

# CT101: Public Speaking

## Central Methodist University

### 1<sup>st</sup> Class – Spring 2018

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**Catalog description:** Students study the theory of speech communication to develop skills in public-speaking situations. Topics include the speech-communication process, ethics, listening, intercultural considerations, speech-topic selection, audience analysis, research, use of evidence in a speech, speech organization, language usage, speech delivery, presentation aids, and the types of public speaking. Students present introductory, impromptu, informative, and persuasive speeches as well as group presentations to improve their public speaking skills.

#### Course materials:

Lucas, Stephen E. *The Art of Public Speaking, 9th Ed.* McGraw Hill.

**Course objectives: Public speaking** is a skill that is essential to both societal and individual well-being. It is important not only in your path through high school and college but **will also be important in your career**. When you consider its role in our society, your career, and social life, you will realize that public speaking is very important!

In this course you will have the opportunity to improve your competence as a public speaker, but also as an effective listener. It is my goal that each of you becomes a more confident, ethical speaker, as well as finding yourself enjoying the experience. The specific objectives for the semester are:

1. Learn the concepts, principles, and theories necessary for understanding public speaking.
2. Understand your ethical responsibilities as a public speaker, and understand how it can be used to promote the common good. A desire for you to use your speech for the well-being of those around you, and develop an ability to discern and analyze ethical issues in public speaking.
3. Develop specific skills related to presenting an effective speech such as: audience analysis, conducting research, organizing material, using language and delivery style elegantly, properly using presentational aides, and more.
4. Develop specific skills related to effective listening such as critical evaluation of content, responding appropriately to the speech, giving constructive feedback, and more.
5. Start to enjoy public speaking, and find yourself looking forward to giving speeches.

#### Course assignments:

Impromptu Speech	10 pts.
Interpretive Reading Speech	20 pts.
Self-Introduction Speech	20 pts.
Informative Speech	100 pts.
Persuasive Speech	100 pts.

Chapter Quiz (5 selected-random chapters, 5 pts. each)	25 pts.
Final exam	50 pts.
Class participation	<u>25 pts.</u>
Total	350 pts.

**Description of Major Assignment(s)/Project(s):**

- A. **Impromptu speech:** 1 to 3 minutes, various topics will be made available from teacher from a random list. Think about it for a moment, and start talking about whatever comes to mind about the topic.
- B. **Interpretive Reading speech:** 5 to 10 minutes, pick selection(s) from a novel or short story or poetry or play or a children’s story. Bring the words to life on the page.
- C. **Self-Introduction speech:** 2 to 4 minutes, select 2 or 3 things about yourself and expand on them a little bit. Does require some sense of introduction and conclusion. You may choose to “Introduce” (talk about) another person in class & they, in turn, “introduce” you.
- D. **Informative speech:** 5 to 8 minutes. Choose a topic that you would like to tell us about. An outline & bibliography required.
- E. **Persuasive speech:** 5 to 8 minutes. A persuasive speech of your choice-either fact, value, or policy. An outline & bibliography required.

**All IR, Inform, & Persuasive topics must be approved by the Instructor prior to the day you’re to present the speech.**

**Letter Grade Conversion:**

Total points available = 350

- 350 - 314 = A
- 313 - 277 = B
- 276 - 240 = C
- 239 - 203 = D
- 202 - 0 = F

**Grading:** It is my philosophy that if you settle for “OK” then your grade will reflect that. Try not to talk yourself into the feeling you can’t do this or that well. We can’t be great at everything, HOWEVER, you can do better than you think IF you give “it” an honest effort.

Grading will be done as follows:

**F:** Represents performance that fails to meet the course requirements and is unworthy of credit. This work shows serious deficiencies in regard to the expectations for the assignment.

**C:** Represents achievement that meets the course requirements in every respect. This score **does not indicate any shortcoming**. All the work was done adequately, and the work showed basic understanding of the course material.

**B:** Represents achievement that is above the level necessary to meet course requirements. Not only were all the basic expectations met, it exceeded minimum expected quality levels. This work probably showed one or more of the following characteristics: good understanding of the class material, thoroughness in thought and preparation, no serious procrastination.

**A:** Represents achievement that is outstanding relative to the level necessary to meet course requirements. This work is great in every respect, and represents the highest level of achievement.

**ADA policy:** Students with documented disabilities that may need academic adjustments or auxiliary aids or services for this course should register with the Center for Learning & Teaching. Thereafter, you are invited to schedule appointments to see me and we can discuss the necessary accommodations and other special needs you might have and I will respond in order to ensure your ability to succeed in the course.

### **Course policies:**

**Attendance** Good attendance is a strong predictor of academic success. This is just as true in a math course as it is in a communication course, where the skills learned tomorrow require mastery of the skills we learn today. When a student cannot attend class he/she must notify the instructor. I do understand that some things come up that are unavoidable, but you need to keep me informed of these problems. There is very little I can do after the fact, so let me know in advance or as soon as possible if you are missing or have missed class. However, depending on the legitimacy of the absence, missed class assignments (quizzes, etc.) may or may not be made up. Your final grade will be reflect an excessive amount of absents.

**Make-up exams/assignments** Absolutely no late work will be accepted after the final exam period.

**Quizzes** In class quizzes will be given throughout the semester for five chapters. They are 5 true/false statements worth 1 point each.

