

SPE 1330: EFFECTIVE SPEAKING

New York City College of Technology

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Course Overview

SPE 1330 (Effective Speaking) is designed to achieve two broad aims. First, we seek to advance your knowledge of the public speaking process. We will accomplish this aim through a combination of written assignments that are designed to prepare you for public speaking situations. Second, the course is designed to strengthen your skills as a speaker. Your skills will be advanced through the active participation in a series of speaking assignments.

Your skills and knowledge will grow as the semester unfolds. As a part of this process, you should begin to develop a positive attitude toward public speaking and your skills as a speaker. Following the completion of the course, we encourage you to build on your understanding of the public speaking process so that you can continue to develop as a speaker.

Course Objectives

After completing this course, students should:

1. Possess an understanding of the communication process;
2. Possess an understanding of how to prepare, deliver, and evaluate speeches;
3. Demonstrate an understanding of the ethical responsibilities associated with public speaking; and
4. Demonstrate the skillful use of communication in public speaking contexts.

SCHEDULE OF CLASSES AND ASSIGNMENTS (T/W/R)

<u>Date</u>	<u>In-class</u>	<u>Assignment Due</u>
W 8/28	Course Introduction	Ch. 1
M 9/2	NO CLASS – College is Closed	
W 9/4	NO CLASS – College is Closed	
M 9/9	SELF-INTRODUCTION SPEECHES; Pgs. 13, 15	
W 9/11	The Communication Process	Ch. 2; Pgs. 3, 5, 9
M 9/16	Delivery; Pg. 11	Ch. 3
W 9/18	Topic Selection / Informative Speaking; Pg. 19	Ch. 4 Pg. 17
M 9/23	Audience Analysis; Pg. 21	Ch. 5
W 9/25	IMPROMPTU SPEECH 1; Pgs. 23, 25	Pg. 19
M 9/30	Joint Session / BHS	
W 10/2	Joint Library Session Research Session; Pg. 29	Ch. 6; Pg. 27
M 10/7	Organizing and Outlining Your Speech, Pg. 35 (Body; Introduction and Conclusion)	Ch. 7; Pg. 31
W 10/9	Double Session of ENG 1101	
M 10/14	NO CLASS – College is Closed	
T 10/15	Joint Session - BHS / IMPROMPTU SPEECH 2	
W 10/16	Review Session	
M 10/21	MIDTERM EXAM	
W 10/23	Visual Aids; PowerPoint; Pg. 41	Ch. 8
M 10/28 (DS)	INFORMATIVE SPEECHES	Final Outline
W 10/30	INFORMATIVE SPEECHES	Speech Day: Bring Pg. 43 Evaluation Day: Bring 2 Peer Evaluation Forms
M 11/4	Persuasive Speaking, Pg. 47	Ch. 9; Pg. 45
W 11/6	Persuasive Speaking	
M 11/11	Double Session of ENG 1101	
W 11/13	Language, Pgs. 49, 51	Ch. 10

M 11/18	Persuasive Speech Video Evaluation	
W 11/20	Persuasive Speech Outline Session	
M 11/25	Double Session of ENG 1101	
W 11/27	NO CLASS - FRIDAY SCHEDULE	
M 12/2	(DS) PERSUASIVE SPEECHES	Final Outline
W 12/4	(DS) PERSUASIVE SPEECHES	

Speech Day: Bring Pg. 57, 59
Evaluation Day: Bring 2 Peer Evaluations

M 12/9	Special Occasion Speaking	Ch. 11
W 12/11	Review Session for Final Exam	
M 12/16	FINAL EXAM (Chapters 7-11)	
W 12/18	Watch On-Site "Walking Tour" Videos	

Late Work Policy

No late work will be accepted in this course. All assignments are due in class the day listed on the schedule above. Some assignments will be taken up at the beginning of class and others will be taken up sometime during class. If you do not turn work when it is collected, you will not receive credit for the assignment.

