



*Course of Study for  
Principles of Public Speaking  
CST 100*

*Karen C. Newtzie, Ph.D., Professor*

### Course Description:

This course applies theory and principles of public address with emphasis on preparation and delivery. You will deal with issues such as speech apprehension, organization, and speaking effectively with substance. This course will focus on the basic principles that will aid you in the art of speech making. You will learn methods that should help you both prepare and deliver a speech. You will develop and improve oral communication skills, as well as organizational and critical thinking skills.

**Course Credit:**3 Semester Hours

<p><b>Student Learning Outcomes:</b> Upon successful completion, you should be able to:</p> <ul style="list-style-type: none"> <li>• Report increased self-confidence;</li> <li>• Express your ideas with verbal fluency, including acceptable pronunciation, effective voice control, and phrasing in clear, vivid language;</li> <li>• Apply knowledge of nonverbal communication in sending and receiving messages;</li> <li>• Demonstrate critical thinking skills in sending and receiving messages;</li> <li>• Demonstrate organizational skills;</li> <li>• Adapt speech materials to the needs and demands of the listeners and of the occasion;</li> <li>• Research speech topics and cite sources appropriately;</li> <li>• Deliver well-organized and well-supported speeches</li> <li>• Employ listening and responding skills,</li> <li>• Understand ethics and public speaking, including plagiarism, and;</li> <li>• Demonstrate an understanding and respect for cultural and social diversity.</li> <li>• Develop skills in independent thinking and time management.</li> <li>• Be able to read and analyze articles presented in popular media.</li> </ul>	<p><b>Methods of Instruction:</b></p> <ul style="list-style-type: none"> <li>• Students will learn and demonstrate effective speechmaking through a hybrid (online and face-to-face) delivery system. Students must have access to the World Wide Web and the RCC Blackboard Classroom.</li> <li>• Students <b>are required to attend five mandatory sessions during the semester</b> to deliver speeches and participate in group activities and discussions.</li> </ul> <p>Other methods include:</p> <ul style="list-style-type: none"> <li>• Online lectures (podcasts) and notes prepared from chapter material, online class discussion, and demonstrations of problem solving techniques and student problem-solving.</li> <li>• Collaborative exercises from selected chapters, case studies, and projects.</li> <li>• Weekly interaction with students and instructor in Blackboard classroom.</li> <li>• Important concepts are outlined at the beginning and summarized at the end of each chapter. The student should understand and be able to elaborate on these concepts based on lecture, text, and supplementary information.</li> <li>• The student is expected to keep up with his/her course work, and, if necessary, consult with the instructor as needed during office hours for additional help.</li> </ul>
---	---

In this course, the following RCC General Education Outcomes are supported:

- Assimilate, organize, develop, and present an idea formally and informally (1.2)
- Use standard English (1.3)
- Use appropriate verbal and non-verbal responses in interpersonal relations and group discussions (1.4)
- Use listening skills (1.5)
- Describe their own as well as others' personal ethical systems and values within social institutions (3.2)

**Entry Level Competencies:** College readiness in English reading and writing skills.

**Instructional Materials:**

Text: *The Art of Public Speaking*, Stephen E. Lucas, McGraw-Hill, Inc. (10<sup>th</sup> ed.)

- **Textbook ISBN-13: 978-0073385150** (If you purchase a new text, the access card is included). If you purchase a used text, you must purchase an access card for ConnectLucas.com (approximately \$20).

Supplies: Index Cards, notebook, and **blank thumb drive (USB port)** to be used throughout the semester. You will have a choice of digital equipment to use to record your speeches. If you have your own digital camera, you may use it.

NOTE: Students **MUST** have access to the RCC Blackboard course site and the World Wide Web at least three times weekly during the course. Additional materials may be provided by the instructor during class and/or placed on reserve in the library.

**Academic Integrity:** Cheating, dishonesty, and plagiarism are examples of breaches of academic integrity and will not be tolerated. Punishment for violations may range from awarding a lower or failing grade for an exam or the course by the instructor to dismissal from the college by the president. Student conduct and disciplinary procedures are addressed in the RCC Student Handbook.

