

## **HC 387 PUBLIC SPEAKING: HOW TO CHANGE THE WORLD**

General Information

Oak Forest/South Mondays 6:30-9:30 PM

Faculty: Emily Hooper Lansana

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Emily Hooper Lansana is the Theater and Literary Arts Curriculum Supervisor in the Office of Arts Education of the Chicago Public Schools. Emily has served as the Arts-in-Education consultant for eta Creative Arts Foundation and has taught at Columbia College, Chicago State University, the University of Chicago, and DePaul University. She has also worked as Director of Education at New York's Lincoln Center Theater. Emily serves on the Board of Directors of the National Association of Black Storytellers and as President of the Chicago Association of Black Storytellers. She received her BA in Theater Studies with a certificate in Teacher Preparation/Education from Yale University and an MA in Performance Studies from Northwestern University.

### **Course Description**

#### **HC 387 - PUBLIC SPEAKING: HOW TO CHANGE THE WORLD**

Whoever speaks most clearly and most movingly, influences minds and hearts. How might learning the skills of public speaking affect your career? This course will introduce you to the skills necessary to feel comfortable in front of groups, communicate in an engaging way, and give effective presentations at work. Students will read and experience the rhetoric of leaders, historical and contemporary, in order to apply the ideals and concepts of speechmaking to their own lives. We will listen to speeches by such diverse figures as Adolf Hitler, Frederick Douglass, Barbara Jordan, William Shakespeare, Jesus Christ, etc. We will learn how to construct and deliver effective speeches at work and in our personal lives. We will also consider how the art of persuasion influenced us historically and in the present. How has the media influenced our ability to make sense of the speeches we hear? How do we react to speechifying at work? How do we receive and interpret political speech? Students will be expected to deliver two speeches in the classroom and to assess the oratory of their peers.

Competences: H1X, H5, A2X, FX. Faculty: Emily Hooper Lansana

### **Course Competencies**

H-1-X Can analyze speeches and/or speechmaking historically, considering the connections between human experiences, society, and politics.

- Students will analyze speeches and reflect on them through discussion and written response.

H-5: Can analyze issues and problems from a global perspective.

1. Analyzes one or more global issues, problems, or opportunities facing the human race.
2. Explains how these issues affect individuals or societies in both positive and negative ways.

Students demonstrate competence by discussing such issues as how local communities (in the U.S and elsewhere) deal with global concerns such as hunger, health, education, welfare, illiteracy, environmental issues, or infectious diseases. Or they might explore the impact of science and technology on people's lives worldwide. They may study world religions, literature or the arts as a means of better understanding other cultures. Students can fulfill the competence through courses and independent learning pursuits that analyze one or more aspects of global competence. International travel and work may also be helpful. Global connections affect our lives in many ways. Many local issues have worldwide implications, and none are merely matters of science or of economics or of politics. Some may have cultural or ethical or religious components as well. This competence invites students to explore and demonstrate these connections bearing in mind that if an issue is big enough to cross geographical borders, it is complex enough to cross disciplinary borders.

- Students will reflect and analyze both the unique global and local impact of the speeches.

A-2-X Can create and convey public speeches and reflect on the creative process.

- Students will develop at least two speeches. Students will reflect on the experience of developing and delivering speeches in their writings.

F-X Written by Student in collaboration with Faculty--This competence will be written by students to fulfill a learning objective in their focus area. Competence Statements, learning activities, and products must be designed by week two and must be approved by the students' committee.

(Knows elements of developing and delivering effective speeches for the work environment?)

### **Learning Activities and Demonstrating Competence**

Readings: The speeches we read will be available as handouts. There is no text to purchase for this course. Students will be responsible for researching and analyzing a number of speeches. The following is a brief list of websites that archive a number of speeches.

<http://www.americanrhetoric.com/speechbank.htm>

<http://www.historyplace.com/speeches/previous.htm>  
<http://www.freepint.com/gary/speechhistoric.htm>

Films and Audio: We will be active speechmakers and listeners in the classroom, using visual images and sound to bring history to life.

Classroom Participation: Attendance is required. Presence means more than attendance. It is expected that students will come to class prepared, attentive, and will contribute to classroom discussion. We will take turns reading in class, and all students will be expected to share in the process of bringing historical speeches to life. Since students will deliver original speeches in class as well, all students are expected to be respectful and supportive listeners. Students will engage in the critical process as we learn to interpret and analyze speeches.

Writing:

Speeches

\*Each student in the class will write 3 original speeches and deliver them, one short introductory speech, one at mid term and one final speech.

\*Students will turn in speeches in written form the day they are delivered.

\*Introductory Speech will be 3 minutes (approximately 3 pages).

\*Changing the World Speech will be 4-5 minutes (4-5 pages).

\*Final Speech will be 4-5 minutes (4-5 pages). \*\*\*This speech may include information from previously delivered speeches.

\*Students will choose a speech from the resource packet or their own research and share what they have learned with the class.

