COMM 204: Public Speaking – SUMMER 2013

Instructor:  Laurel Felt, www.laurelfelt.org
Section:  20377R, Monday/Wednesday/Friday, 1-3:50pm, ASC 231
E-mail:  felt@usc.edu
Office:  ASC G6 - PhD Offices - Annenberg Basement - Below West Lobby
Office Hours:  Fridays, 12-1pm, and by appointment

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. In addition to learning how to prepare, present, and attend to presentations for such formal contexts as academic conferences, business pitches, wedding receptions, and graduation ceremonies, participants also will learn how to prepare for and negotiate conversations in formal contexts, such as graduate school and job interviews, professional meet-and-greets, blind dates, and “meet-the-parents” meals. Ultimately, the course should prove to be illuminating, practical, useful, and FUN.

COURSE 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 (e.g., body language, facial expressions)
• 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., continuously 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, acquaint, and pay tribute
• Applying behavior change research to persuasive approaches
• Incorporating guidelines and self-checks in order to honor ethical best practices

The instructor reserves the right to adjust this syllabus throughout the semester as she sees fit.
REQUIRED TEXTS
   (New and used copies are available at the USC Bookstore)

Beloved children’s book

_When Harry Met Sally_ (1989)
   (2 copies at Leavey, LVYDVD 456)

At least one of these “17 Commencement Speeches by Awesome Comedians” –
   [http://www.huffingtonpost.com/2012/05/15/comedians-giving-college-commencement-speeches-video_n_1474678.html#slide=934818](http://www.huffingtonpost.com/2012/05/15/comedians-giving-college-commencement-speeches-video_n_1474678.html#slide=934818)

Robert Downey Jr. & Jodie Foster at 2012 Golden Globes –
   [http://www.youtube.com/watch?v=6plBl7wFHRk](http://www.youtube.com/watch?v=6plBl7wFHRk)

Sarah Palin’s Gubernatorial Resignation Speech –
   [http://www.youtube.com/watch?v=vqC1afO3Uo4](http://www.youtube.com/watch?v=vqC1afO3Uo4) (PART 1)
   [http://www.youtube.com/watch?v=9f9YQMbQMn0](http://www.youtube.com/watch?v=9f9YQMbQMn0) (PART 2)

At least one of these “20 most-watched TED Talks to Date” –
   [http://blog.ted.com/2012/08/21/the-20-most-watched-ted-talks-to-date/](http://blog.ted.com/2012/08/21/the-20-most-watched-ted-talks-to-date/)

12-year-old Adora Svitak’s 2010 TED Talk, “What Adults Can Learn From Kids” –

At least one episode of ABC’s “Shark Tank”

RECOMMENDED SUPPLEMENTAL MATERIALS
APA Style Manual, library handouts on APA formatting, and/or websites to that effect, e.g.,
   [http://www.owl.english.purdue.edu/owl/section/2/10](http://www.owl.english.purdue.edu/owl/section/2/10)

Two-pocket folder for speech portfolios

4x6 index cards

OPTIONAL TEXTS
   [www.tinyurl.com/204extracredit](http://www.tinyurl.com/204extracredit)
DISABILITY SERVICES
All accommodation requests based on a disability will be taken seriously and honored by the instructor. Any student requesting academic accommodation based on a disability is required to register with 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 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.

ESL
Please inform me as soon as possible if English is not your primary language and you believe you may require special accommodations.

ACADEMIC INTEGRITY
Academic integrity is taken very seriously at the Annenberg School. This means that all work you submit for this class should be your own, original effort. Submitting ideas or writing that you find on the Internet or elsewhere will result in zero credit on that assignment and will also result in disciplinary measures in accordance with university policy.

