

# Advanced Public Speaking

Fall 11 COMM 303

*Be still when you have nothing to say; when genuine passion moves you,  
say what you've got to say, and say it hot.*

--D. H. Lawrence

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*"Words ought to be a little wild for they are the assaults of thought on the unthinking."* -- Keynes

## **What does it mean to be a college-educated person?**

Liberal education is a philosophy of education that empowers individuals with broad knowledge and transferable skills, and a strong sense of values, ethics, and civic engagement. These broad goals have been enduring even as the courses and requirements that comprise a liberal education have changed over the years. Characterized by challenging encounters with important and relevant issues today and throughout history, a liberal education prepares graduates both for socially valued work and for civic leadership in their society...

[Source: *Advocacy* "[What is a liberal education?](#)"]

*"Courage is what it takes to stand up and speak;  
courage is also what it takes to sit down and listen."* -- Winston Churchill

## **Course Texts**

Hogan, J. Michael, Hayes Andrews, Patricia, Andrews, J.R., & Williams, G. (2011).  
*Public speaking and civic engagement*. (2<sup>nd</sup> ed.). Boston: Allyn & Bacon.

## On Line Resources:

TED *Riveting talks by remarkable people, free to the world* <http://www.ted.com/>

*"To be a person is to have a story to tell."* --Isak Dinesen

*"Speech is power: speech is to persuade, to convert, to compel."*  
--Ralph Waldo Emerson

## **Student Learning Goals**

*Advanced Public Speaking Students will be able to...*

*Increase the transformative impact of their public spoken words.*

*Further develop character through self-reflection, ethical choices, credibility, and self-awareness, to progress in their journeys toward becoming remarkable people who lead and influence with their public spoken words.*

*In consultation with peers and professor, construct learning goals based on an initial competency assessment of knowledge, motivation, and skill.*

*Speak publicly in the classroom in a workshop format, meeting competency standards for influencing listeners with multiple types of public speaking.*

*Participate in extensive self and peer assessment of public speaking throughout the workshop process, providing and utilizing constructive feedback.*

*Provide support and accountability as a member of a peer team during the public speaking workshop process.*

*Increase knowledge, motivation, and skill to advance public speaking competence, accomplishing reading, viewing, and speaking assignments tailored to learning goals.*

*Analyze an audience before and after a persuasive speech, using results to increase and demonstrate transformative impact.*

*Increase self-awareness and learning through written and spoken self-reflection.*

*Increase competence in critical listening.*

*Manage speech anxiety.*

***"There are only two types of speakers in the world.***

***1. The nervous and 2. Liars. "*** -- Mark Twain

*Use feedback to discern primary strength as a public speaker ("unique excellence").*

*Develop expertise on a topic of passion so that they may influence an actual audience.*

*Increase civic awareness and engagement.*

*Influence listeners in an actual audience.*

***"It's not how strongly you feel about your topic,  
it's how strongly they feel about your topic after you speak."*** --Tim Salladay

*“Mere words are cheap and plenty enough,  
but ideas that rouse and set multitudes thinking come as gold from the mines.”*  
--A. Owen

### **Course Structure**

*“Speak clearly, if you speak at all;  
carve every word before you let it fall.”* --Oliver Wendell Holmes

This course is structured as a **communication workshop for advanced students** who enter the class with basic public speaking competency. The overall goal of this course is for students to **increase the transformative impact of their public spoken words**. Students begin with a thorough assessment, to determine their level of public speaking competency (knowledge, skill, and motivation). They are then organized into peer teams, to provide support and accountability throughout the workshop process. Using the initial assessment feedback, students will consult with their peer teams and professor to set learning goals for the semester.

*“Make sure you have finished speaking before your audience has finished listening.”* – D. Sarnoff

Critical listening and constructive feedback are vital to this process. Multiple sources of feedback will be provided for the many, varied speaking activities – self- assessment through video-viewing, peer team assessment, audience response, and expert (professor) assessment. These multiple sources of feedback will allow for the discernment of a “unique excellence” (primary strength) for each public speaker, to be used as the catalyst for influence of future listeners.

