

COMMUNICATION STUDIES 220: PUBLIC SPEAKING, section TRB
(formerly SPEECH 220: Introduction to Public Speaking)
WINTER 2011

Instructor: Katherine E. Oleson

Class Meetings: Tuesday & Thursday 12:30-2:40 p.m., R211

Office Hours: 10:30-12:20 p.m. Tuesday & Thursday & by appointment in R230U

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Required Textbook: David Zarefsky, *Strategic Public Speaking: A Handbook* (Pearson Education, 2007)

OR David Zarefsky, *Public Speaking: Strategies for Success, Custom Edition* (Allyn & Bacon, 2005; Pearson Custom Publishing, 2004).

Course Description: This course is designed to enhance your ability to construct and deliver speeches in a public forum. The method for improving your public speaking will be a combination of theory, critical analysis, and practice. By applying rhetorical theories to public speeches, you will develop the capacity to critically reflect upon rhetorical practices. This critical awareness will be put to use in the strategic planning of your own speeches. By examining the speeches of others, you will begin to see what does and does not work in a given speech situation, and by preparing and delivering your own speeches to the class, your ability to address an audience will improve. Consistent attendance and active participation are essential to be successful in this course. I highly recommend that you have a college level reading ability. Please contact me with any questions or concerns.

Course Outcomes: Upon successful completion of this course, students will be able to:

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

Methods of Evaluation:

three graded speeches (200 points each)	= 600
three outlines (25 points each)	= 75
ten oral/written critiques of classmates (3 points each)	= 30
two self-critiques (20 points each)	= 40
four homework assignments (25 points each)	= 100
three in-class quizzes (10 points each)	= 30
chapter questions (5 points each)	= 50
attendance and participation (75 points)	= 75
	<u>1000 points</u>

SPEAKING ASSIGNMENTS

Introductory Speech (ungraded, 2-3 min.): This is an icebreaker in which you have the opportunity to tell the audience something about yourself. The purpose of this speech is two-fold: to get you speaking in the first week of class, and to begin to establish your *ethos* (personal credibility) for the audience.

Informative Speech (200 points, 5-7 min.): This is a speech in which you *educate* your audience about a subject of genuine controversy in the public forum. This speech should be designed to provide information that is newsworthy, balanced, and interesting for your audience. It is crucial that the speech provide

balance by offering fair and accurate information from at least two opposing sides of the issue. The instructional focus here will be on invention (that is, researching and choosing appropriate speech materials) and organization. The use of visual aids is required.

Persuasive Speech (200 points, 6-8 min.): The topic of this speech will be the same issue of controversy as your first speech. This speech should be strategically designed to actually *persuade those who disagree with you to move toward your side on the issue*. You will use strategies to weaken their commitment to an opposition position and/or to convert them to your own position. The instructional focus will be on constructing strong arguments before an audience with contrary opinions without compromising your beliefs. Visual aids are not allowed for this speech.

Protest Speech (200 points, 3-5 min.): Using the same topic as the first two graded speeches, this speech imagines a different target audience. Rather than *change* the opinions of an opposition audience, this is a speech of leadership that should be designed to *intensify* beliefs already held by an enthusiastic audience who have joined you in protest against those who oppose your position. You will use strategies to strengthen a friendly audience's commitment to a position of dissent that they share with you and inspire them to take further action to support your shared cause. This speech round will be held in an outdoor public location to better approximate the setting in which protest speeches are typically given. The instructional goal of this speech will be to develop your ability to make appropriate choices with regard to language use, and the delivery of such. When giving this speech, you may use no more than three 3x5 inch note cards.

OTHER ASSIGNMENTS

Outlines (25 points each): **Prior to** each speech, you will turn in two copies of your typed outlines. One copy will be graded and returned to you, the other will be kept in a file that is used to deter plagiarism. The format of those outlines will be described in more detail in class.

Critiques of Classmates (3 points each): You will be giving several impromptu speeches throughout the quarter in which you orally critique a specific aspect of a classmate's speech. These will be assigned before each speech round begins. You will also be assigned to produce written critiques that will be due at the end of the speech round. The more complete, constructive, relevant, accurate, and clear your oral and written critiques are, the higher your "critiques of classmates" grade will be.

Self-Critiques (20 points each): You will complete two written self-critiques in this class. For your Informative Speech and Persuasive Speech, you will view a video and write short papers that critique the development of your speeches and your performance according to the evaluation standards set in class. These self-critique papers must be typed, double-spaced, 2 pgs., and written in 12 pt. Times New Roman font. More details will be provided in class.

Homework Assignments (25 points each): There are four homework assignments designed to illustrate your understanding of course material. These homework assignments will be directly transferred to your speeches. One assignment (HW2) will be done on a blog. More information about these assignments will be given in class.

