

Hacettepe University Faculty of Letters
Department of English Language and Literature

COURSE SYLLABUS FALL 2016

Title of the Course: *IED 233 Speech and Communication Skills (02)*
Class Day / Hours: Monday / 13.00- 15.50 B8 / B03
Office Hours: Monday: 09:50-11:50
E-mail: atasoy.emrah@hacettepe.edu.tr
Phone: 0312-297-8475 (ext. 128)
Class Website: <http://yunus.hacettepe.edu.tr/~jason.ward/ied233speech>
Turnitin url: <http://turnitin.com/>
Turnitin Id.: 13602114 **Turnitin PIN:** 982669

I. Aim and Contents: The aim of the course is to help the students to be able to talk fluently with correct grammar and pronunciation at a reasonable speed. Guidance will be provided to the students to overcome the difficulties which are likely to occur during informal conversations, class discussions, oral reports and formal speech forms. In order to develop their communication skills, the students will also be encouraged to develop rhetorical speaking skills, an understanding of basic phonetics, and an increased fluency in varieties of spoken English.

II. Course Outline: You should ensure that you have read the following texts before the week scheduled to ensure that you are prepared for class and any possible pop quizzes! Note that if any of the classes are cancelled due to holidays, snow days, conferences etc. then the presentation and readings scheduled for the cancelled class will automatically take place in the following week's class crammed alongside the other presentations and readings:

Week 1 (3rd Oct.): General introduction to the course syllabus and to each other.
CVs, Formal E-mail. Writing Warmup activities.

Week 2 (10th Oct.):
Why do we study public speech? The art of rhetoric and the nature, components, and function of speech.
Types of Speeches (Informative, Impromptu-Extemporaneous, How-to, Persuasive)
Student Presentations (2 Groups)
Reading: Lodge - *Why Phonetics* 1-13
Reading: *Evolution of Public Speaking* 10-28

Week 3 (17th Oct.):
Planning and delivering Power Point Presentation / Preparing, organizing a speech
Student Presentations (3 Groups)
Reading: Lucas – *The art of Public Speaking, Preparing Visual Aids* 276-297
Reading: Lucas – *The Art of Public Speaking, Speaking in Public* 2-27
Reading: *Oral Presentation Skills: A Practical Guide* 1-20
Reading: *Preparing Yourself for Public Speaking* 1-29

Week 4 (24th Oct.):
Body Language
Student Presentations (3 Groups)
Reading: *Gestures: Your Body Speaks* 1-17
Reading: *Know Your Body Language* 1-20
Reading: James - *The Body Language Rules* 313-321, 357-371
In-Class Discussion Topics

Week 5 (31st Oct.):
Student Presentations (2 Groups)
Reading: *Speaking in Public: Speech Delivery* 335-353
Reading: *Ethics Matters: Understanding the Ethics of Public Speaking* 28-48
Rhetorical Artefact Presentations

Week 6 (7th Nov.):

Student Presentation (1 Group)

Reading: *O'Hair, Rubenstein, and Stewart - A Pocket Guide to Public Speaking* 93-121

Rhetorical Artefact Presentations

Bonus: Impromptu-Extemporaneous Speech / "How-to" Speech / Informative

In-class Discussion

Week 7 (14th Nov.):

Rhetorical Artefact Presentations

Bonus: Impromptu-Extemporaneous Speech / "How-to" Speech / Informative

In-class Discussion

Week 8 (21st Nov.):

Rhetorical Artefact Presentations

Bonus: Impromptu-Extemporaneous Speech / "How-to" Speech / Informative

In-class Discussion

Week 9 (28th Nov.):

Rhetorical Artefact Presentations

Bonus: Impromptu-Extemporaneous Speech / "How-to" Speech / Informative

In-class Discussion

Week 10 (5th Dec.):

Bonus: Impromptu-Extemporaneous Speech / "How-to" Speech / Informative

Podcast workshops

Persuasive Speech

In-class Discussion

Week 11 (12th Dec.):

Bonus: Impromptu-Extemporaneous Speech / "How-to" Speech / Informative

Podcast workshops

Persuasive Speech

In-class Discussion

Week 12 (19th Dec.):

Bonus: Impromptu-Extemporaneous Speech / "How-to" Speech / Informative

Podcast workshops

Persuasive Speech

In-class Discussion

Week 13 (26th Dec.):

Podcast workshops

Persuasive Speech

Preparation for final exam

Week 14 (2nd Jan. classes end on 6th Jan.):

Podcast workshops

Persuasive Speech

Preparation for final exam

There **will be changes to the course outline. Always look online for the latest version of this syllabus.*

***Please check the website: <http://yunus.hacettepe.edu.tr/~jason.ward/ied233speech/index.html> on a daily basis due to some potential changes to the course outline!!! Make sure you check the correct syllabus!!!*

III. Textbooks. Please bring the course texts to every class or you will lose participation points:

The course readings are available online for you to print and will be made available in the copy centre.

