

SYLLABUS Public Speaking

Term:	Fall 2018
Course Number:	EWPC 150 Public Speaking
Office:	Room 504
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E-mail:	dlowery@ccsj.edu
Hours Available:	TBD
Instructor Background:	B.A., Valparaiso University M.S.B.A., Indiana University Northwest Ph.D., University of Illinois at Chicago M.A.P.S. Catholic Theological Union
Course Time:	TBD
Classroom:	TBD
Prerequisites:	None

Required Books and Materials: *A Pocket Guide to Public Speaking.* Dan O'Hair, Hannah Rubenstein, and Rob Stewart, Bedford/St. Martin's.

Course Description: This course promotes college-level proficiency with respect to critical thinking and public speaking. The concept of "truth claims" is used as a theoretical framework within which to develop and deliver several different kinds of speeches. Emphasis is put on the effective development of speech content, the critical analysis of speech performances, and effective performance in delivering speeches.

Learning Strategies: The course will be organized around:

- Text readings pertaining to the features of well-organized and effectively delivered speeches;
- Lectures and discussions pertaining to the structure of truth claims and their evaluation;
- Non-graded impromptu speeches;
- Five graded speech performances; and
- Midterm and final examinations.

**Learning Outcomes/
Competencies:** Upon completion of this course:

Outcome	Bloom's Taxonomy Level	Formative and Summative Assessment Methods
The student will understand the nature of truth claims and the role they play in our individual and collective lives.	Knowledge	Class discussion; midterm examination; final examination
The student will be able to recognize various kinds of truth claims.	Comprehension	Class discussion; midterm examination; final examination.
The student will be able to evaluate various kinds of truth claims in terms of the appropriateness and sufficiency of any supporting evidence and other material that might be presented.	Analysis	Speech evaluations
The student will be able to choose and narrow a speech topic appropriately for the audience and occasion.	Application	Speech assignments
The student will be able to communicate the thesis/specific purpose of a speech in a manner appropriate for the audience and occasion.	Application	Speech assignments
The student will be able to provide supporting material, including electronic and non-electronic presentational aids, appropriate for the audience and occasion.	Synthesis	Speech assignments
The student will be able to use an organizational pattern appropriate to the topic, audience, occasion, and purpose or the presentation.	Knowledge	Midterm examination
The student will be able to use language appropriate to the audience and occasion.	Knowledge	Midterm examination
The student will be able to use vocal variety in rate, pitch, and intensity (volume) to heighten and maintain interest appropriate to the audience and occasion.	Application	Speech assignments
The student will be able to use pronunciation, grammar, and articulation appropriate to the audience and occasion.	Application	Speech assignments
The student will be able to demonstrate physical behaviors that support his or her verbal message.	Application	Speech assignments
The student will be able to evaluate speech performances according to a well-established criteria.	Analysis	Speech evaluations

Major

Assignments:

Class Participation	10% of grade
Mid-term Examination (Impromptu Speech)	10% of grade
Final Examination (Extemporaneous Speech)	10% of grade
First Speech	10% of grade
Second Speech (expressive truth claim)	15% of grade
Third Speech (empirical truth claim)	15% of grade
Fourth Speech (normative truth claim)	15% of grade
Fifth Speech (aesthetic truth claim)	15% of grade

With respect to class participation, students are expected to initiate conversations with questions and comments during and immediately following lectures as well as to respond to questions and other prompts initiated by the instructor.

Impromptu speeches will be delivered by a sample of students selected by the instructor at the beginning of certain classes. These classes are identified in the course schedule below.

Students who miss a class organized around text questions will be required to submit completed answers to the questions posed.

Students who miss a class in which a model speech was critically reviewed, will be required to review the subject speech online and submit a formal assessment in a standard five-paragraph format. The three-paragraph body of the assessment should address: (1) the thesis and truth claim asserted in the speech; (2) key arguments are advanced by the speaker; and (3) the speech performance itself. The typed assessment should be single spaced using a 12-point Times New Roman font and 1-inch margins. A copy of the speech should be attached to the assessment.

Students who miss a class in which other students are scheduled to deliver speeches will be required to assess a speech of their own choice on the *American Rhetoric* website using the nine-point criteria detailed on the speech rubric provided in class. The selected speech should not be one otherwise addressed in class. The assessment should be developed in a standard five-paragraph format. The three-paragraph body of the assessment should address: (1) the thesis and truth claim asserted in the speech; (2) key arguments are advanced by the speaker; and (3) the speech performance itself. The typed assessment should be single spaced using a 12-point Times New Roman font and 1-inch margins. A copy of the speech should be attached to the assessment. The typed assessment should be single spaced using a 12-point Times New Roman font and 1-inch margins. A copy of the speech should be attached to the assessment.

