

COMM 204: Public Speaking (4.0 units)

Spring 2022 – Mon/Wed – 3:30 pm-4:50 pm

Section: 20380R

Location: ANN 209 / Zoom

Instructor: Paulina Lanz (she/her)

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

Office Hours: By appointment

Contact Info: paulina.lanz@usc.edu

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 <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/>.

Labor Acknowledgement

The design of this critical course syllabus is largely inspired by the approach taken by Caitlin Joy Dobson, in reimagining a more critical thinking approach to a public speaking class. I also appreciate the foundations set by those who taught COMM 204: Public Speaking before me, whose work directly impacted the design of this course, especially Dr. Courtney Cox, Dr. Sulafa Zidani, and Olivia González.

Course Description

Public speaking has become an integral part of collective social life, particularly in the way that we relate and connect to one another. In this course we will collectively tackle the practical skill of public speaking, while engaging in a critical theory and practice-based approach to speech communication. We will embrace the affective qualities of public speaking by understanding how acts of kindness to oneself can add on to the traditional approaches of speaker anxiety and multimedia aid to support a speaker-presentation. Speaking, listening, communication, and presentational aspects will be assessed throughout the course as evidence of a critical approach to connection to your personal areas of interest. The in-class-collaboration will help cultivate a safe (and brave) space, based on empathy and respect, where peer-feedback will be a core element of our learning process. We will focus on inclusion through theory and practice, and also by exploring ways to focus on addressing public speaking and disabilities.

Student Learning Outcomes

After being a part of this course, students will have explored, expanded on, and advanced upon their speaking skills, listening mastery, and critical thinking in the following ways:

- Discuss the core topics of the course and their application to practical engagement with speech communication;
- Analyze recorded and live public speeches based on course concepts and while acknowledging individual positionalities;
- Evaluate individual progress and self-discovery as speeches relate to the class and in the student's personal life;
- Appraise your peer's proficiency and performance of responsibly developed speeches as a for of collective participation and shared knowledge;

- Create ethical presentations that include critical skills as they relate to the key components of public speaking;
- Assemble multimedia works that bridge gaps between knowledge producers and public speaking practices.

Recommended Preparation: Be willing to be uncomfortable in order to embrace difference and respectful feedback from your peers.

Required Readings and Supplementary Materials

Required:

- Harris, L.J. (2017) [Stand Up, Speak Out: The Practice and Ethics of Public Speaking](#)
- Mapes, M. (2019) [Speak Out, Call In: Public Speaking as Advocacy](#)
- *Public Speaking: (The Public Speaking Project)* (2011)
- All other required course readings will be made available via the content section of Blackboard.

Recommended:

- *The Book of Bad Arguments. The Experiment*, by Ali Almosawi (2014)
- *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)
- *What Color is Your Parachute?* by Katharine Brooks (2021)
- [Speech Craft by Josh Gunn, 1st. Ed, Macmillan.](#)
- [Public Speaking: Choices and Responsibility by William Keith and Christian O. Lundberg](#)
- [iSpeak: Public Speaking for Contemporary Life, 5th Edition by Paul E Nelson, Scott Titsworth, and Judy C. Pearson.](#)

Most assigned texts are available electronically via USC Libraries, but alternately you can also purchase them from your favorite independent bookstore (you can find some [here](#)). Required course readings not available via USC Libraries will be made available via the content section of Blackboard. Lecture slides will be added to our shared Google Drive. *The instructor may change the syllabus at any time during the course in order to better serve the intellectual mission of the course*

ASSIGNMENTS & GRADE DISTRIBUTION

A. Assignment Description & Breakdown of Grade

Assignment	% of Grade
<p>Participation and Attendance Attendance for this class is required and expected, as your participation will reflect on your commitment to yourselves and to one another. For an engaging discussion, you are expected to revise the listed materials prior to attending class. Mindful of potential anxieties related to speaking up in masked spaces, there are many ways to participate –we will find ways to accommodate different types of participation, both in the virtual and in the in-person setting. All in-class activities are also considered part of your participation.</p>	15%
<p>Speech Journal Students must create an ongoing speech journal in which they document, index, and reflect on relationship to public speaking in their daily lives. These journals will be evaluated during the midterm and at the end of the semester, as one material object. You must add one submission per week that ties to the course materials/conversations, planning of your speeches, and a reflection of your process.</p> <p>For speeches 1 through 4, you are to include a submission where you include your Speech Plan (<i>to be explained further in class</i>), your self-reflection, and peer feedback. For individual reflection following each speech, you are to assess yourself and steps forward to the next assignment.</p>	15%

