

PUBLIC SPEAKING SYLLABUS

I am unique and so is the quality of my communication.

Instructor: Dewi Hokett

Ofc Hours: Tues / Thurs.: 12-5 pm

Textbook: The Art of Public Speaking. Stephen Lucas. 10th ed. McGraw Hill Publishers.
Palomar College Customized Edition.

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Course Objective: To inform the student of the basics of public speaking: speech study, audience analysis, outlining, documentation, organizational skills, word choice, and presentation. In addition, this course hopes to combat the fears associated with public speaking as well as bring out the speaking attributes of each individual.

Course Policy

1. Attendance is mandatory and taken at the beginning of each class. Because of the in-depth nature of this course, your success will be determined by lectures attended. Every absence will hurt your overall performance in this class. Tardies are unacceptable. Two tardies count as an absence. If you are having family problems or a medical emergency, please feel free to come see me.
2. Cheating and plagiarism: Acts of cheating and plagiarism are unethical and unacceptable behavior. Any student found to have engaged in these acts will be subject to disciplinary action according to the rules and regulations of the college as explained in the schedule of classes and course catalogue.
3. Class participation is a vital part of Public Speaking. I welcome your feedback, your ideas, and your questions. I run an informal classroom, I consider class to be an extension of my family and appreciate your presence. Complete respect for the views of your classmates is expected, as well as reverence for the material taught. This course will be tough, rewarding and enjoyable, so please, consider your attitude and attention span as you enter class. Usage of laptops, cell phones, pagers and other electronic devices without the approval of the instructor is prohibited. Participation: 20 points.
4. The student will be responsible for dropping the course, should the need arise. At the semester's end, I am obligated to give a grade, please make necessary arrangements should this occur.

5. The first speech will be presented on a volunteer-selection basis. The students will be asked to volunteer prior to the teacher selection process. If no student volunteers, the teacher will select students to participate. Anyone selected and unprepared to speak on the required day will lose 5 points for each day missed for that particular speech. It will be assumed that an absent student is an unprepared student.
THE NECESSITY OF ATTENDANCE ON SPEECH PRESENTATION DAYS CANNOT BE OVER-EMPHASIZED.

BE INFORMED: Read newspapers, news magazines, and watch any news shows (CNN, Nightly News, 60 Minutes, Dateline NBC, 20/20, 48 Hours) to keep up-to-date on current events.

Grading Policy:

Grading will follow a standard curve: 90% and above = A, 80%-89% = B, etc.
 There are a total of 400 points in this class. Grading components are as follows:

Component	Points	Grading scale based on points:
Attendance	20	A – 400 to 360 points (90% or higher)
Participation	20	B - 359 to 320----- (80% to 89.5%)
Tribute Speech	55	C - 319 to 280----- (70% to 79.5%)
Informative Speech	90	D - 279 to 240----- (60% to 69.5%)
Persuasive Speech	85	F - below 240
Impromptu Speech	50	
Midterm	30	
Final	50	
Total	400 points	

EXTRA CREDIT OPTIONS: The speech classes at Palomar College require an outside research assignment. It may be fulfilled in one of four ways:

Speech Tournament Observation, Persuasive Speech Observation, Great Speakers Paper and Evening of Reading. These will be further outlined in the syllabus and during the course.

Extra Credit Great Speakers Paper (10 points)

Speakers should be limited to contemporary (20th century forward) because it is easy to find copies of speeches in newspapers. Additionally, if it is a major speech, like an acceptance or state of the union address, there is a lot of analysis that follows on the heels of the speech.

Types of speakers: great women activists, religious leaders, politicians, presidents, (again, anyone is who famous enough to have their speeches analyzed in text, or newspaper form following the giving of the speech)
suggestions: <http://www.uttyler.edu/meidenmuller/speechbank.htm> or great women websites.

Sources: 8-10 source cites required from a variety of sources, no more than four of a Kind: newspapers, websites, journals, commentary in texts.

Format: Please use MLA style of formatting and documentation for paper, etc, pagination, title page, bibliography. Remember to run spellcheck and grammatical check before due date, I do count off for these errors!

Content: The paper should be divided into three even categories: Background on the speaker, A synopsis of the speech given, and then analysis of the speech (occasion, official Responses, as well as your ideas about the address itself)

This paper is due the day of the final prep exam, not on the day of the final.

