

## Public Speaking (Cowell 12) Syllabus

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Cowell

**Course Goals:** This introductory level seminar in public speaking is designed to reduce anxiety and increase competence as well as confidence in a wide variety of public speaking situations. While providing some theory, it focuses on and emphasizes *the practice of public speaking*. Students will compose and present five formal and informal speeches ranging from 2-10 minutes; give a brief presentation and lead a discussion of a public speech in collaboration with another student; and participate in a formal, research-based, symposium-style panel presentation as their final project (in lieu of a final exam). This course emphasizes **ethical public speaking**, public speaking as an act of authentic communication utilizing effective tools. It includes discussion of key aspects of the skills involved, including **composition**—choosing topics, organizing material, prioritizing points, considering the audience, etc. —and **delivery**—encompassing body language, vocal manners, managing anxiety, etc.

### Assignments:

- **Six Speeches: Introductory** (ungraded), **Special Occasion, Procedural, Informative, Persuasive, and a Panel Presentation.** The research & composition of these includes planning, composing, and revising your compositions, and reflecting on and implementing techniques, organizational strategies, and delivery skills suggested by the texts and other sources, such as feedback from your classmates. You will also engage in focused **preparation** (relaxation techniques, breathing exercises etc.) and **rehearsal**.
- **In class workshops:** You are expected to be an active participant as well as attentive audience during our workshops, critiquing constructively, engaging in discussions, and supporting the learning community during our class meetings.
- **Homework & Log:** This includes the assigned reading; responding to the text, speeches, or other things in a **homework log** consisting of short, informal written assignments—often notes; watching and assessing media speeches independently (historical or contemporary speeches drawn from a variety of sources, including political occasions, commencement speeches, TED events, award ceremonies, e.g., Nobel Prizes and Academy Awards), and preparing for your role as a discussion leader on one occasion; recording (video/voice) and *constructively* critiquing several of your own your own speeches; doing self-assessments and goal-statements for the log.
- **Meetings** with classmates for group presentations, including with one other student to prepare a presentation and discussion of a media-speech, and with a small group for your final panels.

**Text:** *A Pocket Guide to Public Speaking* O’Hair, Rubenstein, Stewart. Boston, New York: Bedford/ St. Martin’s. 4<sup>th</sup> edition. Available at the Bay Tree Bookstore

**Supplies:** At least one pack (100-count) of 3x5 index cards to write feedback for other students on. I recommend you also have 4x6 (or 5x7) cards for notes/scripting of your own speeches.

**Assessment and Grading:** Students' performances, and the grades derived from them, will be evaluated based on **the speaker's progress, as well as the effectiveness, of both the composition and delivery**, since this is a workshop focused on growth. **Composition** includes the ambitiousness, research (when appropriate), effective amount/value of information, and organization of the content. **Delivery** includes overall effect, including vocal mannerisms, body language, eye contact, and connection with audience. Revision of both composition and delivery are encouraged to the extent possible in this short course, and students' use of rehearsal and improvement as they revise each, as well as across the speeches, will be factored as part of their grade, particularly in areas identified as goals (e.g., movement, eye contact, use of filler words, use of humor, progress in organization etc.). For several speeches students will turn in copies of their scripts, speaking notes, and/or research for review, as well as submitting Use of Text forms which lay out how they've applied theory to their choices.

**Grades** will be based on the following criteria, with weighted percentages approximate:

- Preparation for and participation in class discussions, as well as the thoughtfulness and usefulness of critiques of others' speeches. (15 percent)
- Homework, including a log of researched speeches read/viewed and commentary on these, and rehearsals. Students will also record and watch at least two of their speeches in rehearsal and a write up a short constructive critique, then act on their own suggestions. (10 percent)
- Group presentation/discussion of a speech from media sources. (5 percent)
- Improvement in instructor and student-identified areas, especially from week 3 to week 5 (10 percent)
- The effectiveness of the assigned speeches as follows:
  1. Special Occasion/Introduction speech (5 percent)
  2. Procedural Speech (10 percent)
  3. Informative Speech (15 percent)
  4. Persuasive Speech (15 percent)
  5. Panel Presentation (15 percent)

**A note on hours:** As a 5-credit course in half the regular-quarter time, your summer Public Speaking class will have an accelerated pace, moving twice as fast, and requiring more out-of-class work time than the regular quarter. This means that you will need to plan for this additional time commitment.

