

## **COMM 204: Public Speaking**

### **4.0 Units**

**Summer 2022 – TTh – 9:30AM-1:40PM**

**Section: 20374R**

**Location: ANN 209**

**Instructor: Ana Howe Bukowski (they/them)**

**Office:** On Zoom, booked via Calendly

**Office Hours:** Wednesdays 1PM or by appointment

**Contact Info:** [howebuko@usc.edu](mailto:howebuko@usc.edu)

### **Course Description**

This course is designed to help students develop their skills as effective, ethical, and engaging public speakers. We will learn about the foundations of public speaking, how to put key public speaking theories, principles, and strategies into practice, and how to prepare for and deliver different types of speeches (e.g., informative, persuasive, special occasion) in a variety of contexts (e.g., academic, activist, business, social). Combining theory-based, skill-building, and self-reflection activities, we will identify the public speaking practices that work best for us and work toward cultivating our confidence as communicators. We will also develop our skills as active audience members, learning to engage in critical listening and provide speakers with constructive feedback.

### **Student Learning Outcomes**

All of us come into the class with different abilities, passions, priorities, lived experiences, and ways of learning. I invite us all to begin where we are—to listen and learn from course content and discussions, to critically contemplate, question, and critique. To that end, the learning outcomes below are fluid and work in collaboration and dialogue with course content, and class discussions. What we each take away will depend on where we start, how we engage, and how we tap into our capacities to learn and grow. It is my hope that this course provides an opportunity for us to:

- Understand fundamental speech concepts and strategies and apply them in practice
- Develop our skills conducting research and presenting evidence to support our ideas
- Learn how to effectively create, organize, and utilize speech materials
- Practice supplementing speeches with multimedia tools and visual aids
- Learn strategies for critically and creatively expressing ourselves through public speaking
- Develop critical, constructive, and compassionate listening skills as audience members
- Learn strategies for making our speeches accessible, inclusive, and ethical
- Build our confidence as public speakers

- Strengthen flexibility and resiliency in the face of challenges that often arise leading up to, during, and following experiences with public speaking

### **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

### **Recommended Preparation**

Consider your own educational, professional, and personal goals in taking this course. Brainstorm some topics of interest you would like to deepen your understanding of and prepare to workshop them with your peers this semester. Be willing to challenge yourself and your perspective and to embrace Communication as an interdisciplinary field. Be dedicated to learning from one another as a collective and supporting our growth as scholars, professionals, and individuals.

### **Course Expectations/Policies**

#### **Creating a Respectful and Inclusive Classroom Environment**

Be respectful. Some of the topics we discuss may be sensitive. It is okay for you to disagree with me or each other, but please do so respectfully. One of our goals is to make the class a place where we can explore topics that are at times difficult with respect, openness, and empathy for others who may not share your views or experiences. Our notion of respect in this classroom will follow Robert James Jr.'s belief that "We can disagree and still love each other unless your disagreement is rooted in my oppression and denial of my humanity and right to exist."

#### **Basic Needs**

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to review the resources listed on this syllabus and contact the Associate Dean of Student Affairs for support (Vince Gonzalez can be contacted at [vince.gonzales@usc.edu](mailto:vince.gonzales@usc.edu)). Furthermore, please notify me if you are comfortable in doing so. This will enable me to connect you with resources.

#### **Communication with Instructor**

If you have any questions about the course, please reach out to me via email and/or attend office hours. I am available via email ([howebuko@usc.edu](mailto:howebuko@usc.edu)). I should reply to your emails within 48 hours. If I have not responded within that period, please resend your email. Office hours will be held on Wednesdays from 1-2 pm PT. If you cannot attend these office hours, please email me to schedule an appointment at an alternative time.

#### **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/>). As we are starting the semester on zoom, please check your laptop's camera and microphone capabilities and let me know about any technical questions or concerns that may arise. Your active participation and attentive engagement will be an important part of this course, especially during speeches. Please be mindful of your technology use and avoid utilizing laptops and other technologies for non-course purposes during class time.

