

**Public Speaking
CMUN 101
FALL 2018
T/Th, 1-2:15 p.m.
IC 230
Dr. Fletcher (cfletch@luc.edu)**

HOW TO USE THIS SYLLABUS:

**Part One shows all your speech and test deadlines and the grade percentages for each. It also shows important semester dates (like when break is).
Part Two has information on the textbook, course objectives, and office hours.
Part Three presents the class schedule of readings and assignments.**

NOTE: You might want to copy Part One and Part Three to your computer or other device.

IMPORTANT: You are responsible for knowing the content of the syllabus. The rules and regulations apply, whether you have reviewed them or not. You should also check Sakai each week and before each class (under “Announcements”) to keep up with assignments/any changes to schedule.

PART ONE: DEADLINES and GRADING BREAKDOWN:

9/13 “Five Things I’ve Learned” speech, 5-6 minutes (5 percent of grade)
9/25 Artifact Speech, 5-6 minutes (5 percent of grade)
10/2 Midterm Exam (worth 20 percent of grade)
10/9 Fall Break
10/11 Speech Re-Do’s (Optional)
10/18 “How-To Speech,” (7-9 minutes, 10 percent of grade)
10/25 Students receive midterm grades
10/30 Adopt-A-Building Speech, 7-10 minutes (20 percent of grade)
11/2 DEADLINE TO WITHDRAW FROM CLASS WITH GRADE OF “W”
11/5-11/12 HUNGER WEEK (Students attend one presentation).

11/8 Unit Test One (on material since the Midterm Exam (10 percent of the grade)

11/15 Hunger Week reports

11/20 Persuasive Speech, 7-10 minutes (20 percent of grade)

12/4 Speech Re-Do's (Optional – may be for “How-To” or “Adopt”)

12/6 Unit Test Two (worth 10 percent of grade).

THIS CLASS DOES NOT HAVE A FINAL EXAM.

GRADING BREAKDOWN:

EXAMS: The midterm (20 percent) plus the two unit tests (10 percent each) are worth 40 percent of your grade.

SPEECHES are worth 60 percent of your grade.

PARTICIPATION (See below) can raise or lower your grade by as much as one full letter grade.

You can re-do ONE speech before midterm and ONE speech before the last class if you have received a grade of B or below. This must be an entirely new speech, with a new topic. If you receive a higher grade on the re-do, that will be your grade of record (e.g., if you get a C the first try and an A the second, A is your grade). In the case the re-do isn't better than the first speech, I will keep the higher grade of the two.

NOTE: If you miss giving a speech, it cannot be made up unless you have an authorized absence ahead of time or documentation in case of sickness or family emergency.

Each student will have one opportunity to request speaking first.

GRADING OF INDIVIDUAL ASSIGNMENTS:

You'll be given a certain amount of points for each element of the speech. These points will be put on a curve and then converted to letter grades. The midterm and unit tests will also be put on a curve.

Your final grade will be an average of all your letter grades on assignments.

HOW ATTENDANCE/PARTICIPATION/CONDUCT IN CLASS CAN AFFECT YOUR GRADE

ATTENDANCE

I don't formally take off for missing class. **However, you should know that missing classes is likely to have a negative impact that will affect your performance on speeches, tests, and your final grade.** When you miss lectures, you miss information that may appear on tests; you miss learning from other's speeches and class feedback on speeches; and you miss guidelines on speeches and tests that will only be given in class. If you miss class, you're responsible for getting class notes and guidelines from another student.

II. CLASS PARTICIPATION/CONDUCT

NOTE: Participation/conduct counts. Your grade may be raised or lowered by as much as one full letter grade, depending on your participation/conduct. This consists of regular, constructive contributions in class and attentive, non-distracting conduct in class. The following behaviors can lower your grade by as much as one full letter grade: repeatedly being late, leaving during class without a documented reason (See note following this), doing other work in class, texting or viewing texts in class, using a laptop or other device without a documented reason, or rudeness to others in class.

