

I. Catalog Information

COMM 1 **Public Speaking** **5 Unit(s)**
(Formerly SPCH 1.)

Instructor: Patrick McDonnell M.S, Ed. D

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Office Hours: Tues-Thurs 9-10 a.m. Via Email / Zoom

Course Text: *Stand up, Speak out: The Practice and Ethics of Public Speaking*

<https://open.lib.umn.edu/publicspeaking/>

(Not open to students with credit in COMM 1H.)

Advisory: EWRT 1A or EWRT 1AH or (EWRT 1AS and EWRT 1AT) or ESL 5.

Lec Hrs: 60.00

Out of Class Hrs: 120.00

Total Student Learning Hrs: 180.00

Theory and techniques of public speaking in a democratic society. An introduction to a variety of perspectives and approaches used to research, assess, organize, present, and evaluate public presentations. Students will develop and apply effective research strategies.

Student Learning Outcome Statements (SLO)

Organize, compose, present, and critically evaluate informative and persuasive presentations appropriate in content and style to the audience and situation

Display increasing confidence in speaking extemporaneously.

Demonstrate effective listening skills in various public speaking contexts.

Identify, locate, evaluate and use information technologies and information sources.

II. Course Objectives

- A. Examine historical and cultural traditions of oral communication in both domestic and global contexts and assess their impact on our views, beliefs, and practices relating to speaking in public.
- B. Evaluate how making the decision to respect diversity, speak ethically, and think critically influences communication outcomes.

- C. Select, locate, evaluate and use information technologies and information sources.
- D. Apply research, analyze, organize, compose, present, and evaluate informative and persuasive speeches.
- E. Develop confidence in delivering speeches extemporaneously in front of a live audience.
- F. Develop listening skills to foster respectful, reflective, and critical listening appropriate in public presentation.

III. Essential Student Materials

- Internet access
- Laptop
- Camera

VIII. Methods of Evaluating Objectives

- A. A minimum of five oral presentations including at least one informative and one persuasive speech that require students to analyze a specific audience's position on a topic; research, evaluate, synthesize, and document relevant information; structure and deliver the presentation.
- B. Written full-sentence speech outlines and/or speech plans to organize and logically structure the points and arguments of the presentation.
- C. Written assignment including but not limited to essays, reports, outlines, speech analyses, peer feedback, and self-evaluations that demonstrate critical thinking, information literacy, and appropriate audience focused reasoning.
- D. Quizzes or midterm exams featuring multiple choice and short answer questions to test relevant course information.
- E. Final exam or project to evaluate comprehension, mastery and application of key communication concepts.

Major Speech Assignments:

Speech Assignments	Due Date	Grade percent
Speech 1 Speech of Introduction (Live)	Week 2	15%
Speech 2 Speech on an issue of Social Importance	Week 3	15%
Speech 3 Speech on a Personal Narrative	Week 6	15%
Speech 4 Informative Speech (Live)	Week 10	20%
Speech 5 Persuasive Speech (Live)	Week 13	20%

Grading Rubric:

The following Grading Rubric will be applied to all Speeches:

A	A Speeches are a joy to watch and listen to. The speech thesis is clearly stated. We feel engaged by the speaker, topic and content. The topic is unique and appropriate to the assignment criteria, the audience, and type of speech. The speech is clearly organized and developed, and manages time well. The speech is delivered extemporaneously, is expressive, and utilizes space and body. Visual aids are vibrant, well-chosen and enhance audience comprehension. Language is
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	<p>appropriate to the speaker, subject, audience and purpose. Evidence and oral source citations are integrated into the speech in a meaningful way to support claims. The audience is connected to the speaker, topic and evidence. The speech demonstrates critical analysis, interpretation, argumentation, synthesis, translation, interrogation and other forms of critical engagement. The speech illustrates multiple perspectives and points of view. The audience is highly satisfied with the speech and feels that their needs and concerns are addressed by the speaker and speech content.</p>
B	<p>B Speeches: Are strong speeches with some things to work on. The speech thesis could be more succinctly stated or more developed. We like the speaker's topic and content, but it could be more inventive or unique, or perhaps better adapted to assignment criteria, the audience, and type of speech. The speech is fairly well organized and developed, but maybe there are some time management issues, or topics are not so clear at times. The speech delivery is adequate, but inconsistent, and could be more expressive, active and extemporaneous. The visual aids could be better chosen, arranged or purposeful. Language could more precisely describe or explain things, or perhaps be more attentive to the subject, audience and purpose. Evidence and oral source citations are inconsistently integrated into the speech or lack intent to support claims. The speech could demonstrate more thorough or consistent critical analysis, interpretation, argumentation, synthesis, translation, interrogation and other forms of critical thinking. The speech expresses minimal perspectives and points of view. The audience is generally satisfied, but wants more in the end, or has unanswered questions or concerns that need to be addressed. The speech is good but needs more fine tuning, development and preparation.</p>
C	<p>C Speeches: need work in all areas of speechmaking. The speech thesis is muddled. The speaker is standing in one area, lacking expressiveness and audience engagement. The audience needs to be engaged more by the speaker's delivery and content. A topic that's more audience and assignment appropriate should have been chosen. The topics and subtopics are unclear and organization is an obstacle to audience retention. There isn't a lot of evidence or source citations, and we're not learning a whole lot. There is little attention to diverse points of view. There is little intellectual or emotional engagement by the speaker with the topic, the issues or the audience. Content is superficial and we need more examples, illustrations or storytelling. Time is mismanaged, it's too long or short, and we don't know where the speech is heading. We are glad the speaker tried, but more speech development was obviously required in most areas.</p>
D/F	<p>D Speeches: need significant work and probably should not have been delivered. It is obvious that the speaker did not seriously engage in course activities to develop their work. The thesis does not exist. The speaker's delivery does not engage the audience and reads most of the speech. The speech does not address assignment criteria and could be found by a basic Google search. There is no connection to the audience in delivery or content and there is no attention to different perspectives or points of view. There is little to no demonstration of critical analysis, there is little if any evidence or source citations and we learn little new from the speech. In the end, we wish the speaker had taken the time to develop the speech more, asked for professor or peer feedback, attended the writing or speaking center, and / or simply asked for help.</p>