### **Accommodations**

The Office of Student Accessibility Services (OSAS formerly DSP) provides support and services for students with disabilities. Students seeking academic accommodations should register with OSAS (<https://osas.usc.edu/>) and obtain a letter of verification for accommodations. Please share your letter with me as early in the semester as possible. I will do my best to provide accommodations regardless of whether you have a letter of verification with OSAS. Please communicate with me any accommodations you need throughout the semester.

### **Required Readings and Supplementary Materials**

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](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.

### **Description and Assessment of Assignments**

**PARTICIPATION AND ATTENDANCE (15%):** As this is a praxis-oriented class, 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 class, there are many ways to participate. We will discuss these in our first class and set communication expectations together. The more you show up for yourselves and for one another, the more you will learn. If you require to be excused from class due to sickness or religious observation, please ensure to be in touch with me.

**DISCUSSION BOARD POSTS (10%):** Each week a different 5-30 minute speech will be posted on blackboard, you must provide a 2-3 sentence reflection on what you found effective and what you would have liked to see done differently for each speech. Your posts are due by 11:59 pm on Sunday. Some weeks may have a specific question/prompt to address in your reflection. If you have a suggested speech you would like us to discuss you can email it to me at [howebuko@usc.edu](mailto:howebuko@usc.edu) [A: 6 responses, B: 4 responses, C: 3 responses].

**SIX SPEECHES (50%):** 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. If you would like feedback on a draft before you present, you may hand one in by 11.59 pm the Wednesday the week before it is to be performed. One of your speeches must use multi-media, you may choose which one. In addition to presenting your speech, you will submit a speech outline due by the start of class on the Monday of the speech week. Your speech grades will be based on the instructor's and your peer's feedback. You may boost a speech grade one letter grade (e.g. B to A) by handing in a 300-400 word reflection paper on what you would have done differently within a week of receiving your speech grade.

**SPEECH 1: Introduction Speech [2-3 minutes] (5%)**

**DUE: WEEK 2**

*This speech asks you to address: 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.*

*In addition, be prepared to ask a follow-up question to at least 1-2 of your peers following their introductory speech. Did something they shared pique 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?*

**SPEECH 2: Articulating a Perspective [5-7 minutes] (10%)**

**DUE: WEEK 3**

*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 and 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.*

**SPEECH 3: Building/Maintaining Community [5-7 minutes] (10%)**

**DUE: WEEK 4**

*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.*

#### **SPEECH 4: Group Speech: Working Together [10-15 minutes] (10%)**

**DUE: WEEK 5**

*For this speech, 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. Be sure to structure your group presentation in a way that affords everyone as much equal speaking time as possible. If you prefer, this speech could be an interview style.*

#### **SPEECH 5: Discovering Knowledge [5-7 minutes] (10%)**

**DUE: WEEK 6**

*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.*

#### **SPEECH 6: Special Occasion Speech [3-5 minutes] (5%)**

**DUE: WEEK 7**

*For this assignment, you will develop and deliver a short speech modeled after a real or fictional special occasion of your choice, such as a graduation ceremony, a stand-up night, a research symposium, a protest, etc. After you have determined the scenario in which your speech would be delivered, you should adapt your delivery, content, and speaking strategies according to the anticipated audience and setting. You do not have to conduct external research or produce an annotated bibliography for this assignment; however, as with the previous assignments, you will create and submit a speech outline.*

**FEEDBACK (10%):** For speech assignments 1-5 (2% per speech), you will be asked to provide feedback to two classmates and to yourself via a google form. This assignment is designed to provide you with the opportunity to exercise your skills actively listening to, analyzing, and constructively critiquing speeches. When you are writing your feedback, draw from the concepts that we have covered in class to discuss strengths and potential areas for improvement that you identified during the speech, as well as questions that the speech provoked. You are encouraged to use the feedback you receive to keep a feedback log, where you can also include your own reflections, this will make your final self-reflection easier to write.

#### **FINAL SELF REFLECTION (15%)**

**DUE: AUGUST 12 AT 11:59PM**

As your instructor, I am interested in knowing how far *you* 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? What knowledge did you gain this semester? Grounding your reflection in course readings, multimedia cited, your personal public speaking

experience, and the role you played in creating a co-learning space, what was most impactful to you? This paper must be 4-5 pages (excluding references), double-spaced, and APA-formatted.

