

**De Anza College**

**Fall 2022**

**Communication 01: Public Speaking D001. 14Y 24365**

**Instructor:** Mr. Patrick McDonnell M.S., Ed. D

**Contact:** [mcdonnellpatrick@fhda.edu](mailto:mcdonnellpatrick@fhda.edu)

Classroom: De Anza College L 48

**Class Hours:** 2:30-4:20 p.m. Tuesdays In-Person– Thursdays / Asynchronous

**Office Hour:** 2:00 p.m.- Tuesdays In-Person L 48

**Course Text:** *Stand Up! Speak Out! The Practice and Ethics of Public Speaking*

University of Minnesota / On-Line Open Source/ Zero Cost Text

<https://open.umn.edu/opentextbooks/textbooks/stand-up-speak-out-the-practice-and-ethics-of-public-speaking>

**Course Description:** Theory and techniques of public speaking in a democratic society. An introduction to a variety of perspectives and approaches used to research, organize, deliver, and evaluate public presentations.

**Course Goals:**

- Organize, compose, present, and critically evaluate informative and persuasive presentations appropriate in content and style to the audience and situation
- Display increasing confidence in speaking extemporaneously.
- Demonstrate effective listening skills in various public speaking contexts.
- Find, evaluate and cite sources in writing and presentations using appropriate documentation format.

**Course Assignments:**

Entertaining Speech 10%

Informative Speech 15%

Persuasive Speech 15%

Individual Assignments: 30 %

Class Participation & Attendance 10%

Rhetorical Analysis 10%

Speaking Notes: 10 %

### **Course Policies:**

**Attendance:** Attendance will be taken at the beginning of each class. You are required to attend each class. Vacations, work appointments and family engagements are not considered excuses for absences. You are responsible for all course assignments and lecture notes on days missed. Missing classes could have a negative influence on your performance and can obstruct your overall success in our class. Please do not contact the instructor for missed course materials but contact a fellow student instead.

**Tardiness:** If you come to class after the official starting time, you are considered late. If you leave at any point in the class and do not return, this is also considered a lateness. Two latenesses will be considered as one absence, and will be calculated under the attendance policy.

**Assignments and Grading:** Each assignment has specific criteria and should be read carefully. All assignments must be completed to finish the course and that point total is your final grade. Any late assignments will be accepted but at a reduced grade. Speech days are especially important and are listed on the course calendar. Missing a speech day will result in a significant reduction in points for the assignment. Written Purpose Statements and Outlines must be cleared by the instructor before giving your speech and must be provided to the instructor a week prior to the assignment's due date (See Calendar). Outlines must be submitted to Canvas on speech days in order to deliver the speech. If you are unable to attend class, send an e-mail to the instructor. You are responsible for completing all course materials.

**Make-Up Policy:** Students are required to complete all course assignments in order to receive a final grade. Students are required to inform the instructor if they will miss a speech. Failure to adequately inform the instructor could result in final reduction for the assignment, which could affect the overall final grade. Students are responsible for scheduling make-up times in order to complete course assignments.

**Expected Course Preparation:** In order to do well, students should read assigned readings comprehensively and carefully prior to their assigned due date. Lecture notes should also be recorded carefully and precisely. Students are expected to have read assigned readings and be prepared to participate effectively. Lack of attendance will influence your class participation and attendance points negatively.

**Available Support Services:** The Listening and Speaking Lab in L47 provides drop-in support your speeches. Librarians can assist with research projects and library questions. Academic counselors, health services, and other student support services are available in the Student Services Center.

**Course Expectations:** This course emphasizes the understanding, creating, and practicing of oral arguments. You will produce argumentative speeches, perform academic research, and present your work in an academic and ethical manner. Moving between theory and practice, the class will include lecture-based discussion, group collaboration, close readings, in-class speaking practice, and student speeches. The following expectations will be important to your success in this course.

- Before each class, complete the reading assignments. Be prepared to discuss/speak about the main arguments of each text and raise questions about things you did not understand, find problematic, thought interesting, etc.
- Lectures offer a chance to investigate the defining questions and concepts that underpin the practice of public speaking and argumentation. Lectures will not summarize the day's reading. Instead, lectures will draw out key ideas from the readings in the name of asking questions, undertaking discussion, and developing a fuller picture of the dynamics that sustain public communication and rhetoric.
- Participate in class – I expect that each member of the course will attend class meetings having completed the readings for the day and prepared to discuss them. Thus, it is vital that you bring the day's readings with you to class. This includes any readings posted on Canvas.
- Participation does not equate attendance. Rather, it entails active engagement, critical reflection, and debate over controversial issues and challenging topics. Such participation is not an opportunity to score points, feed an ego, or diminish others. Public argumentation and speech depend on the possibility of being able to change your mind in the face of ideas that you may not always want to hear.
- Beyond classes and conferences, I strongly encourage students to take advantage of office hours. They are an opportunity for you to receive one-on-one attention and craft strategies to address your particular needs. Email is a limited form of communication and cannot replace the value of actual live discussion. For all email, you should allow 24-48 hours for a response.

