

Summer 2021 – Tues/Thurs – 9:30am-1:40pm

Section: 20374R

Location: Zoom (via Class Blackboard webpage)

Instructor: Caitlin Joy Dobson

Office: Virtual (email Caitlin to schedule a time and receive Zoom info)

Office Hours: By appointment

Contact Info: cdobson@usc.edu

COURSE DESCRIPTION

Public speaking permeates human life in a multitude of ways. The collective purpose and aim of this virtual course are to help students strengthen their public speaking proficiency through both a theory and practice-based curriculum. Presentational speaking and speaking-listening processes will be practiced and assessed across multiple contexts. As a public speaking class, this is also a learning experience in finding, developing, and strengthening students' own critical voice, in connection with relevant professional, intellectual, and personal areas of interest. By collaboratively cultivating a brave space and culture of respect, students will benefit from a space in which authentic peer feedback and group engagement will be embraced and celebrated. Through this course, students will tap into existing technologies, as well as engage new innovations, to grapple with the necessary experience of presenting in virtual spaces as together we continue navigating a global pandemic.

STUDENT LEARNING OUTCOMES

After partaking in this course, students will have improved and advanced their speaking, listening, and critical thinking abilities in the following key areas:

- Cultivate abilities to research, critically engage, and present important topics to a collective, to contribute and advance group understanding of relevant topics and shared concepts;
- Give engaging, responsibly developed speeches, applicable to a variety of contexts;
- Listen and share feedback with others' speeches, in ways that simultaneously challenge and uplift one another;
- Demonstrate knowledge of key critical thinking skills and key components of public speaking;
- Effectively use technology in (virtual) experiences with public speaking;
- Tap into personal passions and purpose, but also reflexivity, ethics, and empathy to inform more authentic approaches to public speaking;
- Hone their own unique voice, using body language and voice effectively, remaining flexible, creative, and proactive in virtual vs. in-person settings;
- Strengthen flexibility and resiliency in the face of challenges that often arise leading up to, during, and following experiences with public speaking;

Recommended Preparation: Think about your own educational, professional, and personal goals. Brainstorm some topics for which you wish to hone your expertise and nurture your personal interests and passions. Prepare to workshop them with the collective of students you will be working with this

semester. Be willing to challenge yourself. Be prepared to embrace the interdisciplinary value of the field of Communication. Be dedicated to learning from each other and respectfully helping one another grow as scholars, professionals, and human beings.

REQUIRED TEXT AND COURSE MATERIALS

Required:

- *Stand Up, Speak Out: The Practice and Ethics of Public Speaking*, by Leslie J. Harris (2017) – available for free here: https://dc.uwm.edu/cgi/viewcontent.cgi?article=1000&context=comm_facbooks
- All other required course readings will be made available via the content section of Blackboard.

Recommended:

- *How Your Story Sets You Free*, by Heather Box and Julian Mocine-McQueen (2019)
- *You Got This: Everything You Need to Master Authentic Public Speaking*, by Lisa Kleiman (2019)
- *The Power of Voice: A Guide to Making Yourself Heard*, by Denise Woods (2021)
- *The Well-Spoken Thesaurus: The Most Powerful Ways to Say Everyday Words and Phrases*, by Tom Heehler (2011)
- *Public Speaking: The Virtual Text* (The Public Speaking Project) – available for free here: <http://publicspeakingproject.org/psvirtualtext.html>
- *What Color is Your Parachute?* by Katharine Brooks (2021)

Other content and material not listed on the syllabus will be introduced and shared as the course progresses. In a sense, this syllabus will be intentionally reactive, insofar as I will work to remain in-tune with your individual/collective needs and adjust our course accordingly. Lecture PowerPoint presentations will be posted to the content section of Blackboard following each class session.

ASSIGNMENTS & GRADE DISTRIBUTION

A. Assignment Description & Breakdown of Grade

Aside from the informal introduction speech, an assignment prompt will be uploaded to the Assignments section of Blackboard and reviewed during each class session preceding your assigned speech day.

