

I. COURSE INFORMATION

Fall 2018

COMM 1301- **Public Speaking**

TEXT: The textbook for this course is The DK Guide to Public Speaking, by Lisa A. Ford-Brown. 2nd edition . The ISBN is: 9780205930135. You will need to purchase the textbook bundle, in a hard copy. The bundle includes a code for the Pearson website with access to the online test

You must sign up for Pearson online in order to take the chapter exams 1-16 of the 18 chapters that are offered. Additionally, the assistance rendered by the website is huge. I will be referencing the online component throughout the semester. You will need to purchase access to Pearson/My Lab, which comes with access to the Pearson website.

You should enroll in Pearson online early in the semester and begin taking the chapter exams, to be sure it is working properly for you. The week before and during final exams is very busy for all of us. Procrastination will not get you a pass. If you wait until the week before finals to try to take all the tests, and run into trouble, I will not be able to help you as much as if you had tackled it sooner.

II. INSTRUCTOR INFORMATION

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III. COURSE CONTENT

A. COURSE DESCRIPTION FROM THE CATALOG: **COMM 1301. Public Speaking (C).**

Public Speaking (3-0) (Common Course Number SPCH 1315) Introduction to the theory and practice of public speaking; the inventing, arranging, phrasing and presenting of ideas to an audience. The complementary skills of speaking and listening are developed through criticism of speeches presented in class.

B. COURSE OBJECTIVES:

This course seeks to develop eight factors in your understanding of Public Speaking:

- (1) Memorize key theories, methods, technical terms and principles.
- (2) Evaluate and analyze the work of others and themselves in terms of the verbal, nonverbal and paralingual standards that are set for this course.
- (3) Apply competing perspectives and approaches to speaking in public.
- (4) Practice skills as both a sender and receiver of feedback after presenting or viewing a speech.
- (5) Analyze and detect ethical factors in the presentation.
- (6) Select the appropriate pattern of organization for the audience, topic and occasion.
- (7) Identify a topic and construct a clear central idea statement.
- (8) Use and report required research.

C. LEARNING OUTCOMES:

The techniques you learn will help you become a better speaker, and will benefit the fearful speaker when coupled with the communication apprehension exercises offered in this course.

D. ASSIGNED READINGS: Carefully read all assigned chapters; lectures will provide connection between theories and practice. Using "How To Say What To Say" as a companion to the text book will strengthen your presentation strategies. Section One gives explicit directions and exercises to alleviate communication anxiety; Section Two will provide additional examples and instruction of the patterns of organization that are best suited to Informative and Persuasive speaking; Section Three provides additional support in delivery techniques.

E. ASSIGNMENTS/ASSESSMENT/GRADING:

Speech 1: 3 object, 3 minutes (no research).....50 points

Speech 2: Presentation Aid speech (PA speech).....150 points

Speech 3: Persuasive (Presentation Aids not required).....300 points

CARE's (various point values—5-75 stay tuned!).....400 points
Tests (Chapters 1-16 only) worth 150 points each.....100 points
TOTAL POINTS POSSIBLE.....1000 POINTS

F. GRADING SCALE:

901-1000 =A

801-900 =B

701-800 =C

601-700 =D

BELOW 600 =F

IV. RULES, CLASSROOM POLICIES

LATE WORK: If a student misses an assigned speaking date, the grade for the assigned speech becomes a zero. The speech will lose a letter grade for each day after the assignment is due. I will only accept late speeches up to three days after the original due date.

OTHER RULES/POLICIES:

Outlines must be turned in on your speech day. A works cited page must be attached. Failure to turn in a proper outline or sources cited page **will affect your grade**.

Speeches should include the **original** thoughts of the speaker. The speaker should fuse his or her own ideas and background knowledge with research materials. PLAGIARISM is defined for this course as, “a speech in which the speaker depends on a source other than him or herself for the structure of the speech, or where he or she uses the structure or the wording of a speech, or where he or she uses the phrasing or research without acknowledgement.” When plagiarism is detected, **I will prosecute to the full extent of the law**.

You have free choice of topic; it must meet the requirements as to type of speech, time limit, and the appropriate language. I will help any student with topic selection: just ask!