**Class Conduct Policy:** Cell phones must be turned off during class. No texting is allowed during class time. When students are presenting, listen actively and encourage them. Texting during a classmate's speech will result in a point reduction in your speech. Enter and exit the class between speeches, avoid disrupting speakers and be mindful of your actions and how they may affect others.

**Academic Integrity:** The work you submit or present must be your own. All paraphrases and quotations must be cited appropriately. If you are caught cheating or plagiarizing another person's work, you may be disciplined in one or more of the following ways: You may be referred to the College Dean for further sanctions, which could range from warning to expulsion.

### **Speech Day Protocols:**

- Be on time for speech days whether you are giving your speech or sitting in the audience. If you arrive late, do not enter during a speech. If you do, your speech grade will be marked down. Wait outside the door and enter after applause.

- Sign-up for your speaking slot on the board before class
- Do not use computers, I-phones, etc., during speeches. Avoid eating noisy food or doing other distracting things during others' speeches.
- For all speeches, except your introductory and impromptu speeches, turn in your full-sentence outline at start of class. Turn in your speaking notes immediately after you speak. We will go over in detail the requirements for both.
- Support your fellow speakers by giving them your full attention during speeches, responding to questions or requests for interaction. Remember: you'll have to be up there too!
- For all speeches, the required delivery style expected is extemporaneous. Reading a manuscript or delivering straight from memory can gravely harm your grade, should it interfere with eye contact, natural or conversational delivery style, your ability to engage with the audience, your ability to be understood and for your words to create the meanings you intend them to create. It's not unusual for a student to get a "C" or worse on an otherwise decent speech, all because they tried to read it instead of actually communicating with the audience. Assignments: All Assignments will be posted on Canvas and discussed in class.

Grading Rubric: Your final grade will be based on the total points earned throughout the semester (370). The following grading scale will apply: A 100 – 92.5% A- 92 – 89.5% B+ 89 – 86.5% B 86 – 82.5% B- 82 – 79.5% C+ 79 – 76.5% C 76 – 72.5% C - 72 – 69.5 D 69 – 59.5% F 59%.

**The following grading rubric will be applied to all writing assignments:**

A: A papers are well written, generally free of errors, demonstrate thoughtful engagement, and clearly present nuanced and creative arguments supported by a variety of credible and clearly documented evidence. A Papers move well from one topic to another, are responsive to audience, employ precise language, more complex syntax and grammar, and display the author's voice. They are exemplary papers that demonstrate deep understanding and assert fresh and insightful arguments.

B: B papers are strong and carefully attentive to assignment requirements. They show accurate and informative use of the evidence, have a solid thesis that organizes topics, uses correct grammar with appropriate choice of language, show evidence of audience awareness, and demonstrate careful attention to editing, revision, and proofreading. B papers may have shortcomings in use of evidence, reasoning and depth that an A paper might exhibit.

C: C papers follow the requirements of the assignment. They demonstrate competent but not exceptional control of language, syntax, grammar, and mechanics, and attempt at editing, revising, and proofreading. C papers do not move beyond introducing topics and lack depth or use of more complex reasoning.

D and F: D and F papers are deficient in several ways. They may not follow the requirements of the assignment, or may be so carelessly written that errors interfere with reading the paper's argument.

**The following grading rubric will be applied to all speeches:**

A: A speeches goes beyond merely providing information on a generic topic; they adopt interesting, audience-aware angles of vision, are well supported with sound reasoning and a variety of well-researched evidence, are delivered extemporaneously and in an audience-centered manner, with clear and astute organization revealed through main points, signposts, and transitions. They also submit a well-developed outline

B: B speeches attend all the basic assignment requirements, and provide well-reasoned arguments in an audience-centered manner. They use transitional elements effectively, and possess an adequate amount of internal coherence and consistency strong and carefully attentive to assignment requirements.

