Communication 131:
Fundamentals of Public Speaking

Santa Barbara City College

Instructor: Zack De Piero
Semester/Year: Spring 2016
Day and Time: Mondays and Wednesdays, 3:55 – 5:15 in BC 101
Office Hours: Mondays, 5:30 – 6:30 in BC 117
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Course Description:
The foundations of this course are the *study of* and *practice with* public speaking. Our primary goals are to (1) gain a heightened awareness about the ways in which speeches are constructed by writers and interpreted by audience members and (2) gain confidence in our own communicative abilities. To achieve this, our readings, in-class activities, and assignments will examine the fundamental tenets of "good speaking" and rhetoric: genre, audience, purpose, evidence, context, tone, and style.

Our course will be divided into four separate units that cumulatively inform each other. If we're successful, you'll be able to detect patterns within the many different genres of speaking performances more clearly through the lens of "genre theory." Additionally, the skills, strategies, and habits of mind that we'll cultivate throughout this course will prepare you to become a more successful speaker, writer, thinker, and researcher as you navigate through the world (and beyond!) of public speaking and communication.

Required Materials:

- Access to a printer and a computer with an internet connection
- Readings and resources will be emailed to you or uploaded to our course blog, *comm131spring16.blogspot.com*
- Technological means to record your speaking performances (and, ideally, to upload them to your blog)

Learning Objectives:
By the completion of this course, you should be able to:

1. Identify and analyze the conventions and rhetorical features of speech genres
2. Present and record four speaking performances and assess your development
3. Participate in a class-wide blogging community, which includes maintaining a self-reflective journal, integrating relevant pop cultural media, and providing feedback to classmates' blogs
4. Demonstrate engagement with the writing process (brainstorming, drafting, revising, incorporating feedback from classmates and instructor, editing)

Assessment:
The following percentages represent the weighted components of your grade:

- *In-Class Activities and Participation*, 20%
    - Participation includes being physically *and mentally* present for class discussions, activities, workshops, and all other in-class work. I expect you to attentively listen to your classmates and treat them with the utmost respect. You're not permitted to use your cell phone during class unless you've asked for permission beforehand.

    - Our in-class activities will include journaling and freewriting, reflecting on your learning, annotating readings, collaborating in peer/reader review workshops, providing feedback to your classmates' blogs, critiquing speaking performances in YouTube videos, and utilizing tech tools among other tasks. To be successful in this course, you absolutely need to *come to class* prepared and ready to work.

- *Speaking Performances and Self-Reflective Analyses*, 60%
    - You'll be responsible for creating and performing four different speeches over the semester. They'll become progressively more challenging (*don't worry, though, you can do it!*) in terms of both duration and content, so their total percentage of your grade will increase as venture through the course. To earn full credit for each speech, you'll need to submit pre-speech process notes (your drafts, plan, outline, notes, etc.), upload videos of your speeches to your blog, and post a *thorough* post-speech analysis of your work. These analyses are primarily intended to be a way for you to grow and, in effect, improve your future performances. To accomplish that, I suggest using the "Start, Stop, Continue" method, which we'll discuss at greater length together in class.

        - Speech 1, 10%
        - Speech 2, 15%
        - Speech 3, 15%
        - Speech 4, 25% (group)

    - Please know: you need to complete ***all four speeches*** to earn credit for the course; in other words, if you miss *just one* of your scheduled speeches, you can't pass the course.

- *Portfolio*, 15%
    - Portfolios represent a way for you to demonstrate your cumulative development over the duration of the semester. A complete portfolio will include each of your speech performances and all corresponding materials, including process drafts and reflections. You'll also need to craft a metacognitive reflection project that details what you've learned throughout our course and your development.

Schedule:

The following schedule is subject to change. Please check our class blog and your email account on a regular basis for any updates.

