

## **COMM 553: Professional Speaking**

Professor: Thomas Endres  
Office: 1245D Candelaria  
Hours: MTWR 11-1 and by appointment

**Fall 2009**

Office: (970) 351-1507  
Email: thomas.endres@unco.edu

### **Course Texts:**

#### **Required**

Arnold, W.E. and L. McClure. (1996). *Communication Training and Development*, 2<sup>nd</sup> ed. Prospect Heights, IL: Waveland Press, Inc.

Fillmore, C. (2008). *The Six Figure Speaker: Formula for a Six-Figure Income as a Professional Speaker*. Brandon, OR: Robert D. Reed Publishers.

Foss, S.K. and K.A. Foss. (2003). *Inviting Transformation: Presentational Speaking for a Changing World*, 2<sup>nd</sup> ed. Prospect Heights, IL: Waveland Press, Inc.

#### **Recommended**

Bourhis, J., C. Adams, and S. Titsworth. (2009). *Style Manual for Communication Studies*, 3<sup>rd</sup> ed. Boston, MA: McGraw Hill.

### **Course Description:**

Catalog: *Theory and practice of advanced speech composition, presentational decisions and techniques in a variety of contexts.*

This course will focus on professional and consulting contexts associated with the field of communication. Via readings, lectures, audiovisual support, class discussions, and student presentations, students will accomplish the following objectives:

- Examine strategies and techniques for conducting communication-based corporate training.
- Share and reflect upon perspectives offered by professional speakers.
- Practice preparing and delivering specialized and discipline-related presentations.
- Improve abilities as critical consumer of spoken messages.

### **Course Policies:**

Attendance is required. Grading policies for absences are discussed in the next section.

Work is due on the class period assigned (though students may exchange assigned speaking nights). Late work receives a fractional grade deduction (e.g. A to A-, A- to B+) for each calendar day it is late. All work must be completed in order to pass the class (with the exception of the Reading Responses, which are contract graded). No late work is accepted after the last day of class prior to finals week.

While challenging the ideas of the instructor, the materials, and each other is encouraged, such engagement will be conducted with mutual respect and civility. Please practice unconditional courtesy.

Students requiring special class or test services will be fully accommodated; document verification from Disability Support Services is required. Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services (970) 351-2289 as soon as possible to ensure that accommodations are implemented in a timely fashion.

Remember, plagiarism is not just verbatim copying; it is the presentation of someone else's ideas as your own. Please credit sources appropriately. UNC's policies and recommendations for academic misconduct, including but not limited to plagiarism, will be followed. For additional information on policies and student code of conduct, please see the Dean of Student's website at : <http://www.unco.edu/dos/index.html>.

### Honor Code

*All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community's academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.*

### Grading:

All assignments will receive a letter grade with a corresponding point value: A = 11, A- = 10, B+ = 9, and so on, through F = 0. Each assignment is differentially weighted to create a cumulative total of 100%. Those weightings are reported in the next section, along with specific ways in which certain scores will be calculated. In the end, all point values will be added and the sum divided by 10. Final grades will be based on the final numeric total, rounded up or down at .5 intervals (e.g. 9.50 rounds up to 10, resulting in a grade of A-, 9.45 rounds down to 9, resulting in a grade of B+). The instructor reserves the right to make upward discretionary adjustments if the numeric total does not sufficiently represent student output.

### Description of Assignments/Weights:

**Attendance (10%):** It is impossible to have a communication class unless individuals are there to communicate. Little distinction is made between excused and unexcused absences. It is always to the student's benefit to contact the instructor prior to missing a class. Leaving during the class period constitutes an absence for that evening. One absence is permitted without grade reduction. Each subsequent absence results in a full letter grade drop for the attendance score, i.e. two absences = B, three = C, four = D, and five absences leads to an F/zero for attendance. Students with seven absences have missed half the material and will automatically fail the course.

**Participation (10%):** In addition to being physically present, students are also expected to contribute to the ongoing dialogue in the class. Final score is based on instructor's evaluation of both the quality and quantity of student's participation each evening throughout the semester.

**Reading Responses (20%):** Readings will be assigned from one of the three texts each week (approx. 50-60 pages). To better facilitate class discussion, each student will prepare a **one-page maximum** typed paper reflecting upon the assigned readings for the week. Each week will cover multiple chapters; each of the assigned chapters must be addressed in the paper (*if one of the chapters is not addressed, the paper*

*is void*). It is suggested that each chapter receive its own paragraph or paragraphs, rather than blending the analysis together. Reflection papers need to demonstrate that the student has read the material, and can include any or all of the following: summary of the readings, favorite/least favorite claims, confusing points or unanswered questions, and personal applications to one's life. The papers are contract graded, i.e. the content is not graded per se – they are either handed in or not. Since the primary purpose of the reflections is for use during the evening's discussion, late papers are not accepted. Students can choose how many to complete, thus determining their final score, e.g. completing all 11 papers = A, 10 completed = A-, 9=B+, and so on. Turning in no papers earns an F for this assignment. (Note: In the event a student misses one of the responses and would like to make it up, a 12<sup>th</sup> set of readings is available. Student would read and comment upon all of the sample speeches in the *Inviting Transformation* text.)

