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SRJC's Mission is to cultivate learning through the creative, intellectual, physical, social, emotional, aesthetic and ethical development of our diverse community.

## **SPEECH 1A: Summer 2018**

### **Introduction to Public Speaking**

**Instructor:** Cassandra Shafer  
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**Office Hours:** Tue/Wed/Thur, 12:30 to 1:00 p.m. **and** 7:00 to 7:30 p.m.

### **Course Description**

**Catalog Description:** The study of public speaking. Improves the student's ability to prepare and deliver a public speech. Improves the student's ability to critically evaluate various forms of communication.

**Instructor's Description:** This class is a learn-by-doing "communication laboratory" where we experiment with various types of presentations and delivery styles, observe and analyze the results, and reflect on ways we can improve our public speaking skills for a live audience. We also experiment with ways to deepen listening abilities and to refine the analysis of classmates' oral presentations so we can convey honest evaluations with respect and kindness as useful feedback. In-class presentations and exercises are supplemented with lectures, discussions and readings.

### **Grading Philosophy**

You are not competing against other students. As the instructor, I do not compare students with each other, and I ask that you not judge yourself in comparison to your classmates. My task is to assist each student in developing your own unique voice, your own style and your own message. Your task is to exercise your voice and to listen to the voices of others. It is highly likely you will learn far more from your classmates than from your instructor or textbook. Improvement is expected; consequently, assignments are worth more as the semester progresses (*For more on Grading, see pages 3-4 below*).

### **Textbook**

Foss, Sonja, and Karen Foss. *Inviting Transformation. Presentational Speaking for a Changing World*. Long Grove, IL: Waveland Press, 2012. (3rd edition)

Library Reserve Call Number: HF5718.22 .F67 2012 PC Shafer

Bring the call number along with your SRJC Student ID card to the Library Reserve desk when you are ready to check out material.

# Student Learning Outcomes

Upon completion of this course, students will be able to:

1. Effectively prepare and present public speeches to a live audience (using contemporary technology when appropriate);
2. Demonstrate active listening skills;
3. Critically evaluate various forms of communication.

## Topics & Scope *(Link to [Course Outline of Record](#))*

- I. Introduction to Public Speaking as a Communication Process
  - A. Elements of the Communication Process
  - B. Managing Communication Apprehension and Speech Anxiety
  - C. Active Listening
    1. Critical Listening (listening to analyze and evaluate)
    2. Empathic Listening (listening so others feel heard)
- II. Types of Public Speaking
  - A. Neo-Aristotelian Rhetoric
    1. Five canons (content, organization, style, delivery, preparation)
    2. Three modes of proof (ethos, pathos, logos)
    3. Three speech purposes (inform, persuade, entertain/inspire)
  - B. Invitational Rhetoric
    1. Five core assumptions
    2. Four conditions (safety, openness, freedom, value)
- III. Speech Preparation Skills
  - A. Audience Analysis, Adapting to Audience
  - B. Topic Selection
  - C. Research Skills
    1. Library and electronic research techniques
    2. Evaluation of supporting materials
  - D. Speech Organization
    1. Outlining and notes
    2. Patterns
  - E. Style/Use of Language
- IV. Presentation Skills
  - A. Practice Skills
  - B. Delivery
    1. Vocal qualities
    2. Body language, nonverbal messages
    3. Presentational aids
- V. Critical Evaluation Of Live, In-Class Student Presentations
  - A. Evaluation of Source Credibility (Ethos)
  - B. Evaluation of Emotional Appeals (Pathos)
  - C. Evaluation of Logical Appeals (Logos)
  - D. Constructive Feedback, Appreciative Analysis & Entelechy

# Grading

Course assignments count for 90% of your semester grade. Participation counts for the remaining 10%. Some assignments are weighted more heavily than others and are considered "High Stakes" (see list on next page). Assignments are assessed as follows:

- + takes a risk (raises semester grade a step)
- ✓ satisfies guidelines (maintains semester grade at same level)
- does not fulfill basic guidelines (drops semester grade a step)
- 0 assignment not attempted (drops semester grade 3 steps)

Students begin the semester at the level of B minus (80%). It requires "plus" grades on 3 "High Stakes" or 6 "Low Stakes" assignments to raise semester grade a full letter (i.e., B to A). "Minus" grades cancel out "plus" grades and reverse upward progress.

