

SPCM 1100: Public Speaking  
Summer 2009 MTWRF 1-3:15

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REQUIRED TEXT: Lucas, S. E. *The Art of Public Speaking*, 10<sup>th</sup> ed., Boston: McGraw Hill, 2007.

**COURSE DESCRIPTION:** This course is designed to introduce you to the fundamentals of speech communication; to improve your ability to evaluate other communicators objectively and analytically; to acquaint you with effective methods of collecting, organizing, and presenting material; to enhance your listening abilities and your sensitivity toward audience awareness, to strengthen your awareness of the impact of a context on public speaking; and to provide you with the opportunity to sharpen those skills through classroom practice.

**SPEAKING ASSIGNMENTS:** You will deliver four speeches throughout the term, clearly scheduled on the syllabus. Students must attend class on speaking days, and when assigned a specific day to speak, speak on their assigned day. You are expected to turn in an outline before you begin each speech. Outlines will be a contributing factor in your speech grades. They must be neat and typed using full sentences and proper organization. I will not accept an outline via email nor after the day you give your speech.

**EXAMINATIONS:** All students will take two exams. You need to purchase a textbook and read it carefully. Examination questions are taken from class lectures and from the textbook.

**ATTENDANCE:** Your attendance is expected for each class meeting. You may NOT miss class days on which you are supposed to speak. You are also expected to be in class as an audience member for your fellow classmates speeches. Missing such classes will result in an automatic drop of a letter grade on your speech.

**PARTICIPATION:** Your participation in class activities and discussions provides practical application of the course material. The more practice you have working out these ideas and speaking in front of the class, the better prepared you will be for your graded speeches. Throughout the term, unannounced quizzes and other daily assignments will be given. A daily schedule of reading is attached to this syllabus. All chapters required for a particular day should be read PRIOR to the beginning of class. The best way to get the most out of class time is to have done the reading ahead.

**MISSED WORK:** Any missed work may be made up ONLY with my permission. Permission to make up work may require written verification to my satisfaction. Do not assume missed work may be made up. There will be NO make up speeches. If you must miss a speech due to an emergency, you must provide documentation within 48 hours of your scheduled speech.

**ACADEMIC HONESTY:** The University, the Department of Speech Communication, and I personally take academic honesty very seriously. Every student at the University of Georgia should be familiar with the booklet, "A Culture of Honesty: Policies and Procedures on Academic Dishonesty." If you are not, please obtain one of these booklets and read it carefully. This document has a thorough presentation of four types of academic dishonesty including plagiarism, unauthorized assistance, lying/tampering, and theft, as well as the procedures that are in place to adjudicate alleged incidents of academic dishonesty. The policies and procedures described in "A Culture of Honesty" will be strictly followed.

**LEARNING ACCOMODATIONS:** Any students who need special accommodations for learning or who have particular needs are invited to share these concerns or requests with me as soon as possible. The Disability Resource Center (542-8719, Clark Howell Hall) provides written documentation that specifies the needed modifications (i.e., note taker, extra time for tests) to the instructor. If you have not contacted The Disability Resource Center to request a letter be sent to your instructor, please do so.

## COURSE REQUIREMENTS AND GRADING:

All students must complete the following:

Mini Speech I	Introduction Analogy	100	GRADE SCALE:
Mini Speech II	Visual Aid	100	A (930-1000); A- (900-929)
Speech I	Informative Tour	200	B+ (880-899); B (830-879); B- (800-829)
Speech II	Persuasive Forum	200	C+ (780-799); C (730-779); C- (700-729)
Exam I	Midterm	150	D (600-699)
Exam II	Final	150	F (599 and below)
Participation		100	

