

SPC3602: Advanced Public Speaking
Spring 2022

Class #26830: Tuesday 2nd-3rd/Thursday 3rd (Rolfs Hall 207)

Instructor

Dr. Kellie Roberts

Rolfs Hall 209; Office phone 352-273-1655; Email robertsk@ufl.edu

Office Hours: Tuesdays 3:00-4:30pm; Wednesdays 10:00-11:00am; 2:00-4:00pm; and by appointment.

Course Description

Taking an Advanced Public Speaking class tells me that you have already determined how important communication skills are to your personal and professional life. This decision also indicates that you want to continue working to improve those skills to better your efforts in a variety of civic, business, and personal situations. Speech-making may now garner some alterations and expansions due to a new and ever-increasing audience but it certainly hasn't reduced its importance.

Public speaking skills are extremely desirable in job applicants. A majority of employers in the USA even go so far as to request that colleges and universities put more emphasis on these skills. Applicants must be ready to represent their organizations, speak to and with their clients and customers, and advocate for their products and services. Organizations will certainly train new employees in their own communication approaches but to have the basics, plus a little more, will easily put you at the front of the line for leadership track opportunities. Those sought out as potential leaders have developed and continue working to maintain good public speaking skills.

This advanced course is designed for the student who wishes to refine their mastery of presentational skills through speech construction, delivery, and analysis. We will briefly review the introductory skills learned in SPC2608-Intro to Public Speaking. It is assumed you already have some experience with the various types of public speaking. We will build on that existing knowledge. Success in this course will require hard work, creativity, language skills, analytic skills, interpersonal skills, and performance skills.

Course Goals

Students in this course will:

1. Become aware of strengths and weaknesses in their own oral communication.
2. Advance effective persuasive strategies and techniques to improve their public speaking skills.
3. Analyze public speeches to recognize and learn diverse strategies in public speaking.

4. Display critical listening skills to explain how audience responses affect public speakers.
5. Recognize and demonstrate the use of effective language in crafting speeches.
6. Identify and employ integrity and credibility in public speaking.

Course Readings & Materials

Readings from a variety of sources will be provided as handouts in class or as links on the course Canvas site.

Class Format

Class format includes lecture, class discussion and analysis, class activities, speech practice/rehearsal, and student presentations.

Course Requirements

1. *Oral Interpretation Presentation (100 points)*
2. *Ceremonial Speech (100 points)*
3. *Rhetorical Analysis Project (200 points)*
4. *Quotation Impromptu Speech (100 points)*
5. *Major Persuasive Address (250 points)*
6. *Peer/Self Critiques (5 X 20 points=100 points)*
7. *Participation (100 points)*
8. *Personal Assessments-Initial & Final (2 X 25 points=50 points)*

****There are 1000 points possible for this course.****

Grading Scale

930-1000	A	800-829	B-	670-699	D+
900-929	A-	770-799	C+	630-669	D
870-899	B+	730-769	C	600-629	D-
830-869	B	700-729	C-	000-599	E

Grading Standards: The following grading standards apply:

"A": Appropriately fulfills all the requirements of the assignment. The final product **stands out above others** because of creative elements, unique approaches, content, ideas, or impeccable execution of assignment requirements. An "A-" is just below this standard.

"B": Appropriately fulfills all the requirements of the assignment. **While technically it meets expectations and is a good final product, it does not stand out as unique or**

superior. A “B+” is just above this standard but not of A or A- quality. A “B-” is just below this standard.

“C”: Some requirements of the assignment are **missing or are not well executed.** Nevertheless, in a general way, it fulfills the assignment. A “C+” is just above this standard but not of B or B- quality. A “C-” is just below this standard.

“D”: **Violates significant requirements** of the assignment. Some possibilities: abuse of time-limit guidelines, does not fit the requirements described in the assignment, is very weak in content or organization, etc. A “D+” is just above this standard but not of C or C- quality. A “D-” is just below this standard.

