

## Course Information

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Number:	CO245
Name:	Public Speaking
Description:	This course is designed to help the student develop the ability to prepare and deliver effective speeches and presentations. The course covers both the knowledge required to plan and organize a speech and the interpersonal delivery techniques necessary to overcome nervousness and achieve maximum impact. Informative, persuasive, and commemorative or entertaining speeches are given, and some sections also include scenes from plays.
Credit(s):	3
Offered (DAY schedule):	Every semester
Instructor Permission Required:	N
Pre-Requisite(s):	

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### Course Objectives

- To develop the ability to speak with confidence in representative speaking situations.
- To develop communication skills and competencies.
- To develop critical listening and analytical skills.
- To learn by observation, peer input, and delivery.

## CO 245: Public Speaking Spring 2018

Administration Building, Ayotte Auditorium

Section N: T-Th 10:50 – 12:05

Section P: T-Th 12:50 – 2:05

Instructor: Jo Lynn Southard  
 Office Location: 227E Administration Building  
 Email: southardj@thomas.edu (This is the best way to reach me.)  
 Office Hours: T-Th 3:30 – 5:00

TEXT: Gallo, Carmine. *Talk Like Ted* (2014). **You MUST have the textbook to participate in this class.**

OBJECTIVES: To develop the ability to speak persuasively and with confidence in public settings, and to develop critical listening, critical thinking, and analytical skills.

GRADES: Grades in this course will be based on a variety of speeches, a midterm presentation, and a final debate. Rubrics for grading your speeches are attached to this syllabus.

Grades are earned based on how well you fulfill the assignments. This includes following directions (including time parameters on speeches) and **completing assignments on time**, in addition to demonstrating your knowledge. Failure to follow directions will result in a lower grade. This includes being prepared on time to present your speeches. It is very difficult to schedule make-up speeches. Therefore, with rare exceptions, **MAKE-UP SPEECHES ARE NOT ALLOWED.**

Speeches are worth 30% of your grade (your first speech is worth 10 points; your second, 20 points; your third, 30 points, your fourth and fifth 40 points), the midterm is worth 25% of your grade, and the final is worth 25% of your grade; class participation and preparation are worth 20% of your grade.

Grading Scale:

	A = 92 – 100	A- = 90 – 91
B+ = 88 – 89	B = 82 – 87	B- = 80 – 81
C+ = 78 – 79	C = 72 – 77	C- = 70 – 71
D+ = 68 – 69	D = 62 – 67	D- = 60 – 61
	F = below 60.	

## TENTATIVE SCHEDULE and ASSIGNMENTS

	Reading assignments	Speaking and related assignments
8/28	UNIT I: TED Talk	
8/30	Talk Like TED: Introduction and pp. 13 – 40	What's your passion?
9/4	Talk Like TED: 41-74	
9/6	Talk Like TED: 75-107	
9/11		Narrative speech
9/13	Talk Like TED: 112-134	
9/18	Preparing an informative speech	
9/20		Informative speech
9/25	Talk Like TED: 135-179	
9/27	Preparing a Demonstrative speech.	
10/2		Demonstrative speech
10/4	Talk Like TED: 203-238 Paint a	
10/9	Holiday	
10/11		TED Talk (Midterm)
10/16		TED Talk (Midterm)
	UNIT II: Debate	
10/18		
10/23		
10/25		
10/30		
11/1		Persuasive speech (including outline and reference page page)
11/6		Rebuttal speech
11/8		
11/13		
11/15		
11/20		Annotated bibliography due
11/22	Holiday	
11/27		Argument outline due
11/29		
12/4		Final Debate
Final Exam (TBA)		Final Debate

## STATEMENT ON CLASSROOM CIVILITY AND ATTENDANCE:

This is college and you will be expected to behave as adults. Don't pass notes, talk when someone else is speaking, play games on your laptop or cellphone, text message your significant other, read the paper, do Sudoku or the New York Times crossword puzzle, or sleep. In other words, respect me and respect your peers.