**Student Conduct:** Students are expected to maintain a classroom decorum that is courteous, professional, and conducive to the educational process.

**Honor Code:** Rappahannock Community College has an Honor System whose purpose is to strengthen the student's foundations for academic achievement by establishing guidelines for personal conduct. It is the responsibility of students to be aware of the rules (refer to the RCC Student Handbook), and to monitor the activities of their peers with respect to the Honor Code and report any violations thereof.

**Attendance Policy:** Attendance is required in all courses at Rappahannock Community College. Points will be deducted for poorly written postings, missing deadlines, not participating in assignments and discussions, and/or displaying a general disinterest in the course. *In case of an emergency that affects the meeting schedule for this class or the instructor's availability, information will be provided in the Blackboard course Announcements area. Email notifications and updates will follow as needed.*

**Withdrawal Policy:**

**Faculty Reporting of No Shows and Withdrawal for Nonattendance:** Students who are registered for a course but do not attend or make contact with the instructor during the drop/add period must be reported to the Admissions and Records Office. The "no show" students will be dropped from the course roster by the Admissions and Records Office.

Up until the withdrawal date for the semester, students who stop attending a course, miss more than 20 percent of the class, or fail to maintain contact with the instructor must be withdrawn by the course instructor.

**Student Withdrawal from a Course:** A student may withdraw from a course without academic penalty within the first nine weeks after the beginning of a semester and receive a grade of "W." For withdrawals after nine weeks, the student will receive a grade of "F" except under mitigating unavoidable circumstances which must be documented.

**Basis for Evaluation and Revision of Course:** Students in synchronous classes will be provided with an anonymous survey questionnaire at the end of the course that will ask each student to evaluate the

instructor and the course and make comments and suggestions. Asynchronous class surveys are completed online. Survey results will be used to revise and improve the course.

**Emergency Evacuation Plan:** In each classroom, laboratory or other places where students are assembled for the purpose of instruction, a fire evacuation plan will be posted indicating the direction of travel from the room in the event it becomes necessary to evacuate the building as a result of fire or other emergency. This plan will be posted in a conspicuous place near the exit from the room.

Whenever the fire alarm sounds, the building will be evacuated. The instructor will ensure the fire door is closed upon leaving the area (doors with automatic closures on them). Instructors are also responsible for assisting disabled students. If a classroom does not have an evacuation plan posted, the student or instructor should notify the academic dean.

**Special Request:** It is important to RCC that all students have a learning environment that is conducive to their needs. Therefore, any student who feels that they may need some type of accommodation in order to make this class a successful setting, should go to the Counseling Office on either campus for information about applying for services and accommodations. You will need to provide current documentation of your disability and recommended accommodation for that disability. For additional information refer to “Student Services” on the RCC website and look for “Students with Disabilities.”

**College Closing Information:** The College will be open unless an official closing is announced. If it is necessary to cancel or delay the opening of the college, the decision will be announced over radio and television stations serving the college region.

*Excerpted from the Price Club Journal*  
**Overcoming the ‘Great American Fear’**

**You, too, can survive public speaking! The benefits of speaking out effectively far outdistance the humiliations suffered in learning to give a speech. Still, most of us would rather perish than make an oral presentation. On the other hand, many people have made public speaking their life’s work, with no fatal consequences, barring the rare occasion of sniper’s fire. What’s their secret?**

**....from the Warner Treasury of Women’s Quotes...I’m not up there to live out my fantasies. I’m up there to communicate. The audience communicates every bit as much to me as I do to them. A big part of speaking is listening...to the sounds made in the room, the audience’s breath intake, their laughter.**

**(Dolores Ibarru)**

**Evaluation for Course**

Speeches—approximately 70% of grade

Participation and Written Activities—approximately 15% of grade

Quizzes and Tests—approximately 15% of grade

**Grading guidelines for speeches:** The numbers on the speech evaluation are a guide for me and for you to see where your speech is in terms of each area of speechmaking. Here's a general rule of thumb:

Excellent speeches have:

- Complete introductions that provide a chance for the audience to orient to the speech. Introductions contain a few bits of evidence that pave the way for the purpose of the speech.
- Clearly stated purpose statements, including main points, which provide a map for the audience to follow.
- Clear organization of points. Main points are easy to follow, and they are arranged logically so the speech flows from one point to another through the use of transitions. Each point is supported by appropriately cited evidence.
- Delivery with a conversational tone. Speeches are not read from notes, nor delivered in a monotone or unenthusiastic style.
- Delivery is sincere and believable. Language is grammatically correct, and an attempt is made to use language to paint "word pictures."
- Evidence of a high confidence and comfort level by the speaker. This shows the speaker has practiced the speech orally sufficiently to allow the speech to "live." The topic chosen is a comfortable one for the speaker, in that the speaker has researched the topic extensively.
- Excellent non-verbal communication, with flowing hand gestures, good eye contact, pleasant facial gestures, and a general comfort level expressed to the audience.
- Effective and complete conclusions, which wrap up the speech. Conclusions should contain a re-summarization of the speech, by re-statement of the main points, and by adding the "perfect" piece of evidence (cited) to leave the audience content and satisfied.

**Class Participation:**

- Weekly participation in Blackboard Classroom for on-line discussions. Post required assignments, including Outside Activity, in Blackboard classroom as requested. Note: Late work will be accepted up to **one week** following the deadline.
- Chapter quizzes to reinforce learning.
- Use good listening techniques when being an audience member. Provide peer review of speeches made by class members.
- Provide instructor with outline of one speech (as requested) and evidence of research done for speeches. This will be submitted in the Blackboard class area.
- Practice speeches outside of class, and provide instructor with signatures of practice audience (if requested).
- Read all assignments, come to every session prepared. Bring your thumb drive to class each time to record your speech.
- Attend all mandatory sessions, participate in warm up activities and practice speeches.
- Give speech on date it is due. You must contact the instructor before class in the event of an emergency. If you are unprepared to speak on the day you are assigned, you will receive a reduced grade for that speech.

**Tests and Outside Activity:**

There will be one test given during the semester. Students will also be required to participate in at least two speech critiques and one outside activity. Note: Late work will be accepted up to one week following the deadline.

**Recommended Resources:**

- The RCC Library has a number of DVDs available which contain speeches delivered by leaders throughout history. Check with the librarian for these DVDs, which are on my reserve shelf, to watch on campus.
- You will find a list of *YouTube* resources in Blackboard on preparing and delivering speeches.
- Podcasts are required resources for this course. You will find them located in *iTunesU* and you should plan to watch one per week. These are mini-lectures (6-10 minutes) that reinforce learning from the text.
- *Connect Lucas* contains sample speeches and instructions on developing excellent speeches. If you purchased a new text, your access information is in the front cover of the text. If you purchased a used text, you should purchase the access information for \$10.00 at [www.connectlucas.com](http://www.connectlucas.com).

**COURSE ASSIGNMENTS & LEARNING SEQUENCE  
(Posted in Blackboard)**

**Resources Attached:**

- Formula for A Prize-Winning Speech
- Tips for Major Speeches
- Sample Blackboard Activities
- Rubric for High-Quality Postings