The Annenberg School for Communication is committed to upholding the University's academic integrity code as detailed in the SCampus Guide. It is the policy of the School of Communication to report all violations of the code. Any serious violation or pattern of violations of the academic integrity code will result in the student’s expulsion from the Communication major or minor. 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:
Borrowing another person’s ideas or words without acknowledging them
Not attributing paraphrased ideas
Not citing quoted material
Copying from any source, but presenting the copied work as your own
Downloading or copying sentences, paragraphs or entire speeches off the web
Using someone else’s speech, paper, outline, or website to fulfill any course requirements

Cheating includes, but is not limited to:
Using or providing external assistance during an exam
Copying or allowing another student to copy any portion of your exam or assignment
Communicating with fellow students during an exam
Possessing or providing unauthorized notes or other materials during an exam
Changing answers, content or form after an exam has been returned
Unauthorized collaboration on exams or assignments
Attempting to interfere with the work of another student
Falsification, alteration or misrepresentation of notes authorizing an absence or illness
ATTENDANCE
Simply, I need you to be here – every time, on time, the whole time. In order for an absence to be excused, it must be corroborated in writing by the proper authority. In terms of unexcused absences, remember that one class session is the equivalent of one week of instruction during a standard academic semester. As such, the number of non-excused absences shall not exceed one (1). Each additional unexcused absence results in a reduction of the final grade by 10 points.

Attendance will be taken at the beginning of each class. Students must be on time for class each day. Arriving late, leaving for any considerable portion of the class, or leaving the class early is discouraged. Two (2) “lates” or “leaves” equals one unexcused absence.

The University of Southern California prohibits the awarding of points solely on a student’s physical presence in a class. However, they allow the use of unexcused absences and excessive tardiness to count against a grade. This includes leaving class early.

TECHNOLOGY IN THE CLASSROOM
The Rules
During lecture, you may…
  - Use paper and pens, laptops, iPads and similar devices for note-taking purposes only.
  - Jot a note about something you want to look up, and then look it up later.

During speech presentations, you may…
  - Use mobile phones for video-recording speeches and/or timing speeches.

During in-class work sessions, you may…
  - Use mobile phones, iPads, etc, to keep track of time.
  - Use presentation software (e.g., Prezi, Powerpoint) to organize your speech.
  - Use the Internet to find images and information to inform your speech.

Ringers must always be turned off, and phones must be stowed in such a way that audible sound will not be produced if/when the phone vibrates.

Why Do These Rules Exist?
Our work – standing center-stage, risking greatness (and trying to forget about/embrace “failure”), and sharing personal stories, values, and beliefs – requires a safe space. To qualify as “safe,” our classroom must be a place where each and every one of us feels respected, supported, seen, and heard.

If someone is engaging with a phone/computer/etc instead of the speaker right in front of them, then they are not respecting, supporting, seeing, or hearing the speaker. They are non-verbally expressing to the speaker, “Your needs are less important than mine. I don’t care that you invested a lot of time in preparing and/or energy in delivering this speech. I won’t help you feel less alone up there. I won’t help you feel like you and your words matter. Your humanity is insignificant to me. Plus you’re boring.”

OUCH.
Often, these surfer-texter-heartbreakers didn’t *mean* to express such a mean message. They just meant to check this one thing for a quick second and then they got absorbed and tuned out. It happens. Taking the phone/computer/etc away means it can’t happen, not here, not now, which proactively saves so many feelings from being hurt and protects the safety of the space. Huzzah! Case: closed.

*What Happens If These Rules Are Broken?*

Offenders **will** lose participation points.

The instructor maintains the right to prohibit the use of laptops, iPads, etc. during class time for *all* students if these rules are violated and/or if their use harms class participation.

**POINTS BREAKDOWN**

*Speeches (350 Total)*

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Introduction Speech</td>
<td>10</td>
</tr>
<tr>
<td>Ghost Story</td>
<td>10</td>
</tr>
<tr>
<td>Personal Narrative</td>
<td>10</td>
</tr>
<tr>
<td>Non-verbal Communication</td>
<td>10</td>
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<tr>
<td>Wedding Speech (Thoughtful Word Choice)</td>
<td>20</td>
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<tr>
<td>Sentimental Object Speech</td>
<td>10</td>
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<tr>
<td>Technology-enhanced Speech</td>
<td>10</td>
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<tr>
<td>Mock TED Talk</td>
<td>15</td>
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</tbody>
</table>

