

Spring 2020 – Tuesday/ Thursday 12:30 - 1:50

Section: 20381

Location: ANN 06

Instructor: Lauren A. Sowa

Office: ASC G6 (PhD Office in basement of ASC)

Office Hours: Tuesdays and Thursdays by
appointment

Contact Info: lsowa@usc.edu

I. Course Description

Above all else, this course is about confidence and how to either obtain or manufacture the appearance of confidence when speaking publicly.

In this course you will learn the skills, theories, and additional tools necessary to become a successful public speaker. Since public speaking is first and foremost a skill, this course emphasizes practice-based activities that will help you refine your oral communication abilities. Theories from the fields of communication, business, psychology, and acting will be incorporated into these activities to give you a foundational knowledge of the historical and contemporary worlds of public speaking. We'll practice presentational speaking for different contexts, including academia, business, and social settings. By the end of this course, you will be equipped with strategies for delivering compelling speeches and should feel more confident in your speaking abilities

II. Student Learning Outcomes

Although this course's primary purpose is helping you develop your public speaking skills, it is crucial that you grapple with what being an effective oral communicator means for your larger identity. The way you communicate ultimately impacts your presence and/ or personal brand. Thus, throughout the semester, you will be challenged to address questions such as: How can I use new and emerging technologies to help convey my messages? What types of different environments will I be required to speak in? How does the way I speak shape listeners' perspectives of me? Am I more comfortable speaking to certain types of audiences? How do I want to be perceived by my peers, professors, and the public at large?

III. Course Notes

For some people, public speaking is an enjoyable experience. For others, it causes fear and anxiety. A goal for our classroom is for everyone to feel confident that their peers will treat them with respect both during class discussion and when they present.

I will communicate with you all via e-mail through blackboard. Course readings will be either available online or through Blackboard.

This is a participation heavy class. Because physicality is an important aspect of public speaking, there will be some slight movement in this course. Please let me know if you have any issues with standing or movement and we will find an alternative that works best for you.

I strive to ensure that my grading processes are objective and clear. You will never receive a grade that does not have sufficient justification. Moreover, I am always available to discuss assignments and grades in depth. However, I ask that you take the time to fully understand why you received the grade you did and think critically about how you would improve upon the assignment. Any discussions about grades on one assignment must occur before the next assignment is due. Percentages will be calculated by taking the total points earned in the course and dividing by total possible points (210)

IV. Description and Assessment of Assignments

Note: the week before each speech, we will briefly discuss in-class the topic of each for each of your speeches.

- Speech 1 - Introduction Speech:** This is a two-minute speech about yourself to help us get to know each other.
- TED Talk Analysis Paper:** As part of our discussion of informative speeches, you will provide a 3-4 page summary, critique of, and reflection on a TED Talk of your choice (selection is available at <https://www.ted.com/talks>). Please submit on Blackboard.
- Speech 2 - Informative Speech:** This speech should be 6-7 minutes and inform your audience about a topic of your choice. This speech requires external research. Please provide three to four sources during your presentation. We will model our speeches after TED Talks. The speech should help you hone your research skills and provide credible evidence for your claims. Along with your in-class presentation, you will need to submit on Blackboard your speech outline and references.
- Award Ceremony Speech Paper:** We are in the midst of Awards Season! Pick a speech from any 2020 award show (Golden Globes, SAG Awards, Oscars, etc.) and write a 3-4 page summary, critique of, and reflection on the speech. You should use at least 3 references with concepts from class readings in your discussion. Please submit

on Blackboard.