C: C speeches follow the basic requirements of the assignment, but may be significantly deficient in one or more ways in the areas described above. (e.g., a speech with well researched content but no discernible main points may get a "C" grade; a well-crafted speech that otherwise may be an "A" or "B" speech will probably get a "C" if it is delivered from a manuscript rather than extemporaneously).

D and F: D and F speeches are deficient in several ways. They are usually deficient in meeting one or more basic requirements of the assignment (e.g., an organized, interesting speech may receive a D or F grade if it seriously violates time restraints

Between speeches, essays and homework, the assignments for this class are designed to 1) develop your presentation skills for different situations and purposes; 2) enhance your research and argumentation skills; and 3) deepen your critical analysis skills of written and oral speech.

Class Schedule:

Week One: 9/21,23 *Foundations of Public Speaking*

Tues: In Person / Read: Read Chapter 1 – The Basics of Public Speaking Netiquette

Thurs: Asynchronous

What: Define Types and Reasons, Purposes of Public Speaking

How: Lecture, Discussion, Reflection, Reading

Why: To create context for the course and understand the critical role of Public Speaking socially, politically and economically

Assignment 1: Introduce yourself to the class

Week Two: 9/ 28,30 *Analyzing Audiences & Ethical Communication*

Tues: Asynchronous/ Read Chapter 2 – Audience Analysis and Listening

Thurs: In Person/ Read Chapter 3 – Ethics in Public Speaking

What: Identify how to categorize and analyze audiences  
Define and explain why ethics is critical to public speaking  
How: Conduct in-class Audience Analysis and discuss ethical issues currently in society  
Why: To understand how we adapt our speeches to audience and consider the ethical implication of our speeches on others.

Assignment 2: Identify and write about an ethical concern in your field of study ½ page to 1 page that would be of concern to your audience. Apply the Ethical Triangle in the Reading to the Ethical Dilemma.

### Module Two: *Informative Speaking*

Week Three 10/05,07 *Defining, Explaining and Examples of Informative Speaking*

Tues: In Person / Read Chapter 12 – Informative Speaking

Thurs: Asynchronous / Read Chapter 11 – Delivery

What: Define what informative speaking is, the various types, how to organize them, support them and the importance of delivery in accomplishing them.

How: Do short informative speeches in class.

Why: To prepare for our individual Informative Speeches and become better informative speakers academically and professionally

Assignment 3: Submit 3 potential Informative Speech topics that meet assignment criteria and explain why for each.

Week Four 10/12,14 *Researching and Developing Your Speeches*

Tues: In Person / Read Chapter 4 – Selecting Your Approach and Main Points

Thurs: Asynchronous / Read Chapter 5 – Researching Your Speech Topic

What: Demonstrate how to research assess and organize evidence

How: Do in class mini-research activity

Why: To prepare for our Informative speeches and become more thorough and effective researchers

Assignment 4: Submit an Annotated Bibliography for your forthcoming Informative Speech that has 5 complete source citations as well as a brief summary, in your own words, of what the evidence will provide for your class only from the [De Anza College Library Database](#).

Week Five 10/19,21 *Putting the Final Touches on Your Speeches*

Tues: In Person / Read Chapter 6 – Organizing and Outlining Your Speech

Read Chapter 7 – Supporting Your Speech Ideas

Thurs: Asynchronous / Read Chapter 8– Introductions and Conclusions and

Thurs: Read Chapter 9 – Presentation Aids in Speaking

What: Learn the finer points of Public Speaking

How: Do an in-class group informative presentation using different types of visual aids that correspond to a method of organization

Why: Finalize the development of our Informative Speeches and prepare clear documentation for others to share or collaborate with

Assignment 5: Submit a Preliminary Outline of your Informative Speech based on the samples provided, including 5 source citations in the outline text and reference page.

Week Six 10/26,28 *Delivering our Speeches*

Tuesday: In Person Deliver Informative Presentations

Thursday: In Person Deliver Informative Speeches

What: Practice delivering Informative Speeches

How: Deliver Speeches in class via Zoom

Why: To improve and develop as Public Speakers and become more effective listeners

Assignment 6: Take notes of your classmate's speeches / Submit to Canvas

Module 2: *Ceremonial Speaking*

Week Seven 11/ 2,4

Tues: In Person / Read: Chapter 15 – Speaking on Special Occasion

Thurs: Deliver Entertaining Speeches

What: Learn about the importance of ceremonial speaking and its importance culturally

How: Lecture and Demonstrate ceremonial speaking

Why: Because Ceremonial Speaking is one of the most common types of speaking they are likely to encounter in life and is very important to our families and community

