George Mason University
Schar School of Policy and Government
Fall 2017, Arlington Campus

PUBP 680: Public Speaking for Professionals

CONTACT INFORMATION:

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www.jillrough.com

COURSE DATES AND LOCATION

**Please take note of course dates:
- Friday Sep 15th 6:30-9:30 pm
- Saturday Sep 16th 8:30-12:00 noon
- Friday Sep 22nd 6:30-9:30 pm
- Saturday Sep 23rd 8:30-12:00 noon
- Friday Sep 29th 6:30-9:30 pm
- Saturday Sep 30th 8:30-12:00 noon

PLUS online assignments/hours that will be arranged during class.

Arlington, Founders Hall- Room TBD

OFFICE HOURS

Office Hours: Mondays-Fridays by appointment; on course Dates: Friday 5:00pm-6:30pm; Saturdays 8:00am-8:30am
Location: Adjunct Offices, Founders Hall 656.
I am available via phone at the above number. I am also available to meet in person as needed. I encourage you to make an appointment in advance.

REQUIRED TEXTS

2. Additional articles and/or book chapters to be assigned as needed.
COURSE DESCRIPTION

Designed to take students at any experience level, this course will introduce students to the fundamentals of public speaking through seminar-style discussions, interactive exercises, and in-class application of skills and concepts. It will begin with a discussion of how to think about public speaking as a fundamental skillset, followed by analysis of the mechanics and techniques associated with public speaking and how these elements interact with body language, biology/physiology, and confidence. The course will include practical strategies to lower anxiety and improve your confidence when speaking in front of an audience. In addition, the course will discuss how to use visual aids effectively and how new technologies can impact public speaking skills. It is intended to be practical in nature and students will have multiple opportunities to practice their skills in an attentive and respectful classroom environment. Each session will include an opportunity to speak in front of the class, using a building-block approach to improve confidence and practice with various delivery formats and skills. All students will be expected to provide/receive constructive criticism on themselves as well as their classmates and will receive individualized assessments of their personal abilities along with specific areas of improvement. Since this course has a compressed schedule, students should be prepared to be fully engaged in the course from the start and contribute to the success of the course by sharing their personal and professional experiences.

LEARNING OBJECTIVES

The overall goal of the course is for you to understand the fundamentals of public speaking as a professional skillset and develop your ability to communicate effectively. Specific objectives include:

1. Understanding the mechanics and environmental factors that affect one’s ability to speak effectively.
2. Enhancing one’s ability to - and comfort level with - speaking in front of an audience through practice, preparation, and common techniques to reduce anxiety of public speaking.
3. Being familiar with a variety of visual aids and technologies and how to utilize them effectively to enhance oral communication.

CLASS SCHEDULE, FOCUS, ASSIGNMENTS

SESSION ONE
Friday, September 15
6:30pm-9:30pm
“Setting the Stage”

- **Topics Covered:** Course Overview, Faculty/Student Introductions; Assignment Review; Classroom Rules and Respect; Giving and Receiving Constructive Criticism.
• **Seminar-style discussion:** Shifting the Paradigm on Public Speaking: Move from Seeking Perfection to Seeking Progress.
• **Reading Due:** Hoogterp, chapters 1 and 6.
• **Practicum:** Introduce a Colleague.
• **Practicum:** Introduce Yourself (the 30-second pitch).

**SESSION TWO**  
Saturday, September 16  
8:30am-12:00pm  
“Analyzing the Fundamentals”

• **Topics Covered:** Understanding Mechanics [diction, clarity, projection, vocal ranges, modulation, high rise terminal/vocal fry], Recognizing and Eliminating Weak Language, Boosting Confidence  
• **Reading Due:** Hoogterp, chapters 4 and 7.  
• **Listen to:** NPR: “Obama Speechwriters Deliberately Use Rhythm.”  
  [http://www.npr.org/2014/06/19/323510652/speechwriters-deliberately-use-rhythm-to-help-make-their-point](http://www.npr.org/2014/06/19/323510652/speechwriters-deliberately-use-rhythm-to-help-make-their-point) (~5 minutes)  
• **Practicum:** Diction exercises, projection practice, eliminating HRT, video exercise (where do you see yourself in 5 years?).  
• **Practicum:** Read Famous Speech #1 – part 1.  
• **Homework:** Analyze Famous Speech #2 (due 9/22)

