

Speech  
**Introduction to Public Speaking**  
Spring 2000

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**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:** 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 and demonstrate a personal delivery style.
4. Become more effective, supportive listeners.
5. Develop their critical thinking, reasoning, organization, and research skills, as well as their ability to make effective oral presentations.
6. Learn to analyze audience attitudes and evaluate audience needs.

**Textbook:** Metcalfe, Sheldon (1998) Building A Speech. (Third edition), Fort Worth: Harcourt Brace College Publishers.

*Final exam date*

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

	<b>Speeches</b>	<b>Point Value</b>
Speech #1	Autobiographical sketch	0
Speech #2	Informative speech	50
Speech #3	Term Topic I: Pro/Con speech	100
Speech #4	Term Topic II: Persuasive speech	110
		<b>Speech total 260</b>

### **Listening reports**

Each student is asked to attend two (2) speaking situations during the semester and turn in a 2-3 page typed report on each experience. Reports are due on the dates indicated in the course schedule attached. Each report 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- **and one limitation**- unique types of speaking situations (e.g. sermons, slide lectures, videos) may be used only once.

**Listening report total 40**

### **Quizzes**

The procedure for quiz-taking will be as follows: 1)Each student will take a brief quiz (10 questions) which will be turned in to me, then 2)in groups of 5 or 6 students, a second quiz will be taken (15 questions- the same 10 from the individual quiz plus 5 more) and the group decides which are the "correct" answers, then 3)group members then complete and sign a single answer sheet. A student's score is the total of the correct answers on her/his individual quiz plus the total number of correct answers on the group sheet. **Due to this system, there can be NO make-ups of group quizzes** - please be **on time** on quiz day in order to have a chance at the total number of points.

Quiz #1	Chapters 1, 2, 3, 5 plus lecture-discussion material	25
Quiz #2	Chapters 7, 8, 15, 16 plus lecture-discussion material	25
Quiz #3	Chapters 9, 10, 11, 12 plus lecture-discussion material	25
Quiz #4	Chapters 13, 14, 17, 18 plus lecture-discussion material	25
Quiz #5	Chapters 4, 6, 19, 20 plus lecture-discussion material	25
		<b>Quiz total 125</b>

### **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).

**GRAND TOTAL 450**

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

*405 & above=A, 404-360=B, 359-315=C, 314-270=D, 269& below=F*

I give numerical scores to all work you do. I do not give letter grades on any assignment. There are 450 points possible for the semester. I add up your points at the end of the semester to determine your grade. You can always know your current grade in the class by saving and adding up all graded work that is returned to you.

### **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. There will be **NO** makeup of **ANY** assignment without prior notice to me. Let me know at least a class session in advance (For Example, if an assignment is due on a Tuesday, let me know Thursday). If you have a disaster which prevents you from turning in a complete assignment (e.g. a computer dies or you had to be with a sick friend), I will expect you to show me whatever preparation you have done. Substantial working material will be necessary if you expect me to believe your excuse!

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. Be advised that after the drop date (Friday, March 10...I'M NOT SURE ON THIS, FIND OUT FOR YOURSELF!!) you will be issued a letter grade (A-F) if you are still enrolled in class.

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 no office hours. I am available by appointment only. Please do not hesitate to ask for help:)

## **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 the ring my mom gave me when I turned thirteen. This ring means a lot to me because it was the first piece of “real” jewelry I ever owned. I would discuss how it symbolizes the love and trust my mom had for me; I was no longer a child but a young, responsible adult. 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 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. The speech is worth a maximum of 50 points. 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. You must have/use three (3) sources in your presentation.

### **SPEECH #3 AND #4 TERM 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 “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. 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 must have four (4) sources and speech #4 must have five (5) sources.

### **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 topic, i.e. the major controversial ideas, the arguments that 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 as 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.

