

FSEM 1510
The Power of Public Speaking: Connecting with Diverse Audiences
Spring 2015, Thursdays, 1:00 p.m. – 5:00 p.m. + online assignments
March 26, April 2, 9, 16, 23, 30, May 7, 14, 2015

Instructor: Dr. Carol Zak-Dance
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Course Materials:

TEXT: Zak-Dance, Carol and Dance, Frank. *PUBLIC SPEAKING: Finding Your Voice and Speaking Your Mind*. Southlake, TX: Fountainhead Press, Inc., 2007. ISBN 978-1-59871-141-7.

VIDEO: All speeches will be digitally videotaped.

COURSE DESCRIPTION:

This course provides an opportunity and a context in which to coordinate the development of an individual's "voice," mind, and sense of self as a competent communicator and an effective global citizen of the 21st century. A public speaker is in a relationship with her audience and needs to be aware of audience differences and similarities. Thus, a successful speaker/audience relationship requires cultural and intercultural awareness, respect for diversity, and recognition of one's personal responsibility, including active listening. Through the theoretical examination and experiential practice of public speaking, students will learn to listen to themselves and to others, to realize the connection between diverse thoughts and dialogue, and to effectively give voice to their ideas. Students will learn to effectively "speak their minds" in an honest and ethical way that recognizes the balance of power in rhetorical contexts.

Understanding the speech communication theoretical concepts that underlie effective public speaking is necessary but insufficient unless one can put the theory into practice. Experience—classroom public speaking experiences—will allow you to utilize speech communication theoretical concepts as your guide to becoming a more effective presenter. An important concept in today's technologically changing environment is the use of technology when speaking, as well as the interplay and effects of technology and communication on each other. The course presents the opportunity to practice the use of presentational tools.

This course will address both content and delivery aspects of presentational speaking and will do so via five types of assignments: (1) readings, lectures, discussions; (2) prepared formal speeches, including hosting class sessions; (3) impromptu speeches; (4) oral evaluations of self and others' speeches; and, (5) written papers and outlines.

STUDENT LEARNING OUTCOMES:

By completion of this course, class participants will be able to:

- Identify the vocal and nonvocal communication behaviors associated with effective speakers;
- Demonstrate the relationship between public speaking and critical thinking by creating clear and effective expressions of thought on a variety of topics, including the construction of discussion questions related to class readings;
- Apply the fundamental elements of effective presentational speaking in a variety of speaking contexts, including diverse cultural environments;
- Construct a speaker's outline using the components of effective presentations;
- Employ active, critical listening skills as a tool for evaluating speakers, including self;
- Demonstrate the use of appropriate technology when giving a speech.
- Relate research on topics and diverse audiences to the preparation of a successful speaking experience.
- Understand the relationship between an individual's self-talk and the personal development of "voice" and how voice needs to be balanced by personal responsibility and ethics.

COURSE REQUIREMENTS:

Attendance and Participation: BE IN CLASS AND BE ON TIME! Because this class is essentially participatory in nature, student attendance at all class periods is required. Participation is expected in readings and discussions, impromptu and non-impromptu sessions, and speech/speaker evaluations. Absenteeism will be reflected in a student's final grade. If an emergency prevents attendance, contact the instructor as soon as possible. You **cannot** complete this class with a passing grade if you miss two (2) classes. A grade of incomplete will be considered only under special circumstances as determined by the instructor and DU policy. <http://www.du.edu/registrar/records/incompletepolicy.html>

Speeches: The topic and content of each speech will be the choice of the individual student. However, the *types* of speech delivered will include a self introduction, an informative speech, an informative speech using speech aids, a researched current events speech, a speech to convince/persuade, a "mold breaker." One of the speeches (other than self introduction and first informative speech) requires the use of PowerPoint. Impromptu speeches, introductions of speakers, oral evaluations, and leading a discussion are additional speaking opportunities. A LIST AND DESCRIPTION OF THE TYPES OF SPEECHES IS AT THE END OF THE SYLLABUS.

Speech Evaluations: Each student will be responsible for reviewing and evaluating two of her taped presentations—the self-introduction and the final presentation. Both will be uploaded to VideoManager. **The self-introduction must be reviewed with the instructor by the third class meeting.** The last, "breaking the mold" presentation, must be reviewed online and submitted no later than one week after the last class meeting. A hard copy of the rubric will be distributed in class.

