

COMM-120 > >introduction to> >public speaking

spring 2015

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Class meets: T & Th from 11 to 12:15 in SIH B

Office Hours: M & W from 2:30 to 3:30 p.m. and T & Th
from 12:30 to 2:30 p.m. or by appointment

Course credit: 3.0 Hours

Prerequisite: English 150 or equivalent level of English

COURSE DESCRIPTION

This course is designed to introduce you to the basic principles of speechmaking and presentation design and to provide you with opportunities to develop your own skills. Presenting in public is a demanding art and requires a wide range of cognitive, psychomotor, and affective skills to develop and present engaging and intelligent speeches. Despite “speaking” being the focus of this course; “critical reading,” “critical listening,” and “critical thinking” are three skills inextricably connected to it. During the process of constructing a presentation, you will simultaneously engage in critical reading and thinking. Being in class during each of the 4 oral exams will allow you to “listen critically” to a variety of different topics and will give you the opportunity to help your classmates with constructive feedback. We will also watch presentations delivered by experts and non-experts thus being exposed to different styles of presentations. Additionally, since self-reflection is crucial to learn about your strengths and weaknesses, you will have opportunities throughout the semester to reflect on your own presentations.

In sum, your success in this class hinges upon your ability to follow public speaking and high-impact presentation tenets, and to learn theoretical concepts while putting it all into practice in the classroom. At the end of the semester, you need to demonstrate that you are well prepared to create and deliver effective presentations in more advanced courses that require you to do so.

Presenting in public is not something new to you. We’re constantly speaking to others in everyday-life situations. Sometimes you inform others of certain topics, or you try to persuade them to do something; and some other times you simply want to inspire them, or tell them interesting things that you know or have experienced.

The goals of this course are:

- To help you become aware of the principles of high-impact presentations.
- To help you feel more confident in situations in which you have to present to others.
- To become aware of your boy.
- To help you start enjoying those moments when you address an audience (as scary as you may think that is!)

COURSE DYNAMICS

Overall, the structure of the course will include, lecturing, discussions, and **practical activities above all**. The effectiveness of how the class unfolds highly depends on your attitude, work and, discipline. I expect that you have a positive attitude in class; I expect you read the assigned articles and book chapters before coming to class; and I expect that you always come to class ready to think, discuss, apply, exemplify, theorize, critique, and evaluate the materials you have read. This course requires that you are an active learner inside and outside the class. In the end, being active in class will result in achieving the learning outcomes outlined below and in an enjoyable experience. Let me know how I can help you meet these requirements in order to learn succeed in CMM-120.

Student Learning Outcomes (SLO)

By the end of the semester, you should be able to:

SLO	Assessment Method
Manage communication apprehension.	↕ Self-reflections; class participation
Design high-impact presentations.	↕ Major presentations; mini-performances
Know the foundations of informative, persuasive, and memorable presentations.	↕ Preparation and Speaking outlines; Major presentations; mini-performances
Know the foundations of the Rogerian argument structure and substance.	↕ Preparation and Speaking outlines; Major presentations; mini-performances
Master the principles of slide design.	↕ Major presentations; mini-performances
Use of language to frame reality according to certain goals.	↕ Major presentations; mini-performances; class participation
Use your body to communicate effectively	↕ Major presentations; mini-performances; class participation
Craft effective introductions and conclusions	↕ Preparation and Speaking outlines; Major presentations; mini-performances
Analyze your audience and craft your message accordingly.	↕ Preparation and Speaking outlines; Major presentations; mini-performances
Provide constructive and critical feedback to your peers.	↕ Preparation and Speaking outlines; Major presentations; mini-performances

REQUIRED MATERIALS

TEXTBOOK

📖 **TEXTBOOK:** Reynolds, G. (2012) *Presentation Zen: Simple ideas on presentation design and delivery*. Berkeley, CA: New Riders.

