

COMMUNICATION 204: PUBLIC SPEAKING

Fall 2018

Instructor: Nazli Senyuva

Office: ASCJ G6 – PhD Offices

Office Hours: By appointment

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Section: 20375R

Meeting: T/Th 12:30-1:50 pm

Location: ANN 209

COURSE DESCRIPTION

Welcome to COMM 204! In this introductory class, you will learn the theories, skills, and practices of effective verbal and non-verbal oral communication in a variety of contexts. We will critically examine speaker-listener communication processes, learn how to select and organize speech materials, and explore the best ways to incorporate and utilize multimedia tools to improve presentations. You will learn how to give clear yet captivating speeches, and find our course material to be very useful in your academic, professional, and even personal life. Our learning objectives are:

- Clearly define and explain communication concepts that serve as a basis for effective speaking,
- Cultivate and demonstrate listening, analytical reasoning, verbal and non-verbal communication, and research skills,
- Research, prepare, and deliver compelling, informative, and ethically grounded speeches relevant to your audiences,
- Become a confident, responsible speaker, and an active listener,
- Critically analyze and evaluate speeches made by others.

REQUIRED TEXT

Public Speaking: The Virtual Text (n.d.), available in PDF form and online at <http://publicspeakingproject.org/psvirtualtext.html>

Other readings or recordings may be assigned during the semester and will be made available via Blackboard.

ADDITIONAL MATERIALS

Students will purchase a two-pocket folder to be used for speech portfolios. Speech-related assignments will be turned in the day of the speech in these folders, and graded documents will be returned in these folders.

GRADING

Percentages will be calculated by taking the total points earned in the course and dividing by total possible points (500).

A: 92.6 – 100	C+: 77.6 – 79.5	D-: 59.6 – 62.5
A-: 89.6 – 92.5	C: 72.6 – 77.5	F: Under 59.5
B+: 87.6 – 89.5	C-: 69.6 – 72.5	
B: 82.6 – 87.5	D+: 67.6 – 69.5	
B-: 79.6 – 82.5	D: 62.6 – 67.5	

OVERVIEW OF ASSIGNMENTS

Speeches

Introduction Speech: As a warm-up, I ask that you make a one-minute speech about a classmate in an effort for us all to get to know each other. This will assist you in feeling more comfortable speaking in front of your classmates. We will be practicing audience adaptation, so think about what your peers might want to know about your classmate, including background, interests, and hobbies.

Informative Speech*: You will be asked to present a 5-7 minute speech informing your classmates about a topic of your choice. We will model our speeches after TED Talks. The purpose of this speech is to sharpen research skills and provide credible evidence for your claims.

Persuasive Speech*: You will be asked to present a 5-7 minute speech that will require you to craft effective arguments and to define and refute potential counterarguments. The purpose of your speech should be to request your audience to perform an action or to shift thoughts and feelings.

Sensory Aid Speech*: You will be asked to present a 5-7 minute speech that utilizes visual, audio, or other non-verbal tools. The focus of the speech will be to enhance your claims with effective tools. You may revisit a topic or idea from your informative or persuasive speech.

Special Occasion Speech: You will be asked to present a two-minute speech that you may be asked to give in real life. This can be a wedding toast, a graduation speech, a keynote, an introduction, etc. This will be an opportunity to further practice language selection and audience adaptation in a less formal environment.

*Note: The informative, persuasive, and sensory aid speeches are research-based. You will be required to conduct external research on your topics and provide three to four sources for use during your speech.

Assignments

All assignments should critically apply the terms and concepts we learn in class, and not just summarize the content. Please use Times New Roman font, 12-point font size, and 1-inch margins. Papers should be double-spaced. Page limit is before references.

TED Talk Analysis: As part of our discussion of informative speeches, you will provide a 2-page summary, critique of, and reflection on a TED Talk of your choice, as long as it exceeds 10 minutes (selection is available at <https://www.ted.com/talks>).

Debate Analysis: You will write a 4-page critical analysis of the public speaking skills of two people on opposing sides of a debate.

Final Reflection: In lieu of a final exam, you will be asked to turn in a 3-4 page self-reflection paper that discusses concepts learned and adopted, progress made, and room that remains for improvement.

Class Participation

Shark Tank Exercise. As an in-class activity designed to put persuasive speaking skills into practice, students will team up and present an idea or innovation to a panel of “sharks” in an effort to persuade the sharks to fund their project. The winning team will receive 5 extra credit points.

