

Public Speaking and Critical Thinking

COMM 101 Section 202

T/Th 10:00-11:15 | SoC 010

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Course description

Public Speaking & Critical Thinking is designed to help student develop their contribution to public discourse through public speaking. In this course, students will learn how to develop, research, organize, write, and deliver their ideas to public [as distinct from interpersonal] audiences. Students will also learn how to form and deliver critique. Building clear, concise, focused, and ethical content for identifiable public audiences is a skill that requires that we must be intelligent, thoughtful, and critical listeners as well as speakers. Especially because this course is being offered in Rome, students will also learn about the grounding of our Western understanding of rhetoric in Greek and Roman tradition.

By the end of this class, students should be able to:

- Determine the purpose of each presentation they deliver and hear
- Understand and apply the five classical Western canons of rhetoric [first codified in Rome, which trace the traditional tasks in designing a persuasive speech: invention, arrangement, style, memory, and delivery.
- Understand and apply the Aristotelian concepts of ethos, pathos, and logos with regard to themselves, their classmates, and other rhetors
- Use their experiences in Rome and beyond to develop stories that will engage their particular audiences
- State positions on issues and defend those positions logically and with proper documentation
- Assess the credibility of the sources used by themselves and others
- Assess the coherence of the arguments used by themselves and others
- Assess the effectiveness of visual aids used by themselves and others
- Apply principles of effective delivery to their own presentations and those of others

Course Expectations

READING: This course does not have a required textbook. Instead, core concepts will be introduced and discussed in class and your time and energy outside of class should be directed toward researching your various speech topics and staying up to date on speaking strategies in current events (political speeches, popular speeches, etc.). So much of public speaking depends on an ability to adapt to a changing discourse environment. To be effectively prepared for those changes, you should be reading news daily as well as researching your specific interests more deeply.

DECORUM: You are expected to display the same level of professionalism and respect as required by work roles, through attending class regularly, arriving on time, being prepared for class, and remaining for the full class period. In addition, students are expected to actively participate in discussions and stay engaged during lectures and speech presentations. Students using electronics while another student presents a graded speech will lose participation points. Students are also expected to show respect for others' opinions/experiences through verbal/body language.

ATTENDANCE: Speaking classes necessarily require not only a speaker but also an audience. As such, you are expected to be in class regularly and consistently. Students are allowed two absences during the semester. Missing more than two classes will result in a loss of all attendance/participation points for the semester.

Missing class on a speaking day will result in a score of zero on the assignment. Barring extreme circumstances, it will always be better to attend class and make an effort at presenting.

This course makes no distinction between excused and unexcused absences unless there are extreme circumstances involved. Extreme circumstances must be declared in a timely manner (preferably prior to the absence), documented appropriately, and any missed work must be made up promptly at the initiative of the student.

ACADEMIC INTEGRITY: Academic dishonesty is unacceptable and can take several forms, including, but not limited to cheating, plagiarism, copying another student's work, and submitting false documents.

Plagiarism is a serious violation of the standards of academic honesty. Plagiarism is the appropriation of ideas, language, work or intellectual property of another, either by intent or by negligence, without sufficient public acknowledgement and appropriate citation that the material is not one's own. It is true that every thought probably has been influenced to some degree by the thoughts and actions of others. Such influences can be thought of as affecting the ways we see things and express all thoughts. Plagiarism, however, involves the taking and use of specific words and ideas of others without proper acknowledgement of the sources, and includes, but is not limited to, the following:

- Submitting as one's own material copied from a published source, such as Internet, print, CD-ROM, audio, video, etc.;
- Submitting as one's own another person's unpublished work or examination material;
- Allowing another or paying another to write or research a paper for one's own benefit; or
- Purchasing, acquiring, and using for course credit a pre-written paper.

The above list is in no way intended to be exhaustive. Students should be guided by the principle that it is of utmost importance to give proper recognition to all sources. To do so is both an act of personal, professional courtesy and of intellectual honesty. Any failure to do so, whether by intent or by neglect, whether by omission or commission, is an act of plagiarism. A more detailed description of this issue can be found at <http://luc.edu/english/writing.shtml#source>. In addition, a student may not submit the same paper or other work for credit in two or more classes. This applies even if the student is enrolled in the classes during different semesters. If a student plans to submit work with similar or overlapping content for credit in two or more classes, the student should consult with all instructors prior to submission of the work to make certain that such submission will not violate this standard. Plagiarism or any other act of academic dishonesty will result minimally in the instructor's assigning the grade of "F" for the assignment or examination. The instructor may impose a more severe sanction, including a grade of "F" in the course. All instances of academic dishonesty must be reported by the instructor to the appropriate area head and to the office of the Dean of the School of Communication. **A complete description of the School of Communication Academic Integrity Policy can be found at <http://www.luc.edu/soc/Policy.shtml>.** For further information about the expectations for academic integrity and sanctions for violations, students can consult: <http://www.luc.edu/media/lucedu/quinlanschoolofbusiness/pdfs/Honor-Code-Quinlan-July2012.pdf> or <http://www.luc.edu/soc/policy.shtml>.

