Course Description:

Strong, effective communication skills are necessary in all aspects of your life, whether you are interacting with your family, friends, teachers/supervisors, or the public. Though the focus of this course will be on preparation, examination, organization and delivery aspects of professional presentations and extemporaneous delivery, the skills you build will be applicable to all other areas of your life. The readings, course activities and course projects are created to strengthen your skills.

Students will be given opportunities to develop and refine their speaking skills and to use technology. Often, the modern public speech includes the use of technologies for research, support material, and as audiovisual aids. Diversity issues and critical thinking will be addressed as they relate to public speaking contexts. Active listening will be examined as a fundamental prerequisite for effective and efficient public communication. This will include making ongoing efforts to learn from our experiences during the time in this NSLC program and through deliberate critiques; these activities will improve our communication skills.

Course Purpose:

• To develop skills that enhance the student’s ability to perform as a competent, confident, and ethical public speaker and active listener.

• To provide practical speaking experiences in a variety of platform situations.

• To develop skill in listening to understand and critique public speeches.

• To demonstrate the ability to collect, analyze, and use information to develop and adapt messages for particular audiences, purposes, and settings.

• To gain an appreciation of diversity from a speaker's perspective and a listener’s perspective.

Course Outcome:

By the end of this course you will create a communication portfolio that includes:
1) A DVD or Video of your Final Speech,
2) Your Biography,
3) An Executive Summary,
4) Speaker’s Journal Entries,
5) Listener’s Journal Entries, and
6) Critiques of your Final Speech.

Textbook:


Recommended: Carnegie, Dale The Quick and Easy Way To Effective Speaking ISBN 0671724002
Materials and Supplies:

**BLANK VIDEO TAPE/DV**
You will need to acquire at one blank VHS videotape, mini-dv or DVD that can be used to record your final speech that you will complete when you return home.

Throughout this course, and after you return home you will create and compile all the parts necessary to include in the communication portfolio that has been provided.

COURSE GUIDELINES

This course is challenging. We at American University expect that you will make the commitment to complete the work with the highest of standards. We know that you can!

- **BE ON TIME FOR CLASS**
- Be a courteous and attentive audience member when your classmates or the instructor are speaking.
  
  Reading, talking in sidebar conversations, sleeping, or any other distracting or inconsiderate activity will NOT be tolerated during this class or during the presentations you are involved with through NSLC.
- **Cell Phones, I-pods, Laptop Computers, etc. MUST be either turned off or set to silent** mode once you have entered the classroom.
- Very few excuses are acceptable for absences on assigned speech dates.

*Your instructor reserves the following rights:*
1. To dock your speech a letter grade (or more) for missing the speech date.
2. To request a doctor’s note as proof of illness.
3. To award ZERO (0) points for any assignment missed as a result of your disregard of the above guidelines.

ACADEMIC INTEGRITY

You are expected to maintain high standards of academic integrity in this class. By registering, you have acknowledged your awareness of the Academic Integrity Code. Cheating, plagiarism, or any behavior deemed unethical will NOT be tolerated, and will be prosecuted in strict accordance with American University’s policies.

**Academic Integrity:**

Standards of academic conduct are set forth in the University’s Academic Integrity Code. By registering for this course, you have acknowledged your awareness of the Code and you are obliged to become familiar with your rights and responsibilities as defined by the Code. Violations of the Academic Integrity Code will not be treated lightly and disciplinary action will be taken should such violations occur. Please see me if you have any questions about the Code in general or as they related to the particular requirements for this course.

**Computer Imaging Integrity Code:**

Respect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle applies to works of all authors and publishers in all media. It encompasses respect for the right to acknowledgment, right to privacy, and right to determine the form, manner and terms of publication and distribution.

Electronic information is volatile and easily reproduced. Respect for the work and personal expression of others is especially critical in computer environments. Violations of authorial integrity, including plagiarism, invasions of privacy, unauthorized access, and trade secret and copyright violations, may be grounds for sanctions against members of the academic community.

