

Fall 2024

## COM 312-101: Oral Presentation

Michael Edmonson

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## **COM 312. Oral Presentations – Fall 2024**

**Faculty Memorial Hall | Room 314 | 6:00pm-8:50pm**

**Michael Edmondson, Ph.D.**, Associate Provost for Continued Learning

[michael.edmondson@njit.edu](mailto:michael.edmondson@njit.edu); to schedule a time to meet, please email me

*Purposeful communication is a skill and an art. To achieve it, leaders, managers, and influencers will need to be prepared to craft and deliver authentic messages that show vulnerability and empathy.*

McKinsey & Company, The State of Organizations, 2023 Report.

### **Course Catalog Description**

COM 312. Oral Presentations. 3 credits

Prerequisites: ENGL 102 with a grade of C or higher, and one History and Humanities GER 200 level course with a grade of C or higher. Instruction and practice in effective oral presentations. Students deliver a wide range of presentations adapted to the needs of a variety of audiences. Topics include voice and diction, presentation skills, the effective use of visual aids, reporting technical material and audience analysis. This course satisfies the three credit 300 GER in History and Humanities.

### **Textbook**

No Text is Required – all necessary materials will be provided via Canvas.

### **Learning Outcomes**

Students who successfully complete this course will be able to:

- Articulate the various elements involved with oral communication.
- Identify and apply basic public speaking principles.
- Deliver speeches in a variety of styles using effective verbal and nonverbal behaviors.
- Participate in engaging conversations.
- Implement effective strategies to manage public speaking anxiety.
- Critique a variety of public speaking examples.

## Presentation Topics by Week

Throughout this semester you will have opportunities to present on many of the following topics. View the matrix on the following page to see what topic you will present on and when during the semester.

1. *Time management*: The ability to organize and plan how to divide your time between various activities efficiently.
2. *Study habits*: The regular practices or routines that students engage in to enhance their learning and retention of information.
3. *Stress management*: Techniques and strategies used to control and reduce the physical and emotional strain caused by challenging situations.
4. *Healthy eating*: Consuming a balanced diet rich in nutrients to maintain health and well-being.
5. *Physical fitness*: Being physically healthy and strong through exercise and proper nutrition.
6. *Sleep patterns*: The habitual structure and quality of sleep, including duration and consistency.
7. *Social life balance*: The ability to maintain a healthy equilibrium between social interactions and other aspects of life.
8. *Career planning*: The process of setting career goals and strategies to achieve them.
9. *Internship experiences*: Practical work experiences offered by organizations to provide students with insight into a particular career field.
10. *Social media*: Online platforms where users create, share, and interact with content and connect with others.
11. *Artificial intelligence*: The simulation of human intelligence in machines.
12. *Mental health*: The state of one's psychological and emotional well-being.
13. *Academic challenges*: The obstacles you encounter in your educational pursuits.
14. *Networking strategies*: The approaches used to build and maintain professional relationships for career development and opportunities.
15. *Personal growth*: The ongoing process of improving one's skills, knowledge, and self-awareness.
16. *Hobbies and interests*: Activities and pastimes you engage in for pleasure and relaxation.
17. *Campus resources*: The NJIT services and facilities.
18. *Mentorship*: A professional relationship where an experienced individual guides and advises a less experienced person.
19. *Emotional intelligence*: The ability to recognize, understand, and manage one's own emotions and the emotions of others.

20. *Creativity and innovation*: The capacity to generate new ideas and solutions and to implement them effectively.
21. *Leadership development*: The process of enhancing an individual's ability to lead and manage others effectively.
22. *Technology in education*: The use of digital tools and resources to facilitate and enhance learning.
23. *Volunteer work*: Unpaid work intended to help others or contribute to a cause or community.
24. *Sustainable living*: Making lifestyle choices that reduce one's impact on the environment and promote ecological balance.