NOTE: LOYOLA POLICY ON CLASS ABSENCES/LEAVING DURING CLASS:

Students who might need to miss or leave class, or have other special needs for instruction, should present documentation from SSWD by Week Three. **IF YOU HAVE A CHRONIC CONDITION THAT MAY REQUIRE YOUR MISSING CLASS (AS IN CHRONIC MIGRAINES) OR LEAVING DURING CLASS, OR A CONDITION REQUIRING SOME ASSISTANCE, YOU MUST OBTAIN AND BRING THE FORM FROM SERVICES FOR STUDENTS WITH DISABILITIES TO THE PROFESSOR BY WEEK THREE. PERMISSION TO MISS CLASS OR LEAVE DURING CLASS DATES FORWARD FROM THE SSWD DATE. IT CANNOT BE APPLIED RETROACTIVELY.**

Academic Dishonesty Policy:

Plagiarism of any form and of any length on assignments will be reported to the Dean of Students immediately and the student will receive a grade of "F" for the course. According to Loyola University guidelines (SOC website):

“Plagiarism is a serious violation of the standards of academic honesty. Plagiarism is the appropriation of ideas, language, work, or intellectual property of another, either by intent or by negligence, without sufficient public acknowledgement and appropriate citation that the material is

not one's own. Plagiarism involves the taking and use of specific words and ideas of others without proper acknowledgement of the sources, and includes, but is not limited to submitting as one's own material copied from a published source, such as Internet, print, audio, video, etc.”

NOTE: Beware of inadvertently plagiarizing from the Internet. Never use someone else's PowerPoint or Prezi as your own. Failure to clearly state the source of these will result in an F for the speech. Make sure to give credit to any image or source you use in your own PowerPoint. If the source for your work is not clear in the above cases, you'll get an F for the speech. It's always easier to credit sources and adds to the credibility of your work.

Fabrication of a whole assignment, or any part of an assignment, will result in an “F” for this course.

Cheating on a test will result in an "F" for this course.

Reading a written-out speech (or any portion of it except for quotations) earns an F on that speech.

GUIDELINES FOR SPEECHES.

You'll receive guidelines, posted on Sakai Announcements, for every speech and test ahead of time.

PART TWO: COURSE DESCRIPTION

Textbook:

Speak Up!, Fraleigh and Tuman, 3rd edition. This is available at Loyola's Bookstore at LSC. You can, of course, rent or buy this from any seller, but you should have this by Week Two of class. NOTE: Loyola's Bookstore has both used and rental copies of this edition.

Course Objectives:

The abilities to speak effectively in public, and to think critically, are two of the most important outcomes of a liberal arts education. They are vital skills for career success and active citizenry.

LEARNING TO BE COMFORTABLE SPEAKING IN PUBLIC

A big takeaway from this class will be learning how to be at ease in front of groups (or to appear at ease, even if you're not).

You will learn how to research, organize, write and make speeches. You also will learn to be an intelligent, thoughtful and critical listener.

As a speaker, you will develop an understanding of the discipline of rhetoric and the art of public speaking. You will then be asked to demonstrate your knowledge in the following ways:

- ✓ Selecting a topic or position on an issue; researching the topic and choosing

- the proper material to support that position
- ✓ Organizing your ideas in a logical, cogent manner.
 - ✓ Speaking clearly, using lively words.
 - ✓ Using the proper presentation methods to deliver a speech.
 - ✓ Practicing speaking from a note card using brief, minimally outlined speeches
 - ✓ Recognizing your own problematic vocal and nonverbal delivery patterns in order to transform yourself as a speaker.

As a listener, you will be responsible for the following:

- ✓ Critiquing speeches based on the guidelines for effective public speaking.
- ✓ Expressing your opinions about a speech topic.
- ✓ Doing both of the above in a constructive, supportive manner.

OFFICE HOURS: My regular office is at WTC, SOC 210. This semester, I'm available to meet with you in Mundelein or the IC before or after class. Email me at cfletch@luc.edu to set up a meeting. Every question concern is important; no concern is too small.

PART THREE: Class Schedule:

Note: Changes may be made in this schedule depending on our progress through the material and through the speech assignments, and the availability of guests.

Unless otherwise indicated, read every chapter through "Key Terms."

The selection of the readings is meant to help you in whatever speech is coming up. They do not follow the exact order of the book.

Readings and assignments are to be completed and ready for discussion by the date given.

8/28 INTRODUCTION

Go through highlights of syllabus

Students identify kinds of public speaking they are facing this semester in class and outside of class. What do you want to improve upon (things you've found challenging in past speeches/presentations).

8/30 LAB:

SAMPLE SPEECHES AND ANALYSIS
READING WITH EXPRESSION
INTERVIEW REPORT

Talk about first speech, due 9/13.

9/4 FOCUS: WHAT IS PUBLIC SPEAKING? WHAT GOES INTO PREPARING AND DELIVERING A SPEECH?