### Breakdown of Grade

Assignment	Points	% of Grade
Discussion Board Posts	100	10%
Participation	150	15%
Speeches	500	50%
Peer Feedback	100	10%
Self-Reflection Final	150	15%
<b>TOTAL</b>	<b>1000</b>	<b>100%</b>

### Grading Scale

95 to 100%: A	90% to 94%: A-	86% to 89%: B+	82% to 85%: B
80% to 81%: B-	77% to 79%: C+	74% to 76%: C	70% to 73%: C-
67% to 69%: D+	64% to 66%: D	60% to 63%: D-	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, connect with me to ensure you're caught up as well as speak with your peers to ensure you remain on board.

### Grading Standards

Letter Grade	Description

<b>A</b>	<b>Excellent; demonstrates extraordinarily high achievement; comprehensive knowledge and understanding of subject matter; all expectations met and exceeded.</b>
<b>B</b>	<b>Good; moderately broad knowledge and understanding of subject matter; explicitly or implicitly demonstrates good, if not thorough understanding; only minor substantive shortcomings. 90-94%</b>
<b>C</b>	<b>Satisfactory/Fair; reasonable knowledge and understanding of subject matter; most expectations are met; despite any shortcomings, demonstrates basic level of understanding.</b>
<b>D</b>	<b>Marginal; minimal knowledge and understanding of subject matter; more than one significant shortcoming; deficiencies indicate only the most rudimentary level of understanding.</b>
<b>F</b>	<b>Failing; unacceptably low level of knowledge and understanding of subject matter; deficiencies indicate lack of understanding.</b>

### **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 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, there is no guarantee that changes will be made.

### **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 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, events, and/or guest speaker availability. Students should consult the University [Registration Calendar](#) for dates associated with add/drop deadlines, fees, and grading options.

Date	Assigned Readings	Deliverable/Due Dates
<b>Week 1   Thursday, June 30   Welcome and Introductions</b>		
<b>Week 1</b> Thursday, June 30	<b>Read:</b> <b>Chapter 1 – Public Speaking Today</b> in <i>Stand Up, Speak Out</i> by Leslie J. Harris “Chapter 1” in Paolo Freire, <i>Pedagogy of the Oppressed</i> (posted to BB)	<b>DUE: Introductory Online Survey</b>  Blackboard Post due 7/3 at 11:59PM
<b>Week 2   Tuesday, July 5 / Thursday, July 7   Sharing Who We Are</b>		
<b>Week 2</b> Tuesday, July 5	<b>Speech Day!</b>	<b>DUE: SPEECH 1   Introduction Speech (in-class)</b>
<b>Week 2</b> Thursday, July 7	<b>Read:</b> <b>Chapter 3 – Understanding the Ethics of Public Speaking;</b> <b>Chapter 5 – Topic, Purpose, and Thesis;</b> <b>Chapter 6 – Researching Your Speech</b> in <i>Stand Up, Speak Out</i> by Leslie J. Harris  <b>Watch:</b> How to Speak So That People Will Listen, Julian Treasure (TEDGlobal 2013) (9min, 45sec) <b>and</b> The Danger of Silence, Clint Smith (TED@NYC 2014) (4min, 8sec)	<b>DUE: Speech 1 Reflection and Peer Feedback (submit to Google Form by Friday at 5:00pm)</b>  Blackboard Post due 7/10 at 11:59PM
<b>Week 3   Tuesday, July 12 / Thursday, July 14   Articulating a Perspective</b>		
<b>Week 2</b> Tuesday, July 12	<b>Speech Day!</b>	<b>DUE: SPEECH 2   Articulating a Perspective (in-class)</b>
<b>Week 2</b> Thursday, July 14	<b>Read:</b> <b>Chapter 15 – Critical Listening;</b> <b>Chapter 2 – Engaging Your Audience;</b> <b>Chapter 14 – Ceremonial Speaking</b> in <i>Stand Up, Speak Out</i> by Leslie J. Harris <b>Watch: (TBA)</b>	<b>DUE: Speech 2 Reflection and Peer Feedback (submit to Google Form by Friday at 5:00pm)</b>  Blackboard Post due 7/17 at 11:59PM



