

SPCM 1100: Public Speaking
Fall 2015
Dr. Donna R. Pawlowski
Bemidji State University

TEXTBOOK:

Required:

Verderber K. S., Sellnow, D. D., & Verderber, R. F. (2015). *SPEAK* (2nd ed.). Stamford, CT: Cengage Learning.

Access to:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

COURSE PURPOSE AND LEARNING OUTCOMES:

This course emphasizes the preparation and delivery of individual and group presentations. You will learn to research, construct, and deliver informed and ethical presentations for various audiences, as well as understand the fundamental principles of written and public communication.

At the end of this course, you will be able to:

1. Identify and apply fundamental communication concepts
2. Demonstrate appropriate communication practices such as listening, verbal, nonverbal, critical thinking and ethics for specific audiences
3. Conduct appropriate audience analyses for particular presentations
4. Synthesize diverse research material for supporting claims
5. Assess the credibility and validity of sources
6. Present arguments and information from various points of view
7. Critique self and others' presentations (orally and in writing) in a thoughtful and thought-filled manner
8. Design (in writing) well-organized individual and group presentations with proper source documentation
9. Deliver (orally) well-organized individual and group presentations with proper source documentation

COURSE REQUIREMENTS:

1. Exams: 20%

You will have two exams throughout the semester. Exams will be a combination of multiple choice, matching, true/false, identification, application and short answer. The material will come from the text, ppts, and material discussed in class. Each exam is worth 10 percent.

2. Presentations: 50%

Informative Presentation - 10%

You will present an individual 6-8 minute informative presentation. Your topic should be meaningful to you and your audience, and substantive to allow for ample research. A minimum of 5 sources is required. A full-content outline, a reference page, and your speaking notes will be turned in for a grade on the day of your presentation.

Persuasive Presentation - 15%

You will present an individual 7-9 minute persuasive presentation. Your topic should be one that is persuasive in nature where you will argue a proposition of fact, value, or policy. You may want to make an argument to change status quo on an issue, encourage a call to action, take a stance on a particular topic, or perhaps demonstrate a problem and propose a solution. A minimum of 8 sources is required. A full-content outline, a reference page, and your speaking notes will be turned in for a grade on the day of your presentation.

Group Presentation - 15%

Your last presentation will be a 15-20 minute group presentation. In 4-5 person groups, you will analyze a topic and demonstrate collaborative group communication skills. Your topic (chosen by the group) will relate to a campus or local issue. Depending on the nature of your topic, you will choose either Dewey's Reflective Thinking Model or Monroe's Motivated Sequence for your analysis. A minimum of 12 sources is required for the group. One group outline, a reference page, and all speaking notes will be turned in for a grade on the day of your presentation.

Presentations-in-Brief - 10%

You will have the opportunity to present 1-3 minute presentations (i.e., impromptu, partner interviews, introductions and conclusions, 1-minute arguments) to help you become comfortable speaking while demonstrating coherent and structured presentations. These require limited preparation and will be scattered throughout the semester. They will vary in format, content, and written work submitted. As these are in the moment and related to chapters, the presentation aspect may not be made up.

3. Analysis Papers (with presentations): 20%

Goals Papers and Presentations - 10%

You will have an opportunity to reflect upon your public speaking via two small papers (1 page each) at the beginning and the end of the semester. Your first paper will identify and explain three public speaking goals for the semester (adapted from *Simonds, Hunt, & Simonds, 2013), which you will share with the class in a 1-minute presentation. At the end of the semester, you will write a post-analysis based on the perception of your semester's progress of your three goals, which will also be shared with the class at the end of the semester. Each paper/presentation is worth 5% of your grade.

Informative Self-Videotaping and Self-Assessment Paper - 10%

You will conduct a self-taped video rehearsal of your informative presentation prior to your in-class presentation, and will upload the video to D2L. Following your in-class presentation, you will write an analysis paper comparing your rehearsal with your perceptions of the class presentation. You will share with the class (1-minute presentation) what you learned and discovered, and your plans for future presentations.

*Simonds, C. J., Hunt, S. K., & Simonds, B. K. (2013). *Communication as Critical Inquiry* (5th ed. for Illinois State University). Boston, MA: Pearson Custom Publishing.

