

# **CJ 130.501 PUBLIC SPEAKING Fall 2017 SYLLABUS**

## **UNM Valencia Campus**

### **First Eight Weeks Aug 22 – Oct 14**

**Tuesdays & Thursdays (“TR”) 1:30-4:15 p.m. Classroom Location Vo-Tech 101**

**Dates: August 22 – October 14, 2017**

Instructor: Jennifer R. Bartlit, Esq., Office Hours: T and R 12:45-1:15 and by appointment.

Academics Building, 925-8600; Course Messages in Blackboard Learn. If *Learn* is inaccessible:

[jbartlit@unm.edu](mailto:jbartlit@unm.edu)

#### **REQUIRED Two Textbooks:**

\* **"A Concise PUBLIC SPEAKING HANDBOOK," Fifth Edition**, by Steven A. Beebe and Susan J. Beebe, (2015, Pearson) ISBN: 978-0-13-438090-2. and

\* **"How to Deliver a TED Talk,"** by Jeremy Donovan, ISBN: 978-0-07-183159-8 (2014, McGraw Hill). Also:

\* A 2GB flash drive (for recording and reviewing speeches, and mobile storage for printing)

\* 4x6” or 3x5” notecards may come in handy

\*UNM email address and access to UNM *Blackboard Learn*

\*Access to Internet and Microsoft Office (available on UNM-VC computers)

**COURSE DESCRIPTION:** The basic public speaking course is designed to help students develop skills in presentational speaking appropriate to a variety of public communication contexts; to gain confidence and competence in doing so; and to develop the capacity to analyze and evaluate the presentations of others as well as their own.

#### **COURSE COMPETENCIES:**

- Demonstrate effective and ethical speech preparation, including planning, research, forms of elaboration, critical and creative thinking, organization, research, outlining, audience adaptation, and speech introductions and conclusions.
- Describe and interpret the theoretical framework behind public speaking.
- Demonstrate critical thinking skills when examining arguments, sources, processes, etc.
- Apply appropriate presentational skills across a variety of contexts, ranging from interpersonal, to the workplace, to formal encounters.
- Evaluate and critique a variety of presentations including classmates’ and student’s own presentations, in order to become a more effective speaker and audience member.
- Demonstrate effective speech delivery through use of language, nonverbal elements and consider presentation aids.
- Develop impromptu and extemporaneous delivery skills.
- Manage presentation anxiety.

#### **STUDENT LEARNING OUTCOMES:**

- Students will be able to demonstrate a clear purpose in their presentations
- Students will be able to express information with clarity
- Students will be able to synthesize information in a logical and organized structure
- Students will be able to utilize ample support for their arguments
- Students will be able to demonstrate extemporaneous speech delivery

## AUGUST 22 Preliminary & Subject to Revision

- Students will be able to present good vocal quality
- Students will be able to demonstrate physical behaviors that support the verbal message

**WE WILL perform four assessed speeches: an introduction; informative; persuasive, and ceremonial, applying our developing knowledge of effective public speaking. Much class time is dedicated to presentations and feedback.** We will also provide constructive feedback to classmates' speeches and integrate our emerging knowledge and experience through reflective writing.

### ASSESSED WORK & POINT VALUES:

#### Speeches:

1.	Introduction of Peer (2.5-3 minutes)	10 points
2.	Informative Speech (4-6 minutes)	
	25 elements x 4@ possible	100 pts
	Outline	10
3.	Topic Proposal (Persuasive)	10
	Persuasive Speech (6-8 minutes)	
	25 elements x 4@possible	100
	Outline	10
4.	Ceremonial (1-2 minutes)	100
		10
	Peer Evaluation* 3 x 10@	30
	Self-evaluation**	10
	Class participation & audience	20
	<u>Final Exam</u>	<u>20</u>
	<b>TOTAL POSSIBLE POINTS</b>	<b>430</b>

\*Peer Evaluations: During the practice day in class, you will work with a classmate and evaluate each other's speeches. I will provide further guidance on our evaluation focus. The purpose of this exercise is to practice constructive criticism, and work to practice and improve upon our speeches.

