

**\*\*\* ASSIGNMENT –**  
**PLEASE READ AND BE PREPARED TO DISCUSS CHAPTERS**  
**1, 2 & 3 and Appendix to Pt. 1 FOR THE FIRST CLASS\*\*\***

**SPRINGFIELD COLLEGE IN ILLINOIS**

Fall 2006E  
Classroom D105  
Classes: Mon. 6:00 - 10:00 p.m.

John Milhiser, Instructor  
Office Hours in D105,  
Mon. 5:45 - 6:00 pm  
Phone: 544-4868 (w)

**Public Speaking**  
**SPH 111-70**

**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. Prerequisite: ENG 111 with a grade of C or better. 3 hours

**II. Textbook:**

Lucas, Stephen E., *The Art of Public Speaking*. New York: McGraw Hill, 9th ed. 2006.

**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 enhance communication through the development of skills in the following areas: speaking, listening, reading, and writing.

To gain an understanding and appreciation of the conventions and methods of public speaking.

To create and present effective speeches in a variety of genres..

**B. Common Student Learning Objectives** – The following CSLOs, adopted December 9, 2004, apply to this course:

*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

*Self-Direction and Personal Growth (Lifelong Learning)* – SP-1 – Develop a sense of intellectual curiosity

**C. Course-Based Student Learning Objectives (CBSLO)**

To understand and apply key elements of informative and persuasive speaking in preparing and delivering speeches. (CK-1, CS-1)

To analyze the elements and effectiveness of prominent speeches. (CK-1, GP-1, SP-1)

To employ research and organizational strategies for speech development.. (CK-1, PS-2)

To apply ethical standards in the speech making process. (CK-1, SR-2, GP-1, SP-1)

**V. Teaching Methods:**

Lecture/Class Discussion/Video & Audio Presentations

**VI. Course Requirements**

**Attendance:**

Attendance is required. Classroom discussion is an important element of the course, and therefore, more than one absence may result in the final grade being lowered.

**Class Participation:**

Students are expected to come to class prepared to deliver assigned speeches, discuss the reading assignment and to participate in in-class activities.

**Academic Honesty Policy:**

*Plagiarism.* Plagiarism is defined as follows: "The deliberate and knowing presentation of another person's original ideas or creative expressions as one's own. Generally, plagiarism is immoral but not illegal. If the expression's creator gives unrestricted permission for its use and the user claims the expression as original, the user commits plagiarism but does not violate copyright laws. If the original expression is copied without permission, the plagiarist may violate copyright laws, even if credit goes to the creator. And if the plagiarism results in material gain, it may be deemed a passing-off activity that violates the Lanham Act." Black's Law Dictionary, 8th ed. (2004), p. 1187. [The Lanham Act, 15 U.S.C., is the federal law regulating, and protecting, trademarks.] Also useful to establish guidelines for delineating plagiarism is Diana Hacker's definition: "Three different acts are considered plagiarism: (1) failing to cite quotations and borrowed ideas, (2) failing to enclose borrowed language in quotation marks, and (3) failing to put summaries and paraphrases in your own words." (*A Writer's Reference*, by Diana Hacker, Bedford St. Martin's Press, 2003, page 331.) Some instances of plagiarism may, in fact, be violations of copyright law and subject to prosecution. The SCI Student Handbook lists plagiarism as a serious breach of conduct standards and will result in disciplinary action.

**Reading Assignments:**

See course outline.

**VII. Means of Evaluation**

Students will be evaluated on three graded speeches, two speech outlines, and a written speech analysis. Class participation is essential to this course, therefore, the instructor will also evaluate each student's participation in class discussions, group work, and overall contribution to the class.

Keep in mind that plagiarism will result in disciplinary action. The SCI Student Handbook defines plagiarism as a serious breach of conduct standards. Plagiarism is defined as, "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." Black's Law Dictionary 1035 (5<sup>th</sup> Ed. 1979).

## Course Requirements:

Introductory Speech	10%
Informative Speech	20%
Speech Analysis	15%
Persuasive Speech	30%
In-class Participation	25%

## Grading Scale:

A = 91 -100 %
B = 81 -90 %
C = 71 - 80 %
D = 61 - 70 %
E = 60 % and below

## VII. Topical Course Outline with Reading Assignments

<b>Class 1</b> Aug. 21 <sup>st</sup>	Course Overview Formulate Personal Objectives for the Course <b>Chapters 1, 2 &amp; 3 and Appendix to Pt. 1 (p.73-83) Read before coming to class</b> Speaking in Public, Ethics, Listening, Giving Your First Speech
<b>Class 2</b> Aug. 28 <sup>th</sup>	Present Introductory Speech w/ Visual Aids (2-4 min.) <b>Chapters 4, 5, 6, &amp; 7</b> Selecting Topics, Analyzing the Audience, Gathering Material, Supporting Your Ideas
<b>Class 3</b> Sept. 4 <sup>th</sup>	Introduction to Speech Analysis Video Presentations and Transcripts of Significant Speeches
<b>Class 4</b> Sept. 11 <sup>th</sup>	<b>Chapters 8, 9, 10, &amp; 14</b> Organization, Introductions & Conclusions, Outlining, Speaking to Inform
<b>Class 5</b> Sept. 18 <sup>th</sup>	Informative Speech Outline Draft Due <b>Chapters 11, 12, &amp; 13</b> Language, Delivery, Visual Aids
<b>Class 6</b>	Deliver Informative Speech (5-7 min)

Sept. 25th	Speech Analysis Assignment will be given
<b>Class 7</b>	Speech Analysis Due
Oct. 2 <sup>nd</sup>	<b>Chapters 15, 16, &amp; 17</b>
	Persuasion, Speaking on Special Occasions
<b>Class 8</b>	Deliver Persuasive Speech (8-12 min.)
Oct. 9 <sup>th</sup>	Turn in Persuasive Speech Outline
	Evaluate Course Objectives

### **VIII. Americans with Disabilities Act (ADA)**

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**

The goals, objectives, and student learning outcomes listed above will be assessed through the presentations and written assignments. The instructor will also utilize directed paraphrasing and other Classroom Assessment Techniques as deemed necessary to provide continuous improvement in instruction. All students are required to participate in all assessment measures. Feedback on lectures and assignments is encouraged and will be respected.