

**Comm 1110  
Public Speaking  
TR Policy Statement  
Spring Semester 2005**

**Instructor:** Mr. Bruce R. Daniel  
**Office:** Humanities 217  
**Office Hours:** MWF 9:30-9:50 AM  
MWF 12:00-1:00 PM  
TTR 9:30-10:45 AM  
TTR 1:00-2:30 PM  
And by appointment

**Classes:**

|           |           |                |     |        |
|-----------|-----------|----------------|-----|--------|
| Section 4 | CRN 10649 | 10:00-10:50 AM | MWF | HU 212 |
| Section 5 | CRN 10650 | 11:00-11:50 AM | MWF | HU 212 |
| Section 6 | CRN 10651 | 1:00- 1:50 PM  | MWF | HU 212 |
| Section 7 | CRN 10652 | 11:00-12:15 PM | TR  | HU 212 |

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**Text:** Stephen E. Lucas, The Art of Public Speaking, 8<sup>th</sup> edition  
4" x 6" note cards  
1 blank VHS videotape

**Course Objectives:**

This course is designed to expose you to a variety of public speaking situations; to train you in research, preparation, organization, and delivery of public speeches; to help you better control and put to use your nervousness about the speaking situation; and to encourage you to consider public speaking occasions as opportunities to fully express your ideas in a democratic society.

**Attendance Policy:**

A significant part of your progress as a speaker depends on your observation of other speakers and comments concerning their strengths and weaknesses. Furthermore, you have a responsibility to help provide an audience for others to address—just as they help provide an audience for you. Hence, attendance is important. You are encouraged to be in class every day. Students missing more than 2 class periods, **REGARDLESS OF THE REASON FOR THE ABSENCE** will receive a ½ letter grade penalty (-5%) from his/her final course grade. Students who normally experience problems with attendance should consider withdrawing from the course now. **IF YOU ARE LATE ON SPEAKING DAYS, DO NOT ENTER THE CLASSROOM UNTIL YOU HEAR APPLAUSE.** Please turn off all cell phones and pagers before class begins.

**Missed Assignments:**

Any assignment missed may only be made up without penalty if (1) I am notified in advance of the class when the assignment is due, that you will be missing the class; (2) if the assignment is missed because of a legitimate reason (written confirmation required), such as a doctor's appointment (try to avoid scheduling them during class), infirmary visit, death or sickness in the family, jury duty, or court date; and (3) **IF TIME PERMITS**. If you are able to make up an assignment, plans should be made for the assignment to be made up at or before the next class period. If you cannot reach me, leave a message with the office or on my e-mail.

**Grading:**

I will assign your work 0 to 100 points based on how well the assignment fulfills the specifications provided on the General Grading Standards handout and the specific requirements on the handout provided for each speech. **IF TIME PERMITS** (and I will try to accommodate this) **speeches given late for unexcused reasons will be graded and then have a 1 letter grade (-10%) penalty applied.**

Any speech going **over or under the listed time** for that assignment will receive a 1-letter grade (-10%) penalty to the grade.

At the end of the semester, in order to determine your final grade, I will take the numerical scores received on each assignment and multiply them by the percentage of the final course grade that the assignment was worth (see assignment list below). These numbers will then be added together along with any extra credit or attendance minuses, to determine your final course percentage. Grading levels: 90%=A; 80%=B, 70%=C, 60%=D, less than 60%=F.

**ASSIGNMENTS:**

**ORAL ASSIGNMENTS:**

|                               |             |            |
|-------------------------------|-------------|------------|
| Speech of Introduction        | 1-2 minutes | non-graded |
| Informative Speech            | 3-5 minutes | 15%        |
| Process Speech                | 5-7 minutes | 15%        |
| Policy Advocate Speech        | 7-9 minutes | 20%        |
| Final Speech (Student choice) | 3-6 minutes | 20%        |
| <b>TOTAL ORAL WORK</b>        |             | <b>70%</b> |

As a general rule of thumb, you should expect to spend a **minimum of 2 hours per minute** of the assigned time for each speech in preparation and practice.

