



SPE21-32 Effective Public Speaking  
Department of Communications and Performing Arts  
CUNY -- Kingsborough Community College

Syllabus Spring 2026

SPE2100- 32 (59886)

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Class modality: Online Asynchronous

Office: E314

Office Hours: Tue/Thur 9:30am -11:00am on Zoom or by appointments

*“To come into the world is to begin speaking, to transfigure experience into a universe of discourse.”*

– Georges Gusdorf, *La Parole (Speaking)*. 1979

*"The fish trap exists because of the fish. Once you've gotten the fish you can forget the trap. The rabbit snare exists because of the rabbit. Once you've gotten the rabbit, you can forget the snare. Words exist because of meaning. Once you've gotten the meaning, you can forget the words. Where can I find a man who has forgotten words so I can talk with him?"*

— Chuang-tzu, Chinese philosopher. Third Century B.C.

**Texts/Materials**

- Tucker, Barbara; Barton, Kristin; Burger, Amy; Drye, Jerry; Hunsicker, Cathy; Mendes, Amy; and LeHew, Matthew, *"Exploring Public Speaking: Edition 4.2"* (2019). Communication Open Textbooks. 1. <https://oer.galileo.usg.edu/communication-textbooks/1> (Provided on Course Site)
- A computer, tablet, or smartphone with internet and typing capabilities. Students will also need some sort of video and audio recording device (e.g. an iPhone) to complete speech assignments. (See additional information about speech assignments on page 4).

**Course Description and Learning Outcomes:**

In this course you will learn the basic elements for clear and effective public speaking. You will practice and study skills such as organizing information, researching and outlining speeches, developing ideas for a particular audience, using media for clarification and amplification of ideas, and speaking extemporaneously. You will review the history of public speaking, analyze speeches and bring together

all basic elements of public speaking through their own presentation of formal and informal speeches to inform and persuade.

**Learning Outcomes for Flexible Core: Creative Expression (Group C)**

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.
- Identify and apply the fundamental concepts and methods of speech communication exploring creative expression.
- Analyze how arts from diverse cultures of the past serve as a foundation for those of the present and describe the significance of works of art in the societies that created them.
- Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
- Demonstrate knowledge of the skills involved in the creative process.
- Use appropriate technologies to conduct research and to communicate.

This course will introduce you to the basics of public speaking. You will apply knowledge acquired in the course through oral speeches, oral and written assignments, and tests. By appointment, the instructor will offer one-on-one help related to oral presentations, including assistance with management of "stage fright" or public speaking anxiety via Zoom.

<b>Grade Distribution</b>
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<b>1. <u>Speech Assignments (50/100 points)</u></b>	<b><u>No. of Points</u></b>
a. Self-Introductory Speech	5 points
b. Demonstrative Speech	10 points
c. Informative Speech	15 points
d. Persuasive Speech	20 points
<b>2. <u>Coursework/Participation (30/100 points)</u></b>	<b><u>No. of Points</u></b>
a. Speech Topic Submissions (3)	3 points
b. QOTD Assignments (8)	8 points
c. Speech Outline Drafts (3)	6 points
d. Self- /Peer-evaluations (8)	8 points
e. Audience Analysis Survey	5 points
<b>3. <u>Exams (20/100 points)</u></b>	<b><u>No. of Points</u></b>
a. Midterm Exam	10 points
b. Final Exam	10 points

Note that speeches constitute 50% of the final grade; coursework constituting for 30%; Exams making up the remaining 20%

## Final Grading Scale

Total possible points: 100

Letter Grade	Points Out of 100	Points Out of 10	Grade Point Average
A+	97-100	9.7-10	4.00
A	94-96	9.4-9.6	4.00
A-	90-93	9.0-9.3	3.70
B+	87-89	8.7-8.9	3.30
B	84-86	8.4-8.6	3.00
B-	80-83	8.0-8.3	2.70
C+	77-79	7.7-7.9	2.30
C	74-76	7.4-7.6	2.00
C-	70-73	7.0-7.3	1.70
D+	67-69	6.7-6.9	1.30
D	60-66	6.0-6.6	1.00
F	0-59	0-5.9	0
WU	-	-	0

