

SPEECH AND DEBATE

Spring 2025

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Prerequisites: The ability to listen to a course lecture at normal speed in English, the ability to speak comprehensibly and listen to classmates with facility in English, the ability to read academic and journalistic material in English with a degree of facility. As with any other skills course, regular participation is not only expected, it is necessary to develop one's abilities in academic writing. This course is intended for first or second semester sophomore students along with the sequence of two writing classes comprising the entire sophomore year. It serves as a necessary ground for upper division courses in literature and linguistics. Students from other majors are welcome to take the course, but the focus of speeches and assignments is aimed toward English majors and minors.

Text:

Course Packet

This is a course in public speaking for English majors as well as other interested students. Students will give speeches in a number of rhetorical modes, and group projects will also be undertaken, specifically a group debate. The course will involve a high degree of participation and practice both in preparation for the various speaking assignments and in order to develop better facility in delivery. All speeches will be evaluated according to the two criteria of content and delivery.

Some of your speeches in this class will also be filmed by your classmates so that we can assess delivery strengths and weaknesses. The films will be carried out by camera, smart phone or tablet PC and must be posted on Youtube or Vimeo for the rest of the class and the instructor to review again as needed and for the speaker to do a self-evaluation.

The speeches made in this course will be given a time limit, and a significant part of your grade for each speech will be contingent on your management of time. It is recommended that you bring a timepiece to the podium for your speech (though being distracted by it or distracting your audience with it will reflect negatively on your performance in delivery). Use your timepiece as an aid to stay within the allotted frame of time. Speeches that exceed or are short of the required time for the speech will be docked by one letter grade in the overall averages. Speeches will be halted if they extend past 30 seconds of overtime. Consequently, it is absolutely essential that students practice their speeches sufficiently in order to meet the time requirements of the speeches. Adherence to time requirements is ultimately a matter of preparation and practice as well as courtesy to other speakers and listeners. We have a finite amount of time to carry out a

large number of speeches in this class. Therefore, students must appreciate the need for time management in order that all participants can be afforded sufficient time to speak.

It is often misunderstood that speech courses at Yonsei are only for near native speakers and that non-natives will have a distinct disadvantage. In truth, however, the class speeches are not evaluated according to grammar and pronunciation, but rather fluency, content and delivery skills. Non-native speakers frequently out-compete near native speakers in this class. The fact that speeches have time limits also typically provides equalizing advantages to non-native speakers. In short, if you are a non-native speaker, do not be afraid of this course. If you are intellectually talented and can compose speeches well and practice your delivery proficiently, you have just as good of a chance of gaining a high mark in this class as the near natives. In fact, many near native speakers mistakenly assume that their abilities are sufficient to secure high marks and are often disappointed to discover that students who speak with far less proficiency than themselves outperform them.

Classroom Etiquette: Smart phones are to be turned off and stored during class hours except for break time and specified class projects. Students who use phones or carry out assignments for other courses during our regular class lectures and activities will be asked to leave the class. Students who do so a second time during the semester will be asked to leave the class for one week. Students who do so for a third time will be asked to drop the course. Students are responsible for keeping track of all assignments and requirements posted on the board.

Attendance: Yonsei University requires all professors and lecturers to carefully monitor and record attendance. Accordingly, we will use this information to partially determine grading. Class attendance is weighted ten percent on final evaluation. Grades will be calculated as follows: A+ = no missed class hours; A0 = one or two hours of absence; B0 = three hours of absence; C0 = four hours of absence; D0 = five or six hours of absence; F = more than six hours of absence. Absenteeism will also negatively affect the participation grade in the class. Two instances of lateness will count as one absence. Students are considered late if they arrive at class after attendance is taken. If students arrive more than 15 minutes late, they will be counted as absent from the class hour. Students who come to class before class starts and then leave the room until after class starts will be counted as late for class unless they let me know in advance of what they are doing. Students who return late from their allotted break during a two hour class will be counted as late for the second hour. Students who miss more than 15 hours of class time during the term (absences include actual missed hours, days, assignments and activities used to gauge attendance or days where they arrive more than 15 minutes late) will receive an automatic "F" for the course without exception. Absences can be excused if students contact me in advance of class by email and let me know the reason, that includes illness or menstrual symptoms as well as personal and family emergencies. However, speeches and in-class projects are not excused by university policy. Students who need to miss class for any excusable reason should contact the instructor in advance of class either by email. It is your responsibility to plan for all possible exigencies that might cause you to miss or be late for class. Students are held responsible for all class