- **Speech 3 - Persuasive Speech/ The Pitch:** This speech should be 6-7 minutes and requires you to craft your own arguments and refute potential counterarguments in order to persuade your audience. This may involve asking them to consider new perspectives, take a certain action, or change their behavior. Use this speech as an opportunity to present on something about which you are passionate and could utilize in your real life. This speech requires external research, and you must provide three to four sources during your presentation. Along with your in-class presentation, you must submit on Blackboard your speech outline and references.
- **Persuasive Speech Peer Critique Paper:** This paper provides you an opportunity to respond as an audience member and in return receive a constructive critique from a peer. This 2 page reflection should address the public speaking skills we are learning in the course and discuss whether or not, or to what degree you were persuaded by your peer's speech/ critique.
- **Speech 4 - Special Occasion Speech:** This is a 3-4 minute speech modeled after a speech you may be asked to give in real life. This could be a toast (e.g., wedding, bachelor or bachelorette party), an introduction of an individual, giving someone an award, accepting an award, etc. You choose! Be creative!
- **Speech 5 - Sensory Aid Speech:** This speech should be 6-7 minutes and incorporate visual, audio, or other non-verbal tools that bolster or enhance your claims. This speech requires external research, and you must provide three to four sources during your presentation. Along with your in-class presentation, you must submit on Blackboard your speech outline and references.
- **Written Reflections:** After each speech, you will write a 2 page (double-spaced), reflection paper about your performance, which will be a part of your grade for each speech. Here you should reflect on your strengths and opportunities for improvement. Be sure to incorporate concepts learned in class from the readings, lectures, and discussions. These are to be turned in on Blackboard within 3 days of giving your speech. So if you present on Tuesday, it is due on Friday and if you present on Thursday, it is due on Sunday.
- **Final Reflection Paper:** This paper discusses concepts learned, progress made, and areas for continued improvement. Expand on what you've written in previous reflections. Evaluate your performance throughout the course. Consider how the readings have informed your work, thinking, and development. Discuss future occasions where you may be asked to speak and how you can incorporate skills you've learned here. This is in place of a final exam. The paper should be 3 pages (double-spaced) before references.

V. Grading

a. Breakdown of Grade

Assignment	Points	% of Grade
Intro Speech	30	3%
Ted Talk Analysis Paper	10	7%
Informative Speech	30	12%
Awards Ceremony Paper	10	5%
Persuasive Speech	30	18%
Persuasive Speech Peer Critique Paper	10	5%
Special Occasion Speech	30	10%
Sensory Aid Speech	30	18%
Final Reflection Paper	10	7%
Participation (attendance, coaching, 1-on-1 meeting, participation and involvement during class discussions and activities)	20	15%
TOTAL	210	100%

b. Grading Scale.

95% to 100%: A	80% to 83%: B-	67% to 69%: D+
90% to 94%: A-	77% to 79%: C+	64% to 66%: D
87% to 89%: B+	74% to 76%: C	60% to 63%: D-
84% to 86%: B	70% to 73%: C-	0% to 59%: F

c. Grading Standards

Grades will be assigned based on the quality of work. In general, an A reflects excellent work, a B reflects good work, a C reflects satisfactory work, a D reflects below expected standards, and an F reflects a failure of the assignment. This means that the student submits the bare minimum of what is expected, the grade will be reflected as such. To receive a B or A on an assignment, the student is expected to demonstrate thoughtful, well-developed, and polished work.

d. Grading Timeline

Grades and feedback will be returned to students within roughly a week of their due date.

VI. Assignment Rubrics

The following criteria will be used for grading participation, speeches and written assignments:

Participation will be graded on your attentiveness and engagement during class discussions and activities. Your participation grade will also include attendance, the in-class coaching, and our 1-on-1 meeting.

Papers will be graded on the quality of content, thought, and writing style. (Always proofread please!)

Speeches will be graded based on 3 main components: delivery, content, and written reflection. Each speech's rubric will vary slightly based on the assignment, but here is a generic example of the components that will be evaluated.

Delivery	Performance, vocal inflection, speech patterns, physicality, confidence	10 points
Content	Following the assignment, research, sentence structure, examples, creativity	10 points
Written Reflection	Writing style and grammar, insightfulness, depth of understanding	10 points

VII. Assignment Submission Policy

All assignments will be submitted through Blackboard (<http://blackboard.usc.edu>) via Turnitin. If you are unable to submit your assignment on time to Blackboard for a technical reason, email me (lsowa@usc.edu) your assignment before the deadline.

- **Deadlines:** Late assignments will receive a deduction of 5 points if submitted within 24 hours of the deadline, 10 points if submitted within 48 hours of the deadline, and so on (5 points lost per 24-hour period). If you have an emergency, please email me before the deadline and provide documentation of the emergency at that time or as soon as documentation is available.

VIII. Required Readings and Supplementary Materials

Text: The Public Speaking Project (n.d.). Public Speaking: The Virtual Text. Retrieved from <http://publicspeakingproject.org/psvirtualtext.html>

Blackboard: This course is what I consider 'live' – it changes based on the background, goals, and progress of each student. Thus, it is imperative that you check Blackboard regularly for any changes to the syllabus. Most importantly, if there are new readings or requirements for a certain week, they will be posted to Blackboard by Friday at 5pm the week before.

