

Karen Fritts, Instructor, **Voice Mail:** (760) 744 -1150 x 5579

E-Mail: kfritts@palomar.edu or kfritts1@verizon.net **Website:** <http://daphne.palomar.edu/kfritts>

Course Times/Days/Location: 6:00—8:50 p.m. – Thursday - Meets 1/19/12—5/17/11 in SC-5

Office Hours: One-half hour prior to class or by appointment; location to be announced.

REQUIRED MATERIALS: Lucas, Stephen E. The Art of Public Speaking, 10th ed., New York: McGraw-Hill, 2009.
A minimum 1 GB minimum capacity flash drive to transfer videos of your speeches.

COURSE DESCRIPTION: *An introduction to the fundamental principles and techniques of public address. Students will frequently prepare and present talks of informative or persuasive intent. Emphasis will be placed on the collection, analysis, and organization of material appropriate to typical public address situations, as well as on the linguistic, vocal, and physical skills needed for effective delivery.*

STUDENT LEARNING OUTCOMES: This class is designed to help you become a more competent public speaker. To that end we will explore the principles of effective speaking, techniques of organization, outlining and delivering speeches in a supportive environment. All Speech 100 classes have the following Student Learning Outcomes (SLOs) for this course:

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

ADDITIONAL COURSE OBJECTIVES: By the end of the semester you should *also* be able to:

- understand the nature of informative and persuasive speaking;
- critically assess various rhetorical situations, and analyze and adapt to various audiences and situations in prepared speech assignments;
- learn how to research, outline, and organize ideas and demonstrate that knowledge in prepared speeches;
- reason clearly, and
- listen critically and objectively as an audience member, and be able to offer constructive feedback.

MINIMUM BASIC REQUIREMENTS of the course include weekly reading assignments, and oral and written exercises. (See Agenda).

The following types of **classroom activities** are required; assignments will be made according to time and class size. In order to document your progress, I will video graded speeches and you will be asked to write a concluding self-evaluation about the degree to which you've met the SLOs identified above as well as other improvements you've achieved.

- | | |
|--|----------------------------|
| 1. Introductory Speech | 5. Group Exercises |
| 2. Informative Speech using a Presentational Aid | 6. Listening Exercises |
| 3. Analysis of a Controversy Speech | 7. Impromptu Speeches |
| 4. Persuasive Speech (using the Analysis Speech topic) | 8. Self and peer Critiques |

Speeches are to be the result of your original work. The selection of a speech topic, organizational format, development of ideas and choice of language should be the unique product of your own ingenuity and effort. Most assigned speeches will require reference citation of your research from sources such as periodicals, books and newspapers. After outlining a speech you should deliver it extemporaneously—practiced but not memorized. Although a few note cards are acceptable, memorization and manuscript reading are not. **A speech that is delivered with extensive reading will receive no higher than a grade of "C".**

Attendance and Participation: Your regular attendance and participation is expected, so plan to be on time. ("The primary responsibility for class attendance and maintaining an accurate registration record rests with the student. . . . Students are expected to attend all sessions of a class in which they are enrolled. . . ." See the *Palomar College 2011-2012 Catalog*, p. 40.) Whether there is a lecture, discussion of upcoming assignments or student speeches, "late-comers" disrupt the learning process and can negatively affect a classmate's presentation. **Attendance will be expected at all class meetings and for full class periods.** Three late arrivals or early departures will equal one absence; excessive absences, late arrivals and early departures *will* affect your grade. **If you miss more than the equivalent of four weeks of the course you should not expect to receive a passing grade.** Last, but certainly not least, make sure *all* electronic devices are turned *off* during the time the class is in session.

GRADES: Grades are determined by evaluating oral presentations, written outlines and examinations, and improvement and development as a speaker. The Midterm and Final Examinations combine objective and subjective questions—see sample questions included. Makeup exams will be allowed at the discretion of the instructor and only in the case of an emergency. There will be no time for make-up speeches during class. I *will* consider a before-class make-up speech *only* if it is an extreme emergency. (You will need to verify the nature of the emergency and substantiate that you were prepared to give the speech at the assigned time.) Finally, if you miss any 2 graded assignments you should not expect to receive a passing grade.

- **Speeches and Outlines:** **60%**
 - Informative Speech using a Presentational Aid = 15%
 - Analysis of a Controversy Speech = 20%
 - Persuasive Speech—including a written self-evaluation = 25%
- **Class Participation:** Participation is based on such things as attendance, completing assigned non-graded speeches, the quantity and quality of contribution to class discussion, asking pertinent questions, answering questions, providing topical examples, etc.) **10%**
- **Midterm and Final Examinations (@ 15% each)** **30%**

