

**P u b l i c   S p e a k i n g**  
*COM 110.H2*  
**Fall Term, 2007**

**Professor:** Carolyn R. Planck

**E-mail:** cplanck@rollins.edu

**Office Hours:** Weekdays by appointment

**Class Dates, Time and Location:** Tuesdays, 8/28-12/4, from 4:00-6:40 p.m. at CSS 135  
*In case of College closure, the class make-up schedule will be followed.*

**Text:** Sprague, Jo and Douglas Stuart. **The Speaker's Handbook** (8<sup>th</sup> ed.).  
Belmont, CA: Thomson/Wadsworth, 2008.

**Telephone:** 407- 646-1885

**Office:** College Arms, 1-W

Welcome to the Fall Term '07 at Rollins and to your class in Public Speaking. If you agree to work diligently, you should enhance your abilities to:

- 1) Research, plan, organize, outline, and present public speeches;
- 2) Listen to, analyze, evaluate, and appreciate public speeches and related theory; and
- 3) Cope with personal and situational tensions of public speaking, understanding that apprehension may never fade completely.

As we work together, we will consider the art and science of public presentations from several perspectives. You will consider theoretical and pragmatic aspects of the topic. You will listen, observe, and participate in the process of public speaking. Your research skills should be enhanced by background preparation for each project. You will outline two major presentations, create appropriate visuals, and recognize the importance of the planning/outlining process to your effectiveness as a speaker.

You will present four formal speeches during the term. You will also present an introduction (not graded), and an occasional impromptu speech (not graded) if time permits. The time frames will vary from 3 to 8 minutes; time limits must be respected. You will receive both written and peer feedback on your formal presentations. In addition to the professor's comments, students are expected to critique each other constructively with everyone participating. The criteria for each project will be presented in class and/or on the attached assignment sheet that also serves as a critique sheet.

There will be three objective tests on the text material. The text material is the responsibility of the student; however, highlights will be presented in class and students are expected to ask questions. Text study groups may also be helpful. The reading assignments are grouped tightly at the beginning of the class as it is important to apply the information to the projects. Please remain up-to-date with the reading assignments. There may also be quizzes on the reading assignments.

Students will be expected to attend and critique two external presentations. Critique forms will be distributed in class. These are credit/no credit requirements.

Students will also prepare and, as necessary, revise full-sentence outlines for the Speech to Inform and the Speech to Persuade. These outlines should be converted to key word outlines for use during the presentation. Outlining clarifies, structures, and helps to analyze ideas. The ability to write well is a hallmark of an educated person, and the academic discipline of oral communication proudly includes writing skills as a component of preparation.

Each of these outline/speech projects requires a source sheet of at least 10 research entries, **half of which may be well-qualified sources from electronic research. Basic research should be completed prior to preparing the full-sentence outline with the awareness that research is an on-going process where new information is to be welcomed and considered by the speaker at any step in the process.** The source sheet should be submitted as the last page of the outline project, and sources must be listed in an academic and consistent bibliographic form. A **focus sheet** should be the first page of the outline hand-in. Study and follow the examples in the **outline packet** that will be distributed in class as well as a **page in the syllabus** that describes outlining according to Monroe's Motivated Sequence.

Yes, this class is intense and the expectations are high. The types of learning experiences are as varied as the subject and the students. Through reading and discussion you learn theory. Through speaking you learn to apply theory and best practices. Through objective exams you experience a specific test form that complements the more open, expansive form of the graded speeches. Through peer critiques you learn to deliver feedback constructively.

Attendance and participation are priorities. One unexcused absence is understandable; others will result in a lower final grade. If there are special concerns or circumstances, please talk with Mrs. Planck the first day of class. **Please do not be a "no-show" on the day of a scheduled speech; you may not have the opportunity to make it up, or, if you do, the grade will be discounted by at least ten percent.**

A few reminders about speeches and outlines are relevant:

- 1) Select your own topics within the parameters of the assignment. Be sure they are relevant to this audience, adapted specifically to this audience, credible and interesting for you, and open to research.
- 2) All outlines and related materials should be prepared and saved on a computer.
- 3) Plagiarism or academic dishonesty in any form are not tolerated and will result in failure. In case of problems, the policies stated in the Rollins College Academic Honor Code and the catalogue will be followed. Respectful communication is expected in this class.
- 4) Speaking style should be extemporaneous: minimal notes, no manuscripts, no memorized speeches. Professional control is an important component of style.

