

**Communications 2300: Public Speaking in Context**  
**May Term 2017**

Instructor: Elizabeth Navarro  
Office: UL 207  
Email: [ernavarro@smu.edu](mailto:ernavarro@smu.edu)  
Meeting Times: 3:00 PM-7:00 PM  
Classroom: TBD

**Texts and Resources:**

The Public Speaking Project: Free digital text available at [www.publicspeakingproject.org](http://www.publicspeakingproject.org)

**Course Overview:**

This 11-day public speaking boot camp is an opportunity for all majors to develop confidence in public speaking, learn speech writing and delivery strategies, and receive feedback and coaching in a constructive, positive environment. In addition to delivering four speeches throughout the course, students will engage in group activities, games, discussions, and impromptu challenges. The course covers strategies to help students improve in the following areas:

- Overcoming public speaking anxiety
- Physical and vocal delivery
- Strategic organization
- Effective language and writing style
- Credible research
- Strong and balanced persuasive appeals
- Engaging visual aids

**Rationale for this Course:**

1. Public speaking is a cornerstone of democratic societies.
2. Public speaking allows you to claim a voice for yourself and others.
3. Public speaking enables success in social, civic, and professional settings.
4. Public speaking skills increase the effectiveness of all communication skills.
5. Public speaking skills can always be improved, polished, and practiced; this course allows a safe space to do so.

**Instructor Bio:**

Elizabeth Navarro is an educator and communications professional. Her background includes experience as a communications marketer and consultant for Dallas-area nonprofits, a communications and public speaking instructor at Pepperdine University, and an English teacher at urban schools in Los Angeles. She also brings advertising and marketing experience from *bon appetit* magazine, *W* magazine, and TOMS Shoes. Her love for teaching and for communications come together in the classroom, where she aims to provide the knowledge that will prepare students for their communications careers and the passion that will encourage

them to love the field they chose. Elizabeth comes to Dallas by way of California (most recently) and Idaho (her home state). She lives here now with her husband Alex and daughter Lucy.

MA Education, Pepperdine University, 2012

BA Integrated Marketing Communications, Pepperdine University, 2009

**Learning Outcomes:**

This course will teach you how to consume and produce public communication in an ethical and practical manner. The subject matter combines the ancient arts of rhetoric with contemporary research. This design incorporates student-learning outcomes that characterize the skills and abilities of a student trained successfully in public communication. This course satisfies the University Curriculum (UC) components and learning outcomes for Oral Communication.

UC Student Learning Outcome 1: Students will be able to select, organize and use appropriate evidence or information to suit a specific or targeted audience.

UC Student Learning Outcome 2: Students will be able to use appropriate vocal and visual cues to deliver a presentation to a specific or targeted audience.

In addition to the UC SLO's, students will be assessed on the following learning outcomes.

1. Students will be able to discern ethical public communication in the speeches of others and themselves.
2. Students will be able to effectively organize support material around a coherent thesis.
3. Students will be able to maintain the attention of an audience throughout a public presentation.
4. Students will be able to construct a digital visual aid that enhances and extends the verbal message.

## Assignments and Grading

**Speeches:** Students will be required to deliver 4 speeches to their classmates during May Term. Speech requirements will vary depending on the speech. Assignment descriptions and rubrics are available on Canvas and will be reviewed with students throughout the semester. Some speeches will require written **outlines**, which can be submitted on Canvas, and **PowerPoint presentations**.

**Quizzes:** There will be short reading quizzes that cover assigned chapters that will be given at the beginning of class once or twice per week.

**Other Assignments:** The professor will review all other assignments given in class (Participation) or at home (Homework) as they are assigned. These may include group activities, impromptu speeches, speaking practice and feedback, or rhetorical analysis of speeches (famous speeches, speeches from public figures, TED talks, speeches from peers, or analysis of students' own speeches.)

Speech #1: Personal Narrative	10%
Speech #2: Informative	10%
Speech #3: Persuasive	15%
Final Speech: Ceremonial	20%
Quizzes	10%
Outlines and Slide Decks	15%
Attendance/Participation/Homework	20%
<b>Total</b>	<b>100%</b>

### Grading Standards:

<b>A</b>	<b>100-93</b>
<b>A-</b>	<b>92.9-90.0</b>
<b>B+</b>	<b>89.9-87.0</b>
<b>B</b>	<b>86.9-82.0</b>
<b>B-</b>	<b>81.9-80.0</b>
<b>C+</b>	<b>79.9-77.0</b>
<b>C</b>	<b>76.9-72.0</b>
<b>C-</b>	<b>71.9-70.0</b>
<b>D+</b>	<b>69.9-67.0</b>
<b>D</b>	<b>66.9-62.0</b>
<b>D-</b>	<b>61.9-60.0</b>
<b>F</b>	<b>59.9-00.0</b>

## Course Expectations and Policies

### Attendance:

Students are expected to be in class on time every day. Attendance will be taken every day at the start of class. Students are allowed one emergency absence without point deduction, after which students will lose points for each class missed. Speech days are the most important days: **Unexcused absences on speech days (whether the student is speaking or listening) will result in a 50% point deduction on a student's speech.** Please do your best communicate all absences with the professor prior to missing class, and be proactive in making up missed work.

