USC Annenberg
School for Communication
and Journalism

COMM 204: Public Speaking
Units: 4
Fall 2015—Tuesday/Thursday—12:30-1:50 pm
ANN 406

Instructor: Laurel Felt, PhD; www.laurelfelt.org
Office: ASC 333 and/or ANN 306
Office Hours: Thursdays, 2:30-4:30pm
Contact Info: felt@usc.edu

Annenberg Virtual Commons: http://vc.uscannenberg.org/annenberg-it
Annenberg IT Help Desk: ASC 234 | asctech@usc.edu | (213) 740-3901

Course Description
In this course, participants will both study the principles and cultivate the practices of effective communication, verbal and non-verbal, for formal contexts. We will focus on learning how to prepare, present, and attend to presentations for such formal contexts as academic conferences, business pitches, wedding receptions, and graduation ceremonies. Ultimately, the course should prove to be illuminating, practical, useful, and FUN.

Learning Objectives
This course aims to enhance participants' communicative competence by offering opportunities to practice speaking confidently and articulately, regardless of the topic, in front of and with people.

To achieve that objective, participants will develop/hone skills in:
- Learning through play, especially improvisational theater games
- Beating down stage fright and communication apprehension
- Listening actively and respectfully
- Using audience analysis to shape messages' foci and structure
- Decoding and managing non-verbal communication
- Identifying the characteristics of both good speeches and effective speakers
- Organizing ideas logically and transitioning between them smoothly
- Storytelling – composition (e.g., beginning, middle, end), mechanics (e.g., pacing, volume), and give-and-take (e.g., revising according to listeners' signals)
- Speaking off-of-the-top-of your head (impromptu) and with keyword notes (extemporaneous)
- Creating and using a variety of sensory aids (e.g., props, multimedia)
- Speaking effectively to inform, persuade, introduce, and pay tribute
- Honoring ethical best practices

Course Notes
1. Grading
   a. This course is graded Numeric and/or In Progress.

   b. Here is the grading scale:

A	92.5-100	B+	86.5-89.4	C+	76.5-79.4	D+	66.5-69.4
A-	89.5-92.4	B	82.5-86.4	C	72.5-76.4	D	62.5-66.4
		B-	79.5-82.4	C-	69.5-72.4	D-	59.5-62.4
						F	59.4 or below

   c. Here is what A/B/C/D/F-quality speeches look like:

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 any or enough areas to merit an "A". A good job of meeting most or all established criteria for that speech. Speech may lack preview statement or 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.

d. **Feedback is extremely important for learning and growth.**

During each speech, I type my own feedback into a Google spreadsheet. After each speech, I transcribe peers' valuable words into the spreadsheet as well. Because students' speeches were presented publicly and every person's learning journey can inform our own, feedback is available for all to read and reflect upon. I also annotate written work quite extensively because your ideas are worth considering, and because your writing technique should be as excellent as possible by the time you graduate. Please invest in your own learning by reflecting on this feedback.

e. **I also offer the opportunity to RE-DO**

Despite the smashing success we both anticipate vis-à-vis your speeches and essays, occasionally you may feel that you didn't convey your written thoughts as articulately or deliver your speech as smoothly as you would have hoped. It happens. Learning is "messy."

I care about your learning and personal growth, and I want to support your practice and mastery. I also believe that your grades should reflect your perseverance and capacity over time, not how you happened to do on some random Tuesday.

So! You may re-write any/all essays and re-deliver any/all speeches as many times as you'd like until you're satisfied with the quality of your performance. The final grade you receive for any assignment will be the average of all of your attempts.

HOW: To re-do a speech, just email me by 3 pm the day before you wish to deliver that speech in class so that I can rejigger my teaching plan. A speech re-do is just that – a second attempt to deliver the same/similar material. You do not have to start over from scratch.

To re-do an essay, just email it to me. Because I provide extensive written feedback, re-doing an essay does mean creating a new essay from scratch.

Accompanying either form of "re-do," I require a note or oral statement that identifies what you revised and WHY.

Whether you exercise this option is up to you. You have the power to get as good at public speaking as you possibly can, and to earn as high of a grade as your performance merits. I'm excited to see what you do with this power.

