

PRINCIPLES OF PUBLIC SPEAKING
COMMUNICATION 1020
FALL 2012

Instructor: Julie Snyder-Yuly
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Classroom: OSH 111
Class Sessions: MWF 10:45-11:35
Office: 2810 LNCO
Office Hours: M & T 12:00-1:00 or by appointment

REQUIRED TEXT

David Zarefsky, *Public Speaking: Strategies for Success*, 6th edition (Boston: Allyn & Bacon, 2011).

CANVAS

This course utilizes Canvas online services.

COURSE DESCRIPTION

Principles of Public Speaking enables students to learn and develop some of the knowledge and skills necessary to participating as a responsible and successful member of society. You will build an effective style and repertoire of communication abilities that apply to a variety of speaking situations. This course is an opportunity for you to work intensively with your peers and the instructor in learning basic theoretical constructs of communication and experimenting with their application in a number of course projects.

COURSE GOALS

- **To Understand** – This course presents basic rhetorical concepts and principles of effective speaking in several contexts.
- **To Apply** – This course applies rhetorical processes to the real-world contexts in which they occur, focusing on events and situations in our own lives.
- **To Practice** – This course has students enact and assess concepts we are studying, and it explores alternatives for communicating with others under a variety of conditions.

UNIVERSITY POLICIES

- **The Americans with Disabilities Act** – The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable *prior notice* needs to be given to the Center for Disability Services (CDS), 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

If you will require additional assistance with any course activities due to disability, please let the instructor know *as soon as possible*. You may find the Center for Disability Services online at <http://disability.utah.edu>.

- **Drop/Withdrawal Policy** – If you are registered for the course, but are not in attendance during either of the first two days of class and have not notified the instructor of a University-sanctioned reason for your absence, you must drop the class so that others may enroll. You can drop a course during the first ten calendar days of the semester. You may withdraw (with a “W” recorded on the student’s academic record) until the midpoint of the semester, as indicated on the academic calendar. After that, withdrawal is possible only “in cases of compelling non-academic emergencies” through petition of the dean of your college. Enrolling in, dropping, and withdrawing from courses is the student’s responsibility. Please see the [Student Handbook](#).

- **Academic (Dis)Honesty**– The [Student Code](#) spells out specific rights of students in the classroom. The *Student Code* also specifies proscribed conduct, including cheating on exams, collusion, and plagiarism. Students found guilty of academic dishonesty can receive an “E” for the assignment or the course, and other disciplinary action may be taken.

Plagiarism includes intentional submission of someone else’s work without credit, in part or as a whole; misuse of citations to conceal a source; and similar behaviors. Please meet with the instructor immediately if you are unclear as to what constitutes plagiarism. Suggestions for avoiding plagiarism and using APA or MLA citation styles can be found at <http://www.lib.utah.edu/instruction/handouts.html>.

- **Curriculum Accommodations** – Curriculum accommodations take two forms: schedule accommodations and content accommodations.

The instructor can provide schedule accommodations for those who have a conflict that involves religious/spiritual observances, documented and University-sanctioned activities (including athletic participation demonstrated at the beginning of the semester), and family or medical-related emergencies. If you anticipate any scheduling conflict with this course, please speak with the instructor as soon as possible. In every case, it is the student’s responsibility to arrange alternatives as soon as possible for any assignment, presentation, or examination.

Content accommodations will not be provided for this course. All assignments, activities, and content are selected to achieve specific pedagogical outcomes. Given the nature of public speaking classes, we will engage difficult, controversial subjects. However, civility and tolerance of diversity are requirements of student conduct in our class. This class asks you to think critically about others’ and your own positions. If you believe that you may experience a conflict with your sincerely-held ethical commitments or religious beliefs as a result of this course’s readings, assignments, or activities—and you are unclear about materials’ relevance to the class—you should speak with the instructor immediately and decide whether this is a course you wish to take.

COURSE POLICIES

- **Learning Environment** – We will maintain our classroom as a productive place to learn. We are all responsible for fostering an environment open to observing, discussing, and reflecting upon our own and others’ communicative behaviors in order to learn. Thus, each one of us will need to be conscious of our role in providing a place where every class member, given all our differences, will feel and function as part of the class. If at any time or

for any reason you feel uncomfortable with the classroom environment, please contact the instructor immediately in order to resolve/improve the situation.

