COMM 110: Public Speaking

Prerequisite(s): None

Credits: 3

I. Course Description

This course is designed to introduce the student to the basic principles of effective public speaking. Emphasis will be placed on preparation, organization, and presentation of speeches (research, outlining, and delivery).

II. Course Objectives

Most people need to present their ideas orally before various audiences on different occasions. Knowing how to analyze your audiences is necessary in order to achieve your goals. Public speaking skills are valued for many careers, community service, and church activities.

Course Outcomes: In a learning climate of trust, support, acceptance, and respect, you should be able to:

1. Demonstrate knowledge of public speaking and speech delivery concepts.
2. Understand how to effectively analyze and adapt to an audience.
3. Prepare speech topics and outlines.
4. Learn research methods to access different types of sources (including academic, peer-reviewed journal articles) and effectively incorporate them into a speech and appropriately cite the sources.
5. Use supporting materials to strengthen points.
6. Prepare three types of speeches.
7. Complete faith integration objectives throughout the course.

III. Course Textbooks and Reading Materials

Students must purchase in advance texts and/or materials for this course.

> ***The Art of Public Speaking, 12th edition; with Connect Access.***
> ***Stephen Lucas***
> ISBN: 9780077797553
> ** Used textbooks typically do not include Connect Access. Please be sure that your purchase includes Connect Access.
> For **technical support with Connect**, contact Connect technical support at 800-331-5094.

Module One — Week 1

**Introduction to Public Speaking, Dealing with Speech Anxiety,
Ethics, Topic Selection, and Informative Speaking**

Objectives

1.1 Understand the importance of public speaking skills in contemporary society.

1.2 Recognize the tradition of public speaking.

1.3 Become informed about the normality of speech anxiety and be able to identify techniques to manage nervousness experienced during public speaking.

1.4 Identify the elements of the speech communication process.

1.5 Recognize ethical considerations that should be made regarding public speaking.

1.6 Be able to identify plagiarism and how to avoid committing plagiarism in public speaking.

1.7 Summarize considerations that should be made in selecting topics for speeches and how to develop a specific purpose for a speech.

1.8 Define informative speaking and recognize guidelines for effective informative speaking.

Reading

Read Chapters 1, 2, 5 and 15

Deliverables

LearnSmart quizzes 1, 2, 5 and 15
Discussion: Speech Anxiety; Speech Scheduling (preferences for days/times will be posted by students)

Module Two – Week 2

Research, Organization, and Faith Integration

Objectives

2.1 Learn and practice research methods.

2.2 Identify important elements of speech organization.

2.3 Identify and discuss with classmates how being part of the Christian community should influence how one approaches public speaking.

Reading

Reach Chapters 7, 9, 10 and 11

Deliverables

LearnSmart quizzes 7, 9, 10 and 11
Discussion: What does it mean to be a Christian speaker?

Discussion: Informative Speech topics
Written Assignment: Annotated Bibliography
Self-Introduction Speech: Peer Reviews

Module Three – Week 3

Audience Adaptation and Delivery

Objectives

3.1 Define audience demographics and explain how to adapt to diverse audiences.

3.2 Identify the different methods of delivery and aspects of effective delivery.

3.3 Describe the importance of body language both to self-confidence and credibility with an audience.

3.4 Demonstrate knowledge of organization through submission of informative speech outline.

Reading

Read Chapters 6 and 13

Deliverables

LearnSmart quizzes 6 and 13
Written Response to Ted Talk
Informative Speech Outline

Module Four – Week 4

Delivery of Informative Speech

Objectives

4.1 Deliver Informative Speech

Reading – No reading assignment for this module

Deliverables

Informative Speech (deployed through Connect)
Discussion: Sermon Analysis Topics

Module Five – Week 5

Supporting Materials, Language and Evaluation of Informative Speeches

Objectives

5.1 Identify different types of supporting materials

5.2 Recognize the element of effective language use in public speaking.

5.3 Evaluate self and peer Informative Speeches

Reading

Read Chapters 8 and 12

Deliverables

LearnSmart quizzes 8 and 12

Written Response to Ted Talk

Sermon Analysis Speech Outline

Self and peer critiques for informative speeches (deployed through Connect)

