

Speech 1H  
**HONORS PUBLIC SPEAKING**  
Fall 1999

**Instructor:** Anna Martinez, M.A.

**Office #:** AA 5

**Office hours:** MWF 1:00p-2:00p, T 12:30p-1:30p, Th 5:00p-6:00p

**Phone #:** 638-3146 ext. 3680 **Email:** Anna.Martinez@do1.scccd.cc.ca.us

**Web address:** <http://www.engr.csufresno.edu/~anna>

**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. Because this is an honors class, these ideas will be explored more in-depth than in the traditional Speech 1 class. In addition to the specific course objectives listed below, more detailed learning objectives will be provided for each assignment.

**Specific objectives:** During this course, students will:

1. Enlarge their communicative competence and confidence as a result of the preparation, presentation, and analysis of oral messages.
2. Recognize and utilize organizational patterns, supporting evidence, and concrete illustrations in an oral presentation.
3. Identify effective speaking techniques, develop a variety of delivery styles, and demonstrate a personal delivery style.
4. Prepare and present a variety of speeches (impromptu, persuasive, debate, manuscript, demonstration, informative)
5. Become more effective, supportive listeners.
6. Develop their critical thinking, reasoning, organization, and research skills, as well as their ability to make effective oral presentations.
7. Learn to analyze audience attitudes and evaluate audience needs.
8. Analyze published speeches from a variety of sources, cultures, and eras (Kennedy, Reagan, Lincoln, etc.)

**Textbook:** Zarefsky, David (1998) PUBLIC SPEAKING: STRATEGIES FOR SUCCESS. (Second edition), Boston: Allyn and Bacon, Publishers.

drop date  
attendance

**Assignments:** (see attached sheets for specific details of these assignments)

<b>Speeches</b>		<b>Point value</b>
Speech #1	Autobiographical sketch	0
Speech #2	Demonstration speech	50
Speech #3	Informative speech	100
Speech #4	Impromptu speech	25
Speech #5	Persuasive speech	100
Speech #6	Manuscript speech	100
Speech #7	Team debate	100
		<b>Speech total 475</b>

***Speech analyses***

You will be doing analyses of five (5) of your speeches. You are allowed to choose which five you analyze. Each one will consist of a 2-3 page essay discussing your positive and negative experiences while preparing for the speech and during the speech. Each analysis will be due the day after you give your speech in class. Each analysis is worth 20 points.

**Self-analysis total 100**

***Listening report***

Each student is asked to attend one speaking situation during the semester and turn in a 2-3 page, typed report on the experience. The report is due on the date indicated in the course schedule attached. It is worth 20 points and will be graded as follows: 18-20=A, 16-17=B, 14-15=C, 12-13=D, 10-11=F, not turned in=0. There are **three prohibitions** – no classroom speeches or lectures, no speeches given over radio or television, and no speech in which the primary purpose is to entertain. Attached is an overview outline of the expectations for the report.

**Listening report total 25**

***Exam***

Because the primary purposes of this class revolve around practical experience giving speeches, test-taking will not be the emphasis. You will have one comprehensive exam during the final exam period. Most likely, it will consist of multiple choice, true-false, and short answer questions. You will receive a review sheet before the exam.

**Exam total 150**

***Class participation***

Throughout the semester, students will be involved in activities that will be evaluated by the instructor. You may be asked to answer questions in class or evaluate your classmates' speeches. These are mandatory parts of the class. Due to this requirement, it is **IMPERATIVE** that all students attend class. If you have excessive absences or tardiness, it will be impossible for you to earn all of the points in this area (see "Please Note" section of this syllabus).

**Participation total 50**

**GRAND TOTAL 800**

**FINAL GRADES WILL BE BASED ON THE FOLLOWING SCALE:**

720 & above=A, 719-640=B, 639-560=C, 559-480=D, 479 & below=F.

I will post frequent grade updates on my web site so you will ALWAYS know your current grade in the class.