“F”: **Grossly violates a significant requirement** of the assignment.

ASSIGNMENTS

More information and detail will be provided in class and on our class Canvas site for each assignment.

PERSONAL ASSESSMENTS

To form a baseline for improvement and cultivation of public speaking skills, you will complete a personal assessment at the start of the semester. This Initial Assessment will address both your appraisal of existing public speaking proficiencies as well as goals for the development of new competencies and participation in the course. A Final Assessment will be completed at the conclusion of the course to review and evaluate personal goals.

PARTICIPATION

Our class discussions and activities make up a portion of the course work and small part of your final grade. We will engage the readings and each other in classroom discussions to demonstrate a command of the course readings, apply concepts to current and historical public communication events, and evaluate public speaking in its varying forms and contexts. We will also have classroom activities to support the topics covered in the course, to learn new strategies, and sometimes just for the fun of it! Finally, we’ll also have the opportunity to use our skills and share our expertise with novice speakers as judges for speech contests.

ORAL INTERPRETATION

In an effort to work on delivery skills using the voice and body, you will prepare and present an oral interpretation utilizing either prose or poetry or a combination of the

two. The interpretation will require a brief introduction or ‘teaser’ to briefly introduce it and explain: the setting/scenario, the significance of the story or piece, its impact, its connection to some societal issue, and/or the author/poet’s connection. In the role of the ‘interper’, you will use a *Black Book* with your script though it is expected that the piece will be close to memorized (5-7 minutes max).

CEREMONIAL SPEECH

Speaking to audience that you know personally is sometimes one of the most difficult for some speakers especially when they’re expected to “say a few words” when others find it impossible. Students may choose either the “eulogy” or the “toast” for this assignment...different yes, but very similar in many ways as the speech is meant to honor another’s life in some way whether it is following their passing or as they begin or end a life milestone. This speech is delivered from memory (4-5 minutes max).

RHETORICAL ANALYSIS PROJECT

This assignment is prepared and presented as a team where each student will receive the same grade. Therefore, the workload should be shared equally both with the research, preparation, and delivery. You and your teammates will decide on a speech that you would like to analyze with the class. This can be a famous or not-so-famous speech but must be accessible to watch (not just listen or read the text) in class. Your team’s ultimate goal is to facilitate a class discussion on the speaking elements advanced by the speech. Additionally, the team will present tips and techniques that could have been useful to have improved the effectiveness of their chosen speaker’s presentation but that can be employed by your classmates in their speeches. The discussion is a ‘speech’ and should be prepared as such with an intro, thesis/preview, body (I. Background/Setup, II. Video Clip & Discussion, III. Tips & Techniques, IV. Conclusion). A minimum of six cited sources should be used. They might include information about the speaker, reference to their speaking style/other speeches, or scholarly information related to the speaker or strategies they may have used.. At least two sources should support the Tips & Techniques section of the presentation (these articles can come from current websites, popular publications, or scholarly journals). (35-45 minutes max).

QUOTATION IMPROMPTU

Using a famous quotation as your prompt, you will present an impromptu speech with a meaningful message for your audience. You will develop this speech using the impromptu format reviewed in class. (7 minutes total for prep and delivery)

MAJOR PERSUASIVE ADDRESS

You will deliver an impactful persuasive speech to your classmates with a focus on a current issue that needs to be resolved through action at several levels including personal response. This capstone assignment should display your outstanding delivery skills, excellent reasoning, and use of theories of effective persuasion. It must incorporate a minimum of 10 relevant, credible, and current sources. Your goal will be to both convince and actuate the audience with specific action steps that they should take within the next week in response to your speech. You want the class to believe and do something! This speech should be memorized with a full manuscript submitted as part of the grade. Additionally, you will respond to questions at the close of your speech as a segment of the assignment. (10 mins max; 5 mins max for Q/A)

PEER/SELF CRITIQUES

Peer-critiques will be used to give 'real-time' evaluations to your classmates. Your feedback is extremely useful for their improvement as they work to grow their skills. We will have short discussion periods to analyze and provide input for improvement at the end of speech days. You will also complete critiques for assigned speakers during speech assignments.

