

Public Speaking

ENGL 230 Public Speaking

Fall, 2014 Tuesdays & Thursdays 2:35-3:45PM, Main Street Campus, Reeves Library, Rm 212

INSTRUCTOR:

Christopher Shorr

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Office: Arena Theatre—Hauptert Union Building, lower level

Office Hours: Tues/Weds/Thurs 1-2:15PM, and by appointment

(Please call ahead if you plan to see instructor during office hours.)

Office hours are subject to change—check posting on office door for updates)

TEXT:

Lucas, Stephen E., The Art of Public Speaking. 11th edition. Boston: McGraw Hill, 2007.

ISBN: 978-0-07-340673-2

COURSE OBJECTIVES:

The purpose of this course is to improve message generating, speech-delivery, listening, and critical and analytical skills. By the end of the course, each student should be able to--

1. Explain the components of the communication process, and relate those components and that process to public speaking;
2. List, describe and demonstrate procedures for overcoming obstacles that can interfere with effective public communication;
3. Demonstrate increased competency at narrative, informative, and persuasive speaking in front of an audience;
4. Use research, outlines and media aids in the preparation and delivery of speeches;
5. Understand the importance of effective speaking.

CAUTIONS:

1. It is essential that you attend all classes. Students are expected to participate in class activities and contribute to class discussions of topics. Students are expected to be *active* listeners during speeches. Less than active participation may have a negative effect on your grade. **More than one absence may have a negative effect on your grade beyond the 10% of the grade associated with participation.**
2. All work must be presented or turned in on time. Missed work may only be made up under special circumstances at the discretion of the instructor.
3. A poorly done assignment will count as an “F”. Assignments not presented or turned in at all will count as 0% (much more damaging than an “F”).
4. All work turned in (including speaking notes prepared in advance) must be typed or printed from a printer.
5. All students must be prepared to give speeches and in attendance the first day of the classes designated for that speech—additional days are just for spill-over. (In other words, don’t plan on skipping the first day of persuasive speeches to buy yourself an extra day of prep time!)
6. Expect to spend approximately eight hours per week outside of class preparing for this class.

FINAL GRADES WILL BE DETERMINED AS FOLLOWS:

5%	Introductions
5%	Children's Story
5%	Nonfiction Reading
5%	Theatre Performance Delivery Assessment
5%	Self Assessment Speech
7.5%	Impromptu speeches
7.5%	Narrative Group Speech
10%	Active participation/effort/commitment/improvement
10%	Quizzes
10%	Special Occasion Speech (final project)
15%	Informative Speech
15%	Persuasive speech

The criteria for grades include clarity of purpose, organization, quality of material, expression, mechanics, originality, and degree of thought. Grades may be monitored on Blackboard, but keep in mind that those grades are ONLY a running total of graded assignments and that your final grade includes absences, participation, and other components not included in the Blackboard running total.

A	exceptional work — <i>a thrilling or enlightening speech</i>
B	above average work — <i>an especially effective, original or engaging speech</i>
C	average work — <i>a competent speech that is not particularly engaging</i>
D	below average work — <i>a speech with some serious flaws, but still understandable</i>
F	poorly done work — <i>a speech that is difficult to understand due to delivery or flaws in logic or organization</i>

Please note: Letter grades are based on percentages and do NOT get rounded up or down. There is a range of percentage points that corresponds to a particular letter grade. In blackboard, the instructor can choose to display grades as percentages or as letters. If I choose to display grades as percentages, it is so that students can see exactly how close they are to the next grade bracket. This may provide incentive to do better in order to push your grade up into a higher bracket, or to keep it from slipping down into a lower bracket. Do not mistake this as an invitation to argue for a high grade. A 79.99 is NOT a B-.

90.00%+	= A range (A- through A+)
80.00%-89.99%	= B range (B- through B+)
70.00%-79.99%	= C range (C- through C+)
60.00%-69.99%	= D range (D- through D+)
59.99% or lower	= Failure to pass the course

Students who wish to request accommodations in this class for a disability must contact Ms. Elaine Mara, assistant director of academic support services for academic and disability support, at the lower level of Monocacy Hall, or by calling 610-861-1401. Accommodations cannot be provided until authorization is received from the Academic Support Center.

