



Public Speech

<i>Course Title</i>	Public Speech
<i>Course owner</i>	Keith Paul Medelis
<i>Course #</i>	B20-1
<i>Description</i>	<p>The COVID-19 pandemic has changed and isolated the world. In our online class, we will have the opportunity to connect, albeit remotely. In doing so, we will exchange introductions and ideas through the power of oral communication. Students will learn about the essentials of the communication process—how we learn to understand the world around us through culture, language, and nonverbal signals. We will practice your own communication skills through classroom discussion as well as an informative and persuasive speech where students will receive one-on-one feedback from the professor on their English-speaking skills.</p> <p>Together, as a class, we will read the classic American play <i>Our Town</i> by Thornton Wilder. The purpose is primarily for students to recite and emote in English while also introducing you to a small town that I'm sure is quite different from yours. Though perhaps we will discover that this town has some surprising similarities too. Each student will be assigned roles to read and we will follow up each reading with a discussion of the material.</p>
<i>Student Learning Goals</i>	<p>Students will gain practical skills in their abilities to communicate in the public sphere, conversationally through group classroom conversations and formally through extemporaneous speeches.</p> <p>Students will use their unique world views and research to develop presentations with concise, declarative theses. These presentations will focus on a central question of all rhetoric: how do we convince an audience to act and to what end?</p> <p>Ethical considerations of communication in the public sphere will be placed alongside all of our course conversations as we seek truthful conclusions.</p>
<i>Student Learning Outcomes</i>	<p>At the completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Speak confidently in English • Understand the essentials of the communication process. • Conduct a rhetorical analysis of professional speech selections. • Develop an informative and persuasive thesis statement. • Rhetorically prove their thesis statements. • Speak extemporaneously in the public sphere from an outline. • Develop and understand the uses of presentations aids.

<i>Assessments</i>	Classroom attendance/participation	30%
	Quizzes	10%
	Outlines:	20%
	Informative speech	20%
	Persuasive speech	20%

	Total	100%
<i>Materials</i>	Selections from: Floyd, Kory. <i>Communication Matters</i> ; Edition: 3. McGraw Hill, 2018.	
<i>Prerequisite</i>	none	
<i>Instructor</i>	Keith Paul Medelis; kmedelis@mercy.edu	
<i>TA</i>	The class has assigned a TA whose responsibility is to help the instructor and manage the class.	
<i>Class time</i>	Tuesdays, 08:20-09:50 Thursdays, 10:05-11:35 (19 September – 8 December)	
<i>Office hours</i>	By appointment	
<i>Protocol</i>	In our classroom, attendance and participation in lectures and discussions is welcomed and expected. Questions and engagement during lectures are strongly encouraged.	
	Note that all of work is an attempt to ease us in to publicly speaking and confront the fear that this act ultimately possesses.	
	Work is to be your own. Plagiarized work will not be tolerated for any reason. Severe grade reductions, including course failure may occur in the event of serious infractions.	
<i>Course Content and Arrangement</i>	Informative speech: Students will be expected to deliver a 3-5 minute extemporaneous speech. Inspired by the play <i>Our Town</i> , your speech will introduce me to your home town. What do I need to know about where you grew up? What do I need to know about your family? If I was planning a trip, what should I be sure to see? At least one presentation aid must be included—photographs, maps, objects, charts, graphs are all acceptable.	
	Persuasive speech: Students will again be expected to deliver a 3-5 minute extemporaneous speech. In this speech, students will work to prove a thesis about what would improve their hometown. Now that you have introduced me to your hometown, what should I know about what would make your hometown even better? At least one presentation aid must be included	
	Speech outlines Both the informative and persuasive speech must be accompanied by a written outline in the format addressed in class and the textbook. The outlines must include the general/specific purpose, topic, thesis statement, introduction, main points, conclusion, and citations.	