Grading Scale:	A:	92 – 100	C:	72 – 77
	A-:	90 – 91	C-:	70 – 71
	B+:	88 – 89	D+:	68 – 69
	B:	82 – 87	D:	62 – 67
	B-:	80 – 81	D-:	60 – 61
	C+:	78 – 79	F:	59 and below

Course Schedule:

- Session 1 Introduction
- Syllabus
 - The case for public speaking and critical thinking (i.e., class, career, and community)
 - Life understood as a series of truth claims or arguments
 - Deconstructing truth claims exercise
 - Student profiles
- Session 2 Types of Speeches
- Life understood as a series of truth claims or arguments (continued)
 - Feedback on student profiles
 - Impromptu speeches
 - Part 7 of assigned text
 - Conventional taxonomies (informative, persuasive, special occasion)
 - Truth claims (handout pertaining to expressive, empirical, normative, aesthetic)
 - Truth claims exercise

- Session 3 Speech Development Competencies
- Impromptu speeches
 - Truth claims (continued)
 - Part 1.4 (pp. 20-22) and part 2 of assigned text
 - Speech ethics and speech fallacies (handout)
 - Truth claims exercise
- Session 4 Speech Organization Competencies
- Impromptu speeches
 - Speech ethics and speech fallacies (continued)
 - Parts 3 and 4 of text
 - Conventional organization patterns
 - Speech plan (handout)
 - Speech outline (handout)
- Session 5 Speech Presentation Competencies
- Impromptu speeches
 - Library presentation
 - Read part 5 of assigned text
 - Speech rubric
 - Truth claims exercise
- Session 6 1st Graded Speech (working session)
- Impromptu speeches
 - Working session: speech plan and speech outline
 - Truth claims exercise
- Session 7 1st Graded Speech
- Impromptu speeches
 - 1st graded speech
 - Truth claims exercise
- Session 8 1st Graded Speech (continued)
- Impromptu speeches
 - 1st graded speech
 - Truth claims exercise
- Session 9 Introduction to Expressive Truth Claims
- Feedback on 1st graded speeches
 - Impromptu speeches
 - Forms, paradigms, methods, warrants, and evaluation standards appropriate to expressive truth claims
 - Expressive truth claims topics
 - Thesis statement development exercise
 - Michelle Obama's address to the Democratic National Convention on August 25, 2008

- (<http://www.americanrhetoric.com/speeches/convention2008/michelleobama2008dnc.htm>)
- Working session for 2nd graded speech: speech plan
- Session 10 Deconstructing and Evaluating Expressive Truth Claims
- Impromptu speeches
 - Mario Cuomo’s speech entitled “Religious Belief and Public Morality” delivered on September 13, 1984
(<http://archives.nd.edu/research/texts/cuomo.htm?DocID=14>)
 - Working session for 2nd graded speech: speech outline
- Session 11 2nd Graded Speech
- Impromptu speeches
 - 2nd graded speech
 - Truth claims exercise
- Session 12 2nd Graded Speech (continued)
- Impromptu speeches
 - 2nd graded speech
 - Truth claims exercise
- Session 13 Midterm Examination: Impromptu Speeches Involving an Expressive Truth Claim
- Session 14 Introduction to Empirical Truth Claims
- Feedback on 2nd graded speeches
 - Impromptu speeches
 - Forms, paradigms, methods, warrants, and evaluation standards appropriate to empirical truth claims
 - Thesis statement development exercise
 - John F. Kennedy’s address on the Cuban Missile Crisis delivered October 22, 1962 (<http://www.americanrhetoric.com/speeches/jfkcubanmissilecrisis.html>)
 - Working session for 3rd graded speech: speech plan
- Session 15 Deconstructing and Evaluating Empirical Truth Claims
- Impromptu speeches
 - Barack Obama’s address entitled “A More Perfect Union” delivered on March 18, 2008 (<http://www.americanrhetoric.com/speeches/barackobamaperfectunion.htm>)
 - Working session for 3rd graded speech: speech outline
- Session 16 Use of Technology in Speeches
- Impromptu speeches
 - Part 6 of assigned text
 - Workshop in developing appropriate Powerpoint presentations
 - Truth claims exercise
- Session 17 3rd Graded Speech
- Impromptu speeches