***If you do not present on the day on which you are assigned, you will not receive credit for the speech as well as any cursory assignment related to the presentation.

***If you anticipate missing a particular day of class then you may turn in work early and receive full credit on that assignment. If you wish to take advantage of this policy, please contact me ahead of time. While you may always turn in work early for full credit consideration, work turned in late will receive a Zero.

Tardy Policy

***Every two tardies (arriving after class begins) will count as one absence. Also, if you arrive after an assignment is collected, that assignment will be considered to be late and you will not receive credit for the assignment.

Course Requirements and Policies

Required Text

Leading your audience: A systematic approach to public speaking. 2nd Edition.
Laura Arnett Smith

(Text available at the Bookstore)

Web page Resources

<http://openlab.citytech.cuny.edu/spe1330fall2011/>

Ursula C. Schwerin Library: <http://library.citytech.cuny.edu>

Student Responsibilities

In order to achieve the course objectives, the following policies will be followed:

- A. SPE 1330 is NOT a lecture course. There will be numerous classroom exercises that require your active participation. Most of your time will be spent interacting with others. You are responsible for reading the material assigned for each class. **In order to participate effectively, you must read the assigned material!**
- B. Class attendance is mandatory. Absences will affect your final grade:
 1. **City Tech policies permit a total of three (2) absences in a tri-weekly class. The third absence results in a 10% reduction in your final grade. Over 3 absences in a tri-weekly class will result in a WU final grade (which becomes an F on your transcript).**
 2. Each lateness counts as a half absence.
 1. All assignments must be submitted on time. Since major assignments such as speeches and exams are announced well in advance, a make-up will only be allowed in the case of both a documented illness or family crisis and by the consent of your instructor.
 2. It is your responsibility to contact the instructor concerning illnesses or other circumstances that prevent attendance, **before** the next scheduled class meeting or, if possible, before the absence occurs.
- C. Four (4) broad guidelines have been established for the presentation of your speeches:
 1. Presentations must be original and must reflect careful preparation. Standards of originality and thorough preparation require that the viewpoint, structure, and style of the presentation be your own, except where specific indebtedness is acknowledged by oral and written citation. The University policy concerning academic integrity will be applied in this course. You will be asked by your instructor to read, sign, and submit the following page regarding your commitment to academic honesty through the work you submit.
 2. All speeches must be within the boundaries of good judgment and taste. If you are in doubt about what is appropriate, check with your instructor **before** the speech is delivered.

3. You must adhere to all legal statutes governing the community and university. Illegal or hazardous articles or materials (drugs, firearms, alcohol, or other weapons, live animals, explosives, and so on) and potentially disruptive or dangerous activities (tuning motorcycle engines, extracting snake venom, cleaning fish, and so on) are NOT permissible in the classroom under the guise of visual aids or demonstrations.
4. You may not jeopardize the safety of any audience member.

Description of Assignments

Self-Introduction Speech—25 points

The purpose of this assignment is to introduce yourself to the class by condensing the most important information about yourself into a short one to two (1-2) minute speech. The speech length may be shortened to one minute and 20 seconds for shorter classes in order to allow all students to speak on the same day. This assignment enables class members to learn more about each other, and to create a supportive speaking environment. This assignment may also help you learn more about yourself and what is most important to you. Ultimately, it will give you more experience in front of the group before major speeches. This speech should be prepared in advance, (therefore extemporaneous—see Ch. 3). It is not an impromptu presentation.

Impromptu Speeches—25 points each

Many speaking situations you encounter in life will be impromptu. That is, you will be required to speak with little or no preparation. Because of this, you will have two (2) opportunities to deliver this type of speech. One of the primary goals of this class is for you to organize your thoughts and present them clearly. The impromptu speeches will give you the best opportunity to think on your feet and recognize the importance of a well organized message. They will also give you the opportunity to become more comfortable speaking in front of your peers, while practicing your skills in adapting to audience feedback. You will be given approximately one minute and 20-30 seconds to deliver each impromptu speech. The time limit will be given by your instructor.