Assignment	% of Grade
<p>Participation and Attendance</p> <p>Attendance for this class is required and expected, as we only have a short time and so much to accomplish together. Your participation will be assessed by how engaged you are with one another, with me as your instructor, and the content to which you are committing yourself. Mindful of potential anxieties related to speaking up in virtual spaces, there are many ways to participate. We will discuss these in class and set communication expectations together. Participation also requires you to individually (and virtually) meet with me at least once during the short semester. We are in this together! The more you show up for yourselves and for one another, the more you will learn. For any religious holidays you wish to observe, I can assure you your participation and attendance grade will not be impacted in any way.</p>	15%
Speech Assignment	% of Grade
SPEECH 1 Introduction Speech: Asserting Individuality and Personal Agency (2-3 minutes)	5%

Assignment	% of Grade
<p>What makes you, you? If you had just a few minutes to meet someone, what would you want to make sure they know about you? Prepare a brief introductory speech, sharing with us what makes you tick. This is a very low stakes, casual assignment, through which you can bring to the table any of your own personal interests. Be as creative, formal/informal, and open as you like.</p> <p>In addition, be prepared to ask a follow-up question to at least 1-2 of your peers following <i>their</i> introductory speech. Did something they shared peak your interest and make you want to know more? What do you have in common with them, and how could those commonalities be posed as a question inviting the speaker to share more with you as an audience member?</p>	
<p>SPEECH 2 Articulating a Perspective (5-7 minutes)</p> <p>This assignment is a necessary deviation from the traditional forms of informative and persuasive speech. Your assignment is to prepare, practice, and present a speech in which you articulate a perspective, in a way that will enhance your own critical understanding of the topic <i>and</i> understanding among the audience. Rather than attempt to coax or convince someone onto your side of a particular issue, you are assigned to present on a topic of your choosing, in a way that may generate respectful discussion. As you develop and/or consider your own stance, do your homework looking into various perspectives. Your job is not to control the perceptions of your audience members in relation to the topic you choose – your job is to bring insight to the topic and generate discussion. You are welcome to present on topics you closely identify with, or simply want to learn more about through this assignment.</p>	10%
<p>SPEECH 3 Building/Maintaining Community (5-7 minutes)</p> <p>For this speech assignment, the goal is for you to practice speaking in terms of “we” rather than “me.” Be imaginative. Get creative. This speech can take place in any type of setting you like. How and in what context might you encourage or maintain harmony among a group/audience? As we have already practiced asserting individuality and personal agency, self-focus is less of a goal here. This is an ideal opportunity for you to practice engaging your audience, whether as a way to celebrate a special occasion, encourage solidarity in relation to a particular social justice issue, or lead a group toward a common objective/goal.</p>	10%
<p>SPEECH 4 Group Speech: Working Together (10-15 minutes)</p> <p>No matter your career or life aspirations, the ability to work with others is a necessary skill. For this assignment you will work in a pair (or group of three) to prepare, practice, and present a speech. You are tasked with finding a common interest among you, determining your topic, conducting background research, and forming a group speech plan. This speech will also be a practice in working together to record and submit your speech online. Be sure to structure your group presentation in a way that affords everyone as much equal speaking time as possible.</p>	10%
<p>SPEECH 5 Discovering Knowledge (5-7 minutes)</p> <p>This speech requires a thirst for learning and a hunger for shared knowledge. Put differently, your task is to determine a topic and then lead the class (yourself included) toward a deeper shared understanding of it. The goal is to leave everyone feeling as if we learned something new today or advanced our thinking in connection with a particular topic. This is less a speech than it is a discussion guided by you. The trick is to remain the leader of the conversation, making sure you keep your voice front and center on this collaborative journey.</p>	10%
<p>SPEECH 6 Speaking to Resist (5-7 minutes)</p>	10%