\*Students will be expected to provide anonymous written feedback to their peers.

\*Students will keep a response journal to reflect on the speeches that are given in class each student will submit a minimum of 2 journal entries (2 page entries). Journal entries should evidence student interpretation of competencies.

\*Students will work in groups to choose and research an outstanding speech. Students will work in class and out of class to prepare a group presentation/analysis of the significance of this speech.

\*Students will turn in a short final essay (2-3 pages) on their observations over the course. These papers should demonstrate learning in each competency area. Students may focus on one speech, on comparing speeches or on the course over all.

H-1-X Think about the role of this speech in the society or time in which it was given. What argument did the speech make? How did the speech maker hope to influence human events? How effective/persuasive was the speech? Why? To what extent did this Speech influence history?

A-2-X Reflect upon the process of creating and delivering your speeches. What were your sources of inspiration? What role did imagination, personal experience, politics, etc., play in the development of your speech? How was developing a speech challenging? What did you learn about speechmaking by creating and delivering a speech?

H-5 Consider the impact of this speech in its immediate context and beyond. How did it influence the listener's and the local/global community? Did this speech address a problem and was it effective beyond its immediate context?

F-X Questions written by student and faculty.

### **Assessment and Grading**

Grading:

Class Participation 25%

Writing 25%

Speeches 50% (Group project will be included in this portion of the grade)

Speeches and papers are due on the assigned dates. No late speeches will be accepted. Grades on late papers will be deducted by one letter grade per day.

#### ***Written Work Will be Evaluated As Follows:***

**A=** *designates work of high quality; reflects thorough and comprehensive understanding of the issues at hand; reflects a clearly identifiable thesis and argument that demonstrates cogent and creative development and support of idea.*

**B=** *designates work of good quality; reflects clearly organized and comprehensive understanding of issues at hand; presents substantive thesis and argument with evident development and support of ideas.*

**C=** *designates work which minimally meets requirements set forward in assignment; reflects some organization and development of ideas but develops argument in superficial or simplistic manner; may only address part of the assignment or be otherwise incomplete.*

**D=** *designates work of poor quality which does not meet minimum requirements set forth in the assignment; demonstrates poor organization of ideas and/or inattention to*

*development of ideas, grammar, and spelling; treatment of material is superficial and/or simplistic; may indicate that student has not done reading assignments thoroughly.*

### **Academic Integrity**

Plagiarism is a violation of academic code and carries severe penalties. Please refer to The DePaul University Student Handbook (or see [www.depaul.edu](http://www.depaul.edu)) for the full text and implications of this policy).

### **Assessment and Vincentian Values**

As your instructor at DePaul University, I am committed to providing you with feedback, responses and guidance that embody the four Vincentian teaching principles: clarity, empathy, flexibility and integrity.

### **Course Schedule**

#### **9/14/09 Week 1**

Introduction

Review Syllabus

Speeches for Discussion: Dalton Sherman, Susan B. Anthony, Sojourner Truth

Form Groups

Assignment #1 Prepare brief Introductory Speech

Read: Winston Churchill and Kwame Nkrumah in packet

#### **9/21/09 Week 2**

Student Presentations Introductory Speeches

Discuss: Churchill and Nkrumah

Assignment #2 Prepare Speech Reviews Group #1

Read: Maria Stewart, John Adams, Lucy Parsons

#### **9/28/09 Week 3**

Group #1 Present Speech Reviews

Discuss: Stewart, Adams, Lucy Parsons

Read: Ghandi, King, Kennedy

Assignment #3 Write Journal Entry #1

Group #2 Prepare Speech Reviews

**10/05/09 Week 4**

Group #2 Present Speech Reviews

Discuss: Ghandi, King, Kennedy

Read: Lincoln, Castro, Hitler

Begin Group Work

Group #1 Prepare “Change the World” Speeches

**10/12/09 Week 5**

Group #1 Present “Change the World” Speeches

Discuss: Lincoln, Castro, Hitler

Read: Barbara Jordan, Sarah Palin, Shirley Chisholm

Continue Group Work

Group #2 Prepare “Change the World” Speeches

**10/19/09 Week 6**

Group #2 Present “Change the World” Speeches

Discuss: Barbara Jordan, Sarah Palin, Shirley Chisholm

Read: Nelson Mandela, Wangari Maathai, Dalai Lama  
Continue Group Work

Assignment: Journal Entry #2

**10/26/09 Week 7**

Group Work

**11/2/09 Week 8**

Group Presentations

Discuss: Nelson Mandela, Wangari Maathai, Dalai Lama

Read: Mao Tse Tung, Chief Seattle, Barack Obama

**11/09/09 Week 9**

Discuss: Mao Tse Tung, Chief Seattle, Barack Obama

Review

Prepare Final Speeches

Prepare Final Paper

**11/16/09 Week 10**

Group 1 Final Speeches

**11/23/09 Week 11**

Group 2 Final Speeches

Submit Final papers