Some important notes before I talk about the course!

***IMPORTANT: This online course requires access to a web-enabled video device (laptop with webcam is best, but a tablet or smartphone with a stand 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 LATTE, Zoom, Google Drive, and possibly other learning technology tools to be announced.

If you do not have reliable, consistent access, you will have significant trouble completing this course and must rethink taking an online course. Remember that although I am your instructor, I am definitely not an expert in all of the tools and I will be unable to fix your technology problems from afar! You will need to take charge of any issues that arise.

A NOTE ABOUT ZOOM: We will use ZOOM a lot! I will ask for you to do your first week introduction video on Zoom (explained on LATTE), so that I can see that you know how to use it from the very beginning of the summer. Also, Zoom will be the tool we use for office hours and our 1-1 meetings, so it’s an important tool for you to learn. I would prefer you use Zoom rather than QuickTime Player for video recording, since it will be much more reliable on our LATTE platform. 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 your account here: https://brandeis.zoom.us

Remember that Zoom can also be used for ALL of your recorded work, so you don’t need anything else as long as you are on Wi-Fi. If you are not a Brandeis student, you can attend Zoom meetings without having a Zoom account, but would need an account to use Zoom for recording video and closed-captioning. *Zoom also does automatic closed-captioning for accessible videos.

To meet with me on ZOOM during posted office hours, follow two easy steps!
1. Click here: https://brandeis.zoom.us
2. Click on JOIN A MEETING and enter this Zoom ID number: 7817363377

I. COURSE OVERVIEW - Learning Objectives

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 live from behind a podium. In today’s technological world, many of our professional speaking experiences will happen via video.

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, and all are equal partners in this work.

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 big-picture goals for our time together: for you to ENJOY speaking as a way to connect to other humans, for us to BUILD an online learning community together/make friends, and for you to learn from one another’s experiences. Writers must read other writers’ work; speakers must watch other speakers speak. Connecting with other human beings in this manner is essential for our personal and professional communication skills – and we can do all of this online and from anywhere in the world!

This course is much like an online lab in speaking and listening, and your class colleagues are as much a part of your learning as your own work and motivation are. That is all that you will be doing when we get into our speech assignments. Listening and learning from each other, as each person develops in their 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. Your speeches on video will be professional, interesting, conversational, and beautifully human!

II. COURSE STRUCTURE

This is a course about doing, so you will be speaking and listening from day one, watching my first video welcoming you to the course/reviewing the syllabus and for you in recording your first introduction video during Week 1 (explained on LATTE)! Practice is the only way to become a better speaker. We have to start immediately and we all have to meet each other! You also have to get used to seeing yourself often on video – the more you see yourself, the less self-critical you will become and the more normal it will feel.

In our 10 weeks together, you will become a better speaker by doing the following: (explained in detail on LATTE each week):

- Watching the weekly required skill-building video instruction
- Writing reflective responses on this learning content in discussion forums
- Preparing 4 different speaking presentations (3 on video and 1 live video)
- Reflecting on your performance and progress in writing/on video
- Engaging with your peers’ presentations and providing peer feedback
- Receiving and responding to peer and instructor feedback
- Using the feedback you receive to work on your next speaking 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 video content and discussion forums consistently folded within. Be sure that during speech and feedback weeks that you still watch and participate in the content videos and discussions – they are required work in the course.

REQUIRED PARTNER WORK and INSTRUCTOR 1-1: You will be assigned a partner in the class (based on time zone as much as possible) with whom you will practice during your speech preparation weeks. You will also be required to have one Zoom meeting one-on-one with me and to respond to instructor feedback on each speech. These are required elements of the course, explained further below and on LATTE.

III. ASSIGNMENTS (all explained further in writing/video on LATTE)

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, responses to peer and instructor feedback received for each speech, and a longer final reflection 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 to a prompt 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 automatically earns you no more than a 5/10 for the week. To help guide you - you should, at the very least:

- Post one original response to each discussion forum
- Post at least 2 more comments as responses within each discussion, working to vary your responses each week to include interactions with all of your classmates (meaning, do not write responses to the same people each week).

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 and attending class. 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. Each of you will write quick reports about partner work during speech weeks (instructions are posted on LATTE for each reporting week). Partner work can be done live on Zoom video conference (you can host your own meeting), or using videos sent back and forth using tools such as Marco Polo. More explanation can be found on LATTE.

