



COMM 204
PUBLIC SPEAKING
Fall 2020
(20382R) Tues/Thurs 9:30-10:50 Via ZOOM
NOTE: ACTIVITIES and DATES MAY CHANGE

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Welcome to Public Speaking! This class is designed to be interactive, positive, and dynamic. While it has become trite to say this, let me give voice to the fact that we are living in unprecedented times as we navigate the pandemic together as a class, as an educational experience, as a community, and most importantly as the Trojan family. We will work together throughout the semester to prepare the class as a whole, and each and every student as individuals, to become confident, effective, and dynamic public speakers. Each of you will prepare and present a speech weekly (approximately). We will support and encourage each other as we move through this journey. Please note that the schedule may change to accommodate the needs and desires that arise due to the pandemic and its impact on the class. In addition to my own concern and policies about distance learning, let me begin by providing you with the Pandemic Notifications that are Annenberg and USC policy for the coming semester:

PANDEMIC NOTIFICATIONS (PLEASE READ):

- **Synchronous session recording notice**
Live class sessions will be recorded and made available to students through Blackboard (including transcriptions). Please remember that USC policy prohibits sharing of any synchronous and asynchronous course content outside of the learning environment. As a student, you are responsible for the appropriate use and handling of these recordings under existing SCampus policies regarding class notes (<https://policy.usc.edu/scampus-part-c/>). These rules will be strictly enforced, and violations will be met with the appropriate disciplinary sanction.
- **Going back to Campus**
Although we are starting the semester with online instruction only, conditions may improve. In such case, courses listed as hybrid will give opportunity to students to attend class in person. This will happen only by following the strictest health guidelines and safety protocols. These are

listed in the [Trojans Return](#) page. Please take the time to read this ahead so that you are prepared in case it is possible to return to in-person instruction.

ADDITIONAL CONSIDERATIONS DURING DISTANCE LEARNING:

- **Participation**

Participation is part of your grade, and this class involves weekly synchronous in-class presentations. In this class, all students will give short speeches almost every Thursday. Please be aware that being present to give your speech and to provide feedback on the speeches of your classmates is a mandatory part of this class. If you are planning to be unavailable during class time, please contact me immediately or consider enrolling in another class. This class is designed to be synchronous and interactive. For your information, USC's general guidelines on participation during the pandemic include the following statement: The current modality of teaching includes synchronous and asynchronous lessons, assignments, exercises, and evaluation processes, and each affords different types of participation. In a synchronous zoom environment, when proper, participation is synchronous. This may include talking, when appropriate, during a zoom meeting, or using the chat function to generate or participate in discussions. Blackboard offers different types of participation, including participating in forums and completing asynchronous assignments.

- **Attendance policy**

As this is a participation, lab style class, attendance is necessary. If you anticipate any difficulty with attendance, please contact me immediately or consider enrolling in another class. The following guidelines are noted, but this class does have in-person, synchronous requirements for participation. USC's guidelines suggest: Students are strongly encouraged to attend live sessions via Zoom. This is the best way to engage with the course and keep up to date with class activities and assignments. However, there will be no penalty for failing to attend live sessions, and students who miss live sessions will be able to keep up with the class by reviewing class recordings and engaging through asynchronous class activities and assignments. Note that university guidelines dictate that faculty should only maintain normal attendance, participation, and assessment expectations for students when the class time falls within reasonable learning hours in the student's time zone, defined as 7:00am to 10:00pm in the student's time zone.

- **RESPECT FOR ONE ANOTHER:** The distant nature of these learning environments may prompt us to forget that we are a community and that each of us and our ideas deserves respect. For this reason, it is imperative that you remember to **respect the opinion of others**, regardless of how much you disagree.

- **Zoom etiquette**

Although you are not obligated to turn your camera on, we highly recommend it. Please wear **appropriate clothing**. Please keep your **microphone off** during zoom class, except when you're asked to unmute for discussion or questions. Please use **appropriate backgrounds**.

