

## **CMST220&: Public Speaking**

Summer 2010

MWR 6:00pm-8:45pm; Room R211

**Instructor:** Whitney Anspach

**Office Hours:** By appointment

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### **Required Reading**

Nelson, P.E., Titsworth, S., & Pearson, J.C. (2010). *iSpeak: Public Speaking for Contemporary Life*. Boston: McGraw-Hill Higher Education

Free Student Resource Site: [http://highered.mcgraw-hill.com/sites/007730943x/student\\_view0/chapter1/](http://highered.mcgraw-hill.com/sites/007730943x/student_view0/chapter1/)

*Note:* The assigned reading is critical to your understanding and appreciation of course concepts. I have selected a textbook that will introduce you to important theoretical concepts and provide concrete examples of issues related to public speaking. In some cases, the text will provide valuable background for issues we will discuss further in class. At other times, the texts will supplement what we discuss in class by addressing issues and concepts that we do not have time to cover in class sessions. Please complete the day's listed reading prior to coming to class.

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### **Course Description & Learning Outcomes**

This course seeks to presents the essentials of effective public speaking. Students explore topic selection, research methods, organization, analysis of material and audience, use of visual aids, and practice preparing and delivering various types of speeches.

After completing this course, students should be able to:

- Identify and analyze the four elements of the rhetorical situation (audience, occasion, speaker, speech).
- Explain and apply an understanding of ethical considerations and responsibilities as a speaker.
- Demonstrate critical thinking through critique and analysis of one's own speeches as well as others' speeches.
- Evaluate credibility of evidence.
- Identify and analyze lines of argument and fallacies.
- Present speeches that apply recommendations for effective application of the canons of rhetoric (invention, arrangement, style, and delivery).

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## Course Format and Expectations

### Format:

You will be engaged in activities and discussions designed to aid your understanding of the concepts explored in this class. Lectures by the instructor will be kept to a minimum. Given this format, students need to commit to being active participants in this class. In addition, this area of study contains complex ideas and potentially difficult humanities jargon. I will do my best to assist you, but **a college reading level and college writing level in English is needed to succeed in this course.**

### Expectations:

Your active participation in the learning process is expected and valued. We will address a variety of topics, many involving controversies that touch upon our personal values and beliefs. I encourage you to share your thoughts, concerns, and opinions in class—we will have a stimulating learning environment and a richer learning experience if we can discuss a wide range of perspectives. At the same time, the issues we will address can be highly emotional ones and we won't always agree with one another. It is vital that everyone feels safe to air her or his ideas and opinions. *Please be sensitive and respectful to other viewpoints when making comments and contributing to discussion.*

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## Learning Assessment

In order to earn a passing grade in this course you will need to submit **all** of the assignments listed below and take all exams. Submission of all assignments and exams constitutes a necessary, but insufficient condition for passing the course. In other words, you need to submit all assignments and exams *and* need to earn 63% of the total possible points in order to pass the course. **Incompletes will not be offered for this course.**

Vocabulary Quizzes (3 x 50 pts each)	150
Homework (2 x 50)	100
Self-Evaluations (2 x 50)	100
Peer-Evaluations (4 x 25)	100
Formal Speeches & Outlines (3 x 100 & 3 x 25)	375
- Informative	
- Persuasive	
- Protest	
In-Class Speeches	75
- Introduction (15 points)	
- Gallery Walks (2 x 30 points)	
Attendance	100
- Contribution to Class Discussions & Completion of In-class Activities	
<b>Total:</b>	<b>1000</b>

### Grading Scale:

94-100 = A	80-82 = B-	70-72 = C-	0-59 = F
90-93 = A-	76-79 = C+	66-69 = D+	
83-85 = B	73-75 = C	60-65 = D	

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## Assignment Descriptions

*(More detail will be provided for each of these assignments in class.)*

### Attendance (100 Points):

**Please turn off all cell phones, pagers, blackberries, ipods, etc. before class begins.**

Students will be evaluated on the completion of attendance requirements and in-class activities. Students are expected to come to class prepared, having read all required reading assignments for that meeting; bringing to each class meeting the course textbook; ready to share relevant and constructive information with the class.

