



SAN IGNACIO
UNIVERSITY
MIAMI, USA

Date		Credits	3
Course Title	Introduction to Public Speaking	Course Number	SPC 1600
Pre-requisite (s)	None	Co-requisite (s)	None
Lecture Hours	45		
Out of Classwork Assignment Hours	90		

Place and Time of Class Meeting

San Ignacio University
3905 NW 107 Avenue, Suite 301
Miami, FL 33178

Name and Contact Information of Instructor

Book required

(San Ignacio University recognizes the use of the textbook in the classroom as part of the educational methodology and strategy applied in diverse materials. The textbook is part of the curriculum and is used to reach the student in an effective manner in the classroom. Every student is expected to acquire and use the textbook.)

The Art of Public Speaking, 11/E:

Stephen E. Lucas

©2012 : McGraw-Hill Humanities/Social Sciences/Languages Published 10/4/2011

ISBN: ISBN: 0-07-340673-2 / ISBN13: 978-0-07-340673-2

Classroom expectations for students

Attendance Policy

Students are expected to attend all scheduled university classes for the courses that they are registered for and to achieve the goals set forth by each class instructor. Attendance is taken daily. Enrolled students are permitted no more than **2** “free” absences in one semester. Students missing **3-5** classes over the course of the semester will receive a one-letter grade deduction from their final course grade; missing more than **6** classes will result in failure of the course regardless of grade average. It is the student's responsibility to arrange to make up work missed because of an absence.

Student Tardiness Policy

A student is considered tardy/late if he/she comes to class 15 minutes late. With three tardies the student accumulates one full absence. If the student misses half of the class period, it is a full absence. When a student has more than 6 tardies, the instructor will contact the San Ignacio University Coordinator of Student Affairs and Academic Department and request an intervention session with the student. The goal of the intervention session is to develop and implement an intervention program to help students learn new ways to save and manage time.

NOTE: Plagiarism is defined as the use, without proper acknowledgment, of the ideas, phrases, sentences, or larger units of discourse from another writer or speaker. Plagiarism includes the unauthorized copying of software and the violation of copyright laws. Students who commit plagiarism will obtain a grade of “Failure” on their exam or assignment.

Course Description (must correspond exactly to Catalog description)

The students will learn effective ways to communicate their ideas in different types of public settings. Students are expected to participate in debates, group presentations and persuasive speech. This class will provide the knowledge for effective communication and effective ways to organize a message.

Learning Objectives

At the end of this course the student will be able to:

- Understand the power of public speaking
- Develop speech confidence.
- Develop public speaking and critical thinking.
- Become a better listener.
- Select a topic and a purpose for a speech.
- Understand demographic audience analysis and situational audience analysis.
- Gather material to create a successful speech.
- Organize the body of a speech.
- Create the beginning and ending of the speech.
- Outline a speech.
- Use language accurately, clearly, vividly, and appropriately.
- Prepare and present visual aids.
- Explains the different types of speeches.
- Understand and use different methods of persuasion.

Topical Outline and Schedule

DATE		WEEK 1
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Describe the course. • Introduction to public speaking. • Analyze how public speaking is necessary in several aspects of day to day life. • Discuss how essential verbal communication is to the workplace • Identify differences and similarities between public speaking and conversation. • Identify various essential factors of reaching an audience and maintaining their attention. • Recognize • Define key suggestions on gaining confidence on the skill of public speaking • Examine the speech communication process • Identify some of the major differences in speeches for various purposes. • Identify the relationship between public speaking and critical thinking • Understand the relationship between listening and critical thinking in order to become a better listener • Analyze the content and delivery of notable speeches; respond orally and in writing to such speeches 	
TOPIC (S)	<ul style="list-style-type: none"> • Syllabus • Discuss Library Orientation Course, Instructor to verify completion • Explain how critical thinking plays an essential part of public speaking • Analyze how public speaking can become more complex in a multicultural environment • Discuss the importance of avoiding ethnocentrism • Define what skills are essential to delivering a powerful speech 	
LEARNING ACTIVITIES	<ul style="list-style-type: none"> • Discussion of Syllabus • Identify famous public orators and their speeches. • Impromptu speech of the most important day of your life (2 minutes). • Watch video on effective speeches 	
OUT OF CLASSWORK ASSIGNMENT, & ASSIGNED READINGS	<ul style="list-style-type: none"> • Review the Syllabus • Complete the Library Orientation Course. Instructor to verify completion. • Review Chapter 1: pp.3-26, (Key Terms, Critical Thinking 1-3) 	
DATE		WEEK 2