IV. COURSE REQUIREMENTS AND STUDENT CONDUCT:

Class attendance is obligatory and failure to attend one-third or more of the class hours will result in an F1. As this class will combine both lecture and discussion, students are expected both to attend every session and to take an active part in class—joining in discussions and raising questions.

Academic dishonesty of any kind will not be tolerated. This includes all forms of plagiarism, cheating on assignments or exams, turning in work that has been written partially or entirely by someone else (i.e.: collusion), failing to appropriately represent and document sources, fabricating information or citations, or helping another student commit an act of academic dishonesty. Work containing plagiarism will get an F3 and the student will be referred to the Chair. Turnitin will be used to check for plagiarism and students must upload all of their work to this system to receive a grade.

Late group work / presentations will not be graded and receive an automatic zero. The easiest way to fail this course is to miss the deadlines. If you are working with a group and cannot submit your work on time or have decided to drop the course, please let the other group members know. If you miss a deadline because of an excused absence, then you must hand in your work at the beginning of the next class you attend with a paper copy of your official excuse attached.

V. Email

- **Do not email the teacher unless you have a question that cannot wait** until the next lesson. This is because with so many students, it is very time-consuming and difficult to keep track of queries through email. If you do need to email a question, please include your full name, the course, a specific subject line and use this email: atasoy.emrah@hacettepe.edu.tr
- Make sure that you check your email account **daily**. Be aware that the emails sent by the instructor should be treated as instructions for the course, so there can be **no excuse!!!**
- Do not expect your instructor to respond to email sent **after 17:30 or before 08:30**.
- If you email the instructor, please follow these guidelines. If you do not, your email will not receive a response:
 - Ensure that your email has a **specific Subject Line** with a clearly specified question, suggestion or piece of information.
 - Ensure that you use **formal language** in your email.
 - If you need to communicate more than one point, number your points for clarity.
 - Always end your email with **your full name** as it appears on the class list and your class name and section or time.

VI. METHOD OF INSTRUCTION: The course will be conducted through lectures, presentations, class discussion, workshops, individual and group work.

VII. Attendance: Attendance is compulsory. More than 11 (eleven) hours of absence will result in F1. Punctual attendance is required at every class meeting.

VIII. Assessment: There will be one mid-term (a rhetorical artefact presentation), a power point presentation on course readings / other topics, pop quizzes, peer grading / participation, a podcast assignment, and a final presentation. The assessment will be made on the following basis:

Power Point Presentation (work in groups of 3-4)	10%
Midterm 1: Rhetorical artefact presentations	20%
Pop Quizzes on course readings	5%
Peer Grading / Participation	10%
Final Exam 1: Podcast assignment (groups of 3)	30% (10% of this grade is for transcript)
Final Exam 2: Final Presentation	25% (5% of this grade is for transcript)

Bonus: Impromptu-Extemporaneous Speech, Informative Speech & “How-to” Speech presentations (3-5 mins.) will give you extra 2, 5 points if you are willing to give one!

PowerPoint Presentation (groups of 3 or 4) 10%

Students should form groups of three. If all of the groups already have three members and there are some students without a group, I will allow some groups of four (maximum size). Students will sign up to present and teach one of the weekly readings using PowerPoint (each student **4-6** minutes).

Student 1 should write a **300-word summary** of the reading. If the summary is over 350 or less than 250 words, points will be deducted! **If it contains plagiarism the whole presentation will receive zero!**

Student 2 should write and comprehensively answer **three discussion questions** about the reading with at least four sentences for each answer. These could be questions like this one:

Question: How might the study of phonetics help in the teaching of speech? Answer: Phonetics helps students to blah blah blah because blah blah blah [at least four sentences to explain]. The answer to each questions should not appear at the same time or the class will just read this rather than giving their own opinion first.

Student 3 should contribute a quiz of five multiple-choice questions (MCQs), three choices each, about the reading and its vocabulary. E.g.: According to Lodge (1), what does traditional education largely ignore?

- a) Syntax
- b) Spoken Language
- c) Semantics
- d) Test results

In groups of four, Student 4 should **find or prepare an example (not already in the text) to illustrate one of the ideas discussed in this reading**. This could be 100-300 words, a labelled picture or a visual or audio clip of less than 3 minutes. E.g.: To illustrate the phonetic alphabet I might show some words written in this alphabet and ask the students to guess how they might sound, or to show how speech is made, I could show a diagram of the mouth and ask the students to label it, to illustrate dialects, I could play audio clips of speech for which the students then have to guess the origins.