BLACKBOARD: <http://blackboard.moravian.edu>

You **MUST** enroll in this class on Blackboard. The access code is: **eng230**

ACADEMIC HONESTY:

Refer to the statement on academic honesty at Moravian College in the current Student Handbook (online at: www.moravian.edu/studentLife/handbook/academic2.htm)

Copies are available in the Academic Dean's file (acdean) on the Public (P:) Drive of the Moravian Intranet. Keep copies of all written work submitted to the instructor, as well as notes, drafts and materials used in preparing assignments. If in doubt about appropriate collaboration, proper documentation and other honesty issues, ask the instructor.

QUIZZES:

There will be brief quizzes due prior to the beginning of many classes. You will take the quiz ONLINE through BLACKBOARD. Quizzes will cover material from previous class sessions and/or assigned readings. Expect there to be one quiz for each chapter, so on a day when four chapters are due, you should anticipate taking four quizzes. Be sure to have read the assigned chapters and completed the online quizzes by class time. Keep up with this even if you are not in class. Remember that the quizzes and reading assignments are due when indicated on the syllabus, and DO NOT CHANGE even if the assigned speeches fall behind.

JOKES:

A big part of the challenge of public speaking is overcoming your nervousness about standing up and speaking in front of an audience... but you do that every time you tell a joke to a group of people! From time to time, students will be called upon to tell a joke. You may also volunteer a joke if you have one. Telling a joke is OPTIONAL, and a student may always decline the opportunity. Jokes must be between 20 and 60 seconds in length. (No "knock-knock" jokes!)

Telling a joke successfully (maintaining poise and eliciting a response—either a laugh or a groan) counts as one grade of extra credit against poor quiz grades. Limit: two jokes per student.

*NOTE: All jokes must be in good taste—BEWARE—jokes using race, gender, religion, sexual orientation or disability, or jokes otherwise considered in bad taste will count **against** your grade.*

VIDEO:

You can't fully appreciate how you appear to an audience until you see it for yourself. Arrange with a class "buddy" (or set up your own laptop or other device) to record video of your speeches. Watch the video and reflect on your own speaking. What works effectively? What needs more practice? Draw from your reflections in your "self-assessment speech."

CLASS SCHEDULE

Please Note: The class schedule and assignments are subject to change. If you miss a class, be sure to check with a peer to see if any changes have been made—you are responsible for keeping up with this. Even if a topic (or group of speeches) spills over from one class period to the next, reading assignments AND QUIZZES remain due on the dates listed in the syllabus unless otherwise noted by your instructor.)

- 1 Tuesday, August 26
Course overview

Introductions—Briefly introduce yourself, including: name/nickname; where you are from; year in school; area of study; a fact that not many people know about you; and a serious issue you feel strongly about (poverty, healthcare, sports doping), and why it is important to you.

- 2 Thursday, August 28
Basic Principles of Speech Communication
Reading Due: Ch 1

- 3 Tuesday, September 2
Ethics and Public Speaking
Listening to Speeches
Reading Due: Ch 2, 3

- 4 Thursday, September 4
Basics of Preparation and Delivery
Reading Due: Ch 4

Children's Story—with introduction! Select a 1-2 minute excerpt from a children's story to read to the class. Introduce the selection in twenty seconds or less. Pay careful attention to eye contact and vocal variety. Keep your audience engaged!

Heads up! Lots of reading due next week—start early!

- 5 Tuesday, September 9
Topics and Purposes, Analyzing the Audience
Gathering and Using Supporting Materials
Reading Due: Ch 5, 6, 7, 8
Group assignments

- 6 Thursday, September 11
Organizing & Outlining; Beginning & Ending the Speech
Speaking in Small Groups
Reading Due: Ch 9, 10, 11, 19

CLASS SCHEDULE (cont'd)