COURSE DESCRIPTION

This skills-based course is designed to help you become a better public speaker through theory and, most importantly, practice. We will learn concepts and models of communication, how to adapt a speech for different occasions and audiences, how to support ideas and arguments

effectively, how to select and organize materials in preparation for a speech, and how to use multimedia tools in presentations, among other skills. This course should be relevant in academic, business, and social settings. You should become a better public speaker and listener, while thinking about and maintaining ethical standards.

COURSE OBJECTIVES

- Learn to understand communication concepts that serve as a basis for effective speaking, and to apply this conceptual knowledge in practice to develop and present effective speeches.
- Learn to be an analytical listener and to develop and provide useful feedback. In other words, I want you to develop the ability to analyze and evaluate presentations made by others and to provide constructive feedback (and find areas to praise).
- Develop and demonstrate verbal and nonverbal communication skills as well as research competencies through a strategic process of researching, developing, writing, and delivering presentations relevant to your audiences.
- Learn how to ask good questions and provide meaningful answers to questions.
- Learn to respond to hostile or arbitrary feedback and heckling.
- Gain confidence to speak publicly in a variety of situations.

REQUIRED TEXT: Anderson, Chris (2016). TED Talks: The Official TED Guide to Public Speaking. Mariner Books (Houghton Mifflin Harcourt): Boston/New York.

OPTIONAL TEXT: The Public Speaking Project (n.d.). Public Speaking: The Virtual Text. Retrieved from <http://publicspeakingproject.org/psvirtualtext.html> (referred to as PSVT for the rest of this syllabus)

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

GRADING Percentages will be calculated by taking the total points earned in the course and dividing by total possible points (1000).

A: 92.6 – 100

A-: 90 – 92.5

B+: 87.6 – 89.9

B: 82.6 – 87.5

B-: 80 – 82.5

C+: 78 – 79.9

C: 72.6 – 77.9

C-: 70 – 72.5

D+: 67.6 – 69.9

D: 62.6 – 67.5

D-: 59.6 – 62.5

F: Under 59.5

GENERAL COURSE POLICIES

Respect: It is well studied that public speaking creates fear and anxiety for many people. One of the goals of this course is for students to gain confidence when speaking in front of others. To achieve this, the class will focus on a positive and supportive environment, curating a safe space for expression. Listening, providing positive, supportive, and constructive feedback are expectations of the class. Students are expected to respect and encourage each other and to learn from the examples and best practices that others exhibit. Disrespectful comments or behaviors will not be tolerated. Please contact me immediately if you feel that the class atmosphere is not respectful toward you or your peers.

Academic Integrity: Your work in this class must be your own. Any attempt to represent others' work as your own will receive a failing grade on the assignment in question (at a minimum) and will be reported to the Office of Student Conduct. To learn more about academic integrity and what constitutes academic dishonesty, please see these links: <https://libraries.usc.edu/research/reference-tutorials> <http://annenberg.usc.edu/current-students/graduate-students/academic-integrity>

Student Conduct: We will uphold the standards outlined by the Student Conduct code in SCampus (see <http://webapp.usc.edu/scampus>). Talk with me if you are confused or unsure if something could or would be considered cheating or plagiarism. See last page of syllabus for official statement.

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

Deadlines: The due dates for your assignments are strict. Late assignments are not accepted. If you have an emergency, please contact me before the deadline and documentation is required.

Email: During normal business hours (M-F, 9am-6pm) I will respond to emails within 24-48 hours (probably sooner). If you email me outside of those times or if I give you some notice about limited email, it may take me longer to respond. On weekends, I may not respond until Monday. If it has been more than 24 hours and you think I may have missed your email, please send another.

Technology: Phones must be put away during class. Computers may be used if you like, but only for class-related material and note-taking. I may ask you to close all computers at any time, and if computers become distracting, I may change this policy. Computers must be put away during speeches and guest lectures.

