PSPK 101 PUBLIC SPEAKING FOR SELF-ADVOCACY AND SOCIAL CHANGE

This mock syllabus proposes a course idea with a hypothetical course name, credit load, seat/enrollment number and meeting time to reflect that of a working syllabus. All other information is accurate and would be used when this course is taught. This syllabus was created by Jordan H. Davis

Credits: 3

Meeting Time: TBD (2.5 hours, weekly)

Office Hours: TBD

Course Description

"At a time when the right idea presented the right way can ripple across the world at the speed of light…public speaking is the key to unlocking empathy, stirring excitement, sharing knowledge and insights, and promoting a shared dream." These are the words of professional speaker and author Chris Anderson, words that I often share with students and audiences on the power of speech. However, one does not have to be a professional speaker for this quote to be true. Unlocking empathy? A teacher can do this in class one day while speaking to their students. Sharing knowledge and insights? A community volunteer can do this will while speaking on a panel at a non-profit event. Promoting a shared dream? A student can do this with members of their student organization, and then do it again in front of university deans and administrators to advocate for change in their city, and then do it once more at a conference to effect change at other cities and universities. Please join me in this shared learning experience, as we'll unpack the skill of public speaking, the psychology of it, and how to do it well.

About the Instructor

My name is Jordan Davis, and I'm a master's candidate in Learning, Design, and Technology at Georgetown University, where I also work full-time as a Project Coordinator at Georgetown's teaching and learning center. I was born and raised in Baltimore, MD, and earned my BA in Communication from McDaniel College. Inclusivity and anti-racism are at the core of my professional work, and that includes the teaching of this course. I want all students to succeed by the many definitions of success that this group might have. TEDx speaker, speech coach, and learning designer are all tags that I carry, but more importantly, I'm a learner. I'm here to learn from you, for you, and with you.

Learning Goals

Students will:

- For students to understand the importance of oral communication skills for personal, professional, and academic development

- For students to overcome public speaking fear, and channel nervousness into positive energy used to elevate speech skills
- For students to build metacognitive strategies that can be used to develop their speech skills both in this course and in other learning environments
- For students to develop skills in the writing, design, and delivery processes of speaking
- For students to adopt a design-centered, culturally responsive approach to public speaking

Core Readings

Teach Students How to Learn by Saundra Yancy McGuire

The Writing, Design, & Delivery Model for Public Speaking Speech Guide by Jordan Davis

Student Work & Participation

- Weekly readings and discussions
- Student speeches
- Speech peer evaluations
- Weekly written reflections
- Speech design studio
- Final self-assessment

Speeches

Speech 1: Formal Persuasive Speech

Time limit: 8 minutes (+ 2-minute Q&A)

Description: Students will deliver an 8-minute speech followed by a 2-minute question-and-answer session. The speech can be on any topic of a student's choosing, but the topic must have a social change component. It must be persuasive in nature and include all five elements outlined in the writing section of the WDD model. For this speech, students are not required to create a visual (PowerPoint, Presi, etc.), but are always encouraged to do so. This speech must site at least three academic sources.

Speech 2: Formal Informative Speech

Time: 10 minutes

Description: Students will deliver a 10-minute informative speech about any topic of their choosing. The speech should inform the audience about a particular phenomenon without explicitly persuading the audience to adopt a certain viewpoint or opinion. The speech can be engaging and include a brief activity (mirroring that of a mini workshop), or it can more of a lecture format. For this speech, students

are required to create a visual, which must include CRAP design principles and proper sourcing. This speech must site at least three academic sources

Speech 3: Informative Speech on Social Media

Time: 1-3 minutes

Description: Students will deliver a speech designed to fit the medium of a social media platform (TikTok, Instagram, YouTube, etc.). This speech does not have to be publicly posted on the platform for which it was intended, but students certainly can if they'd like to. The topic of this speech will be the same as the topic for Speech 2. Students must condense the same information and deliver it in a way that fits the medium of the new platform. Students are not required to create a visual for this speech. However, if the topic is presented on the platform in a way that typically accompanies visuals (captions, photos, videos, memes, quotes), students are encouraged to include those.

