***IMPORTANT: This online course requires access to a web-enabled video device (laptop with webcam is best, but a tablet or smartphone can work), in order to complete course requirements. This isn’t a video-editing course but rather a speaking course using original recorded video. We will use Zoom and LATTE.

If you do not have reliable, consistent access, you will have significant trouble completing this course. Remember that although I am your instructor, I am definitely not an IT specialist and I will be unable to fix your technology problems from afar! You will need to take charge of any issues that arise. The link to the Zoom knowledge base below will be very important for you to utilize.

https://kb.brandeis.edu/display/LTS/Zoom

As Brandeis students, you have access to Zoom for free. Please sign up for an account prior to our first meeting. We will use Zoom for our first LIVE class, where I will post a link for you to enter our class meeting. Zoom can also be used for ALL of your recorded work, so you don’t need anything else.

I. COURSE OVERVIEW
Public speaking isn’t only about presenting a speech from behind a podium. In the course, we will define what “public” means, realizing that in all of our speaking engagements, whether personal or professional, on video or live, we will always have an audience, whether it is an audience of one or one hundred.

Public Speaking is a form of human communication, consisting of both talking and listening to an audience: it is a CONVERSATION. To become a strong speaker, in ANY context, you must begin at the foundation of where speaking and listening live in our daily lives: with our families, friends, classmates, colleagues, and in our professions. Naturally, we choose different communicative skills depending on our environment and audience. Much of the speaking we will do in life will NOT be from behind a podium.

In this course, we will work on speaking for LIFE. We will address who we are, our fears, our strengths, and our challenges when we think about speaking in front of others, or knowing that others will see our speeches on video, and we will use these personal profiles as our foundation for our study. This course is appropriate for a variety of skill levels, from the novice and more fearful speaker, to a more comfortable speaker looking for a place to focus and develop stronger skills. All will find a solid place here.

The overall course goal is to allow each student to feel comfortable, confident, and prepared to succeed in a variety of speaking situations, to learn how to speak comfortably and effectively on video (both live and recorded), and to manage any fears of public speaking through practice, discussion, and collegial support/feedback. I also have three greater goals for our time together:
for you to ENJOY speaking, for us to BUILD an online learning community, and for you to learn from one another. Connecting with other human beings in this manner is essential for our personal and professional communication skills – and we can do this online!

This course is much like an online lab in speaking and listening, and your classmates are as much a part of your learning as your own work and motivation are – don’t make the mistake and think that because this course is online, you won’t be interacting with your classmates. That is all that you will be doing, once we get into our speech assignments. Listening and learning from each other, as each person develops in his/her own way, is a huge part of this course.

Finally, our focus is on speaking and presenting effectively, and working through your strengths and challenges as a speaker. If you want a course that will help you become an expert in only doing PowerPoint presentations or only writing verbatim speeches, this is not the course for you. Also, we will work together to kick any habits of reading on screen. Your speeches on video will be professional and conversational.

II. COURSE STRUCTURE
This is a course about doing, so we will all be speaking from day one during our live session in week 1 and in your first impromptu video exercise (explained on LATTE). Practice is the only way to become a better speaker. You also have to get used to seeing yourself often on video – the more you see yourself, the less self-critical you will become.

In our 10 weeks together, you will learn from skill-building video resources, reflect on and respond to this learning content, and prepare 4 different speaking assignments (3 on video and 1 live on video conference with your classmates and instructor). As a part of each speech assignment, you will also watch your classmates’ video speeches, provide peer feedback, receive peer and instructor feedback, and then use the feedback you receive to work on your next speaking assignment. You will also write self-assessment reflections on each speech assignment. After we get things going in weeks 1-2, we will get into a nice rhythm of “speech” weeks and “feedback” weeks, with skill-building content consistently folded within. Be sure that during speech and feedback weeks that you still watch and participate in the content videos and discussions.

You will also be assigned a partner in the class with whom you will practice during your speech preparation weeks. This is a required element of the course.

III. ASSIGNMENTS

Speeches
You will be required to complete 4 speeches in 10 weeks.

Written Reflections
You will be required to complete written self-reflections after each speech, as well as a longer final reflection paper at the end of the course.

Weekly Skill-Building Content and Online Discussions
You will watch weekly skill-building videos and you will engage together in online discussions on skill-building content. They are clearly marked and have instructions for each on LATTE.

