THE ART OF SPEECH MAKING  AI-153

COURSE DESCRIPTION
Speech, whether we call it dramatic or declamatory, has the potential to move the masses. In this course, students will discover their personal approaches and attributes, and construct effective presentations that harness the power of the voice and body. Using tools based in the imagination, principles of design, and standard dramatic practice, students will create a unique, personal experience for a specific audience. The criteria for success is established through an examination of and critique of the content goals.

LEARNING OUTCOMES (COMPETENCIES) DEVELOPED

Outcomes:

After completing this course, you will be able to:

- Articulate the vital attributes of a successful speaker and presentation
- Articulate and implement personal strategies for the design and implementation of effective, dynamic presentations
- Define the attributes of audiences and tailoring to them

This course is offered through the School of Continuing and Professional Studies. Please review the program designations below to determine which applies to you.

FOR STUDENTS IN THE SCPS COMPETENCE-BASED PROGRAM

To address an A2B competence, you will be able to:

- Define a topic and goal for your presentation
- Apply specific techniques based on course materials
- Perform three presentations
- Analyze and articulate the changes between each

To address an **FX** competence, you will be able to:

- Define topics for your presentations that complement or incorporate your Focus Area
- Define the audience as it relates to your Focus Area
- Perform three presentations
- Analyze and articulate the changes between each

<table>
<thead>
<tr>
<th>Competence</th>
<th>Competence Statement and Criteria</th>
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| A2B: Can perform proficiently in an art form and analyze the elements that contribute to proficiency. | 1. Performs in one or more media, demonstrating technical proficiency.  
2. Articulates criteria by which a work performed may be considered an art form.  
3. Describes elements that constitute technical proficiency in its performance. |

Can effectively define a topic and audience, and create a presentation tailored to specific goals and outcomes.

**FOR STUDENTS ENROLLED IN CCA 153 or BADM 153 / NON SCPS STUDENTS**

*Students will demonstrate the ability to:*

- perform proficiently in an art form and analyze the elements that contribute to proficiency
- perform three presentations
- define and segment your audience
- apply presentation techniques based on course materials
RESOURCES

TO BUY YOUR BOOKS, GO TO HTTP://DEPAUL-LOOP.BNCOLLEGE.COM.

REQUIRED READING:


LEARNING STRATEGIES
List the different kinds of learning activities and instructional methods included in the course. Emphasize active learning such as collaboratively designing a project, debating an issue, creating a booklet or exhibit.

For support in using technology-based activities and sources, including D2L, contact FITS

https://offices.depaul.edu/fits/Pages/default.aspx
Course Calendar:
<table>
<thead>
<tr>
<th>Week, Module # and Title</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Week 1, Module 1: Speechmaking as Storytelling</em></td>
<td>Duarte: CH. 1 &amp; 2</td>
<td>1.1 Introductions Discussion</td>
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<td></td>
<td>Videos:</td>
<td>1.2 Great Speakers Discussion</td>
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<td></td>
<td>Joe Sabia</td>
<td>1.3 One-Minute Presentation Dropbox</td>
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<tr>
<td></td>
<td>Nancy Duarte</td>
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<td>Garr Reynolds</td>
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<tr>
<td><em>Week 2, Module 2: Designing for the Hero</em></td>
<td>Duarte: CH. 3 &amp; 4</td>
<td>2.1 Self-Assessment One-Minute Presentation Dropbox</td>
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<td>2.2 Resonate Case Studies Discussion</td>
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<td>2.3 Kennedy-Nixon Debates Discussion</td>
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<tr>
<td><em>Week 3, Module 3: Telling the Story</em></td>
<td>Duarte: CH. 5 &amp; 6 TED Talk</td>
<td>3.1 Significant Changes Discussion</td>
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<tr>
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<td>3.2 Resonate Case Studies Discussion</td>
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<td></td>
<td></td>
<td>3.3 Three-Minute Presentation</td>
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<tr>
<td><em>Week 4, Module 4: Mapping the Journey</em></td>
<td>Duarte: CH. 7 &amp; 8 Video: Secrets of Body Language</td>
<td>4.1 Defining Engagement Discussion</td>
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<tr>
<td></td>
<td></td>
<td>4.2 Self-Assessments Three-Minute Presentation Discussion</td>
</tr>
</tbody>
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This course consists of 5 modules. The estimated time to complete each module is 1 week.

To see course due dates, click on the Checklist link on the top navigation bar. This page contains module-specific checklists and due dates for the work due in the course.