### *Tentative Schedule*

M6	Introductions
T7	Chapter 1: Speaking in Public, Chapter 2: Ethics and PS
W8	Chapter 3: Listening, Appendix: Giving Your First Speech
R9	Chapter 5: Analyzing the Audience, Chapter 6: Delivery
F10	<b>Mini Speech ONE and Discussion</b>
M13	Chapter 4: Selecting a Topic and Purpose, Chapter 11: Language, Chapter 14: Speaking to Inform
T14	Chapter 8: Organizing the Body, Chapter 9: Beginning and Ending
W5	Chapter 10: Outlining, Chapter 13: Using Visual Aids
R16	<b>Mini Speech TWO and Discussion</b>
F17	<b>Exam ONE</b>
M20	<b>Informative Tour Speech</b>
T21	<b>Informative Tour Speech</b>
W22	Chapter 18: Speaking in Small Groups, Develop Topics for Persuasive Forum's
R23	Chapter 6: Gathering Materials, Chapter 7: Supporting Your Ideas
F24	Chapter 15: Speaking to Persuade, Chapter 16: Methods of Persuasion
M27	Meet in Groups
T28	<b>Persuasive Forum Speech</b>
W29	<b>Persuasive Forum Speech</b>
R30	<b>Exam TWO</b>

### Mini Speech ONE: Personal Narrative/Introduction by Analogy

**Analogy:** A resemblance of relations; an agreement or likeness between things in some circumstances or effects, when the things are otherwise entirely different. Thus, learning *enlightens* the mind, because it is to the mind what *light* is to the eye, enabling it to discover things before hidden. *Followed by between, to or with;* as, there is an *analogy between* these objects, or one thing has an *analogy to or with* another. *Analogy* is very commonly used to denote similarity or essential resemblance; but its specific meaning is similarity of *relations*, and in this consists the difference between the argument from *example* and that from *analogy*. In the former, we argue from the mere similarity of two things; in the latter, from the similarity of their *relations*.

### **I am like a \_\_\_\_\_**

For this assignment, you are asked to find a way to introduce yourself to the class using the technique of analogy. Your analogy should provide your audience with a greater appreciation of who you are by highlighting common features of your self, reflected in the novelty of the thing you have chosen for your analogy. In particular, you should stress the idea of the relationship you share with a real or fictional thing that you feel provides some insight into who you are. Essentially, you are using analogy to write and share a story about yourself.

You may use anything you want as your point of comparison **except another person**. Be creative in your choice. Look for interesting things that offer you a new perspective on how you view yourself. Start with yourself. Write down what you consider to be important aspects of your identity. *For example: I have four brothers and sisters and am the youngest of the bunch. Communicating in such a big family*

*taught me the importance of being a good listener.... I love to be outdoors. I generally try to engage in activities outside so I can enjoy nature. I have become an advocate for recycling and finding other ways to help spare our planet of pollutions.... I love Georgia football. I love it so much I have planned my fall wedding around the dates of Georgia games. I am extremely loyal to the people and things I love... etc...* Then make a list of things you find interesting, unique, enlightening. *For example, rock collecting and skipping, basket weaving, laundry hanging out to dry, hot peppers, tea drinking before bed, and bonsai.* Look for ways to connect aspects of your self to those things. *For instance, the Georgia fan in me is like a hot Thai pepper, a peppy flavor that consumes and endures.... or...the Georgia fan in me is like a laundry line weathered and stretched between two trees...or I am like a cup of chamomile tea at bedtime, a good listener at the end of a long day....* I'm asking you to focus on the positive connections you share with your chosen thing. Don't worry about how you are not like something. The point is to find ways to show your resemblances through the relationship you create in your analogy.

Once you have chosen your item for the analogy organize it into a 2-3 minute speech. Within this time frame, you will only need two or three main points or ways to show how you are like your thing. A successful speech will have **three components**: a brief **introduction** that entices audience interest and previews the story, a **body** or narrative that tells the story (the longest portion of the speech), and a **conclusion** that summarizes the importance of your tale and provides a synopsis of what the story says about you.

You have **2-3 minutes**. No more or less. I am not a drill sergeant when it comes to time limit, however your speech will suffer some if it is dramatically under or over time. I will ask you to stop or conclude any speech that is more than a couple of minutes over time. Please **be considerate** of your classmates in properly rehearsing your speech to ensure it fits the time frame.

As stated in the syllabus, all speeches require an **outline to be turned in before you speak**. They must be typed, organized and use full sentences. For this speech, I ask that you refer to the **SAMPLE OUTLINES** in the book and on the CD. Since we have not officially gone over outlining, they will be weighed a little less than in future speeches.