Primary Goal: **By the end of the course, students will need to become experts in an area of passion; speak to a relevant and actual audience; and measure the impact of the speech on the listeners.**

*“They may forget what you said, but they will never forget how you made them feel.”* – C. W. Buechner

*“If you can't write your message in a sentence,  
you can't say it in an hour.”* --Dianna Booher

### Course Calendar

<b>Class Date</b>	<b>Workshop Activity</b>	<b>Reading &amp; Viewing Assignments</b>	<b>Notes/Due Dates</b>
Th Sept. 6	Introduction to <i>Advanced Public Speaking</i>	Read and Study Syllabus	
T Sept. 11	Speeches & Feedback	Part I, Chapters 1-2 Public Speaking in a Democratic Society	Competency Assessment & Learning Log <b>SPEECHES</b>
Th Sept. 13	Speeches & Feedback	Part 1, Chapters 3-5 Listening and Audience Diversity	Competency Assessment & Learning Log <b>SPEECHES</b>
T Sept. 18	Finding an Audience; Peer Team Assignments, Individual Learning Goal Construction	<b>Reading Quiz I</b>	<i>Learning Goals Due</i> Brainstorming – Unique Excellence Possibilities
Th Sept. 20	Peer Team Workshop (final speech topic & audience; civic engagement listening choice; selection of Speaker of Influence from TED website – planning group presentation)	Part II: Chapter 6 Developing Significant Topics	[Weekend: TOPIC!]
T Sept. 25	Coaching: Group Presentations & Power of Story; Contacting Potential Audiences; Peer Team Workshop	Part IV: Chapter 17 Speaking on Special Occasions	<b>Final Speech Topic Due</b>
Th Sept. 27	Speaker of Influence Peer Team Presentations	Narrative: as example 191-195; as whole speech structure pp. 223, 224; as introduction p. 230	Listener Log <b>SPEECHES</b>
T Oct. 2	Peer Team: Storytelling Rehearsals and Expertise Development Day Library	Part II: Chapter 7 Developing Expertise <b>Reading Quiz II</b>	Listener Log (Document reaction to rehearsal & expertise development process)
Th Oct. 4	Storytelling with a lesson	Part 2: Chapter 8 Supporting Your Ideas	<b>Final Speech Audience and Speaking Date Due; SPEECHES</b>
T Oct. 9	Storytelling with a lesson	Part 2 Chs. 9 and 10 Organizing & Outlining: Creative Forms	<b>SPEECHES</b>

Th Oct. 11	<b>Instruction: Audience Analysis, Special Occasion Speeches &amp; Persuasive Structures</b>	<b>Reading Quiz III</b>	Listener Log
T Oct. 16	<b>Instruction: Structure (organization) to Influence based on Audience types (Larson)</b>	<b>Part IV: Chapters 15 &amp; 16 RQ 15: 4, 5; 16: 2, 5 Speaking to Influence</b>	
Th Oct. 18	<b>Instruction and Workshop: Audience Analysis</b>		
T Oct. 23	<b>Special Occasion – Wedding Toast (with microphone)</b>		<b>SPEECHES</b> Meet in Reeve 306 Note: <i>Provost's Teaching &amp; Learning Summit</i> this week (opportunity for Civic Engagement 10/22)
Th Oct. 25	<b>Instruction and Workshop: Language Use; Source Selection, Oral Citation, Graduation Speeches and Annotated Bibliography</b>	<b>Part III: Chapters 11, 12 &amp; 13 Using Language Well</b>	
T Oct. 30	<b>Graduation Speeches:</b>	<b>Reading Quiz IV</b>	<b>SPEECHES</b> Listener Log
Th Nov. 1	<b>Graduation Speeches</b>		<b>SPEECHES</b> <b>Audience Analysis for Final Speech Due</b>
T Nov. 6	<b>Graduation Speeches</b>		<b>SPEECHES</b> <b>Annotated Bibliography of Sources for Final Speech Due</b>
Th Nov. 8	<b>Semester Speech Rehearsal, Coaching, and Class Feedback</b>		<b>Annotated Bibliography of Sources of Evidence for Final Speech Returned with Recommendations</b>
T Nov. 13	<b>Taped Final Speech Rehearsal with Peer Team –rotational</b>		<b>Dr. Carrell Conference – Do not schedule final speeches for this week.</b>

