Course Description

Public Speaking instructs students how to prepare and deliver speeches in a public setting. Text, lecture, discussion, and exercises teach and reinforce effective communication through public speaking. Students will be introduced to formal styles of presenting themselves and their ideas to larger public groups. Emphasis will be placed on clarifying purpose, audience analysis, and choice of supporting material, organization and delivery behaviors. Rhetorical skills will be developed through extemporaneous classroom experiences designed to inform, introduce, and persuade.

Benedictine Liberal Arts Education Program (Core Competency)

The ability to express one’s self effectively is integral to success in college, in personal and professional life, and in all public endeavors. To develop communication skills, all beginning students and all first-year transfer students without writing/oral communication competencies are required to complete a two-semester sequence of writing and oral communication courses. This coursework cultivates critical thinking skills and the formation of values and encourages involvement in public discourse.

College Learning Outcomes: Effective Communication

The College takes seriously its obligation to help students develop and foster effective communication. Effective communication is the ability to convey and receive messages in a variety of contexts through a variety of media. It requires the ability to understand and express ideas for both personal and professional communication and to demonstrate respect for and understanding of others’ differing perspectives.

The student shall:

- Identify personal strengths, weaknesses and strategies for improvement as a responsible and effective communicator
- Offer and solicit feedback to enhance the ability to communicate in a variety of contexts
- Construct and revise messages in an appropriate form for an intended audience
- Communicate interpersonally, publicly, in oral, written and other ways
- Demonstrate respect and understanding of differing points of view

Course Readings

The primary required text for this class is *Essentials of Human Communication* by Joseph A. Devito (Boston: Allyn and Bacon, 6th Ed. 2008). **You must bring your book to every class session. You will also need to buy note cards.**
Public Speaking  CSS:  CTA, Spring 2009:  MW 3:30-5:10p  
Dr. Nathan Carroll, Assistant Professor

CTA Majors:
Applying for Majors in Communication or Advertising and Public Relations: The CSS Catalog strongly recommends that you apply to your major near the end of your sophomore year. The Department of Communication and Theatre Arts requires you to apply and be accepted into your major at least one calendar year before your graduation date (this May to graduate next May). Whenever possible, you should apply to the major the first semester of your junior year. Please inform your advisor of your intended graduation date whenever you meet. Meeting the required deadlines and completing the appropriate paper work is your responsibility.

Academic Integrity
Please note that, in accordance with College of St. Scholastica academic standards, plagiarism will not be tolerated in this course. Plagiarized assignments will receive a zero and you will not be allowed to rewrite the assignment. Further punitive action may be taken if deemed necessary. If it is suspected that you have plagiarized any part of an assignment, you will be asked to discuss this with your instructor before action is taken. Be careful to accurately cite any material you use from any source. This includes both films and texts.

Students with Disabilities
Students with disabilities, physical or learning, are entitled to appropriate accommodations. It is the student’s responsibility to notify the Access Center far enough in advance to allow a reasonable amount of time to approve of and provide the accommodation. Students who are taking courses on campus or in a distance format must contact the Coordinator for Students with Disabilities at Tower 2144, at 218-723-6645 to make such arrangements.

Class Climate
Some of you will undoubtedly have strong reactions to some of your classmates speeches and issues – these are not discouraged. However, the ways in which speakers’ opinions and audience reactions get framed and presented in the context of class must be respectful of others’ opinions. Constructive criticism and responses are welcome and expected, but disrespect of any kind cannot be tolerated.

