



**UNIVERSITY OF  
NORTHWESTERN**  
ST. PAUL

OFFICE OF DUAL ENROLLMENT

# **SPE1075**

## **Public Speaking**

**SPRING 2021**

**SYLLABUS**

Version: OLG v10.2:12/20

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# **SPE1075 Public Speaking**

**University of Northwestern – St. Paul**

## **COURSE DESCRIPTION**

An introductory study and analysis of basic principles of effective communication with emphasis on public address, interpersonal and group communication. Class activities provide opportunities to develop skills in speech preparation and delivery, interpersonal and group communication. Students deliver self-introduction, informative, persuasive, group, and ceremonial speeches.

**Credits:** 3

**Prerequisites:** None

## **INSTRUCTOR INFORMATION**

Please see “Contacting the Instructor” on the course site.

## **COURSE OUTCOMES**

At the end of this course, a successful student will be able to

- CO-1. Define basic theories, principles, and ethics involved in public communication.
- CO-2. Develop effective (critical and constructive) listening skills.
- CO-3. Identify the techniques of careful audience analysis and adaptation to diverse audiences and groups.
- CO-4. Formulate strategies of organizing, preparing, and delivering effective speeches as a servant speaker.
- CO-5. Demonstrate proficiency in computerized presentational software skills and the use of visual aids in presentations.

## **Licensing Approved Standards**

8710.2000 SEP

6A. - understand communication theory, language development, and the role of language in learning;

6C. - understand the importance of nonverbal as well as verbal communication;

6D. - know effective verbal, nonverbal, and media communication techniques;

6F. - use effective listening techniques;

8710.4950 WLC: Modern: Spanish

3.B.1 : - demonstrate advanced level speaking proficiency in English and the target language as defined in the ACTFL Proficiency Guidelines;

3.B.2 : - comprehend, interpret, and evaluate information received in the target language and in English through reading and listening at the level that results from demonstrating the speaking proficiency;

## MATERIALS

### Required Textbooks and Materials

O'Hair, D., Rubenstein, H., Stewards R. *A Pocket Guide to Public Speaking*. 5<sup>th</sup> Edition. Boston: Bedford/St. Martin's. 2016. ISBN: 978-1-4576-7040-4

Schultze, Quentin. *An Essential Guide to Public Speaking*. Publisher: Grand Rapids, MI: Baker Academic. Year: 2006

### Provided by Student

For this course, students will need access to Microsoft Office (available at no cost to students through the University of Northwestern-St. Paul), a PDF reader, and a standard internet browser. Please refer to the Tech Requirements found in the Technology Help section at the top of the course site for the full requirements.

In addition, students will need:

#### Computer

Your computer should have the capability to capture video from your video camera.

#### Editing Software

Many computers come with free software installed such as Windows Movie Maker® or Apple QuickTime/iMovie® software, both of which are free.

#### Video Camera

You must be able to record your speeches and upload your speeches online using a digital camera or smartphone.

## GRADING POLICIES AND PROCEDURES

### Course Grade Explanation

Assignments	Grade Points
Pocket Guide Quizzes (10 @ 5 points each)	50
Schultze Reflections (7 @ 5 points each)	35
Discussion Forums (4 @ 10 points each)	40
Self-Perception Speech	
Presentation	25
Key Word Outline	20
Formal Outline	20
Self-Evaluation	5
Covenant Partner Critiques	10
Informative Speech	
Presentation	100
Key Word Outline	20
Formal Outline	20
Self-Evaluation	5
Covenant Partner Critiques	10

Persuasive Speech	
Presentation	100
Key Word Outline	20
Formal Outline	20
Self-Evaluation	5
Covenant Partner Critiques	10
Ceremonial Speech	
Presentation	25
Key Word Outline	20
Formal Outline	20
Self-Evaluation	5
Covenant Partner Critiques	10
Group Speech	
Group Collaborative Forums (3 @ 5 points each)	15
Presentation	50
Group Critiques	10
Keynote Speaker Evaluation	10
Self-Evaluation Essay	25
<u>Final Exam</u>	<u>100</u>
<b>Total</b>	<b>805</b>