**A "Zero 0" grade**, as its shape suggests, opens a black hole in the Holistic Learning Universe, potentially sucking the student into oblivion. More concretely, ***not attempting an assignment lowers semester grade by 3 steps.***

**Taking Risks:** Risks may be creative, intellectual, emotional or social-interactive. The following explanations are by no means exhaustive, and students are encouraged to think outside the box and/or stretch beyond your comfort zones.

- *Creative risks* could involve multi-sensory choices in speech delivery, or an unusual or innovative approach to a topic.
- *Intellectual risks* could involve choosing cutting edge, controversial, or fringe speech topics that challenge both speaker and audience to consider new ideas, re-consider deeply held beliefs, or question our biases.
- *Emotional risks* could involve offering honest constructive feedback on emotionally charged speeches, or being open and honest about personal beliefs.
- *Interactive risks* could involve engaging with listeners and inviting our participation in your presentations beyond the use of a rhetorical question to open your speech.

**Late work:** Written assignments are accepted up to one week after the due date. Being late with oral assignments disrupts the course for your classmates and is strongly discouraged. Re-scheduling a speech date requires advance consultation with the instructor and is not guaranteed. Exceptions to these late work guidelines are addressed on a case-by-case basis. Make an appointment with the instructor to discuss.

**Class Participation:** In speech classes, everybody serves as the audience for each other and provides feedback on each others' presentations. In addition, this section emphasizes experiential learning of oral communication through face-to-face interaction, group discussions and class activities. Participation counts for 10% of your semester grade. Missing class lowers your participation grade. ***Missing no class time raises semester grade a "Low Stakes Plus Step."***

**Attendance:** College policy 8.1.5 stipulates that students missing more than 10% of total class hours are subject to being dropped from the class. For this class, 10% = 280 minutes. If you expect to miss more than 1 day during summer, contact instructor ahead of time.

# Assignment Guidelines & Course Materials

Specific guidelines and grading criteria for each assignment will be provided in class as we go along. You may also download assignment guidelines at any time (click on links below).

## Speeches & Oral Assignments (40%)

- Low Stakes [Voice of the Voiceless Speech](#) (1 to 2 minutes)
- Low Stakes [Personal Experience Narrative Speech](#) (3 to 4 minutes)
- High Stakes [Informative Speech](#) (6 to 8 minutes)
- High Stakes [Persuasive Speech](#) (10 minutes)
- Low Stakes [Impromptu Speech/Interview](#) (to be determined)
- Low Stakes [Career-Focused Interview Panel](#)  
[Gateway: Choosing a Career Focus for Impromptu Speech](#)

## Exams/Reflection Papers (20%)

- Low Stakes [Personal Experience Speech Reflection Paper \(Self-Evaluation\)](#)
- Low Stakes [Informative Speech Reflection Paper \(Self-Evaluation\)](#)
- High Stakes [Final Exam/Take-Home](#)

## Outlines & Speech Preparation Assignments (15%)

- Low Stakes [Informative Outline: Instructions](#)  
[Informative Outline: Worksheet](#)
- Low Stakes Research Sources for Informative Speech  
[Gateway: Research Sources & Topic for Informative Speech](#)
- Low Stakes [Persuasive Outline: Instructions & Worksheet \(Motivated Sequence\)](#)

## Oral & Written Feedback & Feedback Forms (15%)

- High Stakes Oral Feedback  
[Grading Criteria for Oral & Written Feedback](#)
- Low Stakes Written Feedback  
[Feedback Form \(Personal Experience Speech\)](#)  
[Feedback Form \(Informative Speech\)](#)  
[Feedback Form \(Persuasive Speech\)](#)  
[Feedback Form \(Impromptu Speech\)](#)

Students are individually responsible for reproducing feedback forms to use in evaluating classmates' presentations. I will provide a hardcopy example of the required feedback forms, which vary for each assignment. Students may also download feedback forms at any time by clicking on the links above.