Quizzes (10 points each): There will be four quizzes to ensure that you are keeping up with the reading assignments, that you are following the lectures and discussions, and that you are paying attention to the learning environment that is developed during the speech rounds. Your lowest quiz grade will be dropped; the other three will count for 10 points each.

Chapter questions (5 points each): You will turn in brief responses to two questions for 10 of the 15 chapters in the textbook. More details will be provided in class.

POLICIES

Attendance Policy: Regular class attendance is essential for participation and will be checked each class meeting. It is your responsibility to make sure that you are counted as present. Students more than 10 minutes late will receive an absence for the class. Students with 4 or more absences will not receive credit for the course.

Grading Scale:

940-1000= A	730-759= C
900-939= A-	700-729= C-
860-899= B+	660-699= D+
830-859= B	600-659= D
800-829= B-	0-599= F
760-799= C+	

Statement on Attendance During Speaking Days: Because participation and cooperative learning are essential to the academic design of this course, your absence on a day when you are scheduled to speak or critique hurts your fellow students and impairs your own learning process. In addition, failure to give a speech at the proper time, or to produce an oral critique of a speaker who you were responsible for critiquing, indicates a lack of *kairos* (ability to recognize and respond to what is timely). This is one of the most serious rhetorical errors that one might commit. It is why the following rule must be enforced: *if you do not appear on a day when you are scheduled to speak, you will receive a "0" for that speech assignment; if you do not appear on a day when you are scheduled to orally critique a classmate, you will receive a "0" for that critique assignment.* There are some ways you can avoid these penalties:

- If you know you will not be able to make it to class on a day when you are scheduled to speak (or critique), you can demonstrate your ability to adapt to the kairotic moment by making arrangements with a classmate to switch speaking (or critiquing) positions with you. You must also inform your instructor of this change. If you are traveling on an official athletic schedule, it is up to you to notify your instructor as soon as possible and to make arrangements to fit your speaking and critiquing schedule with your travel.
- If a serious illness or emergency keeps you from performing your duties, you should do everything you can to contact your instructor as soon as possible. Prompt consultation with your instructor (within 24 hours) and possibly required documentation of the unavoidable event (e.g. a note from your doctor, a copy of the accident report, etc.) might result in the scheduling of a make-up speech if the teacher deems the circumstances that caused the absence to be severe enough to merit rescheduling and if there is time in the schedule to accommodate a make-up assignment.
- Please communicate with your instructor.

Late Written 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 in class. An assignment is on time when it is delivered to the teacher in the class session on the day it is due (or via e-mail when noted and in the time frame given). If you know you will be absent on the day an assignment is due or there is an activity planned, make arrangements with me *prior* to this. In the event that you do not turn in your assignment in class on the day it is due, you will be assessed the following academic penalty: late written assignments will receive a one point grade reduction for every full day they are late (i.e. B+ to C+).

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 or

speeches. But it also means that you should not use another person's unique phrases or organizational schemes without making it clear to your audience where those words or ideas originated. Students caught cheating on a quiz or assignment will not receive any credit for that portion of the class and will be reported to the Dean of Student Programs.

In addition, the same speech or other assignments may not be given for credit in more than one class. If you are taking (or have taken) some other course in the department with speech assignments, you may not recycle a speech by giving it in both classes.

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: It is important that you exercise discretion and good judgment regarding visual aids, speech topics, and delivery of speeches. You should not bring to class any item which is illegal or prohibited on campus (e.g. drugs, alcohol, firearms, pornography, any related paraphernalia, etc.). It is also important to keep in mind that you are unlikely to win the respect or gain the assent of your audience if you say things that are offensive to them. If you have any questions about what may or may not be appropriate, ask your instructor. Please consult with www.bcc.ctc.edu/artshum/policy.html to review the Arts and Humanities Division statement of Student Procedures and Expectations as well.

In addition, when engaged in your role as a speech critic, please be constructive in your comments. This does not mean that you should ignore the flaws in your classmates' speeches; on the contrary, it is your responsibility to identify those flaws and communicate suggestions for improvement to your classmates. Always treat your classmates with respect. For example, you should frame your comments regarding strengths and weaknesses of their speeches in a manner intended to help them (and you) improve.

IMPORTANT LINKS

Bellevue College E-mail and access to MyBC: All students registered for classes at Bellevue College are entitled to a network and e-mail account. Your student network account can be used to access your student e-mail, log in to computers in labs and classrooms, connect to the BC wireless network and log in to MyBC. To create your account, go to: <https://bellevuecollege.edu/sam> .

