PUBLIC SPEAKING
COMM 1315.H01
Fall 2014
TR 2:00-3:15
O’Connor 258

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Office Hours: By appointment daily

COURSE DESCRIPTION: Welcome to Communication 1315! The goal of this course is to give you a basic understanding of the principles and skills involved in designing and presenting a public speech. When you have completed this course you will know the process to follow when faced with a public speech and you will be able to give an effective public presentation. This course emphasizes all facets of public speaking and speech criticism.

STUDENT LEARNING OUTCOMES

- Demonstrate understanding of the terminology and principles of public speaking
- Create and deliver informative and persuasive oral presentations which incorporate elements of effective public speaking
- Utilize listening skills in critically assessing speeches presented by other speakers

“According to most studies, people’s number one fear is public speaking. Number two is death. Death is number two. Does that seem right? That means to the average person, if you have to go to a funeral, you’re better off in the casket than doing the eulogy.”

Jerry Seinfeld
POLICIES:

ATTENDANCE is essential to one's success in COMM 1315; therefore, excessive absences will be reflected in one's grade.

ACADEMIC DISHONESTY is representing another person's ideas as your own. Academic dishonesty will not be tolerated. It is expected that ideas and information used in your messages, which are not part of your own personal experiences, will be appropriately referenced.


DUE DATES for all assignments, exams, and speeches must be met. Any changes to assignment dates must be arranged prior to the scheduled due date or NO credit will be given.

GRADING will reflect the University's system and will be based on specific expectations for assignments which will be presented at appropriate times in the semester. In general the following percentages will apply to work in the course.

HONORS STANDARDS

- Students read assignments on time, completely, to the last page. They know that reading is only the first step; and they working toward taking commend of the material, and come to class with serious responses and a willingness to learn.
- Students do not assume that an assignment is legitimate only if it will be “tested.” The work is done for its own sake. Students also make connections between the material at hand and what has been explored in previous classes.
- Students expect that they will attend 100% of the time, and make home arrangements that this will happen. They don’t assume that there are a certain number of allowable “skips.” Barring natural catastrophes, faithful attendance and preparation are expected.
- Students assume that open and equitable discussion and critique is the soul of an honors course. Everybody listens attentively to the instructor and to each other. Everybody participates. Students don’t put the burden on the teacher or on other students to originate or maintain discussion. They themselves take on the responsibility to keep some class members from dominating others, and they do it by offering their share of talk and thinking of questions that will help the class explore course content more deeply.
- Students think “outside the box” and are not afraid to take risks and try out new things.
ACADEMIC ADVISING: The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College's Academic Advising Center is located in Driftwood 203E, and can be reached at 825-3466.

GRADE APPEALS PROCESS: As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

DISABILITIES ACCOMMODATION: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.
Assignment Values:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Value</th>
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<tbody>
<tr>
<td>Brown Bag Speech</td>
<td>20</td>
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<tr>
<td>Citation PowerPoint Exercise</td>
<td>20</td>
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<tr>
<td>Impromptu Storytelling</td>
<td>10</td>
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<tr>
<td>Speech One</td>
<td>200</td>
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<tr>
<td>(How To)</td>
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<td>Speech Two</td>
<td>250</td>
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<td>(Informative)</td>
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<td>Speech Three</td>
<td>300</td>
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<td>(Persuasive)</td>
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<td>Exam</td>
<td>200</td>
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There are 1000 points possible, broken down as follows:

A = 900-1000
B = 800-899
C = 700- 799
D = 600 - 699
F = 500 or fewer
COMMUNICATION 1315  
HONORS COURSE OUTLINE

August
28  Intro to Course  
    Public Speaking In a Democracy

September
2  Mini Speech: Brown Bag Introduction
4  Types of Speeches  
    Reading: Chapters Fourteen, Fifteen and Seventeen
9  Stage Fright & The Communication Process  
    Reading: Chapter One
11 Analyzing the Rhetorical Situation and the Audience  
    Reading: Chapter Five
16 Ethics in Public Speaking and Listening  
    Reading: Chapters Two & Three
18 Selecting a Topic  
    Determining the General Purpose & Specific Purpose  
    Reading: Chapter Four
23 Gathering and Organizing Material to Support Your Ideas  
    Readings: Chapter Six, Seven, and Eight
25 Outlining, Introduction, Conclusion & Visual Aids  
    Reading: Chapter Nine, Ten, and Thirteen
30 Mini Speech: PowerPoint with Citation
October