Online discussions involve posting your thoughts AND being in response to your classmates’ thoughts. Each week is a 10-point class participation grade, with the potential to equal 100% by the end of the summer. Your 10 points will be based on the depth of your posts and the ability to make a real connection – it’s not just about the number of posts you make but the depth with which you connect with what others are saying. Depth also does not mean it’s the longest post ever – we all don’t have the time to read discussion novels! Be thoughtful about the discussions you are engaging in. These 10 points are a collective for all of the different online discussions we have each week (not 10 points per discussion).

Be aware that only posting your own comments and not responding to anyone else’s posts earns you a 5/10 for the week. To help guide you - you should, at the very least:

- Post one initial post for each discussion (answering the prompt)
- Post at least 2 responses in each discussion
- Post at least 1 response to a comment someone has made about your post(s) in each discussion.

There will be different discussions each week. We will get into a groove once the semester starts, and I will provide feedback on posts in the early weeks of the semester so that you feel clear as to what I expect.

**Remember – these online forums are the substitute for in-person class discussions. Think of them in this way as you read other comments and engage in discussion! It’s awesome to go back and forth in a discussion with shorter responses (THIS IS GREAT!) while engaging in a true, in-depth dialogue. There are a lot of ways to complete these – again, I am NOT expecting just long posts – long isn’t always better. Long posts sometimes mean that we are not listening to others and just posting for the sake of posting. Really respond to each other.**

Partner Work
Students are required to work with a speaking partner throughout the course. You will have to write reports about progress during speech weeks (instructions are posted on LATTE for each reporting week). I will make these partner pair assignments in the first two weeks of class prior to your first speech week.

Colleague Speech Feedback
You are required to provide quality, constructive speech feedback to your classmates. We will discuss constructive feedback and what to look for. You will be evaluated on the depth of your feedback in your participation grade (see percentages below). Your feedback to classmates can be done in writing or on video.

Instructor Feedback
You will receive feedback from me (either on video or in writing, depending on the week) for each speech. I will also respond throughout the summer on your written reflections and weekly posts in our online discussion community, as explained on LATTE.

Active Listening
Since we are online, our work as listeners must be self-monitored throughout the summer, and I will ask for you to reflect on your listening abilities and to process how you are able to actively engage with video speeches. I recommend working on the active listening skills of note-taking while listening, as if these speeches are live; otherwise, you may find yourself re-watching videos over and over again, which will take up more and more of your time. You should be able to watch each video speech from beginning until end, taking notes, and not have to necessarily watch it again before providing your written feedback.

Do not get me wrong – I am not against watching content videos for repetition and clarification, nor am I against pausing when needed – that’s the beauty of video! But the video speeches in this course should be treated as if these are live experiences that we can’t rewind. This will be ongoing skill-building content throughout the summer, and this will help save you time. I can’t make you watch this way – you have to choose for yourself, but if you do, you will gain valuable skills in listening and focus.

If you are a student who needs academic accommodations because of a documented disability, please contact me and present your letter of accommodation as soon as possible. Visiting students who have questions about documenting a disability or requesting academic accommodations should contact Gwenn Smaxwill, Summer School Director (781-736-3424) or smaxwill@brandeis.edu. Current Brandeis undergraduates should contact Academic Services (781-736-3470) for assistance. Letters of accommodation should be presented at the start of the semester to ensure provision of accommodations. Accommodations cannot be granted retroactively.

IV. ATTENDANCE

Live sessions will take place using Zoom, a Brandeis supported tool. Here is a link to the Zoom support materials: https://kb.brandeis.edu/display/LTS/Zoom).

Attendance at the two live sessions for this course is required (in Week 1 and in Week 10). You will have TWO options for each week and will need to sign up for your time.

All sessions will be recorded and posted to LATTE. You will be required to watch the other session to meet your other classmates in Week 1 and to hear their speeches in Week 10. So, even if you are not all together in the live sessions, you are still responsible to the entire class.

If you do not believe that you can make either of these options, I will need a reason explained (not all reasons are excused) and, if excused, I will assign an alternative video assignment where you will introduce yourself to the class and answer some instructor questions. You will also be required to watch the 2 sessions you miss (so, missing the live sessions will require more work
than attending them – note that this isn’t a punishment but just a reality of how to catch up with what is being missed). I will explain as needed individually – be in contact with me ASAP.