### Topic Matrix

| Topic                     | Week 2 - Sept 10         | Week 3 - Sept 17         | Week 4 - Sept 24         | Week 5 - Oct 1           | Week 6 - Oct 8           | Week 7 - Oct 15          |
|---------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Time management           | Marlin Abdelmasih        | Kerry Archer             | Nisith Canakapalli       | Elias Kerim              | Victoria Almeyda         | Niyori Barr              |
| Study habits              | Nancy Ajmera             | Christopher Baaklini     | David Cascais            | Rodrigo Lopez Ramirez    | Kerry Archer             | Nisith Canakapalli       |
| Stress management         | Victoria Almeyda         | Niyori Barr              | Daniel Colon             | Isa Mabugat Rios         | Christopher Baaklini     | David Cascais            |
| Healthy eating            | Kerry Archer             | Nisith Canakapalli       | Latchman Ghanness        | Charlee Moutalbano       | Niyori Barr              | Daniel Colon             |
| Physical fitness          | Christopher Baaklini     | David Cascais            | Elias Kerim              | Adrian Moroz             | Nisith Canakapalli       | Latchman Ghanness        |
| Sleep patterns            | Niyori Barr              | Daniel Colon             | Rodrigo Lopez Ramirez    | Vigo Munitic             | David Cascais            |                          |
| Social life balance       | Nisith Canakapalli       | Latchman Ghanness        | Isa Mabugat Rios         | Pius Mwemba              | Daniel Colon             |                          |
| Career planning           | David Cascais            | Elias Kerim              | Charlee Moutalbano       | Brian Ortiz Pantoja      | Latchman Ghanness        |                          |
| Internship experiences    | Daniel Colon             | Rodrigo Lopez Ramirez    | Adrian Moroz             | Anirudh Krishna Ramkumar |                          | Charlee Moutalbano       |
| Financial literacy        | Latchman Ghanness        | Isa Mabugat Rios         | Vigo Munitic             | Alfredo Rojas            |                          | Adrian Moroz             |
| Online learning tools     | Elias Kerim              | Charlee Moutalbano       | Pius Mwemba              | Shahid Williams          |                          | Vigo Munitic             |
| Club involvement          | Rodrigo Lopez Ramirez    | Adrian Moroz             | Brian Ortiz Pantoja      |                          | Charlee Moutalbano       | Pius Mwemba              |
| Academic challenges       | Isa Mabugat Rios         | Vigo Munitic             | Anirudh Krishna Ramkumar |                          | Adrian Moroz             | Brian Ortiz Pantoja      |
| Networking strategies     | Charlee Moutalbano       | Pius Mwemba              | Alfredo Rojas            |                          | Vigo Munitic             | Anirudh Krishna Ramkumar |
| Personal growth           | Adrian Moroz             | Brian Ortiz Pantoja      | Shahid Williams          | Marlin Abdelmasih        | Pius Mwemba              | Alfredo Rojas            |
| Hobbies and interests     | Vigo Munitic             | Anirudh Krishna Ramkumar |                          | Nancy Ajmera             | Brian Ortiz Pantoja      | Shahid Williams          |
| Campus resources          | Pius Mwemba              | Alfredo Rojas            |                          | Victoria Almeyda         | Anirudh Krishna Ramkumar | Marlin Abdelmasih        |
| Mentorship                | Brian Ortiz Pantoja      | Shahid Williams          |                          | Kerry Archer             | Alfredo Rojas            | Nancy Ajmera             |
| Group study dynamics      | Anirudh Krishna Ramkumar |                          | Marlin Abdelmasih        | Christopher Baaklini     | Shahid Williams          | Elias Kerim              |
| Creativity and innovation | Alfredo Rojas            |                          | Nancy Ajmera             | Niyori Barr              | Marlin Abdelmasih        | Rodrigo Lopez Ramirez    |
| Leadership development    | Shahid Williams          |                          | Victoria Almeyda         | Nisith Canakapalli       | Nancy Ajmera             | Isa Mabugat Rios         |
| Technology in education   |                          | Marlin Abdelmasih        | Kerry Archer             | David Cascais            | Elias Kerim              | Victoria Almeyda         |
| Volunteer work            |                          | Nancy Ajmera             | Christopher Baaklini     | Daniel Colon             | Rodrigo Lopez Ramirez    | Kerry Archer             |
| Sustainable living        |                          | Victoria Almeyda         | Niyori Barr              | Latchman Ghanness        | Isa Mabugat Rios         | Christopher Baaklini     |