ASSIGNMENTS

INTRODUCTIONS (50 points)

To get a baseline of your speaking skills and to begin building a proto-public in the classroom, we need to learn about each other. On the first day of class, we'll discuss the challenge of inventing speeches that solve problems for and through the audience. In this case, you'll have two to three minutes to A) identify an exigence that can B) be resolved by way of one of your experiences and C) demonstrates a value-add for the audience.

To get that speech prepped and ready for day two, use the following 1-point outline

1. Introduction/Preamble

- Attention getter: (a story, statistic, or anecdote that gains audience interest and serves to build a connection between the speaker, the audience, and the exigence/topic).
- Statement of purpose: How are you? Why are you credible to speak on this topic? More importantly, what are you talking about and why should the audience care?
- Preview

2. Main Point 1 / My experience with _____ helps us all understand/appreciate/consider _____

- Subpoint 1: What's the experience (history, background, context)
- Subpoint 2: What was my experience like? (the story)
- Subpoint 3: How does that experience resolve an exigence for the audience?

3. Conclusion: Review, Restate the statement of purpose and provide a moment of closure by tying back to the attention getter.

Grading Criteria: You will be evaluated across the categories of: Vocal Delivery, Physical Delivery, Audience Adaptation, and Clarity of Content. Time will also be a factor in your grade.

SPEECH OF PRAISE (200 points)

A common speaking situation is introducing an idea, person, or product that would be valuable for your audience. You are expected to research the most recent and credible resources on your topic and appropriately implement and cite those resources in your speech. Speeches should be between 4.5 and 5.5 minutes. Speeches should follow a clear organizational pattern, should explain why the topic is timely and of interest to the audience, should be well-supported, and should give the audience some indication of what they might do with the new information.

You will be asked to submit a detailed outline (not a manuscript) and reference list through Sakai (tentatively) and as a hard copy on the day you speak.

Grading Criteria: You will be evaluated across the following criteria: Vocal Delivery, Physical Delivery, Notes/Extemporaneous Style, Audience Adaptation (Quality of Topic and Audience Analysis), Clarity of Content (Organization, Transition/Signposts, and Reasoning), Support (Clear Citations and Credible Sources), Outline, and Time.

PEER REVIEWS (50 points)

Using the grading criteria from the Innovative Speech of Praise Assignment, you will be asked to evaluate and compare two presentations of your peers (your peers will not see these reviews). You should take notes during two of the speeches (on the day you don't present) and then type up an evaluation identifying what the speeches did well, what they could do better, and how well they met (in your estimation) the criteria for the assignment. Peer reviews will be due in class on 2/14.

INFORMATIVE SPEECH (300 points)

The difference between this speech and the previous speech is that earlier, you were trying to convince an audience that something was important. In this speech, you're adding an element of education. By selecting a timely and complex topic, you will have to explain why the idea, concept, policy or process is important and ensure your audience understands how it works. The central tasks in this project are to A) research your topic in detail across multiple perspectives, and B) curate the information in a way that charts the origins of a particular effects, and future of your topic and your audience.

Speeches should be between 6 and 8 minutes. You will be asked to submit a detailed outline (not a manuscript) and reference list through Sakai (tentatively) and as a hard copy on the day you speak.

Grading Criteria: You will be evaluated across the following criteria: Vocal Delivery, Physical Delivery, Notes/Extemporaneous Style, Audience Adaptation (Quality of Topic and Audience Analysis), Clarity of Content (Organization, Transition/Signposts, and Reasoning), Support (Clear Citations and Credible Sources), Visual Aids/Technology, Outline, and Time.

PERSUASIVE SPEECH (350 points)

Perhaps the most common (or at least most romanticized) genre of speaking is the persuasive speech. A common misperception of persuasion is that it uses communication to achieve an end (and almost always the end of the speaker). But true persuasion is the art of convincing an audience that your goal is also their goal. More specifically, the task in this speech is not to convince an audience why your idea is good, but why your idea is good for them (and if at all possible, to pitch an audience in such a way that they convince themselves).