	Monday	**Wednesday**
Week	**Reading Due** **Assignments Due**	**Reading Due** **Assignments Due**
Week 1 1/18 – 1/22	**NO CLASS:** Winter Break	*Syllabus*
Week 2 1/25 – 1/29	*Teaching Two Kinds of Thinking (Elbow)* **1) Upload Your Blog Info to Google Doc** **2) "About Me" Blog Blurb**	**Speech #1 Draft** (Peer/Reader Review Workshop)
Week 3 2/1 – 2/5	**Speech #1:** Elevator Pitch	**Speech #1, cont'd:** Elevator Pitch
Week 4 2/8 – 2/12	*Navigating Genres (Dirk)*	
Week 5 2/15 – 2/19	**NO CLASS**: President's Day	*How to Read Like a Writer (Bunn)*
Week 6 2/22 – 2/26	*As a Result – Connecting the Parts* *(Birkenstein & Graff)*	**Speech #2 Draft** (Peer/Reader Review Workshop)
Week 7 2/29 – 3/4	**Speech #2:** How to Create a Speech Genre	**Speech #2, cont'd:** How to Create a Speech Genre
Week 8 3/7 – 3/11		*Index of Templates (Birkenstein & Graff)*
Week 9 3/14 – 3/18	*So What? Who Cares? – Saying Why It Matters* *(Birkenstein & Graff)*	**Speech #3 Draft** (Peer/Reader Review Workshop)
Week 10 3/21 –3/25	**Speech #3**: "Radical-themed" Speech	**Speech #3**, cont'd: "Radical-themed" Speech
Week 11 3/28 – 4/1	**NO CLASS**: Spring Break	**NO CLASS**: Spring Break
Week 12 4/4 – 4/8		**CLASS CANCELED**
Week 13 4/11 – 4/15		
Week 14 4/18 – 4/22	**Speech #4 Draft** (Peer/Reader Review Workshop)	**Speech #4 Mock Presentations + Feedback** (Peer/Reader Review Workshop)
Week 15 4/25 – 4/29	**Speech #4:** Sharktank Pitch to a Local Santa Barbara Company or Organization (Group)	**Speech #4, cont'd:** Sharktank Pitch to a Local Santa Barbara Company or Organization (Group)
Week 16 5/2 – 5/6	**Portfolio Draft** (Peer/Reader Review Workshop)	**Portfolios**

Additional Information on Our Readings and Assignments:
Your weekly readings are intended to prepare you for completing your weekly assignments, so make sure you *finish your readings* ***before*** *you begin writing.* They're designed to help you *think through* your assignments. Each assignment must be submitted on time (by the start of class) to receive credit. To earn full credit for your assignments, they must be turned in on the due date (by the time class starts). There are *no make-ups for your scheduled speeches*—you must be in class, ready to share your awesome work with us during your assigned slot to earn credit.

Absence Policy:
I want you to be present, prepared, and ready to participate during each class—in fact, I'll consider giving some extra credit for students that complete the quarter with perfect attendance. Please know that being unprepared—ie, not completing your assignments by the start of class—is *not* a good reason to miss class! *I still want you to attend class even if you aren't prepared.* In the event that you miss class, be resourceful. Contact your classmates to find out what we covered during class and get detailed notes. With regard to tardiness, class begins at 3:50. If you are late, you must check in at the end of class. Failure to do so will result in an absence on record. Continual tardiness will cost you participation points.

***Accommodations for Students with Disabilities*:**
Students with disabilities who are requesting accommodations should use the following SBCC procedure: contact the DSPS office, present documentation of disability for review by a disabilities specialist, discuss options for support through DSPS, and present a signed DSPS authorization for accommodation to your instructor.

Communication Lab:
Our Communication Lab is a wonderful facility designed to offer you resources and materials to help you succeed. We have numerous resources available to you for your use (at no cost!) such as computers, meeting rooms, research materials, and TV/DVD units. We also offer tutoring on a walk-in and appointment basis. Please take advantage of this great facility this semester.

Plagiarism, Academic Dishonesty, and Source Attribution:
Plagiarism is the representation of someone else's writing, graphics, research, or ideas as one's own. Whenever you use an author's ideas—even if you're paraphrasing them—you need to use proper citations that acknowledge the source from which you got the information (ie, the author). If you're ever uncertain about plagiarism and/or citation practices, I encourage you to meet with me or another instructors.

If you consciously plagiarize any of your work in this course, you'll receive a "0" for the assignment and you'll be reported to the disciplinary committee. At that point, you could potentially fail the course. Do everybody a favor—especially yourself—and avoid this at all costs. If plagiarism is detected and confirmed, the result will be a zero for the assignment and may result in failure of the course, as well as academic sanctions that include probation, suspension, or expulsion from the college.