1. **Course Description:**
The purpose of this course is to make you better public speakers by the time the semester is over. But what does ‘better’ mean? It means that when you encounter a public speaking opportunity after this class, you will think methodologically and you will consider the importance of factors such as the context, the audience, the culture, etc. You will craft a speech that is based on your observation and the skills you have acquired—instead of a speech based on unreliable sources such as your gut. This course will teach you, step by step, how to formulate a speech and how to deliver it.

2. **Learning Objectives & Outcomes:**
By the end of this course, you will be able to:
- Analyze the audience and the context of a speech
- Prepare and deliver a speech for various occasions

3. **Instructional Methods:**
My role in the classroom is not one of lecturer. In this class, we will not have a communication dynamic that is one directional, where I talk and you listen. Rather, the class time will be an interactive mesh where we hear each other’s voices and comments about class material and related topics and ideas.

With that said, we all are bound to run into ideas that we will disagree, that will challenge our preconceived notions, the way we have come to learn things. But keep this in mind: the classroom is a safe-space for everyone. No one in this class will be judged in any way for their ideas, beliefs, ideologies, or identities.

If you want to voice a disagreement or a concern, you need to know that I encourage that. That is why we are here. We need to evaluate, think, agree or disagree, and justify our opinions. But think twice and speak once. I expect mature and scholarly conversations that revolve around arguments in the classroom, rather than insults or petty comments. Give the kinds of feedbacks you think are constructive and everyone can learn from.

4. **Grading:**
- Attendance: 10%
- Participation: 10%
- Demonstrative Speech: 15%
- Informative Speech: 15%
- Persuasive Speech: 25%
- Ceremonial Speech: 15%
- Impromptu Speeches: 10%
Department of Communication Attendance Policy
Attendance is required as a condition of successful completion of all courses in the department of Communication. After missing any class session, a student is responsible for finding out about assignments, due dates, announcements, handouts, and so forth that were covered during the missed session, and for making up any missed work. The student is also responsible for obtaining class notes from a classmate for the session, and for learning the material from that session for any relevant exams or quizzes.

The equivalent of 2 weeks of absence from any course will reduce a student's course grade by one full letter grade.
Absence from a combined total of 3 weeks of class meetings will result in automatic failure of the course. Thus, if the class meets once a week, 3 missed sessions equals automatic failure.

If a course meets twice a week, 6 missed sessions will result in failure of the course, and a combined total of 9 missed class sessions will result in automatic failure of a course that meets 3 times per week. There are no exceptions to this rule.

Absences for any reason, including illness, personal crises, athletics or other extra-curricular activities are included in this total. If a student is involved in any activity that might require that student to miss 3 or more weeks of a particular course, then that student should not enroll in the course. Individual faculty members may add additional requirements or stipulations to this policy.

Participation
This class is based on exchange of ideas – not on my lecturing. The class times are not structured as me repeating the points of the readings and you taking notes. There is a reason why we do the readings before the class time. During the class, our task is to get more profound insights about the points that the readings make by connecting them with various experiences, historical as well as current examples, and with who we are. If you do not participate, you miss the entire point of this class. Here are the grading criteria for participation:

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<tr>
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<th>9% to 10%</th>
<th>7% to 9%</th>
<th>5% or 6%</th>
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<tr>
<td>Frequency</td>
<td>Participates often, &amp; at their own initiative.</td>
<td>Participates once every now and then.</td>
<td>Needs me to call upon the student, does not participate.</td>
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<td>Quality</td>
<td>Insightful comments &amp; uses the appropriate terminology.</td>
<td>Comments are sometimes insightful &amp; doesn’t use the terminology.</td>
<td>Instead of vocab says: “interesting”; “I love it”; “I hate it.”</td>
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<tr>
<td>Listening</td>
<td>Attentive to others; builds on others’ remarks, contributes to dialogue.</td>
<td>Sometimes attentive; cuts in others’ points; needs a reminder about the focus of the class.</td>
<td>Not attentive, lost in laptop, talks while others are talking, &amp; goes off on unrelated tangents.</td>
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If you are often lost in social media during class times, if you are disruptive, and if you intentionally make sexist/racist/heterosexist/ableist/or similarly violent remarks you will not get an A in this course.

!!!There are guidelines and grading rubrics for each of the speeches. Prepare your speeches according to those guidelines and rubrics!!!
5. Requirements & Policies:
The course will not work unless you are prepared for class and participate in discussions.
Changes in the syllabus, instructions related to assignments, and other business items are covered at the beginning of class. You are responsible for this information even if you are late to class – better yet, do not be late. If you are bored or overly challenged by this course, see me – and do not wait until the end of the semester.

