

Course Prospectus

For COMM 265: Advanced Public Speaking

Contents

OVERVIEW	2
Course description	2
Prerequisites and co-requisites	2
Course credit	2
INSTRUCTIONAL OBJECTIVES.....	2
YOUR INSTRUCTOR	2
COURSE PROTOCOLS.....	3
Technology access	3
Students with disabilities	3
Attendance in this online course	3
Withdrawing from or dropping this course	3
Course evaluation	4
TEXTBOOKS	4
Supplemental (Optional) Text(s)	4
Additional Readings	4
COURSE REQUIREMENTS	4
Due dates and extensions	4
Reading assignments	4
Icebreaker	4
Discussion forums/Class participation	5
Speeches	5
Speech Self-Evaluation	6
Peer Speech Evaluation Exercises	7
GRADING	7
ACADEMIC IRREGULARITY	8
COURSE OUTLINE	8

OVERVIEW

This course builds on the principles and skills developed in COMM 260 to give advanced study to the process of effective and polished public communication, and adds more experience in preparing and delivering *extemporaneous* sermonettes and speeches. Upon completion, students should be able to prepare and deliver well-organized *extemporaneous* speeches to a variety of audiences.

Course description

This course focuses on the theoretical principles of public speaking and provides advanced practical experience in the preparation, delivery, and evaluation of public discourse. Emphasis is performance-centered and includes presentations, selected readings, examinations and classroom exercises on a more advanced level. Upon completion, students should be able to prepare and deliver well-organized speeches to a variety of audiences.

Prerequisites and co-requisites

COMM 260 or consent of instructor. There are no co-requisites.

Course credit

Three (3) semester hours.

INSTRUCTIONAL OBJECTIVES

On successful completion of this course, a student should be able to:

1. Choose suitable topics for public speaking;
2. Understand just how much poor grammar, diction, regional colloquialisms, slang, and jargon can hinder effective public speaking;
3. Present materials in a clear, logical sequence with well-organized *introduction, specific purpose statement, body, and conclusion*.
4. Research, evaluate, and incorporate supporting material.
5. Deliver *extemporaneous* speeches using appropriate and effective vocal and physical behaviors to enhance the messages.
6. Demonstrate advanced use of visual aids.

YOUR INSTRUCTOR

The instructor of record for this course is Mr. Stephen Elliott. To contact him on course details and issues please use email in the e-learning system (Populi) or selliott@livinguniv.com. To email, put COMM 265 in the subject line of your email so Mr. Elliott can immediately identify it as a class matter and can tend to it accordingly. It may take two to three days to respond to your emails as Mr. Elliott also serves several congregations. His telephone number is 423-838-5855.



Stephen Elliott attended Ambassador College campuses in Big Sandy, Texas and Pasadena, California earning a B.A. in Theology. He has served in the full-time field ministry of the Church of God since 1981. During that time he taught and directed Spokesman's Clubs patterned after Toastmaster's International. In 1992 he received an M.A. in Organizational Communication from Western Kentucky University at Bowling Green. He has traveled and lectured in Europe, Africa, the Philippines, Israel, Mexico, the Bahamas, and Canada. In addition, he has authored articles for various Church publications. Mr. and Mrs. Elliott have two married sons and five grandchildren.

COURSE PROTOCOLS

Technology access

- This course requires that students have web access and an established email account.
- The Adobe Acrobat Reader is necessary to view documents that are PDF files. One can download the reader free at <http://www.adobe.com/products/acrobat/readstep2.html> which can then be installed and used to access PDF documents on the course website.
- *Microsoft PowerPoint Viewer* may be necessary to view documents that are PPT files. It may be downloaded **for free** at <http://www.microsoft.com/en-us/download/details.aspx?id=6>, then installed and used to access PPT files on the course website.
- A webcam and video recording program for your operating system, capable of making an .mp4 or .MOV file.
- *Speeches are to be video recorded in .mp4 or .MOV format and posted in the class Dropbox folder. Send me an email requesting a direct link.
- **Presentation software such as PowerPoint, Keynote or free software such as Google Drive.

