

COM 100 Public Speaking (3) Winter 2013

Course Description

This class is an introduction to 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 increase public speaking effectiveness.

Class Schedules

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

Instructor Information

Instructor: Terry D. Fach

Office Location: Chaplain's Office in Student Development Area

Office Hours for COM100: Mondays 3:45 – 5:30pm (other times by appointment)

Email: tfach@ambrose.edu

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 (blog and essays are interesting; some video)

www.presentationzen.com

www.quentinschultze.com

www.speaking.co.uk

www.duarte.com

www.ted.com

Expected Learning Outcomes

- At the conclusion of this course participants will be able to
 - ...analyze and categorize different kinds of speeches (informative, persuasive, personal)
 - ...identify the key factors in human communication including words, pictures, non-verbal gesture, presentation, and body language.
 - ...recognize the fears associated with public speaking and develop strategies for reducing or eliminating that fear.
 - ...demonstrate competence in impromptu and extemporaneous speaking styles.
 - ...plan, organize, and deliver formal speeches that exhibit a natural speaking style which is comfortable and uncontrived.



- ...distinguish effective presentation slide design from ineffective, and design their own well-designed slide presentations
- ...evaluate and constructively critique the speeches of others based on content, naturalness of delivery, audience appeal, and persuasive appeal.
- ...serve (minister to) others by designing and delivering well-crafted public presentations

Course Requirements

Four Individual Speeches (65%)

- **Personal Speech (3-4 minutes)** **January 20** **10%**
 - 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. Creativity and humour are encouraged.
 - Format: *full manuscript notes*. *Submit a copy to instructor before you start.* See “Notes on Speeches, Formats, and Self-Evaluations” below for more details.
 - You are not required to use audio or visual aids for this speech. A maximum of 3 presentation slides (e.g. Powerpoint) may be used. Note: Send your slide show as a .PDF file to the instructor by email no later than Sunday midnight.
 - Self-evaluation is due on Friday following the Monday you deliver your speech. (See **Appendix 2.**)
- **Informative Speech (4-5 minutes)** **February 10** **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. Some research will probably be required for this speech.
 - Your speech cover page must specify the ‘audience’ and ‘context/situation’ you have in mind (see “Speech Cover Page Template”)
 - 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 aids for this speech. Presentation slides must be sent to the instructor by email no later than Sunday midnight.
 - Self-evaluation is due on Friday following the Monday you deliver your speech (See **Appendix 2.**)

- **Persuasive Speech (5-6 min)** **March 3 (& 10)** **15%**
 - 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 to instructor when starting (and don’t forget to include a 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 Friday following the Monday you deliver your speech. (See **Appendix 2.**)

- **Final Speech (7-8 min; max. of 10 min. with Q & R)** **March 31 & April 7** **25%**
 - Your choice of topic. Elements of one or all 3 speeches may 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 will also be considered).
 - Specific ‘audience’ and ‘context’ will be assigned.
 - Format: detailed or key word outline. Submit a copy to the instructor before you start and don’t forget to include a 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 Friday following the Monday you deliver your speech. (See notes on format and self-evaluations below.)

Notes on Speeches, Formats, 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 COM100 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, desired outcome, and states (in the last three speeches) your “Central Speech Statement.” (see **Appendix 1**)
4. **Format:** Please note the format required for each of the four speeches (e.g. full manuscript, detailed outline, etc.)
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 a minimum of 250 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 and/or possible).
 - Self-evaluations are worth 5 points out of the total points available for each speech.

Class Participation (35%)

Here is what I expect in terms of class participation:

1. **Attendance:** That you will attend all classes. In *COM100 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 25% of the scheduled classes will automatically receive a *failing grade* regardless of course work and grades achieved. Attendance will be taken. There are only 12 class sessions; don't miss more than three weeks!
2. **Classroom Seating Protocol:** That you will sit in roughly the same location (row, seat) each week that we meet in the Airhart Theatre. Please spread out in each row and into all rows of the classroom. This is important for providing those giving speeches the opportunity to practice making eye contact (an important speaking skill) with all parts of the room.
3. **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. The purpose of the one-minute impromptu speeches is to provide opportunities to try out new skills, build confidence, learn humility, and learn to see failure as an opportunity to grow.
4. **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.) The instructor may review Peer Reviews after they have been read and reviewed by the speech-giver.
5. **ONLINE Reading Group Assignments in Moodle**

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

1. In your appropriate Small Group post your **initial reflection** on the assigned reading no later than midnight MST on the date indicated. Your initial reflection post must be 250 words minimum. (I would recommend that you underline and annotate your textbooks, and consider taking some notes as well). See grading rubric for reflections below.
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' **initial reflections** within the following week (no later

than midnight MST exactly seven days after the initial posting was due). Responses should be substantive comments, i.e. 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. Grading rubric for reflections is not applied to responses. However, please avoid language that is crude or slang-like and strive for good spelling and grammar always.

