

**Speech 2001 The Major Forms of Oral Discourse      2013-2014**

**Section:** 002      **Email:** shalpern@uwo.ca  
**Time/Room:** Wed., 6-9pm, UCC 65      **Office:** UC 206B  
**Instructor:** Sonia Halpern      **Office hours:** Tues., 11-1pm

**COURSE DESCRIPTION**

Speech 2001 is an intensive practical course dedicated to developing and refining skills in effective oral communication. Students are expected to speak frequently; emphasis is on direct address before a group, with effective organization of ideas, clarity of expression, and use of rhetorical strategies and tactics. All aspects of the arts of delivery, the logical construction of arguments and their support, effective arrangement of material, rhetorical analysis of speeches (both written and oral), and effective use of statistics, testimony, evidence, and examples will be included. In addition, emphasis is placed on acquiring and applying communication theory and on developing listening and critical skills, including peer evaluation.

Because of the workshop nature of the course, attendance and participation are mandatory. Failure to present a scheduled speech might result in a grade of zero for the assignment. No audits allowed. No Final Examination.

**Course Text:**

Fraleigh, Douglas M. and Joseph Tuman with Illustrations by Peter Arkle. *Speak Up! An Illustrated Guide to Public Speaking*. Second Edition. Bedford/St. Martin's, Boston, 2011.

**Assignments:**

Impromptu Speech	5%
Demonstration Speech	5%
Social Speech	5%
Informative Speech	10%
Persuasion Speech	10%
PowerPoint Speech	10%
Group Presentation	10%
Final Speech	15%
Peer Critique (5% x 2)	10%
Social-Occasion Manuscript	5%
Final Speech Outlines	5%
Quiz: Rhetorical Analysis	10%

**Note:** In addition to the above assignments, individual instructors will create assignments involving listening skills, quizzes, rhetorical analysis, peer evaluation, and manuscript evaluation; the total value of these assignments will be 30% of the final grade. Notice of the

distribution and weight of these assignments will be indicated by section instructors in their course syllabi.

In addition to these graded assignments, students are expected to engage in a number of ungraded exercises and practice speeches, particularly near the beginning of the course.

Please notify instructor **prior** to your scheduled speaking time *if* you are unable to give your presentation.

**\*Attendance and Missed/Late Assignment Policies:**

Because of the workshop nature of the course, attendance is very important. Attendance is required to improve as a speaker. If you miss more than twelve hours of class meetings (the equivalent of four weeks of class meetings) your final grade will be penalized a full letter grade (for example, an earned grade of 80% would be reported as a 70%); if you miss more than eighteen hours of class meetings, you will not be given a passing grade for the course. This policy will only be waived for medical or compassionate reasons. If you have evidence that would support waiving an absence of one class meeting, provide it to your instructor within one week of that absence. In the case of a medical reason, please see the medical policy outlined below and have a Counselor in your Faculty contact the instructor. If your absence is extended and prolonged (over one week of continuous non-attendance), then you should discuss it with your academic advisor in your home faculty. That advisor may then contact all of your instructors. See the Policy for Medical reasons in the Information for Students in the Writing Program document on the course website.

A missed speech results in a zero grade *unless* there are extenuating circumstances to do with health or other unusual circumstances. If required by individual instructors, outlines (keybarded) are due *immediately* following your presentation. Critiques are due one week after the presentation under analysis; please provide two copies of your critique. On the day you are presenting a speech, you are required to be at class on time. If you are not on time, you will receive a penalty of minus 10% on your speech.

**\*Note:** a class meeting missed in order to write a test, exam, or other form of ‘make-up class’ in another course ***will*** count as non-attendance, and ***will*** attract penalties as defined above if applicable. Instructors at the University of Western Ontario ***shall not require*** a student to write a make-up test or similar at times which conflict with that student’s other scheduled class times. If you are asked or ‘required’ to do this, you should immediately contact an academic counselor in your Dean’s office. If you elect to miss a class in order to write such a test, that is ***your*** choice; your absence will not be excused.

**E-mail policy:**

Instructors will notify students of their e-mail policies. Please note that UWO Instructors can respond only to UWO e-mail addresses. Grades can be communicated only through the Mail aspect of Sakai (Owl), not through UWO e-mail.