Make sure you get to class on time and do not start packing up your things before I end class. If you must leave early, please tell me in advance. Coming and going during class is rude and disruptive to your fellow students as well as to me.

Turn off phones before class; I will not compete with social media. I will not request your attention. I will not ask you to refrain from non-class activities; I will simply mark you absent for the day.

Late Work Policy: If you have a family or health emergency, please notify me right away so I can extend deadlines and help you best succeed in the course despite the emergency. Otherwise, I do not accept late assignments.

I make no distinction between "excused and unexcused" absences: absent is absent.

Students can be absent 7 class periods without receiving any grade penalty in the class.

- At eight (8) absences, the student will receive no higher than a "B" in the course.
- At ten (10) absences, the student will receive no higher than a "C" in the course.
- At twelve (12) absences, the student cannot pass the course.

**ACADEMIC HONESTY: *I take academic honesty extremely seriously.*** If I determine you have violated the academic honesty policy I will either fail you for that particular assignment or for the entire course, at my discretion.

The Thomas College Honesty Policy will be strictly followed. It reads:

Students are expected to do assigned work themselves, to write papers in their own words (extensive quoting suggests a failure to master the material), and to cite sources appropriately and accurately.

Taking credit for work not one's own is a serious offense. It can take several forms:

1. Plagiarizing. According to the 1999 MLA Handbook; "to use another person's ideas or expression in your writing without acknowledging the source is to plagiarize" (30). The Handbook continues, "Forms of plagiarism include the failure to give appropriate acknowledgement when repeating another's wording or particularly apt phrase, when paraphrasing another's argument, or when presenting another's line of reasoning" (30). A student's failure to properly cite and document sources may constitute plagiarism, even if there is no deliberate attempt or intent to misrepresent the work in question.
2. Aiding and abetting plagiarism. Permitting others to use your work.

3. Recycling your own work. Submitting, without permission, in one course work originally done for another.
4. Cheating. Copying from another student's exam paper; permitting others to copy one's work; bringing unauthorized material to exams; accepting or giving unauthorized assistance on coursework and/or assignments.
5. Subbing. Replacing another student, or asking another student to replace you, for the purpose of taking a quiz or exam.
6. Altering. Changing grades or marks on papers or exams; unauthorized use or alterations of College add/drop or other forms.
7. Falsifying. Falsification or fabrication of research results, quotations, facts, and/or references.

#### Penalties

First offenses of academic misconduct in the context of a course will be dealt with by the course's instructor. Instructors are expected to inform the Academic Affairs Office of any instance of alleged academic misconduct.

Once a faculty member has made a determination of academic misconduct, students will be informed as soon as reasonably possible of the offense and penalty in writing and may appeal in writing to the instructor within 72 hours. Penalties for the first offense may range from failing the particular assignment at issue to failing the course. A student normally will not be allowed to withdraw from a course to avoid the consequences of a finding of academic misconduct.

**ATHLETIC POLICY:** The Thomas College Athletic Policy reads:

Student-athletes and their coaches will make every reasonable effort to provide timely notice to faculty to request permission to miss class, and to make prior arrangements for work, for any sanctioned intercollegiate event for eligible team members. In most cases, faculty should be able to expect 72-hour advance notice of any scheduled event.

Faculty are requested to make reasonable allowances for eligible student-athletes with regards to absences dictated by scheduled competitions, including tournament games. In all cases, the student is responsible for all missed work. Students anticipating the possibility of tournament play should be in contact with faculty to discuss contingency plans for missed work.

"Reasonable allowances" are dictated by the specifics of course requirements, a student's overall performance and attendance record in the course, and the timeliness of the student's notification to the faculty member. In all instances, the primary responsibility for clear communication belongs to the student athlete.

Practices, or attendance at events where the student-athlete is ineligible to compete, are not considered as part of this policy.

**ACCOMMODATIONS:** If you need accommodations in this class due to a disability, please let me know and also contact Office of Student Affairs.

