

Course Portfolio

Course Title: Public Speaking (대중 연설)

Course Semester: Spring 2015

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Introduction

This course was instructed by me for the second time. I have taught it in both semesters of 2015.

It is a course I highly enjoy teaching because it is one which allows the students to be more relaxed, but also teaches a valuable tool that they will all need to use at some point in their futures. In both semesters the students have given very positive feedback, as well as advice on how the course can be improved for future students.

This course is more interactive than other courses and requires that the students take a more active role both in class time but also during the grading process.

This portfolio is useful in helping me to analyse the course design, enactment and results. Where possible improvements are made and the comments given by the students are always readily received.

Schedule

Week	Topic
1	Course introduction
2	Public Speaking introduction
3	Genuine Speaking
4	Body Language
5	Presentation 1
6	Your Voice
7	Understanding Your audience
8	Presentation 2
9	The audience members
10	Interaction
11	Structure
12	Presentation 3
13	Diction and Props
14	Fear factor
15	-
16	Final Presentation

Syllabus

Week 1: Introduction

This involves informing the students about the schedule for the semester and what will be taught each week, as well as the grading for the course. Since students change courses during the first week, I keep week 1 simple.

Week 2: Introduction to Public Speaking

In this class we discuss what public speaking is and the various different situations that require speeches or presentations to be made in public. The students are required to participate.

Week 3: Genuine speaking

The first theoretical class. This teaches the students that they should also be honest, look authentic and be genuine in their public speaking. If the audience suspects the speaker is lying or exaggerating then the speaker will lose the trust of the audience.

First video of the course. Steve Jobs unveiling the i-phone in 2007.

Week 4: Body Language.

In this class we look at how the students can use their bodies effectively during a speech, and also at how mis-using the body can be detrimental to the outcome of a speech.

Video of English chef Jamie Oliver – TED talk.

Week 5: First presentation

The first presentation of the course. This is a free topic presentation/speech. I give the students between 5~10 minutes due to class time limitations. This presentation is not graded, but instead is used to allow the students to gain some experience in speaking in front of a group of people. To give them more confidence the choice of topic is free.

Week 6: Your Voice

A look at the voice and how we can use our voices in various ways to emphasise different parts of the speech, as well as make it more interesting overall.

Audio of Winston Churchill's speech in 1946.

Week 7: Understanding Your Audience

This week looks at the audience. In public speaking, the speech/presentation should generally be audience-centered. This week teaches the students to understand the needs/wants of the audience. We also start to look at different audience types and therefore ways to prepare for different audiences.

Week 8: Second presentation

The second presentation of the course. This one is graded and accounts for 20% of the overall grade for the semester. Again, to encourage more passionate and confident speeches I allow the students to choose their topics.

Week 9: Audience Members

This week looks at the individuals that will comprise the audience. In each audience there will be different types of people. The speaker should be prepared to deal with all of the types.

Week 10: Interaction

A look at different ways that the speaker can start to interact with the audience. The week starts by understanding why interaction is important.

There is no video this week. Instead we have a quiz – one of the techniques of interaction.

Week 11: Structure

This week looks at how students need to prepare for their speech/presentation and how to structure it accordingly. The different factors that affect structure are looked at and discussed.

In-class discussion/debate, instead of a video.

Week 12: Third presentation

This presentation accounts for 30% of the grade.

The presentation is a group one, with groups of between 2~4 people.

Week 13: Diction and Props

A look at how the words we use will determine the success of a speech and how we should decide on the level of speech.

Props will be discussed to show how they can add extra emphasis to a speech.

Video: TED talk by neuro-scientist Jill Bolte Taylor.

Week 14: Fear Factor

A look at the causes of fear in terms of public speaking and then discussing these in class. Methods of rationalizing these fears and overcoming them are then studied.

Week 15: Review week

This week is used to make up for any classes missed during the semester due to events. If there have been no missed classes I offer the students the opportunity to have a review class of the course.

Week 16: Final Presentation

The final presentation.

This accounts for 30% of the total grade. For this presentation I choose the topic. In the first two semesters the topic was ‘public speaking’ so as to get the students to review the course, as if it was a final examination.

Course Description

The course is a compulsory one for all students. In particular, our department encourages students to participate in contests and events in which public speaking is necessary.

The course is designed to teach the students how to become more confident in public speaking. This is a vital tool that all students will have to put to use during their university years and after they graduate.