Written Assignments: Written assignments for this course include

SPECIFICALLY FORMATTED OUTLINES: For each prepared speech (**two typed copies:** one copy for you and one copy for me) due prior to giving the speech (**SEE outline handout**);

TOPIC NARROWING: Form (distributed in class) is due with the informative speech outline;

AUDIENCE ANALYSIS: Form (distributed in class) is due with the persuasive speech. An additional **REVISED ANALYSIS**, based on researching a different hypothetical audience culture, is due the following class and should include a new audience analysis sheet and one page describing how the presentation (content/delivery) would need to be adjusted if the speech were delivered to that culture (**SEE speech descriptions attachment**);

FINAL TAKE HOME EXAM: Distributed the 2nd from the last class session and due at the beginning of the last class session.

Written assignments are due at the beginning of class. Late assignments will be accepted but will result in the grade being reduced.

ACADEMIC INTEGRITY:

Colorado Women's College fully endorses the University of Denver's Honor Code and the procedures put forth by the Office of Citizenship and Community Standards. Academic dishonesty—including plagiarism, cheating, and falsification of data and research—is in violation of the code and will result in a failing grade for the assignment or for the course.

As student members of a community committed to academic integrity and honesty, it is your responsibility to become familiar with the DU Honor code and its procedures.

www.du.edu/honorcode

DIVERSITY, INCLUSIVENESS, RESPECT:

CWC has a core commitment to fostering a diverse learning community that is inclusive and respectful. Our diversity is reflected by differences in race, culture, age, religion, sexual orientation, socioeconomic background, and myriad other social identities and life experiences. The goal of inclusiveness, in a diverse community, encourages and appreciates expressions of different ideas, opinions, and beliefs, so that conversations and interactions that could potentially be divisive turn instead into opportunities for intellectual and personal enrichment. A dedication to inclusiveness requires respecting what others say, their right to say it, and the thoughtful consideration of others' communication. Both speaking up AND listening are valuable tools for furthering thoughtful, enlightening dialogue. Respecting one another's individual differences is critical in transforming a collection of diverse individuals into an inclusive, collaborative and excellent learning community. Our core commitment shapes our core expectation for behavior inside and outside of the classroom.

ADA ACCOMODATIONS:

Students who require accommodations under the Americans with Disabilities Act should contact the instructor to discuss their needs. Students with learning disabilities should also notify the instructor and may contact the Disability Services Program at DU (www.du.edu/disability).

RELIGIOUS HOLIDAYS:

Students wishing to observe a religious holiday not celebrated on the academic calendar may do so provided written notice is given to the instructor during the first two weeks of the quarter. The absence will be considered an excused absence and make-up work will be accepted.

TECHNOLOGY USE IN THE CLASSROOM:

In order to create and maintain an optimal learning environment in the classroom, students should use technology appropriately. Work done on laptops, cell phones, etc. that is *not* relevant to the class can hinder the process of communication and shared discussion of ideas that require full engagement by all participants. Laptops, tablets and cell phones must remain closed or off during all speeches.

GRADING POLICY: (grade/point table follows)

Final Grades will be based upon the following percentages:

Speeches and evaluations	50%
Written Assignments	25%
Outlines, Topic Narrowing, Audience Analysis	
Final Examination	25%
Hosting	(extra credit)

Course Outline:

Week	Date	Topic	Reading
1	03/26/15	Introductions to the course and to each other. Coping with speaker anxiety and goal setting. Choosing your topic and putting your speech together. BE PREPARED to present a 2-3 minute self-introduction.	Foreward Chapters 1, 2, 3
2	04/02/15	3 min. Informative speech (outline copy required) Evaluations Written Assignment – Topic Narrowing	Chapters 4, 5, 6, 7
3	04/09/15	5 min. Speech Aid speech (outline copy required) Evaluations. Impromptu Speaking—in Evaluations	Chapters 9, 11
4	04/16/15	Vocal and Nonvocal Delivery (OBOC) Impromptu speaking How to research a topic	Chapters 8, 10, 12

5	04/23/15	3 min. Current Event speech, emphasizing research (outline copy required) Evaluations Impromptu Speaking	Chapter 14
6	04/30/15	3 min. Persuasive speech (outline copy required) Evaluations Written Assignment – Audience Analysis Impromptu Speaking	Chapter 13
7	05/07/15	Written Assignment—Audience Analysis REVISION Due Impromptu speaking Take Home Examination Due	Afterword & Appendix
8	05/14/15	Impromptu Speaking 5 min. “Breaking the Mold” speech (outline copy req’d) Handling Q & A	

“The mind is a wonderful thing. It starts working the minute you’re born and never stops until you get up to speak in public.” Anonymous

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Description of Required Speeches

The *topic and content* of each speech will be the choice of the individual student. However, the *types* of speeches required are described below. One of the speeches (other than self introduction and first informative speech) requires the use of PowerPoint. The speech incorporating the use of PowerPoint can be your “speech aid” speech, but it might also be your current event speech, persuasive speech, or mold-breaker.

