

COM 123 Public Speaking

Fall 2019

Meets: MW 3:30-4:45 pm

Classroom: Phifer 346

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“No art has done more for society or yielded greater rewards than oratory.” – Cicero

Course Description - Theory and practice of basic principles of public speaking, with emphasis on the compositional and presentational aspects of communication in formal speaking situations.

Required Reading

- Com 123 Course Packet. Print the packet and bring it with you to class each day.
- Lucas, S. E. (2012). *The Art of Public Speaking*. 11th edition. New York, NY: McGraw Hill.
- Each student will conduct scholarly reading and research in preparation for speeches.

Course Objectives

The objectives of this course are to help students:

- Demonstrate excellence in oral and written communication.
- Organize and deliver speeches that are appropriate for the audience and occasion.
- Locate, evaluate, and cite credible research and sources.
- Thoughtfully compose and critically evaluate written and spoken messages.
- Engage in thoughtful reflection and dialogue with a group.
- Use vocal variety and physical behaviors that heighten and maintain the interest of an audience.

Course Assignments

Reading Quizzes (100 points, or 10%) - Occasional reading quizzes are given in class on unannounced dates. Reading quizzes can be oral or written and typically occur at the beginning of class. See study guide in packet.

Informative Speech (200 points, or 20%) - A 5-7 minute speech, in which you inform your audience about a person of recent or historical interest. 4 sources required. A printed copy of your 5-7 page outline and a one-page keyword (speaking) outline required. Bibliography required. Topics chosen early. *Details in course packet.*

- **Informative Outlines** (50 points, or 5%) - A 5-7 page complete-sentence outline and a one-page keyword (speaking) outline is due at the beginning of class on your speech day. Outlines must be printed.
- **Bibliography** (20 pts, or 2%) - Four credible news articles must be cited; only one .com or .org source allowed. Sources must be cited: 1) in the bib, 2) orally, during the speech, 3) in the text of each outline.
- **Peer Critique** (Required: Pass/Fail) - You'll evaluate your peer's informative speech.
- **Self-Critique** (Required: Pass/Fail) - You'll evaluate your own performance. *See details in packet.*

Persuasive Speech (200 points, or 20%) - A 7-9 minute speech, in which you propose several practical solutions to a significant social problem. 6 sources required. A printed copy of your 7-9 page outline and a one-page keyword (speaking) outline required. Bibliography required. Topics chosen early. *Details in course*

packet.

- **Persuasive Outlines** (50 points, or 5%) - A 7-9 page complete-sentence outline and a one-page keyword (speaking) outline is due at the beginning of class on your speech day. Outlines must be printed.
- **Bibliography** (20 points, or 2%) - Six credible news articles must be cited; only one .com or .org source allowed. Sources must be cited: 1) in the bib, 2) orally, during the speech, 3) in the text of each outline.
- **Peer Critique** (Required: Pass/Fail) - You'll evaluate your peer's persuasive speech.
- **Self-Critique** (Required: Pass/Fail) - You'll evaluate your own performance. *See details in packet.*

Declamation Speech (200 points, or 20%) – A 3-5 minute speech in which you dramatically deliver an already famous speech. Effective delivery is essential. No note cards, scripts, or podium allowed. Declamation speech topics must be approved by the instructor. *Details in course packet.*

- **Declamation Script** – a 3-5 double spaced page copy of your script, along with an introduction paragraph, is due at the beginning of class on your speech day.

OR

Debate (200 points, or 20%) – A 30-40 minute debate in which a two-person team represents each side. Each of the four debaters speaks for about seven minutes, delivering both a constructive speech and a cross-examination of the opposing team. 3 credible news articles must be cited by each debater. *Details in packet.*

- **Debate Outlines** – Debate outlines are due at the beginning of class on your speech day. A thorough outline package, to be submitted by each two-person team, includes:
 - A 5-10 page single-spaced complete sentence outline with 6 source citations.
 - A 1-3 page single-spaced keyword outline with 6 source citations.
 - List of possible cross-examination questions.
 - Draft of the rebuttal and closing argument.

Outside Speaker Critique (due on BB) (100 points, or 10%) - a 3-5 double-spaced page analysis of a speaker. Citation of 3+ textbook terms required. *See details in course packet.*

- **Local Speaker Critique** (live) – analysis of a speaker in the local or campus community. You must attend the speech in person and it must be at least 10 minutes in length; **OR**
- **Ted Talk Critique** - analysis of a speaker viewed on ted.com or americanrhetoric.com.