Speech 4: Job Interview

Time: 20 minutes

Description: Each student will have two partners – one for which they will the interviewer, and the other for which they will be the interviewee. The student will be asked to provide one partner with a description of a job that they would like to interview for (either now or in the future), while doing research and asking questions for the other partner based on the position description that they receive.

Speech 5: Speaking for Your Career

Time: 1-20 minutes

Description: Students will deliver a speech that's in accordance with either their current career or a career that they plan to pursue. The speech type for this assignment very greatly, and students should communicate their speech type and topic with the professor and other students at least a week prior to speech day.

Tentative Course Schedule

Week & Date	Class Prep and Readings	Topic	Objectives
Week 1 9/1	Complete: Pre-course survey; upload name pronunciation on name drop	Setting up the course	Class community building Creating course expectations Offerings and Needs Activity Course overview and self-assessment

Week 2 9/8	Read: *Teach Students How to Learn*	Understanding learning science	Speaking as teaching and learning Discussion on speech ethics, inclusivity, persuasion, accessibility Introduction of Writing, Design and Delivery Model Design Frameworks: UDL, Design Thinking, Problem-Centered Design
Week 3 9/15	Read: *The Writing, Design, and Delivery Model for Public Speaking*	The three processes of public speaking (with emphasis on speech writing)	Introduction of Writing, Design, and Delivery Model (WDD) Mini lecture on speech writing Storytelling (guest speaker David Ebenbach) Speech topic ideation for Speech 1
Week 4 9/22	Watch: Read: CRAP Principles	Speech design and delivery (with emphasis on design)	Mini lecture on design Mini lecture on delivery Students share their public speaking knowledge
Week 5 9/29	Prepare lightning talks for class	Speech design and delivery (with emphasis on delivery)	Lighting talks w/ feedback Designing visuals for clients (group activity)
Week 6 10/6	Prepare for speech day	Speech day (Speech 1)	Speech 1 delivery w/ peer evaluation
Week 7 10/13	Complete: Film Study Assignment Watch: How to Use One Paper Towel	Informative speeches and demonstrative speeches	Mid-semester feedback session Mini panels on students' informative/demonstrative speech topics *students get in groups of 3 and four. Each students gives a lighting talk to their small group and the small group asks questions and delivers feedback to the student*
Week 8 10/20	Prepare for speech day	Speech day (Speech 2)	Speech 2 delivery w/ peer evaluation
Week 9 10/27	Complete: Emerging Speech Technologies Assignment	The future of public speaking/ speaking in virtual environments	Virtual presentation etiquette Emerging speech technologies presentation
Week 10 11/3	Prepare for speech day	Speech day (Speech 3)	Speech 3 delivery w/ peer evaluation

Week 11 11/10	Personal practice for mock job interview	Extemporaneous/unplanned speaking; difficult speaking situations	Fishbowl speaking activity Tips for unplanned speaking
Week 12 11/17	Complete: Conduct research for you and your partner's job interview	Speech day (Speech 4)	Speech 4 class discussion
Week 13 11/24	N/A	No class	No class
Week 14 12/1	Personal practice	Speaking for your career	Lightning talks w/ feedback Speech drill circuit
Week 15 12/8	Watch: A Mock Congressional Hearing Speech on Free College in America Personal practice		Speech 5 delivery w/ peer evaluation

Grading Policy

This class will not follow the traditional quantitative/rubric grading system. The final grade for each student will be assigned after a two-part self-assessment process. First, the student will write a reflective essay (400-600 words) that answers the following questions:

What grade do you feel you deserve for this course? How do you justify giving yourself this score? How did you go about meeting both your own learning objectives and those that were set by the instructor at the beginning of the course? How would you rate your effort in the course? What were some of your biggest learning strides? What were some threshold concepts or challenging concepts, and how did you overcome them?

Second, the student will meet one-on-one with the instructor to discuss the content of the essay. Each student is expected to earn the grade that the assign themselves, unless the grade severely undermatches what the instructor witnessed from the student. Student success is subjective, and the student should have a substantial say in determining whether they successfully achieved the learning goals set by the instructor and themselves.

<u>Resources</u>

[Will include mental health, accessibility, and academic resources, along with student honor code]