

COMM 113: Principles of Public Speaking

Spring 2016 – Maggie Franz | mfranz@live.unc.edu

Class time: MWF 8:00-8:50 am
Office hours: MW 9:00-10:00 am & by apt

Class location: Murphey 202
Office location: Bingham 303

Course Description:

This course is designed to help you develop practical communication skills that contribute to academic, vocational, personal, and social success in a wide variety of contexts. It will introduce a range of strategies found in contemporary and historically important speeches by men and women of various nationalities and cultures. Inclusion of diversity is important to help students find voices similar to their own and to learn effective communication strategies from those voices. Practically, this class will cover the whole process of giving a public speech, from picking and researching a topic to organizing, composing, and delivering speeches. Because students learn best by doing, you will be actively involved in class discussions, practice speeches, and group exercises throughout the course.

Course Learning Outcomes:

Fundamental to this course is the idea that presentation skills are a means of empowerment. The course:

1. prepares individuals to participate in an increasingly interactive and verbal society and to be productive members of the workforce by fostering effective organization, preparation, and delivery of speeches.
2. encourages the development of critical thinking skills required in a society that constantly demands people make choices and defend them.
3. enables students to articulate choices and to contribute in an effective and ethical way to the workplace and society.

Course Material Requirements

Textbook: *Public Speaking: Choice and Responsibility* by William Keith and Christian Lundberg, Cengage Publishers, 2013.

Sakai: Any required or supplemental readings and resources are posted on Sakai.

Recommended Texts (NOT required): *The Essential Guide to Rhetoric* by William Keith and Christian Lundberg, Bedford St. Martin's, 2007 (A good primer on rhetoric, and very cheap)

www.americanrhetoric.com (a great website that compiles the best of American political speech)

Grades

Your grade in this class is dependent on three things: participation and attendance; demonstrated mastery of the materials on quizzes and tests; and giving thoughtful, well researched, and

competently delivered speeches.

Grading Scale: Grades are calculated according to a basic minus to plus scale:

93- 100% A	90- 92% A-	87- 89% B+	83- 86% B	80- 82% B-	77- 79% C+
73-76% C	70- 72% C-	67- 69% D+	63- 66% D	60- 62% D-	0-60% F

What does a grade mean?

Grading is a form of communication between instructors and students. This means that you should view each grade that you receive as part of an ongoing learning process. With that in mind, a grade of **C** means that you completed the assignment adequately and according to the given guidelines, demonstrating competence of the concepts. A **B** means that you executed the assignment thoroughly, using well-reasoned analysis, and demonstrating more than cursory understanding of the concepts. An **A** means that your work demonstrates a deep understanding of the concepts, an attention to detail, and well-reasoned and well-executed analysis. **Ds** and **Fs** mean that you did not complete the assignment, did not follow directions, did not demonstrate competence, and/or employed language that was so difficult to understand that I could not tell whether you understood the concepts or not.

Grade Tracking: Grades will be posted on Sakai. *No grades will be discussed over email, in accordance with University policy.* Any questions with regard to grades must be discussed in person during office hours or during a scheduled appointment.

Assignments and Evaluation:

Class Activities	15%
Peer and Self Evaluations	15%
Final Exam	20%
Speeches	50%

Assignments (800 total points):

- Final Exam (160 points): The final exam will be cumulative and comprehensive, covering both course reading comprehension and application as well as lecture material not from the textbook.
- Activity Points (120 total points): Activity points include any impromptu speech exercises, in-class activities, written work, and attendance record. Periodically (perhaps frequently), there will be a pop quiz at the beginning of class which will cover basic information from the chapter(s) you were expected to read for that day. These short quizzes will include questions similar to those you can expect to see on the final exam. If you miss a class period, these will not be able to be made up.
- Feedback and self-evaluation (120 total points): An essential part of the public speaking

classroom is receiving written feedback from your peers. These documents allow speakers to see the things they're doing well, the things that need improvement, and other general notes that will help focus presentation skills. It's important that you are constructive and specific when giving feedback. The aim is to provide solid information while generally being positive. You will get full credit for the feedback you give **ONLY** if you analyze, thoughtfully and fully, your classmates' speeches. You will take good notes during/after your peer's speech. Your feedback should then be synthesized and clarified in a typed, 2-3 page document. These will be presented and discussed in a class period following each set of speeches. You will also be responsible for turning in a 1-2 self-evaluation on the discussion day following each set of speeches.