Special Accommodations: Academic accommodations are 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 deliver this documentation to me within the first week of the semester, or as soon as possible. DSP (<https://dsp.usc.edu/>) can be reached at ability@usc.edu and (213) 740-0776. See last page of syllabus for official statement.

English as a Second Language or Other Accommodations: Please let me know if you need special accommodations if English is not your primary language or if you are concerned about accommodations for any other reason.

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.

GRADE BREAKDOWN

Introduction speeches	100
Personal Passion	100
Narrative	100
Business Briefing	100
Debate/Rebuttal (argument)	100
Press Conference	100
Reflection Paper	100
Shark Tank Pitch	200
TED Talk	200
Video/vlog/media	100
Special Occasion Speech or Toast	100
Attendance	100
Participation	100

All Papers and Presentations will be discussed in class. If you miss the in-class discussion and/or description of the assignment, it is incumbent upon you to find the information. It is your responsibility to acquire information that you miss if you do not attend class. All speeches and in-class presentations are to be accompanied by a written copy of your text. Turn in the written version to Blackboard each week.

Notes on the REFLECTION PAPER: Your reflection papers should include concepts learned in class while reflecting on your strengths and places for improvement. This is an analysis and should motivate you to be introspective.

Participation and Attendance: One goal of this course is for you to feel more confident speaking up, asking questions, and participating more generally. Even lectures will have discussion components. We will learn more if we engage with each other and contribute to class discussions. Additionally, there will be several sessions where we will be doing impromptu speaking activities. These are very important for you to feel more comfortable speaking in a variety of settings and without formal preparation. Because of this, I expect students to **attend all classes**, other than pre-approved excused absences (illness, religious observance, university-sanctioned activities) or emergencies. An absence will be considered excused if it falls under one of those categories (pre-approved or emergency) and is accompanied by documentation. Any more than two unexcused absences will result in a $\frac{1}{3}$ deduction to your final grade (e.g., A to an A-, A- to a B+, B+ to a B, etc...). Also, please be on time. If I notice persistent lateness, particularly if it is disruptive or during speeches, I will deduct points in this category.

COURSE SCHEDULE The assigned readings are meant to be read before the class under which they are listed. This syllabus and schedule may change to accommodate unexpected needs of the class as a whole and, thus, the course may change throughout the semester. **NOTE:**

STUDENT PRESENTATIONS WILL BE EVERY THURSDAY. BE PREPARED EACH WEEK.

Week 1 August 18-20

Introduction Course and Introduction Speeches

Introduction to Public Speaking and Public Speaking Competencies, listening, defining your audience. First Topic: Introduction presentations Listening Effectively, Thinking about your Audience, Thinking about your style.

READINGS: TED Chapter 1 (Presentation Literacy) and 3 (Common Traps)

Assignment Due: **Self Introduction Speech**

Other Introduction Speech

(turn in written version on Blackboard)

Turn in one page with both intros on the same document

Week 2 August 25-27

Informative speaking (**Personal Passion**). Defining your Ideas. Defining your style.

Tues: Developing Outlines for Speeches

Thurs: Personal Passion presentations

READINGS: TED Chapter 2 (Idea Building) and 4 (The Throughline)

Assignment Due: **Personal Passion (2 minutes)**

(and turn in written version on Blackboard)

Week 3 September 1-3

Narrative Speaking (story telling)

Tues: Narrative Speaking: How to tell a story

Thurs: Narrative presentations

READINGS: TED Chapter 6 (Narrative) and 4 (The Throughline)

Assignment Due: **Narrative speech (tell us a story)**

(and turn in written version on Blackboard)

Week 4: September 8-10

Informative Speaking Business update/briefing. Speaking in meetings. Briefing memos as a tool. Speaking as an expert (consulting, depositions, etc.)