## Speech Assignments

<i>Type of Speech</i>	<i>Length</i>	<i>Requirements</i>
<b>Self-Introduction</b>	2-3 minutes	
<b>Demonstrative</b>	4-6 minutes	*Physical object, 1 source
<b>Informative</b>	5-7 minutes	*1 visual aid, 3 sources
<b>Persuasive</b>	6-8 minutes	*Audience analysis, 1 visual aid, 3 sources

- ***Self-Introduction Speech:*** Present a 2-3 minute self-introduction speech that provides the audience with background information (personal background, professional experiences, hobbies, future goals, etc.).
- ***Demonstrative Speech:*** This is a 4-6 minute speech to explain how to do something or how something works. Objects or physical activity by the demonstrator must be exhibited. The speech must be instructive and present valuable and significant information. (e.g., how to make a PB&J does NOT meet this requirement). You are required to use at least ONE verbal citation/source for this speech.
- ***Informative Speech:*** This 5-7 minute informative speech of description, process or explanation must use at least one presentational aid. Remember, your goal is to teach, to explain, to help us understand, and to share important information, not to persuade us to your view or to a certain course of action. You are required to use at least THREE verbal citations/sources for this speech.
- ***Persuasive Speech:*** This is a 6-8 minute speech to influence thinking or behavior. Narrowing the topic is necessary and civility is important. Taking a position that is offensive is probably not going to convince others of your position. Reasoned, academic views go the farthest in selling

your position. Also consider your audience, regarding gender, religion, and other positions your audience may have. You are required to use at least THREE verbal citations/sources for this speech.

### Additional Information About Coursework & Grading Rubrics

- **Speech Assignments (4 Total)**

Since we are unable to deliver our speeches face to face, speeches must be filmed by each student using a video recording device (e.g. a cell phone or video camera) and then uploaded to Brightspace or YouTube. If you do not have a YouTube account, you can click [HERE](#) to read instructions on how to set up an account. Once you upload your video to YouTube, you will copy the link to the video and post it in the discussion board forum that was created for that specific speech. For example, your demonstrative speech video link will be posted in the discussion board forum titled *Demonstrative Speech Video Links*. Note that you can adjust the privacy settings on your YouTube video so that **only those with the link** can view it. Please make sure that you do not make your video private. If it is private, no one will be able to see it, including your instructor. Click [HERE](#) to learn more about privacy settings on YouTube videos.

Once your speech video link is uploaded to the discussion board forum, you must submit your speech outline with the attached reference page to the Speech Outline assignment. For example, your demonstrative speech outline will be submitted to the assignment titled *Demonstrative Speech Outline*.

**\*\*Every student MUST get their topic approved before beginning the speech preparation process. Every student must complete the topic submission assignment on the specified dates on your course schedule to get my approval. Please allow 24 hours for my response. Note that topics that are not approved cannot be used for speech assignments under any circumstance.**

- **Peer-Evaluations (4 Total)**

Since we will not be meeting in person to listen to speeches and give feedback to each other, students are now required to provide this feedback in the Brightspace discussion forum where they post their speeches. Students should watch/listen to all of their classmates' speeches and provide constructive feedback in the comments section of their posts, but **each student will be assigned one specific person that they MUST evaluate. This is a requirement. Instructions about what classmate will be evaluated by who will be provided in the discussion board forum description section for each specific speech. Students will be assigned a different person to evaluate for each speech assignment.**

For example, John is assigned to evaluate Tonya's demonstrative speech and should do so by replying to her in the discussion board forum titled *Demonstrative Speech* where she posted her speech video link. He will not create a new thread, but leave his peer-evaluation as a 'reply' to Tonya's post.

See the grading rubric for peer-evaluation assignments below:

Full credit (1 pt) for the peer-evaluation assignment will be given if the student's...

