Speech 1: Public Speaking

Spring 2010

Tues. and Thurs. 2:00 – 3:15

Room: Business 40 (BUS 40)

Instructor: Bryan R. Hirayama

Office Hours: By Appointment Only

Contact Information: 559-859-0473

Email: [yamad6@yahoo.com](mailto:yamad6@yahoo.com)

**Required Text**

Tuman, J, S., and Fraleigh, D, M. *Speak Up: An Illustrated Guide to Public Speaking*.

New York: Bedford/St. Martin’s, 2009.

# Required Materials and Resources

1. One 882 E Scantron. The Midterm for the course will use the front side (1-50) of the scantron and the final can be filled out on the back (51-100). Students who keep and use one scantron for both the Mid-Term and Final will receive 5 points extra-credit.
2. Nine 815 Scantrons. Both the front and back of each scantron will be used.
3. Access to the Internet.

**Course Description**

Theories and techniques of public speaking; experiences designed to enhance fundamental public speaking skills which include; research, organization, reasoning, listening and audience demographics. Particular emphasis will be on the logical organization, composition and delivery of informative and persuasive speeches. Speech 1 fulfills the General Education Requirement in Oral Communication (G.E. Foundation A1).

**Specific Objectives**

In the process of completing this course, students will:

1. Gain an understanding of the communicative process.
2. Develop skill in informative, persuasive, and ceremonial speaking.
3. Understand the need for clear and concise organization of ideas.
4. Use supporting materials effectively.
5. Analyze and adapt messages to address audience attitudes, needs and demographics.
6. Understand the role of culture in the production and management of spoken interaction.
7. Develop skill in extemporaneous speaking and enhance vocal skills (projection, diction, inflection and volume).
8. Improve listening skills and analyze other students’ speeches.
9. Utilize practical assignments and exercises that will reinforce the theoretical concepts studied in class.
10. Gain self-confidence in communicative situations.

**Student Learning Outcomes**

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

1. Construct and deliver a speech with communicative competence.
2. Choose appropriate organization patterns and research supporting material for their speeches.
3. Design speeches for various contexts and occasions.
4. Apply better listening skills in public speaking situations.
5. Apply more effective reasoning skills when constructing and evaluating speeches.
6. Design speeches based upon analysis of audience cultures, needs, beliefs, values, and attitudes.
7. Critique and evaluate others speeches.

**Classroom Deportment**

Every student is expected to honor the rights of their peers and instructor. Students who do not behave in a respectful manner will be asked to leave the class. Students who repeatedly act in an inappropriate and/or disrespectful manner will be asked to drop the class. Racist, sexist, ageist, and any other racially or culturally insensitive language used in class will **not be tolerated**. Just think before you speak and then think again before saying anything that may offend other students.

Please turn all cell phones and pagers off before entering class. In the event that a cell phone or pager goes off in class, it is at the discretion of the instructor to decide what punishment is just for each student. Impromptu speeches, short song and dance skits, and other embarrassing acts maybe the punishment for the day. Text messaging during class is also not appropriate. Any technological gadgets, including laptops, which are not being used for purposes pertaining to the class, will also not be permitted.

**Attendance**

Tardiness is unacceptable in this class especially on speech dates. Roll will be taken at the beginning of class and any student not in their seats when the roll is taken will be marked absent. If a student does come in within the first 10 minutes of class it is their responsibility to see the instructor after class to have their absence changed to a tardy. After a student is tardy 3 times it will be counted as an absence. This class starts at 2pm so there should be no problem showing up on time.

If for some reason a student is late on a speech date they should wait patiently outside until the speaker is finished delivering their speech. It is rude, inconsiderate, and disruptive to have someone come in during a speech, so don’t do it. If by accident a student happens to enter into class during a speech, they should sit down in the first available chair and be very quiet. Please be courteous to your peers and instructor. Just come to school and there will be no problems. Please see the “Participation” section below for a more detailed description of how attendance plays into participation.