**YOU MUST GIVE ALL SPEECHES, EVEN THE NON-GRADED ONES, IN ORDER TO PASS THE COURSE.**

**Written Assignments:**

|                            |                    |            |
|----------------------------|--------------------|------------|
| Midterm examination        | (MC, TF, matching) | 15%        |
| Final Exam (comprehensive) | (MC, TF, matching) | 15%        |
| <b>Total written work</b>  |                    | <b>30%</b> |

**Extra-Credit Opportunities:**

During the semester, there will be several chances for you to do outside observation reports of public speaking situations. I will announce these at various times during the semester, as they arise. If you notice any opportunities, which might be suitable for these written reports, please bring these to my attention so that I may announce the availability to all of my classes. **YOU MAY ONLY DO ONE REPORT.** To receive extra-credit, the following criteria must be fulfilled:

- (1) A minimum of one page, typed (double-spaced) report must be turned in
- (2) The report should include a description of the setting, summary of the speaking event, and your personal evaluation of the event (what you learned from the event, evaluation of the speaker(s) content and delivery)
- (3) Your reaction to the event (valuable, enjoyable, confusing, worthwhile, etc)
- (4) The report will be due no later than the class period 1 week after the event.

Extra-credit will count in this order of priority:

- (1) replacement of absence policy penalty
- (2) replacement of time-limit penalty on one speech
- (3) replacement of late penalty on one speech
- OR** (4) +2% to your final course grade

## GRADING STANDARDS

You may be wondering what factors determine your grades on your speaking assignments. During this semester, I will be listening for how well you do on two basic elements of good speaking—speech composition and speech delivery.

Each of these two factors has degrees of competence associated with it; they are not simply present or absent. Described below, in general terms, is the difference between a “C”, “B”, and an “A” speech.

**THE “C” SPEECH** To receive a grade of “C”, a speech must be basically **COMPETENT**. This is a speech in which nothing major goes wrong. The introduction gets the speech started appropriately—capturing your audience’s attention and directing it toward your speech’s theme; it relates the topic to the audience in some way, establishes your credibility on the topic, previews your main points, and leads smoothly to the body of the speech. The body of the “C” speech is divided in a way that is appropriate to the topic, is developed with appropriate supporting materials, and is cast into language which accurately and clearly expresses your ideas, making use of interest factors. The conclusion fulfills the minimum essentials—summarizing your theme and major points and giving the speech a definite sense of finality—a psychological ending.

The delivery of the “C” speech is one in which you do not look visibly nervous, nor do you have distracting postural, gestural or movement mannerisms (such as slouching over the lectern, brushing hair out of your eyes, and rocking or squirming while you speak). Furthermore, to receive a grade of “C” you should at least maintain more eye contact with your audience than with your notes, the walls or the ceiling. Your voice should be relatively flowing, loud enough to be heard without the audience having to strain, and free from vocalized pauses (non-fluencies) such as “uhs”, “you knows”, “like”, “well” and the like. Finally, the “C” speech keeps the audience at least politely attentive throughout. The topic must be interesting and significant enough to be worthy of their time, always justifying “why” the audience needs to know about your subject.

The vast majority of the speeches in a beginning public speaking class fall into this category. For most students, being able to present their ideas in a coherent and developed manner while looking reasonably poised and confident standing up in front of their classmates is an important and significant accomplishment for a single semester. A grade of “C” on your speech is an indication that you have achieved this level of **competence**.

**THE “B” SPEECH** To receive a grade of “B”, a speech must be more than simply competent. It must also be interesting. The introduction to the “B” speech is usually more fully developed, spending more time and effort in relating the topic to the audience and preparing them for what is to follow. The body of the “B” speech has a clear pattern of organization, which is closely related to the central theme. The “B” speech also has fuller development and employs a wider variety of interesting supporting materials (such as specific instances, illustrations, testimony, statistics, comparisons and not just explanations), as well as more fully adapting those materials to this particular audience. It may also incorporate visual aids to enhance the audience’s understanding. Often the conclusion of the “B” speech is more fully developed and integrated with the theme of the speech as well.

Delivery in the “B” speech has you more animate and fluid. Not only do you not look uncomfortable, you are beginning to actually look comfortable and at ease. Your posture remains good, you are beginning to gesture naturally, and your movement on the platform begins to serve the conveyance of your speech’s content. Your voice is becoming more expressive and emphatic and your audience shows signs of active interest in your speech.

**THE “A” SPEECH** To receive a grade of “A”, your speech must be much more than interesting, it must be memorable. The introduction actively involves us with your topic in some way and makes us want to hear more, starting the speech out with a bang. Your analysis of the subject is unusual, insightful, novel, or unexpected. Your supporting materials are especially apt and well adapted to your audience. Your language choices are vivid (perhaps employing some effective imagery or sustained metaphor, which unifies the entire speech); the statements of your main points are memorable. Transitions between points are varied and appropriate; you make good use of signposts; the audience knows at all times precisely where you are in your speech and how the parts relate to the whole. The conclusion of the “A” speech not only rounds the speech out by giving it a sense of completeness; it actually gives the speech a sense of impact or forcefulness.

