

- The objective of this class is to increase the student’s public speaking skills. This is a performance oriented class and students will be expected to get involved in all exercises, either as speakers or audience members. You will die eventually but not in this class while giving a speech. If you expire in this class, it will be during a lecture.
- There are five graded public speaking assignments for this class. My grading criteria are rather broad. Good speeches must meet the specific organizational, content, etc., criteria I establish in class and must be delivered with confidence. (Hint: I am not a subtle person.) Graded speeches should demonstrate **original scholarship** and reflect college level research. “Fluff” speeches may be given but will be penalized appropriately. Speeches will be penalized for failing to make the time assignments; stiffer penalties for short speeches. Keep track of your scores in the areas below.

CLASS REQUIREMENTS

Assignments:	Org	Ethos/ lnk	Cont.	Cit	Deliv	Conf.	Per	Bib	Otn
1 st SPEECH (4-6 min) Feb 10-19: _____ [12]	HH	H		H	HH	HH		HH	HH
2 nd SPEECH (5-7 min) Mar 4-11: _____ [17]	HHH	H	HHH	H	HHH	HH		HH	HH
3 Unit Group Quizzes [12]	Feb 5	4H	Mar 2	4H	Apr 29	4H			
Notebooks [24]	Feb 5	8H	Mar 2	8H	Apr 29	8H			
3 rd SPEECH (6-8 min) Apr 6-15: _____ [18]	HHH	H	HHHH	H	HHH	HH		HH	HH
3 Written Speech Evaluations [12]	Feb 24	HHH/ H	Mar 23		HHH/ H	Apr 20	HHH/ H		
4 th SPEECH (8-10 min) May 4-13: _____ [21]	HHH	H	HHHH	H	HHH	HH	HHH	HH	HH
5 th SPEECH (Impromptu) : May 20 [9]	HHH				HHH	HHH			
Attendance/Participation & Extra Credit: [10]	10H	ATTN	HHH		Other	HHH		Total Hs:	135

A = 120Hs B = 108 Hs C= 85 Hs D =70 Hs

4. The speech assignments are as follows:

- 1st SPEECH: The first speech is a 4 to 6 minute presentation from any textbook the student has used or is using or any scholarly work approved my me; must have three points.
- 2nd SPEECH: The second speech is a 5 to 7 minute presentation that informs the class about a process, history, etc. It does not expressly or implicitly Persuade or argue a position; must have three points.
- 3rd SPEECH: The third speech is a 6 to 8 minute presentation that argues a specific position on any topic not identified in class as taboo; must have three points.
- 4th SPEECH: The fourth speech is an 8 to 10 minute presentation that attempts to persuade this audience, (i.e., our class) to take an action, change their view etc., [can be on the subject of the 3rd speech].
- 5th SPEECH: The fifth speech is an impromptu speech (essentially a performance exam). Speakers will select a topic from a short list and be given 5 to 7 minutes to prepare for a 2 to 5 minute speech; must have three points.