**Administrative info: 2018 Deadlines:**

Session 1: Drop: Monday, July 2

Withdraw: Friday, July 13

Neither Summer Session nor instructors drop students for non-attendance or non-payment. Students must drop themselves. Dropping results in full tuition reversal/refund. Withdraw posts a W for the grade and full tuition is charged (no refund).

For all dates and deadlines, including 'change of grade option' (P/NP) and grades due, here is the summer academic calendar

<https://summer.ucsc.edu/fundamentals/academic-calendar.html>

**DRC Accommodations:** The Disability Resources Center reduces barriers to inclusion and full participation for students with disabilities by providing support to individually determine reasonable academic accommodations. If you have questions or concerns about exam accommodations, or any other disability-related matter, please contact the DRC office, located in Hahn 125 or at 831-459-2089 or [drc@ucsc.edu](mailto:drc@ucsc.edu).

**Academic Dishonesty:** Academic integrity is the cornerstone of a university education. Academic dishonesty diminishes the university as an institution and all members of the university community. It tarnishes the value of a UCSC degree.

All members of the UCSC community have an explicit responsibility to foster an environment of trust, honesty, fairness, respect, and responsibility. All members of the university community are expected to present as their original work only that which is truly their own. All members of the community are expected to report observed instances of cheating, plagiarism, and other forms of academic dishonesty in order to ensure that the integrity of scholarship is valued and preserved at UCSC.

In the event a student is found in violation of the UCSC Academic Integrity policy, he or she may face both academic sanctions imposed by the instructor of record and disciplinary sanctions imposed either by the provost of his or her college or the Academic Tribunal convened to hear the case. Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on a student's transcript.

For the full policy and disciplinary procedures on academic dishonesty, students and instructors should refer to the [Academic Integrity page](#) at the [Division of Undergraduate Education](#).

**Title IX:** The university cherishes the free and open exchange of ideas and enlargement of knowledge. To maintain this freedom and openness requires objectivity, mutual trust, and confidence; it requires the absence of coercion, intimidation, or exploitation. The principal responsibility for maintaining these conditions must rest upon those members of the university community who exercise most authority and leadership: faculty, managers, and supervisors.

The university has therefore instituted a number of measures designed to protect its community from sex discrimination, sexual harassment, sexual violence, and other related prohibited conduct. Information, advice, referrals, and/or copies of the UC Policy on Sexual Violence and Sexual Harassment and the UC Santa Cruz Procedures for

Reporting and Responding to Reports of Sexual Violence and Sexual Harassment are available to all students, faculty, and staff by contacting Tracey Tsugawa, Title IX/Sexual Harassment Officer, 105 Kerr Hall, 459-2462, or [ttsugawa@ucsc.edu](mailto:ttsugawa@ucsc.edu).