Students with disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities have a learning environment that provides for reasonable accommodation of their disabilities. Students having a disability requiring an accommodation should inform the instructor by email (on the “Course Info” page, click on the instructor’s name and then select “Send E-mail”).

Attendance in this online course

One of the most vital aspects of the college and university experience is attendance and punctuality in the learning environment. Regularity of attendance is necessary to maintain a satisfactory academic record and for students to derive maximum benefit from a course, whether in an online course or in an on-campus course. We have noticed that students who fall behind in their coursework typically drop out. Therefore, we highly encourage you to complete your assignments on time, as we want you to succeed. Remember Ecclesiastes 9:10: “Whatever your hand finds to do, do it with your might; for there is no work or device or knowledge or wisdom in the grave where you are going.”

Please be aware that all students who fall behind in an online course and do not complete twenty-five percent (25%) or more of the total assignments and other required activities for a course, on or before “Last day to withdraw from a course” as set forth in the University Academic Calendar, will receive a grade of “W” for it. After that date, the grade will be a “WF” and counted in a student’s GPA. Moreover, an instructor may drop a student from a course whenever the instructor concludes that a student’s class attendance or punctuality endangers the student’s success or places other students at risk.

Withdrawing from or dropping this course

It is the responsibility of a student to drop a course if he or she cannot meet the requirements of the course. Any student who stops attending a course without officially withdrawing from it risks receiving a punitive grade for that course. A student who finds it necessary to drop a course after the Late Registration (Drop/Add) Period must notify the Registrar’s Office in writing. Please note the following:

- If a student drops a course on or before the “Last day to withdraw from a course without a grade penalty” as published in the University Academic Calendar, even if his or her work is not of a passing grade, then a “W” is recorded.
- If a course is dropped after that date, but before the last 21 calendar days of the semester, then the instructor determines the grade. The faculty member will at this time record a grade of “W” if passing (not computed in GPA) or “WF” if failing (computed in GPA).
- Students who drop a course, yet remain in one or more other courses during the last 18 calendar days of the semester, will receive a grade of “WF.”

- Students who completely withdraw from the University at any time during the semester may be given a grade of “W” on all courses.

If students do not initiate the withdrawal process, the instructor is required to initiate the administrative process and to record a grade of “W” or “WF” for the course, depending on the date the faculty member drops the student from the course. Students who register for a course as an audit, but then withdraw, will be assigned a grade of “W” for the course.

Course evaluation

Student input is welcome for improving this course. Making suggestions by email is helpful. Our goal in this course is to facilitate the successful achievement of all instructional objectives by all students. At the end of the course students have the opportunity to assess the course. We want to make e-learning courses as effective as we can. We may also ask some other questions concerning a student’s experience in distance learning to help us improve our program. We appreciate students letting us know how we can improve our products and services for them and other distance learners.

TEXTBOOKS

The textbooks for this course are as follows:

Hostetler, Michael, and Mary L. Kahl. *Advanced Public Speaking: a Leader’s Guide*. Upper Saddle River, NJ: Pearson, 2011. ISBN: 9780205740017.

Duarte, Nancy. *Resonate: Present Visual Stories that Transform Audiences*. Hoboken, NJ: John Wiley and Sons, 2010. ISBN 9780470632017.

The Holy Bible. (Any authorized or traditional translation – KJV, NKJV, NIV, RSV, NRSV)

Supplemental (Optional) Text(s)

Duarte, Nancy. *Slide:ology: The Art and Science of Creating Great Presentations*. Sebastopol, CA: O’Reilly Media, 2008. ISBN 9780596522346.

These may be ordered through the University Bookstore. The textbooks used in this course are commercial publications. They represent the views and ideas of their authors, editors, and publishers. Living University does not endorse these texts nor vouch for their accuracy; we simply employ them in helping you master the content of the course.

Additional Readings

Additional readings or support material may come from Living Church of God literature, Bible helps and commentaries, and reputable news and resource material. The appropriate web links will be designated on the course web site.

COURSE REQUIREMENTS

Due dates and extensions

Submit assignments on or before the due date. Students must complete the course by the last official day of instruction as set forth in the academic calendar.

