

IMPERIAL VALLEY COLLEGE
Speech 100 – Public Speaking Spring Semester 2010

Professor: Bruce Page, M.A
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Where can you find me? 1604
When? I'm in my office:
MTWR 6:30 am – 7:00 am & MTW 12 – 1:30 pm

Your textbook is: Building a Speech, 7th edition, 2010 Author: Sheldon Metcalfe Publisher: Thomson

****Accommodations****

Any student with a documented disability who may need educational accommodations should notify the instructor or the Disabled Student Programs and Services (DSPS) office as soon as possible. The DSPS office is located in the Health Sciences Building, room 2117. The telephone number is 355-6312.

- 1) CELLPHONES MUST BE TURNED OFF AND BE OUT OF SIGHT IN CLASS.
- 2) Class begins as scheduled. Your arrival anytime after 7 minutes may be considered non attendance. Repeated lateness could cause you to be dropped.
- 3) Please call me if you cannot attend class. Miss 2 classes without talking to me, and you risk being dropped without notice. Please let me know what your problem is.
- 4) All speeches must be completed or you may not get a passing grade. If you do not deliver your Persuasive speech, you will either fail or be given an Incomplete.

THE top priority in hiring consideration of most employers is your way with words, how you communicate verbally! Once you're hired, a top priority in your advancement up the corporate ladder is...how you communicate verbally! Bottom line: what you learn in this course will give you that extra edge against your competitors, no matter what your career. It'll also make you a better citizen!

Student Learning Outcomes

At the completion of this course the student will be able to

- Deliver timed speeches before audiences and respond to audience questions.
- Use statistics, quotations, definitions and detailed illustrations as supporting materials in their speeches.
- Prepare and present a visual aid that illustrates a specific point.

Assessment Tool: Rubric, Test, Student Evaluation, Self-Assessment

Institutional Outcomes: ISLO1, ISLO2, ISLO3, ISLO4, ISLO5

Speech 100 was designed to be an introductory class in public speaking. By the end of the term, you can expect to have a fundamental knowledge and communicative competence as follows:

- *Reduced communication apprehension (FEAR), added poise, and increased self-confidence.*
- *Ability to organize and compose various types of speeches, inclusive of conceiving engaging introductions and memorable conclusions.*
- *Ability to prepare and research effectively, inclusive of conceiving and displaying appropriate visual aids.*
- *Improved listening and critical thinking skills.*
- *Ability to constructively evaluate speakers and identify what makes certain public speakers more effective.*

What's required of you?

ATTENDANCE: *Not only are you speakers, you are essential listeners! So therefore you're expected to attend all class sessions. Attendance will always be taken, and it will be reflected in your final grade.*

Section 20414 meets Monday and Wednesday, 07:00 a.m. to 08:25 a.m. in Room 1602.

Section 20416 meets Monday and Wednesday, 08:35 a.m. to 10:00 a.m. in Room 1602.

Section 20418 meets Monday and Wednesday, 10:15 a.m. to 11:40 p.m. in Room 1602.

Section 20420 meets Monday and Wednesday, 01:30 p.m. to 02:55 p.m. in Room 810.

READINGS: *Please complete the readings BEFORE class, because class discussion and lectures frequently focus on the readings; schedule of readings appended to this syllabus.*

SPEECHES: *You'll be assigned several speeches this term. Some are graded, some are not. Some are designed to simply "loosen" you up, while others are designed to challenge you. You'll be expected to speak on the day you're assigned. If you cannot, be prepared to document any emergency situation which caused you to miss class.*

QUIZZES: *There'll be frequent quizzes and a final exam covering assigned readings, lectures, and course notes.*

How will you be evaluated?

- *On the delivery of your speeches, the quality of your research, and the quality of your outlines.*
- *Quizzes designed to assess your understanding of the principles of effective speech communication.*
- *Content analysis of your speech topics to assure that critical thinking objectives have been achieved.*
- *Attendance and enthusiastic participation in class.*

FAQ: HOW CAN I EARN THE GRADE I WANT FROM THIS CLASS?