2. Blackboard

    a. You can get at Blackboard via blackboard.usc.edu, link from my.usc.edu, and/or download Blackboard Mobile Learn from the App Store.

    b. All readings and speech guidelines are posted to Blackboard (Bb).

    c. Throughout the semester, I will email you updates and reminders. I send every email through Bb's Announcement function; that means that every email is ALSO an Announcement. This way, you can never miss a message from me.

    d. Turnitin is my favorite way to receive written work. It's not because I'm highly suspicious of plagiarism; it's because GradeMark allows me to write comments with great ease, syncs up with Grade Center, tracks when assignments are submitted (flagging late work), and "bundles" all of the submissions in one place – I don't have to keep track of emails and attachments with non-descript file names.

    e. **How to submit written work to Blackboard:**

1) Open the Assignment folder in COMM 204's Blackboard page.
2) Click "View/Complete" underneath the specific assignment you want to submit.
3) In the dialog boxes, type in your Submission Title and select from your files the document you want to submit. Click "Upload."
4) Once your file is uploaded, click "Confirm."
5) If your file is submitted successfully, you will see the following message appear on your screen and ALSO receive an email confirmation:

        "Congratulations- your submission is complete! This is your digital receipt. You can print a copy of this receipt from within the Document Viewer."

NOTE: If you do not receive the message above and/or an emailed digital receipt, then you did not submit your file successfully. Do it again.

    f. **How to read my VERY USEFUL comments:**

1) To view a marked paper, the student user will need to click on the blue "View" button next to the assignment.
2) The student GradeMark paper view will open in a separate window in which the student may view or print the grade and comment information.

    NOTE: Not all browsers will be able to display the complete features of the GradeMark product. If a browser that is not fully supported is being used, a notification will inform the user. http://turnitin.com/en_us/training/student-training/grademark-overview

    If you don't read my comments, you are shortchanging your education. I am helping you. I spend a lot of time flagging grammar and other issues, challenging you to think through your argument and evidence, complimenting you on well-turned phrases and quality cases. This is what college is for. You cannot afford to graduate with poor writing skills and/or messy logic. Help me help you. Seriously.

g. Should you experience difficulties with Blackboard or any other technological aspects of the course, you may consult with the following resources:

> Annenberg Virtual Commons: http://vc.uscannenberg.org/annenberg-it
> Annenberg IT Help Desk: ASC 234 | asctech@usc.edu | (213) 740-3901
> USC Information & Technology Services: http://itservices.usc.edu/
> USC Libraries: http://www.usc.edu/libraries/
> Lynda.com

3. GoogleDrive

a. A shared spreadsheet on GoogleDrive, accessible from the left-hand links of our Blackboard page, allows students to sign up for speech days + speaker order as well as access the aforementioned written feedback on speech content and delivery. This spreadsheet is located within a shared GoogleDrive folder. If you create a slide presentation, this is where you should upload that file.

Technological Proficiency and Hardware/Software Requirements

This class requires a moderate level of technological proficiency.

1. Slide presentations (e.g., PowerPoint, GoogleSlides, Prezi)

a. Many students create slide presentations for the Informative + Sensory Aid speech (ISA); some also create slide presentations for the Persuasive speech. Technically, this is not required. For the ISA, you may use any kind of sensory aid, e.g., prop, photograph, video, audio, something to taste, something to smell, something to touch. For the Persuasive, you may omit a sensory aid altogether.

b. If you do choose to create a slide presentation, then we need to think about tech integration and efficiency. In order to quickly transition between speakers, it's easiest for us to use the classroom computer, which is a PC. It has PowerPoint and internet access, so it can run Prezi and GoogleSlides. It does not have Keynote.

c. Technically, if we plugged in a student's Mac that has Keynote, then we could run a Keynote presentation. Plugging in and getting the classroom system to read the student's computer takes time, though, and sometimes this solution doesn't work perfectly. Therefore, I VERY STRONGLY ENCOURAGE you to avoid Keynote.

d. If you create a slide presentation, upload it to our shared Google Drive folder.

e. I'll bring a clicker to class so you can advance the slides from wherever you're standing. The button on the right (pointing forward) makes it advance. So plan to be holding that clicker. And if you've got notecards too, then your hands will be full.

f. If you embed a video (which makes the file very big!) or link to a video, then you'll need to pilot the wireless mouse or have a classmate do it from his/her seat.

