COMM 204: Public Speaking
Fall 2014 – Section 20382R
Tue/Thu 8:00-9:20am @ ANN 309 (Wallis Annenberg Hall)

Instructor: Ritesh Mehta
Office hours: By appointment
Office: ASCJ G6
Email: riteshm@usc.edu

COURSE OVERVIEW
This course is designed to improve your public speaking skills. We will go over the principles and concepts underlying effective oral communication, analyze the speaking-listening process, talk about selecting and organizing materials for a variety of speaking situations, and learn how to utilize multimedia tools in presentations. Ultimately, the course should prove to be illuminating, relevant in the academic and business worlds, and useful in your broader social context.

Our objectives will be to:
• Define and explain communication concepts that serve as a basis for public speaking.
• Have “serious fun” while researching for informative, persuasive, and sensory speeches.
• Develop communicative competence by analyzing and evaluating others’ public speaking.
• Listen actively and respectfully, while comprehending ethical challenges speakers face.
• Foster a supportive classroom environment so that everyone can learn and improve.

REQUIRED TEXT
• Other required readings or multimedia available on Blackboard.

RECOMMENDED SUPPLEMENTAL MATERIALS
• Two-pocket folder for speech portfolios
• 4x6 index cards

TECHNOLOGY POLICY
There is much ongoing debate about how to handle technology in the classroom. This class, however, necessitates your active participation, including listening and giving feedback to your colleagues, and always being respectful (both elaborated below). Thus, we need ground rules:
• Cellphones: NOT ALLOWED. Turn off completely. Keep out of reach. If your phone rings or I see you text, I might ask you to answer on speaker or read aloud, and will mark you absent.
• Laptops, etc.: Try using pen and paper. It works! There will be two types of classes:
  (1) “Laptop-free” classes: Most classes, like speech days, don’t require computers. I will declare these “laptop-free” on the whiteboard; and
  (2) “Laptop-alley” classes: Laptops are allowed for note-taking purposes only. I ask laptop users to sit stage left in a single file, so others don’t get distracted. Research suggests this is less distracting to nearby non-users (Sana, Weston, & Cepeda, 2013).
COURSE POLICIES

Respect. The classroom should be a safe space for respectful expression. Contributions in class should be thoughtful and engaging, rather than monopolizing or silencing. The ability to share diverse experiences and opinions contributes to a productive and engaging learning environment. Please be attentive and courteous to your colleagues, and you should expect the same in return. Rude and disrespectful comments or behavior will simply not be tolerated. Certain activities or speeches especially call for respect to be the lynchpin for breakthrough, or on the flip side, breakdown. Please come talk to me if you have concerns regarding this.

Official Communication via Email. You are expected to check your USC account on a daily basis. I often send out announcements, changes to the schedule, helpful links, and readings via email. If you don’t receive any email from me for a week, or if I haven’t responded to your email for over 36 hours, please let me know. In any case, I often make announcements over email about the upcoming class, and I will expect you to be familiar with them.

Academic Integrity. This is a matter of grave importance and instructors are mandated to report ANY and EVERY instance of plagiarism and cheating. You need to carefully read, sign and return the Academic Integrity Code at the back of this syllabus by Thu August 28. If you have any questions about plagiarism and/or cheating, don’t hesitate: come talk to me or email me.

Disability Services. I take seriously and will honor all accommodation requests based on a disability. If you require such accommodation, you are required to register with Disability Services and Programs (DSP) each semester, obtain from them a letter of verification for approved accommodations, and deliver it to me as early in the semester as possible. DSP is located in STU 301, and is open 8:30am-5pm, Monday through Friday. Phone: (213) 740-0776.

ESL: Please inform me if you need accommodations if English is not your primary language.

Implicit Participation. Much of the learning in a communication class, but especially in a class like COMM 204, comes from being more than “physically present.” You are expected to actively listen and demonstrate your presence to your colleagues, especially when they are engaging in public speaking. Besides, the University prohibits awarding of points solely on a student’s physical presence. So, be assured that I will note how zoned out you are by the seduction of your screens and how your non-verbal communication positively contributes to the energy of the classroom. I would also expect you to let me know about my “implicit participation”.