The course is designed to teach various different aspects of public speaking. The course looks at how to effectively use one's body to emphasise certain points. It then looks at how to effectively control one's voice to efficiently convey one's message. The course also looks at how to successfully prepare, by focusing the presentation/speech on the needs/wants/expectations of the audience, as well as ensuring that the students can maintain flexibility by adjusting for each audience type. Interaction techniques which used to develop creativity within the students are also studied. The final week looks at several ways in which we can try and overcome the natural fear of speaking in public.

The course is designed to give the students several opportunities to put these theories and techniques into practice. Grading is based on how well the students have taken note and to what degree they start implementing them successfully into their public speaking.

Goals

The course will is designed to give the students the tools needed to become a confident public speaker in various situations. I always start the course by reiterating that this course is a theoretical-based course that will inform the students of the techniques and methods for giving a confident, natural speech. However, the students must apply themselves and these techniques in order to actually give a confident speech.

The course is divided into four parts with four presentations throughout the course. This is to give the students several chances to implement the methods discussed in class. It also gives them more opportunity to speak in front of a group of people.

By the end of the course the students will have a good idea of what they need to do in any situation in order to give an outstanding public speech/presentation. The course tries to take an overall view of public speaking, but we look at the differences in public speaking style in different circumstances, from formal presentations, to wedding speeches to job interviews.

Materials

The course uses several materials including text books, videos and Powerpoint presentations. A variety of materials are used to provide more interesting classes to the students, as well as to give a more objective look at public speaking.

The main text book is, **‘How to be brilliant at Public Speaking: Any Audience, Any Situation’** Sarah Lloyd-Hughes (Pearson Education Ltd. 2011). This book is very concise and covers the basic areas for improving public speaking skills. It is also written in basic English, which makes it an easy book to read for the Korean students who attend the class.

Other books used include, **“An Essential Guide to Public Speaking: Serving Your Audience with Faith, Skill and Virtue”**, by Quentin J. Schultze and **“Public Speaking: A Concise Overview for the Twenty-first Century”**, by W. A. Kelly Huff. These two books take a more specific view on public speaking, but certain sections are useful in further explaining the basic techniques for public speaking in any situation.

As well as the text books videos are also used. These are watched via the internet from youtube.com and from TED talks.com. This provides the students with a diverse range of public speeches to analyse.

The powerpoint presentations are made by combining information from these sources, as well as my own experience. I have been teaching for almost ten years, have appeared on various television and radio programmes, and am experienced in giving presentations at conferences.

Grading/examining techniques

The grading for this course is divided into five areas:

- 20% is awarded for the first graded-presentation
 - This is an individual presentation on a topic chosen by the presenter.
 - By giving the students the choice of topic, I try to reduce their pressure and increase their natural confidence
- 30% is awarded for the second presentation
 - This is a team presentation
 - The team chooses the topic amongst themselves, again to help build confidence
- 30% is awarded for the final presentation
 - This is more of an oral final exam
 - The topic is chosen by the professor
 - The topic has been ‘public speaking’, in which students choose one specific area of public speaking or analyse a speech.
- 10% is awarded for attendance
- 10% is awarded for participation in class

- This aims to get the students involved more and make them feel more comfortable speaking in front of groups of people

Learning Outcomes

Students:

The feedback from the students has been very positive. The students have commented that the course is fairly relaxed compared to others and this has made them feel more relaxed and comfortable. The course is also interesting with a variety of videos and sources.

The grades have also been high. The majority of students placed within the A/B+ grade range. The students showed steady progress throughout the course, and took on board the comments given after each presentation.

After the first semester, the students made two comments that needed addressing:

1. Time for presentations was too limited
2. The number of presentations was too low.

Based on these comments I made the following changes this semester. Since class times are limited to three hours per week there was no way to extend this. However, by limiting the number of students per class it gives more flexibility and time for presentations. This semester there were 18 and 19 students in each class - a reduction compared to the previous semester. This meant that the students could give longer presentations.

In the first semester, I found that in the last two weeks, the content of the course was fairly weak. As such, this semester I combined two week's worth of classes into one. This gave the schedule an extra week for presentations, hence this semester the students were able to give four presentations.

Professor

The first semester proved very useful in informing me of the students' abilities. This enabled me to make the second semester much more concise. Since I was also more aware of the capabilities of the students I was able to focus more on the weaker areas of the students' public speaking, notably the confidence it takes to speak in public in a foreign language.

As well as increasing the number of presentations per semester, I also encouraged the students to take part in extra-curricular contests in order for them to practice speaking in public in various circumstances. Several students took this advice which was very pleasing.

On a personal level, I realized that I could make the powerpoint files more interesting. The files are mostly written and more interesting files could be more productive. The number of videos that we watch in class could also be increased. The students enjoyed watching the various speeches and discussing them. Adding more examples next semester is a high possibility.