**Academic Conduct** This policy is taken very seriously. Students caught breaking this policy will receive a zero for the assignment and will be reported to your Principal and to the CMU Dean. Students who are dishonest more than once will fail the class. As per the course catalog: *Academic Conduct requires that each person accept the obligation to uphold professional standards in all academic endeavors. Any conduct that unprofessionally represents a student's academic performance violates CMU's Academic Conduct Policy. Unprofessional practices include but are not limited to the following:*

- a. **CHEATING** in any form (e.g., ghost-written papers; cheat sheets or notes; copying during exams, quizzes, or other graded class work; allowing any-one access to your courseware account to misrepresent their coursework as yours, or your coursework as theirs, etc.);
- b. **UNAUTHORIZED COLLABORATION** with others on work to be presented in ways contrary to the stated rules of the course or the specifications of a particular assignment;
- c. **STEALING** or having unauthorized access to examination or course materials,
- d. **FALSIFYING INFORMATION** (records, or laboratory or other data);
- e. **SUBMITTING WORK PREVIOUSLY PRE-SENTED IN ANOTHER COURSE** without the advance consent of the second instructor;
- f. **ASSISTING ACADEMIC MISCONDUCT** (intentionally or unintentionally)—This includes allowing any other student to use or submit your academic work or performance, or other academic work supplied by you, under a name different from the author of the work; and
- g. **PLAGIARISM**. Plagiarism includes but is not limited to (1) representing as your own work a paper, speech, or report written in whole or in part by someone else (from the un-credited use of significant phrases to the un-credited use of larger portions of material), including material found on the internet, (2) failing to provide appropriate recognition of the sources of borrowed material through the proper use of quotation marks, proper attribution of paraphrases, and proper reference citations. Always provide appropriate recognition of all borrowed materials and sources.

**Classroom conduct** Students must conduct themselves so others will not be distracted from the pursuit of learning. Students may be disciplined for any conduct, which constitutes a hazard to the health, safety, or well being of members of the school or which is deemed detrimental to the school's interest. In order to maximize class efforts, I require cooperative behavior in the class. It is expected that students are in attendance and ready to participate in class each day. Please respect others in the class for their experience and ideas.

**Speech Etiquette** On the days of presentations, those individuals performing should not be interrupted by latecomers. **Please wait until you hear applause before entering.** Additionally, there will be no in-class studying, preparation of notes, texting, etc. during presentations. You will be asked to leave and counted as absent for the day.

**Appearance in class** This is a communication class, and a student's appearance in class sends non-verbal messages to others. Therefore no hats or dark glasses are allowed in class. Eyes are an important mode of non-verbal communication. Students caught reading other materials, doing homework for another class, sleeping, or any other behavior that is not related to this class will be asked to leave class and will be counted as absent for that day. Laptops may not be used in class without prior approval.

**Cell phones and Computers:** All electronic devices need to be silenced in class (mobile phones, pagers, and alarms). You will get one warning (per semester), after the warning I will ask you to leave class and you will be counted absent for that day. This includes texting in class. I should never see your phone during class time. You should only take notes from this class with your computer.

**Out of Class Expectation** You must take responsibility for your own learning. By taking ownership you understand that not all of your learning will take place in the classroom. For every hour of class time you are expected to study two hours outside of class. This may include, but is not limited to: reading, study groups, exercises, or activities.

**Inclement weather** I am commuting from Columbia and may need to cancel class if the roads are impassible. In the case of an absence, I will post it and call your school as soon as I have made that decision. If class is cancelled, an alternative assignment **may** be posted, and you will be responsible for the completion of that activity as an alternative to class. Likewise, I will pay close attention to your schools cancelation.

**Creed** The Central Methodist University Community believes in:

Seeking knowledge, truth, and wisdom;

Valuing freedom, honesty, civility, and diversity;

Living a life of service and leadership;

Taking responsibility for ourselves and the communities in which we live.

**Mission** Central Methodist University prepares students to make a difference in the world by emphasizing academic and professional excellence, ethical leadership, and social responsibility.

***This syllabus serves as a contract between the student and the instructor. However, at the discretion of the instructor, the schedule is tentative to change a bit due to extenuating circumstances: ie.-no school days, weather, total number of students for that hour, etc.***

<i>Date</i>	<b>Topic/Reading due</b>
<b>Wed. Jan. 17</b>	Introduction to class
	Introduction activity
<b>Mon., Jan. 22</b>	CH1: Speaking in Public
	<i>Impromptu Speech</i> & Interpretive Reading example
	CH 2: Ethics
<b>Mon., Jan 29</b>	CH 3: Listening
	CH 4: Selecting a Topic and Purpose
<b>Mon., Feb. 5</b>	<i>Interpretive Reading Speech</i>
	<i>Interpretive Reading Speech</i>
	<i>Interpretive Reading Speech</i>
<b>Mon., Feb. 12</b>	CH 5: Selecting topic & purpose
	CH 6: Gathering Materials
	CH 7: Supporting your Ideas
<b>Mon., Feb. 19</b>	<i>Self-Introductory speeches</i>
	<i>Self-Introductory speeches</i>
	<i>Self-Introductory speeches</i>
<b>Mon., Feb. 26</b>	CH 9: Beginning and Ending the Speech
	CH 10: Outlining the Speech
	CH 8: Organizing the Body of the Speech
<b>Mon., Mar. 5</b>	CH 14: Speaking to Inform
	CH 11: Using Language
	CH 12: Delivery
<b>Mon., Mar. 12</b>	CH 13: Using Visual Aids
<b>Mon., Mar. 19</b>	Spring Break
	No Speech Class
<b>Mon., Mar. 27</b>	<i>Review and Informative Speeches begin</i>
<b>Mon., Apr. 2</b>	<i>Informative speech</i>

<b>Mon., Apr. 9</b>	<i>Informative Speech</i>
<b>Mon., Apr. 16</b>	<i>Persuasive Speech</i>
<b>Mon., Apr. 23</b>	<i>Persuasive speech</i>
<b>Mon., April 30</b>	Chapters 17 & 18
<b>Mon., May 7</b>	Final Exam, and any make-up speeches

The above schedule is tentative. There are variables that may change it.