<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.</p> <p>You will also include your final reflection in this speech journal.</p>	
SPEECH ASSIGNMENTS	
<p>SPEECH 1 Self-Portrait Auditory Speech (2-3 minutes)</p> <p>Create an self-portrait introductory presentation in an audio production style. We will hone in on the audible qualities of a speech presentation as you incorporate personal experience in your narrative. The self-portrait should be a space for self-analysis and reflection of who you are, hidden qualities, and personal interests. For this speech, we will focus on the auditory qualities of storytelling, so be as creative as you would like.</p> <p>As for how to cite your references in podcasts, please reference your favorite podcast's ending credits. Intro and transitions are not taken into consideration for the duration of the delivery.</p> <p>In addition, you should be prepared to ask a follow-up question to at least 2-3 of your peers following their introductory speech. It can be based off a shared interest, an emotion that resonated with you, or a question you would like the speaker to follow up on.</p>	5%
<p>SPEECH 2 Augmenting a Visual Perspective (5-7 minutes)</p> <p>Going beyond the traditional persuasive and informative speech, you will augment a personal perspective based on a critical analysis of a topic you are interested in. Be sure to think of your audience, who might have a different cultural background or a different perspective to your own. Think of shared values and approaches to problem-solving practices in order to generate a respectful discussion with your audience.</p> <p>This assignment will allow us to embrace the affective quality of the visible, as we will remove the audible component to the presentation, to be replaced by closed captions. You will need to think about how your bodily expressions relate to your topic and engage with your audience.</p>	10%
<p>SPEECH 3 Collective Speaking in Social Justice (10-12 minutes)</p> <p>This collaborative approach to public speaking is an exercise to remember that you are always in conversation with one another, and that no speech (or person) is ever siloed from the rest. For this assignment you will work in a pair (or group of three) to prepare, practice, and present a speech.</p> <p>Based on a shared interest on a social justice issue, you will chose a topic which you will research in order to create a structured plan and a clear organization of the speech. It can take shape of a conservatoire, of a round table or fish bowl, of a debate table, or any other group format you are inspired from. This speech will be practiced and recorded to be shared online. You must be equitable in time distribution. Keep in mind that although you might have one general audience, each of you can use your individual qualities to engage with different audiences.</p>	10%
<p>SPEECH 4 Epistemological Discovery (7-10 minutes)</p> <p>This speech requires an exploration and talk about a newly discovered passion. This speech requires external research that grounds your talk in relevant sources. You will guide a discussion grounded in your passion project and advance our shared cognitive connection around your selected topic. As the leader of the conversation, you will steer the collaborative exploration to arrive to coherent closing arguments. You might even develop an activity that helps pace the discussion and that includes a prompt for the speech journal. You can connect with past issues raised in previous classes. Feel free to include case studies to serve as examples of your thought process.</p>	15%

<p>SPEECH 5 Speech for Change (7-10 minutes) Students will research a civic or activist organization they feel is making relevant towards social change. Your speech will be tied to a media project where temporal frames will serve as narratives to connect larger world-events and future-thinking. This media artifact can include a short videos, podcasts, slideshows, photo-essays, a digital tool, a short film, social media campaign or any other medium you wish to play with for this assignment. We invite experimentation and learning new tools. For this activity you will use the precept of fair use to create content that transgresses the spaces for creating content, ownership, and imagination. At least two additional sources should be included, from academic resources, multimedia materials, podcasts, cultural / social movements, that invite to critical thinking. As for how to cite your references in video, you can do it as a banner on the video, or at the end of it (not as credits, but fixed text so that the list of sources can be read. Kairos is a good reference for works used).</p>	15%
<p>Recorded Speech Analysis 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. 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. Include an additional page with a works cited (in APA style).</p>	5%
<p>Final Reflection I am interested in knowing about your personal progress in the class, the challenges you faced, the areas you feel you have grown, and those for improvement. I would also appreciate bringing the lessons learned to the future, and how you would use these skills in the future. You can ground your reflection in course materials, multimedia elements, experiences in public speaking, and takeaways from your peers and your shared interactions. It can be conveyed in any medium —or 4-5 pages (excluding references), double-spaced, and APA-formatted.</p>	10%
<p>Potential Extra Credit 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>	100%