Module Six – Week 6

Delivery of Sermon Analysis Speech & Persuasive Speaking

Objectives

6.1 Deliver Sermon Analysis Speech

6.2 Recognize persuasive strategies

6.3 Apply persuasive strategies in preparing Persuasive Speech outline

6.4 Evaluate self and peer Sermon Analysis Speeches

Reading

Read Chapters 16 and 17

Deliverables

LearnSmart quizzes 16 and 17

Sermon Analysis Speech (deployed through Connect)

Discussion: Persuasive Speech topic

Written Assignment: Persuasive Speech outline

Delivery of Persuasive Speech, Evaluation of Sermon Analysis Speeches and Persuasive Speeches, & Special Occasion Speaking

Objectives

7.1 Recognize the different expectations for speeches delivered at formal occasions.

7.2 Deliver Persuasive Speech

7.3 Evaluate self and peer Persuasive Speeches

Reading

Read Chapter 18

Deliverables

LearnSmart Quiz 18

Sermon Analysis self and peer evaluations (deployed through Connect)

Persuasive speech (deployed through Connect)

V. Course Information and Grading

Course Requirements (Weekly)

Each Module will be based on the inclusion and grading of the following segments: Discussion Boards, Assignments/ Case Studies/ Projects/Speeches, Quizzes/Tests.

Class Discussions

Successful online learning requires active and meaningful participation in the Discussion Board Forum. Critical thinking, appropriate use of judgment and professional comments are required for all responses. Simple agreement or disagreement with a fellow student does not constitute a quality response. Student opinions are important but must be supported by relevant data obtained in the literature or text.

1. One initial discussion board post is due by the fourth day (Thursday @ 11:59 pm) of each weekly module and two response posts are due by the last day (Sunday @ 11:59 pm) of each weekly module.
    a. Undergraduate Word Count Requirements:
        i. Initial post must be >200 words
        ii. Responses must be >150 words
    b. Graduate Word Count Requirements:
        i. Initial post must be >250 words
        ii. Responses must be >200 words

2. Participation – <u>Students must meet initial and response post deadlines to be eligible for full points</u>. Late initial posts may be accepted with a 33% reduction in the overall score assessed for each day late. Two response posts are required. If only one is received,

then the overall score will be reduced by 25%. If no response posts are received, then the overall score will be reduced by 50%.

3. Students should be respectful and write in a proper and professional manner.

Please refer to the Discussion Board Rubric located within course syllabus for specific requirements and guidance on delivering a substantial discussion.

Late and Make-up Assignments

All deliverables are due by 11:59 PM on the due dates indicated. When substantive emergencies occur, acceptance of late submissions is left to the discretion of the course instructor.

Assignments that are submitted after the due date <u>with prior written approval</u> (text or email) from the instructor may receive the following deductions:

1. Late assignments are subject to a deduction of 10% of the available points for each day late.
2. Assignments submitted later than one week after due date will not be accepted and will receive a zero (0).
3. No work may be submitted after the last day of the course.
4. See Class Discussions for late discussion post policy.

Written Work

- All graded assignments must be typewritten, as designated by the professor of record for the course.
- All referenced materials must be presented according to the Publication Manual of the American Psychological Association (APA), based on the most current published edition. (current, 7th edition) (Except for English courses that specify use of MLA format.)
- All required written assignments are due on the last night of each lesson week at 11:59pm EST. This information is included in the course scheduler and calendar of every course.
- All written and graded assignments are considered the property of the College of Adult and Professional Studies and should be returned to the appropriate professor of record for the related course.
- SafeAssign may be used to check for plagiarism.

Grading Scale and Assigned Letter Grades

Charleston Southern Online Undergraduate classes follow the following numerical and letter grading scale. Grades will be posted by the Sunday night following the closing of the Module. No grades will be given to students over the phone.

A   = 90-100

B+ = 87-89

B   = 80-86

C+ = 77-79

C   = 70-76

D   = 60-69

F   = < 60

All work is due by 11:59 PM on Sunday of the week in which it is assigned, unless otherwise noted. Please review the course policies for additional information regarding late assignments.

Audience Requirement for Informative Speech, Sermon Analysis Speech, and Persuasive Speech:

Since this is a public speaking class, it is required that you do your three major speeches in front of a live audience. You have two choices for how to do this. One option is to attend one of the speaking groups I arrange on campus. The time these groups are scheduled will depend on feedback I get from students regarding preferences. If you attend one of these groups, please prepare to stay anywhere from 1-1 1/2 hours, depending on the number of speakers. Since your fellow classmates are providing you an audience it is your responsibility to participate as their audience. The other option for submitting these speeches is to assemble your own audience of at least **3** people, record, and post your speech through Connect. If there is no audience shown on the recording, the speech will not be accepted for a grade.

