Public Speaking Syllabus, COM 1330

Section D357, Tuesday and Thursday from 10:00 am to 11:15 pm. Namm 420A

Professor David Lee

Humanities Department, Room A642

Office Hours: Wednesday 10:30-11:30 am and Thursday 1:00-2:00 pm or by appointment

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**Course Description:**

This course explores the fundamental principles of speaking in public situations and the preparation and delivery of informative and persuasive presentations. Subjects include ethics in public speaking, audience analysis, selecting and researching speech topics, constructing well-reasoned arguments, extemporaneous delivery, and peer evaluation. Students are expected to develop outlines and speaking notes, use visual aids, and improve on verbal and nonverbal delivery skills.

(3 credits; Core COMM; Flex Core Individual and Society)

**Textbook:**

*A Pocket Guide to Public Speaking*, *4th Edition*. O'Hair, Rubenstein, and Stewart**.** Bedford/St. Martin. 2012

ISBN-10: 1-4576-0184-2; ISBN-13: 978-1-4576-0184-2

**Assignments/Graded Activity:**

**General Requirements for all speeches**

• You must prepare a written component for designated speeches, called a speaking outline.

• All written assignments (outlines) must be typed with attention given to grammar, spelling, punctuation and general appearance. Format with 1 inch margins in Times New Roman 12 pt. font, double spaced.

• All information you get from an outside source **must be properly cited** in three places: In your outline, in a “Works Cited” section at the end of your outline, and verbally during your oral presentation.

• Speak extemporaneously from an outline. Do NOT read your presentation to the class.

• Present a well-organized speech with a clear beginning, middle and end.

• Target your speech to your audience; gain and maintain their attention appropriately.

• Always ask yourself what main message(s) your speech will communicate to the audience.

**Impromptu Speech & Special Occasion Speech**

The impromptu speech is an ‘on-the-spot’ speech not planned in advance. This is a chance for the Professor to observe students’ speaking style and abilities and consider custom strategies for each student. This will be a fun ‘ice-breaker’ and I will be grading generously on this speech. No outline is required. The Special Occasion Speech is a chance to prepare a speech for an upcoming event such as a birthday, wedding, etc.

**Object, Informative, and Persuasive Speeches**

We will have three major speeches this semester—Object, Informative, and Persuasive. The Object Speech is where you bring an item to class and explain how it represents your success in life. The Informative Speech is where you educate the audience about a topic of your choice. The Persuasive speech is where you try to influence the audience to take an action on some issue. For each speech, you will earn a letter grade according to specific instructions. Be certain to follow the format for all written assignments associated with the speech. It is your responsibility to read the assigned chapters in the book, take notes on lectures, listen and participate in class discussions, and apply the appropriate concepts for each speech.

**Peer Evaluations:**  You are required to evaluate other students. This assignment is designed to help both the speaker (by providing additional feedback) and observer, by encouraging audience members to pay close attention to speeches and to reflect on similarities with, and differences from, his or her own style. In addition it will familiarize you with the criteria the Professor uses to grade your speech. Your peer evaluations need to be substantial, thoughtful, supportive yet offering constructive criticism.

**Participation:**Speech is something that we learn by doing. In this sense, it will be quite different from other courses where you are expected to sit passively and absorb information. Attendance at each class meeting is crucial, and the Professor expects you to be attentive, engaged, curious, asking questions and actively participating during in-class discussions.

**Group workshops:** The class will often break into pairs or small groups to summarize the readings, brainstorm on topics and suggest arguments and supporting materials for one another’s speeches. These workshops will be orderly, engaged, and each student is required to participate equally. You are expected to take a genuine interest in helping each other achieve academic goals.

**Exams:** Exams are designed to test your knowledge of principles from the textbook that we will discuss in class. Questions will be written, multiple choice and T/F. Blackboard exams are mandatory as is the final exam.