Speeches are graded according to their relative weight in the course. Mini Speech ONE counts less, as you have less knowledge of speech making. Future speeches will be graded on more criteria than this one, as you are expected to know and utilize more techniques. In particular, your speech must be delivered **EXTEMPORANEOUSLY**. This means it is well rehearsed, uses a few note cards or a keyword outline to move from one idea to the next, and the exact wording of the speech is chosen at the time of delivery. (You should not use your full sentence outline to give your speech, because you will end up reading it. The full sentence outline is to help you organize your speech during the preparation phase and to give me a guideline of what you hope to achieve with your speech.) You will also be graded on your **delivery** of the speech in terms of vocal rhythm, pattern, rate and volume. I will be watching for frequent eye contact with the audience, as connecting with your audience through eye contact is a key to speaker success. I will be watching for any distracting physical behaviors in movement and posture. In terms of **content**, your speech should have a recognizable story/narrative and should be a lesson about self. The speech should be well **organized**, having a recognizable introduction, body, and conclusion.

Mistakes will be made, but the more prepared you are, the easier it will be for you to move on and get through your speech. Remember, everyone is at least a little nervous about doing this. If you have any problems, please come talk to me about your speech.

#### Mini Speech TWO: Retelling a Tourist via Visual Aid

Similar to your first mini speech, this speech gets you warmed up for your Informative Tour Speech below. Please go ahead and read that assignment now . . .

Notice that in the Informative Tour Speech assignment, I suggest you go out and play the role of a tourist by taking a tour of your own. I'd like you to do that for this mini speech assignment and come back with a 2-4 minute speech/report of your experience.

For this speech, you are not playing the role of the tour guide (as you will in the Informative Tour Speech), but rather a tourist reporting on a tour s/he just experienced. What did you learn or take away from the tour you took? You will tell us your tale through one object or visual aid of your choice. The visual should help you report your experience. It should be a good visual (take a look at the visual aid chapter before you go on your tour – so you can distinguish between good and bad visual aids). Perhaps it

could be some artifact (photograph, flower, postcard, pamphlet, pencil, toy, etc) that you collected or bought as a memento of the tour.

You must turn in a full sentence, typed outline on the speech day. Your speech should use a successful visual aid, have a beginning, middle, and end, and be delivered extemporaneously with attention to the mechanics of delivery.

### Informative Tour Speech

For this assignment, you are asked to take on the role of a tour guide and inform your audience of a person, place, thing, or culture of your choice. To do so, you will have to become an expert on your subject choice, whether it's a professor who once conducted underground meetings in the basement of the old college building, a hidden rock garden you found in the quad, or an old bottle of sherry you dug up in your back yard when clearing it out. **Your subject must be tangible** in some way and you must be able to represent it somehow (i.e. pictures, a drawing, a model, the thing itself or other things that evoke it for you) and show it to the class. You can take us somewhere on the tour if you so choose, but it must be within short walking distance. Each student will have a total of approximately \_\_ minutes for his/her speech. Actual delivery time is 4-5 minutes. You can use the other time to take us somewhere (including time to return to the classroom) or set up the classroom like a museum, etc. If you plan to take the class out of the classroom, you must present and discuss your idea with me prior to the day of the speech.

Tourism is a communication form that can transform daily life and the experience of being human (culture). At dictionary.com tourism is defined as “the activity or practice of touring especially for pleasure, the business or industry of providing information, accommodations, transportation, and other services to tourists.” A tourist is one that makes a tour for pleasure or culture. The tour guide is a person who leads others on a tour. In her book, *On the Beaten Track*, Lucy Lippard states,

In recent years, a lot of cities around the country have come up with PR campaigns called Be a Tourist in Your Own Town. It's an interesting idea if it's taken way past the overtly commercial motives that inspire it. Instead of discounted trips to restaurants and museums offered in order to stimulate local markets, this could be a time to focus on latent questions about our own places—areas we've never walked through, people we've never met, history we don't know, issues we aren't well-informed about, political agendas written on the landscape (15).

