Speech 1

## INTRODUCTION TO PUBLIC SPEAKING

# Fall 2009

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

**Office #:** Annex 3 (southeast end of campus)

**Office hours:** Mon 9:30-11:30, 12:00-1:00 and Fri 9:30-11:30

**Phone #:** 638-3641 ext. 3680  **Email:** anna.martinez@reedleycollege.edu

**Class web address:** [http:**//**blackboard.reedleycollege.edu](http://blackboard.reedleycollege.edu)

**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 in this syllabus. 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.

Upon completion of this course, students will be able to:

-- construct and deliver a speech with communicative competence and confidence.

-- choose appropriate organizational patterns and supporting material for their speeches.

-- create speeches for various contexts and occasions.

-- apply better listening skills in public speaking situations.

-- apply more effective reasoning skills when constructing and evaluating speeches.

-- design speeches based upon analysis of audience cultures, needs, beliefs, values, and attitudes.

-- critique and evaluate others’ speeches.

**Course Advisory** *(good advice!)***:**

It is recommended that you be eligible to take English 1A (already completed English 125) at the time you take this course. This course involves research and organization skills that may be a challenge for you if you are not eligible for this English level.

**Textbook:**

Fujishin, Randy. The Natural Speaker. 6th ed. Boston: Pearson, 2006.

(If you have a 5th edition, that should be OK, but please tell me if you can’t locate certain things in the old edition that you might find on a quiz study guide so I can redirect you.)

**Assignments:**

*(For more details on these assignments, see accompanying Assignment Details packet. For due dates, see attached Proposed Schedule.)*

* ***Speeches***

Speech #1 Autobiographical sketch 0 points

Speech #2 How-to speech 100 points

Speech #3 Informative “Noun” speech 200 points

Speech #4 Persuasive speech 260 points

 **Speech total 560**

* ***Papers***
	+ **Self-analysis**

Each student will turn in a 2-3 page typed essay analysis of her/his experience of doing the first formal speech in front of the class. This analysis will be due soon after we complete the how-to speeches. In this report, you should discuss your experience (feelings, problems, successes, unexpected occurrences) of preparing and presenting the speech to the class. The paper should be as thorough as possible, highlighting your: feelings about the speech (positive and negative), unexpected problems or joys, your process in preparing and researching the speech, and anything else relevant to the situation. Rather than simply telling me what you did, explain to me how you felt about it all. Evaluate yourself using the criteria I use to grade you; tell me what grade you’d give yourself and why.

 **Self-analysis total 40**

* + **Outside speech analysis (OSA)**

Each student is asked to attend a speaking situation during the semester and turn in a 2-3 page typed analysis of the experience. This paper will be due toward the end of the semester. You will receive some suggestions on speaking situations in class, but it is your responsibility to find one that fits your schedule. 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. In the paper, don’t simply tell me what the speaker said, you should *critique* the speaker – how did the person do in his/her speech? What grade would you give them and why?

 **Outside speech analysis total 50**

* ***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 Chapter 1 lecture/discussion/handout material 50

Quiz #2 Chapters 2-3 plus lecture/discussion/handout material 50

Quiz #3 Chapters 4, 8 plus lecture/discussion/handout material 50

Quiz #4 Chapters 5-6 plus lecture/discussion/handout material 50

Quiz #5 Chapter 7 plus lecture/discussion/handout material 50

Quiz #6 Chapters 9-10 plus lecture/discussion/handout material 50 **Quiz total 300**

* ***Peer speech evaluations* 50**

 Throughout the semester, you will periodically be asked to give written and/or verbal critiques of your classmates’ speeches. This is a mandatory part of the class. Unlike other classes you may take at the college level, this class has a hard time functioning unless all students are present to give suggestions, offer praise, and get help/advice from other classmates throughout the semester. You are expected to attend class and be on time in order to reap these benefits yourself as well as provide help to your peers. Missing classes (regardless of reason), especially when others are giving speeches, **WILL** hurt this section of your grade.

 **GRAND TOTAL 1000**

* ***Additional points* Optional – Max. total of 50**

 You will be given the opportunity to do ONE additional point assignment for your grade. At least four assignment options will be given to you, and you may choose any one of them. The assignments will be due toward the end of the semester. I would advise that you do one even if you don’t think you’ll need it because I will not be offering any additional assignments later or extended due dates in this area. Additional points are privileges given to students by instructors, not rights.