Tues: Briefing Memos. Briefings in business, law, and politics

Thurs: Briefing presentations

READINGS: TED Chapter 4 (Idea Building) and 5 (Connection)

Assignment Due: **Business Briefing/Update (2 minutes)**

(and turn in written version on Blackboard)

Week 5: September 15-17

Continuing as an expert: Persuasive Speaking and Advocating for a cause e.g., Political, policy, business strategy (pair up for rebuttal experience)

Tues: Persuasion and how to influence others, and the use of counterarguments. Political persuasion. Pair up and share ideas to inform your rebutter!!

Thurs Persuasive presentations (Rebuttals are “educated impromptu”)

READINGS: TED Chapter 7 (Explanation) and 8 (Persuasion)

Assignment Due: **Persuasive/argument/debate speech (1.5 minutes)**

Rebuttal (30-60 seconds)
(and turn in written version on Blackboard)

Note that you are to write your speech and add talking points for your rebuttal both on the same document to be turned in.

Week 6: September 22-24

Persuasive Speaking Press Conferences

Tues: Discussion of Press Conferences

Thurs: Press Conference Simulation

READINGS: TED Chapter 9 (Revelation)

READINGS: TED Chapter 16 (Set up) and 17 (Voice and Presence)

Assignment Due: Press Conference Speech
(and turn in written version on Blackboard)

Week 7: September 29-October 1

Reflection Week

Tues: Discussion of Lessons Learned AND Dealing with Distractions Part 1

Thurs: Distractions and Lessons Learned (Cont) **maybe intro to Shark Tank**

READINGS: TED Chapter 18 (Format Innovation) and 21 (Your Turn)

Assignment Due: Reflection paper
(and turn in written version on Blackboard)

Week 8: October 6-8

Entrepreneurship: Persuasive Speaking, Pitching Ideas and Products, & The Shark Tank

Tues: SHARK TANK prep week

Thurs: Shark Tank Pitch prep in class exercises (and discussion of conference presentations)

READINGS: TED Chapter 10 (Visuals), 11 (Scripting), 12 (Run Through), 13 (Open and Close)

NO ASSIGNMENT

Week 9: October 13-15

Entrepreneurship Pitches Continued

Mon/Tues: Shark Tank Pitches with Q&A

Wed/Thurs: Shark Tank Pitches with Q&A

Assignment Due: Shark tank Pitches with slide deck(2-4 minutes)
(and turn in written version on Blackboard)

Note that this is the equivalent of a double paper (200 points)

Week 10: October 20-22

Being an Expert: Sensory Aid Speeches and Research Portfolio (Conference speaking, TED talks)

Tues: Conveying Technical Information and speaking at a professional meeting/conference(and the need for a **slide deck**)

Thurs: Presentations

READINGS: TED Chapter 19 (Talk Renaissance)

Assignment Due: NO ASSIGNMENT

Week 11: October 27-29

Expert speaking, conferences TED Talks

Tues: TED TALK presentations

Thurs: TED TALK presentations

**Assignment Due: TED TALKS with slide deck (2-4 minutes)
(and turn in written version on Blackboard)**

Note that this is the equivalent of a double paper (200 points)

Week 12: November. 3-5

Vlog and multimedia content: Telling it with VIDEO

Short form video content: Radio, Television, podcast Interviewing and video content/vlog creation.

Tues: Discussion of engagement via video. Discussion of on air interviewing (TV, radio, podcast) and storytelling via content

Thurs: Video presentations

Assignment Due: Video presentations/vlog

Week 13: November 10-12

Introduction to Special Occasion Speeches

Tues: Introduction to Special Occasion Speeches and how to speak at a meaningful event (e.g., a weddings and other toasts, etc.)

Thurs: Humor in Speeches and prep for Thursday

READINGS: TED Chapter 20 (Why it Matters) and 4 (The Throughline)

**Assignment Due: Special Occasion Presentations
(and turn in written version on Blackboard)**

Week 14: November EXAMS

GRADING Percentages will be calculated by taking the total points earned in the course and dividing by total possible points (1000).