Your entire presentation must be submitted to Turnitin **as a single PowerPoint file** before your presentation. This is for assessment, feedback and plagiarism detection. Ten points per day will be deducted for work submitted late to Turnitin!

Midterm 1: Rhetorical artefact presentations 20%

In class, each student should individually deliver a brief speech of **5-7 minutes** reciting, analysing or reinterpreting a rhetorical artefact of cultural or artistic interest (a poem, famous speech, painting, photograph, film, page of prose, a song etc.). For instance, you might read a poem, explain the effectiveness of a famous speech, or read a work of prose in different accents, or recite the lyrics of a song in the style of a poem or speech. This assignment will assess the student's grasp of the basic elements of public speaking and rhetorical criticism. You can use visual aids, background music or props if necessary but remember that you will be graded on how well you speak rather than for what you are wearing. Also, you should NOT use PowerPoint for this assignment. Please ensure that you stick to the time limit and are prepared to start as soon as you are called to the front. Students whose presentations are too long or too short will lose points. You must also upload to Turnitin a written transcript of all the spoken content!

Pop Quizzes on course readings 5%

There will be two unannounced Pop Quizzes (each work 2 points) to check that you are keeping up with the weekly readings. Each pop quiz will consist of five multiple-choice questions, which you will have five minutes to answer. They will normally take place at the beginning of the lesson before we begin discussing the weekly reading featured in the quiz.

Peer Grading / Participation**10%**

Your peer grading assessment depends on your assessment of any five (based on five different sessions) presentations throughout the semester featuring different students each time. During class, using the assessment sheet provided, you should prepare an assessment sheet by writing the following:

- Your name with (Peer reviewer) in parenthesis next to it
 - The name/s of the presenter/s
 - The subject of the presentation
 - The date
 - What you liked about the presentation
 - What could have been improved
 - The grade you would give (A1, A2, A3, B1, B2, B3, C1, C2, C3, D1, D2, D3 or F) and the reasons why.
- Hand in your assessment sheet before the end of the lesson. Assessment sheets handed in after the class will **not** be accepted. You should do this on eight different occasions to get a full grade for this assignment. Note that students who repeatedly talk during presentations or disrupt class may have this assignment and the grade for it cancelled and asked to leave.

***Assessment Sheet Link:

<http://yunus.hacettepe.edu.tr/~jason.ward/ied233speech/IED-233-02-Peer-Grading-Participation-Form.pdf>

Final Exam 1: Podcast assignment (groups of 3-4) 30% (10% is for the transcript)

Working in groups of three or four, you will must record a 15-20 minute podcast, which includes spoken contributions from each group member in equal duration. Your podcast must start with each member introducing him/herself clearly and explaining what he will do. For example, a literature podcast might include:

- Reviews
- dramatizations
- interviews
- role-play
- readings of poetry and / or prose

For example, you could have a reading from a page of prose by D.H. Lawrence, a review of a literary adaptation of Shakespeare, a dramatic enactment of a couple of pages from a Beckett play with sound effects, a brief explanation of an unusual vocabulary word, a number of different accents mimicked in English with their origins explained, or you might even conduct an interview with a long dead author, such as Jane Austen, telling us what s/he thinks of the modern world.

Your own podcast does not have to be about literature! Providing you have not already used this material for another assignment, you are free to choose whichever content (film, music, fashion, games, sport) and style of delivery you find most interesting and entertaining for your podcast, and which will allow you all to demonstrate your mastery of spoken English, rhetoric, teamwork and organisational skills. You must **upload this podcast to Turnitin as one single mp3 or mp4a** file before the specified deadline. You can record your podcast on a computer or even a phone but check that all your voices are clear and audible without distracting background noise. If you want to record different parts of the podcast separately, you could do this and then edit them all together into one mp3 using freeware such as Audacity.

You must **upload this podcast to Turnitin as one single mp3 or mp4a** file before the specified deadline. The podcast should be saved as an .mp3 or .mp4a because this is a much smaller file than a wav file and so easier to upload and share. This is group work so you will all share the grade and are all expected to feature equally on the recording. The students with the highest grades, will have their podcasts posted on our website for the rest of the class / world to hear.

You must also upload to Turnitin a written transcript of all the spoken content in your podcast to be checked for plagiarism and to help me follow the audio file. This is worth 10% of the grade for this assignment. Please let your partners know if you drop the course! If there are only 1-2 people in your group, you can prepare a shorter podcast ensuring that there is approximately 5 minutes of audio for every person in your group.

