

COST 2623: Persuasive Speaking
Spring 2015
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TEXTBOOK:

Foss, Sonja K. and Karen A. Foss. *Inviting Transformation: Presentational Speaking for a Changing World*. 3rd ed. Prospect Heights: Waveland Press, 2012.

COURSE PURPOSE AND OBJECTIVES:

This course approaches persuasive speech as an ethically charged activity practiced in civic and professional contexts. Specific objectives are:

- (1) To develop communication skills that invite transformation of both speaker and audience;
- (2) To create discursive events where safety, value, freedom, and openness enable growth;
- (3) To listen analytically and identify persuasive tactics;
- (4) To assess persuasive choices.

COURSE REQUIREMENTS:

Oral assignments:

What-I-want-to-be: A presentation describing your career goals after graduation and the profession you plan to enter. Address why it appeals to you and the experiences you've had with this field. The presentation should be 1-2 minutes long. This presentation will not be graded.

Impromptu presentation: A presentation for which you will have little or no preparation time. This presentation will not be graded.

Miscellaneous speaking exercises: Ungraded, in-class activities designed to give practice in speaking and in analyzing presentations.

Three Professional Role-Play Presentations: You will compose and deliver three presentations of types that you likely will be giving in a current or future occupation. The presentations should vary, as much as possible, across the five interaction goals described in Chapter 2 -- asserting individuality, building community, articulating a perspective, securing adherence, and discovering knowledge and belief. For instance, if you aspire to be a high-school teacher and basketball coach, your presentations might be: (1) a pep talk to the basketball team (building community); (2) leading a discussion on Shakespeare with a class (discovering knowledge and belief, articulating a perspective); (3) speaking to a community boosters' group about the current status of the team and urging its support (securing adherence, articulating a perspective, building community). If you plan to work in environmental advocacy, your

presentations might be: (1) encouraging university students to join an environmental organization (securing adherence); (2) trying to build community among new staff members (building community); (3) testifying before Congress on an environmental issue (articulating a perspective, securing adherence). If you plan to be an administrator of a public agency or private business, your presentations might be: (1) an overview of what your agency does to a community organization such as the Rotary Club (articulating a perspective); (2) a presentation introducing yourself as the new manager to your employees (asserting individuality); (3) a sales presentation to a potential customer (securing adherence). [100 points each]

If you are not familiar with the speaking opportunities in the profession you intend to enter, you MUST meet with your advisor or an employment counselor, interview someone in that profession, review trade literature, or somehow discover the types of presentations you would give in that profession. This homework must be done early in the semester, as it sets your professional context for all of your presentations.

The four presentations increase gradually in length through the term: Presentation #1: 5 minutes, Presentation #2: 6 minutes, Presentation #3: 7 minutes

Final Presentation - Presentation #4 is the final examination, demonstrating all that you have learned over the semester by directly addressing your peers (no role-play) for 9 minutes on an issue that is important to you. The assigned topic is “It’s really important to learn that . . .” and there must be an a range of audience opinions on your message. Do not tell us that SHU is a good school or that an internship is good for career advancement. The goal is to make a genuine invitation, where the audience learns your ideas about a significant issue and feels empowered to engage them. Select at least one interaction goal and an issue worthy of 9 minutes of focus from your professor and classmates. Here is an example for each interaction goal -- It’s really important to learn that . . . “my Puerto Rican heritage is inspiring” (asserting individuality); . . . “we all need God” (building community); “global warming is real” (articulating a perspective), . . . signing the TPP petition will help our economy (securing adherence); . . . “discussing race is still essential” (discovering knowledge and belief). [200 points]

Written assignments:

Term overview: A brief overview of the four types of presentations you plan to give during the term, specifying the profession or context for the presentations, the kinds of presentations, and the interaction goals you will be trying to accomplish. [100 points]

Speaking plans: Plans for your four major presentations. They should include detailed descriptions of: (1) audience; (2) setting; (3) interaction goals; (4) commitment statement; (5) major ideas; (6) organizational pattern(s); (7) major forms of elaboration; and (8) type of introduction and conclusion. These plans are handed in on paper immediately before each presentation.

Exam: A short-answer, closed-book exam. This exam is designed to test your ability to make choices among options for speaking. In the exam, you will be asked to define

some basic terms, but most of the exam will consist of your development of an introduction, organizational pattern, forms of elaboration, and so on for a particular presentation (the topic, interaction goal, and audience for the presentation will be specified by the instructor). [200 points]

There will not be an exam during finals week; your fourth speech is your final exam.

Class Participation:

Participation is required for this class. Read each assignment and arrive at class prepared to discuss what you have read. Taking notes as you read will help you recall what you want to say in class. Actively participating in exercises and volunteering for class management (time-keeping, camera operation, etc.) also count toward participation points. Pop quizzes on the assigned reading will be frequent. [200 points]

TENTATIVE SCHEDULE:

WEEK	TOPIC	DUE
1	Welcome! Intro to Course	
	Persuasion & Ethics	Ch. 1
2	Interaction Goals	Ch. 2
	Impromptus	
3	What I Want To Be	Semester Plan
	Speaking Environments	Ch. 3
4	Focusing	Ch. 4
	Connections	Ch. 5
5	Elaborating Ideas	Ch. 6
	Form	Ch. 7&8
6	Plans	Ch. 10
	Delivery	Ch. 9
7	Exercises	Plan #1 Draft
	#1	
8	#1	
	#1	
9	Midterm Review	
	Midterm Exam	
10	#2	
	#2	
11	#2	
	#2	
12	#3	
	#3	
13	#3	
	#3	
14	#4	
	#4	
15	#4	
	#4	
16	#4	