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Department Mission Statement  
The role and mission of the faculty and students of the Department of Communication Studies are to examine human symbolic activity as it shapes and is shaped by relationships, institutions, and societies. This work concerns the creation, analysis, and critique of messages. The department's research, teaching, and service devote particular attention to understanding the ways in which communication erodes and sustains collaboration within and among local, national, and global communities.

Meets ACE Requirement  
Communication Studies 209 Public Speaking is certified as meeting ACE course Student Learning Outcome #2 Demonstrate communication competence in one or more of the following ways: (a) by making oral presentations with supporting materials . . . This course also reinforces writing and critical thinking.

Course Mission Statement  
Standing up and delivering a competent public speech is not an especially difficult task. Following the basic steps for constructing an introduction and conclusion, for organizing main points, for selecting evidence, and for speaking clearly is relatively straightforward.

The achievement of eloquence, on the other hand, is among the most challenging of intellectual endeavors. The attainment of eloquence drew the extended scholarly interest of, among many others, Plato, Aristotle, Cicero, Quintilian, St. Augustine, and Adam Smith.

Eloquence is rarely fully realized, but in those few occasions when it is—Lincoln’s Second Inaugural or Martin Luther King’s I Have a Dream—the world is changed. The speaker creates a rhetorical vision that alters how society aligns its beliefs, values, and attitudes.

There is a science of competence. Scholars have conducted experiments on such topics as message order, varying ways to use evidence, and strategies to encourage changes in audience behavior.

There is an art of eloquence. The complex set of judgments required to say just the right thing at just the right moment escapes any reduction to a set of independent and dependent variables. An immersion in the culture, the mastery of the language, a serious moral grounding, an understanding of the immediate circumstances, and an empathy with the audience are the requirements of eloquence.
The ancient Greeks had a term for this form of knowledge—they called it *phronesis* or practical wisdom. This is the quality of mind that enables a person to stand in the arena, among the swirl of events, and choose the right words to transform the situation.

Can eloquence be taught? This is not a simple question. It is akin to asking if you can teach someone to be a great writer or painter. The classroom can teach speaking competence and hope to nurture the possibility of eloquence. The instructor can push students to understand the complexities of public persuasion and motivate them to draw on all their available resources to speak well.

Maybe we cannot expect to hear history-altering discourses in 209 Public Speaking, but we can look forward to moments in which speakers enliven ideas in a new way and revise how we think and feel.

**Required Text**


**Readings**


**Course Requirements**

1. **Introductory Speech:** A 2-minute extemporaneous speech. The purpose of this presentation is to demonstrate a preliminary mastery of extemporaneous delivery techniques (eye contact, gestures, conversational delivery, stance, and use of notes). A set of specific critical standards will be distributed prior to the assignment. (25 points)

2. **Preparation of Speech Outlines:** Outlines must accompany all graded speeches (except the Introductory Speech). They must include an introduction, preview, body, clearly marked supporting materials, transitions between major points, a conclusion, and a bibliography. Outlines must be neatly typed. The outline will constitute 25% of the speech grade.

3. **Written critique of a public speech:** A 3-5 page critique of a public speech. You may critique any non-classroom speech. You may critique a lecture, a sermon, a televised political address, etc. Use the concepts from Bitzer’s “Rhetorical Situation” to analyze the speech. (25 points)

4. **Public speech in the professions:** A 4-6 minute speech designed to transfer professional (expert) information to a lay audience. Some form of presentational technology (e.g., PowerPoint) must be used in this speech. A set of specific critical standards will be distributed prior to the assignment. (75 points)

5. **Public speech to persuade on an issue of policy:** A 5-8 minute speech designed to change the audience members’ attitudes toward an issue of policy. A set of specific critical standards will be distributed prior to the assignment. (75 points)
6. **Public speech to a hostile audience:** A 5-8 minute speech designed to change the attitudes of a hostile audience. A set of specific critical standards will be distributed prior to the assignment. (100 points)

7. **Public Speech of social cohesion:** A 5-8 minute speech designed to reinforce the audience’s attachment to some important cultural value. A set of specific critical standards will be distributed prior to the assignment. (100 points)

8. **Final Examination:** The examination will cover assigned readings and supplementary lecture material. The final will be in the form of essay questions. You will be given a list of possible questions prior to the examination. I will choose a small number of questions from the list that will comprise the test. (75 points)

9. **Participation:** Participation includes regular attendance, completing non-graded assignments, filling out audience critique forms on classroom speakers, and serving as an audience for classroom speakers. (25 points)

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>500-465</td>
<td>(93%)</td>
</tr>
<tr>
<td>A-</td>
<td>464-450</td>
<td>(90%)</td>
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<tr>
<td>B+</td>
<td>449-435</td>
<td>(87%)</td>
</tr>
<tr>
<td>B</td>
<td>434-415</td>
<td>(83%)</td>
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<tr>
<td>B-</td>
<td>414-400</td>
<td>(80%)</td>
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<tr>
<td>C</td>
<td>384-365</td>
<td>(73%)</td>
</tr>
<tr>
<td>C-</td>
<td>364-350</td>
<td>(70%)</td>
</tr>
<tr>
<td>D+</td>
<td>349-335</td>
<td>(67%)</td>
</tr>
<tr>
<td>D</td>
<td>334-315</td>
<td>(63%)</td>
</tr>
<tr>
<td>D-</td>
<td>314-300</td>
<td>(60%)</td>
</tr>
<tr>
<td>F</td>
<td>299 and below</td>
<td>(0%)</td>
</tr>
</tbody>
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**Course Policies**

1. **Attendance**
   
   a. *If you do not come to class on the day you are scheduled to speak, you should not expect to be able to make up your speech.* If you are faced with an emergency, call my office and leave a message or send an email explaining the situation prior to the time you are scheduled to perform. I will publish the schedule of speakers well in advance.

   b. Regular attendance is expected. You have a responsibility to serve as an audience member for all speakers in the class. A good deal of the course material you will be held responsible for is not in the readings and, therefore, faithful attendance is critical for academic success.