time missed. If you need to miss class call a classmate to inquire about the homework required and material missed. Students who cut a large number of classes, regardless of the legitimacy of the reason, statistically do not get high evaluations in the class. Students who sleep in class for the duration of class time will be counted as absent for class. In other words, you are not only expected to be present during class time but also conscious and active as well. If you are unable to occupy a chair without falling asleep, then go to the back of the classroom and stand for the duration of class. We will be recording attendance for every class hour this term as mandated by the university administration, and this attendance will be kept on Yonsei's online roll book. **Missed speeches cannot be made up**, so it is imperative that you attend class on all speech days and evaluate all of your peers' speeches on those days if you expect to succeed in this class. **If you must miss a speech because of illness or family emergency, please contact me before class, and the requirement will be waived when the evidence is provided.**

For students who must leave class for student teaching, allowance for academic reason for absence is granted. In practice, however, it is very difficult for such students to catch up with coursework after the absence period. Statistically, such students almost never receive a high grade in the class. Students are therefore strongly encouraged to take this or any other skills course in a semester in which they will not be student teaching. Students are not permitted by either instructor or university policy to cut classes after getting a job. If you are on the job market, take a different class or take the risk or possibly not graduating. Students who cut a large number of classes, regardless of the legitimacy of the reason, statistically do not get high evaluations in the class.

Please see the grading criteria sheet for an explanation of the methods of evaluation. All class participation will take place in English only. Students who insist on using Korean, Chinese, Swahili, Russian, French, Spanish, or any other language in this class will not be considered for anything better than a "C" on final grade determinations.

Class Participation: In order to have a successful and interesting class, all students must take responsibility to participate as much as possible every week by providing comments or asking questions to the instructor, other members of the class or the class as a whole as well as providing insights about the material being discussed. Accordingly, part of your grade will be determined from class participation and will be measured informally through observation. The following are the criteria for evaluating class participation on an individual basis:

In order to earn a **superior grade (A or A+)**, you must:

1. Routinely attend class
2. Regularly participate while in class (i.e., raise/address issues relating to course content, offer to others your own ideas and insights, answer questions asked by your instructor)
3. Fully participate in and complete all class related activities or projects
4. Complete assigned readings prior to class
5. Perform all of the above in a manner that demonstrates you are beginning to engage course content on your own ground

6. Share such competency (i.e., your own ideas, insights, analyses) with others in the course

In order to earn an **above average grade (A- or B+)**, you must:

1. Routinely attend class
2. Regularly participate while in class (i.e., raise/address issues relating to course content, offer to class your own ideas and insights, answer questions asked by your instructor)
3. Fully participate in and complete all class related activities
4. Be reasonably attentive while in class
5. Complete assigned readings prior to class

In order to earn an **average grade (B or B-)**, you must:

1. Routinely attend class
2. Periodically participate (i.e., raising/addressing issues relating to course content, offering to everyone your own ideas and insights)
3. Participate in and complete all class related activities
4. Be reasonably attentive while in class

A **below average (C or D)** class participation grade means that you:

1. Rarely if ever participate in class
2. Rarely if ever ask or answer questions
3. Are sometimes attentive
4. Miss more than 20% of classes
5. Begrudgingly participate in all class/group activities

Failure (F) means:

1. Your presence in class is marginal (or disruptive) at best
2. You never participate in discussions
3. You contribute little to class activities
4. You never raise and/or answer questions
5. You rarely complete reading assignments
6. You are absent constantly from daily class
7. You are rarely attentive on the rare occasions you do attend

Grading: Course grades will be determined by translating the five-point scale we will employ to the university average. The speech and debate class is currently on the absolute grading system, so intrinsic evaluation will be the only criterion used to determine final grades. Naturally, students are expected to **attend classes on time on speech days** and contribute to the evaluation of their peers. Failure to do so will adversely affect both participation and attendance grades of the course.

