

COMM 204: PUBLIC SPEAKING (4 Units)

FALL 2021 – MON/WED – 10:00–11.50am

Section: 20378R

Location: ANN L115

Instructor: Dr. Morten Bay

Office Hours: Wednesdays 12:30pm-2.30pm

Office Hours location: ONLINE

(Signing up for office hours is required. Please go to

<https://bay-usc.youcanbook.me> to sign up.)

Office hours meeting link: <https://usc.zoom.us/j/8092941798>

Contact Info: mortench@usc.edu

Course Description

When we humans come into the world, the first thing we do is yell and call attention to ourselves. Almost immediately, however, we are told to be quiet and not to raise our voices unnecessarily. Until we become adults ourselves, parents, teachers and other early-life authorities require us to remain silent most of the time and only speak when it is our turn to do so. Consequently, most of us become apprehensive – or even downright terrified – of speaking in front of others. And yet as adults, we are often asked or compelled to do so, despite our dread. At some point in their careers, most communication professionals will introduce a guest speaker at an event, impart crucial information to a crowd, teach, or even advocate a position at a political meeting. This course teaches students the practical skills to do so most effectively, but also the theory behind those skills and public speaking as a discipline. Students who apply themselves will learn to build speeches that convey their messages persuasively and how to give them with confidence. Great, talented orators are rare gifts to the world. But it requires neither luck nor magic to become a good speaker. It can be learned. And that is what this class is all about.

Student Learning Outcomes

By completing this course, students will be able to:

- Express themselves critically and creatively through public speaking
- Understand fundamental speech concepts and strategies and apply them in practice
- Analyze audiences to meet their communicative needs and respect their boundaries
- Conduct research and present evidence as components of speech activities
- Effectively supplement their speeches with multimedia tools and visual aids
- Apply inclusivity criteria to their speeches
- Apply ethics common to the communication discipline in their construction of speeches
- Describe the fundamentals of voice anatomy
- Apply fundamental vocal techniques as part of a healthy speech practice
- Build their confidence as public speakers

Course Notes

Course information and materials will be posted on Blackboard. Please note that this syllabus may change based on student feedback, the progress of the class, events, and/or guest speaker availability. I will communicate any syllabus and content changes via email and Blackboard.

Policies and Procedures

A respectful learning environment

This class consists of students with diverse identities from a very wide range of backgrounds and cultures. Intellectual freedom is a priority in class discussions, but **any form of sexism, racism, xenophobia, homophobia, ableism or other forms of discriminatory behavior on the basis of gender, ethnicity, sexual orientation, ability or class will not be tolerated. Incidents will be reported to the university immediately.**

Should you be offended or hurt by anything said in the classroom or require any form of trigger warnings, **speak up.** If you are not comfortable speaking up in class, contact the instructor privately to remedy the situation.

The above **naturally also applies to things said by your instructor**, who is a human being, always learning, and can make mistakes. Do not be afraid to call your instructor out in class sessions on these grounds. If done in a respectful manner, this will **not diminish** your standing in class, but **will improve it.**

Please see below for instructions on how to contact the Office of Equity and Diversity, the Title IX Office, The Office of Disability Services and Programs and how to report incidents of harassment and/or bias.

Pronouns and names

You have an absolute right to demand that your chosen pronouns are respected. Since it is still not standard to list preferred pronouns on university rosters, please enable your instructor to respect any specific pronoun choices by submitting this information via email before classes start or as early as possible after that. Your instructor's pronouns are He/him/his.

If your preferred name does not match the name in the university's registration system, please inform your instructor in a similar manner.

Faith/Belief-based accommodations

Please inform your instructor as early as possible if the suggested schedule in this syllabus conflicts with your faith or belief system so accommodations can be made.

Honoring Native Lands

By participating in this course, you implicitly accept the land acknowledgment below. If you are not comfortable with this for any reason, please notify your instructor as quickly as possible.