| Topic                     | Week 8                   | Week 9                   | Week 10                  | Week 11                  | Week 12                  | Week 13                  | Week 14                  |
|---------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Time management           | Daniel Colon             | Isa Mabugat Rios         | Christopher Baaklini     | Brian Ortiz Pantoja      | Nancy Ajmera             | Shahid Williams          |                          |
| Study habits              | Latchman Ghanness        | Victoria Almeyda         | Charlee Moutalbano       | Anirudh Krishna Ramkumar | Elias Kerim              | Alfredo Rojas            |                          |
| Stress management         |                          | Kerry Archer             | Adrian Moroz             | Alfredo Rojas            | Rodrigo Lopez Ramirez    | Anirudh Krishna Ramkumar |                          |
| Healthy eating            |                          | Daniel Colon             | Vigo Munitic             | Christopher Baaklini     | Daniel Colon             | Brian Ortiz Pantoja      | Marlin Abdelmasih        |
| Physical fitness          |                          | Latchman Ghanness        | Pius Mwemba              | Charlee Moutalbano       | Latchman Ghanness        | Pius Mwemba              | Nancy Ajmera             |
| Sleep patterns            | Niyori Barr              |                          | Nancy Ajmera             | Adrian Moroz             | Shahid Williams          | Vigo Munitic             | Victoria Almeyda         |
| Social life balance       | Nisith Canakapalli       |                          | Elias Kerim              | Vigo Munitic             | Niyori Barr              | Adrian Moroz             | Kerry Archer             |
| Career planning           | David Cascais            |                          | Rodrigo Lopez Ramirez    | Pius Mwemba              | Nisith Canakapalli       | Charlee Moutalbano       | Christopher Baaklini     |
| Internship experiences    | Marlin Abdelmasih        | Christopher Baaklini     |                          | Nancy Ajmera             | David Cascais            | Isa Mabugat Rios         | Niyori Barr              |
| Social media              | Nancy Ajmera             | Charlee Moutalbano       |                          | Elias Kerim              | Marlin Abdelmasih        | Rodrigo Lopez Ramirez    | Nisith Canakapalli       |
| Artificial intelligence   | Elias Kerim              | Adrian Moroz             |                          | Rodrigo Lopez Ramirez    | Isa Mabugat Rios         | Elias Kerim              | David Cascais            |
| Mental health             | Rodrigo Lopez Ramirez    | Vigo Munitic             | Brian Ortiz Pantoja      |                          | Victoria Almeyda         | Latchman Ghanness        | Daniel Colon             |
| Academic challenges       | Isa Mabugat Rios         | Pius Mwemba              | Anirudh Krishna Ramkumar |                          | Kerry Archer             | Daniel Colon             | Latchman Ghanness        |
| Networking strategies     | Victoria Almeyda         | Brian Ortiz Pantoja      | Alfredo Rojas            |                          | Pius Mwemba              | David Cascais            | Elias Kerim              |
| Personal growth           | Kerry Archer             | Anirudh Krishna Ramkumar | Shahid Williams          | Daniel Colon             |                          | Nisith Canakapalli       | Rodrigo Lopez Ramirez    |
| Hobbies and interests     | Christopher Baaklini     | Alfredo Rojas            | Niyori Barr              | Latchman Ghanness        |                          | Niyori Barr              | Isa Mabugat Rios         |
| Campus resources          | Charlee Moutalbano       | Shahid Williams          | Nisith Canakapalli       | Shahid Williams          |                          | Christopher Baaklini     | Charlee Moutalbano       |
| Mentorship                | Adrian Moroz             | Niyori Barr              | David Cascais            | Niyori Barr              | Brian Ortiz Pantoja      |                          | Adrian Moroz             |
| Emotional intelligence    | Vigo Munitic             | Nisith Canakapalli       | Marlin Abdelmasih        | Nisith Canakapalli       | Anirudh Krishna Ramkumar |                          | Vigo Munitic             |
| Creativity and innovation | Pius Mwemba              | David Cascais            | Isa Mabugat Rios         | David Cascais            | Alfredo Rojas            |                          | Pius Mwemba              |
| Leadership development    | Brian Ortiz Pantoja      | Marlin Abdelmasih        | Victoria Almeyda         | Marlin Abdelmasih        | Christopher Baaklini     | Kerry Archer             | Brian Ortiz Pantoja      |
| Technology in education   | Anirudh Krishna Ramkumar | Nancy Ajmera             | Kerry Archer             | Isa Mabugat Rios         | Charlee Moutalbano       | Victoria Almeyda         | Anirudh Krishna Ramkumar |
| Volunteer work            | Alfredo Rojas            | Elias Kerim              | Daniel Colon             | Victoria Almeyda         | Adrian Moroz             | Nancy Ajmera             | Alfredo Rojas            |
| Sustainable living        | Shahid Williams          | Rodrigo Lopez Ramirez    | Latchman Ghanness        | Kerry Archer             | Vigo Munitic             | Marlin Abdelmasih        | Shahid Williams          |

## Policies:

- Assignments & Grading

- Unexcused absences run the risk of a student receiving zero points for each class missed.
- Every class is worth a specific set of points. If you miss a class and do not conduct the missed presentation the following week, you risk losing the points for the missed class altogether.
  - For example, if you miss class on Tue, October 15 you risk forfeiting the eight (8) points for that class unless you schedule and conduct your presentation during the following class.

- Grading Scale

|              |              |             |              |
|--------------|--------------|-------------|--------------|
| A = 91 – 100 | B+ = 86 – 90 | B = 80 – 85 | C+ = 75 – 79 |
| C = 70 – 74  | D = 65 – 69  | F = 0 – 64  |              |

- Statement on Academic Integrity

- Academic Integrity is the cornerstone of higher education and is central to the ideals of this course and the university. Cheating is strictly prohibited and devalues the degree that you are working on. As a member of the NJIT community, it is your responsibility to protect your educational investment by knowing and following the academic code of integrity policy that is found at:  
<http://www5.njit.edu/policies/sites/policies/files/academic-integrity-code.pdf>.
- Please note that it is my professional obligation and responsibility to report any academic misconduct to the Dean of Students Office. Any student found in violation of the code by cheating, plagiarizing, or using any online software inappropriately will result in disciplinary action. This may include a failing grade of F, and/or suspension or dismissal from the university. If you have any questions about the code of Academic Integrity, please contact the Dean of Students Office at [dos@njit.edu](mailto:dos@njit.edu).

### Student Conduct in Class

To provide a fruitful experience and an effective learning environment for all of us, I expect each of you to conduct yourself with the highest-level of respect for yourself and your fellow students. Since every student speaks in each class, please become familiar with the following class policies:

- Lateness is considered disruptive. If an emergent pattern of lateness occurs it may be treated as an equivalent to an absence. You would not want someone to walk into the room during the middle of your presentation so please respect your classmates by arriving on time.
- Laptop computers, tablets, and cell phones are prohibited. Exception is made in case of students who are unable to take paper notes due to some documented physical condition. While there are lectures, the majority of each class time will involve students doing any/each of the following:
  - having an engaging conversation with a classmate as part of an exercise
  - actively listening to a fellow classmate's presentation
  - giving the weekly presentation in front of the class

## The 10 Elements of Oral Presentation/Public Speaking

1) *STRATEGIES - the six main strategies for public speaking are:*

1. Entertaining: Uses stories to keep the audience engaged.
2. Informative: Provides factual information to the audience.
3. Inspirational: Encourages the audience to feel empowered.
4. Persuasive: Convinces the audience to take a specific action.
5. Instructional: Teaches the audience how to do something.
6. Strategic: Relies upon strategic thinking and planning.