Course Calendar

4/10 Week 1 Part 1 Rhetoric and the Historical Tradition

- A. Examine historical and cultural traditions of oral communication in both domestic and global contexts and assess their impact on our views, beliefs, and practices relating to speaking in public.
 - 1. Examine how philosophers like Plato, Aristotle, Cicero, and Socrates contributed to an understanding of ethics and to public speaking traditions.
 - 2. Evaluate how comparative rhetoric across multiple cultures has broadened and deepened traditional views of public discourse.
 - 3. Compare diverse western and non-western philosophies and approaches to public speaking such as traditional informative and persuasive speaking compared with story-telling and narrative approaches.
 - 4. Assess how bias, privilege, and choice influence the speaker and audience

Assignment 1: Discussion: Share the reasons you are taking this class, what you hope to work on in Public Speaking and the importance of Public Speaking in attaining your Academic, Professional or Social life.

4/ 17 Week 2 Part II Diversity, Ethical Decision-Making and Ethical Communication

- B. Evaluate how making the decision to respect diversity, speak ethically, and think critically influences communication outcomes.
 - 1. Evaluate the kinds of ethical decisions speakers and receivers make relating to audience sensitivity, honesty, integrity, speaker accountability, logical appeals, source credibility, message distortion, emotional appeals, and issues relating to democracy.
 - 2. Differentiate between the critical and uncritical thinker with particular attention to listening, reflecting on ideas with open-mindedness, respecting diverse viewpoints, viewing evidence and ideas from diverse perspectives, and questioning assumptions and attitudes that underlie reasoning.
 - 3. Demonstrate skills in analyzing diverse audiences and creating presentations appropriate to those audiences.

Assignment 2: Audience Analysis of a Ted Talk

4/24 Week 3 Listening, Public Speaking and Democracy

- F. Develop listening skills to foster respectful, reflective, and critical listening appropriate in public presentation.
 - 1. Examine why the ability to listen critically is essential in a democratic society.
 - 2. Analyze how cultural backgrounds affect the listening process.
 - 3. Assess the benefits derived from effective listening.
 - 4. Assess and apply appropriate types of listening based on the speaking purpose and cultural context.
 - 5. Develop listening skills appropriate for assessing and providing useful peer feedback.

Assignment 3: Speech on an issue of Political Importance to You

5/ 1 Week 4: Part III Language Usage and Diverse Audiences

- a. Develop appropriate language for presentations that reflects sensitivity toward the audience and speaking situation.
- b. Assess how bias is reflected in word choice and language use.
- c. Assess how language use affects speaker credibility.
4. Assess how audience diversity can both shape and reflect communication.
5. Apply a variety of techniques for conducting informal and formal audience analysis.
6. Tailor presentations to diverse audiences with consideration to audience values, cultural contexts, gender, age, ethnicity, class, educational level, multiple learning styles, size and environment.
7. Question how and why some individuals or groups of individuals are marginalized and learn to create safe spaces where silenced voices can speak freely and honestly.

Assignment 4: Discussion: How and why some individuals or groups of individuals are marginalized and learn to create safe spaces where silenced voices can speak freely and honestly.