IX. Laptop Policy

All undergraduate and graduate Annenberg majors and minors are required to have a PC or Apple laptop that can be used in Annenberg classes. Please refer to the **Annenberg Digital Lounge** for more information. To connect to USC's Secure Wireless network, please visit USC's **Information Technology Services** website.

X. Add/Drop Dates for Session 001 (15 weeks: 1/13/20 – 5/1/20)

Friday, January 31: Last day to register and add classes for Session 001

Friday, January 31: Last day to drop a class without a mark of "W," except for Monday-only classes, and receive a refund for Session 001

Tuesday, February 4: Last day to drop a Monday-only class without a mark of "W" and receive a refund for Session 001

Friday, February 28: Last day to drop a course without a mark of "W" on the transcript for Session 001. [Please drop any course by the end of week three (or the 20 percent mark of the session) to avoid tuition charges.]

Friday, February 28: Last day to change pass/no pass to letter grade for Session 001. [All major and minor courses must be taken for a letter grade.]

Friday, April 3: Last day to drop a class with a mark of "W" for Session 001

XI. Course Schedule: A Weekly Breakdown

Important note to students: Be advised that this syllabus is subject to change - and probably will change - based on the progress of the class, news events, and/or guest speaker availability.

WEEK 1 – Introduction to the Course

"Let's start at the very beginning, a very good place to start" – The Sound of Music

Tues., 1/14 Welcomes and course overview

Thurs., 1/16 **Reading:** * Ch 4: Listening Effectively PSVT
Due: Intro Speeches

WEEK 2 - Thinking about Speaking

"May the Force be with you" – Star Wars

Tues., 1/21 **Reading:** * Ch 1: Introduction to Public Speaking PSVT
* *The Creative Habit: Learn it and Use it For Life* – Twyla Tharp

Thurs., 1/23 **Reading:** * *The Inner Game of Tennis* – W. Timothy Gallwey
* Ch 11: Speaking with Confidence PSVT

WEEK 3 – The mechanics of the Speech

"You taking to me?" – Taxi Driver

Tues., 1/28 **Reading:** * Ch 7: Supporting your Ideas PSVT
 * Ch 8: Organizing and Outlining PSVT
 * Ch 16: Persuasive Speaking PSVT

Thurs., 1/30 **Reading:** * Ch 10: Using Language Well PSVT
 * *Speak with Distinction* - Edith Skinner
Due: Ted Talk Analysis Paper

WEEK 4 - Acting techniques for Public Speaking

"Nobody puts Baby in a corner" – Dirty Dancing

Tues., 2/4 **Reading:** * Ch. 9: Introductions and Conclusions PSVT
Due: Info Speech Topics

Thurs., 2/6 **Reading:** * Ch 12: Delivering Your Speech PSVT
Activity: In-class Coaching Day 1

WEEK 5 – Informative Speech Week

"That's what I do. I drink and I know things" – Game of Thrones

Tues., 2/11 **Presentation:** Informative Speech

Thurs., 2/13 **Presentation:** Informative Speech

WEEK 6 – One on One Meetings

"All it takes is faith and trust" – Peter Pan

Tues., 2/18 One on one feedback

Thurs., 2/20 One on one feedback

WEEK 7 – Persuasive Speech Prep

"I'll have what she's having" – When Harry Met Sally

Tues., 2/25 **Reading:** * Ch 16: Persuasive Speaking PSVT
Due: Award Ceremony Speech paper

Thurs., 2/27 **Activity:** In-class Coaching Day 2
Due: Persuasive Speech Topics

WEEK 8 – Persuasive Speech Week

“I’m going to make him an offer he can’t refuse” – The Godfather

Tues., 3/3 **Presentation:** Persuasive Speech

Thurs., 3/5 **Presentation:** Persuasive Speech

WEEK 9 – Special Occasion Speech Prep

“Who tells your story?” – Hamilton

Tues., 3/10 **Reading:** * Ch 5: Audience Analysis PSVT
 * Ch 17: Special Occasion Speaking PSVT
Due: Award Ceremony Speech paper

Thurs., 3/12 **Due:** Persuasive Speech Peer Critiques
 SOS topics

Spring Break

“I give myself very good advice, but I very seldom follow it” – Alice in Wonderland

WEEK 10 Special Occasion Speech Week

“What? Like it’s hard?” – Legally Blonde

Tues., 3/24 **Presentation:** Special Occasion Speech

Thurs., 3/26 **Presentation:** Special Occasion Speech

WEEK 11 – Speaking IRL

“If you don’t like what’s being said, change the conversation” – Mad Men

Tues., 3/31 **Reading:** * Ch 13: Visual Aids PSVT

Thurs., 4/2 **Activity:** Guest Speaker: Ricardo Horna (MA, Google & Youtube).

