

Speech 1 Public Speaking
De Anza College
Summer 2021
Communication D001.3Z 12563

Instructor: Mr. Patrick McDonnell M.S., Ed. D

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Class Hours: 12:30-2:45 p.m. Mondays – Wednesdays / On-Line Via Zoom

Office Hour: 12:00 Mon+ Wed/ Via Zoom

Course Text: *Stand Up! Speak Out! The Practice and Ethics of Public Speaking*

University of Minnesota / On-Line Open Source/ Zero Cost Text

<https://open.umn.edu/opentextbooks/textbooks/stand-up-speak-out-the-practice-and-ethics-of-public-speaking>

Course Description: Theory and techniques of public speaking in a democratic society. An introduction to a variety of perspectives and approaches used to research, organize, deliver, and evaluate public presentations.

Course Goals:

- Organize, compose, present, and critically evaluate informative and persuasive presentations appropriate in content and style to the audience and situation
- Display increasing confidence in speaking extemporaneously.
- Demonstrate effective listening skills in various public speaking contexts.
- Find, evaluate and cite sources in writing and presentations using appropriate documentation format.

Course Assignments:

Entertaining Speech 10%

Informative Speech 15%

Persuasive Speech 20%

Course Assignments: 30%

Class Participation & Attendance 10%

Rhetorical Analysis 15%

Course Policies:

Attendance: Attendance will be taken at the beginning of each class. You are required to attend each class. Vacations, work appointments and family engagements are not considered excuses

for absences. You are responsible for all course assignments and lecture notes on days missed. Missing classes will have a negative influence on your performance and can obstruct your overall success in our class. Please do not contact the instructor for missed course materials but contact a fellow student instead.

Tardiness: If you come to class after the official starting time, you are considered late. If you leave at any point in the class and do not return, this is also considered a lateness. Two latenesses will be considered as one absence, and will be calculated under the attendance policy.

Assignments and Grading: Each assignment has specific criteria and should be read carefully. All assignments must be completed to finish the course and that point total is your final grade. Speech days are especially important and are listed on the course calendar. Missing a speech day will result in a significant reduction in points for the assignment. Written Purpose Statements and Outlines must be cleared by the instructor before giving your speech and must be provided to the instructor a week prior to the assignment's due date (See Calendar). Outlines must be submitted to Canvas on speech days in order to deliver the speech. Other late assignments will have a reduced point total depending on instructor discretion. If you are unable to attend class, send an e-mail to the instructor. You are responsible for all course materials.

Make-Up Policy: Students are required to complete all course assignments in order to receive a final grade. Students are required to inform the instructor if they will miss a speech. Failure to adequately inform the instructor could result in final reduction for the assignment, which could affect the overall final grade. Students are responsible for scheduling make-up times in order to complete course assignments.

Expected Course Preparation: In order to do well, students should read assigned readings comprehensively and carefully prior to their assigned due date. Lecture notes should also be recorded carefully and precisely. Students are expected to have read assigned readings and be prepared to participate effectively. Lack of attendance will influence your class participation and attendance points negatively.

Available Support Services: The Listening and Speaking Lab in L 47 provides drop-in support your speeches. Librarians can assist with research projects and library questions. Academic counselors, health services, and other student support services are available in the Student Services Center.

Course Expectations: This course emphasizes the understanding, creating, and practicing of oral arguments. You will produce argumentative speeches, perform academic research, and present your work in an academic and ethical manner. Moving between theory and practice, the class will include lecture-based discussion, group collaboration, close readings, in-class speaking practice, and student speeches. The following expectations will be important to your success in this course.

- Before each class, complete the reading assignments. Be prepared to discuss/speak about the main arguments of each text and raise questions about things you did not understand, find problematic, thought interesting, etc.

- Lectures offer a chance to investigate the defining questions and concepts that underpin the practice of public speaking and argumentation. Lectures will not summarize the day's reading. Instead, lectures will draw out key ideas from the readings in the name of asking questions, undertaking discussion, and developing a fuller picture of the dynamics that sustain public communication and rhetoric.
- Participate in class – I expect that each member of the course will attend class meetings having completed the readings for the day and prepared to discuss them. Thus, it is vital that you bring the day's readings with you to class. This includes any readings posted on Canvas.
- Participation does not equate attendance. Rather, it entails active engagement, critical reflection, and debate over controversial issues and challenging topics. Such participation is not an opportunity to score points, feed an ego, or diminish others. Public argumentation and speech depend on the possibility of being able to change your mind in the face of ideas that you may not always want to hear.
- Beyond classes and conferences, I strongly encourage students to take advantage of office hours. They are an opportunity for you to receive one-on-one attention and craft strategies to address your particular needs. Email is a limited form of communication and cannot replace the value of actual live discussion. For all email, you should allow 24-48 hours for a response.