- **Speaking Partners** – Prior to each speaking assignment, you will be assigned 2-3 speaking partners to create speaking teams. These will be the people that you will practice with and provide informal feedback during class activities. These groups will also determine who you will provide peer evaluations. Teams will change prior to each speech so that you have opportunity to work with and evaluate a variety of classmates.
- **Attendance** – This course is based on an understanding that your knowledge and ability in communicating with others will naturally grow by actively engaging in communicative activities and exercises, by offering and accepting thoughtful feedback, and through critical reflection to more fully understand your own public speaking performances. Consequently, this course has an attendance policy. Grades are structured to give you points for attending and participating in various types of classroom activities. Attendance is a significant part of your grade for this course. Please see the point-scheme for attendance below, as well as the course’s policy on schedule accommodations.
- **Canvas**—Canvas is a required part of the course that will be used to host recordings of student speeches, among other functions. It is your responsibility to keep abreast of updates at the Canvas site.
- **Videotaping** – You will be videotaped by staff from Instructional Media Services (IMS) for several of your speech assignments. This service is covered by the fees associated with your class. IMS staff will make the recordings of your speeches available to you and members of your class in several media formats. Reviewing videotaped performances serves students of public speaking very well. As such, students enrolled in the course agree to be videotaped, and they should understand that recordings of their speeches will be made available to them, the instructor, and their classmates.
- **Deadlines** –All assignments are due no later than the dates indicated in the course schedule. Late assignments may incur penalties. Specifically, if you miss a speaking date without contacting your instructor and without a university-sanctioned reason for your absence, you will receive no credit for the assignment. The instructor retains the authority to decide whether any situation or circumstance warrants adjustment of course schedules or policies.
- **Contact Information** – Please keep your profile information current with the university—especially your email address, since some class correspondence will occur via email. It is also your responsibility to remain current with content and communiqué on the Canvas website.
- **Grievance Policy** – If you have any concerns about the course or your instructor, please see the instructor about these concerns as soon as possible. If you are not comfortable talking with the instructor or not satisfied with the response that you receive, you may contact the Faculty Course Coordinator, Dr. Danielle Endres in LNCO 2611 or at danielle.endres@utah.edu. If you are still not satisfied with the response that you receive, you may contact the Director of Undergraduate Studies, Dr. Glen Feighery, in LNCO 2413 or at glen.feighery@utah.edu.

COURSE ASSIGNMENTS

More details will be provided for some assignments. There are 1000 possible points for this course.

- **Attendance & Participation** – 50 points. The instructor will keep a record of attendance and will use your level and quality of participation to determine this score. Students are allowed two unexcused absences. Unexcused absences are those that do not meet the criteria described in the Curriculum Accommodations section, above. Each subsequent absence incurs the student a five point penalty, up to 50 points.
- **Quizzes/Assignments** – 100 points. You will periodically be quizzed or complete an assignment on material we have read and discussed. You will complete 5 quizzes/assignments, but only the four highest scores will be counted toward your course grade. So, each quiz will be worth 25 points.
- **Self-Critique** – 50 points. Following **one** speech (the Informative, Impromptu or Persuasive) you will critique your own performance. You will use instructor evaluation, peer feedback, and video recordings to critically assess your successes, needs for improvement, and development. It is in your best interest to do this earlier in the semester as it will help you improve your later speeches and peer feedback.
- **Peer Feedback** – 50 points. Every student will provide structured written feedback to at least three peers following each speech. As well, on at least one occasion, students will be asked to provide cogent feedback to peers in oral form during the class session. The instructor will coach students on how to provide effective, constructive, and sensitive critiques. Feedback will be posted on Canvas. With five speeches scheduled throughout the semester, students can earn at least 10 points for each speech.
- **Paper** – 50 points. You will attend a public speaking event outside of our class and write a thoughtful critique of the speaker. In two to three pages, you should discuss topics such as the strengths and limitations of the speaker's style, organization of content, audience assessment, and the like. As you are asked to think critically about the speaker, speaking strategies, arguments, audience, context, purpose, and other features of the speech, plan to attend a public presentation outside your normal routine. Numerous lectures are already posted on the university event website and I will try to present additional opportunities as I hear of them. I would encourage you to complete this earlier in the semester.
- **Workshop Materials / Outlines** – 100 points. For each graded speech, you will submit a working outline of your speech at least one class period in advance of date scheduled for your presentation. Also, you will hand in a final outline immediately preceding your speech. These outlines may change and that is ok. They should, nevertheless, be presented to the instructor cleanly formatted and should detail the core purpose, thesis, and strategies of the speech. There are four graded speeches, so each outline will be worth 25 points.
- **Speech of Introduction** – Not graded. This **two-minute** speech introduces you to your peers and allows you to practice your speaking skills early in the semester.
- **Informative Speech** – 150 points. For this presentation, you will teach and inform the audience about a topic on which you are an authority. In this **three to four minute** speech, you will be required to provide useful, illuminating supporting material to demonstrate and explain the subject of your speech.
- **Impromptu Speech** – 150 points. Life often demands that we deliver speeches with little preparation. These **two-minute** speeches have you speak on a topic you receive only minutes before delivery. The impromptu speech provides you a chance to demonstrate, in the moment, the skills you've developed throughout the semester.

