

COMM 204: Public Speaking – SUMMER 2014

Instructor: Laurel Felt, www.laurelfelt.org
Section: 20377, Tuesday/Thursday, 12-4:10, GFS 213
E-mail: felt@usc.edu
Office: ASC G6 - PhD Offices - Annenberg Basement - Below West Lobby
Office Hours: Thursdays, 11-11:50 am, 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. 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.

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

REQUIRED TEXT & MATERIALS

Nelson, P., Titsworth, S., & Pearson, J. (2011). *iSpeak: Public speaking for contemporary life*. New York: McGraw Hill.

NOTE: New and used copies are available at the USC Bookstore

A pack of 4x6 index cards

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>

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.

USC prohibits awarding points solely on a student's physical presence in a class BUT allows the use of unexcused absences and excessive tardiness to count against a grade. This includes leaving class early.

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

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?

Feelings get hurt. Safety gets compromised. Respect gets trampled. People get put in uncomfortable positions. Awkwardness develops. Polar bears revolt. Okay, not that last thing.

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. Don’t be that guy.

POINTS BREAKDOWN

Speeches (300 points, 41% of grade)

Special Occasion Speech (Thoughtful Word Choice) – 50 points

Informative + Sensory Aid Speech – 150 points TOTAL

Thesis Statement, Preliminary Outline – 10 points

Bibliography – 15 points

Final Outline (thesis statement embedded) – 25 points

Sensory Aid – 50 Points

Content & Delivery – 50 points

Persuasive Speech – 100 points TOTAL

Thesis Statement, Preliminary Outline – 10 points

Bibliography – 10 points

Final Outline (thesis statement embedded) – 20 points

Content & Delivery – 50 points

Class Activities/Participation (200 points, 28% of grade)

Class Activities – 80 Points TOTAL

Ghost story – 20 Points

Practice part of a famous commencement speech – 20 Points

Present old Powerpoint – 20 Points

Practice Monroe's Motivated Sequence – 20 Points

Service to Peers – 40 Points TOTAL

In-Class Peer Edit (Informative + Sensory Aid thesis and outline) – 20 Points

In-Class Peer Edit (Persuasive Speech thesis and outline) – 20 Points

Participation (Instructor Discretion) – 80 Points Total

Exams (125 points, 17% of grade)

Midterm Speech – 50 points

Final Speech – 75 points

Writing Assignments (100 points, 14% of grade)

Personal Goals for COMM 204 (3 pages) – 30 Points

Speech Observation of Live Event (3-4 pages) – 40 Points

Speech Observation of Self (2-3 pages) – 30 Points

TOTAL: 725 POINTS

ALL speech assignments must be completed to pass this class

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. Please note that I require all written assignments to be posted to BB via Turnitin.

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.

RE-DO POLICY

Despite the smashing success we both anticipate vis-à-vis your essays and speeches, 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. To accommodate that very "real world" scenario and to support your intrinsic motivation, **you may re-write any/all essays and re-deliver any/all speeches until you're satisfied with the quality of your performance.** The final grade you receive for an assignment will be the average of all of your attempts.

If/when you choose to exercise this option, I need you to email me by 8 pm the night before you wish to deliver your speech in class. To rewrite an essay, just re-submit to Turnitin and email me to let me know that it's there. Accompanying either form of "re-do," I also require a note or oral statement articulating what you have revised and why – demonstrate to me that you understand best practices and have set goals.

I'm extending this option because 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 some random Tuesday. So! Whether you exercise this option is up to you. But you do 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.

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: Tuesday, July 1, 12-4:10 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

A	93-100	A-	90-92.9	B+	87-89.9	B	83-86.9
B-	80-82.9	C+	77-79.9	C	73-76.9	C-	70-72.9
D+	67-69.9	D	63-66.9	D-	60-62.9	F	59.9 or below

INTEGRITY CODE
(Student Copy)

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

PLAGIARISM INCLUDES, BUT IS NOT LIMITED TO:

- Borrowing another person’s ideas without acknowledging them
- Not attributing paraphrased ideas
- Not citing quoted material
- Copying from any source, but presenting the work as yours
- 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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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 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.