	<b>schedule with Dr. Carrell (TBD)</b>		
Th Nov. 15	<b>Taped Final Speech Rehearsal with Peer Team on your own – use High Impact Speaking Analysis Guide to provide feedback</b>		<b>Peer Team Speech Rehearsal</b>
T Nov. 20	<b>Semester Speech Rehearsal, Coaching, and Class Feedback</b>		<b>Listener Log and Feedback Forms from Taped Peer Team Rehearsal on 11/17 Due</b>
Thanksgiving			
T Nov. 27	<b>Semester Speech Rehearsal, Coaching, and Class Feedback</b>		<b>Listening Log</b>
Th Nov. 29	<b>Semester Speech Rehearsal, Coaching, and Class Feedback</b>		<b>Final Semester SPEECHES (outside of class TBD)</b>
T Dec. 4	<b>Semester Speech Rehearsal, Coaching, and Class Feedback</b>		<b>Final Semester SPEECHES (outside of class TBD)</b>
Th Dec. 6	<b>Semester Speech Rehearsal, Coaching, and Class Feedback</b>		<b>Final Semester SPEECHES (outside of class TBD)</b>
T Dec. 11	<b>Makeup speeches, if needed</b>		<b>Last Day to turn in Documentation of Civic Engagement and Final Reflection Papers/Semester Speech DVDs</b>
Th Dec. 16	<b>Class Celebration and Awards</b>		<b>Class Celebration</b>

## Semester Speech Schedule

The semester speech schedule will be added to the D2L site as speech audiences, dates, locations, and titles are determined for each of you. Please attend the speeches of your peer team members and analyze those speeches in your listening log. Assist you peer team members with videotaping and audience analysis. You will be given some class time to compensate for these outside of class activities. Find a way to cover each other. No one should be giving a speech without peer-team support PRESENT unless they have been given a “special circumstance” clearance from Dr. Carrell.

*“Speech is power: speech is to persuade, to convert, to compel. “*

--Ralph Waldo Emerson

# Learning Assessment

## WORKSHOP

500 points

Speech Experiences:

- Competency – 25 points
- Group – 25 points
- Story – 50 points
- Wedding toast – 25 points
- Graduation – 75 points

Reading Quizzes: 100 points (4 @ 25 points each)

Listening Log: 100 points

Peer Team Participation and Class Participation (on-time, in-class, listening, feedback to peers, engaged in workshop process): 100 points

## CIVIC ENGAGEMENT EXPERIENCE

50 points

Write a two page paper documenting/analyzing this experience.

OPTIONS...

- Judging for COMM 111 Speech Festival
- Analysis of Civic Engagement Speaker Paul Loeb, 6 p.m., 10/22
- COMM Club civic engagement
- Serving as a COMM 111 public speaking TUTOR at the Student Success Center
- Other (propose)

## SEMESTER SPEECH PROJECT

450 points

Include documentation of final project and progress on personal learning goals. Plan a professional portfolio that can be used in your Senior Capstone class and in job interviews.

