



School of Communication & Information
Department of Communication
Public Speaking
04:192:380:10
Fall 2014
SEC Room 206, Th 6:40-9:30 PM

Lida Little

Office hours: Thursdays 5:30-6:30 pm in classroom and by appointment

Contact Information: lidalit@scarletmail.rutgers.edu

Class website: Sakai

Catalogue Course Description:

This course focuses on principles of public speaking; practice in composition, delivery, and criticism of informative, persuasive, and mediated speeches.

Course Overview:

This course is designed to develop student's competency in oral communication, an understanding and appreciation of the dynamic nature of the communication process, and the theoretical and practical requirements of different types of public presentations. The course will include instruction in speech-related topics including basic research, message composition, speech preparation, audience analysis, vocal delivery, listening, non-verbal communication, speech criticism, and the processes of communication. The course also prepares students for participation in a variety of contemporary settings of cultural and social significance.

Pre-requisites, Co-requisites or Section-Specific Restrictions: None

Course Learning Objectives:

The course emphasizes public speaking in both traditional and mediated formats. The course draws upon critical, historical, and empirical research to provide students the resources to expand their communication competence to meet the ever changing demands of public communication. The emphasis of the course is on learning through performance and application of communication principles and tools. Students will learn, practice, and demonstrate abilities of integrating information and research through readings, discussions, speech analysis, and formal speaking assignments utilizing emerging technologies.

Upon the successful completion of this course students will be able to:

- Describe the history of public speaking and applicable communication models.
- Identify, describe, and analyze key stages and considerations in speech preparation and delivery.

- Analyze the distinctive features of public speaking that shape a person's experiences and perspectives, particularly audience analysis. (RU Core Goals a,v, z)
- Prepare outlines for speeches based on an organizational pattern that includes relevant research and supporting information using proper citation format. (RU Core Goals a, s1, u, v, y, z)
- Critique speeches during various stages and incorporate feedback to revise and improve the final delivery of speeches, as well as reflect on the value of feedback in the preparation process. (RU Core Goals s1, s2)
- Develop and present professional-level individual and/or group speeches in an introductory, informative, and persuasive context in face-to-face and mediated delivery modes, displaying effective oral communications skills (e.g., vocal variety/articulation, gestures/body movement, and interacting with an audience) with the use of visual aids. (RU Core Goal y)

Methods of Assessment: Students' performance in this course will be assessed against the SAS Core Curriculum Learning Outcome Goals stated below. The course utilizes multiple methods of assessment to ensure that core curriculum learning outcome goals are fulfilled.

SAS Core Curriculum Learning Outcome Goals:

21st Century Challenges:

- Analyze the degree to which forms of human difference shape a person's experiences of and perspectives on the world

Cognitive Skills & Processes:

- s1. Communicate complex ideas effectively, in standard written English, to a general audience.
- s2. Respond effectively to editorial feedback from peers, instructors, &/or supervisors through successive drafts and revisions.
- u. Evaluate and critically assess sources and use the conventions of attribution and citation correctly.
- Analyze and synthesize information and ideas from multiple sources to generate new insights

Information Technology and Research:

- Employ current technologies to access information, to conduct research, and to communicate findings.
- Analyze & critically assess information from traditional and emergent technologies.

The table below summarizes the relationship between each method of assessment and specific sets of learning goals:

Methods of assessment	Corresponding goals
1. In-class participation, delivery of a total of four formal speeches, and impromptu speech exercises	Goals a, s1,s2, v, y, & z
• Written outlines required for each speech and supplements of research materials as needed	Goal s1, s2, u
• Class participation and discussions about readings and relevant responses exchanged among students and the instructor	Goals a
• Quizzes/exams, content assessment, and audience analysis	Goals a, s1, s2, & v
○ Appropriate use of visual aids and current technologies to support speeches	Goals y & z

Required Texts & Materials: Readings are to be completed by the date assigned to them in the Course Schedule. Lectures are designed to supplement, *not replace*, the readings. You will be tested on materials from both lectures and the readings.

o Fraleigh, D. M. & Tuman, J.S. (2014). *Speak up: An illustrated guide to public speaking*, 3rd Edition. Boston: Bedford / St. Martins. (ISBN 1457623943, new book only)

o The textbook provides you access to hundreds of online video resources which you can avail yourself of outside of the classroom to further enhance your education in public speaking skills. Refer to instructions at the end of each chapter for directions to appropriate resources.

o Supplementary readings will be provided by the instructor and will be available on Sakai.