For this speech I am asking you to become a tour guide, leading your classmates on a tour of your selected person, place, thing, or culture. Your classmates become tourists in their own town, seeing things in a different light. Perhaps the azalea bush we walk by every day without noticing has a very specific history. It is up to you as our tour guide of the tree to tell us why we should look more closely at it. To do so you must be a tourist and tour the thing yourself. You must research it and dig up its histories. Once you have become an expert on your subject, think about what makes it compelling. How can you present this thing to us to make us want to know more about it? Lippard says,

Travel stories are the stuff of myth and legend—great hunts, vision quests, explorations of other worlds. Travel is between a beginning and an end, a circular form in which the point of departure is as influential as the destination. Victor Turner and Nelson Graburn have pointed out that the structure of tourism resembles all ritual behavior—a beginning, a change, and a return to the normal. When we travel, we “cross over,” as in Turner's notion of liminality—the threshold, in the throes of passage. We cross not only from place to place but also from time to time and sometimes we are changed in the process (5).

I suggest you participate in the ritual of performing the tourist for yourselves by going to tour something: a museum, the botanical gardens, a home, an art gallery, a library, a cemetery, a sculpture garden, a car lot, etc. Or just recall and write about a recent experience you had as a tourist: touring a winery in California or a distillery in Scotland. Use the experience to help you figure out what kind of tour guide you want to be. Will you be the hustling car salesman who is attempting to sell a car on his tour or are you more like the man dressed in period clothing participating in a reenactment of the civil war?

Have fun with this speech and be creative in the way you set up your tour. If you are showing us a rock sculpture hidden behind the bushes in the quad, you may not be able to find any information about why it is there (because you may have put it there!). What might you logically associate it with? Think

about other rock sculptures that you know about (i.e. Medieval castles, Hadrian's Wall, Stonehenge, the art of Bonsai). In other words, your visual representation is just that—a representation. If you want to take us to Stonehenge in Athens, go for it. This assignment can be realistic (these are the UGA arches, commonly referred to in pamphlets on campus, built in ... for...) or it can be imaginative (on this site in 1899 several crop circles were discovered ...). For the latter, your research (which is required for this speech) would be drawn from actual research on crop circles. You are just changing the site/sight.

You must turn in a tour map briefly describing the tour you will take the class on for this assignment. Your map should be two or three typed paragraphs that explain your subject and how you stumbled upon it. You should also describe the manner in which you will guide the tour. The tour map is due in class as noted on the schedule. I will take a look at your maps and make sure you are on the right track.

Your speech should be **4-5 minutes long**. No more, no less. The speech should be organized with a clear introduction, body, and conclusion. You must turn in a **typed, organized full sentence/preparation outline** before you speak. Your speech must be delivered **EXTEMPORANEOUSLY**.

You are required to have a minimum of **three outside research sources** for this assignment. These sources must be cited in your outline using MLA or APA style, as well as orally cited in your speech. If you are only using three sources, you cannot use both an encyclopedia and a dictionary citation. The idea is to get you to use the library and its wealth of information. Dig into your subject by looking in several books, perhaps films or other sources the library has to offer you, or go interview someone on or off campus who has expert knowledge. Histories are hiding under every rock. Go explore, become an expert, and take us on a tour of your newly found histories.

“Everyone leaves traces—it’s a matter of looking for them”

Lucy Lippard *On the Beaten Track* (19)

#### Persuasive Forum Speech

For this assignment you will participate in several sessions of Forum theatre. Forum theatre, as defined by Adrian Jackson in his translation of Augusto Boal's *Games for Actors and Non-Actors*,

is a theatrical game in which a problem is shown in an unsolved form, to which the audience, again spect-actors, is invited to suggest and enact solutions. The problem is always the symptom of an oppression, and generally involves visible oppressors and a protagonist who is oppressed. In its purest form, both actors and spect-actors will be people who are victims of the oppression under consideration; that is why they are able to offer alternative solutions, because they themselves are personally acquainted with the oppression. After one showing of the scene, which is known as ‘the model’ . . . it is shown again slightly speeded up, and follows exactly the same course until a member of the audience shouts ‘Stop!’, takes the place of the protagonist and tries to defeat the oppressors.