**Grading Criteria**

A 94-100 A- 90-93 B+ 87-89 B 84-86 B- 80-83 C+ 77-79 C 74-76 C- 70-73 D+ 67-69 D 60-66 F 0-59. *Your final grade will be comprised of the following:*

Impromptu Speech 5%

Object Speech 15%

Informative Speech 20%

Persuasive Speech 25%

Special Occasion Speech 5%

Attendance and Participation 10%

Peer evaluations 5%

Exams 15%

*TOTAL POSSIBLE* 100%

For each speech, I will provide you with specific grading criteria. Evaluation will be based on your organization, your content, and your delivery.

In general, your speech grades will be based on the following criteria:

**“C” level speech**

• Conforms to assignment

• Student ready on speech day

• Speech within time limits

• Fulfills special requirements

• Has clear specific purpose and central idea

• Identifiable introduction, body, conclusion

• Reasonable directness and competent delivery

• Free of grammar and pronunciation errors

•Outline is clear, readable and free of errors in spelling, grammar and punctuation

•All supporting material is cited properly and fully

**“B” level speech**

Meets all of the requirements for a “C” speech plus:

• Deals with a challenging subject

• Fulfills all major functions of introduction, body and conclusion

• Displays clear organization of main points and supporting material

• Support of main points with evidence is accurate, relevant, objective, and sufficient

• Skillful delivery: not distracting to message

• Proficient use of connectives:

-transitions

-internal preview and summaries

-signposts

**“A” level Speech**

All the requirements for a “C” and “B” speech plus:

• Genuine contribution by speaker to the knowledge and beliefs of the audience

• Sustains positive interest of audience

• Vivid and interesting use of language

• Unusual and amazing facts

• Speaker displays confidence, insight and uses storytelling and humor effectively

• Fluent delivery that strengthens message

• Student research shows sophistication and a range of supporting materials including books and academic articles

**“D” level Speech**

Is seriously deficient in “C” requirements

**“F” level Speech**

You’ve not completed the speech or you have done so, but have wasted your time, my time and that of your fellow classmates.

**Outcomes and Objectives**

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| --- | --- |
| **Course Learning Outcomes** | **Competencies** |
| Gather, interpret, and assess information from a variety of sources and points of view. Cite sources in three places: In-line; in a “Works Cited” section; and verbally during your oral presentation. | Assessment is based on oral and written speech assignments that require synthesizing varied perspectives from multiple types of information. As with all college assignments, all outside research must be cited. |
| Evaluate evidence and arguments analytically, and produce well-reasoned written and oral arguments using evidence to support conclusions. | Assessment is based on analytical skills used to develop persuasive arguments for presentations, class discussions, and oral/written assignments exams. Claims must be supported by evidence and cited meticulously. |
| Articulate and assess ethical views and their underlying premises, including uses of data and other information resources to respond to problems and questions. | Assessment is based on students’ comprehension of audience analysis—the responsibility of constructing ethical and culturally intelligent messages—which is typically demonstrated through delivering verbal/nonverbal communication, using supporting material in an ethical manner, building their own arguments, providing constructive peer feedback, and displaying tolerance for other values/beliefs. |
| Identify and engage with local, national, or global events, trends or ideologies, and analyze their impact on individual or collective decision-making. | Assessment is based on students’ understanding of the relationships between cultures and professional communication processes, and the issues that are associated with globalization, cultural diversity, and identity. Instructors may select texts from several disciplines (communication studies, psychology, sociology, media studies, and cultural studies), and from multiple perspectives. Demonstrated through presentations, research, oral/written assignments, exams, personal experience, and discussions. |
| Demonstratethe skills to compose and present appropriate verbal and nonverbal messages to diverse audiences. | Assessment is based on severalindividual speeches and participation in oral/written exercises throughout the semester. This includes responding to the instructor and to other students. |
| Demonstrate effective use of varied presentational aids and communication technologies to enhance their speeches. | Assessment is based on students’ knowledge of communication and technical skills through online learning platforms, and/or through their own presentations. It is also based on the effective and purposeful use of visual aids used in speeches. |
| Demonstrate the skills necessary to compose/create and present informative and persuasive messages. | Assessment is based on the development of an informative and persuasive speech, from selecting topics, gathering data, organizing outlines, citations, delivering an audience centered messages, and providing constructive critiques. |
| Demonstrate competence in active and effective listening skills. | Assessment is based on observation, peer evaluations, class discussions, and class activities. |
| Demonstrate observational and critical evaluation skills by critiquing student speeches in an appropriate fashion in oral/written format. | Students will critique speeches throughout the semester. Assessment can include both oral and/or written format. |