**Informative + Sensory Aid Speech**

- Thesis Statement, Preliminary Outline – 20 points
- Bibliography – 10 points
- Portfolio – 20 Points
- Content & Delivery – 50 points
- Sensory Aid – 30 Points

**Impromptu Speech** – 10 points

**Monroe’s Motivated Sequence** – 15 points

**Persuasive Speech (Promoting a product or idea)** – 100 points TOTAL

- Thesis Statement, Preliminary Outline – 20 points
- Bibliography – 10 points
- Portfolio – 20 Points
- Content & Delivery – 50 points
Class Activities/Participation (125 Total)
Mingling (entering, engaging in, and exiting conversations gracefully) – 10 Points
In-Class Peer Edit (Informative + Sensory Aid thesis and outline) – 15 Points
In-Class Peer Edit (Sensory Aid) – 15 Points
In-Class Peer Edit (Persuasive Speech topic meeting) – 15 Points
In-Class Peer Edit (Persuasive Speech thesis and outline) – 15 Points
Participation (Instructor Discretion) – 55 Points Total

Exams (125 Total)
Midterm Exam – 50 points
Final Exam – 75 points

Speech Observations (50 Total)
Live Observation (3-4 pages) – 25 Points
Self Observation (2-3 pages) – 25 Points

TOTAL: 650 Points
ALL speech assignments must be completed to pass this class

MAKE-UP WORK
Make-up work will be allowed without penalty for excused absences only. For unexcused absences, there will be a full letter grade loss on the evaluation of that assignment for each day that it is late.

EXTRA CREDIT
Information about extra credit assignments can be found at:
www.tinyurl.com/204extracredit

ADDITIONAL NOTES ABOUT GRADING
In-class exercises count towards your participation points. Participation points are also based on your participation as an audience member, your work in pairs and small groups, and your contributions to class discussions.

Questions about grades must be addressed in a timely manner, within a week.

Questions or complaints about grades received must be in writing, accompanied by a copy of the graded assignment.

FINAL EXAMINATION
The final exam will take place during our last day of class: Monday, August 12, 1-4 pm. There is not a special, set-aside final examination period for summer courses.
SPEECH ASSIGNMENT GRADING

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.

GRADING SCALE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>A-</td>
<td>90-92.9</td>
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<tr>
<td>B+</td>
<td>87-89.9</td>
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<tr>
<td>B</td>
<td>83-86.9</td>
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<tr>
<td>B-</td>
<td>80-82.9</td>
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<tr>
<td>C+</td>
<td>77-79.9</td>
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<tr>
<td>C</td>
<td>73-76.9</td>
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<td>D</td>
<td>63-66.9</td>
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<tr>
<td>D-</td>
<td>60-62.9</td>
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<tr>
<td>F</td>
<td>59.9 or below</td>
</tr>
</tbody>
</table>
INTEGRITY CODE
(Student Copy)

Plagiarism and other forms of cheating are not tolerated at Annenberg!

PLAGIARISM INCLUDES, BUT IS NOT LIMITED TO:
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Not citing quoted material
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Downloading sentences, paragraphs or entire speeches off of the Web
Using someone else’s speech, paper, outline, or website to fulfill any of the course requirements

CHEATING INCLUDES, BUT IS NOT LIMITED TO:
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5. Changing answers, content, or form after an exam or assignment has been returned
6. Unauthorized collaboration on any assignment or exam
7. Attempting to hinder the work of another student
8. Falsification, alteration, or misrepresentation of absence/illness authorization notes
9. Using an essay, term paper or speech in more than one course without the permission of all the instructors of both courses

(These definitions of “Academic Dishonesty” are partial. See the academic integrity section in Scampus for a full description of “Academic Dishonesty” prior to signing this form.)

ANY ACT OF PLAGIARISM AND/OR ANY ACT OF CHEATING IS CONSIDERED AN ACT OF ACADEMIC DISHONESTY AND WILL BE REPORTED TO THE UNIVERSITY STUDENT CONDUCT OFFICE.
INTEGRITY CODE
(Please sign and return this copy to instructor.)