Ask questions!

V. ACADEMIC MISCONDUCT

The University of Texas El Paso prides itself on its standards of academic excellence and students are expected to uphold the highest standards of academic integrity. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, submitting work for credit that is attributable in whole or in part to another person, taking an examination for another person, and any act that gives or attempts to give unfair advantage.

VI. CASS POLICY

As per Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, if a student needs an accommodation, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu. Or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass. CASS' Staff are the only individuals who can validate and if need be, authorize accommodations for students with disabilities.

If you have a condition which may affect your ability to perform successfully in this course, you are encouraged to discuss this **in confidence** with the instructor and/or the director of the Center for Accommodations and Support Services. You may call 915-747-5148 for general information about the Americans with Disabilities Act (ADA) and the rights that you have as a UTEP student with a disability.

Individuals with disabilities have the right to equal access and opportunity. It is the student's responsibility to contact the instructor and The Center for Accommodations and Support Services Office (CASS) at The University of Texas at El Paso.

Speech Checklist

Olga Alexander

COMM 1301

For all "big" speeches, these are the things you must turn in:

(Note: A "big" speech is one that occurs in front of the entire class; unless otherwise noted, these require both types of outlines.)

Before the Speech: A full-sentence, complete outline, bibliography **or** sources cited page **and** a large paper clip.

This is an example of the beginning of the *body portion* of a **full-sentence** outline:

- I. Shari Lewis got started as a professional ventriloquist at the age of 18 in Brooklyn, New York. (ref: My Life, by Shari Lewis)
 - a. She first performed at the Bar Mitzvah's of her families' friends in the neighborhood.
 - b. She quickly earned a good reputation as being funny but clean in her form of puppet-driven humor.

II. However, her parents were not supportive of her efforts. (Ref: Sister, Florence; Interview, Parade, 1962)

- a. They felt there was no future for a female ventriloquist.
- b. They urged her to get married and start a family for whom she could exercise her gift.

III. On October 19, 1951, talent agent Sid Beering saw her perform at a friend's wedding party in Brooklyn. (Ref. Life Magazine, June 1960)

- a. He was so impressed he signed her on the spot.
- b. Sid was very fair and signed her with a good contract.
- c. Their partnership continued for the next 30 years, until Sid's death.

...And so on...

After the Speech: Give me whatever you used at the podium, no matter how similar to the formal outline it is. Be warned, it **should** be a *key-word* outline. This means you keep the subordination notations (I., A., 1., 2., B., 1., 2., etc.) with coordination (**indenting** to keep the format in place).

The reason I ask this of you is to show you how much easier you have access to your information than if you design your notes with dashes (-) or dots (•).

Hence, rather than this—

- how she started
- what they thought
- who was there

(Special side-note: The habit of asking “who, how, what and where” are negative elements because they ask questions of the speaker in the notes; but the notes should be supplying the answers. Avoid this behavior.)

Prepare your Key-word outline like this---

I. Started at 18. (My Life, 1992)

A. Performed at Bar Mitzvah's

B. Earned good rep.

II. Parents unsupportive (re: Int. w/sister Alice, Parade magazine April 1962)

A. No future

B. No life

III. Talent agent Sid Beering attended Brooklyn party (Life mag. June 1960)

A. Signed immediately

B. Good 1st contract

C. Kept him for 40 yrs.

*Notice how the information is still there, and the outline format of indentations and marks are there. These provide clarity and ease of information retrieval. Also, please note that this is only an example; this is not the full outline. It is missing the introduction and conclusion, which we will discuss in class at length.

☺ It is best if these key-word notes are recorded on 3x5 or 4x7 note cards, because paper is noisy.

☺ Works cited notations are liberal; do whatever you need to do to remember to say them!

☺ You should practice your speech sufficiently to be able to speak easily and move through the points smoothly, without memorizing.

● **Do not** memorize your speech, as it will sound stilted and rushed. This will have a negative effect on your grade.

● **Do not** read your speech, or I will stop you, give you the appropriate grade (D or F), and we will move on to other, better prepared students.

◇ Use these guidelines, plus class discussion, and you could have a successful semester!