<i>Answer - Here's how:</i>	Your speeches	70 %
	Attendance and Class participation	10%
	Quizzes/Study Guides	10%
	Final exam	<u>10%</u>
	TOTAL:	100%

TENTATIVE SCHEDULE – Speech 100 PUBLIC SPEAKING *

*subject to change

Wed. 02/17	Welcome ! Course overview. Who are you? Who am I? What can we learn together that will profoundly impact all our lives?
Mon. 02/22	Get acquainted with your classmates Class review of Chapters 1 and 11 <u>Discussion of your Introductory speech</u> <ul style="list-style-type: none">▪ the importance of an engaging lead or introduction▪ eye contact, poise, placement of your hands and feet,▪ approaching the podium, leaving the podium▪ seeking colorful information to flavor your speech▪ how to cope with nervousness...channel your energy Your assignment: <u>Study</u> Chapters 1 and 11 for Quiz #1
Wed. 02/24	Quiz #1 and pair off for interviews of each other Your assignment: Prepare your introductory speeches
Mon. 03/01	Meet with students one-on-one to help refine your Introductory speeches Your assignment: Complete your introductory speech, prepare and practice
Wed. 03/03	Introductory Speeches – 15 students Your assignment: Complete Study Guide 2 and prepare for Quiz #2
Mon. 03/08	Quiz 2 and Introductory Speeches continued - remainder of students Review of Chapter 3 – Analyzing your audience Your assignment: Complete Study Guide 3 and prepare for Quiz #3 Prepare for brown bag speech
Wed. 03/10	Quiz #3 BROWN BAG speeches Class Review of Chapter 5 - Understanding and reducing your FEAR Your assignment: Complete Study Guide 4 for Quiz 4
Mon. 03/15	Quiz #4 Class Review of Chapter 4 – Improving your listening skills Discussion of Narrative speeches – share former students speeches as examples Your assignment: Begin preparing your narrative speech, and show me a rough draft in your next class so we can review it one-on-one. Complete Study Guides 5 and 6 to hand in next class – NO QUIZZES
Wed. 03/17	Hand in your completed Study Guides 5 and 6 Class Review of Chapter 7 – Selecting the topic and purpose Meet with students one-on-one to help refine narrative speeches.
Mon. 03/22	Hand in your completed Study Guides 5 and 6 Class Review of Chapter 10– Organizing the body of your speech Meet with remaining students one-on-one to help refine narrative speeches Your assignment: Prepare and practice your narrative speech Complete Study Guide 7 for Quiz 7
Wed. 03/24	Quiz # 7 and deliver your NARRATIVE SPEECHES
Mon. 03/29	Deliver your NARRATIVE SPEECHES
Wed. 03/31	Deliver your NARRATIVE SPEECHES
WEEK OF April 3rd – 10th - EASTER BREAK – NO CLASSES	
Mon. 04/12	Discussion and review of your narrative speeches Class review of Chapter 8 – Conducting Research
Wed. 04/14	Come to class FIRST. Later, we proceed to IVC's Spencer Library for a mandatory tutorial session to learn how to effectively use all its resources for research, particularly with regards to newspapers and magazines from around the world. Your Assignment: Complete Study Guide 8 for Quiz 8. Also, Complete your Library Assignment
Mon. 04/19	Quiz 8 and hand in your Library Assignment complete with 3 news articles. Class review of Chapter 9 – Using support materials and Chapter 12 – Using audiovisual aids Class review of Chapter 13 – Considering Language

	Class discussion of informative and demonstrative speeches; share former student examples Your assignment: Complete Study Guides 9 and 10 for Quizzes 9 and 10 Decide the topic of your Informative or demonstration speech.
Wed. 04/21	BOTH Quiz #9 and Quiz 10 Class review of Chapter 14 – Developing Delivery Class review of Chapter 15 – Speaking to Inform Class discussion of informative and demonstrative speeches; share former student examples Your assignment: Prepare your informative/demonstrative speech and show me a rough draft by next class. Complete Study Guide 11 for Quiz 11
Mon. 04/26	Quiz 11 Meet with half of the class on a one-on-one basis to review your Informative or Demonstrative speech preparation Complete Study Guide 12 for Quiz 12 Complete preparation and practice of your Informative or Demonstrative speeches
Wed. 04/28	Quiz 12 Meet with other half of the class on a one-on-one basis to review your Informative or Demonstrative speech preparation. Complete preparation and practice of your Informative or Demonstrative speeches
Mon. 05/03	Deliver your INFORMATIVE/DEMONSTRATIVE speeches
Wed. 05/05	Deliver your INFORMATIVE/DEMONSTRATIVE speeches
Mon. 05/10	Deliver your INFORMATIVE/DEMONSTRATIVE speeches
Wed. 05/12	Class review of your Informative/demonstrative speeches Class review of Chapter 16 – Speaking to Persuade/Motivating Audiences Discussion of Persuasive speeches – previous examples of former students Video of Martin Luther King speech – I have a Dream How to make your persuasive speech DYNAMITE! Your Assignment: Complete Study Guides 13 and 14 to hand in – NO QUIZ Your assignment: Decide the topic of your persuasive speech, prepare rough draft of speech to show me next class.
Mon. 05/17	Hand in Study Guides 13 and 14 Half the class meets individually with me to refine your persuasive speech.
Wed. 05/19	Hand in Study Guides 13 and 14 Other half of the class meets individually with me to refine your persuasive speech.
Mon. 05/24	Deliver your PERSUASIVE speeches
Wed. 05/26	Deliver your PERSUASIVE speeches
Mon. 05/31	MEMORIAL DAY HOLIDAY – NO CLASSES
Wed. 06/02	Deliver your PERSUASIVE speeches
MON. 06/07	FINAL EXAM

