

Instructor:	Jillian Pierson, Ph.D.	jilliank@usc.edu
Office	ASC 333	Office hours are tentative and subject to change.
Hours:	Wed 10:00–12:00 T/Th 1:30-2:00	Feel free to text to confirm before heading over. If these times are inconvenient for you, we can set a meeting for a different time or we can meet by phone.
Phone:	(323)610-6820	Sometimes talking is much more useful than emailing. As long as you're respectful, I welcome your phone calls.

Course Description

The goals of this course are to develop your skills and knowledge as a public speaker, your understanding of the role of public speaking in society, and your ability to be a critical evaluator of public discourse.

We will focus on:

- Preparing effective speeches, including selecting and narrowing topics; researching support; constructing arguments; organizing information effectively; and adapting to specific audiences
- Verbal and nonverbal delivery style
- Incorporating software tools to enhance presentations
- Listening critically and assessing credibility, reasoning, and arguments

To achieve these goals, our class meetings will include lectures, exercises, activities, and speeches. While theory underlies all we do, this course is largely about practice and we will see that you get a lot of it.

I would like you to complete this semester with improved ease in a variety of speaking situations. As future graduates of a prestigious university, you should be able to participate confidently in public discourse, ask questions, and evaluate arguments.

Required Course Materials

Rothwell, J. Dan. (2013). *Practically speaking*. Oxford University Press.

The Public Speaking Project (n.d.). *Public speaking: The virtual text*. Retrieved from <http://publicspeakingproject.org/psvirtualtext.html> [available free online; referred to as PSP on the course calendar]

Additional readings and media will be required, mostly available on our Blackboard site.
Please check Blackboard frequently for postings and updates.

Course Policies

No laptops or electronics.

In order to create the best possible learning environment, I ask you to please turn your cell phones off when you enter our classroom and to not open your laptops or tablets. I completely understand the temptation to multi-task but I ask that you forgo texting, instant messaging, internet surfing, gaming and other distractions during our time together.

Missed speeches: We rarely, if ever, have time for “make up” speeches. If you are seriously ill or have a real emergency, I expect to hear from you before class. In most cases you should have already submitted the written components of the assignment to Blackboard. Once you’re feeling better, we can discuss the possibility of scheduling a time for you to deliver your missed speech (perhaps just to me, one-on-one).

Attendance and Participation: Attendance is very important to achieving our course goals. Your peers also need your presence as supportive audience members. If you miss—or anticipate missing—more than four class meetings, you are in danger of failing the course and should talk with me immediately.

Participation (including promptness, courtesy, attentiveness, involvement in classroom activities, and discussion that clearly demonstrates you have kept up with the course material) may affect your grade if you fall on a border at the end of the semester.

When you do happen to miss a regular class meeting (with no speech due), I do not need to hear from you about why you were absent. You should consult with other students to find out what you missed; please do not ask *me*. Once you’ve spoken with your peers, I welcome the opportunity to talk with you and to go over any questions.

Classroom Etiquette

Please make every effort to arrive on time, ready to work. Plan to stay in class the entire time without leaving to use the restroom.

If you are late, *please do not enter class while another student is speaking*. Wait outside until a speech has ended before slipping quietly into the room.

Assignment Submission Policy

All assignments must be submitted to Blackboard.

Speech outlines and other supporting materials should be uploaded to Blackboard one full half hour before our class meeting on the day you are speaking. If you’re worried that Blackboard hasn’t responded properly, you may also send your work to me in an email.

On your speech days I also require a printed “hard” copy of your outline and references at the beginning of the class.

Late Assignments: Please do not ask for an extension. If your assignment is late, it will be marked down by one third of a letter grade for every day it is late, regardless of the reason. Also, please be aware that if you end up handing something in late (thus accepting the automatic deduction), it falls to the bottom of my stack of things to do and will most likely not be returned to you in a very timely manner.

Grading: To achieve a “C” or better on written assignments, you must write at a level appropriate for a university student, i.e., with correct grammar, punctuation, and spelling.