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(Please sign and return this copy to instructor.)

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Student’s Signature

Date

Print Name

THIS IS THE BACK OF THE INTEGRITY CODE THAT STUDENTS SUBMIT

WEEK i — NO CLASS, Start Focusing on Public Speaking

ASSIGNMENT: Personal Goals writing assignment (3 pages)

Th, 5/22: NO CLASS

WEEK 1 — Team-building, Listening, and Non-verbal Communication

T, 5/27 (**special time and place! 2-6:10 pm, room ASC 225**): First Day!

DUE: Personal Goals writing assignment (3 pages)

AGENDA: Team-building

Discuss communication apprehension

Video Introductions with a partner

Student Introductions

Course Overview – pass out syllabi, sign Integrity Code

ASSIGNMENT: Read Chapter 1, *Getting Started*

Read Chapter 7, *Delivering Speeches*

Recall/learn a 2-minute ghost story

Th, 5/29 (regular time and place forevermore! 12-4:10 pm, GFS 213): Ghost Stories

DUE: Chapter 1, *Getting Started*

Chapter 7, *Delivering Speeches*

ESPECIALLY “How Can You Use Your Voice Effectively?” (Ch. 7, pp. 166-174)

Recall or learn a ghost story (2 mins)

AGENDA: Discuss non-verbal communication (e.g., voice, eye contact, gestures, facial expressions, walking and other whole body movements, pacing, volume)

Practice ghost story with a partner

Deliver ghost story (2 mins)

Pass out guidelines for Special occasion speech (3 mins)

ASSIGNMENT: Read Chapter 2, *Preparing Your First Presentation*

Read Chapter 8, *Choosing Your Words*

Read Chapter 12, *Speaking on Special Occasions*

Watch Stephen Colbert at 2011 Northwestern University graduation

<https://www.youtube.com/watch?v=m6tiaooiIo0#t=11>

Watch Jodie Foster at 2012 Golden Globes (starts at 5:45) –

<http://www.youtube.com/watch?v=6pIBI7wFHRk>

Watch Oprah Winfrey accepts 1998 Lifetime Achievement Award

https://www.youtube.com/watch?v=JaaPTUbaH_s

Watch wedding speech clip from *Old School*

<https://www.youtube.com/watch?v=NUJVU87Qb7A>

Watch brother’s speech at sister’s wedding

<https://www.youtube.com/watch?v=iEOPYwDeM7c>

WEEK 2 – Special Occasion Speeches

ASSIGNMENT THIS WEEK: (if you haven't already) **ATTEND A LIVE SPEECH EVENT**

Tu, 6/3: Commencement, Award Acceptance, and Wedding Speeches

DUE: Chapter 2, *Preparing Your First Presentation*
Chapter 8, *Choosing Your Words*
Chapter 12, *Speaking on Special Occasions*
Stephen Colbert at 2011 Northwestern University graduation
Jodie Foster at 2012 Golden Globes
Oprah Winfrey accepts 1998 Lifetime Achievement Award
Wedding speech clip from *Old School*
Brother's speech at sister's wedding

AGENDA: Discuss: Style, substance, comedy, authenticity, clarity, composure, credibility, eye contact, pacing, notes, enunciation, appropriateness, over-sharing, etc

Deliver part of a famous commencement speech

<http://www.businessinsider.com/best-commencement-speeches-of-all-time-2013-5?op=1#!HV594>

Analyze impacts of specific words --- how does word choice make a difference?

ASSIGNMENT: Prepare a special occasion speech (3 mins)

Th, 6/5: Special occasion speeches

DUE: Special occasion speech (3 mins)
Context-appropriate attire

AGENDA: Deliver special occasion speech that demonstrates thoughtful word choice (3 mins)

Alternately record, time, and jot constructive comments for classmates

Share warm and cool feedback

Pass out guidelines for Informative + sensory aid-enhanced speech

ASSIGNMENT: Write Speech Observation of Live Event (3-4 pages)