You need to choose your online times for Week 1 by Monday, June 4th (First day of class) and for Week 10 by Monday, July 30th (beginning of Week 9). There are choice surveys on LATTE in the appropriate weeks.

WEEK 1: Meet your Classmates and Instructor.
   OPTION 1: Thursday, June 7, 8pm-9:30pm EST.
   OPTION 2: Friday, June 8, 11am-12:30pm EST.

WEEK 10: – Final Speeches LIVE.
   OPTION 1: Monday, August 6, 11am-12:30pm EST.
   OPTION 2: Monday, August 6, 8pm-9:30pm EST.

V. GRADING

This class does not require extensive readings, long term papers, or traditional exams. Rather, this course requires your engagement in our online discussions, your attention to the content provided, and your strong efforts in both speaking and in feedback. Your participation in the community and feedback are core tenets of the class.

Speeches are graded on effort, growth, challenging yourself, and clearly following the expectations of each assignment.

Written reflections must be typed, proofed, and written with care and effort. You will be graded on depth of content but also on form and efforts in writing. Spelling errors and lack of proofing will result in a lowered grade. While you may write in conversation with me, using “I” and speaking from personal experience, you must still write in a professional manner. Answers should be in complete sentences.

GRADING BREAKDOWN:
Speech Assignments (10% each): 40%
Written Self-Reflection Assignments: 20%
Class Participation – Online Discussions: 20%
Class Participation – Colleague Speech Feedback: 10%
Class Participation – Miscellaneous Skill-building Assignments: 5%
Class Participation – Partner Practice Work and Reporting: 5%

You are expected to be familiar with and to follow the University’s policies on academic integrity (See: http://www.brandeis.edu/studentaffairs/srscs/rr/RR14-15version11.4.pdf).

**A reminder that we as an online educational community will uphold a value of trust with regards to our original and personal video and written content we share. We will record meetings only with full permission in advance, and we will use our class and partner recordings to enhance our educational growth and only for our educational purposes in teaching and learning. We will
not share or distribute videos we do not own, and we all have the equal right to ask for others to delete our videos after viewing them. We all have the right to remove videos from any class forum at any time, or to choose to only share a video with the instructor.

V. COMMUNICATION WITH ME

You can LIVE CHAT with me on LATTE once per week during my VIRTUAL OFFICE HOURS, which will be posted at the beginning of each week. Times will shift based on my weekly schedule AND to allow for class members in different time zones an opportunity to chat with me. If my times don’t work and you would like to set up an individual appointment, just send me a LATTE message and I will do my best to make this happen as quickly as possible. Know that last-minute requests will be difficult to accommodate – I would generally need 36-48 hours to schedule meetings. I can also generally meet on weekends as well this summer, depending on the week.

You can also post on our Q & A Forum (which is public and will help everyone out) or send me private messages on LATTE as needed. (I would prefer we communicate through LATTE rather than directly via my email.) If someone asks me a question that has an answer on the Q & A Forum, I will direct you there.

Please understand that I am not online and “in class” with you all of the time. Online classes can sometimes feel like they are ongoing all of the time — this can be stressful for you as well. Keep in mind that we all enter the course to work and then leave the course for our other responsibilities. I will generally check email and posts for the course once per day during the week, usually in the morning. My goal is to respond to emails within 24-36 hours, at the latest. Know that if you send me an urgent message on Sunday about something due on Sunday night, I will most likely NOT respond. Same-day urgent messages are difficult to manage. Please do your best to plan ahead!

Remember that your classmates are also your resources in this course, and you will also have an assigned partner for your speech work – you have more than just me - we are a learning community of many. Feel free to ask each other questions as well! Support each other.

I am excited to work with all of you this summer!

Summer 2018 General Schedule - Subject to Change. (This does not include all of our work – refer to our LATTE Classroom for all content and online discussion forums. This is a general outline.)

