

Public Speaking Spring 2005

Text: Xeroxed packet

Requirements for P grade

- Attend 9 class meetings, complete readings from packet; in the event of absence, view the video of the missed class and write a one-page response about effective elements of presentation, due at next class.
- Present three 5-minute speeches, plus either 1) moderate once or 2) be a student evaluator once.
- View your three speeches in the Knight Library and write a one-page response for each speech, due in the class following your presentation.
- Attend one public speech; write a one-page response about effective elements.
- Attend one Community Conversations Panel; write a one-page response about effective elements.

Syllabus

3/28: Introduction: course overview; ten tips for public speaking: what makes a good speech? Video: introducing a speaker. Brainstorm topics for Round III; sign-up for speaking dates and topics, moderator and student evaluator roles. Interview fellow student for introductory speech, Round I.

4/04: 4/4: Rounds I and II begin: Introductions and Technical Speeches: 5-minute speeches plus questions
Readings: Roger Ailes, "Listening," "An Ounce of Energy is Worth a Pound of Technique," "A Preparation Checklist;" "Abortion" panel, Tu 4/4 7:30 Ramey Room, Carson

4/11: Round I, Introducing a Speaker; Round II, Technical Speech to a Lay Audience: 5-minute speeches plus questions. Readings: Rebecca McDaniels, "Creating Your Introduction and Conclusion," "Beware of a Topic Only a Few Would Find Interesting;" video: technical speech to lay audience "The Draft" panel, Wed 4/13, 7:30 Dymment, Walton

4/18: Rounds I and II: Introductions and Technical Speeches; Readings: George Berquist, "The Problem of Presenting Specialized Material," Earle Page, "A Clergyman Talks Sense About Death;" "Gender:Nature vs. Nurture" panel Tu 4/19, 7:30 Dunn, Hamilton

4/25: Rounds I and II: Introductions and Technical Speeches; Reading: Howard Manko, "Preparing an Interesting Paper." Video: the moderator role

5/2: Rounds I and II: Introductions and Technical Speeches
"Sleep" panel, Wed 5/4, 7:30 Dymment, Walton

5/9: Rounds I and II: Introductions and Technical Speeches; Reading: on Persuasion (TBA)

5/16: Round III: Paired Persuasive Speeches on a Current Issue; video: a current issue
"Non-Violence Now: Effective?" panel, Tu 5/17, 7:30 Dunn, Hamilton

5/23; Round III: Paired Persuasive Speeches on a Current Issue; advice about Public Speaking next year.
"Botox and Beyond: Extreme Beauty" panel, Wed 5/25, 7:30 Dymment, Walton

5/30: Round III: Paired Persuasive Speeches on a Current Issue; overview of Public Speaking class

General Information

The goal of this course is to help students gain confidence and expertise speaking before others, by giving short speeches, asking and answering questions orally, watching videos of themselves, responding to them with brief papers about their strengths as speakers, and attending selected lectures and panels, where they can ask themselves questions like "What are the particular strengths of this speaker? Weaknesses? How does s/he organize material, use evidence, keep the audience interested?" By discussing short readings, as well as debriefing the experiences listed above, students will have the opportunity to test and develop their own personalized guidelines for effective speaking.

The emphasis will be on the uniqueness of each individual student as a speaker, as well as the shared challenges of all who seek to improve their speaking abilities. By the end of this course students will have experience with three types of speeches: the introduction, the technical speech before a lay audience, and the persuasive speech.

Each student speaks 3 times in the term, 9 students moderate, and 9-11 students act as student evaluators. All speeches are short (5 minutes), followed by questions (5 minutes) and individualized evaluations with the professor and a rotating student. All speeches are video taped and available in the Knight Library Reserve Room for each student to study and write a one-page response about, due at the beginning of the next class. Grading is P/N, with all students expected to attend faithfully, do the reading, deliver three speeches, and write five response papers to earn the P grade for two credits.

Response Papers

All response papers should be one page, typed, double-spaced (250 words) and should begin with the title and date of speech, as well as a brief summary of its main point. Before writing the response paper, the student needs to go to the Knight Library Reserve room and watch the video of the speech presentation. Then, in the response paper, the student needs to identify two or three strengths of the speech (be as specific as possible) and discuss how he or she will try to build on those strengths in the next speech.

Scheduling

All speaking, moderating, and evaluating assignments will be established the first day of class, with every effort given to accommodate student preferences and priorities.

Student Moderator

Moderators introduce individual speakers, on the basis of information provided on the first day of class on the information sheet and whatever other information can be gleaned from class discussion, email, and Google. Moderators should be sure to introduce each speaker by first and last name, as well as thank each speaker after the question period. The moderator role can be creative. Some moderators choose to introduce the topic of the day or individual speakers with a quote (poetry, newspaper article, philosophical treatise, the Koran, the Bible, etc.). The Moderator gets critiqued just as the other speakers do, and he or she adds a short debrief of the moderator role to the next response paper turned in after the moderated speeches.

Student Evaluator

The student evaluator takes notes during speeches and participates with the professor in the individualized feedback session at the end of class. This student includes a self-evaluation of what he or she learned from the evaluator role in the next response paper turned in.

A = Exceptionally Good (10)
B = Good (8)
C = Average (6)
D = Below Average (4)
F = Unsatisfactory (2)
A B C D E/F NONE

SCHUMAN, Assistant Professor EDDL 199 SP ST PUBLIC SPEAKING W/05 23569

Third week enrollment: 15; 13 students completed evaluations, or 87 percent of enrollment.
(Course evaluations based on a small number or percent of enrollment may not be reliable.)