- 3rd graded speech
 - Truth claims exercise
- Session 18 3rd Graded Speech (continued)
- Impromptu speeches
 - 3rd graded speech
 - Truth claims exercise
- Session 19 Introduction to Normative Truth Claims
- Feedback on 3rd graded speeches
 - Impromptu speeches
 - Forms, paradigms, methods, warrants, and evaluation standards appropriate to normative truth claims
 - Thesis statement development exercise
 - Hillary Clinton’s Remarks to the U.N.’s 4th World Conference on Women on September 5, 1995
(<http://www.americanrhetoric.com/speeches/hillaryclintonbeijingspeech.htm>)
 - Working session for 4th graded speech: speech plan
- Session 20 Deconstructing and Evaluating Normative Truth Claims
- Impromptu speeches
 - Martin Luther King, Jr.’s Speech “I’ve Been to the Mountaintop” delivered on April 3, 1968
(<http://www.americanrhetoric.com/speeches/mlkivebeentothemountaintop.htm>)
 - Working session for 4th graded speech: speech outline
- Session 21 4th Graded Speech
- Impromptu speeches
 - 4th graded speech
 - Truth claims exercise
- Session 22 4th Graded Speech (continued)
- Impromptu speeches
 - 4th graded speech
 - Truth claims exercise
- Session 23 Introduction to Aesthetic Truth Claims
- Feedback on 4th graded speeches
 - Impromptu speeches
 - Forms, paradigms, methods, warrants, and evaluation standards appropriate to aesthetic truth claims
 - Thesis statement development exercise
 - Elie Wiesel’s speech entitled “The Peril of Indifference” delivered on April 12, 1999
(<http://www.americanrhetoric.com/speeches/ewieselperilsofindifference.html>)
 - Working session for 5th graded speech: speech plan
- Session 24 Deconstructing and Evaluating Aesthetic Truth Claims

- Impromptu speeches
 - Edward M. Kennedy's address entitled "Faith, Truth and Tolerance in America" delivered on October 3, 1983
(<http://www.americanrhetoric.com/speeches/tedkennedytruth&tolerance.htm>)
 - Working session for 5th graded speech: speech outline
- Session 25 5th Graded Speech
- Impromptu speeches
 - 5th graded speech
 - Truth claims exercise
- Session 26 5th Graded Speech (continued)
- Impromptu speeches
 - 5th graded speech
 - Truth claims exercise
- Session 27 Study Session
- Course Evaluations
 - Part 9 in assigned text
 - Working session on development of extemporaneous speech topics reflecting one of the four kinds of truth claims addressed over the course of the semester (i.e., expressive, empirical, normative, and aesthetic) using a topic pertaining to the student's academic major
- Session 28 Final Examination: Extemporaneous Speech
- Session 29 Final Examination (continued)

The instructor reserves the right to modify the above schedule in order to meet the overall needs of the course.

Class Attendance: Students cannot succeed in this course if they do not attend class. Intellectual growth and success in higher education take place through interaction in the classroom. Only two absences of any kind – excused or unexcused – will be permitted over the course of the semester with no adverse impact on the student's overall grade.

When a student misses a class because of a college-sponsored event (i.e., an excused absence), the student must give advance notice of his or her absence.

As noted above, students are responsible for all work missed due to an excused or unexcused absence.

These makeup opportunities must take place within two class sessions of the missed class. PLEASE NOTE: the class missed will still count as an absence. A participation grade of zero will be assigned in these instances.

There is less benefit in submitting a notebook page, in the case of a lecture class, or in a written speech critique than in a class session in which all students are provided with an opportunity to participate in a facilitated discussion.

Timeliness of Work: Students are expected to be fully prepared for each class session. They are also expected to submit all assigned work on time.

As noted above, makeup work described must be completed within two class sessions of the missed class in order to receive credit. If late, however, this makeup work must still be completed. If it is not completed, a grade of "incomplete" will be assigned for the course.

Using Electronic Devices: Electronic devices can only be used in class for course-related purposes. If a student texts or accesses the internet for any other purpose, he or she may be asked to leave the class. In this instance, the student will be recorded as having been absent.

Participating in Class: Students are expected to be on time and to stay through the entire class.

As noted above, students are expected to initiate questions and comments during and immediately following lectures as well as to respond to questions and other prompts provided by the instructor. Students are also expected to participate fully in class discussions.

Cheating and Plagiarism: A determination that a student has submitted work that is not his or her own will be subject to judicial review, the procedures for which can be found in the College Catalog and in the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College.

Using standard citation guidelines, such as MLA or APA format, to document sources help avoid incidences of plagiarism. The Library has reference copies of each of these manuals, and brief checklists pertaining to these standards are included in the Student Handbook and Planner.

PLEASE NOTE: All papers may be electronically checked for plagiarism.

Withdrawing from Class: After the last day established for class changes has passed, a student can only withdraw from this course by following the policy outlined in the CCSJ Course Catalog. See College calendar.

Student Success Center: The Student Success Center provides faculty tutors at all levels to help students both to master specific subjects and to develop effective learning skills. It is open to all students at no charge. Contact the Student Success Center at (219) 473-4287 or stop by the Library.

