

**COM 100 Public Speaking (3)**  
**Winter 2013**

**Course Description**

This class is an introduction to some of the principles and best practices of effective public speaking. Students will be given the opportunity to apply these principles and practices by crafting and delivering their own speeches to the class. Both instructor and class members will provide critical feedback on these public speeches to help further public speaking effectiveness.

**Class Schedules**

Time: Mondays, 1:00 – 3:45 pm                      Classroom: Airhart Theatre

**Instructor Information**

Instructor: Terry D. Fach  
Sessional office: L2098 (available by appointment Mondays 4 – 5pm)  
Email: [terryfach@gmail.com](mailto:terryfach@gmail.com)

**Textbooks**

Berkun, Scott (2010). *Confessions of a Public Speaker*. Sebastopol, CA: O'Reilly.

Fujishin, Randy (2011). *The Natural Speaker*, 7e. Don Mills, ON: Allyn & Bacon.

**Online Resources**

[www.scottberkun.com](http://www.scottberkun.com) (blog and essays are interesting; some video)

[www.presentationzen.com](http://www.presentationzen.com)

[www.quentinschultze.com](http://www.quentinschultze.com)

[www.speaking.co.uk](http://www.speaking.co.uk)

[www.ted.com](http://www.ted.com)

**Attendance**

In Public Speaking, listening is the crucial counterpoint to speechmaking. Obviously you must attend class to both deliver your speeches and to listen to and critique the speeches of your peers. Students whose absences exceed 20% of the scheduled classes will automatically receive a *failing grade* regardless of course work and grades achieved. Attendance will be taken. There are only 11 class sessions; don't miss more than two weeks!

**Expected Learning Outcomes**

- To consider language and communication from a Biblical perspective, especially how our speaking and listening reflect the image of God.

- To appreciate how our speaking (and listening) can connect deeply and meaningfully with others, and not just to achieve our own purposes but to help those who listen to us.
- Overcome irrational fears associated with public speaking.
- Have some fun as we focus on our weekly topics and activities.
- To understand and demonstrate the art of effective public speaking by ...
  - ... acquiring the necessary skills and confidence for effective public speaking through developing several intentional disciplines like careful listening, critical thinking, and sound reasoning.
  - ... learning how to connect with listeners through words, pictures, non-verbal gesture, presentation, and body language.
  - ... honing abilities in preparing, organizing, and presenting various forms of public communication.
  - ... learning the basics of presentation design, especially as it relates to presentation software like Powerpoint.
  - ... having extensive and varied opportunities to acquire the skills to speak coherently in a variety of contexts.

## Course Requirements

### Four Individual Speeches (75%)

- **Personal Speech (3-4 minutes)** **January 21** **15%**
  - In this speech you will briefly introduce yourself to the class. The content must not be fictional. The goals for this first speech are organization and composure. Use humour if possible. Be creative.
  - Format: *full manuscript notes. Submit a copy to instructor before you start.*
  - No electronic visual or audio aids allowed for this speech.
  - Self-evaluation is due on Wednesday following the Monday you deliver your speech. (See notes on format and self-evaluations below.)
  
- **Informative Speech (4-5 minutes)** **February 11** **15%**
  - This speech can be on any topic that interests you. “Information” is the key word. Again, this is not to be fictional: you must not make up the material. Writing and research are important for this speech.
  - Your speech cover page must specify the ‘audience’ and ‘context/situation’ you have in mind.
  - Format: detailed outline notes (see Fujishin p.147 for example). Submit a copy before you start (and don’t forget a proper cover page).
  - Presenters may use electronic visual or audio for this speech. Presentation slides must be sent to the instructor by email no later than Sunday midnight.
  - Self-evaluation is due on Wednesday following the Monday you deliver your speech.

- **Persuasive Speech (5-6 min)** **March 4 & 11** **20%**
  - The goal of this speech is to change the way your audience thinks and feels about something. Content and attention to persuasive technique are important in this speech.
  - Specific 'audience' and 'context' will be assigned.
  - Format: key word/phrase notes (see Fujishin, p.149). Submit a copy when starting.
  - Presenters may use electronic visual or audio for this speech. Presentation slides must be sent to the instructor by email no later than Sunday midnight.
  - Self-evaluation is due on Wednesday following the Monday you deliver your speech. (See notes on format and self-evaluations below.)
  
- **Final Speech (7-8 min)** **April 1 & 8** **25%**
  - Your choice of topic. Elements of one or all 3 speeches can be incorporated into this one. Engage your audience and make this speech memorable. In this speech the emphasis will be on delivery (though content and purpose also matters).
  - Specific 'audience' and 'context' will be assigned.
  - Format: you can choose your type of notes. Submit a copy before you start.
  - Presenters may use electronic visual or audio for this speech. Presentation slides must be sent to the instructor by email no later than Sunday midnight.
  - Self-evaluation is due on Wednesday following the Monday you deliver your speech. (See notes on format and self-evaluations below.)