*Assignment 7: Deliver Entertaining Speeches*

Module 3 Rhetorical Analysis and Ceremonial Speaking

Week Eight 11/9,11 *Rhetorical Theory*

Tues: Asynchronous / Read: Rhetorical Theory Reading

Thursday: Asynchronous / Develop and Upload Neighborhood Rhetorical Analysis

What: Learn about Concepts and Theories of Rhetoric

How: Conduct mini-in-class Rhetorical Analysis of a Video

Why: To be able to accomplish Assignment 5 and apply theories to future Persuasive Speeches and to any Rhetorical Text such as a film, song or book

Assignment 8: Upload Video / Neighborhood Rhetorical Analysis / Discussion

*Module 4: Speaking to Persuade*

Week Nine 11/16,18

Tues: In Person / Read Chapter 13 – Persuasive Speaking

Thurs: Asynchronous // Read Chapter 13 – Persuasive Speaking

What: Learn about how to identify and Find a Persuasive Speech Topic

How: In class activity-Determining the Issues

Why: Sets the foundation for developing their Persuasive Speeches and understand the role of persuasive speaking in everyday life

Assignment 9: Submit 2 Different Persuasive Speech topic summaries that you found on *Opposing Viewpoints Database or CQ Researcher* that meets the following Criteria :1) Audience Appropriate 2) Speaker Connection 3) Time Frame

Week Ten 11/ 23      *Persuasive Strategies*

Tues: In Person / Chapter 13 – Persuasive Speaking

Thurs: Asynchronous / Read Chapter 13 – Persuasive Speaking

What: Learn strategies of Persuasion

How: Do in-class group persuasive critical thinking exercise applying these strategies.

Why: To develop our Persuasive Speeches

Assignment 10: Submit a Specific Purpose and Central Idea that outlines the Persuasive Speech topic position, major arguments and overall persuasive goal.

Week Eleven 11/30,12/02      *Delivering Persuasive Speeches*

Tuesday: In Person / Deliver Persuasive Speeches

Thurs: In Person / Deliver Persuasive Speeches

Assignment 11: Submit final Persuasive Speech Outline / Deliver Persuasive Speeches

Week Twelve 12/07

Thurs: 11: 30 -1: 30

**Course Assignments:**

## **De Anza College**

### **Public Speaking**

#### **Patrick McDonnell**

#### **Informative Speech Assignment**

##### **Meets Course Learning Outcomes:**

- Organize, compose, present, and critically evaluate informative and persuasive presentations appropriate in content and style to the audience and situation
- Display increasing confidence in speaking extemporaneously.
- Demonstrate effective listening skills in various public speaking contexts.
- Find, evaluate and cite sources in writing and presentations using appropriate documentation format.

Goal: To deliver a 5-minute informative speech to increase audience comprehension and retention.

##### Assignment Specific:

- 1) Articulate a Specific Purpose and Central Idea.
- 2) Taylor your topic according to audience knowledge and experience
- 3) Utilize methods of increasing audience comprehension
- 4) Cite two sources orally in the speech.
- 5) Organize the topic around a method of organization and subtopics
- 6) Introduce and conclude the topic comprehensively
- 7) Develop the topic utilizing quantitative and qualitative evidence
- 8) Utilize 1-3 visual aids
- 9) Deliver the topic extemporaneously
- 10) Submit a 1-page outline including source citations and reference list

#### **Entertaining Speech**

##### **Meets Course Learning Outcomes:**

- Display increasing confidence in speaking extemporaneously.
- Demonstrate effective listening skills in various public speaking contexts.

## **De Anza College**

## **Public Speaking**

### **Mr. McDonnell**

#### Entertaining Speech Criteria (3 minutes)

Goal: The goal of the assignment is to deliver an entertaining speech topic about a personal event, experience or relationship that has had a significant influence on your identity.

Speech Purpose: The assignment asks you to manage speech anxiety, practice choosing an appropriate topic, formulate a central idea, illustrating effective delivery methods, and then delivering an extemporaneous speech that is organized, utilizes concrete and descriptive language and manages time.

Speech Assessment: You will be assessed on the following criteria:

1. The speech should be structured and delivered in the time frame.
2. The speaker should effectively manage speech anxiety and deliver an extemporaneous speech utilizing eye contact, vocal variety, non-verbal communication including eye contact and avoids distracting mannerisms.
3. The speech should be focused and have a major point or underling theme that is appropriate for the audience and meets assignment criteria.
4. The speech should use clear, descriptive, appropriate and creative language void of unnecessary language and vocal fillers.
5. The speaker hands in a typed-written general purpose specific purpose and central idea that avoids typos and grammatical errors.