Disability Services: Disability Services strives to meet the needs of all students by providing academic support in accordance with Americans with Disabilities Act (ADA) guidelines. If a student believes that he or she might need a "reasonable accommodation" because of a disability, the College's Disability Services

Coordinator can be reached at (219) 473-4349.

CCSJ Alerts:

Calumet College of St. Joseph's emergency communications system alerts student about emergencies, weather-related closings, and other incidents via text, email, and/or voice messages. Student should sign up for this service annually. See the College's website at: <http://www.ccsj.edu/alerts/index.html>.

In addition, students can check other media for important information, such as school closings:

- Internet: <http://www.ccsj.edu>
- Radio: WAKE – 1500 AM, WGN – 720 AM, WIJE – 105.5 FM, WLS – 890 AM, WZVN – 107.1 FM, WBBM NEWS RADIO 78
- TV Channels: 2, 5, 7, 9, 32

EMERGENCY PROCEDURES

MEDICAL EMERGENCY

EMERGENCY ACTION

1. Call 911 and report incident.
2. Do not move the patient unless safety dictates.
3. Have someone direct emergency personnel to patient.
4. If trained: Use pressure to stop bleeding.
5. Provide basic life support as needed.

FIRE

EMERGENCY ACTION

1. Pull alarm (located by EXIT doors).
2. Leave the building.
3. Call 911 from a safe distance, and give the following information:
 - Location of the fire within the building.
 - A description of the fire and how it started (if known)

BUILDING EVACUATION

1. All building evacuations will occur when an alarm sounds and/or upon notification by security/safety personnel. **DO NOT ACTIVATE ALARM IN THE EVENT OF A BOMB THREAT.**
2. If necessary or if directed to do so by a designated emergency official, activate the building alarm.
3. When the building evacuation alarm is activated during an emergency, leave by the nearest marked exit and alert others to do the same.
4. Assist the disabled in exiting the building! Remember that the elevators are reserved for persons who are disabled. **DO NOT USE THE ELEVATORS IN CASE OF FIRE. DO NOT PANIC.**
5. Once outside, proceed to a clear area that is at least 500 feet away from the building. Keep streets, fire lanes, hydrant areas and walkways clear for emergency vehicles and personnel. The assembly point is the sidewalk in front of the college on New York Avenue.
6. **DO NOT RETURN** to the evacuated building unless told to do so by College official or emergency responders.

IF YOU HAVE A DISABILITY AND ARE UNABLE TO EVACUATE:

Stay calm, and take steps to protect yourself. If there is a working telephone, call 911 and tell the emergency dispatcher where you are **or** where you will be moving. If you must move,

1. Move to an exterior enclosed stairwell.
2. Request persons exiting by way of the stairway to notify the Fire Department of your location.
3. As soon as practical, move onto the stairway and await emergency personnel.
4. Prepare for emergencies by learning the locations of exit corridors and enclosed stairwells. Inform professors, and/or classmates of best methods of assistance during an emergency.

HAZARDOUS MATERIAL SPILL/RELEASE

EMERGENCY ACTION

1. Call 911 and report incident.
2. Secure the area.
3. Assist the injured.

4. Evacuate if necessary.

TORNADO

EMERGENCY ACTION

1. Avoid automobiles and open areas.
2. Move to a basement or corridor.
3. Stay away from windows.
4. Do not call 911 unless you require emergency assistance.

SHELTER IN PLACE

EMERGENCY ACTION

1. Stay inside a building.
2. Seek inside shelter if outside.
3. Seal off openings to your room if possible.
4. Remain in place until you are told that it is safe to leave.

BOMB THREATS

EMERGENCY ACTION

1. Call 911 and report incident.
2. If a suspicious object is observed (e.g. a bag or package left unattended):
 - Don't touch it!
 - Evacuate the area.

TERRORISM AND ACTIVE SHOOTER INCIDENTS

EMERGENCY ACTION

1. Call 911 and report intruder.

RUN, HIDE OR FIGHT TIPS:

1. **Prepare** – frequent training drills to prepare the most effectively.
2. **Run and take others with you** – learn to stay in groups if possible.
3. **Leave the cellphone.**
4. **Can't run? Hide** – lock the door and lock or block the door to prevent the shooter from coming inside the room.
5. **Silence your cellphone** -- use landline phone line.
6. **Why the landline?** It allows emergency responders to know your physical location.
7. **Fight** – learn to “fight for your life” by utilizing everything you can use as a weapon.
8. **Forget about getting shot – fight!** You want to buy time to distract the shooter to allow time for emergency responders to arrive.
9. **Aim high** – attack the shooter in the upper half of the body: the face, hands, shoulder, neck.
10. **Fight as a group** – the more people come together, the better the chance to take down the shooter.
11. **Whatever you do, do something** – “react immediately” is the better option to reduce traumatic incidents.