Read Chapter 9, *Visual Resources and Presentation Technology*

Read Chapter 10, *Presenting to Inform*

Find a Powerpoint that you made in the past

WEEK 3 – Getting Comfortable with Speeches, Language, and Sensory Aids

Tu, 6/10: Sensory Aids—Powerpoint and Props

DUE: Speech Observation of Live Event (3-4 pages)
Chapter 9, *Visual Resources and Presentation Technology*
Chapter 10, *Presenting to Inform*
A Powerpoint that you made in the past

AGENDA: Review Chapters 9 & 10
Present old Powerpoint (or a new one if you feel so inclined)
Share warm and cool feedback (especially noting text size, font, amount of text, quantity of slides, legibility of graphs, may comment on volume, eye contact, fluidity, composure)
Discuss live events that you observed
Review COMM 204: Positives & Delta's

ASSIGNMENT: Read Chapter 3, *Selecting a Topic and Purpose*
Read Chapter 5, *Finding Information and Supporting Your Ideas*
Read Chapter 6, *Organizing and Outlining Your Presentation*
Write thesis statement and preliminary outline

Th, 6/12: Intro to Informative Speeches

DUE: Chapter 3, *Selecting a Topic and Purpose*
Chapter 5, *Finding Information and Supporting Your Ideas*
Chapter 6, *Organizing and Outlining Your Presentation*
Thesis statement and preliminary outline for informative speech

AGENDA: Research methods and ethics
In-class topic meetings
Peer-editing & workshopping of thesis statements, outlines, speeches
Pass out guidelines for Midterm - Reflective, informative speech (5 mins)

ASSIGNMENT: Write formal outline (with thesis statement embedded)
Write out the text of your informative speech (7 mins)
Create sensory aid(s)
Write bibliography

WEEK 4 — Putting Together an Informative Speech

Tu, 6/17: Informative + Sensory aid-enhanced Speeches

DUE: Informative speech text
Formal outline (with thesis statement embedded)
Sensory aid(s)
Bibliography
Context-appropriate attire

AGENDA: Deliver informative + sensory aid-enhanced speeches (7 mins)
Alternately record, time, and jot constructive comments for classmates
Share warm and cool feedback
Pass out guidelines for Speech Observation of Self (2-3 pages)

ASSIGNMENT: Write Midterm – A Reflective, informative speech (5 mins)

Th, 6/19: Midterm – Reflective, informative speeches

DUE: Midterm – A Reflective, informative speech

AGENDA: Deliver Midterm – A Reflective, informative speeches (5 mins)
Alternately record, time, and jot constructive comments for classmates
Share warm and cool feedback
Pass out guidelines for persuasive speech

ASSIGNMENT: Chapter 11, *Presenting Persuasive Messages*

Appendix

Write Speech Observation of Self (2-3 pages)

Write thesis statement and outline for persuasive speech

WEEK 5 – Logic, Ethics, and Persuasion

Tu, 6/24: Persuasion Preparation

DUE: Speech Observation of Self (2-3 pages)
Thesis statement and preliminary outline for persuasive speech
Chapter 11, *Presenting Persuasive Messages*
Appendix

AGENDA: Discussion about persuasion, ethics, logic
Practice Monroe's Motivated Sequence
In-class topic meetings
Peer-editing & workshopping of thesis statements, outlines, speeches
Pass out guidelines for Final - Speech about you/something you care about (3 mins)

ASSIGNMENT: Research portfolio: final thesis, outline, bibliography for persuasive speech

Th, 6/26: Persuasive Speeches

DUE: Research portfolio: final thesis, outline, bibliography
Context-appropriate attire

AGENDA: Deliver persuasive speeches (5 minutes)
Alternately record, time, and jot constructive comments for classmates
Share warm and cool feedback

ASSIGNMENT: Write Final - Speech about you (e.g., your life story, a significant experience)
OR about something that you care about (e.g., a hobby, a family member) – (3 mins)

WEEK 6 – Final

Tu, 7/1: You've Got the Power

DUE: Final - Speech about you/something you care about (3 mins)

AGENDA: Deliver Final - Speech about you or something you care about (3 mins)
Alternately record, time, and jot constructive comments for classmates
Share warm and cool feedback
COMM 204: Positives & delta's
Fill out course evaluations
Farewell!