

Public Speaking

LAN-2950

2022 07/01/2022 to 06/30/2023 Modified 04/22/2022

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

Measurable Learning Outcomes

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

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).

Course Resources

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 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](#).

Scripture Attribution

All Scripture quotations, unless otherwise indicated, are from the ESV® Bible (The Holy Bible, English Standard Version®), copyright © 2001 by Crossway, a publishing ministry of Good News Publishers. Used by permission. All rights reserved. May not copy or download more than 500 consecutive verses of the ESV Bible or more than one half of any book of the ESV Bible."

Technologies and Resources Used in this Course

The following resource(s) are used throughout this course:

- ThinkWell

Policies

Students are accountable for all information in the [Student Handbook \(https://www.liberty.edu/online-academy/wp-content/uploads/2021/11/LUOA-Student-Handbook.pdf\)](https://www.liberty.edu/online-academy/wp-content/uploads/2021/11/LUOA-Student-Handbook.pdf). Below are a few policies that have been highlighted from the Student Handbook.

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.

Grading Scale		Assignment Weights	
A	90-100%	Tier 0	0%
B	80-89%	Tier 1	25%
C	70-79%	Tier 2	35%
D	60-69%	Tier 3	40%
F	0-59%		

In order for students to receive credit for a course, the following conditions have to be met:

- All semester exams and module tests have to be completed.
- All Tier 3 projects or papers have to be completed.
- Fewer than 10 zeros exist in the gradebook for blank submissions in a full credit course and 5 zeros for blank submissions in a semester course.

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 Resubmission and Honor Code policies apply to that assessment (see the Resubmission Policy and Honor Code Policy below 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. Students may freely resubmit for their first two attempts without the need for teacher approval.
- **Assignment:** Students should 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.

Honor Code Policy

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 Director of Faculty will determine the consequences that should follow, possibly including withdrawal from the course or expulsion from the academy.

Materials Selection Policy

LUOA curates educational materials that are consistent with the school's philosophy; however, the fallen human condition depicted in literature (as in Scripture itself) is not always pleasant. Valuable works sometimes have objectionable or profane elements. Good books provide four (4) recognized values.

- They build godly attitudes and character traits.
- They deepen our social and cultural awareness.
- They strengthen our use of written language.
- They provide a lifelong source of enjoyment and relaxation.

In order to instill these values in students and fulfill the stated objectives of the school, all LUOA students are expected to read and study good books on a regular basis. Recognizing that materials designed for one level may not be appropriate for another, three (3) levels of criteria are applied:

- Elementary materials must contain no objectionable material,
- Objectionable elements in sixth through eighth-grade materials must be limited and must serve a specific educational purpose, and
- Objectionable content may be included in high school materials but must be outweighed by positive literary, curricular, and/or Christian values.

The curriculum department has approved required educational materials for students.

Schedule

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