Assignment	% of Grade
<p>In this speech you are expected to confront a system. You are to organize your speaking around a critique of that system, the background research you have conducted in relation to it, the range of perspectives you have considered, and the stance you would like to communicate. The “system” could mean an industry you seek to change, a social construct you aim to redefine, an institution you have ideas for reforming, a company or organization you seek to innovate, or whatever excites you most.</p>	
Written Assignment	% of Grade
<p>Speech Reflections and Peer Feedback (x5)</p> <p>For speeches 1 through 5, you are to submit a 3-page document – 1 page must include your Speech Plan (<i>to be explained further in class</i>), 1 page must include your self-reflection, and 1 page must include peer feedback.</p> <p>For individual reflection following each speech, you are to assess yourself and express how you felt it went. What are you proud of? Where do you see room for improvement as you move forward with the next assigned speech?</p> <p>For peer feedback you are to select at least one other speaker who you observed and engaged, specifically someone else whose approach to the assignment you found uplifting and/or inspiring. What did they do well? How did their approach motivate you and why?</p>	10%
<p>Speech Analysis</p> <p>For this written assignment, select any speech that is of interest to you. It can be a TED Talk, a famous speech that inspires you to want to someday speak in front of thousands (or even millions! Or hundreds...ok, a small group....just your family?.....maybe just your dog then?), a recorded (virtual) public event, or otherwise, so long as it is longer than 8 minutes. Write up a 2-page analysis, grounded in what you have learned thus far in the course. Think of it as an extended version of friendly peer feedback, as you have been doing for classmates all semester.</p>	5%
<p>Final Self Reflection</p> <p>As your instructor, I am interested in knowing how far <i>you</i> think you have come in this class. How have you grown as a public speaker, what will you take with you into your future life and career? What personal strengths did you discover or hone throughout the semester? What challenges did you face, and how will you aim to continue growing, based on what you have learned and as you advance beyond the course?</p> <p>What knowledge did you gain this semester? Grounding your reflection in course readings, multimedia cited, your personal public speaking experience, and the collective of students who joined you this semester, what was most impactful to you? This paper must be 4-5 pages (excluding references), double-spaced, and APA-formatted.</p>	15%
<p>Potential Extra Credit</p> <p>Extra credit assignments will be offered throughout the course, and details will be shared in class. This opportunity might exist in the form of public speaking opportunities you have outside of class that are recorded and able to be shared. It might also exist as an opportunity to attend a (virtual) public event and write up an analysis of a public speaker(s) you observed/engaged. Opportunities will be shared with you as the course progresses.</p>	1%
<p>TOTAL</p>	<p>100%</p>

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

How to get an 'A' in the class: Be present! Be engaged. Be committed to yourself and to one another. Do your best to absorb the assigned readings, complete the assignment requirements, and be willing to collaborate. Be open-minded and ready to learn from one another's work. As you feel capable, communicate and be transparent with me about the very real experience of burnout, and/or know you will not be judged for challenges life has thrown your way. This will better my chances of meeting you where you are at any given moment in the semester. For any days you *must* miss, view the class session online and/or connect with folks in the class to ensure you remain on board.

C. Grading Standards

Letter Grade	Description
A	Brings authenticity and passion to the topic; exceptional and enthusiastic commitment to the assignment/task; demonstrates extraordinary and comprehensive understanding, critical thinking skills, and knowledge of subject matter; assignment objectives met and exceeded. Delivery and presentation, and/or content and materials are captivating and inspiring.
B	Good; moderately broad knowledge and understanding of subject matter; explicitly or implicitly demonstrates good critical approaches, if not thorough understanding; only minor substantive shortcomings; good commitment to assignment. Delivery and presentation, and/or content and materials are engaging.
C	Shows satisfactory and reasonable knowledge and understanding of subject matter; most expectations are met; despite shortcomings, demonstrates basic level of understanding and sufficient commitment to assignment. Delivery and presentation, and/or content and materials are interesting enough.
D	Demonstrates little effort; minimal knowledge and understanding of subject matter; more than one significant shortcoming; indicates only a most rudimentary level of understanding; less than sufficient commitment to assignment. Delivery and presentation, and/or content and materials are lacking sound judgment.
F	Failing; unacceptably low level of knowledge and understanding of subject matter; deficiencies indicate lack of understanding; apathetic commitment to assignment. Delivery and presentation, and/or content and materials are lackluster, confusing instead of helpful, or missing altogether.

D. Grading Rubric

Written assignments will also be graded based on clear structure, captivating writing style, and level of critical reflection/engagement with assignment prompt. Please proof-read and try reading your paper and/or reflection out loud to yourself prior to submission.

