SP 151 PERSONAL AND PUBLIC SPEECH

Fall 2010: 3 CREDITS

Gordon Carlson

Tues/Thurs at 8:15-9:30
Tues/Thurs at 9:45-11:00
Tues/Thurs at 1:30-2:45

OFFICE: Hale Na'auao 124

OFFICE HOURS: Tuesday and Thursday 11:00-12:30 or by appointment

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  gordon.carlson@hawaii.edu

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

Windward Community College is committed to excellence in the liberal arts and career development; we support and challenge individuals to develop skills, fulfill their potential, enrich their lives, and become contributing, culturally aware members of our community.

CATALOG DESCRIPTION

Introduction to major elements of speech. Enables students to acquire competence in two person, small group, and public situations. Models and concepts are used to explain the speech act. Prerequisite- placement in English 21 or higher.

There are no activities required at scheduled times other than class times

DISABILITIES ACCOMMODATION STATEMENT

If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Ann Lemke can be reached at 235-7448, lemke@hawaii.edu, or you may stop by Hale ‘Akoakoa 213 for more information.

LEARNING RESOURCES


2. Access to a computer for preparing assignments. You will also need note cards.

3. You are expected to have plenty of paper and writing implements each day in class.
STUDENT CONTRIBUTIONS AND RULES

All of the course rules stem from one major premise: public speaking is scary for most people and I will not tolerate any actions or language which make the classroom environment hostile or intimidating in any way. With this in mind, please remember the following rules:

- Distractions: No cell phones, music players, or reading of non-course materials in class. If you are a rude audience member during a student's speech (distracting, cell rings, reading or doing other work, etc.) you will lose a letter grade on your own speech, a serious deduction. Part of what we learn in this class is how to be a successful audience member. If you are habitually rude during student speeches you will be asked to leave the course.

- Participation: You are expected to participate in the activities of the class. This means you need to do any reading and make sure you are engaged in the discussions and critiques. Ask lots of questions and answer those posed by students and myself. Your thoughts make the class far more interesting.

- Criticism: The words “criticism” and “critique” have gotten a bad rap lately. They are neutral terms for describing how something works. It includes both the good and bad. In this class we will critique and criticize each other’s speeches. This means constructively engaging the speeches and pointing out the strengths and weaknesses. This is the only way any of us can improve. Be ready to hear people talk about your speeches and be ready to talk about the speeches of others.

- Punctuality: The nature of this course demands you be on time. It is distracting when you come in late so please try to avoid it. If you come late it is your responsibility to get any materials you may have missed. If you walk in the room during a student’s speech you lose a letter grade on your own.

- Late Work: Public speaking is not like other subjects. When and where you give a speech are important. Not taking an exam or giving a speech at the assigned time is a very serious matter. The only excuse considered will be medical (accompanied by confirmation from physician) or death in the immediate family. This is a hard and fast rule. I do not accept work after the due date. If you think you have a legitimate excuse come see me before the due date. It had better be a good reason; Your job is important but is not a reason for late work or missing a speech.

- I uphold the University of Hawaii’s non-discrimination policy in my classes. Any discriminatory acts or language on the basis of race, religion, age, sex, national origin, ancestry, disabilities, or sexual orientation will not be tolerated.

COURSE CONTENT

- Communication models
- Selecting topics
- Audience analysis
- Listening
- Supporting with evidence
- Methods of organization
- Introducing and concluding
- Visual aids
- Delivery
- Methods of persuasion
- Special occasion speaking
- Impromptu speaking
STUDENT LEARNING OUTCOMES

1. Choose and narrow a topic appropriately for the audience and occasion.
2. Communicate the thesis/specific purpose in a manner appropriate for audience and occasion.
3. Provide appropriate supporting material based on the audience and occasion.
4. Use an organizational pattern appropriate to topic, audience, occasion, and purpose.
5. Use language that is appropriate to the audience, occasion, and purpose.
6. Use vocal variety in rate, pitch, and intensity to heighten and maintain interest.
7. Use pronunciation, grammar, and articulation appropriate to the designated audience.
8. Use physical behaviors that support the verbal message

To provide flexibility to adapt to particular needs or circumstances, the instructor reserves the right to deviate from the course outcomes, to add or omit tasks, and to adjust grades or points as the circumstances of the particular situation seem to justify.