Required Readings
Everything is free and online. I expect you to read.
- Weekly Readings & Videos on Blackboard, including *Public Speaking: The Virtual Text.*
  www.publicspeakingproject.org

Assignment Submission Policy
1. **Written work (e.g., essays, outlines, bibliographies, slide presentations, etc)**
   a. I never collect paper from you. Save the paper, ink, and time.

   b. Post to Blackboard via Turnitin by CLASS TIME (not midnight). I want you to complete assignments by class time so that we can talk about them during class.

   c. If the file is too large for Turnitin (as is sometimes the case with image-heavy or video-embedded PowerPoints), then email it to me. If the file is too large for email, please upload the file to Google Drive and share it with laurelfelt@gmail.com

   d. *If you experience Bb difficulties, then email the assignment to me by class time.*

2. **Analog materials (e.g., note cards) and spoken work (e.g., assigned speeches)**
   a. Share in class on the date that you speak.

Additional Policies
1. **Late and unfinished assignments**
   a. Make-up work will be allowed without penalty for excused absences only, and are due by the beginning of the next class session.

   b. For unexcused absences, there will be a full letter grade loss on the evaluation of that assignment for each day that it is late.

   c. Students must complete all assignments in order to receive credit in the course.

2. **Late arrival to and early departure from class**
   a. Class meetings are precious! Don't miss class. DON'T.MISS.CLASS.

   b. Arriving late and/or leaving early means that you miss participation opportunities. Your participation grade will suffer accordingly.

   c. You are responsible for the material that you miss. Find out what happened by conferring with peers. It isn't fair for me to "reward" you for skipping out on us by taking my own time to deliver a one-on-one recap.

3. **Absent from class**
   a. Class meetings are precious! Don't miss class. DON'T.MISS.CLASS.

   b. Your participation grade will suffer if/when you don't participate due to absence.

   c. You are responsible for the material that you miss. Find out what happened by conferring with peers. In the case of an excused absence, you may come see me

during office hours so we can walk through any finer points. In general, the biggest secret is practice. We use class time to do a lot of applied work via games, exercises, discussions, and speeches.

    d. I care about my students and profoundly believe in their right to be heard and supported by the entire group. Do not skip out on your peers; if you need a mental health day, I would prefer that you bypass one of my teaching sessions rather than miss a Speech Day. Your peers matter.

4. **Use of technology in the classroom**
   a. You may use your phone to time your peers' speeches and to photograph the white board. You also will videotape your peers' speeches for them on their own phones. That's very generous of you and I appreciate it. It means a lot.

   b. If you're not doing any of those things, then put your phone away. Period.

   c. When I'm spouting pearls of wisdom aloud and/or scribbling gems on the white board, you may take notes on paper or computer/tablet. It is VERY OBVIOUS to me when you're taking notes and when you're doing other stuff. (Tells: Timing; Gaze; Reactions). Please listen and participate; please be present in the room with us and get the most out of this opportunity. It's worth it.

   d. When your peers are speaking, your laptop and/or tablet should be closed. Period. I vehemently expect all students to practice respectful, active listening. This type of listening helps speakers to feel safe, and safety is non-negotiable.

5. **Grading questions**
   a. After receiving a grade, students must wait for 24 hours before addressing the instructor. Please use this time to think through the strength of your case.

   b. If you have determined that your grade merits further review, then submit your complaint/rationale in writing within the next week (7 days). Again, complaints or requests for reconsideration of a grade will not be considered unless they are submitted in written form and delivered after 1 day but before 8 days have elapsed.

   c. A complaint constitutes an argument, and will be evaluated by the standards of acceptable argumentation as presented in class readings and lectures.

Grading Breakdown, Description and Assessment of Assignments

ASSIGNMENT	POINTS	% of GRADE	CRITERIA
Speeches: 1. ISA 2. Persuasive 3. Two Cents Talk 4. Special Occasion Speech 5. Studio A 6. Elevator	**600** 1. 125 2. 125 3. 75 4. 125 5. 75 6. 75	**60%**	(see relevant guidelines for each speech)
Essays: 1. Personal goals 2. Analysis of live speech 3. Accomplished speaker analysis 4. Self-observation	**200** 1. 50 2. 50 3. 50 4. 50	**20%**	(see relevant guidelines for each essay)
Participation	**200**	**20%**	**1. Respectful, active listening** (e.g., making eye contact, leaning forward, nodding, etc) **2. Proper use of technology** (e.g., stowing cell phone, writing/typing solely to note-take) **3. Sensitive, generous sharing** (e.g., offering feedback to peers, asking & answering questions, giving 100% to in-class activities, working productively with peers, etc) **4. Logistical requirements** ATTENDANCE: (see policies)
Extra credit	*Up to 50*	*Up to 10%*	JEP (Joint Educational Project) = 5% Occasional essay-writing opportunities = 5%
TOTAL	1000	100%	

