



Introduction to Public Speaking—Honors Section
Course Syllabus

Instructor: Amber Grafft-Weiss (she/her/hers).

Contact: a.grafftweiss@ufl.edu

Class zoom link: <https://ufl.zoom.us/j/94568742640>

Office hours zoom link: <https://ufl.zoom.us/j/97167138091>

Office: ROL 410 (or via zoom)

Office Hours:

M 9:30-10:30a, 12:45-1:45p

W 9:30-10:30a

or by appointment

PREFACE

The world we all navigate each day is fraught with a variety of challenges, from environmental crises to social inequities. As global citizens and community members, we must embrace our responsibility to address these important issues and practice using tools that will make us effective speakers through argumentation and advocacy. The skills you will learn and practice in this class will prepare you for these tasks, and ultimately prove useful in your professional and personal life as well.

The principles involved in speaking well aren't usually complex or hard to understand, but they can be tough to put into practice. In order to develop new skills and strategies, we will be engaging in activities that may feel silly or uncomfortable. This is one of those situations where you will gain and grow in proportion to the effort you put in, so I encourage you to be willing to feel silly and be brave! This class is exactly the place to try it—and you'll be surprised how much your skills will develop.

I strive to create a classroom environment wherein it is safe to make mistakes and stretch out of your comfort zone. Remember: you're in this class not because you're already an expert in public speaking, but to learn and develop as a speaker. Growing pains are part of the process. Over the next several weeks you'll find that everyone in the room—not just you, not just me as your instructor, but also your peers—truly want to see you succeed. In our classroom we'll support each other as we strengthen our skills. Try to let go of the worries and I hope you'll find yourself having fun as we try new ways to find your voice as a speaker and develop a set of tools that make you the best version of that speaker you can be.

CONSIDERATIONS FOR COVID-19

Though many of us have been vaccinated, the threat of COVID-19 persists through mutations of the virus and, as we saw in the fall, we as a campus continue to be susceptible to some pretty unpleasant illnesses beyond COVID. For that reason, I will be masked in the classroom and encourage you to wear a mask as well. Additionally, I encourage you to stay home and attend class over zoom if you are under the weather—it will still toward your regular attendance.

REQUIRED TEXTS

THE ART of PUBLIC SPEAKING, 2020 by Steven Lucas. Publisher: McGraw-Hill, 13th edition.

This text is available at most bookstores supplying the university, and at <http://shopmcgraw-hill.com>. You might also compare rental prices through textbookrentals.com; however, this is a newer edition.

This course is participating in the UF ALL ACCESS program for the Spring 2022 semester. This program will allow you to access the required text at a significantly discounted price. **The opt-in window opens on 12/27/2021 and closes on 1/28/2022.**

Instructions for Opting in to All Access Materials

1. Go to <https://bsd.ufl.edu/allaccess>
 - a. Click the “Opt In” tab or the “View Eligible UF All Access Classes” button
 - b. Log in with your GatorLink account.
2. Students are shown a list of classes in which they are enrolled in that are participating in UF All Access with the prices included.
3. Click the Opt-in check box next to the desired class.
4. Once you have reviewed your course selections click the Opt-In button.
5. The access code or access instructions are now displayed.
 - a. For Access Codes - Please copy the code and follow your instructor's specific directions for gaining access to your materials. You will find the instructions on your class Canvas page.
 - b. For Brytewave eTextbooks – You will receive an email at your @ufl.edu within 24 hours of opting in, which will provide you with access to your bookshelf.
6. The classes you opted into will continue to be displayed at <https://bsd.ufl.edu/allaccess> for up to 3 weeks after the term has started. Be sure to register the access code before this deadline.

Contact your Bookstore on campus with any questions at allaccess@bsd.ufl.edu.

Additional required readings will be posted as PDFs on Canvas.