*Semester Speech Project components*

- **Topic Selected by Due Date** – 25 points
- **Audience Arranged by Due Date** – 25 points
- **Audience Response Surveys or Interviews** – raw data (the surveys or interview notes)-50 points
- **Audience Analysis Paper** (see assignment description) -50 points
- **Annotated Bibliography** (sources that will be used in your semester speech with a short summary of the relevant content; see assignment description) – 50 points
- **Final Reflection** Three-five page synthesis paper describing your semester progress toward personally set Learning Goals (learning from listening log, workshop speeches and experiences, comparison of first and final speeches, listening and evaluating classmate's speeches, peer group work, semester speech project, etc.)-50 points
- **Final Speech** (200 points) A video or DVD of this speech is REQUIRED. Make a plan; make a back-up plan. You are responsible. (200 points)

Total Possible

1000 points

A 94-100% [940-1000 points]; AB 88-93% [880-939 points]; B 84-87% [840-879]; BC 78-83% [780-839]; C 74-77% [740-779]; CD 68-73% [680-739]; D 60-67% [600-679].

Grading Note: A grade of “A” is reserved for work that **exceeds expectations** and can be considered “Excellent”. “A” does not stand for “adequate”. A grade of “B” will be given to work that meets expectations on all delineated criteria.

***“Many attempts to communicate  
are nullified by saying too much.” -- Robert Greenleaf***

## Course Policies

### Daily Expectations

- ✓ *Morning Munchies* – Sign up to bring a snack if you are able.
- ✓ *What’s Happening?* (bring announcements of campus, community, and personal events to each class session)
- ✓ Reading and Viewing - Reading and viewing assignments should be completed prior to the day assigned. Please come prepared to contribute to class from the reading and/or ask questions about the reading. Some of you will be familiar with some of the content, while some of you will find the content brand new. Explore. Work to connect your reading to classroom activities and discussion.
- ✓ While your attendance is expected, you are also urged to not just to be physically in your seat but actively present and mindful, contributing to classroom dialogue, the support of members of your peer team, and constructive feedback for all speakers.

### Attendance

Attendance is expected at all class sessions. If you must miss a class session, it is your responsibility to arrange to get notes and secure materials from a classmate. After you have reviewed those notes, you may schedule a meeting with the professor if you need further clarification. ***Do not expect the professor to summarize a ninety-minute class session in an e-mail. This class relies heavily on experiential learning in a workshop format, making attendance critical.*** Many speaking assignments cannot be “made up” as they will occur during the workshop sessions. **Missing three or more class sessions or your final project speech may result in failure of the course; if an emergency situation occurs, a grade of “incomplete” may be given instead of “failure”.** Except for emergency and unusual **prearranged** situations, you must be present for presentations (almost daily) and exams. In this class, the schedule during the last few weeks becomes chaotic as we meet off-campus for speaker presentations. Be sure to check your e-mail, and to converse with your peer team partners so that you can be in the right place at the right time.

### Integrity

Academic integrity is expected in all circumstances (e.g. craft your own speeches, document and verbally cite all sources, etc.). Your UW Oshkosh Student Handbook describes the procedures for violations of academic integrity. Because ethical communication is essential for those seeking to influence with their public spoken words, **plagiarism in this advanced course will result in the most severe consequences allowed by that policy.** If you have questions about sources, ASK before you make the speech.

Assistance

**Should you need assistance with speeches, peer team interaction, the final project, or anything else academic or personal, please contact the professor immediately.** Resources are available.

Respectful Language and “Hate” Speech

***“Words have incredible power. They can make people's hearts soar, or they can make people's hearts sore.” --Dr. Mardy Grothe***

Freedom of speech is integral to the democratic process. At the same time, to be a remarkable and ethical person who can influence others with public spoken words, a speaker must be compassionate and informed about potential impact. Word choices, evidence usage, or fallacious reasoning based on stereotypes or ethnocentrism are not characteristics of the competent public speech of an educated and influential person. Though it is possible for hateful speech to be *unintentional*, arising from a lack of audience awareness, ethnocentrism, or other factors, this class will provide a format for feedback to increase awareness of such inadvertently dehumanizing speech. *Purposeful* usage of hate speech is not “transformative” or acceptable. The guarantee of free speech is infused with ethical expectations, especially for the college educated leader (that’s you).

Assignment descriptions are delineated on D2L.