

Public Speaking for freshmen: A Case Study

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Abstract

The purpose of this paper is to illustrate how a Public Speaking for Freshmen course (ENL 111) at a private university in Lebanon (Notre Dame University-Louaize (NDU), is conducted at a time of change for both Teacher and Student. The focus of the paper is on the roles of the Teacher and Student, and on the creative pedagogical practices that work in a computer-based and technology-enhanced learning environment where it is possible to access, search, organize, and represent information in new ways. The paper will present creative and new types of learning and teaching through hands-on activities that affirm a general, positive perception of creativity and technology in teaching and education.

Keywords: Public Speaking for Freshmen, creative teaching, teacher-centered, learner-centered, learning-process

1. Introduction

As Notre Dame University-Louaize, a private university in Lebanon, was receiving more and more Freshmen students, we, in the Faculty of Humanities needed to offer more varied courses to our students. As an Advisor for Freshmen students, I suggested and recommended a Public Speaking course (ENL 111), which was approved by the University Curriculum Committee. (2008)

With the changing role of the Teacher, questions arise and new concepts immerge. With a shift from a teacher-centered to a learner-centered classroom, changes in methodological practices must occur, and teaching has to become a joint-effort involving the students and collaborating with them. Questions such as, how can the students improve the quality of their learning? And, how can we make the learning process more enjoyable and thus more productive?

The traditional approach has always put the main responsibility on the Teacher. The understanding was that for students to learn, teachers had to teach. As we can see, this trend is losing momentum. Nowadays, teaching is a shared goal; and, it is evident that if the students are motivated enough to learn, they will learn even without being taught. (As we can see from video games, Internet practice, etc...)

2. Literature Review

It is obvious that the role of the teacher is changing. The teacher is no longer the sole disseminator of information. With the advent of new technology (IT), students get information online very easily and with pleasure. Learning is a two-way street and if the learning needs of our students are changing, then our teaching practices must change as well. In his article, A New Role for Teachers, Dean M. Laux suggests that nowadays “the teacher is learning to function differently in order to promote a different type of learning.” The teacher’s role is shifting (from teacher-centered to learner-centered), as the teacher is now more of a facilitator who redirects the students and creates an environment more conducive to learning. Thus, the teacher helps the students to develop access to new knowledge and to reorganize prior knowledge in new ways.

In terms of language courses, it means that the teacher has to devise more judicious techniques of teaching communication skills, mainly writing and speaking. The teacher’s highly professional role includes open-ended classroom activities in which the students are responsible for their own learning.

Meanwhile, the teacher remains the prime conductor in organizing new methods, making new decisions, and initiating changes without a Teacher's Manual or Instruction Booklet.

The teacher also functions as a coordinator of other resources (library, Internet, Writing Center, etc...) and creates a suitable learning environment. Other activities might include taking the class to a TEDx (Technology Design Entertainment) event, and inviting public speakers to class. The teacher who undeniably is the decision-maker follows the syllabus and curriculum with flexibility and uses them as guidelines whenever applicable to enhance the Students Learning Outcomes while keeping in mind the primary goals of learning.

Research suggests that there is "a strong association between new technology-based practices and changes in curriculum and pedagogy" (Murchu, 2005). Murchu attributes several qualifiers to students and teachers. For instance, the student is considered a "self-learner", and "knowledge manager", while the teacher is a "trainer", "specialist", "instructional designer", a "coach" and a "mentor".

3. Public speaking for Freshman, ENL 111

According to the course syllabus (Appendix 1), the *Student Learning Outcomes* are:

Upon successful completion of this course, and of the activities and study in this course, the students should be able to accomplish the following:

- To analyze the needs of the audience, their values, and opinions as a primary point of planning their speech
- To overcome their apprehension and confidently deliver their speech
- To use sound reasoning
- To develop language skills
- To adequately develop and use visual aids
- To become better listeners
- To arouse audience interest and enhance audience understanding
- To give appropriate speeches for the occasion
- To present informative and persuasive speeches
- To participate in class discussions and debates
- To effectively use body language and voice when delivering a speech

Teaching Methodology and Techniques:

This course involves in-class discussions of the material assigned. Students are required to read the textbook chapter prior to class discussions and to engage actively in these discussions. In-class exercises and home assignments will reinforce the theories and concepts explained and discussed in class.

The required textbook used for this course: Public speaking; an audience-centered approach, (2009) by Beebe, S. & Beebe, S.J., Eighth Edition.