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: Showing commitment to yourself and to one another is the best way to show that you are both present and engaged. The class readings will help pave the way for our practice-based activities. Even when some are submitted individually, working as a collective is an important element of the class. Remember to be receptive to other perspectives, and communicate from a place of kindness, of empathy, and respect. Please review the materials covered in-class if you cannot make it, in order to stay tuned-in with the group.

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.

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
- **Substance of speech** | commitment to assignment, intentional selection of topic(s), clear structure and forms of support utilized
- **Critical engagement** | receptiveness to audience, reflexivity depending on context, flexibility in the face of potential challenges that may arise
- **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

All assignments will be graded and available to within 14 days of submission and/or 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 (please wait 24 hours before appealing it in writing), stating the reasons why you feel the grade is inaccurate, taking specific written comments into consideration. 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; 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%.

Policies and Procedures

Course Note

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

Teaching philosophy

A big part of my understanding of the world comes from my relationship to the senses, and how they help us better understand our surroundings. My teaching philosophy focuses not only on what is close to our senses, but that which they cannot grasp: the invisible, the silence, the ephemeral. While reckoning with the privilege of being seen, I guide my teaching and scholarship by whose voices are being heard as an overarching principle, from counter-histories, and the haunting narratives that surround them.

In the classroom, I try to find points of intersection among themes and common threads, where my work overlaps with what I care about and what I care for. I recognize the need of encouraging attentive participation, critical dialogue, and enthusiastic engagement with assigned readings. In the most recent class I designed, Material Culture and Communication, I explored the seminars and assignments with the intention of creating a collaborative, inclusive, and intellectually rich space for both students and myself.

While constructing the course syllabus, these are my guiding questions:

1. Which voices am I privileging?
2. How will my assignments bring students in conversation with these voices?
3. What will this course provide in order to contribute to students' critical toolbox?

I also try to assign canonical and theoretical readings in tandem with non-academic intellectuals or media artists, aside from asking for student engagement through/against the readings. I also try to minimize the importance of closed-book exams, and try to encourage project experiments that eschew the standard paper format. I am particularly sensitive to constructs which prohibit a range of learning styles and abilities. In the end, I do want to cultivate different ways that knowledge is acquired and always open to reevaluating and adapting to students' needs and passions.

Communication

a. Office Hours:

- My office hours are by appointment, so we can manage our schedules accordingly. Please contact me by email at paulina.lanz@usc.edu; I will send along a Zoom link with our agreed meeting time.
- I encourage you to try to plan our meetings ahead of time; as deadlines approach, accommodating appointments tends get complicated.
- Please plan on requesting an appointment at least once during the semester so we can have an individual time to check-in.

b. Email Policy: I will try to answer all emails within 24 buhours on weekdays. I am being mindful about work-life balance, so I seldom check emails during the weekend. Please send a nudge if you haven't heard back in over 24 business hours.

Technological Proficiency and Hardware/Software Required

Access to Adobe Cloud is recommended. Please visit the Creative Media Manager at the USC Annenberg Digital Lounge Josh Logan in the [Digital Lounge](#) as you start engaging with multimedia platforms.

