



COMM 1317 **Presentational Speaking**

St. Edward's University • Department of Communication

Section 10 • MW 5:25 pm • Moody Hall 205 • Spring 2008

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Office Hours: TR: 2:00-3:15 p.m., W: 6:45-8:00 p.m. and by appointment

REQUIRED TEXTBOOKS

1. Hamilton, C. (2006). *Essentials of public speaking (Third edition)*. Belmont, CA: Thomson Wadsworth.
2. Earnest, W. (2006). *Save our Slides: Designing Presentations Audiences Can Appreciate*. Dubuque, IO: Kendall Hunt.
3. COMM 1317 Workbook. Dubuque, IO: Kendall Hunt.

COURSE OBJECTIVES

In today's interconnected world, the ability to communicate effectively and to express yourself eloquently has become essential for successful participation in professional and civic life. This course aims at providing you with the oral communication skills needed to succeed in both your personal and professional life. This course focuses on the principles of oral communication and is designed to help you gain expertise and confidence to speak in public. My objectives for this course are:

- ❖ To provide you with the opportunity to improve your public speaking skills in a non-threatening, supportive environment
- ❖ To help you gain experience in adapting oral and visual messages to diverse audiences
- ❖ To assist you in developing your critical thinking and listening skills
- ❖ To provide you with the tools to evaluate public speaking principles in everyday messages

This course is designed to fulfill the following Learning Outcomes for your Communication Portfolio: Presentational Skills, Leadership, Professionalism, and Use of Technology

COURSE POLICIES

1. Attendance

Attendance at each class is required. Each time you are absent from class counts as one (1) absence. If you arrive more than 10 minutes late to class, you will be marked absent for that day. After your second absence, your final grade will be reduced by three percentage points for each additional absence.

I will only excuse an absence if you provide me with proper documentation for your absence (such as a doctor's note, a hospitalization record, or a university excuse). All documentations need to be turned in by the last day of class for the absence(s) to be excused.

If you experience a genuine emergency, such as a death in the family or an extended hospitalization, you should promptly notify me and provide proper documentation of your emergency. Extended emergency situations will be handled on an individual basis.

If you are involved in athletics or another school-sanctioned activity that requires you to miss this class, please give me appropriate supporting material signed by the sponsor. Please underline or highlight the specific dates that involve this class. If changes occur throughout the semester after you have given me a schedule, please keep me updated.

I reserve the right to "WA" a student for excessive absences. Please note that this does not mean that I will automatically "WA" you if you risk to fail the class. It is your responsibility to initiate drop procedures if you are in danger of failing this class.

2. Academic Integrity

Academic dishonesty includes cheating on exams as well as plagiarizing (presenting another's work as your own). Cheating comes in all different shades—ranging from blatant copying off another's exam/bringing a 'cheat sheet' to class to more subtle forms of 'borrowing' a few ideas and not citing your sources—all of which will be treated with the same level of seriousness in this class. The St. Edward's University Undergraduate Bulletin and the Student Handbook state that a student who is dishonest in any work may receive the maximum penalty of a mark of F for that course. Withdrawal from a course is not allowed when an F in the course for academic dishonesty has been imposed. Students caught committing academic dishonesty in this course will be subject to the full range of penalties as described in the Undergraduate Bulletin and in the Student Handbook.

3. Courtesy

As a courtesy to your teacher and to your classmates, please make sure at the beginning of each class period that your cell phones and pagers are turned off. If you are late to class on a speech day, and the speaker has already begun his/her presentation, please wait until the speaker is finished before entering the room.

4. Assignments

All assignments must be typed or word-processed and turned in on time. Late work will result in a 10% grade reduction for each day (not class period) it is late. All assignments must be turned in as hard copies. I will not accept any assignments delivered in electronic format (such as emailed assignments, assignments uploaded to Blackboard, assignments on CD-ROM, etc.). Speeches cannot be made up without written documentation of a legitimate excuse.

5. Special Accommodations

If you have a medical, psychiatric or learning disability and require accommodations in this class, please let me know early in the semester or as soon as you are eligible. You will first need to provide documentation of your disability to the Student Disability Services Office located in Moody Hall 155 in Academic Planning and Support Services.

6. Grades

If you are not doing as well in the course as you had anticipated, please don't hesitate to come talk to me so that we can discuss how you might improve your performance on the remaining assignments.