SPECIFIC OBJECTIVES	<ul style="list-style-type: none">• Identify the role that ethic plays in public speaking• Examine how as a public speaker, one must have ethically sound goals• Discuss ethical responsibility as a speaker• Analyze the importance of thoroughly researching your topic for a speech• Evaluate the impact of Bill of Rights plays in free speech• Recognize how ethical principles are put into practice• Identify the proper use of quotations and how paraphrases can be used• Analyze the impact the internet has on plagiarism• Recognize the checklist for ethical public speaking• Identify ways on how to fulfill an ethical responsibility while preparing for a speech• Examine what evidence is necessary to avoid delivering an honest speech without plagiarizing• Define the different forms of plagiarism, including global, patchwork and incremental
TOPIC (S)	<ul style="list-style-type: none">• Discuss Final Class Project & Presentation• Examine how honesty plays a role in speeches• Discuss the negative impact name-calling and other abusive language may have in speaking• Identify the guideline for ethical listening• Discuss the First Amendment of the U.S. Constitution and how it impacts the world of public speaking• Define what kinds of speech are not protected under the First Amendment
LEARNING ACTIVITIES	<ul style="list-style-type: none">• Participate in a forum.• Group discussion on what is needed to give a ethically sound speech• Discuss examples of when famous politicians or celebrities have said unethical phrases or speeches• Mini presentations• Review what visual aids can be used in order to support your research data• View Power Point Presentation
OUT OF CLASSWORK ASSIGNMENT, & ASSIGNED READINGS	<p>Homework:</p> <ul style="list-style-type: none">• Review Chapter 1 Key terms• Chapter 2: pp.28-45 Review Key terms, Exercises for Critical Thinking 1-3



DATE		WEEK 3	
SPECIFIC OBJECTIVES		<ul style="list-style-type: none"> • Define four different kinds of listening • Define the role listening plays an essential role to one as a speaker • Identify what positions are impacted by effective and ineffective listeners • Discuss what are four causes of poor listening skills • Identify the steps of becoming a better listener • List three suggestions that help improve focus on listening • Identify what four factors help a listener find speaker's evidence • Review key-word outline format for note taking 	
TOPIC (S)		Discussion of student topic selection, library research, tentative bibliography	
LEARNING ACTIVITIES		<ul style="list-style-type: none"> • Review the self-evaluation assessment as a class • Panel discussion on the importance of listening for speechmaking • Discuss the five elements of speech delivery to present a first speech • Impromptu speech of each student's role model 	
OUT OF CLASSWORK ASSIGNMENT, & ASSIGNED READINGS		Library Research. Develop Tentative Bibliography Due: Project Topic Due: Tentative Bibliography Homework: Read Chapter 3 pp.47-61 (Review Key Terms, Exercised for Critical Thinking 1-4).	
DATE		WEEK 4	
SPECIFIC OBJECTIVES		<ul style="list-style-type: none"> • Define the ways in preparing for a speech • Interpret what techniques are important when developing your topic of speech • Recognize the three parts of a speech and what techniques are used to build the introduction of a speech • Examine the body of a speech and ways to structuring it. • Define how transitions will help an audience track a speakers main ideas • Identify what an extemporaneous speech is and how it is presented • Recognize what skills must be used in presenting a speech 	
TOPIC (S)		Due: Project Topic Due: Tentative Bibliography	
LEARNING ACTIVITIES		<ul style="list-style-type: none"> • Discussion • Compare and contrast chronological order and topical order • Engage in instructor led group activity 	
OUT OF CLASSWORK ASSIGNMENT, & ASSIGNED		Continue research and work on final project Homework: Read Chapter 4 pp.63-75 (Exercises for Critical Thinking 1-2)	