Attendance and Participation (200 points, or 20%) - You are required to attend class. Thoughtful and active participation in discussion is essential to your success in this course. Participation activities cannot be made up, even if an absence is excused. Daily class, peer, and group and writing activities will be graded on quality of contribution, promptness, and evidence of preparation.

Weekly Calendar

Date	Topic	Reading
Week 1	Introduction to Public Speaking Self Introductions and Assign Syllabus Quiz	Chapters 1 and 2
Week 2	Giving Your First Speech and Managing Speech Anxiety Due in class: Introduce Your Peer – <i>2 minute speech: hometown, major, role models & influencers, pivotal turning points during college</i> Due on BB: Syllabus quiz answers	Chapter 4
Week 3	Audience Analysis and The Importance of Listening Where Do You Get Your News?	Chapters 3 and 6
Week 4	Informative Speaking	Chapter 15

	Assign Informative Speech Discuss topic ideas	
Week 5	Selecting and Researching Your Topic Evaluating Source Credibility: What is Real News? Commit to informative topic	Chapters 5 and 7
Week 6	Structuring and Outlining Your Speech Due in Class: Two news articles (printed out)	Chapters 9, 10, & 11
Week 7	Using Supporting Materials Due in Class: Outline Draft and Source List (printed out) Read Aloud in Class: Introduction to Your Speech	Chapter 8
Week 8	Informative Speeches Due on BB: Self-Critique (Informative Speech)	
Week 9	Persuasive Speaking: Syllogisms and the Toulmin Model Assign Persuasive Speech Discuss topic ideas	Chapter 16
Week 10	Persuasive Evidence and Argumentation Commit to persuasive topic	Chapter 17
Week 11	Using Persuasive Language Effectively Public Speaking and Delivery Due in Class: Two news articles (printed out) Due in Class: Outline Draft and Source List (printed out)	Chapters 12 and 13
Week 12	Persuasive Speeches Due on BB: Self-Critique (Persuasive Speech)	<i>Last day to drop w/o a "W"</i>
Week 13	Special Occasion Speaking Assign Declamations and Debates Assign Outside Speaker Critique	Chapters 18
Week 14	Speaking in Small Groups Due on BB: Debate topic, which pair is <i>for</i> and which pair is <i>against</i> , and 3 main arg's that will be the foundation for the debate <i>OR</i> a copy of your declamation text.	Chapter 19
Week 15	Declamations and Debates	
Week 16	Declamations and Debates Bringing it all together: Course Overview	
Exam Wk	Due on BB: Outside Speaker Critique	

Course Policies

Attendance: Your grade will be affected if you are not in class. You have two absences to use as necessary, however, your final grade drops one letter grade for each additional, unexcused class that you miss.

Phones and Laptops: You will be counted absent and/or asked to leave the classroom for using a mobile device during class. Alert me ahead of time if an emergency warrants the use of your phone.

Make-up Work: No make-up work (e.g., speech, outline, quiz, exam) is accepted without appropriate documentation. All make-up work must be resolved within a week of the original due date.

Make-up Work (Participation): Participation activities cannot be made up, even with an excused absence.

Classroom Decorum: You will be asked to leave the classroom if you display distracting conduct, such as sidebar conversations, phone usage, chronic lateness, or other interruptions to the classroom environment.

Syllabus Ends Here. Course Packet Available on next page or on bb.

Com 123 Public Speaking

Course Packet

Table of Contents

<u>Content</u>	<u>Page</u>
Syllabus Quiz	4
Informative Speech – <i>Assignment Description</i>	5
Informative Speech – <i>Evaluation Form</i>	7
Persuasive Speech – <i>Assignment Description</i>	5
Persuasive Speech – <i>Evaluation Form</i>	7
Declamation Speech – <i>Assignment Description</i>	5
Declamation Speech – <i>Evaluation Form</i>	8
Debate – <i>Assignment Description</i>	6
Self-Critique Paper - <i>Assignment Description</i>	9
Ted Talk Critique	9
Outside Speaker Critique	9

Syllabus Quiz

1. What is the best way to reach your instructor?
2. What should each student bring to the informative speech?
3. What should each student bring to the persuasive speech?
4. In what three ways must sources be cited in your speeches?
5. How many source citations are required in the informative and persuasive speech?
6. Describe the content and length of the Outside Speaker Critique.
7. Describe the content and length of the Self Critique papers.
8. How long is the declamation speech and how many sources are required?
9. How long is the debate and how many sources are required?