## Formula for a Prize Winning Speech

### CST 100-Newtzie

Area	Why	How to...
<b>Introduction</b>	<ul style="list-style-type: none"> <li>→ Warm up the audience</li> <li>→ Get their attention</li> <li>→ focused on your topic</li> <li>→ Give them a reason to listen</li> </ul>	<ul style="list-style-type: none"> <li>→ Stories that relate to the purpose of the speech</li> <li>→ Statistics that startle, wake up, focus the audience's attention</li> <li>→ Definitions that clarify the topic</li> <li>→ Move toward the purpose statement</li> </ul>
<b>Purpose Statement</b>	<ul style="list-style-type: none"> <li>→ Tell the audience what the speech is about</li> <li>→ Highlight the main points you will cover in the speech</li> <li>→ Tell the audience whether you are informing them or intending to persuade them.</li> <li>→ Make it perfectly clear where you are going and how you are going to get there</li> </ul>	<ul style="list-style-type: none"> <li>→ Develop a statement that includes your main points.</li> <li>→ Alert the audience how you intend to approach your topic.</li> <li>→ Use alliteration (Living, Loving, Learning). Audience members can hang on to phrases like that.</li> <li>→ Be very clear in framing your purpose, this makes it very clear to follow your speech.</li> </ul>
<b>Body</b>	<ul style="list-style-type: none"> <li>→ The "meat and potatoes" of the speech.</li> <li>→ Develop at least three main points that support your topic.</li> <li>→ Each main point must be supported by evidence.</li> <li>→ Don't forget transitions.</li> </ul>	<ul style="list-style-type: none"> <li>→ Take the audience through the topic in an organized, common sense, logical way.</li> <li>→ Use evidence to support all parts of your speech. Opinion should be almost invisible.</li> <li>→ Always cite your sources. Stating facts and statistics without citing where you learned them is plagiarism.</li> <li>→ Use transitions to move from one point to another....keep a conversational flow.</li> <li>→ Speak with the audience, not at them...use a conversational tone, lots of eye contact, body language, smile.</li> </ul>
<b>Conclusion</b>	<ul style="list-style-type: none"> <li>→ This wraps up the speech and ties it with a bow.</li> <li>→ Bring it all together....make the final impact.</li> </ul>	<ul style="list-style-type: none"> <li>→ Re-state in summary form the purpose and main points.</li> <li>→ Finish a story you started in the introduction.</li> <li>→ Add more facts or statistics to support what you said.</li> <li>→ Add a poem, phrase, quote that ties it all together.</li> <li>→ Wait for the applause, and accept it graciously.</li> </ul>

**7 Ways to Be a Great Speaker**

by Jim M. Allen

**1. Be Yourself**

It's great to watch other successful speakers, to see what they do and how they do it. To be a great speaker in your own right requires you to develop your own style, to speak using your own voice. Be yourself when you speak and you can't help but be successful.

**2. Be Bold**

You might think that it takes boldness just to stand up and start talking, and it does, but there are plenty of speakers out there who come across like timid mice. Be bold as a speaker, confident in your abilities. Practice every day, give speeches whenever you can.

**3. Be different**

Successful speakers aren't like everybody else. There's something that sets them apart. Makes them stand out. They're the speakers who do more than just stand in the front of the room and talk at you.

**4. Be funny**

Successful speakers know how to be funny, that is: they know when and where to use humor in their presentations... and they aren't afraid to do so.

**5. Be engaging**

Listening to a speech is, for most people, a passive activity. Successful speakers involve their audiences and converse with them so that it's a conversation, not a talking-to.

**6. Be positive**

No matter what the subject, successful speakers are always positive with their audiences. They help their audiences learn what to do as opposed to what NOT to do. They focus on the upside, not the downside.

**7. Be challenging.**

Lastly, great speakers always challenge their audiences to do great things. And again, it doesn't matter what the subject. A successful speaker gives you the know-how and the challenge to make your life more enjoyable and more rewarding every day.

---

Jim Allen is a professional life coach, speaker, and writer.  
(C) 2001 Jim Allen & CoachJim.com)

## **Notes for Visual Aid Speeches**

Be sure to do the following things when preparing your speeches:

- 1) Provide the audience with a history of the subject--or, ask yourself how widespread this topic is. In the case of crafts, who does it? Can you find a percentage of the population? Where did the craft come from? Is it traditional? From what cultures?
- 2) If you are demonstrating something, such as how to dribble or throw a ball, provide the audience with pictures of a person doing that activity. You can also provide us with the projected trajectory of the ball by using a line drawing. These back up visual aids will really enhance your personal demonstration.
- 3) Think through and practice how you will use your visual aids. Practice your speech at least five times before coming to class; walking through how you will use the equipment in the lecture hall.
- 4) If you are using Power Point, bring a copy on a CD or thumb drive and e-mail me a copy for backup. You might want to print out the slides in a worst case scenario where none of your files will load. We can show your printed slides on the Elmo. Make sure to review the section in the text and Blackboard resources on creating effective Power Point slide shows.
- 5) Practice giving your speech so you do not have to refer to the screen (losing eye contact with the audience). Use note cards for your speech, and hold them in front of you when speaking.
- 6) Don't forget non-verbal impact of attire. For example, if you are speaking about square dancing, wearing square dance attire may really enhance the speech. Hats are only acceptable for visual aids and must be taken off for the speech.
- 7) Be sure to include multiple sources and cite them throughout your speech. Please do not simply state a list of references at the end of the speech. Your intro should have at least one source, and each main point should be supported by two or three sources. The conclusion may also incorporate a source. Sources include definitions, quotes, interview findings, statistics, stories, facts, etc. If you are citing a website, you can use an English form of the URL, such as "According to the American Medical Association website...".  
Enjoy!

