

SPC 1301 - Introduction to Speech

Basic Information:

Instructor Name	TBA
E- Mail	TBA
Office	TBA
Office Hours	TBA, and by appointment

Course Description:

Speech 1301 is a beginning course in platform theory and practice designed to provide instruction in the essentials of effective public oral communication. This course meets a General Education Care requirement under cultural literacy.

Entrance Competencies:

No prerequisite. Students are expected to have basic word processing skills, know how to use a web browser such as MS internet Explorer or Google Chrome and attach documents to email.

Further course description:

This course provides an understanding of the principles of human communication. In this course, students develop skills in public speaking (research, outlining, and presentation), how to overcome fear and nervousness, how to analyze audiences, and how to prepare speeches using multiple media platforms. Also, students learn the principles of interpersonal communication in groups and communication mediated through technology. Students are encouraged to select topics about relevant social issues related to their majors. Students learn both speaking and listening skills (oral and aural) and effective methods for responding to audience questions as well as verbal and non-verbal communication basics. Students will create and use YouTube and Twitter accounts, plus learn to use iPods and projectors (provided in class).

Learning Objectives:

1. Understands the basic principles of effective public speaking
2. Acquires skills to research, synthesize, organize, and document materials for presentation in both written and oral formats
3. Acquires the ability to analyze rhetorical components of speeches, including audience, purpose, and occasion (context) as well as the three rhetorical appeals: ethos, pathos, and logos
4. Acquires the ability to adapt to different audiences by tailoring presentations to match audience's interests and needs
5. Acquires the ability to use various outline strategies for speech presentation
6. Demonstrates mastery of key presentation and communication concepts on quizzes or exams
7. Acquires the ability to evaluate the performance of both his/her own speeches and that of others
8. Acquires the ability to develop and deliver speeches and messages utilizing presentation and research technologies: MS PowerPoint, Prezi, Pecha Kucha, or other web-supported applications, including social media

Required Course Materials:

Textbook	Edition	Author	Publisher	ISBN-13
The Public Speaking Playbook	2 nd Edition	Terri Kwal Gamble and Michael W. Gamble	SAGE, 2018	978-1506351643

Link to e-book purchase address:

https://www.amazon.com/Public-Speaking-Playbook-Teri-Gamble/dp/1506351646/ref=sr_1_fkmr1_1?ie=UTF8&qid=1508308545&sr=8-1-fkmr1&keywords=The+Public+Speaking+Playbook++2nd

Recommended Materials:

The instructor will provide access to supplementary materials as handouts posted on Blackboard from numerous internet and other resources.

Presentation Zen: Simple Design Principles and Techniques to Enhance Your Presentations, Garr Reynolds (2015)

Numerous links to supporting materials can be found on Blackboard..

Course Hours:

The course has 17 class sessions , a 5-hour field trip and four 80-minute after-class discussion. Each class session is 160 minutes in length. The course normally meets from Monday to Friday. This course has a total of 66 contact hours including a final exam. Final exams are scheduled on July 27, 2019.

Tentative Course Schedule:

Week	Session	Day	Topic (s)	
Week 1	July 4	Th	School Orientation	
	July 5	F	CLASSES BEGIN	Welcome & Intro Activities BRING 5 THINGS THAT DESCRIBE YOU Discussion of Syllabus and Assignments Introductions - Six Word Memoir & Discussion READ TEXTBOOK: Part 1, Section 1.2 & 1.3 WATCH: Amy Cuddy "Power Poses" TED Talk and "Game Changer" TIME videos See Blackboard (Bb) for details, essential questions, and vocabulary.
	July 5 18:40-20:00	F	After-class Discussion	
	July 6	Sat	Special Occasion Speeches, Speech of Introduction,	How Confident Are You Self-Assessment

			and Video Resumes	<p>Assignment: Lightening Talk, begin</p> <p>READ TEXTBOOK: Part 1, Section 2.1, 2.2, 2.3 & 2.4</p> <p>Watch: Creating a Speech Outline with Jordon Hamon. See Blackboard (Bb) for details, essential questions, and vocabulary.</p>
Week 2	July 8	M		<p>Assignment: Lightening Talk, continued</p> <p>Preparation for Twitter set-up and practice</p> <p>Bring a Draft Outline for your Lightening Talk (Upload to Blackboard by end of class)</p>
	July 9	T		<p>Speech Workshop</p> <p>Assignment: Lightening Talk, continued</p> <p>DUE: Lightening Talk presentation & activities</p>
	July 10	W		<p>Assignment: Elevator Speech, Video Resume, begin</p> <p>Speed Networking activities and workshop</p> <p>READ: Part 8, Section 23.1 "How to Handle a Job Interview" pp 418-420</p>
	July 11	Th	Research and Informational Speeches on Current Issues	<p>Assignment: Elevator Speech, Video Resume, continued</p> <p>Speech workshop.</p> <p>DUE: Elevator Speech & Video Resume Presentation</p>
	July 11 18:40-20:00	Th	After-class Discussion	
	July 12	F		<p>Assignment: Informational Speech</p> <p>READ: Part 6, Speak to Inform, 308-325</p>
Week 3	July 15	M		Topic selection & research

