



Class Information

Day and Time: Monday 4:14-6:45

Room Number: E208

Contact Information

Instructor Name: Dr. Jennifer Brooks

Instructor Email: jslbrooks@criswell.edu (NOTE – This is different than most Criswell addresses.)

Instructor Phone: 214-818-1324

Instructor Office Hours: Monday 1:15-4:15, Tuesday 12:00-1:30, and by Appointment

Course Description and Prerequisites

This course introduces theoretical and practical elements of speech communications. Students improve skills communicating privately and publicly, including through the preparation and delivery of formal public speeches.

This course teaches basic elements of public speaking through a variety of speech presentations. These elements include, but are not limited to stage presence, poise, diction, vocal inflection, and handling fear. The speeches used to teach these principles will include a survey of writing, public speaking, and oral interpretation.

Course Rationale

Since God created people in His image, men and women have the unique ability, apart from the rest of creation, to be creative. Therefore, extra points will be given for creativity infused projects.

Course Objectives

- A. Cognitive Objectives
 - The student will formulate, in writing, a philosophy of public speaking that demonstrates an understanding of being created in the imago dei.
 - The student will be able to articulate orally the causes of stage fright.
- B. Affective Objectives
 - The student will incorporate prayer and dependence on the Heavenly Father in learning to control fear of public speaking.
 - The student will perform engaging speeches by using principles of good diction, variety in volume, and speed.
 - The student will construct an expository outline for each public speaking speech delivered in class.
 - The student will assemble a resource journal of material for use in reinforcing the ideas in their speeches.

Required Textbooks

- A. Tucker, Barbara G. and Kristin M Barton, *Exploring Public Speaking*. Dalton, GA: Dalton State College, 2016.

This is a FREE ebook. You will find it at the following address:

<http://oer.galileo.usg.edu/communication-textbooks/1/>

- a. Grant, Reg, and John Reed. *Telling Stories to Touch the Heart*. Wheaton, IL: Victor Books, 1990.

You may order the 2nd book from the DTS bookstore or the online bookstore of your choice.

Course Requirements and Assignments

- A. **Student Group Activities** – You will be placed in a group with which to collaborate throughout the semester. You have valuable information to contribute and your teammates will benefit from your knowledge. Please consider them before missing class. These are participation grades that occur almost weekly.
- b. **Resource Journal** will include the following sections placed in a 3-ring binder with the following tabs. **Due 12/2/19**
- i. *Speech Preparation*: Target Audience, Goal (purpose), Subject, Complement, BIG IDEA and Pattern; Outline and Manuscript for first two speeches. (You will also include copies of these on CANVAS. Please see the schedule at the end of the syllabus for due dates.
 - ii. *Articles* – These should be related to the two public speaking topics you present this semester. Include at least 2 articles (competent articles, not just web addresses) for each speech.
 - iii. *Quotations* – From professors in class, chapel sermons, church sermons, news castors, political speeches. Next to the quote (in quotation marks) list who said it, the location, and date you heard it. Two to three per week throughout the semester would be considered reasonable for an average grade. “A” students go above and beyond.
 - iv. *Ideas* – A bulleted list of topics that could be turned into themes and speeches later when you have time to sit down and develop points.
 - v. *Illustrations* – These should support ideas, stories, or object lessons on which you are already working. Please guard against collecting illustrations from which to develop speeches.
 - vi. *Philosophy of public speaking* – typed, 12-point font, double spaced, with Turabian style title page, no more than 1000 words, please (Really, 1000-1200 is maximum. “A” students do not abuse professors.)
 - vii. *Chapter reflections* – As you read each assigned chapter, jot down points you are introduced to that you think you might use in the future, do not understand and want clarity for, do not agree with (offer an alternative). List examples of speeches or sermons you’ve heard that have used the concepts in each chapter. You will use these journal entries in class discussions, so bring them to class.
- c. **Reading** – Please follow the schedule of due dates for *Exploring Public Speaking*, *Telling Stories to Touch the Heart* and selected handouts on the course schedule found at the end of the syllabus. On the date a reading assignment is due, post a statement before

class on CANVAS saying, “I have read 100% of the assigned reading for this date.” (or the percentage you have read)

- d. **Public Speaking Speeches** (The first will be given without audio visual presentation. For the second, audio/visual is optional.)

Students will choose a type of speech they are most likely to use again outside of class in the near future. Students will choose two of the following:

- Informative
- Demonstration
- Persuasive

These speeches will be 5-7 minutes on a topic of the student’s choice. Students will demonstrate the ability to control fear and use the principles learned in class.