Speeches will be graded based on fulfillment of the assignment prompt, level of engagement with assigned readings, in-class media, and course materials, as well as the following main areas of assessment:

Presentation and Delivery vocal strength, body language, verbal and nonverbal cues, message clarity, confidence in leading and sharing	25
Substance of speech commitment to assignment, intentional selection of topic(s), clear structure and forms of support utilized	25
Critical engagement receptiveness to audience, reflexivity depending on context, flexibility in the face of potential challenges that may arise	25
Use of virtual resources ability to adapt within the virtual classroom and present, creative in finding ways to engage the audience despite (or perhaps being fortunate for) being online	25

E. Grading Timeline

All assignments will be graded and available to you via Blackboard within 14 days of submission and/or presentation. That said, and in consideration of the rapid speed of our short summer course, I will do everything I can to meet the goal of returning your assignment grades to you within 7 days of submission/presentation.

For any concerns about a grade you received on any given assignment, please reach out to me in writing/email, stating the reasons why you feel the grade is inaccurate, within one week of receiving the graded assignment. No late grade appeals will be accepted for review. Once an appeal is received, we will schedule a meeting to discuss the grade. After review of the appeal and discussion with the student, I will determine whether or not the appeal should be granted.

F. Assignment Submission Policy

All assignment materials are to be submitted to the designated folder within the Assignment section of Blackboard. Beyond speeches given during class, all assignments are to be submitted by 11:59pm on the day they are indicated due. If you will need to submit an assignment late, please reach out to me and communicate. Late submissions not cleared with me ahead of time will receive a grade deduction of 5%.

COURSE POLICIES AND PROCEDURES

Course Note

This syllabus may be subject to change based on the progress of the class, news events, and group needs.

Building a Brave Space and Creating a Culture of Respect:

Cognizant of the current times in which we are living, I want to stress the importance of shared empathy. Recognizing the impact of burnout amid a global pandemic, and the very individualized experiences we have and will continue to experience considering everything happening in the world, **as your instructor I will do everything in my power to ensure this virtual classroom remains an uplifting space, rather than one that contributes to toxic forms of exhaustion.**

During such challenging times, I want you to know I look forward to working together, to create a safe, productive, anti-racist, intersectionality-informed, and trauma-informed environment where we can engage and learn from one another. I look forward to creating with you a space where each of us share, discuss, and collaborate as a team while I help guide each of you toward critical engagement with our course materials. I have constructed this course in a way that not only helps you to develop and strengthen

your public speaking skills, but also in a way that hopefully helps you to develop and strengthen your critical thinking skills as young professionals and evolving Communication scholars.

Because I will encourage you to tap into your own personal passions, many of which may very well relate to current events, some of the topics we discuss may be sensitive. It is absolutely ok for you to disagree with me and/or another student, and please do so respectfully. Listening and compassion will be key. During the first week of class we will discuss group agreements, collectively developed within our group. Please be present and ready to share.

Communication:

a. Office Hours

My office hours are by appointment. This approach allows me to better work with you and your schedules, and it has proven to be a better use of my own time. To set up a meeting with me, contact me by email at cdobson@usc.edu. Once we agree upon a mutual time that works (although I wish we could instead meet in the ANN lobby), I will send along a Zoom link set to our agreed upon meeting time. 3 quick points regarding office hours:

- 1) *At least once during the semester*, I would like each of you to schedule a time to individually meet with me over Zoom. This is mainly to check in with you and see how you are doing, but also to find out how I might better individually support you. If there is anything related to the course you feel less confident about bringing up during lecture, this would be a good opportunity to chat. These conversations will also help me to remain flexible and figure out ways to improve the course, according to your own intellectual and professional interest(s).
- 2) Some students like to meet with me quite a bit during the semester. Others prefer to not meet with me at all. Both styles are ok, with the exception of a one-time meeting. Regardless, I am here to meet you where you are and support you as your instructor, to the very best of my abilities.
- 3) I do encourage each of you to resist rushing to meet with me prior to the day an assignment is due, as I will always try but may struggle to accommodate.

b. Email Policy

I will try to answer all emails within 24 hours on weekdays. If you email me on Saturday or Sunday, you may need to wait until the following Monday or Tuesday for me to reply. If you have not heard back from me by then, try sending another email.

Academic Integrity Policy:

The School of Communication maintains a commitment to the highest standards of ethical conduct and academic excellence. Any student found responsible for plagiarism, fabrication, cheating on examinations, or purchasing papers or other assignments will be reported to the Office of Student Judicial Affairs and Community Standards and may be dismissed from the School of Communication. There are no exceptions to the school's policy.

Academic Conduct:

a. 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.