Week #/Date	Agenda *	Resources
1 1/19	Orientation to the class; Introductions; Assign the Introductory Speech . (<i>Read the "Resources" to the right to be prepared for class discussion.</i>)	Handouts
2 1/26	Clarify the Introductory Speech assignment; <i>Discuss the Process of Communication as Ethical Speakers and Listeners, and Analyzing the Audience.</i>	Chs. 1, 2, 3, 5 & Appendix p. 63
3 2/2	Introductory Speeches. Assign the Presentational Aid Speech to Inform.	
4 2/9	Sign-up to determine the Presentational Aid Speech to Inform speaking day and order; review assignment. Discuss <i>Selecting a Topic and Purpose for a Speech, Speaking to Inform and Using Visual Aids.</i>	Chs. 4, 13 & 14
5 2/16	Clarify the Presentational Aid Speech to Inform. Discuss <i>Organizing, Beginning and Ending and Outlining a Speech.</i>	Chs. 8, 9 & 10
6 2/23	Begin Presentational Aid Speeches.	
7 3/1	Continue Presentational Aid Speeches. Review for Midterm Examination.	
8 3/8	Assign Analysis of a Controversy Informative Speech. Midterm Exam over Chs. 1, 2, 3, 4, 5, 8, 13, 14 and information from lecture.	
9 3/15	Sign-up to determine the Analysis of a Controversy Informative Speech speaking day and order; review assignment. Discuss <i>Gathering Materials and Supporting Your Ideas.</i>	Chs. 6 & 7

3/19~3/25

SPRING RECESS – NO CLASS

10
3/29

Begin **Controversy Speeches**.

11
4/5

Continue **Controversy Speeches**. Assign **Persuasive Speech**.

12
4/12

Sign-up to determine the **Persuasive Speech** speaking day and order; review assignment. Discuss *Speaking to Persuade*.

Chapter 15

13
4/19

Review *Speaking to Persuade* and discuss *Methods of Persuasion*

Chapter 16

14
4/26

Begin **Persuasive Speeches**; Discuss *Using Language*.

Chapter 11

15
5/3

Continue **Persuasive Speeches**; Discuss *Delivery*.

Chapter 12

16
5/10

Continue **Persuasive Speeches**; Review for Final.

17
5/17

Final Examination over Chapters 6, 7, 9, 10, 11, 12, 15, 16 and information from lecture. The last day to submit Self-Evaluations is 5/17.