Before class:

- ✓ Read Chapter 1. SKIP last paragraph p. 13 (starting with "The tradition of public speaking. . .") to top, p. 15. RESUME reading with p. 15, "The United States also. . ." to end of chapter.
- ✓ Read Chapter 2. SKIP p. 41-42. Resume reading with "Analyze Your audience" to top p. 48 (Skip "Develop Supporting Materials, p. 48-50). Resume reading with p.50-51, "Organize and Outline the Body of Your Speech." STOP at "Outline Your Introduction and Conclusion."
- ✓ Read Chapter 13, pp. 369-378. STOP at p. 378 "Using Verbal Delivery Skills."

In class: Discuss readings.

Talk about first speech, due 9/13 (one note card).

Using memory aids rather than memorization or extensive notes.

9/5 Guidelines for "Five Things" speech will be posted on SAKAI, under "Announcements."

9/6 FOCUS: HOW TO GET OUT OF YOUR OWN WAY. HOW TO MAKE SURE THE AUDIENCE IS ENGAGED IN YOUR MESSAGE.

Before class:

Read Chapter 2, "Overcoming Speech Anxiety," pp. 56-62.

Read this article on overcoming fear in speaking

- ✓ [http://articles.chicagotribune.com/2011-08-18/features/ct-tribu-weigel-speaking-clearly-20110818_1_vowels-confidence-body:](http://articles.chicagotribune.com/2011-08-18/features/ct-tribu-weigel-speaking-clearly-20110818_1_vowels-confidence-body)
- ✓ Read Chapter 11, "Creating Your Speaking Outline" p. 325-328.

- ✓ Read Chapter 13, starting with p. 378, “Using Verbal Delivery Skills,” through p. 388. STOP at “Using Nonverbal Delivery Skills.”

In class: Discuss readings and upcoming speech.

9/11 WORKSHOP with Chicago actor. Impromptu speeches.

9/12 Check to see that your “Five Things I’ve Learned” Speech follows the Guidelines posted on SAKAI ANNOUNCEMENTS ON 9/5

9/13 “FIVE THINGS I’VE LEARNED” speech

9/18 FOCUS: SPEAKING ETHICALLY. BASIC SPEECH ORGANIZATION. GIVING AN EFFECTIVE INTRODUCTION AND CONCLUSION

Before class:

- ✓ Read Chapter 3. START WITH “Communicating Truthfully,” p. 73 through “Key Terms,” p. 88
- ✓ Read Chapter 9, pp. 253-264. STOP at “Arranging Your Main Points.”
- ✓ Read Chapter 10
- ✓ **In class:** Talk about Artifact Speech, due 9/25. This is a physical object (bring it in) that is significant to you personally or to your culture. If the object is small, you may also want to project an image of it (but you still must bring in the object).

Analyze TED talk for organization.

9/19 Guidelines for Artifact Speech (due 9/25) will be posted under “Announcements” on Sakai.

9/20 FOCUS: HOW TO INTERVIEW AND BE INTERVIEWED, OFF-CAMERA AND ON. HOW TO LISTEN, AS AUDIENCE MEMBER, INTERVIEWER, AND SPEAKER

Before class:

- ✓ Read Chapter 7, pp. 218-221 STOP at “Presenting Evidence in Your Speeches.” (This applies to your interviews for “Adopt-A-Building”)
- ✓ Read Chapter 4.

In class:

- ✓ Talk about Artifact speech and “Adopt-A-Building” project
- ✓ Lab. Record and play back interviews on your phones.

9/21 STUDY GUIDE FOR MIDTERM EXAM (10/2) WILL BE POSTED ON SAKAI ANNOUNCEMENTS.

9/25 ARTIFACT SPEECH. You must bring in a physical artifact and only one note card. Not having an actual artifact/notecard/ reading any part of a written speech results in an F for the speech. If your artifact is very small, you may project a photo of it in class IN ADDITION to bringing it into class.

9/26 INSTRUCTIONS FOR RESEARCH ON “ADOPT” WILL BE POSTED ON SAKAI ANNOUNCEMENTS.

