

Georgetown University
Public Speaking (PSPK-080)
Summer 2019: Mondays - Thursdays 10:45 to 12:45
July 08 - August 09, 2019

Instructor: Kate Yust Al-Shamma, Ph.D.

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Cell Phone: 415-902-7642 Text only when absolutely necessary between 8 AM to 8 PM.

Class Meets in: White-Gravenor 203

Office Hours: 12:45 MTWR

Required Text:

A Pocket Guide to Public Speaking - O'Hair, Rubenstein, and Stewart (Fifth Edition)

Suggested Reading:

Talk Like TED: The 9 Public-Speaking Secrets of the World's Top Minds - Carmine Gallo

The Second Circle: How to Use Positive Energy for Success in Every Situation - Patsy Rodenburg

Georgetown University's Mission:

Georgetown fosters an environment where students can develop their unique gifts and insights through reflection, service, and intellectual inquiry. Students are challenged to engage in the world and to become men and women in the service of others, especially the most vulnerable and disadvantaged members of the community. These values are at the core of Georgetown's identity, binding members of the community across diverse backgrounds, faiths, cultures, and traditions.

Course Description: A performance course designed to introduce basic principles of communication and to help students become confident and competent communicators by planning and developing effective speeches that accommodate cultural diversity and target their audiences. Students will be given the opportunity to present speeches in both formal platform settings and informal group interactions. Presentations will be both extemporaneous and impromptu, and class discussion and debate on current issues will be a significant component of the course. Students will evaluate classroom speeches and public discourse to enhance critical thinking and analytic skills. In addition, this course is specifically designed to reduce performance anxiety in speakers. This *confidence-building process* utilizes in-class games and activities as well as speaking assignments that progress in complexity as the semester unfolds.

Learning Outcomes

Students will:

1. Craft and present well-organized, thesis-driven speeches
2. Present well-reasoned and appropriately supported oral arguments that are responsive to topic, purpose, audience, and occasion
3. Deliver speeches using an audience-centered, extemporaneous approach
4. Use rhetorical concepts and principles to evaluate the effectiveness of their own and others' communication in both academic and civic contexts
5. Use rhetorical concepts and principles to practice ethical and socially responsible public speaking and to identify and evaluate ethical problems in public address

Professor Al-Shamma's Course Overview:

There are two major through lines in this class. First, it is my goal to create a positive, emotionally supportive atmosphere where you can gain experience speaking to an audience and where you can experiment with various ideas and techniques associated with public speaking. Second, we will discuss the role of advocacy in a democratic society and explore the elements of reasoning necessary for both creating and analyzing arguments.

Grading Breakdown

Code of Ethics/Value Hierarchy: 500-word paper, single-spaced	15
Extemporaneous Speech to Explain – 7 to 8 Minutes, 2 outlines	15
Memorized Oral Interpretation Performance – 4 Minutes	15
Extemporaneous Advocacy Speech – 7 to 8 Minutes, 2 outlines	20
Written Exam on Argumentation	15
Impromptu Speaking – 3 minutes	10
Your Choice <i>Special Occasion Speech</i> – 4 Minutes	15
Class Participation (in-class discussions/workshops)	<u>15</u>
Total possible points:	120

Extra Credit: Up to 10 points for “Moments of Mirth” -- Make jokes early and often 😊

EVALUATION OF STUDENT PERFORMANCE:

All Written Work must be computer printed in black ink on white paper. Use a 12 pt. Times New Roman font. Use 1-inch margins. **Staple multiple pages together before you arrive in class.**

Outlines will be evaluated using a checklist. The point system will clearly delineate excellent, good, adequate, poor or failing effort examining the following:

*Complete Full-Sentence Speech Outlines include: accurate specific purpose and central idea, strong thesis statement, well organized main points and supporting evidence, and a complete MLA bibliography.

Speeches will be evaluated using a checklist. The point system will clearly delineate excellent, good, adequate, poor or failing effort looking for the following:

*Extemporaneous delivery = **Not "reading"** but delivered with *presence* in conversational mode

*An Introduction that gains the attention of the audience; introduces the topic clearly; relates the topic to the audience; establishes your credibility; and previews the body of the speech.

*A Body of speech that demonstrates depth and quality in research, clarity of main points, organization of main points, suitable and **specific** evidential support for those main points, and that reveals your sources.

