

Speech 1: Public Speaking
Summer 2010
Monday-Thursday: 8:00 – 10:00
Room: Reedley College: Business 40 (BUS 40)
Instructor: Bryan R. Hirayama
Course Information: 71987
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Office Hours

MTWTh: 10:00 – 10:15 or by appointment

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. Two 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 10 points extra-credit. However, this scantron can not, in any way shape or form, be hole-punched.
2. Access to a computer
 - a. Microsoft Word
 - b. 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.

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.

Assignments

Partner Introductions: Students will give a short 1-2 minute presentation about one of their fellow classmates. After completing an in class exercise, students will then be responsible for standing at the front of the class with their partner and summarizing the information that was shared between them with the rest of the class. 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.

Online Quizzes: After each reading assignment, students will complete quizzes online. There are 18 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 (bryan.hirayama@reedleycollege.edu) 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.

Reflection Paper: After a graded 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

bryan.hirayama@reedleycollege.edu. Hard copies/paper copies will not be accepted unless discussed with the instructor prior to handing in the assignment. The requirements for this assignment and the grading rubric can be found in the Blackboard site in the “Assignments” link.

Peer Evaluation: To further develop the skill set associated with public speaking, it is important that speakers are able to observe public discourse and offer constructive criticism. People are bombarded by informative and persuasive messages all day from TV commercial, political discourse, and interpersonal encounters. It is important that students develop their faculties as an active consumer of such rhetoric while being able to provide insightful feedback and evaluation. For this assignment, students will observe one of their classmates during their informative speeches and fill out a likert-style questionnaire on their performance. Students will also be required to provide written feedback of the speech and comment on the speeches content and organization and also on the speaker’s delivery skills. Students will be graded on the breadth and depth of their critique as well as the quality of feedback recorded on the survey. A blank survey for this assignment can be found on Blackboard in the “Assignments” link.

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. Participation points will be earned in the following ways:

1. Every class period will begin and end with an activity that will be collected before students depart from class.
2. On the days students are not required to record information on this note card, other activities will be going on where students can be directly observed by the instructor for participation points.
3. Pop quizzes can be administered for participation points.

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.

Outside Speech Analysis Paper Assignment: The major writing assignment for this course will require students to observe a speech outside of the classroom and evaluate it. The ultimate goal of this assignment is for students to demonstrate their understanding of

public speaking and formulate constructive criticism. Students will be responsible for writing an essay analyzing the situational characteristics of the speech, the content of the speaker's message, and the speech performance. For a full-description of this assignment, please look on Blackboard in the "Assignments" link.

Concept Discussion Leader: Once during the semester students will be responsible for making a small presentation on a concept from the course textbook. For these short 3 – 5 minute presentations, students must do the following:

1. Introduce the concept, theory, idea, or skill being covered in the discussion
2. Summarize what concept, theory, idea, or skill is
3. Identify how this concept, theory, idea or skill contributes to the overall public speaking process
4. Provide at least two real world examples how this information will help students become better public speakers.
5. Demonstrate and provide examples of this concept, theory, idea, or skill should be incorporated into the public speaking process

Students must dedicate a significant amount of time reading the course and summarizing the central ideas for the class. Students in the past have:

1. Provided handouts to every student in class
2. Used a Powerpoint to help students better understand the ideas being discussed
3. Played games and had activities to help students practice and remember these concepts

Do not limit yourself to standing up in front of the class and talking for 5 minutes. Think of new and creative ways to present this information to the class so that they can get it. Students will be graded on their level of preparedness, their description and analysis of the concept, theory, idea or skill up for discussion, quality of the examples provided to highlight these ideas, public speaking delivery skills, and whether or not the presentation meet the minimum requirements for this assignment.

