

SPCM 1100- INTRODUCTION TO PUBLIC SPEAKING

Instructor: Jamie Landau

Spring 2008 courses, times, locations: M/W/F, 2:30-3:30 p.m., 214 Terrell Hall

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WebCT: SPCM 1100- Spring 08, Landau

REQUIRED TEXTS:

- Lucas, S.E. (2007). *The Art of Public Speaking*. Boston: McGraw Hill.
- Additional readings and texts for analysis are available on WebCT.

GOALS:

This course has three larger goals:

- As is obvious from the title, one of the main goals of the course is to enable you, through practice and critique, to more effectively present your ideas in any public space that involves communication.
- Democracy is based upon the participation of all citizens in the process of public argument and decision making. This not only requires that you are able to speak effectively, but also that you become a critical thinker when others communicate their ideas. As a community of critical thinkers and speakers, we can come to stronger policies and better lives. Hence, we will treat our critical thinking and listening skills as an essential part of the overall process of public speaking and living in the United States today.
- Communication is the essence of what we are as individuals and as a culture. Thus, we will also attempt to note the many ways in which our discussions of public speaking work as metaphors for the communication that takes place, subtly and heavy-handed, in our everyday lives, particularly via mass media.

OBJECTIVES:

Regarding this, while I will lecture on themes, theories, and even "recipes" that I and other scholars have found useful in the study of public speaking, I also approach "effective" speaking as a practice that we all already understand from experience although we have rarely reflected upon it (i.e. while you might not need someone to tell you when you've witnessed an effective oration, you may need help planning one, especially an ethical one). As such, I will expect us to build theory from the bottom up, to comment on what we find to be effective even while we try out approaches that are repeatedly recommended in existent literature and in class. One of your jobs is to force us to focus on the dynamism of speaking situations, to make yourself and your classmates more effective no matter what the situation. Finally, I want to emphasize that I take a "hands on" approach in the classroom — if you are going to truly learn, you must put critical and performative skills into practice, and one must find it easy to contact me when problems arise. Having said all that, this course has five basic objectives:

- The student will understand the need for effective public speaking skills in a variety of contexts.
- The student will use research skills in the preparation of speeches.
- The student will practice critical speaking and listening skills.
- The student will learn the vocabulary of public speech.
- The student will practice various types of public speech.

POLICIES:

- **Registration-** You must leave if you are not registered in this course. To add the course, please see the department's Basic Course Director, Dr. Tina Harris, in 120 Terrell Hall.
- **Classroom environment-
Cell phones, etc.-** All cell phones and electronic devices must be turned off before the start of class and remain off until the end of the period.

Food or drink- No food or drinks are allowed in class on speaking days.

Dress- On speaking days, dress a notch above your audience.

Videotape- On the informative speech day, speakers will be videotaped. All students are required to provide a VHS video cassette for their speeches. Sharing VHS tapes among students is allowed, but such arrangements must still allow students to turn in self-critiques on time.

- **Learning accommodations-** 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 Office of Disability Services in Clark Howell Hall (706.542.8719) provides written documentation that specifies the needed modifications — like a note taker or extra time for tests — to the instructor. On the first day of the semester, athletes are also encouraged to see me to discuss their schedules.
- **Academic honesty-** “Academic honesty is — defined broadly and simply — the performance of all academic work without cheating, lying, stealing, or receiving assistance from any other person or using any source of information not appropriately authorized or attributed,” says the Preamble to ‘A Culture of 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 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 there will be strictly enforced.
- **Attendance-** Attendance will be taken in some form at every class. Absences due to university activities (i.e. sports, debate, etc.) must be discussed with me *no later than one week before* the relevant class period(s). Written documentation for a university-sanctioned absence must be provided. Arrangements concerning absences are at my discretion. Your regular attendance is necessary as examinations not only cover material from the book, but also material that is only covered in class lectures. Additionally, class activities will be scattered throughout the semester. Such activities will go toward your participation grade for this course and cannot be made up regardless of the reason for the absence. Please note that if you should miss class, it is *your responsibility* to obtain missed materials from a classmate, not the instructor. Tardiness is not appropriate and will not be tolerated. Allow yourself enough time to be in class before it begins. Additionally, leaving class early is not allowed.
- **Emergencies-** If an emergency arises and you know you will not be able to get to class on a speech or exam day, please let me know as soon as possible *before class* by sending me an e-mail or leaving a message for me on my office phone.
- **Late speeches-** Public speech presentations are clearly scheduled on the syllabus. Students must speak on their assigned day, which will be determined when the specific speech sign-up sheets are passed around throughout the semester. *All topics must be approved by the instructor.* The following policies apply to *students who do not speak on their assigned day* and notify me as soon as possible of their absence:

Excused absence (zero point deduction)- Students may present their speech during the next class period when time is available when they are absent due to a university-sanctioned activity where prior notice has been provided, an illness verified in writing from the Student Health Center or your private physician, or an emergency documented through a student’s advisor or from Student Affairs.