## LISTENING REPORTS

### 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

## INFORMATIVE SPEECH EVALUATION FORM

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

### **Introduction (7.5 points)** \_\_\_\_\_

Gained audience's attention and established credibility, thesis clearly stated, prepared audience for the rest of speech (preview, need, definitions)

### **Body (20 points)** \_\_\_\_\_

Main points clearly identified with appropriate details, logical arrangement of ideas and effective transitions, appropriate supporting material (examples, testimony, statistics), clear source citations, relation to and inclusion of audience, appropriate use of visual aid (if used)

### **Conclusion (7.5 points)** \_\_\_\_\_

Drew together ideas in the speech, reinforced central ideas

### **Presentation and Delivery (15 points)** \_\_\_\_\_

Extemporaneous delivery, eye contact, enthusiasm for subject, gestures and facial expressions, vocal variety, fluency/pronunciation

**Additional comments:**

**GRADE:** \_\_\_\_\_



## PRO/CON SPEECH EVALUATION FORM

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

### **Introduction (15 points)** \_\_\_\_\_

Gained audience's attention and established credibility, thesis clearly stated, prepared audience for the rest of speech (preview, need, definitions)

### **Body (40 points)** \_\_\_\_\_

Main points clearly identified with appropriate details, logical arrangement of ideas and effective transitions, appropriate supporting material (examples, testimony, statistics), clear source citations, relation to and inclusion of audience, appropriate use of visual aid (if used)

### **Conclusion (15 points)** \_\_\_\_\_

Drew together ideas in the speech, reinforced central ideas

### **Presentation and Delivery (30 points)** \_\_\_\_\_

Extemporaneous delivery, eye contact, enthusiasm for subject, gestures and facial expressions, vocal variety, fluency/pronunciation

**Additional comments:**

**GRADE:** \_\_\_\_\_

## PERSUASIVE SPEECH EVALUATION FORM

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

**PROPOSITION:** Fact -- Value -- Policy

**Introduction (15 points)** \_\_\_\_\_

Gained audience's attention and established credibility, prepared audience for the rest of speech (preview, need, definitions)

**Body (45 points)** \_\_\_\_\_

Main points clearly identified with appropriate details, logical arrangement of ideas and effective transitions, appropriate supporting material (examples, testimony, statistics), clear source citations, relation to and inclusion of audience, appropriate use of visual aid (if used)

**Conclusion (15 points)** \_\_\_\_\_

Drew together ideas in the speech, reinforced central ideas, persuasive appeal

**Presentation and Delivery (35 points)** \_\_\_\_\_

Extemporaneous delivery, eye contact, enthusiasm for subject, gestures and facial expressions, vocal variety, fluency/pronunciation

**Additional comments:**

**GRADE:** \_\_\_\_\_

**PROPOSED SCHEDULE (TENTATIVE - COULD BE CHANGED)**  
**SPEECH1 SPRING 2000**

<u>ACTIVITY</u>		<u>READINGS</u>
T 1/11 TH1/13	Introduction to the course Chapter 1	Chapters 1-3, 5
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T 1/18 TTH 1/20	Chapter 2 Chapter 3	
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T1/25 TTH 1/27	Autobiographical Speech Autobiographical Speech	
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T 2/1 TTH 2/3	Chapter 5 Quiz #1	
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T 2/8 TTH 2/10	Chapters 7, 8 Research Discussion	Chapters 7, 8, 15, 16
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T 2/15 TTH 2/17	Chapters 15, 16 Quiz #2	
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T 2/22 TTH 2/24	Chapters 9, 10 Chapters 11,12	Topics for speech #2 <u>Due</u> Listening Report #1 <u>Due</u> Chapters 9-12
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T 2/29 TTH 3/2	Quiz #3 Chapter 13	Chapters 13, 14, 17, 18
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T 3/7 TTH 3/9	Speech #2 Speech #2	
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T 3/14 TTH 3/16	Speech #2 Chapter 14, 17	
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T 3/21 TTH 3/23	Chapter 18 Quiz #4	Topics for Speeches #3 & #4 <u>Due</u>
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T 3/28 TTH 3/30	Chapter 4 Speech #3	Chapters 4, 6, 19-20
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T 4/4 TTH 4/6	Speech #3 Speech #3	
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T 4/11 TTH 4/13	Chapters 19-20 Chapter 6	Listening Report #2 <u>Due</u>

ACTIVITYREADINGS

T 4/18                    **SPRING BREAK - NO CLASS**  
TTH 4/20                **SPRING BREAK - NO CLASS**

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T 4/25                    Speech #4  
TTH 4/27                Speech #4

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T 5/2                     Speech #4  
TTH 5/4                Speech #4

- ◆ Quiz #5 will be given during the final examination period