

University of New England
SUMMER 2020
EFFECTIVE PUBLIC SPEAKING—SPC 100
O N L I N E

“All the great speakers were bad speakers at first.”

— Ralph Waldo Emerson

The False Mirror by René Magritte, 1929.

COURSE NUMBER: SPC 100

CREDIT HOURS: 3

INSTRUCTOR: Mr. Jesse Miller

OFFICE HOURS/LOCATION: Here we are in the virtual world, so a “live” office hour session is a little tricky. Instead of meeting face-to-face, I’d be happy to devote some time during this course to connecting with you in real-time via Zoom. Email me to set up a time that works for us both. I’d also be happy to give you phone call (how old school is that?).

E-MAIL ADDRESS: jmiller.une@gmail.com or jmiller12@une.edu

PHONE: 207-602-2871

COURSE SITE: <https://miller-spc100.uneportfolio.org/> (We do not use Blackboard)

TEXTS: O’Hair, Rubenstein, Stewart: *A Pocket Guide to Public Speaking*, 6th edition.

Course Description:

This course provides the student with training and experience in researching, organizing and presenting various types of oral presentations. Topics covered include audience analysis, speech organization, delivery techniques, and the use of sensory aids. Narrative, informative, and special-occasion presentations are required. The instruction in this class, in large portion, comes through discussion with the class and the instructor regarding specific speeches the student will deliver.

Learning Outcomes:

After completing this course, students should be able to:

1. Comprehend public presentation, including its assumptions, methods, and terminology.
2. Employ techniques of active listening, critical listening, and informal listening and responding within a public forum for inquiry, learning, and thinking.
3. Communicate effectively in oral modes and use written and oral skills as tools of inquiry.
4. Find, evaluate, and use information in a way that is appropriate to public speaking.
5. Discuss how public speaking is used within a student's particular major field.
6. Be prepared for more advanced work in the Core, thus experiencing the Core as an integrated whole through building oral presentation skills and developing new ways of listening, speaking, and thinking.

Course Objectives:

During the course the following topics shall be studied and/or practiced:

1. Extemporaneous presentation and discussion
2. Giving and receiving peer criticism
3. The 3 rhetorical purposes
4. Discovering and developing ideas for presentation
5. Individual and group approaches to presentation
6. Creation and use of outlines
7. Creation and use of presentations aids
8. Informative organizations
9. A speaker's and an audience's ethics and expectations
10. Effective listening for retention and understanding
11. Audience analysis
12. Research and use of credible sources
13. Effective introductions and conclusions
14. Participation in the public forum
15. Language and style

Course's Role in the Curriculum:

SPC – 100 is required for Pre-pharmacy track and the Dental Hygiene major. It is also an Exploration Course.

Exploration Courses:

These courses foster student inquiry into engaging academic topics. Each course, while connecting to one or more of the common core themes, introduces the intellectual tools of the discipline, thereby encouraging students to understand the liberal arts as distinctive ways of understanding. All exploration courses promote writing as a tool of learning and teach critical thinking skills explicitly. The Learning Outcomes for Exploration courses are as follows:

1. Comprehend a particular discipline, including its assumptions, methods, and terminology.
2. Employ techniques of active reading, critical reading, and informal reading response for inquiry, learning, and thinking.
3. Communicate effectively in oral and written modes, and use writing as a tool of inquiry.
4. Find, evaluate, and/or use information in a way that is appropriate to a particular discipline.
5. Understand work done in their major fields within a wider intellectual and cultural context.
6. Be prepared for more advanced work in the Core, thus experiencing the Core as an integrated whole through building skills and developing new ways of thinking.

About Exploration Courses (EXP) and Course Objectives:

This course satisfies an Exploration requirement for the College of Arts and Sciences Core Curriculum and the Westbrook College of Health Professions Common Curriculum.

Exploration (EXP) courses introduce a humanities or social science discipline as a way of knowing. By exploring a topic, issue, or theme within the framework of a particular discipline, EXP courses provide an introduction to the assumptions, methods, and terminology of that discipline. In EXP courses, which encourage active learning, students acquire knowledge, develop skillful thinking, expand their expressive capabilities, and connect this learning to their broader experience; employ techniques of active reading, critical reading, and informal reading response for inquiry, learning, and thinking; communicate effectively in oral and written modes, and use writing as a tool of inquiry; find, evaluate, and/or use information in a way that is appropriate to a particular discipline; understand work done in their major fields within a wider intellectual and cultural; be prepared for more advanced work in the Core, thus experiencing the Core as an integrated whole through building skills and developing new ways of thinking context.

Course Activities:

We will complete **5 formal speeches** and a variety of other short informal preparation and presentation assignments. This overview is intended to give you a sense of what's expected in the course.

Major Assignments and Breakdown:

There will be 5 major formal speeches during the semester:

Speech 1: Impromptu Speech...10%

Speech 2: Teaching a Skill...10%

Speech 3: What You Mean to Me...10%

Speech 4: Little Known Facts and Why Should I Care?...20%

Speech 5: Promoting Yourself...10%

Expect to Deliver Your Speech on these Dates:

Speech 1: Impromptu Speech due ___ Week 1 ___.