A: 92.6 – 100

A-: 89.6 – 92.5

B+: 87.6 – 89.5

B: 82.6 – 87.5

B-: 79.6 – 82.5

C+: 77.6 – 79.5

C: 72.6 – 77.5

C-: 69.6 – 72.5\

D+: 67.6 – 69.5

D: 62.6 – 67.5

D-: 59.6 – 62.5

F: Under 59.5

COURSE POLICIES

Respect: Public speaking creates fear and anxiety for many people, and one of the goals of this course is for everyone to feel more confident when they get up in front of others to speak. To achieve this, we are going to build and maintain a safe space for expression. We will have many class discussions and get to know each other over the course of the semester. We do not want anyone to monopolize conversations or, on the other hand, feel unable to contribute. We will learn from each other if we listen to others and speak up when we want to share or ask questions. Disrespectful comments or behaviors will not be tolerated. Please contact me immediately if you ever feel like the class atmosphere is not respectful toward you or your peers.

Academic Integrity: Your work in this class must be your own. Any attempt to represent others' work as your own will receive a failing grade on the assignment in question (at a minimum) and will be reported to the Office of Student Conduct. To learn more about academic integrity and what constitutes academic dishonesty, please see these links: <https://libraries.usc.edu/research/reference-tutorials> <http://annenberg.usc.edu/current-students/graduate-students/academic-integrity>

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English as a Second Language or Other Accommodations: Please let me know if you need special accommodations if English is not your primary language or if you are concerned about accommodations for any other reason.

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/>.

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GRADE BREAKDOWN

Introduction speeches	100
Personal Passion	100
Business Briefing	100
Narrative	100
Persuasive (or political)	100
Press Conference	100
Reflection Paper	100
Shark Tank Pitch	200
Conference Preso	100
Radio Interview	100 (interviewer/interviewee)
TV Interview	100 (interviewer/interviewee)
Special Occasion Speech or Toast	100
Reflection Paper 2	100
TED Talk	100
Attendance	100
Participation	100

All Papers and Presentations will be discussed in class. All presentations are to be accompanied by a written copy of your text. Turn in the written version to Blackboard each week.

Notes on the REFLECTION PAPER: Your reflection papers should include concepts learned in class while reflecting on your strengths and places for improvement. This is an analysis and should motivate you to be introspective.

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Week 1 August 27-29

Introduction to Course and Introduction Speeches

Introduction to Public Speaking and Public Speaking Competencies, listening, defining your audience. First Topic: Introduction presentations Listening Effectively, Thinking about your Audience, Thinking about your style.

READINGS: TED Chapter 1 (Presentation Literacy) and 3 (Common Traps)

**Assignment Due: Self Introduction Speech
Other Introduction Speech
(turn in written version on Blackboard)**

Week 2 September 3-5

Informative speaking (Personal Passion). Defining your Ideas. Defining your style.

Tues: Developing Outlines for Speeches

Thurs: Personal Passion presentations

READINGS: TED Chapter 2 (Idea Building) and 4 (The Throughline)

**Assignment Due: Self Informative Speech: Personal Passion (2 minutes)
(and turn in written version on Blackboard)**

Week 3 September 10-12

Informative Speaking Business update/briefing. Speaking in meetings. Briefing memos as a tool.

Tues: Briefing Memos. Briefings in business and politics

Thurs: Briefing presentations

READINGS: TED Chapter 4 (Idea Building) and 5 (Connection)

**Assignment Due: Informative Speech: Business Briefing/Update (2 minutes)
(and turn in written version on Blackboard)**

Week 4: September 17-19

Narrative Speaking (story telling)

Tues: Narrative Speaking: How to tell a story

Thurs: Narrative presentations

READINGS: TED Chapter 6 (Narrative) and 4 (The Throughline)

**Assignment Due: Narrative speech (tell us a story)
(and turn in written version on Blackboard)**

Week 5: September 24-26

Persuasive Speaking and Advocating for a cause Political (pair up for rebuttal experience)

Tues: Persuasion and how to influence others, and the use of counterarguments. Political persuasion. Pair up and share ideas to inform your rebutter!!