### Calendar at a glance

Weeks/Dates	<u>Assignments</u> Text should be read on/before the date listed.
<p><b>Week 1 Intro &amp; Special Occasion</b> 6/26 Tuesday</p> <p>6/28 Thursday</p>	<p><b>Introduction</b> to the course and overview of PS skills; <b>Speeches</b> introducing each other; Media Example; Discussion and workshop on Special Occasion Speeches</p> <p><b>Read</b> Part 1 (all) and Part 7-25 (On Special Occasion speeches); Constructive critiquing for ourselves and others; Media Example; <b>Deliver Special Occasion Speeches</b>; Discussion of Procedural Speeches</p>
<p><b>Week 2. Procedurals</b> 7/3 Tuesday</p> <p>7/5 Thursday</p>	<p><b>Read:</b> Part 2 <b>Workshop on Procedural Speeches</b>; Discussion Group Leaders; Relaxation &amp; Visualization techniques; Student discussion leaders with media speeches &amp; Relaxation leaders begin.</p> <p><b>Read</b> Part 3 and Part 7-23 (On Informative Speeches) <b>Deliver Procedurals</b>; Discussion of presentation aids &amp; power point-style <b>Learning about Informative Speeches (to be delivered in week 3).</b></p>
<p><b>Week 3. Informative</b> 7/10 Tuesday</p> <p>7/12 Thursday</p>	<p><b>You are required to use a presentation aide (e.g. audiovisual or model) with either your informative or persuasive speech.</b></p> <p><b>Read:</b> Parts 4, 5, then Part 6 (on presentation aids) before you do your speech with an aide.</p> <p><b>Workshop on Informative Speeches</b>; Focus on organization strategies; prioritizing; repetition</p> <p><b>Read</b> Part 7 Chapter 24 (on Persuasive Speeches) <b>Deliver Informative speeches.</b> Begin work on <b>Persuasive Speeches (to be delivered in Week 4)</b>; <b>Focus on varied combinations of logos, ethos, pathos</b></p>
<p><b>Week 4. Persuasive</b> 7/17 Tuesday</p> <p>7/19 Thursday</p>	<p><b>Read:</b> Discussion Group Leaders <b>Workshop on Persuasive Speeches</b></p> <p><b>Read</b> Part 8 27-28 and skim to conclusion, choosing 2 sections to read through more carefully, writing a brief synopsis (2-4 sentences each) of key points. Discuss group presentations and panels (To be delivered in final class) Create panels by topic &amp; divide into 4 groups <b>Forming groups, choosing subjects, and division of labor</b></p>

**Week 5. Panels**

7/24 Tuesday

**Workshop for Panels; Research goals,  
discussion of different types and characteristics of Panel  
Presentations**

7/26 Thursday

**Panel Presentations**

## Weekly Assignments Weeks 1-2

Note: Please be ready to present when your turn arrives so time can be spent on speeches, not transitions, and be attentive about timing within assigned lengths. Technology, in particular, can cause delays, so practice with any tech beforehand, and be prepared for unavoidable glitches that may arise, with backup strategies.

### Week 1 Introductory and Special Occasion Speeches

#### First Class

**1.) Introduction and overview of the components involved in successful public speaking**, including the **ethical obligations** and considerations of speakers and audiences.

During the first class, we will discuss examples drawn from experience of more and less successful public speaking, and **chart out** the factors that influence effectiveness.

**We will classify and discuss impediments and fears, and briefly preview tools to reduce anxiety and self-consciousness, which will be followed up in depth later in the course.**

**2) Two media examples: Samantha Fuentes and MLK**

**3)** Then, after interviewing a classmate, students will **introduce** that person in a short speech.

#### **First day in class: Getting Acquainted:**

Today, as a warm up to become more familiar with one another, you will converse with another student, ask some questions, then forge a brief introduction to your partner to deliver to the class. Since you want us to remember the person's name, use it regularly, making sure your little speech includes memorable details, not just major, city of origin, etc. Try to find out some particular angle on this person to focus on, some details of family, hobbies or sports, any exceptional ties to a place or unusual or unusually strong interest (e. g., a collection of baseball cards, beanie babies, doll heads, fifteen pictures of her dog up in her room), a personal characteristic, a primary relationship— whatever seems interesting, memorable, and ethically true about that person; you are not there to misrepresent or embarrass your subject, but you may use gentle humor or exaggeration. Plan for about one minute of intro. Write it out on the index cards provided, with your name at the top so you can turn it in at the end.