Note: If you would prefer to record a video instead, then this is also acceptable providing the audio is clear, you follow the above directions, and upload it to Turnitin. If your video becomes too big to upload to Turnitin, upload it to YouTube, save the link to the YouTube file in a doc or txt file and upload the link instead.

Final Exam 2: Final Speech (Persuasion)**25% (5% is for the transcript)**

This final speech delivered during the exam week should be 5 minutes with up to 3 minutes of questions at the end, and must convince your audience of something using persuasive rhetoric. You might try to persuade the audience to read a particular book you enjoyed, to see a certain film you loved or to listen to your favourite band. You could attempt to try and convince your audience to adopt a particular type of positive social behaviour such as disposing of litter, adopting a street animal or patiently waiting in lines (queueing). You could deploy roleplay and pretend to be a student representative, political leader, charity representative or job applicant trying to persuade the class to vote for you or support your cause. Although you can use simple visual aids or a few keywords written on cards if needed, you should NOT use PowerPoint and try to avoid just reading from notes. You will be assessed based on your timing (try not to go more than 1 minute over or under five minutes), fluency of standard English, ability to think on your feet and the persuasiveness of your speech. You must also be prepared to spend up to five minutes at the end professionally responding to questions or criticism from the other students and teacher. You must also upload to Turnitin a written transcript of all the spoken content in your podcast to be checked for plagiarism and to help me follow the audio file. This is worth 5% of the grade for this assignment.

IX. Plagiarism and Cheating: This will be referred to the Chair and result in a straight F3. All take-home work must be submitted to Turnitin for checking before it will receive a grade. Any words which are not your own must be “quoted”, summarized or paraphrased with the source clearly mentioned (along with page number or url).

X. Resources Recommended:

- Denny, Richard. *Communicate to Win*. 2006.
- Rowson, Pauline. *Communicating with More Confidence*. 2005. 57-85.
- Fujishin, Randy. *Creating Communication*. 2009.150-174.
- Jaffe, Clella. *Public Speaking: A Cultural Perspective*. 1995.
- *Sounds and Symbols 1-14*
- Vigario, Marina, Sonia Frota, and M. Joao Freitas. *Phonetics and Phonology: Interactings and Interrelations*. 2009.
- Rogers, Henry. *The Sounds of Language: An Introduction to Phonetics*. 2000.
- Beverly, Collins, and Inger M. Mees. *Practical Phonetics and Phonology*. 2013.
- Gut, Ulrike. *Introduction to English Phonetics and Phonology*. 2009.
- Knight, Rachael-Anne. *Phonetics: A Coursebook*. 2012.
- Lucas, Stephen E. *The Art of Public Speaking*. 2009.
- James, Judi. *The Body Language Rules*. 2009.
- O'Hair Dan, Hannah Rubenstein, and Rob Stewart. *A Pocket Guide to Public Speaking*. 2010.

***More sources can be added to the list. Students are welcome / encouraged to share their sources with the instructor or each other.

XI. Classroom Climate*:

In this course, we may be discussing a variety of topics that are highly debated, very personal, and, often times, outside of your comfort zone. I encourage you to stretch your comfort zone and to use the concepts discussed in class to think about your experiences and position in the world. Many of our beliefs may be challenged this semester, and this process has enormous potential and usefulness. However, I expect you to treat your classmates with respect and care. This course is an excellent opportunity for you to sharpen your communication abilities in terms of dealing with and debating sensitive issues in a respectful manner.

While you may disagree (in fact, I welcome debate), I expect that you value your classmates' opinions and ideas in class. At no point this semester should any student feel silenced or muted. Rather, I expect this class to be a safe space for discussion and the sharing of critical opinions and personal experiences related to course topics. This environment can only occur if we understand from the outset of the course that a lack of civility and respect will not be tolerated – by any of us. You will likely hear class members express ideas and opinions very different from your own. You can listen to opposing viewpoints and respect other people's right to hold those viewpoints without compromising your own beliefs or values. Be polite and respectful in your responses to others' ideas. Provide constructive feedback on your classmates' presentations and comments in class and be specific about what was said and who said it. Thus, during speeches and reflection discussions, I expect you to be courteous, respectful, and encouraging.

*I would like to express my gratitude to Adam Cody (Graduate Assistant in Communication Arts and Sciences, Penn State University) for sharing his syllabus with me.

***“We should just stop calling these things presentations altogether. Everyone gets hung up on that word. Wouldn't it be easier to just call them conversations? That's really what they are.”

Dale Ludwig