#### Notes on Speeches and Self-Evaluations:

1. **Scheduling of Speeches:** Students are expected to speak on the day they are assigned. If extenuating circumstances make that impossible, please talk to the instructor. If the reason you cannot give your speech is due to illness you will require a doctor's note.
2. **Video Recording:** Some speeches will be video recorded to assist with self-evaluation (if classroom video equipment and software is operational). These recordings will be posted to the Moodle site to be viewed and downloaded if you wish.
3. **Cover Pages, Manuscripts, and Outlines:** Before you start speaking, you must submit a copy of your manuscript or notes to the instructor. This must include a cover page that describes your purpose as follows: Why are you telling us this? What do you hope to accomplish? How are you going to do this? In some cases you will be asked to include a "Central Speech Statement."
4. **Format:** Please note the format required for each of the four speeches.
5. **Grading Criteria for Speeches:** Your grade for each speech will be based on: (1) The instructor's evaluation of how successful the speech was in achieving its stated aims, (2) the quality of content and delivery (presentation), and (3) your own evaluation. Please note:
  - Written self-evaluations must be 250-500 words and should include reflection on your speech's aims and delivery, the evaluations of your peers, and your review of the video (when applicable).
  - Self-evaluations are worth 5 points out of the total points available for each speech.

### Class Participation

Here is what I expect in terms of class participation:

1. **In-Class Exercises:** That you will participate in group discussion exercises and impromptu speeches with as much enthusiasm as you can muster on a Monday (none of this is graded...but it's a lot more fun than just listening to me lecture for 2.75 hours!) The purpose of the one-minute impromptu speeches is to provide opportunities to try out new skills, build confidence, learn humility, and learn to be friends with failure.
2. **Peer Feedback:** That you will listen attentively to your peers' speeches (the four required) and provide a thoughtful and honest feedback immediately after hearing each individual speech using the form provided (completed forms go directly to the speaker upon completion.)

### Reading Group Discussion (25%)

I will divide the class into 3 small groups for the purpose of responding to and discussing text readings. Small Groups will be posted on Moodle. Here is how the discussion will work:

1. In your appropriate Small Group post your initial response to the assigned reading no later than midnight MST on the date indicated. Your post must be 200-400 words.
2. Your initial response posting should answer the following: *What was the most interesting and provocative idea(s) presented in these readings? Why? How does it relate to your own personal growth journey as a communicator?*
3. Read all the posted responses by the members of your discussion group. Respond to **at least two** of your peers' within the following week (no later than midnight MST exactly seven days after the initial posting was due). Responses should be more than a simple approval (e.g. "Good point, Steve. I like what you are saying about overcoming fear.") Identify a sentence or thought that you found interesting or helpful and explain why. Don't be afraid to offer constructive criticism or challenge something if you think it doesn't make sense.

Text abbreviations: *Confessions of a Public Speaker (CPS)*; *The Natural Speaker (TNS)*

**Assignment 1:** CPD, ch.2 & 8; TNS chs.2 & 3

Upload to Initial Response to Moodle on or before **Jan 18**; responses due no later than following Friday.

**Assignment 2:** CPD ch.5; TNS chs. 4 & 5

Upload to Initial Response to Moodle on or before **Feb 1**; responses due no later than following Friday.

**Assignment 3:** *CPD ch.9; TNS chs. 8 & 9*

Upload to Initial Response to Moodle on or before **Feb 15**; responses due no later than following Friday.

**Assignment 4:** *CPD ch.6 & p.153-9; TNS ch. 10*

Upload to Initial Response to Moodle on or before **March 1**; responses due no later than following Friday.

**Assignment 5:** *CPD ch.10 & "backstage notes"; TNS ch. 7*

Upload to Initial Response to Moodle on or before **March 15**; responses due no later than following Friday.

### Grading Rubric for Online Initial Postings and Self-Evaluations

For all submitted written work I employ a "SAFE" rubric, as follows:

**Style:** proper English usage, standard spelling, no typographical errors, vocabulary, interest, economy, energy and clarity of prose. (30%)

**Analysis:** recognition, understanding, clarification of the theoretical and practical issues involved in the topic under study. Fulfillment of the requirements of the assignment. (35%)

**Format:** proper use of the provided template and consistent use of the prescribed citation format (if any), including bibliographic form, and required number of words. (5%)

**Evaluation:** scholarly reactions to and appropriation of the source consulted and the position presented, critical appraisals of their significance, and integrated utilization of personal application. (30%)

### Examinations

There will be no written midterm or final exam in this course.

### Additional information

Personal information (that is, information about an individual that may be used to identify that individual) may be collected as a requirement for and part of taking this course. Any information collected will only be used and disclosed for the purpose for which the collection was intended.

### Grading Scale

The available letters for course grades are as follows:

---

4.00	A+	100
4.00	A	93-96
3.70	A-	90-92
3.30	B+	87-89
3.00	B	83-86

---

---

2.70	B-	80-82
2.30	C+	77-79
2.00	C	73-76
1.70	C-	70-72
1.30	D+	66-69
1.00	D	63-65
0.00	D-	60-62

---

## **Additional Information**

### **Academic Policies**

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Student Handbook and Academic Calendar. Personal information, that is information about an individual that may be used to identify that individual, may be collected as a requirement as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at [privacy@ambrose.edu](mailto:privacy@ambrose.edu).

### **Extensions**

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a "Course Extension" from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the appropriate deadline (as listed in the Academic Calendar <http://www.ambrose.edu/publications/academiccalendar>). Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

### **Academic Integrity**

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University College as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to give credit to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar and the Student Handbook that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record. Students are strongly advised to retain this syllabus for their records.