Late speech (one full letter grade deduction)- Students may present their speech with an automatic full letter grade deduction during the next class period if time is available and if they provide a compelling excuse. ‘Compelling’ excuses are based on my discretion. If a compelling excuse is not provided, I am under no obligation to allow the student to earn points to make up the speech.

Unexcused absence (no credit)- Students who do not provide an acceptable reason for not giving their speech will make up the assignment at my discretion for zero points. Remember that to just receive a grade for this class, you have to complete all of the speeches.

- **Turning in assignments-** I only accept assignments that are double-spaced, typed, and stapled or paper-clipped. All collected assignments should also include proper headings and citation styles. If

you are sick the day an assignment is due, please e-mail me the assignment in an attachment or have a friend drop it off in my mailbox at the Speech Communication Main Office in 110 Terrell Hall. Make sure that you use the time card machine in the main office to stamp the time and date the assignment is turned in. The office assistant will then put it in my mailbox. Each day an assignment is late, 10% of the grade is deducted. Overdue starts at the end of the class period the assignment is due.

- **Research requirement-** As part of your enrollment in this class, you must satisfy a departmental research requirement. This requirement may be satisfied in one of three ways: 1. participation in a research project conducted by the Department of Speech Communication, 2. a summary and analysis of an academic article from a communication journal uploaded on WebCT, or 3. attendance and a written analysis of a colloquium presentation at the Department of Speech Communication. For information about all three options, see a document on WebCT entitled "The UGA Speech Communication Research Participation: Information for Students." Failure to fulfill the research requirement will result in a grade of *incomplete* for this course. You need to complete a separate research project or paper for each Speech Communication class that requires or offers research participation. Throughout the semester I will give notice in class or via WebCT about research participation opportunities.
- **Final exam-** The final exam (noted on syllabus as Exam 2) will be given at the assigned time per the official University schedule. This exam will not be given early or at a different time unless changed by the University. There are not exceptions to this policy. Please mark your calendars and make your travel plans based on the exam date and time: *Friday, May 2, 3:30 to 6:30 p.m.*
- **Receiving a final grade-** Students must complete all exams, speeches, and the research requirement to receive a final grade for this course or will otherwise receive an "I" (Incomplete)
- **Grievance/grade appeal procedure-** If you have a concern with any dimension of the course at anytime over the semester, please speak to me. If you want to appeal a grade, you must make the grade appeal in writing to me, either via e-mail or in hard copy, only *after 24 hours has passed* since receiving the grade and *within one week* of the grade being returned. Prepare and submit a typed argument indicating what your specific appeal is and what grade you believe you deserved. If you have employed these measures and are still dissatisfied, or feel that an appropriate resolution may not be reached by working with me, then I encourage you to contact the department's Basic Course Director, Dr. Tina Harris at tmharris@uga.edu. She will also need a written grade appeal to help you.

ASSIGNMENTS:

- **Cultural Artifact Speech (25 points)-** This is a *one to one and a half* minute extemporaneous-style speech designed to acquaint you with your classmates, otherwise known as 'show and tell.' You will chose an item that is representative of a culture with which you identify, bring that item to class (if possible), and build the speech around that theme. Grading criteria includes all speech concepts learned up to that point in the semester. See the 'Cultural Artifact Speech Evaluation' document on WebCT for details, *and print it off and bring it to class* on the day you are scheduled to speak. The student may use no more than two 3x5 note cards, which will be collected after the speech but not graded. Using the lectern is not allowed. Monitoring of your speech time will be enforced by a rotation of other students.