Speech 2: Teaching a Skill due __ Week 2 ___.

Speech 3: What You Mean to Me due ___ Week 3 ___.

Speech 4: Little Known Facts and Why Should I Care? due ___ Week 5 ___.

Speech 5: Promoting Yourself due ___ Week 6 ___.

Note: these due dates are tentative.

Course Requirements:

All major written assignments must be typed. Work should also be proofread for spelling, capitalization, punctuation and usage. Print quality must be clear and legible. Assign page numbers, please.

System Requirements, Quite Space for Recording, and Equipment:

It's critical that you have the proper software and hardware for the class. After all, this is an online class. Your mind, your computer, access to the internet and equipment are the classroom. If you have a new-ish computer with a copy of **Office 2013** on it, you should be fine. If not, you will probably not be able to read downloads and **HANDOUTS**, and you will not be able to pass the class. **It is your responsibility to make sure you are technologically prepared for this online format.**

SO IMPORTANT: You'll need a computer camera or smartphone to record your speeches. It would be ideal if you had a tripod or spent a little time securing (I'm thinking tape) your phone to capture the proper distance, ratio, and sound for the speeches. In short, in order to provide feedback and evaluate your speeches, your peers and **I NEED** to see and hear you clearly. I've included a resource **HANDOUT**—Youtube and Video Creation—that should be helpful, but you **need to be motivated, innovative, and engaged with technology for the class to work.** Seriously, if you are not able to record a clear speech, set up a Youtube account, and send the link pretty easily, I would strongly suggest taking the "live" version of this course. Make sense?

Please avoid recording your speeches in your car or in an environment with noise distractions. Find a quiet well-lit spot, OK?

Psssst... I'm trying to make sure you are carefully reading this syllabus...send me an email with the subject line "I'M SUPER JAZZED ABOUT THIS CLASS!" and in the body of the email write "I understand we do not use BlackBoard, Jesse" immediately after reading this and I'll consider it your first quiz with a grade of 100. I'll only offer this during this week.

Submitting Assignments:

Please send all written assignments as Word docs attachments—Google Docs can work here too. (Journals can be sent as email links to your Journal page)

When you save your files, please include your last name and the title of the assignment:

Example: JimmyPageOutline.doc

For speeches, post final speech on Youtube and just send the link. Make sure to put FINAL SPEECH # (Whatever the speech is) in the subject line.

Additionally, it is advisable that you save all of your work on a USB drive. Saving work on a USB drive helps to insure you will not lose your work should your computer have a malfunction.

Bottom line: I'm a resource for you and I'm here to help, but to be fair with my time (as I intend to be fair with yours), please spend some time on your own trying to find a solution before emailing me.

Grades:

Citizenship Grade (Participation/attendance): 20%

Journals: 20%

Speeches: 60%

Being a Citizen of the Class:

A large portion of your grade (20%) in this class can be earned through your ability to demonstrate exceptional classroom citizenship. This grade is MORE than just class participation, but a holistic performance as a member of our learning community this semester. Your preparation, focus, willingness to do the work of the class, and attitude all shape this grade.

Late Work:

In order to succeed in this class, and in order for this class to succeed, you will need to complete the coursework on time. If you fail to turn in the assignment on time, your assignment grade will drop an entire letter, including MAJOR ASSIGNMENTS, e.g., a “B” becomes a “C” automatically. Anything more than 4 days late becomes a zero given how fast we need to move here. If you are having difficulty meeting a deadline, please reach out to me as soon as possible and I'm sure we can figure something out. I am happy to work with you to get things back on track if you are dedicated to the task. I reserve the right to consider unusual and/or extenuating circumstances.

ePortfolio:

We will be using an ePortfolio to capture your work and, perhaps, most importantly, your attempts at and reflections on *revision* this semester. We'll delve deeper into specifics, but for now, please get your head around the idea that this class, this community, is focused on incremental and noticeable development—your work starts somewhere and keeps going, and that “going” is what we intend to get into motion this term. I'm thinking in terms of life-long

learning here. There's no such thing as mastery of a subject in a single semester, right?

Journals:

You will be tasked with writing roughly a dozen or so journal entries. Treat the journals seriously and you will earn full credit. Journals are either/or: Completed and sent on time satisfactorily (within reason) or not done. Journal work, which is really GROWTH AND REFLECTIVE WORK, is done on time for full credit (FULL) or not at all (ZERO). Locate your work on your JOURNAL PAGE and send me the link to your JOURNAL PAGE on time and indicate in the subject line of the email what you're sending. Make it easy for me to evaluate by LABELING each journal clearly.

These entries could be a series of analytical questions or sometimes just an outline. **Entries should be 200ish words if not otherwise indicated.**

The purpose of the journal is to spend time away from the "classroom" thinking and reflecting on class activity and performance. These are very much writings for public consumption within *this* classroom and I will likely draw on your responses to share with the class from time to time.