DUE 9/30 and 10

- e. **Outlines** – An outline will be submitted for each speech the week before rehearsal day.

Due on CANVAS by Midnight 9/16 and

10/14

- f. **Manuscripts** – A manuscript will be submitted for each speech on rehearsal day

DUE On CANVAS by Midnight 9/23 and 10/21

- g. **Video Report Forms** – Each speech will be followed by viewing a video of your speech accompanied by a video report form to be submitted the week following the speech.

DUE 10/7 and 10/28

- h. **Memo article and discussion board** – Read the article handed out in class (if you miss class, find the article in the course files under handouts). Go to the discussion board. Submit your business memo then read memos by others in your group and respond to them.

Memo Due 9/30 - Discussion Due 10/7

- i. **Themed 30-minute Program** – You will plan a 30-minute themed program. Include a variety of literature, ie. Readings, music, poetry and any narration needed to tie it all together. Time the pieces to be sure it all fits within the 30-minute time limit. Include a printed program.

DUE 11/18

- j. **Oral Interpretation Speech** – There are three options for this speech. Please select one and discuss with professor by week 12 of class.

DUE 12/9

- Option 1 – A favorite scene from a novel or work of historical fiction.
- Option 2 – A scene from narrative literature in Scripture, Old or New Testament, 18-20 verses in length.
- Option 3 – A parable written by the student modeled after one of Jesus’ parables. Whichever option is selected must include 2 characters who talk to each other.

Course/Classroom Policies and Information

A. Weight of Assignments

- Class Participation 10%
- Reading 10%
- Public Speaking Preparation 5% (x 2)
- Public Speaking Speeches 15% (x 2)
- Oral Interpretation Speech 10%
- Video Viewing Reports 5% (x 2)
- Resource Journal 20%

B. Class Participation

Each student brings a variety of gifts and life experience to each class. All students should participate and assert themselves into the flow of discussion so that others will benefit. This assumes that the student must be in attendance.

k. Discrimination Policy

Since everyone who attends class, including the professor, bears the *imago dei*, everyone will be treated with respect and dignity. Evaluations from the professor to the students and from the students to each other will be given with sensitivity and received with grace. See the communication contract on the last page of this syllabus.

The institution does not discriminate in the operation of any of its programs and activities because of the student's disability. To avoid discrimination, the student is responsible for informing the course instructor of any disabling condition that will require modifications.

l. Late work

All late work will be docked 5 points per *calendar day* up to one week. On the seventh day, a zero will be entered in the grade book.

m. Absences

Students must attend 80% of all class time in order to pass this course. Tardies and absences will be totaled. Because this is a performance class consideration should be made, not only for personal speech days, but for fellow students who need an audience in attendance to benefit from a full learning experience. Please be considerate of others.

n.

Class Attendance

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

Grading Scale		
A	93-100	4.0 grade points per semester hour
A-	90-92	3.7 grade points per semester hour
B+	87-89	3.3 grade points per semester hour
B	83-86	3.0 grade points per semester hour
B-	80-82	2.7 grade points per semester hour
C+	77-79	2.3 grade points per semester hour
C	73-76	2.0 grade points per semester hour
C-	70-72	1.7 grade points per semester hour
D+	67-69	1.3 grade points per semester hour
D	63-66	1.0 grade point per semester hour
D-	60-62	0.7 grade points per semester hour
F	0-59	0.0 grade points per semester hour

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An “I” may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their professors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar’s Office. The “I” must be removed (by completing the remaining course requirements) no later than 60 calendar days after the grade was assigned, or the “I” will become an “F.”

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students’ institutional email accounts. Students are expected to check their student email accounts regularly and to

respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the professor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Resources and Support

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data.

Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at studenttechsupport@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through the Dean of Students, at deanofstudents@criswell.edu.

Wallace Library: Students can access academic resources and obtain research assistance by visiting the Wallace Library, which is located on campus. For more information, go to the library website, or email the Wallace Library at library@criswell.edu.

Writing Center: Students are encouraged to consult with writing tutors to improve and enhance their skills and confidence by practicing techniques of clear and effective writing. To consult with a tutor, students can visit the Writing Center located on the first floor near the Computer Lab, or they can schedule an appointment by emailing writingcenter@criswell.edu or calling 214.818.1373.