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. 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).

d. COVID-19 contingencies

In the event that you find yourself experiencing COVID-19 related symptoms, in keeping with university recommendations, you should:

- Stay home! This is the best way to prevent spreading COVID-19 as supported by scientific evidence; Please do not come to an in-person class if you are feeling ill, particularly if you are experiencing symptoms of COVID-19. Nothing we do in our class is worth risking your health, my health, or the health of your peers.
- Contact your Instructor to identify options available for keeping up with course requirements and content.

e. Masking and Face Covering

USC's current mandate is that everyone will be required to wear a face mask in university buildings, including classrooms. You MUST wear a mask appropriately (i.e., covering both your mouth and nose) the entire time you are in class. There is a no eating or drinking allowed classroom policy; however, students may briefly remove their masks to sip on a beverage, but masks must be worn between sips. Anyone attending class in-person without a mask will be asked to put one on or leave. Students who refuse to wear masks appropriately or adhere to stated requirements will face disciplinary action.

To protect the health and well-being of the University and wider community, USC has implemented a policy requiring all people, including students, faculty, and staff, to wear a face mask that covers the mouth and nose while indoors. The classroom is a community, and as a community, we seek to maintain the health and safety of all members by wearing a face mask when in the classroom. Removing your mask for an extended period to eat or drink in class violates the masking directive and endangers others. Failure to comply with this policy is interpreted as disruptive classroom behavior and may be a violation of USC's Student Code of Conduct.

STUDENT RESOURCES AND SYSTEMS OF SUPPORT

- Stress Management

213- 740-7711

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. 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.

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- 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.

- USC Office of Student Accessibility

<https://osas.usc.edu> (213) 740-0776

Office of Student Accessibility Services (OSAS) is the unit at USC responsible for ensuring equal access for students with disabilities in compliance with state and federal law. OSAS serves undergraduate, graduate and professional students; on-ground and on-line students; and students in all credit-granting courses and programs of study.

- 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-migrationinitiative/>

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 Chicanx 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://domsife.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

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. Relevant readings and educational forms of multimedia will be added as we go.

Date	Assigned Materials	Deliverable/Due Dates
Week 1 Overview to Public Speaking		
Monday, January 10 [virtual]	Course overview	
Wednesday, January 12 [virtual]	Read: <i>Stand Up, Speak Out</i> by Leslie J. Harris - Chapter 1: Public Speaking Today Public Speaking: The Virtual Text - Chapter 1: Introduction to Public Speaking - Chapter 14: Speaking to a Global Audience	DUE: Introductory Online Survey (please complete by Wednesday, January 12 at Noon)
Week 2 Accessible, Inclusive, and Ethical Speeches		
Monday, January 17	No class	[MLK Day: Monday, January 17]
Wednesday, January 19 [virtual]	Read: <i>Stand Up, Speak Out</i> by Leslie J. Harris - Chapter 3: Understanding the Ethics of Public Speaking <i>Speak Out, Call In</i> by Meggie Mapes - Chapter 1: Public Speaking as Advocacy Watch/Listen: - How to Speak So That People Will Listen, Julian Treasure (TEDGlobal 2013) (9min, 45sec)	
Week 3 Making Your Speeches Accessible, Inclusive, and Ethical		
Monday, January 24	Read: - Rosen, R. (n.d.). Be an inclusive speaker: https://www.rachelrosen.com/2017/10/speaking-with-inclusion/ - DO IT (2019). How can you make your presentation accessible? https://www.washington.edu/doit/how-can-you-make-your-presentation-accessible Watch/Listen: - "The courage to be inclusive" by Jaimi Lard: https://youtu.be/F50pKp06XqA Additional resources: IFES (2020, April 9). Inclusion insights: Holding accessible and inclusive virtual meetings. https://www.ifes.org/publications/how-hold-accessible-and-inclusive-virtual-meetings	Lab and workshop Speech 1
Wednesday, January 26	Speech Day!	DUE: SPEECH 1 Self-Portrait Auditory

