Public Speaking

CREDIT
3 Semester Credit Hours (3 hours lecture, 0 hours lab)

MODE OF INSTRUCTION
Online

This class is fully online and asynchronous. You will be able to complete this course from anywhere virtually, and you will also be able to complete course lectures and assignments at any time during the week. There will never be a required time that you must meet for class (either in-person or via zoom). While this does provide you with a lot of flexibility in terms of when you can engage with the course material, ***this also means that you will have a bit more responsibility to ensure that you are completing assignments on time*** (as I will not be able to provide you with the reminders that I would be able to in a more traditional, face-to-face setting).

PREREQUISITE/CO-REQUISITE:
None

COURSE DESCRIPTION
Application of communication theory and practice to the public speaking context, with emphasis on audience analysis, speaker delivery, ethics of communication, cultural diversity, and speech organizational techniques to develop students' speaking abilities, as well as ability to effectively evaluate oral presentations.

COURSE OBJECTIVES
Upon completion of this course, the student will be able to
1. Demonstrate an understanding of the foundational models of communication.
2. Apply elements of audience analysis.
3. Demonstrate ethical speaking and listening skills by analyzing presentations for evidence and logic.
4. Research, develop and deliver extemporaneous speeches with effective verbal and nonverbal techniques.
5. Demonstrate effective usage of technology when researching and/or presenting speeches.
6. Identify how culture, ethnicity and gender influence communication.
7. Develop proficiency in presenting a variety of speeches as an individual or group (e.g. narrative, informative or persuasive).

INSTRUCTOR CONTACT INFORMATION

Instructor: Dr. Josh Miller

Email: jmiller4@lit.edu

Approved: JHM/08/25/2024

Office Hours: By Appointment

I am always happy to meet with you virtually and individually to discuss the course, its content, and any assignment. To arrange a time to meet with me, simply send me an email at jmiller4@lit.edu. When you do, please list as much availability as you can. Doing so will help us determine when we can meet.

It is never an inconvenience for me to meet with you, and I am looking forward to helping you in any way that I can. ***Please do not hesitate to contact me if you ever have questions or would like to meet.***

REQUIRED TEXTBOOK AND MATERIALS

This course uses a free textbook that is available online. Leslie J. Harris, Marnie Lawler McDonough, Josh Miller, Stacey Mirviss-Jossart, Emily Mueller, Megan Orcholski, and Kristin Woodward, *Stand Up, Speak Out: The Practice and Ethics of Public Speaking*. This textbook will be provided to students on Canvas. All class assignments, including exams, presume students are using the assigned textbook.

ATTENDANCE POLICY

I expect students to work on this course every week. I recommend that students set aside the same time every week to devote to completing this course and its assignments.

Late work will be accepted up to a week after the initial due date with a 10% grade penalty for each 24-hour period after the initial due date time (with this exception: I cannot accept your speech preparation outline after you have delivered your speech).

Technical problems (including but not limited to power outages, erased/lost thumb drives, viruses, inability to print, etc.) *do not in themselves constitute legitimate excuses for late or missing work*. Develop good habits now, like saving frequently and backing up your work on a hard drive or in the cloud.

DROP POLICY

If you wish to drop a course, you are responsible for initiating and completing the drop process. If you stop coming to class and fail to drop the course, you will earn an "F" in the course.

COURSE CALENDAR

Classes Begin—Monday, August 25
Week #1: August 25—September 1

Read—Syllabus

Read—Chapter One: Why Public Speaking Matters Today

(Optional) Read— Read Kathryn Olson, "What is Rhetorical Leadership?: My Perspective," September 2011, <https://uwm.edu/rhetorical-leadership/wp-content/uploads/sites/322/2016/02/whatisrl.pdf>.