The requirements for both impromptu speeches are provided in your textbook. Your instructor will give you a few minutes to gather your thoughts and jot down a few notes to use during the speech. Remember that organization is the key to communicating a message and enhancing your credibility with the audience. The audience will not expect the kind of polished speech that they would for a prepared assignment. However, it is important to deliver the message effectively and to avoid distracting vocal and physical mannerisms that interfere with your message.

Informative Speech—170 points (4-6 minutes)

The purpose of this speech is to teach your specific audience about an object, process, event, or concept. Informative speeches are also designed to bring **new** information to the audience. Consider your own interests and abilities, but also decide which topic would be most interesting for your audience.

You will need to use **at least three (3) credible and current and sources** for this speech. **Speakers who fail to include at least three (3) sources will be penalized two full letter grades. Thus, a**

speech lacking the required number of citations will not receive a grade higher than “C.” At least one (1) source must be considered scholarly for your topic (see Chapter 6). At least two (2) sources must be a non-Web source. That is, if you only have three sources, only one may be a Website.

You must turn in a complete preparation **outline** with a reference page (the sources included in your speech) on the first day of speeches. The outline will be evaluated by your instructor and be part of your informative speech grade. Your outline must follow the format provided in the textbook. A copy of your complete preparation outline will be due to your instructor on the first day of speeches no matter what day you speak. You will also give your evaluation form to your instructor on the day you speak.

You must complete the speech in the time allotted. Speeches under or over the allotted time will incur a loss of points from the final grade. Speakers who exceed the allotted time may be stopped by the instructor.

Reading the speech is not permitted. A speaker who reads his/her presentation will not receive above a “C.” When you deliver your presentation, we expect you to be organized, make use of a speaking outline as an extemporaneous speaker, and maintain eye contact with the audience. In addition, we expect you to make appropriate use of visual aids if your information calls for them.

Your instructor will offer the option of using a visual aid in your informative speech if its information calls for one. Therefore, if your speech lends itself to the use of a visual aid, you will be penalized if you elect not to use one. When you do use a visual aid you will be graded on how well you choose the correct type of visual aid for the information you have, how well you prepare the visual aid, and how well you present it. If you do not use a visual aid for your persuasive speech you will be graded on whether or not your speech information called for one.

Persuasive Speech—200 points (5-7 minutes)

The goal of this assignment is to prepare and deliver a speech designed to change or reinforce the attitudes, beliefs, and/or behaviors of the audience. You are encouraged to follow Monroe’s Motivated Sequence as an organizational pattern for a persuasive speech of question of policy, and a topical pattern for speeches of question of fact or value, discussed in Chapter 9.

You must use **at least five (5) credible and current sources** in this speech that support your point of view and supply sound reasoning. At least two (2) sources must be considered scholarly for your topic (see Chapter 6). At least three (3) sources must be something other than a Website. Remember from Chapter 6 that a database is not a Website. **Speakers who fail to cite at least five (5) sources in this speech will be penalized two full letter grades. Thus, a speech lacking the required number of citations will not receive a grade higher than a “C.”** A copy of your complete preparation **outline** with references will be due the first day of speeches. The evaluation form and visual aid evaluation form must be turned in to your instructor at the beginning of class on your speech date.

A visual aid is required and must meet the criteria on the visual aid evaluation form. We expect you to present sound evidence and logical reasoning to the audience. We expect you to make appropriate use of note cards and to maintain appropriate eye contact. You must conform to the allotted time for the speech.

Visual Aid—25 Points

You will be required to include a visual aid (worth 25 points) for your persuasive speech (see Visual Aid Evaluation Form). You will be graded on how well you choose the visual aid for the information you have, how well you prepare it and how well you present it during your speech. If you do not use a visual aid for your persuasive speech you will forfeit the 25 points.