READINGS	
DATE	
WEEK 5	
SPECIFIC OBJECTIVES	EXAM I <ul style="list-style-type: none"> • Define how to choose a topic for a speech • Discuss what ways a topic can be brainstormed • Identify how the general purpose of a speech is determined • Define what tips help establish the specific purpose statement
TOPIC (S)	<ul style="list-style-type: none"> • Examine what is the central idea of a speech • Discussion of chapter topics
LEARNING ACTIVITIES	<ul style="list-style-type: none"> • Group discussion on general purpose vs. specific purpose • Define the tips used for formulating the specific purpose statement •
OUT OF CLASSWORK ASSIGNMENT, & ASSIGNED READINGS	Continue research and work on final project Homework: Read Chapter 5 pp. 77-93. (Exercises for Critical Thinking #3)
DATE	
WEEK 6	
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Describe audience centeredness and what questions must be kept in mind when that type of speech • Identify egocentrism and how it can impact how a speaker's message can be interpreted differently • Explain how demographic audience analysis can lead to stereotyping if not used properly • Examine how the psychology of an audience impacts the overall purpose of a speech • Define audience adaptation and how it may take place before and during the delivery of a speech
TOPIC (S)	<ul style="list-style-type: none"> • Analyze what other variables, aside from race, religion, sex and gender should be considered in the demographic audience analysis • Define situational audience analysis • Explain the disposition of a topic toward a speaker or occasion • Determine how information about your audience can be found
LEARNING ACTIVITIES	<ul style="list-style-type: none"> • Discussion of chapter topics • Engage in instructor led group activity • Group discussion on different audiences, which impact the delivery of speech (depending on forum, age, gender)
OUT OF	<ul style="list-style-type: none"> • Read Chapter 6 pp.97-117 Exercises for Critical Thinking 1-3



CLASSWORK ASSIGNMENT, & ASSIGNED READINGS	<ul style="list-style-type: none"> Continue research and work on final project
DATE	WEEK 7
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> Discuss how one's prior knowledge and experience can be used in preparation for a speech Distinguish the proper way of doing library research on a topic Identify how having knowledge of the resources will make the process for research more efficient Explain how to evaluate internet documents Define proper preparation for an internet, including what must be done before, during and after.
TOPIC (S)	<ul style="list-style-type: none"> Show how the internet may impact your research Discuss what strategies can be used to research in an organized manner as an individual or as a group
LEARNING ACTIVITIES	<ul style="list-style-type: none"> Discussion of chapter topics Engage in instructor led group activity Open discussion of how technology impacts the way one performs research
OUT OF CLASSWORK ASSIGNMENT, & ASSIGNED READINGS	<ul style="list-style-type: none"> Continue research and work on final project Homework: Read Chapter 7 pp.119-139 Exercises for Critical Thinking 1-3
DATE	WEEK 8
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> Demonstrate how supporting your material with statistics and examples makes for successful speechmaking Identify how examples can be used to clarify and reinforce ideas Explain ways in which statistical data is used to support a speaker's idea and how a listener is impacted by it Identify three kinds of examples Define how to cite sources orally
TOPIC (S)	<ul style="list-style-type: none"> Discussion of statistical data and in what topics is it most essential to provide when delivering a speech Examine what ways visual aids are used to support statistical data
LEARNING ACTIVITIES	<ul style="list-style-type: none"> Discussion of chapter topics Engage in instructor led group activity View different forms of visual aids that can be utilized when