## Grading Scale Percentages

A	≥ 93	B	≥ 83	C	≥ 73	D	≥ 63
A-	≥ 90	B-	≥ 80	C-	≥ 70	D-	≥ 60
B+	≥ 87	C+	≥ 77	D+	≥ 67	F	< 60

## Late Work

All assignments are due as described in the course syllabus and the course site. Students are responsible for meeting assignment deadlines. Late assignments will be automatically deducted one letter grade. The assignments will drop an additional grade per day it is late, up to a 50% deduction in grade; late assignments will not be accepted for a grade beyond one week past the original deadline. Forum discussion activities must be completed on time to earn points. Late forum posts will earn zero points. Students should contact the instructor via e-mail if an extenuating circumstance exists.

## Feedback Expectations

Students should expect feedback for their submitted assignments within 5 days of the assignment due date or the time of their submission, whichever is later.

## INSTITUTIONAL POLICIES AND SERVICES

### Guidelines and Information

Students are responsible for all content of the DE Student Handbook. The most recent version of the DE Student Handbook is located on [confluence.unwsp.edu](http://confluence.unwsp.edu) and includes the following policies and procedures:

- Deadlines for Dropping or Withdrawing
- Student/instructor Communication
- Appeals, Exceptions, Disciplinary Process, & Grievances
- Assignments (late work and plagiarism)
- Examinations
- Grading System

Instructors may have course-related expectations that further detail the policies and procedures outlined in the DE Student Handbook. Any such expectations must be provided to students in writing (e.g., handout, course site posting) prior to or at the beginning of the class.

Traditional undergraduate students enrolled in DE courses are subject to the traditional undergraduate student handbook for all non-course-specific policies and procedures.

## **Academic Integrity**

Plagiarism is theft—steal of someone else’s words or ideas. It is claiming another’s work as one’s own. This would also include the following:

- Using the words or work of a former or current student in this class
- Recycling previously submitted assignments from a previous course attempt
- Using outside literature support sites such as, but not limited to, SparkNotes, Enotes or Schmoop that provide literary analysis of the texts we read throughout the semester

Students found plagiarizing are subject to discipline. The standard response ranges from loss of credit for the plagiarized assignment to earning an immediate “F” for the course to being placed on disciplinary probation. We should be committed to conducting ourselves with integrity in all things. Please refer to the DE Student Handbook for more detailed information about UNW’s honesty and integrity policies.

In every course, students are required to view the Understanding Plagiarism video and complete the Understanding Plagiarism Quiz prior to completing any of the course content. These items are part of the course orientation.

## **Academic Achievement**

UNW students requesting academic accommodations in association with the Americans with Disabilities Act (ADA) are directed to notify [Disability Services](#) to begin the application process. Academic Achievement also provides the following: [Writing and Subject Tutoring](#), advocating, transitional skill building, [Academic Coaching](#) (organization, time management, test taking, etc.).

Contact Academic Achievement for more information: [AcademicAchievement@unwsp.edu](mailto:AcademicAchievement@unwsp.edu) • 651-628-3316 • N4012 (Revised 06/20)

## **Support Services**

Links to support services are available found in the Student Services section at the top of the course site.

## **COURSE POLICIES AND INFORMATION**

### **Email and Announcements**

Students are responsible to regularly check their Northwestern student email and the announcements in the course site in order to receive updates and information.

## Attendance

Students are expected to participate in all course activities. Students must contact the faculty member in advance or as soon as possible if unable to participate in all or part of the course activities for a given week because of a medical (which includes having to quarantine or isolate due to COVID-19 exposure or confirmed illness), family, or work-related emergency. Students should refer to their course syllabus and/or faculty member for specific requirements. Students who do not participate in course activities and fail to withdraw from the course will receive a failing "F" grade.

## Submission Standards

All written assignments should adhere to the following DE guidelines. Documents should be in the following format **unless directed differently by the syllabus or course instructor**:

- Submitted on the course site in Microsoft Word document format (.doc or .docx)
- Set in a traditional typeface 12-point font
- Double-spaced (unless the syllabus instructs otherwise)
- Set with one-inch margins
- Formatted in APA style for in-text citations and reference page (LIT1100 may ask for MLA documentation style)
- Labeled and submitted with the following information (APA papers require this information on a cover sheet, as detailed in A Pocket Style Manual): Student Name, Course Code and Title, Instructor Name, and Date.

