



Comm 302 Advanced Public Speaking
Fall 2017

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Office Hours: M-Th 10:30-11:15 and by appt

*I will usually reply within 24 – 48 hours except weekends/holidays. If you do not receive a reply, do not assume I received your message.

Recommended Text: Sprague, Jo. Stuart, Douglas. “The Speaker’s Compact Handbook” 3rd ed. Wadsworth, Cengage Learning.2011.

****Check out Amazon, Chegg rental, any place to get it - there are inexpensive copies out there.

Some type of recording device (computer, camera, phone) or a one SD card –1 gig

Goals:

This course is designed as an opportunity to research, organize, practice and present your ideas for several different types of speech situations in which you may find yourself throughout your professional and personal life. It is not designed to teach you the skills you should have gained in your basic public speaking course but rather a chance to use those basic skills to further create, practice, hone, personalize, and professionalize your own way as a speechmaker.

Nature of the Course:

To provide a climate that fosters growth, examination, progress, learning, achievement, satisfaction and improvement. In order to do this we will need to be adaptable, open to ideas and direction, thoughtful and considerate in our evaluations of ourselves and others, self directed and motivated to do good work. This is not an opportunity to condemn but to build up and to learn. Please use common courtesy and civility in addressing the learning process of your classmates. Remember: treat others as you want to be treated.

Student Sheet +Comm:

We will be working with an online speech outlining and evaluation tool for this course. You can access it at the link I give you. I will also put the link up on Bb as an announcement a few days before class. You will create your preparation outlines with bibliography, speaking notes, and “three question” information, do peer evaluations, self - reflections and immediate real time responses, and receive online instructor evaluations with this tool. It may be a good idea to “save” and “print out” your work you create using the program. This is a fail safe for any glitches in the program or internet. Always a smart idea no matter the class. We will discuss all of this much more in class.

Title IX/Clery Act Notification

Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain confidential support from the PEACC Program (852-2663), Counseling Center (852-6585), and Campus Health Services (852-6479). To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111).

Disclosure to University faculty or instructors of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is not confidential under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University’s Title IX officer.

For more information, see the Sexual Misconduct Resource Guide (<http://louisville.edu/hr/employeerelations/sexual-misconduct-brochure>).

Disabilities:

The University of Louisville is committed to providing access to programs and services for qualified students with disabilities. Students with disabilities, who need reasonable modifications to successfully complete assignments and otherwise satisfy course criteria, are encouraged to meet with the instructor as early in the course as possible to identify and plan specific accommodations.

If you are a student with a disability and believe you require accommodation to participate in and complete requirements for this class, contact the Disability Resource

Center (119 Stevenson Hall, 852-6938) for verification of eligibility and determination of specific accommodations. Students may be asked to supply a letter from the Disability Resource Center or other documentation, which will assist in modification planning.

Schedule:

As you may have noticed the schedule is fairly open and non specific because this class will help you on your particular speaking issues while at the same time helping you to work toward strengthening content and delivery to produce a maximized effect. Bear with us as we “go with the flow” at times.

Assignments:

- **Speeches:**

There are a total of five (5) graded speeches.

- **Speech of Introduction - (2-4 minutes)**
 - In life you may be called upon to introduce another speaker. This speech will provide you with a beginning for that opportunity.
 - **** First, You are required to turn in a short (paragraph) bio (biography) for yourself. This is typed ½ page bio. It will be used as the basis for your “partner” introduction of you.
 - You will work with your “partner” to create your own individual presentation.
 - No visual aid required.
 - Using the **Student Sheet +Comm** tool you will turn in a full preparation outline & brief key word speaking notes.
- **Video Discussion Presentation - (10-15) minutes max)**
 - Cite at least **1 source within** your presentation.
 - **View** a speech performed on any video library collection such as: TED.com, americanrhetoric.com, c-span.com, historychannel.com, Youtube, etc ,
 - It **cannot** be a “speech” from a movie or TV show.
 - Provide a brief background information on the speech as necessary
 - **show** the video clip
 - **lead a discussion** on the speaking elements advanced by the speech.
 - *****Ask **US** what **we** think – not you telling what you thought.
 - What do **we** see in the speech?
 - For example: delivery aspects, content, organizational elements to message, follows/doesn’t follow speech format, use of ethos, pathos, logos, development of arguments, etc.
 - It is not to be a generic “well what do you think...” type of Q & A – but a real examination of how the speaker did as a speaker.
 - This is a speech – Prepare it as one
 - Introduction

