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**Speech 1**  
**FUNDAMENTALS OF PUBLIC SPEAKING**  
**Fall 1998**

**INSTRUCTOR:** Jerry Thurston    **PHONE:**                      **E-MAIL:** [gje01@csufresno.edu](mailto:gje01@csufresno.edu)

**Textbook:**

Metcalf, S. (1998). Building a speech (3<sup>rd</sup> ed.). NY: Harcourt Brace College Publishers.

**Course description and rationale:** The primary objective of this course is to help you to improve and expand your communication skills. To accomplish this objective each student will gain new knowledge about human communication and be given the opportunity to apply this knowledge in a series of in-class presentations. These presentations will vary in type and length, and are described below. This course is oriented toward practical experiences based on sound communication theory and is built on the assumption that students need to develop confidence in their abilities as public communicators. Confidence is developed through a combination of a) understanding the theoretical material presented in the textbook and class lectures; and b) applying this understanding to the in-class speaking assignments and eventually to your professional careers. In addition to the specific course objectives listed below, more detailed learning objectives will be provided for each assignment.

**Specific objectives:** At the completion of this course, students should:

1. Recognize and appreciate the centrality of communication behavior in their personal, social, academic and professional lives.
2. Enlarge their communicative competence and confidence as a result of the preparation, presentation and analysis of oral messages.
3. Be able to differentiate between verbal and nonverbal symbols.
4. Be more effective listeners.
5. Develop their critical thinking, reasoning, organization, and research skills, as well as their ability to make effective oral presentations.

**PANIC NOT!**  
**YOU CAN DO THIS!**

<b>Assignments</b>		<b>Point Value</b>
<b>Speeches</b>		
Speech #1	Autobiographical sketch	0
Speech #2	Informative speech	50
Speech #3	Term topic 1: Pro-Con	100
Speech #4	Term topic 2: Persuasive	100

**Speech total 250 pts.**

### **Tests**

Quiz #1	Chapters 1, 2, and 5 plus lecture and discussion material.	25
Quiz #2	Chapters 3, 4, and 6 plus lecture and discussion material.	25
Quiz #3	Chapters 7, 8, and 9 plus lecture and discussion material.	25
Quiz #4	Chapters 10, 11, and 15 plus lecture and discussion material.	25
Quiz #5	Chapters 12, 13, 17, and 18 plus lecture and discussion material.	25

**Test total 125 pts.**

### **Listening Reports**

Each student is asked to attend one speaking situation during the semester and to turn in a 2-3 page typed report on the experience. This report is due on the date indicated on the course schedule, will be worth 20 points, and will be graded such that: 18-20=A; 16-17=B; 14-15=C; 12-13=D; 10-11=F; not turned in=0. **The speech chosen must be a speech to persuade according to the textbook's definition. The speech cannot be a student speech from any class on any campus, nor can it be a professor's lecture.** The speech must be attended live and seen in its entirety (not heard on radio or seen as part of a movie or tv show).

**Listening report points 20**

### **Class Participation**

Throughout the semester students will be involved in activities which will be evaluated along with their attendance. While there is no penalty for choosing not to offer comments, students will be evaluated on willingness to contribute to discussions, ask questions, and be attentive to other speakers.

**Participation points 25**

## **GRAND TOTAL POINTS=420**

**Final grades will be based on the following scale:**

378 & above=A; 336-377=B; 294-335=C; 252-298=D; 251 & below=F

### **PLEASE NOTE**

- Both students and the instructor are expected to abide by the rules of conduct explicitly enumerated in the college handbook. Please read that document.
- I will do everything in my power to accommodate all students with any type of disability, **however, it is a student's responsibility to identify yourself to Disabled Student Services and to me** so that we can work together to maximize your experience throughout the semester.
- Do your very best to be on time.
- **Make-up policy & Attendance policy:** Make up of any missed assignments will be allowed if the student provides (1) a verifiable medical excuse or (2) has a documented legitimate hardship. There will be no made-up without notice prior to the day of the assignment in question. In terms of attendance, you are expected to attend every class session. Students missing more than a week of class without legitimate excuse(s) will have their final grade dropped by one full letter grade (MWF class maximum of 3 unexcused absences – TTH class maximum of 2 unexcused absences – TH night class maximum of 1 unexcused absence).