In-Class Speeches

Throughout the semester, you'll prepare and deliver several assigned speeches. Each of these speeches will follow in-class discussion regarding the specific requirements and my recommendations for the given assignment. I am available to you during my scheduled office hours listed above, and also by e-mail Monday through Thursday noon, so I invite you to take advantage of my help at any time you need it. I am committed to helping you do your best.

You'll receive an evaluation form from me after completing each speech. I give serious consideration to how much time and effort I can tell you put into your speech assignments, and especially if you have made significant improvements over the semester.

#1

INTRODUCTORY SPEECHES

Length 3 minutes

It's called **getting to know your neighbor!** For this speech, you'll be working with another person in the class. Each of you will interview your partner. When you think you've got enough information, your objective is to organize what you considered important and then to deliver a speech in which you introduce your partner to the class.

You'll be allowed some notes to refer to, and to spare you from blanking out from "stage fright," but the exercise is designed to help you be as extemporaneous as possible, meaning that the more you can engage us, your audience, with your eye contact, and your personality, and the less you have to refer to your notes, the better!

You'll be graded for effectiveness, preparation, and professionalism in delivery!

WHAT A RELIEF! You made it through the first test of your public speaking ability! Pat yourself on the back...you've made major progress!

From this point on, the speeches you present are progressive in nature...i.e., each speech builds on the skills you've previously learned, and each in front-of-the-class experience will impact how you select and narrow your future speech topics, how you determine the general purpose, how you analyze the audience, conduct research, develop the speech outline, and practice methods of delivery.

From this point on, be aware:

- the narrative, informative, and persuasive speeches require at least 3 appropriate visual aids.
- The informative and persuasive speeches require not only at least 3 appropriate visual aids, but also a list of the works you researched and cited in your speech (*that means I need a bibliography*).
- all outlines and bibliographies are due *before* you deliver your speech.
- time limits are important. Too long can be just as bad as too short. Practice is critical!

#2

NARRATIVE SPEECHES

Length 7 minutes

In this speech, the objective is for you to tell us a story about yourself. It can be a funny story, or a sad, happy, or serious one, but it should enlighten us about you as a person more than you have yet revealed.

Introductions should be made by raising interest in your subject, and then you should very clearly state the thesis of your speech (the lesson you have learned from the experience in the story you're about to tell). Your story should be organized in chronological order. Include only those details which contribute to the support of your thesis.

The story you choose should have a clear beginning, middle, and end. In your conclusion, you should summarize again for your audience, the important lesson you learned, and give an ending statement. The more dramatic, obviously, the better! Prepare ahead of time, and practice! Practicing your speech before actual delivery in a public setting helps you to time your presentation. It also builds confidence in your abilities as a public speaker. You should use at least 3 visual aids as part of this presentation.

#3

INFORMATIVE/DEMONSTRATIVE SPEECHES

Length: 7 minutes

*****OUTLINE/BIBLIOGRAPHY REQUIRED

In this speech you'll be informing us about a subject of interest to us and to you. Your subject should not be too broad. Choose a thesis that clearly focuses attention on a specific purpose which you intend to communicate to the audience, and then make sure your thesis is included in both the outline and in the delivery of your speech.

Adapt the thesis and content of your speech to your audience's level of knowledge and interest, and include an introduction and conclusion that will grab and sustain the attention of your audience.

In this speech you should follow topic order, that is each of the main points of your speech should consist of a different, yet equally important part of the topic you have selected. Important criteria for refining the information in the body of your speech are newness, relevance, and impartiality. The information should be new and unknown to most members of your audience. Information which is not made relevant to the audience members usually will not be remembered, so effort should be taken to stress the importance of your topic to everyday lives.

Finally, the informative speech should not sound like an infomercial or be persuasive. Impartiality does not mean that you shouldn't care about your speech, you should! But you should emphasize both the positive and negative characteristics of your topic in order to provide a well-balanced speech. Again prepare, practice and time your speech.