### Late Work:

Unexcused late work will only be accepted at a point deduction. Late or missed speeches must be made up during class time in front of the classroom audience. Late speeches will receive a 10% point reduction for each class day they are late; late speeches do not qualify to be "made up" (see "Make Up Speeches"). In the case of an absence or emergency that is clearly and proactively communicated to the professor, late penalties may be waived.

### Make Up Speeches:

Students have the opportunity to retry speeches in order to improve upon their grades. These make-up speeches will be given during a scheduled one-on-one meeting with the professor. The final speech grade will be an average of the first and second try. *Speeches may only be made up within two weeks of the initial speech deadline. Late speeches are not eligible to be made up.*

### Audience Courtesy (Laptop and Phone Use):

Laptops and phones are welcome in class, but must only be out/open/on if the professor suggests they are needed for the class activity or for note-taking. Phones and laptops should never be out and will always be silenced on speech days.

### Canvas and Communication:

Students may access their up-to-date grades, assignments and details, rubrics, calendars, and other information on our Canvas site. Students will be expected to check Canvas and their SMU email for course updates. Students may expect a no more than a 24-hour turnaround (more on weekends) for questions emailed to the professor.

## SMU Course Policies

**Disability Accommodations:** Students needing academic accommodations for a disability must first register with Disability Accommodations & Success Strategies (DASS). Students can call 214-768-1470 or visit <http://www.smu.edu/Provost/ALEC/DASS> to begin the process. Once registered, students should then schedule an appointment with the professor as early in the semester as possible, present a DASS Accommodation Letter, and make appropriate arrangements. Please note that accommodations are not retroactive and require advance notice to implement.

**Religious Observance:** Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See University Policy No. 1.9.)

**Excused Absences for University Extracurricular Activities:** Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work. (University Undergraduate Catalogue)

## Calendar

DATE	CONTENT	DUE
Thurs. 5/18	<p>Introduction to the students, professor, and course</p> <p><u>Cicero's Canon of INVENTION</u></p> <ul style="list-style-type: none"> <li>• Speaking Competencies</li> <li>• Speaking Ethics</li> <li>• Types of Speeches</li> <li>• Audience Analysis and Appeals</li> </ul> <p>Assign Speech #1: Personal Narrative</p>	<p>Syllabus</p> <p>Chapter 1</p> <p>Chapter 3</p> <p>Chapter 5</p>
Fri. 5/19	<p><u>Cicero's Canon of DELIVERY</u></p> <ul style="list-style-type: none"> <li>• Overcoming Anxiety</li> <li>• Vocal Delivery</li> <li>• Physical Delivery</li> <li>• Practice Techniques</li> <li>• Activity, Practice and Feedback</li> </ul>	<p>Chapter 11</p> <p>Chapter 12</p>
Mon. 5/22	<b>Speech #1: Personal Narrative</b>	Speech and Outline
Tues. 5/23	<p><u>Cicero's Canon of ARRANGEMENT</u></p> <ul style="list-style-type: none"> <li>• Content and Organization</li> <li>• Outlining Main and Sub Points</li> <li>• Effective Introductions and Conclusions</li> <li>• Impromptu Speaking Activity</li> </ul> <p>Assign Speech #2: Informative</p>	<p>Chapter 8</p> <p>Chapter 9</p>
Wed. 5/24	<p><u>Cicero's Canon of MEMORY</u></p> <p>Informative Speaking</p> <ul style="list-style-type: none"> <li>• Supporting Ideas and Conducting Research</li> <li>• Citing Sources</li> <li>• Using Notecards and Keywords, Activity and Practice</li> </ul>	<p>Chapter 15</p> <p>Chapter 7</p>
Thurs. 5/25	<b>Speech #2: Informative</b>	Speech and Outline
Fri. 5/26	<p>Persuasive Speaking</p> <ul style="list-style-type: none"> <li>• Persuasive Appeals: Ethos, Pathos, Logos</li> <li>• Argument and Critical Thinking</li> <li>• Monroe's Motivated Sequence</li> </ul>	<p>Chapter 6</p> <p>Chapter 16</p> <p>Chapter 13</p>

	Using Visual Aids <ul style="list-style-type: none"> <li>• Slide Design</li> <li>• Delivery with a Visual Aid</li> </ul> Assign Speech #3: Persuasive	
Tues. 5/30	<b>Speech #3: Persuasive</b>	Speech, Outline, Visual Aid
Wed. 5/31	<u>Cicero's Canon of STYLE</u> <ul style="list-style-type: none"> <li>• Ceremonial Speaking Techniques</li> <li>• Emotional appeals: Identification and Magnification</li> <li>• Using Language Well</li> </ul>	Chapter 10 Chapter 17
Thurs. 6/1	Practical Application <ul style="list-style-type: none"> <li>• Semester Reflection</li> <li>• Group presentations, small group dynamics</li> <li>• Small group communication activity</li> <li>• Preparing for interviews</li> </ul>	
Fri. 6/2	<b>Final Speech: Ceremonial Speech Awards Ceremony</b>	

*Calendar is subject to change.*