performance. Make use of the opportunity to learn the easy way -- through classroom experience. If you do not attend class your grade will suffer. You have 2 absences (TR) or 3 absences (MWF) to use any way you like. You need not even discuss them with your instructor. After these absences, however, your final grade will automatically be dropped one letter grade for each additional unexcused absence. Excused absences are a rarity, and are at the subjective option of the instructor. In addition, it is quite distracting, both to the instructor and to those students who are genuinely trying to learn, for others to continually enter the classroom late. For this reason and due to the performance nature of the course, tardies will be documented. Every three (3) tardies that a student accumulates will count as one (1) unexcused absence.

SPEAKING DATES:

Every effort will be made to schedule your speech on a day that is convenient for you. However, sometimes it is impossible to suit everyone in the class and you must give a speech on a day that is inconvenient for you. If this happens, you are required to adhere to the schedule. *In addition, if you are absent on a speaking day, either yours or someone else's, and you do not have a legitimate excuse, then your grade for that speech will be dropped one full letter grade* (hangovers, preparing for rush, two tests on that day, have allergies, have tickets to a ballgame, have a vacation, and the like DO NOT count as legitimate excuses). Each person wants to give his/her best speech with the best advantages, but sometime that is impossible. Sometimes you must give a speech when you have other assignments due or when you have a cold.

OUTSIDE OBSERVATIONS:

Because this course is designed to help you become a critical consumer of public messages, you are required to attend and critique a minimum of three (3) different public speaking situations. Your instructor will (*but is not required to*) provide you with the information about such opportunities as they arise. You are encouraged to seek these opportunities early in the semester and share your knowledge of upcoming events with the class. Examples of such activities include, but are not limited to: The COM-123 Speak Off, a guest speaker at a club or organization, a forensics tournament on campus, a sermon, a debate, a speech at an awards banquet, a guest speaker at a luncheon, and annual events such as The Night of Oral Interpretation. Consult your instructor about the event before attending and submitting your critique.

GRADING SCALE:

Ice breaker speech	P/F points
Short Talk I	P/F points
Demonstration speech (8%)	50 points
Informative speech (17%)	100 points
Informative outline (4%)	25 points
Persuasive speech (21%)	125 points
Persuasive outline (4%)	25 points
Mid-term exam (17%)	100 points
Final exam (17%)	100 points
Outside observations (4%)	25 points
Impromptu/Special Occasion Speech	P/F points
Various exercises/homework/participation (8%)	50 points
TOTAL	600 POINTS

Assignments graded on a Pass/Fail (P/F) basis will impact your grade only if you fail the assignment. Upon failure of an assignment, eighteen (18) points (3%) will be deducted from your final point total.

The following scale will determine your final grade:

600 - 580 = A+	
579 - 560 = A	459 - 440 = C
559 - 540 = A-	439 - 420 = C-
539 - 520 = B+	419 - 400 = D+
519 - 500 = B	399 - 380 = D
499 - 480 = B-	379 - 360 = D-
479 - 460 = C+	359 - 000 = F

Some Important Policies:

- Students who do not attend the first three meetings of a MWF class or the first two meetings of a TR class may be administratively disenrolled.
- Students must earn a "C" or better in all required and elective courses in the major. A "C" or better is required in all external courses required by the major whether they serve as a prerequisite to a major course or are simply required by the major. This means a "C" of any kind.
- Students with disabilities are encouraged to register with the Office of Disability Services, 348-4285. Thereafter, you are invited to schedule appointments to see me during my office hours to discuss accommodations and other special needs.

- **All students in attendance at the University of Alabama are expected to be honorable and to observe standards of conduct appropriate to a community of scholars. The University expects from its students a higher standard of conduct than the minimum required to avoid discipline. All acts of dishonesty in any academic work constitute academic misconduct. This includes, but is not necessarily limited to the following:**
 1. **Cheating -- using or attempting to use unauthorized materials, information, study aids, or computer-related information.**
 2. **Plagiarism -- representing the words, data, works, ideas, computer program or output, or anything not generated in an authorized fashion, as one's own.**
 3. **Fabrication -- presenting as genuine any invented or falsified citation or material.**
 4. **Misrepresentation -- falsifying, altering, or mistaking the contents of documents or other materials related to academic matters, including schedules, prerequisites, and transcripts.**

Academic misconduct includes all acts of dishonesty in any academically related matter and any knowing or intentional help or attempt to help, or conspiracy to help, another student. The Academic Misconduct Disciplinary Policy will be followed in the event of academic misconduct.

