

Speech 1  
**INTRODUCTION TO PUBLIC SPEAKING**  
*Spring 2000*

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

**Office #:** Annex 5 (southeast end of campus)

**Office hours:** Mon 1:00p-2:00p, Wed 1:00p-3:00p, Tue/Th 2:00p-3:00p

**Phone #:** 638-3641 ext. 3680 **Email:** Anna.Martinez@do1.sccc.cc.ca.us

**Class 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. 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:*** DeVito, Joseph A. The Elements of Public Speaking. 7<sup>th</sup> ed. New York: Longman, 1999.

*Attendance*

**Assignments:**

<i>Speeches</i>		<i>Point value</i>
Speech #1	Autobiographical sketch	0
Speech #2	Informative speech	100
Speech #3	Ceremonial speech	50
Speech #4	Persuasive speech	130
		<b>Speech total 280</b>

***Listening report***

Each student is asked to attend a speaking situation during the semester and turn in a 2-3 page typed report on the experience. You will receive some suggestions on speaking situations in class, but it is your responsibility to find one that fits your schedule. The report is due on the date indicated in the course schedule attached. 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.

**Listening report total 25*****Self-analysis***

Each student will turn in a 2-3 page typed analysis of her/his experience of doing a formal speech in front of the class. These analyses will be due the day after we complete the informative speeches. In this report, you should discuss your experience (feelings, problems, successes, unexpected occurrences) of preparing and presenting your informative speech to the class.

**Self-analysis total 20*****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 4-5 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 the group part of 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, 4 plus lecture-discussion material	25
Quiz #2	Chapters 5, 6, 7, 8, 9 plus lecture discussion material	25
Quiz #3	Chapters 10, 11, 12, 13, 14 plus lecture-discussion material	25
Quiz #4	Chapters 19, 15, 16 plus lecture-discussion material	25
Quiz #5	Chapters 17, 18, 24 plus lecture-discussion material	25
Quiz #6	Chapters 20, 21, 22, 23, 25 plus lecture-discussion material (This quiz is given during the final exam period)	25

**Quiz total 150**

### ***Class participation***

25

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, evaluate your classmates' speeches, or do a brief homework assignment. 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.

**GRAND TOTAL 500**

### ***Additional points***

There may be one or two opportunities to participate in a small, novice-level speaking competition on the Reedley campus. By participating, you would receive around 20 extra points for the class. These opportunities are **NOT** guaranteed, but are only probable (as I cannot schedule the competitions to fit everyone's schedules). They will most likely occur on a weekday afternoon or (perhaps) on a Saturday. You will receive further details as I find out more.

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

450 & above=A, 449-400=B, 399-350=C, 349-300=D, 299 & below=F.

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

### **Late Assignments:**

Excuses for late work or absences are those such as community college-sponsored trips, medical, and family emergencies (a note from a faculty member or medical doctor is required upon your return). Unexcused reasons include (but are not limited to) job/work-related problems, stress from other classes, etc. Remember, there is a difference between an "excuse" and a "reason." Just because you have a reason does not mean the late work or absence will be excused (see "Please Note" section below).

Written assignments (listening report or self-analysis) turned in late with no verifiable excuse will be lowered one full letter grade (10%) for each class meeting it is late.

If you are absent for a quiz (with a verifiable excuse—see above), you may make up the individual portion of the quiz upon your return. However, the group portion of the quiz cannot be made up. I will simply adjust your score accordingly. With no verifiable excuse, I will not adjust your score—you will receive a maximum of only 15 out of 25 points).

**IMPORTANT:** If you do not do your speech on the day it is due (and have no verifiable excuse), you will receive a **20% grade dock for each class meeting it is late!** This is a huge penalty and could make or break your grade in this class. Due to the nature of the class, I **MUST** enforce this or it will put everyone behind. You must not waste my or any of your classmates' valuable time with lateness on these speeches. Period.

I do not search you out for make-ups if you miss an assignment. It is your responsibility to approach me and schedule an appointment.

### **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. That means: **I will need the excuse IN WRITING from a credible person capable of verifying the excuse.**

The College's policies regarding student conduct in classes, including cheating and plagiarism, are located in the college 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 Students 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 will find:

- the course syllabus
  - copies of handouts (in case you miss a day or need an extra copy of anything)
  - further details on assignments
  - example assignments (from real students in recent classes)
  - grade reports
  - quiz reviews
  - links to helpful research sites
- ...and much more!

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 if you do not have access at home, as I will not always have extra copies of handouts, grades, etc. in class. Past students in my classes have LOVED this site – it could make your experience in this class MUCH easier!

**IT IS YOUR RESPONSIBILITY TO MONITOR YOUR PROGRESS IN THIS CLASS. I DO NOT SEARCH OUT STUDENTS TO INFORM THEM OF THEIR GRADES—I EXPECT THAT THEY ARE WATCHING MY WEBSITE OR KEEPING TRACK OF IT THEMSELVES. IT IS A GOOD IDEA TO KEEP EVERY ASSIGNMENT/WORK THAT YOU DO IN THIS CLASS (actually, in every class) AS PROOF OF YOUR STATUS AT LEAST UNTIL YOU RECEIVE YOUR FINAL GRADE AT THE END OF THE SEMESTER.**



## **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 INFORMATIVE**

This assignment calls for you to prepare and present a five to six (5-6) minute informative speech. You select the topic, do the research, and present the information. The speech is worth a maximum of 100 points. On the day of the speech, each student will turn in a formal outline before she/he speaks, and after the speech will turn in her/his speaker notes.