ASSIGNMENT DESCRIPTIONS

Introductory Speech: Cultural Identity, Positionality, and Your Issue (150 points)

4-6 minutes—In addition to introducing yourself, the objectives of this speech are to apply the basic structure of a speech, evaluate your own positionalities, and explain how those positionalities affect the lenses through which you engage the world around you. You will also provide a brief explanation of your social justice issue and how you connect with it.

Informative Speech: Contextualize Your Topic (200 pts.)

5-7 minutes—One objective of this assignment is to focus on organization of content and precision of information. You will discuss the historical context of your social justice issue, recent events connected to the issue, and introduce the audience to an existing organization involved in the direct fight against this injustice. This speech is designed to inform—specifically to familiarize the audience with your chosen topic—so your audience will be engaged in comprehensive listening.

Impromptu Speech (50 pts.)

2-3 minutes (after 1 minute of preparation)—The objective of this speech is to practice one's ability to organize information quickly while delivering it in a manner that is clean, clear, and under control. Each student will present a speech with limited preparation on one of two prompts provided for them without any foreknowledge. You are allowed and encouraged to relate the prompt you choose to the topic you've selected for the semester and/or current events—just make sure you're not repeating information you've covered in a prior speech!

Persuasive Speech (200 pts.)

6-8 minutes—In this speech, you will engage your target audience, urging them to support or oppose a policy designed to solve a problem (for example, to disrupt the systems, structures, and behaviors that allow your chosen social justice issue to persist). This speech *must* be organized using Monroe's Motivated Sequence and encourage your audience to immediate action regarding your message. You will engage in advocacy by using credible evidence, peer testimony (firsthand narratives), and emotional appeals, particularly focusing on amplifying voices and stories of those most impacted by your social justice issue.

Peer Evaluations (3x15=45 points)

Each student is required to write five (5) peer evaluations for designated classmates for the Introductory, Context, and Persuasive speeches. Students will post their evaluations on a discussion board dedicated to each speaker/speech; further instructions will be detailed in the Canvas assignment and in class.

Quizzes (105 points total)

These exams will cover principles of public speaking and focus on materials covered in the textbook—which may or may not be discussed in class. Each exam may consist of multiple choice, true/false, and short answer questions.

Quiz 1: Chapters 5-11 (45 points)

Quiz 2: Chapters 12-15 (30 points)

Quiz 3: Chapters 16-19 (30 points)

Annotated Bibliography, parts 1, 2, & 3 (50 points each)

Over the course of the semester, you will compile a bibliography of scholarly sources and other credible sources that relate to your topic. You will use these sources in crafting each of your speeches. I will collect your bibliography to review your entries one week prior to each speech (with the exception of your impromptu speech). Your annotated bibliography can be submitted in either spreadsheet (e.g. Microsoft Excel) or word processor format (e.g. Microsoft Word), but must include the following:

1. Complete bibliographic information in either MLA or APA format
2. The language you will use to cite the source out loud
3. 1-2 sentence summary of what the source says and how it's useful to your research.
4. Notes about content and/or quotations from the piece, as well as the page number(s) on which they occur. You need AT LEAST one per source. Inclusion of multiple notes/quotations does not mean that you have to use them all. In other words, you compile useful passages in this bibliography so that they're easy to find and plug in to your speech.

Participation/Attendance (100 pts.)

This skill-based class emphasizes the ability to integrate class materials into effective speeches, so students *must* stay up to date on the assigned readings and contribute to the class content by asking questions and participating in class activities. Additionally, being present in body alone is not considered a substitute for being present. That means checking email or social media, sleeping (or engaging in other non-class related activities), or by declining to participate during class activities will detract from a student's participation grade. While no student can receive points by participating, you can lose them for *not* participating. All students start out with 100% but absences, tardiness, lack of active participation, or lack of a positive attitude can affect this grade.

