College of Arts and Sciences

Department of Communication Studies

COMM 120-2 – PUBLIC SPEAKING

Spring 2023: Mondays, 430pm – 700pm; 3 credits; on ground; HHC 203

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Office Hours: By appointment

Materials Needed for Course

**Textbook –** Readings provided by professor

The Communication Studies Department Mission Statement and Curricular Objectives

The mission of the Communication Studies Department is to encourage and equip students to become competent, creative, and ethical communicators who integrate Eastern University’s commitment to faith, reason, and justice into each communication act. We explore critically strategies, practices, theories, and technologies that constitute the multiple ways that meaning is co-created.

1. Our approach to the study of human communication implies a significant integration of scholarship and practice. **Therefore, students should demonstrate a critical understanding of communication history, theory, and practice**.
2. We believe that our responsibility as stewards of God’s creation extends to the symbolic dimensions of creation, and that the study of human communication is uniquely suited to help students understand, maintain, repair, and transform symbol systems that form the core of every human culture. **Thus, students should be able to produce messages appropriate to a variety of communication contexts**.
3. No study of human communication can be complete unless it strives to ameliorate (to make better) the social injustice that communication choices can create, perpetuate, and conceal. **Thus, students should understand the contexts (political, social, legal, and cultural), in which messages are produced, disseminated, and interpreted**.

COMM 120 – Public Speaking Goals and Objectives

This course is primarily intended to meet the second curricular objective listed above. It is designed to teach the principles of effective public speaking. By the end of the semester, you should be able to:

1. Identify and discuss the principles of effective public speaking.
2. Select speech topics and goals appropriate to a given audience and situation.
3. Construct speeches that are clear, cohesive, and appropriate to the specific goals and audience.
4. Deliver speeches in a manner that enhances clarity and facilitates goal achievement.
5. Analyze and critique public speeches to discern the speakers’ goals, strategies, strengths, and weaknesses.

Assignments

You will deliver five speeches, write a major self-critique, evaluate your classmates’ speeches, critique an out-of-class speech, and take three quizzes. The point values and a brief description of the assignments are as follows:

1. *Classmate Introduction* (no grade)
2. *Self-Introductory Speech* 35 points
3. *Speech of Tribute* 45 points
4. *Informative Speech* 50 points
5. *Persuasive Speech* 55 points
6. Outlines (10 pts each) 40 points
7. Critique of Classmate Speeches (15 pts each) 30 points
8. Critique of Out-of-Class Speech 25 points
9. Final Self-Critique Assignment 75 points
10. Quizzes (15 pts each) 45 points
11. Participation 50 points

Total: 450 points

**Classmate Introduction**. You will introduce a classmate so that we understand and remember something important about that person. Time frame: 2 minutes.

**Self-Introductory Speech**. You will share with your audience something about yourself through which they can gain a better understanding of who you are as a unique individual. Time frame: 3-4 minutes. For this speech you are only allowed to use a key-word outline (preferably on note cards).

**Speech of Tribute**. You will pay tribute to a person that you know. Time frame: 6-7 minutes. For this speech you will use a manuscript.

**Informative Speech**. You will research an issue of injustice in the world today and explain it such that we understand the issue more completely and/or see it in a new way. Time frame: 8-9 minutes. For this speech you will need to do significant research, provide a bibliography with your outline, and use visual aids of some kind.

**Persuasive Speech**. You will persuade your audience using any of the four persuasive purposes mentioned in the readings – strengthening commitment, weakening commitment, conversion, inducing specific action. Time frame: 10-12 minutes. For this speech you will pick a controversial topic, research both sides of the issue, develop an opinion, articulate your stance, and attempt to persuade the audience. A bibliography is required.

**Outlines**. You will create and turn in an outline for each of your graded speeches. These outlines should be turned in prior to beginning your speech and should be an exact copy of the notes/text from which you are speaking.

**Critique of Classmate Speeches**. You will critique your classmates’ speeches throughout the semester. Two of these evaluations will be selected at random and graded. A form will be provided to guide your peer evaluation.