**Grading: By Percentage**

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Speaking for Impact
ASSIGNMENTS COMPLETED BEFORE LEAVING NSLC

I. Introduction Speech of Fellow Student  5%  1st Class Meeting
II. Introduction Speech of Guest Speaker  5%  Sometime during your 2 weeks here
III. Informative Speech w/Visual Aid  10%  2nd Class Meeting
IV. Impromptu Speech  5%  3rd Class Meeting
V. 3 Speaker’s Journal Entries  20% throughout time at NSLC
VI. 3 Listener’s Journal Entries  20% throughout time at NSLC

ASSIGNMENTS DUE TO AMERICAN UNIVERSITY POSTMARKED 30 DAYS FROM END OF CLASS

Communication Portfolio Includes:

Biography  5%
Executive Summary  10%
Speaker’s Journal Entries  You did this work during NSLC. Now edit your notes and submit.
Listener’s Journal Entries  You did this work during NSLC. Now edit your notes and submit.
Final Speech on DVD or Tape  15%
Outside Critiques and Self Critiques  5%

ASSIGNMENTS:

I. SPEECH OF INTRODUCTION (Textbook Chapter 17 and 12) DAY 1
Introduction Speech of Fellow Student  5%  1st Class Meeting

Objectives:
- To explain, apply and execute the guidelines for an effective speech of introduction

Assignment:
Time Requirement: Maximum 1-2 minutes
Include three (3) major elements:
- Highlight things you and your classmates would like to know about your partner
- Overview of public speaking experiences your partner possesses
- Your partner’s expectations for this class
  Feel free to include other details about your partner that will help the class to become familiar with him/her
  Delivery = Extemporaneously from brief notes
  Feel free to: BE CREATIVE; USE PROPS / VISUAL AIDS.

II. INTRODUCTION OF GUEST SPEAKER  5% Sometime during your two weeks here.
Today you will draw the name of one of the guest speakers that will be addressing the entire NSLC group. We are providing you some biographical information that you will find helpful in writing your Speech of Introduction. This upbeat introduction should invite and excite the audience to listen and learn from the guest speaker.

III. INFORMATIVE SPEECH WITH VISUAL AID (Textbook Chapter 14 [& Chapter 13--Visual Aids; Chapter 12—Delivery Methods])

Objectives:
- Apply and execute the five guidelines for informative speaking
- Identify the various settings in which an informative speech might be delivered
- Explain the major advantages of using visual aids in a speech
- Identify the kinds of visual aids available for use in speeches
- Apply, as appropriate, the six guidelines for preparing and seven guidelines for presenting visual aids
- Identify the two stages in preparing for a question-answer session
Assignment:
• Time Requirement: 2-3 minutes
• Research and speak with coordinators of program to learn as much as you can about one of the locations that you will visit or have visited by the time this class is meeting.
• Incorporate at least three (3) research sources into the development of your speech; You MUST mention at least one of your sources in the speech body during the live delivery. You MUST use a visual aid.
• Prepare an outline (or talking points) for submission to your instructor (due on date of speech)
• Prepare a bibliography for submission to your instructor (due on date of speech) Primary sources should be included.

IV. IMPROMPTU SPEECH (Textbook Chapter 12—Delivery)

Objectives:
• Explain the four (4) steps to quickly organize an impromptu speech
• Explain the five (5) suggestions a speaker should consider employing during an impromptu speech

Assignment:
• Time Requirement: Maximum 2 minutes live delivery; Minimum 1 minute live delivery
• No advance preparation required
• Choose three topics from the “Topic Grab Bag”; “Throw back” two (2) topics, keep one (1) topic to speak about
• Use one (1) minute to prepare your thoughts, quickly focusing and organizing an introduction, a summary of your speaking points, style, delivery
• You’re a seasoned speaker now…approach this challenge with confidence!

Assignment: Read and Understand (Textbook Chapter 3 – Listening; Chapter 12 – Delivery)

Objectives:
• Explain the difference between hearing and listening
• Define the four (4) different kinds of listening; explain their relationship to critical thinking
• Explain why effective listening is important to successful speechmaking
• Identify the four (4) major causes of poor listening
• Identify at least three (3) ways to become a better listener
• Explain why and in what situations manuscript speeches are used
• Identify four (4) steps a speaker should take when speaking from a manuscript

Listening
• An exercise will be chosen by your instructor

PEER EVALUATIONS- SPEECH CRITIQUES

Objectives:
• Provide an opportunity to offer feedback to classmates
• Encourage classmates to listen carefully to every speaker’s speech

See Speech Critique Form Sample at end of syllabus.