2) *GATES - Before you speak, let your words pass through three gates.*

1. Is it true?
2. Is it necessary?
3. Is it kind?

3) *DELTA - Identify the delta between what you intended to say and what you actually said.*

1. The delta is the difference between how you responded and how you intended to respond
2. What can you do to help yourself close the delta next time?

4) *VOICE – manage the three characteristics of your voice*

1. *Prosody* (pros-a-de) - The rhythm of speech. Prosody can convey additional meaning beyond the words themselves. Ex: changing the tone of a can change its meaning.
2. *Timbre* (tam-ber) - The quality of a voice, including how warm, smooth, and rich it sounds. Voices with good timbre are often considered more attractive.
3. *Volume* - The loudness of a speaker's voice while giving a speech.

5) *APPEARANCE – assess your physical appearance*

1. *Posture*: The way a speaker stands or sits, whether upright and confident or slouched, greatly impacts their presence.
2. *Facial Expressions*: The expressions a speaker uses, such as smiling, frowning, or raising eyebrows, convey emotions and engagement with the audience.
3. *Attire*: The clothing and accessories a speaker chooses can reflect their professionalism, personality, or the formality of the occasion.

6) *HAIL – remember the HAIL attributes*

1. *Honesty* - being true in what you say, being straight and clear.
2. *Authenticity* – be yourself, not who you think the audience wants to hear.
3. *Integrity* - be your word, actually doing what you say, and be someone people can trust.
4. *Love* - wish people well.

## 7)SINS – avoid the seven deadly sins of public speaking

1. Gossip- The person gossiping about someone behind their back will very certainly gossip about us when we're not around.
2. Judging- It's hard to keep a conversation with someone who's judgmental. *You don't know her/him, you just know a very small part of her/his story.*
3. Negativity- Someone who brings negative perspective to every facet of life, they are the real energy-suckers, making everyone just as sad and cynic as they are.
4. Complaining- Complaining is viral misery. It does not spread sunshine and lightness in the world. It's a way of handing our control to others and fate.
5. Excuses- Some people have a blame-thrower. They just pass it on to everybody else, and never take responsibility for their action. It's hard to listen to such people.
6. Lying- NOBODY wants to listen to people who are lying.
7. Dogmatism- The confusion of facts and opinions. People who bombard others with their opinions as if they were facts, it's difficult to keep up with such individuals.

## 8)APPROACH – design the appropriate approach for your speaking engagement

1. Problem-Solution: This strategy involves identifying a problem and then presenting a specific solution to address it.
2. Problem-Cause-Solution: In this approach, the speaker first outlines the problem, then explores its underlying causes, and finally proposes a solution to tackle both the causes and the problem itself.
3. Problem-Solution-Benefits: This strategy not only presents a solution to a problem but also emphasizes the positive outcomes and advantages that will result from implementing the solution.
4. Problem-Cause-Solution-Benefits: This comprehensive approach involves identifying a problem, analyzing its causes, proposing a solution, and then highlighting the benefits of adopting that solution.

## 9)ORGANIZATION – choose the organizational structure for your speech

1. Chronological: This strategy organizes information or events in the order they occurred over time.
  - Example: A speaker outlines the history of technology from the invention of the wheel to the development of artificial intelligence.
2. Spatial: This strategy arranges information based on physical location or direction.
  - Example: A speaker describes the layout of a museum, starting with the entrance and moving through each gallery room by room.
3. Topical: This strategy divides the subject into different categories or topics, each of which is addressed separately.
  - Example: A speaker discusses the benefits of exercise by breaking it down into physical health, mental well-being, and social interaction benefits.



10) RHETORIC – choose the best rhetorical approach:

1. Pathos: This approach appeals to the audience's emotions, values, and empathy to persuade them.
  - a. Example: A speaker shares a touching story about a family's struggle with illness to highlight the importance of healthcare reform.
2. Logos: This approach uses logic, reason, and evidence to convince the audience through facts and research.
  - a. Example: A speaker presents statistical data and studies to argue for the effectiveness of renewable energy sources.
3. Ethos: This approach relies on the speaker's credibility, expertise, and trustworthiness to persuade the audience.
  - a. Example: A renowned doctor discusses the benefits of a new medical treatment, drawing on years of experience and professional recognition.

