



## Comm 302 Advanced Public Speaking

Katherine Taylor  
301 Strickler Hall  
852-6976  
[katherine.taylor@louisville.edu](mailto:katherine.taylor@louisville.edu)  
Office Hours: M-Th 9:00-9:30 and by appt

Text: Sprague, Jo. Stuart, Douglas. "The Speaker's Compact Handbook" 3<sup>rd</sup> ed.  
Wadsworth, Cengage Learning.2011. Recommended

Some type of recording device (computer, camera, phone) or a one SD card –1 gig

### Goals:

This course is designed as an opportunity to research, organize, practice and present your ideas for several different types of speech situations in which you may find yourself throughout your professional and personal life. It is not designed to teach you the skills you should have gained in your basic public speaking course but rather a chance to use those basic skills to further create, practice, hone, personalize, and professionalize your own way as a speechmaker.

### Nature of the Course:

To provide a climate that fosters growth, examination, progress, learning, achievement, satisfaction and improvement. In order to do this we will need to be adaptable, open to ideas and direction, thoughtful and considerate in our evaluations of ourselves and others, self directed and motivated to do good work. This is not an opportunity to condemn but

to build up and to learn. Please use common courtesy and civility in addressing the learning process of your classmates. Remember: treat others as you want to be treated.

### Schedule:

As you may have noticed the schedule is fairly open and non specific because this class will help you on your particular speaking issues while at the same time helping you to work toward strengthening content and delivery to produce a maximized effect. Bear with us as we “go with the flow” at times.

### Assignments:

- Speeches:

There are a total of five (5) graded speeches. At the beginning of the semester dates for speeches will be provided for you to sign up to present your speech.

- **Speech of Introduction - (3-6 minutes combined max)**
  - In life you may be called upon to introduce another speaker. This speech will provide you with a beginning for that opportunity.
  - \*\*\*\*You are required to turn in a short (paragraph) bio (biography) for yourself.
  - You will work as a dyad to introduce each other to the class based on the bio you were given by the instructor.
  - No visual aid required.
  - Turn in a full preparation outline & brief key word speaking notes.
- **Video Discussion Presentation - (10-15) minutes max)**
  - Cite at least **1 source within** your presentation.
  - **View** a speech performed on any video library collection such as: TED.com, americanrhetoric.com, c-span.com, historychannel.com, Youtube, etc ,
  - It **cannot** be a “speech” from a movie or TV show.
  - Provide a brief background information on the speech as necessary
  - **show** the video clip
  - **lead a discussion** on the speaking elements advanced by the speech.
  - \*\*\*\*\*Ask **US** what *we* think – not you telling what you thought.
    - What do *we* see in the speech?
    - For example: delivery aspects, content, organizational elements to message, follows/doesn't follow speech format, use of ethos, pathos, logos, development of arguments, etc.
    - It is not to be a generic “well what do you think...” type of Q & A – but a real examination of how the speaker did as a speaker.
  - This is a speech – Prepare it as one
    - Introduction
    - Thesis/Preview (highlight the things you want us to look for/listen for while we watch the speech.
    - Body

- I. Brief background
- II. Video clip
- III. Q & A
- IV. Conclusion
- Turn in a full preparation outline & brief key word speaking notes.
- Remember:
  - The major focus of this assignment is to foster discussion from the class of the speech aspects of their opinions and thoughts on your video clip.
  - Allow adequate time for an in depth discussion. Please clip the video as necessary.
  - This is not a “So, watcha think?” type of Q & A but rather an opportunity to discuss “how” they did what they did and the impact of it.
  - \*\*\*\*\*Ask *US* what we think – not you telling what you thought.
  -
- **Communication Tips/Techniques Article Speech (Research aspect) – (2-4 minute max)**
  - At least **1 source cited** within your speech
  - Look up an article on tips or techniques on communication from current web sites or magazine article[s] discussing communication practices and guidelines that provide helpful information to your classmates.
  - Prepare and present a very brief synopsis (*highlight*) of the key ideas/benefits we might find useful from the article.
  - Be prepared to do a **2 - 4** minute speech on them for the class using the proper organization format.
  - Turn in a full preparation outline & brief key word speaking
- **Speech of Tribute - (3-5 minutes max)**
  - At least 1 source cited within your speech
  - Pick a person (something) who has been helpful to you or that you admire greatly and present a “tribute” to them.
  - Possible include 2 or 3 reasons of what they have done or how they are to earn this accolade.
  - Proper speech format
  - No visual aid required
  - Turn in a full preparation outline & brief key word speaking notes.
- **Final Speech: We will finalize this assignment based on the number of students in the class.**
- **Option I: Individual Presentation: (10-15 minutes max)**
  - To be a persuasive, motivation, informational presentation
  - At least 3 Sources cited out loud in your presentation
  - You are required to use power point for your presentation