Course Requirements
Your grade will be based on the following:
• 15% Participation (discussion, impromptu speeches, peer critiques, group effort, tardiness)
• 15% Test (from reading and discussion)
• 20% Speech of Evaluation: Art (includes 5% for workshopped outline)
• 15% Demonstration Speech: Student Choice (topics need approval)
• 20% Persuasive Speech: (topics need approval; outline due for completion grade only)
• 15% Group Project: Investor Pitch (includes 5% individual assessment)

Attendance and Participation
Attendance is expected in this course and is required. Although attendance will not directly count as a separate portion of your overall grade, poor attendance will negatively impact your grade. Attendance will be taken during each class. Please note that habitual tardiness, attending only part of a class, and/or sleeping through class will count toward your absences. Also, absence from class is not an excuse for not knowing the assignments for the next class. You will be tested on the material and test dates are in the syllabus. As general policy, tests and speeches cannot be made up. If you are absent, they will receive zeros. Only in the rarest of documented cases will exceptions be
made. Simply not feeling well is not a proper excuse. If you do miss class, it is your responsibility to get any assignments and class notes from your fellow classmates.

Student involvement is vital to the classroom environment. Your active participation is expected in class. It is also expected you will keep up with the reading and participate in class discussions. This course is participation and discussion-oriented and you may be called on to provide answers or other input even if you do not volunteer a response. This is 15% of your grade, so your contribution is essential to success. Plan Ahead!

**Important Don’ts**

--Do not come late to class. This will disrupt class and hurt your grade.
--Do not turn in assignments late. If not pre-approved, they will probably receive zeros.
--Do not sleep in class. You will be asked to leave and counted absent.
--Do not have cell phones turned on.
--Do not disrupt speeches by arriving late or leaving in the middle of one.

**Grading Scale**
The following definitions are used in assigning grades for coursework:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94–100%</td>
<td>Excellent</td>
</tr>
<tr>
<td>A-</td>
<td>90-93%</td>
<td>Otherwise excellent, but lacking in some significant area, which may include style.</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
<td>Strong in parts, but lacks clarity or specific details such as citations.</td>
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<tr>
<td>B</td>
<td>84-86%</td>
<td>Very good, meets requirements, but does not rise above them and needs work.</td>
</tr>
<tr>
<td>B-</td>
<td>80-83%</td>
<td>Problems with assessing the audience, structure, or missing examples are evident.</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
<td>Satisfactory. Significant problems with assignment; effort is shown.</td>
</tr>
<tr>
<td>C</td>
<td>74-76%</td>
<td>Problematic; misses key objectives; may read from note cards.</td>
</tr>
<tr>
<td>C-</td>
<td>70-73%</td>
<td>Sub-par; students should meet with the instructor to assess reasons and options.</td>
</tr>
<tr>
<td>D+</td>
<td>67–69%</td>
<td>Student should meet with the instructor.</td>
</tr>
<tr>
<td>D</td>
<td>64-66%</td>
<td>Meet with the instructor.</td>
</tr>
<tr>
<td>D-</td>
<td>60-63%</td>
<td>Danger of failing; seek help with the instructor immediately.</td>
</tr>
<tr>
<td>F</td>
<td>&lt;59%</td>
<td>Completely unsatisfactory.</td>
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**Late Assignments**

Late work will not be accepted under any circumstance. If you miss a speech, you cannot make it up. If you are late for a speech you are scheduled to give, you will receive a zero. If you are gone for any reason on a day when there are impromptu speeches (which are surprises and hence, do not appear on the official schedule), you cannot make up the impromptu and will receive a zero. Incompletes will not be given under any circumstances. Exceptions will only be made for major documented emergencies in the rarest of circumstances.

**Grade Questions**

You are always welcome to discuss questions about your grade with your instructor. However, your instructor will not discuss grades within 24 hours after an assessment is handed back. Individual grades will not be discussed in class. Please take the time to reread your own work and consider the instructor comments before taking issue with a grade. You may request that a grade be changed, but you must do so within one week of when the graded work was handed back to you. If you want to request a grade change, please type up your reasons for requesting the grade change including why you think that the assessed grade was unfair and submit this along with the original work to your instructor for consideration. Note too that this grade change will be final, and in rare cases an assignment may even receive a lower grade than was originally assessed.
Assignment Guidelines:

Unless otherwise noted, all written assignments (except note cards) should be typed.