9/27 FINISH ARTIFACT SPEECH

10/2 MIDTERM EXAM

10/3 GUIDELINES POSTED ON SAKAI ANNOUNCEMENTS TODAY:

- ✓ Guidelines for How-To Speech
- ✓ Guidelines for Speech Re-Do will be posted

10/4 NO CLASS (Professor at conference)

10/9 FALL BREAK NO CLASS TODAY

10/11 FOCUS: HOW MOVEMENT AND PRESENTATION AIDS CAN HELP YOUR SPEECH. HOW TO CRAFT INFORMATIVE SPEECHES, SPECIFICALLY YOUR HOW-TO SPEECH

OPTIONAL RE-DO OF EITHER “FIVE THINGS” OR ARTIFACT SPEECH DUE TODAY (Second grade, if higher, will be grade of record)

Before class:

- ✓ Read Chapter 13, from p. 388, “Using Nonverbal Delivery Skills” to end of chapter.

- ✓ Read Chapter 14.
- ✓ Read Chapter 16 to p. 481. SKIP “Types of Informative Speeches, p. 481-488. RESUME with “Processes,” pp. 488-491. SKIP from “Ideas,” p. 491-493. RESUME reading with bottom p. 493, “Developing Your Informative Speech” to p. 502. STOP at “Sample Informative Speech.” P. 502.

NOTE: The above chapters will help you with your upcoming “How-To” Speech (10/18)

10/16 FOCUS: LEARNING TO READ AN AUDIENCE AND SUSTAIN AUDIENCE INTEREST

Before class:

- ✓ Read Chapter 5 to p.150 STOP at “Gathering Information About Your Audience.”
- ✓ Read Chapter 8

10/18 HOW-TO SPEECHES BEGIN

10/22 GUIDELINES FOR PRESENTING “ADOPT” WILL BE POSTED ON SAKAI ANNOUNCEMENTS

10/23 HOW TO ORGANIZE A LONGER SPEECH. HOW TO MAKE YOUR MESSAGE CLEAR AND ENGAGING

Before class:

- ✓ Read Chapter 6, “Selecting the Best Topic, p. 169 to end of chapter
- ✓ Read Chapter 9, “Arranging Your Main Points,” p. 264-end of chapter.
- ✓ Read Chapter 12.

In class: FINISH HOW-TO SPEECHES. Talk about “Adopt” and getting a workable idea for Persuasive speech.

10/25 DO’S AND DON’TS OF GIVING SPECIAL OCCASION SPEECHES.

Before class:

- ✓ Read Chapter 19. STOP at p. 612.
- ✓ Read Chapter 20, “Tips for Participating in a Small Group,” p. 637 to end of chapter (You’ll use this in analyzing a Hunger Week presentation).

In class: Analyze examples.

10/26 RECEIVE MIDTERM GRADES.

10/30 Adopt-A-Building Speech, 7-10 minutes (20 percent of grade)

11/1 FINISH “ADOPT” speeches

11/2 Guidelines for Persuasive Speech will be posted on Sakai Announcements
Guidelines for Hunger Week analysis will be posted as well.

**11/2 DEADLINE TO WITHDRAW FROM CLASS WITH GRADE OF W
RATHER THAN “WF”**

11/5 – HUNGER WEEK. Attend and take notes on a speech, panel, demonstration
for lab on 11/15 (earns points on Unit Test Two, 12/6).

11/6 TBA

11/8 **UNIT TEST ONE** (on material since the Midterm Exam (10 percent of the
grade)

11/13 **Before class:**

- ✓ Read Chapters 17 and 18
- ✓ Read Chapter 7, p. 192-200. STOP at “Conducting Library Research.” RESUME
with “Disadvantages of Internet Research,” p. 208 to p. 214. STOP at “Credibility
of Social Media.” RESUME with “Presenting Evidence in Your Speeches,” p. 221
to end of chapter.

11/15 Lab. Reports on Hunger Week.

11/16 Guidelines for Speech Re-Do will be posted on Sakai Announcements. Due
12/4)

11/20 **PERSUASIVE SPEECHES BEGIN** , 7-10 minutes (20 percent of grade)

NOTE: Make sure you take notes on these speeches. The Second Unit Test will
include questions on them.

11/20 Receive guidelines for Second Unit Test on 12/6 (on SAKAI Announcements)

11/22 **THANKSGIVING/NO CLASS**

11/27 PERSUASIVE SPEECHES (cont.)

11/29 PERSUASIVE SPEECHES

12/4 SPEECH RE-DO OF HOW-TO OR ADOPT-A-BUILDING (OPTIONAL)

12/6 SECOND UNIT TEST. (worth 10 percent of grade).

NOTE: THERE IS NO FINAL EXAM IN THIS CLASS.

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