SPCH 2300-PUBLIC SPEAKING

# Instructor: C. Ellen Young

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**Office Hours:** T- 5:00pm-6:45pm, W- 11:30-3:45pm, Campus Center Building, 104

**READINGS**

**Required Text**: Beebe, S. & Beebe, S. (2012). A concise public speaking handbook. NY; Pearson Education, Inc.

Course Purpose

This course focuses on providing ample experience with a variety of presentation skills with an emphasis on formal public speaking with intent to inform and to persuade. The class will encourage appropriate verbal and nonverbal presentation skills in multiple settings and will require individual and group participation. This course also examines intrapersonal, interpersonal, group, and public communication contexts, emphasizing both verbal and nonverbal messages.

Course Goals

1. To give students a skills- and knowledge-based understanding of the basic principles of effective public speaking
2. To bring awareness to and teach skills that will help reduce communication apprehension
3. To provide students with a set of guidelines that will enable students to be ethical public speakers
4. To help students learn and appreciate the potential for employment and promotion that effective public speaking skills may provide them.

Learning Outcomes

By the conclusion of the course students should be able to:

1. analyze an audience and incorporate that information into a speech to maximize the usefulness of the speech to the audience.
2. conduct research for speeches, evaluate the quality of sources of information for bias and credibility, and  incorporate that research into a speech with complete and correct citations.
3. write a speech that reflects sound ethical principles.
4. present a speech in a polished, professional style that maximizes the speaker's credibility in a tone that is appropriate for the topic and type of speech being given.
5. critically evaluate the content in another person's speech with focus on the logical quality, research support, and delivery presented by the speaker.

**GRADING**

1) I will not accept your work unless it is submitted ON TIME.

2) Due to privacy concerns, I do NOT email grades.

**Informative Presentation** 10% 50

Informative Outline 5% 25

Peer Evaluations 5% 25

**Persuasive Presentation** 10% 50

Persuasive Outline 5% 25

Peer Evaluation 5% 25

**Group Presentation** 10% 50

**Descriptive Presentation** 10% 50

Descriptive Outline 5% 25

Nonverbal Observation Paper 5% 25

Midterm 15% 75

Final 15% 75

**Total 100% 500 pts**

**Grading Scale**

A 93-100 A- 90-92

B+ 88-89 B 83-87 B- 80-82

C+ 78-79 C 73-77 C- 70-72

D+ 68-69 D 60-67 F 59 and below

## ATTENDANCE

**Absence Policy:**

You are allowed to miss the equivalent of one (1) *week* of class.

* Once a week classes: 1 excused absence
* Twice a week classes: 2 excused absences

**THESE ABSENCES DO NOT APPLY ON PRESENTATION DAYS.**

**Tardy Policy:**

1. You will be marked “tardy” if you are more than 5 minutes late for any class or class-related proceeding.
2. If you are more than 15 minutes late, you will be marked **absent** (unless with a documented excuse).
3. No penalties will accrue unless you gather more than 3 tardies. 3 tardies will equal 1 absence, 4 tardies will equal 2 absences, and etc.
4. If your maximum amount of absences has been reached, you will then receive a 5 point grade deduction for each additional absence. This deduction affects your FINAL average in the class.

**Presentation Day Absences:**

Foreseeable absences should be arranged with the instructor in advance. “Foreseeable” includes university-approved absences (athletic obligations) or court dates. These absences must come with proper documentation (e.g. schedule of classes to be missed signed by pertinent athletic director), and must be approved by the instructor *before* the missed class.

You will only be allowed to make up a missed presentation if the absence was unforeseeable, unpreventable, urgent in nature, necessitated missing class, and for which documentation proving its occurrence can be provided by a professional relevant to the emergency (e.g., emergency room physician).

Assignments and Absences

**Your work is due on time regardless of circumstances. The instructor’s discretion will be used in determining if the work will be accepted.**

(1) **Assignment Due Dates.** I reserve the right to refuse any late assignments unless there are documented and are extenuating circumstances. Except in very extenuating circumstances—see above policies--there are no make-ups or extensions.

(2) **Prior** **Notification and Grade Reduction.**  If you want me to consider your reason for missing an assignment, you must email/call (preferably email) *prior* to the beginning of that class. If you are unable to reach me, leave a message. Do not assume, however, that a voice or email mail message is sufficient to avoid penalty. You must also have credible and thorough documentation. If a late assignment is accepted, it is subject to penalty, including a reduction for each day that the assignment is late (e.g., A+ to B+).

3) **Technological Devices-** no cellular phones, music devices, and etc can be used during class time unless given express permission by the instructor. Notify the instructor if there is an emergency necessitating the use of the devices.