\*\*Self-evaluation: This assignment involves video-recording a speech, then reflecting in a 2-page paper the effective aspects of your speech and the aspects to improve.

Your final grade will reflect your earned points of total possible points, converted to a percentage, then converted to a letter grade. A "C" (74% or higher) is needed to pass this course.

University Conversion:

100 to 99 = A+; 98 to 94 = A; 93 to 90 = A-; 89-88 B+; 87 to 84 = B; 83 to 80 = B-; 79 to 78 = C+; 77 to 74 = C; 73 to 70 = C-; 69 to 68 = D+; 67 to 64 = D; 63 to 60 = D-; 59 and below = F.

### COURSE POLICIES:

**INTEGRITY** – *All work should reflect your individual effort; all speeches should be prepared by you from start to finish.* You should never give your work or speeches to another student. Never claim the words of another person or organization as your own. All sources must be cited orally within your speech and listed in your bibliography.

**ATTENDANCE & PARTICIPATION** – Your contribution is valuable to your peers’ learning as well as your own. You are expected to participate respectfully and thoughtfully. *If you are distracting yourself electronically, you are not present. I grade participation on a “check +”, “check”, “check –” system.* You receive a “check” for attendance. You receive a “check +” if your engagement catches my positive attention. Any distracting/inappropriate behavior (e.g., texting), will earn you a “check –”. At the end of the course, your attendance and participation points will be calculated based on this system.

*Participation is important to the entire class; therefore, it is rewarded. Attentive audience is part of your participation grade.* Missing class is not an excuse for being unprepared; if you are absent it is your responsibility to keep up with reading, get class notes from a classmate, and/or confer with me at an appropriate time if you have questions. Excessive absences (more than 2 or 1 week’s worth of our 8 week class, even “excused”) can result in being dropped. Two instances of arriving late, leaving early, or persistent (non-course) electronics use can be counted as an absence. Excused absences are illness or emergencies; non-emergency appointments, child/family care, court hearings, and job scheduling conflicts do not count to excuse absences.

**MISSED WORK** – *I will not allow students to make up missed work. I hardly ever allow students to make up missed speeches.* Exceptions are limited to documented, serious, and inescapable emergencies, such as car accident or hospitalization. If you should miss a speech, you would do well to submit your outline to me in *Learn ASAP* (for partial credit only).

**ENGAGEMENT** – You can participate best when you are prepared, having done the reading and homework before class. Come ready to demonstrate what you’ve learned. I evaluate your level of engagement – *evidenced by active listening, quality contributions, and productive use of class time* – during and after each class.

**RESPECT** – Public speaking can be very nerve wracking. It is of utmost importance to demonstrate courtesy to your fellow classmates. Each of you will be working for a grade when you get up to present your speech. As such, distractions and inattentive audience can have a negative effect on the speaker. I have zero tolerance for rude or disruptive behavior. Students who persist in such behavior will forfeit points from their own presentation and those points will be awarded to the speaker who was disrupted.

**Disruptions** include: use of phones at all – call, text, surf; cell phone ringing during a classmate’s speech; open laptops or other electronic devices; rummaging through backpacks, grooming, practicing your own speech, general behaviors associated with non-listening, or any other behavior that I deem controllable and inappropriate during a presentation.

**OFFICE HOURS** – *Use one-on-one meetings for speech-specific questions you can not answer on your own or with available help. Check that the textbook does not answer your question. See me during office hours or make an appointment.*

**GRADES & RETURNED WORK** – *It is your responsibility to keep track of your own grade throughout the term & to keep all of your returned assignments. There will be periodic updates available on Blackboard Learn. Additionally, keep all returned work. It is your proof of your grades.*

**QUALITY** – *I strongly advise you to dress up a bit on your speech days; this includes removing outer jackets, hats, and lanyards. Doing so shows that you care and that you are professional.*

