

Public Speaking

MPA elective

TESC summer quarter 2018

2 credits

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Weekend intensive schedule:

Friday August 10th, 5 to 9 p.m.

Saturday August 11th, 9 a.m. to 5 p.m.

Sunday August 12th, 9 a.m. to 5 p.m.

Course Description:

Oral eloquence still counts when you need to explain, persuade, collaborate, and lead. This intensive weekend course will help you learn to use your voice, body, and personal presence with confidence when speaking to others. You will learn to channel stagefright into creative energy and to organize your thoughts into a structure your audience can grasp. Students will write, revise, rehearse and present a short speech; they will also have opportunities to practice speaking impromptu. Credit will be awarded in Public Speaking.

Required Reading/Watching Assignments:

All are available as links or downloads from our web site.

"Patsy Rodenburg – The Second Circle. Michael Howard Studios, New York City, April, 2008."

Youtube.com. posted Oct. 9, 2008. Accessed September 20, 2009.

<http://www.youtube.com/watch?v=Ub27yeXKUTY>

Belasco, Jason. "How to Deliver Effective Speeches: Instructions: Know Your Audience".

www.ehow.com, 1999-2010. Nov. 30, 2010. [http://www.ehow.com/how-](http://www.ehow.com/how-to-4845368-deliver-effective-speeches.html)

[to-4845368-deliver-effective-speeches.html](http://www.ehow.com/how-to-4845368-deliver-effective-speeches.html)

Blewett, Lori. "Positive Thinking to Reduce Speech Anxiety". Unpublished class handout, 2004.

Boyd, Stephen D. "An Ending to Remember", www.speaking-tips.com, BleedingEdge.net, 2003-

2009. Sept. 20, 2009. [http://www.speaking-tips.com/Articles/An-Ending-To-](http://www.speaking-tips.com/Articles/An-Ending-To-Remember.aspx)

[Remember.aspx](http://www.speaking-tips.com/Articles/An-Ending-To-Remember.aspx)

Boyd, Stephen D. "Content and Context". www.speaking-tips.com, *op. cit.* [http://www.speaking-](http://www.speaking-tips.com/Articles/Content-and-Context.aspx)

[tips.com/Articles/Content-and-Context.aspx](http://www.speaking-tips.com/Articles/Content-and-Context.aspx)

Boyd, Stephen D. "Myths of Public Speaking". www.speaking-tips.com, *op. cit.*

<http://www.speaking-tips.com/Articles/Myths-Of-Public-Speaking.aspx>

Boyd, Stephen D. "The Ps of Preparing a Presentation". www.speaking-tips.com, *op. cit.*

<http://www.speaking-tips.com/Articles/The-Ps-Of-Preparing-A-Presentation.aspx>

Edwards, Paul. "Changing Academic Public Speaking". www.speaking-tips.com, *op. cit.*
<http://www.speaking-tips.com/Articles/Changing-Academic-Public-Speaking.aspx>

Excerpt from Foss, Sonja K. and Foss, Karen A. *Inviting Transformation: Presentational Speaking for a Changing World*. Long Grove, IL: Waveland, Press, 2003.

Excerpt from Rodenburg, Patsy, *The Right To Speak*. New York: Routledge, 1992.

Excerpt from Rodenburg, Patsy, *The Second Circle*. New York: W.W. Norton & Co., 2008.

The Canons of Rhetoric, "Silva Rhetoricae". Burton, Gideon O., Brigham Young University.
Web. 18 June 2014. <http://rhetoric.byu.edu/Canons/Canons.htm>

Writing Assignments:

Personal essay:

Each student will submit a personal reflective essay responding to the readings. The length for this essay should be about a thousand words. This essay is due one week before our first class meeting, and should be posted on our class web site. Key questions for this personal essay *can* include:

- What do these readings evoke for you in light of your previous experiences with public speaking?
- What kinds of public speaking experiences do you anticipate in your future work and studies, and how do these readings affect your thinking about those future experiences?
- How do the readings connect to each other? Are there conflicts between the authors' points of view?
- If so, how can those conflicts be reconciled?

Short speech:

Each student will write a SHORT, simple speech (less than four minutes long when spoken aloud). This speech will serve as practice material for work in the class. The topic of the speech should be something the student knows well and cares about: for instance, a hobby, a favorite town or location, or a favorite food. The topic should NOT require extensive research. The intended audience is the other students in the Public Speaking class. The purpose of the speech is to explain why the topic is special and important to you. The parts of the speech should be arranged according to the classical canons of rhetoric (see <http://rhetoric.byu.edu/Canons/Canons.htm>).

A full-sentence OUTLINE of your short speech should be posted in the Short Speech Outline forum on our web site no later than the Tuesday before our first class meeting. Here are resources about writing an outline: <https://owl.english.purdue.edu/owl/resource/544/03/>. Students should bring a paper copy of the speech with them to class on Saturday. Expect to revise your speech during our intensive weekend.

After the last class meeting, you will continue to work on your speech, using the techniques we learned in class. One week following the last class date, as your final assignment, you will submit a video recording on the class web site of you presenting your speech, as well as the final version of the text of your speech.

Class Schedule:

Friday August 3: Personal essay due on class web site

Tuesday August 7:

- Draft speech due on class web site

Friday evening, August 10:

- First class meeting
- Introduction exercise
- Break
- Introductory work on voice, body, and presence
- Re-introduction exercise
- Receive Saturday morning impromptu assignment

Saturday, August 11:

- Warm up
- Impromptu speaking exercise
- Seminar on readings & personal essays
- Presence & logistics exercise
- Lunch
- Workshop on temporal phrasing
- Edit & rehearse speeches in small groups
- Receive Sunday assignment

Sunday, August 12:

- Warm up
- Enunciation workshop
- Revise and rehearse speeches in small groups
- Lunch
- Present speeches to whole class
- Debrief and draft self-evaluations

Monday August 20:

- Video recording and final draft of the text of your short speech due on class web site.