

EXPOSITORY WRITING 40
PUBLIC SPEAKING PRACTICUM
Spring 2017, T/TH SAMPLE SYLLABUS

Course Objectives:

Expos 40 is designed to improve your understanding of the communication process and to develop your skills as a public speaker, listener and critic of public discourse. You will learn strategies for impromptu speaking, preparing and delivering presentations and speeches, and building your overall confidence in oral expression. We will study techniques to formulate and organize persuasive arguments, cultivate critical thinking, engage with an audience, and use the voice and body effectively.

As a practicum, this course is primarily a hands-on workshop. However, there is also a significant self-reflection component of the class. Through readings, discussion and experimentation, we hope you will gain insight into what kind of communicator you are and what kind you wish to be. Much of class time is dedicated to exercises and presentations during which you will receive coaching and constructive criticism. You will also learn to provide useful coaching and feedback to your fellow classmates, which is a central aspect of becoming a better public speaker yourself.

Important note: applying what you learn in class to speaking situations outside of class is crucial. Especially important is seeking out additional opportunities to speak/practice, whether delivering presentations in other classes, speaking to groups/organizations on campus, visiting peer speaking tutors or even speaking up impromptu in sections/lectures. In a class of 15, it is difficult to offer as many opportunities for speaking as people would like - therefore, **take the initiative to find other opportunities as you can!**

What you can expect to get from this course:

- 1) Practice in presenting yourself and your ideas powerfully, whether in prepared or impromptu remarks
- 2) Introduction to classical rhetoric
- 3) Experience in thinking critically about how and why we communicate, and how our identity as speakers factors into our communication style
- 4) Practice in preparing and delivering speeches for different purposes and to different audiences
- 5) Introduction to theatre improvisation techniques and the actor's approach to body language and vocal production
- 6) Increased ability to use stories/personal examples to convey messages and build relationship with the audience
- 7) Skills and techniques useful for job interviews
- 8) Enhanced ability to give and receive specific and actionable feedback

Assignments:

Throughout the semester you will deliver four prepared speeches of increasing length and complexity. You will prepare outlines for each speech (except for the first one, Speech of Introduction), to be turned in to your instructor in advance of your speech. You will also write a paper that is a rhetorical analysis of a famous speech. Assignments will be explained in more detail in class, as well as uploaded to the Canvas site for your reference. Examples of all types of speech outlines and the paper can also be found on the Canvas site. Please note: you may not do a speech or essay topic that duplicates (or is very similar to) one of the examples on the site.

What we mean when we say “outlines”:

These are not your typical outlines, and should be much more fleshed out than bare bones. You don't need to write word for word what you will say in your speech, but think of an “outline” as a non-grammatical, non-full-sentence version of a manuscript. We need to understand **every facet** of your argument. Therefore, if you write “explain the principle of utilitarianism here” without giving us a clear sense of the points you will make and how they support your thesis, you will lose points in your grade. See the Canvas site for examples or ask us if there is any confusion.

Timing of Speeches:

We expect you to adhere to the timing of speeches, so if the speech says “6-7 minutes”, 7 is the maximum you are allowed. If you go over this period by more than 30 seconds, you will lose points on your speech grade. So, time carefully when you are rehearsing. We suggest you rehearse to be 30 seconds under the maximum---things tend to spread out a bit in front of an audience.

Videotaping of Speeches:

We have found it most convenient for people to have their speeches videotaped on their own devices. **If this is at all a problem for you, please let us know and we will accommodate! Be sure you have enough space/battery on your device on your speaking day.** Plan for extra space if you wish to record your feedback (you will receive both written and verbal feedback immediately following your speech.)

NOTE: The assignments below are in brief. For all assignments, see the description on the course canvas site for more complete instructions.

Speaking: Speech of Introduction: Introduce yourself in 2-3 minutes. The goal is for your audience to remember your name and learn something about who you are and what is important to you. No outline is required. Use of personal stories is encouraged, as is a creative approach.

Speech to Teach: Deliver a 4-5 minute speech in which you teach us about facts, concepts or how to do something. If time, there will be a 1-2 minute Q and A after the speech. The emphasis is on clarity, establishing credibility and engaging your audience. Outline due prior to speech. Sources must be cited for all facts, quotes, etc. This is the only outline for which we may request a revision to be submitted, and we will base the grade on that revision (if requested) or the original (if revision not needed). For the

remainder of the speeches, the first outline submitted will be graded.

Speech to Initiate an Action: You have 6-7 minutes to persuade the audience to take a specific action. The emphasis is on motivation and follow-through, and objections/hesitations should be addressed. Sources must be cited. Outline and bibliography due prior to speech. Followed by a short (2 -3 minute) Q&A session.

