
INTS 202: Public Speaking and Critical Thinking Spring 2017

4 credits (including 1 experiential learning credit)

Monday and Wednesday, 9:00-10:15am, West Building 1004

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Office Hours: by appointment

COURSE DESCRIPTION AND OBJECTIVES

Throughout this introductory course, you will enhance your oral and written communication abilities by creating and presenting speeches, adapting messages to specific audiences, and evaluating and critiquing a variety of messages in different forms (e.g., political speeches, advertisements, films, commercials). In so doing, you will strengthen your fluency with communication and critical thinking competencies. By semester's end, you should be able to:

- construct several different types of speeches (e.g. informative and persuasive);
- tailor your messages to specific situations and audiences;
- conduct research to support, organize, and defend your ideas effectively & ethically;
- develop thoughtful and constructive critiques to the assumptions, ideas, and research used in your own speeches as well as the speeches of others;
- connect experiential learning opportunities to public speaking theories & practices

REQUIRED MATERIALS

- *The Art of Public Speaking*. 12th Edition, by Stephen E. Lucas, 2014.
- Additional readings will be assigned throughout the course and made available in electronic format.

Assignments	% of Grade		Grading Scale		
			A+	=	97 – 100
Informative Speech	15		A	=	94 – 96.9
Midterm Examination	20		A-	=	90 – 93.9
Persuasive Speech	15		B+	=	87 – 89.9
Experiential Learning Logs (8 logs)	15		B	=	84 – 86.9
Final Project – Digital Speaking	25		B-	=	80 – 83.9
Class Participation	10		C+	=	77 – 79.9
			C	=	74 – 76.9
TOTAL	100		C-	=	70 – 73.9
			D	=	60 – 69.9
			F	=	Below 60

ACADEMIC POLICIES AND INFORMATION

Participation and Attendance: Important responsibilities come with participation in this learning community including: completing readings and assignments on time, actively engaging course materials, coming to class regularly and on time, and listening attentively to comments made in class. Membership in this community also entails representing School of Integrative Studies and George Mason University well during your experiential-learning work. Unexcused

absences will adversely affect your final grade. An absence is excused when due to serious illness, religious observance, participation in University activities at the request of University authorities, or compelling circumstances beyond your control. To claim an excused absence, you must provide a signed letter by a person in a position to make an authoritative determination as to the validity of the cause of the absence within three calendar days of your return from that absence. In cases where you know you will be missing class, please let your instructor know as soon as possible. You are responsible for all announcements, assignments, materials and date changes covered or made in class while you are absent.

Diversity Statement: George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth.

An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds and practices have the opportunity to be voiced, heard and respected.

School of Integrative Studies, an intentionally inclusive community, promotes and maintains an equitable and just work and learning environment. We welcome and value individuals and their differences including race, economic status, gender expression and identity, sex, sexual orientation, ethnicity, national origin, first language, religion, age, and disability.

- We value our diverse student body and desire to increase the diversity of our faculty and staff.
- We commit to supporting students, faculty and staff who have been the victims of bias and discrimination.
- We promote continuous learning and improvement to create an environment that values diverse points of view and life experiences.
- We believe that faculty, staff and students play a role in creating an environment that engages diverse points of view.
- We believe that by fostering their willingness to hear and learn from a variety of sources and viewpoints, our students will gain competence in communication, critical thinking and global understanding, aware of their biases and how they affect their interactions with others and the world.

Policy for Late and Missing Assignments: You are responsible for completing assignments on time. All assignments will be submitted as a hard copy at the beginning of class the day they are due unless instructed otherwise. Assignments may be submitted up to one day late, with a one letter grade penalty. No assignments will be accepted more than one day late, except in extraordinary circumstances. Due dates are clearly indicated throughout the syllabus and on assignment sheets. Assignments may only be made up if failure to attend class and/or complete

required assignments was for an excused absence. (See section above on participation & attendance). In-class activities may not be made up for any reason, excused or unexcused.