## Critical Response to Alternate Viewpoints

When students are reading or viewing course materials, they may encounter viewpoints, words, or images that their instructors would not use or endorse. Students should know that materials are chosen for their value in learning to read, write, and view critically, not because the materials are necessarily Christian.

## ASSIGNMENTS

See the course site for complete details on the assignments.

## Discussion Forums

Discussion forums are designed to help you get the most out of the assigned viewing and reading. Instructions for downloading and working with the discussion forums can be found on the course site.

## Speech Presentations

Each student completes five graded speech assignments, including one small group analysis. All five assignments must be completed satisfactorily in order to pass. You will need an audience of 8 or more people for your Self-Introduction, Informative/PowerPoint, Persuasive, and Ceremonial speech. As part of completing each speech, you must watch the recording of your speech and complete a self-critique exercise. See the Appendix for a handout on the process of completing a speech. You will also watch your covenant partners' speeches and complete a critique form for them.

## Self-Introduction Speech (3 minutes)

This is an opportunity to introduce yourself through artifacts. Choose up to three artifacts that represent who you are (choose portable objects so you can use them as visual aids). Discuss how your objects

illustrate different elements of your self-concept. Grade is based upon content and delivery. Both a formal outline and keyword outline (no more than 25 words permitted) are required.

### **Informative/PowerPoint® Speech (5 minutes)**

The second speech is an extemporaneous speech of description or explanation delivered from a keyword outline. Three referenced sources are required. Support should draw from facts/figures, examples, testimony, analogy and illustration. Use PowerPoint® as a visual aid. Both a formal outline and a PowerPoint® outline are required. Grade is based upon content and delivery.

### **Persuasive Speech (6-7 minutes)**

Deliver an extemporaneous speech from a key word outline with the purpose of changing the audiences' behavior or belief. Use the problem-solution design. Four referenced sources are required. Visual aids are optional. Support should be drawn from facts/figures, examples, illustration, testimony, etc. Suitable topics should be selected from newspapers, news magazines or professional journals. Choose a topic which forces you to search for new information and opinions and then challenges you to take a personal stand. Adapt your message to a specific audience with the aid of an Audience Analysis and Adaptation Worksheet. Dress professionally when you give your persuasive speech. Grade is based upon content and delivery. Both a formal outline and a keyword outline are required.

### **Ceremonial Speech (1-3 minutes)**

Choose a person with whom you have a meaningful relationship, someone who has impacted your life in a significant way. Develop a ceremonial speech in tribute to this person using narrative, examples, quotations and testimony as support. Appropriate use of humor and displays of respect are encouraged. The creative use of language to evoke emotional response should be emphasized. Grade is based upon content and delivery. Both a formal outline and a keyword outline are required.

### **Group Speech (5 minutes per person)**

For this project, you and your covenant partners will present a critical evaluation of a movie using group problem solving skills. The focus of the presentation is on how various aspects of the film relate to the servant speaking concepts portrayed in *An Essential Guide to Public Speaking* by Quentin Schultze. Grade is based upon content and delivery.

### **Self-Evaluation Essay**

A typed, final Self-Evaluation Essay is due at the end of the course. This allows you to assess your progress in this course and to set goals for future improvement in public speaking. Submit this essay on the course site.

### **Keynote Speaker Evaluation**

Observe a keynote speech that you will choose from the TED Talk site. See the course site for the list of questions to address in your evaluation. Demonstrate evaluative thinking, and relate your thoughts to what you have learned in class.