Week 1
6/4 – 6/10  Introduction to Course. LIVE CLASS.
   OPTION 1: Thursday, June 7, 8pm-9:30pm EST.
   OPTION 2: Friday, June 8, 11am-12:30pm EST.
Questions to Think About!
Nerves When Speaking.
Types of Speeches. What is a Hook?
Impromptu Video Practice – Seeing yourself and practicing the video medium!
   • Video Assignment: Impromptu Story (DUE Sunday of Week 1).
• Written Assignment: Speaking, Listening, & Goals (DUE Sunday of Week 1)

Week 2  
6/11 – 6/17  
**Speech Preparation.**

**Assign Speech #1: Informative**  
Partner Assignments.  
• What’s your Informative Speech Topic? (DUE Thursday of Week 2)  
• Live Partner Meeting

Week 3  
6/18 – 6/24  
**Speech #1 Week – INFORMATIVE.**

Conclusions. Eye Contact, Facial Expression, and Gesture Preparation, Partner Practice, and Video Speech  
• Working Outline of Speech #2 (DUE Thursday of Week 3)  
• Video Assignment Submission/Notecards: Speech #1 (DUE Sunday of Week 3)  
• Partner Practice Reporting (DUE Sunday of Week 3)

Week 4  
6/25 – 7/1  
**Feedback #1 Week – INFORMATIVE.**

**Assign Speech #2: Creative Critical Opinion.**  
Constructive Feedback. Fillers when Speaking. Active Listening/Audience.  
What is a Creative Critical Opinion Speech?  
• Written Assignment: Self-Reflection, Speech #1 (DUE Thursday of Week 4)  
• What’s your Critical Opinion Topic? (DUE Thursday of Week 4)  
• Colleague Questions, Responses, and Feedback (SEE LATTE)

Week 5  
7/2 – 7/8  
**Speech #2 Week – CREATIVE CRITICAL OPINION**  
**Be sure to read all Feedback submitted by Peers and Instructor.**  
Intonation, Vocal Variety, Pacing, Repetition.  
• Working Outline of Speech #2 (DUE Thursday of Week 5)  
• Video Assignment Submission/Notes: Speech #2 (DUE Sunday of Week 5)  
• Partner Practice Reporting (DUE Sunday of Week 5)

Week 6  
7/9 – 7/15  
**Feedback #2 Week – CREATIVE CRITICAL OPINION.**

**Assign Speech #3: Persuasive.**  
What is persuasion? What are the goals in a persuasive speech?  
Persuasion and ethics in speaking.  
Example Speech – TedTalk.  
• Written Assignment: Self-Reflection, Speech #2 (DUE Thursday of Week 6)  
• What’s your Persuasive Topic? (DUE Thursday of Week 6)  
• Have you gathered your speech audience and location?  
• Colleague Questions, Responses, and Feedback (SEE LATTE)

Week 7  
7/16 – 7/22  
**Speech #3 Week – PERSUASIVE**  
**Be sure to read all Feedback submitted by Peers and Instructor.**
Using PowerPoint effectively.
Using the skills from video speeches for speaking LIVE.

- Working Outline of Speech #3 (DUE Thursday of Week 7)
- Video Assignment Submission/Notes/PowerPoint: Speech #3 (DUE Sunday of Week 7)
- Partner Practice Reporting (DUE by Sunday of Week 7)

**Week 8** Feedback #3 Week – PERSUASIVE
7/23 – 7/29 Assign Speech #4 – Personal Narrative
Verbatim Manuscript Speeches on Video Process for Speechwriting.

- Written Assignment: Self-Reflection, Speech #3 (DUE Thursday of Week 8)
- Written Assignment: What’s your Personal Narrative Topic? (DUE Thursday of Week 8)
- Colleague Questions, Responses, and Feedback (SEE LATTE)

**Week 9** PREP Week for LIVE SPEECH, Personal Narrative Speech #4
7/30 – 8/5 **Be sure to read all Feedback submitted by Peers and Instructor and respond.**
Making Stories Come Alive!
Preparing for a Q & A with Classmates Live!

- Written Assignment: Personal Narrative Speech Draft (DUE Friday of Week 9)
- Partner Practice Reporting (DUE Sunday of Week 9 – Prior to Live Session)

**Week 10** Speech #4 Week – PERSONAL NARRATIVE. LIVE FINAL CLASS.
8/6 – 8/10 OPTION 1: Monday, August 6, 11am-12:30pm EST.
OPTION 2: Monday, August 6, 8pm-9:30pm EST.
**No Colleague Feedback on Final Speech. Discussions done LIVE.**
Experience of Live Speaking and Q & A.

- Written Assignment: Speech Final Draft (DUE Monday of Week 10)
- Written Assignment: Final Cumulative Reflection (DUE Friday of Week 10)

**Last day of official instruction – Wednesday, August 8th.**