## SPEECH #1 AUTOBIOGRAPHICAL SKETCH

The purpose of this assignment is to 1) give students an opportunity to get acquainted with each other; 2) to learn how to select a topic and theme for a speech; and 3) practice a short speech in front of the class. Although this speech is not graded, it is a required part of the class, and must be completed to get credit for the class.

Bring to class an artifact or object that symbolizes something important to you. If I (Mr. Thurston) were giving this speech, I probably would bring my poster with a picture of Martin Luther King, Jr. and the full text of his "I Have A Dream" speech underneath the picture. I have extremely strong feelings about prejudice and the principles of equality, and I would explain how my parents talked about Dr. King, how they encouraged me to read his writings, how I went to the library and listened to a recording of that speech, and the effect his example has had on my life.

Students should try to demonstrate skills in the following areas:

1. Develop one theme that is symbolized in the cultural artifact you bring to the class.
2. Use an introduction that captures the audience's attention and clearly introduces the artifact.
3. Speak extemporaneously.
4. Limit your speech to around 3 minutes.

## SPEECH #2 INFORMATIVE

This assignment calls for each student to prepare and present a five (5) minute informative speech. You select the topic, do the research, and present the information. This speech is worth a maximum of 50 points. On the day of the speech, each student will turn in a final copy of her/his outline before he/she speaks and after the speech will turn in the speaker notes used.

## SPEECHES #3 AND #4 SINGLE TOPIC

Speeches #3 and #4 deal with the same topic. The topic is selected by the student and must be approved by the instructor. The topic should be contemporary and controversial in nature and of interest to both the speaker and the audience. Topics which have been overused should be avoided unless you believe

that you have new insights, new data, or a new approach to the topic. The rationale for having two speeches on the same topic is to afford you an opportunity to thoroughly research a topic so you can provide well reasoned and well informed insights into the issues surrounding the topic and truly inform the audience. These insights will then form the basis for asserting and supporting a proposition relating to the topic.

### **SPEECH #3 PRO-CON**

This six (6) minute informative speech is designed to provide the listeners with insight into the controversies inherent in the topic. The specific purpose of this speech is to inform the audience of the issues which divide opinion and which must be resolved to reach a conclusion regarding the topic. Your task is to deal specifically with the issues on all sides of the issue, i.e., the major controversial ideas, the arguments which support these ideas, the people and groups who support and defend these positions, etc. without taking a side. As in speech #2, you are to turn in an outline before you speak and your speaker notes after the speech is over. This speech is worth a maximum of 100 points.

### **SPEECH /#4 PERSUASIVE**

In this eight (8) minute speech you are to assert and defend a proposition regarding your topic. The proposition may be a proposition of "fact," "value" or "policy". Materials about propositions will be distributed and discussed in class. This speech represents the culmination of your work on the topic, and is designed to be a persuasive attempt. Your goal is to first assert and then persuade the audience of the reasonableness of your proposition. This speech is worth a maximum of 110 points. An outline and speaker notes will be required like in the two previous speeches.

## **SPEECH EVALUATION**

Students should be aware that the point totals for the speeches increase as the semester progresses. This is designed to reward students who have learned and can apply the concepts and skills taught in the class. Failure to complete an assignment results in zero points for that assignment, and makes the chances of earning a good grade in the course very difficult – perhaps impossible. Attached are copies of the evaluation forms for the graded speeches.

## **TEST EVALUATION**

Quizzes will be evaluated on a percentage basis, i.e., 90% and above earning an "A"; 80% to 89% earning a "B"; 70 to 79% earning a "C"; 60 to 69% earning a "D"; and 59% and below earning an "F".

