

RHET 1110, Section 4

Fundamentals of Public Speaking

MWF 10:00-10:50, Fall 2021

Please note: This syllabus has updated dates/times for the 2nd part of the semester

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Office Hours: MWF 11-12:40 and other times as well.

What are office hours? A chance to get questions answered, a time for me to get to know you a little better, a place to discuss careers, graduate school, and lots of other things too! I tend to be around a lot more than "official" hours. If these hours don't work, let me know. We'll find some better times. I encourage you to stop by!

Course Description:

A study of the basic principles governing effective speaking, emphasizing student speeches with informative and persuasive purposes.

Textbook:

Tucker, Barbara, et al. *Exploring Public Speaking*, 4th edition. Free textbook; available in Georgia View.

Your course objectives: What do you want to get out of the class?



Insert very cheesy public speaking graphic...

Course Objectives:

1. To recognize the role of the audience when it comes to topic selection and content creation.
2. To be able to identify and utilize the five canons of rhetoric when it comes to the public speaking situation.
3. To identify and utilize strategies of managing communication anxiety in public speaking contexts.
4. To model effective delivery in such forms as prepared and extemporaneous styles of speech.
5. To recognize different forms of speech organization, and select appropriate forms for a give speech situation.
6. To help colleagues with their public speaking skills through critical listening and feedback.
7. To critically analyze a variety of forms of public speech and speakers through neo-Aristotlean and other critical approaches.

Assignments and Course Grading

- Narrative Speech 10%
- Informative Speech 15%
- Persuasive Speech 15%
- Tribute Speech 15%
- Final Speech
(Pecha Kucha speech) 15%
- Speech Analysis 15%
- Participation/
Critiques of Colleagues 15%

I use the standard 90-80-70-60 grading scale.

The first thing that everyone wants to know... how long are each of the speeches?

Narrative speech:	3-5 minutes
Informative speech:	5-7 minutes
Persuasive speech:	6-8 minutes
Tribute speech:	4-6 minutes
Pecha Kucha speech:	4 minutes

So wait... you're telling me that one speech will be exactly 4 minutes?

That's right... when you read the description that's coming up, it'll make sense.

What if I hate public speaking? Can I still do well in the class?

I'll let you in on a little secret... not all rhetoric majors (or communication majors) love public speaking. If you had to ask me how I look at a first public speaking class, I'm much more content-oriented than I am delivery oriented. You'll get plenty of practice giving speeches over the course of your college career. I look at this class as helping to give you a good foundation for what's to come.

This is the section of the syllabus where I'd normally put something about being here on speech days, and attendance in general... but this semester and year especially, I want you to feel that if you need to miss class because you're sick, **DON'T COME!!** There have been quite a few COVID cases in the department this semester, and GC has had more cases (as I write this syllabus) than we had in Fall 2020. I'm not going to penalize you because you're taking prudent precautions in not coming to class.

But you'll find me to be like most professors: let me know ahead of time or as soon as possible, and we'll find a way to work things out...

So what happens if I go over/under on the speech lengths?

Something that I think is valuable for you to know is what happens to you between when you practice in your room/car/wherever, and what happens when you get up in front of a group of people, and how that impacts your perception of time actually speaking. At first, I'll be pretty lenient in terms of grades, but I do reserve the right to stop you if you're going **WAY TOO LONG** (10 minutes for a 5 minute speech counts as **WAY TOO LONG**). Future speeches will have a minor grade deduction for going significantly over, and more of a grade deduction for going under.

Descriptions of each of the speeches:

Narrative Speech:

In this speech, you'll tell us a story. Describe what impact an event, a person, or experience had on your life. Review what you learned from this experience and explain how your audience benefits from the lessons that you learned. No external sources are specifically required for this speech.

Informative Speech:

You'll give a speech informing us on some particular topic, whether it be historical, about some kind of theory, concept, etc. We'll talk in class about various ways you can approach this particular speech -- there's not one way you have to do it. You will be required to turn in a bibliography and a general outline of the speech. I'll expect that you have a minimum of 3 external sources. You'll check in with me ahead of time to let me know about your topic, and we'll chat about the direction you're thinking about taking with your topic.