**Classroom Computer-Use Policy:**

Speech 2001 is not only about public speaking but also about acquiring good listening skills, skills essential in human relationships of all kinds. Thus, it is not appropriate to use technology

(such as, but not limited to, PDAs, laptops, cellphones) in the classroom for non-classroom activities. Such activity is disruptive and distracting to other students and to the instructor and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

### **Medical Accommodation Policy:**

(For UWO Policy on Accommodation For Medical Illness, see:

<http://www.uwo.ca/univsec/handbook/appeals/medical.pdf>

[downloadable Student Medical Certificate {SMC}: <https://studentservices.uwo.ca> under the Medical Documentation heading])

Students seeking academic accommodation **on medical or other grounds** for any missed tests, exams, participation components and/or assignments **worth 10% or more of their final grade** must apply to the Academic Counseling office of their home Faculty and provide documentation. Academic accommodation on medical grounds cannot be granted by the instructor or the Program in Writing, Rhetoric, and Professional Communication, and the Program requires students in these circumstances to follow the same procedure when seeking academic accommodation on non-medical (i.e. non-medical compassionate or other) grounds.

Students seeking academic accommodation **on medical grounds** for any missed tests, exams, participation components and/or assignments **worth less than 10% of their final grade** must also apply to the Academic Counseling office of their home Faculty and provide documentation. Where in these circumstances the accommodation is being sought on **non-medical grounds**, students should consult in the first instance with their instructor, who may elect to make a decision on the request directly, or refer the student to the Academic Counseling office of their home Faculty.

Students should also note that individual instructors are not permitted to receive medical documentation directly from a student, whether in support of an application for accommodation on medical grounds, or for other reasons (e.g. to explain an absence from class which may result in a grade penalty under an 'Attendance' policy in the course). **All** medical documentation **must** be submitted to the Academic Counselling office of a student's home Faculty.

**Students who are in emotional/mental distress should refer to MentalHealth@Western: <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help."**

### **Special Requests: Special Examinations, Incomplete Standing, Aegrotat Standing:**

Please refer to the "Information for All Students in a Writing Course" for more detailed information. Briefly, remember that instructors do not have the discretion to initiate, consider, or grant (or not) such requests; you must go directly to the Dean's office of your home faculty.

### **Plagiarism:**

The University Senate requires that the following statement on plagiarism be included on all course syllabi:

"Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: <http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf>

Students must write their analyses and assignments in their own words. Whenever students take an idea or a passage of text from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations.

Plagiarism is a major academic offense (see Scholastic Offence Policy in the Western Academic Calendar).

When you give a speech, be prepared to give sources if questions are asked at the end of a speech. Using credible and cited sources is an important aspect of *ethos* in public speaking.

**Prerequisites:**

Unless you have either the prerequisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

**Owl (Sakai)**

Assignments, when they are assigned, will be posted on our Sakai course site. Modifications to the schedule may occur from time to time, but students will be notified by e-mail if this occurs.

**Goals/Outcomes**

Upon finishing this course in public speaking, a student will be able to

- ❖ Speak effectively and confidently
- ❖ Understand and apply ethical theories
- ❖ Explain the differences between informative and persuasive rhetoric
- ❖ Craft, support, and communicate different types of arguments
- ❖ Develop critical listening skills
- ❖ Give and receive feedback
- ❖ Incorporate feedback into future speeches
- ❖ Construct research-based arguments
- ❖ Understand and apply Group Communication Theory
- ❖ Create Rhetorical Analyses, both written and oral
- ❖ Develop and deliver an Epideictic or Special Occasion Speech
- ❖ Incorporate audience analysis into speech preparation
- Work effectively in groups
- Integrate Classical Rhetorical Technique into contemporary speaking practices