7 Tuesday, September 16
Delivering the Speech
Reading Due: Ch 13

Nonfiction Reading—with visual aid and conclusion!—Read 1.5 - 2 minutes of unbiased, nonfiction material (with a logical beginning, middle and end) from a newspaper or news magazine to the class in such a way that the class will be interested in what you are reading. Finish with an extemporaneous conclusion of under 30 seconds that includes all elements required in a conclusion. **You must prepare and use a visual aid**, and you must choose material that **uses supporting materials and sites its sources**. Pay special attention to your **vocal presentation** (volume, pitch, rate, rhythm, variety) and eye contact. **Turn in a photocopy of the piece before you begin.**

8 Thursday, September 18

Narrative Group Speeches—In four to five minutes, tell us about what your group has in common, *avoiding obvious choices*. Make sure you have a clear introduction, body with main points, and conclusion. Pick one specific area of common experience and develop it fully. All members of the group must participate and speak extemporaneously. **Turn in a speech outline AND your speaking notes.**

9 Tuesday, September 23
Using Language Effectively
Using Visual Aids
Speaking to Inform
Reading Due: Ch 12, 14, 15

10 Thursday, September 25

Impromptu Speeches—Pick a topic from the hat, take a moment to organize your thoughts, and then speak for two minutes!

11 Tuesday, September 30

Impromptu Speeches continue

12 Thursday, October 2
Speaking Notes Review

Informative Speech prep work due. Turn in: a one-page paper explaining your strategy to inform; and an outline for your speech.

CLASS SCHEDULE (cont'd)

13 Tuesday, October 7

Informative Speeches: An extemporaneous speech of five to six minutes informing the audience about some object, process, concept, or event important to you. This should be something you feel strongly about, but you CANNOT present the information in a biased manner. Remember: you are NOT trying to convince anyone of anything. Simply INFORM in a clear, organized and engaging way. Research is required, and you must **cite your sources**. **Use of a visual aid is required. Turn in speaking notes.**

14 Thursday, October 9

Informative Speeches continue

NO CLASS Tuesday, October 14 (FALL BREAK)

Enjoy the long weekend!

15 Thursday, October 16

Informative Speeches continue

16 Tuesday, October 21

Introduction to Persuasive speaking

Reading Due: Ch 16

17 Thursday, October 23

Methods of Persuasion

Reading Due: Ch 17

18 Tuesday, October 28

Extemporaneous Speaking Review

Self Assessment Speeches: Having received feedback in class, and having reviewed video of your own public speaking, deliver a 2-3 minute extemporaneous speech about the challenges you face as a public speaker and about methods to overcome the challenges. **No Visual aids. Turn in your speaking notes.**

Persuasive Speech prep work due. Turn in: a one-page paper explaining your strategy to persuade; and an outline for your speech.

CLASS SCHEDULE (cont'd)

19 Thursday, October 30

Self Assessment Speeches continue

20 Tuesday, November 4

Persuasive Speeches: “The Pitch.” An extemporaneous speech of five to six minutes designed to persuade the audience to “BUY” something. It could be a product, but it could also be a course of action. This should be something you feel strongly about, but be careful not to alienate portions of the audience that may feel differently. Win them over. If it is appropriate for your topic, seek immediate action from the audience. If not, you may seek passive agreement. Be sure to address need, plan, and practicality in your speech. Skillfully use the methods of persuasion you have read about. Use language effectively. Support your argument with evidence, and reason. Convince us! **Research is required**, and you must **cite your sources in the speech**. Use of a **visual aid is not required**, but may assist you in your goals. **Turn in speaking notes.**

21 Thursday, November 5

Persuasive Speeches continue

22 Tuesday, November 11

Persuasive Speeches continue

23 Thursday, November 13

Speaking on Special Occasions*Reading Due: Ch 18*

24 Tuesday, November 18

Using Humor

25 Thursday, November 20

Special Occasion Speeches: An extemporaneous speech of three to five minutes taking place at a made-up time and place of your choosing. **You are giving a toast.** You might imagine a family dinner, a wedding, an anniversary party, etc. **Your speech must include both humorous and poignant moments. Focus on your use of language. Reach high!** No visual aid is required—only use one if your made-up situation would allow for it. **Turn in speaking notes.**

NO CLASS Thursday, November 27

Happy Thanksgiving!

26 Tuesday, December 2

Special Occasion Speeches continue

27 Thursday, December 4

Speech Spill-Over & Course Review