

# Public Speaking

MPA elective

TESC winter quarter 2012

2 credits

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Class web site through Moodle at [moodle.evergreen.edu](http://moodle.evergreen.edu)

## **Weekend intensive schedule:**

Friday March 2<sup>nd</sup>, 5 to 9 p.m.

Saturday March 3<sup>rd</sup>, 9 a.m. to 5 p.m.

Sunday March 4<sup>th</sup>, 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.

## **Class Expectations:**

Having respect for others is fundamental to having open, educational dialogue. All students are expected to support and contribute to a well functioning MPA classroom learning community. Behavior that disrupts the learning community may be grounds for disciplinary action, including dismissal from the MPA program.

## **Required Reading/Watching Assignments:**

All are available as links or downloads from our Moodle 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](http://www.ehow.com), 1999-2010. Nov. 30, 2010. [http://www.ehow.com/how-to\\_4845368\\_deliver-effective-speeches.html](http://www.ehow.com/how-to_4845368_deliver-effective-speeches.html)

Boyd, Stephen D. "An Ending to Remember", [www.speaking-tips.com](http://www.speaking-tips.com), [BleedingEdge.net](http://BleedingEdge.net), 2003-

2009. Sept. 20, 2009. <http://www.speaking-tips.com/Articles/An-Ending-To-Remember.aspx>

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

Boyd, Stephen D. "Myths of Public Speaking". [www.speaking-tips.com](http://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](http://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](http://www.speaking-tips.com), *op. cit.*  
<http://www.speaking-tips.com/Articles/Changing-Academic-Public-Speaking.aspx>

Foss, Sonja K. and Griffin, Cindy L. "Beyond Persuasion: A Proposal for an Invitational Rhetoric". November, 1993, Miami, Florida. Sept. 20, 2009.

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

The Five Canons of Rhetoric. Syque, 2002-2007. September 20, 2009.  
[http://changingminds.org/disciplines/argument/five\\_canons](http://changingminds.org/disciplines/argument/five_canons)

## **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 Friday, February 24<sup>th</sup> and should be posted on our Moodle 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 Successful 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://changingminds.org/disciplines/argument/five\\_canons/arrangement.htm](http://changingminds.org/disciplines/argument/five_canons/arrangement.htm) ).

A full-sentence OUTLINE of your short speech should be posted in the Student Speeches forum on our Moodle site by Tuesday, February 28<sup>th</sup>. Students should bring a paper copy of the speech with them to class on Saturday March 3<sup>rd</sup>. Expect to revise your speech during our intensive weekend. Following the last class, you will also post your final draft on our web site.

## **Class Schedule:**

### Friday Feb. 24

- Personal essay due on Moodle

### Tuesday Feb. 28

- Draft speech due on Moodle

### Friday evening, March. 2:

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

### Saturday Mar. 3:

- 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 Mar. 4:

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

### Monday Mar. 5:

- Final draft of short speech due on Moodle