Reading assignments

Reading assignments are integrated into the lesson pages at the course website and noted below under the Course Details section of this document.

Icebreaker

All students are requested to post a brief personal biography and photo (if available) by the first Friday of class. This will give your fellow students an idea of who else is taking the course. In this biography, cover who you are, where you live, where you grew up, Church background, why you chose to take this course,

and any other relevant information. Try to limit the biography to one typed, single-spaced page or less (20 points).

Discussion forums/Class participation

Students are required to post ONE different discussion post for each chapter specified (total of 13). The discussion posts will be a reaction to the chapter and one of the corresponding questions. The rubric below will be used for students to grade themselves on their participation in the discussion forum at the end of the semester (91 points total). **Forum posts are always due by Friday at NOON in your time zone.** Look over the grading rubric below and identify what will be expected in order for you to attain the best grade.

Scale	Criteria
7	Volunteers to share quality ideas/thoughts/findings from readings and experiences with peers frequently and on time, through forum posts. In addition, presents questions to peers and instructor regarding ideas presented. Student is always prepared for class, having completed readings and assignments ahead of time. Comments are well grounded in readings, lecture notes, and scripture – related to forum posts (when applicable).
6	Volunteers to share quality ideas/thoughts/findings from readings and experiences with peers frequently and on time via forum posts, but comments may not be solidly based upon readings, lecture notes, and scripture (when applicable). Usually prepared for class, having completed readings and assignments ahead of time.
5	Volunteers to share quality ideas/thoughts/findings from readings and experiences with peers through forum posts, but is usually late. Generally prepared for class, having usually completed readings and assignments ahead of time. Comments are often based on opinion and rarely on readings, lecture notes, and scripture (when applicable).
4	Typically fails to share ideas/thoughts/findings from readings and experiences through forum posts. Little effort is put into insuring that they are of quality, and usually comments are much more “opinion” than based on fact and readings, lecture notes and scripture (when applicable). Occasionally prepared for class, rarely having completed readings and assignments ahead of time.
2	Is unable to share quality ideas/thoughts/findings from readings and experiences with peers consistently. Seldom or never prepared for class, failing to complete readings and assignments ahead of time.

Speeches

You will be required to prepare and deliver five different speeches this semester, video recording and posting each to Dropbox as stated above* (100 points each). In addition, speech #5 will require the use of PowerPoint type presentation slides to illustrate its content.** Each speech is designed to build on the previous one and to help you incrementally build your skills. Each speech is expected to fall within the specified time +/- 30 seconds. In order to complete the speech on time, students should practice their speech before delivering it and use a stopwatch when speaking.

Speech 1 – Introduction: (3 minutes) As the text says, this is a speech to introduce someone else. It is not about you, so be careful not to use it to draw attention to yourself. Interview a friend or colleague and prepare your speech as if to introduce him or her as a guest lecturer at a professional conference. Your job is to give this person the best connection possible to the audience, so their presentation will be successful

Speech 2 – Persuasive: (6 minutes) “Persuasive speaking is not a matter of talking someone into something against his or her will. It is not a hard-sell job from a high-pressure salesman. It is a complex art of mixing facts, logic, psychology and emotion to move an audience to change an idea or concept about a particular subject, or to make some specific action.”¹ Take subject ideas from Chapter 4 of your text or from your school, community, Church, or work.

Speech 3 – Difficult Scripture: (10 minutes) This speech is designed to be in Sermonette format. “Could you clearly and plainly explain the meaning of God’s Word to someone who asked you? This responsibility will confront you occasionally in this life, but there is coming a time when it will be one of your

main responsibilities....Your goal here is to clearly and completely explain a scripture of your choosing that many people have misunderstood for one reason or another.”²

Difficult scriptures make some of the best Sermonettes because they are teaching and clarifying a point of God’s Word, and not correcting or improperly admonishing the audience. This teaching is well within the prevue of young and non-ordained men in Church services.