### **SPEECH #3 CEREMONIAL**

In this speech, you will be asked to present a three to four (3-4) minute ceremonial type of speech. You will have a choice of what type of ceremonial speech you wish to do: a eulogy, a toast, presenting/accepting an award, etc. The speech is worth a maximum of 50 points, and you will be required to turn in your outline in advance of the speech and notes after the speech (as in the informative speech).

### **SPEECH #4 PERSUASIVE**

In this seven to eight (7-8) minute speech, you are to assert and defend a proposition regarding your 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 proposition may be a proposition of "fact," "value," or "policy." Materials about propositions will be distributed and discussed in class. Your goal is to first assert and then persuade the audience of the reasonableness of your proposition. You should thoroughly

research both sides of the topic so you can provide well-reasoned and well-informed insights into the issues surrounding the topic. These insights will then form the basis for asserting and supporting a proposition relating to the topic. This speech is worth a maximum of 130 points. An outline and speaker notes will be required as in the two previous speeches.

\*\*\* Failure to complete a speech results in zero points for that assignment and makes the chances of earning a good grade in the course very difficult – perhaps impossible.

### **SPEECH SELF-ANALYSIS**

After the informative speeches are completed, each student will turn in a formal, typed, 2-3 page analysis of her/his experience of doing a formal speech in front of this class for the first time. The paper should be as thorough as possible, highlighting your: feelings about the speech (positive and negative), unexpected problems or joys, process of preparing and researching the speech, and anything else relevant to the situation. When writing the analysis, imagine that you speaking to a nervous beginning public speaker and are trying to explain what the processes of speech invention and presentation are like. The paper is worth 20 points and is due the class period after informative speeches are completed.

## LISTENING REPORT

### Directions:

The following evaluation information is to be used as a guide in preparing your listening report. You are not expected to include all of the items listed, but should consider those which are most applicable. You should at least touch on each main heading (Roman numerals). **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?
- IV. Delivery**
- A. Was the speech delivered impromptu, extemporaneously, from a manuscript, or from memory, and was the chosen manner used effectively?
  - B. Did the speaker maintain rapport with the audience?
    1. Did the speaker communicate **WITH** them or **AT** them?
    2. 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?
  - C. Did the speaker respond physically to the ideas presented?
    1. Was movement about the platform area evident? Did movements seem natural?
    2. Were gestures used?
      - a. Were they varied or constant?
      - b. Did they seem natural or artificial?
      - c. Were they used indiscriminately or for emphasis?
- V. Additional Comments**



## PROPOSED SCHEDULE

You are expected to have the read the unit in the text before we analyze it in class.

<u>DATE</u>	<u>ACTIVITY</u>	<u>SPECIAL ASSIGNMENTS DUE</u>
M 1/10	Introduction to the course	
W 1/12	Partner introductions	
F 1/14	Unit 1	
M 1/17	Holiday – no class	
W 1/19	Unit 2	
F 1/21	Unit 3	
M 1/24	Autobiographical speeches	
W 1/26	Autobiographical speeches	
F 1/28	Unit 4	
M 1/31	The Ten Worst Listening Habits	
W 2/2	<b>Quiz #1</b> Draw names for speaker order on speeches	
F 2/4	Unit 5	
M 2/7	Unit 6	
W 2/9	Unit 7	
F 2/11	Unit 8	
M 2/14	Unit 9	
W 2/16	<b>Quiz #2</b>	
F 2/18	Holiday – no class	
M 2/21	Holiday – no class	
W 2/23	Units 10 & 11	
F 2/25	Unit 12	
M 2/28	Unit 13	
W 3/1	Unit 14	
F 3/3	<b>Quiz #3</b>	
M 3/6	Unit 19	
W 3/8	Informative speeches	Speech outline DUE
F 3/10	Informative speeches (Last day to drop a class)	Speech outline DUE
M 3/13	Informative speeches	Speech outline DUE
W 3/15	Informative speeches	Speech outline DUE
F 3/17	Informative speeches	Speech outline DUE
M 3/20	Unit 15	Self-analysis DUE
W 3/22	Unit 16	
F 3/24	<b>Quiz #4</b>	
M 3/27	Unit 17	
W 3/29	Unit 18	
F 3/31	Unit 24	
M 4/3	<b>Quiz #5</b>	
W 4/5	Ceremonial speeches	
F 4/7	Ceremonial speeches	

M	4/10	Unit 20	
W	4/12	Unit 21	
F	4/14	Unit 22	
M	4/17	Spring Break – no class	
W	4/19	Spring Break – no class	
F	4/21	Spring Break – no class	
M	4/24	Unit 23	
W	4/26	Propositions & persuasion	
F	4/28	Unit 25	
M	5/1	Group activity	Listening report DUE
W	5/3	Persuasive speeches	Speech outline DUE
F	5/5	Persuasive speeches	Speech outline DUE
M	5/8	Persuasive speeches	Speech outline DUE
W	5/10	Persuasive speeches	Speech outline DUE
F	5/12	Persuasive speeches	Speech outline DUE

W 5/17 10<sup>30</sup>-12<sup>30</sup> – Quiz #6 (final)

