

SAN CARLOS APACHE COLLEGE



Syllabus: SPE 110 Public Speaking

Course Information

<u>Course Prefix/Number:</u> SPE 110	<u>Credit Hours:</u> 3
<u>Semester:</u> Summer 2022	<u>Course Title:</u> Public Speaking
<u>Class Days/Times:</u> M/W, 5:15 - 6:55pm	<u>Room:</u> SCAC MB-10 (Old Council Chamber) Remote students will participate over zoom
<u>Dates:</u> May 23– July 21, 2022	

<u>Instructor Information:</u> Mike Kim mike@apachecollege.org (408)771-4282 (message)	<u>Office Location:</u> WIOA Building <u>Office Hours:</u> By appointment
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Course Description:

This course exists to help students grow in their personal knowledge of, confidence in, and skills revolving around speaking in public. The working assumption of this course is that having the ability to clearly, confidently, and articulately speak up in public greatly increases our ability to influence people. Whether in the personal or professional world, that social credibility and influence translates into leadership – formally recognized or informally granted. This course will help students overcome obstacles that prevent them from articulating their authentic, confident selves in public.

Course Objectives:

During this course, students will demonstrate acquired knowledge and practical skills that increases interpersonal influence in the student's social circles and networks through their spoken words. Each student will improve in the following skills: monitoring and managing personal nonverbal cues, recognizing the components of rhetorical analysis in speech writing, creating and delivering several types of public speeches (introductory, informative, persuasive, and special occasion), learning to use visual aids in the speech-making process, and evaluating components of a good speech. The end goal is to level students up in their confidence and skills, so they can grow as influencers and leaders in their personal and professional relationships.

Texts and Materials:

Jaffe, Clella Iles (2016). *Public Speaking: Concepts and Skills for a Diverse Society*, 8th edition. Boston: Cengage Learning

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Student Learning Outcomes (SLOs):

1. Learn the importance of non-verbal communication, develop self-awareness of one's own usage of it in the speech-giving process, and gain monitored/observed/evaluated experience in one's usage of it in a public speech.
2. Learn the importance of rhetorical principles in the speech-making process and be able to competently utilize them in the creation, presentation, and evaluation of a speech.
3. Identify appropriate visual aids for the speech-making process and competently utilize them in a persuasive and/or informative speech context.
4. Learn various speech note/manuscript options and gain experience in using several different kinds for visual prompting for both speakers and audience.
5. Learn to overcome stage fright by successfully completing four different types of speeches for different occasions.

Cultural Component: We are all on the life transformation journey together. In this journey, we will respect all people and opinions. We will grow in our tolerance of others who differ from the way we look, what we believe/value, or the way we choose to live. We encourage students to compare and contrast the differences in our traditional culture from contemporary business and educational cultures. While exploring those differences, we encourage each student to draw their own lines and find the balance that feels best beneath their feet.

Course Structure: Since this is a hybrid class, classes will meet in person but concurrently on zoom. Class time will be devoted to equipping students to write and deliver speeches. Online students are expected to participate in live classes with cameras on. They will also be expected to deliver speeches live over zoom during class hours to both a local in-person and zoom class audience (more details to follow). These guidelines are in place to ensure online students will derive the full benefit of live, dynamic classroom participation – both speaking and hearing.

Course Timeline:

Week 1 **Course Overview and Syllabus Review**
(05/23/22) **Aristotle's Triad: Ethos**
 5 Canons of Rhetoric

Introduction Speech Overview
Read Jaffe, Ch.2-4

Week 2 **No Class Monday – Memorial Day**
(05/30/22)

Introduction Speeches
Read Jaffe, Ch.5-6

Week 3 **Informative Speech Overview**
 Nonverbal Communication Factors

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(06/06/22) **Read Jaffe, Ch.7-9**
Aristotle's Triad: Pathos, Logos
Using Visual Aids
Notes, Manuscripts, and Speech Prompts
Read Jaffe, Ch.10-11

Week 4
(06/13/22) **Informative Speeches**
Read Jaffe, Ch.13, 15

Persuasive Speech Overview
Read Jaffe, Ch.12, 16-17

Week 5
(06/20/22) **Persuasive Speeches**
Read Jaffe, Ch.14, 18

Week 6
(06/27/22) **Ceremonial Speech Overview**
Course Catch Up; Reflection Paper Work

Week 7
(07/04/22) **No Class Monday – Independence Day**
Ceremonial Speeches

Week 8
(07/11/22) **Ceremonial Speeches**
Reflection Paper due
Course Feedback

Evaluation and Grading:

<u>Assignment</u>	<u>Points Possible</u>
Class Participation	50
Four Speeches: Introductory, Informative, Persuasive, Ceremonial (50 each)	200
Reflection Paper	50
<u>Total points possible</u>	<u>300</u>

Point Scale

240-300 pts = A
200-239 pts = B
120-199 pts = C
80-119 pts = D
Under 79 = F

SPE 110 Assignments: Class Participation (50), Four Speeches (50 points each), Reflection Journal (50).

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Speeches: After course instruction, each student will write and deliver: an Introductory Speech, an Informative Speech, a Persuasive Speech, and a Ceremonial Speech. *Completion of all these speeches are REQUIRED to pass this class.*

Introductory: 3-4 minutes. The purpose of this speech is to introduce yourself in an efficient, meaningful, and personal way. What 3-4 things do you want people to know about you? And what ONE thing do you want them to REALLY know about you? Your heritage, ethnicity, culture, personality traits, hobbies/interests, your greatest successes, your goals/dreams? To try to fit it all in would sound like an online dating profile and would lose impact. You must find a way to share just a few aspects of who you are in an interesting, authentic, and meaningful way.