Complete—Introduction Video **(Due Saturday, August 31 at 10:00am)**

Week #2: September 2—September 8

Getting Started: Speaking Anxiety + Delivery Goals

Watch—Lectures on (1) Speaking Anxiety and (2) Delivery Playlist

Complete—Delivery Goal Setting Discussion Posts **(Initial Post Due Thursday, September 5 at 10:00am, Response Post Due Saturday, September 7 at 10:00am)**

Week #3: September 9—September 15

Intro to Persuasion + Argumentation

Watch—Lectures on (1) Ethos, Pathos, and Logos and (2) The Toulmin Model

Complete—Developing Ethos Discussion Posts **(Initial Post Due Thursday, September 12 at 10:00am, Response Post Due Saturday, September 14 at 10:00am)**

Week #4: September 16—September 22

Researching Our Speech + Ethos 2.0

Watch—Lecture on Research + Google Searches

Complete—Quiz on (1) Research, (2) Ethos, Pathos, and Logos, and (3) The Toulmin Model **(Due Saturday, September 21 at 10:00am)**

Complete—Practice Speech on Campus/Community Resources **(Due Saturday, September 21 at 10:00am)**

Week #5: September 23—September 29

Engaging Your Audience + Situation

Watch—Lectures on Audience and Situation

Read—Chapter #2, "Engaging Your Audience"

Complete—Quiz on Audience & Situation **(Due Saturday, September 28 at 10:00am)**

Complete—Discussion Posts on Storm Emergencies
(Initial Post Due Thursday, September 26 at 10:00am, Response Post Due Saturday, September 28 at 10:0am)

Week #6: September 30—October 6

Organization & Outlining

Watch**—**Organization + Outline Lectures

Read—Chapter 5, "Topic, Purpose, and Thesis"
Read—Chapter 7, "Building and Organizing Your Speech"

Complete—Organization + Outlining Quiz **(Due Saturday, October 5 at 10:00am)**

Week #7: October 7—October 13

Speech #1—Outlining

Read—Chapter 10: Effective Introductions and Powerful Conclusions

Complete—Speech #1 Outline + Peer Feedback Posts

Speech #1 Discussion: Outline Due Thursday, October 10 at 10:00am, Feedback Due Saturday, October 12 at 10:00am

Week #8: October 14—20

Speech #1
(Due October 19 at 10:00am)

Week #9: October 21—27

Public Speaking + Ethics

Watch**—**Counterarguments + Logical Fallacies Lectures
Watch—Ethics + Public Speaking Lecture

Read—Chapter 10, "Developing Strong Arguments"

Complete—Quiz on Counterarguments + Logical Fallacies **(Due Saturday, October 26 at 10:00am)**

Complete—Michael Moore's Letter about Flint, Michigan Discussion Posts **(Initial Post Due Thursday, October 24, Response Post Due Saturday, October 26)**

Week #10: October 28—November 3

Speech #2—Outlining

Watch—Monroe's Motivated Sequence Lecture
Watch—Using Visual Aids

Complete—Speech #2 Outline + Peer Feedback Posts
(Outline Due Thursday, October 31 at 10:00am, Peer Feedback Due Saturday, November 2 at 10:00am)

Week #11: November 4—November 10

Complete Speech #2
(Due Saturday, November 9 at 10:00am)

Week #12: November 11—November 17

Style as Strategy

Read—Chapter 11: The Importance of Language and Style
Watch—Style as Strategy Lecture

Complete—Quiz on Style as Strategy **(Due Saturday, November 16 at 10:00am)**

Complete— "I Have a Dream" Discussion
(Initial Post Due Thursday, November 14 at 10:00am, Response Post Due Saturday, November 16)

Week #13: November 18—November 24

Ceremonial Speaking

Watch—Lecture on Genres of Speaking

Read—Chapter 17, Ceremonial Speaking

Complete—Quiz on Ethics and Genres of Speaking **(Due Wednesday, April 24 at 10:00am)**

Complete—John F. Kennedy's Eulogy for Martin Luther King Discussion Posts
(Initial Post Due Thursday, November 21 at 10:00am, Response Post Due Saturday, November 23 at 10:00am)

Week #14: November 25—December 1
Happy Thanksgiving!

Start working on Speech #3

Week #15: December 2-6
Complete—Speech #3
(Due Saturday, December 7 at 10:00am)

COURSE EVALUATION

Final grades will be calculated according to the following criteria:

- Homework (Discussion Posts) | 6 x 15 Points Each | 90 Points | 20%
- Exams (Quizzes) | 6 x 15 Points Each | 90 Points | 20%
- Speeches | 180 Points | 40%
    - Introductory Speech | 13.5 Points | 3%
    - Practice Speech | 22.5 Points | 5%
    - Agenda Setting Speech | 72 Points | 16%
    - Award Presentation Speech | 72 Points | 16%
- Monroe's Motivated Sequence | 90 Points | Common Assignment | 20%

GRADE SCALE

- 90-100   A
- 80-89   B
- 70-79   C
- 60-69   D
- 0-59   F

TECHNICAL REQUIREMENTS

The latest technical requirements, including hardware, compatible browsers, operating systems, etc. can be online at https://lit.edu/online-learning/online-learning-minimum-computer-requirements. A functional broadband internet connection, such as DSL, cable, or WiFi is necessary to maximize the use of online technology and resources.