Methods of Assessment: Students' performance in this course will be assessed against the SAS Core Curriculum Learning Outcome Goals stated below. The course utilizes multiple methods of assessment to ensure that core curriculum learning outcome goals are fulfilled.

Assessment:

Graded component	Value	Points
Speeches and Outlines (Informative 15%, Mediated 15%, Persuasive 20%,)	50%	500
2 Quizzes (5% each)	10%	100
Written Assignment (an exploratory paper)	25%	250
Impromptu Speeches	5%	50
Attendance and Participation	10%	100
Total	100%	1000

Speech Assignments (500 points total):

Speech of Introduction and Outline (+ Interview): This 2 – 3 minute speech will allow you to get some initial experience speaking without worrying too much about your grade. Your task is to interview one of your classmates **via Skype or iChat or a similar VIDEO modality** for the purpose of preparing a speech introducing them to the rest of the class. The core delivery skill you will focus on with this speech is to gain experience speaking extemporaneously from a keyword outline. This speech must be completed in order to present later speeches in the course.

Informative Speech (100 points) and Outline (50 points): In this speech, you will have the opportunity to present information to your audience in a clear, non-biased and organized manner. This is the first speech where you will need to cite outside research sources. The core delivery skill will be to maintain appropriate eye contact with the audience and use other non-verbal communication channels to convey your message.

Mediated Speech (100 points) and Outline (50 points): In this speech, you will work with a group (either in person or online via Skype, iChat,.) to present information using a mediated technology (GoToMeeting) . Taking the form of a web seminar ("webinar"), your main challenge will be to present a topic while also engaging the audience by asking for their input at specific points in the presentation. After the speech, you will respond to 2 – 3 minutes of questions from the (virtual) audience. The core delivery skills will involve vocal variety, energy, and avoiding verbal fillers, and mediated audience interaction.

Persuasive Speech (150 points) and Outline (50 points): In the final speech assignment you will attempt to persuade an audience to take a specific action or to change their beliefs. You should advocate a clear position and support it with sound arguments and valid evidence, using Monroe's Motivated Sequence or Toulmin's Model of Argument. The core delivery skills will be to make use of effective gestures, body movement and vocal variety.

Speech Outlines: Along with each of the major speeches listed above, you will submit a detailed, typed outline of your speech and a works cited page listing materials you used to construct the speech. Outlines may be due up to a week before your speaking day (due dates will be announced in class). Samples of outlines will be provided to give you an idea of what is expected for this assignment. For the first speech (the speech of introduction) you will receive detailed feedback so

that you can learn how (1) assess a speech outline and (2) revise the outline for your speech. Each outline is worth a set number of points towards your speech grade. Every outline must be turned in with a bibliography on the day you present your speech (APA style).

Written Assignments:

Exploratory Paper (250 points): This paper will ask that you select a concept from the textbook and class discussions, do additional research and analyze it from the practical standpoint. Evaluate its usefulness, applicability to you as a public speaker and reflect on what makes that particular theory or concept relevant. You are required to use at least 3 additional outside scholarly sources (APA style).

Exams:

2 Quizzes (50 points each): These quizzes will not be cumulative. Questions may include core concepts of discussed in class and textbook readings.