Grading Distribution:

Attendance—10%

Class Participation—20%

- A. Informative Speech Outline—5%

- B. Persuasive Speech Outline—5%
- C. Informative Speech Peer Evaluation—2%
- D. Persuasive Speech Peer Evaluation—2%
- E. Quizzes—4%
- F. Self-Evaluations, Youtube Uploads, Speech Topic Proposals, Timely Submissions/Completions—2%

Informative Speech—20%

Group Debate—20%

Persuasive Speech—30%

Minimum Averages for Grades:

A+ 4.30

B+ 3.50

C+ 2.50

D- 1.50

While the course is evaluated on the absolute grading system, students must still achieve the baseline averages for the grades in question. No adjustments will be made after the fact to boost an evaluation in order to aid a student with a particular goal, like the maintenance of a scholarship or the opportunity of a job or promotion of some kind. Absolute grading provides us with the opportunity to evaluate students on the sole basis of performance, but it does not permit us to inflate evaluations above this performance. In order to achieve a particular grade, students must still meet the specified levels of performance.

Please note that while one might be able to make up for deficiencies in speech evaluations by attending and participating class at a high level, the inverse is almost always not true. It is difficult to overcome deficiencies in attendance and class participation by performing well on speeches alone. Accordingly, to have an opportunity at a high grade in this class, students need to attend and participate at a high level.

Note to seniors who are graduating and/or seeking employment during the semester: This course is a practice-related course rather than a knowledge-constituted one. In order to succeed in this course, therefore, consistent and diligent attendance and participation are necessary. Going on a job interview may be an “explanation” for a failure to carry out an assigned task, but it is not an “excuse” for failing to do so. If you anticipate that you will not be able to carry out all of the assigned tasks for this class, or if you feel that it is likely you will miss more than 15 class hours in order to pursue employment, please drop this course immediately. I will not be held responsible for students who fail this course even though planning to graduate after the term.

WEEKLY SCHEDULE

March 5-7—Introduction to the course, Practice Speeches: Interview Introduction Speech

March 12-14—Interview Introduction Speeches Continued; Practice Speeches: Personal Experience Speech; Public Speaking Anxiety

March 19-21—Practice Speeches: Personal Experience Continued; Practice Speeches: Specific Fear Speech; Delivery

March 26-28—The Informative Speech; Choosing Topics; Researching Topics; Sample Informative Speeches

April 2-4— The Informative Speech (continued); Using Presentation Aids; Doing Research; Sample Informative Speeches

April 9-11, 16— First Graded Speech: Informative Speech

April 18—Introducing The Persuasive Speech; Aspects of Argumentation

April 22-28—Midterm Exam Week—No Class

April 30-May 2— The Persuasive Speech (continued); Sample Persuasive Speeches; Logical Fallacies; Choosing Topics; Submission of Peer Evaluations for Informative Speech; Submission of Self-Evaluation for Informative Speech

May 7-9, 14— Second Graded Speech: Persuasive Speech

May 16—Introduction to Debate; Sample Debates; Group Organization, Scheduling, Topic Selection

May 21-23—Group Debate Preparation (continued); Materials on Debate; Submission of Peer Evaluations for Persuasive Speech; Submission of Self-Evaluation for Persuasive Speech

May 28—Group Debate Preparation (continued); Group Preparation and Practice

May 30-June 4—Third Graded Project—Group Debate

June 6—Memorial Day—No Class

June 10-16—Self-Study Week—No Class

June 17-23—Final Exam Week—No Class