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Student’s Signature

Date

Print Name
SCHEDULE
All reading assignments should be completed prior to class on the day they are listed. The schedule is subject to change at the discretion of the instructor. Blackboard (BB) will be utilized for grading and posting of assignments, as well as for the posting of additional readings.

The instructor reserves the right to adjust this schedule throughout the semester as she sees fit.

• WEEK 1, Team-building and Introductions
  W, 7/3: First Day!
    AGENDA: Welcome
              Team-building and Improv Games
              Communication Apprehension
              Video Introductions & Self-Assessment
              Introductions, Take Two
              Course Overview and Goal-setting for the Semester

  F, 7/5: Independence Day (The Legend Continues) = NO CLASS
WEEK 2, Storytelling, Non-verbal Communication, and Listening

M, 7/8: Children’s Books and Ghost Stories
DUE: Signed Integrity Code
Chapter 1, Getting Started
“How Can You Use Your Voice Effectively?” (Chapter 7, pp. 166-174)
Beloved children’s book
Recall/learn a 3-minute ghost story
Pillow, blanket, and flashlight (OPTIONAL)

AGENDA:
Storytime
Compare and contrast: Reading aloud vs. telling a ghost story
Analysis: Composition, mechanics, give-and-take
Revise, practice 3-minute ghost story
Ghost storytelling
Positives & deltas

W, 7/10: Telling YOUR Story
DUE: The rest of Chapter 7, Delivering Speeches
Chapter 2, Preparing Your First Presentation
Speaker, time, location, and topic of Live Event Speech Observation
INTEGRITY CODE

AGENDA:
Introduce Anna
Analysis: Purpose, impacts, education, implications
Plan/practice story that ends with, “And that’s why I decided to go to college.”
Storytelling & feedback
Positives & deltas

GUEST: Anna Christopher, Director-Writer
www.annachristopher.com

F, 7/12: Non-verbal Communication and LISTENING
DUE: Chapter 4, Audience Analysis

AGENDA:
Warm-up – silent playing card status
Party Guest
Introduce Papis
Finish Narratives + Ghost Stories, Part 2

GUEST: Papis Badji (MC G-PISS), Senegalese Musician (via Skype from Rabat, Morocco) –
http://www.youtube.com/watch?v=3qnNvhhjmtU
WEEK 3, Getting Comfortable with Speeches, Language, and Sensory Aids
M, 7/15: Graduation, Award Ceremony, and Press Conference Speeches + Mingling 101
DUE: Chapter 12, Speaking on Special Occasions
When Harry Met Sally (1989)
At least one of the “17 commencement addresses from awesome comedians”
Robert Downey Jr. & Jodie Foster at 2013 Golden Globes
Sarah Palin’s Gubernatorial Resignation Speech

AGENDA: Mingling – how to enter and exit conversations
Analysis: Style vs. substance, comedy vs. authenticity, clarity, composure, credibility re: commencement speakers
Identify who will play which role in Harry and Sally’s wedding (and related parties)

GUEST: Kristen Guth, PhD student, Annenberg School for Communication and Journalism
www.kristenguth.com

W, 7/17: Wedding Speeches for Harry and Sally!
DUE: Chapter 8, Choosing Your Words
Wedding-related speech with thoughtful, deliberate use of language (3 minutes)
Wearing appropriate wedding attire (e.g., bachelor/ette party, reception, 1989 fashion recommended but not required)
Blog posts about both Golden Globes and resignation speeches

AGENDA: Celebrate Harry and Sally’s wedding with speeches
Mingle
Analysis
Positives & deltas

F, 7/19: Sensory Aids—Powerpoint, Prezi, and Props
DUE: Chapter 9, Visual Resources and Presentation Technology
Chapter 10, Presenting to Inform
At least 30 minutes of interaction with Prezi (www.prezi.com)
An object of sentimental value (not digital technology)
A Powerpoint that you made in the past
Speech Observation of Live Event (3-4 pages)