**PROPER FORMAT of any WRITTEN ASSIGNMENTS:**

*Please proofread for spelling, grammar, and punctuation errors. During the semester, there may be assignments to be handed in or submitted online in Blackboard Learn. We will learn how to do that if doing so is new. Use the following format for work you submit: The text should be in a Microsoft WORD document format. Unless otherwise specified, it should be single-spaced, typed in 12-point Times or Times New Roman font, with paragraphs indented a quarter of an inch. **Your name should be in the file name, and it should be first in the file name. Suggested file name: “Lastname.Firstname.CJ130.[Assignment name].doc[x]”** This is so that I can easily find your work if I must download it for review. File names like “MyPaper” can get mixed up with a lot of other people’s submissions.*

**Suggestions for the text itself. In the upper left corner:**

**Your name**

**CJ 130.501**

**Date**

**Assignment Name**

**Note:** The grade assesses fulfillment of the assignment. The quality of writing (grammar, punctuation, spelling, sentence construction and clarity), will be a part, as well as measurements of the course content. **Assignment goals will be detailed (with rubrics) when the prompt is issued.**

**MORE ABOUT STUDENT PROFESSIONALISM**

**COURSE CONDUCT**

Students and instructor should strive to communicate and conduct themselves, in interactions and course performance, in a manner directed by personal integrity, honesty and respect for self and others. While I do not expect problems when working with adult learners, these policies ensure a safe and productive classroom environment. Note these policies listed in the UNM Student Handbook:

- 1) Students must treat one another and the instructor respectfully.
- 2) Students should not interrupt classroom lectures or discussion with unrelated comments.

- 3) Students may discuss complaints about the course with their instructor; however, the students must do so in the proper environment, such as the instructor's office during office hours.
- 4) Class time is a professional learning environment. Obscene or profane language will not be tolerated.
- 5) Sexual harassment will not be tolerated.
- 6) Behavior that threatens the safety of any class member, including the instructor, will not be tolerated. Intoxication, physical assault and/or battery, violence, stalking, or threats fall into this category.
- 7) Students must not threaten the instructor concerning their grades. This type of behavior is considered harassment and/or verbal assault.
- 8) If you ever feel unsafe on campus, please call Security at (505) 925-8570.
- 9) Food and beverages are not permitted in the classroom.

Students violating any of these rules will be asked to leave the class for the day.

## **PLAGIARISM**

Students are expected to observe strict honesty in academic programs. The UNM VC Student Handbook describes Academic Dishonesty and disciplinary actions. When a student submits any assignment for a course, the student will submit entirely original work or will properly cite all sources used in the assignment. Without proper citation, the student is guilty of plagiarism, which is not tolerated. As a student, you are responsible for understanding what constitutes plagiarism. You should talk to your faculty to ensure that you can recognize and avoid all types of plagiarism. Plagiarism occurs in two primary ways:

1. Word-for-word copying, without acknowledgment, of the language or creative work of another person. Having another person complete all or part of your assignment is plagiarism. Any words that others' wrote should be formatted clearly as quotations; any ideas that come from others, whether paraphrased or mentioned, must be attributed to that source. Moreover, you must include the citation for the material in your assignment. This applies to even the briefest of phrases if they are truly distinctive.
2. Any distinctive, original idea taken from another should be credited to its creator/author. When in doubt, it is better to err on the side of attributing too much, because attributing too little is plagiarism.

Most style manuals provide information concerning how to paraphrase and cite the ideas and writings of others or other sources.

Severity of disciplinary action for plagiarism correlates to the severity of the offense. It could be requiring a substitute assignment, assessing a lower grade, a failing grade, for the assignment, a failing grade for the course, or expulsion from the university.

## **TUTORING and TECHNICAL DIFFICULTIES**

For information about free tutoring at the Writing Center, email Dr. Patricia Gillikin at [gillikin@unm.edu](mailto:gillikin@unm.edu)

Questions about **computer-related** problems can be addressed by Information Technology Services, on Valencia Campus 925-8551 or 925-8556 (perhaps also via UNM's main campus, 277-5757 Monday – Friday, 8-12, 1-5). Computer technicians are available and happy to help you solve technical problems.