### ADA

In accordance with the American Disabilities Act of 1991, students with special needs may request that the professor and class make reasonable accommodations. Students who have documented special needs (physical, learning, etc) must work with the Office of Disability Services (439-8346. TDD: 423-439-8370). Disability Services, then, will make arrangements with me for reasonable accommodation (e.g., testing at Disability Services).

Students should **not hesitate** to speak with me or any other professor about physical or learning "disabilities." These are not uncommon challenges for today's students. I strive to be discreet with any information students give me.

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# CLASSROOM ETHICS AND CLIMATE

1) **Academic Dishonesty:** Keep in mind the academic policy in your student handbook. If I catch you cheating, plagiarizing, etc. you will receive an “F” on the assignment and/or in the course (at my discretion).

2) **Positive Learning Environment.** I am committed to helping create and maintain a positive learning environment; therefore, I encourage an open, but sensitive and professional, dialogue. I retain the right to temporarily remove any student from the class who is disrupting that positive learning environment (Per Dr. Steven Bader, Dean of Students). This includes offensive posts to discussion boards or any inappropriate information made public via the use of class resources (video, discussion boards, and etc.).

**For more about student rights and codes of conduct, I highly recommend that each student carefully review the Student Handbook, especially since you are bound by the procedures and policies set forth in the manual.**

**GRADED ASSIGNMENTS**

Make sure you carefully read the section on “Personal Time Off/Attendance.” You must submit quality work *on time* to ensure your success in this class.

**Wikipedia**

Do NOT use Wikipedia for your papers or your speeches. By visiting the website (http://en.wikipedia.org), you will see that "Wikipedia is an [encyclopedia](http://en.wikipedia.org/wiki/Encyclopedia) written [collaboratively](http://en.wikipedia.org/wiki/Collaborative_writing) by [many of its readers](http://en.wikipedia.org/wiki/Wikipedia:Who_writes_Wikipedia)… Inappropriate changes are usually removed quickly…*anyone* can edit…Find something that can be improved, either in content, grammar or formatting, and fix it." This means that there are some real credibility challenges with this source (e.g., lack of consistency, lack of external review).

#### **I. Communication Reporting: Nonverbal Observation Report (50pts)**

|  |  |
| --- | --- |
| ***Note 1*** | **You must cite sources.**  **🡪 Use APA**  ***At minimum, you must cite your text book (in-text and references). Do not over-cite. This is supposed to be observational.*** |
| ***Note 2*** | **Evaluation form for this assignment is attached.** |
| ***Note 3*** | APA style would be: In text citing: “According to Rothwell (2004)…”  Reference Page: Rothwell, D. (2004). *In the company of others.* Boston, MA: McGraw Hill. |
| ***Note 4*** | **Your grades will not only be based on what you write but how you write it**. |
| ***Note 5*** | **Spelling and grammar count!!** 🡪We have a wonderful writing center here; take advantage of this great resource (4th floor of Warf-Pickel). |

In a public setting (i.e., don’t trespass, do anything unethical, or break any laws for this assignment!!!), observe **one** (1) form of nonverbal communication.

**Forms to choose from include**: Proxemics, haptics, paralanguage, artifactual communication, kinesics (see text for other options).

**Paper Components:** Always have an introduction, thesis, organized body, and conclusion (with discussion. See below).

* **Describe:** **Fully describe** the setting of your observation, as well as specific EXAMPLES from your observations to support your assertions. Do NOT discuss hypothetical uses of nonverbals. Use your real-life observations.
* **Discuss:** Be detailed in your discussion. Your discussion should involve your conclusions about the large social/theoretical significance of your observations.
* **Rubric is attached to the syllabus. Tear it out and attach to the FRONT of your paper with your name written on it.**
* **Page length:** Usually runs ~3-5 pages.

**\*\*\*\*IMPORTANT NOTE about students who have previously failed this assignment\*\*\*\*** Remember, focus on ONE TYPE of nonverbal communication (e.g., Proxemics), rather than ONE FUNCTION (e.g., regulate). Of course, you may draw on nonverbal communications’ functions to explore your observations about the selected type of nonverbal communication **(**E.g., Show how haptics is used for substitution and regulation). **The students who FAIL this assignment have done so because they did NOT follow directions.**

#### **II. Small Group Unit (50pts)**

**HEADS UP on Small Group Assignment!!!**

The purpose of this unit is to allow you to investigate the workings of small groups through both study of principles and practice. Observe the workings of your group. This unit assignment encompasses:

**IIA. Group Presentation [50]**

* Each student group will be assigned a problem. Each group will work independently to come up with a solution (or solutions) to the problem.
* Each group will present their solutions.
* Evaluation criteria: organization/clarity, participation of all members (see below)

**III. Informative Speech with Outline & Critique (100pts)**

**HEADS UP on Informative Speech Assignment!!!**

|  |  |
| --- | --- |
| ***Note 1*** | **Evaluation form for this assignment is attached.** |
| ***Note 2*** | **Use one (1) visual for speech** |
| ***Note 3*** | **Only use one Internet source for each speech**  🡪Speeches that use more than one Internet source are subject to penalty. |
| ***Note 4*** | **No make-up speeches (Unless excused by above policy)** |

##### **IIIA. Informative Speech [50pts]**

This is a 3‑5 minute informative speech.

* See the Performance Assessment Form on D2L
* The outline is due on the same day that your give your speech.
* A **bibliography** is to be included along with your outline.
* You must have at least 3 sources (Speeches without credible sources may receive an automatic failing grade)
* **Only ONE source may be from the Internet.**

**IIIB. Full Sentence Outline [25pts]**

The full sentence outline template is available on D2L. To receive full credit, students must include and identify all the elements:

* Introduction—3 pts
* Thesis/Preview—5 pts
* Conclusion/Summary—5 pts
* Full sentences—2 pts
* Connectives/transitions—2 pts
* Sources cited—4 pts
* References— 4 pts

**IIIC. Peer Evaluations [25pts]**

* You will print two (2) copies of the PAF (on D2L) and grade two (2) of your classmates *while they present.* You will make extensive notes on their performance and discuss these notes with the relevant speakers when instructed to do so.

**IV. Persuasive Speech with Outline and Peer Review (100pts)**

##### **IVA. Persuasive Speech [50pts]**

This is a 4-6 minute informative speech.

* See the Performance Assessment Form on D2L
* The full sentence outline is due on the same day that your give your speech.
* A **bibliography** is to be included along with your outline.
* You must have at least 5 sources.
* **Only ONE source may be from the Internet.**

**IVB. Full Sentence Outline [25pts]**

The full sentence outline template is available on D2L. To receive full credit, students must include and identify all the elements:

* Introduction—3 pts
* Thesis/Preview—5 pts
* Conclusion/Summary—5 pts
* Full sentences—2 pts
* Connectives/transitions—2 pts
* Sources cited—4 pts
* References— 4 pts

**IVC. Peer Evaluations [25pts]**

* These follow the same rules as those for the Informative Presentation.

**V. Descriptive Speech (50 pts)**

**VA. Descriptive Speech**

This is a 4-6 minute speech.

* This is a speech where you select a topic and describe it to us via its function, touch, sound, history, purpose, or etc. **You do not, however, ever tell us what the topic is. We are to guess it at the end of the speech.**
* It is your job to make us see the object/idea the way you see it and understand how it impacted you.
* **Bibliography of 3-5 sources. TWO from the Internet**
* Outline in the same format as other presentations.

#### **V. Knowledge Assessment (150pts)**

At various points in the semester (see below) students’ knowledge of the material covered in the text, classroom discussions, and on D2L will be assessed. There will be a midterm and a final.

#### **Communication Report Evaluation Form**

*Instructor’s Note:* This form is designed to show what you have done well ***and*** what you have **not** done well. This provides detailed feedback for areas to improve as well as commending what you have done correctly.

**\_\_\_\_\_Organization of Paper (Total Points from Category)**

**Thesis:**

* Thesis is clear overall
* Clarify the thesis (***thesis***)

**Preview**

* Preview is clear overall
* Consider using a preview (***preview***)

**Transitions**

* Transitions between paragraphs and sentences are strong
* Strengthen transition (***trans***)

**Structure**

* Good use of paragraphing to promote readability
* Breakdown document into paragraphs to promote readability (***bd***)

**Format**

* Work on a coherent structure *(****coh***)
* Work on format (margins, font, spacing; ***format***)

**Introduction**

* Effective Introduction (attention-getting and orienting to subject matter; ***EI)***
* Introduction needs strengthening (gain attention, orient in a clear and relevant manner; ***SI***)

**Conclusion/Review**

* Effective Conclusion (summarized, discussed, resonated/lasting “mood”; ***EC***)
* Conclusion needs strengthening (summarize, strengthen discussion, lasting “mood”; ***SC)***

