



South China Normal University International Summer Session

02E47824: Public Speaking

Term: July 15th –August 9th, 2019

Instructor: Dr. Laura Brodie

Home Institution: Washington and Lee University

Credit: 4

Course Description

This four-week course helps students become effective public speakers in English, focusing on how to introduce oneself, address different types of audiences, open and conclude speeches, offer clear instructions, handle question and answer sessions, use appropriate body language and eye contact, and incorporate technology into oral presentations. The course uses *The Art of Public Speaking*, by Stephen Lucas, which includes chapters and sample speeches covering all of the major skills involved in public speaking.

Class time will be divided into lectures, discussion of readings, daily practice in short oral presentations, and group workshopping of a full five-minute persuasive speech, to be delivered to the class in the final week. Depending on class size, the instructor will work individually with each student on grammar, diction and pronunciation in their final speech.

Course Goal

By the end of the four weeks, each student will have substantial practice in public speaking in English, gained through multiple short exercises, and will have learned how to write and deliver a persuasive five-minute speech.

Course Readings

The Art of Public Speaking, by Stephen Lucas, 12th edition, ISBN 978-0-07-352391-0
Handouts provided by the professor



Exams & Assignments

Assignments include: discussion of daily readings, including famous speeches in English; daily informal speaking in small groups; two short, graded oral presentations to the class, including a personal introduction and a short informative speech in which students offer instructions on how to accomplish a task, followed by questions answers; preparation and delivery of a five-minute persuasive speech. The persuasive speech counts as the final exam, and will be graded on the quality of the written text (40%), as well as the effectiveness of the oral presentation (60%).

Grading Scale

Percentage	Grade
90-100	A
80-89	B
70-79	C
60-69	D
<60	F

Course Schedules

Week One

Monday

Introduction to the course, informal introductions (not graded), discussion of body language, tone, volume, and eye contact, listen to: Barack Obama, introduction of himself to the Democratic National Convention in 2004

Tuesday:

The rhetorical situation—understanding your audience, informal practice addressing various imaginary audiences; Reading: Lucas, Chapter 1, *Speaking in Public*, p. 2-28, and Chapter 6, *Analyzing the Audience*, p. 96-117.

Wednesday:

Two-page typed personal introductions due to professor, workshop the writing and delivery of personal introductions in small groups, Chapter 2, *Ethics in Public Speaking*, p. 28-45

Thursday:

Discussion of most frequent grammar and diction problems in student writing; brainstorming topics for the course's final assignment, the persuasive speech; Reading: "The Danger of Cell Phones," A5, "Phony Pharmaceuticals," A7 and Chapter 13, *Delivery*, 238-255.

Friday:

Students present two-minute personal introductions to the class (graded); discussion of how to improve; Reading: Chapter 4, *Giving Your First Speech*, p. 62-75.



Week Two

Monday:

The informative or instructional speech, brainstorming topics, outlining a speech; Reading: Chapter 15, *Speaking to Inform*, p. 282-303.

Tuesday:

Using visual aids in speeches: students should come to class with one visual aid to show the class, such as a chart, photograph, or Power Point; Reading: Lucas, Chapter 14, *Using Visual Aids*, p. 264-281.

Wednesday:

Two-page typed speaking outline of instructional speech due to professor, workshop the delivery of the speech in small groups, Reading: Chapter 11, *Outlining the Speech*, 204-219.

Thursday:

Discussion of most frequent grammar and diction challenges in student writing; how to write persuasive speech and research the topic, Reading: Chapter 16, *Speaking to Persuade*, p. 304-329.

Friday:

Students present two-minute instructional speeches to the class, including question and answer sessions (graded), Reading: Chapter 7, *Gathering Materials*, 118-139.

Week Three

Monday:

Presenting the topic for the persuasive speeches—students will speak before the class about why they have chosen their topic, what problem it presents and the solution they offer, and take questions and answers, (ungraded). Reading: *Selecting a Topic and a Purpose*, Chapter 5, p. 76-95.

Tuesday:

Introductions for the persuasive speeches—students will submit to the professor a typed one paragraph introduction, and present it in small groups, workshoping the writing as well as the oral presentation, Reading: Chapter 10, *Beginning and Ending the Speech*, p. 184-203.

Wednesday:

Conclusions for the persuasive speeches-- students will submit a typed one paragraph conclusion, and present it in small groups, workshoping the writing as well as the oral presentation, Reading: *Organizing the Speech*, Chapter 9, 164-183.

Thursday:

Full draft of persuasive speech presented to small groups, in written and oral form.

Friday:

Typed 3-page draft of persuasive speech due to the professor. Study of famous speeches in English. Martin Luther King, "I Have a Dream" (handout)



Week Four

Monday:

Professor works individually with students, while the rest of the class presents persuasive speeches, in written and oral form, to small groups, to be critiqued.

Tuesday:

Professor works individually with students, while the rest of the class continues to workshop persuasive speeches in small groups.

Wednesday:

Listen to: John F. Kennedy, "The Decision to Go to the Moon," Read Abraham Lincoln, "The Gettysburg Address" and William Safire's "A Spirit Reborn"

Thursday:

Final Exam-- Students submit typed speeches to professor. Students give presentations of persuasive speeches to full class, followed by question and answer sessions.

Friday:

Student presentations continued—concluding remarks for the course.