

Communication 204: Public Speaking

Fall 2013
T/Th 12:30 - 1:50
ASC 231

Instructor: Evan Brody
Office hours: Thursday 2pm-3pm and by appointment.
Office: ASC G6 (Basement of Annenberg West)
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Course Description:

In this course, students will learn the principles and cultivate the practices of effective oral communication. Central focus areas will include the analysis of the speaking-listening process, the selection and organization of materials for a variety of speaking situations, and the use of multimedia communication technologies in formal presentations. The class will also cover a number of topics related to both contemporary and historical social, cultural, and public policy issues. Ultimately, the course should prove to be intellectually challenging, relevant in the academic and business worlds, and useful in a broader social context.

Course Objectives:

- To develop communicative competence through analysis and criticism of oral messages.
- To develop skills for presenting informative and persuasive discourse.
- To develop skills in creating and using a variety of visual and multimedia aids.
- To learn about ethical challenges that speakers face.
- To engage with public policy issues as a vehicle to understand public speaking's role in society.

Required Text:

Nelson, P., Titsworth, S., & Pearson, J. (2013). *iSpeak: Public Speaking for Contemporary Life*. New York: McGraw Hill. (Available at the USC Bookstore)

Other readings or recordings will be assigned during the semester by the instructor, and will be made available via Blackboard and/or through e-mail. See schedule below.

Recommended Supplemental Materials

- APA, MLA, OR Chicago Style Manual – All papers for this class must be submitted in proper APA, MLA OR Chicago style, including citations and bibliographies. Library handouts and/or websites may be sufficient (Including: <http://owl.english.purdue.edu/owl/section/2/10/>)
- Two-pocket folder for speech portfolios
- 4x6 index cards

Assignments and Grading:

Speeches: (240 Points Total)

Introduction Speech (Personal Narrative) - 10 points

Informative Speech (News & Information)

 Research Portfolio - 10 Points

 Content & Delivery - 60 points

Persuasive Speech (Contemporary Issue of Public Interest)

 Research Portfolio - 10 Points

 Content & Delivery - 60 points

Visual Aid Speech (Historical or Contemporary Subject)

 Research Portfolio - 10 Points

 Content & Delivery - 60 Points

 Visual Aid - 20 Points

Speech Observations: (50 Total)

 Live Observation - 30 Points

 Self Observation - 20 Points

Exams: (125 Total)

 Midterm Exam - 50 points

 Final Exam - 75 points

Class Activities/Participation: (85 Total)

 Activities - 50 Points

 Participation - 35 Points Total

TOTAL: 500 Points

You must complete ALL of these assignments in order to pass the class. **Failure to complete ONE OR MORE of them will result in an F in the class.**

Course Grading Policy:

Grades will be assigned as follows:

A	outstanding, thoughtful and enthusiastic work
B+/B	above average work, demonstrating good insight
B-/C+/C	needs improvement on ideas, argument and follow-through
C- and below	fulfilling the bare minimum and showing little understanding of the material

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:

A	= 100-93	C	= 76-73
A-	= 92-90	C-	= 72-70
B+	= 89-87	D+	= 69-67
B	= 86-83	D	= 66-63
B-	= 82-80	D-	= 62-60
C+	= 79-77	F	= 59-0

If you have concerns regarding a grade on a given assignment, you must appeal it in writing, stating the reasons why you feel the grade is inaccurate, within one week of

receiving the graded assignment; however, I ask that you wait 24 hours before appealing any grade. No late appeals will be accepted for review.

Additionally, keep in mind that in-class exercises count towards your participation points. Participation points are also based on your participation as an audience member, your work in small groups, and your contributions to class discussions.

Course Requirements:

Attendance:

Regular attendance is essential to success in this course. Students must make an effort to be on time for class each day. Punctuality is particularly important on speech days - please do not interrupt your peers by entering class late. Attendance will be taken at the beginning of each class. Students who miss more than **two classes** will have their grades reduced and risk failing the course. There is no distinction between excused and/or unexcused absences – so please be judicious in how you manage this requirement. While University sanctioned absences will NOT count as one of your two absences, you must make sure that you have let me know in advance when you are missing class. Furthermore, you are responsible for turning in any work that is due that day in advance and/or setting a date for you to make up work you missed. You should take a proactive role in this process and should not wait for me to discuss it with you.