5/ 8 Week 5: Part IV Information Literacy

- C. Select, locate, evaluate and use information technologies and information sources.
 1. Determine what information is needed by focusing topic.
 2. Develop effective strategies by selecting appropriate search tools (e.g. databases, online catalog and using effective search techniques (e.g. key words, subject headings, Boolean operators).
 3. Locate and obtain information sources relevant for the assignment.
 4. Critically evaluate information and information sources using such criteria as relevancy, credibility/authority, accuracy, perspective/bias, and timeliness/currency.
 5. Question traditional notions of granting authority, and recognize the value of diverse ideas and worldviews.
 6. Effectively communicate and document information by synthesizing information, and developing outlines and presentations that give credit to the original ideas of others through proper attribution and citation (e.g. MLA or APA).
 7. Apply legal and ethical principles related to information and its use.

Assignment: Find 5 Sources for your Informative Speech

5/ 15 Week 6 Fundamentals of Public Speaking

- E. Develop confidence in delivering speeches extemporaneously in front of a live audience.
 1. Identify sources and symptoms of speech anxiety.
 2. Manage speech anxiety through anxiety reduction activities, preparation of progressively accomplished speech assignments, and support by such measures as instructor critique, peer feedback and support groups, and video feedback.

3. Assess how a speaker's voice, non-verbal communication, and delivery style can enhance or distract from the message.
4. Develop an extemporaneous speaking style with an understanding of how pitch, volume, rate, articulation, pronunciation, gestures, body movement, facial expression, eye contact, and posture influence the way speakers communicate with their audience.
5. Examine from an equity lens how race, gender, and privilege influence the use and interpretation of nonverbal cues.
6. Identify criteria for preparing and using appropriate audio and visual aids that reflect current technology.

Assignment 6: Speech Tell a Personal Story Live

5/ 22, 29, 6/ 5 Weeks 7, 8 ,9 Informative Speaking

- D. Apply research, analyze, organize, compose, present, and evaluate informative and persuasive speeches.
1. Select topics appropriate for the speaker, audience, and occasion.
 2. Formulate specific thesis statements.
 3. Choose an effective organizational pattern such as time-order, spatial order, cause-and-effect, problem-solution, topical, and narrative based on the audience and speech situation.

5/22 Week 7: Propose Informative Speech topic and Thesis

5/ 29 Week 8: Locate, Evaluate, Cite Sources

6/ 5 Week 9: Develop Outline / Deliver Speech Live

6/ 12, 19. 26 Weeks 10, 11, 12 Persuasive Speaking

4. Evaluate and select supporting materials including stories, specific instances and illustrations, explanations and descriptions, definitions, analogies, statistics, research studies, and testimony.
5. Draw ideas and examples from personal knowledge and experience.
6. Compose a working speech plan or outline.
7. Identify and use a variety of speech connectors including transitions, previews, and summaries.
8. Conduct a post-presentation analysis.
9. Discuss appropriate and inappropriate communication for specific situations such as job interviews, employer evaluations, and managerial feedback.

6/ 12 Week 10: Propose a Topic / CQ Researcher / Opposing View Points

6/ 19 Week 11: Provide Supporting Evidence

6/ 26 Week 12: Preliminary Arguments / Discussion

Week 13: Deliver Persuasive Speeches Live

Additional Course Policies:

* **Class Conduct Policy:** Cameras should be on for All Live Discussions and Speeches

Make-Up Policy: Students are required to complete all course assignments in order to receive a final grade. Students are required to inform the instructor if they will miss a speech. Failure to adequately inform the instructor could result in final reduction for the assignment, which could affect the overall final grade. Students are responsible for scheduling make-up times in order to complete course assignments. It is up to the professor to grant make-ups based on student communication and the reasoning behind the missed assignment.

Late Assignments Could Result In:

- Points deducted or grade lowering depend on number of days late
- 1-3 Days 0% Deduction / 4-7 days 50% Deduction / 8 and beyond 100% deduction

Expected Course Preparation: In order to do well, students should read assigned readings comprehensively and carefully prior to their assigned due date. Students are expected to have read assigned readings and be prepared to participate effectively. Lack of participation will influence your class participation and attendance points negatively.

Disruptive Behavior

The college will enforce all policies and procedures set forth in the *Standards of Student Conduct* (see catalog). Any student disrupting the class may be asked to leave that class. Administrative follow-up may result.

Extra Help and Support

List support services and facilities that can help students succeed. Your list can include both college-wide support and/or support specific to your course. Here is an example:

Take advantage of these free support services!

- Writing and Reading Center in AT 309
- Listening and Speaking Center in AT 304
- Math, Sciences and Technology Resource Center in S43
- Academic Skills Center in AT 302
- General Subject Tutoring in AT 305
- Disability Support Services in SCS 141

Academic Dishonesty: Regarding tests in this class is defined as using resources not made available by me to everyone in the class during the testing time. Academic dishonesty includes plagiarism.