**SESSION THREE**  
Friday, September 22  
6:30pm-9:30pm  
“Emotions: Taking Charge of Your Control Room”

• **Topics Covered:** Mastering Body Language, Adjusting to Physiological/Biological Reactions, Recognizing the Impact of Environmental Factors on Confidence, Debating ‘Acting’ vs. Authenticity  
• **Reading Due:** Hoogterp, chapter 2 and 8  
• **Reading Due:** Short article on overcoming presentation performance anxiety  
• **Watch:** Amy Cuddy’s Ted Talk, “Your Body Language Shapes Who You Are,” at  
  [https://www.youtube.com/watch?v=Ks__Mh1QhMc](https://www.youtube.com/watch?v=Ks__Mh1QhMc) (~20 minutes)  
• **Practicum:** Deliver Famous Speech #1 – part 2. Peer evaluations conducted.  
• **Assignment Due:** Written analysis of Famous Speech #2 due.
SESSION FOUR  
Saturday, September 23
8:30am-12:00pm
“Connecting with the Audience”

- **Topics Covered:** Using stories to make your point. How to Handle Humor. Using visual aids, data, pictures, and videos to reinforce your point. The good, bad, and ugly of Power Point.
- **Reading Due:** Hoogterp, chapter 10 and 11.
- **Watch:** Gayle Tzemach Lemmon, TED Talk “Meet the Women Fighting on the Front Lines of an American War.”
  [https://www.ted.com/talks/gayle_tzemach_lemmon_meet_the_first_women_to_fight_on_the_front_lines_of_an_american_war](https://www.ted.com/talks/gayle_tzemach_lemmon_meet_the_first_women_to_fight_on_the_front_lines_of_an_american_war) (~11 minutes)
- **Watch:** Hans Rosling TED Talk, “Global Population Growth, Box by Box”
  [https://www.ted.com/talks/hans_rosling_on_global_population_growth](https://www.ted.com/talks/hans_rosling_on_global_population_growth) (~10 minutes)
- **Practicum:** TBD
- **Homework:** No later than 9/24, select policy/professional topic for final presentation.

SESSION FIVE  
Friday, September 29
6:30pm-9:30pm
“Professional and Polished”

- **Topics Covered:** Mastering Your Presentation Substance, Handling Interruptions, Pros and Cons of Q&A, Raising Your Bar
- **Reading Due:** Hoogterp, chapters 9, 12 and 13.
- **Readings Due:** TBD
- **Practicum:** Deliver Substantive Policy Speech/Presentation.

SESSION SIX  
Saturday, September 30
8:30am-12:00pm
“Expecting the Unexpected”

- **Topics Covered:** Real-World Impacts to Professional Presentations [Timing Adjustments, Walk & Talks, Brown Bags presentations, Tech problems, and more], Course Wrap Up
- **Practicum:** Russian Roulette with Substantive Policy Speech/Presentation
- **Due:** Course Evaluations
COURSE REQUIREMENTS

Your grade in this course will be based upon the elements listed below. Each element will be assigned a letter grade with corresponding numeric values based on the University grading policy for graduate students. The grades will be based on my professional judgment of the quality of your work. I take everything into consideration from substance to style. Written work is expected to be grammatically correct, carefully considered and well-presented. Work of the highest quality includes but is not limited to accurate information, adequate depth and breadth, relevance, and clarity of concepts considered. Oral presentations are graded on quality and clarity of the presentation. The level of individual progress and improvement made during the course will also be taken into account.

Written assignments are due in hard-copy format at or before the beginning of class. There is no need to submit electronic assignment unless requested to do so by the instructor. You must submit your work on the date assigned regardless of whether you are physically present for class. If you have a special need for a late submission, such as a medical emergency with doctor’s note, please contact me immediately. Late submissions will be considered on a case by case basis only under these circumstances. All other late submissions will be marked down one grading notch for each calendar day it is late (An A to A-, B to B- for example).