Class Discussion:

In order to ensure that our discussions are both helpful and enjoyable for all involved there are a few expectations to keep in mind:

- Please come to class on time and prepared to participate. While it is assumed that you will do all the readings assigned each week, it will be most helpful for you to approach the material as an engaged reader. This means that you should come to discussion armed with questions and comments for our discussion. Part of your grade is based on your active participation in discussions. If you are someone who finds it more difficult to contribute in a “vocal” manner, please come and speak to me within the first week of class.
- While this class will focus on the art of “public speaking,” this approach will no doubt include issues that can, at times, be polarizing and uncomfortable subject matters (such as race, sexuality, gender, ability, and class – to name a few). While you should always feel free to express yourself and your opinions, they should be communicated in an articulate and non-hostile manner. Please remember to show respect and encouragement towards your fellow classmates, even when you disagree.

- I expect you to devote your attention to the course material for the full class period. This expectation should be taken very seriously. Violating this policy will result in a decreased participation grade. Furthermore:
 - All cellphones must be turned to vibrate or silent during class meetings and you should not be checking your phone during discussion sections.
 - Personal computers and wireless Internet are a key part of today's technological culture, but they can also distract you from the class discussion and dampen participation. You may bring your laptops to class for note-taking, but please refrain from browsing the Internet, updating your Facebook profile, instant messaging, playing games, etc. Laptops should be used to take notes, not to surf the web, even if such searches are relevant to the class. Although you may think you are being discreet, 90% of the time students engaging in such behavior in class give themselves away. If this kind of activity gets to be a problem I will ask you not to bring your laptop into the classroom or will request copies of your notes. Remember, this class is a chance to further your understanding of the material, develop your public speaking skills, and increase your ability to effectively communicate orally – therefore I am not interested in your ability to google information.

- If at any time during the semester you are struggling with the material or the course load please seek me out for assistance. It's a great idea to be proactive and come to office hours. I want this to be a positive experience and will do my best to help in any way possible; however, this can only be accomplished if you come and speak with me before things get overwhelming. If you wait too long to seek out help it will be much more difficult, if not impossible, for me to help.

Statement for Students with Disabilities

Any student requesting academic accommodations 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 me (or to 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. Website and contact information for DSP:

http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html, (213) 740-0776 (Phone), (213) 740-6948 (TDD only), (213) 740-8216 (FAX) ability@usc.edu.

ESL

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

Statement on 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.

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus*, the Student Guidebook, (www.usc.edu/scampus or <http://scampus.usc.edu>) contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A.

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

Emergency Preparedness/Course Continuity in a Crisis

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies.

Course Schedule

*** Please note that this course schedule is subject to change at the discretion of the instructor and with appropriate notification to students***

Week 1: Introductions

8/27 Introduction to the Course
Introduction Speech Assigned

8/29 Read Chapter 1 – Getting Started and pp. 37-38 "Presenting Yourself"
Read Lloyd F. Bitzer, "The Rhetorical Situation" (BB)
Read <http://americanrhetoric.com/rhetoricdefinitions.htm> (Online/BB)

Live Speech Observation Project Assigned

Week 2: Preparation

9/3 Read Chapter 2 "Preparing your First Presentation" and Chapter 7 "Delivering Speeches"

Introduction Speech Presentations

9/5 Rosh Hashanah – No Class

Week 3: The Informative Speech

9/10 Read Chapter 3- "Selecting a Topic and Purpose" and Chapter 4 – "Analyzing the Audience"

9/12 Read Chapter 10, "Presenting to Inform"
Read Walt Fisher, "Narration as Human Communication Paradigm" (BB) –
(especially section on "The Narrative Paradigm" ; pp. 6-10)

Informative Speech Assigned

Week 4: Researching, Constructing, and Organizing the Informative Speech

9/17 Chapter 5- "Finding Information and Supporting Your Ideas"
Read David Altheide, "Plugged in Research" from *Qualitative Media Analysis* (BB) – (especially pp. 9-13)