- **Speeches (400 total points):** You will present four speeches this semester. Each speech focuses on incremental steps in the development of speaking skills. Speeches should build upon skills introduced in readings and lecture, and as you become more sophisticated speakers and audience members. **All speeches will have in-class presentation.** Each speech in this course is to be accompanied by an **outline**, which should help you plan, organize, and practice your speech. You will hand in a clean, typed, and stapled copy of your outline the day of your speech. Please see the "Speech Sheet" for more information on speech assignments.

University and Course Policies:

Civility Policy: To maintain a classroom environment conducive to learning, I expect that students will attend class regularly, be on time, be prepared for the day, and demonstrate respect for the professor and peers in class. I will not tolerate any racist, sexist, or any other type of offensive language or behavior towards others. For additional information, refer to the Honor Code. *You will be required to sign the academic honesty and civility agreement at the back of this syllabus, which is due at the beginning of the second week of class.*

Academic Honesty: The principles of academic honesty, integrity, and responsible citizenship govern the performance of all academic work and student conduct at the University as they have during the long life of this institution. Your acceptance of enrollment in the University presupposes a commitment to the principles embodied in the Code of Student Conduct and a respect for this most significant Carolina tradition. Your participation in this course comes with the expectation that your work will be completed in full observance of the Honor Code. Academic dishonesty in any form is unacceptable. If a violation is suspected, it may be reported to the Student Attorney General's Office. If you have questions about your responsibility or the responsibility of the faculty members under the Honor Code, please visit the Office of Student Conduct website at <http://studentconduct.unc.edu>.

A Note on Plagiarism and Cheating: Generally, plagiarism is when someone else's ideas are presented as your own—including ideas from blogs, print media, publications, other online sources, or another student's speech, text, or paper. Plagiarism also includes the improper or insufficient citation of someone else's work that you garnered information from for an assignment. Please feel free to ask ANY questions if you are concerned about whether you are properly citing work both written and oral **PRIOR** to submitting graded work.

- I reserve the right to submit assignments to any plagiarism detection service sanctioned by University policy, which is technology that compares your written work to a huge

online database that includes web and journal articles, as well as previously submitted works.

Written Work: All written work turned in must be typed, double-spaced, 12 point font, and should be stapled. All work should follow the style and citation guidelines of the American Psychological Association (APA) (use the Purdue Owl APA guidelines website: <http://owl.english.purdue.edu/owl/resource/560/01/>).

- **Students with Disabilities:** The instructor will facilitate the accommodation of this course to make it more accessible for students who use **Accessibility Resources**. UNC-CH facilitates the implementation of reasonable accommodations, including resources and services for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the Accessibility Resources and Service Office. A student is welcome to initiate the registration process at any time, however, the process can take time. ARS is particularly busy in the run-up to final exams. Students submitting Self-ID forms at that time are unlikely to have their accommodations honored until the next semester. Visit their website at <http://accessibility.unc.edu> for more information.
- This course has a very heavy emphasis on **speaking in public**. If a student requires assistance or accommodation due to any range of issues including speaking English as a foreign language, speech impediments like stuttering, and/or public anxiety please see the instructor to ensure that the student receives the necessary accommodations.

Participation, Attendance, and Make-up Work: This course requires and relies upon student participation. In a humanities course, in Communication, and especially in Public Speaking, attendance and participation are essential to the course content and the learning process.

- Participation includes attending class, coming to class prepared (readings and other assignments completed, ready to explore ideas in an informed fashion), and contributing actively to class conversation. The ideal mode of learning is collaborative and experiential.
- Students are expected to attend each scheduled class meeting, to be on time, and to be prepared for each class session. The University attendance policy specifies that students may miss up to **three** class meetings (10% of class time) without penalty. Chronic absenteeism beyond three missed meetings will result in a grade penalty of one letter grade; beyond six will result in two letter grades lowered. Class absences will also affect your class participation grade. **There is no distinction between excused and unexcused absences** UNLESS you are a student athlete and have turned in an official travel schedule to me at the beginning of the semester. If you foresee attendance or participation issues, see me during office hours immediately.
- Due to the nature of the class assignments, it is not possible to make up the assignments. **Late work** is generally NOT accepted.

Email Policy: Email is the best way to reach me. If you send an email, please allow a 24-48 hour response time. I will not guarantee response to emails sent the night before (or morning of) the day that an assignment is due!

- **Laptops, Cell Phones, and Other Technology:** Laptops and tablets are permitted for note-taking and research during class **EXCEPT** during speeches, during exams, during quizzes, and/or when the instructor says to put them away. I expect that as adults, students will refrain from browsing social media, buying stylish leggings online, and/or conversing on whatever chat platform is in vogue. If the aforementioned uses of electronic devices outweigh note-taking and research, everyone will have to use paper and pen/pencil for the rest of the class. **Cellphones and ipods** or any non-note-taking electronic devices are **not permitted** at any time during the class.