Grading Scale

A+ = 100	A = 95	A- = 92
B+ = 88	B = 85	B- = 82
C+ = 78	C = 75	C- = 72
D+ = 68	D = 65	D- = 62
F = 50		

Course Grade

A	90-100
B	80-89
C	70-79
D	60-69
F	Below 60

COURSE ASSIGNMENTS

Informative Speech	150 (15%)
Persuasive Speech	150 (15%)
Final Presentation	200 (20%)
Blog Contributions	150 (15%)
Midterm Exam	200 (20%)
Final Exam	150 (15%)

COURSE SCHEDULE

THE INFORMATIVE SPEECH		
Week 1		
1/07	Introduction to the course	
1/09	* <i>Self-introductory speeches</i>	ch. 1 & WB: p. 11
Week 2		
1/14	Topic Selection & Audience Analysis In class: WB: p. 25	ch. 4 & 5
1/16	Thesis & Purpose Statements * <i>HW: Speech topics due in class</i>	ch. 12
Week 3		
1/21	Supporting Material & Blogs (Meeting Place TBA)	ch. 6
1/23	Intros & Conclusions	ch. 7
Week 4		
1/28	Organization & Outlining	ch. 8 & WB: p. 31
1/30	Delivery * <i>Informative Speech Outlines due</i>	ch. 10 & WB: p. 37
Week 5		
2/04	* <i>Informative speeches</i>	WB: p. 5 & p. 15
2/06	* <i>Informative speeches</i>	
Week 6		
2/11	* <i>Informative speeches</i>	ch. 10 & WB: p. 51
2/13	Nonverbal Communication	
Week 7		
2/18	Exam Review	
2/20	Midterm Exam	
THE PERSUASIVE SPEECH		
Week 8		
2/25	Persuasive speaking * <i>HW: Speech topics due in class</i>	ch. 13 & WB: p. 63
2/27	Persuasive speech design	ch. 14
Week 9		
3/03	In-class work on persuasive speech outline * <i>HW: Draft of outline</i>	WB: p. 67 - 70
3/05	Language Use & Linguistic Devices	ch. 11 & WB: p. 39-41
Week 10		
3/10	NO CLASS – Spring Break	
3/12	NO CLASS – Spring Break	

Week 11		
3/17	* <i>Persuasive speeches</i>	WB: p. 27
3/19	* <i>Persuasive speeches</i>	
Week 12		
3/24	* <i>Persuasive speeches</i>	
3/26	Powerpoint as a presentational tool	SOS
THE POWERPOINT PRESENTATION		
Week 13		
3/31	Designing effective PowerPoint slides/visuals	SOS
4/02	NO CLASS – Southern States Communication Association Convention	
Week 14		
4/07	Using Powerpoint effectively	SOS
4/09	* <i>Final Presentations</i>	
Week 15		
4/14	* <i>Final Presentations</i>	
4/16	* <i>Final Presentations</i>	
Week 16		
4/21	* <i>Final Presentations</i>	
4/23	Course evaluation & Exam Review	

Final Exam: Monday, April 28 from 5:15 - 7:15 pm

ASSIGNMENTS

Part of the mission of St. Edward's University is to encourage students "to confront the critical issues of society and to seek justice and peace" and to help them "clarify their personal values, and recognize their responsibility to the world community". The speech assignments in this class have been specifically designed to give you a chance to put into practice the St. Edward's University mission statement by allowing you to call attention to current social problems and advocate change. The goal of these assignments is to help you find your voice and prepare you for successful participation in both professional and civic life.

Informative Speech (15%)

For your first speech, you will identify a current social need or problem and educate your audience about this subject. The social issue you choose can be a local, state, national, or international problem. It should be a serious issue rather than a trivial, meaningless problem. Please stay away from cliché topics such as smoking, abortion, the death penalty, safe driving, etc. Your point is to truly inform your audience, which means that you need to share information with them they didn't already know. Regurgitating the same old information about smoking, abortion, etc. will not help your audience learn anything new. So be creative and pick an important issue to talk about!

In your speech, you should explain the different facets of the problem and provide background information on the historical context and the significance of the problem and efforts made to alleviate it.

Please note that the goal of this speech is to inform your audience. You should therefore stay away from discussing your proposed solution or arguing for or against the efficacy of current and past efforts to address the problem. Instead, focus on educating your audience in depth about the problem. Your speech will be assessed based on your ability to accurately and clearly explain the nature of this social problem/need.

Basic Requirements for the Speech (minimum requirements for a C speech):

1. Time limit: 6-8 minutes
2. Delivery must be extemporaneous
3. Current topic – one of your outside sources needs to be less than 3 months old
4. Incorporate 5 high quality outside sources into your speech (all but one of your sources need to have an ISBN or ISSN number)
5. Orally cite all of your sources during your speech
6. Typed sentence outline of your speech which includes all the elements listed on the example outline (i.e. thesis, general & specific purpose statement, intro, body, transitions, conclusion, reference list)
7. Clear introduction, body, & conclusion

Persuasive Speech (15%)

For your persuasive speech, you will pick a charitable organization and persuade your audience members to volunteer their time for that organization or to donate money to it. You will each choose one charitable organization and present a persuasive speech to convince the class that your charity deserves to receive their donation of money or volunteer time. The goal of the speech is to motivate your audience to take action.

Since every speaker will be arguing for the same behavioral outcome(s), it is extremely important that you set yourself and your arguments apart from the rest of the speakers. In other words, try to be creative in your persuasive appeals and make sure that you choose a charity that you really care about. Doing so will help you come across as more sincere and hopefully more persuasive.