### Weekly Assignments

Every Tuesday each student will perform a 3–5-minute oral presentation

Every Saturday (by midnight) you will submit a written assignment consisting of two parts:

- Part 1 – a reflection based on your *previous* presentation (200-300 words)
- Part 2 – an outline for your *upcoming* presentation (400-600 words)

Directions:

- Times New Roman, Size 12 font, one-inch margins
- Be sure to include your full name at the top of the page
- Label your file Last Name date submitted (ex: Edmondson 090724) (submit in Canvas)

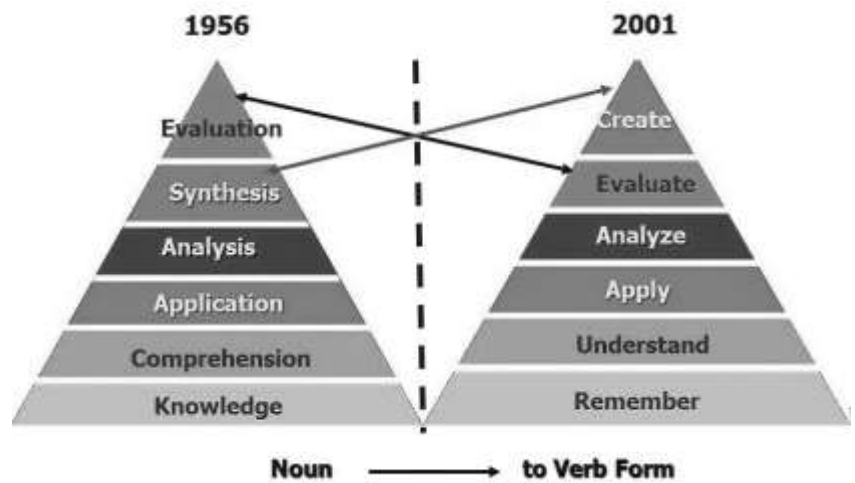
| Class # | Date                        | Notes       | Homework  | Points (homework + presentation) |
|---------|-----------------------------|-------------|---|----------------------------------|
| 1       | Tuesday, September 3, 2024  | FIRST CLASS | reflection and outline due by midnight on Sat Sept 7  | 2                                |
| 2       | Tuesday, September 10, 2024 |             | reflection and outline due by midnight on Sat Sept 14 | 4                                |
| 3       | Tuesday, September 17, 2024 |             | reflection and outline due by midnight on Sat Sept 21 | 4                                |
| 4       | Tuesday, September 24, 2024 |             | reflection and outline due by midnight on Sat Sept 28 | 6                                |
| 5       | Tuesday, October 1, 2024    |             | reflection and outline due by midnight on Sat Oct 5   | 6                                |
| 6       | Tuesday, October 8, 2024    |             | reflection and outline due by midnight on Sat Oct 12  | 6                                |
| 7       | Tuesday, October 15, 2024   |             | reflection and outline due by midnight on Sat Oct 19  | 8                                |
| 8       | Tuesday, October 22, 2024   |             | reflection and outline due by midnight on Sat Oct 26  | 8                                |
| 9       | Tuesday, October 29, 2024   |             | reflection and outline due by midnight on Sat Nov 2   | 8                                |
| 10      | Tuesday, November 5, 2024   |             | reflection and outline due by midnight on Sat Nov 9   | 8                                |
| 11      | Tuesday, November 12, 2024  |             | reflection and outline due by midnight on Sat Nov 16  | 10                               |
| 12      | Tuesday, November 19, 2024  |             | reflection and outline due by midnight on Sat Nov 23  | 10                               |
|         | Tuesday, November 26, 2024  | NO CLASS    |   | 0                                |
| 13      | Tuesday, December 3, 2024   |             | reflection and outline due by midnight on Sat Dec 7   | 10                               |
| 14      | Tuesday, December 10, 2024  | LAST CLASS  |   | 10                               |
|         |                             |             | Total points  | 100                              |



## Introducing Bloom's Taxonomy

Bloom's Taxonomy was created by Benjamin Bloom in 1956, published as a classification of learning outcomes and objectives. The original sequence of cognitive skills was Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. The framework was revised in 2001 by Lorin Anderson and David Krathwohl, yielding the revised Bloom's Taxonomy. The most significant change to the Cognitive Domain was the

removal of 'Synthesis' and the addition of 'Creation' as the highest level of Bloom's Taxonomy. And being at the highest level, the implication is that it's the most complex or demanding cognitive skill.



Here are three reasons you should become familiar with Bloom's taxonomy:

### 1. Enhanced Critical Thinking and Problem-Solving Skills

Bloom's taxonomy provides a structured framework for developing higher-order thinking skills, such as analyzing, evaluating, and creating. In the workforce, these skills are essential for tackling complex problems, making informed decisions, and innovating solutions. By understanding and applying Bloom's taxonomy, you can practice and enhance your critical thinking and problem-solving abilities, which are highly valued by employers across various industries.

### 2. Improved Learning and Adaptability

The workforce is constantly evolving, with new technologies, methodologies, and challenges emerging regularly. Familiarity with Bloom's taxonomy helps you recognize the different levels of learning, from remembering basic facts to creating new ideas. This awareness enables you to identify your learning needs, set appropriate learning goals, and adapt your approach to acquiring new skills and knowledge more effectively. Being a versatile learner is crucial for career advancement and staying relevant in a rapidly changing job market.

### 3. Effective Communication and Collaboration

Understanding Bloom's taxonomy can help you tailor your communication to various audiences in the workplace. For instance, when presenting information to a team, it's important to assess the audience's prior knowledge and choose the right level of complexity. Bloom's taxonomy can guide you in structuring your messages to ensure clarity and comprehension, whether you are providing basic instructions, explaining complex concepts, or proposing innovative ideas. This ability to communicate effectively and collaborate with colleagues at different levels of understanding is critical for success.