Questions about **Blackboard Learn** can be addressed by a tutorial at <http://online.unm.edu/help/learn/students>, or a tutor at The Learning Center, face-to-face and online: 505-925-8907, <http://www.unm.edu/~tutor/>

### **PRIVACY & “LEARN” TRACKING NOTICE**

*LEARN* or the course page within *LEARN* automatically records all students' activities, including your first and last access to the course, the pages you have accessed, the number of course mail messages you have read/sent and the number of discussion topics you have read/posted. This data is accessed by the instructor to evaluate class participation and to identify students having difficulty using *LEARN* features.

### **PRIVACY GENERALLY**

Student privacy is strongly protected by professors at UNM-VC. The Federal Educational Records Privacy Act (FERPA) strictly prohibits the instructor or administrators from talking to anyone but the student about his or her progress. If a student has questions about a grade on an assignment or about the final grade for the course, FERPA dictates that the student is the only one who may speak to the instructor regarding his or her grades. All other outside requests for information release must be sent to and approved by the UNM-VC Registrar. 505.925-8580. <http://www.unm.edu/~unmvc/Admissions/admiss.htm>

### **OFFICE OF EQUAL OPPORTUNITY AND TITLE IX**

In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered “responsible employees” by the Department of Education (see pg 15 – <http://www2.ed.gov/about/offices/list/ocr/docs/ga-201404-title-ix.pdf>). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity ([oeo.unm.edu](http://oeo.unm.edu)). For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740.html>

### **EQUAL ACCESS and ASSISTANCE**

Accessibility Services located in Student Services provides academic support to students who have disabilities. If students think they need alternative formats for completing coursework, they should contact this service right away to ensure their needs are met in a timely manner. Students are responsible for getting all documented forms to me as soon as possible. I can not accommodate any special needs without the proper authorization from UNM Valencia Campus Accessibility Services. Pursuant to the Americans with Disabilities Act (ADA), I accommodate documented special needs and encourage students to discuss their concerns with me.

UNM Valencia Campus Accessibility Services are located in Advisement & Counseling Services Student Services Building, 280 La Entrada Rd., Los Lunas, NM 87031, 505-925-8560.  
<http://www.unm.edu/~vcadvise/equalaccess.htm>

**NB:** In order to best accommodate you, please submit the appropriate notice to me within the first two weeks of the semester.

Acknowledgments: Thanks to affiliates of UNM Dennis Herrick, Charles Paine, Janet Shiver, Adan Garcia, Paul Biderman, Marie Browder, Danizete Martinez, Margaret Anaya, William Nevins, Mary Beth Libbey, Mellisa Huffman, Bob Poyourow, Gbenga Olorunsiwa, Nikki Roberts, and David Puthoff, and others. Each of these teachers has either worked collaboratively with me or shared ideas and expertise which have contributed to my teaching, course designs or syllabi. I am grateful to each one of them. - JRB

**SCHEDULE SYLLABUS of ASSIGNMENTS and CLASS Activities**

**WEEK ONE Tuesday August 22, Thursday August 24 (partial)** Introductions. Introduction of classmate (impromptu speech) HOMEWORK (“HW”): Watch Inaugural Speech of new President. Brief apolitical critique (details in Learn).

**\*Read:** BEEBE PART 1 Introduction TED Introduction  
Ch. 1 Speaking in Public Ch. 1 Choosing an Idea Worth Spreading  
Ch. 2 Improving Your Confidence  
Ch. 3 Presenting Your First Speech Afterword: People inspire.  
Ch. 4 Ethics and Free Speech Ch. 21 Being Introduced Effectively

**View C-SPAN clip of speech provided.** Note, apolitically, observations of qualities of speech & delivery in preparation **for in-class discussion.**

View some TED Talks. Choose 3 short talks that interest you to share in class next week (write down the speaker’s name and the title or topic).