Active Participation. Evidently, this is a class built on your active participation, not merely your implicit participation. Because of the vocational and practice-based nature of this class, I will lecture only on occasion. To this end, in addition to the activities for which you are graded, this class will feature plentiful discussion and other informal activities. These count toward your “General Participation” grade. More than grades however, this class benefits from everyone’s active participation.
**Attendance, Lateness & Makeups.** You are expected to attend all classes and be punctual. Sometimes, though, life happens: Sickness, religious holidays, accidents, university-mandated events, and the like. These will be taken into consideration in the following manner:

- **Unexcused absences:** You are permitted one unexcused absence. Beyond that, you will receive one +/- grade deduction for every unexcused absence (A- → B+).
- **Excused absences:** With adequate documentation, some of your absences may be excused without penalty. Some documentation, such as that for a university-mandated event, must be provided in advance. Other documentation, such as for a sickness, must be provided as soon as possible. In ALL cases, please try to email me **before** class begins.
- **Makeups:**
  - The following assignments can be made up ONLY under extenuating circumstances, with acceptable documentation:
    - Speeches
    - Quizzes
  - The following assignments CANNOT be made up:
    - Activities
    - Final Exam (this is a strict university policy over which I have no control)
- **Late or Unfinished Work:**
  - The following assignment will receive one +/- grade deduction for every 24 hours it’s late:
    - Speech Observation Written Reports
- **Punctuality:** Repeatedly entering class 10 minutes late or leaving class for more than 10 minutes will be noted. Let me know before class starts if you will be late or need to leave early. Otherwise, two ‘lates’ or ‘leaves’ = 1 unexcused absence.

**Extra Credit.** There is no extra credit for this course. Truly exceptional class participation or a real progress in your public speaking skills might enhance your final grade if you’re on the cusp.

**Grade Postings.** All grades will be posted on Blackboard.

**Grade Revisions.** There is a strict 24-hour “cool-down-and-think-it-over” policy before you can email or talk to me about increasing your grade. Take this time to reflect on my feedback, your performance, and where applicable, the video recording of your speech. After 24 hours, you must provide in writing the reason why you think you deserve a better grade. You have 10 days in which to petition (after the 24-hour period). After that, your grade is deemed final. You are also welcome to come talk to me in office hours about your grade.

**PERSONAL NOTE ☺️** I’m here to help, guide and listen to you. Many of you are possibly more accomplished speakers and listeners than I am now or I was at your age. So believe me, I am definitely learning from you. However, some of you might have apprehension, stage fright or other issues in your lives. Or simply, you feel you might benefit from a meeting me in person. I might come across as distant or shy, but I am more than happy to sit down and talk with you. Meeting students one-on-one can be the most rewarding aspects of an instructor’s job and often a memorable moment from your college years. So: Please approach me ☺️
# GRADING – POINT BREAKDOWN

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five Speeches (250 points)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selfie Speech (Personal Narrative)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content &amp; Delivery</td>
<td>10</td>
<td>9/4</td>
</tr>
<tr>
<td>Informative Speech (News &amp; Information)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Portfolio</td>
<td>10</td>
<td>10/7, 10/9</td>
</tr>
<tr>
<td>Topic, Content, &amp; Delivery</td>
<td>65</td>
<td></td>
</tr>
<tr>
<td>Persuasion Speech (Contemporary Issue of Public Interest)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Portfolio</td>
<td>10</td>
<td>11/4, 11/6</td>
</tr>
<tr>
<td>Topic, Content, &amp; Delivery</td>
<td>65</td>
<td></td>
</tr>
<tr>
<td>Sensory Aid Speech (your Informative or Persuasive speech)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content &amp; Delivery</td>
<td>15</td>
<td>11/13, 11/18</td>
</tr>
<tr>
<td>Use of Sensory Aid</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Special Occasion Speech (many possible types)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content &amp; Delivery</td>
<td>40</td>
<td>12/2, 12/4</td>
</tr>
<tr>
<td>Two Quizzes (50 points)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quiz 1</td>
<td>25</td>
<td>9/9</td>
</tr>
<tr>
<td>Quiz 2</td>
<td>25</td>
<td>9/30</td>
</tr>
<tr>
<td>Two Speech Observations (50 points)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Live Speech Observation – Written Report</td>
<td>25</td>
<td>10/16</td>
</tr>
<tr>
<td>Personal Speech Observation – Written Report</td>
<td>25</td>
<td>12/2</td>
</tr>
<tr>
<td>Final Exam (take home - cumulative)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(50 points)</td>
<td></td>
<td>Tue 12/16, 6.30pm</td>
</tr>
<tr>
<td>Activities (70 points)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 1</td>
<td>10</td>
<td>9/25</td>
</tr>
<tr>
<td>Activity 2 – Peer Edit [Informative Speech]</td>
<td>10</td>
<td>10/2</td>
</tr>
<tr>
<td>Activity 3</td>
<td>10</td>
<td>10/16</td>
</tr>
<tr>
<td>Activity 4</td>
<td>10</td>
<td>10/23</td>
</tr>
<tr>
<td>Activity 5 – Peer Edit [Persuasive Speech]</td>
<td>10</td>
<td>10/30</td>
</tr>
<tr>
<td>Activity 6</td>
<td>10</td>
<td>11/11</td>
</tr>
<tr>
<td>Speech Day Activity – Index card feedback to Peers (x2)</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Participation (Implicit &amp; Explicit) &amp; Attendance (30 points)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Participation (discretion of the instructor)</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Attendance (negative grading only)</td>
<td></td>
<td>(see above)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>500</td>
<td></td>
</tr>
</tbody>
</table>