📖 **SUPPLEMENTARY READINGS:** They will be available in the following website:


cmm120introtopublicspeaking.pbworks.com

COURSE ASSIGNMENTS

ASSIGNMENTS	POINTS	APPROX. VALUE	MY SCORE
Oral Exam #1	100	19%	
Oral Exam #2	100	19%	
Oral Exam #3	100	19%	
Oral Exam #4	100	19%	
Written Assignments (3 @ 10 pts.)			
-WA #1 Giving Constructive Criticism	10	6%	
-WA #2 Self-evaluation of video-taped speech	10		
-WA #3 Self-evaluation of overall performance	10		
Performance of Mini-Oral Exams (4 @ 10 pts.)			
-Performance #1	10	8%	
-Performance #2	10		
-Performance #3	10		
-Performance #4	10		
Attendance & Participation	50	10%	
TOTAL	520	100%	

Further instructions for each assignment will be provided in class.

FORMAT INSTRUCTIONS FOR WRITTEN ASSIGNMENTS

 The document should include the assignment number, your name and a title for the assignment. Your written assignment needs to be grammatically sound and proofread. All assignments need to be typed and printed. I will not accept handwritten documents under any circumstances.

Name, Date & Title of the Assignment

Margins: 1 inch (top, bottom, left and right)

Font: Times New Roman or Arial, 12-point font

Line spacing: The whole document needs to be double spaced

Length: 2 pages maximum unless specified differently. Choose the information you are going to include so that it responds to the requirements of the assignment. Synthesize the information so that you are able to include everything you consider relevant.

ELECTRONIC SUBMISSION OF ASSIGNMENTS

All written assignments, except Oral Exam outlines, have to be submitted electronically following the link below:

<http://www.dropitto.me/CMM-ASSIGNMENTS>

1. This link is also available in the wiki. Click on it and enter the password (caps sensitive): CMM2015
2. Upload your word document and a copy of it in pdf.
3. The files that you upload MUST follow the following format for the file name: CMM120-FIRST NAME INITIAL + LAST NAME + ASSIGNMENT NAME AND NUMBER.
 - a. Here is a sample file name: CMM120-JSMITH-WA#1.docx and CMM120-JSMITH-WA#1.pdf
 - b. If you do not to give your file the correct format and name, I will discard it as soon as I receive it.
4. Assignments are due by midnight of the day assigned, but they can be submitted earlier as well.
5. You're fully responsible for uploading a word document that opens correctly. It is unlikely, but files can get corrupted in the process of sending and receiving. Uploading the word document along with a copy of it in pdf format will maximize your chances of me being able to open your assignment.

ATTENDANCE, PARTICIPATION & DISCUSSION POLICIES

ATTENDANCE

Attendance is mandatory for this course to run properly. I will expect your physical and mental presence for each class day. I expect you to pay attention to class material (no newspapers, magazines, headphones, etc.) Later arrivals are highly discouraged since they are disruptive for the class. Arriving 20 minutes late or longer will count as an absence. The schedule below contains a description of what will happen each in each class. Ask me and/or your classmates to make sure you do not miss anything.

ABSENCES

Only university events and trips will be officially excused. However, it is your responsibility to make sure such events or trips do not interfere negatively with your performance in your classes. I will use my discretion to excuse medical or other situations.

ABSENCES & PENALTIES: You are allowed only 2 unexcused absences. **More than 2 unexcused absences** will significantly **lower your grade** (minus 5 points per unexcused absence after the second). **Missing 5 or more classes will be grounds to earn a failing grade.**

ABSENCES & ASSIGNMENT SUBMISSIONS: If you're sick and can't come to class the day an assignment is due, DO SUBMIT FOLLOWING THE INSTRUCTIONS IN THE WIKI. You have all the dates for assignments scheduled in the syllabus. Plan your work ahead of time and be organized.

LATE WORK

Late work in this class only applies to **Written Assignments (WA)** and **NOT TO ANY TYPE OF GRADED ORAL PRESENTATION**. You will lose **10% of your score**—per day—in any written graded assignment submitted late **without an official excuse**. Submitting an assignment on time means to turn it in class or electronically at the stipulated time. If you know that you are not going to turn in an assignment on time, let me know before it is due, in order to work out an solution

CAN I MISS AN ORAL EXAM? Presentations are a very SPECIAL type of EXAMS because they require an audience. A presentation without an audience is NOT a presentation and hence it cannot take place. Presentations are scheduled in your syllabus and you need to plan your work ahead of time. Only university-sponsored events/trips are official excuses to be entitled to a make-up presentation. But even then, the student must submit all materials in its final form the day that the presentation is due. Medical absences are not official excuses and I will use my discretion to get an extension to make up the presentation. If you're sick the day of the presentation or the day before, send me your preparation outline (it needs to be substantial and close to finished if not finished) as a pre-condition to decide on an extension. If any, the extension would be on the actual performance and not on the preparation of the presentation materials. If we reach an agreement for a make-up presentation, there will be a set of conditions to be fulfilled by the student.