Final Exams are scheduled from 6:00 p.m.-7:50 p.m. for Thursday Classes that meet one day per week and start between 5:00 – 6:45 p.m. (See Spring 2012 Class Schedule.)

~~~~~  
\*Depending on the size and special needs of the class, this agenda may be subject to change as the term progresses.

## Criteria Used for Evaluating Speeches \*

The **AVERAGE** (Grade C) speech should meet the following criteria:

1. Conform to the kind of speech assigned.
2. Be ready for presentation on the assigned day.
3. Conform to the time limit.
4. Fulfill any special requirements of the assignment --such as preparing an outline, using presentational aids, etc.
5. Have a clear specific purpose and central idea or proposition.
6. Have an identifiable introduction, body, and conclusion.
7. Show reasonable directness and competence in delivery.

*(Although 2 or 3 note cards are acceptable, memorization, and manuscript reading are not. A speech that is read will not receive a grade higher than a C.)*

8. Be free of serious errors in grammar, pronunciation, and word usage.

The **ABOVE AVERAGE** (Grade B) speech should meet the above and also:

9. Deal with a challenging subject.
10. Fulfill a major function of a speech introduction and conclusion.
11. Display clear organization of main points and supporting details.
12. Support main points with evidence that meets the tests of accuracy, relevance, objectivity, and sufficiency.
13. Exhibit proficient use of connectives--transitions, internal previews, internal summaries, and signposts.
14. Be delivered skillfully enough so as not to distract attention from the message.

The **SUPERIOR** (Grade A) speech should meet the above and also:

15. Constitute a genuine contribution by the speaker to the knowledge or beliefs of the audience.
16. Sustain positive interest, feeling, and/or commitment among the audience.
17. Contain elements of vividness and special interest in the use of language.
18. Be delivered in a fluent, polished manner that strengthens the impact of the speaker's message.

The **BELOW AVERAGE** (Grade D or F) speech is seriously deficient in the criteria required for the C speech.

( \* adapted from the guidelines of the National Communication Association)

## THE INTRODUCTORY SPEECH ASSIGNMENT

(Time: 2-4 minutes)

This assignment asks you to discuss some significant aspect of your background—in other words, what makes you, *you*. You might focus on describing an unusual or significant personal experience, explain a favorite hobby or interest, discuss someone who has been particularly influential in your life, explain a family tradition, and the like. Remember to clarify **how your topic has made a difference in your life, and explain what your audience can learn from your message**. The purpose of this speech is not to persuade us to share your views, but to give us an insight into your background, personality, attitudes, aspirations, etc. This assignment should help us learn about ourselves *and* each other—those who will be our listeners throughout the semester.

### SPECIFIC GUIDELINES:

1. Select a topic that is appropriate to the audience, the assignment and the time limitations. Consider the complexity of what you want to share. Ask yourself questions such as: can my topic be discussed within the short time period; does my audience have enough background information so what I talk about will make sense to them?
2. Prepare the **Body** of the speech first. Organize this major component of your speech into two parts:  
**Part I:** Describe a significant aspect of “what makes you, *you*.  
**Part II:** Clarify how this aspect of who you are has made a difference in your life.  
Part II should not only identify the importance of this element to *you*, your explanations need to be meaningful to your audience. To that end, relate the message you have to share to your audience; indicate what *they* can learn from your message. As Stephen Lucas says: “People are *egocentric*. ... Listeners typically approach speeches with one question uppermost in mind: ‘Why is this important to me?’” (p. 98)
3. As you develop your **Introduction**, plan an opening statement that will get the audience’s attention to your topic. Try **not** to announce your subject, such as: “I’m going to tell a story about my grandma.” Here are a few suggestions to make your introduction capture the audience’s attention:
  - You can start your story with a specific time and place: “When my grandmother was 12 years old, she sailed to the United State alone”; or
  - begin with a short quotation that tells the moral of your story: “They say that it doesn't exist, but my grandfather showed me otherwise. By the end of my speech, hopefully you will also believe the story my grandfather told, and remember myths told by your loved ones.”
4. Develop a **Conclusion** that summarizes the main points covered in the **Body** of the speech and reinforces the main theme/central idea of the speech.
5. Write **key words** on a 4 x 6 index card or a half-sheet of binder paper to help you jog your memory as you present your speech. Do not write out the speech word-for-word or try to memorize what you want to say.
6. Rehearse the main ideas of the speech; select the exact wording only as your rehearse. Your speech will probably sound just a little bit different each time you practice it.

### DELIVERY OF THE SPEECH:

1. Your speech should be delivered extemporaneously from brief notes—practiced, but not memorized. Try not to use more than one side of a single 4 x 6 index card for this 2 – 4 minute speech.
2. You are not required to turn in an outline for this speech
3. You will be asked to turn in your speaking notes after your presentation.
4. Your delivery should demonstrate good eye contact, adequate volume, vocal variety, understandable pronunciation of words and appropriate use of gestures.

**GRADING THE SPEECH: A grade of either “Pass” or “Fail” will be recorded for this speech.**

## **Sample Examination Questions**

### **True - False:**

1. Darrell is planning to be an engineer; he is right to think that his oral communication skills won't matter much in his career. (*False . Studies show that most employers evaluate oral communication skills as highly significant. It is common for "ordinary" people to speak publicly.*)
2. "To inform my audience of the life of Chief Joseph" is an example of a central idea. (*False. This is a specific purpose.*)

### **Multiple Choice:**

1. The canons of rhetoric are \_\_\_\_\_:
  - a. delivery, style, invention, disposition, and memory. (\*)
  - b. reading, writing, listening, speaking.
  - c. oral, literate, and electronic.
  - d. judicial, legislative, and ceremonial.
  - e. None of the above are correct.
2. Josef is narrowing his speech topic; he should consider \_\_\_\_\_:
  - a. time limits.
  - b. what his classmates already know.
  - c. the class's motivation to listen.
  - d. all of the above (\*)
  - e. b and c only.
3. Which is not a step of Monroe's Motivated Sequence?
  - a. visualization
  - b. action
  - c. need
  - d. satisfaction
  - e. effect (\*)

### **Essay Question:**

1. The text discusses a number of patterns for organizing a speech. Choose two of these patterns and discuss them in detail. Then select a topic that might require one of these patterns. Using this topic, compose a tentative specific purpose, central idea, and possible main points that would demonstrate this pattern.



# PALOMAR COLLEGE

## Learning for Success

### Student - Instructor Contract \*

**As a student, I understand that I am responsible for my own success.**

**By signing this contract, I agree to:**

- Show up for class every time, on time, and be prepared
- Get the Syllabus, refer to it often, and know its requirements
- Be respectful of the instructor and my classmates
- Participate in class, be an attentive listener, and connect with other students for study groups to enhance learning
- Remember to keep all my electronic devices *off* during class periods
- Construct speech/outlines carefully and be prepared to present them on time
- Avoid plagiarism by acknowledging the source of *any* borrowed material that I use in my speaking and writing
- Ask the instructor if I have questions regarding plagiarism
- Take exams at designated times
- Go to office hours, ask questions regarding assignments and examinations
- Set priorities (study time, work, etc.), keep my expectations realistic, and not bite off more than I can chew
- Realize that there are many resources available to me (Library, Counseling, Financial Aid), &
- Earn my grade (not argue for it).



\_\_\_\_\_  
Signature of student

\_\_\_\_\_  
Print Name

**As faculty, I understand that I am responsible for guiding my students toward success. By signing this contract, I agree to:**

- Be on time for every class—stay for the whole class—end on time
- Attempt to learn students' names
- Be prepared
- Hold office hours
- Return messages in timely manner
- Return feedback from speeches and their outlines in a timely fashion
- Be willing to answer questions in class/during office hours
- Stay focused on material
- Be tolerant, fair, respectful, and transparent with grading
- Identify available resources
- Clearly explain expectations, grading policy, and testing procedures,
- Clearly explain consequences of inappropriate classroom behavior, &
- Clarify the meaning of plagiarism, provide students with the means to avoid plagiarism, and make clear the consequences of plagiarism.

\_\_\_\_\_  
Signature of faculty member

\* Adapted from the Palomar College Faculty Senate “Student—Instructor Contract” 2008.