**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 and Responses**
You will receive feedback from me (either on video, in writing, or live during a Zoom meeting, 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. **You will be required to respond to all instructor speech feedback with a video or a written response. These response assignments will be posted on our LATTE page for each week of feedback.**

**Instructor Meeting Requirements**
*Required ONE-ONE with Jen:* You are required to have a 1-1 meeting on Zoom Video with me before Week 5 of our summer course (July 1). The link to the Google Doc Schedule will be posted on LATTE. This is a conversation without an “agenda” but for us to get to know each other as individual, unique human beings, and to get comfortable with us working together online. Grab your tea or coffee and you can sit in your kitchen and chat with me! This is an informal meeting, but we will work on what informal-professional means on video. Plan for 20-30 minute chat!

*Required Speech Feedback after Speech 2:* During the Speech 2 Feedback week, every student will sign up for a feedback meeting with me in lieu of video. We will chat about your speech and do our feedback live. There will be a LATTE link to the Google Doc to sign up for this week.

**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.

Brandeis seeks to welcome and include all students. If you are a student who needs accommodations as outlined in an accommodations letter, please talk with me and present your letter of accommodation as soon as you can. I want to support you.

In order to provide specific accommodations, I need the letter more than 48 hours in advance. I want to provide your accommodations, but cannot do so retroactively. If you have questions about documenting a disability or requesting accommodations, please contact Student Accessibility Support (SAS) at 781.736.3470 or access@brandeis.edu.

IV. ATTENDANCE

This course does not have any all-class live sessions. This is different from last summer and the syllabus draft posted for the class.

HOWEVER…we do have some “live” requirements in the form of at least two instructor meetings via Zoom (one informal and one for speech feedback). Also, your final speech this summer will be completed “live” on Zoom video in small groups with at least 3 of your classmates (explained on LATTE). You will have the opportunity to sign up for times that work for you and to coordinate your final speech time with your classmates.

All live sessions must take place/be recorded using Zoom and shared with your instructor on LATTE.

V. GRADING

A note on grading: this course requires discussions with classmates and written reflections. Speeches are only worth 40% of your overall grade. If you do not do this reflective/discussion work consistently but you complete speeches with “A” grades, you can expect to receive no more than a C/D in this course. Do not skip over these other reflective assignments!

Your class participation includes engaging with all of the online materials and videos. Our video instruction is like coming to the classroom – if you don’t watch them, you are not participating. You are responsible for the content in instructional videos.

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 – it’s NOT just about your own speeches.

Speeches will be graded on effort, growth, challenging yourself, and clearly following the expectations of each assignment. Time is crucial for each speech – if you go over the allotted time, you will not receive As on your speeches.
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, answers should be in complete sentences.

**Grading Breakdown:**
- Speech Assignments (10% each): 40%
- Written Self-Reflection Assignments: 20%
- Class Participation
  - Video Engagement and Online Discussions: 15%
  - Colleague Speech Feedback: 10%
  - Partner Practice Work and Reporting: 5%
  - Responses to Instructor Feedback: 5%
  - Miscellaneous Weekly Assignments (Video Practice): 5%

You are expected to be familiar with and to follow the University’s policies on academic integrity (See: http://www.brandeis.edu/studentaffairs/srcs/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. Also, my videos are my property and should not be shared outside of our class environment without permission.**

V. **Communication with Me**

You can speak with me on ZOOM 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 at reasonable times, rather than keeping them the same.

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.

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, and nor should you be! 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 varied responsibilities and lives. I will generally check email and posts for the course once per day during the week. My goal is to respond to emails within 24-36 hours, at the latest. If I will be delayed for some reason, I will let you know as soon as I can. Know that if you send me an urgent message on Sunday
about something due on Sunday night, I will most likely NOT be able to respond, because I am not on call for our class. I will also be in different time zones for part of our summer together and will alert you what zone I am in when necessary. Same-day urgent messages are difficult to manage. Please do your best to plan ahead!

Remember that your class colleagues 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 2019 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. It does not include the weekly video instruction or discussion forums – these happen every week and are posted on LATTE.)

*Due Date times are always 11:59pm on the days listed.*

**Week 1: June 3 – June 9**

- **Introduction to Course: Videos.**
  - Syllabus and LATTE Class Page Review.
  - Questions to Think About!
  - Nerves When Speaking.
  - Types of Speeches. What is a Hook?
  - Introduction Video Practice – Seeing yourself and practicing the video medium!
    - **Your Video:** Introduction shared with class!!! *(DUE Thursday of Week 1)*
    - **Your Responses to Classmates:** Watch Intro Videos! *(DUE Sunday of Week 1)*
    - **Written Work:** Speaking, Listening, & Goals *(DUE Sunday of Week 1)*
    - **Sign up for 1-1 with Jen** *(see LATTE)*