You are asked to identify a particular problem/solution or need/satisfaction relationship that you'd like to see resolved. The problem or need should be pressing (timely) and solvable. The solution or satisfaction should be ethical and plausible. The speech should be well-supported and well-reasoned. The topic and speech should be framed in a way that serves the audience and should make use of dynamic visuals and data. Speeches will be between 6 and 8 minutes and include a Q&A session.

You will be asked to submit a detailed outline (not a manuscript) and reference list through Sakai (tentatively) and as a hard copy on the day you speak.

Grading Criteria: You will be evaluated across the following criteria: Vocal Delivery, Physical Delivery, Notes/Extemporaneous Style, Audience Adaptation (Quality of Topic and Audience Analysis), Clarity of Content (Organization, Transition/Signposts, and Reasoning), Support (Clear Citations and Credible Sources), Persuasive Technique (Logic, Quality of Appeal, Ethical Sense of Audience), Q&A performance, and Visual Aids/Technology, Outline, and Time.

PEER REVIEWS 2 (50 points)

Using the grading criteria from the Persuasive Speech Assignment, you will be asked to evaluate and compare two presentations of your peers (your peers will not see these reviews). You should take notes during two of the speeches (on the day you don't present) and then type up an evaluation identifying what the speeches did well, what they could do better, and how well they met (in your estimation) the criteria for the assignment. Peer reviews will be due in class on 4/11.

COMPUTER MEDIATED PRESENTATION (200 points)

This speech will be submitted as a digital file (on Sakai and via USB or Cloud during the period). Speeches should be modeled as a TED Talk or a Deck Presentation. The speech can function as an informative or persuasive presentation. The speech should be responsibly supported and sources effectively cited. The speech should also make use of technology in such a way that the presentation is seamless and well presented. No edits should be detectable in the final product (the best way to achieve this is to do it in one take). Audio and visual quality of the digital file should be dynamic and natural. You may make use of Adobe Presenter if available. Presentations should be as close to 5 minutes long as possible.

Grading Criteria: You will be evaluated across the following criteria: Vocal Delivery, Physical Delivery, Computer-Mediated Quality (sound and visual variables), Audience Adaptation (Quality of Topic and Audience Analysis), Clarity of Content (Organization, Transition/Signposts, and Reasoning), Support (Clear Citations and Credible Sources), and Time.

IMPROMPTU SPEECH (150 points)

During the final examination period, you will be given 5 minutes of time to prepare a 3-5 minute speech. You will identify a general topic area for the speech, and then be given 3 specific prompts, selecting one as the exigence of your speech. You will be evaluated on your ability to organize and deliver an effective speech. You will also be evaluated on the quality of content you bring to bear in the speech for the use of the audience. Finally, you will be evaluated on the ability to deliver a speech that lands between 3 and 5 minutes. It is, in many ways, the best final examination for a speech class because it asks you to utilize all your training and execute a speech under time constraints.

ATTENDANCE AND PARTICIPATION (150 points)

Students will be evaluated based on the quality and consistency of their contributions to the class discussions. This grade also incorporates classroom decorum (both in discussion and as an audience member). This score will go to zero if you miss more than two class sessions, barring extreme circumstances.

TENTATIVE SCHEDULE (Subject to Change)

1/17: Course Introduction: Contingency, Arrangement, Execution

1/19: **Introductions**

1/24: Audience Analysis

1/26: Resource Analysis

1/31: Organizational patterns

2/2: Delivery

2/7: **Speech of Praise**

2/9: **Speech of Praise**

2/14: Ethics and Research

2/16: Language and Culture

2/21: Speaking with Technology (data & design)

2/23: **Informative Speeches**

2/28: **Informative Speeches**

3/2: **Informative Speeches**

SPRING BREAK

3/14: Principles of Persuasion (patterns)

3/16: Principles of Persuasion (audience)

3/21: Principles of Persuasion (argument)

3/23: Principles of Persuasion (ethics)

3/28: **Persuasive Speeches**

3/30: **Persuasive Speeches**

4/4: **Persuasive Speeches**

4/6: TBD

4/11: Computer-mediated Skills

4/13: Computer-mediated Workshop

4/18: **COMPUTER MEDIATED SPEECHES**

4/20: **COMPUTER MEDIATED SPEECHES**

4/25: Computer Mediated Speaking

4/27: TBD

FINAL: **Impromptu Speeches**