

0502E223

Public Speaking/Communication

Instructor: TBA

Time: June 14, 2021-July 16, 2021

Office Hours: 2 hours (according to the teaching schedule)

Contact Hours: 60 (50 minutes each)

Credits: 4

Email: TBA

Course Description

This course focuses on developing the skills needed for giving public speeches. Students will plan, prepare, and deliver speeches to praise, to inform, and to persuade their audience. The course teaches public speaking as a process, paying particular attention to topic selection, research, organization and transitions, claims and supporting evidence, argumentation and delivery. This course will help students develop their public speaking skills in a variety of contexts and help them overcome “stage-fright” inhibition through multiple and varied activities. We will also practice body politics, flow, delivery, timing, rapport and language. The students will develop speeches alone and in groups and learn how to use visual aids. There will be oral and written assignments and assessments. The nature of the presentations and speeches will be of an increasingly complex nature, executed through scaffold activities that will be monitored through summative professor, peer and self-evaluations.

Required Textbook(s)

The Art of Public Speaking. Lucas, Stephen, 12th edition. New York: McGraw Hill, 2014, E-book ASIN: B00VF62G50

Prerequisites

No prerequisites

Course Goals

At the end of the course the students will be able to:

- Explain the mechanics and content of an effective public speech

- Create rubrics and give feedback as a critical listener
- Recognize personal speech habits to further their competencies
- Show improved self-confidence in prepared and extemporaneous speeches
- Present different kinds of speeches
- Use visual aids effectively when giving presentations

Course Schedule

Please note that the schedule is meant to give an overview of the major concepts this course. Changes may occur in this calendar as needed to aid in the student's development.

Week 1

Introduction to course
Chapter 1 - Speaking in Public
Chapter 2 - Ethics and Public Speaking
Chapter 3 – Listening
Creating Rubrics
Summary and wrap up
Quiz 1
Chapter 4 - Giving Your First Speech

Week 2

Chapter 15 – Speaking to inform
The Outline
The Basics of Body Language
Checklist for The Speech of Introduction
Summary and comparisons
Quiz 2
Speech of Introduction
Chapter 5 - Selecting a Topic and a Purpose
Chapter 6 - Analyzing the Audience

Week 3

Chapter 16 – Speaking to Persuade
Chapter 17 – Methods of Persuasion
Checklist for The Speech of Persuasion
Summary and wrap up
Quiz 3
Speech of Persuasion
Chapter 7 - Gathering Materials

Chapter 8 - Supporting Your Ideas
Chapter 9 - Organizing the Body of the Speech
Chapter 10 – Beginning and Ending the Speech

Week 4

Chapter 18 – Speaking on Special Occasions
Checklist for Special Occasion Speech
Summary and wrap up
Quiz 4
Special Occasion Speech
Chapter 11 – Outlining the Speech
Chapter 11 – Outlining the Speech
Review of Rubrics
Chapter 14 – Using Visual Aids
Chapter 19 - Speaking in Small Groups
Metacompetencies in higher education and beyond

Week 5

Summary and comparisons
Quiz 5
Group Speech (sectional)
Chapter 13 – Delivery
Chapter 12 – Using Language
The Importance of Metacognition
Checklist for Group Speech
Course summary and wrap up
Final Portfolio Speech

Grading Policy

Type	Percentage
Speech of Introduction (3 minutes)	10% of grade
Persuasive Speech (5 minutes)	10% of grade
Special Occasion Speech (5 minutes)	15% of grade
Group Speech (10 minutes)	15% of grade
Outlines	10% of grade
Quizzes	25% of grade
Final Reflective Portfolio (5 minutes)	15% of grade

Grading Scale

The instructor will use the grading system as applied by JNU:

Definition	Letter Grade	Score
Excellent	A	90~100
Good	B	80~89
Satisfactory	C	70~79
Poor	D	60~69
Failed	E	Below 60

Academic Integrity

As members of the Jinan University academic community, students are expected to be honest in all of their academic coursework and activities. Academic dishonesty, includes (but is not limited to) cheating on assignments or examinations; plagiarizing, i.e., misrepresenting as one's own work any work done by another; submitting the same paper, or a substantially similar paper, to meet the requirements of more than one course without the approval and consent of the instructors concerned; or sabotaging other students' work within these general definitions. Instructors, however, determine what constitutes academic misconduct in the courses they teach. Students found guilty of academic misconduct in any portion of the academic work face penalties that range from the lowering of their course grade to awarding a grade of E for the entire course.