	Topic	Bb Weekly Readings & Videos	Assignment Due
Week 1 1/12	**Team-building & Intro to COMM 204**		
1/14	**Listening and Feedback**	"Listening" "Stress management" "Giving and receiving feedback"	
Week 2 1/19	**Non-verbal Communication** **KIDS' BOOKS**	"Basics of public speaking" "Non-verbal communication"	Essay: Personal Goals
1/21	**Organizing, Outlining** **ELEVATOR (ungraded)**	"Strong speakers give powerful advice"	
Week 3 1/26	**Introductions, Conclusions, and Storytelling**	"Storytelling"	
1/28	**Informative Speaking**	"Critical thinking and ethical research"	
Week 4 2/2	**ISA prep** (Laurel will be absent)		First draft of ISA outline – Submit to Bb and print out for peer review
2/4	**Sensory Aids**	"Sensory Aids"	"old" Powerpoint
Week 5 2/9	**SPEECH: ISA**		
2/11	**SPEECH: ISA**		
Week 6 2/16	**SPEECH: ISA**		
2/18	**Executive Presence**	"Executive Presence"	
Week 7 2/23	**Persuasive Speaking**	"Logic, ethics, and persuasion"	
2/25	**Persuasive prep**	"Managing impromptu Q&A"	Essay: Live speech observation
Week 8 3/1	**SPEECH: Persuasive**		
3/3	**SPEECH: Persuasive**		
Week 9 3/8	**SPEECH: Persuasive**		
3/10	**SPEECH: 2 ¢ Talks**		
Week 10 3/15	**SPRING BREAK**		
3/17	**SPRING BREAK**		

Week 11 3/22	**Impromptu storytelling**		
3/24	**Special Occasion Speaking**	"Special occasion speaking"	Essay: Accomplished speaker analysis
Week 12 3/29	**SOS prep**		
3/31	**SPEECH: SOS**		
Week 13 4/5	**SPEECH: SOS**		
4/7	**Interviewing**	"Talking during a job interview"	
Week 14 4/12	**Studio A demo & prep** GROUP I 12:30-1:10=Studio A 1:10-1:50=Prep in 406 GROUP II 12:30-1:10=Prep in 406 1:10-1:50=Studio A		
4/14	**RECORD @ STUDIO A**		
Week 15 4/19	**Elevator speeches**	"Elevator speeches"	
4/21	**Elevator prep**		
Week 16 4/26	**SPEECH: Elevator**		
4/28	**Studio A screening & COMM 204 reflection**		Studio A video
Finals Week 5/11	**NO EXAM** Optional speech re-do's	Sign up on shared GoogleSheet	Essay: Self-observation

There is NO final examination for this class. Should students wish to re-do a speech, they may do so during the time that our exam is scheduled: Wednesday, May 11, 2-4 pm.

If this is your choice, then you must reserve a spot by emailing me by Tuesday, May 10.

NOTE: I reserve the right to adjust this schedule at any time as I see fit.

Statement on Academic Conduct and Support Systems

Academic Conduct

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct/.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* http://equity.usc.edu/ or to the *Department of Public Safety* http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* http://www.usc.edu/student-affairs/cwm/ provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

Support Systems

If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* http://emergency.usc.edu/will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. NOTE: USC Dornsife Writing Center, http://dornsife.usc.edu/writingcenter/, Taper Hall of the Humanities Room 216, is an excellent resource.

Students whose primary language is not English should check with the *American Language Institute* http://dornsife.usc.edu/ali, which sponsors courses and workshops specifically for international graduate students. NOTE: Please inform the instructor as soon as possible if English is not your primary language and you believe you may require special accommodations.

The Office of Disability Services and Programs http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. NOTE: Any student requesting academic accommodation based on a disability is required to register with The Office of Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to your instructor (or TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m. – 5:00 p.m., Monday through Friday. The phone number for DSP is 213-740-0776.