SYLLABUS

This course is available for both graduate and undergraduate students! This is a writing (W) course!

This course is designed to enhance the student’s presentational performance through a study of effective and successful public address, research and theory related to presentational effectiveness, and application of advanced skill development. It is intended to be an advanced presentational speaking course, with goals of developing students’ skill sets for public speaking. This improvement is to be engaged through a selective review of notable speeches through lenses provided by rhetorical critics and historians, and through a reading of research about strategies and styles of effective speaking. In addition, students will review the best available research on communication anxiety. The learning will be experiential and applied, with students preparing and presenting professional presentations, and providing critical analysis of each other’s work.

Objectives of this course will include:
- Knowledge of “great speeches” and “great speakers” and what made them great
- Familiarity with scholarly research on speaking styles and strategies and their effects on speaker effectiveness
- Advanced public speaking skills for professional/executive speaking including use of technology, speech preparation and speech writing
- Understanding of Communication Apprehension and Public Speaking anxiety, its causes and effective coping techniques
- Competencies in coaching, teaching and developing speaking skills in others
- Improved critical listening

This course may not constitute credit toward UM Communication Degrees for UM Communication degree seeking students, except as approved by individual program area directors on an exceptional case basis.

COURSE PREREQUISITES: Junior Standing or Permission of Instructor.

MATERIALS FEES: N/A
ASSIGNMENTS/COURSEWORK:

The first part of the course (through May 27) will operate as an intensive immersion into public speaking history, theory and practice. The remainder of the course (through June 25) will operate as a directed reading/independent study course while students, under the supervision of the instructor, read, conduct research and complete a term project.

The class meetings will be structured as seminar/discussion with some lectures. First, students will review a selection of great speeches through history within the construct of a number of critical models, including Bitzer’s Rhetorical Situation, Kenneth Burke’s Theories of Identification and Dramatism, Aristotle’s Modes of Persuasion, Toulmin’s Model of Argument, and others. Special attention will be given to the speeches and public performances of President Barack Obama. The class will view speeches where video is available, read and diagram speech texts, and consider critiques offered by rhetorical scholars and historians. They will discuss and critique the speeches and speakers with an eye on what makes the performances notable. Next, students will present reports on published research related to speaking effectiveness and barriers to effective speaking, including anxiety/apprehension. Students will then work in teams to write speeches, which they will present and review in class on video, and finally, students will independently prepare presentations for presentation and evaluation, including video review.

Term projects

Each student will prepare the text of a speech of no less than 15 minutes in length, either for themselves or an identified public figure. The student will prepare a written analysis of the rhetorical audience for the speech, the exigency (exigencies) addressed, and identifiable constraints on the speaker’s choices. This analysis will be supported with research and available data. The student will also defend and justify the rhetorical choices of the speech with reference to notable speeches, theory and scholarly research. The analysis and justification should be written in a paper of approximately 2500 words, conforming to the APA stylesheet. Undergraduate students may limit theoretical references to course readings (audience, exigency, and constraints will require research from current news and social commentary sources). Graduate students should cite at least 10 scholarly sources not included in the course readings. Due no later than June 25.
TEXTS AND RESOURCES REQUIRED:
(list of readings is currently under construction)

Texts of speeches, to be secured at:
http://www.americanrhetoric.com/
http://www.whitehouse.gov/


GRADING/EVALUATION:

25 % Attendance and participation, including student presentations based on readings

25 % Speeches presented in class

50% Term Project

A = Superior quality work and mastery of material
B = Very good quality work, notably above average
C = Average work for well prepared college students
D = Below average work
F = Work is incomplete and below average

ATTENDANCE POLICY:

Attendance is expected and will be recorded. As participation will impact the students course grade, there will be a negative impact on the student’s final grade for absences. The student is responsible for all information presented in the classroom.
HONOR CODE AND PLAGIARISM STATEMENTS:

Students enrolled in this course are expected to abide by the University of Miami Honor Code. The purpose of the Honor Code is to protect the academic integrity of the University by encouraging consistent ethical behavior in assigned coursework. Academic dishonesty of any kind, for whatever reason, will not be tolerated.

No honest student wants to be guilty of the intellectual crime of plagiarism, even unintentionally. Therefore, we provide you with these guidelines so that you don't accidentally fall into the plagiarism trap.

Plagiarism is the taking of someone else's words, work, or ideas, and passing them off as a product of your own efforts. Plagiarism may occur when a person fails to place quotation marks around someone else's exact words, directly rephrasing or paraphrasing someone else's words while still following the general form of the original, and/or failing to issue the proper citation to one's source material.

In student papers, plagiarism is often due to...

- turning in someone else's paper as one's own
- using another person's data or ideas without acknowledgment
- failing to cite a written source (printed or internet) of information that you used to collect data or ideas
- copying an author's exact words and putting them in the paper without quotation marks
- rephrasing an author's words and failing to cite the source
- copying, rephrasing, or quoting an author's exact words and citing a source other than where the material was obtained. (For example, using a secondary source which cites the original material, but citing only the primary material. This misrepresents the nature of the scholarship involved in creating the paper. If you have not read an original publication, do not cite it in your references as if you have!)
- using wording that is very similar to that of the original source, but passing it off as one's own.

The last item is probably the most common problem in student writing. It is still plagiarism if the student uses an author's key phrases or sentences in a way that implies they are his/her own, even if s/he cites the source.

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All work submitted for this course should be the original work of the student(s) completed during this semester. Work must be original to this course and only this course and completed independently without outside assistance except when openly attributed. Previously completed work, work completed as a part of a team except as assigned in the course, work completed for other courses or activities including intercollegiate debate or other competitions are not acceptable for the requirements of this class.
COURSE TOPICS OUTLINE

Tentative calendar

Monday, May 16 5:30 p.m. - 9:30 p.m.
  Classic American Speeches from Washington to FDR
  Rhetorical underpinnings of Oratory
  Shaping the speech to the audience
Tuesday, May 17 5:30 p.m. - 9:30 p.m.
  American Political speeches from JFK to GWB
  Historical criticism
  Shaping the speech to the exigency
Wednesday, May 18 5:30 p.m. - 9:30 p.m.
  Great American Business speeches
  Ideological criticism
  Speeches that empower voices
Thursday, May 19 5:30 p.m. - 9:30 p.m.
  Inspirational speeches
  Metaphor and Language
  Using words with power
Saturday, May 21 10:00 a.m. - 4:00 p.m.
  The speeches of Barack Obama
  Toulmin and argument
  Supporting one’s arguments
Monday, May 23 5:30 p.m. - 9:30 p.m.
  The role of technology including Powerpoint
  Looking to the future of non-mediated presentations
  Theories and research on nonverbal communication in speaking
  Delivery and effectiveness
Tuesday, May 24 5:30 p.m. - 9:30 p.m.
  Genres of speaking
  Speaking to persuade
Wednesday, May 25 5:30 p.m. - 9:30 p.m.
  Theories and research of persuasion
  Speaking to persuade
Thursday, May 26 5:30 p.m. - 9:30 p.m.
  Final presentations

READING AND SCREENING LISTS:

(under construction: graduate students will read seminal and contemporary articles from Communication Journals and report to classmates)
STUDENT ACKNOWLEDGEMENT:

I HAVE RECEIVED AND READ THE SYLLABUS FOR COS 560: The Executive Communicator. I meet the prerequisite requirement that I have at least Junior Standing, or I have discussed this with the professor and been granted a waiver.

SIGNED: __________________________________________

PRINT NAME: _________________________________________

DATE: ___________________________

PROFESSOR PREREQUISITE WAIVER (IF NEEDED)_________________________