Mini Speeches

Mini Speeches: Students will deliver four mini speeches throughout the semester. These mini speeches are designed to help students practice smaller sections and elements of speeches that must later be incorporated into larger speech assignments. Students should come to class prepared to present and have whatever speaking notes needed to complete these assignments. Students will not be graded on their performance like with other speech assignments but will instead be critique on their mini speech and given feedback. Students who come to class prepared to present, present, and participate in the discussions that accompany each of these mini speeches will receive full-credit on the assignment. Students who are absent, are not prepared, and do not contribute meaningful constructive criticism to class discussion will not receive credit. Students who will not be awarded these points will be notified in writing, via email, and be given the reason behind this decision. More information concerning these assignments can be found on Blackboard in the "Assignments" link under Mini Speeches.

Speeches

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 are posted online through the Blackboard site under “Course Documents” in the Assignments Folder.

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 requirements for this assignment and the grading rubric can be found in the Blackboard site in the “Assignments” link.

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 requirements for this assignment and the grading rubric can be found in the Blackboard site in the “Assignments” link.

Outlines: For the Cultural Artifact Speech, the Informative, and the Persuasive speech, students will be required to prepare a full-sentence working outline. 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 requirements for this assignment and the grading rubric can be found in the Blackboard site in the “Assignments” link.

WARNING: In order to earn any of the points for the cultural artifact speech, informative speech, and persuasive speech (including the points for the outlines), students must complete all three of these assignments. Students who do not complete all of these assignments will not be eligible to earn any of these points. This is an all of nothing situation. There is a day at the end of the semester where one speech can be made up without penalty.

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 requirements for this assignment and the grading rubric can be found in the Blackboard site in the “Assignments” link.

Examinations

Mid-term Examination: The mid-term examination for this class will be a 50 multiple choice test cover chapters 1-6, 10, 11, 13, & 14. Students will need a number 2 pencil and an 882 E Scantron. A more detailed outline and study guide will be discussed and posted on Blackboard at least a week before the mid-term is administered.

Final Examination: The final examination for this class will be a 50 multiple choice test cover chapters 7-9 & 13-18. Students will need a number 2 pencil and an 882 E Scantron. A more detailed outline and study guide will be discussed and posted on Blackboard at least a week before the final is administered.

Late Assignments

Absolutely no late work can be handed in. It is the student’s responsibility to hand in all work on time. In the event that a student has a recognized excused absence, the work is due the day that the student returns to class. The documentation must account for every class session missed to be eligible for this.

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.

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 absence 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.

Grading Rubric

Assignment	Points
Partner Introductions	25
Syllabus Quiz	20
Online Quizzes	300
Reflection Paper	25
Peer Evaluation	25
Participation	100
Outside Speech Analysis Paper	50
Concept Discussion Leader	25
Mini Speeches	
Introduction and Conclusion	25
Audiovisual Aid	25
Citations	25
Proposition and Reasoning	25
Speeches	
Cultural Artifact/ Autobiographical	75
Informative	100
Persuasive	125
Ceremonial Speech	25
Outlines	
Cultural Artifact/ Autobiographical	25
Informative	25
Persuasive	25
Examinations	
Mid-Term Examination	100
Final Examination	100
Total Points	1275

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.

Communication Etiquette

It is important that the communication the take place the instructor and students are done so in a professional, organized, and respectful manner. Below are the guidelines for communicating via text-message and email.

Text Messaging

For this course there is a specific format that email and text messages should be sent. Below are the format requirements for each of these types of messages. Messages not sent to the instructor using these required formats will not be opened by the instructor. It is the student's responsibility to follow these instructors.

Text Messages	Email	
Mr. H This is (your name) from your (our class e.g. Speech 1 Summer School Class)...(continue your message here). Sincerely, Your name	To:	bryan_hirayama@heald.edu
	Subject:	Day, Time, and Course Title (e.g. Summer School: Speech 1: Assignment Title (e.g. Self-Portrait Think Link)
	Message:	Mr. H, Your Message Sincerely, Your Name

All written assignments turned in via email must follow the format mentioned above. Assignments that do not follow this format are subject to not being accepted by the instructor. Making the move to paperless can be difficult and drastically complicated by emails with seemingly unrelated titles. Please follow the instructions about and there will be no problems.