

# PUBLIC SPEAKING

LENÉ WHITLEY-PUTZ, PHD

OFFICE: BLDG 3, ROOM 216

OFFICE HOURS: M 11:00 AM-NOON

WHITLEYPUTZL@SMCCD.EDU

PHONE: 650-787-4452

SPRING, 2013

## SPEECH CALENDAR

UNIT 1 JAN 22- FEB 2	Introductions Beginning Research Using Narratives F-2-F 1/26, 2/2
UNIT 2 FEB 3- MARCH 16	Research/Library Outlines Speaking to Inform F-2-F 2/23, 3/16
UNIT 3 MARCH 17- APRIL 13	Visual Aids Persuasion Speaking to Persuade F-2-F 3/30, 4/13
UNIT 4 APRIL 14- MAY 11	Ethics Working in Groups Presenting in Groups F-2-F 4/27, 5/11
UNIT 5 MAY 12- MAY 18	Community Values Language and Delivery Ceremonial Speeches F-2-F 5/18



## COURSE GOALS

Our personal and professional lives are filled with public speaking opportunities. We speak to convey information, to influence our friends and colleagues, or persuade others to action. This course focuses on honing public speaking skills, enriching our public speaking repertoire, and creating tools for analyzing our success as speakers.

By the end of this course, students will:

- Use critical thinking to identify socially significant and intellectual topics that will be researched, developed, and organized in speech outlines;
- Analyze the role of the audience, both from a speaker's perspective and from the audience perspective, engaging in critical and analytical listening;
- Develop greater confidence to effectively present extemporaneous speeches that incorporate both verbal and nonverbal elements of delivery.

## WHAT BOOK WILL WE USE IN THIS CLASS?

Hogan, M., Andrews, P., Andrews, J. & Williams, G. (2011) *Public speaking and Civic Engagement, 2<sup>nd</sup> edition*. San Francisco, CA: Allyn & Bacon.  
ISBN 978-0-07-338515-0



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# STUDENT RIGHTS AND RESPONSIBILITIES

IN NATIONAL SURVEYS, PEOPLE REPORT PUBLIC SPEAKING AS SOMETHING THEY FEAR MORE THAN DEATH...

In this class, you will be both speaker and audience. To best support one another, create a climate of trust and support, and engage in academically rigorous research and presentations, we'll follow a few ground rules:

**BE ON TIME**

Our class starts at 9 AM. Late students disrupt the flow of the class, interrupt the speaker, and present a challenge for

making sure all students have the information they need to be successful. Please be on time.

**BE PRESENT**

Speaking is inherently tied to listening. Support our class by being a good listener, making eye contact, refraining from texting during class, talking while others are talking, and/or having excessive absences.

**BE PREPARED**

Semester courses move quickly! To keep the ball rolling, it's really important that you are prepared for class each day, including staying current with readings and assignments. In hybrid courses, there is no room for falling behind—we'll move quickly through the text and the assignments, so plan time for studying each week!

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## ETHOS. PATHOS. LOGOS.

**WORKING TOGETHER**

Speaking in public can be nerve-wracking! Give your peers 100% of your support. In return, I'll be sure to give each of you 100% of my support, too.

**WORKING WITH DIFFERENCES**

Each of us brings a unique

background and perspective to this course, and that may include learning differences. If you have a learning difference that requires accommodation, please see me ASAP—I'll work with you and the disability resource center (DRC) to make sure all our course materials are accessible, and to ensure that this learning experience is



richly rewarding for each and every one of us. For more information, visit the DRC or their website: [www.canadacollege.edu/student/disabledservices.html](http://www.canadacollege.edu/student/disabledservices.html)

# THE WORK

THERE ARE ONLY TWO TYPES OF SPEAKERS IN THE WORLD.

1. THE NERVOUS AND
2. LIARS.

~MARK TWAIN



Image by hkwafile (cc)

This Semester, we'll do five speeches, but we'll also be doing research, creating research and presentation outlines, writing a critical analysis of a professional speech, and evaluating our own strengths and weaknesses as public speakers. Here's a brief overview of the work you will do this Semester:

## PARTICIPATION (15%)

Speaking courses are unique—being present is key to your success, and the success of our class. Your 'presence' is critical in three ways: contributions to class discussion, participation as an audience member, and active engagement in our online course work on WebAccess. While this class will have some lectures, we'll also engage in class discussion of our reading and research, informal group work and group presentations.