Weekly Schedule

Monday, January 11: Introduction to the class

- Go over syllabus and assignments

Wednesday, January 13: Why does public speaking matter?

- Read: Ch. 1
- FOTD: Hasty generalization/slothful induction.; Fallacy of fallacies

Friday, January 15: Understanding audiences and publics

- Read: Ch. 3
- **Last day of registration**
- FOTD: Ad hominem

Monday, January 18—NO CLASS

Wednesday, January 20: Audiences and publics continued

- FOTD: Ad populum

Friday, January 22: SNOW DAY

Monday, January 25: SNOW DAY

Wednesday, January 27: Informative speaking and topic selection

- Read: Ch. 6 and Ch. 5
- Assign Informative speech and choose speech dates
- FOTD: Ad antiquitatem and Ad ignorantiam

Friday, January 29: Research and Ethics

- Read: Ch. 8 and Ch. 2
- In class: Topic/Thesis workshop and approval
- Bring to class: Potential speech topics and questions

Monday, February 1: Organization

- Read: Ch. 9
- Bring to class: Working speech outline
- FOTD: Ad misericordiam and ad consequentiam

Wednesday, February 3: Verbal Style

- Read: Ch. 10
- FOTD: Post hoc/correlation and causation

Friday, February 5: Speech delivery

- Read: Ch. 11
- FOTD: poisoning the well

Monday, February 8: Workshop

- Bring to class: All speech materials (research, thesis, outline, laptop, etc.)

Wednesday, February 10: Informative speeches**Friday, February 12:** Informative speeches**Monday, February 15:** SNOW DAY**Wednesday, February 17:** Informative speeches**Friday, February 19:** Feedback and discussion

- Assign Persuasive Speech #1
- Bring to class: Peer Feedback and Self-Evaluation assignments to class for presentation, discussion, and collection

Monday, February 22: Arguing and controversy in public speaking

- Read: Ch. 1 and Ch. 3 from Infante, D. (1988). *Arguing constructively*. Long Grove, IL: Waveland Press (SAKAI)
- FOTD: False dilemma and slippery slope

Wednesday, February 24: Being persuasive

- Read: Ch. 7, pp. 126-137 (Logos, Ethos, Pathos)
- FOTD: Begging the question
- Topic/thesis approval workshop

Friday, February 26: Types of arguments

- Read: Ch. 7, pp. 138-end
- FOTD: Appeal to authority

Monday, February 29: Toulmin model workshop

- Bring to class: Outline and theses for in class workshop

- FOTD: equivocation and composition/division

Wednesday, March 2: Workshop

- Bring to class: All speech materials (research, thesis, outline, laptop, etc.)

Friday, March 4: Persuasive speech 1

Monday, March 7: Persuasive speech 1

Wednesday, March 9: Persuasive speech 1

Friday, March 11: Discussion

- Bring to class: Peer Feedback and Self-Evaluation assignments to class for presentation, discussion, and collection

March 14-18 Spring Break

Monday, March 21: Presentation aids

- Read: Ch. 12
- FOTD: Straw person

Wednesday, March 23: Workshop

- Bring to class: All speech materials (research, thesis, outline, laptop, etc.)

Friday, March 25—NO CLASS

Monday, March 28: Workshop

- Bring to class: All speech materials (research, thesis, outline, laptop, etc.)

Wednesday, March 30: Persuasive 2

Friday, April 1: Persuasive 2

Monday, April 4: Persuasive 2

Wednesday, April 6: Persuasive 2

Friday, April 8: Discussion

- Bring to class: Peer Feedback and Self-Evaluation assignments to class for presentation, discussion, and collection

Monday, April 11: Speaking in special settings

- Read: Ch. 13
- FOTD: Exclusion/sampling

Wednesday, April 13: Workshop

- Bring to class: All speech materials (research, thesis, outline, laptop, etc.)

Friday, April 15: Workshop

- Bring to class: All speech materials (research, thesis, outline, laptop, etc.)

Monday, April 18: Occasion speech

Wednesday, April 20: Occasion speech

Friday, April 22: Occasion speech

Monday, April 25: Peer feedback discussion

- Bring to class: Peer Feedback and Self-Evaluation assignments to class for presentation, discussion, and collection

Wednesday, April 27: Exam review

Tuesday, May 3—Final Exam at 4:00 pm