

FUNDAMENTALS OF SPEECH COMMUNICATION
Mr. Winzenburg
Room 140, Student Center
515-263-2997

CLASS RESOURCES:

TEXT: “The Art of Public Speaking” by Lucas, 9th edition.

GRADING:

1000 points in final grade:

- 50 points total – Five Talking Points @ 10 points each
- 50 points – Bio travel speech
- 300 points total – Informative, Presentation, Group Media speeches @ 100 points each
- 200 points– Persuasive speech
- 400 points total – Two exams @ 200 points each

Points will be deducted for absences, tardiness, and late projects.

PROJECTS:

TALKING POINTS – (Impromptu) Pick any substantive topic to talk about in front of the class. This is not to be scripted or rehearsed—just talk and tell a story. The instructor will toss out a Talking Point subject for the day and you will get up to respond by just talking about it. To make it even more interesting, the class will be able to select an aspect of the topic that Mr. W must talk about first before the rest of the class talks. 45 to 90 seconds. Earn 10 points for each TALKING POINT.

For example, the topic may be “movies.” You can talk about a recent movie you saw in the theater, an old movie you love to watch on TV, how Netflix has impacted how you watch movies, your favorite food at a movie theater, how you binge watched all the Fast & Furious movies in one day, someone you know that acts just like a movie character, books that are better than movies made out of the books, music in movies, the Oscars, the worst actors in movies, etc.

INTRODUCTORY BIOGRAPHICAL SPEECH – Select a trip that you took and develop an informative storytelling speech around it. Do not just tell facts but incorporate one or two major stories into the speech to let us know something about yourself. Make an outline of the introduction, 3-4 points you want to make and the closing. You must have at least two props, which could include photos large enough to show the class. Turn in the outline at the time of the speech. 2-3 minutes.

For example, when you were ten your family took a trip to the Great Smokey Mountains and camped out in tents. What started as an exciting adventure turned bad quickly when your little brother got sick in the car during the drive. When you hit the campground in eastern Tennessee you ran off to explore but got caught in a prickly bush and had to be taken to the medic. One fun day you went to Dollywood (show souvenir), where you discovered you liked country music for the first time in your short life. The last night of the trip you heard a rustling outside the tent and woke up your dad because you were so scared. Soon you felt something pawing the tent and started to scream when you heard a growl. Your dad seemed scared too and told you to just freeze. Soon the noise stopped and you unzipped the tent, peaking your head out to see a bear trying to unlock your food. You snapped a picture (show picture) and when the bear heard the snap he ran away. Ever since your dad has called you “hero” because you scared the bear away.

INFORMATIVE SPEECH— Choose a subject that you are familiar with and somewhat passionate about. It cannot be a subject that is media related or purely biographical. It must be an objective subject for which you can conduct research and present information. Cite at least four objective sources in the speech. 4-6 minutes.

For example, you have always been a passionate animal lover, especially dogs, and at age 7 asked your mom if you could volunteer at the local animal shelter. You could do a speech on terrible conditions at puppy mills that breed dogs and keep them in confined spaces to sell to pet stores. You research how many puppy mills there are, stories of people who unknowingly bought dogs from puppy mills but ended up with sickly animals, court cases involving puppy mills, and tips on how to spot a dog from a puppy mill. You include the advice to instead get a dog from a shelter.

PRESENTATION SPEECH – Write a short speech that would be used to introduce a speaker, present an award, toast a wedding couple, welcome guests to an event, or make an announcement. The speech should be more humorous and less formal. Turn in the written speech before you start. Only one note card allowed. Before the speech explain to the class what event you are making this presentation for. 45 to 90 seconds.

For example, for your parents' 25th wedding anniversary party you are going to make a short humorous speech about their lives together. You mention how your dad "fell for" your mom the first time he met her—literally! He was walking across campus and tripped on a walkway, so she helped him up and had to help wipe off his scraped elbows. The magic continued a year later at their wedding when dad got in to start the car for the honeymoon and the battery was dead—then when he went to try to jump it he got shocked. But that didn't mean the marriage was starting with bad luck—it was just that every time dad got into a nervous situation with mom something happened. So when you were born a year later dad rushed mom to the hospital but forgot that the bag with her nightgown and makeup was sitting outside the car in the driveway. The first anniversary you were old enough to remember was their tenth, when they went out for a beautiful fish dinner at a fancy restaurant but when they got home dad was up all night with food poisoning! Yup, mom thinks dad was quite the catch! She says she should have been a nurse since she's had to take care of him so many times! So this year the kids got dad and mom something special for mom and dad's anniversary! It's a personalized first aid kit (pull out first aid kit) so dad can be prepared for their next 25 years together!