Self-critiques are an opportunity for you to take responsibility for your own growth as a speaker. The only way to improve is to review our work, evaluate it, and make plans on what and how we can make it better.

***SPC3602: Advanced Public Speaking
Spring 2022 Tentative Schedule***

This is a TENTATIVE schedule as it is possible that adjustments will need to be made during the semester. Any changes to the schedule will be announced in class and/or through Canvas. You are responsible for any announcements/changes given in class, even if you are absent.

- | | |
|---------|---|
| Week 1 | Introduction to Course |
| Week 2 | Review of Public Speaking Basics
<i>Due: Initial Assessment, 1/11/22</i>
<i>Due: Intro Speeches, 1/11/22</i> |
| Week 3 | Oral Interpretation of Literature
Rhetorical Analysis Project Assignment Review/Team Meetup
<i>Due: Oral Interp Piece Selection, 1/20/22</i> |
| Week 4 | Oral Interp Workshopping/Rehearsal
<i>Due: Oral Interp Manuscripts, 1/27/22</i> |
| Week 5 | Rhetorical Analysis Project Team Conferences
<i>Due: Oral Interp Presentations, 2/1/22</i> |
| Week 6 | Ceremonial Speaking
<i>Due: Ceremonial Speech Topic Selection, 2/10/22</i> |
| Week 7 | Rhetorical Analysis Project Team Meetings
<i>Due: Ceremonial Speeches</i>
<i>Due: Rhetorical Analysis Outline Draft & Reference List, 2/17/22</i> |
| Week 8 | <i>Due: Rhetorical Analysis Projects</i> |
| Week 9 | <i>Due: Rhetorical Analysis Projects</i> |
| Week 10 | <i>UF Spring Break!</i> |
| Week 11 | Impromptu Speaking & Workshopping |
| Week 12 | Persuasive Speaking
<i>Due: Quotation Impromptu Speeches</i> |
| Week 13 | Persuasive Speaking & Workshopping |

No class meetings—Dr. Roberts out of town, 3/31-4/7/22
Due: Individual Conferences re: Persuasive Speech Topic

Week 14 No class meetings—Dr. Roberts out of town, 3/31-4/7/22
Due: Individual Conferences re: Persuasive Speech Topic
Due: Persuasive Speech Manuscript Draft & Reference List, 4/7/22

Week 15 *Due: Major Persuasive Address*

Week 16 *Due: Major Persuasive Address*
Due: Final Assessment, 4/21/22

Other Important info

Signup for Topics and Presentations

- You will sign up for Topics and Presentation dates in advance of the scheduled delivery. Some speaking assignments will span over several class meetings while others may only take a double class period to complete.

Communication with your instructor

- You must check your UF e-mail and Canvas announcements on a regular basis.
- Questions and concerns can be addressed in person during my office hours. I am also happy to respond through email. Please include the course—SPC3602 in the subject line of your email, an appropriate salutation to begin your message, and a signature line with your complete name at the close. Please proofread and punctuate your messages to demonstrate professionalism that is expected in written correspondence. I will then, in turn, try my best to respond to your email with the same criteria in an appropriate timeframe.

General Overview of Presentations and/or Oral Participation

- When presenting, you will be expected to conduct yourself in a professional manner in a number of aspects: clothing, language, presentation, and content material. You don't have to wear a 3-piece suit, but you should not look as if you are on your way to work out. It is important to remember that clothing also communicates a message.

Attendance

- Attendance is required. **You are allowed to miss 3 class periods (unexcused absences) without penalty to your grade.** Beginning with the 4th unexcused absence, you will lose 15 points off your final grade. Keep in mind that Tuesday's class counts as 2 class periods.