IN-CLASS PARTICIPATION

Participation entails critical thinking, critical listening and sharing your thoughts and opinions with your classmates. You should come to class prepared and willing to discuss the readings or ideas for that day. Active and useful participation requires effort from your part. I expect that your contributions to the discussion be grounded in the assigned readings. Avoid going off on tangents. Only coming to class does not count as participation. I will keep track of your participation during discussions and in-class activities. In order to get credit for your presence in the classroom, you need to "participate" as described here. (See *Student Learning Outcomes table above to see specific skills that I will assess in this assignment*).

In-class Participation Grade: This classroom will be a safe place for expressing your opinions and discussing them in a reasonable fashion with your classmates. You are free to speak your mind in class. As such, you may hear opinions and viewpoints that are contrary to yours and since you are all adults, I will expect you to be respectful when we are engaged in class discussion. Nonetheless, if you feel uncomfortable because of a class discussion, you may speak with me at any time.

How will you earn your in-class participation grade?

- An "A" in participation means that you almost always participate in class (as described above).
- A "B" in participation means that you frequently participate in class (as described above).
- A "C" in participation means that you sometimes participate in class (as described above).
- A "D" in participation means that you seldom participate in class (as described above).
- An "F" in participation means that you rarely participate in class (as described above) and/or that you disrespect your peers.

CAVEAT: *Missing classes and lateness will lower your participation grade.*

MISCELLANEOUS POLICIES

CLASSROOM BEHAVIOR

The use of cell phones and other electronic devices that may distract or disrupt the flow of class will not be tolerated. Yes, that includes WhatsApp ;-). Please, turn them off at the beginning of class or set them in FLIGHT mode. Laptops ARE authorized in the classroom as long as they are used to work on any aspect related to this particular course (taking notes, consulting electronic materials for discussion in class etc.) **Students using laptops for other non-academic purposes will be invited to leave the classroom, their absence will count as unexcused, and they will not be allowed to use laptops in the classroom.**

CLASSROOM BEHAVIOR DURING ORAL EXAMS.

All of you will be members of the audience for each of the oral exams. Being part of the audience is part of your classroom behavior. Your peers who are doing their oral exams will be addressing you in their performances and accordingly, you need to respond appropriately with adequate attention and responsiveness. I will not force you to pay attention to your peers if you don't want to do so, BUT, you are required to follow the "Principle of Civil Attention" (*Relations in Public*, Erving Goffman, 1972) that is defined in this context as creating the impression that you are paying attention to your peers.

POLICY ON STUDENT-INSTRUCTOR COMMUNICATION

If you need to contact me outside the classroom, use the email address listed in this syllabus, or post a comment in the wiki workspace created for this course. I will reply to the email you send me within 24 to 48 hours.

POLICY ON COMMUNICATION THROUGH THE WIKI WORKSPACE

I will also use the wiki workspace to communicate with you. Whenever I post a comment or make a change to the Wiki workspace, you will receive notification of it. Consequently, the email address you give me in class has to be one that you use on a daily basis. It is your responsibility to make sure that you have set up the "Preferences" in the wiki workspace so that you "receive notification right away when the workspace has changed." When you sign up after you receive my invitation, you will have a chance to set up this option. If you don't know how to do this, please talk to me and I'll help you figure it out.

COLLECTION OF ASSIGNMENTS FOR ASSESSMENT PURPOSES

Saint Louis University - Madrid Campus is committed to excellent and innovative educational practices. In order to maintain quality academic offerings and to conform to relevant accreditation requirements, we regularly assess our teaching, services, and programs for evidence of student learning outcomes achievement. For this purpose we keep on file anonymized representative examples of student work from all courses and programs such as: assignments, papers, exams, portfolios, and results from student surveys, focus groups, and reflective exercises. **Thus, copies of your work for this course, including exams, quizzes, application papers, class discussions (video taped), oral presentations (video taped), final projects may be kept on file for institutional research, assessment and accreditation purposes.** If you prefer that Saint Louis University-Madrid Campus does not keep your work on file, you will need to communicate your decision in writing to your professor.