### **Schultze Reflection Papers**

Over the course of the class, you will be reading the book *An Essential Guide to Public Speaking* by Quentin Schultze. After you read each chapter, you will write a reflective paper. This paper is not just an outline of the chapter but a place to engage with the content. You will reflect upon five key concepts of the reading and demonstrate your understanding by the terminology you use and application to personal development. For each chapter you should write a reflective paper that includes:

- **5 Key Concepts:** Bullet point 5 key concepts that caught your attention. Type a minimum of 3-4 sentences defining and explaining each concept. Show page numbers, i.e. (p.6) to indicate

where you got the information and bold or underline relevant terminology taken from the text. (200-300 words)

- **Personal Reflection:** Relate the chapter to biblical principles, a speaker you recently heard or an application to your speaking or life. Do you agree/disagree with Schultze? Why or why not? Observations? Ideas for speaking? (300-400 words)

## **COURSE SCHEDULE**

### **Format**

Everything needed to successfully complete this course in fifteen weeks is explained on the course site. Each assignment has been designed to work together during each week. When studying, be sure to follow the suggested format explained for each lesson.

For this course, students will receive access to each week's work as the semester progresses. There will be due dates during the week, but most weekly assignments will be due by 11:59 p.m. on Friday. Please refer to the schedule for the due dates of assignments.

Generally, for college-level work, students should expect to have an average of 7 hours of homework per week.

The last official class day in Week 15 varies from semester to semester. Please refer to the Semester Calendar found in the Academic Information section at the top of the course site for the actual last day of class. All course work must be completed and submitted by that day.

### **Due Dates**

All written assignments (outlined below) are to be submitted on the course site by 11:59 p.m. CT on Sundays at the end of each week in which they are assigned, unless otherwise noted.

For any questions regarding these assignments, contact the instructor.

### **Orientation**

- Read the Getting Started Page
- Participate in the Introductions Forum
- View and Complete Understanding Plagiarism Presentation and Quiz
- Complete Student Responsibilities Exercise

## **Week 1: Communication Process, Topic Selection**

### **Tasks**

- Read: Schultze, Chapters 1, 2, 3
- Read: Pocket Guide, Chapters 1, 2, 3, 7-13
- Watch: Communication Process – Dr. Jackie Glenn
- Watch: Outlining – Dr. Jackie Glenn

### **Due Wednesday**

- Post your initial response to the discussion forum: Personal Report on Communication Anxiety

### **Due Friday**



- Complete participation in the discussion forum: Personal Report on Communication Anxiety by responding to your covenant partners
- Submit Schultze Reflections 1, 2, 3
- Complete Quiz 1 (Pocket Guide 1, 2, 3)
- Complete Quiz 3 (Pocket Guide 7, 8, 9, 10)
- Complete Quiz 4 (Pocket Guide 11, 12, 13)

## **Week 2: Structure and Delivery of a Speech**

### **Tasks**

- Watch: Nonverbal Communication – Dr. Kent Kaiser
- Read: Schultze, Chapter 5
- Read: Pocket Guide, Chapters 14-18

### **Due Wednesday**

- Post your initial response to the discussion forum: Schultze Reflection 5

### **Due Friday**

- Complete participation in the discussion forum: Schultze Reflection 5 by responding to your covenant partners
- Complete Quiz 5 (Pocket Guide 14, 15)
- Complete Quiz 6 (Pocket Guide 16, 17, 18)

## **Week 3: Listening and Communicating in Groups**

### **Tasks**

- Read: Schultze, Chapter 4
- Read: Pocket Guide, Chapters 4, 5, 6, 27, 28
- Watch: Public Speaking: Principles of Public Speaking – Audience and Listening Skills, sections 6, 7, 8

### **Due Wednesday**

- Post your initial response to the discussion forum: Schultze Reflection 4

### **Due Friday**

- Complete participation in the discussion forum: Schultze Reflection 4 by responding to your covenant partners
- Submit group movie choice
- Complete Quiz 2 (Pocket Guide 4, 5, 6)
- Complete Quiz 10 (Pocket Guide 27, 28)

## **Week 4: Presenting Self-Introduction Speech**

### **Tasks**

- Read: Schultze, Chapter 6

### **Due Wednesday**

- Post your initial response to the discussion forum: Schultze Reflection 6
- Post the video of your self-perception speech to the Self-Perception Speech forum
- Submit your key word and formal outline

#### **Due Friday**

- Complete participation in the discussion forum: Schultze Reflection 6 by responding to your covenant partners
- Critique your covenant partners' speeches in the Self-Perception Speech forum