AGENDA: Present sentimental object
Critique speaker’s use of Powerpoint (YouTube video)
Ghost stories, Part 3
Present critique of old Powerpoints: size, text, font, quantity of slides, graphs
WEEK 4, Putting Together an Informative Speech
M, 7/22: Intro to Informative Speeches
DUE: Chapter 3, Selecting a Topic and Purpose
      Chapter 5, Finding Information and Supporting Your Ideas
      Adora Svitak’s TED Talk
      At least one of the 20 most-watched TED Talks to date
      Topic for informative + sensory aid speech

AGENDA: Mock TED Talks
        In-class topic meetings

W, 7/24: Research
DUE: Chapter 6, Organizing and Outlining Your Presentation
      Final topic for informative + sensory aid speech
      Thesis statement and preliminary outline

AGENDA: Powerpoint critique, Part 2
        Peer evaluation of TED Talk teammates
        In-class peer editing of thesis statements and preliminary outlines
        Revising, researching, workshopping
        Midterm-esque review of ethics, research methods, speech basics

F, 7/26: Putting It All Together
DUE: Final, formal outline
      Bibliography
      Sensory aid(s)

AGENDA: In-class peer editing of sensory aid(s)
        Discuss the midterm
        Pass back Live Speech Observation papers, goals from first day
**WEEK 5, Booming and Busting**

M, 7/29: Informative Speeches
DUE: Portfolio
Context-appropriate attire (probably business)

AGENDA: Deliver informative speech with sensory aids (7-10 minutes)

W, 7/31: Midterm
DUE: Thesis statement and bare bones outline

AGENDA: Deliver reflective, informative speech on COMM 204 experience (5-7 minutes)

F, 8/2: Comedy Brain Break
DUE: Fun-loving attitude

AGENDA: Impromptu speaking
    Improv games

GUESTS: Ed Greenberg, Founder, Laughter for a Change -- [www.laughterforachange.org](http://www.laughterforachange.org)
• WEEK 6, Strategic and Group Communication, Persuasion, and Behavior Change

M, 8/5: Strategic and Group Communication
DUE: Chapter 11, Presenting Persuasive Messages
       Appendix
       At least one episode of “Shark Tank”
       Topic of persuasive speech

AGENDA: Strategic and group communication overview
       Interview Felt’s via Skype in order to tailor persuasive speeches
       In-class topic meetings
       Craft thesis statement and preliminary outline for persuasive speech
       In-class peer edit

GUEST: Allie Noyes, PhD candidate, USC Annenberg School for Communication and Journalism

W, 8/7: Persuasion Preparation
DUE: Speech Observation of Self (2-3 pages)
       Final thesis statement and outline for persuasive speech
       Bibliography for persuasive speech

AGENDA: Discussion about persuasion and ethics
       Present Monroe’s Motivated Sequence
       Evaluate teamwork for this group project
       Review the guidelines for the final

GUEST: Zoe Jarman, Actress, The Mindy Project

F, 8/9: Persuasion – Shark Tank!
DUE: Research portfolio: final thesis, outline, bibliography
       Context-appropriate attire

AGENDA: Deliver persuasive speeches (5 minutes)
       Review goals from Day One
       List lessons learned
       Fill out course evaluations
       Optional: Join the Felt’s after class for a celebratory soda at Tutor Campus Center

GUESTS: Richard Felt, Laurel’s Dad – endodontist, golf enthusiast, tinkerer, pragmatist
       Barbara Felt, Laurel’s Mom – social worker, art+literature lover, domestic goddess
• **WEEK 7, The End**

M, 8/12: Final

Sign up for a 15-minute appointment slot at [http://www.tinyurl.com/COMM204final](http://www.tinyurl.com/COMM204final)

Appointments begin at 11 am and end at 4 pm

See helpful readings and resources on Bb, under Assignments, in folder *Final prep*

**DUE:**

- Job/industry-tailored resume
- Dossier on interviewing entity (choose company or media host (e.g., Letterman, Oprah))
- At least 30 minutes of preparation (practice answering likely Qs, develop own list of Qs)
- Context-appropriate clothing

**AGENDA:** Individual appointments with Laurel, The Pretend Interviewer of Your Choice

- Deliver elevator speech/pitch
- Rock the interview
- Congratulations!