ADCO 1030 02 Public Speaking, 4 Credits
Woods College of Advancing Studies
Fall 2017 Semester, August 28 – Dec 16, 2017
Tuesdays, 6:15 p.m. to 9:00 p.m.

Instructor Name: Dr. Claudia Pouravelis
BC E-mail: pouravel@bc.edu
Phone Number: 617-552-1727
Office: St. Mary’s Hall South s079
Office Hours: Tuesdays 4:00-6:00 p.m. or by appointment

Boston College Mission Statement
Strengthened by more than a century and a half of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate and professional programs and to the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nation’s finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.

Boston College draws inspiration for its academic societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a world view that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the fullness of its intellectual life and to the continuous development of its distinctive intellectual heritage.

Course Description
This course is an introduction to the theory, composition, delivery, and evaluation of speeches. Attention is devoted to the four key elements of the speech situation: message, speaker, audience and occasion. Emphasis in the course is also given to different modes of speaking and a variety of speech types, such as persuasive, ceremonial, and expository addresses. This is a performance course, with speeches accompanied by related writing assignments.

This course is also part of the Manresa Experience. The Woods College Manresa Experience is a Common Formation Experience for students, encouraging them to engage in and foster their professional, personal and spiritual discernment. The nonfiction book, The Red Bandanna: A Life, a Choice, a Legacy will be read as part of this course. The Red Bandanna details the life and death of Welles Crowther, a ’99 BC graduate and varsity lacrosse player. On September 11, 2001, Welles died a hero, saving the lives of others and becoming known as “the Man in the Red Bandanna.” We will analyze speeches surrounding the Man in the Red Bandanna and 9/11 as well.

As part of the Woods College Manresa Experience, you will have the opportunity for reflection and discernment – in your classes, in co-curricular offerings, through service and social justice programs, and in liturgies, prayer services, retreats, and faith-sharing opportunities on campus. This ongoing
invitation to formation is an essential component of a Jesuit education. Student Formation at Boston College emphasizes three particular dimensions – intellectual, social, and spiritual. The prominence of formation in Jesuit education can be traced back to the values that St. Ignatius Loyola and his companions embraced in founding the first Jesuit schools to educate men and women for and with others.*

Textbooks & Readings (Required)


PLEASE DO NOT PURCHASE THIS BOOK. IT WILL BE PROVIDED TO YOU AT NO CHARGE AS PART OF THE MANRESA EXPERIENCE.

Textbooks & Readings (Recommended)

Carmine Gallo *Talk Like TED: The 9 Public-Speaking Secrets of the World's Top Minds*
Stephen Lucas *The Art of Public Speaking, 11th Edition*
Clarence Stratton *Public Speaking*

Canvas

Canvas is the Learning Management System (LMS) at Boston College, designed to help faculty and students share ideas, collaborate on assignments, discuss course readings and materials, submit assignments, and much more - all online. As a Boston College student, you should familiarize yourself with this important tool. For more information and training resources for using Canvas, click here.

In the case of any technical difficulties or concerns, please contact canvas@bc.edu or 617-552-HELP (4357) for immediate assistance.

NOTE: Canvas requires particular computer specifications and wifi access. It is important that you plan accordingly, particularly for courses that have online components.

Course Objectives

1. Students will develop speaking skills and a delivery style that are useful in a variety of practical situations, such as presenting an award, delivering a eulogy or a wedding toast, or defending a position to a civic group, such as a school committee or town meeting; This will also demonstrate knowledge of differences between an informative, persuasive and special occasion speech.

2. Students will identify the role of extemporaneous speaking in society at large, to further discussion and debate on significant local, national, or international issues;
3. Students will develop skill in adapting messages to audiences with differing culture, gender, and age by demonstrating skill in audience analysis;

4. Students will demonstrate a public speaking competency. Students will present speeches that are well developed organizationally and logically.

5. Students will demonstrate a knowledge of ethical options in a variety of communication contexts.

Topics to be covered in the course are:

- Communication Competence and Public Speaking
- Speech Anxiety
- Delivering Your Speech
- Audience Analysis
- Attention: Getting People to Listen
- Introductions and Conclusions
- Outlining and Organizing Speeches
- Gathering Material
- Skepticism: Becoming Critical Thinking Speakers and Listeners
- Argument, Reasoning, and Evidence
- Presenting Supporting Materials
- Speaking Style
- Visual Aids
- Informative Speaking
- Foundations of Persuasive Speaking
- Persuasive Speaking Strategies

**Grading**

The undergraduate grading system for Woods College is as follows:

A (4.00), A- (3.67)
B+ (3.33), B (3.00), B- (2.67)
C+ (2.33), C (2.00), C- (1.67)
D+ (1.33), D (1.00), D- (.67)
F (.00)

All students can access final grades through Agora after the grading deadline each semester. Students who complete course evaluations can access grades earlier, as they are posted.
Deadlines and Late Work
All speeches must be presented on the day assigned. If for some unexpected reason, you are unable to present your speech on the assigned day, you must produce documentation for the absence (see attendance). If the absence is not excused, you will not be allowed to present the speech at a later date.