### **With all speeches.....**

Develop an interesting introduction--this is the attention-getter for the audience. Lead us into the speech with a story, statistics, definitions, or other facts that will bring you to the purpose statement for the speech.

Create the body of the speech. This will be the 'bread and butter' of your presentation. Generally three main points are a good goal in order to address your topic fully. Organize your points so they make sense to the listener. One point should lead to the next one. Give supporting evidence and give credit where it's due.

Wrap it up and tie it with a bow! Conclude your thoughts by summarizing, or telling another story, quote, or other supporting evidence. This will be what we'll remember most vividly; make it count.

## ***Notes for Speech of Tribute***

You should read the chapter on "Speaking for Special Occasions" and watch ConnectLucas.com media clips on Introductions & Conclusions, supporting your speech with evidence, and extended examples. Also, please watch the speech entitled "Questions of Culture."

Your speech of tribute will be crafted to give tribute to a person or organization. Evidence will bring that person or organization to light so the audience will see clearly what those special qualities are in your subject. Evidence can be personal stories, interviews, quotes, statistics, extended examples and facts, words to poems, etc. You are welcome to use visual aids, but not required.

### **With all speeches...**

Develop an interesting introduction--this is the attention-getter for the audience. Lead us into the speech with a story, statistics, definitions, or other facts that will bring you to the purpose statement for the speech.

Create the body of the speech. This will be the 'bread and butter' of your presentation. Generally three main points are a good goal in order to address your topic fully. Organize your points so they make sense to the listener. One point should lead to the next one. Give supporting evidence and give credit where it's due.

Wrap it up and tie it with a bow! Conclude your thoughts by summarizing, or telling another story, quote, or other supporting evidence.  
This will be what we'll remember most vividly; make it count.

### ***Points to Ponder on Informative and Persuasive Speaking***

Informative Speeches are designed to convey knowledge and understanding.

Topics cover objects (tangible), processes (systematic series), events (something that happens), and concepts (beliefs and ideas).  
Communicate information accurately, clearly, meaningfully, and interestingly.

### **Guidelines**

- Don't overestimate what the audience knows
- Relate the subject directly to the audience
- Don't be too technical
- Personalize your ideas

**Persuasive Speeches are designed to change or reinforce the audience's beliefs or actions. When you speak to persuade, you act as an advocate. In processing information, speakers engage in a mental dialogue with the audience--a give and take.**

### ***Public Speaking: Have Passion for Your Topic***

by Terry Paulson, Ph.D., CSP, CPAE

*"Forget all the conventional 'rules' but one. There is one golden rule: Stick to topics you deeply care about and do not keep your passion buttoned inside your vest. An audiences' biggest turn on is the speakers' obvious enthusiasm. If you are lukewarm about the issue, forget it!"*

Tom Peters

There is a certain zest that shines through a presenter's face when he speaks of something he has authentic passion for. That speaker can be excited and whisper and it still get through. Don't just speak on any subject; speak on ones you live!

What do you believe in enough that no one can stop you from finding a place to share it? When you have the right speech, you will feel like saying, "Get over here now! You don't want to miss this!"

In such a talk, your hour of speaking feels like minutes. Great speakers don't just love to speak; they love to make a difference for people.

