Public Speaking
LAN2950

Course Description
Everyone has an occasion to speak in public. Sometimes it may be as the main speaker at a specific event, other times it could consist of leading a small group discussion such as a Bible study, or it could simply be a conversation between two people. In order to be an effective public speaker, it is important to know some basics about purpose, research, situation, types of speeches, and the audience. This course will present information, exercises and example speeches to clarify the main points related to public speaking.

Rationale
One way to make your thoughts and opinions known is through the public exchange of ideas between two or more people. This course gives the student the opportunity to learn methods and reasoning related to speaking in public. In order to be an effective purveyor of an ideology or belief, it is beneficial for a person to learn information and skills that will aid in the preparation and presentation of a public speech.

Prerequisite
None

Biblical Integration Outcomes
A. As a student learning about topics in Public Speaking, there will be opportunities to allow your spiritual and biblical training to be exhibited in projects and submissions.
B. By learning to express yourself, you will gain confidence when called upon to give your personal testimony either one-on-one or before a group.
C. We are called to be ready to give a defense of the hope that is within us as we go out into the world (1 Peter 3:15).

Measurable Learning Outcomes
A. Investigate why public speaking is important, categories of communication, and major elements of public speaking.
B. Evaluate basic elements of critical thinking, ethical practices, and other topics related to public speaking.
C. Observe accepted practices for making public speeches from videos of both well-known and accomplished professional speakers.
D. Investigate methods to help with speaker anxiety, visual aids, and speech organization.
E. Evaluations of personal speeches that are required to be uploaded to this course throughout the semester.
F. Investigate the need for supporting details when making informative speeches and how to avoid plagiarism.
G. Put into practice skills and principles of public speaking into everyday life.

Course Materials
See LUOA’s Systems Requirements for computer specifications necessary to operate LUOA curriculum. Also view Digital Literacy Requirements for LUOA’s expectation of users’ digital literacy.

This course makes use of third-party digital resources to enhance the learning experience. LUOA staff and faculty have curated these resources. Students can safely access them to complete coursework. Please ensure that internet browser settings, pop-up blockers, and other filtering tools allow for these resources to be accessed. See Technologies and Resources Used in this Course below for a specific list.

- Note: Embedded YouTube videos may be utilized to supplement LUOA curriculum. YouTube videos are the property of the respective content creator, licensed to YouTube for distribution and user access. As a non-profit educational institution, LUOA is able to use YouTube video content under the YouTube Terms of Service. For additional information on copyright, please contact the Jerry Falwell Library.

Technologies and Resources Used in this Course
The following resource(s) are used throughout this course:

- ThinkWell

Course Grading Policies
The student’s grades will be determined according to the following grading scale and assignment weights. The final letter grade for the course is determined by a 10-point scale. Assignments are weighted according to a tier system, which can be referenced on the Grades Page in Canvas. Each tier is weighted according to the table below. Items that do not affect the student’s grade are found in Tier 0.
Course Policies

Students are accountable for all information in the Student Handbook. Below are a few policies that have been highlighted from the Student Handbook.

Types of Assessments

To simplify and clearly identify which policies apply to which assessment, each assessment has been categorized into one of four categories: Lesson, Assignment, Quiz, or Test. Each applicable item on the course Modules page has been designated with an identifier chosen from among these categories. Thus, a Quiz on the American Revolution may be designated by the title, “1.2.W Quiz: The American Revolution.” These identifiers were placed on the Modules page to help students understand which Honor Code and Resubmission policies apply to that assessment (see the Honor Code and Resubmission policies on the pages that follow for further details).

- **Lesson:** Any item on the Modules page designated as a “Lesson”
  These include instructional content and sometimes an assessment of that content. Typically, a Lesson will be the day-to-day work that a student completes.

- **Assignment:** Any item on the Modules page designated as an “Assignment”
  Typical examples of Assignments include, but are not limited to, papers, book reports, projects, labs, and speeches. Assignments are usually something that the student should do his or her best work on the first time.

- **Quiz:** Any item on the Modules page designated as a “Quiz”
  This usually takes the form of a traditional assessment where the student will answer questions to demonstrate knowledge of the subject. Quizzes cover a smaller amount of material than Tests.

- **Test:** Any item on the Modules page designated as a “Test”
  This usually takes the form of a traditional assessment where the student will answer questions to demonstrate knowledge of the subject. Tests cover a larger amount of material than Quizzes.

Resubmission Policy

Students are expected to submit their best work on the first submission for every Lesson, Assignment, Quiz, and Test. However, resubmissions may be permitted in the following circumstances:

- **Lesson:** Students are automatically permitted two attempts on a Lesson. The student may freely resubmit for their first two attempts without the need for teacher approval.
- **Assignment:** Students are intended to do their best work the first time on all Assignments. However, any resubmissions must be completed before the student moves more than one module ahead of that Assignment. For example, a student may resubmit an Assignment from Module 3 while in Module 4 but not an Assignment from Modules 1 or 2. High School students may not resubmit an Assignment without expressed written permission from the teacher in a comment.

- **Quiz:** Students may NOT resubmit for an increased grade.

- **Test:** Students may NOT resubmit for an increased grade.

If a student feels that he or she deserves a resubmission on a Lesson, Assignment, Quiz, or Test due to a technical issue such as a computer malfunction, the student should message his or her teacher to make the request, and that request will need to be approved by a Department Chair.

### Consequences for Violations to the Honor Code

Every time a student violates the Honor Code, the teacher will submit an Honor Code Incident Report. The Student Support Coordinator will review the incident and allocate the appropriate consequences. Consequences, which are determined by the number of student offenses, are outlined below:

- **Warning:** This ONLY applies to high school Lessons and elementary/middle school Assignments and Lessons. Students should view these actions as learning opportunities.
  - **Lessons:** A zero will be assigned for the question only.
  - **Elementary/Middle School Assignment:** The student must redo his or her work; however, the student may retain his or her original grade.

- **1st Offense:**
  - **Lesson, Quiz, or Test:** The student will receive a 0% on the entire assessment.
  - **Assignment:** The student will either:
    - Receive a 0% on the original assignment
    - Complete the Plagiarism Workshop
    - Retry the assignment for a maximum grade of 80%

- **2nd Offense:** The student will receive a 0% and be placed on academic probation.

- **3rd Offense:** The student will receive a 0% and the Faculty Chair will determine the consequences that should follow, possibly including withdrawal from the course or expulsion from the academy.
Scope and Sequence
Public Speaking

Module 1: Introduction to Public Speaking
Week 1: Benefits, History and Theories of Communication
Week 2: The Public Speaking Situation and Speaker Anxiety Part One
Week 3: Speaker Anxiety Part Two and the Audience
Week 4: Speakers and the Audience
Week 5: Audience Analysis

Module 2: First Steps in Preparing a Speech
Week 6: The First Speech
Week 7: Selecting, Developing and Researching Your Topic Part One
Week 8: Selecting, Developing and Researching Your Topic Part Two
Week 9: Processing Your Research and Supporting Materials

Module 3: Preparing a Speech
Week 10: Organization of Speech Content and Materials; Introductions and Speeches
Week 11: Transitions and Conclusions
Week 12: Using Language Effectively in Speeches

Module 4: Preparing Your Speech
Week 13: Presenting a Speech
Week 14: Presentation Aids Used in Speeches
Week 15: Speaking to Inform and to Persuade
Week 16: The Ethics of Persuasion

Module 5: Presenting Your Speech
Week 17: Speaking to Persuade and for Special Occasions
Week 18: Notable Speeches and Final Assignments