Public Speaking Assignments

Informative Speech (*Biography Speech*)

Each student will deliver an informative speech about a person of recent or historical interest. 5-7 minute speech. 4 sources required. 5-7 double-spaced typed page outline in complete sentence form required. One-page keyword (speaking) outline required. Bibliography required. These documents are due at the beginning of class on your speech day. *See speech evaluation criteria.*

Four credible news articles must be cited in this speech. You must cite your sources: 1) orally, during the speech, 2) in the text of the outline, and 3) in the bibliography. Only one .com or .org internet source allowed.

Select your topic by reading news headlines, polling your classmates and friends, and considering the topic ideas listed in this course packet. Topics will be assigned and/or declared early.

Persuasive Speech (*Problem-Solution Speech*)

Each student will deliver a persuasive speech, in which several practical solutions to a significant social problem are proposed. 7-9 minute speech. 6 sources required. 7-9 double-spaced typed page outline in complete sentence form required. One-page keyword (speaking) outline required. Bibliography required. These documents are due at the beginning of class on your speech day. *See speech evaluation criteria.*

Five credible news articles must be cited in this speech. You must cite your sources: 1) orally, during the speech, 2) in the text of the outline, and 3) in the bibliography. Only one .com or .org internet source allowed.

To be persuasive, this speech must: 1) describe a problem and its harmful effects; and 2) provide several specific solutions that that we can all enact in order to bring about change or reform. Become an advocate for your topic and show us how to be involved in change. The persuasive speech should be half-problem and half-solutions, rather than simply informing us about a problem. Build a sound, logical case and substantiate your arguments with evidence.

Successful persuasive topics refer to a policy regulated by an institution or governing agency (e.g., UA, SGA, State of Alabama, USFG, NFL, ACLU) and offer ways for students to sign petitions or join organizations that help solve the problem. Select your topic by finding a problem in education, business, politics, sports, or entertainment that you are passionate about and researching practical ways to get involved in change. Read news headlines, editorials, along with the topic ideas listed in this course packet. Topics will be assigned and/or declared early.

Declamation Speech

Each student will deliver a declamation speech, which is an already famous speech delivered dramatically by the speaker. 3-5 minute speech. 3-5 page script. No sources required, except a source citation of the original speech. Effective delivery is essential. Help your audience to feel the emotional impact of the speech as it was performed by its original author. A 3-5 double spaced page copy of your script and an introduction paragraph is due at the beginning of class on your speech day. The introduction paragraph provides a short background and acknowledgement to the original author before you begin your creative oral interpretation of the text. If you read the script aloud verbatim, you will not receive credit for this assignment. No note card or script is allowed for performance. No use of the podium is allowed.

Choosing and “Cutting” an Appropriate Script - All declamation speeches must be approved by the instructor. Search www.americanrhetoric.com for declamation speech ideas. Creative non-speech scripts (e.g., novel, poetry, film or play excerpts, Ted talks) may be excerpted for this performance. Cut an excerpt of the speech to meet the time limit and allow you to present your best delivery through the use of face, eyes, hands, body, vocal volume, pitch, and rate. Avoid overdone speeches such as Nixon’s resignation or “I Have A Dream” by Martin Luther King Jr. As a sample, view Sierra Raheem’s Oprah “oratorical declamation” from 2014. Topics will be assigned and/or declared early.

Preparing the Delivery of the Script – More than half of your preparation time for this speech should go toward rehearsal. Keep the script with you while you rehearse, and slowly wean yourself off of the script when you feel that your delivery is appropriate to the message. View Ted talks and other public speakers to get inspiration for how to animate your face, hands, and body to reflect the meaning of the script. Replace punctuation markings from the original script with your own delivery notes, indicating how you can use pause, gesture, voice, eyes, and facial expressions to punctuate the words the way you think they should sound to your audience. Make stage notes. Be creative.

Debate and Public Speaking

Based loosely on the deliberative discussions of the British House of Commons, parliamentary debate is lively and audience-oriented. The debaters usually speak extemporaneously in parliamentary debate, using only the notes they have made during the debate and preparation period (a week or two before the speech in this case). A two-person team shall represent each side of an assigned issue. You may not switch partners or sides. Each debater is required to deliver one constructive speech (see *outline guidelines* and *speech criteria*) and one cross-examination. Partners will have to decide between each other who will conduct the rebuttal speech (and thus the first constructive speech).