*Note:* More than one (1) unexcused absence will result in a reduction of your course participation grade in addition to any lost points for failure to complete in-class assignments. **Students who miss 4 or more classes will fail the course.** See <http://bellevuecollege.edu/artshum/policy.html> for more information. Students are also expected to come to class on time. Arriving late to class or leaving early is disruptive and inconsiderate to those who are on time and unexcused tardiness of more than 10 minutes will be considered an absence for the day.

**Please note that absences on the days you are assigned to give a speech will result in you earning a zero (0) for that assignment *and* any peer-evaluations of speeches that day. No make-ups will be permitted.**

### Vocabulary Quizzes (3 x 50 points):

These **15 question multiple choice** quizzes are intended to assess your familiarity with course concepts. Each quiz will test your knowledge of the definitions listed on the Key Terms page of the relevant chapters. To study for this quiz, I strongly encourage you to visit the text book's student resource page (see first page for a link to this resource).

### Homework Assignments (2 x 50 points):

The first homework assignment will require you to locate and summarize at least 10 appropriate and credible sources related to your chosen speech topic. The second homework assignment will require you to evaluate types of arguments and fallacies. More details about these assignments will be provided in class.

### Self-Evaluations (2 x 50 points):

These assignments will require you to view videos of your first two speeches and evaluate them by applying the public speaking canons.

### Peer-Evaluations (4 x 25):

These assignments will require you to submit to various speakers your feedback on their speeches by applying the public speaking canons.

### Formal Speeches & Outlines (3 x 100 & 3 x 25)

You are expected to present three formal speeches and submit three presentation outlines for each of these speeches. More details about these assignments will be provided in class.

### In-Class Speeches (Introductory = 15 points; Gallery Walk = 2 x 30)

These speeches are intended to help you get more comfortable with the creation and presentation of speeches. More details about these speeches will be provided in class.

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## General Policies

### Grade Appeals:

You have the opportunity to appeal any grade that you are given in this class. All grade appeals must be typed, stating your reason for appeal. If you so choose, I will accept appeals via e-mail. *Grade appeals must be submitted no sooner than 24 hours after the grade has been issued. I will not discuss any grade on the day the grade is administered.*

### Late Assignments:

For purposes of equity and fairness for all students, you will be given a reasonable amount of time to complete all written assignments. Deadlines for all assignments will be announced on the course website calendar and are listed in the syllabus.

In the event that you do not turn in your assignment on the day/time it is due, you will be assessed the following academic penalty: late assignments will receive a one point grade reduction for every day they are late (i.e. B+ to C+)\*.

**\*1 FREEBIE** – In order to be fair, I have always stuck to the whole you must have a doctor's note or other documentation to have a late penalty excused. This policy, however, makes much less sense to me today than it did when I started teaching over 10 years ago. Who goes to the doctor these days for a common head cold or nausea? Some of us (including me) do not even have health insurance, so we don't go to the doctor unless it is a life-or-death situation. Given all of this, I have decided to offer you all one freebie. You can pass in one **(1)** assignment [Excluding Speeches] **up to 72 hours late without penalty** this quarter – no documentation or excuses required.

### Statement on Academic Integrity:

You should know that plagiarism is a serious violation of your contract as a student and will be treated severely. It is important for you to understand that plagiarism is *any* representation of another person's words or ideas in a manner that makes it seem as if they were your own, in either oral or written form. Obviously, this means that you may not copy another person's papers. Students caught cheating on an exam or assignment will not receive any credit for that portion of the class and will be reported to the Dean of Student Programs.

### Special Needs:

If you need course modifications /adaptations or accommodations because of a disability, I can refer you to our Disability Resource Center (DRC). The Disability Resource Center is located in B132 and can be reached at 425-564-2498. Please meet with me if you have any questions.

### Classroom Conduct:

When engaged in your role as a student, please be constructive in your comments both in the classroom and online. Always treat your classmates with respect. Please consult with [www.bcc.ctc.edu/artshum/policy.html](http://www.bcc.ctc.edu/artshum/policy.html) to review the Arts and Humanities Division statement of Student Procedures and Expectations and/or contact your instructor should you have any questions or concerns.

