

Benedictine University ~ Springfield College in Illinois

Summer Session D, 2005
Classroom: D-221
Class Time: Tuesday 6:00–10:00 p.m.

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SPH 111-70 – Public Speaking

Welcome to Public Speaking! Taking a public speaking course at this point in your academic training will help you perform more effectively in your other coursework, as well as provide you with an indispensable skill that you will use throughout your professional life. Have no fear of public speaking! The keys to minimizing what is commonly known as “stage fright” are solid preparation and practice. Public speaking is one of the few college classes where you can experience immediate improvement from week to week. If you commit yourself to the process of learning how to speak well, you will learn to enjoy the process and look forward to the challenge of public speaking. To ease you into the process, I am asking you to give a 2-3 minute speech of introduction the first night of class. Please bring an object as a springboard to inform us about some interesting aspect of your life. You may use a picture or employ some other inanimate object to help us get to know you better. If you have any questions about this assignment, feel free to give me a call prior to the first night of class. I look forward to meeting you and coaching you through the process of speech making in the weeks to come.

I. Course Description

A course designed to give training in the extended extemporaneous speech on issues of concern to an identifiable public. Emphasis is on the composition of the persuasive speech, including its research and its language style. Students also are required to develop standards of speech criticism.

II. Textbook and Materials

Gregory, Hamilton. Public Speaking for College & Career (7th Edition). Boston: McGraw-Hill, 2004.

III. Goals, Objectives, and Student Learning Outcomes

Course Goals

To Communicate effectively through listening, speaking, reading and writing; to utilize contemporary technology to enhance speech presentations, and to develop a plan for continued learning.

Course Objectives

- To examine the communication process whereby the receiver measures the effectiveness of the speaker.
- To improve listening, reading, writing and speaking skills; adapting messages to audiences through oral presentation.
- To gain a respect and an appreciation for the power inherent in the spoken word.

Student Learning Outcomes

Upon successful completion of this course, you will be able to:

- Prepare and deliver a well organized speech presentation using language effectively;
- Employ sound strategies for speech analysis and criticism;
- Utilize contemporary technology to enhance speech presentations.

IV. Teaching Methods/Delivery System

The teaching methods for this course will be interactive lecture while utilizing pair work and group discussion formats. Power Point and video presentations in conjunction with handouts will be used to enhance lectures and stimulate class discussions.

V. Course Requirements**Attendance Policy**

Students are expected to attend every class session unless hindered by sickness, a family emergency, or some other extenuating circumstances. In such cases it is the student's responsibility to notify the instructor. The student is encouraged to seek out the instructor in case classroom attendance becomes a problem.

Speech Assignments

Because this is an accelerated speech class, you will need to carefully organize your time in preparation for delivering four graded speech presentations. Please be prepared to deliver your speech when scheduled to do so. If you are unable to attend class on a speech presentation night for reasons noted in the attendance policy above, your speech must be delivered at the beginning of the next class session. If you are absent on a presentation night with no clear reason, you forfeit the points for that speech assignment. All additional assignments, (i.e., reading assignments and speech analysis reports), are designed to help you perform well on your speeches. Therefore, it is imperative that you take seriously these reading and writing assignments as noted below. All assignments are to be turned in during class time, meaning no late assignments will be accepted via fax or e-mail. Grades for assignments turned in one week late will automatically be reduced by half a letter grade.

Reading Assignments

- Read the textbook chapters according to the course plan
- Read handouts for speech analysis purposes

Writing Assignments

- Write speech outlines for all graded speeches
- Write two speech analysis reports

Participation

Class participation is essential to your success in this course. Therefore, you will be evaluated very closely regarding your involvement in class discussions, presentations, and overall contribution to the class. *As a common courtesy, please turn off all cell phones and pagers before entering the classroom.*

Plagiarism

Plagiarism is defined as follows: “The act of appropriating the literary composition of another, or parts or passages of his writing, or the ideas of language of the same and passing them off as the product of one’s own mind. To be liable for plagiarism, it is not necessary to exactly duplicate another’s literary work, it being sufficient if unfair use of such work is made by lifting of substantial portion thereof” (Black’s Law Dictionary, 1035, 5th ed. 1979). The SCI student Handbook lists plagiarism as a serious breach of conduct standards and will result in disciplinary action.

