

COMM 1315: Public Speaking  
Fall 2018, Section 5 (Bayou 1104) MWF 10:00-10:50  
Dr. Brent Kice

Office: Arbor 1307.17 Phone: 281-283-3482

Office hours: M 9:00-10:00; 12:00-1:00, W 9:00-10:00, F 12:00-2:00, or by appointment

email: kice@uhcl.edu

Department of Communication and Studio Arts

(3 credits) 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 their ability effectively to evaluate oral presentations.

#### Texas Core Curriculum Objectives

*Critical Thinking Skills:* to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

*Communication Skills:* to include effective development, interpretation and expression of ideas through written, oral and visual communication

*Teamwork:* to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

*Personal Responsibility:* to include the ability to connect choices, actions and consequences to ethical decision-making

Applied Critical Thinking Statement: This course has been authorized by UHCL as an Applied Critical Thinking (ACT) Course which means that in addition to learning about the specified course content, students will be engaged with some or all of the Elements of Thought and Universal Intellectual Standards of critical thinking. The objective of an ACT course is to develop the student's ability to become skilled at analysis and evaluation by applying a set of intellectual tools that may be effectively used across all disciplines (as well as to the student's personal life). Based on the Foundation for Critical Thinking model (<http://www.criticalthinking.org/>), critical thinking involves thinking for a *purpose*, asking *questions*, using *information*, applying *concepts*, drawing *inferences and conclusions*, identifying *assumptions*, anticipating *implications and consequences*, and recognizing *points of view*. The Universal Intellectual Standards that are applied to these Elements of Thought of critical thinking in order to develop Intellectual Traits include *clarity, accuracy, precision, relevance, depth, breadth, logic, significance, and fairness*.



This class emphasizes  
**Communication**

#### Course Learning Outcomes:

Upon successful completion of this course, students will:

1. Recognize and understand the foundational models of communication.
2. Apply elements of audience analysis.
3. Demonstrate ethical speaking and listening skills.
4. Research, develop, and deliver extemporaneous speeches with effective verbal and nonverbal techniques.
5. Demonstrate effective usage of technology when researching and presenting speeches.
6. Understand how culture, ethnicity, and gender influence communication.
7. Develop proficiency in presenting a variety of speeches.

#### Critical Thinking and Public Speaking

Persuasion is all around us. Every day we are bombarded with persuasive messages, whether those messages come from conversations with friends & family, interactions at work, advertisements, or political speeches. As speakers, we must harness our abilities to analyze the persuasive tactics of other speakers critically, as well as enhance our own persuasive tactics as speakers in order to enact positive change in our audiences. So, the ability to analyze a situation, develop a critically-based rationale for how to respond, and then communicate that response to coworkers, clients, and the public is a necessity for an effective communicator. Critical thinking is the foundation for developing effective arguments and communicating those arguments through speech. Developing our critical thinking skills prepares us to address the unique persuasive dilemmas we surely will face in our professional lives.

### Student Learning Objectives for Critical Thinking

- 1) Develop a **clear** understanding of reasoning *theories* and *concepts*.
- 2) Investigate the **breadth** and **depth** of *points of views* regarding persuasive scenarios.
- 3) Interpret the **significance** of gathered *information* and how to apply it to develop a persuasive argument.
- 4) **Precisely** communicate *implications* and resolutions to potential stakeholders.