Course Assignments
It is expected that you will spend 8 hours per week on assignments and exercises. These are listed below. Please note that some weeks will require more time and some weeks less time but the average is approximately 8 hours per week over the semester.

Your final grade in this course will be determined in the following manner:

- Prepared Speech: 5%
- Speech of Introduction: 10%
- Informative Speech: 15%
- Persuasive Speech: 15%
- Argumentative Speech: 20%
- Midterm Exam: 15%
- Semester Paper: 10%
- Speech Critiques (average of three): 10%

Prepared Written Speech: You will be supplied with several short famous speeches. Your assignment is to memorize (you may hold note cards as an aid, but do not read!) and present one of the speeches with as much energy and enthusiasm as possible. The speech will not be a high portion of your grade, but the performance of the speech will be used as an assessment of what aspects of public speaking will be targeted to effect the most significant improvement during the semester.

PLEASE NOTE: no two students will receive the same evaluation, thus the degree of improvement will not be the same for any two students. The grade in the course will be based on the progress a student has made toward the goals established by the staged reading.

Speech of Introduction: A 6-minute (minimum!) speech of introduction, using an item, or items, that enables you to tell the class something about yourself.

Questions to Consider:

As you read *The Red Bandanna*, the author includes many questions for reflection about Welles’ life. I invite you to consider these questions about your own life as you read:

One Sunday morning before Church, Welles’ father gave him a red bandanna which he carried with him throughout his life.

“...[he] folded the red handkerchief neatly and placed it in the back right pocket of his son’s pants. ‘You can always keep this back there,’ Jeff told him. ‘You’ll always have it if you need it.’
‘Thank you, Daddy,’ Welles said beaming. ‘That’s great.’ In the simple course of getting dressed, the boy had received this unexpected gift” (p. 21).

**What have you received – both tangible and intangible - that you carry with you? How will these gifts assist you in your studies at Boston College?**

The items may or may not be the actual item (as practicality dictates). A photograph or other mementos that have significance to the actual item or items will be sufficient. The key is to use the object or its representative to introduce yourself to the class. The object may be as personal or as general as you are comfortable sharing.

For each speech presented by students, a second student will prepare a critique that will be shared with the speaker and the instructor. The instructor will then evaluate the quality of the critique and assign the critique a grade. At the end of the semester, each student must have THREE critiques of speeches by other students. THE AVERAGE of the grades for the critiques will count for 10% of the final grade. When a student does not have three critiques, the grade for the critiques will be reduced by 33% (the value of one critique).

**Informative Speech:** A 6-minute (minimum!) presentation in which you will inform your audience about a topic of interest. This speech will require media support. There is a research requirement for this speech.

**Persuasive Speech:** A 6-minute (minimum!) presentation in which you convince the audience that a problem exists and that they should take action to solve the problem. There is a research requirement for this speech.

**Argumentative Speech:** This assignment will take the form of a debate. A subject will be assigned to a pair of students – the students who will debate each other. Each student will have developed both a pro and a con argument for the assigned topic. The students will not know what side of the issue they will be debating until class time just before their debate. One student will present an argument and the other student will then present a rebuttal to the position stated by their opponent's position. The positions will then reverse and the process repeated. This project will be inclusive of prepared speech (6 min. minimum!) and impromptu speech (3 min. minimum!) (With substantial research and preparation in anticipation of the opponent's argument). The grade for this project will be calculated as the final exam for the course. There is no written final, but this project should demonstrate that you have mastered all the essential components of public speaking.

**Semester paper:** Each Student will produce a paper analyzing one of the speeches they have presented during the semester. The content of the paper should demonstrate a thorough understanding of the principles of public speaking and how these principles have been mastered.

**Midterm Exam:** There will be a Midterm Exam that will cover the lecture material to date.
Each speech will be critiqued as much as possible during the class time, with all possible respect for the student. The critique is intended to help the speaker learn and improve their public speaking skills. Students will be asked to submit feedback for all speeches. The class demands courtesy and consideration: The classroom is a place to learn and exchange ideas. All ideas will be respected, and all students will be treated in a respectfully way.