** You must complete ALL speeches, speech observations, quizzes & exams to pass.
** There are NO make-ups for activities, and only limited make-ups for other assignments.
GRADING SCALE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Grade</th>
<th>Range</th>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
<td>A-</td>
<td>90-93.9</td>
<td>B+</td>
<td>87-89.9</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.9</td>
<td>C+</td>
<td>77-79.9</td>
<td>C</td>
<td>73-76.9</td>
</tr>
<tr>
<td>D+</td>
<td>67-69.9</td>
<td>D</td>
<td>63-66.9</td>
<td>D-</td>
<td>60-62.9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F</td>
<td>59.9 or below</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ASSIGNMENT OF GRADES

A   Outstanding, insightful, enthusiastic work | Goes above & beyond expectations
A-  / B+ / B   Above average work | Demonstrates effort and a keen understanding of ideas
B-  / C+   Satisfactory/average work | Needs improvement in ideas, exposition, argument
C   Below average | Insufficient engagement with ideas, exposition, argument
C- & below   Fulfilling the bare minimum | Shows little understanding or care about material

GENERAL CRITERIA FOR EVALUATION OF SPEECHES

A   An outstanding speech. Clear goal that is well adapted to the needs and interests of the audience. Excellent content, well-organized, excellent wording and delivery, and/or superior accomplishment on the criteria established for that speech. Speech reflects academic research and extensive preparation. Speech is presented within the assigned time limitations. Speaker is appropriately dressed and appears credible.

B   A speech approaching the qualities of an "A" speech. A good to very good speech, but not achieving a standard of excellence in enough areas to merit an "A". A good job of meeting most of the established criteria for that speech. Speech may have a weak introduction or conclusion. Speaker may have relied too much on notecards.

C   A satisfactory speech. Reasonably clear goal, adequate support, apparent organization, but may not be entirely clear to the entire audience; some problems in wording or delivery or both; and/or some deficiencies in meeting the major criteria established for that speech. Speeches that do not include oral citations from academic sources cannot receive a grade higher than a “C”.

D   An unclear goal and serious deficiencies in some and perhaps all areas of content, organization, wording and delivery; and/or serious deficiencies in meeting major criteria established for that speech.

F   An unacceptable speech that reveals a lack of preparation and/or poor delivery. Failure to meet major criteria established for that speech. For example, being significantly shorter/longer than the time limit or otherwise not conforming to assignment guidelines.
SCHEDULE **

** Subject to change at instructor’s discretion
** STILL TO BE ADDED - Several readings outside your textbook

Week 1: Introduction | Origins of Public Speaking
8/26 Tue  Welcome!
  Assigned – Introductory Speech (Delivered: Thu 9/4)
  PLEASE READ AND SIGN INTEGRITY CODE (back of syllabus)

8/28 Thu  Read Chapter 1: “Getting Started”
  Read “Origins of Public Speaking”
  http://publicspeakingproject.org/origins.html
  Assigned – Live Speech Observation (Delivered: Thu 10/16)
  PLEASE RETURN YOUR SIGNED INTEGRITY CODE (back of syllabus)

Week 2: Confidence & Listening | Selfie SPEECH
9/2 Tue  Read “Speaking w Confidence”
  http://publicspeakingproject.org/confidence.html
  Read “Listening Effectively”
  http://publicspeakingproject.org/listening.html

9/4 Thu  ** SPEECH TIME – SELFIE SPEECHES
  Read Chapter 2: “Preparing your First Presentation”
  Read Chapter 7: “Delivering Speeches”