### Textbook

The required textbook for this class is a free textbook available in .pdf format online:

*Public Speaking: The Virtual Text.* (2011). publicspeakingproject.org

<http://publicspeakingproject.org/psvirtualtext.html>

### Grading:

50 pts. Introduction and Social Media Speech

150 pts. Showcase Speech

75 pts. Peer Review Essay 1

150 pts. Midterm Exam

100 pts. Ceremonial Speech

200 pts. Persuasive Speech

75 pts. Peer Review Essay 2

200 pts. Final Exam

-----

1000 pts. Total

A	920-1000	C	720-799
A-	900-919	C-	700-719
B+	880-899	D+	680-699
B	820-879	D	620-679
B-	800-819	D-	600-619
C+	780-799	F	0-599

### Introduction and Social Media Speech

Students will examine their own social media accounts (if you do not have one, consider what you would share on one) to reflect on how they manage their identities online; then, they will prepare a 1-minute speech that introduces three aspects about themselves, as revealed by their social media accounts (Facebook, Instagram, Twitter, etc.). Students must be sure explicitly to use **at least two terms** from chapters 1,10, or 14 during the speech. Possible course terms are: channel, confirm, colloquialism, culturally-inclusive language, empathy, ethnocentrism, feedback, gender-inclusive language, jargon, slang, spotlighting, verbal clutter.

#### Grading for Assignment:

Supporting Materials: Is the content detailed, interesting, with proper name references, vivid description, and specific examples? Integrated a minimum of two course concepts? (P / F)

Organization: Is the content organized? Is there an introduction, body, and conclusion? Do ideas transition coherently? 1 minute, plus or minus 10 seconds. (P / F)

Presentation: Was the oral delivery good in terms of voice quality? Was the delivery extemporaneous (vs. read or memorized)? Did the speaker dress appropriately? Was the nonverbal delivery good in terms of natural body movement, posture, and sustained eye contact? (P / F)

Audience Identification: Did the speaker consider what the audience needs to know to have clear, complete understanding? Did the speaker appeal to the audience through familiar or local references, vitality or self-interest, or personal interest or humor? Did the speaker talk down to the audience? (P / F)

#### Evaluation Guidelines

50/50 all categories passed

42/50 three out of four categories passed

38/50 two out of four categories passed

32/50 one out of four categories passed

28/50 zero out of four categories passed

0/50 assignment not completed

### Showcase Speech:

Each student will deliver a 3-5 minute informed speech that addresses the Speech Showcase theme provided by the instructor. Students will submit outlines with four sources the class period before the start of the Showcase Speeches. A completed outline must be typed and will have: a clear introduction technique, a thesis statement with main points, supporting materials, a minimum of four credible sources, and a clear conclusion technique. An incomplete outline will result in 15 points being deducted from the Showcase Speech grade. The speech must be delivered extemporaneously from the outline rather than read from a manuscript or memorized. Students are expected to cite a minimum of four sources within their speech. Grading will be evaluated according to researched and cited content, organization, delivery, audience identification, and timing. Two students will be nominated by the instructor to deliver their speeches at the Communication program's **Speech Showcase held on Thursday, November 8, 2018 in the Bayou Theater at 7pm. Tickets for the event will cost \$4.** The selected students will receive 25 bonus points added to their course total upon delivery of their speeches at the Speech Showcase. The Speech Showcase highlights the top two speeches from all sections of Public Speaking offered this semester. **All students are required to attend the Speech Showcase, the event counts toward a student's regular attendance.** In addition, all students attending the entire Speech Showcase will receive 5 bonus points added to their course total. In particular, the Showcase Speech will assess Student Learning Objectives for Critical Thinking #3. The following rubric will be used to assess students' speeches regarding the Student Learning Objectives for Critical Thinking:

Student Learning Objective	Below Average	Average	Excellent
3) Interpret the <b>significance</b> of gathered <i>information</i> and how to apply it to develop a persuasive argument.	Applies little significant information to develop solution.	Assesses significance of information to develop solution containing minor lack of specificity	Assesses significance of information to develop solid solution

### Ceremonial Speech:

Each student will deliver a 2-4 minute extemporaneous speech commemorating their favorite fictional character (from television, film, novel, etc.). Grading will be evaluated according to researched and cited content, organization, delivery, audience identification, and timing.