After the first week of class, it is the student’s responsibility to add/drop the course through the proper channels at Reedley College. Students who do not take care of this enrollment issue will receive the grade they earned for the duration of the class despite their clear disinterest in the class for whatever reason. If you are enrolled in the course at the end of the semester, you receive a semester grade. Please make sure that you are taking care of business so you can avoid problems associated with this issue.

Students will be provided notification if class will be cancelled. A note will be placed on the classroom door or an email or announcement will be sent out using blackboard to let students know if there is an unexpected cancellation.

**Assignments**

**Student Introduction Speeches:** Students will give a short 1-2 minute presentation on their personal information which should include their full name, age, hometown, and reason why they are enrolled in Reedley College. This assignment is designed to get students up in-front of the classroom and familiar with the emotions, feelings, and tendencies they experience during moments of public communication. Although this is a credit/no credit assignment, it should be taken seriously and students should be well prepared for their speech.

**Online Quizzes:** After each reading assignment, students will complete quizzes online. There are 14 quizzes that consist of 20 multiple-choice questions. Each quiz is worth 20 points. Students must register online at <http://bcs.bedfordstmartins.com/speakup1e> and take the quizzes that correspond with our assigned reading days. The due dates for these quizzes are marked on the schedule below. When registering, do not forget to plug in your instructors email address (yamad6@yahoo.com) so that the scores for your quizzes can be sent directly to the instructor’s online grade book. If you are experiencing any problems with the site please email the instructor immediately. Waiting until the end of the semester to address any difficulties or problems that you have encountered will be given neither sympathy nor additional opportunities to make up old quizzes.

**Reading Quizzes:** At the beginning of each class following a reading assignment, students will have a short reading quiz. These reading quizzes will consist of three to five multiple-choice questions and are worth 10 points each. Students will need nine 815 Scantrons to take these quizzes. The front and back of each scantron will be used so students should keep track of them.

**Cultural Artifact/Autobiographical Speech:** This first graded-speech will be on a topic every student is familiar with. The Cultural Artifact/Autobiographical Speech will require student to bring in a prop or artifact that represents or demonstrates a culture, ritual, tradition, or event that has significantly shaped their lives. The details and criteria for the speech will be distributed on the assignment date (see attached calendar).

**Outlines:** For every graded speech in this class, students will be required to prepare an outline/speaking outline for their speech. Outlining is an important part of the preparation and delivery of speeches and throughout this semester students will learn how to structure and format outlines to fit the needs of any speaking occasion. The guidelines for constructing and using these outlines will be distributed and discussed when each speech assignment is handed out.

**Informative Speech:** The objective of this assignment is to provide students with experience in informative speaking. Each presentation should be audience adapted, organized, extemporaneous, and informative. Students will be required to do research on their speech topic and cite information within their speech highlighting the information identified for proper speech citation. The rubric, requirements, and guidelines for this speech will be discussed on the assignment date (see attached calendar).

**Persuasive Speech:** The objective of this assignment is to provide students with experience in persuasive speaking. This assignment represents a culmination of the components of public speaking that have been examined in this class. Students will select one of the major persuasive functions discussed in the text. The persuasive goal of this speech may be to adjust listeners’ attitudes, beliefs, and values or urge people to take action. The rubric, requirements, and guidelines for this speech will be discussed on the assignment date (see attached calendar).

**Reference Pages:** For both the Informative and Persuasive Speeches, students will be required to do the research necessary to speak intelligibly about the topic they choose. Students will also prepare a reference page that accompanies their outline using APA formatting to document the sources they used during their speech. Guidelines concerning APA formatting and the Reference Page Assignments will be distributed alongside the Informative and Persuasive Speech assignments.

**Ceremonial Speech:** It is very likely that at sometime during a student’s life they will have to deliver a ceremonial or special occasion speech. Whether it is as an executive celebrating a milestone for their company, as a maid of honor or best man in a wedding, or in an award acceptance speech, students need to understand and be able to successfully execute a speech to fit any special occasion. This is a fun assignment where students have a lot of freedom to incorporate their newly acquired skills in public speaking and their creativity. The rubric, requirements, and guidelines for this speech will be discussed on the assignment date (see attached calendar).

