

PRINCIPLES OF PUBLIC SPEAKING

COMMUNICATION 1020

FALL 2013

Instructor: Heather Stone, heather.stone@utah.edu, WEB1813
Office Hours: I am available after class on Mondays (not Wednesdays) and other times by appointment. I am also pretty quick to answer email, at least during the hours a normal person would be awake.

Classroom: MBH 212
Class Sessions: Monday & Wednesday 8:05-9:25. Class will dismiss five minutes early most Wednesdays.

COURSE DESCRIPTION

Welcome to Principles of Public Speaking. This class will enable you to learn and develop some of the knowledge and skills necessary to participate as a responsible and successful member of society. You will build an effective style and repertoire of communication abilities that apply to a variety of speaking situations. This course is an opportunity for you to work intensively with your peers and the instructor in learning basic theoretical constructs of communication and experimenting with their application in a number of course projects. And it is usually a lot of fun.

COURSE GOALS

- **To Understand** – This course presents basic rhetorical concepts and principles of effective speaking in several contexts.
- **To Apply** – This course applies rhetorical processes to the real-world contexts in which they occur, focusing on events and situations in our own lives.
- **To Practice** – This course has you enact and assess concepts we are studying, and it explores alternatives for communicating with others under a variety of conditions.

REQUIRED TEXT

David Zarefsky, *Public Speaking: Strategies for Success*, 7th edition (Boston: Allyn & Bacon, 2013). Additional readings, links, audio, and video will be posted on Canvas.

MULTIMEDIA CAPABILITY

Some course materials will be provided as video or audio clips. You will need a computer with the capability to play those clips. Computers are available for your use in the Marriott Library Knowledge Commons on the 2nd floor.

U-MAIL & CANVAS

Please check your UMail regularly or set it to forward to an email account you do check.

We will use Canvas in this course:

- **As a place to submit assignments and receive feedback.** All written assignments will be submitted through Canvas unless specified otherwise in class.
- **To house recordings of your speeches.** All speeches recorded by IMS (the University's media folks) will be linked from our course Canvas page.
- **As a library of the syllabus, assignment descriptions, readings, and other documents** you may want to reference throughout the course.
- **For announcements from me.** If I have to make any changes to course materials, deadlines, meeting dates, etc., I will post that information in Canvas as well as tell it to you during class.
- **As a record of scores.** I will post scores to your Canvas record after I grade assignments.
- **To ask and answer student questions** we didn't get to in class. Any of us can post questions or answers on our class discussion board.
- **In other creative ways** we haven't defined yet.

You will probably be using Canvas throughout your University career, so **I suggest adjusting your Canvas settings** to better suit you (Click "Settings" link in the top right corner of any Canvas page):

- Enter your preferred name, if different than the name on your official records.
- Upload a photo to your profile if desired (helps teachers tie the Canvas persona to the face-to-face person they met in class).
- Tell Canvas your correct contact info, particularly which email address you want Canvas to use for notifications
- Set up Canvas to send notifications to your non-Canvas email account, your phone, or both, and set the frequency of notification to suit you. Most students set Canvas to notify them when changes are made to assignments and when new scores are posted. You may also want Canvas to notify you when announcements are posted. Doing this helps ensure you don't miss anything.
- Change any other settings you want. Some people choose to allow Canvas to link to outside services such as Google Docs or Facebook. We won't need those outside links for this class, but you are welcome to set them up for future classes.

GRADING SCALE

	A = 100-94%	A- = 93-90%	
B+ = 89-87%	B = 86-84%	B- = 83-80%	
C+ = 79-77%	C = 76-74%	C- = 73-70%	
D+ = 69-67%	D = 66-64%	D- = 63-60%	E = 59% ↓

COURSE POLICIES

Learning Environment – We will maintain our classroom as a productive place to learn. We are all responsible for fostering an environment open to observing, discussing, and reflecting upon our own and others' communicative behaviors in order to learn. Thus, each one of us will need to be conscious of our role in providing a place where every class member, given all our differences, will feel and function as part of the class. If at any time or for any reason you feel uncomfortable with the classroom environment, please contact the instructor immediately in order to resolve/improve the situation.

Attendance – This course is based on an understanding that your knowledge and ability in communicating with others will naturally grow by actively engaging in communicative activities and exercises, by offering and accepting thoughtful feedback, and through critical reflection to more fully understand your own public speaking performances. Consequently, this course has an attendance policy. Grades are structured to give you points for attending and participating in various types of classroom activities. Attendance is a significant part of your grade for this course. Please see the point-scheme for attendance below, as well as the course's policy on schedule accommodations.

Canvas – Canvas is a required part of the course. It is your responsibility to log on and utilize it.