4. Chapter Activities/Application/Preparation: 10%

To demonstrate your understanding of course material, activities will be applied to chapter concepts throughout the semester. These activities may be in the form of out-of class activities (e.g., application activities, topic approvals, peer critiques, outside presentation critiques, assigned discussion questions, etc.), and in-class activities (e.g., individual and group application exercises, discussion of chapter activities, chapter assessments). Missed in-class activities cannot be made up.

TENTATIVE COURSE SCHEDULE:

<i>Date</i>	<i>Topic/Material Covered/Chapters (chapter assignments to be read for this day)</i>	<i>Specific Related Assignments/ What is Due</i>
Week One	Introduction to Course Syllabus Course Expectations	Speech self-assessment Pair up & interview for partner introductions
	Chapter 1 - Foundations of Public Speaking	Student data due <i>Partner Introductory Presentations (presentation-in-brief)</i>
Week Two	Chapter 1 con't/Ethics	Plagiarism activity Communication civility code
	Chapter 2 - Your First Speech/Apprehension	PRPSA communication anxiety instrument due
Week Three	Chapter 3 - Listening and Responding	Goals Paper Due <i>1-minute goal presentation</i> Blinking activity
	Chapter 4 - Determining an Appropriate Speech Goal	Mind mapping activity
Week Four	Chapter 6 - Topic Development Chapter 12 - Informative Speaking	
	Chapter 5 - Adapting to Audiences Review for exam	Informative topic approvals due
Week Five	Exam One: Ch. 1-2-3-4-5-6-12	Exam One: Ch. 1-2-3-4-5-6-12
	Chapter 7 - Organizing the Speech Body Chapter 8 - The Introduction and Conclusion/Outlining	Group intro/conc outlining activity
Week Six	Speech development con't	<i>Individual intro/conc presentations (presentation-in-brief)</i>
	Chapter 9 - Presentational Aids Chapter 10 - Language and Oral Style Chapter 11 - Delivery	*remember to upload rehearsal before informative
Week Seven	<i>Informative Presentations</i>	<i>Informative Presentations</i> <i>Outline with references/notes/peer critiques due</i> **visuals in dropbox 30 min prior to class
Week Eight	<i>Informative Presentations</i>	<i>Informative Presentations</i> <i>Outline with references/notes/peer critiques due</i> **visuals in dropbox 30 min prior to class
Week Nine	Chapter 13 - Persuasive Messages Chapter 14 - Persuasive Speaking	Informative Self-Analysis Due <i>1-minute analysis presentation</i> Persuasive topics on board for analysis
	Persuasion con't	Fact-value-policy activity <i>Persuasive impromptus (presentation-in-brief)</i>

Week Ten	Persuasion con't	Argument Structure Activity
	Persuasion con't	<i>Extemporaneous 1-minute arguments (presentation-in-brief)</i>
Week Eleven	<i>Persuasive Presentations</i>	<i>Persuasive Presentations</i> <i>Outline with references/notes/peer critiques due</i> **visuals in dropbox 30 min prior to class
Week Twelve	<i>Persuasive Presentations</i> Review for exam	<i>Persuasive Presentations</i> <i>Outline with references/notes/peer critiques due</i> **visuals in dropbox 30 min prior to class
Week Thirteen	Chapter 16 - Group Communication and Presentations	
	Group con't Review for exam	In-class group project – working with Dewey's Model
Week Fourteen	Exam Two: Ch. 7-8-9-10-11-13-14-16	Exam Two: Ch. 7-8-9-10-11-13-14-16
	Group con't	
Week Fifteen	Group con't Group workshop – bring group materials	Post Goals Paper due <i>1-minute goal presentation</i>
	<i>Group Presentations</i>	<i>Group Presentations</i> <i>Group outline with references/speaking notes/peer critiques due</i> **visuals in dropbox 30 min prior to class
Final Exam Period	Final Period: <i>Group Presentations</i>	<i>Group Presentations</i> <i>Group outline with references/speaking notes/peer critiques due</i> **visuals in dropbox 30 min prior to class