PERSUASIVE MULTICULTURAL SPEECH with VISUALS — Select a topic that reflects a perspective different from your cultural background or belief system. The topic could be based on race, gender, ethnicity, religion, politics, geographical location, social class, education, or popular culture. Conduct in-depth research that exposes you to facts and opinions that differ from your own understanding of the topic. Then conduct interviews with two people connected to the topic whose beliefs or perspectives differ from yours. Put together a persuasive speech that includes how your own views have changed or been reinforced based on the exposure to the understanding of the human experience of others. Make a passionate presentation to the class of 3-5 minutes. Then engage the class in a creative way by leading a five-minute discussion about the topic.

For example, you don't understand why athletes at big colleges get major scholarships and perks while you struggle to pay for your education. Since you didn't play any sports in high school, you think the whole college athletic system is a way for schools to make money and pay high salaries to coaches and administrators. You go online and find articles about how many students would never get an education if they weren't given college scholarships. You find out that the graduation rates for athletes are often higher than normal graduation rates. You then talk with a local college coach about why he thinks the system is necessary and find a University of Florida author that has written a book on paying athletes and is willing to do a phone interview with you. You write a speech outlining what you've discovered from your research and interviews, then explain how your opinions has changed slightly so you now believe that in very specific circumstances, some athletes in a few major college sports do educationally benefit from athletic scholarships. But those are only in the major sports and the NCAA rules that require a large amount of minor sports has bloated athletic department budgets to turn them into full-fledged businesses. Then engage the class in a discussion about the subject, asking to hear from athletes as well as those that think the system is a waste of money.

GROUP MEDIA SPEECH – As a group you will do a presentation on a controversial aspect of the media. This topic must be cleared with Mr. W in order to have a variety of topics. It can include music, TV, web sites, radio, social media, advertising, movies, newspapers, magazines, etc. Create a thesis based on a controversial aspect of the topic, do research, talk with at least one resource per group member, and come to a conclusion. Present a speech that includes the citing of at least three sources and include visuals. Turn in outline at time of speech. Time will be based on 3 to 4 minutes per person in the group.

For example, you select the topic of sharing passwords for online accounts like NetFlix. While most online subscription services have rules regarding the sharing of accounts with those not living in the same house, many subscribers ignore it. You can research how prevalent the problem is, how the rules differ between different services, interview one person who shares passwords with 5 friends and another person who thinks it's unethical to share them with outsiders, then draw conclusions based on what you've learned.

SPEECH GUIDELINES:

- On the day of your presentation, you must arrive to class before the beginning of the class period in order to receive full credit.
- At the start of class you are required to hand to Mr. W a typed outline of the speech, one page maximum—this is NOT to be emailed.
- You are allowed to use notes for most of the speeches; those are traditionally on index cards but you are to only write a short outline on these cards that you can refer to and DO NOT READ from them.
- At the end of most speeches you are to wait a few seconds (there may be applause) and then ask for any audience questions when appropriate.
- During most presentations some students will be writing critiques of your speech; do not be distracted (those that are writing critiques should try as best they can to give the speaker eye contact and write a fair critique—not all positive or all negative).
- Make it entertaining to the audience! Even serious speeches can be done in an entertaining way.
- Most speeches will be recorded and you will sign a slip giving the college permission to use the content of the recording.

TENTATIVE COURSE OUTLINE:

Please read the chapters and prepare to answer book questions.

DATE	BOOK	LECTURE SUBJECT/PROJECT DUE
Aug. 18		The Power of Public Speaking
Aug. 20		Relaxing; assign bio speech
Aug. 25	1	TALKING POINTS 1; Speech Process
Aug. 27	3, 3A	TALKING POINTS 2; Listening
Sept. 1	2	TALKING POINTS 3 – bio outline/practice
Sept. 3	4, 5	Bio outline/practice
Sept. 8		INTRODUCTORY BIO TRAVEL SPEECHES 1