Videotaping – You will be videotaped by staff from Instructional Media Services (IMS) for several of your speech assignments. This service is covered by the fees associated with your class. IMS staff will make the recordings of your speeches available to you and members of your class in several media formats. Reviewing videotaped performances serves students of public speaking very well. *As such, students enrolled in the course agree to be videotaped, and they should understand that recordings of their speeches will be made available to them, the instructor, and their classmates.*

Deadlines – All assignments are due no later than the dates indicated in the course schedule. Late assignments may incur penalties. *Specifically, if you miss a speaking date without contacting your instructor and without a university-sanctioned reason for your absence, you will receive no credit for the assignment.* The instructor retains the authority to decide whether any situation or circumstance warrants adjustment of course schedules or policies.

Contact Information – Please keep your profile information current with the university, especially your email address, since some class correspondence will occur via email. Please make sure Canvas has your correct contact information as well.

Grievance Policy – If you have any concerns about the course or your instructor, please see the instructor about these concerns as soon as possible. If you are not comfortable talking with the instructor or not satisfied with the response that you receive, you may contact the Faculty Course Coordinator, Dr. Danielle Endres in LNCO 2611 or at danielle.endres@utah.edu. If you are still not satisfied with the response that you receive, you may contact the Director of Undergraduate Studies, Dr. Glen Feighery, in LNCO 2413 or at glen.feighery@utah.edu.

UNIVERSITY POLICIES

The Americans with Disabilities Act – The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable *prior notice* needs to be given to the Center for Disability Services (CDS), 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services. If you will require additional assistance with any course activities due to disability, please let the instructor know *as soon as possible*. You may find the Center for Disability Services online at <http://disability.utah.edu>.

Drop/Withdrawal Policy – If you are registered for the course, but are not in attendance during either of the first two days of class and have not notified the instructor of a University-sanctioned reason for your absence, you must drop the class so that others may enroll. You can drop a course during the first ten calendar days of the semester. You may withdraw (with a “W” recorded on the student’s academic record) until the midpoint of the semester, as indicated on the academic calendar. After that, withdrawal is possible only “in cases of compelling non-academic emergencies” through petition of the dean of your college. Enrolling in, dropping, and withdrawing from courses is the student’s responsibility. Please see the [Student Handbook](#).

Academic (Dis)Honesty– The [Student Code](#) spells out specific rights of students in the classroom. The *Student Code* also specifies proscribed conduct, including cheating on exams, collusion, and plagiarism. Students found guilty of academic dishonesty can receive an “E” for the assignment or the course, and other disciplinary action may be taken. Plagiarism includes intentional submission of someone else’s work without credit, in part or as a whole; misuse of citations to conceal a source; and similar behaviors. Please meet with the instructor immediately if you are unclear as to what constitutes plagiarism. Suggestions for avoiding plagiarism and using APA or MLA citation styles can be found at <http://www.lib.utah.edu/instruction/handouts.html>.

Curriculum Accommodations – Curriculum accommodations take two forms: schedule accommodations and content accommodations.

The instructor can provide schedule accommodations for those who have a conflict that involves religious/spiritual observances, documented and University-sanctioned activities (including athletic participation demonstrated at the beginning of the semester), and family or medical-related emergencies. If you anticipate any scheduling conflict with this course, please speak with the instructor as soon as possible. In every case, it is the student’s responsibility to arrange alternatives as soon as possible for any assignment, presentation, or examination.

Content accommodations will not be provided for this course. All assignments, activities, and content are selected to achieve specific pedagogical outcomes. Given the nature of public speaking classes, we will engage difficult, controversial subjects. However, civility and tolerance of diversity are requirements of student conduct in our class. This class asks you to think critically about others’ and your own positions. If you believe that you may experience a conflict with your sincerely-held ethical commitments or religious beliefs as a result of this course’s readings, assignments, or activities—and you are unclear about materials’ relevance to the class—you should speak with the instructor immediately and decide whether this is a course you wish to take.

COURSE ASSIGNMENTS

More details will be provided for some assignments. There are 1,000 possible points for this course.

ASSIGNMENT	POINTS
Attendance & Participation	50
Quizzes/Assignments	100
Self-Critique	50
Peer Feedback	100
Workshops/Outlines	100
Speech of Introduction	Not graded but required
Informative Speech	150
Impromptu Speech	150
Persuasive Speech	150
Special Occasion Speech	150
TOTAL	1,000

Attendance & Participation – 50 points. I will keep a record of attendance and will use your level and quality of participation to determine this score. You are allowed two unexcused absences. Unexcused absences are those that do not meet the criteria described in the Curriculum Accommodations section, above. Each subsequent absence incurs a five point penalty, up to 50 points.

Quizzes/Assignments – 100 points. You will periodically be quizzed or complete an assignment on material we have read and discussed. You will complete 5 quizzes/assignments, but only the four highest scores will be counted toward your course grade. So, each quiz/assign. will be worth 25 points.