*A Conclusion that ends the speech in a **creative** way while reinforcing the central idea.

*Delivery that employs quality eye contact, avoids distracting mannerisms, and demonstrates good use of articulation, pauses, vocal variety, volume, rate of speech, and overall enthusiasm for the speech.

*Use of Language that is accurate, appropriate, and clearly understood.

Final Grade calculation will be done on the following basis:

93-100% = A	88-90% = B+	78-80% = C+	60-69% = D	Below 60% = F
90-92% = A-	83-87% = B	73-77% = C		
	80-82% = B-	70-72% = C-		

Technology Policy

There will be no use of cell phones or laptop computers during class. Please turn them off and put them away. Points will be deducted from your grade for using either of these while another student is speaking or for leaving the classroom to make phone calls during class.

Attendance

Your presence in this class is extremely important for several reasons, the top two of which I will mention here. First, this is a performance class; most of what you learn is *embodied knowledge*. It cannot be obtained from a book; you must experience it. Second, your classmates are relying on you to serve as an audience member for their performances. They need and desire your attention, which is an outward sign of your openness, goodwill, and support.

*The attendance policy: Your final grade will be lowered by 3% for each absence. Please contact me by email as soon as possible regarding absences.

Arriving to class late or leaving early will affect your grade: after 2 late arrivals or early departures, your final grade will be lowered by 2% for each additional instance.

Absences will affect your final grade. Students who miss more than two weeks worth of scheduled classes may be requested to withdraw from the course; if they do not do so, they may be given a failing grade.

Religious Holidays

From Georgetown's [Academic Standards page](#): "Georgetown University promotes respect for all religions. Any student who is unable to attend classes or to participate in any examination, presentation, or assignment on a given day because of the observance of a major religious holiday (see below) or related travel shall be excused and provided with the opportunity to make up, without unreasonable burden, any work that has been missed for this reason and shall not in any other way be penalized for the absence or rescheduled work. Students will remain responsible for all assigned work. **Students should notify professors in writing at the beginning of the semester of religious observances that conflict with their classes.** The Office of the Provost, in consultation with Campus Ministry and the Registrar, will publish, before classes begin for a given term, a list of major religious holidays likely to affect Georgetown students. You can find the list of religious holidays on the [Campus Ministry page](#).

GU Honor Code: Georgetown's honor system governing students prohibits dishonest conduct and conduct lacking integrity of a variety of kinds, including (but not limited to) cheating on exams, plagiarism, using false citations, submitting work for multiple purposes, submitting false data, falsifying academic documentation, abuse of library privileges, and abuse of shared electronic media. All students are expected to adhere to the following pledge:

"In pursuit of the high ideals and rigorous standards of academic life I commit myself to respect and to uphold the Georgetown University honor system: To be honest in every academic endeavor, and to conduct myself honorably, as a responsible member of the Georgetown community as we live and work together."

For more information, visit the [Georgetown Honor System page](#)

The penalties for violation of the policy may include a failing grade on the assignment, a failing grade in the course, and/or a referral to the Dean and the Committee on Student Academic Honesty.

Accommodations for Students with Disabilities:

Students with documented disabilities have the right to specific accommodations that do not fundamentally alter the nature of the course. Please alert me should you require accommodations. You will also need to contact the Academic Resource Center (<http://academicsupport.georgetown.edu>) located in Leavey Center.

SPEECH ASSIGNMENTS

Speech To Explain (7-8 minutes) Delivery: Extemporaneous

Focus on: Organizing ideas; parallel outlining format; developing introduction, body, conclusion, transitions, and internal summaries; using concrete and colorful language; and use of sources.

Required: Hand in TWO OUTLINES: full-sentence outline and the delivery outline

1) Full Sentence outline with a BIBLIOGRAPHY showing at least 3 Credible Sources. Use the OUTLINE FORM attached to this syllabus and found in your textbook.

2) Delivery outline = an abbreviated version of your full sentence outline *in exactly the same outline form*, also called a Key Word Outline.

Practice delivering your speech from this delivery outline. You must use a visual aid.

Oral Interpretation of Literature Performance (4 minutes) Delivery: Memorized Script

Focus on: *Eloquent* introduction and transitions, vocal variety, skillful use of pauses, emotional expressiveness, and revealing yourself to an audience.

