

COM 100 Public Speaking (3)
Fall 2012

Course Description

An introduction to the principles of effective oral communication for the major types of speeches. Students will be expected to demonstrate principles in speeches delivered to class.

Class Schedules

Time: Mondays, 1:00 – 3:45 pm Classroom: Airhart Theatre

Instructor Information

Instructor: Terry D. Fach

Sessional office: L2098 (available by appointment Mondays 4 – 5pm)

Email: terryfach@gmail.com

Textbooks

Berkun, Scott (2010). *Confessions of a Public Speaker*. Sebastopol, CA: O'Reilly.

Fujishin, Randy (2011). *The Natural Speaker*, 7e. Don Mills, ON: Allyn & Bacon.

Online Resources

www.scottberkum.com (blog and essays are interesting; some video)

www.presentationzen.com (presentation tips from Garr Reynolds)

www.quentinschultze.com

www.speaking.co.uk

www.ted.com (lots of brilliant examples of how to communicate something in 18 minutes)

Attendance

In Public Speaking, listening is the crucial counterpoint to speechmaking. Obviously you must attend class to both deliver your speeches, and to listen to and critique the speeches of your peers. Students whose absences exceed 20% of the scheduled classes will automatically receive a *failing grade* regardless of course work and grades achieved. Attendance will be taken in each class. There are only 11 class sessions; don't miss more than two weeks!

Expected Learning Outcomes

- To consider language and communication from a Biblical perspective, especially how our speaking and listening reflect the image of God.
- To appreciate how our speaking (and listening) can connect deeply and meaningfully with others, and not just to achieve our own purposes but to help those who listen to us.

- Overcome irrational fears associated with public speaking.
- Have some fun as we learn and focus on our weekly topics.
- To understand and demonstrate the art of effective public speaking by ...
 - ... acquiring the necessary skills and confidence for effective public speaking through developing several intentional disciplines like careful listening, critical thinking, and sound reasoning.
 - ... learning how to connect with listeners through words, pictures, non-verbal gesture, presentation, and body language.
 - ... honing abilities in preparing, organizing, and presenting various forms of public communication.
 - ... learning the basics of presentation design, especially as it relates to presentation software like Powerpoint.
 - ... having extensive and varied opportunities to acquire the skills to speak coherently in a variety of contexts.

Course Requirements

Four Individual Speeches (75%)

- **Personal Speech (3-4 minutes)** **September 24** **15%**
 - In this speech you will briefly introduce yourself to the class. The content must not be fictional. Organization and composure are keys to this one. Use humour if possible. Entertain us!
 - Format: *full manuscript notes. Submit a copy to instructor before you start.*
 - No electronic visual or audio aids allowed for this speech.
 - Self-evaluation is due one week after you present your speech. See notes below.

- **Informative Speech (4-5 minutes)** **October 22** **15%**
 - This speech can be on any topic that interests you. “Information” is the key word. Again, this is not to be fictional: you must not ‘make up’ the material. Your writing and research is the key to this one.
 - Your speech notes must specify the ‘audience’ and ‘context/situation’ you have in mind.
 - Format: detailed outline notes (see Fujishin p.147 for example). Submit a copy before you start.
 - Presenters may use electronic visual or audio for this speech.
 - Self-evaluation is due one week after you present your speech.

- **Persuasive Speech (5-6 min)** **November 5** **20%**
 - Convince us, motivate us, change the way we feel about something. Content and presentation are keys.
 - Specific 'audience' and 'context' will be assigned.
 - Format: key word/phrase notes (see Fujishin, p.149). Submit a copy when starting.
 - Presenters may use electronic visual or audio for this speech.
 - Self-evaluation is due one week after you present your speech.

- **Final Speech (7-8 min)** **Nov. 26 & Dec. 3** **25%**
 - Your choice of topic. Elements of one or all 3 speeches can be incorporated in this one. Engage your audience and take them someplace.
 - Specific 'audience' and 'context' will be assigned.
 - Format: you can choose your type of notes. Submit a copy before you start.
 - Presenters may use electronic visual or audio for this speech.
 - Self-evaluation is due one week after you present your speech.