Course Schedule

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<tr>
<th>Date/Week</th>
<th>Topic</th>
<th>Reading/Assignments</th>
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<tbody>
<tr>
<td>Week 1</td>
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<tr>
<td>September 5 –</td>
<td>Prepared Speech Reading</td>
<td>Read: Anderson, Prologue &amp; Chapters 1 and 2&lt;br&gt;Watch: Agape Latte <a href="https://www.youtube.com/watch?v=jW9RnQfutUc">Link</a></td>
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<td>Week 2</td>
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<td>September 12 –</td>
<td>Speeches of Introduction (1)</td>
<td>Read: Rinaldi, Chapters 3-end</td>
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<td>Week 3</td>
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<td>September 19 –</td>
<td>Speeches of Introduction (2)</td>
<td>Read: Anderson, Chapters 3-5</td>
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<td>Week 4</td>
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<td>October 3 –</td>
<td>Talk Tools</td>
<td>Read: Anderson, Chapters 6-9&lt;br&gt;Lucas, Chapter 14, <em>[Speaking to Inform]</em></td>
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<td>Week 6</td>
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<td>October 10 –</td>
<td>Informative Speeches (1)</td>
<td>Read: Anderson, Chapters 10-12</td>
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<td>Week 7</td>
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<td>October 17 –</td>
<td>Informative Speeches (2)</td>
<td>Lucas, Chapter 15, <em>[Speaking to Persuade]</em></td>
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<td>Week 8</td>
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<td>October 24 –</td>
<td>On Stage</td>
<td>Read: Anderson, Chapters 13-15</td>
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<td>Week 9</td>
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<td>October 31 –</td>
<td>Midterm Exam</td>
<td>Prepare for Exam</td>
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<td>Week 10</td>
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<td>November 7 –</td>
<td>Persuasive Speeches (1) &amp; Agape</td>
<td>Read: Anderson, Chapters 16-18</td>
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<td>Week 11</td>
<td>Latte</td>
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<td>Class will meet</td>
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<td>from 6:45-9:30</td>
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<td>Date</td>
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<td>November 14 – Week 12</td>
<td><strong>Manresa Guest Lecture – Tom Rinaldi; Murray Function Room</strong></td>
<td>Prepare questions for Tom Rinaldi</td>
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<tr>
<td>November 21 – Week 13</td>
<td>Persuasive Speeches (2)</td>
<td>Chapter 19-End</td>
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<tr>
<td>November 28 – Week 14</td>
<td>Semester Paper Due</td>
<td>Watch: <a href="https://www.youtube.com/watch?v=JTN9Nx8VYtk">https://www.youtube.com/watch?v=JTN9Nx8VYtk</a></td>
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<tr>
<td>December 5 – Week 14</td>
<td>Argumentative Speeches; Critiques Due</td>
<td>Review: “The Learning Network” <em>The New York Times</em></td>
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<td><a href="http://learning.blogs.nytimes.com/2015/02/05/301-promptsp-prompts-for-argumentative-writing/">http://learning.blogs.nytimes.com/2015/02/05/301-promptsp-prompts-for-argumentative-writing/</a></td>
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**Written Work**

Woods College students are expected to prepare professional, polished written work. Written materials must be typed and submitted in the format required by your instructor. Strive for a thorough yet concise style. Cite literature appropriately, using APA, MLA or CLA style per your instructor’s requirements. Develop your thoughts fully, clearly, logically and specifically. Proofread all materials to ensure the use of proper grammar, punctuation and spelling. For writing support, please contact the Connors Family Learning Center.

**Attendance**

Attending class is an important component of learning. Students are expected to attend all class sessions. When circumstances prevent a student from attending class, the student is responsible for contacting the instructor before the class meets. Students who miss class are still expected to complete all assignments and meet all deadlines. Many instructors grade for participation; if you miss class, you cannot make up participation points associated with that class. Makeup work may be assigned at the discretion of the instructor. If circumstances necessitate excessive absence from class, the student should consider withdrawing from the class. Your grade will be deducted one point for every unexcused absence and for excused absences after one absence.

Consistent with BC’s commitment to creating a learning environment that is respectful of persons of differing backgrounds, we believe that every reasonable effort should be made to allow members of the university community to observe their religious holidays without jeopardizing their academic status. Students are responsible for reviewing course syllabi as soon as possible, and for communicating with the instructor promptly regarding any possible conflicts with observed religious holidays. Students are responsible for completing all class requirements for days missed due to conflicts with religious holidays.

**Accommodation and Accessibility**

Boston College is committed to providing accommodations to students, faculty, staff and visitors with disabilities. Specific documentation from the appropriate office is required for students seeking accommodation in Woods College courses. Advanced notice and formal registration with the appropriate office is required to facilitate this process. There are two separate offices at BC that coordinate services for students with disabilities:
- **The Connors Family Learning Center (CFLC)** coordinates services for students with LD and ADHD.
- **The Disabilities Services Office (DSO)** coordinates services for all other disabilities.

Find out more about BC’s commitment to accessibility at [www.bc.edu/sites/accessibility](http://www.bc.edu/sites/accessibility).

**Scholarship and Academic Integrity**

Students in Woods College courses must produce original work and cite references appropriately. Failure to cite references is plagiarism. Academic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on exams or assignments, or submitting the same material or substantially similar material to meet the requirements of more than one course without seeking permission of all instructors concerned. Scholastic misconduct may also involve, but is not necessarily limited to, acts that violate the rights of other students, such as depriving another student of course materials or interfering with another student’s work. Please see the [Boston College policy on academic integrity](#) for more information.

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