**NARRATIVE SPEECH CRITIQUE (First speech)**

NAME \_\_\_\_\_ Total Score \_\_\_\_\_  
 TOPIC \_\_\_\_\_ Total Time \_\_\_\_\_

**I. ORGANIZATION**

**A. Opening**

Gain attention? \_\_\_\_\_

(25 pts)

**B. Body**

Full story: beginning, middle, end?

Used vivid description? \_\_\_\_\_

Interesting characters? \_\_\_\_\_

(20 pts)

**C. Conclusion**

Summarize main points? \_\_\_\_\_

Reinforce the moral of the story? \_\_\_\_\_

(25 pts)

**II. CONTENT**

Narrative? (fit the assignment) \_\_\_\_\_

(-5 pts if no)

Knowledge of topic: \_\_\_\_\_

Credibility? \_\_\_\_\_

(10 pts)

**III. DELIVERY**

Enthusiasm/Vocal Variety? \_\_\_\_\_

(5 pts)

Eye Contact? \_\_\_\_\_

(5 pts)

Rate? \_\_\_\_\_

(5 pts)

Time \_\_\_\_\_

(5 pts)

Filler Words \_\_\_\_\_

(-5 pts)

Slang/Curse Words \_\_\_\_\_

(-5 pts)

No Attention Getter \_\_\_\_\_

(-10 pts)

Delivered with Manuscript \_\_\_\_\_

(-20 pts)

Final Comments \_\_\_\_\_

### INFORMATIVE SPEECH CRITIQUE (Second Speech)

NAME \_\_\_\_\_ Total Score \_\_\_\_\_  
 TOPIC \_\_\_\_\_ Total Time \_\_\_\_\_

#### I. PLANNING /ORGANIZATION

##### A. Introduction

Gain attention? \_\_\_\_\_  
 Create bond with audience? \_\_\_\_\_ (20 pts)  
 Clear, stated thesis? \_\_\_\_\_

##### B. Body

Memorably taught new information \_\_\_\_\_  
 (20 pts)

##### C. Conclusion

Review main points? \_\_\_\_\_  
 Make speech memorable? \_\_\_\_\_ (20 pts)

#### II. CONTENT

Informative? (fit the assignment) \_\_\_\_\_ (-5pts if no)  
 Reflect audience analysis \_\_\_\_\_  
 (10 pts)

Knowledge of topic:  
 Credibility? \_\_\_\_\_

\_\_\_\_\_ (10 pts)

#### III. DELIVERY

Enthusiasm/Vocal Variety/ Conversational? \_\_\_\_\_  
 (5 pts)

Eye Contact? \_\_\_\_\_  
 (5 pts)

Gestures/ Nonverbal delivery? \_\_\_\_\_  
 (5 pts)

Time \_\_\_\_\_  
 (5 pts)

Filler Words \_\_\_\_\_ (-5 pts)  
 Slang/ Curse Words \_\_\_\_\_ (-5 pts)  
 No Attention Getter \_\_\_\_\_ (-10 pts)  
 Delivered with Manuscript \_\_\_\_\_ (-20 pts)  
 Final Comments \_\_\_\_\_

## DEMONSTRATIVE SPEECH CRITIQUE (Third speech)

NAME \_\_\_\_\_ Total Score \_\_\_\_\_  
 TOPIC \_\_\_\_\_ Total Time \_\_\_\_\_

### I. ORGANIZATION

#### A. Introduction

Gain attention? \_\_\_\_\_  
 Create bond with audience – Why do we want to know this? (20 pts)  
 Preview main points?  
 Establish credibility?  
 Transition into body?

#### B. Body

Detailed instructions – step-by-step ?  
 Show rather than tell?  
 Use of visuals or audience participation? \_\_\_\_\_ (20 pts)

#### C. Conclusion

Transition from body? \_\_\_\_\_ (20 pts)  
 Review main points?  
 Make speech memorable?