This course acknowledges the Gabrielino-Tongva peoples as the traditional land caretakers of Tovaangar (the Los Angeles basin and So. Channel Islands), and pays respect to the Honuukvetam (Ancestors), 'Ahihirom (Elders) and 'Eyoohiinkem (our relatives/relations) past, present and emerging. Along with the Tongva, we also recognize the Chumash, Tataviam, Serrano, Cahuilla, Juaneno, and Luiseno People, for the land that USC also occupies around Southern California. The course is taught in respectful

consideration of the many legacies of violence, displacement, migration, and settlement that preceded its establishment as an opportunity for students.

Communication

Feel free to email me anytime with any concerns or questions. Please allow for 24 hours response time on weekdays, 48 hours on weekends. Due to the ongoing COVID-19 crisis, I am more inundated with emails than usual. If you have NOT heard back from me within 48 hours of sending your email, it may have been caught by an overzealous spam filter or drowned in a sudden wave of unrelated email, and you should follow up with me. Also feel free to use any DM mechanism on the social media accounts mentioned above, however I make no guarantees for response time on those.

Accommodations

The Office of Disability Services and Programs (DSP) provides support and services for students with disabilities. Students seeking academic accommodations should register with DSP (<https://dsp.usc.edu>) and obtain a letter of verification for accommodations. See below for DSP contact details. Please share your letter of accommodation with me as early in the semester as possible and kindly ascertain that your needs are met by reminding your instructor before the final exam and other relevant class events.

Technological Proficiency and Hardware/Software Required

All undergraduate and graduate Annenberg majors and minors are required to have a laptop that can be used in Annenberg classes. USC students can apply to rent a laptop or internet hotspot from The Student Basic Needs department (<https://studentbasicneeds.usc.edu/resources/technologyassistance/>). If you have any concerns about your abilities to perform any of the tasks in the course that rely on technology, let me know as soon as possible. Most challenges of this sort have a manageable remedy.

Required Readings and Supplementary Materials

This class uses the following textbook as its primary source:

Leslie J. Harris (ed.) (2017). *Stand Up, Speak Out: The Practice and Ethics of Public Speaking*

The relevant chapters from the book will be available on Blackboard as PDFs, and a link to the book as single PDF file is also available there.

Any additional readings are available as PDFs or links in the content folders on the Blackboard class site. You are not required to purchase any materials for this course.

Description and Assessment of Assignments

Your performance in this class will be assessed based on four speech assignments, a viewing analysis, your general participation in the class and a final exam testing your knowledge of the theoretical aspects of the course.

For each speech, you must create a detailed outline or script that you follow while speaking. This outline/script must be submitted as a mandatory part of your speech assignment and must be accompanied by a detailed bibliography. With the exception of your introduction speech, the outlines/scripts are required to contain references and citations in APA format to the

sources you used in your research for the speech. These sources must all be listed in the bibliography. Separate prompts with further instructions will be made available for each speech assignment.

Speech outlines/scripts and bibliographies are always due at 10am on Mondays during weeks where students give speeches in class.

Speech assignment 1: Introduction speech

To be given: 9/20 or 9/22

Outline/Script and bibliography due 9/20

Percentage of grade: 15%

Length: 2 - 3 minutes

Welcoming a guest speaker to an event, introducing a new colleague, or giving an introduction to a performance of some kind are just three examples of introductory speeches. Introductions must leave the audience excited about what they are about to experience or who they are about to meet. At the same time, good introductions strike an informational balance. They must impart relevant and curiosity-building information about a person or an event, without revealing so much that, e.g., the person is left with nothing new to say during *their* speech. In this assignment, you must give an introduction of a classmate to the rest of the class. You will be paired with someone, about whom you must find out enough information (but not too much) to be able to give a good introduction. You have 2-3 minutes to make the rest of the class excited about working with your classmate. Which of your classmate's interests, work, and personal qualities will you choose to highlight in that short time? Listening to these classmate introductions also represents your chance to do audience research and better understand the people you will be giving three other speeches to during the semester.