Self-Introductory Speech (2-3 minutes). In this informative speech, you should explain to your sister students essentially who you are...personally and/or professionally. Include any information you feel relevant. Explain your perspective of the world and how you arrived at that perspective. An outline is NOT required, but **pre-class preparation is!** **Be creative and make yourself memorable.**

Informative Speech (3 minutes). Your general purpose in this speech is “To Inform.” You can inform the class about any person, place, or concept. Your TOPIC NARROWING assignment will help you to choose the topic of this speech. Stick with a topic with which you are already familiar...there will be other opportunities for research. An outline is required (see required outline format handout) ...one for you and an identical one for me.

Speech Aid Speech (5 minutes). Your general purpose is “To Inform.” After reading the assigned chapters, you will be better equipped to choose your topic as well as the type(s) of speech aids that will be most effective to use with the topic and the audience. An outline following format requirements is due...for you and for me.

PowerPoint Speech (When you use this or similar technology depends on your choice of speech, after the first two classes). This is **not** a “stand alone” speech! The use of PowerPoint can be incorporated into your speech aid speech, above, or in any one of the speeches that follow. The general purpose depends on which type of speech you are giving when using PowerPoint. An outline following format requirements is due...for you and for me.

Current Event Speech (3 minutes). You may want to return to your TOPIC NARROWING assignment to choose a topic for this current event speech. A current event can be one that is close to home (Denver), national, global, and can focus on health, science, arts, politics, etc. This speech requires appropriate research support, and a bibliography at the end of your required outline. **A minimum of three (3) academic sources should be included in your bibliography.**

Speech to Convince or to Persuade (3 minutes). You have to choose if your general purpose is “To Convince” or “To Persuade.” The distinction is discussed in your reading. Your decision will be affected by your AUDIENCE ANALYSIS assignment as well as by the topic you choose. An outline following format requirements is due...for you and for me. An additional **Revised Audience Analysis**, based on your researching a different hypothetical audience culture, is **due the following class**, and should include how the presentation would need to be adjusted if the speech was delivered to that audience. An audience culture might be defined by a specific speech demographic (i.e., age, sex), or it could be defined by a specific American or non-American culture. **Your revised audience analysis and one page explanation of changes should be based upon research and not upon stereotypes.** You can use the audience analysis form distributed in class, **but it must be accompanied by a separate typed page that describes the alternate culture, using research, as well as planned modifications.**

Breaking the Mold Speech (5 minutes). This is your opportunity to revisit your goals for the class, to engage in self-evaluation, and to try something different in either content or delivery. You choose the topic and the general purpose. This will be discussed more in class and a separate instruction sheet will be on Blackboard. An outline following format requirements is due...for you and for me.

Impromptu speeches, introductions of speakers, and oral evaluations are additional speaking additional speaking opportunities throughout the quarter

FSEM 1510 Grade/Point Table

Assignment	Points Possible	Point breakdown	Your Points
Self-Introduction	30	15 content, 15 delivery	
Informative Speech	90	30 content, 30 delivery, 30 outline	
Speech Aid Speech	90	30 content, 30 delivery, 30 outline	
Current Event Speech	90	30 content, 30 delivery, 30 outline	
Convince/Persuade	90	30 content, 30 delivery, 30 outline	
Mold-breaker speech	90	30 content, 30 delivery, 30 outline	
PowerPoint inclusion	20		
Impromptu Speeches	50	10/each impromptu	
Speech Evaluations	50	10/each oral evaluation	
	20	10/each of two written rubric evaluations	
Outlines		30/speech (included in above speech totals)	
Topic Narrowing	50		
Audience Analysis	50		
Revised Audience Analysis	30		
Final Exam	250		
TOTAL	1000		
Hosting (<i>EXTRA CREDIT</i>)	50	Points possible	

Points	Grade
940-1000	A
900-939	A-
870-899	B+
830-869	B
800-829	B-
770-799	C+
730-769	C
700-729	C-
670-699	D+
630-669	D
600-629	D-
Below 600	F