Public Speech Course Schedule B20-1

9.20	08:20-09:50	Introductions
9.22	10:05-11:35	<i>Read:</i> 1. Communication, a first look
9.27	08:20-09:50	<i>Read:</i> 2. Communication and culture
9.29	10:05-11:35	<i>Read:</i> 3. Perceiving ourselves and others
10.4	08:20-09:50	<i>Quiz:</i> Chapters 1-3
10.6	10:05-11:35	<i>Read:</i> 4. How we use language
10.11	08:20-09:50	<i>Read:</i> 5. Communicating nonverbally
10.13	10:05-11:35	<i>Quiz:</i> Chapters 1-5
10.18	08:20-09:50	<i>Read:</i> 11. Choosing, developing, and researching a topic <i>Read:</i> 12. Organizing, finding support for your speech
10.20	10:05-11:35	<i>Read:</i> 13. Presenting a speech confidently
10.25	08:20-09:50	<i>Read:</i> 14. Speaking informatively
10.27	10:05-11:35	<i>Quiz:</i> Chapters 11-14
11.1	08:20-09:50	(To be announced)
11.3	10:05-11:35	(To be announced)
11.8	08:20-09:50	(To be announced)
11.10	10:05-11:35	(To be announced)
11.14	23:59	<i>Due:</i> Informative speech outline
11.15-11.22		<u>Informative speeches on the following schedule:</u>
11.15	08:20-08:30	黄天
	08:30-08:40	杨从正
	08:40-08:50	沈皓宇
	08:50-09:00	夏巨阳
	09:00-09:10	刘伟杰
	09:10-09:20	朱嘉杰
	09:20-09:30	徐理
	09:30-09:40	彭飞杨

	09:40-09:50	毛静怡
	09:50-10:00	朱彦吉
11.17	10:05-10:15	张晨逸
	10:15-10:25	陆媛敏
	10:25-10:35	谢兴霖
	10:35-10:45	卢圣博
	10:45-10:55	费臻
	10:55-11:05	陈晓洁
	11:05-11:15	陆朱予
	11:15-11:25	俞杰昊
	11:25-11:35	王嘉怡
11.22	08:20-08:30	陈俊杰
	08:30-08:40	马一鸣
	08:40-08:50	胡天翔
	08:50-09:00	何晟昊
	09:00-09:10	路夏贤
	09:10-09:20	顾方圆
	09:20-09:30	郭佳芸
	09:30-09:40	何山
	09:40-09:50	黄子宵
11.24	10:05-11:35	<i>Read:</i> 15. Speaking Persuasively
11.29	08:20-09:50	<i>Quiz:</i> Chapter 15 Student consultations
11.30	23:59	<i>Due:</i> Persuasive speech outline that follows the motivated sequence pattern and includes a call to action
12.1-12.8		<u>Persuasive speeches on the following schedule:</u>

12.1	10:05-10:15	黄天
	10:15-10:25	杨从正
	10:25-10:35	沈皓宇
	10:35-10:45	夏巨阳
	10:45-10:55	刘伟杰
	10:55-11:05	朱嘉杰
	11:05-11:15	徐理
	11:15-11:25	彭飞杨
	11:25-11:35	毛静怡
	11:35-11:45	朱彦吉
12.6	08:20-08:30	张晨逸
	08:30-08:40	陆媛敏
	08:40-08:50	谢兴霖
	08:50-09:00	卢圣博
	09:00-09:10	费臻
	09:10-09:20	陈晓洁
	09:20-09:30	陆朱予
	09:30-09:40	俞杰昊
	09:40-09:50	王嘉怡
12.8	10:05-10:15	陈俊杰
	10:15-10:25	马一鸣
	10:25-10:35	胡天翔
	10:35-10:45	何晟昊
	10:45-10:55	路夏贤

10:55-11:05 顾方圆

11:05-11:15 郭佳芸

11:15-11:25 何山

11:25-11:35 黄子宵