(NOTE: You are required to use the same 'umbrella' topic for all of the remaining speeches but will be approaching this topic from three different angles. Such topics are controversial social, cultural, or political policy issues, either global or local, or historical or contemporary, in nature. The topic needs to have an infamous personal figure associated with it. All topics must be cleared by me before you begin to research. No repeated topics are allowed. Topics and assigned speaking days will be approved on a 'first come, first serve' basis)

- **Informative Speech (150 points)-** This is a *four to five* minute extemporaneous-style speech in which you provide information about both sides of your umbrella topic. Supporting points and data can be drawn from life experiences the student has had with the topic, as well as the student must *orally cite at least four credible sources*, only one of which can be from the Internet. A typed formal outline with a works cited page must be turned in to the instructor at the start of class on the day of

giving the speech. During this speech, a video camera will also videotape the student, who must review their VHS cassette and turn in a one to two page typed self-critique by the next class day. Grading criteria includes all speech concepts learned up to that point in the semester. See 'Info Speech Evaluation' document on WebCT for details, and *print it off and bring it to class* on the day you are scheduled to speak. The student may use an unlimited number of note cards, which will be collected after the speech but not graded. Using the lectern is not allowed. Monitoring of your speech time will be enforced by a rotation of other students.

- **Apologia Speech (200 points)**- This is a *five to six* minute extemporaneous-style speech of self-defense, justification, absolution, and/or vindication. You will speak on behalf of someone of notorious reputation in the community of your umbrella topic. Supporting points and data should be *orally cited from at least four* credible sources, only one of which can be from the Internet (*note: these must be new sources that were not used in the informative speech, although the informative speech sources can be used as additional ones*). A typed formal outline with a works cited page must be turned in to the instructor at the start of class on the day of giving the speech. During this speech, another student will anonymously critique you and turn in a two to three page typed anonymous peer critique to me by the next class day, which I will later give to the corresponding students. Grading criteria includes all speech concepts learned up to that point in the semester. See 'Apologia Speech Evaluation' document on WebCT for details, and *print it off and bring it to class* on the day you are scheduled to speak. The student may use an unlimited number of note cards, which will be collected after the speech but not graded. Use of the lectern is allowed. Monitoring of your speech time will be enforced by a rotation of other students.
- **Protest Speech (150 points)**- This is a *four to five* minute speech designed to further motivate an already motivated audience to some specific action or goal associated with your umbrella topic. Much social change comes from grassroots socio-political movements that include live and/or mediated protests. You will craft this speech for and deliver it to a real immediate student audience of friendly, fellow believers in an outside setting, and then circulate it afterward via mass media. Grading criteria includes all speech concepts learned up to that point in the semester. See 'Protest Speech Evaluation' document on WebCT for details, and *print it off and bring it to class* on the day you are scheduled to speak. Supporting points and data can be drawn from any earlier speeches you gave or from any new sources, but you are not required to cite a specific number nor do you have to turn in a works cited sheet. However, a typed formal outline must be turned in to the instructor at the start of class on the day of giving the speech. You should also use at least one visual aid for this speech. Furthermore, you are required to circulate some component of this protest speech via mass media after it is given, whether that includes posting a critical message related to the speech or a picture of you giving it on a an apt web site or uploading a digital video of the speech on YouTube or the like (*note: pre-arrange your technological needs*). Documentation of this media circulation must be noted in the proper discussion thread on WebCT. The student may use an unlimited number of note cards, which will be collected after the speech but not graded. Use of the lectern is not allowed. Monitoring of your speech time will be enforced by a rotation of other students.
- **Speech outlines, self-critiques, and peer critiques (portion of speech grades)**- A typed outline with a works cited page must be turned in to the instructor at the *start of class* on the day a student is assigned to give their informative, apologia, and protest speeches. A one to two page self critique of a student's videotaped informative speech is *due the next class day*. A two to three page peer critique of an anonymously assigned apologia speech is due *via e-mail* to me on the next class day after the speech is given.
- **Exam 1 (150 points)**- A *take-home* short answer/essay exam covering lecture and reading material from the first class day up to that point in the semester will be given out in class on *Monday, March 17* and must be turned back to me in hard copy form at the *start of the next class day on Wednesday, March 19*. Be aware that this exam, while it is in a take-home format, is individual work and therefore students are required to abide by the Honor Code. The instructor will provide specific instructions about this exam on the day it is distributed.
- **Exam 2 (150 points)**- A short answer/essay question final exam covering lecture and reading material from after the take-home midterm exam will be given in class on *Friday, May 2*. The instructor will provide a basic review sheet prior to the test day.

- **Research requirement (25 points)-** see above under policies.
- **Participation (150 points)-** As you will notice, 15% of your final grade derives from the sources below. I take this portion of your evaluation *very* seriously. In order to receive all 150 points, you must have an excellent record of attendance and turning in assignments, as well as make an exceptional attempt to add your voice to class discussions and activities, including posting regularly on WebCT. ***In-class discussions/activities-*** Students are encouraged to participate in daily in-class discussions and activities, ranging from answering my questions on lecture days to being attentive critical listeners on speaking days. ***WebCT-*** Students must check WebCT *daily* for updated course information and assignments, such as accessing their peer critiques. Also, students are required to make posts on WebCT discussion boards. Acceptable discussion posts include — but are not limited to — ruminations on the day’s lecture, critical-thinking comments about the reading, thoughts about current events related to public speaking, analytical reactions to another student’s post, or reflections on in-class student speeches. Be aware that WebCT is a University-sanctioned program and therefore falls under its jurisdiction. As in the classroom, you will be expected to adhere to all UGA polices when using WebCT.

