

COMM 391E Effective Public Speaking in Intercultural Contexts

Professor: Carmen Hernández Ojeda
Office: Bldg 25 (CUI)
Email: cgheroje@acu.upo.es
Office Hours: by appointment only(email preferred)

Course Information:
June 10-28, 2024

1st week: afternoon schedule
(Spanish time)
2nd & 3rd week: morning schedule
(Spanish time)

Course Description

Developing students' oral communication skills has been an educational priority for thousands of years. Today, in our digital era, it remains a priority as a core soft skill. Being able to speak up effectively proves pivotal to grow professionally, advance personally, and engage civically. Moreover, we must be prepared to speak up both online and face-to-face. Based upon that need, this course combines theory and practice on oral communication to improve students' public speaking effectiveness in the XXI century. Living in a globalized and diverse world requires acknowledging its key intercultural communication features.

In this course, students will learn basic information about speeches. Besides its typology, they will learn and practice strategies to prepare, deliver, and evaluate speeches. Tailoring speeches to different professional contexts (i.e., graduate school, conferences, business meetings, etc.), both individually and in small groups. Incorporating, in all stages, an intercultural gaze. Likewise, students will analyze and practice their active listening skills. In sum, this course is fundamentally practical in nature and will allow students to enhance their public speaking effectiveness.

Course Goals and Methodology

The main goals of this course are to:

- Offer basic knowledge to develop public speaking skills.
- Combine theory and practice to facilitate effective public speaking.
- Learn key stages of public speaking: preparing, delivering, and evaluating speeches.
- Practice oral communication in online and face-to-face contexts, fostering digital abilities.
- Identify and elaborate informative and persuasive speeches.
- Explain and promote active listening.
- Develop public speaking skills within an intercultural framework.

The course will have two stages: online and face-to-face. During the first week, students will cover theoretical concepts and submit activities posted on Blackboard. There will be one synchronous session daily and one one-on-one meeting with the instructor during the week. For the rest of the course, all sessions will be in person. During that time, the methodology of

the course will be based on lectures, readings, discussions, student oral presentations on different topics, and attendance at several events (in the afternoon).

Learning Objectives

Through this course, students will:

- Elaborate and deliver informative and persuasive speeches more effectively.
- Enhance their public speaking confidence, both online and face-to-face.
- Adapt their speeches to different cultural contexts.
- Listen more actively.
- Prevent intercultural communication conflicts.
- Learn key strategies to continue enhancing their public speaking skills.

Required Texts

The textbook required for this course is

- Stand up, Speak out: The Practice and Ethics of Public Speaking. (2016). University of Minnesota. <https://open.lib.umn.edu/publicspeaking/>

This book is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License, thus you are not expected to purchase any material. The instructor will post the class material on Blackboard. To log in, you will need to sign in via <https://campusvirtual.upo.es>.

Course Requirements and Grading

Your final grade will be calculated as follows:

- Participation (20%)
- Online training (20%)
- Informative speech (25%)
- Persuasive speech (25%)
- Events (2) (10%)

Face-to-face Participation (20%)

In-class participation will be encouraged at all sessions. Class participation will therefore be graded according to the students' previous work and reflections about the provided material. Active participation means not only attendance (being there ≠ participation) but discussion with relevant basis, asking and answering questions in class, engaging in class discussions and conversations with classmates, questioning information presented and discussed. Students are also expected to actively participate in in-class exercises and to do homework. Participation points will be assigned based on the following criteria: (1) frequency of participation in class, (2) quality of comments, and (3) active listening skills.

Online training (20%)

Students will read the assigned materials and submit activities on Blackboard (including quizzes), participate in synchronous classes, and meet with their instructor one-on-one.

Informative speech journal (25%)

During our second week, students will learn and practice how to prepare, deliver, and evaluate an informative speech. At the end of the week, they will have to deliver their original speech.

Persuasive speech (25%)

During our last week, students will learn and practice how to prepare, deliver, and evaluate a persuasive speech. At the end of the week, they will have to deliver their original speech.

Events (10%)

Students will attend two events during the course. We will host two guest speakers who will share their insights as experienced public speakers. Students will interview our guest speakers and participate in an open conversation with them.

Final Grade Expectations: The instructor will use the Spanish 10-point grading scale. The grades that will appear on your final transcript are also Spanish grades.

- Grade A/A- (9-10) — Outstanding performance showing a thorough knowledge and understanding of the topics of the course. The best possible grade.
- Grade B+/B (8-9) — Remarkable performance with general knowledge and understanding of the topics. Next highest.
- Grade B/B- (7-8) — Good performance with general knowledge and understanding of the topics. Indicates high average performance.
- Grade C+/C (6-7) — Fairly good performance showing an understanding of the course on a basic level. Indicates low average performance.
- Grade C/C- (5-6) — Passable performance showing a general and superficial understanding of the course's topics. Lowest passing grade
- Grade F (0-5) — Unsatisfactory performance in all assessed criteria. Failing grade.

