

2020-2021
Saint Patrick High School
Saint Mary's University of Minnesota
COM 204: PUBLIC SPEAKING

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Course Text and Materials

Downloadable texts for instructor
Pencils/ Pens
1 Subject Notebook

Course Description

This course prepares students to make effective informative and persuasive presentations incorporating audiovisual enhancements; and, to utilize active listening techniques. The responsibilities of both the speaker and the listener are stressed. Practical experience in preparation, delivery, participation, and evaluation are provided. In addition, interpersonal communication, interview skills, and debate will be explored.

Course Goals

- A. Students will present themselves in a variety of presentation formats and contexts
- B. Students will practice communication ethics
- C. Students will actively listen to others and adapt as a speaker to different audiences
- D. Students will express messages clearly and analyze other's messages

Learner Outcomes and Assessment Activities

- A. Analyze one's presentation of "self" to others and evaluate effectiveness across a variety of communication contexts. ASSESSMENT: Self/ Peer evaluations/ critiques
- B. Identify, evaluate, and responsibly address ethical issues within and across a variety of communication contexts. ASSESSMENT: Ethical Reflection Assignment
- C. Engage in respectful dialogue, seek to understand, and adapt messages to diverse human characteristics and attitudes within public communication. ASSESSMENT: Rebuttal and Response Reflection Paper
- D. Listen effectively and respond appropriately to the meaning of messages within and across a variety of communication contexts. ASSESSMENT: Listening Analysis with Friend/ Family Evaluation
- E. Select, demonstrate, and adapt appropriate forms of verbal, nonverbal, and mediated expression that support and enhance the meaning of messages. ASSESSMENT: Speeches and Oral Interpretation.
- F. Identify and explain how fundamental communication processes influence the outcome of communication interactions within and across a variety of communication contexts. ASSESSMENT:
- G. Create and analyze message strategies that generate meaning within and across a variety of communication contexts. ASSESSMENT: Peer evaluations of speeches.

Evaluations

Students must complete all assignments in order to pass the course. Point distribution for the final grade will be based on the approximate percentages listed below. Each speech will have a detailed rubric.

Verbal Presentations and Written Components	55%
Tests & Comprehensive Final	30%
Daily Assignments, Class Work, Participation	15%

Attendance

Attendance will be taken. Since Public Speaking is a participation course, and runs on a very tight schedule, regular attendance is necessary; this will be seen in the participation grade.

Missed/Late Assignments

Failure to deliver a speech on the assigned day, will result in the automatic reduction of that speech grade one full level, if, in fact, the student is allowed to make up the speech. Failure to take a test on the assigned day will result in no credit for that test, unless prior arrangements have been made with the instructor. Similarly, daily assignments are not accepted after the due date unless prior arrangements have been made with the instructor. Students must complete all speaking assignments in order to pass the course. The written work which accompanies each speaking assignment must be handed in before you speak. If you do not have the written work completed, you do not have the speech completed, so you will not be able to present on that day. In such a circumstance, the speech would be considered late, and all the consequences and implications cited above would apply.

Diverse Learner Accommodation Policy Statement

Saint Patrick High School does not discriminate in the admission of students based upon ethnic or national backgrounds, race, religion, or documented disabilities for which reasonable accommodations can be made.

Academic Dishonesty

Students at Saint Patrick High School should pursue their education with honesty and integrity. This means that a student's work and achievement should be the result of his own efforts. Any act of academic dishonesty will result in a 0 for the grade and will be reported to the student's parents, student's counselor, and Director of Curriculum.

Assessment Opportunities/ Activities

- A. Participation
- B. Cornell Notetaking Outlines
- C. Speeches: Introductory, Informative, Persuasive, Rebuttal, Impromptu, Special Occasion
- D. Listening Analysis Paper
- E. Oral Interpretation Presentation
- F. Self and Peer Evaluations/ Critiques
- G. Small Group Communication/ Presentations
- H. Quizzes/ Tests (Formal/Informal Assessments)

Equity Statement

The Fine Arts Department is deeply committed to ensuring an inclusive and welcoming environment in our spaces for people of all diverse backgrounds. All people should enjoy an educational experience free from any form of harassment, discrimination, or violence. It is our intent that all students be served by this course and that their learning needs be addressed both in and out of class, and that the Fine Arts faculty will be responsive to concerns that disrupt the learning environment. As instructors, we recognize that we attend school and create art on the ancestral lands of the Kickapoo, the Sioux, the Miami, the Peoria, and the Potawatomi. We thank them for caring for the land since time immemorial. In creating a space that is both safe and brave, our hope is that every student will see themselves reflected in the work that we explore, create, and analyze. We believe that it is our duty to foster safe and brave spaces in which individual student strengths and perspectives will enrich the classroom community while building bridges to larger civic responsibilities. The importance of the arts should never be questioned.

Weekly Schedule

Date	Activities
Week of Jan 4-8	Introduction/Group communication/communication models
Week of Jan 11-17	Group communication
Week of Jan 18-22	Listening and criticism/ Introduction speech
Week of Jan 25-29	Organizing, outlining, and research
Week of Feb 1-5	Interviewing and Introductions
Week of Feb 8-12	Interpretation and presentation skills
Week of Feb 15-19	Interpretation extemporaneously
Week of Feb 22-26	Interpretation and text
Week of Mar 1-5	Interpretation speech and visual aids
Week of Mar 8-12	interpretation speech presentations
Week of Mar 15-19	Informative speaking / Teaching skills
Week of Mar 22-26	Informative speaking / Teaching skills
Week of Mar 29-Mar 31	Argumentation and persuasion
Week of Apr 12-16	Persuasive speaking
Week of Apr 19-23	Persuasive speaking
Week of Apr 26-30	Special Occasioon Speaking
Week of May 3-7	Special Occasion speaking
Week of May 10-14	Special Occasion speaking
Week of May 17-21	Final Exam Prep
Finals Week	Finals