COURSE TASKS

1. Complete all assigned readings from the text, Public Speaking for Personal Success.
2. Complete all assigned supplementary exercises.
3. Present four major speeches applying the course concepts listed above.
4. Complete in-class activities and minor speeches as assigned.
5. Participate in class discussion.
ASSIGNMENTS

Introduction Speech

You will introduce yourself to the class. It will have all the parts of a formal speech but will be all about you. Use an interesting story or perhaps some things you enjoy, or maybe just some interesting facts. But you will have a single cohesive point that you want us to take away from the speech. In any case the point is to help us get to know you, build rapport with the class, and ease into public speaking by using the topic you know best: you!

Application: introduction, workplace, team building, rapport

Time: 3-5 minutes

Informative Speech

You will prepare an informative presentation on the socially significant topic of your choosing. The goal is to teach the class about something. This could be how to do something useful, how something works, or simply to inform the group about a contemporary issue. History lessons, lessons requiring physical action by the audience, and obviously biased agenda setting are not allowed. At the end of the speech we should have learned something interesting, new, and at least a little useful.

Application: teaching, briefing, agenda setting

Time: 5-7 minutes

Persuasive Speech

You will research, prepare, and deliver a persuasive speech to the class and myself. You will try to convince us either to believe something or to take a specific course of action. It is the most common in the real world, often the most exciting to listen to, and often the most entertaining. The best speeches will engage all the methods of persuasion and the various tools outlined in class. At the end of the speech, the audience should feel moved to think or do something new. Topics may be to vote for a specific piece of legislation, to fight the man, or to only buy recycled products. There are a lot of things you can do with this; however, you may not discuss abortion, the death penalty, the war in Iraq, the Atkins diet, or steroids in sports. These are certainly socially significant subjects worthy of debate, but they are so common that I may curl up in the fetal position and weep if I am forced to endure yet another round. Do something new, novelty goes a long way in this course, as in life.

Application: every part of your life, conversation, politics, courtroom, activism, getting a date

Time: 6-8 minutes

Ceremonial Speech

This is a short speech of blame or praise. Formally referred to as an epideictic speech, you may perform a toast, bestow an award, introduce someone to a formal event, or give a eulogy. Because of the nature of this speech you are not allowed to use any notes during delivery.

Application: weddings, awards, special events, social gatherings, accepting awards

Time: 1-2 minutes
Critiques

You will critique the major speeches of other students throughout the term. You will critique one day’s worth of speeches per type. This can be handwritten and goes on your own paper. The critiques are graded so actually put effort into them. You will be graded on how well you assess the speech and how well you incorporate what we have learned this term. You cannot make these up for any reason if you are absent.

Participation

Fifteen percent (15%) of your grade in the class is based on participation. In class we will have discussions and impromptu speaking events. If you are absent from class, rude and disruptive, or too unprepared to fully participate your score will be lowered. You cannot makeup participation points for any reason. Come to class ready to engage the class discussions and you should be just fine.

Schedule

You must address any speaking order changes by the end of the first week. After that you are required to speak on your assigned day. Outlines are due when you speak and at no other time. Rough draft outlines are due in class per the schedule.

ASSESSMENT TASKS AND GRADING

<table>
<thead>
<tr>
<th>Speeches</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction Speech</td>
<td>100</td>
</tr>
<tr>
<td>Informative Speech</td>
<td>200</td>
</tr>
<tr>
<td>Persuasive Speech</td>
<td>250</td>
</tr>
<tr>
<td>Ceremonial Speech</td>
<td>50</td>
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</table>

<table>
<thead>
<tr>
<th>Critiques</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Each Critique is Worth 50 Points</td>
<td>250</td>
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<table>
<thead>
<tr>
<th>Exams</th>
<th>Points</th>
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<tbody>
<tr>
<td>Participation</td>
<td>150</td>
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</tbody>
</table>