<b>Week 4   Tuesday, July 19 / Thursday, July 21   Building/Maintaining Community</b>		
<b>Week 4</b> Tuesday, July 19	<b>Speech Day!</b>	<b>DUE: SPEECH 3   Building/Maintaining Community (in-class)</b>
<b>Week 4</b> Thursday, July 21	<b>Read:</b> <b>Chapter 11 – The Importance of Language and Style;</b> <b>Chapter 10 – Developing Strong Arguments;</b> <b>Chapter 8 – Effective Introductions and Powerful Conclusions</b> in <i>Stand Up, Speak Out</i> by Leslie J. Harris <b>Watch:</b> (TBA)	<b>DUE: Speech 3 Reflection and Peer Feedback</b> (submit to Google Form by Friday at 5:00pm)
		Blackboard Post due 7/24 at 11:59PM
<b>Week 5   Tuesday, July 26 / Thursday, July 28   Working Together</b>		
<b>Week 5</b> Tuesday, July 26	<b>Read:</b> <b>Chapter 4 – Informative Speaking;</b> <b>Chapter 7 – Building and Organizing Your Speech;</b> <b>Chapter 13 – Presentation Aids;</b> in <i>Stand Up, Speak Out</i> by Leslie J. Harris <b>Watch:</b> (TBA)	Use this class time to meet, collaborate, prepare, and practice your (Group) Shared Speeches.
<b>Week 5</b> Thursday, July 28	<b>Speech Day!</b>	<b>DUE: SPEECH 4   Group Speech: Working Together</b>
		<b>Speech 4 Reflection and Peer Feedback</b> (submit to Google Form by Sunday 7/31 at 11:59PM)
		Blackboard Post due 7/24 at 11:59PM
<b>Week 6   Tuesday, August 2 / Thursday, August 4   Discovering Knowledge</b>		
<b>Week 6</b> Tuesday, June 22	<b>Speech Day!</b>	<b>DUE: SPEECH 5   Discovering Knowledge (in-class)</b>
<b>Week 6</b> Thursday, June 24	<b>Read:</b> <b>Chapter 12 – Delivery: A Recipe for Great Speaking</b> in <i>Stand Up, Speak Out</i> by Leslie J. Harris <b>Watch:</b> (TBA)	<b>DUE: Speech 5 Reflection and Peer Feedback</b> (submit to Google Form by Friday at 5:00pm)
		Blackboard Post due 7/24 at 11:59PM
<b>Week 7   Tuesday, August 9   Special Occasion</b>		
<b>(FINAL CLASS)</b> <b>Week 7</b> Tuesday, August 9	<b>Speech Day!</b> and goodbyes for now	<b>DUE: SPEECH 6   Special Occasion Speech (in-class)</b>
		<b>Final Self Reflection Paper</b> (submit to Blackboard by Friday August 12 at 11:59PM)

## **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](http://policy.usc.edu/scientific-misconduct).

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 the approval of the instructor.

### **b. Support Systems**

*Counseling and Mental Health - (213) 740-9355 – 24/7 on call*

[studenthealth.usc.edu/counseling](http://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](http://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](http://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](http://equity.usc.edu), [titleix.usc.edu](http://titleix.usc.edu)

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

*Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298*

[usc-advocate.symplicity.com/care\\_report](https://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 Student Accessibility Services - (213) 740-0776*

[osas.usc.edu/](https://osas.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](https://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](https://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.

*Annenberg Student Success Fund*

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

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

**Land Acknowledgement:** The University of Southern California's (USC) University Park campus is located on the unceded land of the Tongva People. Unceded means that the Tongva people have never negotiated a treaty with México or the U.S. government. Today, the five Tongva/Gabrieleno tribes continue to struggle for their sovereignty. You can visit <https://mila.ss.ucla.edu/> to learn about the history of Indigenous peoples in Los Angeles and read stories shared by the Tongva community. Or to learn more about how universities benefit from stolen Indigenous land I recommend reading [Land-Grab Universities](#) by Robert Lee and Tristan Ahtone or [A Third University is Possible](#) by la paperson.

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