- Excessive grammatical mistakes, lack of editing on your part and general incompleteness will also contribute to lower your grade even if the assignment is otherwise good. All written assignments should be checked for spelling and grammar before submission.
- All written assignments should be double-spaced using a normal type font such as Times New Roman in 12 point. No extra spaces should be included between paragraphs and no extra space is necessary in the margins (1” margins).
- Language and appearance should be appropriate for the audience and speech. Beware of using overly familiar or overly technical language, jargon, contractions, and slang. Watch out for overuse of idioms and clichés.
- Practice, Practice, Practice! Speeches are performances and preparation always shows.
- Number your pages and include your name on each page of any written assignment.
- Staple all pages together in order.
- Always save a copy of your assignment/speech on disk (or elsewhere) so that computer viruses, lack of ink in your printer, and loss of electricity among other things do not cause you to turn in your assignment late.

Expectations

It is expected that all students have done the reading and assignment preparation prior to attending each class. The course schedule and readings may be adjusted as the semester progresses. All changes and updates will be announced in class.

Speeches

Speech #1: Speech of Evaluation (Informative) (4-5m): Art
You will be asked to develop a speech related to a work or works of art and the artist. What values are embodied in the work/s of art chosen? What is the history of the work of art and the artist? What is the cultural significance of the art object? Is it controversial and if so, why? What does it mean to you? Provide descriptive examples and relevant information. You will prepare and workshop a clear outline with developed examples to be turned in. Additionally, your focus will be on finding ways to connect with your audience: who are they and what is the best way to make the impression you desire? Your level of practice, energy, eye contact, and your ability to speak extemporaneously from note cards will particularly be emphasized in assessment. Visual aids are required for this assignment.

Speech #2: Demonstration Speech (4-5m)
You will be asked to research and present an audience appropriate, technically effective, and stylistically polished demonstration speech of your choice. You will workshop and turn in a full manuscript of the speech that you will condense to note cards for extemporaneous delivery. You will need to clearly cite at least two substantive sources (not just random quotes and no Wikipedia entries). Assessment will include (among other aspects) your technical ability to effectively relate the demonstration process to your audience, your ease integrating visual aids and sources, your attention to speech structure, and your public speaking technique. One visual aid is required. Power Point is not allowed. Topics should not overlap and are given on a first come, first serve basis. Please e-mail your topic as soon as possible.
Speech #3: Persuasive Speech (6-8m)

You will respond to a particular problem you see affecting our quality of life and argue for a solution. Your topic is your choice, but you must link the issue back to your class audience in terms of how it affects them and what they can do about it specifically. You will examine both sides of whatever issue you choose (advocacy means there must be more than one side to the issue to argue). Ultimately you must present a compelling well-researched persuasive argument that explains why you are right and offer clearly detailed suggestions on what can be done about this issue. At least two visual aids are required; Power Point presentations are allowed for this speech, but they must be used effectively.

Power Point presentations count as one visual aid. You should test these out during class workshops to make sure your Power Point presentation works. This is your responsibility. You may need to save them in a different format to work on school technology. You should e-mail them to yourself and use a jump drive for a back up. At least three print (newspaper, journal, or book) sources are required and must be cited clearly during the speech. (--random quotes don’t count!) Assessment will include your ability to convincingly present a clear extended argument, your ability to fluidly work with a variety of visual aids, and of course the quality of your advocacy technique in arguing to an audience. An outline must be handed in for a completion grade. Topics are allowed on a first come, first serve basis and overlaps will be discouraged. Please e-mail me as soon as possible to reserve your topic.

***A note on note cards: I will ask you to turn these in for various speeches. Do not write or type out your speeches word for word. Although you should practice from a manuscript, your final note cards should only contain an outline. Speeches are not to be read from note cards, but delivered to your audience. Quotes/citations should be written out as well as key phrases and cues (like pauses or visual aid directions or key words), but not entire speeches. Bring note cards every day to class along with your course text. Preparedness counts toward participation.