In addition, it is assumed that the work you submit and present for this course is work you have produced entirely by yourself and has not been previously produced by you for submission in another course, without approval of the instructor.

b. Emergency Preparedness/Course Continuity in a Crisis

Since Spring 2020, USC executive leadership has announced an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies. See the university's site on **Campus Safety and Emergency Preparedness**.

c. Zoom Policy

Class session recordings and transcripts are available on Blackboard usually within 24 hours of the class. **All lecture content is considered intellectual property, and the privacy of students is guaranteed by Federal law, FERPA (The Family Educational Rights and Privacy Act).** Therefore, Zoom recordings are for our **internal class purposes only**. It is YOUR responsibility to keep our Zoom recordings PRIVATE. You may NOT save, distribute, or share the recordings or transcripts with anyone.

Per SCampus. Section 11.12(B): Distribution or use of notes or recordings based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study. This includes, but is not limited to, providing materials for distribution by services publishing class notes. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the Internet or via any other media. (See Section C.1 Class Notes Policy).

Land Acknowledgement

USC occupies unceded land of the Tongva/Gabrielino peoples. It is integral to acknowledge these people's and their elders' past, present, and future, and to call attention to the history of settler colonialism in this place, to the ongoing struggles for recognition and justice and to the living culture of the Tongva/Gabrielino peoples. This course acknowledges the many indigenous peoples also residing in this place, including other peoples indigenous to the greater Los Angeles area, to California, to the Americas, and the wider world, who share a history of conquest, violence, and enslavement. To learn more about the indigenous history of our region go to and <https://mila.ss.ucla.edu/> and <https://native-land.ca/>. To connect to on-campus resources and programs for indigenous or interested students go to the Native American Student Union: <https://nasu.usc.edu/>.

STUDENT RESOURCES AND SYSTEMS OF SUPPORT

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.

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 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. RSVP is a confidential resource, meaning anything you share or disclose will be kept confidential by their office. For LGBTQIA+ folks, RSVP's newest LGBTQ+ advocate and educator [Edwin Bodney](#) is an incredible person to reach out to for support as needed.

Local Resource, in partnership with and also external to USC: Peace Over Violence Telephone Hotline <https://www.peaceoverviolence.org/hotlines>

Peace Over Violence's Emergency Services offer victims of sexual assault, domestic violence and intimate partner stalking emotional support, information, compassion, accompaniment, referral and advocacy services, 24 hours a day, 7 days a week. The Los Angeles Rape and Battering hotline is a confidential non-judgmental resource where staff and volunteers are available to provide emotional support, advocacy, information, and referrals. If you or someone you care about has been a victim of sexual assault, domestic violence, or intimate partner stalking, please call our 24 hour crisis line.

Central LA: 213-626-3396 | South LA: 310-392-8381 | Pasadena/West San Gabriel Valley: 626-793-3385

National Resource, external to USC: RAINN (Rape, Abuse, and Incest National Network) Online Hotline <https://hotline.rainn.org/online>

Whether you're looking for support, information, advice, or a referral, RAINN's trained support specialists are ready to help.

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.

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 Campus Support and Intervention - (213) 821-4710 campussupport.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.

USC Campus Support and Intervention - (213) 821-4710 campussupport.usc.edu

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

ESL and Additional Accommodations

Please reach out to me as soon as possible if English is not your primary language and you believe you will require special accommodations. Please also reach out if you know you will require accommodations for any other reason, and I will connect you with the appropriate resource(s).

Institute for Diversity and Empowerment at Annenberg (IDEA)

<https://annenberg.usc.edu/research/idea>

IDEA explores the redemptive and transformational capacities of media, the arts, and culture, with specific attention to what they illuminate about identity, difference, and power. We organize and facilitate media, critical theory, and art-based interdisciplinary education, research, and programming. Our purpose is twofold: 1. To serve and engage with a diverse network of students, media professionals, artists, cultural architects, educators, organizers, and community and industry leaders. 2. To learn from and participate in the cultivation of new generations of cultural producers and thought-leaders. By highlighting and facilitating creative storytelling, self-expression, interaction, and critical thought, we forge community and generate new visions of a different world.