Written work should be double-spaced, 12 point font, with 1 inch margins. Assignments must adhere to the page limit specified. Pages beyond the limit will not be read and may impact your grade for the assignment. Staple any assignments beyond one page (no paper clips or binders). Remember to indent paragraphs and put your name on every assignment.

The graded elements of the course include:
1. Class attendance and active participation (25%)
2. Analytical Assessment of Famous Speech (10%)
3. Delivery of Famous Speech (10%)
4. Substantive Oral Presentation (20%);
5. Self-Improvement Plan (25%)
6. Peer evaluations of your classmates (10%)

The university graduate school grading policy can be found at: [http://catalog.gmu.edu/content.php?catoid=15&navoid=1172](http://catalog.gmu.edu/content.php?catoid=15&navoid=1172)

Grades are based on a 4.0 point system, as indicated below.

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<th>Grade</th>
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Class attendance and participation: This course schedule is compressed and content and learning relies heavily on in-class exercises, making class attendance essential! Attendance is expected and required at all class sessions. Contact the instructor in advance if you must miss a class session due to an emergency or are sick on the day of class. Active participation is critical to this course. Participation in class takes into account the student’s earnest discussion of the topic and demonstrated knowledge of the assigned readings; application of course concepts to relevant current events or work experiences of individual students; and courteous, professional, respectful dialogue with the instructor and each other. Checking texts, emails, or other electronic media during class time is not considered professional or respectful.

Individual papers: Each individual will prepare a short paper on a topic related to this course. Maximum length of the paper is 5 pages. Page limits are strictly enforced to encourage the ability to write in clear, concise language. Further details will be discussed in class.

Oral Presentation: Students will provide an oral presentation to their peers. Details of the assignment will be discussed in class.

Peer Evaluation: Students will provide written evaluation of the quality of their peer’s oral presentation. This data will be aggregated and form 10% of the grade.

REFERENCES AND DOCUMENTATION

Legitimate sources are books, published manuals, magazines or newspapers, scholarly journals, and government documents, etc. You may cite internet-only sources to comment on the nature of the debate, but I don’t consider websites like Wikipedia to be legitimate sources of research in a graduate course in public policy. Also, it is always preferable to use original source documents rather than secondary sources.

You are responsible for accurately and consistently citing referenced material. You may use either the Chicago Manual of Style (preferred) or the Publication Manual of the American Psychological Association. Both are available in print and on-line.

GMU ISSUES AND POLICIES

Special Needs of Students

If you are a student with a disability and you need academic accommodations, please see me and contact the Disability Resource Center (DRC) at 993-2474. All academic accommodations must be arranged through the DRC.

Plagarism

The profession of scholarship and the intellectual life of a university as well as the field of public policy inquiry depend fundamentally on a foundation of trust. Thus any act of plagiarism strikes at the heart of the meaning of the university and the purpose of the Schar School of Policy
and Government. It constitutes a serious breach of professional ethics and it is unacceptable.

Plagiarism is the use of another’s words or ideas presented as one’s own. It includes, among other things, the use of specific words, ideas, or frameworks that are the product of another’s work. Honesty and thoroughness in citing sources is essential to professional accountability and personal responsibility. Appropriate citation is necessary so that arguments, evidence, and claims can be critically examined.

Plagiarism is wrong because of the injustice it does to the person whose ideas are stolen. But it is also wrong because it constitutes lying to one’s professional colleagues. From a prudential perspective, it is shortsighted and self-defeating, and it can ruin a professional career.

The faculty takes plagiarism seriously and has adopted a zero tolerance policy. Any plagiarized assignment will receive an automatic grade of “F.” This may lead to failure for the course, resulting in dismissal from the University. This dismissal will be noted on the student’s transcript. For foreign students who are on a university-sponsored visa (eg. F-1, J-1 or J-2), dismissal also results in the revocation of their visa.

To help enforce the policy on plagiarism, all written work submitted in partial fulfillment of course or degree requirements must be available in electronic form so that it can be compared with electronic databases, as well as submitted to commercial services to which the School subscribes. Faculty may at any time submit student’s work without prior permission from the student. Individual instructors may require that written work be submitted in electronic as well as printed form. The policy on plagiarism is supplementary to the George Mason University Honor Code; it is not intended to replace it or substitute for it.