RATE THE INSTRUCTOR BY SELECTING THE BEST RESPONSE FOR EACH STATEMENT.
Leave a response blank only if clearly not relevant.

PREPARATION	Instructor's preparation for class.	12	1	0	0	0	0	
		92%	8%	0%	0%	0%	0%	
		Mean= 9.8	Dept= 9.2	z= 0.8				
	Instructor's organization of course content.	13	0	0	0	0	0	
		100%	0%	0%	0%	0%	0%	
		Mean=10.0	Dept= 8.9	z= 1.2				
RAPPORT	Instructor's rapport with students.	13	0	0	0	0	0	
		100%	0%	0%	0%	0%	0%	
		Mean=10.0	Dept= 9.2	z= 0.7				
	Instructor's response to student comments and questions.	12	1	0	0	0	0	
		92%	8%	0%	0%	0%	0%	
		Mean= 9.8	Dept= 9.2	z= 0.7				
EFFORT	Instructor's encouragement of student effort.	11	2	0	0	0	0	
		85%	15%	0%	0%	0%	0%	
		Mean= 9.7	Dept= 9.0	z= 0.7				
CONTRIBUTION	Intellectual stimulation provided by instructor.	8	5	0	0	0	0	
		62%	38%	0%	0%	0%	0%	
		Mean= 9.2	Dept= 8.8	z= 0.5				
	Instructor provided material not easily gained from other sources.	9	4	0	0	0	0	
		69%	31%	0%	0%	0%	0%	
		Mean= 9.4	Dept= 8.7	z= 0.9				
RELEVANCE	Instructor's examples and illustrations.	12	1	0	0	0	0	
		92%	8%	0%	0%	0%	0%	
		Mean= 9.8	Dept= 9.0	z= 0.9				
	Assignments contributed to learning and understanding of subject.	11	2	0	0	0	0	
		85%	15%	0%	0%	0%	0%	
		Mean= 9.7	Dept= 8.8	z= 1.1				
EVALUATION	Evaluation of student performance.	12	1	0	0	0	0	
		92%	8%	0%	0%	0%	0%	
		Mean= 9.8	Dept= 8.4	z= 0.8				
1.	Quality of feedback provided to students.	11	2	0	0	0	0	
		85%	15%	0%	0%	0%	0%	
		Mean= 9.7	Dept= 8.4	z= 0.7				
2. KNOWLEDGE AND SKILLS	Instructor's knowledge of course content.	12	0	0	0	0	1	
		92%	0%	0%	0%	0%	8%	
		Mean=10.0	Dept= 9.5	z= 1.1				
3.	Instructor's ability to communicate knowledge of course content to students.	13	0	0	0	0	0	
		100%	0%	0%	0%	0%	0%	
		Mean=10.0	Dept= 9.1	z= 1.1				
4. OVERALL	Instructor's overall teaching of the course.	12	1	0	0	0	0	
		92%	8%	0%	0%	0%	0%	
		Mean= 9.8	Dept= 8.9	z= 1.0				
STUDENT AND COURSE CHARACTERISTICS (Leave blank if no response applies.)								
5.	Course difficulty, relative to other courses, was: A = very easy, B = moderately easy, C = medium, D = moderately hard, E = very hard	1	4	4	0	0	4	
		8%	31%	31%	0%	0%	31%	
		Mean= 7.3	Dept= 6.4	z= 0.6				
5.	Course workload, relative to other courses, was: A = very light, B = moderately light, C = medium, D = moderately heavy, E = very heavy	2	3	3	0	0	5	
		15%	23%	23%	0%	0%	38%	
		Mean= 7.8	Dept= 6.3	z= 1.0				
7.	What is your class standing? A = undergraduate, B = graduate student	10	1	0	0	0	2	
		77%	8%	0%	0%	0%	15%	
		Mean= 9.8	Dept= 8.6	z= 1.4				
3.	Did you take this course because it was required? A = yes, B = no.	6	6	0	0	0	1	
		46%	46%	0%	0%	0%	8%	
		Mean= 9.0	Dept= 9.0	z= 0.0				
9.	Approximately how many hours did you spend outside of class each week on this course? A = 9 or more, B = 7-8, C = 5-6, D = 3-4, E = 1-2	1	0	1	4	6	1	
		8%	0%	8%	31%	46%	8%	
		Mean= 3.7	Dept= 5.4	z= -1.0				
1.	In comparison with other UO courses of this size and level, how do you evaluate this course?	7	5	0	0	0	1	
		54%	38%	0%	0%	0%	8%	
		Mean= 9.2	Dept= 8.4	z= 0.8				
1.	In comparison with other UO courses of this size and level, how do you evaluate this instructor?	11	1	0	0	0	1	
		85%	8%	0%	0%	0%	8%	
		Mean= 9.8	Dept= 8.8	z= 1.0				
1.	In comparison with other UO courses of this size and level, do you believe that the class time was well organized and efficiently used throughout the course?	7	5	0	0	0	1	
		54%	38%	0%	0%	0%	8%	
		Mean= 9.2	Dept= 8.3	z= 0.9				
1.	In comparison with other UO courses of this size and level, how well did the instructor encourage communication outside of class time?	6	6	0	0	0	1	
		46%	46%	0%	0%	0%	8%	
		Mean= 9.0	Dept= 8.2	z= 0.7				