You can create the scenario however you like: first day on the job, first day of class, first day in the dormitory, speaking at church, speaking to a club, etc. *The goal is NOT to tell people everything about you in 3-4 minutes. The goal is to make people feel like they have a sense of who you are and possibly even WANT to get to know you more after 3-4 minutes.*

Informative: 4-5 minutes. The purpose of this speech is to “inform” your audience about something – a person, a process, an item/object, an idea, a teaching, an event, a skill – in which you are quite knowledgeable. It would be wise then to pick the subject matter based on something that you know a lot about but others may not. Examples could be how to make frybread, steps for buying a car, four things to know before fishing for the first time, martial arts – what you need to know, gun safety – 4 non-negotiable tips, 4 easy exercises you can fit into your busy schedule, how to meal plan a healthy menu for a large family, etc.

You don’t have to convince (that’s for the persuasive speech). You just need to inform and possibly demonstrate. Some sort of visual prop should be incorporated: to illuminate or demonstrate. *The goal is to get the audience to feel more knowledgeable about and potentially interested in your subject matter after 4-5 minutes of your “infomercial.”*

Persuasive: 5-6 minutes. The purpose of this speech is to persuade your audience to consider shifting their attitudes and feelings towards a controversial topic. You may even be calling the audience to some sort of tangible action step. Examples could be why people should boycott _____, why natives should not support the mining industry, why we should vote against the legalization of marijuana, why the tribe should start a dispensary business, why native Christians should or shouldn’t be open to more traditional native practices or ceremonies, why San Carlos should adopt harsher penalties for drug dealers or bootleggers, why the tribal council should invest money in a rehab facility or transition house, why there should be term limits on tribal council members, why we need a different approach to childhood obesity and diabetes, etc.

Because the topic must be on the controversial side or on the-audience-is-hard-to-change side, presenters should utilize research, study, quotes, expert opinion, or other data that would help “persuade” the audience. As such, the use of power point (or poster boards for remote students) is strongly recommended. Presenters should also anticipate and address counterarguments to their position by including a rebuttal section. *The goal is to get the audience to be more open or closed to a controversial position and possibly even take an action step after 5-6 minutes.*

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Ceremonial (Special Occasion): 4-5 minutes. The purpose of this speech is to meet the objectives of a specific special occasion that usually involve honoring a person, place, or event and also informing/inspiring the audience. Examples are: 1.) an “after dinner” or special toast speech that honors a person, couple, organization, or event, 2.) a commemorative/memorial speech that honors a person or a famous event, or a 3.) a “graduation” speech that honors the college/teachers and also summarizes what you learned – for the purpose of inspiring other students. *The goal is to get the audience to feel inspired and honored/excited to be participating in the special event after 4-5 minutes.*

Class Participation: The bases of class participation are 1.) the student’s on-time, continuing presence in class, 2.) the student’s verbal and non-verbal participation in class discussion, and 3.) the student’s timely completion of all assignments. Students are encouraged to show up early, regularly, and ready to engage in each class.

Reflection Journal: This is an informal, reflective writing piece based on your journey from the beginning to the end of the class. Suggested length is one page, three paragraphs of at least 5-7 complete sentences each. The purpose of journal writing is to give you a chance to reflect on what you have learned. The total number of points you can receive is 50 points. **(If a submission is late, points will be deducted from the assignment).**

Course Outline:

- I. Communication Challenges
 - A. Internal Communication Noise
 - B. External Communication Noise
- II. Nonverbal Communication Factors – What You Really Say
 - A. Body Language
 - B. Vocal Factors
- III. Five Canons of Rhetoric (Five Categories of Speech Writing)
 - A. Invention
 - B. Arrangement/Disposition
 - C. Language/Style
 - D. Memory
 - E. Delivery
- IV. Rhetorical Factors: Aristotle’s Triad
 - A. Ethos
 - B. Pathos
 - C. Logos
- VI. Visual Aids
 - A. Props
 - B. Slides
- VII. Speech-Notes Systems and Challenges
 - A. Manuscripts vs. Outlines
 - B. Notecards/Post-Its & Peg Systems
- VIII. Types of Speeches
 - A. Introductory

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- a. Where you're from, Who you're from
- b. What you're doing/ What you're passionate about/drives you
- c. Where you're going
- B. Informative
 - a. What you're an expert in/going to demonstrate/ Why should I care?
 - b. What is it? What do you need to know about it? How it works
 - c. How/Why are they better off?
- C. Persuasive
 - a. The nature of the debate/What's on the line/Why should I listen?
 - b. The issues/The rebuttal
 - c. What now?
- D. Special Occasion/Ceremonial
 - a. The context/occasion/greeting
 - b. The need to know information
 - c. The response we should have/way we should feel

Course Policy:

Late work: If a submission is late, points will be deducted from the assignment. Late work accepted under severe circumstances is subject to a decrease of at least one letter grade, depending on the delay and circumstances. All such grading decisions are subject to the instructor's discretion.

Plagiarism: Student speeches must be the student's original work, written for this class. All data, research, or quotes must be cited. A plagiarized speech will result in an automatic failure of the assignment with no opportunity for a rewrite or resubmission. Plagiarism is not a practice that a successful college student should be in the habit of performing.

Student Handbook: Students must follow all the policy and procedures in the student handbook.

DISCLAIMER: This syllabus has been developed to evolve throughout the semester based on class progress and interests. The instructor will notify students of any changes as they occur.