	delivering a speech
OUT OF CLASSWORK ASSIGNMENT, & ASSIGNED READINGS	<ul style="list-style-type: none"> Continue research and work on final project Homework: Read Chapter 8 pp.141-163
DATE	WEEK 9
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> Examine how organization can impact a speaker's credibility with an audience Identify the proper way in which a speech's body is planned Define ways to organize main points Discuss what three suggestions are used for preparing main points Describe the five basic patterns of organizing main points Recognize the four kinds of speech connectives Show how first and final impressions are essential to successful speech making Define the four objectives of an introduction of a speech
TOPIC (S)	<ul style="list-style-type: none"> Discussion of organizational methods used in speech preparation Explain how establishing credibility can influence the audiences perspective on a speaker Identify why establishing goodwill is necessary in certain speeches Examine ways in which to clue an audience that a speech is coming to an end
LEARNING ACTIVITIES	<ul style="list-style-type: none"> Analysis of the examples raised in class. Engage in instructor led group activity
OUT OF CLASSWORK ASSIGNMENT, & ASSIGNED READINGS	Continue research and work on final project Homework: Read Chapters 9 & 10 pp.165-203 Exercises for Critical Thinking 1-3 pp. 181 and 203
DATE	WEEK 10
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> Recognize how outlines are essentials in order to deliver an effective speech Describe two kinds of outlines to a speech and define the differences between them Define the eight guidelines for writing a preparation outline Identify the four guidelines for a speaking outline Discuss effective ways to outline a speech
TOPIC (S)	<ul style="list-style-type: none"> Discussion of bibliography formats



	<ul style="list-style-type: none"> Identify ways to give a title to speech
LEARNING ACTIVITIES	<ul style="list-style-type: none"> Discussion of outlines Chapter topic discussion Instructor led group activity
OUT OF CLASSWORK ASSIGNMENT, & ASSIGNED READINGS	<p>Continue research and work on final project Homework: Read Chapter 11 pp. 205-219 Create a preparation outline for a speech on a topic that is of interest</p>
DATE	WEEK 11
SPECIFIC OBJECTIVES	<p>MIDTERM EXAM II</p> <ul style="list-style-type: none"> Define how a speaker must use language appropriately and accurately Compare and contrast denotative and connotative meaning Assess how using language must be used accurately and the meaning of words must be known Identify how concrete words allow an audience to understand a meaning quicker Describe ways in exploiting the rhythm of language Discuss inclusive language principles List the guidelines for presenting visual aids Distinguish the pros and cons of a PowerPoint
TOPIC (S)	<ul style="list-style-type: none"> Identify what speech delivery is based on Examine the four methods of delivering a speech Recognize the aspects of a voice that be controlled during the delivery of a speech Define vocal variety and how it must be used appropriately, according to audience Discuss the study of kinesics
LEARNING ACTIVITIES	<ul style="list-style-type: none"> Engage in instructor led group activity Chapter topics discussion
OUT OF CLASSWORK ASSIGNMENT, & ASSIGNED READINGS	<p>Due: First Draft of Final Project Read Chapters 12-14 pp.221-275</p>
DATE	WEEK 12
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> Recognize the four categories of informative speeches Describe how speeches about objects differ from speeches about processes Identify the most common types of organization for speeches Discuss how event speeches are organized Define ways to avoid abstractions when delivering a speech



	<ul style="list-style-type: none"> • Examine persuasion and its psychological process • Recognize the degrees of persuasion and how the speaker must adapt to an audience • Discuss the three major kinds of persuasive speeches and how to arrange them in an efficient manner
TOPIC (S)	<ul style="list-style-type: none"> • Define the different types of questions including fact, value and policy • Explore the options for organizing speeches on questions of policy • Define Monroe’s motivated sequence for an organizational pattern
LEARNING ACTIVITIES	<ul style="list-style-type: none"> • Engage in instructor led group activity • Chapter topics discussion
OUT OF CLASSWORK ASSIGNMENT, & ASSIGNED READINGS	<p>Read Chapters 15-16 pp. 277-323 Exercises for Critical Thinking p.322-323 1-5</p>
DATE	WEEK 13
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Define the factors of credibility • Explore the types of credibility • Discuss how a speaker’s credibility can be enhanced • Analyze how using evidence is important to demonstrate research has been done • Review the tips of using evidence in a speech
TOPIC (S)	<ul style="list-style-type: none"> • Define the four basic methods of reasoning • Recognize the speeches of introduction • Identify speeches of introduction, presentation, acceptance and commemorative
LEARNING ACTIVITIES	<ul style="list-style-type: none"> • View video of an acceptance speech and discuss its effectiveness • Split into groups and present a type of speech
OUT OF CLASSWORK ASSIGNMENT, & ASSIGNED READINGS	<p>Editing & Revision of Final Project Read Chapters 17-18. Pp.325-363 Write a commemorative speech about a family member or friend</p>
DATE	WEEK 14
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Define what is a small group and the kinds of leadership found in them • Devise the functions of leadership and define the three overlapping sets of needs