**WEEK TWO T Aug 29, Th Aug 31**

Discuss Inaugural Speech and context: analyze.  
Introduction to TED talks. Viewing of selected TED and TEDxABQ recorded talks.  
Sharing of TED talks chosen by both instructors and students. Discussion of how these talks work. How the speakers get their purpose across (or don’t and why).  
First graded speech assigned: Informative. Discuss readings, esp. choice of topic and research.

**\*READ:** BEEBE Part 2 Analyzing an Audience TED Part I Content  
Ch 5 Listening Ch. 2 Organizing Your Talk  
Ch 6 Analyzing Your Audience Ch 3 Telling Your Story  
Ch 7 Adapting to Your Audience Ch 4 Crafting Your Catchphrase  
Ch 8 Opening Your Talk  
As You Speak

**WEEK THREE T Sept 5, Th Sept 7**

Discussion/activity: research and preparation of Informative speech. **\* READ:** BEEBE

TED Part I Content...cont’d.  
Part 4 Crafting a Speech Ch 6 Transitioning Between Parts of Your Talk  
Ch 11 Organizing Your Speech Ch 7 Concluding Your Talk  
Ch 12 Developing an Introduction Part II Delivery  
Ch 13 Developing a Conclusion Ch 8 Projecting Emotion  
Ch 14 Outlining and Revising Your Speech Ch 9 Enhancing Your Language  
Ch 15 Using Words Well Ch 10 Adding Humor  
Part 5 Delivering a Speech Ch 11 Mastering Your Verbal Delivery  
Ch 16 Methods of Delivery Ch 12 Managing Your Nonverbal Delivery  
Ch 17 Nonverbal Communication Ch 13 Moving Around the Stage  
Ch 18 Verbal Communication  
Ch 19 Adapting and Delivering Your Speech  
Ch 20 Selecting Presentation Aids  
Ch 21 Preparing and Using Presentation Aids  
BEEBE Part 6 Types of Speeches  
Ch 22 Informative Speaking

**WEEK FOUR T Sept 12, Th Sept 14**

Feb 6: Practice delivery of Informative speech in class: Peer evaluation (worksheet provided). Recap key elements.

Feb 8: **Delivery of Informative Speech in class. Required written Outline before delivery.**

\***READ:** BEEBE Part 5 Delivery again  
Chapters 16-21

TED from Part III Design

Ch 17 Using a Lectern

Ch 18 Dressing for Success on Stage

Assignment due Fri Sep 14 submitted in *Learn*: Propose a Persuasive Speech topic.  
Topic must be approved by instructor.

**WEEK FIVE T Sep 19 and Th Sep 21**

**Feb 13: Continue Delivery of Informative Speech.** Discuss feedback.

**Feb 15: Discuss aspects and content of persuasive speech. Prepare and practice of** Persuasive speech. Peer evaluation. [Practice, both in class and outside class. Work in small and large practice teams.]

\***READ:** BEEBE from Part 6 Types of Speeches

Ch 23 Understanding Principles of Persuasive Speaking

Ch 24 Using Persuasive Strategies

Practice speech.

**WEEK SIX T Sep 26 and Th Sep 28**

**Delivery of Persuasive Speech. Written outline required before delivery.**

Grading and feedback.

Assignment for next week: Choose topic and prepare final speech.

\***READ:** BEEBE from Part 6 Types of Speeches

TED from Part IV The Journey...

Ch 25 Speaking on Special Occasions

Ch 19 Getting Selected to Give a

Ch 26 Speaking in Small Groups

TED Talk

Ch 23 Stop Reading and Start  
Speaking

**WEEK SEVEN T Oct 3 and Th Oct 5**

Review relevant material, integrate feedback, construct and practice final speech.  
Peer evaluation.

**WEEK EIGHT T Oct 10 and Th Oct 12**

**Delivery of final speech. Written outline required before delivery.**

Feedback and course review, student reflection.

“FINALS WEEK”: Self-evaluation paper due. Final Exam (Precise deadlines TBD).

##