



Public Speaking as Performance: A Course for Non-Majors

Fall 2017

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Office Hours: By Appointment

Course: THTR 421 / **Section:** 63031R
Monday/Wednesday 10:00-11:50
ROOM: MCC 108
Units: 2

Course Description:

It is said public speaking is the number one anxiety in the country, if not the world. If you are like most people giving speeches creates an overwhelming amount of fear. It has been proven that in today's workforce effective communications is one of the most important attributes required from employers. Public Speaking for Performance will help you gain a comprehensive understanding to the mechanics of public speaking and develop the skills that will have you presenting your speeches with confidence and authenticity.

Learning Objectives:

We will examine the physiological connection between thought, breathing, and the body. Identify the origin of nerves and learn how to use them in our favor. Learn how to create effective speeches with a solid, Opening Statement, Main Points, Transitions, and Conclusion and the importance of Audience Analysis. We will examine breathing techniques, physical presence, aesthetics, and semantic use, as tools for solid speech performance. By supportive critiques, observation of peers, rehearsal, examination of text, and a general understanding of theatrics and stage presence we will have you slaying the public speaking dragon and transform you into prolific oral artist in no time.

NOTE: This class is that is *performance* oriented. Our emphasis will be on *how* your message is delivered as much as on *what* is being delivered.

Here are a few things you can do to prepare:

1. Start to **visualize giving successful speeches** and doing well in class. Thinking: "Oh, I get so nervous." "I suck at public speaking." "Everyone is looking at me." These images of failure are archaic in thought and do not serve the superhero in you.
2. Begin to **recall interesting events** that happened to you as well as stimulating informative and persuasive topics. Listening to a slew of speeches on how to tie your shoes gets old quick. Stimulate yourselves and your class with exciting, provocative information. Start gathering ideas now.

3. Be ready to **think outside of the box** and to let go of old thought patterns. At times this can be tough especially since we have conditioned our brains to be safe and not make a fool of ourselves. However, it is that same conditioning that restricts us from fully living life. Our class will have a fostering environment the will promote taking risks and that will support you becoming a better speaker and hopefully a better person.

Assignments: (Subject to change)

1. **Peer Introduction Speech:** Details in class (snack).
2. **Object Speech:** Details in class (snack).
3. **Elevator Speech I:** A one minute sales pitch - Details In class (snack).
4. **Narrative Speech:** A 2-3 minute short story about an event that has happened to you. Details In class (meal).
5. **Informative Speech:** A 3-5 minute speech that will either Describe, Demonstrate, Define or Report on a topic you are very passionate about. Details in class (meal)
6. **Elevator Speech II:** A one minute sales pitch - Details in class (snack).
7. **Persuasive Speech:** A 4-6 minute speech that is designed to persuade your audience for or against a topic that you feel passionate about. The persuasive speech must contain the elements discussed in the “Art of Persuasion” lecture, including but not limited to: OClaim, Appeal, Counter-Appeal, Problem/Solution (Fantasy) and Action Step, Conclusion and comprehensive audience analysis report. Details in class (meal)
8. **Elevator/Music Speech III:** A one minute sales pitch - Details in class (snack).
9. **Final Presentation (“Field Speech”):** An 8-10 minute speech presenting a topic in your particular area of study. Details in class (meal)

Additional Notes:

- All speeches will be delivered extemporaneously (well-rehearsed but not committed to memory). Never will a meal be memorized.*
- Props and/or visual aids are required for meals as well as proper dress attire.
- All “meal” speeches will be written in the MLA format.*

Breakdown of Point Values: (assignments and values subject to change)

1. Peer Introduction Speech	5
2. Object Speech	5
3. Elevator Speech I	5
4. Narrative Speech*	15
5. Informative Speech*	20
6. Elevator Speech II	5
7. Persuasive Speech*	25
8. Elevator or Music Speech III	5
9. Final Presentation/Field Speech*	35
10. Midterm	20
11. Final	25
12. Internet Assignment	10
13. Reading or Off Campus Assignment	10
14. Attendance / Participation (5 pts for Contract signature)	20

Total 205

Class is graded on straight percentage:

A = 96-100%

A- = 91-95

B+ = 88-90

B = 85-87

B- = 81-84

C+ = 78-80

C = 75-77

C- = 71-74

D+ = 68-70

D = 65-67

D- = 61-64

F = 60 or below

The G. P. A. scale is as follows: A = 4; A- = 3.7; B+ = 3.3; B = 3; B- = 2.7; C+ = 2.3; C = 2; C- = 1.7; D = 1; F = 0.