- 5) Speeches are opportunities to share with other people and affect their thoughts and actions – enjoy!

I hope you will expand your reading and observations about this wide-ranging subject. You are encouraged to peruse the oral communication collection at Olin Library. Consider Aristotle's *Rhetoric* for the roots of the discipline. Look closely at classic texts by Alan Monroe, Douglas Ehninger, or Mark Knapp. Visit local bookstores and peruse the Business Communication sections. Read periodicals and professional journals featuring articles about oral communication. Watch C-Span for speeches of the day. Note media coverage of national and world events. Check *Vital Speeches* for texts of notable contemporary speeches. Attend presentations and listen critically; while these events may be formal speeches, they may also take the form of business briefings or training sessions, religious homilies, toasts or commemorative speeches, political speeches, news conferences, interviews, etc. In essence, be aware, alert, and analytical of communication situations around you.

At this point in time, the world in which we live has many tensions. Voices are heard in numerous forms and forums. Listen analytically and process content from a reasoned perspective. Note the content, ethical dimensions, and presentation of messages. Observe audience adaptation, language use, and professional control. When it is your opportunity to speak, strive to influence with intelligence, dignity, reason, honesty, integrity, conviction, and other best practices as you work to earn the respect of your listeners.

If you choose to apply the knowledge you gain in this class to projects in other classes, you may find your academic work enriched. If you expand the application to your work situation, community involvement, job interviews, and relationships with those with whom you interact, you may find additional rewards. In essence, be aware, alert, and analytical of communication situations around you. The results can be highly gratifying!

This class carries a "T" requirement as part of the general education requirements of the Hamilton Holt School. Please note the goals and plans for assessment on a later page in the syllabus. If you have any questions or concerns about these competencies, please ask Mrs. Planck during the first or second week of class.

The Academic Honor Code will be applicable to all aspects of this class. Please reference the next page of the syllabus for specific information as to how the Code will impact projects in this class.

Questions? Let's talk.

## **Oral Communication (T)**

A liberally educated person should be articulate and capable of effective listening. Oral communication skills are best developed if emphasized in a variety of disciplinary contexts. Students who require skills in oral communication are better prepared to perform in professional and civic life. Upon completion of this requirement, students will be able to:

**GOAL 1:** Prepare and deliver an effective oral presentation. This includes being able to manage communication anxiety and apply communication skills to discipline based practices and learning.

*Assessment: Students will present two major projects that include the eight communication competencies developed by the National Communication Association (NCA) that are basic guidelines for assessing oral communication. The competencies will be reviewed during the first meeting of the class.*

**GOAL 2:** Critically analyze and evaluate oral presentations.

*Assessment: Students will use competency-based instruments to critically analyze and assess oral presentations by other student in the class. They will provide written and/or oral justification for all of their ratings.*

**GOAL 3:** Practice active listening.

*Assessment: Students will discuss active listening as identified in the Watson-Barker Listening Test. They will apply these principles to the evaluation of classroom speeches as well as to the external speaker evaluations.*

**GOAL 4:** Participate in class and group discussions.

*Assessment: Students will participate in evaluation discussion of student speeches and projects based on evaluation criteria on the assignment and evaluation sheets.*

**NOTE:** All assessments will be monitored by the instructor. Students not meeting a satisfactory level of competency will meet with the instructor (at mid-term and/or by the next to the last week of class, discuss the situation, and re-do the project(s) until requirements are met.

PUBLIC SPEAKING 110.H1

***TENTATIVE GRADING VALUES***

Examination I	77 points
Examination II	61 points
Examination III	62 points
Special Occasion Speech	30 points
Speech to Inform (with visuals)	80 points
Personal Experience Speech	25 points
Speech to Persuade	90 points
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	425 total points

Plus quiz grades as appropriate.

