Communications 2300: Public Speaking in Context  
Jan Term 2019

Instructor: Elizabeth Navarro  
Email: ernavarro@smu.edu  
Meeting Times: 9:00 AM-12:00 PM, 1:00 PM-4:00 PM  
Classroom: Umphrey Lee TBD  
Website: liznavarroco.com

Texts and Resources:  
The Public Speaking Project: Free digital text available at www.publicspeakingproject.org

Course Overview:  
This 8-day public speaking boot camp is an opportunity for all majors (prerequisites waived) 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.  
4. Public speaking skills increase the effectiveness of all communication skills.  
5. Public speaking skills can always be improved, polished, and practiced; this course is allows a safe space to do so.

Instructor Bio:  
Elizabeth Navarro is an educator, communications professional, writer, content creator, and founder of Liz Navarro + Co. She empowers students, professionals, businesses, entrepreneurs, and nonprofits to turn their authentic stories into compelling, clear, and shareable narratives. Liz launched her career as a university instructor at her alma mater, Pepperdine University, where she taught communications and public speaking courses to undergraduates. Now at SMU, she teaches public speaking courses to undergraduates, professionals, and youth.
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. Her work is featured at TEDx, Dallas Doing Good, Good Sophist, the Belo Media Group blog, and the Wonderfully Made podcast.

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 Jan 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 and other supplemental materials.

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.)

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<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Speech #1: Personal Narrative</td>
<td>10%</td>
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<tr>
<td>Speech #2: Informative</td>
<td>15%</td>
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<td>Speech #3: Persuasive</td>
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<tr>
<td>Final Speech: Ceremonial</td>
<td>20%</td>
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<td>Quizzes</td>
<td>5%</td>
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<tr>
<td>Outlines and Slide Decks</td>
<td>15%</td>
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<tr>
<td>Attendance/Participation/Homework</td>
<td>15%</td>
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<td><strong>Total</strong></td>
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Grading Standards:

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<tr>
<td>A</td>
<td>100-93</td>
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<tr>
<td>A-</td>
<td>92.9-90.0</td>
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<td>B+</td>
<td>89.9-87.0</td>
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<td>B</td>
<td>86.9-82.0</td>
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<tr>
<td>B-</td>
<td>81.9-80.0</td>
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<td>C+</td>
<td>79.9-77.0</td>
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<td>C</td>
<td>76.9-72.0</td>
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<td>C-</td>
<td>71.9-70.0</td>
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<td>D+</td>
<td>69.9-67.0</td>
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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. Please do your best communicate all absences with the professor prior to missing class, and be proactive in making up missed work.

Late Work:

In this 8-day course, no late work will be accepted. 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 in front of the class during a scheduled class time. The final speech grade will be an average of the first and second try. Late/missing speeches are ineligible to be made up.

AudienceCourtesy (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 been 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

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<thead>
<tr>
<th>DATE</th>
<th>CONTENT</th>
<th>DUE</th>
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| **Pre-Reading and Writing Assignment** | Read Chapters 1-5 of the online textbook: [http://publicspeakingproject.org](http://publicspeakingproject.org)  
Writing Assignment: Choose two of the article’s highlighted TED Talks to watch. Discuss in a short essay the strengths and weaknesses of each of the two speakers and the content of their talks. Determine which talk you found to be more successful and explain what the speaker did to make the talk successful. | Syllabus                                      |
| **Monday, Jan. 7** | Introduction to the students, professor, and course                    | Syllabus  
Writing Assignment: [Comparative TED Talk Essay](http://publicspeakingproject.org)  
Chapters 1-5                                      | Chapter 11  
Chapter 12                                      |
| **Tuesday, Jan. 8** | Cicero’s Canon of DELIVERY  
- Overcoming Anxiety  
- Vocal Delivery  
- Physical Delivery  
- Practice Techniques  
- Activity, Practice and Feedback | Chapter 15  
Chapter 7                                      | Speech and manuscript                                      |
| **Wednesday, Jan. 9** | Speech #1: Personal Narrative  
Cicero’s Canon of MEMORY  
Informative Speaking  
- Supporting Ideas and Conducting Research  
- Citing Sources  
- Using Notecards and Keywords, Activity and Practice | Chapter 15  
Chapter 7                                      | Speech and manuscript                                      |
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| Thursday, Jan. 10 | **Cicero’s Canon of ARRANGEMENT**  
• Content and Organization  
• Outlining Main and Sub Points  
• Effective Introductions and Conclusions  
• Impromptu Speaking Activity  
Informative Speech Lab | Chapter 8  
Chapter 9 |
| Friday, Jan. 11 | **Speech #2: Informative**  
Using Visual Aids  
• Slide Design  
• Delivery with a Visual Aid  
Assign Speech #3: Persuasive | Speech, outline, visual aid  
Chapter 13 |
| Monday, Jan. 14 | Persuasive Speaking  
• Persuasive Appeals: Ethos, Pathos, Logos  
• Argument and Critical Thinking  
• Monroe’s Motivated Sequence | Chapter 6  
Chapter 16 |
| Tuesday, Jan. 15 | **Speech #3: Persuasive**  
Cicero’s Canon of STYLE  
• Ceremonial Speaking Techniques  
• Emotional appeals: Identification and Magnification  
• Using Language Well | Speech, Outline, Visual Aid  
Chapter 10  
Chapter 17 |
| Wednesday, Jan. 16 | **Final Speech: Ceremonial Speech Awards** | Speech |

*Calendar is subject to change.*