Examinations—200 Points

All students enrolled in SPE 1330 will be required to take a midterm and final exam (100 points each). These are departmental examinations and will be comprised of recognition and application questions in multiple choice and true/false format. The midterm exam will cover Chapters 1-6 and the final exam will cover Chapters 7-11.

Peer Evaluations—50 Points

During the informative and persuasive speeches, you will be asked to complete evaluations of several speakers. The peer evaluation forms are located in the back of the Activities, Assignments, and Evaluation Forms section of your text. You will be assigned to evaluate several speakers by your instructor. Please note: Your name will be removed from the top of each evaluation form by the instructor. Thus, the speaker will not know the identity of the evaluators, so you may be honest with your comments.

It is our hope that by evaluating others you will become a more active listener, gain a better understanding of the concepts and skills associated with public speaking, and reflect on your own speaking skills. You are in this class to become not only a competent speaker but also an effective evaluator of messages.

In order to prepare your peer evaluations, you should do the following:

1. Review the specific speech requirements of the informative speech from the syllabus and the Informative Speech Evaluation Form;
2. Review the Peer Evaluation Form to become familiar with the location of all components;
3. Have the Peer Evaluation Form out on your desk when observing the speaker;
4. Record your observations on the form while listening to the assigned speaker; and
5. Rate the speaker in every applicable category, and include comments regarding both strengths and weaknesses.

Each set of peer evaluations is worth 15 points. Since you will be completing peer evaluations during both informative and persuasive speeches (two separate occasions), the total worth of the assignment is 30 points. If you are absent on the day you have been assigned by your instructor to conduct the peer evaluation, you will not be permitted to make up the assignment.

The grade a speaker receives for his/her speech will not be impacted by the peer evaluations. However, it is useful for the speaker to receive comments from peers to supplement the instructor's comments.

Self Evaluations—50 Points

Each student will be expected to complete a self-evaluation following both the informative and persuasive speeches. The two (2) evaluation forms are located in the Activities, Assignments, and Evaluation Forms section of the text. Because you will be videotaped for these two speeches, you should take your video/disk home and watch before you begin. Your comments should reflect an honest evaluation of your presentation. You need to respond in essay form; you may use the back of

the form if necessary. Make certain you answer the entire question that is being asked. **Simply turning in the form does not guarantee that you will receive the 15 points possible for each self-evaluation.**

Library Assignment—60 Points

Your class will be visiting a Schwerin Library computer lab prior to informative speeches. The library session will allow you to learn how to use search engines and databases to locate helpful sources of information for speech assignments. You will be expected to complete Part I of this assignment prior to the visit, Part II during the visit, and Part III after the visit. The Library Assignment (found in your course packet) must be submitted at a date assigned by your instructor. This assignment will be worth a total of 40 points.

On Site Speech Video - 50 Points

This portion of your grade requires you to visit the site you've selected for your walking tour speech and videotaping yourself delivering that speech. The speech must then be uploaded using YouTube and tagged to a shared Google Map.

Activities—70 Points

Activities and exercises are considered a critical component of this class. It is important to read the material and to be prepared for all assignments. Effectively completing the activities assigned to you is one indicator of your understanding of the assigned readings. Your total activities/exercises grade will be worth 70 points. These activities are listed on a form in the back of this syllabus. Completing them will help you study for your exams, and help you prepare for your speeches.

Speech Contest Evaluation—50 Points

On the last official day of class, before finals, you will be completing this assignment in class. You will be responsible for printing out the assignment from the department website, listed on page 3, and bring it to class. You will not be able to make up the assignment without bringing your own to class. You will watch five student speakers on video from a previous semester's speech contest. The assignment will require you to evaluate them and answer some questions requiring your textbook, so do not forget to bring this to class.