2  Language and Delivery
   Reading: Chapters Eleven and Twelve
   Evaluating Speeches Exercise

7  Mini Speech: Impromptu Storytelling

9  Methods of Persuasion
   Reading: Chapter Sixteen

14  How To Speeches

16  How To Speeches

21  How To Speeches

23  Informative Speeches

28  Informative Speeches

30  Informative Speeches

4   Informative Speeches

6   EXAM review

11  EXAM

13  Persuasive Speeches

18  Persuasive Speeches

20  Persuasive Speeches

25  Persuasive Speeches

   Thanksgiving Break

December

2   Course Summary

4   Final Exam Period
   Final exam period is reserved for pre-approved make-up speeches.
CRITERIA FOR GRADING SPEECHES
(adapted from National Communication Association standards, www.natcom.org)

To earn a C on your speeches you must meet the following standards:
1. The speech must be original.
2. The type of speech presented must be appropriate to the assignment.
3. The topic must be sufficiently focused and appropriate for the audience.
4. The speech must fit the time requirements of the assignment.
5. The speech must be presented on the day assigned.
6. Main ideas must be supported with facts, figures, appropriate testimony, examples, or narratives.
7. The speech must have a clear sense of purpose.
8. The speech must have a clearly identifiable & appropriate design, with an introduction and a conclusion.
9. The speech must be delivered extemporaneously (NO reading speeches!)
10. The speech must satisfy any specific requirements of the assignments, such as number of references, formal outline, or use of visual aids.
11. The speaker must use language correctly.

To earn a B on your speeches you must meet the following standards:
1. Satisfy requirements for a C speech.
2. Select a challenging topic and adapt it appropriately to your audience.
3. Reflect a greater depth of research.
4. Clearly identify sources of information and ideas.
5. Create and sustain attention throughout the speech.
6. Make effective use of transitions, previews, and summaries.
7. Use good oral style.
8. Present your speech with poise.

To earn an A on your speeches you must meet the following standards:
1. Satisfy all requirements of a B speech.
2. Demonstrate imagination and creativity in topic selection & development.
3. Develop & sustain strong bonds of identification among speaker, audience, & topic.
4. Consistently adapt information & supporting material to the world of your audience.
5. Reflect an even greater depth of research.
6. Demonstrate artful use of language & stylistic techniques.
7. Make a polished presentation that artfully integrates verbal and nonverbal communication skills.

A D speech does not meet two or three of the standards for a C speech or
1. It is obviously unprepared.
2. It is based entirely on biased information or unsupported opinions.

A F speech does not meet three or more of the standards of a C speech, reflects either of the problems associated with a D speech, or
1. It uses fabricated supporting material.
2. It deliberately distorts evidence.
3. It is plagiarized.
NOTES ON SPEECH DESIGN AND PRESENTATION

Timing. Learning to complete a speech in an allotted amount of time is an important skill for all public speakers to develop. The only way to know the length of your speech is to rehearse it. So rehearse, rehearse, rehearse – for the sake of timing and a polished delivery. Note also that a speech which falls short of the lower limit does not fully meet the assignment. Going over your time limit reflects a poorly developed specific purpose.

Citing Sources. It is just as important to cite sources correctly as it is to utilize them appropriately. While providing lengthy citations can be cumbersome in a speech, you still need to tell the audience where you obtained information, quotes, etc. that are not your own. This is important for your credibility as a speaker, but it is also important for me to know that you are not plagiarizing others’ material. Remember, failing to cite source material when using ideas, facts, etc. that are not your own counts as plagiarism. Note: You must turn in a bibliography of sources (in APA or MLA format), along with your text, in order to get credit for the speech.

Topic Selection: Each speaking assignment is intended to facilitate your understanding of the speech design process, while allowing you to develop your delivery style. Your general purpose is either to inform or persuade your audience about a pre-approved topic. Although you have a great deal of freedom in regard to topic selection, you must be sure to relate your topic to the Audience. In addition, be sure that your topic is one that can be covered in the allotted time. We will discuss the above requirements in more detail throughout the semester.

Research and Preparation. Few things are more uncomfortable than giving a speech that is not adequately prepared. Do your homework. You should use outside sources, such as publications (books, academic journals, credible magazines and newspapers, government reports, etc.) and also interviews. When you make claims (which you will, particularly in the persuasive speech), then you must offer evidence to back them up. You simply must do research in order to understand your audience and prepare the content of the speech.