Thurs Persuasive presentations (Rebuttals are “educated impromptu”)

READINGS: TED Chapter 7 (Explanation) and 8 (Persuasion)

Assignment Due: **Persuasive speech (2 minutes)**

Rebuttal (30-60 seconds)

(and turn in written version on Blackboard)

Week 6: October 1-3

Persuasive Speaking Press Conferences

Tues: Discussion of Press Conferences

Thurs: Press Conference Simulation

READINGS: TED Chapter 9 (Revelation)

READINGS: TED Chapter 16 (Set up) and 17 (Voice and Presence)

Assignment Due: **Press Conference Speech**

(and turn in written version on Blackboard)

Week 7: October 8-10

Reflection Week

Tues: Discussion of Lessons Learned AND Dealing with Distractions Part 1

Thurs: Distractions and Lessons Learned (Cont) **maybe intro to Shark Tank**

READINGS: TED Chapter 18 (Format Innovation) and 21 (Your Turn)

Assignment Due: **Reflection paper**

(and turn in written version on Blackboard)

Week 8: October 15-17 (IS THERE NO CLASS OCT 17 “FALL RECESS”)

Entrepreneurship: Persuasive Speaking, Pitching Ideas and Products, & The Shark Tank

Tues: SHARK TANK prep week

Thurs: Shark Tank Pitch prep in class exercises

READINGS: TED Chapter 10 (Visuals), 11 Scripting), 12 (Run Through), 13 (Open and Close)

NO ASSIGNMENT

Week 9: October 22-24

Entrepreneurship Pitches Continued

Mon/Tues: Shark Tank Pitches with Q&A

Wed/Thurs: Shark Tank Pitches with Q&A

Assignment Due: **Shark tank Pitches (2-4 minutes)**

(and turn in written version on Blackboard)

Week 10: October 29-31

Being an Expert: Sensory Aid Speeches and Research Portfolio (Conference speaking)

Tues: Conveying Technical Information and speaking at a professional meeting/conference (and the need for a **slide deck**)

Thurs: Presentations

READINGS: TED Chapter 19 (Talk Renaissance)

Assignment Due: **Conference Speech Presentations (2 minutes)**

(and turn in written version on Blackboard)

Week 11: November 5-7

Radio and Television Interviews

Work in Media Center. Learn introductory media skills (podcasting and Studio A). Conduct “expert interviews” with each other 1. Radio Interview and 2: TV News Interview.

READINGS: TED Chapter 14 (Wardrobe) and 15 (Mental Prep)

Assignment Due: **Radio Interview and TV Interview due next week**
 (and turn in written version on Blackboard)

Week 12: November 12-14

Radio and Television Interviews

Work in Media Center. Learn introductory media skills (podcasting and Studio A). Conduct “expert interviews” with each other 1. Radio Interview and 2: TV News Interviews

Assignment Due: **1. Radio Interview**
 2. TV Interview
 (and turn in written version on Blackboard)

Week 13: November 19-21

TED Talk Prep

Tues: Reflections and review of semester to embrace skills and styles

Thurs: Group work to help each other outline and strategize

Assignment Due: **Reflection Paper**

Week 14: November 26-28 (NO School Thurs 11/28 Thanksgiving)

Tues: TED Talks

Thurs: TED Talks

Assignment Due: **TED Talk (4-5 minutes)**
 (and turn in written version on Blackboard)

Introduction to Special Occasion Speeches

Tues: Introduction to Special Occasion Speeches and how to speak at a meaningful event (e.g., a weddings and other toasts, etc.)

Thurs: Humor in Speeches and prep for Thursday

READINGS: TED Chapter 20 (Why it Matters) and 4 (The Throughline)

Assignment Due: **Special Occasion Presentations**
 (and turn in written version on Blackboard)

Week 15: December 3-5

FINALS WEEK Dec. 5 and 6:

Final Exam Day -- **Final Papers and Final Revisions**