Letter grades will be assigned at the end of the term by percentiles. Generally, 93% and above will yield grades in the A and A- range, 83-92% includes B-, B, and B+, etc. At the end of the term, the instructor may choose to adjust the percentages; however, they will not be raised. You may determine your percentile at any point by dividing the number of points earned by the number of points possible.

Major outlines are required for the informative and persuasive speeches; they will be evaluated on a credit/no credit basis. Information about outline preparation may be found in the outline packet, the syllabus, and the text. These forms must be followed, and outlines need to be re-done until they are acceptable.

Attendance matters. More than one unexcused absence will result in your final grade being lowered one level for every additional absence. You must be present and prepared the days your speeches are scheduled; if you miss a speech, you may not be allowed to make it up and you will receive a "0" for the project. If you miss the speech and are able to make it up, your grade will be discounted by at least ten percent. If there are special circumstances, speak with Mrs. Planck the first day of class or prior to any absence that might be excused. If there is an emergency situation, call her as soon as reasonably possible.

Honesty and respectful communication in class matter greatly. Cheating and/or disrespectful comments to others cannot be accepted. The Academic Honor Code Policies will be applicable to all projects in this class.

***If you have questions or desire clarification concerning any of the policies, please speak with Mrs. Planck the first week of class.***

## PUBLIC SPEAKING

*Tentative Syllabus (Com 110.H2)*  
*Fall Term 2007: 8/28-12/4*  
*Time: Tuesday from 4:00-6:40 p.m.*  
*Location: CSS 135*

*Professor: Carolyn R. Planck*  
*Phone: 407- 646-1885*  
*Fax: 407- 647-1165*  
*E-mail: cplanck@rollins.edu*

<u>Date</u>	<u>Activity</u>	<u>Text</u>
Aug. 28	Course Overview; Introductory Speeches <b>Discussion:</b> Perspectives of public speaking	<b>Ch. 1</b>
Sept. 4	<b>Discussion:</b> Topics to include: Listening, Ethics, Planning, Topic and Audience Analysis, Apprehension, Research, and Organization.	<b>Chs. 2-11</b>
Sept. 11	<b>Discussion:</b> Presentation Skills, Presentation Aids, Informative Speaking, and Informative Speech project.	<b>Chs. 21, 23, 27, 28</b>
Sept. 18	<b>Review for Exam 1</b> <b>Discussion:</b> Reasoning, Support Material, Language	<b>Chs. 12, 13, 14, 15, 16, 17</b>
Sept. 25	<b>Examination 1 (Chs. 1-10)</b> <b>Discussion:</b> Attention/Interest, Credibility, Motivation <b>Outlines due for Speech to Inform</b>	<b>Chs. 18, 19, 20</b>
Oct. 2	<b>Discussion:</b> Voice, Practice Sessions, Contexts, Adapting to Speaking Situations, and Questions. <b>Review Outlines</b>	<b>Chs. 24, 25, 28, 29, 30-35</b>
Oct. 9	<b>Personal Experience Speeches; Review for Exam 2</b>	
Oct. 16	<b>Examination 2 (Chs. 11-20); Review for upcoming speeches</b>	
Oct. 23	<b>Speech to Inform (Speakers 1-8)</b>	
Oct. 30	<b>Speech to Inform: (Speakers 9-15)</b>	
Nov. 6	<b>Discussion:</b> Persuasive Speaking <b>Review for Exam 3;</b> sign-up for Speech to Persuade	<b>Chs. 22 and Ch. 1 (1 b.)</b>
Nov. 13	<b>Examination 3 (Chs. 21-35); Outlines due for Speech to Persuade</b>	
Nov. 20	<b>Special Occasion Speeches: All prepared</b> Review for Speech to Persuade	
Nov. 27	<b>Speech to Persuade (Speaker order per date selected 11/6)</b>	
Dec. 4	<b>Speech to Persuade;</b> Closing activities	