

Disclaimer: This syllabus is subject to change according to the needs and size of the class members.¹

Instructor: Beth Bennett, Ph.D.
Office: TBD
Credit: 4
Time: 2 hours/day, Mon-Fri

Text: Stephen E. Lucas, *The Art of Public Speaking* (McGraw Hill Education, 12th ed., 2015)

Course Description:

The course will give students concrete public-speaking experience with full knowledge of delivery concerns for various occasions. Students will practice developing their listening skills and critically assessing their own and others' presentations. Short and long, informative and persuasive speeches will be given alone and in groups. Power Point slides will be used creatively, not as a crutch. In other words, students will not be permitted to rely on their slides for the language and content of their speeches.

Student presentations will depend on individual interests, backgrounds, and specialties. Class members will practice presenting themselves and creating descriptive, objective, and persuasive speeches. They will engage in group debates to convince their opponents of an argument's "correct" side.

How to use humor and emotive speech appropriately will also be addressed throughout the six weeks.

Aims of the Course:

The course aims to provide students with the chance to develop skills in preparing and presenting public speeches in various situations and contexts. Students will also learn how to listen critically, use visual aides competently, and assess their own and their classmates' presentations efficiently.

Week 1

Students will engage in briefly and informally introducing themselves and others in the class.

Week 2

¹ I am grateful to Professor Charles Bonner for much of the conceptualization and language of this syllabus.

Students will analyze selected speeches (from the Lucas text) of different genres including introductory, informative, persuasive, and commemorative presentations. They will give their own **informative speeches** and will read chapters 2, 4, 14, and 15 (from the Lucas text) covering, among other topics, ethical questions and the use of visual aides.

Week 3

Students will continue to give informative speeches and will read chapters 3, 12, and 13 (in the Lucas text) examining listening skill development, audience analysis, and language considerations.

Week 4

Students will deliver **persuasive speeches** and engage in **group debates** on controversial issues. They will read chapters 16 and 17 in the Lucas text and explore how to use the concepts of ethos, pathos, and logos in their presentations.

Week 5

Students will continue to give persuasive speeches both individually and in groups. They will read Chapter 19 in the Lucas text and analyze speeches given on special occasions (Chapter 18).

Week 6

Students will focus on giving **group presentations**. Teams of two or three class members will work together on small projects related to politics, science, or other topics of interest to the group.

Please note that **assignments will be refined throughout the semester** according to the number of students in the class and their skill level.

Assessment will be based on student speeches, which will largely be evaluated both by fellow students and the professor. Short quizzes on the textbook and related material will also be used in the final evaluation of students. Attendance and participation are clearly extremely important and participation includes giving not only one's own speeches but also providing "feedback" to other students on their presentations.

Grading:

Speeches	75%
Quizzes, homework, in-class assignments	15%
Participation	10%

Earning course credits depends on successful completion of all course components outlined above.