Informative Speech Topics Due - Share in class

9/19 Read Chapter 6 – "Organizing and Outlining Your Presentation"

Thesis Statement, Preliminary Outline, and Bibliography Due

Week 5: Choosing Your Words

9/24 Read Chapter 8 - "Choosing Your Words"

Read Habermas et al., "The Public Sphere" (BB) – (especially "The Concept"; pp 49-50)

Read CommGap - "The Public Sphere" (BB)

9/26 **Reading TBD**

Revised Thesis Statement, Outline, and Bibliography Due

Week 6: Informative Speech Delivery

10/1 **Group A - Informative Speeches Delivered, Speech Portfolios Due**

10/3 **Group B - Informative Speeches Delivered, Speech Portfolios Due**

Week 7: Speaking on Special Occasions

10/8 Read Chapter 12 – "Speaking on Special Occasions"

10/10 **Present Oral Reports of Live Speech Observation**

Written Report of Speech Analysis Due

Week 8: MIDTERM

10/15 Midterm Review - come prepared with questions

10/17 MIDTERM EXAMINATION

Week 9: Recap and Rewind

10/22 Reading - TBD

Speech Video Playback and Group Discussion

Personal Speech Observation Assigned

10/24 Attend the Annenberg Institute for Sports, Media, and Society's Conference on Sports and the LGBT Experience

Week 10: Organizing and Practicing Persuasive Speeches

10/29 Chapter 11 – "Presenting Persuasive Messages" and Seeger, "Best Practices in Crisis Communication" (BB)

Persuasive Speech assigned

10/31 Reading TBD

*Persuasive speech thesis statement, outline, and bibliography due – Share/discuss
Personal Speech Observation Due*

Week 11: Persuasive Speeches – cont.

11/5 Read Baym, “The Daily Show: Discursive Integration and the Reinvention of Political Journalism” (BB)

*Revised thesis statement, outline, and bibliography due
In-Class Peer Edit*

11/7 Work on Persuasive Speeches

Week 12: Delivering Persuasive Speeches

11/12 **Group B Delivers Persuasive Speeches, Speech Portfolios Due**

11/14 **Group A Delivers Persuasive Speeches, Speech Portfolios Due**

Week 13: Integrating Visual Aids

11/19 Chapter 9 - “Visual Resources and Presentation Technology”

Assign Visual Aid Speech

11/21 NO Class – Thanksgiving Break

Week 14: Visual Aids and Multimedia, Continued

11/26 Read Henry Jenkins, “Afterword: Reflections on Politics in the Age of Youtube” from *Convergence Culture* (BB)

Visual Aid Thesis, Outline, and Bibliography Due

11/28 Readings - TBD

In-Class Peer Edit – Practice Visual Aid Speeches

Week 15: Visual Aid Presentations

12/3 **Group A - Visual Aid Presentations, Speech Portfolios Due**

12/5 **Group B - Visual Aid Presentations, Speech Portfolios Due**

**FINAL EXAM: Monday December 9 and Tuesday, December 10, 12 PM - 3 PM –
Each student will sign up for a 15-20 minute slot. More info to come.**

KEY DATES:

Introduction Speech (1)

Assigned – Tuesday, 8/27

Due – Tuesday, 9/3

Live Speech Observation Project

Assigned – Thursday, 8/29

Due – Thursday, 10/10

Informative Speech (2)

Assigned – Thursday, 9/12

Due – Group A: Tuesday, 10/1 and Group B: Thursday, 10/3

Midterm Exam

Thursday, 10/17

Personal Speech Observation Project

Assigned – Tuesday, 10/22

Due – Thursday, 10/31

Persuasive Speech (3)

Assigned – Tuesday, 10/29

Due – Group B: Tuesday, 11/12 and Group A: Thursday, 11/14

Visual Aid Speech (4)

Assigned – Tuesday, 11/19

Due – Group A: Tuesday, 12/3 and Group B: Thursday, 12/5

Final Exam

Monday, December 9th or Tuesday, December 10th