## SCHEDULE

<b>Class #/Date</b>	<b>Topic</b>	<b>Reading</b>	<b>Assignments/Activities</b>
1. Sept. 11 2013	<b>Introduction to Course</b> <b>Intro to Public Speaking</b>	Ch. 1	<b>-Introductions (Exercise)</b> -Brainstorm Topics -Assign: "Object" Talk
2. Sept. 18	<b>Speech Prep and Anxiety</b> <b>Ethics</b>	Ch. 2 Ch. 3	-Discussion about Speech Anxiety <b>-"Object" Talk (Exercise)</b> -Establish Speaking Order -Assign: "Pet Peeve" Talk
3. Sept. 25	<b>Listening</b> <b>Audience Analysis &amp; Topic Selection</b>	Ch. 4 Ch. 5, 6	-Listening Exercise (if time permits) <b>-"Pet Peeve" Talk (Exercise)</b> -Assign: "My Brush with Fame" Talk -Assign: Demonstration Speech (see pp. 463-64)
4. Oct. 2	<b>Research</b> <b>Supporting Materials</b>	Ch. 7 Ch. 8	<b>-"My Brush with Fame" Talk (Exercise)</b> -Assign: Peer Critique (see pp. 116- 18)
5. Oct. 9	<b>Special-Occasion Speeches: Organization and Development</b>	Ch. 18	<b>-Demonstration Speech (5%)</b> <b>-Peer Critique (5%)</b> -Assign: Special-Occasion Speech: Manuscript (see pp. 389-92)
6. Oct. 16	<b>Organizing</b> <b>Introductions, Conclusions</b> <b>Outlining</b>	Ch. 9 Ch. 10 Ch. 11	<b>-Demonstration Speech Cont'd</b> <b>-Peer Critique Cont'd</b> -View/Discuss Special-Occasion Speeches
7. Oct. 23	<b>Language and Style</b> <b>Delivery and Stylistic Devices</b>	Ch. 12 Ch. 13	-Delivery Exercises <b>-Rehearsal of Special-Occasion Speech</b>
8. Oct. 30			<b>-Special-Occasion Speech (5%)</b> <b>-Special-Occasion Speech Manuscript (5%)</b> -Assign: Informative Speech
9. Nov. 6	<b>Informative Speeches:</b>	Ch. 15	<b>-Special-Occasion Speech Cont'd</b>

	<b>Organization and Development</b>		- Discuss Informative Speech
<b>10. Nov.13</b>	<b>View Speech Videos</b> <b>Audio Presentation Aids</b>	Ch. 14	-Discussion of Sample Speeches -Assign: Peer Critique <b>-Rehearsal of Informative Speech</b>
<b>11. Nov. 20</b>			<b>-Informative Speech (10%)</b> <b>-Peer Critique (5%)</b>
<b>12. Nov. 27</b>			<b>-Informative Speech Cont'd</b> <b>-Peer Critique Cont'd</b> <b>-Catch-Up Presentations</b>
<b>13. Dec. 4</b>	<b>Impromptu Speaking: Tips and Applications</b>	See pp. 394-96	-Practice Impromptu Speaking
	<b>WINTER BREAK</b>		
<b>14. Jan. 8 2014</b>	<b>Introduce Persuasive Speaking</b>		-“Assign”: Impromptu Speech <b>-Impromptu Speech (5%)</b> -Assign: Persuasive Speech -Sample and Discuss Persuasive Speeches
<b>15. Jan. 16</b>	<b>Persuasive Speaking: Organization and Development</b> <b>Methods of Persuasion</b>	Ch. 16  Ch. 17	-Sample and Discuss Additional Persuasive Speeches <b>-Rehearsal of Persuasive Speech</b>
<b>16. Jan. 23</b>			<b>-Persuasive Speech (10%)</b> -Assign: PowerPoint Presentation
<b>17. Jan. 30</b>			<b>-Persuasive Speech Cont'd</b> -Assign: Final Speech (plan, research, consultation)
<b>18. Feb. 5</b>			<b>-PowerPoint Presentation (10%)</b>
<b>19. Feb. 12</b>			<b>-PowerPoint Presentation Cont'd</b> <b>-Catch-Up</b>
	<b>CONFERENCE WEEK</b>		

<b>20. Feb. 25</b>			-Assign: Group Presentation (form groups, pick topics, share ideas) <b>-Rehearsal of Final Speech</b>
<b>21. Mar. 5</b>			<b>-Final Speech (15%)</b> <b>-Final Speech Outlines (5%)</b>
<b>22. Mar. 12</b>			<b>-Final Speech Cont'd</b>
<b>23. Mar. 19</b>			-Group Presentations' Planning and Preparation <b>-Quiz: Rhetorical Analysis (10%)</b>
<b>24. Mar. 26</b>			<b>Group Presentation (10%)</b>
<b>25. Apr. 2</b>	<b>Conclusion</b>		<b>Group Presentation Cont'd</b>