

COMM 1301

Public Speaking- Learning Community

Sherry Lewis, M.A.

COURSE OBJECTIVES:

This course seeks to develop six factors in your understanding of Public Speaking: (1) Some theories, methods, technical terms and principles; (2) to comprehend that information; (3) to apply it in speaking situations; (4) to analyze it; (5) to synthesize it, and (6) to evaluate it in terms of external or internal criteria.

REGULATIONS/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.

1. The textbook for this course is *The DK Guide to Public Speaking*, by Lisa A. Ford-Brown. The ISBN is: 978-1-256-72259-5. You will need to purchase the textbook bundle, either in a hard copy or an e-book. The bundle includes a code for the Pearson website with access to the online tests.

Additionally, it is recommended that you purchase *How To Say What To Say*, Section One, online from Sentia Publishing. Here is the link:

<http://www.sentiapublishing.com/buy-chapter/how-to-say-what-to-say-first-edition-by-chapter> The ISBN is: 978-0-9905993-6-4. This is recommended, not required reading. It will guide you through the first two weeks of class.

2. You should also purchase: either 3x5 or 4x6 index cards. You may want to use poster boards, markers, glue, tape for use in making visual aids and a thumb drive, and a LARGE Paper Clip! You are **required** to use PowerPoint or Prezi at least once this semester, but you are not limited to one use.

3. You are responsible to speak as scheduled; failure to do so will result in a grade of ZERO.

4. 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.**

5. Speeches should include the **original** thoughts of the speaker. The speaker should support 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.**

6. You have to follow the theme of the course, which is in a Learning Community with UNIV 1301, taught by Ms. Castillo-Kirpatrick; it must also meet the requirements as to type of speech, time limit, and the appropriate language. I will help any student with topic selection: just ask! Our theme this semester is: Is Technology Taking Over? We will discuss it further in class, soon.

OUTCOME 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 1-15 only) worth 150 points each.....100 points

TOTAL POINTS

POSSIBLE..... 1000 POINTS

INSTRUCTOR INFORMATION

Office: Quinn 104

Hours: MW 7-7:30, 10:30-11:20 & 1:30-3:00, or by appointment. Also, TRF by appointment

Phones: Office: (915) 747-5914 Cell: (915) 215-0631.

Please call **only** between 6:00 AM and 10:00 PM.

Email options: shelewis@utep.edu or sherrysue1954@yahoo.com

Guidelines for Using Electronics in the Classroom Setting

✓Laptops:

Charge your laptop batteries fully before coming to class.

Set your laptop volume control to mute or off before coming to class.

Keep your laptop closed during presentations and other specific in-class activities.

Do not engage in unauthorized communication or entertainment (web surfing, instant messaging, chat room chatting, DVD viewing, music playing, game playing, etc.) during class unless it is part of the lesson. You may lose the privilege to have the device in class.

✓Cell Phones:

Set your phone to mute or silent mode before coming to class.

Do not answer incoming calls or make outgoing calls except in an emergency.

Do not use text messaging or web browser features while in class. Your phone may be confiscated for the duration of class.

✓Other Wireless Devices (PDAs, MP3 players, Smart Phones etc.)

Shut off the device or set it to mute before coming to class.

Do not use text messaging or web browser features while in class.

Recommendations for Students

The University of Texas at El Paso supports the use of technology for learning. We also understand that the use of laptops can be an asset to some students and help them in their note-taking and learning. That being said, we also believe that students should have diverse learning experiences and be adaptable to different styles of learning and note-taking.

Students are expected to follow the rules and guidelines established by instructors for each class that they are taking, and to make a conscious effort to adapt to learning environments that may vary across instructors, classrooms, and disciplines.

Acknowledgement

These guidelines are based on and borrow heavily from The Ohio State University Classroom Guidelines (<http://telr.osu.edu/mobilelearning/teaching/guidelines.htm>) and from existing guidelines at Northern Michigan University and the University of Minnesota, Twin Cities.



Ask questions!

COURSE CALENDAR- Fall 2014

AUGUST

week one Introduction to the course. Recommended Reading, Section One. 3M30 Speech, 50 points

SEPTEMBER

week two LABOR DAY HOLIDAY-NO CLASS! "Bad Speech" Why are we here? Begin 9T9L

week three Tab 1, Starting- DK Guide; "Onions for Breakfast" (25 pt.) Pick Dates for speeches! Tab 2, Researching-DK Guide

week four Tab 3, Creating- DK Guide; Introductions and Conclusions exercise, 75 points. See Blackboard for directions.

week five Tab 4-Presenting, Tab 5, Listening & Tab 6- Informing-DK Guide

OCTOBER

week six SPEECHES begin.

week seven SPEECHES, with critique.

week eight SPEECHES conclude.

week nine Lecture and CARE's; Perusasion

week ten Lecture; "Come Outside and Play."

NOVEMBER

week eleven Tab 7, Persuasion- DK Guide, plus "Babble, babble"

week twelve Tab 7, continued; The Persuasive Speech and Argumentation. Position Speech, "Message to the World" Speech.

week thirteen PERSUASIVE SPEECHES BEGIN Nov. 20

week fourteen Continue Persuasive SPEECHES; THANKSGIVING BREAK, Nov. 27-28

DECEMBER

week fifteen SPEECHES; Also, DEAD DAY, Dec. 5—No CLASSES!

FINAL EXAM WEEK DECEMBER 8-12

Copied from the UTEP Home Page! It's Official!!

Your class meets...

MWF 7:30 - 8:20 am

MWF 8:30 - 9:20 am

MWF 9:30 am - 10:20 am

MWF 11:30 am - 12:20 pm

MWF 12:30 pm - 1:20 pm

Your Final Is...

Friday, Dec 12th 7:00 am - 9:45 am

Monday, Dec 8th 10:00 am - 12:45 pm

Wednesday, Dec 10th 10:00 am - 12:45 pm

Wednesday, Dec 10th 1:00 pm - 3:45 pm

Friday, Dec 12th 1:00 pm - 3:45 pm

HAVE A GREAT SEMESTER!



Speech Checklist

Sherry Lewis
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!