- Thesis/Preview (highlight the things you want us to look for/listen for while we watch the speech.
 - Body
 - I. Brief background
 - II. Video clip
 - III. Q & A
 - IV. Conclusion
 - Using the **Student Sheet +Comm** tool you will turn in a full preparation outline & brief key word speaking notes.
 - Remember:
 - The major focus of this assignment is to **foster discussion** from the class of the speech aspects of their opinions and thoughts on your video clip.
 - Allow adequate time for an in depth discussion. Please clip the video as necessary.
 - This is not a “So, watcha think?” type of Q & A but rather an opportunity to discuss “how” they did what they did and the impact of it.
 - *****Ask *US* what *we* think – not you telling what you thought.
- **Communication Tips/Techniques Article Speech** (Research aspect) – (2-4 minute max)
 - At least **1 source cited** within your speech
 - Look up an article on tips or techniques on communication from current web sites or magazine article[s] discussing communication practices and guidelines that provide helpful information to your classmates.
 - Prepare and present a very brief synopsis (*highlight*) of the key ideas/benefits we might find useful from the article.
 - Be prepared to do a **2 - 4** minute speech on them for the class using the proper organization format.
 - Using the **Student Sheet +Comm** tool you will turn in a full preparation outline & brief key word speaking notes.
- **Speech of Tribute** - (3-5 minutes max)
 - At least **1 source cited** within your speech
 - Pick a person (something) who has been helpful to you or that you admire greatly and present a “tribute” to them.
 - Possible include 2 or 3 reasons of what they have done or how they are to earn this accolade.
 - Proper speech format
 - No visual aid required
 - Using the Student Sheet +Commtool you will turn in a full preparation outline & brief key word speaking notes.
- **Team Presentation- PAK – Planned Act of Kindness:** (15-20 minutes – max)

- You will become a part of a team early in the semester. As that team you will brainstorm, choose, perform the service and then present to the class your project results.
 - This is a "team" presentation focused on determining, and fulfilling an **Act of Service** ("Planned Act of Kindness") in the "micro" (U of L) or "macro" (surrounding area) community.
 - All team members are required to speak and participate in the presentation. At least 3 Sources cited within your presentation
 - You are required to use power point for your presentation
 - Pretty much any way your team wants to do – as long as it follows ethical guidelines and is audience focused.
 - *****Please DO NOT just ramble to "make the time"- - There will be many times in your careers you will need to present for 15-20 minutes (or longer) – this is a step in preparing you to begin the process.
 - We will discuss this assignment more in class.
- There will be a team grade for the entire team.
 - There will also be an individual participation grade for each member. You will complete a form of participation on each of your team members and turn it in to me. These will be kept private between the instructor and yourself.
- We are looking at ways to use the **Student Sheet +Comm** for the team project. I will keep you posted the closer we get to the due dates.
- **Impromptu speeches** may be done throughout the semester (announced and unannounced). They will follow the speech writing form we used for longer speeches. These are considered class activities. Topics will vary, a possible topic might be:
 - **Elevator Speech:**
 - **30 second** "Networking" pitch
 - In 30 seconds *Highlights* of who you are, who you work for, what you do, goals you have.
 - A "pitch" to boss on way up the elevator on how your department is doing, how the project is going, any new ideas you have for your position.

Time limits will be strictly adhered to for all speeches – If you go one second over or under the allot time it will result in your grade being lowered by 5%. One way you can make sure you "get your time" is to practice your speech before you present it to the class.