Grading Scale: Final grades will be assigned according to the following scale:

1000-901 points=100-91% = A	"A" grades will be awarded to an assignment that both fulfills the terms of the assignment and shows evidence of out-of-the-ordinary original, creative, analytical, and interesting thought.
900-850 points=90-85% = B+ 840-800 points=84-80% = B	"B" grades will be awarded if the terms of the assignment have been fulfilled thoroughly and thoughtfully, with some evidence of originality and creativity.
799-750 points=79-75% = C+ 749-700 points=74-70% = C	Assignments that merely fulfill the terms of the assignment will earn a "C" grade.
699-600 points=69-60% = D	Assignments that fail to fulfill the terms of the assignment will earn a "D."
599-0 points=59-0%= F	An assignment that does not approximate the terms of the assignment will earn an "F."

Outline and Schedule of Course Topics:

Unit	Topic & Date	Assignment and Due Date*
A. Fundamentals	September 4: Orientation to public communication in the global era Assessing communicative setting Language and Style Verbal and Nonverbal Delivery Skills	Introductions; <ul style="list-style-type: none"> Overview of the course expectations and requirements. Types of speeches <u>Read:</u> Ch 1-2,12-13; <u>Activity:</u> In class analysis of a speech - overview the fundamentals of speech making. (Handout on Skype Interview & the Speech of Introduction)
	September 11: Selecting your topic Finding credible sources and doing effective research Speech organization	<u>Read:</u> Ch 6&7, 9-11 <u>Activity:</u> Students deliver speeches of introduction Audience analysis survey overview
B. Informative Speaking	September 18: Speech ethics Listening Using supporting materials	<u>Read:</u> Ch. Ch. 3-5, 8 <u>Do:</u> Brainstorm speech topics in small groups <u>Activities:</u> Take audience analysis survey
	September 25: Delivery Workshop	<u>Do:</u> Delivery activity focusing on eye contact Working outline for the Informative Speeches
	October 2: Practice Day	Due: Outline of Information Speeches – feedback Quiz#1
	October 9: Speaking Day	Students deliver their Informative Speeches Mediated speech assignment overview, students divide into groups
	October 16: Communicating in groups Adapting content through visual support	<u>Read:</u> Ch 14, 20 Supplementary reading Maier, N. "Assets and Liability in Group Problem Solving" <u>Activity:</u> Lost on the Moon exercise

C. Mediated Speaking	October 23: Incorporating interactivity into online presentations Responding to questions from the audience	<u>Read:</u> Ch. 15 Supplementary reading on forms of online presentations <u>Activity:</u> in-class activity Due: Mediated Speeches – working outlines
	October 30: Delivery workshop	Mediated speech outline feedback Persuasive speech topics overview, topic selection
	November 6 13: Speech day Introduction of persuasive speaking	<u>Activity:</u> Students deliver their mediated speeches – virtual session Due: Persuasive Speech topic choices
D. Persuasive Speaking		
	November 13: Methods of Persuasion Toulmin's Model of Argument	<u>Read:</u> Ch. 16-18 Toulmin Model hand-out <u>Activity:</u> In-class activity Due: Persuasive Speeches – working outlines
	November 20: Delivery workshop	Persuasive speech outline feedback Exploratory paper due
	November 25: Go over speech topics	Quiz #2
	December 4: Speech Day	Students deliver their Persuasive Speeches

Course Policies:

Attendance/Participation and Late Work:

Students are expected to attend all classes; if you expect to miss one or two classes, please use the University absence reporting website-<https://sims.rutgers.edu/ssra/>-to indicate the date and reason for your absence. An e-mail will automatically be sent to me from this system. Note that if you must miss classes for longer than one week, you should contact a dean of students to help verify your circumstances

Absences Related to Religious Holidays (see University Regulation on Attendance at <http://scheduling.rutgers.edu/religious.shtml>)

Late Work: I do not accept late work unless you have a valid excuse (i.e. extreme illness or family emergency). Because much of your work will be turned in via sakai site, this means if your assignment is due at 11:59 pm at 12:01 am your assignment is late. There is a minimum of a 10% penalty for all work turned in late. If work is not made up within 3 days of the due date the student will receive 0 points. No work will be accepted after the final day of class. Additionally, quizzes, speeches, and in-class activities cannot be made up. If you do not hand in your speech outline, or power point presentations, your grade for the speech will be have 5% of total deducted from your total grade for the assignment.