# SPEECH TO INFORM

## Evaluation form

### CONTENT

Points

#### INTRODUCTION (10 points possible)

Interesting, well-developed strategy used to connect to audience  
Clearly worded thesis

\_\_\_\_\_

#### BODY (30 points possible)

Minimum of three research sources  
Ability to select effective topic for assignment  
Ability to use supporting materials (examples, statistics, quotes, visual aids) to support main points of the speech  
Ability to understand and relate supporting materials effectively  
Evidence of thorough research and inclusion of sources  
Clear transitional statements  
Typed outline — should follow handout and model outline form  
Ability to understand general purpose of the speech (to inform)

\_\_\_\_\_

#### CONCLUSION (10 points possible)

Interesting, well developed strategy used to end speech

\_\_\_\_\_

#### DELIVERY (50 points possible)

Ability to state a clear thesis  
Use of effective eye content, showing practice and rehearsal of speech  
Effective note cards  
Ability to use audiovisual aids effectively  
Use of good grammar, articulation, volume, knowledge of vocabulary  
Use of delivery to portray emotion  
Effective gestures, posture, and supportive appearance  
Enthusiasm, energy, commitment to topic  
Ability to analyze and understand audience  
Ability to select an appropriate topic  
Ability to keep within the time limit  
Ability to provide clear, verifiable research sources

\_\_\_\_\_

**TOTAL POINTS** \_\_\_\_\_

**COMMENTS:**

# PERSUASIVE SPEECH EVALUATION FORM

NAME: \_\_\_\_\_ TOPIC \_\_\_\_\_

## INTRODUCTION (10 points) \_\_\_\_\_

Gained audience's attention and established credibility

**PROPOSITION:** \_\_\_\_\_

(Value, fact, policy)

Prepared audience for rest of speech (preview, need, definitions)

## BODY (40 points) \_\_\_\_\_

Main points clearly identified with appropriate details

Appropriate supporting material (examples, testimony, statistics)

Clear source citations

## CONCLUSION (10 points) \_\_\_\_\_

Reinforced central ideas

Persuasive appeal

## DELIVERY (40 points) \_\_\_\_\_

Extemporaneous delivery

Enthusiasm for subject

Fluency/Pronunciation

**Additional Comments:**

**TOTAL POINTS:** \_\_\_\_\_

## PROPOSED SCHEDULE

### Speech 1 Fall 1998

	ACTIVITY	READINGS
TH	8/20 Intro to course Principles of human communication	
TH	8/27 Autobiographical sketches Into. to Public Speaking	ch. 1, 2, & 5
TH	9/3 Communication apprehension <b>QUIZ # 1 (chapters 1, 2, &amp; 5)</b>	
TH	9/10 Topic selection & doing research Continue 7, 8, & 9 or library tour	ch. 7, 8, & 9
TH	9/17 <b>QUIZ # 2 (chapters 7, 8, &amp; 9)</b> Organization and Outlining	ch. 10 & 11
TH	9/24 Audiovisual Aids Informative Speeches (7)	ch. 12 & 13
TH	10/1 Informative Speeches (10)	
TH	10/8 Informative Speeches (10) Audience Analysis	ch. 3 & 4
TH	10/15 <b>QUIZ # 3 (chapters 10, 11, 12, &amp; 13)</b> Listening	ch. 14 & 6 <b>* Listening Report Due</b>
TH	10/22 Delivery Speaking to Inform	
TH	10/29 <b>QUIZ # 4 (chapters 3, 4, 6, &amp; 14)</b> Pro-Con Speeches (6)	
TH	11/5 Pro-Con Speeches (10)	ch. 15 & 16



TH 11/12 Pro-Con Speeches (10)

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TH 11/19 Propositions and Persuasion

ch. 17 & 18

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TH 11/26 THANKSGIVING

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TH 12/3 Persuasive Speeches

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TH 12/10 Persuasive Speeches

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TH 12/17 QUIZ # 5 (chapters 15, 16, 17, & 18)

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**Test # 5 will be given during the final examination period—see your schedule of courses.**