This is my fourth semester teaching public speaking. This fall, 17 students are enrolled in the course (ENL 111 A). Students are mostly from Lebanon, but some are from abroad. Although the class is fairly small, it is multicultural.

In ENL 111, technology is available to improve classroom instruction; online videos are used to listen to famous speeches as part of the process. At NDU, Blackboard electronic learning is available, and PCs and Smart boards (Promytheon) are installed in all classrooms. What seems to be the challenge is that Freshmen students are younger; this is their first year of college and they are in general less mature than their older peers. It is noticed over the semester, that the students are quickly bored from traditional lecturing and textbook use and explanations. In general, they do not read the chapter prior to coming to class, as listed on their syllabus, they do not like to take notes, (or even know how) and are easily distracted unless personally engaged in diversified activities, preferably away from traditional textbooks and lectures.

In an attempt to add more fun while conducting this course, I devised a questionnaire, which I decided to give the students (Appendix 2).

In it they were asked to write the activities they would like to add or delete in order to better enjoy the course and obtain better results. For homework, prior to filling out the questionnaire in class, the students were asked to think of “fun activities” to do in class. (Appendix 3) Not surprisingly, when we started incorporating the new activities , the students were more involved, wanted to share, were less shy about talking to each other, and they made an effort to speak English as required by their instructor (although Arabic, mother-tongue and French, first foreign language, were still heard sometimes). As a result of adding these activities, I noticed that while making the course more fun and more engaging for my students, I was clearly enjoying my profession and giving it new meaning.

Thus, I decided to:

1. Encourage the students to take responsibility for their own learning by suggesting activities they would like to perform,
2. Motivate the students to care about their “learning performance”: their focus, energy, enthusiasm, comprehension, and academic results. (Starbuck, p. 5)

Besides watching videos and commenting on them, reading a speech from the textbook and analyzing it, other activities included getting the students to rap and write poetry, story-telling, discussion groups, debates, show-and-tell, talent shows, charades, in which their speaking skills are honed and improved. Teachers agree that, more learning is achieved when students are having fun. Thus, while “playing” the students are more engaged and most of them get over their inhibition and shyness about speaking in front of the class. Further classroom based observation revealed that the students were more engaged, motivated, exhibited emotional responses, interpersonal interactions with others, they responded to questions and paid attention to their own work...” (Turner, p.35)

On the other hand, for students to learn responsibly, they have to behave more responsibly as well. In brief, students have to participate in order to learn. So, what do students need to learn creatively? According to Starbuck, students must have “knowledge of how to learn and a sense of self-responsibility, clear structure in their learning, reasons to be interested in [the] subject, a positive rapport with their teacher, positive and constructive feedback” (Starbuck, p. 59). Thus, self-development will improve the learning performance of the students, and will allow them to participate more actively in the learning process. Moreover, what teachers need in a creative classroom is “a willingness to self-evaluate, an ability to develop, or change, what [they] do presently.” We also recommend a “clear structure in the lesson delivery, and... excellent planning.” (Starbuck, pp. 59,60)

Sample lesson plans

Class duration: 50 minutes

Learning outcome: To present an informative speech on a subject of their choosing (approved by their instructor)

Activity one: 5 minutes: students choose a subject of interest to them

The teacher approves or rejects the subject, and gives suggestions as to how to narrow-down the subject or adapt it to the class/ audience

Activity two: 15 minutes: when a subject is chosen and approved, (for example, teaching the class about different traditions from different cultures), using the model in their textbook, the students write a sample delivery outline that is checked by the teacher (Beebe, p.210, 211)

Activity three: 15 minutes: students start to prepare their speech based on the outline

Activity four: 15 minutes: students practice their speeches in pairs, and take turns rehearsing to each other

4. Conclusion

“Learning to learn” is an important skill. In conclusion, it is noticed that when the students felt learning was becoming more fun, their performance improved, they became more motivated and interested in taking the initiative to learn. The students were enjoying learning, having more self-confidence and became better at processing knowledge. I had explained the different learning styles in simple terms, basically, that students learn by “seeing, hearing, and doing” (Starbuck, p. 33). Thus, they soon became more aware of their own learning process, and remembered and understood the material better than before. It became clear, that when their teacher started to make them feel valued and involved, the students felt motivated in a positive and caring learning environment.