**Grades:**

Final grades will be based on the following scale:

900 & above=A, 899-800=B, 799-700=C, 699-600=D, 599 & below=F.

I will post frequent grade updates on Blackboard so you can ALWAYS check your current grade in the class. To log in, go to [http:**//**blackboard.reedleycollege.edu](http://blackboard.reedleycollege.edu) and use your college ID# as your username. Your password is likely your college ID# as well unless you’ve changed it in a another class.

**Late Assignments**:

 MY LATE ASSIGNMENT POLICY IS A STRICT ONE! I do not waste valuable time dealing with reasons or excuses for late work. Good news: I will accept late work. Bad news: Regardless of reason, late work will be given a penalty. In other words: even if you are sick, on a college-sponsored trip, or dealing with hard times at work or home, you WILL receive a penalty if any of your work is late. Specifically:

* Written assignments (outside speech analysis or self-analysis) -- late ones will be lowered one full letter grade (10%).
* Quizzes -- miss these and you lose your opportunity to participate in the group portion of the quiz. You can still make up a different format of the quiz, but your score may be significantly lower than if you had taken it with the class (since you will not reap the benefit of group help).
* Peer evaluations -- if you miss days when others are doing speeches, you will miss out on some of these points. These cannot be made up.
* Speeches -- here’s the big one: If you do not do your speech on the day it is due, you will receive a **20% grade dock on the speech!** 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.

**Drop Policy:**

 If you miss more than two consecutive weeks of class within the first nine weeks without notifying me that you still desire to be in the class, I will drop you from the course.

**Please Note**:

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:**

 Please feel free to visit our Tutorial Center located in the library for extra help with your speeches and papers. The Writing Center (located in Hum 59) can also help!

The Blackboard site will include lots of help for you throughout the semester. Not only will you be able to check your grades anytime, but you will also 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 past classes)
* speech topic suggestions
* 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 labs here on campus if you do not have access at home, as I will not always have extra copies of handouts, etc. in class. Past students in my classes have LOVED this site – it will make your experience in this class MUCH easier!

**A Note on My Teaching Style:**

I cannot and will not re-teach a class you miss. A student who misses a class must assume total responsibility of informing themselves of class notes, announcements, and assignments. It is also 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 all graded assignments that I pass back to you as proof of your status, at least until you receive your final grade at the end of the semester (that’s good advice for all of your classes).

PROPOSED SCHEDULE – Speech 1 – Fall 2009

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

Date ACTIVITY SPECIAL ASSIGNMENTS DUE

M 8-17 Course introduction – icebreakers – Chapter 1

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M 8-24 Chapter 1, **Quiz 1,** Chapter 2 Must have syllabus read

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M 8-31 Autobiographical speeches & How-to speech signups

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M 9-7 Chapter 2 & 3

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M 9-14 Chapter 3, **Quiz 2,** Chapter 4

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M 9-21 Chapter 4 & How-to speeches Speech outline DUE \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

M 9-28 How-to speeches Speech outline DUE

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M 10-5 How-to speeches, Chapter 8, Info speech signups Speech outline DUE

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M 10-12 **Quiz 3** & Chapter 5 (Last day to drop Fri 10-16) Self-analysis paper DUE

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M 10-19 Chapter 6 Info topics DUE

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M 10-26 Informative “noun” speeches Speech outline DUE

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M 11-2 Informative “noun” speeches Speech outline DUE

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M 11-9 **Quiz 4,** Chapter 7, Persuasion speech signups

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M 11-16 Chapter 7 & 9, **Quiz 5**

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M 11-23 Chapter 9 OSA paper & Persuasive topics DUE

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M 11-30 Persuasion speeches Speech outline DUE

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M 12-7 Persuasion speeches & Chapter 10 Speech outline & Additional points DUE

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\* M 12-14 **Quiz #6 – final**  **Meet 6:00-8:50**

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\* We only meet one day during finals week.

\* I have another Speech 1 class taking a final on Tuesday, 12-15 from 11am-12:50pm also in our same classroom. You may take the final with that class if you wish; simply let me know in advance.