**\_\_\_\_\_Grammar of Paper (Total Points from Category)**

**Errors**

* Overall, the document is free from grammatical errors and typos
* Work on proofing (***proof***)
* Check for spelling (***sp***)
* Watch unclear pronoun antecedents (e.g., “they,” “it”; ***pn at***)
* Watch pronoun agreement (***pn agr***), subject/verb agreement (***v agr***)
* Watch ineffective switching of verb tense (***t***)
* Watch ineffective passive voice (***pass***). Use active voice when possible.
* Follow rules of “formal” writing (e.g., no contractions, omit or place necessary slang in quotes; ***sl***)
* Watch punctuation (***“No ,” “No ;”*** Comma splice “***cs***”)
* Work on parallel structure (***=***)
* Fragments/Incomplete Sentences (***frag***)
* Non-use of second person (e.g., “you”)

**\_\_\_\_\_ Conceptual Analysis (Total Points from Category)**

**Requirements**

* Overall, the paper met the basic requirements
* See syllabus for requirements (***syllabus***)

**Topic**

* Topic was appropriately narrowed
* Work on narrowing goal of paper (***narrow***)
* Paper explores concepts/theory within the context of the observation/experience
* Integrate conceptual and applied (***int***)
* Develop definition of concepts (***dev/def***)
* Develop description (***dev/des***)
* Develop analysis/discussion. What is the theoretical/social significance of your observations/experience? (***dev/dis***)

**\_\_\_\_\_Readability (Total Points from Category)**

**Flow**

* Overall, the document flows smoothly and has a good sense of rhythm
* Work on clarity of thought/Try reading aloud during revisions (***clarify***)

**Sentence Structure**

* Work on sentence structure/Try reading aloud during revisions (***awk***)
* Work on smoothing the flow/Try reading aloud during revisions (***flow***)

**Wordiness**

* Work on conciseness/Use one word in the place of two (***concise***)
* Work on accurate word choice (e.g., be more concrete than “**thing**.” Omit “**very**.” ***wc***)
* Work on writing from a reader’s perspective (e.g., show your reader what you mean; ***“show”***).
* Omit unnecessary/ineffective repetition (***rep***)

#### **Worksheet for Small Group Project**

#### **Names of group members:**

#### **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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#### 1. What problem(s) do you need to solve in this scenario?

#### 2. What complexities may arise in this scenario? Why is a solution hard to offer?

#### 3. What are your group’s recommendations to solve this problem?

#### 4. What is the rationale for your recommendations?

5. How did you come to this decision?

|  |  |
| --- | --- |
|  | **Tentative Weekly Schedule- Instructor Reserves Right To Change** |
| **Date** | **Readings/Assignments Due** |
| 1/12 | Introduction/Syllabus Overview |
| 1/17 | Chapter 1  Chapter 2 |
| 1/19 | Chapter 3  Chapter 4 |
| 1/24 | Chapter 11  Chapter 12 |
| 1/26 | Chapter 22  Chapter 8  **Bring Informative Speech topic** |
| 1/31 | Chapter 9  Chapter 10 |
| 2/2 | **Guest Speaker- Attendance Mandatory** |
| 2/7 | Chapter 13  Chapter 14  **Bring three printed articles or books to class. We will practice putting your work in APA format.** |
| 2/9 | Chapter 19  **Due-** Draft outlines for Informative Presentations |
| 2/14 | Informative Presentations with Outlines and Peer Review |
| 2/16 | Informative Presentations with Outlines and Peer Review |
| 2/21 | Chapter 17  Think about possible Nonverbal Observation Topics- ALL must be approved by the instructor |
| 2/23 | Chapter 18  Chapter 5 |
| 2/28 | **Due-** Nonverbal Observation Paper  **Exam Review in Remaining Class Time** |
| 3/1 | **MIDTERM EXAM** |
| 3/6 | SPRING BREAK |
| 3/8 | SPRING BREAK |
| 3/13 | Chapter 25 |
| 3/15 | Descriptive Presentations with Outlines |
| 3/20 | Descriptive Presentations with Outlines |
| 3/22 | **Introduction of Group Problem Scenario** |
| 3/27 | Chapter 20  Chapter 21  Chapter 7 |
| 3/29 | Group Workshop- class time spent on project |
| 4/3 | Group Presentations |
| 4/5 | Group Presentations |
| 4/10 | Chapter 23  Chapter 24 |
| 4/12 | Chapter 6  **Due- Persuasive Speech Topic** |
| 4/17 | **Due-** Monroe’s Motivated Sequence Project |
| 4/19 | **Draft Outlines Due** |
| 4/24 | Persuasive Speeches with Outlines and Peer Review |
| 4/26 | Persuasive Speeches with Outlines and Peer Review |
| **Finals Week** | FINAL EXAM TIME TO BE ANNOUNCED |