**Critique of Out-of-Class Speech**. You will analyze a speech delivered out of the classroom context. You can evaluate a sermon at your church, a chapel speaker, a political candidate’s speech, or any other type of speech. This speech should be viewed in person, not online or via TV. For your analysis, use the “Guide for a Critique of an Outside Speech” form. Expected length: 3 type-written pages.

**Final Self-Critique Assignment**. You will evaluate the progress you have made as a speaker during the course of the semester. You will review all four of your recorded speeches back-to-back, then respond to a series of questions aimed to guide your reflection.

**Quizzes**. We will take three quizzes throughout the semester covering information from the textbook and classroom lectures/discussion.

**Participation**. Your participation will be graded on your attendance (15 pts), engagement during lectures/discussions (20 pts), and attentiveness to your classmates’ speeches (15 pts).

Course Policies

Attendance

One absence will be allowed in this course. Each absence thereafter will result in lowering the final grade by .34/4.00 unless excused. It is the responsibility of the student to request that notice of an excused absence be sent to the professor. Late assignments will not be accepted. You must present your speeches on the days scheduled. In the event of an emergency, contact me prior to the class session if at all possible. In the event that class is cancelled due to inclement weather, we will make up the missed class time using direct instruction via web conferencing.

Class Participation

While there will be occasional lecturing from me, most of our class time will center on *discussion*—of the ideas expressed in the readings, of our thoughtful responses to those ideas, and of the ways in which those ideas connect with larger course themes and with a more insightful understanding of how to do research and scholarship within the field of communication studies. Consequently, the responsibility for the course’s success rests collectively on all of us. While I will be expending a lot of time and energy to help us collectively accomplish our course goals, it is ultimately your effort (or lack thereof) that will make this class exceptional or substandard.

Because I respect this power you have, I take your role in class very seriously. I have high expectations about your attendance at our class meetings (see “attendance,” above). I also have high expectations about what you do while you are in class. I fully expect that you will read and study the assigned reading material in a timely and intellectually responsible manner. I expect that you will have read and studied the material to the point that you can discuss it intelligently, even if you don’t understand everything in the material. I also expect that you will contribute *actively*, *thoughtfully*, and *regularly* to class discussions.

In addition, it should go without saying that sleeping, doing work for another class, using personal mobile media devices (e.g., cell phones, iPods, laptop computers) or engaging in other obviously non-participative behavior will not be tolerated. In such cases you will be warned and then asked to leave. If you are asked to leave, you will be counted absent for that class. Please be advised also that tardiness—as well as walking out of class and returning after a few minutes—disrupts class and will therefore negatively affect your class participation grade.

Student Disability Policy

If you have any documented special educational needs, you are encouraged to work with the Cushing Center for Counseling and Academic Support (CCAS) to prepare a written request for the accommodations you need in this course. To receive accommodations in this course, the professor must receive a written request from CCAS at the beginning of the course or as soon as the disability is diagnosed.

Grading

For each assignment there will be an emphasis on a particular set of principles which you will be required to master. To the end that I judge you have understood and executed the basic assignment, you will have earned at least a “C.” To achieve an “A” requires not only mastery of the basic principles but an ability to excel in all areas of the assignment. Assignment grades are calculated on the following scale:

100-93 = A 92-90 = A- 89-87 = B+ 86-83 = B 82-80 = B-

79-77 = C+ 76-73 = C 72-70 = C- 69-60 = D Below 60 = F

Statement of Diversity, Equity and Belonging  
Eastern University is a teaching and learning community that seeks, as a priority of the Christian faith, to engage and understand the full range of diverse human perspectives and experiences. To that end, we invite people with diverse backgrounds in terms of race, ethnicity, age, nationality, religion, culture, disability, socioeconomic status, sex, gender, and other unique identities to join and enjoy the benefits of our faith-based community.  
  