Group Project:
You will be assigned a group with which you will produce a 10-12 minute group presentation. These will not be linked individual speeches, but rather a cohesive integrated production that depends on active interpersonal communication. You should be creative in your deployment of personnel and put the group aims first. In addition, each group member will write a post-presentation personal assessment of their own contribution as well as the group’s collaborative efforts. Your ability to negotiate visual aids and coordinate the group presentation will be the focus of assessment.

Groups will develop an original product idea and pitch it to an audience of potential investors who will be evaluating the effectiveness of your presentation. Groups must agree on what or who to pitch (anything from a better mouse trap to a political candidate to a TV show concept). You must compromise on how to pitch the idea, what aspects to emphasize, including visual aids. Power Point presentations are allowed but must be used effectively. Presentations may include product demonstrations, short video clips, audience participation, etc. Be creative! Remember, this is not an infomercial to a TV audience, but a real audience that you have to persuade to invest in your product concept. Think of this as a group proposal to a boardroom of investors who may or may not decide to invest in your product. Audience members will fill out evaluations of your presentation. Groups must meet on their own time throughout the semester and negotiate the strenuous demands of different schedules and the difficulties of working with different personalities. You will share the group grade so your participation is important.
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Course Schedule

Week 1:
January 12 (Monday):
--Course Introduction/syllabus
--Speeches of Introduction

January 14 (Wednesday):
>>Read: “Chapters 10: Public Speaking Preparation (Steps 1-6)”
--Watch MLK Jr.’s “I Have a Dream” speech/consider the text
--Impromptu speeches

Week 2:
January 19 (Monday): NO CLASS (Dr. Martin Luther King Jr. Day)

January 21 (Wednesday)
>>Read: “11: Public Speaking Preparation (Steps 7-10)”
--Watch and evaluate student speeches in class
>>Find and bring a news article to class on some current local or national controversy
--Note reduction and speaking exercise (informative, take a position)

Week 3:
January 26 (Monday)
>>Read: “Chapter 12: Informative Speech”
--Workshop on Evaluation Outlines: Bring Rough Draft (typed)

January 28 (Wednesday)
>>Final outline for Speech of Evaluation due stapled with peer critiques (use complete sentences)
>>Read: “Chapter 13: The Persuasive Speech”
--Impromptu manuscript speeches
--Go over Demonstration speech assignment
--Go over Persuasive speech assignment
--Discuss appropriate/effectively managing your visual aids

Week 4:
February 2 (Monday)
>>Test: Chapters: 10-13
>>Demonstration and Persuasive topic approvals due (Have them ready by class time.)
--Impromptu speeches
--assign groups/ go over group assignment/ groups meet
--Hand back Speech 1 outlines

February 4 (Wednesday)
--Work time (Individual/Groups)
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**Week 5:**  
*February 9 (Monday)*  
**Speeches of Evaluation**

*February 11 (Wednesday)*  
--Hand back Speeches of Evaluation with peer critiques  
--Work time (Individual/Groups)

**Week 6:**  
*February 16 (Monday)*  
**Demonstration speeches**

*February 18 (Wednesday)*  
>>**Hand in persuasive outline --for completion grade only (not handed back)**  
--Hand back Demonstration speeches with peer critiques  
--Persuasive Speech/Group Presentation Work Time (**test your visual aids**)  

**Week 7:**  
*February 23 (Monday)*  
**Persuasive speeches**

*February 25 (Wednesday)*  
Last Day of Class:  **Group Presentation Speeches**  
>>**Group preparation assessments due (define strategy, individual, and group efforts) (1-2 pages)**  
--Hand back Persuasive Speeches with peer critiques  
--Course wrap up  
--Course evaluations