## **Speech 1**

### **Public Speaking**

#### **Persuasive Speech Criteria**

### **Mr. McDonnell**

#### **Meets Course Learning Outcomes:**

- Organize, compose, present, and critically evaluate informative and persuasive presentations appropriate in content and style to the audience and situation
- Display increasing confidence in speaking extemporaneously.
- Demonstrate effective listening skills in various public speaking contexts.
- Find, evaluate and cite sources in writing and presentations using appropriate documentation format.

Assignment Goal: To deliver a 5-minute argumentative speech arguing for or against a specific policy, law, innovation, behavior, movement or action that illustrates fundamentals of persuasion including crafting a persuasive message, constructing arguments, demonstrating sound logic and reasoning, use of credibility, integration of evidence and delivery that is persuasive in tone and manner.

Speech Criteria:

- 1) An attention-grabbing introduction that clearly identifies speech goals
- 2) Assertion of speaker credibility that illustrates knowledge of the topic
- 3) Demonstration of how the topic relates to the audience
- 4) Two to three developed arguments that conform to Toulmin's Model
- 5) Utilization of persuasive strategy such as motivation, logic, emotion, ethics etc.
- 5) At least one visual aid
- 6) Demonstration of emotion that is audience and topic appropriate
- 7) Use of storytelling to emphasize an aspect or dimension of the speech
- 8) Extemporaneous delivery that is persuasive in tone and style
- 9) Use of at least two specific credible sources that are verbally cited in the speech
- 10) Conclusion that leaves a lasting impression and emphasizes speaker goals
- 11) A one-to-two-page outline that is clearly labeled organized and cites 5 sources

## **Public Speaking**

### **Rhetorical Analysis**

### **Speaker Critique**

### **Mr. McDonnell**

On Location Rhetorical Analysis:

Meets Course Learning Outcomes:

- Organize, compose, present, and critically evaluate informative and persuasive presentations appropriate in content and style to the audience and situation
- Display increasing confidence in speaking extemporaneously.
- Demonstrate effective listening skills in various public speaking contexts.

**For this Discussion you will be Accomplishing 3 things:**

- 1) Upload a 3-minute video of your On-Location Entertaining Speech**

## 2) Submitting your final Specific Purpose and Central Idea

### Sample Submission:

General Purpose: To Entertain

Specific Purpose: To Entertain the audience about the good times my family and I had at a local restaurant.

Central Idea: *Rick's Pigs and Figs* was my hometown restaurant where my parents met as teens, where we discussed family matters as a teen, and where we took my daughter for her first meal.

### 3) Conducting Peer Review of 10 Speeches in your Class: Respond to the topic, speaker, location, video, or anything else in a helpful and supportive manner.

### Assignment Goals:

**Goal:** The goal of this speech is for you to deliver an entertaining speech on a topic about a location in your community that had a significant influence on your personal development or which taught you a profound moral or ethical lesson about life.

**Requirements:** This speech is to be 3 minutes long. Please stay within the time frame. You are *required* to hand in a general purpose statement, a specific purpose statement and a central idea prior to the speech that expresses what you are going to talk about. The speech cannot be delivered without the statement.

### Assignment Guidelines:

- 1) The speech should be structured and delivered within the time frame 3 minutes
- 2) The speaker should effectively manage speech anxiety, deliver the speech in a conversational style illustrating eye contact, vocal clarity, face and hand gestures, and avoid distracting mannerisms.
- 3) The speech should be focused and have a major point or underlying theme that is appropriate for the audience and meets assignment criteria.
- 4) The speech should use clear, understandable and audience appropriate language.

### Assignment Specifics

**Go On-Location to a Place in your Community.**

It can be any place you have or often go to such as a restaurant, a park, a tree or a building.

Deliver a 3 **minute** speech in front of the location that accomplishes the following:

- 1) **Identify and Locate** the place or setting for us. Record yourself in front of it. Show us your entire torso. See picture.
- 2) Provide some **background and facts** about the location, such as any history, dimensions or physical traits.
- 3) **Explain** who uses or goes there and why.
- 4) **Tell us a an expressive story** from your life connected to the location.
- 5) Comment on 10 Student's Speeches by discussing the location, the moral of the story, the setting or ways that you connected to topic, location or speaker.