## **Week 5: Preparing the Informative Speech**

#### **Tasks**

- Watch: Public Speaking – Informative and Persuasive Speeches, sections 1 and 2
- Read: Pocket Guide, Chapters 19-22

#### **Due Wednesday**

- Post your initial response to the discussion forum: Laying Groundwork for Informative Speech
- Post to the Group Speech forum

#### **Due Friday**

- Submit Self-Perception Speech self-evaluation
- Complete Quiz 7 (Pocket Guide 19, 20, 21, 22)
- Complete participation in the discussion forum: Laying Groundwork for Informative Speech by responding to your covenant partners

## **Week 6: Presentational/Visual Aids**

#### **Tasks**

- Watch: Using Slideware Effectively – Dr. Jackie Glenney
- Review: Pocket Guide, Chapters 19-21

#### **Due Wednesday**

- Post initially to the discussion forum: Informative Speech PowerPoint

#### **Due Friday**

- Complete participation in the discussion forum: Informative Speech PowerPoint by responding to your covenant partners

## **Week 7: Presenting the Informative Speech**

#### **Tasks**

- Watch: Your Body Language shapes who you are

#### **Due Wednesday**

- Post the video of your Informative Speech to the Informative Speech forum

- Submit your key word and formal outline

#### **Due Friday**

- Critique your covenant partners' speeches in the Informative Speech forum

## **Week 8: Preparing the Persuasive Speech: organizational patterns, proofs, and motivating**

#### **Tasks**

- Watch: Persuasive Speeches – Dr. Kent Kaiser
- Read: Schultze, Chapter 7
- Read: Pocket Guide, Chapters 23-24

#### **Due Wednesday**

- Post your initial response to the discussion forum: Schultze Reflection 7

#### **Due Friday**

- Submit Informative Speech self-evaluation
- Complete participation in the discussion forum: Schultze Reflection 7 by responding to your covenant partners
- Complete Quiz 8 (Pocket Guide 23, 24)

## **Week 9: Audience Analysis**

#### **Tasks**

- Watch: Audience Analysis – Dr. Kent Kaiser
- Review: Pocket Guide, Chapter 6

#### **Due Wednesday**

- Post your initial response to the discussion forum: Audience Analysis

#### **Due Friday**

- Complete participation in the discussion forum: Audience Analysis by responding to your covenant partners
- Participate in the group speech forum – decide on the content of your speech and who will deliver each section

## **Week 10: Presenting the Persuasive Speech**

#### **Due Wednesday**

- Post your Persuasive Speech video in the Persuasive Speech discussion forum
- Submit key word and formal outline

#### **Due Friday**

- Critique your covenant partners' speeches in the Persuasive Speech forum

## **Week 11: Preparing the Ceremonial Speech**

### **Tasks**

- Read: Pocket Guide, Chapter 25

### **Due Friday**

- Submit Persuasive Speech self-evaluation
- Complete Quiz 9 (Pocket Guide 25)
- Participate in the group speech forum – create and deliver your section of PowerPoint to the PowerPoint leader for assembly

## **Week 12: Topic: Assembling the Group Speech**

### **Tasks**

- Watch: Pick a TED Talk to view

### **Due Wednesday**

- Participate in the group speech forum – submit your section of the group speech

### **Due Friday**

- Submit the keynote speaker evaluation
- Complete participation in the group speech forum – evaluate your covenant partners' sections of the group speech

## **Week 13: Presenting the Ceremonial Speech**

### **Due Wednesday**

- Post your Ceremonial Speech video in the Ceremonial Speech discussion forum
- Submit your key word and formal outline

### **Due Friday**

- Critique your covenant partners' speeches in the Ceremonial Speech forum

## **Week 14: Presenting the Group Speech**

### **Due Wednesday**

- Have the group leader post the group speech VoiceThread presentation to the Group Speech Presentations forum

### **Due Friday**

- Submit Ceremonial Speech self-evaluation
- Critique other group speeches in the Group Speech Presentations forum

## **Week 15: Self-Evaluation**

*The final week varies in length based on the semester. Please refer to the Semester Calendars found in the Academic Information section at the top of the course site for details.*

**Due Wednesday**

- Complete final exam
- Submit final self-evaluation essay