Criteria for Grading Speeches

Just as SPE 1330 instructors follow the same guidelines in determining the number and type of assignments for their courses, we also follow the same guidelines in grading those assignments. In general, a "C" on a speech means that you have met the minimum requirements for that assignment; a grade of "A" or "B" means that you have exceeded the minimum requirements in a significant way; and a grade of "D" or "F" means that you have failed to meet two or more of the requirements for the assignment. **The average grade for major speeches in this class is a "C."** In addition, **simply attempting and/or completing a speech does not guarantee that you pass the speech.** More specific information on grading criteria is provided below. Remember that your course grades page does include plus and minus grades.

1. **C = Average, satisfactory work.** To be judged as average and satisfactory, your work must:
 - a. Meet all specific requirements for the assignment (length, purpose, organization, sources, delivery, and so on);
 - b. Be delivered on the assigned date and within the appropriate time limit;
 - c. Exhibit sound organization—a clear purpose adequately supported by main ideas that

- are easily identified;
 - d. Be intellectually sound in developing a topic of worth with adequate and dependable supporting materials;
 - e. Fulfill any special requirements of the assignment—such as use of three examples of supporting material;
 - f. Exhibit reasonable directness and communicativeness in delivery; and
 - g. Be correct in grammar, pronunciation, and articulation.
2. **B = Above average work.** To be judged as above average, your work must meet the criteria for a “C,” as well as the following:
- a. Exhibit skillful use of connectives/transitions;
 - b. Demonstrate above average skill in using language, organization, and supporting materials to engage and challenge the audience;
 - c. Establish genuine rapport and interaction with listeners through style and delivery; and
 - d. Challenge the audience to think, or arouse in listeners a depth of response.
3. **A = Superior work.** To be judged superior, your speech must meet the criteria for a “C” and “B,” as well as the following:
- a. Constitute a genuinely individual contribution to the audience’s thinking;
 - b. Demonstrate exceptional skill in using the communication elements to create audience understanding and acceptance of a complex viewpoint or argument; and
 - c. Illustrate skillful mastery of connectives/transitions and of presentation of ideas.
4. **D or F = Below average work.** To be judged below average means that the speech is deficient in some or several of the factors required for an average “C” speech. **Any speech read from notes or not containing the required number of sources will NOT receive above a “C” at best.**

Grading Questions or Issues

SPE 1330 covers the basic principles of public communication. Topics and exercises center on the application of communication principles and formal presentation skills. While the public speaking course is staffed by several different instructors, each follows the policies and procedures described in this syllabus.

If you feel your instructor and/or peers are not following these policies, it is your responsibility to raise the issue with your instructor.

Introduction to the Text

The course is divided into eleven chapters. Chapters One, Two, and Three begin with an introduction to the course, and cover topics such as speech anxiety, credibility, ethics, and listening. The introduction also includes an overview of the history of public speaking and the communication process.

Public speaking provides one context or situation in which communication occurs. In order to become an effective public speaker, you must possess a basic understanding of the communication process. In this section of the course, we will define communication, review selected models of how the

communication process works, and distinguish between public speaking situations and other communication contexts. In addition, cultural diversity and ethnocentrism will be discussed.

Following the overview of the communication process, we will focus on the different methods of delivering a speech and their appropriate use, in Chapter Three. Specifically, we will review the elements of effective delivery such as use of voice, eye contact, and body movement.

In Chapters Four and Five, we begin to walk you through the speechmaking process, by introducing you to topic selection, purpose statements, and audience analysis. We begin to apply this information to informative speaking contexts.

In Chapters Six, Seven, and Eight, we continue to develop your knowledge of the speech process by introducing you to the role of supporting information, organizing, and outlining. These chapters conclude with a discussion of visual aids and final speech preparation.

Chapters Nine, Ten, and Eleven, introduce you to persuasive speaking and special occasion speaking. In addition, we review appropriate language use and its role in the public speaking process.

COURSE GRADES

Your final course grade will be determined by your performance on the following assignments. The total points possible for each assignment are recorded in the left column. The right column is provided for you to keep a record of your scores during the semester.