1. Posting is made to their assigned classmate within the specified due date and time.
2. Posting offers constructive feedback, mentioning specific examples of the speaker's public speaking skill strengths and maybe some things areas need improvement in a + - + "sandwich" format.
3. Posting is respectful, considerate, and in no way harmful to the speaker.

- **Self-Evaluations** (4 Total)

Students are required to complete a self-evaluation after completing each speech assignment. Please find the instructions for the self-evaluation at the bottom on our class syllabus and /or Brightspace.

Self-evaluations will be graded as either complete/ incomplete for a total of (1 pt) each.

- **Question of The Day (QOTD) Assignments** (8 Total)

Each student must answer the question of the day (QOTD) in the appropriate discussion board forum on Brightspace. In order to receive full credit (1 pt), students must make one initial post and then make a second post in response to *at least one* classmate of your choosing.

See the grading rubric for QOTD assignments below:

Full credit (.5 pts) for the QOTD initial posting will be given if...

1. The posting is within the module due date and time.
2. The posting demonstrates that the student completed the assigned chapter reading.
3. The posting was substantive and constructive, asking questions or offering insight related to the material.

Full credit (.5 pts) for the QOTD classmate response will be given if...

1. The posting is within the module due date and time.
2. The posting demonstrates that the student thoughtfully read their classmate's post.
3. The posting was substantive and constructive, helping move the conversation along in a positive direction.

*\*Grades for QOTD assignments will be posted on the last date of the week's module.*

- **Exams** (2 Total)

There will be two multiple choice exams throughout the semester that will be taken online through Brightspace. The exams will be made available to you during the week that it is due, and then they will disappear once the due date has passed. Exams are open-book. They are timed and limited to three attempts. Remember, the exam will not be available past 11:59 p.m. on the day it is due. That means that if you are not finished with the exam by 11:59 p.m., it will automatically be submitted and you will not be able to finish it.

- **Speech Topic Submissions** (3 Total)

Speech topics *must* be submitted for approval on the date assigned for full credit (1 pts). Students who do not get their topics approved *cannot* move forward with the speech preparation process.

- **Speech Outline Drafts** (3 Total)

Speech outline drafts will be graded as either complete/incomplete for a total of (2 points) each. In order to receive full credit, students must complete all elements listed on the sample speech outline provided. Please find the instructions for the outline drafts at the bottom on our class syllabus and /or on Blackboard.

- **Other Assignments/ Activities** (*Audience Analysis Survey, etc.*)

Additional instructions for these assignments will be posted as the modules become available.

These assignments will be graded as incomplete or complete for the specified amount of points under the grade distribution table on page (2).

<b>Course Policies</b>
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- **AI Use**

AI could be used ethically and generatively for this course in the following ways:

- Brainstorming speech topics
- Brainstorming rhetorical strategies (e.g. metaphors, jokes, repetitions, etc.)
- Generating sample outlines
- Formatting outlines
- Organizing citations into APA or MLA styles
- Finding credible sources that support your speech's main points
- Polishing language effectiveness in the wording of your speech

AI **cannot** be use in the following ways:

- Writing your entire speech or large portions of your speech
- Writing your discussion posts
- Translating a speech you or others wrote in a different language
- Transcribing an online speech so that you can copy
- Making up non-existent sources as support

I as the instructor reserve my rights to call for a one-on-one meeting with a student if I suspect AI overuse in their work. I highly advise that students send a footnote stating the exact ways how AI was used, if used, along with any work submitted to course site. Example: “This speech outline and APA citation was organized with help of AI.”

- **Civility Statement**

Kingsborough Community College is committed to the highest standards of academic and ethical integrity, acknowledging that respect for self and others is the foundation of educational excellence. Civility in the classroom and respect for the opinions of others is very important in an academic environment. It is likely you may not agree with everything which is said or discussed in the classroom. Courteous behavior and responses are expected. Therefore, in this classroom, any acts of harassment and/or discrimination based on matters of race, gender, sexual orientation, religion, and/or ability is not acceptable. Whether we are students, faculty, or staff we have a right to be in a safe environment, free of disturbance and civil in all aspects of human relations.