**Week 2: June 10 – June 16**

- **Speech Preparation.**
  - **Assign Speech #1: Informative**
  - Partner Assignments.
  - Speaking vs. Writing.
  - Introduction to Speech Preparation and Constructive Feedback. Transitions.
    - **Written Work:** Informative Speech Topic? *(DUE Thursday of Week 2)*
    - **Meeting with Partner:** Live Partner Meeting Report *(DUE Sunday of Week 2)*
    - **Your Video:** Impromptu Storytelling to Jen *(DUE Sunday of Week 2)*

**Week 3: June 17 – June 23**

- **Speech #1 Week – INFORMATIVE**
  - Conclusions. Eye Contact, Facial Expression, and Gesture.
  - Preparation, Partner Practice, and Video Speech.
    - **Written Work:** Working Outline of Speech #2 *(DUE Thursday of Week 3)*
    - **Your Video:** Speech #1/Notecards *(DUE Sunday of Week 3)*
    - **Partner Practice Reporting** *(DUE Sunday of Week 3)*
Week 4: June 24 – June 30

Feedback #1 Week – INFORMATIVE

Assign Speech #2: Creative Critical Opinion.
Constructive Feedback. Fillers when Speaking. Active Listening/Audience.
What is a Creative Opinion Speech?
- Written Work: Self-Reflection, Speech #1 (DUE Thursday of Week 4)
- Written Work: Critical Opinion Topic? (DUE Thursday of Week 4)
- New Feedback Forum: Peer Speech Feedback (SEE LATTE)

Week 5: July 1 – July 7

Speech #2 Week – CREATIVE CRITICAL OPINION
**Be sure to read all Speech #1 Feedback submitted by Peers and Instructor.
Intonation, Vocal Variety, Pacing, Repetition.
- Written or Video: Response to Speech #1 Instructor Feedback (DUE Thursday of Week 5)
- Written Work: Working Outline of Speech #2 (DUE Thursday of Week 5)
- Your Video: Speech #2/Notes (DUE Sunday of Week 5)
- Partner Practice Reporting (DUE Sunday of Week 5)
- Sign up for Feedback Meeting with Jen for Week 6 (see LATTE)

Week 6: July 8 – July 14

Feedback #2 Week – CREATIVE CRITICAL OPINION. Meet with Jen.
Assign Speech #3: Persuasive.
What is persuasion? What are the goals in a persuasive speech?
Persuasion and ethics in speaking.
- Written Work: Self-Reflection, Speech #2 (DUE Thursday of Week 6)
- Written Work: What’s your Persuasive Topic? (DUE Thursday of Week 6)
- Planning: Have you gathered your speech audience and location?
- Feedback Forum: Peer Speech Feedback (SEE LATTE)

Week 7: July 15 – July 21

Speech #3 Week – PERSUASIVE
**Be sure to read all Speech #2 Feedback submitted by Peers and Instructor.
Using PowerPoint effectively.
Using the skills from video speeches for speaking LIVE.
- Written Work: Working Outline of Speech #3 (DUE Thursday of Week 7)
- Your Video: Speech #3/Notes/PowerPoint (DUE Sunday of Week 7)
- Partner Practice Reporting (DUE by Sunday of Week 7)

Week 8: July 22 – July 28

Feedback #3 Week – PERSUASIVE
Assign Speech #4 – Personal Narrative
Verbatim Manuscript Speeches on Video
Process for Speechwriting.
- Written Work: Self-Reflection, Speech #3 (DUE Thursday of Week 8)
- Written Work: Personal Narrative Topic? (DUE Thursday of Week 8)
- Feedback Forum: Peer Speech Feedback (SEE LATTE)
Week 9: July 29-August 4

PREP Week for Speech #4 – Personal Narrative

**Be sure to read all Speech #3 Feedback submitted by Peers and Instructor.**

Making Stories Come Alive!
Preparing for a Q & A with Class Colleagues Live!

- Written or Video: Response to Speech #3 Instructor Feedback (DUE Thursday of Week 9)
- Written Work: Personal Narrative Speech Draft (DUE Friday of Week 9)
- Partner Practice Reporting (DUE Sunday of Week 9 – Prior to Live Session)
- Planning: Schedule Live Session with Class Colleagues and Post on LATTE

Week 10: August 5-August 11

Speech #4 Week – PERSONAL NARRATIVE. LIVE PEER SPEECH!

Experience of Live Speaking and Q & A.

- Written Work: Speech Final Draft (DUE Monday of Week 10)
- Video Work: Upload Speeches to LATTE (DUE by Thursday of Week 10)
- Written Work: Final Cumulative Reflection (DUE Sunday of Week 10)
- Feedback Forum: Post feedback on peer speeches you did NOT see live
- Final feedback from instructor will be received during the week of August 14.