- RULE #1: SERMONETTES SHOULD NEVER BE CORRECTIVE because they are too short to properly and lovingly introduce the subject, correct the error, teach, and then encourage so as not to leave people crushed. The Pastor is the one ordained to correct.
- RULE #2: Make 1-3 points and use 1-3 scriptures.
- RULE #3: Because of time constraints, you cannot effectively use, or even quote, more than three scriptures.

NOTE: *The folder “Difficult Scriptures,” posted in the class Dropbox folder, lists 23 appropriate scriptures to choose from, along with their answering support material, for your use in this class and afterward. You are to take from that reference material and turn one of them into a sermonette.*

Speech 4 – Doctrinal: (10 minutes) This speech should clearly explain a simple doctrine such as the Sabbath, using no more than three scriptures. This is not a sermon. A sermon topic requires 6-9 times as much time as you have to introduce, develop, and conclude, so don’t take a sermon topic and try to jam it into 10 minutes. You only have time to explain a shorthand version simple answer. This is what people are usually looking for when they ask about a doctrine, so the exercise is practical.

NOTE: *Living Church of God booklets and Bible Study Course lessons make good resources for these assignments.*

Speech 5 – Historical (with visual aids): (10 minutes) This speech will provide an opportunity to add some helpful projection slides to your presentation. PowerPoint, or whatever presentation software you choose to use, can be a great help or a giant waste of everyone’s time. Review the class handouts and edit critically. LESS IS MORE.

Some example subjects:

- A chronological subject such as Ezra and Nehemiah’s separate returns and work could be enhanced with maps and charts of dates, arrows, text balloons, showing regional players, and times from the return to the dedication of the Temple.
- Ezekiel’s temple layout and detail would make interesting viewing.
- The story and chronology of Moses life, the exodus, the wandering years, the conquest years, and final settling of Canaan could be easier to understand if graphically presented.

Speech Self-Evaluation

Self-evaluation or self-critique is one of the most powerful tools used by highly effective speakers. For each speech you complete, you also need to turn in a brief critique. In this critique, you need to review and address the criteria outlined below. Additionally, you need to consider how well you met the criteria or expectations for the speech. After you give and save your speech. Let it *rest* for a day. Then come back, *listen to it*, and evaluate yourself.

With this assignment, note areas for future improvement, but also be sure to note your strengths and things you did well. That way, in future speeches, you can *build on* your strengths and *modify* your weaknesses. This evaluation should only be a few paragraphs long. Pick two or three strengths of your speech and two or three areas for improvement (20 points each). The criteria for your “self-evaluation” are as follows:

1. Voice tone (Is the voice monotone, or appropriately varied?)
2. Speech organization (Does the organization and presentation of material make sense, or is it confusing?)
3. Interest catching: (Is the speech interesting, or boring?)

4. Appropriateness for the audience
5. Overall effectiveness (Was the speaker effective in getting his or her point across?).
6. One or two areas to work on for future *improvement*.
7. Two or three *strengths* of the speech.

Peer Speech Evaluation Exercises

(25 points each): You will be required to evaluate the speeches of three different peers during the semester. (These brief exercises are designed to teach you to effectively, critically, and encouragingly learn to evaluate the effectiveness of a speech. To do this, you need to have the speech criteria at hand (as listed below). Additionally, your evaluation should follow the format: **encourage and praise -> instruct -> encourage and praise**. The rationale for peer speech evaluation is as follows:

“...In concentrating on another’s speech you not only give him/her ideas on how to improve, but you also learn how to improve yourself. As you learn the essentials of a good speech you put it to double practice – to improve your speaking and to help your neighbor. This concentration on what makes for improvement in speaking promotes rapid growth. In showing the other person how easy it is for him/her to overcome his/her weaknesses, you discover how easily you can overcome your own. Progress is often surprising. Other invaluable knowledge and experience is gained from speech contents, speech preparation, analyzing materials to separate good from bad, considering how to best reach your audience and practicing ways to help others and receive help from others gracefully and with appreciation.”³

As you view and evaluate each speech, you should measure it against the following criteria:

1. Voice tone (Is the voice monotone, or appropriately varied?)
2. Speech organization (Does the organization and presentation of material make sense, or is it confusing?)
3. Interest catching: (Is the speech interesting, or boring?)
4. Appropriateness for the audience
5. Overall effectiveness (Was the speaker effective in getting his or her point across?).
6. One or two areas to work on for future *improvement*.
7. Two or three *strengths* of the speech.