5. Except for the impromptu, each speech must be an “extemporaneous” presentation from an outline [see text/lecture]. All outlines must be typed on 5" by 8" inch cards and can number no more than five cards [specific format below]. Except for the first speech, each speech must be preceded by a bibliography that contains at least six sources used by the speaker to prepare for the speech. **Bibliographies are due at the beginning of the class preceding the first speaking day in any speech cycle.** Bibliographies must be formatted in compliance with MLA or APA standards (See Library Web Page). Bibliographies must contain at least three “scholarly” sources and one source that has been published within the last 180 days. The Bibliography must also contain a thesis statement for the speech at the top along with your name. Outlines and Bibliographies must be typed.
6. Original Scholarship means that the student must write the speech by him or herself. Assistance may be obtained on ideas etc., but the speech cannot be written in whole or in part, by any other person or entity without attribution to the original source. This means that sources and ideas must be attributed within the speech itself. Failure to attribute is/may be plagiarism which will/may subject the student to serious penalties including, but not limited to, losing all credit for the assignment, plus any penalty for not completing the assignment and/or referral to the Dean for further academic punishment. Do not take an idea or fact from another person or entity without attributing the original source. Do not buy a speech from another student or the online services and pass it off as your own.
7. Notebooks will be graded on the day of each quiz. They must be in a composition book or a spiral or other self-contained book (no loose leaf binders etc.) and in the students hand writing. I will grade them at the beginning of class on quiz days and assign groups based upon the journal grade. Each chapter is worth one H and there will be two or four Hs from the lecture notes. Assignment instructions should be written down in you notebooks/journals.
8. The quizzes cover material from the lectures and from the assigned reading (in the period prior to the quiz) in the text *Practically Speaking* (1st Ed.) by J. Dan Wothwell, available in the bookstore and on line. The quizzes will be given in groups. They will be difficult but you should be passable if you have read the material and understood the lectures/discussions. Besides, you will have your notebooks. I will arrange the groups based upon the notebooks/journals I review.
9. Rather than long lectures, I discuss the material quickly and critique your graded and practice speeches to apply the theory to what we just watched. Thus, you **must** read the text and **listen** to me for the directions of what I want you to accomplish in your speeches. Note that the class is substantially front loaded on theory; the bulk of the reading is due before the last week of class. Plan accordingly!
Upon completion of the class, students will be able to:
 - A. Identify the elements of a communication situation.
 - B. Conduct audience analysis.
 - C. Select appropriate subject matter.
 - D. Gather, select and orally cite qualified supporting materials.
 - E. Organize material into effective structural patterns for oral presentations.
 - F. Choose appropriate verbal and nonverbal messages.
 - G. Rehearse the oral presentation of speeches.
 - H. Present speech(es) in person to a live audience.
 - I. Actively listen to and evaluate oral presentations.
 - J. Incorporate presentational aids into a speech.
 - K. Exhibit an understanding of the use of modern presentation technology.
 - L. Manage nervousness related to public speaking.
 - M. Recognize persuasive appeals.
 - N. Demonstrate an understanding of the basic terminology, concepts, and theories of communication.
 - O. Critically listen to, analyze and incorporate into future presentations written and oral feedback provided by the instructor and fellow students.

10. I have done away with the point scheme that you might have encountered in my prior classes or you might encounter in other classes. Essentially, there are numerous assignments due during the course of the semester, each with a certain number of slots available. Unless otherwise indicated, the possible grades to fill the slots are HHH+ (Highest Honors), HH (Double Honors), H (Honors), NP (Not Pass) Z (Zero). There are 135Hs possible counting extra credit. To receive a Semester Grade of C, students must get 80Hs. To receive a Semester Grade of B, students must receive 108Hs and complete all graded speeches. To receive a Semester Grade of A, Students must receive 120Hs and complete all graded speeches. **All graded speeches must be given and two quizzes must be taken to pass the class!!!** The assignment grade of H, HH, HHH or HHHH in the schedule above means that there are one, two or three Hs for one slot, thus students have the ability to receive more Hs than there are slots. Notes on grading:
- A. A single H is given if students demonstrate a basic understanding of the material and some effort toward the exercise, organize their material, provide evidence when relevant or be confident. A lack of effort or attempting will result in an Z (-1 to 3Hs). NP is for bravery, showing up unprepared but doing it anyway.
 - B. To receive an HH, a student must demonstrate a clear understanding and application of one concept [do something really well; not doing other issues “really well” does not impair the H but you must demonstrate a basic understanding].
 - C. To receive a HHH, a student must demonstrate a clear understanding and application of all the issues, [i.e., the student cannot miss any other material issue]. [HHHH is for real insight or compelling info.]
 - D. Students not completing a bibliography, outline or quiz will receive a Z on the assignment and have one (1) H deducted. **Late speeches will be accepted starting with a penalty equal to the number of Hs available for the Organization portion of the speech plus one H for each other student speech not given and each additional day the speech is late.** The above penalties are in addition to not getting any Hs for completing the assignment. **Speech 4, during the last two weeks of class, cannot be made up as there is no time.**
11. Class participation is essential to really grasp the material (repetition is the key to education). I make no distinction between excused and un-excused absences except as required by law. **Missed quizzes cannot be taken/given late, even if the absence is excused!!!!!!** Students will lose one H for every role call missed (class assignments are still due). Two tardies lead to a loss of one H. Students begin with three extra credit participation H’s and go down from there. Thus, students can miss as many as 13 classes, reducing their total by 10Hs. (Crazy but it happens!) Students who know that they cannot attend any particular class, should make sure that they do not sign up for speeches on that day. Students may arrange to give their speeches on the class before or following the normal speech day, depending on the schedule and subject to my (possibly unreasonable) discretion. In addition, class participation will help the “bubble” students (students almost getting a grade but being one H short). I grade class participation on a purely subjective basis. If you attend all classes and participate in discussions, ask questions or otherwise help the class to progress, I will help you over the bubble. I also give extra credit for improvement. Get better and you may be helped over a bubble. As a note, SRJC policy now allows me to drop any student who misses more than 10% of the class. Students that do not attend the 2nd class meeting will be dropped from the class roster unless they notify me that they want remain in class prior to the 2nd class meeting. Bottom line, attending class is good.
12. Emergency procedures will be discussed in class.
13. Students may obtain extra credit from time to time, in addition to the 3Hs I give for attendance. I provide one H extra credit for an office visit (to discuss the class, your future, education etc.)
14. Self Evaluation Paers: Students must record their first three speeches on thier smart phones and write a short evaluation of each of their performances. [Three papers.] The papers should have three paragraphs, each paragraph addressing one aspect of their speech; positive or negative. Each paragraph is worth an H. One additional H is for form/typos. The first grammatical/spelling error is free. The next one eliminates the form