- **Persuasive Speech** – 150 points. You will employ the skills learned to this point to persuade your audience toward some position on a contentious topic or debate in **five to six** minutes. You are encouraged to be both practical and creative in selecting your topic.
- **Special Occasion Speech** – 150 points. For this short presentation, you must imagine a situation of import. Your task is to craft a **two to three** minute speech that appropriately meets the needs of that rhetorical situation by commemorating the ceremony of the moment.

- **Final Grades –**

	A = 100-94%	A- = 93-90%	
B+ = 89-87%	B = 86-84%	B- = 83-80%	
C+ = 79-77%	C = 76-74%	C- = 73-70%	
D+ = 69-67%	D = 66-64%	D- = 63-60%	F = 59% ↓

COURSE SCHEDULE

Subject to change, if necessary.

WEEK 1

8/20 **Orientation**

Activities: Introductions, syllabus discussion, course registration, discussion of Canvas

8/22 **Rhetoric, The Public Forum, and Ethics**

Readings: Chapter 1 & “The Classical Tradition of Rhetoric” (I will email you this)

Activities: Introduction of classmates
Finalize course registration

8/24 **Preparing the Introductory Speech**

Readings: Chapters 2 & 3

Assignments: Based on the readings, bring in your ideas/outline for your introductory speech

Activities: Partner practice
Speaking partners and speaking order determined

WEEK 2

8/27 **Introductory Speeches (9)**

Hand in your outline (not graded)

8/29 **Introductory Speeches (9)**

Hand in your outline (not graded)

8/31 **Introductory Speeches (9)**

Hand in your outline (not graded)

WEEK 3

9/3 **NO CLASS-LABOR DAY**

9/5 **Audience**

Readings: Chapter 5

Activities: Debrief Introductory Speeches
Audience Analysis

9/7 **Choosing a Topic**

Reading: Chapter 6

Assignments: Peer feedback (peer feedback 10 pts)
Bring a list of 20-25 potential speech topics to class

Activities: Narrowing your topic

WEEK 4

9/10 **Informative Speaking**

Readings: Chapter 13 & Appendix “Campus Kitchen” pp. 416-417

Activities: Speaking partners determined
Brainstorm informative speech topics

9/12 **Informative Speaking (Cont.)**

Readings: Read Courtney Love “Piracy in the Music Business” and William Lyon Phelps “The Pleasure of Books” (available on Canvas)

Assignments: Be prepared to discuss speeches as they relate to the previous readings/assignments

Bring your topic idea(s) to class

Activities: Partner Practice
5 strategies

9/14 **Researching the Speech**

Readings: Chapter 7

Assignments: Political Ads Assessment (25 pts)

Activities: Researching a topic (you will be working in your partner groups. If possible, one of you should have a laptop.

WEEK 5

9/17 **Arrangement**

Readings: Chapter 9

Assignments: Bring a photocopy or printout of a speech you like to class. This should not be a speech you find anywhere in this course syllabus or on Canvas.
Bring your topic to class

Activities: Partner Practice
Identifying the main ideas

9/19 **Arrangement (Cont.)**

Readings: Chapter 10

Assignments: Bring your speech from Monday to class.
Bring your topic to class.

Activities: Partner Practice
Introductions and conclusions

9/21 **Arrangement**

Readings: Chapter 11

Assignments: Bring your speech from Monday to class.
Bring your topic to class.

Activities: Partner Practice
Outlines and audiences

WEEK 6

9/24 **Visual Aids**

Readings: Chapter 15

Assignments: Bring your speech from last Monday to class.
Bring your topic to class.

Activities: Partner Practice
Discussion of visual aids

9/26 **Speech Criticism**

Readings: Chapter 4

Activities: Watch and evaluate sample speeches

9/28 **Informative Speech Workshop**

Assignment: Working outline due (25 pts)

Activities: Speaking order determined

WEEK 7 – INFORMATIVE SPEECHES (150 PTS)

10/1 **Informative Speeches (9)**

Bring 2 copies of your final outline, use one for your speech and hand in one prior to speaking.