Please be aware that anything below a 5 (i.e., a C- on the U.S. scale) is a failing grade. There is no pass/fail option at UPO. If you do not officially withdraw from a class by the withdrawal deadline, a failing grade will appear next to the course name. Check out the Student Handbook for the grade conversion table (some universities may use a slightly different scale).

General Course Policies

Each student is expected to be familiar with the course syllabus. Students are expected to focus their full attention on the class, arrive on time, and stay until class ends. Leaving the classroom on repeated occasions is disturbing to both your professor and your classmates and may adversely affect your participation grade. Please make use of the 10-minute breaks in between classes to fill up your water bottle, use the restroom, etc.

Students are expected to listen and respect other points of view. Phone calls, social media, email, or Internet browsing at any time during class are not acceptable during class except for specific class-related activity expressly approved by your instructor. You are responsible for any and all course material covered in class, announcements, and/or handouts if you are not present for any reason. Students will be held responsible to be up to date by attending to class regularly

and checking both email and the Blackboard site of the course frequently (monitor your email and Blackboard announcements at least once every 24 hours).

Communicating with instructor: Please allow at least 48 hours for your instructor to respond to your emails. The weekend is not included in this timeframe. If you have an urgent request or question for your professor, be sure to send it during the week.

Attendance and Punctuality

Attendance is mandatory at all classes (including the synchronous online sessions). As we understand that you might fall ill or be unable to come to class (e.g. due to a religious holiday, a flight delay, a family wedding/reunion, a graduation, a job interview, etc.) at some point during the summer session, you are allowed up to 2 absences. You will be responsible for the material covered and any work missed. You will not need to justify your absences (up to 2) in any way unless you miss an exam, a presentation, a quiz, etc. In this case, you must present a doctor's note (signed, stamped, and dated) to be able to reschedule the exam, etc. It will still count as an absence, but you will be allowed to retake the exam, etc. We don't encourage you to use the 2 days unless you really need them as your participation grade will suffer if you are not in class. If used unwisely and you miss more than two classes, the following penalties will apply:

- On your 3rd absence, 3 points will be taken off of your final Spanish grade*
- On your 4th absence, you will receive a failing grade for the course

* The Spanish grading scale is 1-10

COVID-19

Regarding any changes related to the COVID-19 pandemic, the procedure to follow will be in accordance with the current legislation in the region of Andalucía, Spain.

Names and Pronouns

Everyone has the right to be addressed and referred to by the name and pronouns that correspond to their gender identity, including the use of non-binary pronouns. Pronouns are not included on rosters, so students will be asked to indicate the pronouns that they use for themselves whenever they are asked to share their names. A student's chosen name and pronouns are to be respected always.

Academic Honesty

Academic integrity is a guiding principle for all academic activity at Pablo de Olavide University. Cheating on exams and plagiarism (which includes copying from the Internet) are clear violations of academic honesty. A student is guilty of plagiarism when he or she presents another person's intellectual property as his or her own. The penalty for plagiarism and cheating is a failing grade for the assignment/exam and a failing grade for the course. The International Center may also report this to your home university. Avoid plagiarism by citing sources properly, using footnotes and a bibliography, and not cutting and pasting information from various websites when writing assignments.

Learning Accommodations

If you require special accommodations or have any other medical condition you deem may affect your class performance, you must send in your documentation to our Faculty

Coordinator, Marta Carrillo (mcaroro@acu.upo.es) during the 1st week of class. Marta will explain the options available to you.

Behavior Policy

Students are expected to show integrity and act in a professional and respectful manner at all times. A student's attitude in class may influence his/her participation grade. The professor has a right to ask a student to leave the classroom if the student is unruly or appears intoxicated. If a student is asked to leave the classroom, that day will count as an absence regardless of how long the student has been in class.

Requirements

For ESL students, students will need to have a C1 level of English to register in this course.

Course contents

Unit 1. Public Speaking: Introduction (online).

- Basics of Public Speaking: ethics, type of speeches, role of audience, active listening, context analysis, audience analysis, speeches (composition, practicing, delivery, and evaluation), communication apprehension, and online communication.
- Intercultural concepts:
 - Universalism, relativism, dialogical approach.
 - Conflict styles.
- One-on-one meeting & synchronous classes
- Readings, activities, forum, & quizzes (on Blackboard)

Unit 2. Informative Speeches in Intercultural Contexts (face-to-face).

- Informative speeches: core features. Examples. Steps.
- Intercultural gaze
- Preparing informative speech
- Activities and role playing (individual and group speeches; preparing speeches for different types of professional events)
- Event #1. Guest speaker

Unit 3. Persuasive Speeches in Intercultural Contexts (face-to-face).

- Persuasive speeches: core features. Examples. Steps.
- Intercultural gaze
- Preparing performative speech
- Activities and role playing (individual and group speeches; preparing speeches for different types of professional events)
- Event #2. Guest speaker

***This syllabus is subject to change**