Your overall grade will be calculated as follows:

Introductory Speech	5%
Informative Speech	15%
Persuasive Speech	20%
Sensory Aid Speech	15%
Special Occasion Speech	10%
Written Assignments	15%
Quizzes	10%
Final Exam	10%

I believe a “B” represents really good work. An “A” represents excellent work. If you are disappointed by a grade, I would be happy to discuss your work with you and help you improve for the next speech or assignment. Remember that as a rule, instructors grade based on achievement, not for effort. Begin by following all the instructions for each assignment. Doing so will form the foundation for your success.

I do not give “extra credit” but with this number of assignments, you have many opportunities for success. As mentioned above, participation can affect your grade if at the end of the semester your grade lies on a border.

Info for Students with Disabilities

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 me 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. Contact information for DSP is 213-740-0776 and ability@usc.edu.

School of Communication Academic Integrity Policy

The School of Communication is committed to the highest standards of academic excellence and ethical support. It endorses and acts on the SCampus policies and procedures detailed in the section titled: "University Student Conduct Code." See especially Appendix A: "Academic Dishonesty Sanction Guidelines." The policies, procedures, and guidelines will be assiduously upheld. They protect your rights, as well as those of the faculty.

It is particularly important that you are aware of and avoid plagiarism, cheating on exams, fabricating data for a project, submitting a paper to more than one professor, or submitting a paper authored by anyone but yourself. If you have doubts about any of these practices, confer with a faculty member or the Director of Undergraduate Studies.

USC Policy on Equity

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://adminopsnet.usc.edu/departments/departments-public-safety>. This is important for the safety of the 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 <http://sarc.usc.edu> describes reporting options and other resources.

A Note from USC on Stress Management

Students are under a lot of pressure. If you start to feel overwhelmed, it is important that you reach out for help. A good place to start is the USC Student Counseling Services office at 213-740-7711. The service is confidential, and there is no charge.

Emergency Preparedness/Course Continuity in a Crisis

In case of a declared emergency that makes travel to campus 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.

Additional Resources

Please take advantage of some of the resources your tuition supports. Early in the semester, visit The Writing Center for one-on-one assistance or small group workshops. (Email writing@usc.edu or call 213-720-3691.) 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.

If you have difficulty with tests, reach out to the Center for Academic Support. (Email study@usc.edu or call 213-740-0776.)

Tentative Course Schedule

Every semester has its own rhythm so occasionally I need to make adjustments to the schedule. If I do, I'll give you as much advance warning as possible, recognizing that you have many demands on your time outside of this class.

	Date	Class Meeting	Assignment Due	Read (before class)
1	Jan 10	Introduction		
	Jan 12	Speaking with Style		Rothwell Ch 12
2	Jan 17	Nonverbal Aspects of Delivery		Rothwell, Ch 2
	Jan 19	Introductory Speeches	Introductory Speech Introductory Speech Reflection due Jan 20	
3	Jan 24	Selecting a Topic and Purpose		PSP Ch 15
	Jan 26	Research and Credible Sources	Topic ideas for informative	Rothwell Ch 8
4	Jan 31	Organization and Support		Rothwell Ch 7 & 14
	Feb 2	The Art of Listening; “Red Pen Day”	Informative Outline	PSP Ch 4
5	Feb 7	Informative Speeches	Informative Speech +	
	Feb 9	Informative Speeches	Reflection	
6	Feb 14	Audience Analysis		Rothwell, Ch 4
	Feb 16	Persuasive Strategies	Persuasive Topic	Rothwell Ch 15 & 16
7	Feb 21	Argument & Counterargument		Rothwell Ch 10
	Feb 23	Storytelling		tbd
8	Feb 28	“Red Pen Day”	Persuasive Outline	tbd
	Mar 2	Persuasive Speeches	Persuasive Speech	
9	Mar 7	Persuasive Speeches	+ Reflection	
	Mar 9	Persuasive Speeches	+ Peer evaluation	
<i>March 12-19 Enjoy Spring Break!</i>				
10	Mar 21	Revisiting Persuasion		tbd
	Mar 23	Using PowerPoint and Beyond		Rothwell Ch 13
11	Mar 28	(cont.)		PSP Ch 13
	Mar 30	Engaging in 21 st Century Debate		tbd
12	Apr 4	Sensory Aid Speeches	Sensory Aid Speech	
	Apr 6	Sensory Aid Speeches	+ Peer evaluation	
13	Apr 11	The Special Context of		Rothwell Ch 17
	Apr 13	Special Occasions		PSP Ch 17
14	Apr 18	Impromptu Speaking	Special Occasion topic	
	Apr 20	Words, Words, Words		PSP Ch 10
15	Apr 25	Special Occasion Speeches	Occasion Speeches	
	Apr 27	(continued); Exam Prep	Occasion Speeches	
	May 4	Final Exam 2 – 4 pm		