Preparation Outlines:

You are required to provide a full complete sentence preparation outline in detail and in proper outline format before your speech. You will be using the **Student Sheet +Comm** program for your outlines. This preparation outline helps you create, organize, and work through your speech in advance.

Speaking notes:

You will use the **Student Sheet +Comm** program to help create your speaking notes. You will print them out for use during the presentation. As you practice feel free to add/make notes/add speaking cues. If you use a sheet of paper you are allowed 2 sheets one side only. If you transfer it to index cards for your speaking notes you are limited to 4 cards one side only. Print must be **large**. Use ONLY KEY WORDS on speaking notes.

- You will turn in your final preparation outline the day of your speech. You will turn in your speaking notes after you present.

Please “Dress to Present” each speech – your non-verbal message is usually stronger than your spoken message.

“Outside” Speaker Review:

You are to choose someone giving a presentation outside of class and evaluate them according to the criteria we discuss in class. Write/type a **thorough 2 -3 full page analysis** of the speaker, situation, and message. Follow the guidelines for evaluating speeches as we discuss in class or in the text.

- For example: priests, ministers, leaders, teachers, managers, bosses, seminar speakers, famous/infamous speech presenters.
- It may NOT be from a video, internet, or TV speech. It MUST be an in person speech.
- Focus on the areas you evaluate yourself on three strengths of the speaker & why you chose them, three areas for improvement & why you chose them and finally, provide three specific ways they could improve. Look at aspects of delivery, content, organization, etc.
- 1” margins, double spaced, 12 or 12 font.

Self Reflection:

You will use the **Student Sheet +Comm** application for this portion of your review. These reflections are an opportunity for you to take responsibility for your own growth as a speaker. The only way to improve is to look at our work, evaluate it, and then to make plans on what and how we will make it better.

- View the recording of each of your speeches.
- Use the Student Sheet tool as you view your speech. (You might take notes as you watch)
- You also might check the document on self/outside evaluations on Blackboard for areas you might look to address in your analysis and reflection. For example, delivery, content, organization, etc
- Your Reflections will include:
 - Address three strengths providing specific information and why you chose them,
 - Three areas of weakness providing specific information and why you chose them,

- Provide three specific ways to improve and how you plan to accomplish them.
- Present/write a **thorough analysis** of your performance on your speech. It is one of the main ways to improve as a speaker.
- Have it completed on line and submitted to instructor by the **next class period after your speech**.

Peer Reviews:

You will fill out “real-time” evaluations on a randomly chosen speaker during each assigned round of presentations. You will use the **Student Sheet +Comm** to complete this aspect of the class.

- You will have a speaker randomly chosen for you to review during their presentation.
- These are to be used as helpmates for speaker improvement.
- We may also have short discussion periods of the speeches at the end of each speech day.
 - This is where we will analyze and provide input for improvement.
- We all can learn from these sessions. Be prepared to discuss the speaking elements we are focusing on in class. Be specific in your comments using them to help your peer’s progress as speakers.

Audience Behavior:

The audience is an integral aspect of your presentation. As an audience member, you will be using your phone or computer on presentation days to do the peer review and quick response aspects BUT the phone/computer should be placed on your desk with the Student Sheet program open.

This is not a time to work on your speaking notes, or other class work. Being an attentive, “present”, active audience member is an important part of the speech situation. You need to learn how to become good audience members for speakers. This side of speech participation is part of your “professionalism” grade.

Tests:

There will be 2 tests utilizing your own investigative skills, information from class discussion and information referenced in the recommended text.

- The idea of the tests is: Application of the skills you are working on in class and will use in the future.
- They give concreteness to what may appear to be vague knowledge you are learning.
- Tests also help to strengthen your understanding of the concepts and skills of good speaking. To learn how prepare presentations from start to finish incorporating the questions to ask toward that goal along the way.
- Each test will have two (2) parts:

- Part 1 – is the 25 questions you will develop based on the scenario you will be given;
- Part 2 – is the class discussion of the questions.