**Course Policies:** You are required to read the course policies. Any concerns regarding the policies or procedures of this course, as stated in this syllabus, or, as they occur in class should be discussed directly during an office appointment.

**1. Blackboard/Email Requirements**— It is *mandatory* that you set up and check your CAMPUS email and Blackboard accounts regularly. Your Professor uses Blackboard for grading, outline submission, exams, and other class activities and you are expected to complete all these assignments. Personal email accounts are not connected to Blackboard, which means that you will not receive critical information from me. It is possible to link personal and campus accounts. Get technical support at G604.

Please note: Not knowing how to check your email or use Blackboard is not a valid excuse. Failure to use both will result in a lower grade.

**3. College Attendance Policy:** Attendance is *mandatory* for all class meetings. This attendance policy will be strictly enforced. Each student will be permitted a total of 3 unexcused absences. After that, each unexcused absence will result in 3 points off your final grade. If notified by email at least 24 hours in advance, occasional absences may be excused at the Professor’s discretion, provided that the student can document an emergency (such as illness, injury, death in the immediate family, childcare or eldercare emergency or other significant personal crisis.) Chronic lateness is not permitted, and three late entries are equal to one absence. You are required to attend and participate in every session as either a speaker, audience member or group/discussion participant.

**FYI, CUNYfirst documents your class registration date.** If you miss the first day or first week of school and your name appears on the CUNYfirst roster, then you are considered absent. Students who are absent on the first day or week are responsible for acquiring class notes from other students, checking Blackboard, and speaking to the professor.

**4. Oral Assignments**:

All speeches must be presented in order to pass the class. **No make-up speeches or exams allowed unless** a) you miss a speech due to an emergency that is documented and verifiable; b) you contact your Professor via email or phone as soon as possible. At this point, you may or may not be permitted to make-up the speech—it is contingent upon available class time, and at the professor's discretion. All students not present on speech days will lose one whole letter grade on that speech for each missed day. FYI, Speeches will not be presented in the Professor's office and late work will not be accepted once the semester ends.

**5. Professionalism:**

You are expected to turn in original work of high standard. Speeches will be graded on given criteria as well as on spelling, grammar, and appearance. You are expected to have read assigned material before coming to class. Please plan ahead. The course is designed to structure your work in a way that facilitates planning. Let the course design work for you.

**6. Etiquette**:

It is expected that students in this class will conduct themselves with good sense, courtesy, and dignity in all course-related activities. This includes your behavior towards other students and the professor. Use common sense. *Students should never enter a class when an oral presentation is in progress or walk in front of a speaker to get to their seat. Never talk, eat, or make distracting noises at your desk while a speaker is presenting and being graded.*

CELL PHONES, TEXT MESSAGING, MUSIC DEVICES, or other forms of communication technology are prohibited in the classroom. Please show respect by turning off all technology and removing earphones etc. before entering the classroom.

\*\*Text messaging or checking social media under the desk has become a serious problem in the classroom. Not only is it obvious and distracting to the professor, but also it disrupts the learning environment for everyone—including you! It prevents you from taking notes and paying attention. Missing pertinent information will result in poor performance and ultimately a lower grade. The professor will not reward you by answering questions or repeating instructions after class for students who are seen text messaging or using social media during class. I understand that life happens, so if you have an emergency or simply need to check in with a babysitter or an ill family member, politely excuse yourself from the room to use the phone. I will extend the same courtesy to you. \*Please note: Using any form of technology during a lecture, group work, or presentation will result in an *absence for the day*. Using any form of technology during an exam is an automatic FAIL.