**PLEASE NOTE:**

Make-up of missed assignments will ONLY be allowed if the student provides 1) a verifiable medical excuse or 2) a documented legitimate hardship. **DUE TO TIME CONSTRAINTS & THE NATURE OF THIS CLASS, I WILL BE STICKING TO THIS RULE!** There will be NO makeup of ANY assignment without notice prior to the day of the assignment in question (that means you MUST call me or my machine BEFORE the time you are due with an assignment). In terms of attendance, you are expected to attend every class session. Students with excessive unexcused absences (usually, missing more than a week of class without prior, legitimate excuse(s) is considered "excessive") will not be able to fully participate in class activities, and could therefore be in danger of losing participation points. Tardiness might also pose a problem.

The College's policies regarding student conduct in classes, including cheating and plagiarism, are located in the Catalogue and the Schedule of Courses. You should be aware of these policies and abide by them. Also, students with disabilities are reminded that it is your responsibility to identify yourself to the Reedley College Disabled Student Services and to your instructor(s) so reasonable accommodation for learning and evaluation within the course can be made.

**\*\*\*Extra help:** I have an EXTENSIVE web site created exclusively for the use of my students. On this site, you can find my course syllabus, copies of handouts (in case you miss a day or need an extra copy of anything), web address links to help you research and organize speeches, some fun things about me, and grade reports. Please use this web site – it is there for YOU. If you do not have Internet access, I highly encourage you to get it. Please make use of the computer lab here on campus, as I will not always have access to extra copies of handouts, grades, etc. in class. I also encourage you to get an email account (we will be going over this in class), and to CHECK your email REGULARLY as it will make communication between us much easier!



## **DETAILS FOR ASSIGNMENTS**

### **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 were giving this speech, I would probably bring my wedding ring. This ring means a lot to me due to the fact that I got married recently, and my husband spent a lot of time selecting it for me. I would discuss how it symbolizes the love we have for one another and talk about the importance of love and marriage. Each member of the class has had similar experiences that would make my speech of interest to the class.

Students should try to demonstrate skills in the following areas:

1. Develop one theme that is symbolized in the 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 3 minutes.

### **SPEECH #2 DEMONSTRATION**

This is essentially a "how-to" speech. Prepare a five (5) minute speech demonstrating something to the audience. You will NOT want to demonstrate something that is too complicated, difficult, or involves many steps. Choose a topic that is simple for your audience – this will make the speech easier for both you and your classmates. The topic must be chosen by the student and approved by the instructor in advance. You may find it helpful to survey your audience ahead of time so that you can gauge how much they might know about your topic. This will help you plan how simple or in-depth you will have to make your speech. On the day of the speech, each student will turn in a copy of her/his outline before she/he speaks, and after the speech will turn in her/his speaker notes. The speech is worth 50 points.

### **SPEECH #3 INFORMATIVE**

This assignment calls for each student to prepare and present a six (6) minute informative speech. You select the topic, do the research, and present the information. The topic must be chosen by the student and approved by the instructor in advance. The speech is worth a maximum of 100 points. Again, on the day of the speech, each student will turn in a copy of her/his outline before she/he speaks, and after the speech will turn in her/his speaker notes.

## SPEECH #4 IMPROMPTU SPEECH

This is a speech involving no preparation or practice. You will not be turning in a formal outline for this speech. You will receive a choice of topics a few minutes before you are due to speak. You will then prepare a short, three (3) minute speech on the topic you choose. This speech is worth 25 points.

## SPEECH #5 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. 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 "over used" (e.g. abortion, euthanasia) should be avoided unless you believe that you have new insights, new data, or a new approach to the topic. Your goal is to first assert and then persuade the audience of the reasonableness of your proposition. This speech is worth a maximum of 100 points. An outline and speaker notes will be required as in the demonstration and informative speeches.