## Tentative Course Schedule

Week	Date	Topic	Reading
1	Mon. 28 June	<ul style="list-style-type: none"> <li>• Introduction to Course</li> <li>• Listening &amp; Norms</li> <li>• Introduction to Rhetoric</li> <li>• Prepare for First Speech</li> </ul>	None
	Wed. 30 June	<ul style="list-style-type: none"> <li>• Introduction Speeches</li> <li>• Brainstorming Topics</li> </ul>	Chapters 1-3
	Thurs. 1 July	<ul style="list-style-type: none"> <li>• <i>Topic Selection Due!</i></li> <li>• Conducting Research</li> <li>• Thesis Statements</li> <li>• Details HW #1</li> </ul>	Chapter 5
2	Mon. 5 July	<b><i>No Class: Holiday</i></b>	
	Wed. 7 July	<ul style="list-style-type: none"> <li>• Audience Analysis</li> <li>• Outlining &amp; Thesis Statements</li> <li>• Strategies for Info. Speeches</li> <li>• <b>Quiz #1 (Chapters 1-3)</b></li> </ul>	Chapters 4, 6, & 10
	Thurs. 8 July	<ul style="list-style-type: none"> <li>• Delivery Workshop</li> <li>• Visual Aids</li> <li>• Evaluation Assignments Details</li> <li>• <b>HW #1 Due!!!</b></li> </ul>	Chapters 7 & 9
3	Mon. 12 July	<ul style="list-style-type: none"> <li>• Gallery Walk Part 1</li> </ul>	None
	Wed. 14 July	<ul style="list-style-type: none"> <li>• Gallery Walk Part 2</li> <li>• <b>Quiz #2 (Chapters 4-6,10)</b></li> </ul>	None
	Thurs. 15 July	<ul style="list-style-type: none"> <li>• <b>Informative Speeches- Part 1 Due!</b></li> </ul>	None
4	Mon. 19 July	<ul style="list-style-type: none"> <li>• <b>Informative Speeches-Part 2 Due!</b></li> <li>• <b>Peer Evaluations - Part 1 Due!</b></li> </ul>	None
	Wed. 21 July	<ul style="list-style-type: none"> <li>• Persuasive Speech Details</li> <li>• Argument Types</li> <li>• Fallacies/HW #2</li> <li>• <b>Peer Evaluations-Part 2 Due!</b></li> <li>• <b>Self-Evaluations-Part 1 Due!</b></li> </ul>	Chapter 11
	Thurs. 22 July	<ul style="list-style-type: none"> <li>• Organizing Persuasion Speeches</li> <li>• Arguments &amp; Fallacies Cont.</li> <li>• <b>Self-Evaluations-Part 2 Due</b></li> <li>• <b>Quiz #3 (Chapters 7,9,11)</b></li> </ul>	

5	Mon. 26 July	<ul style="list-style-type: none"> <li>• Gallery Walk</li> </ul>	None
	Wed. 28 July	<ul style="list-style-type: none"> <li>• Gallery Walk Part 2</li> <li>• <b>HW #2 Due!</b></li> </ul>	None
	Thurs. 29 July	<b>Persuasion Speeches-Part1 Due!</b>	None
6	Mon. 2 Aug	<ul style="list-style-type: none"> <li>• <b>Persuasion Speeches-Part 2 Due!</b></li> <li>• <b>Peer Evaluations-Part1 Due!</b></li> </ul>	None
	Wed. 4 Aug	<ul style="list-style-type: none"> <li>• <b>Persuasion Speeches-Part 3 Due!</b></li> <li>• Protest Speech Details</li> <li>• Style Canon</li> <li>• <b>Peer Evaluations-Part 2 Due!</b></li> <li>• <b>Self-Evaluations- Part 1 Due!</b></li> </ul>	None
	Thurs. 5 Aug	<ul style="list-style-type: none"> <li>• Delivering Protest Speeches</li> <li>• Creating Protest Visual Aids</li> <li>• <b>Self-Evaluations Due-Part 2 Due!</b></li> <li>• <b>Peer Evaluations-Part 3 Due</b></li> </ul>	Chapter 8 Handout/PDF
7	Mon. 9 Aug	<ul style="list-style-type: none"> <li>• Delivery &amp; Style Workshop</li> <li>• <b>Self-Evaluations Due-Part 3 Due!</b></li> </ul>	None
	Wed. 11 Aug	<ul style="list-style-type: none"> <li>• <b>Protest Speeches-Part 1 Due!</b></li> </ul>	None
	Thurs. 12 Aug	<ul style="list-style-type: none"> <li>• <b>Protest Speeches-Part 2 Due!</b></li> <li>• Course Wrap-Up</li> </ul>	None