

Georgetown University
Public Speaking (PSPK-080-130)
Summer Online 2025

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Georgetown University's Mission

Georgetown fosters an environment where students can develop their unique gifts and insights through reflection, service, and intellectual inquiry. Students are challenged to engage in the world and to become men and women in the service of others, especially the most vulnerable and disadvantaged members of the community. These values are at the core of Georgetown's identity, binding members of the community across diverse backgrounds, faiths, cultures, and traditions.

Course Description

Public Speaking is a performance course designed to introduce basic principles of public communication and to help students become confident, competent communicators by planning and developing effective speeches that accommodate cultural diversity and target their specific audiences. Public speaking is an oral art form; therefore, it is grounded in personal values and experience. A speech differs in many significant ways from written forms such as essay writing; the "prework" steps are of paramount importance. In this course, students will respond to the speeches of other students in class using positive language that is both technical and specific.

Learning Outcomes

Students will:

1. Practice ethical and socially responsible public speaking
2. Craft and present well-organized, thesis-driven speeches
3. Deliver speeches using an audience-centered, extemporaneous approach
4. Present well-reasoned oral arguments that are supported by highly credible evidence
5. Strengthen storytelling skills & explore the power of personal connection to topic and situation
6. Use positive language and specific rhetorical principles to assess the effectiveness of your own and others' presentations

Grading Breakdown

Your Goals	2
Six Weeks of Partner Work	20
Code of Ethics/Value Hierarchy: 600-word paper	6
Narrative Speech – 3 minutes + VoiceThread Responses	5

Extemporaneous Speech to Explain – 7 to 8 Minutes	15
Must submit 2 outlines and Bibliography:	
1. Full Sentence Preparation Outline	
2. One Delivery Outline	
MLA Bibliography with 10 credible sources	
Self-Assessment of your Speech to Explain	3
Specific Feedback for all speakers in class	8

Oral Interpretation Presentation – 4 minutes	10
Self-Reflection on your Oral Interpretation	3
Specific Feedback for all speakers in class	6

Extemporaneous Advocacy Speech – 7 to 8 Minutes	
Must submit 2 outlines:	
1. Full Sentence Preparation Outline	
2. One Delivery Outline	
MLA Bibliography with 10 credible sources	15
Self-Assessment of your Advocacy Speech	3
Specific Feedback for all speakers in class	8

Special Occasion Speech – 4 minutes	10
Specific Feedback for all speakers in class	6
Final Exam is a Paper:	
Self-Reflection on your Special Occasion Speech + Other speakers, and your progress over the course	6
Participation + Comments on Readings & Videos	<u>22</u>
Total possible points:	148

EVALUATION OF STUDENT PERFORMANCE

All Work must be submitted by the due date. No late work will be graded.

Outlines will be evaluated using a checklist. The point system will clearly delineate excellent, good, adequate, poor, or failing effort examining the following elements.

Important! This is an **oral art form**. You “build” a speech; you do not “write” a speech.

Your Full Sentence Speech Outline is **PREWORK**. It is *never* used to deliver a speech. This outline is **not what you say**, rather *it reveals the relationships among your ideas*.

It is a map of the fully formed ideas you wish to cover during your speech.

As with any well-planned trip, you map the journey before you begin the in-person adventure.

***Complete Full-Sentence Speech Outlines Include:**

1. Three Distinct Sections of the speech labeled Introduction, Body, Conclusion
2. Use of capital Roman numerals in each section for Main Points, Capital Letters for Subpoints and/or Evidence, counting numbers for Evidence (1, 2, 3...), and lower-case letters for necessary details (see example)
3. Narrowed **specific purpose** and clear **central idea (your value)**
4. Strong thesis statement that contains both purpose and value (what and why)
5. Clear, well organized main points that contain both what and why
6. Supporting evidence with in-text citation of sources
7. Complete MLA bibliography with 10 credible sources

***Delivery Outline (key word or phrase outline):**

Keep the exact same lettering and numbering with indentation as your full-sentence outline.

Remove all language/words/stories that you *know* and therefore do not need in front of you when you deliver the speech.

In the delivery outline, retain the exact quotations, names of sources, and any numbers or dates that you need to speak with accuracy when revealing evidence.

Reduce “stories” that you tell to a summary phrase or sentence.

Speeches will be evaluated using a checklist. The point system will clearly delineate excellent, good, adequate, poor, or failing effort looking for the following:

*Extemporaneous delivery = **Not "reading" but delivered with presence in conversational mode**

*An Introduction that gains the attention of the audience; introduces the topic clearly; relates the topic to the audience; establishes your credibility; and previews the body of the speech.

*A Body of speech that demonstrates depth and quality in research, clarity of main points, organization of main points, suitable and **specific** evidential support for those main points, and that reveals your sources.

*A Conclusion that ends the speech in a **creative** way while reinforcing the central idea.

*Delivery that employs quality eye contact, avoids distracting mannerisms, and demonstrates good use of articulation, pauses, vocal variety, volume, rate of speech, and overall enthusiasm for the speech.

*Use of Language that is accurate, appropriate, and clearly understood.