H. The remaining errors don't matter.

15. My office hours are listed at the top of this Syllabus but may be amended in class. I can be reached at *mahern@santarosa.edu* (but I only check it once a day sometime before class) and at 217-9791. This is my cell phone so do not expect an answer during class times or between 9 p.m. and 7 a.m.
16. I am willing to explain how students are faring in the class but only from the matrix in paragraph 3 on the first page. Students should record their scores in the boxes provided. Bring the matrix to me and we can discuss how you are progressing in the class and what are the possible or probable grades available.
17. Students are expected to treat each other and me with respect. If you are tardy, do not, under pain of serious wrath (deliberately vague), enter the classroom while a student is giving a speech. Disrupting a student speech has been the only time that I have gotten mad in the past. Violators of this rule may find that one or more of their H's contributed to the interrupted student. Our classroom is difficult to enter subtly so wait until the student is finished speaking, the clapping has begun, and then enter. Please listen respectfully to your fellow students speeches. Do not do any thing to disrupt another student's speech when in the class, lest you volunteer one of your hard earned H's to his/her cause. Do not do work from other classes or sleep while in class; you will be asked to leave with an absence. **Turn off all cellphones!** Violators of this rule may find themselves singing the alphabet song in front of the class or some other embarrassing action.
18. Below is a schedule of the material to be covered in class. Below each day's topic/assignment are study guide questions that you should have answered in your own mind before the end of class. **At least 60% of the exams will be drawn from these issues. The remaining questions will come from each chapter assigned for reading.** (The class should obtain express waivers of any issue identified in the syllabus if it is not covered, otherwise, it will be on the exam.) Students tend to forget to read and assume that I will cover anything important in lecture which leads to the second biggest mistakes students make with my exams. I leave plenty of important stuff for the text writers to cover for me. Since the Chapters are generally short and concise and should not be a burden, I expect students to know what they contain in detail. I may/will ask the class for its/their thoughts on the topic so be prepared to discuss the reading material (although I do like to hear myself talk so there will be much lecture). Additionally, there will be ample opportunities to practice speaking (speeching?) before the first graded speech.

Class Assignments

Classical Rhetoric/Beginning Concepts/Anxiety/Delivery/ Credibility/Organization/Outlining

What is rhetoric? It depends! On what? How?

What should a speaker analyze before speaking? Which is the most important?

What are *ethos, logos, pathos*? Are they important to a speaker? To know?

What are the five canons of rhetoric? What is *facilitas*?

What are primary factors of *ethos/credibility*? the secondary factors?

What is the difference between "artistic" *credibility* and *credibility*? Which is more useful to a speaker?

Can *credibility* be built or enhanced by the use of evidence?

Does a person's ethical code impact on his/her *credibility*? If so, how?

What is the difference between the text's discussion of *credibility* and your instructors?

What does ethical public speaking mean? Is it possible?

What is the heart of ethical speaking? Effective persuasion?

How “fair” does a speaker have to be? What is fair? What is objective?

What is the difference between an informative speech and a persuasive one, according to your instructor?

Will students actually run screaming from the room?

What are the causes of performance anxiety? Can it be over come? How? What does it mean that speech anxiety can be an asset? Is he kidding? Is there any other kind of anxiety that can impact a speech?