If you submit recorded versions of your major speeches, please adhere to the following guidelines:

- You must have at least 3 people (appropriate to your speech topic) in your audience. The camera must *briefly* scan your audience three times during your speech: immediately before, once during the speech, and immediately after. Children are only counted as audience members if they are old enough to comprehend what you are talking about and if the topic is appropriate for them (not too complex).

- Do not stop the recording at any time during your speech.

- The speaker should always be in the camera shot (except when the camera scans the audience).

For these speeches and for the Self-Introduction speech, adhere to the following guidelines to avoid grade deductions:

- If you are using a phone to record your speech, have the person recording hold the phone horizontally (sideways) rather than vertically.

- Before you submit your speech, make sure you are upright in the recording and not sideways, and that the volume is audible.

- Try to use good lighting for your video.

- Eliminate distractions, sounds, background.

- Do not wait until the last hour to submit your speech. You may have technical difficulties.

- Check your video after you have uploaded it to make sure it uploaded correctly.

Assignments

LearnSmart Quizzes: There will be 15 Chapter quizzes assigned through Connect. The links to the quizzes can be found in the corresponding module deliverables folder. You will have one week to complete each quiz before it is considered late and subject to a late deduction. Select "practice" and answer the questions until you have completed the questions for a particular chapter. Once the questions are completed, you will receive a 100 for the quiz and this will be reflected in the Blackboard grade book within 24 hours (unless you take the quiz past the due date at which point an automatic grade of 0 will be assigned — in that case you should e-mail me and I will adjust the grade for you). 15%

Self-introduction Speech: This speech can be submitted through Connect using a webcam or by uploading a video. No live audience is required for this speech. Students will deliver a brief speech introducing themselves to their classmates. This should be 1 - 2 minutes. 3%

Discussion Board: Students will be required to post topics for the informative speech, sermon analysis speech, and persuasive speech. This is intended for professor approval of topics and to avoid multiple speeches on the same topic. No more than one student may speak on a topic, unless they indicate how they will approach the topic in a different way. Therefore, the topics will be approved based on a first-come first-serve basis. 3%

There will be two topics for discussion posted on the discussion board (speech anxiety and what it means to be a Christian speaker). Students will be required to post a response to the questions and reply to two other student's posts. 6%

Annotated Bibliography: You will author an annotated bibliography (on your informative speech topic) citing all work in APA. This assignment requires citation and summary of five sources: Two peer-reviewed academic journal articles, one website, one book/e-book, and one newspaper/non-academic periodical article. 5%

Speech Outlines: Outlines for the informative, sermon analysis, and persuasive speeches should be submitted before the speeches are delivered. There will be a guide posted for each outline on Blackboard. 6%

Informative Speech: This speech must be delivered in front of a live audience. An informative speech is designed to convey knowledge and understanding, without attempting to directly convince your audience of something. This speech should be 3 to 3½ minutes, and needs at least three research sources (cited in the outline and during the speech) with no more than one website counting as a required source. One source should be a peer-reviewed journal article. 10%

Sermon Analysis Speech: This speech must be delivered in front of a live audience. This speech will discuss a sermon found through the chapel library database, summarize its message and main points, and include a personal response to the ideas expressed in the sermon (4 to 4½ minutes). The source for the sermon should be stated and any additional sources used in the speech should be cited. 15%

Persuasive Speech: This speech must be delivered in front of a live audience. This speech is the process of creating, reinforcing, or changing people's beliefs, or actions. You are required to cite three sources in this speech, with no more than one website being counted as a required source. Persuasive speeches should be 5 to 5½ minutes. 20%

Self-Critiques: The informative, sermon analysis, and persuasive speeches will be recorded and posted on Connect for you to view. You will be required to submit a self-review of each of these speeches using the rubric provided. 3%

Peer Critiques: Each student will be assigned two of their peers for the informative, sermon analysis, and persuasive speeches (total of 6) to review using the provided rubric. Students will be put into larger groups for the Self-Introduction Speech and should watch all of the speakers in each group and post a comment acknowledging you watched the speech. For this speech, critique is discouraged. Positive feedback is welcome. This will also be completed through Connect. 12%