Organization, logical reasoning, signs of adequate preparation, narrative coherence, narrative fidelity, ability to adhere to proper procedure, and overall speech effectiveness are all important to the evaluation of your performance. "Winning" is not relevant nor will it be considered when determining your grade.

Parliamentary debate follows this format:

First Proposition Constructive (1PC) Speech <i>2OC cross examines 1PC</i>	5-6 min. <i>(1 min.)</i>		
First Opposition Constructive (1OC) Speech <i>1PC cross examines 1OC</i>	6-7 min. <i>(1 min.)</i>		
Second Proposition Constructive (2PC) Speech <i>1OC cross examines 2PC</i>	5-6 min. <i>(1 min.)</i>	<u>After Constructive Arguments:</u>	
		Opposition Rebuttal	4-5 min.
Second Opposition Constructive (2OC) Speech <i>2PC cross examines 2OC</i>	5-6 min. <i>(1 min.)</i>	Proposition Rebuttal	5-6 min.

Time limits will be strictly enforced. Motions to extend time will not be granted.

First speaker, proposition - The opening speaker establishes the framework for the debate and establishes a logically complete case for the proposition. This involves an expository presentation in which the speaker may define any ambiguous terms of the motion, interpret the motion through a clear case statement, offer a history of the issue in controversy, and disclose any limitations for the discussion. After such preliminaries, the first speaker should state and support the main arguments of the case. 3 sources required.

First speaker, opposition - The duty of the opposition is to provide clash, promoting a choice between the proposal advanced by the proposition team and some other course of action or position. The Opposition should make clear why the motion before the house should be defeated. 3 sources required.

Second speakers, proposition and opposition - The second (also called "member") constructive speeches for each side have similar responsibilities. They should effectively refute the important arguments of the opposing side and amplify the strong arguments initiated by their colleagues. The member speeches are the last for each side in the debate in which new arguments and issues may be introduced. 3 sources required.

Rebuttals - The speakers for the proposition (sometimes called the government) open and close the debate in defense of the motion. The first constructive speaker gives this speech.

Debate Group Meetings – You and your assigned debate team members will convene to decide on: 1) a topic; 2) which two are for it and which two are against it; 3) three-four main issues that will be the foundation for the debate; and 4) who will be the first and second speaker for each team. After this initial meeting, you and your partner will work alone to get ready for the actual debate. You will need to decide what cross-examination questions you will ask and who will give the rebuttal speech.

Public Speaking Evaluation Form

Inadequate	Needs Work	Satisfactory	Excellent	Superior
1	2	3	4	5

Selected and narrowed a topic appropriately for the topic, audience, and occasion.

Met time limit.					
Clearly related to audience throughout speech.			1	2	3 4 5
Chose a challenging and substantive topic.			1	2	3 4 5
Chose a topic appropriate to audience and occasion.			1	2	3 4 5

Developed a thesis statement & organizational pattern approp. for topic, audience, occasion.

Introduction

Attention-getter.			1	2	3 4 5
Motivated the audience to listen.			1	2	3 4 5
Established significance of the topic.			1	2	3 4 5
Clear thesis statement.			1	2	3 4 5
Clear preview.			1	2	3 4 5

Body

Clear organizational pattern.			1	2	3 4 5
Identifiable main points and sub points.			1	2	3 4 5
Fluent and thoughtful transitions between main points.			1	2	3 4 5

Conclusion

Thoughtful summary and closing idea.			1	2	3 4 5
Referred to the introduction to provide closure.			1	2	3 4 5

Assembled and cited effective and sufficient supporting materials.

Used appropriate, adequate, and varied supporting material.			1	2	3 4 5
Integrated valid sources effectively.			1	2	3 4 5
Cited sources orally and accurately.			1	2	3 4 5
Connected support material to main ideas.			1	2	3 4 5

Used verbal and nonverbal behaviors to communicate the message effectively.

Eye contact excels.			1	2	3 4 5
Gestures, facial expressions, and movement were purposeful.			1	2	3 4 5
Easy to hear and understand, good volume.			1	2	3 4 5
Expressive and emphatic tone of voice (no um, uh, like, you know).			1	2	3 4 5
Polished and professional appearance and mannerisms.			1	2	3 4 5

Used language that was appropriate for the topic, audience, and occasion.