- **Please do your part to maintain the appearance of this room. SMOKING, EATING, AND DRINKING ARE NOT PERMITTED IN THIS ROOM. That means you should not bring food or liquids into the room. Please do your part to make sure that no one else does this during class or at any other time**
- **We should be able to adhere to the schedule fairly closely. You should be able to discern deviations, especially if we fall behind. I will try to keep you informed of significant deviations, especially for exam and speaking dates. Please remember that I expect you to consult the schedule and to do the assigned reading before class so we can have fruitful class discussion. I will call on students by name, so be prepared.**

TENTATIVE DAILY SCHEDULE

Monday/Wednesday/Friday Classes

DAY	TOPIC/ACTIVITY	READINGS
W	Overview	
F	Welcome to Public Speaking	Chapter 1
M	ICE BREAKER SPEECHES	
W	Choosing a Topic and Developing a Strategy	Chapter 4
F	Organizing the Body of the Speech	Chapter 7
M	NO CLASS--LABOR DAY	
W	Organizing the Intro, Conclusion, and Transitions	Chapter 8
F	Intro, Conclusion, and Transitions continued	
M	SHORT TALK I	
W	Speaking to Inform	Chapter 13
F	Using Visual Aids	Chapter 12
M	DEMONSTRATION SPEECH	
W	DEMONSTRATION SPEECH	
F	DEMONSTRATION SPEECH	
M	DEMONSTRATION SPEECH	
W	Listening Critically	Chapter 2
F	MID-TERM EXAM	
M	Analyzing Your Audience (<i>Final Informative Topics Due</i>)	Chapter 3
W	Researching the Topic	Chapter 5
F	Researching the Topic continued	
M	Outlining the Speech (<i>Rough Outlines Due</i>)	Chapter 9
W	Achieving Style Through Language	Chapter 10
F	Presenting the Speech	Chapter 11
M	Presenting the Speech (<i>All Final Outlines Due</i>)	
W	INFORMATIVE SPEECHES	
F	INFORMATIVE SPEECHES	
M	INFORMATIVE SPEECHES	
W	INFORMATIVE SPEECHES	
F	INFORMATIVE SPEECHES	
M	Reasoning	Chapter 6
W	Reasoning continued (<i>Final Persuasive Topics Due</i>)	
F	Reasoning continued	
M	Persuading	Chapter 14
W	Persuading continued	
F	Persuading continued (<i>Rough Outlines Due</i>)	
M	Focus on Ethical Speaking	Selected Readings
W	Focus on Ethical Speaking	
F	Speech Evaluation Activity	
M	PERSUASIVE SPEECHES (<i>All Final Outlines Due</i>)	
W	PERSUASIVE SPEECHES	
F	PERSUASIVE SPEECHES	
M	PERSUASIVE SPEECHES	
W	PERSUASIVE SPEECHES	
F	NO CLASS--THANKSGIVING	
M	Occasions for Public Speaking	Chapter 15
W	Impromptu or Special Occasion Speeches	
F	Impromptu or Special Occasion Speeches/Review for final exam	