Persuasive Speech:

While there are many different ways to persuade an audience, this particular speech will focus more on a problem-solution format. You'll identify some kind of problem (local, regional, national, international - up to you), and also providing us with some ways in which we might begin to lessen or solve the problem. I'll expect that you have a minimum of 4 external sources. You'll check in with me ahead of time to let me know your topic, and we'll chat about the direction you're thinking about taking with your topic.

Tribute Speech:

This speech will give you a chance to be a little more creative. You can pick either a real person or not, and either a real situation or not. For example, you might write your own speech that someone should give upon your death, or to praise a particular person, or a (relatively short) speech of introduction or even a wedding toast. You'll check in with me ahead of time to tell me what type of tribute/epidectic speech you're thinking about doing.

The final exam for the class... the Pecha Kucha speech!

It sounds a little crazy, but it's a chance for you to combine visual aids, extemporaneous delivery, attention to time detail, and learning a bit about PowerPoint/your favorite presentation program of choice. Here's how it will work:

- Your speech topic can be whatever you want it to be, provided that you can . However, it can ONLY be 4 minutes long.
- You may ONLY have 16 slides.
- You will switch slides every 15 seconds.

(Now you see why it's 4 minutes long: 16 slides x 15 seconds = 4 minutes.)

What you'll want to do is to be able to distill the topic down to its most essential form. What would you like us to learn/think about/laugh about/get mad about/cry about/etc. in those 4 minutes?

The slides should NOT be primarily text-based; the primary focus should be some kind of graphic or other visual element.

You'll have a chance to prepare the speech ahead of time and to try it out with your classmates before you give it in the final exam (in other words: you'll get workshop time.).

Other speaking opportunities...

You'll note on the schedule that we'll have what I call "informal speaking" times. These times will involve more informal opportunities that won't be graded, but will be considered as part of your class participation. These may include impromptu or extemporaneous speeches, delivery exercises, or other less formal speaking opportunities.

One reminder: Please do not enter the classroom while someone is giving a speech, and be sure to give each speaker your full attention. Being a good audience member is something I consider strongly in your participation grade.

Speech Analysis: The other assignment

For this particular assignment, you'll watch a speech that was given by a famous speaker. The speech should be a minimum of 10 minutes long, and at the very minimum, must have an audio version to listen to (video is nice too, but I don't want to prohibit you from some famous speeches that have only audio available). Your paper will consider the following:

1. Why is this speech important/worthy of being analyzed?
2. How did the speaker utilize the five canons of rhetoric?
3. Which of the five canons was most important for this particular speech? Why?

Your paper should be approximately 3-5 pages, assuming normal fonts and double spacing. You'll receive more details about this assignment later in the semester after we talk about the canons in class.

So what else should you know about me and this class?

- **It's really geared around opportunities to speak.**

I know that for some of you, that will sound more scary than others... but we improve through practice. And I want this space to be an encouraging one... not everyone comes into class with the same background..

- **You'll find a balance of more formal and informal speaking.**

What I've found that will be of the most benefit is really a wide range of speeches -- on some speeches, I'll expect a structured speech with plenty of preview and review statements. On others, you'll use more of a storytelling style.

- **How are you going to grade me on the speeches?**

Look on the next page... I have it pretty well laid out in detail. You can even look at the column headings as "A," "B," "C," and "D" if it makes you feel better. :) I'm more interested in you displaying your proficiency.

- **Are there any speeches/speech topics I shouldn't do?**

Think about your audience. If you can't answer the questions, "So what? Why should I care?" then you probably shouldn't pick that topic. That said, it's always fun to see someone provide answers to these questions in novel and different ways. I also think that there are some topics that are a little more difficult to change our minds on than others. Learn and know your audience -- that will give you a sense of what kinds of topics might/might not be interesting.

- **What was that you said in terms of content and delivery?**

Yes, I'll evaluate your delivery, and yes, I do want to help you improve your delivery. But I don't expect your delivery to be perfect from the very beginning. Essentially, delivery will count increasingly as we go along, but your content is still what's most important to me.