		Speech (in-class)
Week 4 Arguments and Audiences		
Monday, January 31	<p>Read: Stand Up, Speak Out by Leslie J. Harris - Chapter 5 – Topic, Purpose, and Thesis - Chapter 6 – Researching Your Speech - Chapter 10: Developing Strong Arguments</p> <p>Watch: The Danger of Silence, Clint Smith (TED@NYC 2014) (4min, 8sec)</p>	
Wednesday, February 2	<p>Read: Speak Out, Call In by Meggie Mapes - Chapter 2: Centering Audiences Stand Up, Speak Out by Leslie J. Harris - Chapter 2 – Engaging Your Audience</p> <p>Watch/Listen: - "How I Beat Stage Fright" by Joe Kowan: https://www.ted.com/talks/joe_kowan_how_i_beat_stage_fright?referrer=playlist-before_public_speaking - Xiuhtezcatl Martinez's speech at the United Nations General Assembly on Climate Change: https://youtu.be/27gtZ1oV4kw</p>	
Week 5 Critical Listening and Engaging		
Monday, February 7	<p>Read: Stand Up, Speak Out by Leslie J. Harris - Chapter 15 – Critical Listening Public Speaking: The Virtual Text - Chapter 4: Listening Effectively</p> <p>Watch/Listen: - Xiuhtezcatl Martinez's speech at the United Nations General Assembly on Climate Change: https://youtu.be/27gtZ1oV4kw</p>	Lab and workshop Speech 2
Wednesday, February 9	Speech Day!	DUE: SPEECH 2 Augmenting a Visual Perspective (in-class)
Week 6 Speaking in Special Environments		
Monday, February 14	<p>Read: Speak Out, Call In by Meggie Mapes - Chapter 14: Online Public Speaking Jewell, M. (2020, October 2). Tips for giving a great online presentation. https://cals.ncsu.edu/applied-ecology/news/tips-for-giving-a-great-online-presentation/ DiFranza, A. (2020, May 3). 8 tips for acing your next virtual interview. https://www.northeastern.edu/graduate/blog/virtual-interview-tips/</p>	
Wednesday, February 16	<p>Read: Speak Out, Call In by Meggie Mapes - Chapter 15: Ceremonial Speaking Public Speaking: The Virtual Text - Chapter 17: Special Occasion Speaking</p>	

	Watch/Listen: Harvard School of Education Commencement Speech by Donovan Livingston: https://youtu.be/9XGUpKITEJM	
Week 7 Behind Delivering a Speech		
Monday, February 21	No class	[Presidents' Day: Monday, February 21]
Wednesday, February 23	Speak Out, Call In by Meggie Mapes - Chapter 7: Creating an Aesthetic Experience Public Speaking: The Virtual Text - Chapter 12: Delivering Your Speech Stand Up, Speak Out by Leslie J. Harris - Chapter 11: The Importance of Language and Style	DUE: Speech Journal Workshop your group speeches during this class time.
Week 8 Collective Speaking in Social Justice		
Monday, February 28	Speech Day!	DUE: SPEECH 3 Collective Speaking in Social Justice During class you will record and submit your speeches. Deadline is at 5pm.
Wednesday, March 2	Review: Group shared speeches	
Week 9 Structure in Speeches		
Monday, March 7	Stand Up, Speak Out by Leslie J. Harris - Chapter 4 – Informative Speaking - Chapter 8 – Effective Introductions and Powerful Conclusions Public Speaking: The Virtual Text - Chapter 7: Supporting Your Ideas Watch/Listen: - “You are a molecular masterpiece” by Dr. Samantha Yammine: https://youtu.be/oXdd6Spckio	
Wednesday, March 9	Public Speaking: The Virtual Text - Chapter 8: Organizing and Outlining - Chapter 11: Speaking with Confidence Stand Up, Speak Out by Leslie J. Harris - Chapter 7 – Building and Organizing Your Speech	DUE: Recorded Speech Analysis
Spring Recess		
Sunday, March 13 - Sunday, March 20		
Week 10 Using Additional Resources		
Monday, March 21	Read: Stand Up, Speak Out by Leslie J. Harris - Chapter 13 – Presentation Aids Speak Out, Call In by Meggie Mapes - Chapter 10: Presentation Aids	