If you ever struggle to find the motivation and the enthusiasm to start your speech, take a moment to go back to your success history as a speaker to review images you have retained that affirm what your presentations have meant to past audiences. Relive that image before you take the platform. Feed your own enthusiasm for your message as you get ready to make a difference again. If you have no enthusiasm for your message, why should anyone else? Find the passion in your purpose or find another topic to speak on. (Reprinted with permission from "50 Tips for Speaking Like a Pro.")

Source: <http://www.public-speaking.org/>

Sample Discussion Board Questions (Weekly writing assignments to be posted in Blackboard):

#### ***The Art of Public Speaking, Chapter 3:***

Please go to *Public Speaking Documents* and read the article entitled "The Listening Ladder." Using highlights from this article, your podcast--iTunesU (Listening), and the text (Chapter 3), please do the following:

***Use information from all of these sources in your responses below. Cite sources within the text and in a works cited list at the bottom.***

*Please do the following: (Write 3-5 well supported paragraphs, including a summary of your finding. Follow the guidelines for well written postings. Be sure to post by the deadline and respond in a meaningful way to at least three classmates' postings within the following 24 hours. Do not read your classmates' postings before writing and posting your own.)*

- Give at least four behaviors associated with active listening. Describe their impact on the speaker. Support your answer.
- Discuss reasons why listening may come hard for us. What suggestions do you have for us to improve listening?

#### ***The Art of Public Speaking, Chapter 4:***

Complete the end-of-chapter activity for Chapter 4 (Review Questions 1-6). Be sure you understand the nature of a purpose statement.

Summarize your learning from this chapter and align it with the *Formula for a Prize Winning Speech*.

Give two sample purpose statements you might use in future speeches.

## Writing Rubric—for Discussion Board Postings

	<b>Beginning (below standard)</b>	<b>Almost (approaches standard)</b>	<b>Competent (meets standard)</b>	<b>Exemplary (exceeds standard)</b>
<p>Organization</p> <p>(unity / coherence)</p> <p><i>Do I not only state the "what" of an answer, but also support it with the "why"?</i></p>	serious errors in organization, lacks introduction and/or conclusion, thought patterns difficult to follow	poor transitions, inconsistencies in unity and / or coherence	organized but may have minor lapses, transitions evident, usually has clear focus	organized from beginning to end, clear focus, fluent, cohesive
<p>Purpose</p> <p><i>Have I fully answered all of the questions posed by the instructor?</i></p> <p><i>Do I support my main points with evidence, and cite my sources?</i></p>	no clear purpose, lacks clarity of ideas, minimal awareness of audience / task	attempts to establish purpose, rudimentary development of ideas, some awareness of audience / task	establishes a purpose, develops ideas, awareness of audience / task	establishes and maintains clear purpose, ideas developed in depth, clear understanding audience / task
<p>Details/Evidence</p> <p><i>Have I followed the directions, such as "use resources to support your answer"?</i></p>	details are random, inappropriate, or barely apparent	details lack elaboration or are repetitious	details are elaborated and appropriate	details are effective, vivid, explicit, and pertinent
<p>Grammar, Usage, Mechanics</p> <p><i>Do I format my answers so they are neat, easy-to-read, and in correct English?</i></p>	errors are frequent and severe	multiple errors and / or patterns of errors are evident	some errors are present	few, if any, errors are present
<p>Voice/Tone(personal investment/ expression)</p> <p><i>Do I write in an interesting style and tone?</i></p>	little or no voice evident, tone absent or inappropriate for writer's purpose	evident of beginning senses of voice, some evidence of appropriate tone	evidence of voice, tone appropriate for writer's purpose	distinctive voice evident, tone enhances personal expression
<p>Timeliness of Postings and Responses</p> <p><i>Have I met the deadlines for initial postings and for responses to at least three classmates?</i></p>		Did not meet stated deadlines (one week late)	Did not meet stated deadlines (one-two days late)	Met stated deadlines
<p>Responses to classmates</p> <p><i>Have I responded in a meaningful way to at least three classmates?</i></p>		Responded to at least one posting in a meaningful way.	Responded to at least three postings in a meaningful way.	Responded to at least three postings in a meaningful way. Affirmed or questioned posting by using relevant learning from course and/or experience.