### II. CONTENT

Demonstrative? (fit the assignment)  
 Reflect audience analysis \_\_\_\_\_ (-5pts)  
 \_\_\_\_\_  
 (10 pts)

Knowledge of topic:

Credibility? \_\_\_\_\_  
 (10 pts)

### III. DELIVERY

Enthusiasm/Vocal Variety? \_\_\_\_\_  
 (5 pts)

Eye Contact? \_\_\_\_\_  
 (5 pts)

Rate ? \_\_\_\_\_  
 (5 pts)

Time \_\_\_\_\_  
 (5 pts)

Filler Words \_\_\_\_\_ (-5 pts)

Slang/Curse Words \_\_\_\_\_ (-5 pts)

No Attention Getter \_\_\_\_\_ (-10 pts)

Delivered with Manuscript \_\_\_\_\_ (-20 pts)

Final Comments

## PERSUASIVE SPEAKING CRITIQUE

NAME \_\_\_\_\_ Total Score \_\_\_\_\_  
 TOPIC \_\_\_\_\_ Total Time \_\_\_\_\_

### I. ORGANIZATION

#### A. Introduction

Clearly stated claim / Thesis? \_\_\_\_\_  
 Appropriate claim? (20 pts)  
 Preview main points?  
 Transition into body?

#### B. Body

Logical chain of evidence?  
 Considered opposing arguments? \_\_\_\_\_  
 Used transitions to clarify chain of evidence? (15 pts)

#### C. Conclusion

Transition from body? \_\_\_\_\_ (10 pts)  
 Review main points?

Final appeal? \_\_\_\_\_ (10 pts)

Outline: clearly organized? Correct format? \_\_\_\_\_

Bibliography: sources clearly documented: correct format (5 pts)

### II. CONTENT

Persuasive? (fit the assignment) \_\_\_\_\_  
 Reflect audience analysis? (10 pts)

Knowledge of topic: credibility? \_\_\_\_\_  
 Well cited sources? (5 pts)

### III. DELIVERY

Enthusiasm/Vocal Variety? \_\_\_\_\_ (5 pts)

Eye Contact? \_\_\_\_\_ (5 pts)

Gestures/ Nonverbal delivery? \_\_\_\_\_ (5 pts)

Handling of Audio or visual aids? \_\_\_\_\_ (5 pts)

Time? \_\_\_\_\_ (5 pts)

Filler Words \_\_\_\_\_ (-5 pts)

Slang/ Curse Words \_\_\_\_\_ (-5 pts)

No Attention Getter \_\_\_\_\_ (-10 pts)

Delivered with Manuscript \_\_\_\_\_ (-20 pts)

Final Comments

**MIDTERM TED TALK CRITIQUE**

Name: \_\_\_\_\_ Topic: \_\_\_\_\_

Introduction:

Body:

Conclusion:

Style:

- Eye contact
  
- Use of humor / surprise / etc.
  
- Use of Story

Organization:

- Clarity
  
- Transitions

Speaking:

- Speed
  
- Volume
  
- Vocalization

Visual aid:

## Debate Assessment

Points	1	2	3	4	5
<b>Organization and clarity:</b> Arguments and responses were clear, well-organized and cohesive. Good use of transitional words and phrases	Mostly unclear; central idea unclear; organization lacking; transitions lacking	Clear and organized in some parts, but not overall; some cohesion, but not throughout; little use of transitions	Most parts clear and well-organized; overall organization unclear; some use of transitions	With minor exceptions, arguments presented in a logically; overall organization clear; good use of transitions	Completely clear, well-organized, logical presentation.
<b>Presentation of arguments / persuasiveness:</b> Arguments were well-organized, relevant, and clearly tied to the overall premise and each other.	Arguments were not well-structured, logical, or convincing	Few arguments were well-structured, logical, and convincing	Some arguments were well-structured, logical and convincing, but not all arguments were.	With minor exceptions, arguments were well-structured, logical, and convincing.	All arguments were well-structured, logical, and convincing.
<b>Use of facts / statistics / examples:</b> Arguments are supported with relevant evidence, including facts, statistics and/or examples.	Little or no relevant support given for arguments; many points were not supported	Some points were supported with relevant facts, statistics, and/or examples, but many were not.	Most points were supported with relevant facts, statistics, and/or examples, but a few were not.	With minor exceptions, points were supported with relevant facts, statistics, and/or examples.	All points were supported with relevant facts, statistics and / or examples.
<b>Use of rebuttal</b> (the second speech): Arguments made by the other team were responded to and dealt with effectively.	No effective counterarguments were made.	A few effective counterarguments were made.	Some effective counterarguments were made.	Many effective counterarguments were made.	Arguments made by the other team were all responded to and dealt with effectively.
<b>Understanding of Topic:</b> The team clearly understood the topic in depth and	Speaker did not show an adequate understanding of the topic	Speaker seemed to understand the main points of the topic, but did not seem	Speaker seemed to understand and was comfortable with the main points of the topic.	Speaker clearly understood the topic and was clearly comfortable with the topic.	Speaker clearly understood the topic and presented