LGBTQ+ Student Center <https://lgbtrc.usc.edu/>

The LGBTQ+ Student Center (LGBTQ+SC; est. 2005) is a cultural center within the Student Equity & Inclusion Programs (SEIP) that provides **support, education, advocacy, and connection to community** for undergraduate and graduate students at the University of Southern California. The LGBTQ+SC welcomes students from across the gender and sexual identity spectra. The LGBTQ+SC is dedicated to providing support and programming for all the intersectionality of identities within the university's diverse community.

Asian Pacific American Student Services (APASS) <https://apass.usc.edu/>

APASS, founded in 1982, seeks to educate, engage, and empower the Asian Pacific American community & the USC Trojan Family through active participation, dialogue, and community-building. APASS advocates for all members of the Asian Pacific American community.

Center for Black Cultural & Student Affairs (CBCSA) <https://seip.usc.edu/centers/cbcsa/>

The mission of CBCSA is to create an Afrocentric, holistic learning environment for academic, social and professional development, and civic engagement for all members of the USC community.

First Generation Plus Success Center (FG+SC) <https://seip.usc.edu/centers/firstgenplus/>

The First Generation Plus Success Center at USC (FG+SC) serves as a resource hub for current first-generation, undocumented, and former foster youth students as they navigate campus. We encourage and empower the USC community to embrace and celebrate the multiplicity of identities the first-generation college student population holds.

Immigrants and Global Migration Initiative (IGMI) (legal resource)

<https://www.provost.usc.edu/initiatives/wicked-problems/immigrants-and-global-migration-initiative/>

GMI, through existing projects on campus, will provide direct services to immigrant communities and neighbors of the university's campuses. As a result, USC students and staff, and members of the community will directly benefit from the research, policy advocacy, and direct services provided. Ultimately, IGMI strives to become the premier location in the nation for intellectual discussion, debate, and insight with regards to immigration, migration, and immigrant populations.

The Gould School of Law Immigration Clinic <https://uscimmigrationclinic.org/>

Staffed by law students, faculty, and staff and provides free legal representation to adults and children from all over the world, including Mexico, Central and South America, and Africa. The Immigration Clinic's two direct service projects are the USC Gould Immigrant Legal Assistance Center (ILAC) and the USC Citizenship Initiative. All legal services provided by the Immigration Clinic are free of charge.

La CASA – Latinx Chicana Center for Advocacy and Student Affairs <https://lacasa.usc.edu/>
 La CASA offers student advocacy, personal support, and assistance for Latinx student groups, as well as transitional and beyond-USC programming.

Student Equity and Inclusion Programs – Undocumented Students

<https://seip.usc.edu/centers/firstgenplus/undocumentedstudents/>
 USC offers a myriad of assistance and support services to undocumented students, or students who do not have legal U.S. immigration status. From scholarships to legal assistance, SEIP seeks to provide access to resources to undocumented students to make certain every student’s needs are met regardless of income, cultural background, or residency.

The Undocumented Trojans Online Resource Center <https://undoc.usc.edu/>

This online resource offers various Campus Resources and Programs for Undocumented, DACAmented, TPS, and Immigrant Students, Faculty, Staff and the Community.

Writing Center <https://dornsife.usc.edu/writingcenter/>

The USC Writing Center’s mission is to empower students, faculty, and staff by supporting their development of writing and critical thinking skills. The Writing Center pursues its mission through individual consultations, in-class workshops, and a large roster of handouts and instructional videos. Consultants work with writers at every skill level and every stage of the process, from interpreting an assignment to producing a final draft. All of the Writing Center’s services are free.

Annenberg Student Success Fund

<https://annenberg.usc.edu/current-students/resources/additional-funding-resources>

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.

COURSE SCHEDULE: A WEEKLY BREAKDOWN

This course schedule is subject to change based on the progress of the class, news events, and group needs. Relevant readings and educational forms of multimedia will be added as we go.

