Communications 111 - Public Speaking  
Instructor: Daryl Arend  
Office: SK 308 F  
Office Hours: MW 11:00m - 12:00pm and by appointment  
Phone: 852-6976 (Communications Dept. Office)  
Email: dearen01@louisville.edu or bigdea655@aol.com  
Text: Speak Up! An Illustrated Guide to Public Speaking  

Course Requirements and Policies  
Speeches - There are 4 graded speeches given during the semester. They are:

Speech #1 - Introductory, 3 - 5 minutes, Three Objects Speech  
Speech #2 - Informative, 4 - 6 minutes, 2 sources cited  
Speech #3 - Assertion Fact or Value, 5-7 minutes, 3 sources cited, visual aid required  
Speech #4 - Assertion of Policy, 6 - 8 minutes, 3 sources cited, visual aid required  

Outlines - 2 outlines are required for each speech. A preparation outline (15 points) and a speaking outline (10 points).  

Critiques - You are required to critique two speeches, other than your own. One critique will be of a peer and one of an outside speaker. The peer-critique will be made during speech 3. Forms for these critiques are found in the Course Resource Tool. A self evaluation must also be submitted for each of the 4 graded speeches you deliver.  

Exams - There will be two graded exams during the semester. These exams will cover the assigned readings and information covered in lectures and discussions.  

Attendance - It is mandatory that you attend every class. The information and assignments given in each class are important. This also includes attendance on the days of classmate's speeches. You will be allowed three absences (excused or unexcused). 3 tardies will be counted as 1 absence. You are considered tardy if roll has been taken before your arrival. After 15 minutes you will be considered absent. Please consult the Course Resource Tool for complete attendance policy.  

IMPORTANT!!  
Speeches, exams and other assignments cannot be made up. All assignments must be turned in on the day they are due. The only exception is a school sanctioned absence. In cases of an emergency on speech or exam days, the professor must be contacted within 24 hours of the absence. Written proof of any emergency must be provided. Activities done in class cannot be made-up.  

Class Conduct - Respect is the operative word. At a minimum this means being on time for class and remaining for the entire period. This is especially true on days when speeches are being given. You should never enter the room while someone is giving a speech but should wait until the speaker is finished. Pagers and cell phones should be turned off during class time so they do not become an interruption. Any interruption or distraction you cause during a speech may result in a 10% reduction in your speech grade.  

Research - You should understand that you are to perform original work in this class. Plagiarism on any assignment will result in a zero on that assignment and almost certainly failure for the course. Plagiarism could also lead to expulsion from the University. You must be sure your research comes from reliable sources. The Internet can be a useful tool, but generally Web pages are not acceptable sources. Please consult with the instructor before using them as a source.  

Disabilities - Students with disabilities who need special accommodations should notify the instructor at the beginning of the course. They should also contact the Disability Resource Center at 852-6938.  

The Course Resource Tool will be used in addition to the policies stated on this syllabus. It will be used to help with class assignments and speech preparation. If questions arise concerning course policy, the Course Resource Tool will be
used to determine a solution.

**Dean of Students:** Please get acquainted with the Office of the Dean of Students. They promote a positive learning experience and make available opportunities for students to achieve their full academic and personal potential. If you are experiencing any academic issues or need help and guidance please contact their office.

**Speaking Assistants:** In room 21B on the lower level is where to find these helpful folks. They will assist you with any part of the process.

Course Description

In this course you will prepare and deliver the required speeches. Since this is an oral communication (speaking) course most of your grade will be based on these speeches. The classes will also include various activities, impromptu speeches, and applications/extensions of the lecture materials covered in class. Your performance in this course is improved by your active participation. By participation we mean regular attendance, reading the text, test taking, and of course, presenting your speeches. You will be provided basic informational material on public speaking in which we teach and offer examples of basic concepts which are necessary for becoming competent speakers.

Course Content

Speeches: consist of one or more of the following types:
- an introductory speech,
- informative speeches
- persuasive speeches
- impromptu speeches

You are expected to deliver your speech on your assigned day. There are no exceptions!!! If you fail to deliver your speech on the assigned day you will receive a ZERO on that speech unless....