Course Outline/Calendar

Session	Date	Topic	Assignment Due
1	8/19	Who's who? — Introduction of teacher, students, & course What's what? A chance to talk about public speaking issues such as poise, volume, diction, speed, dynamics, and how to control nerves	Skim 1st chapter of the ebook. Click on hyperlinks. Make sure you can access everything. Interview and Intro. of peers
2	8/26	Audience Analysis Who is your audience? What do they need to know? Target Audience & Goal What's the Difference Between Informing and Persuading?	Read and take notes on Chs. 2-3 Grab Bag Speeches
3	9/9	Speech Patterns What's the BIG IDEA? How do I keep them from forgetting before they get to the car? Subject, Compliment, BIG IDEA	Read Chs. 4-5 of ebook Test. Post Target Audience, Goal, Subject, Complement, and BIG IDEA, & Pattern on CANVAS
4	9/16	Outlines and Verbal Support Material Post Outline for 1st Speech on CANVAS by Midnight Tonight	Read Chs. 6-7 of ebook Imp.
5	9/23	First Speech Rehearsal [Class time equally among students. Each will give a portion of the speech followed by evaluation from professor.]	Read Ch 8 & 11 of ebook Post Manuscript of CANVAS
6	9/30	First Speech [Class time divided equally among students. Each will give a the speech followed by evaluation from professor.] Intro Memo Writing and Copyright and Wrongs	Turn in Hard Copies of Outline & Manuscript Read Memo Article Write Memo and post on CANVAS
7	10/7	Memo Discussion Board (Professor in Beirut)	Respond to your Group's Memos on CANVAS
8	10/14	Making Presentations Work Know what you want to say before you chose your support tools Let's be honest. A word about copyright	Read Ch. 9 of ebook Copyright Group Presentations Post 2 nd TA&G, SCBI, Pattern & Outline on CANVAS
9	10/21	Second Speech Rehearsal [Class time divided equally among students. Each will give a portion of the speech followed by evaluation form professor.]	Read Chs. 14-15 of ebook Post 2 nd Manuscript on CANVAS
10	10/28	Second Speech [Class time divided equally among students. Each will give the speech followed by evaluation from professor.]	Turn in Hard Copies of Outline & Manuscript
11	11/4	Oral Interpretation Poetry (teacher example) Memorization How do I Build a Program?	Read "How to Memorize Anything" & Read Ch. 1-2 in <i>Telling Stories to Touch the Heart</i>
12	11/11	Poetry Day Teacher example of OI monologue	Talk to Prof about final speech & begin memorizing Read Ch. 3-4 in <i>Telling Stories</i>

13	11/18	Character Analysis How will I keep them straight? How will the audience know the difference? How does it work? Off stage focus (Oral Interp. V) Let's Look and the Greatest Story Teller	Read Ch, 5-6 in <i>Telling Stories</i> Turn in Themed Program
	11/25	THANKSGIVING BREAK NO CLASS	
14	12/2	Rehearsal day [Class time will be divided equally among students. Each will give a portion of their speech followed by evaluation from the teacher.]	Resource Journal Due Polish speech
15	12/9	FINAL SPEECH	

BIBLIOGRAPHY

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- Litfin, Duane. *Public Speaking: a Handbook for Christians*, 2nd ed. Grand Rapids: Baker Academic, 1992.
- Lyons, Gabe. *The Next Christians*. Portland: Multnomah Publishing, 2010.
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- Rucker, Robert M., *Producing and Directing Drama For the Church*, Kansas City: Lillenas Publishing, 1993.
- Stanley, Andy and Lane Jones. *Communicating for a Change*. Colorado Springs: Multonah Books, 2006.
- Truss, Lynne. *Eats, Soots and Leaves: the Zero Tolerance Approach to Punctuation*. New York: Gotham-Penguin Books, 2006.
- Willhite, Keith and Scott Gibson, ed. *The Big Idea of Biblical Preaching*. Grand rapids: Baker Books, 1998.
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202 Introduction to Speech Communication Student Contract

I, _____
Print Name

Have read the preceding Introduction to Speech Communication syllabus, and have understood the responsibilities necessary for me to fulfill the requirements of the course.

I agree to fulfill all requirements on time and in a complete and thoughtful manner (unless, in exceptional cases, I have made previous arrangements with the professor).

I agree to engage in lively classroom discussions, debates and presentations, addressing ideas rather than people, and that if I have a personal problem with the professor or her graders, or any of my fellow students, I will handle the matter in a godly and biblical fashion...that is humbly and privately, (Galatians 6:1-4; Matthew 18:15-17).

I maintain the right to be treated and taught respectfully by my professor and her grader. I am here to learn and to build valuable relationships for, God willing, my present and future ministry of the gospel.

Signature

Date