The game is a form of contest between spect-actors trying to bring the play to a different end (in which the cycle of oppression is broken) and actors ostensibly making every possible effort to bring it to its original end (in which the oppressed is beaten and the oppressors are triumphant). The proceedings are presided over by a figure called the ‘joker’ . . . whose function is to ensure the smooth running of the game and teach the audience the rules; however, like all the participants in Forum Theatre, the joker can be replaced if the spect-actors do not think he or she is doing a fair job, and virtually any of the ‘rules’ of the game can be changed if the audience wants. Many different solutions are enacted in the course of a single forum – the result is a pooling of knowledge, tactics and experience, and at the same time what Boal calls a ‘rehearsal for reality’.

. . . It is used . . . anywhere there is a community which shares an oppression. Its aim is to stimulate debate (in the form of action, not just words), to show alternatives, to enable people ‘to become the protagonists of their own lives’ (xxi-xxii).

You will be placed in a group of 4-6 students. In this group you will define a common problem that you find in the classroom, the institution, the city, the government, etc. The problem you come up with must be one that your classmates can relate to. Questions you may ask yourselves are questions like: *how does the University oppress me? Schoolbook prices, parking fines, bikes on campus, etc. When do people*

*take advantage of me? Low wages and high prices. How does the government local, state, and federal control me? The war, Gas prices, surveillance, stop signs, etc. When and where do I feel like I do not have a voice? Someone cat calls at you as you walk down the street to class. Where can I go and where can't I go? Gated communities, certain bars. You want to come up with a problem that you could potentially take to a city council meeting or to the school board, etc.*

This type of “play,” as Boal might call it, is relative to public speaking and this class. There are many public meetings that you have a right to participate in, and you never know, you might actually be able to help change something that oppresses you! Don’t freak out when you see that you are called actors and spect-actors, and that I’m asking you to act out scenes in the class. Think of it as practice for real life. There will be times when you find yourselves in a position where you have ideas and suggestions that might better a situation. This “speech” is a “rehearsal” for those moments.

Your group is expected to come up with a scene that displays a problem. You are not to solve the problem but show the class what the problem looks like in a realistic enactment. A copy of your scene or a script is **due in class** on a specified day. Your scene should be 3-5 minutes long and well rehearsed. I will give you some class time to work, but you will also have to find time outside of class to meet with your group. You will have a “protagonist” in the group. This is the person who is oppressed in the scene. There will be a group of oppressors who are causing the problem for the protagonist, and the joker/host figure. The joker can be the narrator of the scene. S/he is the person who in charge of introducing the game and providing the rules for the audience. S/he can also stop and start the game, which is the job of the audience or spect-actors, everyone else in the class. The scene should be enacted once without interruption. After which, **each “character” (including the host/joker figure) will give a 2-3 minute speech** that informs the audience of where s/he stands on the issue and attempts to persuade the audience to agree with him or her. In other words, everyone delivers a 2-3 minute speech from the perspective of the character they are playing. Then, the original scene will be enacted several more times with the audience interrupting and taking the place of the protagonist and trying to change the problem or prevent the oppressors from carrying out the scene in the same way. The job of the oppressors is to attempt to have the scene end the same way it did the first time (this is a reason you must be well-rehearsed!). Much of the work is improvisational, as you will all be putting yourselves on the spot in these situations. Ultimately, you are (as a group) trying to persuade the others in the class that some thing (the problem you choose) needs to change and working it out together provides us a safe space to come up with some solutions.

On the day you give your group presentation/speech the group should **turn in one scene script. Plus, each character should turn in an outline for his/her individual speech.**

Be nice to your group members! Allow everyone an opportunity to share their ideas and brainstorm as a group before you make any decisions on your problem and topic. If you have any problems with your group, contact me, and I will quietly try to help you take care of it. Group work can be difficult. Finding time that you can meet outside of class is imperative. We all have busy schedules, but please try to be as accommodating to your group as possible.