Speech assignment 2: Informational speech

To be given: 10/11 or 10/13

Outline/Script and bibliography due 10/11

Percentage of grade: 15%

Length: 3 - 5 minutes

Whether you are giving a full-on lecture or simply instructing a group of weekend campers about bathroom facilities and wildlife conditions, some speeches are meant to convey important informational points to the audience. In this speech assignment, your goal is to inform the class about a topic of your choice. This assignment is designed to help you hone your skills conducting research and present the results as credible evidence to support your claims in a well-prioritized structure. To develop your speech, you will conduct research on a topic that you want us to know (more) about, create an annotated bibliography outlining your key sources, and develop a speech outline in which you prioritize and organize your main points and supporting evidence. It is imperative that you substantiate and back up your claims with sources. The number of sources you should cite depends on how many claims you have. ALL claims must be substantiated with sources. There is no minimum number of sources you must cite, but given that you will likely have at least a few claims in your speech, your number of sources cannot be zero. The sources must all be listed in the bibliography you submit with your outline/script.

Speech assignment 2: Persuasive Speech (Pre-assigned)

To be given: 11/1 or 11/3

Outline/Script and bibliography due 11/1

Percentage of grade: 15%

Length: 5 - 7 minutes

In this speech, your goal is to argue a viewpoint to the class and use the basic rhetorical and persuasion theory tools you will learn in class to motivate your classmates to consider the perspective(s) that you present. The viewpoint/position you will argue in favor of will be pre-assigned to you by the instructor and may not align with your own personal attitudes and beliefs but becoming capable of arguing a point you don't agree with is part of the exercise. Persuasive speech intends to shift the audience members' attitudes, behaviors, and maybe even beliefs and values. To achieve this, you are expected to craft a compelling argument through identifying and presenting evidence to support it and preemptively address and refute potential counterarguments. In presenting the argument, you should make use of classic rhetorical appeals and methods from persuasion psychology which will all be presented in class lectures and readings. It is imperative that you substantiate and back up your claims with sources. The number of sources you should cite depends on how many claims you have. ALL claims must be substantiated with sources. There is no minimum number of sources you must cite but given that you will likely have at least a few claims in your speech, your number of sources cannot be zero. The sources must all be listed in the bibliography you submit with your outline/script.

Speech assignment 4: Persuasive Speech with Sensory Aids

To be given: 11/15 or 11/17

Outline/Script and bibliography due 11/15

Percentage of grade 15%

Length: 5 - 7 minutes

For this assignment, you will deliver a persuasive speech similar to your previous speech, but this time, you get to choose the topic yourself and must use incorporate sensory aids to enhance the information or argument that you present. Sensory aids include tools such as slideshows, videos, audio clips, and demonstrations using objects. You are welcome to speak about the same topic or argument that you addressed in your informative or persuasive speech, but at least 60 percent of the speech should be new. It is imperative that you substantiate and back up your claims with sources. The number of sources you should cite depends on how many claims you have. ALL claims must be substantiated with sources. There is no minimum number of sources you must cite but given that you will likely have at least a few claims in your speech, your number of sources cannot be zero. The sources must all be listed in the bibliography you submit with your outline/script.

Advocacy speech analysis

Due: 10/27

Percentage of grade: 5%

Length: 1 page max

On the Monday of week 10, you will be asked to watch a pre-recorded advocacy speech online for the following Wednesday session. You will then write a very brief analysis (1 page maximum) of the speech based on notes you take while watching it. We will discuss the speech in the Wednesday session where

the students will present the practices and theoretical elements from the course they identified and recognized while watching the video. The brief analysis must be submitted via Blackboard and it is due at the start of Wednesday's class. In the interest of speech that is both contemporary and relevant to current events, the speech itself will be chosen shortly before Week 10 and is therefore stated as TBA below.

