

Benedictine University-Springfield College in Illinois

Summer Session E, 2005
Classroom: D-225
Class Time: Thursday 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 experience and look forward to the challenge of public speaking. To ease you into the process, I am asking you to come prepared 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. Mission statement. The mission of Springfield College in Illinois is to provide students the best liberal arts education in the Ursuline tradition of a nurturing faith-based environment. We prepare students for a life of learning, leadership and service in a diverse world.

IV. Goals, Objectives, and Student Learning Outcomes

A. 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.

B. Objectives. The following Common Student Learning Objectives (CSLOs) adopted Dec. 9, 2004, are addressed:

- Content Knowledge (Lifelong Learning) CK-1. Know and apply the central concepts of the subject matter;

- Communication Skills (Lifelong Learning and Leadership) CS-1. Communicate effectively in oral and written forms;
- Problem Solving Skills (Lifelong Learning and Leadership) PS-2. Seek information and develop an in-depth knowledge base, grounded in research;
- Social Responsibility (Service and Leadership) SR-2. Make ethical and informed decisions;
- Global Perspectives (Diversity) GP-1. Recognize the importance of diversity of opinion, abilities and cultures.

C. Course Based Student Learning Objectives. Upon completion of the course, students will be able to demonstrate their mastery of the following learning outcomes, addressing the following CLSOs (in parentheses):

- CBSLO-1 Understand and apply key elements of informative and persuasive speech making (CK-1);
- CBSLO-2 Prepare and deliver a well organized speech presentation using language effectively (CS-1);
- CBSLO-3 Employ research strategies for speech development and analysis (PS-2);
- CBSLO-4 Employ ethical standards to the speech making process (SR-2);
- CBSLO-5 Utilize effective strategies for audience analysis (GP-1).

V. 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.

VI. 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 (CS-1, PS-2, SR-2, GP-1). 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 and Writing Assignments

- Read the textbook chapters and handouts according to the course plan (CK-1)
- Read for research purposes (PS-2)
- Write speech outlines for all graded speeches (CS-1)
- Write two speech analysis reports (CK-1)
- Prepare a bibliography for all speeches where supporting material is employed (PS-2)

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.

VII. 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. A = 100-90. B = 89-80. C = 79-70. D = 69-60. E = 59-0.

VIII. 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.

IX. 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 <u>August 25</u>	General introductions, Course Overview, syllabus Personal objectives for course Toastmasters video: "Be Prepared to Speak" Lectures on Chapters 1, 2, and 5 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)
2 <u>September 1</u>	Lectures on Chapters 12, 15 Speech Topic activities Sample informative speeches: SpeechMate CD-ROM (disc 1)	Ch. 12. Outlining the Speech (272) Ch. 15. Speaking to Inform (346) Speech Reading: "My Love for Learning" (456)
3 <u>September 8</u>	Lecture on Chapter 4, 8 Speech Analysis: "The titanic: Two Erroneous Beliefs" Deliver a 3-5 minute informative speech Turn in speech outline	Ch. 4. Reaching the Audience (64) Chapters 6 and 7 (skim) Ch. 8. Supporting Your Ideas (166) Speech Reading: "The Titanic: Two Erroneous Beliefs" (457)
4 <u>September 15</u>	Lectures on Chapters 10 and 11 Speech Analysis: "Sign Language" Deliver a 4-6 minute informative speech Turn in speech outline Speech Analysis One Due	Ch. 10. The Body of the Speech (226) Ch. 11. Introductions and Conclusions (250) Speech Reading: "Sign Language" (handout)
5 <u>September 22</u>	Lectures on Chapters 9, 16, 17 Speech Analysis: "To Save a Child" Sample persuasive speeches: SpeechMate CD-ROM (disc 1)	Ch. 9. Visual Aids (188) Ch. 16. Speaking to Persuade (372) Ch. 17. Persuasive Strategies (394) \\ Speech Reading: "To Save a Child" (handout)
6 <u>September 29</u>	Lectures on Chapters 13 and 14 MLA Documentation Style Deliver a 5-8 minute persuasive speech Turn in speech outline	Ch. 13. Wording the Speech Ch. 14. Delivering the Speech
7 <u>October 6</u>	Lecture on Chapter 18 Speech analysis (see readings) Final Speech workshop	Ch. 18. Special Types of Speeches (422) Speech Readings: "I Have a Dream" by Martin Luther King and Lincoln's "Gettysburg Address," and "The Girl Who Just Happened Along in My Life" (handouts).
8 <u>October 13</u>	Deliver an 8-12 minute persuasive speech Turn in final speech outline Course Objectives Evaluation Speech Analysis Two Due	Review chapters on persuasive speaking

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.