**Assessment Basis:**

**Course Grading Scale:**

| 95 to 100 | A- = 91 to 94 | B+ = 88 to 90 |
| 85 to 87  | B- = 81 to 84 | C+ = 77 to 80 |
| 73 to 76  | C- = 69 to 72 | D+ = 65 to 68 |
| 61 to 64  | F = 60 or below | INC |

Please note: Grades lower than a C- do not earn credit or competence in the School for Continuing and Professional Studies.
**PERCENTAGE DISTRIBUTION OF ASSESSMENTS**

<table>
<thead>
<tr>
<th>Grading Category</th>
<th>% of Final Grade</th>
</tr>
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<tbody>
<tr>
<td>Discussions</td>
<td>30%</td>
</tr>
<tr>
<td>Presentations</td>
<td>50%</td>
</tr>
<tr>
<td>Reflection Paper</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
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**Grading Policies and Practices**

To complete the course, you must complete each of the assignments as described in the course and submit them to your instructor by the assigned deadline. In addition, you must participate in the course discussion forum by responding to all instructor requests and by interacting with fellow classmates as necessary.

Points are deducted for late work.

**General Assessment Criteria for All Writing Assignments**

*All writing assignments are expected to conform to basic college-level standards of mechanics and presentation.*

Consider visiting the Writing Center to discuss your assignments for this course or any others. You may schedule appointments (30 or 50 minutes) on an as needed or weekly basis, scheduling up to 3 hours’ worth of appointments per week. Online services include Feedback-by-Email and IM conferencing (with or without a webcam). All writing center services are free.

Writing Center tutors are specially selected and trained graduate and undergraduate students who can help you at almost any stage of your writing. They will not do your work for you, but they can help you focus and develop your ideas, review your drafts, and polish your writing. They can answer questions about grammar, mechanics, different kinds of writing styles, and documentation formats. They also can answer questions and provide feedback online, through IM/webcam chats and email. Obviously, the tutors won’t necessarily be familiar with every class or subject, but they are able to provide valuable help from the perspective of an interested and careful reader as well as a serious and experienced student-writer.
Schedule your appointments with enough time to think about and use the feedback you'll receive. To schedule a Face-to-Face, Written Feedback by Email, or Online Appointment, visit [www.depaul.edu/writing](http://www.depaul.edu/writing).

**Discussion Forums**

Discussion Forums are an important component of your online experience. This course contains discussion forums related to the topics you are studying each week. For requirements on your participation in the Discussion Forums, please see "Course Expectations" in the syllabus.

A Course Q & A discussion forum has also been established to manage necessary, ongoing social and administrative activities. This is where the management and administrative tasks of the course are conducted, and where you can ask ‘process’ questions and receive answers throughout the course. Please feel free to answer any question if you feel you know the answer; this sharing of information is valuable to other students.

**Assessment Criteria for Online Discussion Participation**

In the online discussions you clearly and consistently link what you are learning in the course to your real-life experiences.

Specifically, in order to receive credit for your participation in the online discussion parts of the course it is important that:

- You are able to contribute to the online discussions in a collegial fashion. Especially you may begin your contributions with addressing your peer students, may maintain a kind and collegial tone and close with your signature.

- You regularly demonstrate good "listening" skills and active inquiry skills in the online discussions. This means that you pay attention with openness to the commentary of others and you offer constructive and interested commentary, whether in the form of questions or statements.

- You contribute your own original ideas to the online discussion in ways that facilitated learning for other people.

**Course Policies**

**Online Participation Guidelines**

The following guidelines may encourage you to be active and critical in your participation, only together we will make this course a significant and pleasant learning experience:

- Participation is essential, so please connect to the course every day or at least every second day.
• Post your response to the discussion assignments in the first part of the week, in the second part of the week post comments to the other students.

• Discuss critically, give support to your peers, provide own ideas and experiences, challenge ideas of others or just make a comment that you read the posting.

• The role of the instructor, to make it easy for you to interact, to promote significant discussion, to give feedback on your postings and offer help where needed.

• This is not an independent study course, but a paced online group learning experience. This study guide indicates 6 to 11 hours per week of your time to be spent on this course of ten weeks.

• Please accept the challenge to work with others, to construct knowledge in negotiation with others. Working individually on the assignments and just posting them might not lead to significant knowledge and skills.

Some difficulties at the beginning of an online course are quite normal; solving them is part of every distance learning experience.

This course includes and adheres to the college and university policies described in the links below:

Academic Integrity Policy (UGRAD)
Incomplete Policy
Course Withdrawal Timelines and Grade/Fee Consequences
Accommodations Based on the Impact of a Disability
Protection of Human Research Participants

RESOURCES FOR STUDENTS
University Center for Writing-based Learning
SNL Writing Guide
Dean of Students Office

Credits:

This course was designed and produced by Patrizia Acerra and staff at SCPS of the School for Continuing and Professional Studies of DePaul University.