Written Responses to a Ted Talks: Students will be assigned to watch two Ted Talks and write brief responses (well-developed paragraph) to the messages. 5%

Discussion Board Initial Post Rubric – Undergraduate

Initial Post Rubric	Content	Support & References	Mechanics & Length
Mastery 90-100%	• Relevant and thought-provoking viewpoints • Innovative and indicates a high level of thought • High level of critical thought, analysis, and application of concepts and ideas	• Student cites 2 peer-reviewed sources in the body of the posts • Proper APA format	• Post exceeds 200 words • Very well written
Effective 80-89%	• Advances the discussion and body of knowledge providing relevant, original thoughts to the question • Conveys thoughts in a well-rounded manner that show understanding, critical thought, and application of concepts	• Student cites 2 peer-reviewed sources in the body of the post • Not in appropriate APA format	• Post 178-200 words • Well written
Competent 70-79%	• Makes mostly complete response to the questions • Mostly restatement of materials • Conveys thoughts adequately; however, need to further develop critical aspects	• Student cites 1 peer-reviewed source. • Not in appropriate APA format	• Post is 158-178 words • A few writing errors
Minimal 0-69%	• Provides weak contribution to the discussion board • Does not convey concept understanding • Shows evidence of critical thought but is not concise or complete	• Does not cite any peer-reviewed sources • Addresses questions in a manner that is unclear • Not appropriate APA format	• Post is less than 158 words • Poorly written • 0 points for posts submitted after 11:59 PM EST on Thursday

Discussion Board Peer Response Rubric – Undergraduate

Peer Response Rubric	Content	Support & References	Mechanics & Length
Mastery 90-100%	• Advances discussion providing additional commentary that is relevant or offers an alternative • Critical thought development is evidenced by thoughtful and meaningful responses • Source is relevant and published in last 3 years	• Student cites 2 peer-reviewed sources in the body of the posts • Proper APA format	• Post exceeds 150 words • Very well written
Effective 80-89%	• Advances discussion providing additional commentary and critique • Responses are correct but mostly restate the peers' viewpoints without development of critical thought • Source is relevant and published in last 3 years	• Student cites 2 peer-reviewed sources • Not in appropriate APA format	• Post is 133-150 words • Well written
Competent 70-79%	• Shows adequate understanding of the knowledge and concepts posted by peers • Responses are mostly, "I agree…" • Source is somewhat relevant and published in last 5 years	• Student cites 1 peer-reviewed source • Not in appropriate APA format	• Post is 118-132 words • A few writing errors.
Minimal 0-69%	• Shows minor comprehension of concepts and viewpoints from peers. • Responses are vague and do not show understanding or comprehension	• Does not cite any peer-reviewed sources • Not appropriate APA format	• Post 0-118 words • Poorly written • 0 points for posts submitted after 11:59 PM EST on Sunday

Short Answer Rubric – Undergraduate

Short Answer Rubric	Clarity	Depth	Quality
Mastery 90-100%	• Relevant use of vocabulary throughout • Demonstrates superior knowledge of concepts and theories • Addresses problem/issue directly • Demonstrates active critical thinking relevant to problem identification and effective solutions	• Articulates critical thoughts & analysis throughout the answer • Obvious use of outside resources to supplement resources	• Professional writing structure • Well-organized response • Free of grammatical, spelling, & formatting errors
Effective 80-89%	• Demonstrates satisfactory understanding • Lacks answer to all questions/full scenario • Demonstrates some knowledge of content and professional vocabulary • Content needs additional focus for innovative responses other than restatement of text	• Demonstrated some form of outside material used • Shows some critical thinking and active thought	• Follows assignment instructions • Well-written • Few writing errors
Competent 70-79%	• Inconsistent comprehension • Marginal responses • Content, concepts, ideas/responses are not fully developed	• Provided enough detail for marginal requirement • "Textbook" in nature (restatement of what was in textbook)	• Lacks focus on content • Some writing errors
Minimal 0-69%	• Consistently below expectations • Lacks significant details of the assignment • Lacks critical thought, analysis, and application	• Lacked detail that demonstrates active thought • One-sentence answer	• Unorganized and poorly written • 0 points for late assignments

	• Partially addresses the topic		