**7. Written Assignments:**

An important part of developing your speech is the outline. 1) Failure to turn in a speech outline at the time of your presentation will prevent your speech from being graded, and you will not receive a grade better than “C”. 2) All outlines and reference pages are required to follow specific guidelines provided by the Professor and meet basic college criteria—neatly typed, black ink, 12 Font, double space, stapled and spell checked. 3) Outlines that are not in the appropriate format will be rejected and considered late. 4) Many of the speeches require outside research, and any information you get from outside sources MUST BE CITED. The Professor will explain the 3 places you need to put citations (in-line; in a “Works Cited” section at the end of your outline; and verbally within your oral presentation.) Not citing sources or citing incorrectly is VERY SERIOUS and may result in an F or other academic discipline. See section below about plagiarism.

Outline Evaluation Criteria

*1000 Level Writing Criteria:*

Clarity, Concreteness, and Conciseness:

* Clarity - write so that your concepts, organization, paragraphs, and sentences are clearly understandable to your audience.
* Concreteness - write specifically for your audience in a way that includes examples to support your ideas.
* Conciseness - write simply and directly, unless you have a specific purpose for doing otherwise

Organization

* Organize your speech around the main ideas as detailed in the assignment objectives
* Lay out main ideas clearly and support them with **specific examples**
* Connect all parts of your writing with logical, smooth, and understandable transitions

Style

* Demonstrate basic academic standards for formatting, language, and grammar
* Effective use of amazing facts, stories and humor to make your speech entertaining

Sources

* Timely and relevant sources. Scholarly journals, credible websites, and newspapers.
* Correct APA or MLA Documentation Style.
* Proper citation of all supporting material including images.

**8.** **Academic Integrity at City Tech**

“Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion.” (See pp. 73-76 in the student handbook).

*Plagiarism*is the act of presenting another person’s ideas, research or writings as your own. The following are some examples of plagiarism listed in the student handbook:

* Copying another person’s actual words without the use of quotation marks and footnotes attributing the words to their source.
* Presenting another person’s ideas or theories in your own words without acknowledging the source.
* Using information that is not common knowledge without acknowledging the source. Failing to acknowledge collaborators on homework and laboratory assignments.
* **Internet Plagiarism** includes submitting downloaded term papers or parts  
  of term papers, paraphrasing or copying information from the internet without citing the source, and “cutting and pasting” from various sources without proper attribution.

**9. Learning Center:**

The Learning Center offers free tutorial services for students who need help with grammar, organization, citation, etc. They offer seminars on Microsoft Word, writing workshops and conversation groups for ESL students. Your tuition pays for the City Tech Learning Center and your Professor will instruct you to seek out the services they have to offer.

**10. Reasonable Accommodation:**

I am committed to providing reasonable accommodation to students with disabilities. Any student who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact me personally so we can discuss accommodations necessary to ensure full participation and to maximize educational opportunities.