Active Participation and Attendance. This class gives you a unique opportunity to practice your public speaking skills with your classmates—you won’t be penalized in real-life terms! Therefore, I expect you to engage with your classmates and contribute to class discussions in lively, productive, and constructive ways. Additionally, being an attentive listener also demonstrates your respect for your colleagues. Points in this category will be awarded at my discretion at the end of the semester. Finally, please show up to class on time. Repeated lateness is disruptive to our work in the classroom and will negatively impact attendance and participation scores.

In-Class Activities and Impromptu Speaking. This class provides students with ample opportunity to carefully craft and practice the delivery of a speech. It is important, however, that students feel comfortable speaking off-the-cuff in circumstances that find them less prepared. Throughout the semester, I will periodically ask students to speak in front of the class on random topics. Students will not be graded on the content of these short speeches, but rather, on their presence and participation.

Your attendance as both a speaker and listener is imperative for this course. You are expected to attend the full session and to arrive on time. Punctuality demonstrates respect to your classmates, especially on speech days. In some circumstances, absences due to illness, religious observance, or university-sanctioned activities (sports, band, academic competition, etc.) may be excused without penalty, on the condition that students provide me with written documentation. Students are permitted **one unexcused absence** during the semester. Each additional unexcused absence will result in the reduction of 1/3 of a letter grade (e.g., A to A-, C+ to C, etc.).

COURSE POLICIES

Respect. This classroom should be a safe space for expression. Contributions in class should be thoughtful and engaging, rather than monopolizing or silencing. The ability to share diverse experiences and opinions contributes to a productive learning environment. Please be attentive and courteous to your fellow classmates, and you should expect the same in return. Rude and disrespectful comments and behavior will simply not be tolerated.

Academic Integrity. Academic honesty is a core value of the Annenberg School for Communication and Journalism. Your work should reflect your own thoughts and ideas. Representing others' efforts and conclusions as your own without acknowledgement (even when placed in your own words) is considered plagiarism. For guidance about what constitutes as forms of academic dishonesty, please see these links: <http://www.usc.edu/student-affairs/SJACS/forms/tig.pdf>
<http://www.usc.edu/student-affairs/SJACS/forms/tio.pdf>

We are committed to upholding the standards outlined by the Student Conduct code in SCampus (see <http://web-app.usc.edu/scampus/>). Incidents in violations of these standards and policies will result as a failing grade on the offending assignment (at minimum) and will be reported Office of Student Conduct. If you are having trouble discerning what is considered cheating or plagiarism, please confer with me. Ignorance will not be an acceptable excuse for dishonest behavior.

Special Accommodations. I am committed to providing assistance that will help students succeed in the course. Academic accommodations will be made when students 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 within the first week of the semester or as soon as possible. DSP is located at STU 301, 8:30 am - 5:00 pm, Monday – Friday, and can be reached at (213) 740-0776.

English as a Second Language. Please inform me if you need special accommodations if English is not your primary language.

E-mail and G-Chat. Announcements and reminders will be sent no later than 24 hours prior to class. I will respond to e-mails within 24-48 hours. If that time has elapsed and you are concerned I did not receive your e-mail, feel free to send me another. Before speech dates I will be available on GChat for additional help with last minute questions or concerns.

Computers and Cell Phones. Out of respect for your professor and your fellow students, and recognizing that using them is distracting to both, cell phones must be silenced and put away during class. Laptops may only be used for note taking and accessing class-related materials, *not* Facebook or online shopping. **Laptops must be put away during all speeches.** Please always bring additional note-taking materials to class (paper and pencil or pen).

GRADING BREAKDOWN

500 Points Total

Speeches

Introduction Speech
Informative Speech
- Research Portfolio
- Content & Delivery
Persuasive Speech
- Research Portfolio
- Content & Delivery
Sensory Aid Speech
- Research Portfolio
- Content & Delivery
- Sensory Aid
Special Occasion Speech

310 Points

40 Points
70 Points
(20 Points)
(50 Points)
70 Points
(20 Points)
(50 Points)
90 Points
(20 Points)
(50 Points)
(20 Points)
40 Points

Various Deadlines

Due August 28
Due September 18, 20

Due October 16, 18

Due November 13, 15

Due November 29

Assignments

TED Talk Analysis
Debate Analysis
Final Reflection

120 Points

30 Points
60 Points
30 Points

Various Deadlines

Due September 13
Due November 20
Due November 29

Class Participation

Shark Tank Exercise
Active Participation and Attendance
In-class Activities and Impromptu
Speaking

80 Points

20 Points
20 Points
20 Points

Due October 4

COURSE SCHEDULE

Please review the assigned readings *prior* to the class session it is listed under so that we can have a productive and engaging discussion.