GRADING:

Scale-

- A = 930 to 1,000
- A- = 900 to 929
- B+ = 880 to 899
- B = 830 to 879
- B- = 800 to 829
- C+ = 780 to 799
- C = 730 to 779
- C- = 700 to 729
- D = 600 to 699
- F = 0 to 599

Point distribution-

- Cultural Artifact Speech = 25
- Informative Speech = 150
- Apologia Speech = 200
- Protest Speech = 150
- Exam 1= 150
- Exam 2 = 150
- Participation = 150
- Research requirement = 25
- TOTAL = 1,000

Extra credit- The Basic Course Director’s policy in Speech Communication is that no extra credit is allowed.

TENTATIVE SCHEDULE:

	<i>Date</i>	<i>Topic</i>	<i>Reading due</i>
Week 1	M 1/7	Intro to SPCM 1100	
	W 1/9	Speaking in public, listening	Syllabus, Ch. 1, 3 and appendix
	F 1/11	Ethics, culture	Ch. 2
Week 2	M 1/14	<i>Cultural Artifact Speeches</i>	
	W 1/16	Topic selection, audience	Ch. 4 and 5
	F 1/18	Supporting materials, getting ideas	Ch. 6 and 7

Week 3	M 1/21 W 1/23 F 1/25	No class- MLK, Jr. Day Delivery (<i>Umbrella topic sign-up</i>) Speaking to inform (<i>Info Speech day sign-up</i>)	Ch. 12 Ch. 14
Week 4	M 1/28 W 1/30 F 2/1	Beginning, end of speech Body of speech Outlining the speech	Ch. 9 Ch. 8 Ch. 10
Week 5	M 2/4 W 2/6 F 2/8	Using language Weaver's God/Devil terms, etc. Figurative language, etc.	Ch. 11 and reading on WebCT " " " "
Week 6	M 2/11 W 2/13 F 2/15	<i>Informative Speeches</i> <i>Informative Speeches</i> <i>Informative Speeches</i>	
Week 7	M 2/18 W 2/20 F 2/22	<i>Informative Speeches</i> <i>Informative Speeches</i> Speaking on occasions, apologia (<i>Apologia Speech day sign-up</i>)	Ch. 17 and reading on WebCT
Week 8	M 2/25 W 2/27 F 2/29	Speaking to persuade Methods of persuasion Ethos, Aristotle, etc.	Ch. 15 Ch. 16 and reading on WebCT " "
Week 9	M 3/3 W 3/5 F 3/7	Pathos, Maslow's hierarchy, etc. Logos, Toulmin model, fallacies, etc. Fallacies cont., activity	" " " " " "
Week 10	M 3/10 W 3/12 F 3/14	No class- Spring Break No class- Spring Break No class- Spring Break	
Week 11	M 3/17 W 3/19 F 3/21	'Four Corners' activity (Take-home Exam 1, due 3/19) Apologia analysis <i>Apologia Speeches</i>	Nixon's 'Checkers' speech
Week 12	M 3/24 W 3/26 F 3/28	<i>Apologia Speeches</i> <i>Apologia Speeches</i> <i>Apologia Speeches</i>	
Week 13	M 3/31 W 4/2 F 4/4	<i>Apologia Speeches</i> Social movements, protest speaking (<i>Protest Speech day sign-up</i>) Protest speaking cont.	Reading on WebCT " "
Week 14	M 4/7 W 4/9 F 4/11	Image event, MLK in Birmingham Public Screen, WTO in Seattle Sample mediated student protests	Reading on WebCT Reading on WebCT
Week 15	M 4/14	<i>Protest Speeches</i>	

	W 4/16	<i>Protest Speeches</i>
	F 4/18	<i>Protest Speeches</i>
Week 16	M 4/21	<i>Protest Speeches</i>
	W 4/23	<i>Protest Speeches</i>
	F 4/25	Summary of SPCM 1100, evaluations
Week 17	M 4/28	Final exam review
	F 5/2	In-class Exam 2: 3:30 to 6:30 p.m.

(Syllabus last updated: 1/07/08)