**IST 22051 Public Speaking (Update)**

Fall 2020 (Online)

**INSTRUCTOR**:

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Office Hours: By Appointment

**ZOOM CLASSES:**

Friday 3:00 p.m. - 5:00 p.m. (MT) **or** Saturday 10:00 a.m. - Noon (MT) of Weeks 2, 3, and 5.

**COURSE DESCRIPTION:**

This course is a two-credit-hour practicum for five weeks. It aims to help students improve their verbal and nonverbal communication skills in the context of public ministries. The students will choose three materials and practice to learn how to create meaning by using various elements of speech communication in most effective ways. Weekly reading and exercise, workshops and Zoom discussion, and self-evaluation will be major pedagogical tools to enhance the students’ authentic ways of public speaking. This course is suggested to be taken as a prerequisite to preaching and worship courses.

**COURSE OBJECTIVES:**

This course is designed to be a practice-oriented learning with each student responsible for maximizing his/her own improvement in speech communication. The students are expected to engage in the full range of learning styles to achieve the following goals:

1. To have confidence in public speaking.
2. To gain comprehensive knowledge about public speaking.
3. To gain analytical skills to interpret and perform the text.
4. To improve verbal and non-verbal communication skills to create meaning.

**DEGREE LEARNING GOALS:**

Theology and Religious Practices (PR): engage in analysis of contemporary religious traditions and institutions in order to assess, design, and perform meaningful leadership practices with sensitivity to contextual realities and relationship (*Master’s Student Handbook)*.

**REQUIRED TEXTS** (all books are available at the library)**:**

1. Childers, Jana (1998), *Performing the Word*, Ch. 4. (Available in Canvas).
2. Hamilton, Adam (2015), *Speaking Well: Essential Skills for Speakers, Leaders, and Preachers*.
3. Linklater, Kristin (2006), *Freeing the Natural Voice: Imagery and Art in the Practice of Voice and Language.*
4. Sprague, Jo, Douglas Stuart, & David Bodary (2012), *The Speaker's Handbook,* 10th Edition. (Not required to do the sections of “Speaker’s Workshop” and “Review, Reconsider, & Act” included in each chapter).

**REQUIREMENTS:**

The regular attendance of all online classes is required. You are required to read the assigned readings and post your assignments in a timely manner. All assignments, except self-evaluations, will be posted on the Discussions page, so that you may learn from the classmates’ posts by reading, watching, and replying to them. When providing written replies, you are free to reply with one word or one sentence. But, you are required to respond to **at least three classmates’ posts** with your profound comments (**no fewer than 100 words)**. Please make sure that all students have replies before commenting on the posts that already had replies. You do not have to reply to late posts.

The instructor will provide her comments on the students’ assignments by replying to the posts on the Discussions page within a week, and you are supposed to read her replies to other students’ posts, as well as your own, as learning opportunities.

The instructor should be informed in advance of any necessary absences or delays of posting assignments. If you are not able to attend a Zoom class, you are required to review the Zoom class video and post your written comments on your Zoom group members’ posts by Sunday, 11:59 p.m.

Following are the weekly assignments:

**Week 1 (9/14 – 9/18):**

1. Getting Acquainted: **Post your videotape** that introduces to us yourself including your program at Iliff, denominational or religious background, ministerial setting, experience of public speaking (e.g., lectures, sermons, statements, storytelling, and ceremonial speeches), future plan after graduation, why taking this course, etc. by Wed. (9/16), 11:59 p.m. (MT).
2. Questions about the Syllabus: If you have questions about the course syllabus, post them on the Discussions page by Wed. (9/16), 11:59 p.m. (MT).
3. Schedule Zoom meetings: We will have three Zoom classes in Weeks 2, 3, and 5. You have two options, one on Friday, 3:00 p.m.-5:00 p.m. (MT) and one on Saturday, 10:00 a.m.-Noon (MT). A Google sign-up link will be sent to you by the first week. Please sign up there.
4. Readings: Hamilton; Sprague, et al., Chs. 1, 2, 3, 4.
5. **Post a video/audio or a link of what you think as one of the best public speeches** you have watched or heard, with **a one-page (single-spaced, or 400-450 words) rationale** why you think it is one of the best, by Wed. (9/16), 11:59 p.m. (MT). When you write the rationale, refer to this week’s readings.
6. After watching the classmates’ videos/audios or links and reading their rationales, **reply to them** by Fri. (9/18), 11:59 p.m.(MT).

**Week 2 (9/21 – 9/25): A Poem**

1. Readings: 1) Sprague, et al., Chs. 23, 25, 26; Linklater, “An Introduction.”
2. Voice exercise: Linklater, Chs. 1-4.
3. Perform a poem (4-6 min.):
4. Select a poem (350-450 words) at your own choice (or you may use “Lockdown” by Richard Hendrick, <http://www.yourdailypoem.com/listpoem.jsp?poem_id=3308>).
5. Read it until you memorize or internalize it.
6. Practice your performance in front of a mirror and/or a person(s).
7. **Videotape your performance several times, and post the best video in Canvas** by Wed. (9/23), 11:59 p.m. (MT).
8. Watch your video and **write a one-page, single-spaced self-evaluation** (or 400-450 words), including (a) how you appreciated the poem, (b) what meaning you wanted to communicate with your audience and how you achieved it, and (c) the strengths and weaknesses in delivery. Post your self-evaluation in Canvas by Wed. (9/23), 11:59 p.m. (MT).
9. Watch the classmates’ videos and prepare to offer feedback at the Zoom meeting on your signed date.
10. Participate in **Zoom Class 1**.