- **Participation**

Students’ class participation is measured by the completion of coursework assignments (see assignments on page 2).

- **Email and Communication**

Email is the best way to get in touch with me. You are required as an expectation of this class to regularly check your Kingsborough student email. I will be sharing announcements and communication to you through your KCC email and you will need this information to be successful in our class. You are free to reach out to me via email [lili.shi@kbcc.cuny.edu](mailto:lili.shi@kbcc.cuny.edu) anytime and can expect me to respond within 24 hours Monday - Friday. Emails sent during weekends and holidays will be responded by the next work day.

- **Late and Missed Work Policy**

Late work will only be accepted with professor approval, due to extenuating circumstances at a 10%-point deduction to your grade. I will evaluate these instances on a case-by-case basis. If you submit work after the due date without asking your professor first, you will receive a grade of zero. Please follow the directions below if you anticipate your work will be late:

First submit a written request to your professor for a deadline extension before the assignment due date. Your extension request must state your name and course section, what assignment you are asking for an extension on, and why you are asking for an extension on that specific assignment. Once the professor responds to your email by approving your extension request, you will then have 48 hours (or an otherwise agreed upon timeframe) after her response to submit your assignment to through email. The professor reserves the right to reject your extension request upon the following grounds:

- student shows a pattern of extension requests (more than 1 extension request)
- circumstances for extension request do not qualify as extenuating

- **Academic Integrity Policy**

Kingsborough Community College strives to promote academic integrity among students to help prepare them for their future endeavors. To reach academic success, one needs to uphold the 5 core values of honesty, trust, fairness, respect and responsibility. Failure to do so may result in charges of academic dishonesty. Academic dishonesty is prohibited by CUNY and Kingsborough Community College and is punishable by penalties, including failing grades, suspension, and expulsion. Examples of academic dishonesty include, but are not limited to, cheating, plagiarism, internet plagiarism, obtaining unfair advantages, and falsification of records. Sometimes, students plagiarize without knowing. Common self-blinded mistakes include but not limited to: pasting websites' film/speech summaries while introducing a film/speech; using your own previously credited work to earn credits (e.g. using your introductory speech or reading your History final as your informative speech), Please reach out to me if you need help citing a source responsibly.

- **Disability and Accommodation Statement**

Students with disabilities will receive the reasonable accommodations to which they are entitled. If you have a documented disability and are registered with the Accessibility Center on campus, please feel free to speak with me in private regarding your accommodation. All information will be kept confidential. The Accessibility office is located in Room D205 and can be reached via email at [aas@kbcc.cuny.edu](mailto:aas@kbcc.cuny.edu).

Kingsborough Community College does not discriminate against any student on the basis of pregnancy or related conditions. Absences due to medical conditions relating to pregnancy will be excused for as long as deemed medically necessary by a student's doctor and students will be given the opportunity to make up missed work. Students needing assistance can seek accommodations from Access-Ability Services at 718-368-5175

- **Religious Observances**

Students who anticipate missing a class or an assignment submission due to a religious or cultural observance are required to contact me before the due dates.

- **Classroom Conduct/Civility Statement:**

Kingsborough Community College is committed to the highest standards of academic and ethical integrity, acknowledging that respect for self and others is the foundation of educational excellence. Civility in the classroom and respect for the opinions of others is very important in an academic environment. It is likely you may not agree with everything which is said or discussed in the classroom, yet courteous behavior and responses are expected. Therefore, in this classroom, any acts of harassment and/or discrimination based on matters of race, gender, sexual orientation, religion, and/or ability are not accepted. Whether we are students, faculty, or staff, we have a right to be in a safe environment, free of disturbance, and civil in all aspects of human relations.