DISABILITIES STATEMENT

Maintaining an accessible course is a high priority of mine. I fully support any accommodation that you may need to succeed this semester. Please use the following information to help ensure you are getting the support and accommodation that you deserve.

The Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. LIT provides reasonable accommodations as defined in the Rehabilitation Act of 1973, Section 504 and the Americans with

Disabilities Act of 1990, to students with a diagnosed disability. The Special Populations Office is located in the Eagles' Nest Room 129 and helps foster a supportive and inclusive educational environment by maintaining partnerships with faculty and staff, as well as promoting awareness among all members of the Lamar Institute of Technology community. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409)-951-5708 or email specialpopulations@lit.edu. You may also visit the online resource at Special Populations - Lamar Institute of Technology (lit.edu).

STUDENT CODE OF CONDUCT STATEMENT

It is the responsibility of all registered Lamar Institute of Technology students to access, read, understand and abide by all published policies, regulations, and procedures listed in the *LIT Catalog and Student Handbook*. The *LIT Catalog and Student Handbook* may be accessed at www.lit.edu. Please note that the online version of the *LIT Catalog and Student Handbook* supersedes all other versions of the same document.

ARTIFICIAL INTELLIGENCE STATEMENT

Lamar Institute of Technology (LIT) recognizes the recent advances in Artificial Intelligence (AI), such as ChatGPT, have changed the landscape of many career disciplines and will impact many students in and out of the classroom. To prepare students for their selected careers, LIT desires to guide students in the ethical use of these technologies and incorporate AI into classroom instruction and assignments appropriately. Appropriate use of these technologies is at the discretion of the instructor. Students are reminded that all submitted work must be their own original work unless otherwise specified. Students should contact their instructor with any questions as to the acceptable use of AI/ChatGPT in their courses

STARFISH

LIT utilizes an early alert system called Starfish. Throughout the semester, you may receive emails from Starfish regarding your course grades, attendance, or academic performance. Faculty members record student attendance, raise flags and kudos to express concern or give praise, and you can make an appointment with faculty and staff all through the Starfish home page. You can also login to Blackboard or MyLIT and click on the Starfish link to view academic alerts and detailed information. It is the responsibility of the student to pay attention to these emails and information in Starfish and consider taking the recommended actions. Starfish is used to help you be a successful student at LIT.

CLASS ENVIRONMENT

I am committed to having a supportive instructional climate. Achieving such a climate means that both students and professor: (1) respond to arguments, not attack people, (2) speak for themselves, not for other, (3) support equality of access to opportunities in the course (pause and listen to others), (4) show respect for

differences based on gender, race, culture, ethnicity, religion, sexual orientation, physical challenges, and disabilities.

Students are expected to show the utmost respect for all participants during class discussions, activities, and performances regardless of differences in opinions, beliefs, or values. Each student should be allowed equal opportunity to express opinions, experiences, and ideas in a non-threatening learning environment. Abusive, threatening, verbal or nonverbal communication will NOT be tolerated in any form. It is likely that you will disagree with at least one of your classmate's speeches; when that occurs, I still expect you to show support them, even if you do not support their argument.

GRADE CONCERNS

I am happy to discuss grade concerns and grievances with students. If you wish to challenge a grade, you must: (1) wait 24 hours after receiving your score, (2) email me a summary of your concerns, referencing the assignment requirements, and (3) make an appointment to meet with me. Grade concerns and grievances will be considered for *one week* after the assignment is returned. After that time, grades will be final and grade challenges will no longer be accepted.

NOTE ON COURSE CONTENT

Texas Senate Bill 17, the recent law that outlaws diversity, equity, and inclusion programs at public colleges and universities in Texas, does not in any way affect content, instruction or discussion in a course at public colleges and universities in Texas. Expectations and academic freedom for teaching and class discussion have not been altered post-SB 17, and students should not feel the need to censor their speech pertaining to topics including race and racism, structural inequality, LGBTQ+ issues, or diversity, equity, and inclusion.