| TOTAL                          | 1000   |

All written work, except critiques, is to be typed. Neatness, spelling, grammar, and presentation matter on all work. If you write anything in a glitter gel pen, I will get so angry that I pass out and forget to grade your assignment resulting in a score of zero.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 24</td>
<td>Welcome to Class: Syllabus, Assignments, Old Dead White Guys</td>
</tr>
<tr>
<td>Aug 26</td>
<td>Topics, Rhetorical Situation</td>
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<td>Aug 31</td>
<td>Parts of Speeches, Outlining</td>
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<tr>
<td>Sep 2</td>
<td>Work on Outlines in Class</td>
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<tr>
<td></td>
<td><em>Due in Class: Rough Draft of Your Outline</em></td>
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<tr>
<td>Sep 7</td>
<td>Delivery, Dealing with Anxiety, Critiquing</td>
</tr>
<tr>
<td>Sep 9</td>
<td>Introduction Speeches: A</td>
</tr>
<tr>
<td></td>
<td>Critiques: B</td>
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<tr>
<td>Sep 14</td>
<td>Introduction Speeches: B</td>
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<tr>
<td></td>
<td>Critiques: C</td>
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<tr>
<td>Sep 16</td>
<td>Introduction Speeches: C</td>
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<tr>
<td></td>
<td>Critiques: D</td>
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<tr>
<td>Sep 21</td>
<td>Introduction Speeches: D</td>
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<tr>
<td></td>
<td>Critiques: A</td>
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<tr>
<td>Sep 23</td>
<td>Informative Speaking as an Activity, Outside Sources</td>
</tr>
<tr>
<td>Sep 28</td>
<td>Informative Organization Strategies</td>
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<tr>
<td>Sep 30</td>
<td>Visual Aids</td>
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<tr>
<td>Oct 5</td>
<td>Work on Outlines in Class, Practice Speech</td>
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<tr>
<td></td>
<td><em>Due: Rough Draft Outlines</em></td>
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<td>Oct 7</td>
<td>Informative Speaking: B</td>
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<tr>
<td></td>
<td>Critiques: C</td>
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<tr>
<td>Oct 12</td>
<td>Informative Speaking: C</td>
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<tr>
<td></td>
<td>Critiques: D</td>
</tr>
<tr>
<td>Oct 14</td>
<td>Informative Speaking: D</td>
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<tr>
<td></td>
<td>Critiques: A</td>
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<tr>
<td>Oct 19</td>
<td>Informative Speaking: A</td>
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<tr>
<td></td>
<td>Critiques: B</td>
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<tr>
<td>Oct 21</td>
<td>Persuasive Speaking as an Activity</td>
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<tr>
<td>Oct 26</td>
<td>Artistic Proofs and Rhetorical Devices</td>
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<tr>
<td>Oct 28</td>
<td>Artistic Proofs and Rhetorical Devices</td>
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<tr>
<td>Nov 2</td>
<td>No Class – Election Day. Go Vote!!</td>
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<tr>
<td>Date</td>
<td>Topic</td>
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<td>Nov 4</td>
<td>Persuasive Organizations, Monroe’s Motivated Sequence</td>
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<tr>
<td>Nov 9</td>
<td>Logic and Enthmemes</td>
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<tr>
<td>Nov 11</td>
<td>No Class – Veteran’s Day. Thank a Vet!!</td>
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<tr>
<td>Nov 16</td>
<td>Work on Outlines in Class, Practice Speech</td>
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<tr>
<td></td>
<td><em>Due: Rough Draft Outlines</em></td>
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<td>Nov 18</td>
<td>Persuasive Speeches: C</td>
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<tr>
<td></td>
<td>Critiques: D</td>
</tr>
<tr>
<td>Nov 23</td>
<td>Persuasive Speeches: D</td>
</tr>
<tr>
<td></td>
<td>Critiques: A</td>
</tr>
<tr>
<td>Nov 25</td>
<td>No Class – Thanksgiving. Eat a Turkey!!</td>
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<tr>
<td>Nov 30</td>
<td>Persuasive Speeches: A</td>
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<td></td>
<td>Critiques: B</td>
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<tr>
<td>Dec 2</td>
<td>Persuasive Speeches: B</td>
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<tr>
<td></td>
<td>Critiques: C</td>
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<tr>
<td>Dec 7</td>
<td>Ceremonial Speaking</td>
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<tr>
<td>Dec 9</td>
<td>Impromptu Speaking</td>
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</table>

**Final Exam Schedule**

During the final exam time all students will give their ceremonial speeches. All students must attend the entire period to get credit for the time. There are also TWO critiques during this time. There are many points available during this period so be sure you come.

8:15 class: December 14 at 8:30am
9:45 class: December 16 at 9:30am
1:30 class: December 16 at 1:30pm
Speech 151 > Grading Criteria > Introduction Speech

Reviewer: __________________________________ Speaker: ______________________________

Rank each item on a scale from 1 to 5. 1 is bad and 5 is good.