Statement of Mandated Reporting/Title IX  
Eastern University is committed to providing a community in which all of its members feel safe and respected. To this end, please be aware that all teaching faculty of Eastern University are mandatory reporters. Should you disclose or they observe sexual assault, sexual harassment, interpersonal violence, or stalking, or some other form of abuse, they are required to report this to Eastern University’s Title IX Coordinator. Reports of sexual misconduct or criminal behavior can be reported via this link: [www.eastern.edu/form/report-sexual-misconduct](http://www.eastern.edu/form/report-sexual-misconduct). For additional information, please contact Eastern University’s Title IX Coordinator by emailing [titleix@eastern.edu](mailto:titleix@eastern.edu).

Academic Honesty

“The student is responsible to become familiar with acceptable standards for research and documentation and to abide by them. Academic dishonesty includes but is not limited to:

* Plagiarism or presenting words, pictures, ideas, or artwork, that are not your own as if they were your own in spoken, written or visual form.
* Submitting a paper written by another student or another person as if it were your own.
* Submitting a paper written by you for another course or occasion without the explicit knowledge and consent of the instructor.
* Fabricating evidence or statistics that supposedly represent your original research.
* Cheating of any sort on tests, papers, projects, reports, and so forth.”

<http://www.eastern.edu/campus/studev/StudentHandbook/biblical_standards1.shtml>

Electronic Devices

All cell phones, ipods, tablets, laptops, and any other electronic devices must be turned off or on silent during class (note: devices must be on *silent*, not *vibrate*). If a student’s electronic device makes sound during class, the student will receive one warning. Subsequent violations of this rule will result in a deduction of points from the *Participation* grade.

University Policies

Additional information regarding University Policies concerning academics, add/drop/withdraw procedures, and course continuation/completion if the University is forced to close for an extended period of time can be found in the undergraduate catalog. Please consult the catalog or speak with the instructor should you have questions about these policies.

Schedule of Course Topics and Assignments

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| --- | --- | --- | --- | --- |
| **Week** | **Date** | **Details** | **Reading Due** | **Assignments Due** |
| 1 | Jan 9 | Topic: Introduction to the course and the study of public speaking  Assign: Classmate Introduction |  |  |
| 2 | Jan 16 | No Class – MLK Day |  |  |
| 3 | Jan 23 | Speeches: Hear & discuss Classmate Introductions  Topic: Choosing a topic; organizing the speech  Assign: (1) Self-Introductory Speech and  (2) Out-of-class speech evaluation | Ch. 6;  9-10 | Classmate Intro Speech |
| 4 | Jan 30 | Speeches: Hear and discuss Self-Introductory Speech  Topic: Listening critically; types of supporting material  Assign: Speech of Tribute | Ch. 4, 7, 11 | Self-Intro Speech  In class: Quiz #1 |
| 5 | Feb 6 | Topic: Language use; public speaking style; modes of presentation; using the voice (virtual) | Ch. 3, 12 |  |
| 6 | Feb 13 | Speeches: Hear and discuss Speech of Tribute | Ch. 5, 13 | Tribute Speech  In class: Quiz #2 |
| 7 | Feb 20 | Speeches: Hear and discuss Speech of Tribute  Assign: Informative Speech | Ch. 16 |  |
| 8 | Feb 27 | No Class – Spring Break |  |  |
| 9 | Mar 6 | Topic: Visual aids; informative strategies | Ch. 15 |  |

Schedule of Course Topics and Assignments, con’t.

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| **Week** | **Date** | **Details** | **Reading Due** | **Assignments Due** |
| 10 | Mar 13 | Speeches: Hear and discuss Informative Speech |  | Informative Speech  In class: Quiz #3 |
| 11 | Mar 20 | Speeches: Hear and discuss Informative Speech  Assign: Persuasive Speech | Ch. 14 | Out-of-class speech evaluation |
| 12 | Mar 27 | Topic: Reasoning and debate | Ch. 8 |  |
| 13 | Apr 3 | Speeches: Hear and discuss Persuasive Speech  Assign: Final self-critique |  | Persuasive Speech |
| 14 | April 10 | No Class – Easter Break |  |  |
| 15 | April 17 | Topic: Analyzing speeches (virtual) |  |  |
| 16 | April 24 | Speeches: Hear and discuss Persuasive Speech |  |  |
| 17 | May 1 |  |  | Final self-critique assignment |