**Reflection Paper:** After completing the Cultural Artifact / Autobiographical Speech, students will write a short paper reflecting on their experience with the speech, the difficulties they encountered, and the emotions that emerged during the speaking event. These papers are designed to help students materialize and understand the public speaking process better from start to finish by looking back on what transpired. All reflection papers are due the class following a student’s speech date and must be turned in via email to [yamad6@yahoo.com](mailto:yamad6@yahoo.com). Hard copies/paper copies will not be accepted unless discussed with the instructor prior to handing in the assignment. The rubric, requirements, and guidelines for this speech will be discussed on the assignment date (see attached calendar).

**Peer Evaluation:** To become a better public speaker it is important to watch speeches and analyze them. Students will be responsible for commenting on the one speech delivered by their peers throughout the semester. The rubric, requirements, and guidelines for this assignment will be handed out alongside the cultural artifact speech (see attached calendar).

Outside Speech Analysis Paper Assignment: Students will be required to observe a speech outside of class and write a 3 – 5 page paper that critiques the performance, content, and adaptation by the speaker during their speech. This assignment is designed to give students the opportunity to tease out the concepts, ideas, and theories from the course and offer an insightful critique. The rubric, requirements, and guidelines for this assignment will be handout out towards the middle of the semester (see attached calendar).

**Mid-term Examination:** The mid-term for this course will be a multiple-choice test created from the chapter readings covered up to this point in the semester. Students will be required to purchase a 882 E Scantron to take the test. A more detailed outline and study guide will be discussed and distributed before the examination date.

**Final Examination:** The final examination for this course will not be comprehensive. The final examination will be based on the chapters read and discussed since the mid-term exam. The final examination for this course will be a multiple-choice, short answer, and short essay test created from a number of the chapter readings. Students will be required to purchase an 882 E Scantron to take the test. A more detailed outline and study guide will be discussed and distributed before the examination date.

**Participation:** An important component in this skills-based course is participation. Students are expected to be prepared for class discussions, offer constructive feedback to their peers, and interact in a productive way during group activities. Students who do not participate in class or are absent and otherwise unable to participate will not earn the participation points for this course. Absenteeism is the easiest way to lose these points. After the 3rd unexcused absence in this course, students can only earn half of the participation points (or 50 points) possible for the course. After the 4th unexcused absence, students can not earn any of the participation points for the course. After the 5th unexcused absence, students will not be able to participate in the make-up class. Lastly, students who miss 6 classes due to unexcused absences will not be able to earn any extra-credit.

Students who can provide documentation for their absence, have a legitimate reason for missing class (as recognized by Reedley College), or have received approval from the instructor will not be penalized for their absence/s. Student-Athletes who will miss class due to their game schedule must provide a full game schedule to the instructor within the first two weeks of school. Students who miss class while attending an event sponsored or hosted by Reedley College or are part of a group, club, or organization associated with the college will also be excused with the proper documentation. There are many absences that can be excused with the proper documentation but there are zero that can not be without it. Documentation is also subject to verification by the instructor and documentation can be handed in no later than one-week from the absence in question.

**Late Assignments**

Late assignments will only be accepted for those students who have an excused absence (see Participation section above for a more detailed description of what constitutes an excused absence). Late assignments must be turned in the day a student returns from their excused leave. If a student has an excused absence on Thursday for example, the same day an assignment was due, the assignment must be turned in on the Tuesday of the next week. If a student is absent on a speech day with an excused absence, there are a few possibilities for making up the assignment. If time allows on the last speech day for that round of speeches, it can be delivered then. However if time does not allow, students must make up their speech on the make-up speech date at the end of the semester.

**Students with Disabilities**

If you have a verified need for an academic accommodation or materials in alternate media (Braille, large print, electronic text, etc.) per the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act, please contact me as soon as possible.