Technical Problems: Technical problems (such as power outages, erased/lost disks, downed systems and networks, malfunctioning printers, etc.) are not legitimate excuses for late or missing work. Always make a back up copy of your work and be sure to leave yourself enough time to complete assignments –including printing.

SC&I IT Services offers help with a variety of technology problems. They are located in the SC&I Building in Room 120 (first floor), tel: 848.932.5555

Course Etiquette: You are expected to give total attention to all speakers. Behaviors such as studying for other classes, sleeping, or texting while someone else is speaking will not be tolerated. Failure to give your full attention to a speaker will result in an absence for that class period. Should you be late on a speaking day, you should wait in the hall until you hear applause to avoid interrupting someone's presentation.

Academic Integrity: I encourage you to discuss the material with your classmates; however, all work you turn in must be your own. I take academic integrity very seriously. Students are encouraged to inform themselves of Rutgers' policy on academic integrity which describes and gives examples of violations on academic integrity.

The academic integrity policy can be found at the following web address:
<http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers>

If you violate this code, you risk a failing grade in the course and even possible suspension from the university.

Violations of academic integrity include, but are not limited to, cheating, aiding cheating or other acts of acts of academic dishonesty, plagiarism, misrepresentation of data, falsification of academic records or documents and unauthorized access to computerized academic or administrative records or systems. Plagiarism is the presenting of others' ideas as if they were your own. When you write a paper, create a project, do a presentation or create anything original, it is assumed that all the work, except for that which is attributed to another author or creator, is your own.

Plagiarism is considered a serious academic offense and may take the following forms:

- Copying word-for-word from another source and not giving the source credit.
- Paraphrasing the work of another and not giving the source credit.
- Adopting a particularly apt phrase as your own.
- Using an image or a copy of an image without crediting the source.

- Paraphrasing someone else's line of thinking in the development of a topic as if it were your own.
- Receiving excessive help from a friend or elsewhere, or using another project as if it were your own.

Note that word-for-word copying is not the only form of plagiarism. The penalties for plagiarism may be severe, ranging from failure on the particular piece of work, failure in the course or expulsion from school in extreme cases.

Disability Services: Rutgers University encourages qualified persons with disabilities to participate in its programs and activities. If you anticipate needing any type of disability-related accommodation in this course, please tell the instructor as soon as possible and/or contact the Office of Disability Services, 151 College Avenue, Suite 122, New Brunswick, NJ 08901, 848-445-6800. If you seek assistance due to a disability, it is your responsibility to inform me and make arrangements prior to any relevant assignments. See <http://disabilityservices.rutgers.edu> for more information.

Other Resources:

Library Resources: Rutgers University Libraries offer numerous resources to assist students. Librarians can help guide you through research and reference tools. A series of LibGuides can be found at the following site: <http://libguides.rutgers.edu/index.php>

Health Services

Provides counseling on *any issue* you might be dealing with in your life. Also provides *alcohol/drug rehabilitation, as well as psychiatric services.*

17 Senior Street College Ave
61 Nichol Avenue Cook/Douglass
tel: 848-932-7884 All campuses
<http://rhscaps.rutgers.edu/>

Rutgers Learning Centers

Provides support, tutoring, and training programs for students to promote their academic achievement: *Tutoring, coaching, writing assistance and more.*

Kreeger Learning Center College Ave
Loree Building, room 124 Cook/Douglass
ARC Building, room 322 Busch
Tillet Hall, room 111 Livingston
tel: 848-445-0986 All campuses
<http://lrc.rutgers.edu/>

SC&I Related Information

A great deal of information is available on the SC&I website including course descriptions and details about all degree programs: <http://comminfo.rutgers.edu/>

Other Student Services

<http://nb.rutgers.edu/information/information-current-students>