- **Will you have any pop quizzes in this class?**

I'm going to try my hardest NOT to... as long as you come to class prepared and ready to talk about the topics for the day, we'll be fine. If people don't come prepared, then I reserve the right to change the syllabus and have pop quizzes.

Certain speeches will emphasize various dimensions, but in general, here's how I view your speaking...

Dimension	Proficient	Competent	Developing	Novice/Limited
<p>Content Development and Organization</p>	<p>Content is well-organized, clear and logical.</p> <p>Statements and/or thesis and conclusions are supported by evidence or narrative detail.</p> <p>Facts are not confused with opinions. Sources are credible and relevant.</p>	<p>Content is mostly well-organized, clear and logical.</p> <p>Statements and/or thesis and conclusions are mostly supported by evidence or narrative detail.</p> <p>Facts are usually not confused with opinions. Sources are usually credible and relevant.</p>	<p>Content is somewhat well- organized, clear and logical.</p> <p>Statements and/or thesis and conclusions are somewhat supported by evidence or narrative detail.</p> <p>Facts are occasionally confused with opinions. Sources are sometimes credible and relevant.</p>	<p>Content is minimally organized, clear and logical.</p> <p>Statements and/or thesis and conclusions are rarely supported by evidence or narrative detail.</p> <p>Facts are often confused with opinions. Credible and relevant sources are rarely used.</p>
<p>Purpose, Audience and Genre</p>	<p>The purpose of the communication is clear.</p> <p>The style and use of language are appropriate for the audience and the communication's purpose.</p> <p>The conventions of the chosen genre are respected.</p>	<p>The purpose of the communication is mostly clear.</p> <p>The style and use of language are mostly appropriate for the audience and the communication's purpose.</p> <p>The conventions of the chosen genre are mostly respected.</p>	<p>The purpose of the communication is somewhat clear.</p> <p>The style and use of language are somewhat appropriate for the audience and the communication's purpose.</p> <p>The conventions of the chosen genre are sometimes respected.</p>	<p>The purpose of the communication is unclear.</p> <p>The style and use of language are rarely appropriate for the audience and the communication's purpose.</p> <p>The conventions of the chosen genre are rarely respected.</p>
<p>Language, Syntax</p>	<p>Communication is clear, fluent and appropriate for the chosen genre and medium.</p> <p>Errors don't interfere with comprehension.</p>	<p>Communication is mostly clear, correct, fluent and appropriate for the chosen genre and medium.</p> <p>Errors minimally interfere with comprehension.</p>	<p>Communication is somewhat clear, correct, fluent and appropriate for the chosen genre and medium.</p> <p>Errors sometimes interfere with comprehension.</p>	<p>Communication is rarely clear, correct, fluent or appropriate for the chosen genre and medium.</p> <p>Errors consistently interfere with comprehension.</p>
<p>Oral Communication</p> <p>Voice command and visual delivery for oral communication, including active listening and interactions in appropriate situations.</p>	<p>Articulation, tone, volume, and pace are appropriate to the situation.</p> <p>Where appropriate, eye contact and body language are appropriate to the interaction.</p> <p>Speaker listens attentively and responds to audience appropriately to clarify, reinforce and/or summarize main ideas.</p>	<p>Articulation, tone, volume, and pace are mostly appropriate to the situation.</p> <p>Where appropriate, eye contact and body language are mostly appropriate to the interaction.</p> <p>Speaker mostly listens attentively and responds to audience mostly appropriately to clarify, reinforce and/or summarize main ideas.</p>	<p>Articulation, tone, volume, and pace are somewhat appropriate to the situation.</p> <p>Where appropriate, eye contact and body language are somewhat appropriate to the interaction.</p> <p>Speaker somewhat listens attentively and responds to audience somewhat appropriately to clarify, reinforce and/or summarize main ideas.</p>	<p>Articulation, tone, volume, and pace are rarely appropriate to the situation.</p> <p>Where appropriate, eye contact and body language are rarely appropriate to the interaction.</p> <p>Speaker rarely listens attentively and rarely responds to audience appropriately to clarify, reinforce and/or summarize main ideas.</p>

Georgia College Official Policies...