LISTENER’S JOURNAL

Objectives:
• Improve critical thinking skills by enhancing critical listening skills
• Provide a venue to self-critique listening skills
• Provide a venue to directly relate the textbook content to the classroom activities
• Provide a venue to privately critique classroom activities
• Write a listener’s journal on the days you are NOT speaking

MAXIMUM ONE PAGE long –
• In each journal entry, refer to specific material from the textbook.
• Answer the following questions in the content of your listener journals:
  • Were you a good listener?
  • Were you able to hear (volume; articulation; etc.) the speakers?
  • Did you have difficulty paying attention? If so, why?
  • Did you understand the material presented?
  • Do you remember what the speaker presented? (Hearing, Attention, Understanding, and Remembering = Listening)
• Did you give the speaker(s) nonverbal feedback or did you look like a zombie?
• What part of the textbook (chapter, page, direct quote/paraphrase/summarized point) relates to your experiences during this listening activity?

**SPEAKER’S JOURNAL**

- **Objective:**
  - Provide a venue in which self-critique of speech delivery skills can occur

- Immediately after each of your presentations, write a reflective journal from your perspective as a speaker
- **MAXIMUM ONE PAGE** long –
- In each journal entry, refer to specific material from the textbook.
- Be specific as possible in terms of identifying your behaviors and the thoughts you had prior to, during and after your performance
- Answer the following questions in the content of your listener journals:
  - How did you do?
  - How do you know?
  - What would you do differently if you had a chance?
  - What would you do the same?
  - How do you think your listeners responded?
  - What were your strengths? Your weaknesses?
  - What could you improve about your style of delivery?
  - What gestures do you think you used effectively?
  - What nervous mannerisms / patterns of speech should you work to eliminate?
  - How do you feel about the content of your presentation?
  - What did you learn that you could share with others?
  - What part of the textbook (chapter, page, direct quote/paraphrase/summarized point) relates to your experiences during this listening activity?

**COMMUNICATION PORTFOLIO**

- **Objectives:**
  - To develop skill in compiling the components of a professional portfolio
  - To gain experience in composing an executive summary
  - To develop proficiency in summarizing and presenting personal and professional accomplishments in the form of a biography

- **Submission Requirements:**
  - Final – Completed portfolio = All assignments, etc., **AND** Executive Summary and Biography
  - Use a 3-ring Binder with a hard cover
  - You may use dividers and artwork
  - Divide your portfolio into sections:
    - Table of Contents
    - Biography
    - Executive Summary
    - Speaker’s Journals
    - Listener’s Journals
    - Presentation Materials
      - Research materials and results (web pages, newspaper/magazine articles, etc.)
      - Speech outlines
      - Speaking notes and/or script
      - Copies of visual aids
      - Diskettes / CD-ROMs, etc.
    - Evaluation Materials
      - Peer Evaluation Forms
      - Instructor Evaluation Forms
      - Self Evaluation Documents
  - Optional Section – Assignments, Class Syllabus, Quizzes, etc.
  - This is a document of your work and a measure of your progress
BIOGRAPHY

- Objective:
  - To offer experience composing and documenting a brief, personal life-story

- MAXIMUM ONE PAGE long – Double Spaced; 12-point font

- While at NSLC you read the bios of several of the guests you introduced. Now imagine that you’ve been asked to make a presentation at the NSLC Program in 2010. You need to provide a biography of yourself so that you may be introduced.

- Include an observation of what this class has meant to you – for example:
  - Did your public speaking skills improve?
  - Has your speaking confidence increased? Decreased? Stayed the same?

- You may also wish to include a few facts about your life and accomplishments. Areas of consideration include:
  - Volunteer Clubs/Organizations
  - Accomplishments
  - Awards and recognition
  - Scholastic achievements of merit
  - Experiences/expertise gained in public speaking

- Is there a single anecdote or story from your life that sums up the essence of you?