**Introduction**
- ____ Attention Obtained
- ____ Linked to Audience
- ____ Clearly Establish Goals for Speech
- ____ Clear Preview of Main Body Points
- ____ Smooth Transition into Main Body

**Main Body**
- ____ Successful Structure
- ____ Matches Introduction Preview
- ____ Main Body Points Clear
- ____ Smooth Transitions Between Main Points

**Aspects Specific to Informative Speaking**
- ____ Audience Learned Something Interesting About the Speaker
- ____ Speech is Easy to Retain (especially if a central theme)
- ____ Motivated Audience to Care (related the material to audience members)
- ____ Maintained Attention

**Delivery**
- ____ Proper Use of Notes
- ____ Hand Gestures and Body Language was Appropriate
- ____ Volume and Rate were Appropriate
- ____ Engaging Delivery (not robotic or overly wild, but appropriate)

____ TOTAL OF ALL POINTS (85 is maximum)

Please write useful comments on the back of this sheet.
Outline

____ Outline Included and Usefully Accurate (15 Points Possible)

____ Within the 3-5 time limit (5 points off for every 15 seconds)
speech 101 > grading criteria > informative speech

Reviewer: ____________________________________ Speaker: __________________________________

Rank each item on a scale from 1 to 6. 1 is bad and 6 is good.

**Introduction**

- Attention Obtained
- Link to Audience
- Credibility Established
- Clearly Articulated Thesis
- Clearly Establish Goals for Speech
- Clear Preview of Main Body Points
- Smooth Transition into Main Body

**Main Body**

- Successful Structure
- Matches Introduction Preview
- Flows Smoothly
- Main Body Points Clear
- Sub-points Support Main Arguments
- Smooth Transitions Between Main Points

**Aspects Specific to Informative Speaking**

- Audience Learned Something Useful/Interesting
- Speech is Easy to Retain
- Used an Informative Structure
- Maintained Credibility
- Effectively Used First Outside Source
- Effectively Used Second Outside Source
- Effectively Used Third Outside Source
- Effectively Used Fourth Outside Source
- Motivated Audience to Care (related the material to audience members)
- Maintained Attention

**Delivery**

- Clear Articulation (easy to understand)
- Proper Use of Notes
- Hand Gestures and Body Language was Appropriate
- Volume and Rate were Appropriate
- Engaging Delivery (not robotic or overly wild, but appropriate)

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**Total of All Points** (168 is maximum)

Please write useful comments on the back of this sheet.
**Outline**

_____ Outline Included and Usefully Accurate (32 Points Possible)

_____ Within the 5-7 time limit (5 points off for every 15 seconds)
Speech 151 > Grading Criteria > Persuasive Speech

Reviewer: ___________________________ Speaker: ________________________________

Rank each item on a scale from 1 to 6. 1 is bad and 6 is good.

**Introduction**
- Attention Obtained
- Audience Link
- Credibility Established
- Clearly Articulated Thesis Statement
- Clearly Establish Goals for Speech
- Clear Preview of Main Body Points
- Smooth Transition in Main Body

**Main Body**
- Successful Structure
- Matches Introduction Preview
- Flows Smoothly
- Main Body Points Clear
- Sub-points Support Main Arguments
- Smooth Transitions Between Main Points

**Aspects Specific to Persuasive Speaking**
- Topic was Useful or Significant
- Speech is Easy to Retain
- Used a Persuasive Structure
- Maintained Credibility
- Employed Logical Structure
- Employed Proper Evidence
- Emotional Proofs
- Mythos Applied Appropriately
- Effectively Used First Outside Source
- Effectively Used Second Outside Source
- Effectively Used Third Outside Source
- Effectively Used Fourth Outside Source
- Effectively Used Fifth Outside Source
- Effectively Used Sixth Outside Source
- Effectively Used Seventh Outside Source
- Motivate Audience to Care
- Maintained Attention

**Delivery**
- Clear Articulation
- Proper Use of Notes
- Hand Gestures and Body Language was Appropriate
- Volume and Rate were Appropriate
- Engaging Delivery

**TOTAL OF ALL POINTS (210 is maximum)**

Please write useful comments on the back of this sheet.
Outline

____ Outline Included and Usefully Accurate (40 Points Possible)

____ Within the 6-8 time limit (5 points off for every 15 seconds)