Religious Observance Policy

Students are permitted to miss class in observance of religious holidays and other activities observed by a religious group of which the student is a member without academic penalty. Exercising of one's rights under this policy is subject to the GC Honor Code. Students who miss class in observance of a religious holiday or event are required to make up the coursework missed as a result from the absence. The nature of the make-up assignments and the deadline for completion of such assignments are at the sole discretion of the instructor. Failure to follow the prescribed procedures voids all student rights under this policy.

Assistance for Student Needs Related to Disability

If you have a disability as described by the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, Section 504, you may be eligible to receive accommodations to assist in programmatic and physical accessibility. The Student Disability Resource Center can assist you in formulating a reasonable accommodation plan and in providing support in developing appropriate accommodations to ensure equal access to all GC programs and facilities. Course requirements will not be waived, but accommodations may assist you in meeting the requirements. For documentation requirements and for additional information, we recommend that you contact the Student Disability Resource Center located in Russell Library 109 at 478-445-5931.

Student Rating of Instruction Survey

Given the technological sophistication of Georgia College students, the student opinion survey is being delivered through an online process. Your constructive feedback plays an indispensable role in shaping quality education at Georgia College. All responses are completely confidential and your name is not stored with your responses in any way. In addition, instructors will not see any results of the opinion survey until after final grades are submitted to the University. An invitation to complete the online opinion survey is distributed to students near the end of the semester. Your participation in this very important process is greatly appreciated.

Academic Honesty

The integrity of students and their written and oral work is a critical component of the academic process. The submission of another's work as one's own is plagiarism and will be dealt with using the procedures outlined in the GC Catalog. Remember that allowing another student to copy one's own work violates standards of academic integrity.

Student Use of Copyrighted Materials

As a student your ability to post or link to copyrighted material is governed by United States copyright law. The law allows for students to post or link to copyrighted materials within the course environment when the materials are pertinent to course work. Students are expected to adhere to the stipulations of the Georgia College Honor Code, which addresses plagiarism. Violations are subject to disciplinary action. Policy recognizes that exclusive rights of copyright holders are balanced by limitations on those rights under federal copyright law, including the right to make a fair use of copyrighted materials. The absence of a copyright notice or symbol on a work does not denote a lack of copyright. Failure to comply with this policy, including federal copyright laws, may result in restriction or loss of university network access and/or disciplinary action through the Office of Student Life. For questions involving copyright issues, please consult the GC Office of Legal Affairs. Refer to the USG Policy on the Use of Copyrighted Works at <https://www.usg.edu/copyright>.

Electronic Recording Policy

Electronic video and/or audio recording is not permitted during any class unless the student obtains permission from the instructor and every student present. If permission is granted, any distribution of the recording is prohibited. Violation of this policy is grounds for removal from the class and referral for disciplinary action. Students granted specific electronic recording accommodations from Disability Services do not require special permission; however, the instructor must be notified. Any distribution is prohibited.

Georgia College Official Policies... continued

COVID-19

The health and safety of our community will always remain our top priority. Although not required, we strongly encourage students to get a COVID-19 vaccine. Similarly, unvaccinated individuals are also strongly encouraged to continue wearing a mask or face covering in the classroom as well as at social gatherings. Vaccinated individuals may also want to consider wearing a mask or face covering while indoors.

In an effort to assist students with getting vaccinated, [Student Health Services](#) will be offering on-going vaccination clinics on campus starting during our Weekend of Welcome. For more information, contact Student Health Services at 478-445-5288 or via [Email](#). Please consult the [university's website](#) for COVID related updates and resources. (Updated July 30, 2021)

Academic Grievances or Appeals

An academic grievance or appeal is an allegation by a student of substantial and/or unjustified deviation, to the student's detriment, from policies, procedures and/or requirements regarding admission, grading policies, special agreements, instructor's requirements and academic requirements of the University. Students shall have the right to file academic grievances or appeals according to the procedures approved by the University and outlined in the University Catalog.