Required: A typed script with introduction, transitions, and at least 2 selections of literature from 2 different genres. This script is to be secured in a lightweight binder that can be easily held in one hand during your performance. This presentation is developed around a central theme.

Advocacy Speech (7-8 minutes) Delivery: Extemporaneous

Focus on: Organizing ideas (all skills listed for Speech to Explain) plus advocating a position.

Required: A typed full-sentence outline with bibliography showing a minimum of 5 different highly credible sources.

Required: A typed delivery outline and a visual aid.

*For your speech to be graded, hand in BOTH the full-sentence outline and the delivery outline.

•**Special Occasion Speech:** Your choice of Inspiration, Celebration, After-Dinner, Eulogy, etc. We will discuss the options for this speech in class.

Course Calendar

Week One

July

- Mon-8 Narrative Speeches; Extemporaneous Speaking: Topic selection, Thesis development, Parallel Outlining;
Paper Assignment - Your Code of Ethics/Value Hierarchy
- Tues-9 Embodied Listening; Use of Evidence; Thesis Statement is due today in class.
- Wed-10 Positive Presence, Perception, Provisional Language, Polarization, Metaphors,
Feedback Form
- Thur-11 Code of Ethics Paper Due Today in Class
Workshop your speech introductions in class today

Week Two

- Mon-15 Extemporaneous Speech to Explain Presentations
- Tues-16 Introduction to Oral Interpretation of Text
- Wed-17 Workshop your OI Presentations
- Thur-18 Argumentation Theory

Week Three

- Mon-22 Argumentation Theory continued
- Tues-23 Oral Interpretation of Text Performances
- Wed-24 Workshop Advocacy Speeches
- Thur-15 Introduction to Special Occasion Speaking

Week Four

- Mon-29 Extemporaneous Advocacy Speeches
- Tues-30 Extemporaneous Advocacy Speeches
- Wed-31 Written Exam on Argumentation

August

- Thur-1 Introduction to Impromptu Speaking

Week Five

- Mon-5 Impromptu Speaking -- ALL speeches in class today
- Tues-6 Workshop Special Occasion Speeches
- Wed-7 Workshop Special Occasion Speeches
- Thur-8 Special Occasion Speeches

Template for SPEECH PREPARATION OUTLINE (Full sentence content outline)

Specific Purpose: WHAT am I talking about? Central Idea: WHY am I talking about it?

Introduction (Create an outline that is specific to your speech; these steps may overlap.)

- I. Attention step
- II. Reveal topic
- III. Relate topic to audience
- IV. Establish your credibility -- why are you qualified to talk about this?
- V. State your thesis: _____
And *preview* the main points you will cover in the body of speech:
 - A.
 - B.
 - C. etc.

Transition to body: _____

Body

I. Main point: (Subdivision of your thesis/restatement of Preview point A)

A. Supporting information: (Subdivision of main point I)

1. Specific information: (example/evidence and name the source)
2. Specific information: (example/evidence and name the source)
3. Specific information: (example/evidence and name the source)

B. Supporting information: (Subdivision of main point I)

1. Specific information: (example/evidence and name the source)
2. Specific information: (example/evidence and name the source)

Transition to 2nd main point: _____

II. Main point: (Subdivision of your thesis/restatement of Preview point B)

A. Supporting information: (Subdivision of main point II – name any sources)

B. Supporting information: (Subdivision of main point II – name any sources)

C. Supporting information: (Subdivision of main point II – name any sources)

Possible internal summary and transition to 3rd main point: _____

III. Main point: (Subdivision of your thesis/restatement of Preview point C)

Transition to conclusion: _____

Conclusion

I. Review main points (Summarize in a fresh way – not just repetition)

- A.
- B.
- C.

II. Review thesis

II. Sense of completeness/Clincher – Present a vivid ending

LIST HERE THE WRITTEN SOURCES OF INFORMATION FOR YOUR SPEECH:

Bibliography

1. Hackworth, David H. "Terms of Forgiveness." Newsweek. 24 Apr. 1995: 38-40.
2. Potok, Chaim. The Chosen. New York: Fawcett Crest, 1967.
3. Hunt, Albert R. "Clinton Needs Fewer Reinventions and More Consistency." The Wall Street Journal. 10 Jl. 1995: A11-12.