Extra Credit

You can accrue up to ten extra credit points throughout the semester. Extra credit assignments can be found in your Canvas assignments page, indicated by the letters "EC" at the beginning of the assignment title. Extra credit assignments generally consist of work that helps you think critically about your speech content and organization prior to delivering it, critical observation of a speech, and asking for help(!) in the form of visiting the speech lab and reviewing one of your recorded speeches with me. Additionally, the department periodically holds events (such as debates); if you attend them and write a brief reflection on the event, you can earn extra credit. I will let you know as I find out about those events during the semester.

COURSE EVALUATIONS

Evaluations for individual assignments and components of the course will be determined on the basis of the following point system:

Assignment	Points
Informative Speech: Introduction	150
Informative Speech: Context	175
Impromptu Speech*	50
Persuasive Speech	200
Online Reflection Speech	25
Annotated Bibliography part 1	50
Annotated Bibliography part 2	50
Annotated Bibliography part 3	50
Peer Critiques*	45
Quiz 1	45
Quiz 2	30
Quiz 3	30
Participation and Attendance*	100
Point Total	1000

Scale for Final Grades:

A	93-100%	930-1000 points
A-	90-92%	900-929
B+	87-89%	870-899
B	83-86%	830-869
B-	80-82%	800-829
C+	77-79%	770-799
C	73-76%	730-769
C-	70-72%	700-729
D+	67-69%	670-699
D	63-66%	630-669
D-	60-62%	600-629
E	0-59%	0-599

*These assignments will generally be completed during class.

GRADE DISPUTES

If you dispute the grade you receive for a speech, you may request to have it reassessed by Dr. Martinelli, Director of Public Speaking. First though, you should meet with me to discuss the grade you received and watch your video to be sure you understand the rationale for your grade. If you still wish to dispute the grade after that meeting, you may email Dr. Martinelli (acmart@ufl.edu) to request that your assignment be re-graded. If you request this re-grade, the second grade will stand, regardless of whether it is higher or lower than the original score. You may request re-grading up to one week after an assignment has been returned. Requests will not be considered after this time.

ATTENDANCE POLICY

Since this class relies on practicing skills and strategies, your attendance is significant to your success in the class. You will learn from observing and critiquing others' presentations in addition to your own.

Attendance Credit & penalties for absences

Attendance will be taken daily. It is your responsibility to be sure you have checked in for each class period, *especially* if you arrive late. If you have not checked in, you will be counted as absent.

You are allowed 3 *hours* of absence. You can use your 3 absent hours for any reason, but after that penalties start to accrue. For each hour missed beyond the three allowed, a total of 20 points will be deducted from participation/ attendance points (e.g. 4 hours absent = -20 pts, 5 hours absent = -40 pts, &c.). If the penalty exceeds the 100 participation points, the 20 points per absence will then come off the total grade out of 1000 in the class.

If all your absences are due to documented emergencies and exceed three, please communicate with me as soon as you are able.

The Dial Center exempts from this policy *only* those absences involving university-sponsored events, such as athletics and band, and religious holidays. Absences related to university-sponsored events must be discussed with the instructor prior to the date that will be missed.

NOTE: *There are additional penalties for missing assignment due dates.*

Tardiness

If students are not in their seat at the start of class, this disrupts the entire class and students will be considered late. Three instances of tardiness count as one absence.

Missed announcements and Lectures

If you are absent or tardy, you are still responsible for any announcements made in class. *Please contact a classmate, not me, to get any announcements and class notes that you missed.* I will not provide notes and cannot provide video recordings of class lectures.

Make-up Speeches and Exams

No student will have the opportunity to make-up more than one required assignment. However, once the assignment has been completed and graded a 24% deduction will be assessed. This amounts to -12 points for a 50-point assignment, -24 points for a 100-point assignment, -36 points for a 150-point assignment, -42 points for a 175-point assignment, and -48 points and for a 200-point assignment.

****You are responsible for contacting me to schedule your make-up within one week of your missed assignment.***

SPEECH REQUIREMENTS—DAY OF SPEECH

Details on preparing for each type of speech will be provided throughout the semester as the class approaches each one. Expectations for speeches will rise with each progressive speech; thus, each student should seek to incorporate the text and class lessons as the class progresses. Visit me during office hours to discuss any of the speeches beforehand.