VI. Means of Evaluation**Grading**

For this course, you will have two speech analysis assignments and four graded speech assignments. You will also be assessed for completing an outline which corresponds to each of the four speech assignments. A summary of the point system for the course assignments is below.

- 50 points for speech analysis assignments (25 points maximum for each)
- 150 points for speech evaluations (50 points maximum for each)
- 75 points for final presentation
- 25 points for completing and handing in all speech outlines beginning with Week Two.

Total: 300 Points

Grading Scale

90 - 100	A
80 - 89	B
70 - 79	C
60 - 69	D
59 or below	= E

VII. Americans with Disabilities Act (ADA)

Benedictine University, Springfield College in Illinois provides individuals with disabilities reasonable accommodations to participate in educational programs, activities, and services. Students with disabilities requiring accommodations to participate in college-sponsored programs, activities, and services or to meet course requirements should contact the Dean of Student Affairs as early as possible.

VIII. Assessment: Classroom Assessment Techniques

Goals, objectives, and learning outcomes assessed in the class are stated in this syllabus. In addition to the stated objectives and goals, you will be asked to formulate your own personal goals for the course during the first class. At the conclusion of the course, you will have an opportunity to evaluate whether the course goals, objectives, learning outcomes, as well as your own goals were met through the course.

IX. Topical Course Outline

Week Date	Topic/Activity	Reading
1 June 12	General introductions, Course Overview, syllabus Worksheet: Personal objectives for course Lectures on Chapters 1, 2, and 5 Toastmasters video: "Be Prepared to Speak" Speech Analysis Assignments Deliver a two-minute speech using an object as a springboard to tell us something interesting about yourself (non graded).	Ch. 1. Introduction to Public Speaking (2) Ch. 2. Controlling Nervousness (26) Ch. 5. Selecting Topic, Purpose, and Central Idea (90) <u>Speech Reading</u> : "My Love for Learning" (456)
2 June 19	Lectures on Chapters 8, 12 and 15 Speech Analysis: "The titanic: Two Erroneous Beliefs" Deliver a 3-4 minute presentation describing how you overcame adversity (i.e., some adverse situation that tested your mental and/or physical powers).	Ch. 8. Supporting Your Ideas (166) Ch. 12. Outlining the Speech (272) Ch. 15. Speaking to Inform (346) <u>Speech Reading</u> : "The Titanic: Two Erroneous Beliefs" (457)
3 June 26	Lectures on Chapters 10 and 11 Speech Analysis: "The Thrilling World of Roller Coasters" Complete and hand in a one-page analysis of a speech	Ch. 10. The Body of the Speech (226) Ch. 11. Introductions and Conclusions (250) <u>Speech Reading</u> : "The Thrilling World of Roller Coasters" (handout)
4 July 2	Lectures on Chapters 9 and 17 Speech Analysis: "Seatbelts: A Habit That Can Save Your Life" Deliver a 4-5 minute informative speech Turn in speech outline	Ch. 9. Visual Aids (188) Ch. 17. Persuasive Strategies (394) <u>Speech Reading</u> : "Seatbelts: A Habit That Can Save Your Life" (handout)
5 July 9	Lectures on Chapters 13 and 14 Speech Analysis: "Capital Punishment" Deliver a 5-7 minute persuasive speech Turn in speech outline Complete and hand in speech analysis two	Ch. 13. Wording the Speech (296) Ch. 14. Delivering the Speech (318) <u>Speech Reading</u> : "Capital Punishment" (handout)
6 July 16	Lecture on Chapter 18 Speech Analysis Deliver final persuasive speech Turn in final speech outline Course Objectives Evaluation	Ch. 18. Special Types of Speeches (422) <u>Speech Readings</u> : "I Have a Dream" by Martin Luther King and Lincoln's "Gettysburg Address," "The Survivor," and "The Girl Who Just Happened Along in My Life" (handouts).

Note: The chapter reading(s) are always to be done prior to the week that they appear on the course plan. For example, during week one, you should read **Chapters 8, 12, and 15** prior to coming to class week two.

The final project will be a to 8-10 minute persuasive speech utilizing the principles and practices discussed in class for speech making.