*** other arrangements have PREVIOUSLY been made with your professor or....

*** there is some type of emergency and you have spoken to your professor within 24 hours of your speaking date (e.g. if you’re speaking date is Tues., you must contact your professor at least by midnight on Wed. —either via e-mail, phone message, etc. if an emergency has come up).

Your professor will determine how and if these situations will impact your grade. Documentation will be required.

Just “because you aren’t ready or haven’t prepared fully” are “NOT viable reasons to not present your speech on your assigned day.

* Final decisions pertaining to this course will be at the discretion and convenience of the individual instructor.

Critical Thinking Guides

As you go through the entire process of speechmaking--from the initial brainstorming of topics to the final presentation of your speech--you are involved in critical thinking. Each decision and choice you make should be based on some validating criteria.
At the University of Louisville we are involved in helping our students recognize and strengthen their use of critical thinking tools in order to improve their work and educational learning.

Dr. Richard Paul and Dr. Linda Elder have written a guide to help you understand the process of critical thinking and to incorporate these skills into every educational pursuit you undertake in college and life.

In “The Miniature Guide to Critical Thinking: Concepts and Tools” Paul and Elder propose you ask yourself the following questions to guide you as critical thinkers. We have adapted their use focusing on the speechmaking process.

Purpose: What is the purpose/goal I am trying to accomplish in my speech? What do I want the audience to know, think, feel or do when I am done with my speech?

Question: What question am I addressing? What are the needs of my listeners?

Information: What information am I providing to support my goal and purpose? What experience do I bring to the topic, method and goal?

Concepts: What are the concepts I want my listeners to understand? Are they clear? Are they relevant? Do they make sense?

Assumptions: What assumptions have I made about my listeners, their knowledge level, their interests, their needs? Are my assumptions valid? Am I taking my listeners for granted? How can I answer the listener’s questions or assumptions?

Inferences: Have I reasoned out all aspects and lines of thinking in presenting my evidence? What is my support for the inferences and suggestions I am making in my speech? Have I evaluated the sources I will use for support?

Points of View: Do I acknowledge, allow and respect other points of view from my listeners? In the speech building stages how do I incorporate these opposing views? How do I respond to the other points of view? Implications: Do I understand the ramifications and results of the position and goal I am presenting in my speech? How can I incorporate these pieces of information as I progress as a speech writer and presenter?


For more information on this model, go to: http://louisville.edu/ideastoaction/what/critical-thinking/paul-elder-critical-thinking-model

Katherine Taylor March 20, 2009

Course Learning Outcomes:

This is primarily a performance course providing you with practical training in speech preparation and delivery. The course also includes introductory speech communication theory and concepts. It meets the University general education requirements and the mission of the Department of Communication.

University General Education Requirements
Speak publicly, in both formal and informal contexts, demonstrating skills such as appropriate selection of topic and supporting evidence and materials, clear organization, effective presentation, and the ability to analyze and adapt to various audience, setting, and occasion factors;

2. Participate effectively in discussion;
3. Analyze and critique the oral communication of oneself and others.

Department of Communication Mission Statement, adopted 4/18/95

“to develop oral, written, and computer mediated communication competency”

Other course learning outcomes include demonstrated knowledge of:

- Persuasive and informative strategies
- Appropriate Audience Analysis and adaptation strategies
- Appropriate verbal and non-verbal delivery skills
- A complete sentence preparation outline, speaking notes and bibliography page
- Appropriate and effective supporting material choice and use
- Effective Visual aids (both development and use)
- Appropriate organizational pattern choice and use
- Appropriate transitions and summaries
- Effective introductions and conclusions

The assignments in this course are designed to achieve these outcomes. Textbook readings, class lectures, class activities, tests/quizzes, and presentations will provide you with information about major concepts of oral presentational communication and the opportunity to experience and practice these concepts.