Classroom Policies:

- All assignments are to be typed and handed in on time. Assignments handed in ten minutes after class begins is considered late no exceptions. **Reminder: Class will commence promptly at 10:00.**
- Sickness, accompanied by a physicians note and legal obligations, with summons, are the only *excused* absences. All other absences are unexcused.
- Documents should be sent as MS Word or PDF format or cut & paste to email.
- Cell phones/computers must be turned off prior to the beginning of class. Texting during class is strictly prohibited and any violations will result in a loss of five points. The second violation the student will be dismissed from class.
- No recording, photographs, or social media postings of any kind are allowed during class time.
- No smoking, food or drink, except water are allowed in the classroom, unless previous arrangements are made.
- You are expected to arrive on time and remain until the class is dismissed. Students who leave class early will be counted as absent for that class period. Doors may be locked 10 minutes after class begins. Disruption of lectures, or speeches is not considered "participation" and will be docked accordingly. Repeated absences or tardiness will be reflected in the 10% factor of the grading scale.
- Each student is responsible for rehearsing their speech outside of class and to be ready to perform extemporaneously on speech days.
- Students should attend class in clothing suitable for movement and/or appropriate clothing for designated speech.
- It is the students' responsibility to cover missed material from fellow classmates.

Be prepared: If you are absent, it is your responsibility to call a classmate to get assignments for the next class meeting. Write down the names and phone numbers of students to call with questions about what you missed and what is due.

Name _____	Phone # _____
Name _____	Phone # _____
Name _____	Phone # _____

Required Readings and Supplementary Materials (TBA)

- *How to Survive Speech 101*; R. Stover. StoverHouse Publishing, 2015
- *A Speaker’s Guidebook*; Dan O’Hair, Rob Stewart, Hannah Rubenstein, Bedford St. Martin
- Handouts: including selected articles, exercise material, and speeches

Weekly Schedule (*Will change. Just a guideline)

Week	Dates	Daily Objective
1	<i>Aug 21/23</i>	Lecture: Intro to Course / Improvised Exercises (breathing) Perform: Peer Intro Speeches Lecture: “Sell the story not the product” Perform: Object Speeches – Backup name exchange Read/Assignment: <u>The Moth – KCRW 89.9 fm</u>
2	<i>Aug 28/30</i>	Lecture: Moth/ KCRW Discussion Narrative Speech Perform: Improv games – Breathing / Visualization Read/Assignment: <u>Gym Speech Outline (Due: TBA)</u> Lecture: Narrative Speech / MLA Outline Structure Read/Assignment: _____
3	<i>Sep 4/6</i>	No Class on Monday Perform: Narrative Speeches Perform: Narrative Speeches/ Review & Feedback Lecture: Articulation Warm up / Elevator Speech Read/Assignment: _____
4	<i>Sep 11/13</i>	Lecture: Articulation Warm up Perform: Remaining Narratives if needed. Perform: Elevator Speeches Elevator Speech Feedback/discussion
5	<i>Sep 18/20</i>	Lecture: Informative Speeches (D.D.D.R) Perform: Warm Up – Word Ball Lecture: Open to address individual concerns Perform: Warm up exercises / Articulation Read/Assignment: _____

6	<i>Sep 25/27</i>	Perform: Informative speeches Perform: Informative speeches Read/Assignment: _____
7	<i>Oct 2/4</i>	Lecture: Informative speeches Feedback/Discussion Perform: Second Delivery of Informative Speeches
8	<i>Oct 9/11</i>	Midterm Exam Lecture: Feedback/Mid-Season Discussion Lecture: Persuasive Speech / The Art of Persuasion pt. I Read/Assignment: Persuasive Speech Assignment
9	<i>Oct 16/18</i>	Lecture: Persuasive Speech Preview and discussion Preform: Elevator Speech II (time permitting) Lecture: The Art of Persuasion pt. II -- Articulation / Visualization Perform: Song (time permitting)
10	<i>Oct 23/25</i>	Perform: Persuasive Speeches Perform: Persuasive Speeches
11	<i>Oct 30/Nov 1</i>	Lecture: Review and Feedback Persuasive Speeches Preform: Review - 2 nd take - Persuasive Speeches
12	<i>Nov 6/8</i>	Perform/Review: Persuasive Speeches Lecture: "Field Speech/Final Presentation" Read/Assignment: Field Internet Assignment
13	<i>Nov 13/15</i>	Lecture: Warm Up/ Visualization – Review Field Speech Lecture: Review Field Speech Perform: Field Speech Perform: Field Speech
14	<i>Nov 20/22</i>	Perform: Field Speeches No Class on Wednesday. Perform: Field Speeches II
15	<i>Nov 26/27</i>	Perform: Field Speeches II Lecture: Semester Round up and overview Lecture: Speech & Career Application

Final Examination Date:

Monday Dec 11

Holiday Pot Luck -- **Final Exam 8:00-10:00 am**

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.

Statement on Academic Integrity

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.

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.

* I have read, understand and agree to the above terms *

Print: _____
(Print Student's Name)

Signature: _____
(Students Signature)