## SPEECH #6 MANUSCRIPT

In this five (5) minute speech, you will write a word-for-word speech text and deliver it to the class with minimal or NO notes (no notes is best). Again, the topic must be approved by the instructor in advance, but you are free to choose the "purpose" of your speech. You may choose to do a ceremonial speech of praise, a eulogy, persuasive speech, informative, demonstration, etc. At the end of the speech, you will turn in the speech text and your notes (if any were used).

## SPEECH #7 TEAM DEBATE

This last speech will put your speaking skills learned thus far into a practical setting. It will require you to draw upon the experiences accumulated in every speech you've done to date. You will be paired with another student and then put into groups of four. You will then research the affirmative or negative side of a controversial topic of your group's choosing. The instructor must approve topics/propositions. You will each give one constructive speech and a rebuttal in a two vs. two style of debate. You will turn in your speaking outline and notes after the debate. This assignment is worth 100 points.

**NOTE:** Failure to complete a speaking assignment results in zero points for that assignment and makes the chances of earning a good grade in the course very difficult – perhaps impossible. You will receive samples of the forms I will use to evaluate your speeches.

## LISTENING REPORT

### Directions:

The following evaluation information is to be used as a guide in preparing your listening reports. You are not expected to include all of the items listed, but should consider those which are most applicable. **Please prepare your report in essay, not outline form.**

#### I. The Occasion and the Audience.

##### A. Immediate circumstances of the occasion.

1. Date of presentation.
2. Time of day.
3. The place: its size and nature.

##### B. Important audience aspects.

1. Size, sex, and age groups represented.
2. Educational background.
3. Any special factors which are evident, such as ethnic background, religious affiliations, occupational or professional groupings, etc.
4. Estimate of the audience's attitude toward the subject and the speaker before the speech, and then after the speech.
5. Did the audience overtly participate, such as through a question and answer period?

#### II. The Speaker.

##### A. Name of speaker (s).

##### B. What did you know about the speaker before the speech?

1. What were the speaker's qualifications?
2. Did the audience, for the most part, have the same information you did?

##### C. From the speech, what impressions did you get of the speaker's integrity, intelligence, and display of good will toward the audience?

##### D. If the factors under B were not known before the speech, were they revealed by the speaker during the speech?

##### E. If some of the factors under B were known, did the speaker expand on them?

#### III. The Speech.

##### A. Content.

##### 1. What was the specific purpose of the speech, and did the speaker clearly indicate the purpose?

##### 2. Did the speaker get and keep the attention and interest of the audience?

- a. How was this accomplished?
- b. Were the techniques used appropriate?
- c. If these factors were lacking, what might have been done?

##### 3. If the general purpose was **TO INFORM**:

- a. Were you convinced of the accuracy of the speaker's information? (Give examples)
- b. If visual aids were used, were they effective?
- c. What did you learn which you considered to be of value, if anything?

##### 4. If the general purpose was **TO PERSUADE**:

##### a. What values and beliefs did the speaker assume his listeners already held?

- 1) What motive appeals were evident?