Grading Scheme:

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<thead>
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<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Speech #1 (Introductory)</td>
<td>50</td>
</tr>
<tr>
<td>Speech #2 (Informative)</td>
<td>125</td>
</tr>
<tr>
<td>Speech #3 (Persuasive)</td>
<td>150</td>
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<td>Speech #4 (Persuasive)</td>
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<tr>
<td>Outlines</td>
<td>100</td>
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<tr>
<td>Activity Points</td>
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</tr>
<tr>
<td>Test/Quizzes</td>
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<td>1,000</td>
<td>A+</td>
<td>730 - 769</td>
<td>C</td>
</tr>
<tr>
<td>930 - 999</td>
<td>A</td>
<td>700 - 729</td>
<td>C-</td>
</tr>
<tr>
<td>900 - 929</td>
<td>A-</td>
<td>670 - 699</td>
<td>D+</td>
</tr>
</tbody>
</table>
Class Schedule *(subject to change)*

**Week 1**

01/07 PRPSA Assessment, *Introductions, Icebreakers*

01/09 Review of Course Resource Tool, Chapter 1: Introducing Public Speaking

**Week 2**

01/12 *2 Truths and 1 Lie*

01/14 *Chapters 2 & 3: Developing your first speech and Speech Ethics*

01/16 Chapters 10 & 11: Introductions, Conclusions and Outlining

**Week 3**

01/19 Martin Luther King Day - No Classes - Listening Activities

01/21 *Speech #1 - Introductory Speeches, Preparation Outlines due, Speaking outlines due after speech*

01/23 *Speech #1 - Introductory Speeches, Speaking outlines due after speech*

**Week 4**

01/26 *Speech #1 - Introductory Speeches, Speaking outlines due after speech*

01/28 *Chapters 4 & 5 - Listening and Audience Analysis*

01/30 Listening Activities

**Week 5**

02/02 Library Day

02/04 Chapters 6 & 7: Selecting your topic & Researching your speech

02/06 *Impromptu Speeches - Library Assignment due*

**Week 6**

02/09 Chapters 8 & 9: Supporting materials & Organizing your speech

02/11 Chapters 12: Language and Style
02/13 Chapter 13: Delivering Your Speech & Chapter 14: Presentation Aids

Week 7
02/16 Chapter 15: Informative Speaking

02/18 Speech #2, Informative Speeches, Preparation outlines due Speaking outlines due after speech

02/20 Speech #2, Informative Speeches, Speaking outlines due after speech

Week 8
02/23 Speech #2, Informative Speeches, Speaking outlines due after speech

02/25 Speech #2, Informative Speeches, Speaking outlines due after speech

02/27 Chapters 16: Persuasive Speaking

Week 9
03/02 Chapter 17: Methods of Persuasion

03/04 Group activity - Topic selection

03/06 Impromptu Speeches

Week 10
03/09 Review of requirements for speech 3

03/11 Joke/Poem day/ Review

03/13 Preparation day - no class

Week 11 Spring Break

Week 12
03/23 Speech #3, Assertion of Fact/Value, Preparation outlines due Speaking outlines due after speech

03/25 Speech #3, Assertion of Fact/Value, Speaking outlines due after speech

03/27 Speech #3, Assertion of Fact/Value, Speaking outlines due after speech

Week 13
03/28 Speech #3, Assertion of Fact/Value, Speaking outlines due after speech

04/01 Impromptu Speeches

04/03 Class Activities/Preparation, Review requirements

Week 14
04/06 Dollar Speech

04/08 Speech #4 - Assertion of Policy, Preparation outlines due, Speaking outlines due after speech,
04/10 Speech #4 - Assertion of Policy, *Speaking outlines due after speech,*

Week 15
04/13 Speech #4 - Assertion of Policy, *Speaking outlines due after speech*
04/15 Speech #4 - Assertion of Policy, *Speaking outlines due after speech*
04/17 Speech #4 - Assertion of Policy, *Speaking outlines due after speech*

Week 16
04/20 Speech #4 - Assertion of Policy, *Speaking outlines due after speech*

04/22 PRPSA (post), any unfinished business.