Another important role you will play in this class is that of an engaged and enthusiastic audience member. You will be giving feedback to your study partners, and giving non-verbal feedback to each and

every speaker. The golden Rule will definitely apply here—as an audience member, give the speaker the respectful attention you will want and need when it is your turn to speak.

Finally, we'll use WebAccess to share and discuss our research. People are inherently social—we rarely work alone. In this class, we'll share information, resources, and opinions. There is a ton of information out there, and good speakers need to be informed. We'll tackle all the information with a tried and true strategy—divide and conquer!

## PUBLIC SPEAKING ANALYSIS (10%)

One great way to learn is by looking at the fabulous professional presentations available to us. We'll be harnessing the power of the amazing resources at TED Talks to explore and analyze our potential role models, asking some key critical questions—what did they do well, and can we learn anything from their mistakes?

## SELF-ASSESSMENT (10%)

Want to improve your public speaking? A critical step is to engage in careful self-analysis after your speeches. You'll use a rubric for each speech to keep a log of your performance and develop a game plan for improving. We'll also put you in a starring role when we tape



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STUDENTS ALL OVER THE WORLD USE PUBLIC SPEAKING TO CHANGE THEIR LIVES

your persuasive speeches. You'll use your self-assessment log and video to assess your growth and formulate future goals to support your growth in this class, and beyond!

**“THE WORK” CONTINUED...****RESEARCH AND OUTLINES  
(10%)**

Guess what? Notecards are so 20<sup>th</sup> century! We’re moving into the new millennium, where we use outlines and electronic tools to help us organize and present our information. We’ll work on three types of outlines:

- Working
- Formal
- Keyword

These outlines will help you organize your information, keep track of your sources, and remember your presentation. Outlines are due on the day of your presentation, and graded separately.

**VISUAL AIDS (10%)**

We learn from listening, but we can enhance our speaking effectiveness by designing and using visual aids. You will be required to use visual aids for 3 speeches, and will turn in your visual aid for your persuasive speech for grading.

**THE SPEECHES****NARRATIVE (5%)**

Stories are a key component of the human experience and are used in every type of speech. Stories, or narratives, are a powerful way to introduce a concept and connect with the audience. For our first speech, we’ll learn how to use a story to make a point—it’s fun!

**INFORMATIVE (10%)**

A good speaker is an informed speaker. In this speech we’ll use our platforms to add to our knowledge about the upcoming November election. The caveat? No arguing or persuading—just the facts. Think you can do it?

**PERSUASIVE (10%)**

After researching and evaluating a problem/need/controversy, we use our platforms to persuade others to take action. In this speech, your job is to persuade your peers to act.

**GROUP PRESENTATION  
(10%)**

We work in groups at home, at school, at play, and at work. Learning to present as a group is a critical skill. Your group will work together to select a topic, engage in research, and design a longer (20-25 minute) group presentation.

**CEREMONIAL (10%)**

Our final speech focuses on community. Called the speeches of praise and blame, we use ceremonial speeches to reinforce community values.

**A NOTE ABOUT TIMELINESS**

You are required to present your speech on the day you are assigned. Absences on speech days and late speeches play havoc with our very tight semester schedule. It is better to present a speech that still needs work than to miss a presentation—you can always “re-do” your speech, but not if you missed your assigned date!

**A NOTE ABOUT ETHICS, HONESTY, AND ACADEMIC WORK**

Over the course of the semester, we will be engaging in both written and oral assignments. I would like to stress the importance of documenting your work. According to academic guidelines—in this class we’ll be using APA style.

**BUILDING ETHOS**

A speaker’s reputation is her foundation for creating credibility. Academic honesty and integrity are to be

maintained at all times. Copying work—from another student, from the internet, or from published work—is unacceptable, and will result in a failing grade on the assignment and possible academic repercussions. To learn more about Cañada’s policy on academic honesty, you can download the following PDF:

[www.canadacollege.edu/inside/acad\\_integrity/AcademicIntegrityPolicy.pdf](http://www.canadacollege.edu/inside/acad_integrity/AcademicIntegrityPolicy.pdf)

**USING APA**

Learning to use academic citation styles and APA format can be confusing. We’ll be discussing these topics in class, but there are other resources available, too.

Be sure to visit Cañada’s Learning Center, or check out the Purdue’s online lab

<http://owl.english.purdue.edu>