Class Conduct Policy: Cell phones must be turned off during class. No texting is allowed during class time. When students are presenting, listen actively and encourage them. Texting during a classmate's speech will result in a point reduction in your speech. Enter and exit the class between speeches, avoid disrupting speakers and be mindful of your actions and how they may affect others.

Academic Integrity: The work you submit or present must be your own. All paraphrases and quotations must be cited appropriately. If you are caught cheating or plagiarizing another person's work, you may be disciplined in one or more of the following ways: You may be referred to the College Dean for further sanctions, which could range from warning to expulsion.

Speech Day Protocols:

- Be on time for speech days whether you are giving your speech or sitting in the audience. If you arrive late, do not enter during a speech. If you do, your speech grade will be marked down. Wait outside the door and enter after applause.
- Sign-up for your speaking slot on the board before class
- Do not use computers, I-phones, etc., during speeches. Avoid eating noisy food or doing other distracting things during others' speeches.
- For all speeches, except your introductory and impromptu speeches, turn in your full-sentence outline at start of class. Turn in your speaking notes immediately after you speak. We will go over in detail the requirements for both.
- Support your fellow speakers by giving them your full attention during speeches, responding to questions or requests for interaction. Remember: you'll have to be up there too!

- For all speeches, the required delivery style expected is extemporaneous. Reading a manuscript or delivering straight from memory can gravely harm your grade, should it interfere with eye contact, natural or conversational delivery style, your ability to engage with the audience, your ability to be understood and for your words to create the meanings you intend them to create. It's not unusual for a student to get a "C" or worse on an otherwise decent speech, all because they tried to read it instead of actually communicating with the audience. Assignments: All Assignments will be posted on Canvas and discussed in class.

On-Line Speech Day Protocols:

- Find a quiet, well-lit area for class and your speeches where you can communicate freely.
- When Speaking On-Line, try to show as much of yourself as possible, especially your hands and elbows.
- Support your fellow speakers by giving them your full attention during speeches, responding to questions or requests for interaction. Remember: you'll have to be up there too!
- For all speeches, the required delivery style expected is extemporaneous. Reading a manuscript or delivering straight from memory can gravely harm your grade, should it interfere with eye contact, natural or conversational delivery style, your ability to engage with the audience, your ability to be understood and for your words to create the meanings you intend them to create. Student's speeches can often be improved if they practiced and prepared instead of actually communicating with the audience.

Grading Policies: Each individual course assignment will have a unique grading rubric in Canvas / Assignments./ Rubrics.

The following general grading rubric will be applied to all Written, Oral and Multimodal Works:

A: A works go beyond merely providing information on a generic topic. They adopt interesting, audience-aware angles of vision, are well supported with sound reasoning and a variety of well-researched evidence, are delivered extemporaneously and in an audience-centered manner, with clear and astute organization revealed through main points, signposts, and transitions. They also submit a well-developed outline, documentation and list of works cited.

B: B works attend all the basic assignment requirements, and provide well-reasoned arguments in an audience-centered manner. They use transitional elements effectively, and possess an adequate amount of internal coherence and consistency strong and carefully attentive to assignment requirements. They may be also be less developed, supported, nuanced or inventive as an A work.

C: C works follow the basic requirements of the assignment, but may be significantly less realized or developed in one or more ways in the areas described above. (e.g., a research paper with well researched content but no discernible arguments may get a "C" grade; a well-crafted speech that otherwise may be an "A" or "B" speech will probably get a "C" if it is delivered from a manuscript rather than extemporaneously).

D and F: D and F works need significant development in several ways and they may not meet one or more basic requirements of the assignment (e.g., an organized, interesting speech may receive a D or F grade if it has uncited evidence).

Grading Rubric: Your final grade will be based on the total points earned throughout the semester (370). The following grading scale will apply: A 100 – 92.5% A- 92 – 89.5% B+ 89 – 86.5% B 86 – 82.5% B- 82 – 79.5% C+ 79 – 76.5% C 76 – 72.5% C - 72 – 69.5 D 69 – 59.5% F 59%.