- Pretty much anything you want to do – as long as it follows ethical guidelines and is audience focused.
  - You are to motivate, inspire, guide, teach, explain, tell, show, on any topic (within ethical bounds) of your choosing.
  - Examples of topics: doing our best” to “trying harder”, “What success means to us”, “how to live better”, “taking the first steps in...” etc.
  - We will discuss possible topics more in class.
- **Option II: Team Presentation- PAK – Planned Act of Kindness: (15-20 minutes – max)**
    - You will become a part of a team early in the semester. As that team you will brainstorm, choose, perform the service and then present to the class your project results.
    - This is a ”team” presentation focused on determining, and fulfilling an **Act of Service** (“Planned Act of Kindness”) in the “micro” (U of L) or “macro” (surrounding area) community.
    - All team members are required to speak and participate in the presentation. At least 3 Sources cited within your presentation
    - You are required to use power point for your presentation
    - Pretty much any way your team wants to do – as long as it follows ethical guidelines and is audience focused.
    - \*\*\*\*\*Please DO NOT just ramble to “make the time”- - There will be many times in your careers you will need to present for 20-25 minutes – this is a step in preparing you to begin the process.
    - We will discuss this assignment more in class.

We will make the decision as to which approach we will present after class starts.

- Several impromptu speeches will be done throughout the semester (announced and unannounced). They will follow the speech writing form we used for longer speeches. Topics will vary.
- **Elevator Speech** -
  - **30 second** “Networking” pitch
    - In 30 seconds *Highlights* of who you are, who you work for, what you do, goals you have.
- **Elevator Speech** – Impromptu \*\*\*This assignment may be adapted to meet the current needs of this particular semester
  - **10 second** “pitch” to boss on way up the elevator on how your department is doing, how the project is going, any new ideas you have for your position.

Time limits will be strictly adhered to for all speeches – If you go one second over or under the allot time it will result in your grade being lowered by 5%. One way you can make sure you “get your time” is to practice your speech before you present it to the class.

**Preparation Outlines** – You are required to provide a full complete sentence preparation outline in detail and in proper outline format (no bullets) before your speech. This preparation outline helps you create, organize, and work through your speech in advance.

**Speaking notes** – if you use index cards for your speaking notes you are limited to 4 cards one side only. If you use a sheet of paper you are allowed 2 sheets one side only. Whatever method you choose the print must be large. Use ONLY KEY WORDS on speaking notes.

- You will turn in your preparation outline as you step up to do your speech. You will turn in your speaking notes after you present.

Please “Dress to Present” each speech – your non-verbal message is usually stronger than your spoken message.

**“Outside” Speaker Evaluation** – You are to choose someone giving a presentation outside of class and evaluate them according to the criteria we discuss in class. Write a **thorough 2 -3 full page analysis** of the speaker, situation, and message. Follow the guidelines for evaluating speeches as we discuss in class or in the text.

- For example: priests, ministers, leaders, teachers, managers, bosses, seminar speakers, famous/infamous speech presenters.
- It may NOT be from a video, internet, or TV speech. It MUST be an in person speech.
- Focus on the areas you evaluate yourself on three strengths of the speaker & why you chose them, three areas for improvement & why you chose them and finally, provide three specific ways they could improve. Look at aspects of delivery, content, organization, etc.

**Self Evaluations-** These evaluations are an opportunity for you to take responsibility for your own growth as a speaker. The only way to improve is to look at our work, evaluate it, and then to make plans on what and how we will make it better.

- View the recording of each of your speeches.
- Write a **2-3 full page** evaluation and observation of your work on the presentation.
  - Write a **thorough analysis** of your performance on your speech.
- Please check the document on self/outside evaluations on Blackboard for areas you might address in your analysis. For example, delivery, content, organization, etc
- Your 2-3 page written evaluation will include:
  - Address three strengths and why you chose them,
  - Three areas of weakness and why you chose them,
  - Provide three specific ways to improve and how you plan to accomplish them.
- Turn in to instructor the next class period after your speech.

Please note: If your critique is not the full 2-3 pages it will receive partial credit.

**Peer Evaluations** – You will fill out “real-time” evaluations on at least one speaker during each assigned presentation.

- These are to be used as helpmates for speaker improvement.
- We may also have short discussion periods of the speeches at the end of each speech day.
  - This is where we will analyze and provide input for improvement.
- We all can learn from these sessions. Be prepared to discuss the speaking elements we are focusing on in class. Be specific in your comments using them to help your peer’s progress as speakers.