Final exam

To be taken: 12/13

Percentage of grade: 25%

Length: 75 minutes

The final exam must be taken online and will consist of a 75-minute open-book test that may contain multiple-choice, multiple-answer and short written-answer questions. The questions will test your knowledge on the theoretical aspects of public speaking that we have explored in class. We will review the topics that may or may not be addressed on the exam in class before the end of the semester so that you can construct your own overview/study guide. The exam will be available to take from 8am to midnight on December 13. No make-up tests will be available after this date. If circumstances dictate that you cannot take the exams at the designated time, contact me well before the exam date. More information about the test will be available in the last weeks of the semester.

General participation

Percentage of grade: 10%

Your participation grade is determined by more than simple attendance. If you want to get a good participation grade, you should be attentive and engage with the class discussion, whether online or in-person. As with all of the components of the final grade, evaluation of your participation is completely at the discretion of the instructor.

In addition to the above graded assignments, we will start every class with warm-up and voice exercises. These are not graded based on your performance of them but taking part in them may be considered as part of your general participation grade. Mostly, however, the exercises are for your physical benefit and intended to help you feel more comfortable using your voice to speak loudly and clearly in public. The exercises do not involve touching others or being touched by others but will include breathing exercises and using your voice in ways that may be new to you while standing up. If you anticipate these exercises may bring you discomfort or you know you will be unable to perform exercises such as these due to a physical condition, let me know immediately so that I can take precautions and make exceptions.

Please note that during the fall 2021 semester, these exercises will be conducted with consideration of COVID-19 precautions. We will be wearing masks, and these exercises should help you project your voice more loudly while wearing such protective face coverings.

Breakdown of Grade

Assignment	% of Grade
Introduction speech	15
Informative speech	15
Persuasive speech (pre-assigned)	15
Problem/persuasive speech (with aids)	15
Advocacy speech analysis	5
General participation	10
Final exam	25
TOTAL	100%

Grading Scale

(Subject to change)

94 to 100%: A	80% to 83%: B-	67% to 69%: D+
90% to 93%: 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

Grading Standards

Letter Grade	Description
A	Excellent; demonstrates extraordinarily high achievement; comprehensive knowledge and understanding of subject matter; all expectations met and exceeded.
B	Good; moderately broad knowledge and understanding of subject matter; explicitly or implicitly demonstrates good, if not thorough understanding; only minor substantive shortcomings.
C	Satisfactory/Fair; reasonable knowledge and understanding of subject matter; most expectations are met; despite any shortcomings, demonstrates basic level of understanding.
D	Marginal; minimal knowledge and understanding of subject matter; more than one significant shortcoming; deficiencies indicate only the most rudimentary level of understanding.
F	Failing; unacceptably low level of knowledge and understanding of subject matter; deficiencies indicate lack of understanding.

Grading Timeframe and Missing or Inaccurate Score Inquiries/Disputes

For effective learning, students should receive timely feedback on assignments and exams. Therefore, every attempt will be made to grade assignments/exams and post grades within two weeks. Scores for all assignments and exams are regularly updated on Blackboard. You are responsible for notifying the Instructor **within one (1) week** of a score posting if you think a score is missing or inaccurate. Moreover, you only have this period of time to contest a score on an assignment/exam. If you fail to inquire/notify us of any discrepancy, missing score, or contest a score within one week of the date the score is posted, no further changes will be made. Unless there is an obvious technical error related to your grade, you will be required to submit a detailed, comprehensive, and convincing argument in writing via e-mail for your grade to qualify for reconsideration. Do NOT sign up for office hours to discuss your grade before having completed this step. Expressing simple dissatisfaction with your grade without substantiation will not result in a grade change and I reserve the right to ignore any disrespectful, incomplete, or disingenuous communication about this matter. Please note that your participation grade will not be registered in Blackboard until the end of the class. This means that the points/grade you see in Blackboard throughout the semester is nothing more than a (vague) indication of your standing and will almost always be lower than your final grade. If you are concerned about your standing in the class, contact your instructor.

Assignment Submission Policy

All document submissions are due at 10:00am on the due date and must be submitted through Blackboard/TurnItIn in .DOC or .PDF format.