GRADE DESCRIPTION

⊗ **A**—An "A" performance is a superior performance. To earn an "A" on an assignment, you must extend increased effort to seeing and thinking beyond the surface level of the assignment as well as show particular skill in composing your work. To earn an "A" in the course, you must excel consistently throughout the semester. This means producing polished, well-crafted work that shows extreme effort, using the revision process to shape your message for a particular audience, taking an active leadership role in class, being organized, ambitious and articulate.

⊗ **B**—A grade "B" shows that you have done a little more than what is required for the assignment. For example, it may mean that you have done some extra research or an effective analysis on an assignment, or that you have produced a piece of discourse that is somewhat innovative and interesting. To earn a "B" in the course, you must exceed the minimum requirements of producing solid work as well as show evidence of revision, be an active participant in the classroom, complete all activities carefully, and show preparation, improvement, and effort in every area.

⊗ **C**—A grade of "C" is an average grade. A "C" indicates that you have met the minimum requirements of the assignment. A "C" indicates that you need to improve and that there is potential in your work. To earn a "C" in this course means that you have made a minimum effort in your assignments and in class participation.

⊗ **D**—A grade of "D" means that your assignment has significant problems. For example, not completing part of an assignment or the assignment was not done on time. Also, a "D" will be given if you do not show sufficient effort, time, or concern for any particular assignment. Earning a grade of D or lower in this course means that you have not shown consistent effort toward improvement and have not met the minimum standards for the course.

⊗ **F**—A grade of "F" will be given in a case where your work is seriously lacking. Getting an "F" is an indicator that shows lack of interest and effort. Intentional plagiarism will undoubtedly lead to a grade of F (actually a 0) and may also result in more serious consequences such as failing the course.

GRADE PERCENTAGES	
94-100% ⇨⇨⇨ A	77-79% ⇨⇨⇨ C+
90-93% ⇨⇨⇨ A-	74-76% ⇨⇨⇨ C
87-89% ⇨⇨⇨ B+	70-73% ⇨⇨⇨ C-
84-86% ⇨⇨⇨ B	61-69% ⇨⇨⇨ D
80-83% ⇨⇨⇨ B-	60% and below ⇨⇨⇨ F

ACADEMIC INTEGRITY GUIDELINES

Students are required to abide by the Academic Integrity guidelines summarized below.

The SLU-Madrid Academic Honesty Policies unabridged document can be found in the link here:
http://spain.slu.edu/academics/academic_advising/docs/Academic_integrity.pdf

The University is a community of learning, whose effectiveness requires an environment of mutual trust and integrity, such as would be expected at a Jesuit, Catholic institution. As members of this community, students, faculty, and staff members share the responsibility to maintain this environment. Academic dishonesty violates it. Although not all forms of academic dishonesty can be listed here, it can be said in general that soliciting, receiving, or providing any unauthorized assistance in the completion of any work submitted toward academic credit is dishonest. It not only violates the mutual trust necessary between faculty and students but also undermines the validity of the University's evaluation of students and takes unfair advantage of fellow students. Further, it is the responsibility of any student who observes such dishonest conduct to call it to the attention of a faculty member or administrator.

Examples of academic dishonesty would be copying from another student, copying from a book or class notes during a closed-book exam, submitting materials authored by or editorially revised by another person but presented as the student's own work, copying a passage or text directly from a published source without appropriately citing or recognizing that source, taking a test or doing an assignment or other academic work for another student, tampering with another student's work, securing or supplying in advance a copy of an examination without the knowledge or consent of the instructor, and colluding with another student or students to engage in an act of academic dishonesty. Where there is clear indication of such dishonesty, a faculty member or administrator has the responsibility to apply appropriate sanctions. Investigations of violations will be conducted in accord with standards and procedures of the school or college through which the course or research is offered. Recommendations of sanctions to be imposed will be made to the dean of the school or college in which the student is enrolled. Possible sanctions for a violation of academic integrity include, but are not limited to, disciplinary probation, suspension, and dismissal from the University.