Fire Drills

Fire drills will be conducted annually. In the event of a fire alarm, students will exit the building in a quick and orderly manner through the nearest hallway exit. Learn the floor plan and exits of the building. Do not use elevators. If you encounter heavy smoke, crawl on the floor so as to gain fresh air. Assist disabled persons and others if possible without endangering your own life. Assemble for a head count on the front lawn of main campus or other designated assembly area.

Course Schedule

This schedule is subject to change based on our progress throughout the semester as well as student interest.

DATE:	DAY	CLASS TOPICS	ASSIGNMENTS
Mon., Aug. 30	1	Introduction to course	
Wed., Sep. 2	2	Discussion of communication anxiety and PRPSA	Chapter 1, Exploring Public Speaking
Fri., Sep. 4	3	Informal speaking exercise #1	
Mon., Sep. 6		Labor Day - No Class	
Wed., Sep. 8	4	Audience analysis and topic selection	Chapter 2 and 4, Exploring Public Speaking
Fri., Sep. 10	5	Canons of rhetoric	Chapters 7 and 8, Exploring Public Speaking
Mon., Sep. 13	6	Narrative speeches	
Wed., Sep. 15	7	Narrative speeches	
Fri., Sep. 17	8	Narrative speeches	
Mon., Sep. 20	9	Informal speaking exercise #2 and ethics	Chapter 3, Exploring Public Speaking
Wed., Sep. 22	10	Outline and structures for prepared speeches	Chapters 5 and 6, Exploring Public Speaking
Fri., Sep. 24	11	Delivery: Use of visual aids	Chapter 9, Exploring Public Speaking
Mon., Sep. 27	12	Informal speaking exercise #3	Chapter 11, Exploring Public Speaking
Wed., Sep. 29	13	Workshop: Informative speeches	Chapter 12, Exploring Informative Speaking
Fri., Oct. 1	14	Informative speeches	
Mon., Oct. 4	15	Informative speeches	
Wed., Oct. 6	16	Informative speeches	
Fri., Oct. 8	17	Informative speeches	
Mon., Oct. 11		Fall Break - No Class	
Wed., Oct. 13	18	Logos/reasoning	Chapter 13, Exploring Public Speaking
Fri., Oct. 15	19	Informal speaking exercise #4	
Mon., Oct. 18	20	Special occasion/Epidecic speeches	Chapter 15, Exploring Public Speaking
Wed., Oct. 20	21	Informal Speaking Exercise: Topic development	
Fri., Oct. 22	22	Critical analysis of speeches	

DATE:	DAY	CLASS TOPICS	ASSIGNMENTS
Mon., Oct. 25	23	Reorganizing rest of semester; part 2 of topic development informal speaking exercise	
Wed., Oct. 27	24	Last day for Informative Speeches	
Fri., Oct. 29	25	Persuasive speeches workshop	
Mon., Nov. 1	26	Informal speaking exercise #5	
Wed., Nov. 3	27	Persuasive speeches, Informal Exercise #6 (Humor in speeches)	
Fri., Nov. 5	28	Persuasive speeches	
Mon., Nov. 8	29	Persuasive Speeches	
Wed., Nov. 10	30	Persuasive Speeches (as needed)	
Fri., Nov. 12	31	Workshop: Tribute speeches	
Mon., Nov. 15	32	Tribute speeches	
Wed., Nov. 17	33	Tribute speeches	
Fri., Nov. 19	34	Tribute speeches	
Mon., Nov. 22	35	Informal speaking exercise #7: PowerPoint Karaoke!	Critical Analysis Due
Wed., Nov. 24		Thanksgiving Break	
Fri., Nov. 26		Thanksgiving Break	
Mon., Nov. 29	36	Workshop Day: Final Exam speech	
Wed., Dec. 1	37	Informal speaking exercise #8	
Fri., Dec. 3	38	Informal speaking exercise #9: Student choice speeches	
Mon., Dec. 6	39	Course Wrapup and PRPSA	
Wed., Dec. 8 (10:30-12:45)		Final Exam: Pecha Kucha speech	