**Introduction Speech (0%):** Students will be put in pairs, who will then interview each other. Each student will introduce the other in a **2-3 minute**, non-graded speech. It is recommended that the speech is bookended by attention-getting opening and closing lines, and that the presentation itself follows some type of structured pattern (e.g. introducee's past, present, future; roles as student, worker, family member).

**National Speakers Association (NSA) speech #1 (5%):** Students will be assigned a copy (some may need to share) of the National Speakers Association magazine, *Speaker*. They will select an article from the magazine and summarize it in a **4-5 minute** presentation. Speech must cite the author and article title, and should reduce the material to *no more than three* memorable points (which will then be collected and typed into a summation handout for the class). Speech must include introduction, thesis, main points, summary, and conclusion. Handouts or use of document camera/overhead is allowed. Presentation will be graded on delivery, content, and organization.

**National Speakers Association (NSA) speech #2 (5%):** same as above.

**Conference Presentation (10%):** This assignment is to simulate the formal style of a research conference panel. Each student will present a **6-8 minute** summary of a current communication research article of their choice, as part of a larger research "panel." Q&A will follow. Further criteria will be distributed in class.

**Transformation Speech (15%):** This assignment is to simulate the presentational style of an invitational speech, as detailed in the Foss & Foss text. Each student will deliver a **7-10 minute** informative and/or persuasive appeal which invites diverse audience members into the worldview of the speaker. Presentation must include handout and/or overhead. Further criteria will be distributed in class.

**Group Training Seminar (20% [15% group, 5% individual]):** This assignment is to simulate the extemporaneous style of a teaching/training session. Student groups will prepare a training seminar (minimum of two hours), on a workplace related topic of their choice, to an intended audience of their choosing. Presentation must include audience outline handout/workbook and a variety of audiovisual support. Further criteria will be distributed in class.

**Outside Speaker Critique (5%):** At some point during the semester, students will attend a public presentation of their choosing. Presentation must last for at least 30 minutes, and should not be a presentation they would otherwise attend (e.g. Sunday service, classroom lecture). Students will evaluate the outside of class speaker in a 2 page (typed, double-spaced, 1-inch margins) critique. At least five principles/concepts/criteria taken from course readings/discussions must be applied. If multiple speakers are present, focus attention on no more than two speakers.

**Tentative Schedule:** Readings must be completed prior to class. Schedule is tentative and subject to change.

Readings Key:            *SF* = Six Figure Income  
                                  *IT* = Inviting Transformation  
                                  *CTD* = Communication Training and Development

- T 8/25            Intro. Syllabus. Assignments. NSA distribution. Sample speech. Collect group preferences. Assign introduction speech dyads.
- T 9/1             *IT Chap. 1-3. RR#1. Introduction speeches.* Crash review. Assign groups.
- T 9/8             *IT Chap. 4-6. RR#2.* Crash review.
- T 9/15            *IT Chap. 7- 10. RR#3. NSA Speech #1.*
- T 9/22            *SF i-iii, Chap. 1-7. RR#4.* Lecture/discussion – speech techniques.
- T 9/29            *SF Chap. 8-14. RR#5. Conference Reports Group A and B.* Discussion.
- T 10/6            *SF Chap. 15-24. RR#6. Conference Reports Group C and D.* Discussion.
- T 10/13           *SF Chap. 25-32. RR#7.* Lecture/discussion – consulting models.
- T 10/20           *CTD Chap. 1-3. RR#8. NSA Speech #2.*
- T 10/27           *CTD Chap. 4-6. RR#9. 1/3 Transformation Speech.* Lecture/discussion.
- T 11/3            *CTD Chap. 7, 8 or 9, 10. RR#10. 1/3 Transformation Speech.* Lecture/discussion.
- T 11/10           *CTD Chap. 11-12, Appen. RR#11. 1/3 Transformation Speech.* Group time.
- T 11/17           **Group Seminar D**
- T 11/24           **Group Seminar C**
- T 12/1            **Group Seminar B, Outside Critique due, Optional Reading Response 12 due.**
- Finals Week:
- T 12/8            **Group Seminar A**