Email Policy: In compliance with a University-wide initiative, SIS faculty and staff will correspond electronically with students only through their GMU assigned email accounts. No assignments will be accepted via email unless specifically requested. Please check your email account regularly for updates and important announcements.

Academic Honesty and Collaboration: George Mason University has an Honor Code with clear guidelines regarding academic integrity: 1) all work submitted must be your own; 2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and 3) when in doubt about citation rules or assignment guidelines, ask your seminar leader for clarification. No grade is important enough to justify academic misconduct. GMU provides a range of services to help with test anxiety, writing and study skills, personal issues, and other concerns.

Using someone else's words or ideas without giving them credit is plagiarism! If you quote directly from any text, you **MUST** use the exact words (including punctuation) just as the words, phrases, and sentences appear in the original text. You must also follow proper citation rules to indicate that you are quoting directly from a text (e.g. Quotation marks, quote indentation, source identification). If you paraphrase ideas, that is, convey the author's ideas in your own words, you must still cite the source, using an established citation format. The re-use of papers, presentations, and other materials from one course in another course is not appropriate. We expect that submitted work has been prepared for this class only.

Format for Assignments: All papers must be stapled, typed, double spaced on 8.5" x 11" paper using 12 point font with 1" margins. Papers and speeches must be documented properly according to the MLA citation manual. Keep a copy of all assignments. Failure to follow assignment guidelines may result in a grade deduction.

SELECT GMU RESOURCES

Counseling Services: (703-993-2380; SUB I, Room 3129) provides individual and group sessions for personal development and assistance with a range of emotional and relational issues. In addition, the Learning Services Program (703-993-2999) offers academic skill-building workshops as well as a tutor referral service.

Office of Disability Services: (703-993-2474; SUB I, Room 2500) assists students with learning or physical conditions affecting learning. If you qualify for accommodation, the ODS staff will provide a form to give to your instructor at the beginning of every course.
<http://ods.gmu.edu>

Student Technology Assistance and Resource (STAR) Lab: Johnson Center 229; 993-8990;
http://doit.gmu.edu/staffSection.asp?page=multimedia_lab

Writing Center: (703-993-1824; Robinson A 114, main office; Enterprise 076) provides, at no charge, tutors who can help you develop ideas and revise papers. The Writing Center is also available online at <http://writingcenter.gmu.edu>.

Week 1: What is Public Speaking?

Date	Readings and Assignments Due
M, 1/23	To be discussed: syllabus, informative speech, experiential learning logs
W, 1/25	Reading: Chapters 1 and 2

Week 2: Choosing a Topic

M, 1/30	Reading: Chapters 3 and 4 Due: Experiential Learning Log 1
W, 2/1	Reading: Chapters 5 and 15 Due: Informative Speech Topic Proposal

Week 3: Constructing a Speech

M, 2/6	Reading: Chapters 7 and 8 Due: Experiential Learning Log 2
W, 2/8	Reading: Chapters 9 and 10 Due: Bring all research and preparation materials you have gathered with you to class

Week 4: Informative Speeches Due

M, 2/13	Readings: Chapters 11 and 12 Due: Speech outline and bibliography (if you are speaking today)
W, 2/15	Readings: Chapters 13 and 14 Due: Speech outline and bibliography (if you are speaking today)

Week 5: Introduction to Persuasion

M, 2/20	Reading: Chapters 16 and 17 Due: Experiential Learning Log 3
W, 2/22	Reading: “The Science of a Great TED Talk: What Makes a Speech Go Viral”

	<p>(http://blog.hubspot.com/marketing/ted-talk-public-speaking-study#sm.0001aaj2zlo7je36112ovcmy214hl)</p> <p>View the following TED Talks:</p> <ul style="list-style-type: none"> • Science of Persuasion (http://ed.ted.com/on/NqsYCu67) • What Aristotle and Joshua Bell can teach us about persuasion (http://ed.ted.com/lessons/what-aristotle-and-joshua-bell-can-teach-us-about-persuasion-conor-neill) <p>Due: Persuasive Speech Proposals</p>
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Week 6: Avoiding Pitfalls in Persuasion