Extra Credit Persuasive Speech Observation (10 points)

Observe a LIVE speech (not television, video, etc), that is of a persuasive nature. This cannot be a speech given by your classmates or yourself. Please seek an outside realm for this assignment.

The following may be seen persuasive speeches: church leader's sermons, a sales presentation, a board meeting, a rally, or march of any kind with speakers, a speech at a special dinner, or a workplace discussion involving keynote speakers.

Only one speaker may be picked, and the following criteria must be observed. Please record your observations in a paper no less than two full pages and no longer than four. Observe in order of the questions below.

1. Where did the speech take place? Was it a large audience, did the speaker use a podium, stand alone, use a microphone, visual aids, if so, what kind?
2. Did the speaker have structure, points, illustrations, persuasive plan, or sources? Was the speaker well prepared? Use notes, memorized?
3. Describe the nature of the speech itself, and what the persuasive premise was. Give as many details as possible regarding the reasoning, and the recency of the speech.
4. Was the speaker persuasive? Did they convince you and the audience that their ideas were workable, believable and urgent? How did you and the audience react to the content itself? To the speaker? Do you believe the impact of the speech would have been different had it been delivered by someone else?
5. What about the speech would you have changed, if anything? What about the venue, or audience would you have changed? What about the speaker would you have changed? What did you feel about the speech, the venue, and the speaker that was done well?
6. Has the speech changed your mind in any way? Did the speech impact you enough to incorporate the ideas and plan into your daily living, or provoke you to let others know about it and the ideas presented?

Please type your responses, double spaced, and numbered per question. Take your time answering these questions and don't rush through them. Remember, someday, an audience may be evaluating your speech and will have the same questions as they listen to you. Think about how you as a speaker can have a positive effect on an audience, and persuade them to act.

Tournament Observation Guidelines (20 points maximum)

In order to observe a tournament, check the Speech Team Website for dates, directions and schedules. Up to 20 points extra credit may be awarded for observation. See instructor regarding points.

[http://www.palomar.edu / speech_asl / speech team / tournaments](http://www.palomar.edu/speech_asl/speech_team/tournaments)

To receive extra credit, the student must observe four rounds of competition. They may choose only rounds involving the speeches given in class: Informative, Persuasive, and Impromptu. The fourth round may be a repeat of the three, or a parliamentary debate. Please note that these rounds must be upper division, which falls under the categories known as “senior” or “open” rounds. These competitors have already won their way out of novice division and will provide quality styles and topics to observe.

Before the round: Arrive to the school at least 30-45 minutes early to find parking. Each campus varies in size and placement of rooms, so allow time to adjust to surroundings. (Be sure to wear comfortable shoes, walking distances is expected!)

Find the Postings: Postings are a designated area for competitors and observers to check when and where the next round will take place. Look for the posting in the category you wish to observe, choose one panel (one room, grouping of speakers), take down room information and time. Allow ten-fifteen minutes to find the room.

During the round: Please sit to the side of the room or away from competitors, and especially, allow the judge their own space. Do not sit in front of the judge. Be aware that your conduct in the round should be professional, i.e., no distracting movement or sound during presentation or sound during the rounds, however, it is expected that you take notes on each speaker. If your conduct is unbecoming to the judge, they have the right to ask you to leave. ****You must stay for the entire round!!** Do not “room hop”, though the speakers may be double entered in a pattern, and need to leave, you need to stay from beginning to end of round. (Also, no need to sign in on the board, as you are not competing.)

Notes on the speakers: Use the following criteria when taking notes: If the round is Informative, or Persuasive, watch for topic selection, number of sources used, visual aids, organizational pattern, and illustrative quality. Also note the style and professionalism of the speaker. If the round is Impromptu, be sure to note the quote chosen by the speaker, and the illustrations used to back up the quote. You are learning about the events, and should become scientists in dissecting a speech.

After the round: In order to receive extra credit, the judge in each round must sign your observation sheet with their name and school affiliation at the bottom of the page. This indicates that you have Attended the tournament. Please turn in observation sheets the following class week.

Student Learning Outcomes for Speech Communication 100 / Oral Communication

1. Demonstrate awareness of and sensitivity to culturally diverse audiences.
2. Develop presentational skills that enhance self-confidence in various oral communication contexts.
3. Develop proper speech writing skills with an emphasis on organization and style.