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

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

Upload to Initial Response to Moodle on or before **Jan. 25** ; responses due no later than following Saturday, **Feb. 1**.

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

Upload to Initial Response to Moodle on or before **Feb. 8**; responses due no later than following Saturday, **Feb. 15**.

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

Upload to Initial Response to Moodle on or before **March 1**; responses due no later than following Saturday, **March 8**.

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

Upload to Initial Response to Moodle on or before **March 15**; responses due no later than following Saturday, **March 22**.

Assignment 5: *CPS* ch.10 & “backstage notes”; *TNS* ch. 7

Upload to Initial Response to Moodle on or before **March 29**; responses due no later than following Saturday, **April 5**.

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%)

Class Schedule and Important Dates - Winter 2014

Date	Class Topic/Activity
Jan 13	Why Speak at All?
Jan 20	Class Speeches: Personal Speeches
Jan 25	Reading Assignment #1 due on Moodle
Jan 27	The Basic Parts of the Speech
Feb 3	Getting Ready to Speak
Feb 8	Reading Assignment #2 due on Moodle
Feb 10	Class Speeches: Informative Speeches
Feb 17	NO CLASS: Family Day
Feb 24	Rhetoric and Persuasion
March 1	Reading Assignment #3 due on Moodle
March 3	Class Speeches: Persuasive Speeches
March 10	Class Speeches: Persuasive Speeches
March 15	Reading Assignment #4 due on Moodle
March 17	Effective Presentations and the Use of Presentation Software
March 24	Effective Presentations, cont.
March 29	Reading Assignment #5 due on Moodle
March 31	Class Speeches: Final Speeches
April 7	Class Speeches: Final Speeches

Examinations

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

Classroom Protocol

1. **Laptops and Phones:** That you will not bring your cell or smartphone into the classroom. Please close your laptops completely when listening to and critiquing the speeches of your peers.
2. **Food:** Please do not eat food in the classroom during class time (that includes full meals and snacks). If you have scheduling issues that make this a problem, please talk to the instructor. Drinks are permitted. Food is available at the cafeteria during breaks, but please do not bring it into the classroom.

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.

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.

Appendix 1: Speech Cover Page Template

Every speech manuscript or outline you hand to the instructor needs to have the following information on a first, separate page attached to the speech as follows:

Name:

Title of Speech:

Purpose (why I am telling you this):

[Example: To inform my audience about me.]

Outcome (what I hope to accomplish by telling you this):

[Example: My audience will laugh, cry, and want to get to know me better.]

Method (how I am going to accomplish this):

[Example: I am going to talk about my childhood and what it was like to be raised by wolves...]

My Central Speech Statement:

[Example: To know me is to know my passion for reading, cycling, films, and God.]

Appendix 2: Speech Self-Evaluation Guidelines

(These questions are provided as suggestions to help you in writing your speech self-evaluation.)

1. Was my preparation adequate? Did I practice my speech at least five times?
2. How did I feel about my **delivery** (vocal and nonverbal)?
 - a. Did I feel anxious or calm? Did I feel I was being natural?
 - b. Did I feel like the audience was connecting with me? With my content?
3. How did I feel about the **content** of my speech?
 - a. Well organized, easy to follow?
 - b. Do I feel I achieved my aim in this speech?
4. My instructor's and my peers' evaluations:
 - a. One or two consistent themes in the feedback (positive or negative)?
 - b. What surprised me in the feedback?
 - c. What will I be focusing on in the future because of the feedback?
5. Video review of my speech (if applicable):
 - a. Is the feedback I received consistent with what I see on the videotape of my speech?
 - b. What was one pleasant surprise watching the video? What was most unpleasant about watching the video? (Remember what Randy Berkun says in *CPS*: "*We all hate the sound of our own voice. We scrutinize the shape of our nose or our hairline in ways most people never would. Besides, those are things that are difficult to change. It's the other things—how comfortable you see, how clear your points are, any minor annoyances of body language or diction—that are radically easier to improve*" (p. 123).)