**Grading Rubric**

Student Introduction Speeches Credit / No Credit

Online Quizzes 280 Points

Reading Quizzes 140 Points

Cultural Artifact/Autobiographical Speech 50 Points

Cultural Artifact Outline 25 Points

Informative Speech 75 Points

Informative Speech Outline 25 Points

Persuasive Speech 100 Points

Persuasive Speech Outline 25 Points

Ceremonial Speech 50 Points

Reflection Paper 25 Points

Participation 50 Points

Outside Speech Analysis Paper 50 Points

Peer Evaluation 25 Points

In Class Assignments 50 Points

Mid-term Examination 100 Points

Final Examination 100 Points

Total Semester Points 1170 Points

**Make-Up Class**

Once at the end of the semester students will have the opportunity to make-up a missed speech. Students who have missed a speech due to an excused absence will have first priority for making up their missed speech. After these students have presented, students who have missed a speech due to an unexcused absences will be eligible to make-up their speech. There is not a guarantee that all students will be able to make-up their speeches. To make this fair to everyone the names of all the remaining students presenting will be put into a hat and raffled off. This is the only way to make it fair for everyone and make it so students have an equal chance of getting their name drawn out of the hat. If time runs out and all the speeches have not been delivered that is just how the cookie crumbles.

Although students can make-up their missed speeches, make-up day will not allow students to make-up other assignments such as speech evaluations or the mid-term examination. Students who are late to make-up day will find the door locked and a note on the door saying, “No Late Entrance Allowed: Sorry”. If you are late to make-up day you miss out. For those students who have not missed an assigned speech, make-up day is a free day. Do not come to class whatever you do. Go shopping, have a long lunch with a friend, do something that has nothing to do with Speech 1. Basically it is a free day for you. Have fun.

**Cheating and Plagiarism**

Cheating and Plagiarism will also not be tolerated in this class. Any act of cheating or plagiarism, whether large or small, will be treated the same. Students who are caught cheating or plagiarizing will receive an “F” on the assignment in question, will be reported to the proper authorities, and will be required to drop the class.

# Changes to the Syllabus

The instructor reserves the right to make changes to the syllabus throughout the course of the semester. Any change made to the course syllabus will be done in the best interest of the students. Changes could potentially be made to assignments, evaluations, and due dates. Announcements for these changes could be made verbally or online. It is the students’ responsibility to make sure they are informed about changes and denying they have received information concerning changes to the course are not grounds for appealing the information on the course syllabus.