EXECUTIVE SUMMARY –

An executive summary is a report, proposal, or portfolio, etc in miniature (usually one page or shorter). An executive summary contains enough information for the readers to become acquainted with the full document. For our purposes this is a summary of your entire portfolio and NSLC experience. The intended audience is the busy executive who may have to make decisions based on the content, findings or recommendations contained in the portfolio/report but may have only enough time to read a short synopsis of the portfolio/report.

- Objective:
  - To gain experience synthesizing large amounts of information

- MAXIMUM ONE and ONE HALF PAGES long – Double Spaced; 12-point font; either Times New Roman, Arial, or Courier.

- Write the executive summary after completing the report.
  - The executive summary is usually organized according to the sequence of chapters or sections of the report it summarizes. In other words, the executive summary mirrors the structure of the portfolio or report.

- The executive summary should stand-alone.
  - The executive summary must cover the information in the portfolio in enough detail to accurately reflect its contents, but concisely enough to permit an executive to digest the significance of the portfolio without having to read it in full.

- The executive summary should be logical, clear, interesting -- and exciting.
  - It should capture others' attention and imagination, and make the reader want to read more.
  - It intrigues readers most by conveying your commitment to -- and excitement about -- the portfolio / report.

- The Executive Summary is a very important part of the portfolio.
FINAL FOR STUDENTS TAKING THE COURSE FOR 1 CREDIT:

1. **NSLC and Communication Class Speech**

   Upon your return home from NSLC you will have 4 weeks in which to find a group or organization to present a speech about your NSLC and Communication Class experience. Using your excellent public speaking skills you will determine the type of speech to make to this particular audience and what your goals are. Is this a speech to inform? Persuade? Inform with Visuals? This speech needs to be between 5-6 minutes in length. Select 5 people to fill out Speech Critique forms. The speech must be videotaped. Watch the video of your speech. Write a 2-page analysis and critique of your speech.

Submit this written critique and videotape of your speech along with your completed portfolio by mail to:

Sarah Menke-Fish, Asst. Professor  
School of Communication  
Mary Graydon Center Room 300  
4400 Massachusetts Ave., NW  
Washington, D.C. 20016

FINAL FOR STUDENTS TAKING THE COURSE FOR 2 CREDITS:

1. **NSLC and Communication Class Speech**

   Upon your return home from NSLC you will have 4 weeks in which to find a group or organization to present a speech about your NSLC and Communication Class experience. Using your excellent public speaking skills you will determine the type of speech to make to this particular audience and what your goals are. Is this a speech to inform? Persuade? Inform with Visuals? This speech needs to be between 5-6 minutes in length. It must be videotaped.

2. **Manuscript Reading / Children’s Book**

   - Time Requirement: Maximum 10 minutes; Minimum 5 minutes
   - Choose a book aimed at young children – between toddlers and second grade
     
     **DO NOT CHOOSE DR. SUESSE BOOKS.** The intricate rhyme scheme and made-up words do work well with this assignment.
   - Choose a book that will fit the time requirement
   - Choose a book that has colorful pictures that are easy to see – be sure to show the pictures during your reading
   - Choose books that have fun, vivid, “crunchy” words that sound exciting when read aloud

   **Practice reading aloud the book you have selected at least 10 times, then arrange to read the book to at least 5 young children between toddlers and second grade. You must be videotaped reading this book to the children.**

   - Have fun with this assignment –
     - Feel free to provide appropriate interpretations…
     - Portray character voices…
     - Change your tone and rate of your voice
     - Use gestures and body position to tell your story and show the pictures

Having completed both the speech and the children’s book assignment, view the videotape and critique your work. What did you do well? What would you do differently next time? Analyze content, delivery and audience response. Limit your critique to no more than three pages.

Submit the videotapes of your speech and manuscript reading/Children’s Book along with your critique and completed portfolio by mail to:

Sarah Menke-Fish, Asst. Professor  
School of Communication  
Mary Graydon Center Room 300  
4400 Massachusetts Ave., NW  
Washington, D.C. 20016

*Grades will be posted for all sections of Public Speaking by September 30, 2009.*