Week 3: The Informative Speech – Introduction & Considering Ethics
9/9 Tue  QUIZ 1 – Chs. 1, 2, 7 & above chapters from publicspeakingproject.org
  Read Chapter 3: “Selecting a Topic and Purpose”
  Assigned – Informative Speech (Delivered: Tue 9/30 & Thu 10/2)

9/11 Thu  Read Chapter 4: “Analyzing the Audience”
  Read “Ethics in Public Speaking”
  http://publicspeakingproject.org/ethics.html

Week 4: The Informative Speech – Researching & Organizing
9/16 Tue  Read Chapter 5: “Finding Information and Supporting your Ideas”
  Read Chapter 6: “Organizing and Outlining your Presentation”

9/18 Thu  DUE: TOPIC SELECTION – INFORMATIVE SPEECH
  Read Chapter 10: “Presenting to Inform”
**Week 5: The Informative Speech – Planning Continued**
9/23 Tue Read Chapter 8: “Choosing Your Words”

9/25 Thu ACTIVITY 1

**Week 6: The Informative Speech – Putting It Together**
9/30 Tue QUIZ 2 – Chs. 3, 4, 5, 6, 8, 10, & ch. on ethics from publicspeakingproject.org

10/2 Thu DUE: THESIS, OUTLINE, & BIBLIOGRAPHY – INFORMATIVE SPEECH
ACTIVITY 2: PEER EDIT–INFORMATIVE SPEECH (Final Thesis & Outline)
* Bring TWO copies
Practicing Informative Speech

**Week 7: The Informative Speech – Doing It!**
10/7 Tue ** SPEECH TIME – INFORMATIVE SPEECHES** (Research Portfolio also DUE)
GROUP ‘A’ goes first

10/9 Thu ** SPEECH TIME – INFORMATIVE SPEECHES** (Research Portfolio also DUE)
GROUP ‘B’ goes second

**Week 8: Global Audiences / Oral Report of Live Speech Observations**
10/14 Tue Read: “Speaking to a Global Audience”
http://publicspeakingproject.org/global.html

10/16 Thu DUE: WRITTEN REPORT OF LIVE SPEECH OBSERVATION
ACTIVITY 3

**Week 9: The Persuasive Speech**
10/21 Tue Read Chapter 11: “Presenting Persuasive Messages”
* Assigned – Persuasive Speech (Delivered Tue 11/4 & Thu 11/6)

10/23 Thu Read https://bookofbadarguments.com/
DUE: TOPIC SELECTION – PERSUASIVE SPEECH
ACTIVITY 4

**Week 10: The Persuasive Speech – Practicing and Putting Together**
10/28 Tue Reading: TBA
DUE: THESIS, OUTLINE, & BIBLIOGRAPHY – PERSUASIVE SPEECH

10/30 Thu ACTIVITY 5: PEER EDIT – PERSUASIVE SPEECH (Final Thesis & Outline)
* Bring TWO copies
Practicing Persuasive Speech
**Week 11: The Persuasive Speech – Doing It!**
11/4 Tue  ** ** SPEECH TIME – PERSUASIVE SPEECHES (Research Portfolio also DUE)
GROUP ‘B’ goes first

11/6 Thu  ** ** SPEECH TIME – PERSUASIVE SPEECHES (Research Portfolio also DUE)
GROUP ‘A’ goes second

**Week 12: The Sensory Aid Speech – Preparing and Doing It!**
11/11 Tue  Read Chapter 9: “Visual Resources and Presentation Technology”
Assigned – Sensory Aid Speech (Delivered – Thu 11/13 & Tue 11/18)
ACTIVITY 6

11/13 Thu  ** ** SPEECH TIME – SENSORY AID SPEECHES
GROUP ‘A’ goes first

**Week 13: The Sensory Aid Speech – Doing It!**
11/18 Tue  ** ** SPEECH TIME – SENSORY AID SPEECHES
GROUP ‘B’ goes second

11/20 Thu  😊 NO CLASS – RITESH AT CONFERENCE 😊

**Week 14: The Special Occasion Speech**
11/25 Tue  Read Chapter 12: Speaking on Special Occasions
Assigned – Special Occasion Speech (Delivered Tue 12/2 & Thu 12/4)

11/27 Thu  😊 NO CLASS – THANKSGIVING 😊

**Week 15: The Special Occasion Speech – Doing It!**
12/2 Tue  ** ** SPEECH TIME – SPECIAL OCCASION SPEECHES
GROUP ‘B’ GOES FIRST
DUE: WRITTEN REPORT OF PERSONAL SPEECH OBSERVATION

