

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.



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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
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.*

I try to respond to emails within a 24-hour period. If you do not receive a message back from me within 48 hours, please email me again. It is possible I missed your first message (or forgot to hit send on my reply).

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.

COMMITMENT 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.

LATE WORK

I will accept late work up to a week after the initial due date. Unless the late work is excused, I will deduct 10% of the grade from the assignment. Note: I grade assignments when they are due. If you submit a late assignment, it will delay my ability to provide you with feedback on the assignment. It may take me as long as a week to finish grading it.

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—Tuesday, January 21

Week #1: January 21-26

Read—Syllabus

Read—Chapter One: Why Public Speaking Matters Today

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—Syllabus Quiz (**Due Saturday, January 25 by 10:00am**)

*The syllabus quiz isn’t worth any points, but you must complete it to open other course content.

Complete—Introduction Video (**Due Monday, January 27 at 10:00am**)

Week #2: January 27-February 2

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, January 30 at 10:00am, Response Post Due Saturday, February 1 at 10:00am**)

Complete—Quiz #1 (**Due Saturday, February 1 at 10:00am**)

Week #3: February 3-February 9

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, February 6 at 10:00am, Response Post Due Saturday, February 8 at 10:00am**)

Week #4: February 10—February 16

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, February 15 at 10:00am**)

Complete—Practice Speech (**Due Saturday, February 15 at 10:00am**)

Week #5: February 17-February 23

Engaging Your Audience + Situation

Watch—Lectures on Audience and Situation

Read—Chapter #2, “Engaging Your Audience”

Complete—Quiz on Audience & Situation (**Due Saturday, February 22 at 10:00am**)

Complete—Discussion Posts on Storm Emergencies
(**Initial Post Due Thursday, February 20 at 10:00am, Response Post Due Saturday, February 22 at 10:00am**)

Week #6: February 24-March 2

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, March 1 at 10:00am**)

Week #7: March 3-March 9

Speech #1—Outlining

Read—Chapter 10: Effective Introductions and Powerful Conclusions

Complete—Speech #1 Outline + Peer Feedback Posts

Speech #1 Discussion: Outline Due Thursday, March 6 at 10:00am, Feedback Due Saturday, March 8 at 10:00am

SPRING BREAK

Week #8: March 17-March 23

Speech #1

(Due March 22 at 10:00am)

Week #9: March 24-March 30

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, March 29 at 10:00am)**

Complete—Michael Moore’s Letter about Flint, Michigan Discussion Posts **(Initial Post Due Thursday, March 27, Response Post Due Saturday, March 29)**

Week #10: March 31-April 6

Speech #2—Outlining

Watch—Monroe’s Motivated Sequence Lecture

Watch—Using Visual Aids

Complete—Monroe’s Motivated Sequence Quiz (Due April 5)

Complete—Speech #2 Outline + Peer Feedback Posts

(Outline Due Thursday, April 3 at 10:00am, Peer Feedback Due Saturday, November 5 at 10:00am)

Week #11: April 7-April 13

Complete Speech #2

(Due Saturday, April 12 at 10:00am)

Week #12: April 14-April 20

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, April 19 at 10:00am)**

Complete—“I Have a Dream” Discussion

(Initial Post Due Thursday, April 17 at 10:00am, Response Post Due Saturday, April 19)

Week #13: April 21-April 27

Ceremonial Speaking

Watch—Lecture on Genres of Speaking

Read—Chapter 17, Ceremonial Speaking

Complete—John F. Kennedy’s Eulogy for Martin Luther King Discussion Posts

(Initial Post Due Thursday, April 24 at 10:00am, Response Post Due Saturday, April 26 at 10:00am)

Week #14: April 28-May 4 (plus a few days)

Complete—Speech #3

(Due Wednesday, May 8 at 10:00am)

COURSE EVALUATION

Final grades will be calculated according to the following criteria:

- Introduction Video | 15 Points | 3.75%
- Practice Speech | 15 Points | 3.75%
- Discussion Posts | 6 x 15 Points Each | 90 Points | 22.5%
- Quizzes | 7 x 10 Points Each | 70 Points | 17.5%
- Speech Outlines + Discussion | 2 x 15 | 30 Points | 7.5%
- Agenda Setting Speech | 60 Points | 15%
- Monroe’s Motivated Sequence Speech | 80 Points | Common Assignment | 20%
- Award Presentation Speech | 40 Points | 10%

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.

You will also need to access YouTube to watch lectures and speeches for assignments.

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 \(lit.edu\)](https://lit.edu/specialpopulations).

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.

Disclaimer: This syllabus is subject to change (for example, in the case of school closing). If changes occur, students will be notified by the professor.