Notes on speeches:

1. Students are expected to speak on the day they are assigned. If extenuating circumstances make that impossible, please talk to the instructor.
2. Speeches will be video recorded to assist with self-evaluation. These will be posted to the Moodle site for your viewing and can be downloaded if you wish.
3. Before you start speaking, you must submit a copy of your manuscript or notes to the instructor. This must include a cover page that describes your aims: Why are you telling us this? What do you hope to accomplish? How are you going to do this?
4. Your grade for each speech will be based on: (1) The instructor's evaluation of how successful the speech was in achieving its stated aims, (2) the quality of content and delivery (presentation), and (3) your own evaluation. Please note:
 - Written self-evaluations must be 250-500 words and should include reflection on your speech's aims and delivery, the evaluations of your peers, and your review of the video.
 - Self-evaluations are worth 5 marks each.
5. Content and format are important. Your instructor will post templates on Moodle for all required formats (e.g. Informative speech). Your instructor will also provide grading rubrics.

Class Participation

Here is what I expect in terms of class participation:

1. That you will participate in **group discussion exercises** and **impromptu speeches** with as much enthusiasm as you can muster on a Monday (none of this is graded...but it's a lot more fun than just listening to me lecture for 2.75 hours!) The purpose of the one-

minute impromptu speeches is to provide opportunities to try out new skills, build confidence, learn humility, and learn to be friends with failure.

2. That you will listen attentively to your peers' speeches (the four required) and provide a thoughtful *critique* immediately after hearing each individual speech using the form provided in class (completed forms go directly to the speaker.)

Reading Group Discussion (25%)

I will divide the class into 3 small groups for the purpose of responding to and discussing text readings. Here is how it will work:

1. In your appropriate Small Group post your initial response to the assigned reading no later than midnight MST on the date indicated. Your post should be 200-400 words.
2. Your initial response posting should answer the following: *What was the most interesting and provocative idea(s) presented in these readings? Why? How does it relate to your own personal growth journey as a communicator?*
3. Read all the posted responses by the members of your discussion group. Respond to **at least two** of your peers' within the following week (no later than midnight MST exactly seven days after the initial posting was due). Responses should be more than a simple approval (e.g. "Good point, Steve. I like what you are saying about overcoming fear.") Identify a sentence or thought that you found interesting or helpful and explain why. Don't be afraid to offer constructive criticism or challenge something if you think it doesn't make sense.

Text abbreviations: *Confessions of a Public Speaker* (**CPS**); *The Natural Speaker* (**TNS**)

Assignment 1: CPD, ch.2 & 8; TNS chs.2 & 3	upload to Moodle on or before Sept 17
Assignment 2: CPD ch.5; TNS chs. 4 & 5	upload to Moodle on or before Oct 1
Assignment 3: CPD ch.9; TNS chs. 8 & 9	upload to Moodle on or before Oct 15
Assignment 4: CPD ch.6 & p.153-9; TNS ch. 10	upload on or before Oct 29
Assignment 5: CPD ch.10 & "backstage notes"; TNS ch. 7	upload on or before Nov 19

Examinations

There will be no written midterm or final exam in this course.

Additional information

Personal information (that is, information about an individual that may be used to identify that individual) may be collected as a requirement for and part of taking this course. Any

information collected will only be used and disclosed for the purpose for which the collection was intended.

Grading Scale

The available letters for course grades are as follows:

4.00	A+	100
4.00	A	93-96
3.70	A-	90-92
3.30	B+	87-89
3.00	B	83-86
2.70	B-	80-82
2.30	C+	77-79
2.00	C	73-76
1.70	C-	70-72
1.30	D+	66-69
1.00	D	63-65
0.00	D-	60-62

Additional Information

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Student Handbook and Academic Calendar. Personal information, that is information about an individual that may be used to identify that individual, may be collected as a requirement as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a "Course Extension" from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the appropriate deadline (as listed in the Academic Calendar <http://www.ambrose.edu/publications/academiccalendar>). Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University College as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to give credit to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar and the Student Handbook that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record. Students are strongly advised to retain this syllabus for their records.