**Week 3 (9/28-10/02): A Storytelling**

1. Readings: Childers; Sprague, et al., Chs. 6, 7 & 30
2. Voice exercise: Linklater, Chs. 5-9.
3. Tell your personal story (7-10 min.):
4. Recall your own story that has deep significance for your life. It should be a story that you love to tell and retell.
5. Determine your speech context and audience (e.g., this class, a religious gathering, a social, ceremonial, or political event), and analyze them.
6. Reflect on the specific theme (e.g., alienation, reconciliation, justice, love, healing, joy, a mystery of being human, etc.) your story conveys, and think about how to highlight it in your storytelling.
7. Refine your storyline, following the literary plot (introduction – conflict – climax – denouement).
8. Memorize or internalize your story.
9. Practice your storytelling in front of a full-size mirror and/or a person(s).
10. **Videotape your whole body when you perform the storytelling without a manuscript (an outline is okay), and post it in Canvas** by Wed. (9/30), 11:59 p.m. (MT).
11. Watch your video and **write a one-page, single-spaced self-evaluation** (or 400-450 words), focusing on: (a) what you wanted to communicate through your performance and how it was achieved, (b) The strengths and weaknesses in delivery, and (c) the areas of improvement for your future storytelling. Post your self-evaluation in Canvas by Wed. (9/30), 11:59 p.m. (MT).
12. Watch the classmates’ videos and prepare to offer feedback at the Zoom meeting on your signed date.
13. Participate in **Zoom Class 2**.

**Week 4 (10/05-10/09): Preparation for Topical Speech**

1. Readings: Sprague, et al., Chs. 9, 10, 11, 15, 17, 18, 20, 21, 22, “Checklist” on 169 & 176.
2. Suggested readings: Sprague, et al., Part 7: Sample Speeches.
3. Voice exercise: Linklater, Chs. 10-13.
4. Write your own public speech (12-15 min.):
5. Choose a general topic that you are interested in speaking about (e.g., ecological crises, racism, ageism, disability, world peace, homosexuality, etc.).
6. Determine your potential audience and analyze their demographics, and sociocultural locations.
7. Narrow down the topic to be relevant to the particular context for your speech.
8. Research the topic and clarify the goal of your speech.
9. Craft your speech by referring to this week’s readings (Sprague, et al.).
10. **Fill out the “Outline Form” and post it in Canvas** by Wed. (10/07), 11:59 (MT).
11. **Reply to the classmates’ posts** with helpful questions and suggestions to improve their writings, by Fri. (10/09), 11:59 (MT).

\*\*\* If you had given a speech on your topic, you could revise it for this assignment.

**Week 5 (10/12-10/16): Performance of Topical Speech**

1. Voice exercise: Linklater, Chs. 14-19.
2. Your public speech video (12-15 min.):
3. Revise and polish the manuscript of your topical speech (Week 4/4), based on the comments of your classmates and instructor.
4. Practice your speech in front of a full-size mirror and/or a person(s), **videotape your whole body when you perform it with or without a manuscript, and post the video** **in Canvas** by Wed. (10/14), 11:59 p.m. (MT).
5. Watch your video and **write a one-page, single-spaced self-evaluation** (or 400-450 words), focusing on: (a) how the purpose of your speech was achieved, (b) what were the strengths and weaknesses in delivery, and (c) your ideas to improve your public speaking. Post your self-evaluation in Canvas by Wed. (10/14), 11:59 p.m. (MT).
6. Watch the classmates’ videos and prepare to offer feedback at the Zoom meeting on your signed date.
7. Participate in **Zoom Class 3**.
8. Submit Student Course Evaluation.

**COURSE EVALUATION:**

This course uses the P/F option. In order to receive the grade of “P,” students must complete all the written and video assignments, including three Zoom classes, and must earn a C (70%) or better. The assignments are highlighted in bold in the section of weekly assignments included in the Requirements.

Your grade will be determined as follows:

Week 1/5-6: 13% (Video 5% + Rational 5% + Replies 3%)

Week 2/3-4: 22% (Video 10% + Self-eval 5% + Zoom Class 7%)

Week 3/3-4: 27% (Video 15% + Self-eval 5% + Zoom Class 7%)

Week 4/5-6: 6% (Outline Form 3% + Replies 3%)

Week 5/2-3: 32% (Video 20% + Self-eval 5% + Zoom Class 7%)

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Total: 100%

\*The use of inclusive language is strongly urged in all discussions, speeches, writings, etc.

\*The deadline of late assignments is Wed. (10/26), 11:59 p.m. (MT).

**Incomplete Policy:** Students are responsible for following the procedures outlined in the *Master’s Student Handbook.*

**ADA Policy:** Iliff engages in a collaborative effort with students with disabilities to reasonably accommodate student needs. Students are encouraged to contact their assigned advisor to initiate the process of requesting accommodations. The Advising Center can be contacted at advising@iliff.edu or by phone at 303.765.1146.