Date	Assigned Readings	Deliverable/Due Dates
Week 1 Thursday, May 20 Welcome and Introductions		
Week 1 Thursday, May 20	Read: Chapter 1 – Public Speaking Today in <i>Stand Up, Speak Out</i> by Leslie J. Harris	DUE: Introductory Online Survey <i>(please complete online by Wednesday, May 19 at Noon)</i>
Week 2 Tuesday, May 25 / Thursday, May 27 Sharing Who We Are		
Week 2 Tuesday, May 25	Speech Day!	DUE: SPEECH 1 Introduction Speech: Asserting Individuality and Personal Agency <i>(in-class)</i>
Week 2 Thursday, May 27	Read: Chapter 3 – Understanding the Ethics of Public Speaking; Chapter 5 – Topic, Purpose, and Thesis; Chapter 6 – Researching Your Speech in <i>Stand Up, Speak Out</i> by Leslie J. Harris Watch:	DUE: Speech 1 Reflection and Peer Feedback <i>(submit to Blackboard by Friday at 5:00pm)</i>

	<p><u>How to Speak So That People Will Listen</u>, Julian Treasure (TEDGlobal 2013) (9min, 45sec) and <u>The Danger of Silence</u>, Clint Smith (TED@NYC 2014) (4min, 8sec)</p>	
Week 3 Tuesday, June 1 / Thursday, June 3 Articulating a Perspective		
<p>Week 3 Tuesday, June 1</p>	<p>Speech Day!</p>	<p>DUE: SPEECH 2 Articulating a Perspective <i>(in-class)</i></p>
<p>Week 3 Thursday, June 3</p>	<p>Read: <u>Chapter 15</u> – Critical Listening; <u>Chapter 2</u> – Engaging Your Audience; <u>Chapter 14</u> – Ceremonial Speaking in <i>Stand Up, Speak Out</i> by Leslie J. Harris Watch: (TBA)</p>	<p>DUE: Speech 2 Reflection and Peer Feedback (submit to Blackboard by Friday at 5:00pm)</p>
Week 4 Tuesday, June 8 / Thursday, June 10 Building/Maintaining Community		
<p>Week 4 Tuesday, June 8</p>	<p>Speech Day!</p>	<p>DUE: SPEECH 3 Building/Maintaining Community <i>(in-class)</i></p>
<p>Week 4 Thursday, June 10</p>	<p>Read: <u>Chapter 11</u> – The Importance of Language and Style; <u>Chapter 10</u> – Developing Strong Arguments; <u>Chapter 8</u> – Effective Introductions and Powerful Conclusions in <i>Stand Up, Speak Out</i> by Leslie J. Harris Watch: (TBA)</p>	<p>DUE: Speech Analysis (due via Blackboard by Friday at 5:00pm) DUE: Speech 3 Reflection and Peer Feedback (submit to Blackboard by Friday at 5:00pm)</p>
Week 5 Tuesday, June 15 / Thursday, June 17 Working Together		
<p>Week 5 Tuesday, June 15</p>	<p>Read: <u>Chapter 4</u> – Informative Speaking; <u>Chapter 7</u> – Building and Organizing Your Speech; <u>Chapter 13</u> – Presentation Aids; in <i>Stand Up, Speak Out</i> by Leslie J. Harris Watch: (TBA)</p>	<p>Use this class time to virtually meet, collaborate, prepare, and practice your (Group) Shared Speeches.</p>
<p>Week 5 Thursday, June 17</p>	<p>Speech Day!</p>	<p>DUE: SPEECH 4 Group Speech: Working Together Use this class time to PRACTICE, PRESENT, RECORD, AND SUBMIT YOUR GROUP SHARED SPEECHES TO BLACKBOARD BY 3:00PM TODAY.</p>

		DUE: Speech 4 Reflection and Peer Feedback (submit to Blackboard by Monday, June 21 at 5:00pm)
Week 6 Tuesday, June 22 / Thursday, June 24 Discovering Knowledge		
Week 6 Tuesday, June 22	Speech Day!	DUE: SPEECH 5 Discovering Knowledge (in-class)
Week 6 Thursday, June 24	Read: Chapter 12 – Delivery: A Recipe for Great Speaking in <i>Stand Up, Speak Out</i> by Leslie J. Harris Watch: (TBA)	DUE: Speech 5 Reflection and Peer Feedback (submit to Blackboard by Friday at 5:00pm)
Week 7 Tuesday, June 29 Speaking to Resist		
(FINAL CLASS) Week 7 Tuesday, June 29	Speech Day! and goodbyes for now	DUE: SPEECH 6 Speaking to Resist (in-class) DUE: Final Self Reflection Paper (submit to Blackboard by Friday at 5:00pm)

*The design of this critical course syllabus is inspired and largely informed by Dr. Sonja K. Foss's article titled, *Revisiting The Public Speaking Course* (1992).

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