Use of the Internet. Internet sources are permitted for speeches. However, use of the Internet for research can lead to sloppy research that borders on plagiarism. The Internet is a great tool, but remember that you are responsible, so seek out credible information (not just the first thing you see) and evaluate this information.
**Presentation Aids.** Presentation aids are encouraged insofar as they contribute to your speech. However, presentation aids are neither required nor do they necessarily make a better speech. There are times when presentation aids are not only appropriate but helpful; you should seek out these opportunities. Remember, though, using aids cannot replace speech content – a good presentation aid contributes to the speech goal by clarifying complicated data, moving the audience through your argument, and/or sparking interest in your speech. (That is, do not think that ‘dazzling’ presentation aids can make up for content and preparation that are less than ‘dazzling.’)

**PowerPoint presentations.** The statement above about a ‘dazzling’ visual presentation clearly applies to PowerPoint. The technology is available for you to use PowerPoint in your speeches, but you must let me know at least one class period before if equipment needs ordering. When you use PowerPoint, come to class early to make sure that everything is working, and have a backup plan in case of technological failure – you are still responsible for giving the speech even if things do not work properly.

**Requesting presentation aids.** Let me know of your need for any presentation aid equipment – computer, CD player, TV, document camera, etc. – at least one class period before you give your speech.

**Non-functioning media equipment.** If the equipment you need is not working properly, we will try to help you fix it. However, because you still must give your speech on that day, you should have a backup plan anytime you use media equipment.
Speech Exercises

Brown Bag Speech—One goal of this course is to create a comfortable environment where you can practice your public speaking skills. This speech will allow you to get to know the various members of the class. You will be provided with a small brown bag. You are to select three items, place them in the bag, and be prepared to explain how the three items describe who you are. For example, you might include a nametag from your place of employment, an item that indicates an interest of yours (e.g. a tennis ball if you play tennis), or an item that symbolizes your career interest (e.g. an apple for an education major). Prior to delivering the speech, you should provide your instructor with your typed outline. No sources, other than you, are required for this 3 to 4 minute speech. You are encouraged to be creative and you should speak for at least two minutes. Please do not bring in any drugs, weapons, alcohol, or live animals. Have fun and good luck!!!

SAMPLE OUTLINE
Typed Outline Form

I. Introduction (Type this as an opening paragraph)
   A. Name, major, classification
   B. Your home town, career plans
   C. Preview of 3 objects

II. Body
   A. Item One from your bag
      1. Identify item
      2. Explain what it tells us about you
   B. Item Two from your bag
      1. Identify item
      2. Explain what it tells us about you
   C. Item Three from your bag
      1. Identify item
      2. Explain what it tells us about you

III. Conclusion (Type this as a closing paragraph)
   A. Review what you’ve told us
   B. Concluding statement
**Citation Speech** - Providing credible information is the basis of any well designed speech. Therefore you must learn to properly cite sources during your speeches. While providing lengthy citations can be cumbersome in a speech, you still need to tell the audience where you obtained information, quotes, etc. that are not your own. This not only adds to your credibility as a speaker, but it is also ensures you are that you are not plagiarizing others’ material. Remember, failing to cite source material when using ideas, facts, etc. that are not your own counts as plagiarism.

Proper use of PowerPoint can enhance an effective presentation. Improper use can ruin an otherwise effective speech. Therefore it is important to learn how you use PowerPoint properly. For this assignment you will design a PowerPoint slide and present it to the class. You will be evaluated based on how well you meet the criteria for making and presenting visual aids.

Your topic for this assignment is the date of your birth. It can be your actual birth date (month, day, and year) or that date (month and day) in history. You must present three sources informing on this topic. You must have one statistic, one direct quote and one passage of information you will paraphrase. You must also incorporate at least one PowerPoint slide. This slide can be used to present your source(s). You will then give a brief (1-2 minute) presentation that incorporates all three citations and your PowerPoint.
**Impromptu Storytelling** - This assignment is designed to have you apply what you have learned about delivery. You will be given two prompts from your instructor, select one of the two for your presentation. You will then have 5 minutes to jot down notes. You will deliver your story, including an introduction, body, and conclusion. Length of performance: 2 - 3 minutes for each student. As you present your story focus on projecting your voice, maintaining eye contact and a conversational style, as well as minimizing focal fillers.