GRADING

Your course grade will be determined based on the number of points you have earned over the semester as follows:

Icebreaker (20 points)

Discussion Forums/Class Participation (13, each worth 7 points each, total of 91 points)

Self-Evaluations (5, each worth 20 points, total of 100 points)

Peer Speech Evaluation (3, each worth 25 points, total of 75 points)

Speech 1 – Introduction (100 points)

Speech 2 – Persuasive (100 points)

Speech 3 – Difficult Scripture (100 points)

Speech 4 – Doctrinal (100 points)

Speech 5 – Historical (100 points)

Mid-term exam (100 points)

Final exam (100 points)

Total 986 points

Grades are assigned as follows:

A = 887 – 986 points

B = 788 – 866 points

C = 709 - 787 points
 D = 601 - 708 points
 F = 600 points or below

ACADEMIC IRREGULARITY

Students have the responsibility for conducting themselves in such a manner as to avoid any suspicion that they are improperly giving or receiving aid on any assignment or examination. An academic irregularity not only includes cheating but also includes plagiarism (taking another's ideas and/or words and presenting them as if they were the writer's own) and the submitting of the same paper in separate courses without prior consent from the faculty members concerned. In cases of suspected academic irregularity, faculty members may refuse to grade such papers or examinations, completely or in part, and to record each of them as a failure. If an academic irregularity is sufficiently serious, the University may take one or more of, but not limited to, the following actions:

1. Drop the student from the course with a grade of F;
2. Place the student on academic probation; and/or
3. Dismiss the student from the University.

COURSE OUTLINE

Week	Topics	Assignments
1	PART I – SPEAKING SITUATIONS Lesson 1: The Speech of Introduction	<i>Reading assignment:</i> Textbook front and inside cover, back cover, Contents, Introduction, and Chapter 1.
2	Lesson 2: Opinion Give and Take	<i>Reading assignments:</i> Chapter 2, and Appendix: Basic Public Speaking Course Redux.
3	Lesson 3: Proposals	<i>Reading assignment:</i> Chapter 3
4	Lesson 4: Civic Persuasive Appeals	<i>Reading assignment:</i> Chapter 4
5	Lesson 5: Eulogies	<i>Reading assignment:</i> Chapter 5
6	Lesson 6: Crisis Speeches	<i>Reading assignment:</i> Chapters 6
7	Lesson 7: Technical Briefings	<i>Reading assignment:</i> Chapter 7
	MIDTERM EXAM	
8	Lesson 8: Lectures	<i>Reading assignments:</i> Chapter 8 and PowerPoint handout 1, <i>Top 10 Evidence-Based, Best Practices for PowerPoint in the Classroom.</i>
9	PART II – Speaking Processes Lesson 9: Speaking from a Manuscript	<i>Reading assignments:</i> Chapter 9 and PowerPoint handout 2, <i>Presenting With PowerPoint.</i>

Week	Topics	Assignments
10	Lesson 10: Storytelling	<i>Reading assignment:</i> Chapter 10
11	Lesson 11: On Camera Speaking	<i>Reading assignments:</i> Chapters 11 and PowerPoint handout 3, <i>8 Simple Rules for Stronger PowerPoint Presentations.</i>
12	Lesson 12: Rhetorical Styles	<i>Reading assignments:</i> Chapters 12 and PowerPoint handout 4, <i>Best Practices for Effective PowerPoint Presentations Assessment.</i>
13	Lesson 13: Advanced Listening	<i>Reading assignment:</i> Chapter 13
14	Course Wrap-Up	

*Lecture Schedule is subject to change

^{1,2}Worldwide Church of God, *Graduate Club Manual* (1989) p.14.

³Worldwide Church of God, *Spokesman Club Manual* (1989) {slightly adapted}