Syllabus for *Public Speaking*

MPA elective
TESC summer quarter 2021
2 credits
Marla Beth Elliott
Mail Stop COM 301
elliotma@evergreen.edu

Weekend intensive schedule:
Friday July 16th, 5 to 9 p.m.
Saturday July 17th, 9 a.m. to 5 p.m.
Sunday July 18th, 9 a.m. to 5 p.m.

All class meetings will be held remotely using Zoom software.

Course Description:
Oral eloquence still counts when you need to explain, persuade, collaborate, and lead. This intensive weekend course will help you learn to use your voice, body, and personal presence with confidence when speaking to others. You will learn to channel stagefright into creative energy and to organize your thoughts into a structure your audience can grasp. Students will write, revise, rehearse and present a short speech; they will also have opportunities to practice speaking impromptu. Since classes must be held remotely, we will also explore best practices for public speaking through a webcam. Credit will be awarded in Public Speaking.

Required Reading/Watching Assignments:
All are available as links or downloads from our Canvas web site.

"Patsy Rodenburg – The Second Circle. Michael Howard Studios, New York City, April, 2008."
Youtube.com. posted Oct. 9, 2008. Accessed September 20, 2009.
http://www.youtube.com/watch?v=Ub27yeXKUTY

Belasco, Jason. "How to Deliver Effective Speeches: Instructions: Know Your Audience".
www.ehow.com, 1999-2010. Nov. 30, 2010. http://www.ehow.com/how-to_4845368_deliver-effective-speeches.html

Blewett, Lori. "Positive Thinking to Reduce Speech Anxiety". Unpublished class handout, 2004.

Boyd, Stephen D. "An Ending to Remember", www.speaking-tips.com, BleedingEdge.net, 2003-2009.
Sept. 20, 2009. http://www.speaking-tips.com/Articles/An-Ending-To-Remember.aspx

Boyd, Stephen D. "Content and Context". www.speaking-tips.com, *op. cit.* http://www.speaking-tips.com/Articles/Content-and-Context.aspx

Boyd, Stephen D. *"*Myths of Public Speaking". www.speaking-tips.com, *op. cit.* http://www.speaking-tips.com/Articles/Myths-Of-Public-Speaking.aspx

Boyd, Stephen D. "The Ps of Preparing a Presentation". www.speaking-tips.com, *op. cit.*
http://www.speaking-tips.com/Articles/The-Ps-Of-Preparing-A-Presentation.aspx

Edwards, Paul. "Changing Academic Public Speaking". www.speaking-tips.com, *op. cit.*
http://www.speaking-tips.com/Articles/Changing-Academic-Public-Speaking.aspx

Excerpt from Foss, Sonja K. and Foss, Karen A. *Inviting Transformation: Presentational Speaking for a Changing World.* Long Grove, IL: Waveland, Press, 2003.

Excerpt from Rodenburg, Patsy, *The Right To Speak.* New York: Routledge, 1992.

Excerpt from Rodenburg, Patsy, *The Second Circle*. New York: W.W. Norton & Co., 2008.

The Canons of Rhetoric, "Silva Rhetoricae". Burton, Gideon O., Brigham Young University. Web. 18 June 2014. http://rhetoric.byu.edu/Canons/Canons.htm

BONUS READING FOR THE PANDEMIC: Cooley, Brian. "Ultimate webcam tips: How to look and sound great online". Web. June 21, 2020. https://www.cnet.com/how-to/ultimate-webcam-tips-how-to-look-sound-great-online/

Writing Assignments:

Personal essay:
Each student will submit a personal reflective essay responding to the readings. The length for this essay should be about a thousand words. This essay is due one week before our first class meeting, and should be posted on our class web site. Key questions for this personal essay *can* include:
- What do these readings evoke for you in light of your previous experiences with public speaking?
- What kinds of public speaking experiences do you anticipate in your future work and studies, and how do these readings affect your thinking about those future experiences?
- How do the readings connect to each other? Are there conflicts between the authors' points of view?
- If so, how can those conflicts be reconciled?

Short speech:
Each student will write a SHORT, simple speech (less than four minutes long when spoken aloud). This speech will serve as practice material for work in the class. The topic of the speech should be something the student knows well and cares about: for instance, a hobby, a favorite town or location, or a favorite food. The topic should NOT require extensive research. The intended audience is the other students in the Public Speaking class. The purpose of the speech is to explain why the topic is special and important to you. The parts of the speech should be arranged according to the classical canons of rhetoric (see http://rhetoric.byu.edu/Canons/Canons.htm).

A full-sentence OUTLINE of your short speech should be posted in the Short Speech Outline forum on our web site no later than the Tuesday before our first class meeting. Here are resources about writing an outline:

https://owl.purdue.edu/owl/general_writing/the_writing_process/developing_an_outline/types_of_out lines.html

Students should have a copy of the speech with them in class on both Saturday and Sunday. Expect to revise your speech more than once during our intensive weekend.

After the last class meeting, you will continue to work on your speech, using the techniques we learned in class. One week following the last class date, as your final assignment, you will submit a video recording on the class web site of you presenting your speech, as well as the final version of the text of your speech.

Class Schedule:

Friday July 9: Personal essay due on class web site

Tuesday July 13:
- Draft speech due on class web site

Friday evening, July 16:
- First class meeting
- Introduction exercise
- Break
- Introductory work on voice, body, and presence
- Re-introduction exercise

Saturday, July 17:
- Warm up
- Seminar on readings & personal essays
- Presence & logistics exercise
- Lunch break
- Workshop on temporal phrasing
- Edit & rehearse speeches in small groups

Sunday, July 18:
- Warm up
- Enunciation workshop
- Revise and rehearse speeches in small groups
- Lunch break
- Present speeches to whole class
- Debrief and draft self-evaluations

Monday July 26:
- Video recording and final draft of the text of your short speech due on class web site.