**Storytelling Prompts:**
1. Tell about your favorite pet.
2. Tell about your cooking skills.
3. Tell about a time you got into trouble for not following the rules.
4. Tell about a time when you did something extremely embarrassing.
5. Tell about your best (or worst) vacation.
6. Tell about your major.
7. Tell about your family.
8. Tell about a time when you were lucky.
9. Tell about your favorite holiday.
10. Tell about a time when you got lost.
11. Tell about your first day of college.
12. Tell about your favorite thing (or least favorite thing) about the beach.
13. Tell about a time when you made a bad first impression.
14. Tell about your hero.
15. Tell about your favorite pastime.
16. Tell about your favorite television show or movie.
17. Tell about a time when you learned an important lesson.
18. Tell about a time when you were tricked.
19. Tell about a time when you were really frightened.
20. Tell about your favorite (or least favorite) teacher.
21. Tell about the best (and worst) things at TAMU-CC.
22. Tell about the coolest thing you have ever seen or done.
23. Tell about your favorite childhood toy.
24. Tell about your favorite performer (musician, actor, athlete).
HOW TO SPEECH
(PROCESS SPEECH)

For your first speaking assignment you will design and present a **5-7 minute** speech to inform about a process. According to Lucas (2007) speeches about processes explain how something is made, how something is done, or how something works. Here are some examples: (1) To inform my audience how hurricanes develop; (2) To inform my audience how to write an effective job resume; (3) To inform my audience how oriental rugs are made; (4) To inform my audience how to make the perfect spaghetti sauce.

This speech is to be extemporaneous. Remember an extemporaneous speech is not an impromptu, memorized, or read speech. (Note: You may not speak from a manuscript.) The topic is of your choosing but bear in mind that the topic should reflect the time limits and your audience analysis. Your text and your lecture notes will serve as a good checklist to make certain your speech is designed in an effective manner. Your goal for this speech is to design a clearly structured, well organized speech that flows from introduction to conclusion. Visual aids may be used as supporting material, but they are not required. (Remember, only use visual aids to enhance your presentation. Do not use visual aids just for the sake of using them.)

Prior to speaking, you must have your topic approved. After you complete you speech you must turn in (1) the notes taken to the podium and (2) a bibliography if applicable. Failure to turn in these items immediately following your speech with result in a loss of points to your speech grade.

If you have any questions, fears, ideas, etc. that you would like to discuss, PLEASE MAKE AN APPOINTMENT WITH ME!!! Start designing your speech early. GOOD LUCK!!
SPEECH EVALUATION FORM
HOW TO: INFORMATIVE

Speaker: ________________
Topic: ________________

SCALE:
4=Excellent
3=Above Average
2=Average
1=Done, but not well
0=Not accomplished

INTRODUCTION
___ gained attention and interest
___ created need in audience -- why this speech for this audience
___ introduced topic clearly
___ established credibility
___ previewed main points clearly and accurately

BODY
___ main points -- clear, distinguished, and focused
___ main points -- fully supported with examples, statistics, quotes, etc.
___ organization well planned -- easy to follow, used previews & summaries, etc.
___ smooth transitions that recap previous and upcoming points
___ language clear, appropriate, and vivid
___ sources documented within speech

CONCLUSION
___ signaled ending of speech in smooth manner
___ summarized main points clearly
___ reinforced residual message
___ strong, memorable concluding statement

DELIVERY
___ maintained eye contact, not too note dependent
___ conversational (extemporaneous)
___ speaking rate
___ appropriate volume
___ appropriate posture
___ appropriate gestures

GENERAL REQUIREMENTS
___ overall impression of the speech
___ specific purpose well chosen -- reflected audience analysis
___ speech tailored to this audience
___ speech met time constraints
INFORMATIVE SPEECH

This speaking assignment is intended to develop your skills in delivering an informative speech. Your general purpose is to inform your audience about a pre-approved topic. Be sure that your topic is one that can be covered in the allotted time (6-8 minutes). Make certain this topic is challenging. You will be required to include at least 3 documented sources. Your main points should be clear and fully supported. And finally, provide the audience with an easy to follow organizational design. (Don't forget to develop smooth transitions.)

For this presentation you MUST speak from an outline or without notes. You can NOT use a manuscript. Anyone using a manuscript will not pass this assignment. Work to maintain eye contact with your audience and use an extemporaneous speaking style.