Can a speaker project confidence? Is it important?

What is critical thinking? Is it important?

What are the components of “Classic” communication model(a.k.a.: Shannon/Weaver)?

What is the Semantic triangle? Connotation? Denotation?

What is the communication process? Perception? Is perception an important idea to understand?

What do the authors mean by a “transaction between speaker and audience?

What does "you cannot not communicate" mean? Mean to a speaker?

What does it mean that communication occurs on multi levels?

What are the barriers to listening? How can you overcome these barriers?

Can you become an active listener? How?

Is delivery important to a speaker? Can't s/he just talk?

What does the term “up-talk” refer to?

What are the guidelines for delivery from your text? From your instructor?

Is it important to practice a speech before giving it? Why? What are the three stages of practice sessions?

What are the practice pitfalls?

How can a speaker find out information about an audience?

What is an extemporaneous presentation? How does it differ from a memorized delivery? Impromptu?

What is outlining? What are the difference between main points and subpoints? Subordination? Coordination

What is the difference between the text’s outlining formats and your instructor’s? [Important]

What are the main organizational structures available to a speaker?

What are the components of an introduction? How long should it be?

What are the common pitfalls of introductions?

What is a connective? Why are they important? What is the difference between a transition and a signpost?

What other types of connectives can a speaker use?

What are the components of a conclusion?

What is the difference between an informative speech and a persuasive one, according to your instructor?

What are the hormones Amy Cuddy describes? What does each do? What is the take away from her lecture?

Extra Credit Research: Complete the two self guided tours at the SRJC Library explained in class and turn them in by February 3 to receive one H extra credit.

Feb 5 Bibliographies due! Work Groups and Notebook Evaluation
Unit 1 Group Quiz [Covers Chapters 1, 2, 3, 5, 6, & 7 plus the issues identified above and the Amy Cuddy TED talk]

Feb 10-19 1st Speech [Informative/Text Chap]

(4-6 min) (The speech is to be on a portion of a text book, organized into a three point speech.)

Listening/Style/Language/Informative Speaking/Support Material/VAs

Why are the rules/guidelines on style so contradictory?

Be able to recognize the figures identified in lecture: ie; metaphor; personification; hyperbole; litotes; repetition.

Which of the "available means of persuasion" is best supported effective style? Why?

What are the types of support identified in your text? What is "verbal support"?

How should a speaker integrate supporting material into a speech?

What is PowerPoint? Is it important to use? What are the down sides of PowerPoint?

What are the functions of visual aids from the text? What are the "rules" from your instructor? What is your instructor's most important rule?

What are frames? What is framing? Is it/are they important? What does it mean to negate a frame?

What is "mutual inhibition?" Is it important?

What are the two main political frames? What is "Strict Father?" What is Nurturant Parent?" Which is your model? When? Where?

What are "Conceptual Metaphors?" (Be able to identify the two to three main conceptual metaphors discussed in lecture.) How does a conceptual metaphor work?

What is hypocognition?

How should a speaker research his or her topic? What are the guidelines?

What are the principles of clear explanation for speeches to inform?

What is the difference between a general purpose and a specific purpose? specific purpose and a thesis?

Is it important to have a clear thesis in a speech? For a speech? Why? Why not?

Mar 2 Bibliographies due! Work Groups and Notebook Evaluation

Mar 2 Unit 2 Group Quiz [Covers Chapters 4, 8, 11, 12, 13 & 14 plus the issues identified above]

Mar 4-11 2nd Speech [Informative] (5-7 min)

(These speeches are original scholarship explaining a process/history/issue etc. These are not to be "Persuasive" (capital P Persuasive) as that term has been discussed in class. **VAs ARE required.**)

Argument Theory

What is an inference? What is reasoning?

What is critical thinking? Is it important? Why?

What is a syllogism? What is an argument? What is an enthymeme? Why distinguish between an enthymeme

and a syllogism? Is the distinction important?

Toulmin models the enthymeme well.

- a. What are three main elements: data/grounds? claims? warrants?
- b. What is a warrant? generalization warrants? analogy warrant? causative warrant?
- c. What are the three additional elements? (Backing? Qualifiers? Reservations?)
- d. What is the difference between data and backing?
- e. What are three types of evidence from the text?
- f. What are the three types of warrants?