TENTATIVE DAILY SCHEDULE

Classes Meeting Two Days Each Week

CLASS MEETING	TOPIC/ACTIVITY	READINGS
1	Welcome to Public Speaking	Chapter 1
2	Choosing a Topic and Developing a Strategy Organizing the Body of the Speech	Chapters 4, 7
3	ICE BREAKER SPEECHES	
4	Organizing the Intro, Conclusion, and Transitions	Chapter 8
5	SHORT TALK I	
6	Speaking to Inform	Chapter 13
7	Using Visual Aids	Chapter 12
8	DEMONSTRATION SPEECH	
9	DEMONSTRATION SPEECH	
10	Listening Critically	Chapter 2
11	MIDTERM EXAM	
12	Analyzing Your Audience (<i>Informative Topics Due</i>)	Chapter 3
13	Researching the Topic	Chapter 5
14	Outlining the Speech (<i>Rough Outlines Due</i>)	Chapter 9
15	Achieving Style Through Language/Presenting the Speech	Chapters 10, 11
16	INFORMATIVE SPEECHES (<i>All Final Outlines Due</i>)	
17	INFORMATIVE SPEECHES	
18	INFORMATIVE SPEECHES	
19	Reasoning	Chapter 6
20	Reasoning continued (<i>Persuasive Topics Due</i>)	
21	Persuading	Chapter 14
22	Persuading continued (<i>Rough Outlines Due</i>)	
23	Persuading continued	
24	Focus on Ethical Speaking	Selected Readings
25	PERSUASIVE SPEECHES (<i>All Final Outlines Due</i>)	
26	PERSUASIVE SPEECHES	
27	PERSUASIVE SPEECHES	
28	PERSUASIVE SPEECHES	
29	NO CLASS--Thanksgiving	
30	Speaking on Special Occasions	Chapter 15
31	Impromptu or Special Occasion Speeches (<i>review for final</i>)	

ICE BREAKER SPEECH

Point Value: P/F

Description:

This assignment is designed to give you initial speaking experience in a low risk situation. While you will not be graded on this assignment, your instructor will provide feedback about your performance that should be useful in future graded assignments. In this speech, you will present a two minute speech of self-introduction based on a personal object. This speech should be delivered extemporaneously from brief notes that occupy no more than one side of a single 4 X 6 notecard. You should not read your speech and should use as much eye contact as possible.

In preparation for this speech you should select an object that represents a significant aspect of your background, personality, values, ambitions, etc. Using the chosen object as a point of departure, you should explain how it relates to your own life. For example, a journalism student might select a newspaper as a way to explain her/his professional goals. A new father might select a diaper as a vehicle for discussing his experiences as a parent. An avid tennis player might settle on a tennis racket to illustrate her/his passion about the sport.

If possible, you should bring the object of your speech to class on the day of presentations. If this is not possible because the object is too large, too rare, or too valuable, you should bring a model, drawing, or photograph of the object. *The purpose of this speech is not to explain the object in detail, but to use it as a vehicle for you to introduce yourself to the class.*

**SHORT TALK I:
Introduction**

Point Value: P/F

Description:

The Speaker's Goals-

In this assignment you have an option: 1. You can begin working on the introduction that will actually be used in one of your speeches (this will give you the opportunity to get feedback from your instructor and classmates as to the effectiveness of each) or 2. You can be creative, using hypothetical information -- as long as it sounds realistic. The object of this assignment is to demonstrate your understanding of the introduction and to give you another opportunity to gain experience and confidence in front of an audience. You must end your introduction with a purpose statement and an advanced organizer (i.e. preview statement).

The Listener's Goals-

As you listen to these presentations, try to identify the speaker's attempt to meet each goal of the introduction. Did (s)he succeed in meeting all of the goals? How effective were the techniques that the speaker used? Compare the messages that satisfied the criteria to those that did not; do you see the benefit of a message constructed in the correct way? What would you have done differently to enhance this message?

This assignment will be graded objectively for the following:

Introduction:

- 1. Use of rhetorical convention (method for introducing your topic).**
- 2. Demonstration of audience analysis (exigency).**
- 3. Credibility.**
- 4. A purpose statement.**
- 5. An advanced organizer (preview statement).**
- 6. You will automatically lose 15 points if you begin your speech with any version of the following:
"My speech today is on..."**
- 7. Time Limit: 1 - 1.5 minutes**

DEMONSTRATION SPEECH:

Point Value:
50 points

Description:

The Speaker's Goal-

In this assignment, your goal is to inform the class about a topic that involves the demonstration of a skill or process. You must make a demonstration during the speech and you must use visual aids. Your aim in this speech is either *understanding* or *application*. That is, you can either show them how something is done or you can instruct them how to perform the process for themselves. Keep in mind, if the process is complex (e.g. how an AP Poll is conducted) then your goal should be understanding. On the other hand, if the process is rather simple (e.g. how to mat photographs) then your goal should be application.

Speeches of demonstration are commonplace in our lives. Professors inform us how to outline a speech, sales representatives explain how to use their products, infomercials tell us how to “get rich quick,” Jenny Craig tells us how to lose five pounds in five days, and numerous self-help books offer advice on everything from how to study for the GRE to how to quit smoking. Demonstration speeches can be distinguished from informative speeches by using the following guidelines:

1. The focus is a discussion of how to do something (e.g. how to build your own greenhouse).
2. Development of content should include a sequential (i.e. step-by-step) process.
3. The thesis/purpose statement will give a clue to the intent of the speech.