presented their information forcefully		comfortable with the topic.			their information forcefully and convincingly .
<b>Presentation Style:</b> Tone of voice, gestures, level of enthusiasm were appropriate and kept the audience's attention.	Speaker seemed uncomfortable; presentation distracted from the information.	Speaker's presentation style did not keep the audience's attention.	Speaker's style sometimes kept the audience's attention.	Speaker mostly kept the audience's attention.	Speaker consistently kept the audience's attention.
<b>Teamwork:</b> The speakers worked well as a team. Arguments flowed together and overall discussion was cohesive.	Speakers did not seem to work together	Speakers seemed to have worked together only rarely.	Speakers worked together some.	Speakers mostly worked as a team.	Speakers worked very well as a team.

# Thomas College. Beyond Education

180 West River Road, Waterville, Maine 04901 Telephone: 207-859-1111

## Course Syllabus

**Public Speaking**  
CO245, FALL 2018

Room A104, M,W,F 0900-0950

Instructor Name: Joe Schmalzel  
Contact Information:  
(207) 509-8969

Instructor email: schmalzelj@thomas.edu  
Office Hours: By appointment in room AD227

## Required Text, Readings and Visuals:

*Speak Like Churchill, Stand Like Lincoln*, James C. Humes  
ISBN: 0-7615-6351-2

*A Speaker's Guidebook*, O'Hair, Stewart & Rubenstein  
ISBN: 978-0-312-64285-0

Other reading assignments will be as posted on Moodle, as will any media that is required viewing.

## Course Objectives:

Upon completion of this course, students should be able to:

1. Prepare and deliver effective speeches and presentations. The preparation includes the refinement of writing and editing skills by composing, organizing and proofing
2. Use interpersonal delivery techniques in order to overcome nervousness and achieve maximum impact with their communications.
3. Present a well researched and prepared *informative* speech to an audience.
4. Present a well researched and prepared *persuasive* speech to an audience.
5. Present a well researched and prepared *commemorative* speech to an audience.
6. Present a well researched and prepared *entertaining* speech to an audience.
7. Prepare such works as public relations pieces, news releases, journal articles, entertainment reviews, and literary criticism and revise and format documents to the level of publication readiness.
8. Demonstrate their writing and editing skills by composing, organizing, and proofing documents for a variety of academic and professional purposes

### Grade Distribution:

Component	Weight
Writing exercises	25%
Speeches and Presentations	35%
Homework and Classroom Involvement	20%
Final Examination	20%

### Description of Components:

1. Writing Exercises: Writing exercises will be used to evaluate the student's ability to clearly and properly formulate various informative writing formats as indicated in the *Course Objectives*. Revise and reformat these documents to the level of publication readiness.
  - a. Public relations piece
  - b. News release
  - c. Journal article
  - d. Entertainment review
  - e. Literary criticism
2. Speeches and Presentations: Students will prepare and deliver speeches to the class. The written work must be submitted for grading as well. Speeches must be well researched and prepared.
  - a. Informative Speech
  - b. Persuasive Speech
  - c. Commemorative Speech
  - d. Entertaining Speech
3. Homework and Classroom Involvement: Includes engaging in and leading group discussions during class, completing assignments in class and as homework. Full participation in the evaluation and feedback to fellow students. In-class activities cannot be made up. Students who come to class but do not meaningfully participate on in-class activities may only receive partial credit on those activities. Students, who miss an in-class participation activity because they miss class, arrived late to class or leave early will not receive credit for that assignment.
4. Final Examination: Open floor speeches. Each student is expected to prepare the speech of their choosing, though not of a speech topic presented in class during the semester. A written copy is sent to me in advance of the exam. The speech is a THREE minute speech and is entirely oral, with no media assistance (no technology).