### Persuasive Speech:

Each student will deliver a 4-6 minute extemporaneous speech persuading the class about a topic of their choice. Students will submit outlines with five sources the class period before the start of the Persuasive Speeches. A completed outline must be typed and will have: a clear introduction technique, a thesis statement with main points, supporting materials, a minimum of five credible sources, and a clear conclusion technique. An incomplete outline will result in 20 points being deducted from the Persuasive Speech grade. Students are expected to cite a minimum of five sources within their speech. Grading will be evaluated according to researched and cited reasoning, lack of fallacies, rhetorical strategies, organization, delivery, audience identification, and timing. In particular, the persuasive speech will assess Student Learning Objectives for Critical Thinking #1, #2, #3, and #4. The following rubric will be used to assess students' speeches regarding the Student Learning Objectives for Critical Thinking:

Student Learning Objective	Below Average	Average	Excellent
1) Develop a <b>clear</b> understanding of reasoning <i>theories</i> and <i>concepts</i> .	Relies on summary lecture/textbook with little <i>interpretation</i>	Identifies important elements with minor omissions	Identifies important elements and communicates elements in student's voice.
2) Investigate the <b>breadth</b> and <b>depth</b> of <i>points of views</i> regarding persuasive scenarios.	Unable to acknowledge or elaborate on all points of views	Acknowledges breadth but may require more depth regarding points of views	Acknowledges and articulates the breadth and depth of all points of views
3) Interpret the <b>significance</b> of gathered <i>information</i> and how to apply it to develop a persuasive argument.	Applies little significant information to develop solution.	Assesses significance of information to develop solution containing minor lack of specificity	Assesses significance of information to develop solid solution
4) <b>Precisely</b> communicate <i>implications</i> and resolutions	Inadequate portrayal of implications and provides	Addresses implications and provides resolution	Addresses positive and negative implications and

to potential stakeholders.	indecisive resolution		provides decisive resolution
----------------------------	-----------------------	--	------------------------------

### Peer Review Essay

Each student will write two 1.5 to 3 page essays evaluating three of their fellow student speakers. They should take note of the content, organization, delivery, or techniques of the speakers to identify both positive aspects and aspects in need of improvement for the speeches. Focus on quality, not quantity in the critique. In addition, all claims must be supported properly. All papers must be typed, stapled or paper-clipped, double-spaced, Times New Roman 12 pt. font, and 1 inch margins. Late papers will not be accepted. All papers must be turned in as hard copies to the instructor, no emails of papers will be accepted.

### Midterm and Final Exams

Students will take a Midterm Exam and a comprehensive Final Exam. In particular, the exams will assess Student Learning Objectives for Critical Thinking #1 and #3. The following rubric will be used to assess students' exam answers regarding the Student Learning Objectives for Critical Thinking:

Student Learning Objective	Below Average	Average	Excellent
1) Develop a <b>clear</b> understanding of reasoning <i>theories</i> and <i>concepts</i> .	Relies on summary lecture/textbook with little interpretation	Identifies important elements with minor omissions	Identifies important elements and communicates elements in student's voice.
3) Interpret the <b>significance</b> of gathered <i>information</i> and how to apply it to develop a persuasive argument.	Applies little significant information to develop solution.	Assesses significance of information to develop solution containing minor lack of specificity	Assesses significance of information to develop solid solution

### Attendance

Attendance in class is essential to acquiring the prerequisites for both the oral and written assignments of the course, for serving as an audience for fellow students, and sharpening your discrimination as a listener. Roll will be taken regularly. Students are to be in their seats when roll is taken to be marked present; for instance, tardy students missing roll will be marked absent. There is no distinction between excused and unexcused absences. Five absences are allowed for MWF. Your final grade will be lowered 1% (10 points) per absence beyond the allowed limit, up to a 5% (50 points) penalty. In addition, not completing an exam, speech, or peer review essay on the scheduled day of an exam or on the day you are scheduled to complete a speech or an essay deadline will result in a grade of zero for that exam, speech, or essay. Only in truly extenuating circumstances, as determined by the instructor, will exceptions be permitted concerning the attendance policy.