Preparation Outline, Bibliography, and PowerPoint

Students are required to turn in a preparation outline, bibliography, and PowerPoint for the three major speeches (worth at least 150 points) the morning when the speech round begins to ensure students have equal and ample time to practice with it. The bibliography must be completed in MLA or APA format; these three documents must be submitted to the appropriate assignment listed on Canvas. Late outlines will be accepted and referenced while grading, but will incur a 5-point penalty; despite this, the instructor still needs a copy of all three documents that must be submitted the day of the speech.

In the past, students have found it extremely helpful to turn in detailed outlines ahead of time to receive feedback and suggestions. In order to get a full outline review before speaking, students will need to submit the outline to the instructor three (3) full days before her or his speech. Only one review by email per speech is allowed; however, students are welcome to visit the instructor during office hours as many times as they wish.

Note: No Preparation Outline is required for Impromptu speeches, but students are encouraged to use Speaker's Outlines for these speeches.

Speaker's Outline (One side of one 3x5 notecard)

Each student is required to use one side of one 3 x 5 index card during each speech. Put any quotes, citations, and/or statistics that are difficult to remember on the index card. It can also be used for delivery notes or any helpful material to ensure a successful speech. Students must show their notecard to the instructor before they begin their speech. If a student uses more than one side of one notecard, their speech will be graded beginning at 85%. Plan to practice speeches between 5-10 times and to make several edited copies of the note card.

Visual Aids

Visual aids are required for all speeches except the Impromptu Speech. Visual aids are identified as any object/prop, graph, chart, diagram, or illustration/image that helps audience members understand the material being discussed in a speech. All visual aids are expected to be displayed in a manner that allows the audience to easily see them and ascertain their meaning/purpose. Visual aids in the form of slides must be submitted as PowerPoint documents (.ppt or .pptx).

No illegal or dangerous products, chemicals, or substances are allowed (e.g. guns, knives, drugs, alcohol, explosives, fire, illegal substances, &c), nor any pets/animals. Violation of this rule will result in a penalty of 50 points deducted from the speech grade.

Speech Topics

You will select a single overarching topic to research and speak about throughout the semester, ultimately addressing different elements and taking different approaches to grappling with it in each major speech. Your initial topic will need approval from me, as will the specific purpose/ central idea for your persuasive speech.

Speech Language

No foul language, harassment, name-calling, or cursing is allowed during any speech, and will result in a 15-point deduction from the speech grade. Unprofessional and overly casual language such as "you guys," "fun fact," and "thank you for coming to my TED Talk" will result in point deductions as well as general frowning and quiet weeping on the part of your instructor. Finally, as speakers you have a responsibility to demonstrate awareness of diversity and maintain respect for your audience.

Speech Time

Speakers must stay within the time limit of each speech; there is no leeway granted. This is not designed to be punitive, but to reflect respect for other speakers and the audience. Any material delivered after the maximum time requirement demonstrates disrespect on the speaker's behalf and will not be graded (it will be counted as zero (0) points on the rubric).

Speech Attire

Each student is required to dress business casual for all speeches. Business casual includes: button-up shirts, straight-leg khakis or dress pants, blouses, skirts or dresses, business/sport coats, neckties, bowties, and business scarves; shoes should be clean and free of scuffs, holes, and fraying. Failure to dress in business casual will result in speech grades beginning at 95%.



COMMUNICATION STUDIES MINOR

The Dial Center offers a minor in Communication Studies (CMS). Our CMS minor is consistently one of the largest minors within the College of Liberal Arts and Sciences. Employers increasingly want to see oral communication skills, and students find the minor pairs well with any major or even fulfills their requirement for an outside concentration. The total minor is just 18 credit hours. Your Public Speaking course counts as one of the core courses for the minor. You can find more information at https://catalog.ufl.edu/UGRD/colleges-schools/UGLAS/CMS_UMN/.