Sept. 11		INTRODUCTORY BIO TRAVEL SPEECHES 2
Sept. 15		INTRODUCTORY BIO TRAVEL SPEECHES 3
Sept. 17		Playback speeches; assign information speech
Sept. 22	6, 7	More playback; Research
Sept. 29	8, 9	TALKING POINTS 4; Organization
Oct. 1	10, 14	TALKING POINTS 5; informative outline shared with class
Oct. 7		EXAM 1
Oct. 9		INFORMATIVE SPEECHES 1
Oct. 13		INFORMATIVE SPEECHES 2
Oct. 15		INFORMATIVE SPEECHES 3
Oct. 20		Playback speeches; assign presentation speech
Oct. 22	11, 12	Impromptu speaking
Oct. 27	17	Presentation speech outline & practice
Oct. 29		PRESENTATION SPEECHES
Nov. 3		Playback presentation; assign persuasive speech
Nov. 5	13, 13A	Using visuals
Nov. 10	15, 16	Persuasive speech drafts due; assign group speech
Nov. 12		PERSUASIVE MULTICULTURAL SPEECHES 1
Nov. 17		PERSUASIVE MULTICULTURAL SPEECHES 2
Nov. 19		PERSUASIVE MULTICULTURAL SPEECHES 3
Nov. 24	18	Meet in groups in class to do outline
Nov. 26		No class
Dec. 1		GROUP MEDIA SPEECHES 1
Dec. 3		GROUP MEDIA SPEECHES 2

GRADING RUBRIC:

Here are guidelines adapted from New York University core syllabi guidelines.

The "A" Student –

Attendance: "A" students have virtually perfect attendance. Their commitment to the class resembles that of the teacher.

Preparation: "A" students are prepared for class. They always read assignments fully. Their attention to detail is such that they occasionally catch the teacher in a mistake. They always participate in class.

Curiosity: "A" students show interest in the class and in the subject. They look up or dig out what they don't understand. They often ask interesting questions or make thoughtful comments.

Retention: "A" students have retentive minds. They are able to connect past learning with the present. They bring their background with them to class.

Attitude: "A" students have a winning attitude. They have both the determination and the self-discipline necessary for success. They show initiative. They do things they have not been told to do.

Talent: "A" students have something special. It may be exceptional intelligence and insight. It may be unusual creativity, organizational skills, commitment—or a combination thereof. These gifts are evident to the teacher and usually to the other students as well.

Results: "A" students make high grades on work in courses—usually the highest in the class. Their work is a pleasure to grade.

The "B" Student -

Attendance: "B" students miss class infrequently. Academics sometimes compete with other priorities.

Preparation: "B" students are usually prepared for class. They try to participate in class discussion.

Curiosity: "B" students have some interest in the subject and ask questions when they do not understand.

Retention: "B" students will frequently make connections among different ideas in the course and occasionally with other ideas from outside.

Attitude: "B" students desire to master the course material. They are active participants. They occasionally show initiative and seek out additional topics related to the course.

Talent: "B" students have talent and the ability to master novel material. Some students underutilize abundant skills. Others are still learning academic skills, which can later make them "A" students. Some "B" students are excellent in other fields of knowledge and skill, but must work harder in this subject.

Results: "B" students usually improve over the duration of the course with increasing grades on course work as they master the material and become more efficient in their work.

The "C" Student –

Attendance: "C" students miss class too frequently. Too often they put other priorities ahead of academic work.

Curiosity: "C" students ask few questions and show little interest in course readings and class discussion.

Preparation: "C" students prepare their assignments consistently but in perfunctory manner. Their work may be sloppy or careless. At times, it is incomplete or late.

Attitude: "C" students are not visibly committed to the class. They participate without enthusiasm. Their body language often expresses boredom.

Talent: "C" students vary enormously in talent. Some have exceptional ability but show undeniable signs of poor self-management or bad attitudes. Others are diligent but simply average in the academic skills they've developed so far.

Results: "C" students obtain mediocre or inconsistent results on tests or presentations. They have some concept of what is going on but clearly have not mastered the material.

The "D" Student -

Attendance: "D" students miss classes frequently, sometimes a majority of the time. When they miss class, they often fail to find out what was covered in class or even what work was assigned.

Curiosity: "D" students rarely ask questions and often hope not to be noticed during class discussion.

Preparation: "D" students prepare their work in a slipshod fashion. Sometimes they miss assignments and fail to follow directions on others. Work is submitted late.

Attitude: "D" students are uncommitted to the class. They may be in the course only because it is required or because the other alternatives are worse. They are frequently bored by the class and show it. They have poor study habits and try to minimize their study time in the course.

Talent: "D" students may have many abilities but do not utilize them. They also usually lack self-discipline and diligence in class work. They try to minimize the effort made for any assignment.

Results: "D" students demonstrate little understanding of course material on papers, class work, and exams. They fail to complete many assignments and rarely participate in class