M, 2/27	CANCELLED – CLASS WILL NOT MEET
W, 3/1	<p>Reading: Logical Fallacies Handout (pdf on Blackboard)</p> <p>Due: Final Project Proposals</p>

Week 7: Midterm Week

M, 3/6	<p>Midterm Review</p> <p>Readings: Review materials from the course so far</p> <p>Due: Any questions you may have</p>
W, 3/8	In-Class Midterm Examination

Week 8: Examining Thinking Processes

M, 3/20	<p>Reading: “The Associative Machine” and “Cognitive Ease” in <i>Thinking Fast and Slow</i> by Daniel Kahnemann (pdf on Blackboard)</p> <p>Due: Experiential Learning Log 4</p>
W, 3/22	<p>Reading: “A Machine for Jumping to Conclusions,” and “How Judgments Happen” in <i>Thinking Fast and Slow</i> by Daniel Kahnemann (pdf on Blackboard)</p>

Week 9: Persuasive Speeches Due

M, 3/27	Due: Speech Outline and Bibliography (if you are speaking today)
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W, 3/29	Due: Speech Outline and Bibliography (if you are speaking today)
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Week 10: Reexamining “Public”

M, 4/3	Reading: “The Public Sphere: An Encyclopedia Article” by Jürgen Habermas (pdf on Blackboard) Due: Experiential Learning Log 5
W, 4/5	Reading: “Publics and Counterpublics (abbreviated version)” by Michael Warner (pdf on Blackboard)

Week 11: Digital Publics

M, 4/10	Reading: Watch Clay Shirky’s discussion of <i>Here Comes Everybody: The Power of Organizing Without Organizations</i> (https://cyber.law.harvard.edu/interactive/events/2008/02/shirky)
W, 4/12	Reading: “Anatomy of a hashtag: #NotYourAsianSidekick” (http://america.aljazeera.com/watch/shows/the-stream/multimedia/multimedia/2013/12/anatomy-of-a-hashtagnotyourasiansidekick.html) “The Viral Success of #NotYourAsianSidekick Wasn’t About Me, But All of Us” (http://www.xojane.com/issues/suey-park-notyourasiansidekick)

Week 12: Further Forms of Digital Address

M, 4/17	Reading: “Things I Learned Working on <i>Serial</i> ” (https://medium.com/@kthread/things-i-learned-working-on-serial-3660c4392d5c#.rtpmboiy0) “What Teens are Learning from <i>Serial</i> and Other Podcasts” (http://ww2.kqed.org/mindshift/2015/03/11/what-teens-are-learning-from-serial-and-other-podcasts/) Due: Experiential Learning Log 6
W, 4/19	Reading: “How to create a successful podcast: Just say yes” (https://www.theguardian.com/lifeandstyle/2014/nov/11/how-to-create-a-successful-podcast-just-say-yes)

	<p>“You Must Remember This: the woman spilling Hollywood’s long-held secrets” https://www.theguardian.com/tv-and-radio/2016/jul/05/you-must-remember-this-the-woman-spilling-hollywood-secrets-marilyn-monroe-charlie-chaplin</p> <p>Due: Final Project Status Update</p>
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Week 13: Game Change and Perceptions of Public Speaking

M, 4/24	In-Class Film Viewing: <i>Game Change</i>
W, 4/26	<p>Finish and Discuss <i>Game Change</i></p> <p>Due: Experiential Learning Log 7</p>

Week 14: Conclusions

M, 5/1	FINAL PROJECTS DUE
W, 5/3	<p>Reading: Review all final projects; prepare feedback for discussion</p> <p>Due: Experiential Learning Log 8</p>