This speech should have at least 3 supporting quotes, and be sure to include these 3 pieces of information which you need to cite orally:

- 1) author of quote
- 2) qualifications of author
- 3) what year the article was published/what year the author stated quote.

This means you'll have to research your topic and work your sources into your speech and outline. Attach to your outline a bibliography page citing your 3 references. You should include at least 3 visual aids in this speech.

#4

PERSUASIVE SPEECHES

Length: 8 minutes

Prepare a presentation designed to stir your audience into action in a way that they're not already predisposed. This challenge is tough because most of us have a natural resistance to persuasion, so you need to ease into your topic by showing respect for your audience, while attempting to convince them to change. To justify such a change, follow problem-solution order in the organization of your speech.

The first main point deals with the harm of the problem and need for action. You must convince your audience that the situation is so bad, they must now rise to the challenge and change it. Use statistics to support your case, and demonstrate sound reasoning. Appeal to your audience logically, and emotionally about the level of harm and need.

The second main point is to make your case that the problem won't go away without your classmates taking action. Use testimony as support for causal reasoning. Underscore that the solution is within the audience's control, and that any alternative solutions won't be as beneficial as the one you suggest.

The third and final main point is to persuade the audience that your solution will solve the problem. Use examples of times and places where your solution has worked before. Use these examples to justify why you believe your solution is the right one for local application. Talk about how the benefits will outweigh whatever the cost to change. Frame your speech with an introduction and conclusion adapted to the interests of your audience, and make very clear what action you want your audience to take.

NOTE: Any speech which does not make a clear attempt to influence will be penalized.

Time your speech and work on your delivery skills. Pay special attention to hand gestures and eye contact in your rehearsal sessions. This is a speech to last between 7-9 minutes. Research at least 6 articles or published sources on your topic, and have at least 3 oral source citations. Choose a topic you care strongly about, because your audience needs to sense your deep conviction in order to be persuaded.

Class Quizzes: Selected chapters from the textbook will be assigned. Chapter quizzes will be given promptly at the beginning of class on the date due. The grade for this portion of the course will be based upon the percentage of total correct answers given on the chapter quizzes. **Wednesday, May 26th is the last day to complete all quizzes.** Arrangements can be made to take a chapter quiz early if an absence is required.

GRADES: 90%-100% = A 70%-79% = C
 80%-89% = B 60% -69% = D Less than 60% = F

NOTE: All students must be in attendance for the scheduled final examination period.

Disrespectful Behavior

When attending class, please demonstrate respect for the speaker(s).

1. Do not engage in conversation with other students while a fellow student is delivering a speech.
2. Do not enter or leave the classroom while a fellow student is delivering a speech.
3. Do not disrupt or distract fellow students while they are delivering speeches.

Makeup of Speeches

Should you not be able to deliver your speech at the designated time in accordance with the order of speech delivery, you will have an opportunity to deliver a makeup speech **only** if and when time permits and **only** at the instructor's discretion.

Co-Curricular Speaking Opportunities

Should you have an opportunity to deliver a public speech or address in another course or in a community setting, extra credit can be awarded toward the final grade for this course. Information can be obtained from the instructor relating to documentation procedures.

Speech Topic Selection

Imperial Valley College fully supports your right to free speech and expression under the law, and the Speech program at Imperial Valley College strives to help you increase skill in delivery and structure of speeches while creating an environment where the student is able to express her or his own free speech. However, the speech instructors at Imperial Valley College in no way condone or encourage student speech or expression which is prohibited by law.

Plagiarism and Cheating

Delivering a speech in class is a form of publication protected by the appropriate copyright laws of the United States. Therefore, the use of another's words, phrases, ideas, and/or organization, delivered as the student's own words, phrases, ideas, and/or organization is plagiarism. Any student found to have plagiarized materials during a classroom speech will receive a zero grade for the speech assignment, may be given an F for the course, and may be reported to the appropriate campus authorities. While plagiarism involves the delivering of someone else's published words, phrases, ideas, and/or organization as the student's own words, phrases, ideas, and/or organization, it is also considered cheating if you deliver a speech written by someone else. **It is expected that all work submitted by you in this class will be your original work.**

Grading of speeches:

Many factors are considered. Among the most important factors are placement of your hands and feet, poise, confidence, eye contact, preparation, practice, research, creativity and imagination, good balance of logic/emotion, smile/personality, credible information, dynamic/engaging opening, preview and summary, effective transitions, bold delivery, use of voice variation and/or dramatic pauses, memorable close, visual aids, gestures, humor, conscientious effort, outline/bibliography. The bottom line is this:

Superior = A Above average = B Average = C Poor=D Unacceptable = F