Purpose of the Course: The purpose of this course is to aid participating students in internalizing a personal model of public speaking (rhetorical theory). Subsequently, this model can be applied as an ideal compendium to guide in the conceptualization, formulation, and presentation of speeches; and, as an integrated amalgam of criteria to assess, evaluate, and critique speeches the student hears. The course is designed in an accumulative-developmental format of three progressive stages: competent, compelling, and ethical. (The specific educational goals for each of these sequential modules are listed in the accompanying Appendix.)

Course Design: The course consists of two prime components: critically informed listening and speaking. The listening component consists of: evaluating three online speeches designated by the instructor; critiquing each student speech presented in class; and, analyzing one persuasive speech (either live or online) listened to outside of class. The speaking component of the class consists of presenting three speeches given in class before fellow class members on assigned days; and offering cogent feedback on each speech listened to in class. Criteria for both the listening and speaking assignments will be stipulated by the instructor; derived from the course’s required readings; and inferred from the progression of doing the in-class speaking assignments.

Required Texts:
(The instructor will give specific reading assignments on the first day of class.)

Assigned Online Speeches:
The following speeches are required listening for the course. They have been chosen to coincide with the three sequential modules of the class: competent (edify), compelling (engage), ethical (enlighten). Each speech is easily available from the Ted Talks series of speeches. On the day each round of in-class speeches begins, each student will be required to submit a one page evaluation on each of these three speeches. Failure to submit an evaluation disqualifies the student from listening to student presentations or from giving their in-class speech. The instructor will present the forms used to evaluate each speech in class. (Note: Each required online speech is coupled with a companion speech. Online viewing of these companion speeches offers the student a method of better understanding the required speeches through the process of comparison and contrast.)

Competent: Presenting Oneself in Our Media Age

Compelling: The Power of the Personal Narrative

Ethical: The Greatest Power is to Empower
Student Presentations/Final Paper/Class Participation:
The following three genres of speeches comprise the sequential modules of the class. They are
grounded to help students become: competent, compelling and ethical in
future presentations. (See specific educational goals for each of these assignments in the
Appendix.)

Movie Critique Speech (5 min): The student delineates a prime! emotional, intellectual, and/or
psychological reaction to a movie. (10% of grade).

Personal Commitment Speech (5 min): The student explicates an on- going involvement in their
life--a person, place, pastime, philosophy, ideal, dream, etc. (20% of grade).

Persuasive Speech (7-10 min): The student advocates a change of attitude and/or behavior
asking the audience member is invited to create, reassess, or adapt an ongoing belief system;
and/or to initiate or reconfigure a plan of action on a personally pertinent issue (30% of grade).

Final Paper (7 pp): The student assesses a speech heard outside of class (live or online) and
writes a formal analysis using criteria presented by the instructor, posited from assigned
readings, and/or gleaned from listening to and presenting speeches through the quarter (20% of
grade).

Class Participation: The student is required to attend each class session; to hand in one
evaluation for each required, online speech; to offer cogent, facilitating criticism of each student
speech presented in class; and to interact in a scholarly dialectic with the instructor (20% of
grade).

CAVEATS:
No excused absences for assigned speeches. If you do not show documentation of a medical
evacuation or insurmountable accident you will receive a Zero on that assignment. Imagine you
have contracted to give a speech “in the real world.” Take it that seriously. Evaluations of the
online speeches are due the first day of each in- class speech round. Failure to submit this
evaluation disqualifies the student from evaluating fellow students and from presenting their own
speech. This class is based on the proposition that each student is responsible for their own
learning and for facilitating the learning of every student in the class.

SYLLABUS
JAN:
09: Introductions of Instructor; Students; and course Material
11: Set up for First Speech.
16: First Online Speech Eval Due. Movie/Media Critique Speech. (5 min) (10% of the grade)
begins
18: MC cont.
23: MC cont.
25: MC cont.
30: MC cont.

Feb
01: Review and Set Up
06: Second Online Speech Eval. Due. Personal Commitment Speech (5 min) (20% of grade)
begins
08: PC cont.
13: PC cont.
15: PC cont.
20: PC cont.
22: Review and Set Up
27: Third Online Speech Eval Due. Persuasive Speech (7-10 Min) (30% of final grade) begins MARCH

01: PS cont.
06: PS cont.
08: PS cont.
13: PS cont.
15: PS cont.

Finals Period
We will finish our Persuasive Speeches on this day/time period. The Final Paper/Analysis of a Persuasive Speaker (7 pp) (20% of grade) is due on this date/at this time.

NOTE: Students are encouraged to discuss their speeches during office hours and via phone conferences; and, to borrow pertinent rhetoric texts from the instructor to gain the theoretical perspective necessary to successfully complete the speaking assignments.

APPENDIX
Listed below are the educational aims of each sequential speaking module in the course. A series of educational goals/criteria of success are listed under each assignment.

Module One: Competent—Presenting Oneself in Our Media World
1. Become aware of the role of public speaking in contemporary, media saturated society.
2. Begin to discover personal strategies of negotiating stage fright, finding ways to have performance anxiety empower the speaker.
3. Discerning ways to establish audience rapport.
4. Defining techniques of focusing an audience emotionally and intellectually (psychologically).
5. Practicing methods of structuring a speech into a coherent, cogent, logical progression.
6. Creating and experiencing engaging moments with the audience.
7. Begin to develop a personal style of delivery—physical and vocal.
8. Experiment with establishing concrete examples and clearly delineated discussions.
9. Delineating the various dynamics, parameters, and effectiveness of manuscript, memorized, impromptu, and extemporaneous styles of delivery.
10. Gaining a rudimentary awareness of personal preferences, tastes, predilections, etc. vis a vis popular culture.

Module Two: Compelling—The Power of the Personal Narrative
1. A deepening understanding of the Module One criteria and their fusion/synthesis into a holistic model of public speaking.
2. An introspective awareness of personal beliefs, attitudes, biases, etc.
3. An empathetic awareness of personal beliefs, attitudes, biases etc. of others.
4. The experience of appropriate (and inappropriate) use of personal thoughts, feelings and experiences in a public setting.
5. Discerning the power of the personal narrative to engage, edify, and inspire and audience.

Module Three: Ethical—The Greatest Power is to Empower
1. A deepening understanding of the Module One and Two criteria and their continued fusion/synthesis into a holistic model of public speaking.
2. Discerning effective methods of establishing a propositional (persuasive) goal with the audience.
3. Practice outlining a succinct, logical progression of salient issues.
4. Determination of the appropriate persuasive structures to inspire an audience to change their attitude, behavior, or to re-assess a fervently held belief.
5. Appropriate use of valid pathos, logos, and ethos based evidence.
7. Awareness of the ethical responsibility of the persuasive based speaker.
8. Awareness of ones irrational, unquestioned, culturally implanted beliefs and the power of a dialectic process to identify and edify these beliefs.
9. Developing a sense of the effectiveness of diverse visual aids— board notation, handouts, power point presentations, etc.