\*\*\*\*\*Please Note \*\*\*\*\*

**Audience Behavior** – The audience is an integral aspect of your presentation. As an audience member, you are NOT to have your computers open and in use during class. In the event you may want to take notes (although this is rare, please let me know). There are to be NO computers/cell phones open or in use during speeches. It is rude to the speakers. Also, please do not work on your speaking notes, or other class work during speeches. Being an attentive, “present”, active audience member is an important part of the speech situation. You need to learn how to become good audience members for speakers. This side of speech participation is part of your “professionalism” grade.

**Tests** - There will be 2 tests utilizing your own investigative skills, information from class discussion and information referenced in the text.

- The idea of the tests is: Application of the skills you are working on in class and will use in the future.
- They also give concreteness to what may appear to be vague knowledge you are learning.
- Tests also help to strengthen your understanding of the concepts and skills of good speaking.
- The format and approach to the tests vary as to the needs of the class. They will be explained in class. But your goals are to learn to prepare presentations from start to finish, learning along the way how important questions are to the process.

**Attendance and Participation** - In order to become better speakers you should immerse yourself in as many speaking situations as possible. This class provides you with several opportunities to experience speaking situations. You are the audience for each other. In order to fully understand and improve as speakers, discussion of speaking elements is very important and attendance in the class is the primary way to participate and learn.

- A strict attendance policy is in effect.
- For the **Fall/Spring** semesters:
  - You have the opportunity to miss 3 three class periods excused/unexcused with no penalty. The 4<sup>th</sup> absence is a letter grade off your final grade, the 5<sup>th</sup> absence is another letter grade off your final grade, the **6<sup>th</sup> absence you will fail the course.**

- For the **summer** semesters:
  - Due to the quick nature of the summer semesters, you have the opportunity to miss 2 two class periods excused/unexcused with no penalty. The 3<sup>rd</sup> absence is a letter grade off your final grade, the 4<sup>th</sup> absence is another letter grade off your final grade, the 5<sup>th</sup> absence you will fail the course.
- On the other hand if you do not miss any class for the semester you will gain 10 points to your final grade.
- This is a class that learning comes from not only giving speeches but also watching speeches. It is also a class in which support is important.
  - If you miss any day of speeches it could count as two days of absence at the discretion of the instructor.

\*\*\*\*\*Do not miss class. Use your absences wisely\*\*\*\*\*

### Grading:

This class will be based on the accrual of points for your final grade. Each assignment will have a certain number of points possible to gain. Your effort, preparation, and presentation will be factors in the points you achieve.

Speech of Introduction	50 points
Brief Bio	10 points
Speech of Tribute	75 points
Video Presentation	100 points
Article Speech	100 points
Final Speech	175points
Impromptu Speeches	
2@10 points	20 points
Preparation Outlines (5@15 each)	75 points
Speaking Notes (5@10 each)	50 points
Self – Audience Critiques (5@20 pts each)	100 points
Outside Critique	15 points
2 Tests/Quizzes (50 pts each)	100 points
Participation/Professionalism	55 points

**925 points total**

<u>Total Points</u>		<u>Final Grade</u>	<u>Total Points</u>	<u>Final Grade</u>
869.5 - 925	(94%)	A	647 – 674 (70%)	C-
832 - 868	(90%)	A-	610 – 646 (66%)	D+
795 - 831	(86%)	B+	582 – 609 (63%)	D
767 - 794	(83%)	B	555 – 581 (60%)	D-
740 - 766	(80%)	B-	Below 554	F
703- 739	(76%)	C+		
675 - 702	(73%)	C		

The schedule is very open in format and at the discretion of the instructor may change as the semester goes on. These changes will be announced in class. You are responsible for making sure you know of the changes.

**Please Note:**

- \*\* I will not accept assignments sent through e-mail. They must be turned in to me on the assigned day. One day late is half credit and two days late is no credit for the assignment.
- \*\* No papers will be accepted after 5 pm. of the last day of class. If turned in to the Communication Department office (Strickler Hall 310) they must be initialed, timed, and dated by an office staff.
- \*\* Please check Blackboard on a regular basis as I put grades up when I have them graded. I will not have a grade book with me in class. I use Blackboard.
- \*\* Please keep **ALL** your graded papers until the end of the semester.  
Remember: Burden of proof always rests with the persuasive speaker.
- \*\* **Plagiarism** is a serious affront to the educational system and will not be tolerated. A student will receive at least a zero on any assignment that is plagiarized.
  - Plagiarism means:
    - *Copying* someone else's work and claiming it as your own, including but not limited to, work that is accessed in person, from computer files, or from the internet.
    - *Paraphrasing* someone else's work and claiming it as your own.
    - Collaborating excessively with another person and claiming the work solely as your own
    - And, of course, *cheating* on tests and work.
    - Students are advised to become familiar with the **Student Code of Rights and Responsibilities (U of L Student Handbook)** for more details on this matter.