### Late Work, Make-ups, and Extra Credit

Students must be prepared to deliver their speeches at the start of class on their assigned days. Make-up speeches and exams are given only for extreme cases, such as hospitalization. If you are a member of a university-sponsored organization, please present the professor with a valid letter identifying all dates that you will miss at the beginning of the semester. No late papers will be accepted. All papers must be turned in as hard copies to the instructor, no emails of papers will be accepted. Extra Credit is offered for the Speech Showcase only.

### Academic Honesty

All UHCL students are responsible for knowing the standards of academic honesty. Please refer to the UHCL catalog and the Student Life Handbook for the University Academic Honesty Policy. Plagiarism, that is, using research without citations, or a created product without crediting the source, will result in a grade penalty or failure of the course.

### The Americans with Disabilities Act and Rehabilitation Act of 1973:

If you believe that you have a disability requiring an academic adjustment/auxiliary aid, please contact [Disability Services](#) by phone at 281-283-2648, or email [disability@uhcl.edu](mailto:disability@uhcl.edu), or go to the office in the Student Services Building (SSCB), Room 1.302.

The University of Houston System complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for

students with a disability. In accordance with Section 504 and ADA guidelines, each University within the System strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them.

### Faculty Course Evaluation

At the end of the semester, you will be asked to complete a course evaluation used by the University to monitor the quality of the instruction. You should take this evaluation seriously and answer each item to the best of your ability since the cumulative results are important to the University and to me. The confidentiality of your responses is protected: you submit your evaluation anonymously and I will receive the summary of the evaluations only after your final grades for the course have been submitted.

### Schedule

\*\*The instructor reserves the right to alter the syllabus and course schedule as needed.\*\*

M 8/27- syllabus and introductions

W 8/29- Model of Communication, read Ch 1

F 8/31- cont'd

M 9/3- *Labor Day, no classes*

W 9/5- Listening, read Ch. 2 and 4

F 9/7- cont'd

M 9/10- Speech Organization, Introduction & Conclusion Techniques, read Ch. 8 & 9

W 9/12- **Introduction and Social Media Speech**

F 9/14- Supporting Materials, read Ch. 7

M 9/17- cont'd

W 9/19- cont'd

F 9/21- Informative Speaking, read Ch. 15

M 9/24- cont'd

W 9/26- Speech Delivery, read Ch. 12

F 9/28- Communication Apprehension

M 10/1- **Showcase Speech outline drafts due**

W 10/3- **Showcase Speech**

F 10/5- **Showcase Speech**

M 10/8- **Showcase Speech**

W 10/10- **Showcase Speech** and review

F 10/12- **Midterm Exam**

M 10/15- Commemoration, read Ch. 17, **Peer Review Essay 1 due**

W 10/17- cont'd and in-class outline prep

F 10/19- Humor

M 10/22- **Ceremonial Speech**

W 10/24- **Ceremonial Speech**

F 10/26- **Ceremonial Speech**

M 10/29- Persuasive Speaking, read Ch. 16

W 10/31- cont'd

F 11/2- Reasoning and Fallacies, read Ch. 6

M 11/5- cont'd

W 11/7- Identification

**Th 11/8 7:00pm, Bayou Theater- Speech Showcase**

F 11/9- cont'd

M 11/12- cont'd

W 11/14- Language, read Ch. 10

F 11/16- *NCA Convention, Persuasive Speech and Ethical Citizenship Discussion Board post due by end of class*

M 11/19- cont'd

W 11/21- *Thanksgiving, no classes*

F 11/23- *Thanksgiving, no classes*

M 11/26- **Persuasive Speech outline drafts due**

W 11/28- **Persuasive Speech**

F 11/30- **Persuasive Speech**

M 12/3- **Persuasive Speech**

W 12/5- **Persuasive Speech**

F 12/7- review, **Peer Review Essay 2 due**

Final Exam: Friday 12/14/18 10:00am