Module 1: Foundations of Public Speaking

Week One: 6/28, 30

Monday: Introductions / Course Overview / Why study Public Speaking?

Read Chapter 1 – The Basics of Public Speaking

What: Define Types and Reasons, Purposes of Public Speaking

How: Lecture, Discussion, Reflection, Reading

Why: To create context for the course and understand the critical role of Public Speaking socially, politically and economically

Analyzing Audiences & Ethical Communication

Wednesday: Read Chapter 2 – Audience Analysis and Listening

Read Chapter 3 – Ethics in Public Speaking

What: Identify how to categorize and analyze audiences

Define and explain why ethics is critical to public speaking

How: Conduct in-class Audience Analysis and discuss ethical issues currently in society

Why: To understand how we adapt our speeches to audience and consider the ethical implication of our speeches on others.

Module 2: Informative Speaking

Week Two 7/ 5,7

Defining, Explaining and Examples of Informative Speaking

Monday: Read Chapter 12 – Informative Speaking

Read Chapter 11 – Delivery

What: Define what informative speaking is, the various types, how to organize them, support them and the importance of delivery in accomplishing them.

How: Do mini informative speeches in class.

Why: To prepare for our individual Informative Speeches and become better informative speakers academically and professionally

Researching and Developing Your Speeches

Wednesday Read Chapter 4 – Selecting Your Approach and Main Points

Wednesday: Read Chapter 5 – Researching Your Speech Topic

What: Demonstrate how to research assess and organize evidence

How: Do in class mini-research activity

Why: To prepare for our Informative speeches and become more thorough and effective researchers

Week Three 7/ 12,14

Putting the Final Touches on Your Speeches

Monday Read Chapter 6 – Organizing and Outlining Your Speech

Read Chapter 7 – Supporting Your Speech Ideas

Thurs: Read Chapter 8– Introductions and Conclusions and

Thurs: Read Chapter 9 – Presentation Aids in Speaking

What: Learn the finer points of Public Speaking

How: Do an in-class group informative presentation using different types of visual aids that correspond to a method of organization

Why: Finalize the development of our Informative Speeches and prepare clear documentation for others to share or collaborate with

Wednesday:

What: Practice delivering Informative Speeches

How: Deliver Speeches in class via Zoom

Why: To improve and develop as Public Speakers and become more effective listeners

Module 3: Ceremonial Speaking

Week Four 7/ 19,21

Monday: Read: Chapter 15 – Speaking on Special Occasion

What: Learn about the importance of ceremonial speaking and its importance culturally

How: Lecture and Demonstrate ceremonial speaking

Why: Because Ceremonial Speaking is one of the most common types of speaking they are likely to encounter in life and is very important to our families and community

Module 4 Rhetorical Analysis

Wednesday: Read: Rhetorical Theory Reading

What: Learn about Concepts and Theories of Rhetoric

How: Conduct mini-in-class Rhetorical Analysis of a Video

Why: To be able to accomplish Assignment 5 and apply theories to future Persuasive Speeches and to any Rhetorical Text such as a film, song or book

Module 5: Foundations of Speaking to Persuade

Week Five 7/ 26, 28

Monday: Read Chapter 13 – Persuasive Speaking

Read Chapter 13 – Persuasive Speaking

What: Learn about how to identify and Find a Persuasive Speech Topic

How: In class activity-Determining the Issues

Why: Sets the foundation for developing their Persuasive Speeches and understand the role of persuasive speaking in everyday life

Persuasive Strategies

Wed: Chapter 13 – Persuasive Speaking

Read Chapter 13 – Persuasive Speaking

What: Learn strategies of Persuasion

How: Do in-class group persuasive critical thinking exercise and applying these strategies.

Why: To develop our Persuasive Speeches

Module 6: Developing and Finalizing Persuasive Speeches

Week Six 8/ 3,4

Persuasive Strategies

Monday: Chapter 13 – Persuasive Speaking

Read Chapter 13 – Persuasive Speaking

What: Learn How to Make Arguments and Avoid Bad Arguments

How: Do in-class group persuasive critical thinking exercise and applying some of these strategies.

Why: To develop our Persuasive Speeches

Course Assignments:

De Anza College

Public Speaking

Patrick McDonnell

Informative Speech Assignment

Goal: To deliver a 3-minute informative speech to increase audience comprehension and retention.