Final Grade calculation will be done on the following basis:

93-100% = A	88-90% = B+	78-80% = C+	60-69% = D	Below 60% = F
90-92% = A-	83-87% = B	73-77% = C		
	80-82% = B-	70-72% = C-		

GU Honor Code: Georgetown’s honor system governing students prohibits dishonest conduct and conduct lacking integrity of a variety of kinds, including (but not limited to) cheating on exams, plagiarism, using false citations, submitting work for multiple purposes, submitting false data, falsifying academic documentation, abuse of library privileges, and abuse of shared electronic media. All students are expected to adhere to the following pledge:

“In pursuit of the high ideals and rigorous standards of academic life I commit myself to respect and to uphold the Georgetown University honor system: To be honest in every academic endeavor, and to conduct myself honorably, as a responsible member of the Georgetown community as we live and work together.”

For more information, visit the [Georgetown Honor System page](#)

The penalties for violation of the policy may include a failing grade on the assignment, a failing grade in the course, and/or a referral to the Dean and the Committee on Student Academic Honesty.

Sexual Misconduct

Georgetown University and its faculty and staff are committed to supporting survivors and those impacted by sexual misconduct, which includes sexual assault, sexual harassment, relationship violence, and stalking. Georgetown requires faculty members, unless otherwise designated as confidential, to report all disclosures of sexual misconduct to the University Title IX Coordinator or a Deputy Title IX Coordinator. If you disclose an incident of sexual misconduct to a professor or staff member in or outside of the classroom (with the exception of disclosures in papers), that faculty or staff member must report the incident to the Title IX Coordinator, or Deputy Title IX Coordinator. The coordinator will, in turn, reach out to the student to provide support, resources, and the option to meet. Please note that the student is not required to meet with the Title IX coordinator and no action will be taken without the student’s awareness. More information about reporting options and resources can be found on the Sexual Misconduct Website: <https://sexualassault.georgetown.edu/resourcecenter>.

If you would prefer to speak to someone confidentially, Georgetown has a number of fully confidential professional resources that can provide support and assistance. These resources include:

- Health Education Services: Sexual Assault Response and Prevention: sarp@georgetown.edu
- Counseling and Psychiatric Services (CAPS): 202.687.6985

Additional resources are included below:

- Georgetown Self-Care Resource Guide: <https://studenthealth.georgetown.edu/health-promotion/self-care/>
- Georgetown Wellness Wheel: <https://studenthealth.georgetown.edu/hoya-wellness-wheel/>
- Georgetown Guide to Recognizing Students in Distress: <https://studentaffairs.georgetown.edu/studentoutreach/facultystaffresources/>

Pregnancy Modifications and Adjustments

Georgetown University is committed to creating an accessible and inclusive environment for pregnant students. At any point throughout their pregnancy students may request adjustments/modifications based on general pregnancy needs or accommodations based on a pregnancy-related complication or medical need. Students may also request accommodations following labor and delivery based on a complication or medical need.

To request pregnancy modifications, please complete the [SCS Pregnancy Modification Request Form](https://forms.gle/ZBfASxui7u13A8TU6): <https://forms.gle/ZBfASxui7u13A8TU6>

More information about pregnancy modifications can be found on the Title IX Georgetown University Website: <https://titleix.georgetown.edu/title-ix-pregnancy/student-pregnancy/>

COURSE CALENDAR

WEEK ONE June 2 – 8

Due: Your Goals

Due: Class Partner Exercise

Due: Code of Ethics paper (500 to 600 words)

Due: Narrative Speech (extemporaneous 3 minutes, record on VT)

Due: Submit your Thesis statement and list of Main Points for Speech to Explain

Read: speech elements, topic selection, thesis and main points, evidence, delivery skills

View: online examples of speeches

WEEK TWO June 9 – 15

Due: Speech to Explain Recorded on VT

Due: Submit (two outlines + MLA Bibliography with 10 credible sources)

Read: 3 Types of Evidence, Tell Us More Stories, What We Lost When We Stopped Reading

Due: Response to questions on these three readings

View: Online TED Talk on Giving Feedback

WEEK THREE June 16 – 22

Due: View classmates' speeches and write Feedback using assessment sheet as a guide

Read: All materials provided, including topics: passion, positive presence, polarization, metaphors, provisional language

Due: Self-Assessment on your Speech to Explain (500 words)

Read: Vocal Variety and Expressivity

Due: Script for your Oral Interpretation of Text

Rehearsal time for your OI Presentation

WEEK FOUR June 23 – June 29

Due: OI Presentation recorded on VT

Due: Self-Assessment on your OI Presentation plus specify your goals for your Advocacy Speech

Due: Quiz on Main Point formation
Read: All of the materials on Argumentation Theory and Advocacy
View: online examples of advocacy speeches

WEEK FIVE June 30 – July 6

Due: Definitions and Examples of Fallacies
Due: Advocacy Speech Recorded on VT
Due: Submit (two outlines + MLA Bibliography with 10 credible sources)
Begin: Development of your Special Occasion Speech

WEEK SIX July 7 – 13

Due: View classmates' speeches and write Feedback using assessment sheet as a guide
Due: Self-Assessment on your Advocacy Speech (500 words)
Due: First draft of Special Occasion Speech

WEEK SEVEN July 14 – 20

Due: Final Draft of Special Occasion Speech
Due: Record Special Occasion Speech on VT
Due: Self-Assessment on your Special Occasion Speech

WEEK EIGHT July 21 – 25

Due: View classmates' speeches and write Feedback using assessment sheet as a guide
Due: Final Self-Assessment paper on your personal process and progress in this course (500 words)