**4) We will begin to identify universal, then personal goals and note them down.**

**5) Begin workshop on Special Occasion Speeches:**

#### **Assignments for Thursday 6/28:**

- Read the assigned text (as far as possible) **Read** Part 1 (all) and Part 7-25
- Review three special occasion speeches, (they are usually quite short) and write brief commentary notes (homework log) on their characteristics and effectiveness to share with the class. These can be from the media, or ones your friends/family/instructors gave.
- Compose and practice a **Special Occasion** speech (about 2 minutes) introducing someone or making remarks to mark a particular occasion (e.g., an awards ceremony, a conference, a wedding, a eulogy, welcome to a club, etc). While you may choose a real or fictional occasion, the content should still seek to be realistic, memorable, and organized around one to three central

points or characteristics. Before beginning, tell the class what occasion it is, if it's not clear from the context. You will have a chance to present, then time permitting, briefly re-present parts of your speech as we critique.

- Begin researching some relaxation techniques to find one that you are willing to use at least 3x a week, and which you can demonstrate to the class.
- Be prepared to sign up for discussion and relaxation leader dates

**Thursday 6/28 Week 1 Class 2.** Students will deliver special occasion speeches: an introduction, award occasion, eulogy, toast, or other. Discussion will focus on defining and comparing common characteristics of introductory and special occasion speeches; note the purposes for differing occasions and how these guide strategies, and consider the effectiveness of observed techniques of both composition and delivery.

**Discussion: Listening skills; Contexts; Audience analysis: Tailoring Speech to the Audience and Situation:** We will begin with how to be a receptive and engaged audience, and then move into speaking for different scenarios. **How differing audiences, venues, occasions affect speakers' choices, from tone to clothing to movement to organization.**

We will work on relaxation techniques and anxiety management, preparing for the relaxation leaders to come next week.

**At the end of today's class, after you have delivered at least one speech and received class feedback,** you will consider and list personal strengths, challenges, and goals for this term, and especially for the next speech. You'll refer to and use these goals throughout the quarter for self motivation and self-assessment.

## **Assignments for Week 2**

### **7/3 Tuesday:**

- **Read:** all of Part 2
- Choose and start composing your procedural topic (research as needed).

### **Procedural Speeches:**

#### **The assignment:**

Write a short (about 3-4 minute) speech that teaches your audience how to do something. This may be a physical task (How to Change a Flat Bike Tire; How to Make a Balloon Animal) or a conceptual one (How to Do Well In College; How to Travel to a Foreign Country) Your composition should focus on giving genuinely useful information by breaking down a task into key parts, sequencing clearly, and keeping the larger process in mind while performing steps. Your delivery should work on drawing your audience in so it wants to learn, enhancing the clarity and making each part easily remembered. While you may choose to do a humorous speech (How Not to Fall in Love) the ambitiousness of your subject will be one of many criteria for evaluation. Consider what materials might aid your demonstrations, and how to assess whether your audience is indeed learning your procedure.

- **To prepare for this speech:** View/read a couple procedural presentations, either in print (e.g. how to build an Ikea bookshelf) or online, and take brief notes: on the best practices, most and least effective techniques, what you might learn from them. Next, ask a few people to each informally teach/tell you how to do something you've chosen (e.g., tie a shoe; calculate a tip; make an omelet; ask for directions; prepare for

a first date; evaluate a piece of art, etc.) –with all teaching the same thing— and evaluate how you learned best from these (and be sure it isn't too time-consuming a thing). Make brief notes in your homework log. Apply what you've learned about sequence, vocabulary, and demonstration to your procedural speech.

- Bring your speech outline-notes/script to class. The speech can be revised after the workshop, but you should have the bulk of its data and an organization prepared by class.
- Consider your goals statement from Thursday's class and choose one or two particular areas you want to work on for the procedural speech, and be ready to talk about these in class.

#### **7/5 Thursday:**

- **Read** Part 3 and Part 7-23 (On Informative Speeches)
- **Revise and rehearse Procedurals:** Find at least one person to “teach” your procedure, and then review what worked by seeing what they retained, found interesting or helpful, & valued. Put a few notes on this in your log.
- Continue thinking about & narrowing down the topic for your informative speech and be ready to **submit the topic at today's class or no later than Friday at noon by email.**