WEEK 12 – Sensory Aid Prep

“Make it work” – Project Runway

Tues., 4/7 **Due:** Sensory Aid Speech Topics

Thurs., 4/9 **Activity:** In-class Coaching Day 3

WEEK 13 – Sensory Aid Speech Week

“This is your final rose tonight. When you’re ready” – The Bachelor

Tues., 4/14 **Presentation:** Sensory Aid Speech

Thurs., 4/16 **Presentation:** Sensory Aid Speech

WEEK 14 – Final thoughts and Ideas

“I have spoken” – The Mandalorian

Tues., 4/21 **TBD**

Thurs., 4/23 **TBD**

WEEK 15– Final thoughts and Ideas

“I have spoken” – The Mandalorian

Tues., 4/28 **TBD**

Thurs., 4/30 **TBD**

Final reflection Due May 13th.

XII. Policies and Procedures

Additional Policies

You are as much a student as you are a supportive audience member to your peers in this course. Therefore, your attendance is important to your success in this class. If you need to miss class for an emergency or illness you must e-mail before the class period and please provide documentation for it to be considered an excused absence. Any more than TWO unexcused absences will result in a major deduction from your participation grade.

Your presence and respect for your classmates (especially when it is their turn to give a speech) is imperative. Therefore, all technology, including laptops, must be put away during speeches to help us create an attentive and positive environment for one another.

Communication

I will make every effort to respond to your emails within 24 hours of them reaching my inbox. If 24 hours has passed and I haven’t responded, please feel free to follow up to ensure I received your message.

Statement on Academic Conduct and Support Systems

a. Academic Conduct

Plagiarism

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

b. Support Systems

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
studenthealth.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention and Services (RSVP) - (213) 740-9355(WELL),
press “0” after hours – 24/7 on call
studenthealth.usc.edu/sexual-assault

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED)- (213) 740-5086 | Title IX – (213) 821-8298
equity.usc.edu, titleix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following *protected characteristics*: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
usc-advocate.symplicity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs - (213) 740-0776
dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Support and Advocacy - (213) 821-4710
uscsa.usc.edu

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101

diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

dps.usc.edu

Non-emergency assistance or information.

Annenberg Student Success Fund

<https://annenberg.usc.edu/current-students/resources/annenberg-scholarships-and-awards>

The Annenberg Student Success Fund is a donor-funded financial aid account available to USC Annenberg undergraduate and graduate students for non-tuition expenses related to extra- and co-curricular programs and opportunities.

Breaking Bread Program [undergraduate students only]

<https://undergrad.usc.edu/faculty/bread/>

The Breaking Bread Program is designed to provide individual undergraduate students with an opportunity to meet and have scholarly discussions with faculty members outside of the normal classroom setting. Through this program, students and faculty enjoy good company and great conversation by literally “breaking bread” over a meal together and USC will pick up the tab! Your meal event can take place anywhere outside of the normal classroom setting. Your venue can be a restaurant or eatery on or off-campus.

XIII. About Your Instructor

Lauren Alexander Sowa is a PhD candidate and Annenberg Fellow in Communication at USC's Annenberg School for Communication and Journalism. She holds a Master of Arts in Communication as well as a Master of Communication Management degree from USC's Annenberg. She received her BFA with Honors in Theatre with a Minor in Sociology from New York University's Tisch School of the Arts.

Her areas of study and expertise include Cultural Studies, Fandom, Television Studies, and media representations. Lauren has conducted research with The Geena Davis Institute on Gender and Media and with Hollywood, Health, and Society, at the Norman Lear Center. She has also interned as a casting assistant at Nancy Naylor Casting.

Lauren has trained in the Professional Acting Shakespeare Program at the Royal Academy of Dramatic Arts in London (RADA) and has studied Improvisation at Second City in Chicago. A member of SAG-AFTRA and AEA, Lauren has been in national commercials, television shows, and professional theater productions in Chicago, New York and Los Angeles. Because of her experience and expertise both in front of and behind the camera, Lauren brings a unique perspective to her academic and professional work.