Sources are not required for this speech. If, however, you consult sources for this speech, then you should cite them in the text of your speech. Please limit your time to 5-7 minutes. Delivery must be extemporaneous. *Your grade will suffer severely if you read.*

The Listener's Goals-

In this assignment the listener will want to ask the following questions: 1) Do I understand or could I apply this information? 2) What techniques aided or enhanced my understanding of or ability to apply this information? 3) How can I incorporate these techniques into my own speeches? 4) Did the speaker communicate vividly and clearly? If so, can you identify specific examples? If not, how could the speaker have used language more effectively? 5) In what way(s) did the speaker attempt to use vocalics to enhance his/her presentation?

INFORMATIVE SPEECH

Point Value: 100 for speech
25 for outline
125 Total points

Description:

The Speaker's Goal-

In this assignment, your goal as a speaker is to share information with the audience. All attempts to persuade should be avoided. Consequently, you should avoid highly controversial topics or topics about which you have strong feelings. Save these topics for the persuasive assignment. You should research your topic until you are capable of discussing it competently in an informal situation. Ideally, you should sound like an expert on the subject. Your understanding of the subject should exceed the general knowledge of the audience. Delivery must be extemporaneous. *Your grade will suffer severely if you read.* You are here to develop your skills as a speaker not a manuscript reader. Extemporaneous style is emphasized and taught in this class because, given all of the methods proffered in the text, extemporaneous speaking is the type you will encounter most often in your career. Specifically, you must have the following:

1. An appropriate introduction -- meeting the five criteria.
2. Evidence of audience analysis throughout the speech.
3. At least two main ideas.
4. Use of at least two different types of supporting material
5. Use of at least four sources.
6. Supporting development through, at least, the following levels:
 - I.
 - A.
 - 1.
 - 2.
 - B.
 - 1.
 - 2.
 - II.
 - A.
 - 1.
 - 2.
 - B.
 - 1.
 - 2.
7. An appropriate conclusion.
8. A typed outline to be turned in at the time you deliver the speech.
9. An extemporaneous delivery.
10. An attempt to enhance Ethos through your appearance.
11. Be prepared to entertain questions.
12. Time Limit: 5 - 7 minutes

The Listener's Goal-

You will write a brief critique for each speaker offering them at least one constructive and one positive comment for both delivery and content. You will also be assigned one speaker for whom you will write a full page critique of their performance. All listeners are responsible for asking questions.

Persuasive Speech

Point Value: 125 for speech
25 for outline
150 Total points

Description:

The Speaker's Goal-

In this assignment, your goal as a speaker is to persuade and or actuate the class to your way of thinking on a specific topic. You are expected to advance your opinions and personal biases. Persuasive speaking is perhaps the most challenging type of speaking and therefore you should choose an interesting topic, worthy of your time and energy. Because there are a variety of methods for developing your persuasive message, you have a choice on this assignment. You may choose to structure your speech according to the motivated sequence design, problem/solution design, cause/effect design, or the refutative design. In addition, you must demonstrate the use of two motivational appeals. Specifically, you must have the following:

1. An appropriate introduction -- meeting the five criteria.
2. Evidence of audience analysis throughout the speech.
3. At least two main ideas.
4. Use of at least two different types of supporting material.
5. Use of at least four sources.
6. Use of at least two motivational appeals
7. Evidence of persuasive organizational development.
8. An appropriate conclusion.
9. A typed outline to be turned in at the time you deliver the speech.
10. An extemporaneous delivery.
11. An attempt to enhance Ethos through your appearance.
12. Be prepared to entertain questions.
12. Time Limit: 7 - 9 minutes.

The Listener's Goal-

You will write a brief critique for each speaker offering them at least one constructive and one positive comment for both delivery and content. You will also be assigned one speaker for whom you will write a full page critique of their performance. This critique, unlike the informative critique, should evaluate the speaker's use of persuasive appeals, argument, and so forth. Answer the questions: Were you persuaded? If so, why? If not, why not? All listeners are responsible for asking questions.