Here's how each element of public speaking can map to these cognitive levels:

## 1. STRATEGIES for Public Speaking

- **Entertaining:**
  - **Understanding:** Recognize the use of storytelling to maintain audience engagement.
  - **Applying:** Implement storytelling techniques in a speech to make it entertaining.
  - **Creating:** Develop original stories that are compelling and align with the speech's purpose.
- **Informative:**
  - **Remembering:** Recall factual information to share with the audience.
  - **Understanding:** Comprehend the information well enough to explain it clearly.
  - **Applying:** Use facts and data in a structured way to inform an audience effectively.
- **Inspirational:**
  - **Understanding:** Grasp the emotional appeal required to inspire an audience.
  - **Applying:** Deliver a speech that motivates and uplifts the audience using stories or analogies.
  - **Creating:** Craft messages and stories that are emotionally powerful and motivational.
- **Persuasive:**
  - **Analyzing:** Break down the arguments to understand which points will be most convincing to the audience.
  - **Evaluating:** Assess different arguments and evidence to select the most compelling points.
  - **Creating:** Construct a persuasive argument to encourage a specific action from the audience.
- **Instructional:**
  - **Applying:** Teach the audience how to perform a task by demonstrating and explaining steps.
  - **Analyzing:** Identify the most critical steps and skills needed for understanding the instruction.
  - **Creating:** Design a clear and coherent instructional approach that facilitates learning.
- **Strategic:**
  - **Analyzing:** Assess the context, audience, and goals to formulate a strategy for the speech.
  - **Evaluating:** Judge the effectiveness of different strategies and select the best one.
  - **Creating:** Devise a strategic plan that aligns with the objectives of the speech.

## 2. GATES (True, Necessary, Kind)

- **Is it true?**
  - **Evaluating:** Assess the accuracy and truthfulness of the content being shared.
- **Is it necessary?**
  - **Analyzing:** Analyze whether the information is essential for the audience to hear in the context of the speech.
- **Is it kind?**
  - **Evaluating:** Evaluate whether the words chosen are considerate and appropriate for the audience.

## 3. DELTA (Identifying Gaps)

- **Identify the Delta:**
  - **Analyzing:** Analyze the difference between intended and actual speech delivery.
- **Close the Delta:**
  - **Applying:** Apply techniques and feedback to improve speech delivery for next time.
  - **Evaluating:** Evaluate what changes need to be made to minimize gaps in future performances.

## 4. VOICE (Prosody, Timbre, Volume)

- **Prosody:**
  - **Understanding:** Understand the rhythm and melody of speech to convey meaning.
  - **Applying:** Use changes in pitch and tone to enhance speech delivery.
- **Timbre:**
  - **Understanding:** Recognize how the quality of voice can affect audience perception.
  - **Applying:** Adjust voice quality to suit the speech's purpose and audience.
- **Volume:**
  - **Applying:** Control voice volume to ensure clarity and appropriate emphasis.
  - **Analyzing:** Analyze the setting and audience to determine the optimal volume for the speech.

## 5. APPEARANCE (Posture, Facial Expressions, Attire)

- **Posture:**
  - **Understanding:** Understand the impact of posture on presence and audience perception.
  - **Applying:** Maintain an effective posture throughout the speech.
- **Facial Expressions:**
  - **Understanding:** Recognize the importance of facial expressions in conveying emotions.
  - **Applying:** Use facial expressions that align with the speech's message and emotion.
- **Attire:**
  - **Understanding:** Understand how attire affects the audience's perception of professionalism.
  - **Applying:** Choose appropriate attire for the specific speaking engagement.

## 6. HAIL (Honesty, Authenticity, Integrity, Love)

- **Honesty:**
  - **Evaluating:** Assess the truthfulness of the speech content and personal integrity.
- **Authenticity:**
  - **Applying:** Apply an authentic style that reflects personal beliefs and values in the speech.
- **Integrity:**
  - **Evaluating:** Evaluate actions and words to ensure they align with personal and professional standards.
- **Love:**
  - **Understanding:** Understand the value of wishing well for the audience and its impact on delivery.
  - **Applying:** Apply a positive attitude and wish the best for the audience throughout the speech.

## 7. SINS (Avoiding Negative Traits)

- **Gossip, Judging, Negativity, Complaining, Excuses, Lying, Dogmatism:**
  - **Evaluating:** Evaluate speech content to avoid these negative traits.
  - **Analyzing:** Analyze personal tendencies and speech preparation to prevent these issues from arising.

## 8. APPROACH (Problem-Solution, etc.)

- **Problem-Solution:**
  - **Applying:** Use the problem-solution format to address specific issues in a speech.
  - **Analyzing:** Analyze the problem and determine the most effective solution to present.
- **Problem-Cause-Solution:**
  - **Applying:** Structure a speech around the problem, its causes, and proposed solutions.
  - **Analyzing:** Analyze both the problem and its causes to provide a comprehensive solution.
- **Problem-Solution-Benefits:**
  - **Applying:** Present the problem, solution, and benefits clearly to the audience.
  - **Evaluating:** Assess the effectiveness of the proposed solution and its benefits.
- **Problem-Cause-Solution-Benefits:**
  - **Creating:** Design a thorough speech approach that incorporates all aspects of the problem and its solutions.