Assignment Specific:

- 1) Articulate a Specific Purpose and Central Idea.
- 2) Tailor your topic according to audience knowledge and experience
- 3) Utilize methods of increasing audience comprehension
- 4) Cite two sources orally in the speech.
- 5) Organize the topic around a method of organization and subtopics
- 6) Introduce and conclude the topic comprehensively
- 7) Develop the topic utilizing quantitative and qualitative evidence
- 8) Utilize 1-3 visual aids
- 9) Deliver the topic extemporaneously
- 10) Submit a 1-page outline including source citations and reference list

Entertaining Speech

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Public Speaking

Mr. McDonnell

Entertaining Speech Criteria (3 minutes)

Goal: The goal of the assignment is to deliver an entertaining speech topic about a personal event, experience or relationship that has had a significant influence on your identity.

Speech Purpose: The assignment asks you to manage speech anxiety, practice choosing an appropriate topic, formulate a central idea, illustrating effective delivery methods, and then

delivering an extemporaneous speech that is organized, utilizes concrete and descriptive language and manages time.

Speech Assessment: You will be assessed on the following criteria:

1. The speech should be structured and delivered in the time frame.
2. The speaker should effectively manage speech anxiety and deliver an extemporaneous speech utilizing eye contact, vocal variety, non-verbal communication including eye contact and avoids distracting mannerisms.
3. The speech should be focused and have a major point or underling theme that is appropriate for the audience and meets assignment criteria.
4. The speech should use clear, descriptive, appropriate and creative language void of unnecessary language and vocal fillers.
5. The speaker hands in a typed-written general purpose specific purpose and central idea that avoids typos and grammatical errors.

Speech 1

Public Speaking

Persuasive Speech Criteria

Mr. McDonnell

Assignment Goal: To deliver a 5-minute argumentative speech arguing for or against a specific policy, law, innovation, behavior, movement or action that illustrates fundamentals of persuasion including crafting a persuasive message, constructing arguments, demonstrating sound logic and reasoning, use of credibility, integration of evidence and delivery that is persuasive in tone and manner.

Speech Criteria:

- 1) An attention-grabbing introduction that clearly identifies speech goals
- 2) Assertion of speaker credibility that illustrates knowledge of the topic
- 3) Demonstration of how the topic relates to the audience
- 4) Two to three developed arguments that conform to Toulmin's Model
- 5) Utilization of persuasive strategy such as motivation, logic, emotion, ethics etc.

- 5) At least one visual aid
- 6) Addressing and refuting one counter argument
- 7) Demonstration of emotion that is audience and topic appropriate
- 8) Use of storytelling to emphasize an aspect or dimension of the speech
- 9) Extemporaneous delivery that is persuasive in tone and style
- 10) Use of at least two specific credible sources that are verbally cited in the speech
- 11) Conclusion that leaves a lasting impression and emphasizes speaker goals
- 12) A one-to-two-page outline that is clearly labeled organized and cites 5 sources

Public Speaking

Rhetorical Analysis

Speaker Critique

Mr. McDonnell

Go on line and identify a Ted Talk Presentation or an on-campus presentation or lecture that appeals to a personal, professional or academic interest of yours. The presentation must be at least 15 minutes in length. Identify the Speaker's name, the date and title of the presentation. Watch the presentation carefully and answer the following questions.

- Identify and craft the speaker's Specific Purpose and Central Idea
- Evaluate how effectively the speaker establishes and enhances their credibility throughout the presentation according to our lecture on credibility.
- Explain how the presentation conforms to and deviates from one of the three types of public speaking studied in class (Inform, Persuade, Entertain).
- Evaluate the speaker's delivery using specific terms associated with effective and ineffective delivery methods.

- Choose two concepts from our class to apply to your analysis. They can be any concepts that you feel are appropriate. Identify the course concept, define it, cite the page number or class lecture and then explain how it demonstrates an aspect of the speaker's presentation.
- State one effective aspect of the speaker's presentation and one thing the speaker could improve upon not previously mentioned here.

An "A" analysis is written in complete sentences, is grammatically correct, thorough and complete, and not only answers the questions, but demonstrates a strong knowledge of how the rhetorical principles of our class can be used to assess a public address, but also how the address could be improved to advance the goals of the speaker. 12pt Font, 1/5 Spacing