Because this is your second speech in this class, I expect to see significant improvements in both your delivery and argument structure. Please consult your feedback forms from the previous speech to identify areas that need improvement. Preparation and practice, which lead to solid argument structure and good eye-contact are essential for a passing grade on this assignment.

Basic Requirements for the Speech (minimum requirements for a C speech):

1. Time limit: 6-8 minutes
2. Delivery must be extemporaneous
3. Current topic – one of your outside sources needs to be less than 3 months old
4. Incorporate 5 high quality outside sources into your speech (all but one of your sources need to have an ISBN or ISSN number)
5. Orally cite all of your sources during your speech
6. Clear introduction, body, & conclusion
7. Your speech must exhibit clear, sound reasoning
8. Your speech must be delivered in an energetic manner

Final Presentation (20%)

For your last assignment you will practice a slightly different speaking genre, namely that of a Powerpoint presentation. Your goal for this assignment is to develop a professional looking, well designed Powerpoint presentation following the design rules outlined in the Save our Slides book.

This will be a policy presentation that will advocate social change regarding the same issue you informed your audience about in your first speech. In this presentation, you will propose a course of action that addresses the problem, and ask your audience to endorse your proposed policy. In other words, you will present a solution to the social problem and persuade your audience to accept that solution and act on it.

In order to do so, it is important that you establish that there is indeed a need for your policy, that the policy is practicable, and that it is the best possible course of action. Your presentation will be assessed based on your ability to persuade your audience to endorse your solution and motivate them to take action.

Please upload your PPT file to the digital dropbox on Blackboard before you come to class to deliver your presentation.

Basic Requirements for the Speech (minimum requirements for a C speech):

1. Time limit: 6-8 minutes
2. Delivery must be extemporaneous
3. Incorporate 5 high quality outside sources into your speech (all but one of your sources need to have an ISBN or ISSN number)
4. Orally cite all of your sources during your speech
5. Clear introduction, body, & conclusion
6. Clear, sound reasoning & delivered in an energetic manner
7. Well-designed, professional looking, persuasive PowerPoint slides that follow the slide design guidelines discussed in class and in your book.

Midterm Exam (15%)

This is a comprehensive examination based on material from your assigned texts, lectures, and class discussions. The exam will primarily be made up of multiple-choice questions.

Final Exam (20%)

This is a comprehensive examination based on material from your assigned texts, lectures, and class discussions. The exam will primarily be made up of multiple-choice questions.

Blog Contributions (15%)

As part of your participation in this class, you will be expected to actively contribute course material on a course blog (<http://presentationalspeaking.blogspot.com/>). The idea is to get you to engage the course material critically and to have you keep your eyes open for interesting speeches to share with the class. I want you to become an active learner and to start being on the lookout for material to incorporate into the class instead of relying on me, as the instructor, to tell you what is important.

You will be required to locate 4 video clips of public speeches or presentations that illustrate key course concepts, upload them to the course blog, and analyze them by discussing the public speaking concepts you think they illustrate. Your analysis should pertain to the most recent course material covered.

We will spend some time in class learning how to embed or link to videotaped speeches. If you are absent that day, or if you need further instruction, you will need to make arrangements with me to learn how to post to the course blog. If you encounter technical difficulties posting to the blog, you need to let me know before the due date. There will be no extensions given for posting late video analyses.

Due dates:

It doesn't matter what day you post your video analysis, as long as you follow this schedule:

1. The first annotated video clip is due between 01/21 – 02/06.
2. The second annotated video clip is due between 02/11-02/27.
3. The third annotated video clip is due between 03/03-03/19.
4. The fourth annotated video clip is due between 03/24-04/16.

Please note that you cannot simply wait until the end of the semester and upload four videos and commentaries. You will only receive credit if your video and accompanying analysis was uploaded according to the schedule listed above.

The Assignment:

1. Start your post with an appropriate title that tells us what concept the speech illustrates.
2. If possible, embed the video. If not possible, link to it. You need to choose one of these methods in order to receive credit for your post.
3. Briefly describe the speech/presentation (who's the speaker, when & where was the speech given, why was it given). You don't need to spend more than 2-3 sentences on this part.
4. Identify the course concept the speech illustrates and explain why you believe your example is a good illustration of that concept. The point of the analysis is to show that you understand key course concepts and that you can apply them to real life examples. When you apply a course concept, point to specific parts of the speech by:
 - referring to time cues [i.e. By explaining his educational background, the speaker introduces a strong ethos appeal (1:36)]
 - or by briefly describing the scene or speech segment [i.e. When the speaker starts discussing the second slide, she introduces a red herring fallacy...]
5. Evaluate the effectiveness of the course concept and provide suggestions for improvement. In other words, make an argument that the speaker employed these concepts well or poorly, back up your position, and explain what he/she could have done better.

You will be evaluated based on the quality of the selected speech and your analysis of it.