### Attendance and Classroom Involvement:

You are expected to attend every class with *A Speaker's Guidebook* in hand. Not having the textbook affects your ability to be involved in the classroom discussions either planned or spontaneous. Students may miss up to two classes for personal reasons. A student that misses more than those two classes receives a two percent deduction in the *Homework and Classroom Involvement* component for every additional missed day. Exceptions for extreme circumstances may only be granted on a case-by-case basis at the discretion of the instructor and at the request of the student.

Students are expected to complete all assignments completely and on time, thus ensuring that they are fully engaged at the level of their colleagues and able to participate to the maximum. We will be doing a lot of presentations in this class. The full attention of all students is not only important for participation purposes, but offers the degree of respect for your fellow students that you would wish to be bestowed upon yourself. No talking among yourselves and absolutely no telephone and laptop use during classes.

Students are also expected to arrive on time to class and to concentrate fully on the class subject matter. This means that unless approved ahead of time, cell phones, laptops and any other devices that may be introduced into our society in the course of our term together must be turned off and kept out of the way. Laptops are to be used only for presentations, class research work, and in other cases with advanced permission from me.

Students habitually disrupting class will find their *Homework and Classroom Involvement* component reduced accordingly, usually ten points at a shot.

### Late Assignment Policy:

A student who misses a presentation or homework may make up the work within one week of the assignment due date, if the schedule permits, with an 80% maximum grade. Exceptions for illness (with doctor or nurse note) or bereavement are considered on a case-by-case basis.

### Academic Honesty:

Please read the section regarding Academic Honesty on page 29 of the Thomas College *Student Handbook*. Stay honest and enjoy learning.

### Grievance Procedures:

In the case of the perception of unfair treatment or consideration of special circumstances students should arrange with me by email for an appointment to discuss the problem. The email should contain details of the complaint so that they can be clearly and correctly addressed. My goal is always objectivity and fairness.

Grading Scale Rubric:

Grading Scale: A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = Below 60

	Points
<p><u>Exemplary</u> Assignment was one of high quality and accurately met all requirements of assignment as presented. Typically, an assignment in this category will have demonstrated and applied detailed understanding of concepts and theories; will be thorough in presentation of thoughts and ideas; often will make use of additional references and resources; will be free from grammar and spelling errors.</p>	90-100%
<p><u>Superior</u> Assignment accurately meets all requirements as specified. Typically, an assignment in this category will have demonstrated accurate and complete understanding of relevant concepts and theories; will have presented thoughts in a knowledgeable and clear style; will be free from grammar and spelling errors.</p>	80-89%
<p><u>Average Quality</u> Assignment will have met all requirements as specified. Assignments in this category will be accurate in what is presented but may not be as complete or as thorough as assignments in above categories; could have been improved in clarity of expression; may exhibit very minor spelling or grammar errors.</p>	70-79%
<p><u>Below Average</u> Assignment failed to meet requirements as specified. Typical deficiencies include inaccurate application of concepts and theories; superficial discussion of issues based on incomplete understanding of readings and materials; unacceptable number of grammar and spelling errors; poorly formatted and presented work.</p>	60- 69%

## Disability Services

(Ayotte Center, Room AD-127: Lisa Desautels-Poliquin, Vice President for Student Affairs, Ext. 243)

Upon receiving timely notice of need, Thomas College provides reasonable accommodations for Thomas students with physical, learning and other qualified disabilities. To request accommodations, contact the Student Affairs Office for information about College policies.

### And finally:

This syllabus is subject to change. The students will be notified through Moodle of any modifications and the modified syllabus will be posted therein.