Delivery in an “A” speech goes beyond general poise and a sense of looking comfortable in front of your audience; in the “A” speech you are actively projecting your personality to your audience, actively employing your posture, gestures and movements to engage your audience’s attention and direct it towards your ideas. You are aware of your audience’s response to your speech and are able to take advantage of the natural ebb and flow of their attention as you present your speech—adapting your presentation as you progress through your speech. Your voice becomes more like a musical instrument, which you control for tempo, volume, rhythm and rate to best serve your ideas—building climaxes and crescendos and retardendos to heighten the impact of your ideas on others. Finally, then, the “A” speech has the audience actively listening and responsive to your speech, eagerly waiting for what comes next.

**COMM 1110  
TTR DAILY SYLLABUS  
SPRING SEMESTER 2005**

|                       |  |
|-----------------------|--|
| Tuesday, January 11   | Orientation to course<br>Distribution of policy statement<br>Assignment: Read chapter 1 and pp 73-83   |
| Thursday, January 13  | Interviews for speeches of Introduction<br>Assignment: Speeches of Introduction, all students, non-graded  |
| Tuesday, January 18   | Speeches of Introduction, all students<br>Lecture: Speech Delivery<br>Assignment: Read chapter 12 and 4<br>Key word for name game                          |
| Thursday, January 20  | Lecture: Choosing Speech topics<br>Activity: Learning student names<br>Assignment: Handout exercises on specific purposes and CIS                          |
| Tuesday, January 25   | Lecture: Specific Purposes<br>Lecture: Central Idea Statements<br>Activity: Specific Purposes and central ideas handout                                    |
| Thursday, January 27  | Lecture: Support Materials<br>Assignment: Read chapters 5, 6 and 7<br>Speech to Inform   |
| Tuesday, February 1   | Lecture: Organizing the speech<br>Lecture: Phrasing main points<br>Assignment: Read chapters 8 and 9   |
| Thursday, February 3  | Lecture: Introductions<br>Lecture: Conclusions<br>Lecture: Interest Factors<br>Lecture: Visual Aids<br>Assignment: Midterm Review Sheet<br>Read Chapter 13 |
| Tuesday, February 8   | Speeches to Inform, Groups 1 and 2<br>Assignment: Process Speech<br>Midterm Exam   |
| Thursday, February 10 | Speeches to Inform, Groups 3 and 4   |
| Tuesday, February 15  | <b>MIDTERM EXAMINATION</b><br>Assignment: Process speech, group 2  |
| Thursday, February 17 | Process speech, Group 2  |
| Tuesday, February 22  | Process speech, groups 3 and 4   |

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SPRING SEMESTER 2005**

|                       |  |
|-----------------------|--|
| Thursday, February 24 | Process Speech, group 1  |
| Tuesday, March 1      | Process Speech, carryovers<br>Lecture: The Nature of Persuasion<br>Lecture: Choosing topics for the advocacy/persuasive speech<br>Assignment: Advocacy Speech  |
| Thursday, March 3     | Lecture: Propositions<br>Lecture: Stock Issues<br>Assignment: Topic conferences for the advocacy speech. Your topic must be approved by March 11. No speeches may be given on an unapproved topic. If your topic is not approved by March 11, 2005, you will receive a 5% penalty on your advocacy speech grade. If you give a speech on an unapproved topic, you will <b>FAIL</b> the speech. |
| Tuesday, March 8      | Lecture: Organizing the advocacy Speech<br>Lecture: Reasoning  |
| Thursday, March 10    | No Class: Topic Conferences  |
| Tuesday, March 15     | Lecture: Reasoning (continued)<br>Lecture: Maslow's Hierarchy of Needs<br>Lecture: Motive Appeals<br>Lecture: Source Credibility   |
| Thursday, March 17    | No class: Preparation time for the advocacy speech   |
| Tuesday, March 22     | No class: Spring Break   |
| Thursday, March 24    | No Class: Spring Break   |
| Tuesday, March 29     | Advocacy speech, group 3   |
| Thursday, March 31    | Advocacy Speech, group 4   |
| Tuesday, April 5      | Advocacy Speech, group 1<br>Assignment: Final Speeches   |
| Thursday, April 7     | Advocacy speech, Group 2   |
| Tuesday, April 12     | Advocacy Speech, carryovers  |
| Thursday, April 14    | Advocacy Speech, carryovers  |
| Tuesday, April 19     | Advocacy Speech, carryovers  |
| Thursday, April 21    | Final Speech, groups 4 and 1   |
| Tuesday, April 26     | Final Speeches, Groups 2 and 3   |
| Thursday April 28     | Final Speeches, carryovers and review for final exam   |