What is the difference between inductive reasoning and deductive reasoning?

What is an argument by Analogy? Causal? Example?

What are “stock issues” in argument theory? Policy stock issues? Value stock issues?

What should the relationship between logical and emotional (*ethos* and *logos*) appeals be in a speech? Which is more important? Where should emotional appeals be placed? Always?

What are the tests for warrants of generalization? analogy? causation?

What is an argumentative fallacy? When are fallacies not fallacies? What are the argumentative fallacies identified in lecture? In the text?

What are the three types of warrants identified in lecture?

How important is ethics to effective reasoning?

How do conceptual metaphors impact on our reasoning?

Apr 1 Bibliographies due! Work Groups [No Quiz]

Apr 6-15 3rd Speech [Argumentative] (6-8 min)

(These speeches are original scholarship making an argument in support of a clear thesis.)

Persuasion Theory

What is the relationship between argument and persuasion? How does ethics fit in? What is propaganda?

What are “attitudes, beliefs and values?” What is a behavior?

What does it mean to appeal to a listener's value structure? What are the different areas identified in lecture to explain a listener's value structure?

What are the five blocks of the Monroe Motivated Sequence? Why is this a effective organizational pattern?

Does audience attitude affect the structure of the speech? How? What is the difference between a behavior, an attitude and a belief?

What is the implication of the attitude continuum discussed in lecture?

What is cognitive dissonance? How does Maslow's hierarchy relate to cognitive dissonance? What are the three general goals of persuasive speeches?

What is psychological reactance? Why is this important to consider?

What are the strategies for dealing with friendly, neutral or hostile audiences?

What are the four admonitions about persuasive speaking? Which is most important?

What is the function of a thesis in a persuasive speech? Where should it go in the speech?

What is the “Somatic Marker Hypothesis” How can this help a speaker?

What are “networks of association”? “Political Junkies?” Priming?

What does it mean to be “off code?”

What are the “Key Features” of an Impromptu Speech?

Are the expectations for impromptu speeches the same as for prepare speeches? How? Why?

Is Structure important for an impromptu speech?

How can a speaker prepare for impromptu speaking?

Apr 29 Bibliographies due!/Work Groups and Notebook Evaluation

Apr 29 Unit 3 Group Quiz [Covers Chapters 9, 10, 15 & 16 plus the issues identified above]

May 4-13 4th Speech [Persuasive] (6-10 min; more precise time guides in class) 5

(These speeches are original scholarship persuading the audience in some way. It must be on the same topic as the 3rd speech [the Argumentative one]. Alternatively, this can be another argumentative speech or informative speech with prior instructor permission.)

12pm class final: 5th Speech [Impromptu]: The impromptu speeches are actually an oral final exam, demonstrating your abilities to organize a speech and deliver it with confidence with 5 to 8 minutes of preparation. Topics will include current events, interesting quotes and abstracts. Impromptus take most of the final period so plan accordingly

May 20th @ 10-12:45

1:30 pm class final:

May 20th @ 1-3:45 OFFICIAL OUTLINE FORMAT:

- | | | | | | | | | |
|-----|----------------------------|----------------------------|------|----------------------------|----------------------------|-----|----------------------------|----------------------------|
| I. | Intro | <i>[Connective top]</i> | III. | 2 nd Main Point | <i>[Connective top]</i> | IV. | 3 rd Main Point | |
| | A. | Attn Getter | | A. | Subpoint | | A. | Subpoint |
| | B. | Thesis | | 1. | SubSubpoint | | B. | Subpoint |
| | C. | Preview | | 2. | SubSubpoint | | | <i>[Connective bottom]</i> |
| | | 1. | | a. | Subsubsubpoint | | | <i>[Connective top]</i> |
| | | 2. | | b. | Subsubsubpoint | | V. | Conclusion |
| | | 3. | | B. | Subpoint | | A. | Review |
| | | <i>[Connective bottom]</i> | | C. | Subpoint | | | 1. |
| | | <i>[Connective top]</i> | | | <i>[Connective bottom]</i> | | | 2. |
| II. | 1 st Main Point | | | | | | | 3. |
| | A. | Subpoint | | | | | B. | Concluding Remarks |
| | B. | Subpoint | | | | | | |
| | | <i>[Connective bottom]</i> | | | | | | |