Speech to Change an Attitude: You have 8-10 minutes to change your audience's attitude on a topic that you will have pre-tested for audience disagreement. The emphasis is on influence, persuasion and credibility, and counterarguments should be anticipated and powerfully addressed. Sources must be cited. Bibliography is required, and should include at least 4 sources. Outline and bibliography are due prior to speech. Speech is followed by a 3-4 minute Q&A session.

Impromptu Speeches: 1-2 minute impromptu speeches are given (as time permits) throughout the semester. Emphasis is on developing coherent messages that achieve a purpose; no preparation necessary. These are not graded. Class announcements are also impromptu speeches and a great opportunity to practice and apply what you are learning!

Written:

Rhetorical Analysis of a Famous Speech: Write an essay that analyzes the rhetorical strategies used in one of the speeches listed below (full text of all the speeches for this assignment is in the handouts section of the Canvas site). If you would like to choose an alternate speech, you may ask permission to do so. However, please note: if it is a speech that is widely analyzed on line (like JFK's inauguration speech, for example) we won't allow you to do it.

Please be sure to address the following in your essay: What rhetorical appeals and strategies are used particularly effectively in this speech, and for what purpose? (Be sure to have a clear, specific and arguable thesis and support it with textual examples.) Other questions you might address: What was the context in which the speech was delivered? What do you imagine the effect of the speech was on its audience(s)? What could have improved the speech? Your essay should explain your conclusion in terms of the rhetorical appeals logos, ethos, and pathos, and you may include any other rhetorical concepts we have covered in class. Length: 4-5 double-spaced pages.

Notes on TED Talks: This assignment asks you to analyze a selection of the TED talks below for their rhetorical appeals, outlines, strategies, etc. Instructions will be given in class and are posted on the Canvas site (as well as an example). These notes will not be graded but will count toward your participation grade.

Reflecting on your Voice: In this reflection piece you are asked to write about your voice. By "voice" we mean the tone, pitch, quality, speech

patterns, word choice, accent, volume, pace and general expressiveness of your vocal communication. Please answer the following questions:

- What strengths do you feel your voice currently possesses?
- In what academic, work, and other social situations is your voice most effective?
- How do you believe that others currently perceive you based on your vocal self expression?
- Which aspects of your voice might you like to change or develop?
- How might things change for you if you were to develop your voice to your satisfaction?

Length: 1-2 pages, not graded but counting toward your class participation grade.

Self-Reflection: The purpose of this assignment is to reflect on what has been most significant for you and your progress in the course. Review your speeches, your notes, outlines and comments from the audience. A particularly useful idea is to go back and watch the video of your speech of introduction, and compare it to the video of your final speech. Reconsider the goals you set for yourself. Where do you see the greatest gains? In what areas would you like to do more work? What has been most meaningful for you about the course? What are your goals and plans for the future in terms of your speaking practice? Approximately 2 double-spaced pages, not graded but counting toward participation.

Readings:

Anzaldua, G. "How to Tame a Wild Tongue"
Aristotle, *Rhetoric*, Book 1, Chapters 1, 2 and 3 excerpts
Biesecker, B. Excerpt from "Coming to Terms..."
Cialdini, Excerpts from *Influence, Science and Persuasion*
Conquergood, D. "Rethinking Elocution"
Corbett, E. Excerpt from *Classical rhetoric for the modern student*
Guber, P. "The Four Truths of the Storyteller"
Heinrichs, J. "Why Harvard Destroyed Rhetoric"
Heinrichs, J. Excerpt from *Thank You For Arguing*
Johnstone, K., excerpt from *Impro*
Kaye, B. and B. Jacobson. "Tall Tales and True Tales"
Kantor, J. "Harvard Business School Case Study: Gender Equity"
Orwell, G. "Politics and the English Language"
Plato, Excerpts from *Gorgias*
Rodenburg, P. Excerpt from *The right to speak: working with the voice*
Spolin, V. Excerpt from *Improvisation for the Theater*
Tannen, D. and Cameron, D. 2 Articles.
Tannen, D. The Power of Talk.

These required texts are available for download on the course Canvas site.

Videos: TED Talks for in class and written assignment:

Amy Cuddy

http://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are.html

Jill Bolte Taylor

http://www.ted.com/talks/jill_bolte_taylor_s_powerful_stroke_of_insight.html

Bryan Stevenson

http://www.ted.com/talks/bryan_stevenson_we_need_to_talk_about_an_injustice.html

Amy Tan

http://www.ted.com/talks/amy_tan_on_creativity.html

Hans Rosling

http://www.ted.com/talks/hans_rosling_on_global_population_growth.html

Ben Zander

http://www.ted.com/talks/benjamin_zander_on_music_and_passion.html

Other recommended videos will be posted on the Canvas site.