- 2) To what special interests were the appeals directed?  
(Refer back to Section 1 if necessary)
  - b. Did the speaker use logical reasoning? Did it appeal to the values and beliefs of the audience? Examples?
  - c. Did the speaker use evidence to support his/her reasoning?
    - 1) Was it reliable and adequate?
    - 2) Were sources cited in the speech?
    - 3) Examples?
  - d. Did the speaker use personal experience as proof? Examples?
  - e. To what extent were you persuaded?
- B. Organization
- 1. What organization pattern was used? Was it clear?
  - 2. Were there clear divisions for the introduction, body, and conclusion?
  - 3. What were the main points?
    - a. Were they clear?
    - b. Did the speaker preview them in the introduction, use transitions between them in the body, and summarize them in the conclusion?
- C. Style
- 1. Was the language appropriate for the audience?
  - 2. Was the language appropriate for the speaker?
  - 3. Was the language clear?
    - a. Did the speaker avoid ambiguous terminology?
    - b. Did the speaker define key terms?
  - 4. Did the speaker use correct grammar?
  - 5. What stylistic techniques, if any, were used, and were they effective?
- D. Delivery
- 1. Was the speech delivered impromptu, extemporaneously, from a manuscript, or from memory, and was the chosen manner used effectively?
  - 2. Did the speaker maintain rapport with the audience?
    - a. Did the speaker communicate **WITH** them or **AT** them?
    - b. Did the speaker maintain eye contact?
  - 3. Did the delivery seem natural or artificial?
  - 4. Did the speaker use his/her voice effectively?
    - a. Could the speaker be heard easily?
    - b. Was pronunciation correct and articulation clear?
    - c. Did the speaker vary pitch, rate, and force? Did these variations suit the intended meanings?
  - 5. Did the speaker respond physically to the ideas presented?
    - a. Was movement about the platform area evident? Did movements seem natural?
    - b. Were gestures used?
      - 1) Were they varied or constant?
      - 2) Did they seem natural or artificial?
      - 3) Were they used indiscriminately or for emphasis?

#### IV. Additional Comments

**PROPOSED SCHEDULE**  
**Speech 1H Fall 1999**

ACTIVITY

M	8/16	Introduction to the course	
W	8/18	Chapter 1	
F	8/20	Chapter 2	
.....			
M	8/23	Autobiographical speeches	
W	8/25	Autobiographical speeches	
F	8/27	The Ten Worst Listening Habits	
.....			
M	8/30	Listening exercises	
W	9/1	Chapter 3	Topics for Demonstration speech DUE today
F	9/3	Chapter 4	
.....			
M	9/6	Labor Day holiday – no class	
W	9/8	Demonstration speeches	
F	9/10	Demonstration speeches	
.....			
M	9/13	Demonstration speeches	
W	9/15	Demonstration speeches	
F	9/17	Chapter 5	
.....			
M	9/20	Chapter 7	
W	9/22	Chapter 8	Topics for Informative speech DUE today
F	9/24	Chapter 9	
.....			
M	9/27	Chapter 13	
W	9/29	Informative speeches	
F	10/1	Informative speeches	
.....			
M	10/4	Informative speeches	
W	10/6	Informative speeches	
F	10/8	Chapter 6	
.....			
M	10/11	Chapter 11, 12	
W	10/13	Impromptu speeches	Topics for Persuasive speech DUE today
F	10/15	Impromptu speeches	
.....			
M	10/18	Chapter 14	
W	10/20	Persuasive speeches	
F	10/22	Persuasive speeches	
.....			
M	10/25	Persuasive speeches	
W	10/27	Persuasive speeches	
F	10/29	Persuasive speeches	
.....			
M	11/1	Chapter 10	
W	11/3	Chapter 15	Topics for Manuscript speech DUE today
F	11/5	Delivery techniques & videos	
.....			
M	11/8	Famous speakers	
W	11/10	Manuscript speeches	
F	11/12	Manuscript speeches	
.....			
M	11/15	Manuscript speeches	
W	11/17	Manuscript speeches	
F	11/19	Debate discussion	Propositions for Debates DUE today
.....			



M	11/22	Debate discussion	
W	11/24	Team debate	
F	11/26	Thanksgiving holiday – no class	
.....			
M	11/29	Team debate	Listening report DUE today!
W	12/1	Team debate	
F	12/3	Team debate	
.....			
M	12/6	Team debate	
W	12/8	Team debate	
F	12/10	Team debate	

**Final examination period:**

---

This schedule is only tentative. It is possible it may be adjusted at a later time. If this occurs, you will receive an updated schedule.

***BIG note:*** It is totally up to you to keep up with the reading in this class. This class moves at a very rapid pace, and you will need to be very self-disciplined to keep up. You should read the chapter before we cover it in class so that we can have productive discussion about the ideas.