Attendance and Participation:

In order to become better speakers you should immerse yourself in as many speaking situations as possible. This class provides you with several opportunities to experience speaking situations. You are the audience for each other. In order to fully understand and improve as speakers, discussion of speaking elements is very important and attendance in the class is the primary way to participate and learn.

- A strict attendance policy is in effect. If you are not in class you are absent.
- For the **Fall/Spring** semesters:
 - You have the opportunity to miss 3 three class periods before it affects your grade. The 4th absence is a letter grade off your final grade, the 5th absence is another letter grade off your final grade, the 6th absence you will fail the course.
- For the **summer** semesters:
 - Due to the quick nature of the summer semesters, you have the opportunity to miss 2 two class periods before it affects your grade. The 3rd absence is a letter grade off your final grade, the 4th absence is another letter grade off your final grade, the 5th absence you will fail the course.
- On the other hand if you do not miss any class for the semester you will **gain 10** points to your final grade.
- This is a class that learning comes from not only giving speeches but also watching speeches. It is also a class in which support is important.
 - If you miss any day of speeches it could count as two days of absence at the discretion of the instructor.

*****Do not miss class. Use your absences wisely*****

** In case of absolute emergency – any presenting of a speech late will be at the discretion of the instructor with a penalty assessed.

Grading -

This class will be based on the accrual of points for your final grade. Each assignment will have a certain number of points possible to gain. Your effort, preparation, and presentation will be factors in the points you achieve.

Speech of Introduction	50 points
Brief Bio	10 points
Speech of Tribute	100 points

Video Presentation	100 points
Tips and Techniques Speech	100 points
Final Speech	125 points
Team Individual Participation	50 points
Preparation Outlines (5@15 each)	75 points
Speaking Notes (5@10 each)	50 points
Self Reflections (5@15 pts each)	75 points
Outside Critique	15 points
2 Tests/Quizzes (40 pts each)	80 points
(Part 1 –questions - 20 points)	
(Part 2 –class discussion – 20 points)	
Professionalism/ Participation	70 points

900 points total

<u>Total Points</u>		<u>Final Grade</u>	<u>Total Points</u>	<u>Final Grade</u>
846- 900	(94%)	A	630 – 656 (70%)	C-
810 - 845	(90%)	A-	594 – 629 (66%)	D+
774 - 809	(86%)	B+	567 – 593 (63%)	D
747 - 773	(83%)	B	540 – 566 (60%)	D-
720 - 746	(80%)	B-	Below 539	F
684- 719	(76%)	C+		
657 - 683	(73%)	C		

The schedule is very open in format and at the discretion of the instructor may change as the semester goes on. These changes will be announced in class. You are responsible for making sure you know of the changes.

Please Note:

** I will not accept assignments sent through e-mail. They must be turned in to me through **Student Sheet +Comm** on the assigned day. One day late is half credit and two days late is no credit for the assignment.

** No classwork will be accepted after 5 pm. of the last day of class. If turned in to the Communication Department office (Strickler Hall 310) they must be initialed, timed, and dated by an office staff.

** Please check Blackboard on a regular basis as I put grades up when I have them graded. I will not have a grade book with me in class. I use Blackboard.

** Please keep **ALL** your graded papers until the end of the semester. Remember: Burden of proof always rests with the persuasive speaker.

****Plagiarism** is a serious affront to the educational system and will not be tolerated. A student will receive at least a zero on any assignment that is plagiarized.

- Plagiarism means:
 - *Copying* someone else's work and claiming it as your own, including but not limited to, work that is accessed in person, from computer files, or from the internet.
 - *Paraphrasing* someone else's work and claiming it as your own.
 - Collaborating excessively with another person and claiming the work solely as your own
 - And, of course, *cheating* on tests and work.
 - Students are advised to become familiar with the **Student Code of Rights and Responsibilities (U of L Student Handbook)** for more details on this matter.