Speech Rehearsal/Consultation:

One rehearsal/ consultation with a Peer Speaking Tutor is required for each student during the semester. You are welcome (and encouraged) to schedule additional sessions with the PSTs as you wish.

POLICIES

Absence policy: Expos 40 depends heavily upon student participation. After the 2nd unexcused absence, every unexcused absence will lower your participation grade (20% of the total grade) by 20%. **Excused absences are only for medical and family emergencies, or religious observances and must be communicated with the instructor.** (Work commitments or extra curricular activities are considered unexcused absences.) If you are ill, we understand you need to take care of yourself and rest (this is why we offer 2 unexcused absences that will not affect your grade---these are meant for non-serious illnesses and other unavoidable things). If you are ill on a day you are scheduled to give a speech, we will find an alternate time for you to speak. Otherwise, **if you miss a class on the day your speech is scheduled without pre-arranging a solution with your section instructor, you will not be allowed to make up that speech.**

Promptness is expected; class begins at 3:08 and repeated tardiness will be treated as a problem with participation. Leaving class more than 20 minutes early or arriving more than 20 minutes late (and please let the instructor know if this will happen) will be counted as an unexcused absence for that day.

Laptop/ Electronics policy: Due to the interactive nature of this class, we have found that electronic equipment is highly distracting. Therefore, the only times that laptops are allowed are when we are discussing articles and videos that have been made available to you electronically, or if you are using Powerpoint for your own speech. If you have a compelling reason why you need to use a laptop, please speak with us.

Deadlines: All deadlines in this course are firm. If, due to religious observance or a medical or family emergency, you cannot meet a deadline, it is your responsibility to contact your instructor ahead of time (or, as soon as possible in the case of an emergency) so that we may work out an alternative schedule of due dates. In the event of a medical emergency, you must provide a note from your health care practitioner at UHS; in the event of a family emergency, you must ask your resident dean to contact us by email or telephone.

The grade on any written assignment handed in (or uploaded to Canvas) after the due date and time will be lowered by 10% for every hour it is late. After 24 hours, the work will not be read nor commented on. Plan ahead for computer mishaps; always keep a back-up file of your work, and give yourself plenty of time to print or upload. Please refer to attendance policy regarding missed speeches and speaking dates.

Extensions are not granted except in the case of medical and family emergencies, or religious observances, and must be pre-arranged or excused after the fact. Otherwise, we very much appreciate your *not asking for an extension*. Part of the rigor of this course is in adhering to its deadlines. We also do not allow rewrites of any written assignments due to unhappiness with your grade. We encourage you to conference with us or visit the writing center before the deadline if you are concerned about the assignment.

Electronic Submissions

You will submit all of your work electronically. As you send or upload each document, it is your responsibility to ensure that you have saved and uploaded the document in a form that is representative of your work and neither corrupted nor damaged in some way. If we do not see or cannot open or read the file you have sent, the essay will be subject to the late penalty as outlined (although we will make every effort to contact you in a timely way if we cannot open your file). PLEASE SUBMIT ALL FILES IN WORD FORMAT so we can comment, not in pdf. You do not need to submit the power point presentation you may be using in your speech (unless you want feedback or comments on it, which we are happy to provide.)

Switching Speech Dates

You will be assigned a date for each speech you will give in class. Within your section, it is possible to switch dates for speaking. **You must handle this process** by reaching out to those who are speaking on the date you'd like and asking them to switch with you. Then, notify the instructors of your switch. In other words, don't ask us whether you can switch – manage this yourself! If no one can switch with you (which is rare – most people find this works out) then you must speak on your assigned date.

Switching Speech Topics

You **are** permitted to change the topic of your speech after the deadline for the outline has passed with approval from your instructor for that speech. (This does NOT apply to Speech to Change an Attitude – see below). If you do switch topics after the deadline for the outline submission, the outline for your new topic will not be read and commented on. In addition, you are still required to complete any revisions to the original outline, as requested by your instructor. For the Speech to Change An Attitude, topic changes will not be permitted, as all topics will have been “checked” during class in advance (if this poses a huge problem, speak with us!)

GRADING

Oral Presentations and Written Components 80%

- Speech to Teach (20%)
 - Outline (10%)
 - Delivery (10%)
- Rhetorical Analysis of a Famous Speech (20%)
- Speech to Initiate an Action (20%)
 - Outline (10%)
 - Delivery (10%)
- Speech to Change an Attitude (20%)
 - Outline (10%)
 - Delivery (10%)

Class Participation and Attendance 20%

- Ted Talks Analysis assignment is not graded, but lack of completion or lateness will affect participation grade
- Reflection on Voice, same as above
- Self Assessment (at end of semester), same as above

*** Please note ***

- Like all things, this syllabus is subject to change, although we try hard to make this a rare occurrence. Stay tuned and flexible!