ASSIGNMENTS

I try to provide as much information as possible about your assignments, beginning here and then with additional information provided in class, handouts, and on Blackboard. Please read all of my directions carefully and always feel free to ask questions. You won't be able to clarify if wait to prepare until the night before, so plan ahead for your own success.

Speeches

Introductory Speech: Something You Love

This is a 1-3 minute speech about something you *love*. Could be your bottle cap collection, baby cousin, or cappuccino. Just pick something specific that you adore. The idea is to cover a topic you enjoy so much that you can speak comfortably and enthusiastically.

Informative Speech

You will present a 5-7 minute speech informing your peers about a topic or idea of your choice that you will research. You will also be required to conduct research on your topic and provide three to five sources during your speech. The purpose of this speech is to sharpen your research skills, learn and inform your audience about something that is new to you and to them, to follow the principles of organization and outlining in your preparation, and to relay your thoughts to your audience in an engaging way.

Persuasive Speech

You will present a 5-7 minute speech that will require you to craft effective arguments and provide credible evidence for your claims. Your speech should request your audience to perform an action or to shift thoughts and feelings.

Sensory Aid Speech

You will present a 5-7 minute speech that utilizes visual, audio, or other non-verbal tools. The topic itself can be either informative or persuasive, but should lend itself well to sensory support.

Special Occasion Speech

This is a ceremonial speech with a 3-5 minute time frame for you to give a toast, introduction, commemoration or the like, following the guidelines from class and readings.

Attire for Speeches

I would like to see you give speeches in what I would call "business casual." What I mean by this is you should look presentable, but I think it's unreasonable to expect you to spend your day on campus dressed up in formal business attire. Here's what I absolutely do not want to see when it's your turn to speak: your midriff, your cleavage, hats, flip flops, or otherwise distracting clothing.

Grading

If you are unclear about the standards and expectations for a speech or assignment, please ask questions in advance.

- A** An outstanding speech. Clear goal, 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 appears knowledgeable and 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 the established criteria for that speech. Speaker may have relied too much on notes or not fit into the time limit.
- C** A satisfactory speech. Reasonably clear goal, adequate support, apparent organization, but may not be entirely clear; some problems in wording or delivery or both; and/or some deficiencies in meeting the major criteria established for that speech.
- 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.

Written Assignments

Speech Observations

You will be asked to reflect on ideas you've learned in the class when viewing a speech. You will describe the context, whether the speaker was effective and why, and whether they aligned their comments to their target audience.

Reflections

You will write a 2-3 paragraph reflection after your first three speeches, to be submitted within 24 hours of giving your speech in class. Please discuss what you learned in the process of preparing and giving your speech, what you think you did well, and what you felt you could improve upon, and how your speech reflected or engaged with course material.

Peer Evaluations

On several occasions, you will be assigned to write brief reflections based on speeches given by your peers. You will discuss what the students did well, what they could improve upon, and how well their speaking reflected the course material.

Quizzes

This is a skills-based course, however, we will be learning theoretical concepts to develop these skills. In classes will be designed to test your knowledge on the foundations of public speaking and will draw from assigned readings, lectures, and class discussions.

Final Exam

I'd like to use our final exam as our last opportunity to learn together and to assess what you've learned. Details to follow.

Looking Ahead

I look forward to working with all of you. I hope you'll give the class your best and I'll do the same. Together we'll make this a very productive semester.