## 9. ORGANIZATION (Chronological, Spatial, Topical)

- **Chronological:**
  - **Applying:** Use chronological order to present information effectively.
  - **Analyzing:** Break down events or processes into logical sequences.
- **Spatial:**
  - **Applying:** Organize content based on physical layout or direction for clarity.
  - **Analyzing:** Analyze spatial relationships to structure the speech effectively.
- **Topical:**
  - **Applying:** Divide content into topics to cover multiple aspects of a subject.
  - **Analyzing:** Identify key topics and organize them logically for the audience.

## 10. RHETORIC (Pathos, Logos, Ethos)

- **Pathos:**
  - **Understanding:** Understand how to appeal to the audience's emotions effectively.
  - **Applying:** Use emotional appeals to connect with the audience.
  - **Creating:** Craft emotionally compelling stories or examples to enhance persuasion.
- **Logos:**
  - **Understanding:** Comprehend how to use logic and evidence to persuade an audience.
  - **Applying:** Present facts and data logically to support arguments.
  - **Evaluating:** Assess the validity and strength of the arguments presented.
- **Ethos:**
  - **Understanding:** Understand the importance of credibility and trust in persuasion.
  - **Applying:** Establish credibility through expertise, reputation, and character.
  - **Creating:** Build a credible and trustworthy persona to enhance the impact of the speech.

## **Sample Reflection**

NOTE: your first few reflections may not be this precise but you should aim to write something of this detail by weeks four or five and then throughout the rest of the semester. Be sure to tie in references to Bloom's taxonomy.

Reflecting on my recent speech on Tuesday September 3, I have identified both strengths and areas for improvement based on ten key elements of public speaking.

### **1. Strategies**

During my speech, I employed a mix of strategies, including entertaining and informative techniques. I effectively used storytelling to engage the audience, which helped keep them attentive and interested. Additionally, my use of factual information was clear and concise, contributing to the informative aspect of my speech. However, I noticed that my inspirational and persuasive elements were less strong. I could have incorporated more motivational language and calls to action to encourage the audience to feel empowered and take specific actions based on my speech. For my next presentation, I will work on balancing these strategies more effectively.

### **2. Gates**

Reflecting on the "gates" principle, I feel I generally did well in ensuring that my words were true and necessary. The content was relevant and aligned with the topic, providing value to the audience. However, I realized there were moments when my words could have been kinder. While I did not intend to offend, some statements might have come across as overly blunt or critical. In the future, I will make a conscious effort to pass my words through the gate of kindness, ensuring they are not only true and necessary but also delivered in a compassionate manner.

### **3. Delta**

Identifying the delta, or the difference between what I intended to say and what I actually said, I realized that some key points I wanted to emphasize were not communicated as effectively as I had planned. This gap was mainly due to nervousness, which caused me to deviate slightly from my prepared notes. To close this delta next time, I will practice my speech more thoroughly, focusing on staying calm and composed, ensuring I convey my intended message clearly and accurately.

### **4. Voice**

Regarding voice management, I believe my volume and prosody were strong points. I maintained an appropriate loudness throughout the speech, which ensured that everyone could hear me clearly. My use of rhythm and variation in tone helped convey different emotions and kept the audience engaged. However, I noticed that my timbre could use improvement. At times, my voice sounded a bit tense, which might have detracted from the warmth and richness that make a voice more attractive. I will work on relaxing my vocal cords and breathing techniques to improve my timbre for future speeches.

## **5. Appearance**

My appearance was professional, and I received positive feedback on my attire, which was appropriate for the occasion. My posture was generally good, standing upright and confident. However, I noticed that my facial expressions did not always align with the message I was trying to convey. For instance, I smiled during serious points, which might have confused the audience. In my next speech, I will pay closer attention to my facial expressions, ensuring they match the tone and content of my speech.

## **6. HAIL**

In terms of honesty, authenticity, integrity, and love, I believe I embodied these attributes well. I was truthful and clear in my speech, and I presented my authentic self, which helped build trust with the audience. However, I realized I could have shown more love by expressing goodwill towards the audience more explicitly. A simple acknowledgment of their presence and appreciation for their attention would have strengthened my connection with them.

## **7. Sins**

I consciously avoided the seven deadly sins of public speaking, such as gossiping, judging, and negativity. However, there was a moment where I could have come across as slightly dogmatic, particularly when discussing certain viewpoints. Although I believed in what I was saying, I should have presented it as one perspective among many rather than the absolute truth. This would encourage a more open dialogue and make the audience feel more respected.

## **8. Approach**

I used a problem-solution approach, which worked well for the structure of my speech. I clearly identified a problem and presented a specific solution. However, I could have expanded this by including the benefits of implementing the solution, which would have added more depth to my argument. Next time, I will consider using a problem-solution-benefits approach to highlight the advantages of my proposed solutions more effectively.

## **9. Organization**

My speech was organized topically, dividing the subject into different categories. This approach helped in covering various aspects of the topic comprehensively. However, I noticed that the transition between topics was a bit abrupt. In future speeches, I will work on creating smoother transitions to enhance the flow of my presentation, making it easier for the audience to follow along.