SEMESTER SCHEDULE (SUBJECT TO ADJUSTMENT)

If you see something in **bold/blue**, I will be introducing and explaining the assignment in class—*not* that the assignment is due on that day.

In the Prepare/Turn in section, you need to turn in or be ready to discuss each item on the date indicated, not later. This is why you will see that the social justice readings are assigned during the week before they are to be covered in class. PLEASE COME PREPARED TO ENGAGE THE TOPIC!

*All requests for a certain speech day that are made before the order is released will be given every consideration possible. *Once the order is released to the class, you must arrange with someone in the class and both agree to switch your order—then communicate that change to me in advance of the speeches.*

CLASS TOPICS	READ:	PREPARE/TURN IN:
WEEK 1 (1/5-1/7)		
Syllabus orientation Course Intro & speech anxiety Topic selection & first speech	CH 1 CH 2 Levels of racism article	1/7: Syllabus/Canvas Quiz 1/7: Questionnaire
WEEK 2 (1/10-1/14)		
<i>Social Justice focus: Levels of racism</i> Selecting a topic & purpose Analyzing the audience	CH 5 CH 6 Intersectionality article	1/10: Class discussion on levels of racism reading 1/17: Social justice focus/topic for the semester
WEEK 3 (1/19-1/21)		
<i>Social Justice focus: Intersectionality</i> Gathering materials, vetting sources Annotated bib assignment Supporting your ideas	CH 7 CH 8	1/19: Class discussion on intersectionality reading
WEEK 4 (1/24-1/28)		
<i>Social Justice focus: Positionality</i> Organizing the body of your speech Outlining your speech	Positionality activity CH 9 CH 11 Listening reading	
WEEK 5 (1/31-2/4)		
Beginning & ending the speech Journaling & discussion: speech ethics, listening Intro speech workshop Speech 2: Contextualize your topic	CH 10	1/31: Annotated bib part 1 2/4: Quiz 1 2/4: speech 1 working outline
WEEK 6 (2/7-2/11)		
INTRO SPEECHES		2/7: Outline & bib, PPT

WEEK 7 (2/14-2/18)		
Make-up speeches, review speech round Speaking to Inform Using language Delivery	CH 15 CH 12 CH 13	2/16: Peer critiques 1
WEEK 8 (2/21-2/25)		
Language & Delivery continued Visual Aids Speech 2 workshop Speech 3: Impromptu	CH 14	2/21: Annotated bib part 2
WEEK 9 (2/28-3/4)		
CONTEXT SPEECHES		2/28: Quiz 2 3/2: Outline & bib, PPT
WEEK 10 (3/7-3/11) -----!!!!!!SPRING BREAK!!!!!!		
WEEK 11 (3/14-3/18)		
CONTEXT SPEECHES, MAKE-UPS Review speech round Impromptu practice! Speaking to persuade Speech 4: Persuasive	CH 16	3/18: Peer critiques 2
WEEK 12 (3/21-25)		
IMPROMPTU SPEECHES Review speech round Methods of persuasion	CH 17	
WEEK 13 (3/28-4/1)		
Logical fallacies Persuasive speech topic development Speaking online Speaking on special occasions	CH 18 CH 19	3/28: Submit your policy on the discussion board. Be specific!
WEEK 14 (4/4-4/8)		
Speaking on special occasions cont. Persuasive speech workshop PERSUASIVE SPEECHES		4/4: Annotated Bib part 3 4/6: Quiz 3 4/6: Working copy of outline 4/8: Outline, bib, & PPT
WEEK 15 (4/11-4/15)		
PERSUASIVE SPEECHES		
WEEK 16 (4/18-4/20)		
PERSUASIVE SPEECHES Course reflection assignment Course reflection		4/21: Peer critiques 3 4/24: Online reflection speech