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| Date | Day | Daily Topics and Chapter Readings | Assignments Due | Important Dates |
| 12-Jan | Tuesday | Course Overview. Ice Breaker and Student Expectations Exercises Continued. | Review the Course Materials, Assignments, and External Links on Blackboard |  |
| 14-Jan | Thursday | Quiz on Course Information From Black Board. Ice Breaker and Student Expectations Exercises. Discuss and Assign Student Introduction Speeches. | Assign Student Introduction Speeches. Prepare for Student Introduction Speeches. |  |
| 19-Jan | Tuesday | Student Introduction Speeches | \*\*\* Read Chapter 1 for Thursday | Jan. 18th – Martin Luther King Day |
| 21-Jan | Thursday | Chapter 1: Introducing Public Speaking | \*\*\* Read Chapter 2 for Tuesday | Jan. 22nd – Last day to drop a full-term class for a refund for Spring 2010 |
| 26-Jan | Tuesday | Chapter 2: Developing Your First Speech. Discuss Cultural Artifact Speeches | \*\*\* Read Chapter 13 for Thursday. Assign Cultural Artifact / Autobiographical Speech, Outline, and Reflection Paper |  |
| 28-Jan | Thursday | Chapter 13: Delivering Your Speech | \*\*\* Rech Chapter 11 for Tuesday | Jan. 29th – Last day to register for a full-term fall and last day to drop a fall full-term class to avoid a “W” for Spring 2010. |
| 2-Feb | Tuesday | Chapter 11: Outlining Your Speech | Prepare for Cultural Artifact / Autobiographical Speeches |  |
| 4-Feb | Thursday | Cultural Artifact Speeches | All Cultural Artifact / Autobiographical Speech Outlines due before class |  |
| 9-Feb | Tuesday | Cultural Artifact Speeches Continued. | \*\*\* Read Chapter 3 and 4 for Thursday |  |
| 11-Feb | Thursday | Review Cultural Artifact Speeches. Chapter 3: Speech Ethics and Chapter 4: Listening Skills | Reflection Paper Due. \*\*\* Read Chapter 12 for Tuesday. | Feb. 12th – Lincoln Day/Washington Day |
| 16-Feb | Tuesday | Chapter 12: Language and Style | \*\*\* Read Chapter 10 for Thursday | Feb. 16th – Last day to change a spring class to/from a pass/no pass to grade |
| 18-Feb | Thursday | Chapter 10: Introductions and Conclusions | Prepare for Mid-term Review |  |
| 23-Feb | Tuesday | Review for Mid-term Examination | Study for Mid-Term |  |
| 25-Feb | Thursday | Mid-Term Examination | \*\*\* Read Chapter 6 for Tuesday |  |
| 2-Mar | Tuesday | Discuss and Assign Outside Speech Analysis Paper. Chapter 6: Selecting Your Topic | \*\*\* Read Chapter 5 for Thursday. Assign Outside Speech Analysis Paper. |  |
| 4-Mar | Thursday | Chapter 5: Audience Analysis | \*\*\* Read Chapter 15 for Tuesday. Assign Informative Speech and Outline. Sign-up for Speaking dates. |  |
| 9-Mar | Tuesday | Chapter 15: Informative Speaking | \*\*\* Read Chapter 14. Assign Visual Aid Presentation |  |
| 11-Mar | Thursday | Visual Aid Presentations. Chapter 14: Using Audiovisual Aids | \*\*\* Read Chapter 7 and Chapter 9 for Tuesday |  |
| 16-Mar | Tuesday | Chapter 7: Researching Your Speech and Chapter 9: Organizing Your Speech | \*\*\* Read Chapter 8 for Thursday |  |
| 18-Mar | Thursday | $$$. Chapter 8: Using Supporting Materials For Your Speech | $$$. Prepare for Informative Speeches. Assign Peer Evaluations |  |
| 23-Mar | Tuesday | Informative Speeches | All Informative Speech Outlines due before Class |  |
| 25-Mar | Thursday | Informative Speeches | Peer Evaluations Due | Mar. 29th – April 4th – Spring Break |
| 30-Mar | Tuesday | No Class |  |  |
| 1-Apr | Thursday | No Class |  |  |
| 6-Apr | Tuesday | Informative Speeches |  |  |
| 8-Apr | Thursday | Chapter 16: Persuasive Speaking | \*\*\* Read Chapter 16 for Thursday. |  |
| 13-Apr | Tuesday | Discuss and Assign Persuasive Speech Assignment. Sign-up for Persuasive Speech Speaking Dates. Chapter 16: Persuasive Speaking | Assign Persuasive Speech and Outline |  |
| 15-Apr | Thursday | Chapter 17: Methods of Persuasion | \*\*\* Read Chapter 17 for Tuesday |  |
| 20-Apr | Tuesday | In Class Work Day | Outside Speech Analysis Paper Due. |  |
| 22-Apr | Thursday | In Class Work Day | Prepare for Persuasive Speeches |  |
| 27-Apr | Tuesday | Persuasive Speeches | All Persuasive Speech Outlines due before Class |  |
| 29-Apr | Thursday | Persuasive Speeches |  |  |
| 4-May | Tuesday | Persuasive Speeches |  |  |
| 6-May | Thursday | Make-up Class | \*\*\* Read Chapter 18 for Tuesday | No Class for students not making up a major speech assignement |
| 11-May | Tuesday | Chapter 18: Special-Occasion Speeches | Assign Special-Occasion Speech. Sign-up for Special-Occasion Speech Order. |  |
| 13-May | Thursday | Review for Final Exam | Study for Final Exam |  |
| 5/18/2010 - 5/20/2010 | Finals Schedule | Final Exam and Ceremonial Speeches |  |  |