STUDENT ACCOMODATION STATEMENT

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:

Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.

University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Academic Dean's Office (San Ignacio Hall) or by going to http://spain.slu.edu/academics/learning_resources.html.

Students who believe that, due to a disability, they could benefit from academic accommodations are encouraged to contact Disability Services at +34 915 54 58 58, ext. 204, send an e-mail to counselingcenter-madrid@slu.edu, or to visit the Counseling Office (San Ignacio Hall). Confidentiality will be observed in all inquiries. Course instructors support student accommodation requests when an approved letter from Disability Services has been received and when students discuss these accommodations with the instructor after receipt of the approved letter.

TENTATIVE SCHEDULE

PZ: Presentation Zen (Our textbook)

RP: Reading Packet available online

Week	Day	Class Description	Reading	Assignment
1	Th•Jan•15	<ul style="list-style-type: none"> ○ Introduction to the course. ○ Preparing and delivering your first presentation 		<ul style="list-style-type: none"> ○ Course description and getting to know each other.
2	T•Jan•20	<ul style="list-style-type: none"> ○ We are all performers. ○ A Paradigm shift in Public Speaking. 	PZ: Ch. 1 Presenting in Today's World.	<ul style="list-style-type: none"> ○ Let's talk about Reynolds' approach to Presentations and then we'll put some of them into practice in class.
	Th•Jan•22	<ul style="list-style-type: none"> ○ Some basic principles to create high-impact presentations. ○ Starting Preparations for your Presentation. 	PZ: Ch. 2 Creativity, Limitations, and Constraints. PZ: Ch. 3 Planning Analog.	
3	T•Jan•27	<ul style="list-style-type: none"> ○ Creating and Processing the "story" of your presentation 	PZ: Ch. 4 Crafting the Story	<ul style="list-style-type: none"> ○ Before doing the reading, write down a brief description of how you would prepare to deliver a speech and how you deliver it. (e.g. I would take note cards and write parts of the speech there... or I would prepare a PowerPoint with bullet points....). Bring it to class to discuss it
	T•Jan•27	<i>Last Day to Drop a Class Without a Grade of W and /or Add a Class</i>		
	T•Jan•27	<i>Last day to Choose Audit (AU) or Satisfactory/Unsatisfactory (S/U) Options</i>		
	W•Jan•29	MINI-PERFORMANCE #1	MINI-PERFORMANCE #1	MINI-PERFORMANCE #1
4	T•Feb•3	<ul style="list-style-type: none"> ○ Creating and Processing the "story" of your presentation: Storytelling moments. 	RP: Gallo (2014) Ch. 2 – Master the Art of Storytelling.	
	Th•Feb•5	<ul style="list-style-type: none"> ○ Creating and Processing the "story" of your presentation: Unexpectedness. 	RP: Gallo (2014) Ch. 4 – Teach me Something New.	
5	T•Feb•10	ORAL EXAM #1	ORAL EXAM #1	You will deliver a courageous, ingenious, fascinating, inspiring, beautiful and/or jaw-dropping INFORMATIVE PRESENTATION.
	Th•Feb•12	ORAL EXAM #1	ORAL EXAM #1	
6	T•Feb•17	<ul style="list-style-type: none"> ○ Persuasive Speaking 	RP: O'hair et al (2010) Ch. 24 <i>Persuasive Speaking</i>	
	W•Feb•18	<i>Registration for Summer 2015 Session Begins</i>		
	Th•Feb•19	<ul style="list-style-type: none"> ○ Simplicity as the ultimate tool to create sophisticated presentations. 	PZ: Ch. 5 Simplicity: Why it matters.	
7	T•Feb•24	<ul style="list-style-type: none"> ○ How memorable is your presentation? 	RP: Gallo (2014) Ch. 5 – Deliver Jaw-dropping moments.	
	Th•Feb•26	<ul style="list-style-type: none"> ○ The mechanics of delivery: How to use your voice and your arms. 	RP: Nowak (2004) Ch. 1 Voice RP: Nowak (2004) Ch. 3 Gestures.	
8	T•Mar•3	MINI-PERFORMANCE #1	MINI-PERFORMANCE #1	MINI-PERFORMANCE #1
	Th•Mar•5	<ul style="list-style-type: none"> ○ The Introduction and the Conclusion. ○ Instructions for WA#1 	RP: O'hair et al (2010) Ch. 15 <i>Developing the Introduction and the Conclusion.</i>	
9	T•Mar•10	ORAL EXAM #2	ORAL EXAM #2	You will deliver a courageous, ingenious, fascinating, inspiring, beautiful and/or jaw-dropping PERSUASIVE PRESENTATION.
	Th•Mar•12	ORAL EXAM #2	ORAL EXAM #2	
	F•Mar•13	<i>Last Day to Drop a Class and Receive a Grade of W</i>		