***Students are expected to arrive in class on speech days with the correct version and correct amount of feedback forms for that day's speakers.***

## Expectations

This section emphasizes experiential learning of face-to-face communication. Therefore, students are expected to

- Attend every class meeting.
- Be "present" (awake, alert and engaged) during class.
- Be open to communicating with the instructor.

Electronic messages are useful for sharing information. Face-to-face communication tends to work better when discussing personal concerns. Students are invited to speak informally with the instructor after class as needed and/or to schedule appointments during office hours for private or sensitive matters. If you have a concern about me, the instructor, that you are uncomfortable talking about with me directly, contact the Chair of the Communication Studies Department at 527-4238.

## Cell Phone Activity Unwelcome in Classroom

This section focuses on face-to-face, real-time oral communication. More than simply speaking, communication entails listening, attention to body language and nonverbal messages, and awareness of audience energy and dynamics. Cell phones offer many tools, but cell phone activity unrelated to class needs interferes with the focus of this course.

**WARNING:** Subtle radiation emitted by cell phones and texting devices may activate an "inner Hulk" response in your instructor, who may lose control and "Hulk Smash" said devices. Bring into classroom at your own risk. To avoid "collateral damage" to classmates and College property, kindly exit classroom before viewing or using cell phones. Inside classroom, unauthorized phone use will result in a referral to Student Health.

**Sound Off ✧ Vibrate Off ✧ Signal Off   Out of Reach ✧ Out of Sight ✧ Out of Mind**

## Academic Honesty & Student Conduct

Honesty and integrity are encouraged in this course and among the relationships that develop in this classroom. To paraphrase author and radio host Caroline Casey in her interpretation of philosopher George Ivanovitch Gurdjieff:

*Knowledge tends to degrade from one generation to the next, especially when we take on somebody else's original work without doing our own. A Tibetan saying goes, "Knowledge must be burned, hammered, and beaten like gold. Then, one can wear it like an ornament." When we passively, hence uncritically, receive teaching of any kind, our learning is degraded and our grade is merely fool's gold.*

College Policy 3.11 states: "Academic dishonesty is regarded as any act of deception, benign or malicious in nature, in the completion of any academic exercise. Examples of academic dishonesty include cheating, plagiarism, impersonation, misrepresentation of idea or fact for the purpose of defrauding, use of unauthorized aids or devices, falsifying attendance records, violation of testing protocol, inappropriate course assignment collaboration, and any other acts that are prohibited by the instructor." Students are responsible for adhering to [academic honesty guidelines](#) and the [Student Conduct Code](#).

# Emergency Plan, Health, and Disability Accommodations

**Emergency Evacuation Plan:** In the event of an emergency during class that requires evacuation of the building, please leave the class immediately and calmly.

To make sure everyone got out of the building safely and to receive further instructions, our class will meet at the following location:

► ***In the athletic field to the south outside the classroom building***

If you are a student with a disability who may need assistance in an evacuation, please see instructor during office hours as soon as possible to discuss an evacuation plan.

**Health & Learning:** Health issues (physical and mental) can interfere with academic success. Student Health Services is here to support you. Details available at [shs.santarosa.edu](https://shs.santarosa.edu).

**Accommodations for Students with Disabilities:** If you need disability-related accommodations for this class, such as a note taker, test taking services, special furniture, etc., please provide the Authorization for Academic Accommodations (AAA letter) from the Disability Resources Department (DRD) to the instructor as soon as possible. You may also speak with the instructor privately during office hours about your accommodations. If you have not received authorization from DRD, it is recommended that you contact them directly. DRD is located in Bertolini (3rd Floor, Room 4842) on the Santa Rosa campus, and Jacobs Hall (Room 101) on the Petaluma Campus.

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