	<ul style="list-style-type: none"> Recognize the five major categories of responsibilities in a small group
TOPIC (S)	<ul style="list-style-type: none"> Explain the reflective thinking method derived from American philosopher John Dewey Define the three methods of a problem-solving group when presenting orally
LEARNING ACTIVITIES	<ul style="list-style-type: none"> Class panel discussion on controversial topic Discussion of chapter topics Engage in instructor led group activity
OUT OF CLASSWORK ASSIGNMENT, & ASSIGNED READINGS	Editing & Revision of Final Project Read Chapter 19 pp.365-381 Exercises for Critical Thinking #3 Summarize findings
DATE	WEEK 15
SPECIFIC OBJECTIVES	Final Project Final Presentation Final Exam
TOPIC (S)	Speeches for Analysis and Discussions I have a dream – Martin Luther King, Jr. Ramadan The Horrors of Puppy Mills Bursting the Antibacterial Bubble My Crazy Aunt Sue Questions of Culture P.A2-A15
LEARNING ACTIVITIES	Review and Present Power Point Presentation of different educational philosophies and oral group explanations Analysis on major categories of classifications
OUT OF CLASSWORK ASSIGNMENT, & ASSIGNED READINGS	Review all chapters in preparation for final exam and presentation

Instructional Methods

In developing methodological strategies, it is best to discuss them between teachers and students in an environment of freedom and mutual agreement in order to ensure that the students make them their own and take responsibility for their execution and for attaining the goals of this course.

The following strategies may be used in this class:

1. A review of the questions at the end of each chapter.
2. Check of the reading.
3. Analysis of assigned readings.
4. Group discussions.
5. Individual and group discussions.
6. Preparation of reports.
7. Preparation of a didactic plan.
8. Carrying out a micro-class.

Additional Instructional Materials and References

- Advance Public Speaking: Leaders Guide Michael Hostetler (12)
- Between One and Many: The Art and Science of Public Speaking by Steven Robert Brydon (6th 08)
- Concise Public Speaking Handbook by Steven A. Beebe (3rd 12)

Assessment Criteria and Methods of Evaluating Students

96 – 100%	→ A
90 – 95%	→ A-
87 – 89%	→ B+
83 – 86%	→ B
80 – 82%	→ B-
77 – 79%	→ C+
73 – 76%	→ C
70 – 72%	→ C-
67 – 69%	→ D+
63 – 66%	→ D
60 – 62 %	→ D-
< 59%	→ F

Do not count on a curve!

Generally, the grades “A” through “C-” are considered passing grades. Grades “W” and “I” indicate that no grades were earned for the course. A “W” grade indicates that the student withdrew from the course. An “I” grade indicates that the student was passing the course, but failed to complete all the required course work. The instructor, in his/her discretion may grant an “I” grade instead of an “F”, pending completion of the course work by the student within a specified time arranged by the instructor and told to the student. It is the student’s responsibility to follow-up with the instructor to complete the course work. If the course work is not completed by the arranged time, the “I” grade becomes an “F”.



Distribution of Grade Elements

Homework: 15% (5% each)

Exams I, II, III: 30% (10% each)

Final Presentation: 30% (15% each)

Final Research Project: 25%

Total: 100 %

Date Syllabus Was Last Reviewed: 07-17-12