				<p>READ: Part 3, Section 6.1 – Topics 95-107</p> <p>READ: Part 3, Section 7 – Primary Research 116-132</p> <p>In-Class Research Workshop: Carving out the history of an issue. DUE at end-of-class: Five research articles related to issue’s history and divergent points of view Think: “What does the internet have to offer you?” “How do you take good research notes?”</p>
	July 16	T		<p>Synthesizing Perspective</p> <p>Assignment: Informational Speech, continued</p> <p>READ: Part 5, Section 11.1 Get Your Audience’s Attention</p> <p>Bring DRAFT Outline & PowerPoint development</p> <p>Group Practice and Peer Critique</p>
	July 17	W	Research, Persuasion Models & Technology Integration, Performance	<p>Assignment: Informational Speech, continued</p> <p>DUE: Informational Speeches</p> <p>Outline, Slides, Notecards, Peer Critique Form</p>
	July 18	Th		MIDTERM EXAM
	July 18 18:40-20:00	Th	After-class Discussion	
	July 19	F	<p>Field Trip (5 hours) National Museum of China</p> <p>National Museum of China is the top palace of history and art in China displaying China’s excellent traditional culture which has lasted for 5,000 years.</p>	
Week 4	July 22	M		<p>Assignment: Listening Critically</p> <p>Listening behaviors, Analyze your listening</p>

			skills, Adapting to an audience Listening Workshop
July 23	T		Assignment: Ignite Talks, begin READ: Part 7, Section 20 Methods, Fallacies, Reasoning, Toulmin pp 338-340 READ: Part 5, Section 11.2 Build Your Credibility, Monroe’s Motivated Sequence Maslow’s Hierarchy of Needs Select topics & research Compassionate Listening
July 24	W		Assignment: Ignite Talks, continued DUE: Draft Outline and PowerPoint READ: Part 5, Section 11.3 Preview Big Ideas and 11.4 Avoid these common introductory Bloopers Speech Outline and 5 articles—printed out before class – Technological Support Presentation Zen Workshop
July 25	Th	Listening, Body Language, Performance, and Culminating Communication Experiences	Assignment: Ignite Talks, continued In-Class Workshops: Peer Edit Practice and Record – Self Critique Speech Revision and Practice Sessions Gesture, Vocalization, Articulation, Eye-Contact Review – Your Body Language and Audience Body Language
July 25 18:40-20:00	Th	After-class Discussion	
July 26	F		Assignment: Ignite Talks, continued

				DUE: Speech, Outline, PowerPoint, Peer Critique, Self Critique
	July 27	Sat		Assignment: Pecha Kucha, begin Groups of 2-3 Topic, Outline, PowerPoint (Prezi, Other) DUE: Draft Pecha Kucha, Group practice

POLICY ON LATE WORK (Speeches & Outlines):

All Speeches should be submitted on the due date. **Late Speech projects will be penalized one letter grade for each class day beyond the due date.** Quizzes and collaborative assignments, and any other in-class daily work may NOT be made up. Late Speeches and Outlines will not be penalized if a) the student had an official university absence and b) the course instructor has agreed to late submission in advance of the due date.

Standards:

Rubrics will be used to grade each oral speech. Written comments will be provided on each graded outline assignment in order to help students understand the grade earned. However, general criteria for grading Speeches are summarized below.

Oral presentation grades are based on topic selection, energy, interest, enthusiasm, organization and content of materials, verbal and non-verbal skills, practice and preparation, and proficiency with the topic, as well as specific requirements on each assignment sheet. Students are expected to show growth and development with each successive speech.

Speeches will be graded on the following basic criteria with some exceptions based on the type of speech:

General

Did the speaker seem committed to the topic?

Did the speech fulfill the specifics of the assignment? Was the speech adapted to fit the audience?

Did the speech promote identification among topic, audience, and speaker? Was the purpose of the speech clear?

Was the topic handled with imagination and freshman? Did the speech meet high ethical standards?

Substance

Was the topic worthwhile?

Had the speaker done sufficient research?

Were the main ideas supported with reliable information? Was testimony used appropriately?

Were sources documented properly?

Were examples and narratives used effectively? Were appropriate proofs used?

Was the reasoning clear?

Did the reasoning follow an acceptable logical pattern?