- Excused absences (in order to make up or turn in assignments late) must be properly and officially documented. When possible, you should always contact me BEFORE the absence. Absences related to university-sponsored events must be discussed with the instructor prior to the date for which you will be absent.
- Tardiness: If you enter class late, it disrupts the entire class. **Three tardies count as one absence.**
- Look under the “Attendance” tab on CANVAS to keep track of your attendance. If you are absent, YOU are responsible for making yourself aware of all due dates. If absent is due to a scheduled event, students are still responsible for turning assignments in on time. Please do not email me asking for what was covered on the day you missed class. Instead, arrange to see me in office hours or make an appointment to discuss missed material or get the material from a classmate.
- These requirements for class attendance, late papers, and other work are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Late Work

- **ALL ASSIGNMENTS ARE DUE ON THE SCHEDULED DATE.**
- Late written work will be accepted with a 10% penalty per each day late. No late written work will be accepted more than one week after the assignment was originally due.
- If you miss a Speech Presentation day, you will be allowed to makeup the presentation for reduced points (10% reduction for each class day late for presentations). No speech assignment will be accepted more than two weeks after the assignment was originally due.
- If you know you are going to miss a class, please let me know in advance!!

Incomplete Policy

- Students will not be allowed to take an incomplete grade in this course unless an emergency or serious illness prevents completion of the class requirements and at least 50% of the course assignments have already been completed.

Classroom Environment

- This course uses a seminar format and depends on the creative and collaborative input of all participants. In addition to physical attendance, you are expected to participate and engage in class discussion and activities. Therefore, you should prepare yourself by reading assignments before class and thinking critically about the material.
- It is important that we all feel comfortable speaking and interacting in this class. While you will not be policed for political correctness, it is important to respect and be considerate of others’ feelings.

- Communication is a two-way process: it is just as important to be a good listener as it is to be a good speaker. You must be respectful and supportive of your classmates. Disrupting, disturbing, sleeping, texting, Facebooking, surfing the web, etc. while class discussion is happening or others are presenting will hurt your participation grade or even your attendance if you are completely 'checked out'.

Special Circumstances

- Sometimes things do not go as we plan. If you have an unexpected problem at any time throughout the semester, please talk to me, and I will try my best to help you solve the problem.

Academic Honesty and Plagiarism

All students are required to abide by the Academic Honesty Guidelines which have been accepted by the University. The academic community of students and faculty at the University of Florida strives to develop, sustain and protect an environment of honesty, trust and respect. Students are expected to pursue knowledge with integrity. UF students are bound by The Honor Pledge which states: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class. Honor Code:

<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

For more information, see the Student Conduct and Conflict Resolution Web site:

<https://www.dso.ufl.edu/sccr> or call 352-392-1261 x207.

As a University of Florida student, your performance is governed by the UF Student Honor Code, (<https://catalog.ufl.edu/ugrad/current/advising/info/student-honor-code.aspx>). The Honor Code requires Florida students to neither give nor receive unauthorized aid in completing all assignments. Violations include cheating, plagiarism, bribery, and misrepresentation, all defined in detail at the above site.

Students with Disabilities

The University of Florida complies with the Americans with Disabilities Act. Students requesting accommodation should contact the Students with Disabilities Office, Peabody 202 or online at <http://www.dso.ufl.edu/drc/> The office will provide documentation to the student whom must then provide this documentation to the

instructor when requesting accommodation. Please alert me to any accommodations within the first two weeks of class so that we can work together to make your class experience successful.

Student Counseling and Mental Health

Campus resources are available for students having personal problems or lacking clear career and academic goals which interfere with their academic performance. These resources include:

- UF Counseling & Wellness Center (CWC): (352) 392-1575 for documentation, stress and wellness, mental health screening, concerns about a classmate, self-help, sexual or physical abuse or go to <http://www.counseling.ufl.edu/cwc/>