Was free of serious errors in grammar, pronunciation, and word usage.			1	2	3 4 5
Used clear, precise, colorful, creative, and culturally sensitive language.			1	2	3 4 5

Articulated words clearly (*for persuasion-uses persuasive language to incite action*).

1 2 3 4 5

Public Speaking Evaluation Form

Declamation Speech

Selected and narrowed a speech appropriately for the audience and occasion.

Met time limit.

Developed a context for the excerpt, in the introduction. 1 2 3 4 5

Selected a speech text that the audience could identify with. 1 2 3 4 5

Provided background for the excerpt. 1 2 3 4 5

Explained why the excerpt is significant. 1 2 3 4 5

Extemporaneous delivery. 1 2 3 4 5

Developed an organizational pattern for the topic, audience & occasion.

Introduction to the excerpt had a meaningful, thoughtful central idea. 1 2 3 4 5

Excerpt *itself* had a meaningful, thoughtful central idea. 1 2 3 4 5

Chosen excerpt incorporated vivid examples and/or narratives. 1 2 3 4 5

Final statement had impact. 1 2 3 4 5

Used verbal and nonverbal behaviors to communicate the message.

Thorough, appropriate eye contact. 1 2 3 4 5

Conversational use of gestures. 1 2 3 4 5

Expressive facial expressions. 1 2 3 4 5

Purposeful and thoughtful movement. 1 2 3 4 5

Expressive and emphatic use of *pause*. 1 2 3 4 5

Expressive and emphatic use of *pitch*. 1 2 3 4 5

Expressive and emphatic use of *volume*. 1 2 3 4 5

Expressive and emphatic use of *rate*. 1 2 3 4 5

No note card or script. 1 2 3 4 5

Used language that is appropriate to the topic, audience and occasion.

Articulated words clearly. 1 2 3 4 5

Used clear, precise and culturally sensitive language. 1 2 3 4 5

Language choice was intellectual and reflected author's intent. 1 2 3 4 5

Self-Critique Paper

A 1-3 double-spaced page evaluation of your speech performance:

Situation: Was your message appropriate for the rhetorical situation (the occasion, type of audience, assignment)? Provide a rationale for why you chose the topic.

Organization. How was the speech organized? What transitions did you use to guide listeners?

Content. How did you gain your audience's attention? Did you have a clear preview statement/thesis? How did you enhance credibility and ethos?

Style and Delivery. What was your level of energy and dynamism? How did the gestures and nonverbal delivery enhance the presentation? How did you utilize your voice and gestures to enhance the message? Were you overly anxious? If so, what might you do to reduce the level of nervousness for the next speech?

Conclusion and Reflection. What you have learned from the process? How will your future presentations be enhanced by what you observed?

Ted Talk Critique

A 3-5 double-spaced page evaluation of a speaker viewed on ted.com, americanrhetoric.com, or other approved source. Cite and **bold out** at least 3 textbook terms to support your evaluation. Devote at least one paragraph to each of the following areas of analysis:

Situation. What was the situation or context for the speech? Was the speaker's message appropriate for the situation (the occasion, type and size of audience)?

Organization. Was the speech organized (introduction, body, conclusion)? Describe the speaker's organizational pattern. Describe the transitions between main points. How did s/he gain the audience's attention in the introduction? Did the speaker preview the speech?

Content. Did the speaker provide a thesis? Describe the main points. Did the speaker provide examples to support the main points? How did s/he build credibility and ethos (cite sources)?

Style and Delivery. Describe the speaker's energy and dynamism. Describe his/her voice. How did s/he use vocal rate, pitch, and volume to enhance the message? Describe the nonverbal delivery (use the podium, movement around room)? Describe facial expressions and gestures.

Conclusion and Reflection. What did you learn from this speech? How may your own future presentations be enhanced by what you observed?

Outside Speaker Critique

A 3-5 double-spaced page evaluation of a speaker in the local or campus community. You must attend the speech in person and it must be at least 10 minutes in length. You must obtain a program or some kind of record of your attendance to attach to the end of the paper. Cite and **bold out** at least 3 textbook terms to support your evaluation. Use the same paragraph structure as the Ted Talk Critique to guide the structure of this critique (see above). Devote at least one paragraph to each area of analysis.