## **10. Rhetoric**

I primarily relied on logos, presenting logical arguments and supporting them with facts and data. This approach helped in establishing credibility and convincing the audience. However, I realized I could have incorporated more pathos to appeal to the audience's emotions. By sharing a personal story or a touching anecdote, I could have made the speech more relatable and impactful. In future speeches, I will strive to balance ethos, pathos, and logos to create a more compelling argument.



## Sample Speech Outline

NOTE: your first few outlines may not be this precise but you should aim to write something of this detail by weeks four or five and then throughout the rest of the semester. Be sure to include at least three different references in each of your speeches.

### Outline for Oral Presentation: The Mental Health Impact of Social Media on College Students

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#### I. Introduction

- **A. Attention Getter:**
  - Share a compelling statistic about social media use among college students (e.g., "Over 90% of college students use social media daily, with many spending more than three hours a day on these platforms").
- **B. Relevance to Audience:**
  - Explain the prevalence of social media use among college students and its potential effects on their mental health.
- **C. Purpose and Overview:**
  - State the purpose of the presentation: to explore the mental health impacts of social media on college students.
  - Provide a brief overview of the main points: positive effects, negative effects, and strategies for healthy social media use.

#### II. Positive Effects of Social Media on Mental Health

- **A. Social Connection and Support:**
  - Discuss how social media platforms can provide a sense of community and support for college students.
  - **Reference 1:** A 2023 study published in *Journal of College Student Development* found that students who actively engage in supportive social media groups have lower levels of loneliness and anxiety.
- **B. Access to Mental Health Resources:**
  - Highlight how social media offers access to mental health resources and awareness campaigns.
  - Provide examples of successful mental health campaigns on social media platforms that have positively influenced students' well-being.

#### III. Negative Effects of Social Media on Mental Health

- **A. Comparison and Low Self-Esteem:**
  - Explain how social media can lead to unhealthy comparisons and negatively impact self-esteem.
  - **Reference 2:** A 2024 article from *Psychology Today* reported that frequent exposure to idealized images on social media is linked to increased feelings of inadequacy and depression among college students.

- **B. Cyberbullying and Harassment:**

- Discuss the prevalence of cyberbullying on social media and its detrimental effects on mental health.
- Provide statistics or anecdotes to illustrate the severity of this issue.

- **C. Addiction and Sleep Disruption:**

- Describe how excessive social media use can lead to addiction and disrupt sleep patterns, further affecting mental health.
- **Reference 3:** According to a 2024 study in *Sleep Medicine Reviews*, college students who spend more than two hours on social media before bed are more likely to experience sleep disturbances and increased levels of stress.

#### **IV. Strategies for Healthy Social Media Use**

- **A. Digital Detox and Time Management:**

- Encourage students to take regular breaks from social media and manage their screen time effectively.
- Provide practical tips for setting boundaries and sticking to them.

- **B. Curating a Positive Feed:**

- Suggest following accounts that promote positivity, well-being, and inspiration.
- Discuss the benefits of unfollowing or muting negative or triggering accounts.

- **C. Seeking Professional Help:**

- Encourage students to seek professional help if they feel overwhelmed by social media use or experience mental health challenges.
- Mention available resources, such as campus counseling centers and online therapy services.

#### **V. Conclusion**

- **A. Summary of Key Points:**

- Recap the main points discussed: the positive and negative impacts of social media on mental health and strategies for healthy use.

- **B. Call to Action:**

- Encourage the audience to be mindful of their social media use and to support their peers in maintaining mental well-being.

- **C. Closing Thought:**

- End with a thought-provoking statement or quote about the balance between technology and mental health, emphasizing the importance of mindful social media use.

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#### **References**

1. Journal of College Student Development. (2023). *The Impact of Social Media on College Student Loneliness and Anxiety: A Study of Supportive Online Communities*.
2. Psychology Today. (2024). *The Dark Side of Social Media: How Idealized Images Affect College Students' Self-Esteem*.
3. Sleep Medicine Reviews. (2024). *The Effects of Social Media Use on Sleep Quality and Stress Levels Among College Students*.

*Syllabus is subject to change*

*Please email me the following no later than midnight on Saturday following the first class*

I understand that the following are my responsibilities each week:

- I have read, and will continue to refer to, this syllabus
- I will make a 3–5-minute presentation every Tuesday
- I understand that the topic index for my presentations is located in this syllabus
- I also understand that each week I will work on one or more of the 10 tenants of public speaking in order to improve my oral presentation skills each week
- I will submit a reflection paper every Saturday by midnight focused on my previous presentation
- I will also submit an outline of my next presentation no later than Saturday midnight
- I further understand that to be a better public speaker I will work on listening to my classmates each Tuesday during their presentations.

In summary, you have the following assignments due each week:

- Tuesdays – presentation
- By Saturday midnight – submit my reflection paper based on my previous presentation and outline for upcoming presentation

If you understand each of the items as described here and throughout the syllabus, please email me this entire page (only this page) by midnight on Saturday following the first class.

If you do not understand something, please email me so I can help you understand the answers to your questions.