2. **Grades:**

   a. You will receive regular written evaluations of your work. If at any time you are unclear about your standing in the class or are unsure of the rationale for my evaluation, please feel free to come and speak with me. You should never feel defensive about seeking information about my
evaluation of your performance. Please ask questions during the course of the term; I am hardly in a position to recall an evaluation at the end of the semester from the beginning of the semester.

b. Grades will appear on Blackboard. You may check your grade at any time. Feel free to come and speak with me about your progress at any time during the course of the semester.

3. Academic misconduct:

a. Violations of academic integrity are very serious matters and will result in automatic failure of the class and referral to the proper university officials. The work (this includes speeches) a student submits (or presents) in a class is expected to be the student’s own work and must be completed for that particular class and assignment. Academic dishonesty includes: handing in another’s work or part of another’s work as your own, turning in one of your old papers for a current class, turning in the same or similar past or current paper for two different classes, presenting a group project as your work solely, purchasing or otherwise obtaining research or papers written by another and turning that work in as your own. Using unauthorized notes or other study aids or otherwise obtaining another’s answers for an examination also represents a breach of academic integrity. Sanctions are applied whether the violation was intentional or not. You must keep all your or original data for projects (i.e. articles, questionnaires, interview audio tapes) and be prepared to present them to the professor when asked.

b. Plagiarism means intentionally or knowingly representing the words of ideas of another as one’s own. Plagiarism includes quoting or paraphrasing from other sources without acknowledging/citing the source of your information or presenting quoted material as your own words. You must be very clear about attribution of sources and you must know how to cite sources in a paper or a speech. Students who are unfamiliar with how to cite sources should purchase a style manual such as the Publication Manual of the American Psychological Association. Claiming lack of knowledge about standards for writing is not an acceptable excuse for committing plagiarism. Come to a faculty member for help if you are at all unsure about any of these issues or seek help at the UNL Writing Assistance Center (472-8803, Andrews Hall 129). No one wants to see you have these kinds of problems with your work, so please start assignments early and seek help when you need it.

Due Dates

Introductory Speech—Week 2.

Written Critique of a Public Speech—Week 4.

Public Speech in the Professions—Weeks 6 & 7.


Public Speech to a Hostile Audience—Weeks 11 & 12.


Final Examination—Finals Week
Schedule

**Week 1**
Eloquence versus Competence  
Extemporaneous presentation  
Requirements  
Critiquing extemporaneous delivery in sample speeches.  
Explaining the Introductory Speech.

**Week 2**
INTRODUCTORY SPEECH  
Understanding the rhetorical situation.  
Complexity of public speaking: What the textbooks leave out.  
Explaining Written Critique of a Public Speech Assignment

**Week 3**
Selecting a topic and purpose.  
Initially analyzing the audience.  
Understanding ethos (source credibility).  
Selecting supporting materials.

**Week 4**
Organizational strategies  
Introductions, transitions, and conclusions  
WRITTEN CRITIQUE OF A PUBLIC SPEECH IS DUE  
Construction of the speech outline.

**Week 5**
The importance of public speaking in a professional career.  
Techniques for the effective transfer of information.  
Supporting ideas visually in a public speech.  
Critical standards for a public speech in the professions.

**Week 6**
PUBLIC SPEECH IN THE PROFESSIONS  
PUBLIC SPEECH IN THE PROFESSIONS
**Week 7**

PUBLIC SPEECH IN THE PROFESSIONS

- Persuasion and message variables.  
  Ch. 15
- The attitude-behavior problem. 
  Ch. 16

**Week 8**

Persuasion and the logic of policy argumentation.

Videotape presentation of a speech to persuade on an issue of policy.
Critical standards for a public speech to persuade.

**Week 9**

PUBLIC SPEECH TO PERSUADE ON AN ISSUE OF POLICY

PUBLIC SPEECH TO PERSUADE ON AN ISSUE OF POLICY

**Week 10**

PUBLIC SPEECH TO PERSUADE ON AN ISSUE OF POLICY

Techniques for overcoming resistance to persuasion.
Pre-testing hostile audience topics.

**Week 11**

Videotape presentation of a hostile audience speech
Critical standards for a hostile audience speech.

PUBLIC SPEECH TO A HOSTILE AUDIENCE

**Week 12**

PUBLIC SPEECH TO A HOSTILE AUDIENCE

PUBLIC SPEECH TO A HOSTILE AUDIENCE

**Week 13**

Defining and reinforcing values.  
  Ch. 17

Videotape presentation of a speech of social cohesion.
Critical standards for a public speech of social cohesion.

**Week 14**

PUBLIC SPEECH OF SOCIAL COHESION

PUBLIC SPEECH OF SOCIAL COHESION
**Week 15**

PUBLIC SPEECH OF SOCIAL COHESION

Course evaluations
Review for final examination

**Finals Week**

Final Examination