On the day of your presentation you will need to turn in (1) your speaking outline if you used one and (2) a bibliography. Failure to turn in these items immediately following your speech with result in a loss of points to your speech grade.

I suggest you design your speech AS SOON AS POSSIBLE and allow yourself at least three days to rehearse. If you have problems or concerns, ask questions and/or make an appointment or stop by my office hours or give me a call or all of the above!!
SPEECH EVALUATION FORM
INFORMATIVE

Speaker: __________________
Topic: __________________

SCALE:
4=Excellent
3=Above Average
2=Average
1=Done, but not well
0=Not accomplished

INTRODUCTION
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___ strong, memorable concluding statement

DELIVERY
___ maintained eye contact, not too note dependent
___ conversational (extemporaneous)
___ speaking rate
___ appropriate volume
___ appropriate posture
___ appropriate gestures

GENERAL REQUIREMENTS
___ overall impression of the speech
___ specific purpose well chosen -- reflected audience analysis
___ speech tailored to this audience
___ speech met time constraints
PERSUASIVE SPEECH

This speech is to be **8-10 minutes** long and you must cite at least five credible sources within the presentation. (Note: The dictionary is NOT a credible source although it is one place to look for a definition.) I encourage you to vary the types of sources, i.e. journals, magazines, books, statistics, testimony, etc. You may use more than two interviews, but only two will count toward your five sources.

This speech is equivalent to your final exam in other courses; therefore, it should illustrate all the things you have learned about designing and presenting a persuasive message. Your argument must be clear, logical, and fully supported. Your speech must have easy to follow organization with well developed transitions and fully developed intros and conclusions. You MUST speak from an outline or without notes (you can NOT use a manuscript) and maintain good eye contact and an extemporaneous speaking style. (Note: Anyone reading their final speech and/or speaking from a manuscript will be SEVERELY penalized.)

On the day of your presentation you will need to turn in (1) your speaking outline if you used one, and (2) a bibliography. Failure to turn in these items immediately following your speech with result in a loss of points to your speech grade.

If you have any questions or problems please contact me AS SOON AS POSSIBLE. Select a topic and conduct your audience EARLY so that you have plenty of time to research and practice. (Remember, you can NOT give this speech without identifying the target audience so you MUST do an audience analysis in advance.) GOOD LUCK!!!!
SPEECH EVALUATION FORM
PERSUASIVE

Speaker: __________________

Topic: _________________

SCALE:
4=Excellent
3=Above Average
2=Average
1=Done, but not well
0=Not accomplished

INTRODUCTION
___ gained attention and interest
___ created need in audience -- why this speech for this audience
___ clearly stated specific purpose
___ established credibility
___ previewed main points clearly and accurately

BODY
___ organization well planned -- easy to follow, used previews & summaries, etc.
___ smooth transitions that recap previous and upcoming points
___ presented a logical argument - used valid, sound reasoning
___ fully supported argument with examples, statistics, quotes, etc.
___ argument supported by credible sources
___ sources documented within speech
___ language clear, appropriate, and vivid

CONCLUSION
___ signaled ending of speech in smooth manner
___ summarized main points clearly
___ reinforced residual message
___ strong, memorable concluding statement

DELIVERY
___ maintained eye contact, not too note dependent
___ conversational (extemporaneous)
___ speaking rate
___ appropriate volume
___ appropriate posture and gestures

GENERAL REQUIREMENTS
___ overall impression of the speech
___ specific purpose -- challenging and persuasive
___ speech reflected audience analysis
___ speech met time constraints
Communication 1315  
Exam Review

Be familiar with the following terms and related concepts:

Frame of reference  
Elements of communication model  
Public speaking versus conversation (similarities and differences)  
Listening (barriers, how to be effective, importance as a comm. skill)  
Speaking to inform (definition, types)  
Speaking to persuade (definition, types)  
Speaking for special occasions (definition, types)  
Specific purpose (what is it, what does an effective one look like)  
Audience analysis (purpose, types - demographics & situational)  
Gathering material - interviews, internet  
Support - examples, testimony, etc.  
Organizational patterns  
Transitions (internal previews, summaries, etc.)  
Elements of intro and conclusion  
Language - connotation, denotation, why is language so important  
Outlines  
Elements of delivery - pitch, vocal variety, vocal fillers, rate, etc.  
Visual aids - dos and don'ts  
Methods of persuasion - credibility, logic (evidence & reasoning-inductive, deductive, analogical, causal), emotion