**Weekly Course Schedule** (May be subject to change at Professor’s discretion)

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| **Date** | **Class activities** | **Assignments due** | **Assignments for next class** |
| Wk. 1  8/27 | Roll call; Review of Syllabus; Introduction Lecture; Extemporaneous Speaking; Data sheets and contracts; Assign Impromptu Speech | Personal data sheet due after class | Read chapter 1 - 3 and chapter 17 (especially about Impromptu Speaking) |
| Wk. 2  9/1 | Impromptu Speech Presentations; Outline, Citation and Peer Evaluation Workshop | Impromptu Speeches | Read chapters 4 - 6 |
| 9/3 | Impromptu Speech Presentations; Outline, Citation and Peer Evaluation Workshop | Impromptu Speeches | Read chapters 4 -6 and chapter 14 on Outlines |
| Wk. 3  9/8 | Feedback on Impromptu Speeches; Establishing Credibility; Topic and Purpose; |  | Read chapters 7-11 on Development |
| 9/10 | Supporting material; Assign Object Speech |  | Read chapters 7-11 on Development; Prepare Outline for Object Speech |
| Wk. 4  9/15 | Object Speech Presentations | Object Speech Outlines due  Peer evaluations due | Read chapters 12- 14 on organization |
| 9/17 | Object Speech Presentations | Peer evaluations due | Read chapters 12- 14 on organization |
| Wk. 5  9/22 | Feedback on Object Speeches; Organizational Patterns; Introductions and Conclusions; Outlines | Class activity | Read chapters 15, 16 and chapter 23 on Informative Speaking |
| 9/24 | Method of Delivery; Types of Speeches; Backing up your claims with evidence; Assign Informative Speech | Oral Activity | Read chapters 15, 16 and chapter 23 on Informative Speeches;  Choose topic and purpose for Informative Speech |
| Wk. 6  9/29 | Forms of argument; Critical analysis; Adapting technical information for non-specialists | Topic and Purpose for Informative Speech Due | Read chapters 9 – 11 and chapter 23 on Informative Speaking |
| 10/1 | Claim + Evidence = Warrant; Making Your Speech Exciting; Assign Informative Speech Outline | Writing Activity | Read chapters 9 – 11 and chapter 23 on Informative Speaking; Prepare draft outline for Informative Speech |
| Wk. 7  10/6 | Informative Speech Group Workshops | Draft Outline due; Group Activity | Read chapters 20 – 22 on Visual Aids |
| 10/8 | Informative Speech Group workshops |  | Prepare final outline for Informative Speeches |
| Wk. 8  10/13 | Ethics and Public Speaking; Speech and Social Change | Final outlines due for Informative Speech | Prepare final outline for Informative Speeches |
| 10/15 | One on One Meetings About Informative Speeches by Appointment |  | Practice Informative Speech |
| Wk. 9  10/20 | Informative Speech Presentations | Informative Speeches  Peer Evaluations due |  |
| 10/22 | Informative Speech Presentations |  | Read chapter 24 on Persuasive Speaking and prepare one page summary for Monday |
| Wk. 10  10/27 | Informative Speech Feedback; Introducing Rhetoric and Persuasion; Public Speaking and social change | Chapter 24 one page summary due. Oral activity |  |
| 10/29 | More on Rhetoric and Persuasion; Action Steps; Assign Persuasive Speech | Oral activity | Prepare topic, purpose and action step for Persuasive Speech |
| Wk. 11  11/3 | Introducing Forms of Argumentation and Logical Fallacies | Topic, purpose and action step for Persuasive speech due |  |
| 11/5 | Developing Arguments and Action Steps | Writing activity | Prepare draft outline for Persuasive Speech |
| Wk. 12  11/10 | Persuasive Speech Group workshops | Draft outline for Persuasive Speech due |  |
| 11/12 | Persuasive Speech Group workshops | Group activity | Prepare final outline for Persuasive Speech;  Practice Persuasive Speech |
| Wk. 13  11/17 | Persuasive Speech Presentations | Final outline for Persuasive Speech due |  |
| 11/19 | Persuasive Speech Presentations |  | Read chapter 25 on Special Occasion Speeches |
| Wk. 14  11/24 | Introducing Special Occasion Speaking; Effective Use of Humor; Assign Special Occasion Speech |  | Prepare Special Occasion Speech outline;  Practice Special Occasion Speech |
| 11/26 | No classes |  |  |
| Wk. 15  12/1 | Special Occasion Speech Presentations | Outline for Special Occasion Speech due |  |
| 12/3 | Special Occasion Speech Presentations |  |  |
| Finals | Final Exam Review/Exam |  |  |