	<u>Points Possible</u>	<u>Points Accumulated</u>
Self-Introduction Speech	____ 25	_____
Impromptu #1	____ 25	_____
Impromptu #2	____ 25	_____
Informative Speech	____ 170	_____
Persuasive Speech	____ 200	_____
Visual Aid	____ 25	_____
Midterm Exam	____ 100	_____
Final Exam	____ 100	_____
Peer Evaluations	____ 50	_____
2 Self Evaluations	____ 50	_____
Library Assignment	____ 60	_____
On Site Speech Video	____ 50	_____
Activities	____ 70	_____
Speech Contest Evaluation	____ 50	_____
Extra Credit		_____
Penalty Points—Absences		- _____

TOTAL POSSIBLE 1000 **YOUR TOTAL** _____

925 – 1,000 = A	885 - 924 = A-	855 – 884 = B+	815 – 854 = B
785 – 814 = B-	755 – 784 = C+	715 – 754 = C	685 – 714 = C-
655 – 684 = D+	615 – 654 = D	585 - 614 = D-	< 585 = F

ACTIVITIES FORM

Your activities score has a maximum worth of 70 points. As discussed at the beginning of the semester, your activities score is designed to reward the student who actively contributes to the learning value of the class by completing minor assignments on time. As you receive your graded activities back, record the number of points you miss on each line. If you receive a check mark (✓) give yourself a –0. At the end of the semester, add up the number of points you have received out of 70, then transfer that score to your course grades page. Your instructor may add one more activity that does not appear in the back section of your text.

The following missed or late assignments/criteria deducted points from your activities grade:

<u>Personal Data Form</u>	=
<u>ATSS</u>	=
<u>Listening Types Inventory</u>	=
<u>Topic Selection/Brainstorming Activity</u>	=
<u>Topic Sheet—Informative Speech (2)</u>	=
<u>Source Citation Activity</u>	=
<u>Patterns of Organization Activity</u>	=
<u>Connectives Activity</u>	=
<u>Informative Video Evaluation</u>	=
<u>Topic Sheet—Persuasive Speech</u>	=
<u>Reasoning Activity</u>	=
<u>Fallacy Activity</u>	=
<u>Language Activity</u>	=
<u>Persuasive Video Evaluation</u>	=

Utilizing the criteria above, you have earned a Final Activities Grade of _____
70

NYCCT Statement on Academic Integrity

“Academic Integrity is the idea of faculty and students engaging in the process of teaching and learning with a high level of respect for each other and great attention to the values of trust, honesty, and fairness. Academic integrity is important because it is a critical value upon which students will earn true respect and value from others, not only while at City Tech but, more importantly, after you graduate and enter their chosen professional field.”

What is academic dishonesty?

Academic dishonesty occurs when students plagiarize or cheat in the course of their academic work.

Plagiarism is the presenting of someone else’s ideas without proper credit or attribution. These ideas could come from:

1. Information obtained from books, journals or other printed sources
2. The work of other students or of faculty
3. Information from the Internet
4. Software programs or other electronic material
5. Designs produced by other students or faculty

Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise. Examples of cheating include:

1. Copying from another student during an examination or allowing another to copy your work
2. Unauthorized collaboration on a take-home assignment or examination
3. Using notes during a closed-book examination
4. Taking an examination for another student, or asking or allowing another student to take an examination for you
5. Changing a graded exam and returning it for more credit
6. Submitting substantial portions of the same paper to more than one course without consulting each instructor
7. Preparing answers or writing notes in an exam booklet before an examination
8. Allowing others to research and write assigned papers or do assigned projects, including the use of commercial term paper services
9. Giving assistance to acts of academic misconduct/dishonesty
10. Fabricating data
11. Unauthorized use of electronic devices such as cell phones, text messaging devices, palm pilots, computers or other technologies to retrieve or send information during an exam

You can access the NYCCT policy on academic integrity at:

http://www.citytech.cuny.edu/students/academic_integrity/resolution.pdf

Honor Pledge

As a student of NYCCT, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to academic integrity.

Name (Print)

Your Signature

Date