I do not consider deadlines to be optional or a suggested time to hand in a paper. Any late assignment will be reduced 3 points for each day it is late. A paper is late if it is handed in after the deadline. I strictly enforce this policy.

Texting and other use of cell phones are not permitted in class as these activities are disruptive to the learning environment. You will receive a participation grade of zero on any day you violate these policies.

Emergency Preparedness
In the event of an emergency, the University has the capacity to communicate with all of its students, faculty and staff through e-mail, text messaging, BC Emergency and BC Info websites, as well as its emergency information line at 1-888-BOS-COLL (1-888-267-2655). In addition, our Resident Assistants are trained to alert students in residence halls of any emergency situation. For more details about Boston College Emergency Preparedness: http://www.bc.edu/emergency/what-to-do.html

Academic Integrity Policy
All who conduct academic research within the bounds of Boston College are governed by Boston College Academic Integrity Policy. This code details specific violations of ethical conduct when a scholar is engaged in academic research. As scholars, you are obliged to become familiar with this policy, your rights, and your responsibilities. All your work in any form is subject to this policy. Academic violations include but are not limited to: plagiarism, inappropriate collaboration, dishonesty in examinations whether in class or take-home, dishonesty in papers, work done for one course and submitted to another, deliberate falsification of data, interference with other students’ work, and copyright violations. For further details on Boston College Academic Integrity Policy: http://www.bc.edu/offices/stserv/academic/integrity.html

If you want to submit the work you have done for one course to be counted for an assignment in another course, you have to have the consent from instructors. When incorporating their own past research into current projects, students must cite previous work. This requirement applies even when the work submitted had been originally for a project for another institution. When the previous instructor cannot be consulted, faculty may permit such a submission.

Disability Services and Accessibility
If you are a student with a documented disability seeking accommodations in this course, please contact Kathy Duggan: 617-552-8093 at the Connors Family Learning Center regarding learning disabilities, or Paulette Durrett 617-552-3470 in the Disability Services Office regarding all other types of disabilities.
Requests for Extensions, Accommodations, Mental Health
Students anticipating or experiencing any difficulty in completing assigned work on time should consult with their professors well in advance of any course deadlines. Any student seeking exceptions to course policies or requesting special accommodations due to mental, medical or familial issues must first consult with the Office of the Dean of Students (http://www.bc.edu/offices/dos/subsidiary_offices/students-in-crisis.html). Should the Office of the Dean of Students determine that accommodations are appropriate, a letter will be issued from the Office of the Dean of Students to the student’s professors. Students must then follow up with their professors either in person or via email as soon as circumstances permit in order to discuss new arrangements for required work and deadlines. Simply providing a letter from the Office of the Dean of Students does not constitute a waiver for course requirements or deadlines, nor does such a letter excuse work missed prior to the provision of documentation unless the Office of the Dean of Students specifically indicates that the accommodations are retroactive. Late penalties and other course policies will apply to any revised assignment arrangements or deadlines.

Required Texts, Due Dates & Course Outline:

May 15 – Intro & Syllabus, On Speaking, Being in the Spotlight & Anxiety
Speaking with Confidence – Ronald P. Grapsy
A Brief, Self-directed Written Cognitive Exercise to Reduce Public Speaking Anxiety in College Courses – Patricia Marten DiBartolo & Kristine Molina
Stage fright workshop

May 17 – Organizing & Outlining & Supporting Your Ideas & Introductions & Conclusions
Organizing and Outlining – Joshua Trey Barnett
Supporting Your Ideas – Sarah Stone Watt
Introductions & Conclusions – Warren Sandmann
Speech Analysis

May 22 – Demonstrative Speeches

May 24 – Informative Speaking & Delivery
Informative Speaking – Lisa Schreiber
Delivering Your Speech – Victor Capecce

May 29 – Audience Analysis & Audience Analysis & Speech Analysis Workshop
Audience Analysis – Peter DeCaro, Tyrone Adams, Bonnie Jefferis

May 31 – Informative Speeches

June 5 – Ceremonial Speaking & Setting & Changing Mood
Special Occasion Speaking – Juliann C. Scholl
The Effect of Mood Inducement Upon Audience Receptiveness – Ellin Dribben & Virginia Brabender
Enhancing Interpersonal Communication: Positive Mood Effects – Donna Webster Nelson
June 7 – Speech as narrative & storytelling & Storytelling & Speech Analysis Workshop
Narrative, Rhetoric, and the Origins of Logic – Apostolos Doxiadis

June 12 – Ceremonial Speeches

June 14 – Persuasive Speaking & Compliance Gaining
Persuasive Speaking – Watt & Barnett
Harnessing the Science of Persuasion - Cialdini

June 19 – Persuasive Messaging & Speech Analysis Day

June 21 – Persuasive Speeches