- **Title IX Statement on Preferred Name or Gender Pronoun:**

Kingsborough Community College is committed to creating and maintaining a community in which students, faculty and staff can work together in an atmosphere free of sex and gender-based discrimination. Kingsborough Community College is strongly opposed to all forms of sex and

gender-based discrimination (including sexual assault, intimate partner violence, stalking, and sexual harassment) and is committed to providing support, resources, and remedies to individuals that have experienced sex and gender based discrimination. Faculty members are responsible employees under Title IX and must share information about sex- and gender-based discrimination with the Title IX Coordinator. Information about available confidential resources, support services, and reporting options can be found online [https://www.kbcc.cuny.edu/studentaffairs/student\\_conduct/title\\_ix.html](https://www.kbcc.cuny.edu/studentaffairs/student_conduct/title_ix.html)

- **IT Technical Support Information:**

This class meets in-person but uses Brightspace course site to share course documents. If you need technical support, please reach out to KCC IT Help Desk at [718-368-6679](tel:718-368-6679) or [helpdesk@studentskbcc.cuny.edu](mailto:helpdesk@studentskbcc.cuny.edu) Mon- Fri 8am-6pm and Sat – Sun 10am – 12pm.

**All class assignments are due at 11:59 p.m. on the date specified in the course schedule.**

*Disclaimer: This syllabus is subject to change.*

## SPEECH OUTLINE DRAFT SAMPLE

Your Name:  
Speech Name: (e.g. Demonstrative Speech)

1

“Title”

**General Purpose:** This is either to inform, to persuade, or to entertain.) Ex. Demonstrative speech is “to inform.”

**Specific Purpose:** This should say, “To inform/persuade/entertain) my audience about/that...”

**Central Idea/Thesis:** This is a single sentence that is the core message you want to get across to your audience. It should *not* be written from the first person point of view. It is up to you to create a speech that successfully delivers this message. Everything you say in your speech must support this central idea/thesis.

### Introduction

**Attention getter:** State your attention-getter. Be creative!

**Credibility:** State why are you qualified to speak on this topic. Think of your experience, research, etc.

**Reason to Listen:** State your reason to listen. Think about all audience members’ demographics.

**Central Idea:** State your central idea. This is exactly the same as what’s at the top of the page. Don’t change it!

**Preview of Main Points:** State your preview of main points. These should be simple statements *without* details

**Transition Statement:** Write your transition statement to move into the body of the speech.

### Body

**Main Point #1:** Write what each main point is and then list your supporting evidence (a, b, ...)

- a. Is your supporting evidence a statistic? Quote? Don’t forget in-text citations, if needed.
- b. These can be listed or written in full sentences for this draft. The more info provided, the better feedback you will get.

**Internal Transition Statement:** Write a transition statement to move to the next main point.

**Main Point #2:**

- a.
- b.

**Internal Transition Statement:** Write a transition statement to move to the next main point.

**Main Point #3:**

- a.
- b.

*\*If any students wants to submit their entire completed outline and reference page for review when submitting their draft, I will take a look at it. This sample, however, is the bare minimum that needs to be submitted for drafts.*

## Oral Presentation Self-Evaluation Assignment

Name: \_\_\_\_\_

Speech Assignment: \_\_\_\_\_

**Instructions:** Please type your responses to each the following questions. Your answers should be specific, relating to each speech assignment you complete (e.g. Self-introduction speech, Demonstrative speech, Informative speech, and Persuasive speech). Each answer should be numbered and include the original question included. Generic answers will not grant full credit for this assignment.

1. Describe one thing that you did well in this presentation.
2. Describe one thing that you would change about your preparation of this presentation.
3. Comment on the content of your presentation: do you feel that you provided your audience with information that they did not know prior to your presentation? Explain.
4. Comment on your eye contact: was it sufficient? Why or why not? If not, how do you plan to improve your eye contact for your next presentation?
5. Comment on your gestures and movement: were they effective? Why or why not? If not, how do you plan to improve your gestures and movement for your next presentation?
6. Comment on your practice for this presentation: did you practice thoroughly? If you feel that you did not practice thoroughly, how will you modify your practice for your next presentation? Be specific.
7. Please provide an overall assessment of your presentation. Were you satisfied with your presentation? Why or why not?