10	T•Mar•17	○Designing the Presentation (Part 1)	PZ: Ch. 6 Presentation Design: Principles and Techniques. PZ: Ch. 7 Sample Visuals, Images, and Text	(Bring your laptops to class!) ✍️ WA#1 Due
	Th•Mar•19	no class—father's day		
11	T•Mar•24	○Using Language and other Communicative Resources to create memorable moments.	PZ: Lucas (2009) <i>Using language.</i>	
	Th•Mar•26	○The Mechanics of Delivery: Make eye contact to engage the audience and use your body naturally.	RP: Nowak (2004) <i>Ch. 4 Eye Contact</i> RP: Nowak (2004), <i>Ch. 2 Body Movements</i>	
12	T•Mar•31	easter break		
	Th•Apr•2			
13	T•Apr•7	MINI-PERFORMANCE #1	MINI-PERFORMANCE #1	MINI-PERFORMANCE #1
	W•April•8	<i>Last Day to Drop a Class and Receive a Grade of W</i>		
	Th•Apr•9	○Rogerian Argumentation. ○ Instructions for WA#2	RP: Barnet et al. (2005). <i>A psychologist's view: Rogerian argument.</i>	○Do you think Rogerian argumentation is feasible in today's world?
14	T•Apr•14	ORAL EXAM #3	ORAL EXAM #3	You will deliver a courageous, ingenious, fascinating, inspiring, beautiful and/or jaw-dropping PECHA KUCHA.
	Th•Apr•16	ORAL EXAM #3	ORAL EXAM #3	
15	T•Apr•21	○The Mechanics of Delivery: Presence of Mind	PZ: Ch. 8 The Art of Being Completely Present.	✍️ WA#2 Due
	Th•Apr•23	○ Our Brains Love Humor: Light Humor as a way to Engage your Audience.	RP: Gallo (2014) <i>Ch. 6 – Lighten up.</i>	
16	T•Apr•28	○Designing the Presentation (Part 2) ○ Instructions for WA#3	RP: Reynolds (2010) Presentation Design: Typeface, Colors, and Space.	(Bring your laptops to class!)
	Th•Apr•30	MINI-PERFORMANCE #1	MINI-PERFORMANCE #1	MINI-PERFORMANCE #1
17	T•May•5 Last day of Class.	○The Mechanics of Delivery: The need for Engagement	PZ: Ch. 10 The Need for Engagement. RP: Nowak (2004) <i>Ch. 5 Energy</i>	✍️ WA#3 Due
18 Finals Week	M•May•11	EXAM #4 – THE TED TALK Monday May 11th from 12 to 3 p.m.		

References of Supplementary Readings

- Barnet, S. & Bedau, H. (2005). A psychologist's view: Rogerian argument. In S. Barnet & H. Bedau (Eds.), *Current issues and enduring questions: A guide to critical thinking and argument, with readings* (pp.454-456). Boston, MA: Bedford/St. Martin's.
- Gallo, C. (2014). *Talk like TED: The 9 public-speaking secrets of the world's top minds*. New York: St. Martin's Press.
- O'hair, D., Rubenstein, H., & Stewart, R. (2010). *A pocket guide to public speaking* (3rd ed.). New York, NY: Bedford/St. Martin's (Chapters: 15)
- Lucas, S. (2009). *The art of public speaking*. New York, NY: The McGraw-Hill Companies, Inc. (Ch.12).
- Nowak, A. (2004). *Power speaking: The art of the exceptional public speaker*. New York, NY: Allworth Press (Chapters: 1, 2, 3, 4, and 5)