Add/Drop Dates for Session 001 (15 weeks: 8/23/21 – 12/3/21)

Link: <https://classes.usc.edu/term-20213/calendar/>

Friday, September 10: Last day to register and add classes for Session 001

Friday, September 10: Last day to change enrollment option to Pass/No Pass or Audit for Session 001

Friday, September 10: Last day to purchase or waive tuition refund insurance for fall

Tuesday, September 14: Last day to add or drop a Monday-only class without a mark of “W” and receive a refund or change to Pass/No Pass or Audit for Session 001

Friday, October 8: Last day to drop a course without a mark of “W” on the transcript for Session 001. Mark of “W” will still appear on student record and STARS report and tuition charges still apply. [Please drop any course by the end of week three (or the 20 percent mark of the session) to avoid tuition charges.]

Friday, October 8: 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, November 12: Last day to drop a class with a mark of “W” for Session 001

Saturday, November 13: Last day to change between letter grade or Pass/No pass in a letter graded course for Session 001.

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.

	Topics/Daily Activities	Readings/Homework	Deliverable/Due Dates
Week 1 MON 8/23	Course introduction		

WED 8/25	Introduction to your most important tool – your voice		
Week 2 MON 8/30	When and why do we speak in public?	Harris et al., Chapter 1	
WED 9/1	Audience, audience, audience!	Harris et al., Chapter 2	
Week 3 MON 9/6	NO CLASS		[Labor Day: Monday, September 6]
WED 9/8	Respecting your audience	Dhanesh, Speaking to a Global Audience Rosen, Be an Inclusive Speaker	
Week 4 MON 9/13	Speaking ethically, ethically speaking	Harris et al., Chapter 3	
WED 9/15	Language and style	Harris et al., Chapter 11	
Week 5 MON 9/20	Introduction speech		Script/Outline/Bibliography due
WED 9/22	Introduction speech		
Week 6 MON 9/27	Being informative	Harris et al., Chapter 4	
WED 9/29	Topic, Purpose, and Thesis	Harris et al., Chapter 5	
Week 7 MON 10/4	Building credibility with research; structuring your speech	Harris et al., Chapter 6+7	
WED 10/6	Beginning and ending with power	Harris et al., Chapter 8	
Week 8 MON 10/11	Informative speech		Script/Outline/Bibliography due [Fall Recess: Thursday, October 14 and Friday, October 15]
WED 10/13	Informative speech		
Week 9 MON 10/18	The bright art of rhetoric and the dark art of persuasion	Harris et al., Chapter 9	
WED 10/20	Strong arguments	Harris et al., Chapter 10	
Week 10 MON 10/25	Delivery – more than style and volume	Harris et al., Chapter 12	
WED 10/27	Speech as advocacy	Watch: Pre-recorded speech, TBA	Notes from viewing

Week 11 MON 11/1	Persuasive Speech (Pre-assigned)		Script/Outline/Bibliography due
WED 11/3	Persuasive Speech (Pre-assigned)		
Week 12 MON 11/8	Presenting with visual aids and technology	Harris et al., Chapter 13	
WED 11/10	Mediated public speaking	Mapes: Online Public Speaking	
Week 13 MON 11/15	Problem/persuasion speech with aids		Script/Outline/Bibliography due
WED 11/17	Problem/persuasion speech with aids		
Week 14 MON 11/22	Becoming a master of ceremonies - not just an MC.	Harris et al., Chapter 14	
WED 11/24	NO CLASS		[Thanksgiving Recess: Wednesday, November 24 to Sunday, November 28]
Week 15 MON 11/29	Final exam review		
WED 12/1	Course wrap-up		Instructor evaluations completed in class
STUDY DAYS Dates: 12/4-12/7			
FINAL EXAM MONDAY, DECEMBER 13			

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](#).” Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

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.

In addition, it is assumed that the work you submit 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. 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.symplcity.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://annenbergsuccessfund.usc.edu/current-students/resources/annenbergscholarshipsandawards>

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.