BC offers a wide variety of computer and learning labs to enhance learning and student success. Find current campus locations for all student labs by visiting the Computing Services website - <http://ac.bcc.ctc.edu/LabsInfo/ComputerLabs.aspx>

Public Safety: The Bellevue College (BC) Public Safety Department's well trained and courteous non-commissioned staff provides personal safety, security, crime prevention, preliminary investigations, and other services to the campus community, 24 hours per day, 7 days per week. Their phone number is 425.564.2400. The Public Safety website is your one-stop resource for campus emergency preparedness information, campus closure announcements and critical information in the event of an emergency. Public Safety is located in K100 and on the web at: <http://bellevuecollege.edu/publicsafety/>

Academic Calendar: The Bellevue College Academic Calendar is separated into two calendars. They provide information about holidays, closures and important enrollment dates such as the finals schedule.

- Enrollment Calendar - <http://bellevuecollege.edu/enrollment/calendar/deadlines/>. On this calendar you will find admissions and registration dates and important dates for withdrawing and receiving tuition refunds.
- College Calendar - <http://bellevuecollege.edu/enrollment/calendar/holidays/1011.asp>. This calendar gives you the year at a glance and includes college holidays, scheduled closures, quarter end and start dates, and final exam dates.

SCHEDULE

[Note: We will try to remain on this schedule, but learning does not always happen according to strict timelines, and unforeseen events can push us off our ideal timeline. Therefore, this schedule is subject to change. You will be informed in class of any changes that evolve over the course of the quarter.]

<u>Day</u>	<u>Class Activity</u>	<u>Reading Assignment</u>
Tues. Jan.4	Orientation/Ice Breakers Basics of Public Speaking & Ethics History of Rhetoric, The Public Forum	Ch. 1; Ch. 15 Appendix A
Thurs. Jan. 6	Choosing an Umbrella Topic An Overview of the three speeches Preparing the Introductory Speech Audience	Ch. 4; Ch. 13 Ch. 3
Tues. Jan. 11	Introductory Speeches Thesis statements	Ch. 4
Thurs. Jan. 13	Independent research & reading day Research & Supporting Material Chapter responses due from first 2 weeks of class (Ch. 1, 3, 4, 5, 13, 15) via e-mail by midnight	Ch. 5
Tues. Jan. 18	Informative Speech Assignment Research & Supporting Material Library session – LMC Classroom (via D126)	Info. Speech Assignment Ch. 5
Thurs. Jan. 20	Research & Supporting Material (continued) Arrangement/Outlines Speech Criticism Visual Aids	Ch. 7; Ch. 8; Ch. 9 Ch. 2 Ch. 12
Fri. Jan. 21	HOMEWORK ASSIGNMENT #1: RATIONALE OF TOPIC & THESIS FOR INFORMATIVE SPEECH IS DUE VIA E-MAIL BY MIDNIGHT	
Tues. Jan. 25	Delivery Gallery Walk DRAFT OUTLINES DUE IN CLASS	Ch. 11
Thurs. Jan. 27	Informative Speeches	
Tues. Feb. 1	Informative Speeches	
Thurs. Feb. 3	Informative Speeches Choosing a Persuasive Thesis PERSUASIVE THESIS DUE VIA E-MAIL BY MIDNIGHT	Pers. Speech Assignment
Tues. Feb. 8	Basics of Argumentation Arguments & Fallacies	Ch. 6
Thurs. Feb. 10	Arguments & Fallacies (continued) Argument Walk Activity	Ch. 6
Mon. Feb. 14	HOMEWORK ASSIGNMENT #2: RESPOND TO EACH STUDENT'S THESIS ON BLOG BY MIDNIGHT	

Tues. Feb. 15	Persuading the Opposition Organizing the Persuasive Speech HOMEWORK ASSIGNMENT #3 DUE VIA E-MAIL BY MIDNIGHT	Ch. 14
Thurs. Feb. 17	Critiquing Sample Speeches Speaking in Protest/Further Motivating Supporters Style DRAFT OUTLINES DUE IN CLASS	Pro. Speech Assignment Ch. 10
Tues. Feb. 22	Persuasive Speeches Organizing the protest speech	
Thurs. Feb. 24	Persuasive Speeches	
Tues. Mar. 1	Persuasive Speeches Speaking in Protest/Further Motivating Supporters	
Thurs. Mar. 3	Protest Speaking/Figures of Speech	
Tues. Mar. 8	College Issues Day. No class.	
Thurs. Mar. 10	Style HOMEWORK ASSIGNMENT #4 DUE	Ch. 10
Tues. Mar. 15	Ethics Delivering the Protest Speech /Critiquing Protest Speeches DRAFT OUTLINES DUE IN CLASS	
Thurs. Mar. 17	Protest Speeches	
Tues. Mar. 22 Final Exam Time 11:30-1:20 p.m.	Protest Speeches	