10/3 **Informative Speeches (9)**

Bring 2 copies of your final outline, use one for your speech and hand in one prior to speaking.

10/5 **Informative Speeches (9)**

Bring 2 copies of your final outline, use one for your speech and hand in one prior to speaking.

WEEK 8

FALL BREAK

WEEK 9

10/15 **Persuasive Speaking**

Readings: Chapter 14

Activities: Persuasive speech topics

10/17 **Persuasive Speaking**

Readings: “Inviting Transformation” (available on Canvas)

Assignments: Midterm Quiz (25 pts)

Activities: Partner Practice

10/19 **Persuasive Speaking**

Readings: Read Carrie Chapman Catt “The Crisis” (available on Canvas)

Assignments: Peer feedback (10 pts)

Activities: Watch and discuss persuasive speech examples

WEEK 10

10/22 **Reasoning**

Readings: Chapter 8

Assignments: Bring a copy of a letter to the editor to class

Activities: Partner Practice

10/24 **Reasoning (Cont.)**

Readings: TDB

Assignments: Reasoning assignment due (25 pts)

Activities: Watch and critique speeches

10/26 **Persuasive Speech Workshop**

Assignments: Working outlines due (25 pts)

*Self-critique for your informative speech (25 pts)

Activities: Speaking order determined

WEEK 11 – PERSUASIVE SPEECHES (150 PTS)

10/29 **Persuasive Speeches (5)**

Bring 2 copies of your final outline, use one for your speech and hand in one prior to speaking.

10/31 **Persuasive Speeches (5)**

Bring 2 copies of your final outline, use one for your speech and hand in one prior to speaking.

11/2 **Persuasive Speeches (5)**

Bring 2 copies of your final outline, use one for your speech and hand in one prior to speaking.

WEEK 12 – PERSUASIVE SPEECHES (CONT.)

11/5 **Persuasive Speeches (4)**

Bring 2 copies of your final outline, use one for your speech and hand in one prior to speaking.

11/7 **Persuasive Speeches (4)**

Bring 2 copies of your final outline, use one for your speech and hand in one prior to speaking.

11/9 **Persuasive Speeches (4)**

Bring 2 copies of your final outline, use one for your speech and hand in one prior to speaking.

WEEK 13:

11/12 **Style**

Readings: Chapter 12
Activities: Debrief Persuasive Speeches

11/14 **Style (Cont.)**

Readings: "I Have a Dream" Appendix pp. 429-432
Activities: Watch and analyze speeches for style

11/16 **Style (Cont.)**

Readings: TBD
Assignments: Compare and contrast styles (25 pts)
Peer feedback due (10 pts)
Activities: Discuss special occasion speeches

WEEK 14

11/19 **Impromptu Speaking**

Readings: "Impromptu Speaking" (available on Canvas)
Assignments: Watch Ronald Reagan and Barack Obama's impromptu speeches
(available on Canvas)

11/21 **Impromptu Speaking Workshop**

Activities: Partner Practice
Assignments: *Self critique for your persuasive speech (25 pts)

11/23 **NO CLASS- THANKSGIVING**

WEEK 15 – IMPROMPTU SPEECH (150 PTS)

11/26 **Impromptu Speeches (9)**

Hand in your handwritten outline immediately following your speech (25 pts)

11/28 **Impromptu Speeches (9)**

Hand in your handwritten outline immediately following your speech (25 pts)

11/30 **Impromptu Speeches (9)**

Hand in your handwritten outline immediately following your speech (25 pts)

WEEK 16

11/31 **Special occasion**

Readings: Chapter 16
Activities: Debrief impromptu speeches

12/2 **Special occasion**

Readings: Eulogy for the *Challenger* Astronauts, 1986

Assignments: Final Quiz (25 pts)

Activities: Watch and evaluate speeches

12/4 **Workshop Special Occasion Speech**

Readings: Lady Bird Johnson "Tribute to Eleanor Roosevelt" (Available on Canvas)

Assignments: Working outlines due (25 pts)

Public Event Speaking critique must be turned in by today (50 pts)

Peer feedback due (10 pts)

Activities: Partner Practice

Create special occasion speech and peer feedback schedule

WEEK 17 FINALS WEEK

12/13 10:30-12:30

Special Occasion Speeches (150 pts)

Oral peer feedback during class (10 pts)

*Self-critique of your impromptu speech (25 pts)

*You only need to complete two self-critiques of your recorded speeches.