Structure

Did the introduction arouse interest?

Did the introduction adequately preview the message? Was the speech easy to follow?

Could you identify the main points of the speech? Were transitions used to tie the speech together? Did the conclusion help you remember the speech?

Presentation

Was the language clear, simple, and direct? Was the language colorful?

Were grammar and pronunciations correct? Was the speech presented extemporaneously? Were notes used unobtrusively?

Was the speech presented enthusiastically? Did the speaker maintain good eye contact? Did the presentation sound "conversational"?

Did gestures and body language complement ideas? Was the speaker's voice expressive?

Were the rate and loudness appropriate to the material? Did the speaker use pauses appropriately?

Did presentation aids make the message clearer or more memorable? Were presentation aids skillfully integrated into the speech?

Was the presentation free from distracting mannerisms?

NOTE: All speeches will require an accompanying outline as specified in the assignment and by the instructor. These formats will help you develop your ideas in a cohesive and thoughtful manner. Outline formats will be provided in class.

Evaluation & Grading

Speeches and their accompanying outlines and other materials are equivalent to exams as evidence of learning in this course.

Speech 1301-: Students' final averages will be based on the following points	900 Points
Attendance and class participation & preparation	100
Quizzes 4 @ 25 points each	100
1) Lightning Talk (Data Blitz) (3 minutes)	100
Workshop Participation	
2) Video Resume (Vesume) (30-60 seconds)	100
Workshop Participation	

<p>3) Issue-related Informational Panel Talks (5 minutes): (PowerPoint or Prezi—Using Presentation Zen) Workshop Participation</p>	100
<p>4) Listening Critically [Integrating Listening, Body Language, Intra/Inter Communication Skills, and Phone Etiquette) Workshop/Exam</p>	100
<p>5) Empathizing with the audience and moving them towards your position using Rogerian Argument Model & Monroe's Ignite Talk: (20 x 15 = 5 minutes, Timed Mixed Media Slides) Motivated Sequence [Focus on Modern Appeals: Need, Harmony, Gain, Commitment PLUS Maslow's Hierarchy of Needs and Thompkins' Motivators] (PowerPoint or Prezi—Presentation Zen) Workshop Participation</p>	150
<p>6) Final – Pecha Kucha Creative, performative PowerPoint or Prezi—Presentation Zen (20 x 20 – 6:40 Timed Mixed-Media Slides) Workshop Participation</p>	150

Grade Distribution:

Percentage	Letter Grade	Grade Points
100-90	A	4.0
80-89	B	3.0
70-79	C	2.0
60-69	D	1.0
59 or below	F	0.0

Academic Integrity

School expects honesty from students in presenting all of their academic work. Students are responsible for knowing and observing accepted principles of scholarly research and writing in all academic work.

Academic dishonesty or cheating includes acts of plagiarism, forgery, fabrication or misrepresentation, such as the following:

- claiming the work or thoughts of others as your own
- copying the writing of others into your written work without appropriate attribution
- writing papers for other students or allowing them to submit your work as their own
- buying papers and turning them in as your own
- having someone else write or create all or part of the content of your assignments
- submitting the same paper for more than one study or class without explicit permission from the faculty members

General Principles

This program is committed to principles of trust, accountability, clear expectations and consequences. It is also committed to redemptive efforts, which are meaningful only in light of these principles. Students will be granted due process and the opportunity for an appeal.

Academic dishonesty offenses generally are subject to incremental disciplinary actions. Some first offenses, however, receive severe penalties, including dismissal from the program.

General Disciplinary

The following is a non-comprehensive list of possible actions apart from dismissal from the program: warning from a professor, program director; a lower or failing grade on an assignment, test or course; suspension or dismissal from the course; suspension or dismissal from the program.

Disciplinary Actions for Specific Offenses

Some academic dishonesty offenses call for specific disciplinary actions. The following have been identified:

Falsification of documents: Students who falsify or present falsified documents may be dismissed. Prospective students who are discovered to have presented falsified admission documents prior to admission shall be denied admission to the program. Should it be discovered after admission that a student had presented falsified documents for admission, such admission may be annulled and the record of academic achievement removed from the academic record, with appropriate notations. Such annulments or denials may be reviewed after one year.

Dishonesty in course requirements: Course work (a quiz, assignment, report, mid-term examination, research paper, etc.) in which a student has been dishonest generally will receive zero points towards the grade in fulfillment of a course requirement, and/or the student may receive a failing grade for the course. The professor of the course determines the appropriate consequence.

Final assignment: When a student cheats in a major or final assignment such as a comprehensive examination or presents plagiarized material in a major or final assignment, that student shall receive an F in that particular subject. Student cheats on more than two exams shall be dismissed from this program.