12/4 Thu  ** ** SPEECH TIME – SPECIAL OCCASION SPEECHES
GROUP ‘A’ GOES SECOND
Wrap up!
ACADEMIC INTEGRITY CODE
(Instructor Copy)
** PLEASE READ CAREFULLY, SIGN, & RETURN TO INSTRUCTOR BY THU 8/28

The Annenberg School for Communication and Journalism is committed to upholding the University's academic integrity code as detailed in the SCampus Guide (http://web-app.usc.edu/scampus/). This means that all work you submit for this class should be your own, original effort. Plagiarism, cheating (detailed below) and other forms of academic dishonesty will result in zero credit on that assignment and in disciplinary measures in accordance with university policy. It is the policy of the Annenberg School to report all violations of the code to the Student Conduct office. This might result in your expulsion from the Communication major or worse.

If you have any doubts about what is and is not an academic integrity violation, please check with the instructor immediately. The University presumes that you are familiar with its standards and policies; should you be found to have committed a violation, ignorance of these standards and policies will not be accepted as an excuse.

Plagiarism includes, but is not limited to:
1. Borrowing another person’s ideas or words without acknowledging them
2. Not attributing paraphrased ideas
3. Not citing quoted material
4. Copying from any source, but presenting the copied work as your own
5. Downloading or copying sentences, paragraphs or entire speeches off of the Internet
6. Using someone else’s speech, paper, outline, or website to fulfill course requirements

Cheating includes, but is not limited to:
1. Using or providing external assistance during an exam
2. Copying or allowing another student to copy any portion of your exam or assignment
3. Communicating with fellow students during an exam
4. Possessing or providing unauthorized notes or other materials during an exam
5. Changing answers, content or form after an exam has been returned
6. Unauthorized collaboration on exams or assignments
7. Attempting to interfere with the work of another student
8. Falsification, alteration or misrepresentation of notes authorizing an absence or illness
9. Using an essay, term paper or speech in more than one course without the permission of the instructors of both courses.

ANY ACT OF PLAGIARISM AND/OR CHEATING IS CONSIDERED AN ACT OF ACADEMIC DISHONESTY AND WILL BE REPORTED TO THE UNIVERSITY STUDENT CONDUCT OFFICE.

Student’s Signature
Date

Print Name
ACADEMIC INTEGRITY CODE

** Your copy

The Annenberg School for Communication and Journalism is committed to upholding the University's academic integrity code as detailed in the SCampus Guide (http://web-app.usc.edu/scampus/). This means that all work you submit for this class should be your own, original effort. Plagiarism, cheating (detailed below) and other forms of academic dishonesty will result in zero credit on that assignment and in disciplinary measures in accordance with university policy. It is the policy of the Annenberg School to report all violations of the code to the Student Conduct office. This might result in your expulsion from the Communication major or worse.

If you have any doubts about what is and is not an academic integrity violation, please check with the instructor immediately. The University presumes that you are familiar with its standards and policies; should you be found to have committed a violation, ignorance of these standards and policies will not be accepted as an excuse.

**Plagiarism includes, but is not limited to:**
1. Borrowing another person’s ideas or words without acknowledging them
2. Not attributing paraphrased ideas
3. Not citing quoted material
4. Copying from any source, but presenting the copied work as your own
5. Downloading or copying sentences, paragraphs or entire speeches off of the Internet
6. Using someone else’s speech, paper, outline, or website to fulfill course requirements

**Cheating includes, but is not limited to:**
1. Using or providing external assistance during an exam
2. Copying or allowing another student to copy any portion of your exam or assignment
3. Communicating with fellow students during an exam
4. Possessing or providing unauthorized notes or other materials during an exam
5. Changing answers, content or form after an exam has been returned
6. Unauthorized collaboration on exams or assignments
7. Attempting to interfere with the work of another student
8. Falsification, alteration or misrepresentation of notes authorizing an absence or illness
9. Using an essay, term paper or speech in more than one course without the permission of the instructors of both courses.

ANY ACT OF PLAGIARISM AND/OR CHEATING IS CONSIDERED AN ACT OF ACADEMIC DISHONESTY AND WILL BE REPORTED TO THE UNIVERSITY STUDENT CONDUCT OFFICE.

Student’s Signature  Date

Print Name