Self-Critique – 50 points. Following one speech, you will critique your own performance. You will use instructor evaluation, peer feedback, and video recordings to critically assess your successes, needs for improvement, and development.

Peer Feedback – 100 points. Every student will provide structured written feedback to their peers. As well, at least once, you will be asked to provide cogent feedback to peers in oral form during the class session. I will coach you on how to provide effective, constructive, and sensitive critiques.

Workshops/Outlines – 100 points. For each graded speech, you will submit a working outline of your speech on Canvas at least one class period in advance of scheduled presentation date. Outlines may change. They should, nevertheless, be cleanly formatted and should detail the core purpose, thesis, and strategies of the speech. There are four graded speeches, so each outline will be worth 25 points.

Speech of Introduction – Not graded, but required. This two-minute speech introduces you to your peers and teacher and allows you to practice your speaking skills early in the semester.

Informative Speech – 150 points. For this presentation, you will teach and inform the audience about a topic on which you are an authority. In this three to four minute speech, you will be required to provide useful, illuminating supporting material to demonstrate and explain the subject of your speech.

Impromptu Speech – 150 points. Life often demands that we deliver speeches with little preparation. These two-minute speeches have you speak on a topic you receive only minutes before delivery.

Persuasive Speech – 150 points. You will attempt to persuade your audience toward some position on a contentious topic or debate in five to six minutes. Be both practical and creative in selecting a topic.

Special Occasion Speech – 150 points. For this short presentation, you must imagine a situation of import. Your task is to craft a two to four minute speech that appropriately meets the needs of that rhetorical situation by commemorating the ceremony of the moment.

COURSE SCHEDULE

Five assignments/quizzes will be added to this schedule later in the semester. You will be notified of assignment due dates in advance, both in class and on Canvas. You will not be notified of quiz dates in advance. Other aspects of this schedule may change as needed, including the addition of reading and viewing materials. Revisions to this schedule will be announced in class and on Canvas. Note that we will not be holding class on March 19th.

WEEK 1

1/6 **Orientation**

Activities: Introductions, syllabus discussion, course registration, discussion of Canvas

1/8 **Rhetoric, The Public Forum, and Ethics**

Readings: Chapter 1 & “The Classical Tradition of Rhetoric” (available on Canvas)

Activities: Finalize course registration

WEEK 2

1/13 **Preparing the Introductory Speech**

Readings: Chapters 2 & 3

1/15 **Introductory Speeches**

Activities: Debrief introductory speeches

WEEK 3

1/20 **Holiday—No Class**

1/22 **Audience and Invention**

Reading: Chapters 5 & 6

WEEK 4

1/27 **Informative Speaking**

Readings: Chapter 13

Activities: Brainstorm informative speech topics

1/29 **Researching the Speech**

Readings: Chapter 7

WEEK 5

2/3 **Arrangement**

Readings: Chapters 9 & 10

Activities: Create informative speech schedule

2/5 **Arrangement (continued)**

Readings: Chapter 11

WEEK 6

2/10 **Visual Aids**

Readings: Chapter 15

Activities: Informative speech workshop

2/12 **Speech Criticism**

Readings: Chapter 4

Activities: Create persuasive speech schedule
Watch and evaluate sample speeches

WEEK 7

2/17 **Holiday—No Class**

2/19 **Informative Speeches**

WEEK 8

2/24 **Persuasive Speaking**

Readings: Chapter 14

Activities: Persuasive speech topics

2/26 **Persuasive Speaking (continued)**

Readings: “Inviting Transformation” (available on Canvas)

WEEK 9

3/3 **Reasoning and Argument**

Readings: Chapter 8

3/5 **Persuasive Speaking (continued)**

Activities: Persuasive Speech Workshop

WEEK 10

FALL BREAK

WEEK 11

3/17 **Persuasive Speeches**

3/19 **No Class**

WEEK 12

3/24 **Persuasive Speeches**

3/26 **Persuasive Speeches**

WEEK 13:

3/31 **Style**

Readings: Chapter 12

4/2 **Style (continued)**

Readings: “I Have a Dream”

Activities: Discuss special occasion speech topics

WEEK 14

4/7 **Impromptu Speaking**

Readings: "Impromptu Speaking" (available on Canvas)

Activities: Create special occasion speech schedule

4/9 **Special Topic**

WEEK 15

4/14 **Impromptu Speaking (continued)**

4/16 **Impromptu Speeches**

WEEK 16

4/21 **Special Occasion Speaking**

Readings: Chapter 16

Activities: Debrief impromptu speeches

4/23 **Special Occasion Speaking (continued)**

WEEK 17 FINALS WEEK

Special Occasion Speeches

Date and Time: Tuesday, April 29th, 8am-10am