CLASS BY CLASS

PLEASE NOTE:

- **Pay special attention to the dates that written assignments are due.** They are sometimes not due on the date of the box they are in, but close to it. Also, note the times assignments are due as they change!
- A word of advice: a few times during the semester are thick with outlines/readings due – plan ahead! Utilize weeks with speeches and no reading/writing due to get a head start on heavier weeks with outlines/readings.

DATE	CLASS ACTIVITIES	ASSIGNMENTS DUE
Mon, Tues, Jan. 23-24	Applications available at 1 Bow Street, 2 nd floor, room 238	Application filled out at 1 Bow Street. First class Thursday, January 26.
Thurs, 1/26	Getting to know one another Understanding the Course Feedback/Criticism Personal Goals for Class Speech of Introduction Assignment	Read Syllabus and come with questions.
Tues, 1/31	Speech of Introduction—All	Watch video of your speech (after class)
Thurs, 2/2	Improvisation: flexibility, positive energy, expecting the unexpected	Readings: Spolin and Johnstone (pp 1-12 of pdf) Watch video of your speech (after class)
Tues, 2/7	Speech to Teach Overview Using Your Voice—Guest Instructor	Prepare: Read over the Speech to Teach Assignment Reading: Rodenburg Writing: Reflection on voice

Thurs, 2/9	Speech To Teach (STT) Assignment Writing Outlines Powerpoint and Sensorial Aids Classical and Modern Rhetoric	Reading: (in the below order, if possible) 1. Heinrichs, Harvard Magazine article 2. Plato, Gorgias (excerpt) 3. Aristotle, Rhetoric (excerpt) 4. Corbett, chapter (p. 6-14 of pdf) 5. Biesecker (p. 1-6 of pdf)
Tues, 2/14	Identity and Communication If time: Intro to Impromptu Speaking	Reading: Anzaldua Conquergood STT Outline Due: Tuesday, 2/14 by 10pm to Canvas. Feedback from instructors given by Sunday, 2/19
Thurs, 2/16	Storytelling as communication strategy	Reading: Kaye and Jacobson Guber
Tues, 2/21	Using Your Body Rehearse STT in small groups	Bring: Copy of your STT outline STT Outline Revisions (if requested) Due: Wednesday 2/22 by 10pm to Canvas.
Thurs, 2/23	STT Group 1	After speech: watch your video
Tues, 2/28	STT Group 2	After speech: watch your video
Thur, 3/2	STT Group 3 Speech to Initiate Action (STIA) assignment	After speech: watch your video

Tues, 3/7	TED Talks Assignment Persuasion/Influence	Reading: Cialdini from Influence, Science and Practice Heinrichs from Thank You For Arguing STIA Outline due Thursday, 3/9 by 10pm to Canvas. Feedback from instructors by Sunday, 3/19.
Thur, 3/9	Discuss Politics and the English Language Impromptus	Reading: Orwell SPRING BREAK: March 13-17
Tues, 3/21	Rhetorical Analysis of Speech Assignment Learning from TED (talks) Rehearse STIA in small groups	TED Talks Analysis Notes Due: Tuesday, 3/21 by class time to Canvas Bring: Copy of your STIA outline and TED notes
Thurs, 3/23	STIA Section Group 3	Watch video of your speech
Tues, 3/28	STIA Section Group 2 Speech to Change an Attitude (STCA) Assignment	Watch video of your speech
Thurs, 3/30	STIA Section Group 1	Watch video of your speech Rhetorical Analysis of Famous Speech due: Friday, 3/31 by 10pm to Canvas
Tues, 4/4	STCA Topic Checks	Due: Bring at least 3 options for your STCA topic

Thurs, 4/6	Gender and Communication	<p>Reading: Tannen and Cameron articles Tannen: Power of Talk Kantor: HBS Gender Equity article</p> <p>STCA Outlines Due: Saturday, 4/8 by 10 pm to Canvas. Feedback from instructors on rolling basis depending on speech date. Students will have at least 3 days between getting feedback and their speeches.</p>
Tues, 4/11	Interviewing Techniques Impromptu Speeches	
Thurs, 4/13	STCA Group 1 (new groups!)	Watch video
Tues, 4/18	STCA Group 2	Watch video
Thurs, 4/20	STCA Group 3 Self assessment assignment	Watch video
Tues, 4/25	STCA Group 4	<p>Watch video</p> <ul style="list-style-type: none"> • 4/25 Deadline for Peer Speaking Tutor sessions completed to receive credit
Thurs, 4/27	Final Meeting Closing Activities	<ul style="list-style-type: none"> • Self Assessment Due: Tues, 4/27 by class time to Canvas site.