Attendance and Participation:

Attendance and active participation are *necessary* to succeed in this class. This course requires a significant amount of online writing and discussion. You cannot succeed by just "popping in" the discussion boards at the end of the week. This is a process-oriented course requiring significant amounts of scaffolding writing, group work, rehearsal, revision, and virtual discussion. Robust participation in our discussions, which will take the form of discussion question posts, is how I'll evaluate your participation. There will be roughly **3 posts** for discussion per week with a timeframe on the schedule for when/what/where things need to happen—these may vary week-to-week, so stay on your toes. You'll earn points toward your final grade by satisfactorily completing these smaller assignment—instructions will be on the weekly schedule, which will always be posted by **Sunday** for the upcoming week.

Please post MORE than "I agree/do not agree." This will not be considered an adequate response. **Why** do you agree or disagree? Give specific details and examples which demonstrate your understanding of the topic. This response will be based on more than your personal opinion, it will demonstrate evaluation and analysis of the topic, and ideally, push the **DISCUSSION forward.**

\ For Non-speech posts: A good **original** response is roughly 3-4 sentences. A good **response to your peers' posts is roughly 3-4 sentences.** More than that isn't necessarily better.

\ For Speech posts: Post the "dry-run" of your speech. A good response uses the rubric for that speech and responds in the following way: Offer peer review for each member of your group in the following way: 2 things that are succeeding, and 1-2 things that could use improvement in terms of clarity, message, focus, body language, eye contact, presence, and energy. 3-4 full sentences is basically perfect.

While I won't be scrutinizing these responses as carefully as, say, a formal speeches, it is always important to proofread your communications for grammar and spelling. Too, textspeak/internet-y slang (e.g. "C u l8r" instead of "See you later" or, "its writin SZN!" instead of "it's writing season!") isn't quite appropriate for our intellectual forum. Plus, I'm old and need you to help me understand what you're saying!

Be warned: It is likely you will not pass the class if you miss more than 3 of these posts.

FIRE AND BRIMSTONE!:

Because of the nature of this course, class attendance is required. **Participation CANNOT BE MADE UP, repeat, underscore, exclamation point!** You are responsible for keeping yourself on task and keeping up with the assignments. I will not hound you for missing work/assignments. You must be in control of your time and effort for this course to succeed.

Speech Workshops and Revision:

You will post a first draft ("dry-run") of your major speeches online in the appropriate spot on our course site by the due date assigned for your peers to workshop. You need to have facility with Youtube for this to work, so please follow the **Youtube and Video Creation HANDOUT** and get savvy immediately—if you delay, the course cannot and will not wait for you to figure this particular element out. After you have had a chance to revise/practice/rehearse your speech based on your peers' feedback, you will re-record the speech and email me the link to the final version of the speech for a grade. Use your peers—exploit their knowledge and feedback during the workshop. Dry-run speeches will not count as final speeches.

I will provide specific feedback using the rubric and email your evaluated speech back to you. You'll need to be on your toes and ready to receive my notes, so be vigilant with email. I will send a voice memo with feedback and filled out rubric.

Other Concerns:

Throughout the semester we may be discussing some **controversial social issues**. I encourage you to think critically about these issues and to contribute positively by respecting others' views. If you cannot be respectful to your fellow classmates (and me!), you will not be welcome in my class.

Accessibility and Documented Disabilities:

The University of New England will make reasonable accommodations for students with documented disabilities. Any student eligible for and needing academic adjustments because of a disability are requested to speak with the professor at the beginning of the semester. Registration with Disability Services, located in Stella Maris 128 (ext. 2815) on the Biddeford Campus and the Lower Level of Ginn Hall (ext. 4418) on the Portland Campus, is required before

accommodation requests can be granted.

Midterm Academic Progress Reports:

The University of New England is committed to the academic success of its students. At the midterm of each semester, instructors will report the performance of each student as SATISFACTORY (S) or UNSATISFACTORY (U). Instructors will announce when these midterm academic progress reports will be available for viewing via Uonline. This early alert system gives all students important information about progress in their courses. Students who receive an UNSATISFACTORY midterm report should take immediate action by speaking with their instructor to discuss suggestions for improvement such as utilizing the services of academic advising, the Student Academic Success Center, Counseling Services, and Residential Education. Students with documented disabilities are entitled to certain accommodations in the classroom. If you need accommodation, please contact me immediately.

Final Note:

By remaining in this class, you are agreeing to the terms of this course policy. If you have any questions or concerns about the course/course policies at any time, please do not hesitate to contact me. I look forward to working with each of you!

Bottom Line, Quite Literally: I'm committed to bringing with me as much energy and focus as I bring to a live class—I hope you are too! There are a lot of rules/regs/and details here, *I know*, but it's not meant to be soul-crushing. We just need to hit the ground running in this short semester. If you have a question, shoot me an email. Most days, you'll hear back from me within an hour.