Please note that the syllabus is subject to minor revisions to meet the evolving needs of the class.

Week 1: Introduction to Course

- T 8/21 Introductions and Course Overview
Introduction Speech Partners Assigned
- Th 8/23 Introduction to Public Speaking and Public Speaking Competencies
Reading: Chapter 1 from *Public Speaking: The Virtual Text*

Week 2: Introduction Speeches and Overview of Informative Speaking

- T 8/28 **Introduction Speeches**
- Th 8/30 Developing a Research Portfolio for Speeches
Reading: Chapter 7 from *Public Speaking: The Virtual Text*

Week 3: Informative Speaking

- T 9/4 Introduction to Informative Speaking
Reading: Chapters 8 and 15 from *Public Speaking: The Virtual Text*
TED Talk Analysis Assigned
Informative Speech Assigned
- Th 9/6 Informative Speaking, continued

Week 4: Informative Speaking

- T 9/11 Informative Speaking in-class activity
- Th 9/13 Class Discussion of TED Talk Experiences and Analysis
Due in class: TED Talk Analysis

Week 5: Informative Speech Week

- T 9/18 **Informative Speeches and Research Portfolio**
- Th 9/20 **Informative Speeches and Research Portfolio**

Week 6: Introduction to Persuasive Speaking

- T 9/25 Introduction to Persuasive Speaking
Reading: Chapter 16 from *Public Speaking: The Virtual Text*
Persuasive Speech Assigned
Shark Tank Assigned

Th 9/27 Understanding your Audience
Reading: Chapter 5 from *Public Speaking: The Virtual Text*

Week 7: Persuasive Speaking

T 10/2 Arguments and Counterarguments

Th 10/4 In-Class Exercise: Shark Tank
Term Paper Assigned

Week 8: Special Topics in Persuasive Speaking

T 10/9 Propaganda and Ethics in Persuasion

Th 10/11 Persuasion and Philanthropy
Persuasion and Science

Week 9: Persuasive Speech Week

T 10/16 **Persuasive Speeches and Research Portfolio**

Th 10/18 **Persuasive Speeches and Research Portfolio**

Week 10:

T 10/23 Impromptu Speaking Exercise

Th 10/25 Term Paper Research Workshop

Week 11: Introduction to Sensory Aids in Public Speaking

T 10/30 Introduction to Sensory Aid in Public Speaking
Reading: Chapter 13 from *Public Speaking: The Virtual Text*
Sensory Aid Speech Assigned

Th 11/1 Reviewing Visual Arguments: Dos and Don'ts

Week 12: Sensory Aids in Public Speaking

T 11/6 Visualizing Data

Th 11/8 In-Class Exercise: Critiquing Sensory Aids

Week 13: Sensory Aid Speeches

T 11/13 **Sensory Aid Speeches and Research Portfolio**

Th 11/15 **Sensory Aid Speeches and Research Portfolio**

Week 14: Introduction to Special Occasion Speeches

T 11/20 Introduction to Special Occasion Speeches
Reading: Chapter 17 from *Public Speaking: The Virtual Text*
Special Occasion Speech Assigned

Final Reflection Assigned
Due in class: Debate Analysis

Th 11/22 *No Class. Happy Thanksgiving!*

Week 15: Special Occasion Speeches

T 11/27 Humor in Speeches

Th 11/29 **Special Occasion Speeches**
Due in class: Final Reflection

STUDENT RESOURCES

Sexual Assault Policy and Resources. The University of Southern California is committed to fostering a safe campus environment for all members of the university community, free from sexual coercion, violence, and sexual intimidation. The university's sexual misconduct and sexual assault policies have been developed to reaffirm these principles and to provide recourse for individuals whose rights have been violated (the policy is available in SCampus, Part E:

https://studentaffairs.usc.edu/files/2015/11/SCampus-Final-112015_v8.pdf). To learn more about your reporting options and your rights, or to speak with a counselor confidentially, contact the USC Sexual Assault Resource Center/Center for Women and Men at 213-740-4900, or contact Student Counseling Services at 213-740-7711. For more information and resources, including off-campus resources like the Rape Treatment Center, visit the USC Sexual Assault Resource Center website at <https://sarc.usc.edu/resources/>. Finally, remember that you can contact a campus cruiser at 213-740-4911 for a safety escort.

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. Moreover, they offer drop-in workshops throughout the semester on managing stress and maintaining mindfulness.

Additional Academic Support. A number of campus resources exist to support you academically. Contact the Center for Academic Support (<http://sait.usc.edu/academicsupport/>) at 213-740-0776 or study@usc.edu.