	UNSW. (2018). Common mistakes made using PowerPoint. https://student.unsw.edu.au/common-mistakes	
Wednesday , March 23	Read: Public Speaking: The Virtual Text - Chapter 13: Visual Aids Watch: "Museums should honor the everyday, not just the extraordinary" by Ariana Curtis: https://www.ted.com/talks/ariana_curtis_museums_should_honor_the_everyday_not_just_the_extraordinary?utm_campaign=tedsread&utm_medium=referal&utm_source=tedcomshare	
Week 11 Discovering Knowledge		
Monday, March 28	Speech Day! (Part 1)	DUE: SPEECH 4 Epistemological Discovery (in-class)
Wednesday , March 30	Speech Day! (Part 2)	DUE: SPEECH 4 Epistemological Discovery (in-class)
Week 12 Power and the Politics of Voice		
Monday, April 4	Read: - Lightheart, M. A. (2017). Our fear of public speaking is not simple. http://megalightheart.com/blog//our-fear-of-public-speaking-is-not-simple - Yosso, T. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. <i>Race, Ethnicity and Education</i> , 8(1), 69–91. - Lee, M. J. (2019, May 20). Breaking my own silence. https://www.nytimes.com/2019/05/20/opinion/confidence-public-speaking.html	
Wednesday , April 6	Read: - University of Minnesota. (2016). Free speech. In <i>Stand Up, Speak Out: The Practice and Ethics of Public Speaking</i> . https://open.lib.umn.edu/publicspeaking/chapter/2-3-free-speech/ - Graveline, D. (2017). 6 public speaking tips for your next protest rally speech. https://denisegraveline.org/2017/08/6-public-speaking-tips-for-your-next.html - ACLU. (n.d.). FREE SPEECH: Protests and demonstrations pamphlet. http://www.riaclu.org/know-your-rights/pamphlets/know-your-rights-protests-and-demonstrations Additional resources: ACLU. (2020). Know your rights - protestors. https://www.aclunc.org/kyrtodemonstrate	
Week 13 Speaking for Social Justice		
Monday, April 11	Read: - Jenkins, H. & Lopez, R. (2018). On Emma Gonzalez's Jacket and Other Media: The Participatory Politics of the #NeverAgain Movement. <i>The Brown Journal of World Affairs</i> , 25(1), 117-134. Watch/Listen: Emma Gonzalez's speech at March for Our Lives: https://www.youtube.com/watch?v=u46HzTGVQhg Additional resources: UC Berkeley. (2021). Visual history: Free speech	

	movement, 1964. https://fsm.berkeley.edu/free-speech-movement-timeline/	
Wednesday, April 13	<p>Read:</p> <ul style="list-style-type: none"> - Henley, N. M. (1995). Ethnicity and gender issues in language. In H. Landrine (Ed.), <i>Bringing cultural diversity to feminist psychology: Theory, research, and practice</i> (p. 361–395). American Psychological Association. - McCluney, C., Robotham, K., Lee, S., Smith, R., & Durkee, M. (2019, November 15). The costs of code switching: https://hbr.org/2019/11/the-costs-of-codeswitching <p>Watch/Listen: "The danger of a single story" by Chimamanda Ngozi Adichie [TW: mention of SA between ~ 13:25 - 13:31]: https://www.youtube.com/watch?v=D9lhs241zeg</p>	
Week 14 Imagination and Storytelling		
Monday, April 18	<p>Read:</p> <ul style="list-style-type: none"> - McDermon, D. (2018). How to tell a story. https://www.nytimes.com/guides/smarterliving/how-to-tell-a-good-story - Stephen Duncombe, <i>"Utopia is No Place" Open Field: Conversations on the Common (in conversation with Sarah Peters)</i>. August 27. 	Lab and workshop for Speech 5
Wednesday, April 20	<p>Explore:</p> <ul style="list-style-type: none"> - Gifts of Speech: Women's Speeches from Around the World. Choose two and bring to class. - Kindness stories on Random Acts of Kindness 	Lab and workshop for Speech 5
Week 15 Speech for Change		
Monday, April 25	Speech Day! (Part 1)	USC Couse Evaluations DUE: SPEECH 5 Speech for Change (in-class)
Wednesday, April 27	Speech Day! (Part 2)	DUE: SPEECH 5 Speech for Change (in-class)
Study Days		
April 30 - May 3		
Final Examination		
Friday, May 6		DUE: Final reflection and speech journal at 4pm (submit to Blackboard)