I agree with Starbuck (2012) that when students realize there is an active role for them to play in their education, they will become more involved in the learning process (p. 61). Thus, I ask the students to get up and write on the board to participate when I explain a concept or a delivery outline. I too believe that students do better when “a healthy dose of independent learning” is applied. (Starbuck, p. 81)

It also became apparent that, if students are to become more independent, they should be encouraged to take charge of their learning process. One simple way of doing this is, for instance, by using Starbuck’s Pyramid:

What I already know about this topic...

One thing I learned today...

I would like to find out more about... (p.95)

By encouraging students to be more creative, teaching methods were adapted to their learning styles. Students were engaged in role-play and simulations (interviews/introducing each other), they were shown how to relate the work done in class to their own lives and experiences. The students’ interests were considered for choosing topics for writing and speech development. All the students were expected and encouraged to participate, and they were to evaluate their own progress, by giving each other feedback on their improvement. Moreover, the students were asked about what helps them learn best.

In addition, the students were expected to share in decision-making, and, to learn from their mistakes. The Teacher explained that the purpose of feedback and comments about their speeches were mostly for them to improve, and learn from their weaknesses. The students’ positive points were emphasized as well, so they keep repeating the required behavior and improving it. For this purpose, an evaluation sheet was prepared and the students were asked to grade their classmates and comment on their delivery (Appendix 4). In addition to filling out the evaluation sheet, (by both teacher and students) the students were instructed to give positive as well as negative feedback on the presentation skills. In following Starbuck’s footsteps, the students were instructed to write: “things we thought went well were...” and negative comments should be put in a constructive way, such as “it would have been even better if...” (Starbuck, p. 22). From a technological point of view, the teacher strongly suggested the use of power point in their informative speech. Then, the students checked their slides for accuracy and correctness.

Finally, in addition to conducting a creative classroom, the teacher planned well-structured lessons to avoid chaos and lack of discipline. The lesson’s objectives were explained simply and clearly, and expectations were communicated: “At the end of this session, students will be able to write a sample delivery outline, including a central idea and a preview.” The teacher planned the lessons ahead, and stated the objectives at the beginning and end of each session.

To sum up, and following this creative methodology, students achieved better results, felt better about their performance and their role in the classroom. When the students’ opinions were considered and their decisions applied, the students felt respected and more confident. In addition, since taking responsibility for one’s own learning is a life skill, the students were on the right track. Finally, creating a safe and welcoming atmosphere in which all students contribute, along with building good rapport between students, ensures an enjoyable learning environment more conducive to learning.

References

- Beebe, S. A., & Beebe, S. J. (2009). *Public Speaking: An audience-centered approach*. Eighth Edition. Boston Pearson
- Laux, M. D. (Accessed: 29/10/2012). A New Role for Teachers? *The Phi Delta Kappan*, Vol. 46, No 6 (Feb. 1965), pp. 265-268. Phi Delta Kappa International. [http://www.jstor.org/stable 20343337](http://www.jstor.org/stable/20343337) Retrieved October 23, 2012
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- Starbuck, D. (2012). *Creative Teaching: Learning with Style*. Second Edition. Continuum International Publishing Group. New York. Library of Congress Cataloging-in-Publication Data
- Turner, C. (2012). *Taking Responsibility For Learning And Teaching: from Principles to Practice*. Continuum International Publishing Group. New York. Library of Congress Cataloging-in-Publication Data

Appendix 1, Public Speaking

1. Course Description

ENL 111 is designed for Freshman students to assist them in developing their public speaking skills. The main purpose of this course is to familiarize students with the basics of public speaking through the analysis of the audience. In-class activities include model speeches for analysis and speech presentations. Students are expected to work individually and in groups, and to deliver speeches for various purposes and occasions.

2. Student Learning Outcomes

Upon successful completion of this course, and as a result of the activities and study in this course, the students should be able to accomplish the following:

- To analyze their audience needs, values, and opinions as a primary point for planning their speech
- To overcome their apprehension and confidently deliver their speech
- To generate main ideas, gather supporting materials, organize, and deliver their speech
- To use sound reasoning
- To choose effective words
- To adequately develop and use visual aids
- To become better listeners
- To arouse audience interest and enhance audience understanding
- To give speeches that are appropriate for the occasion
- To present informative and persuasive speeches
- To participate in class discussions
- To effectively use body language and voice when delivering a speech

3. Teaching Methodology and Techniques

This course involves in-class discussions of the material assigned. Students are required to read the material prior to class discussions and to engage actively in these discussions. In-class exercises and home assignments will reinforce the theories and concepts explained and discussed in class.

4. Required Text Book and Material

- Beebe, S. A., & Beebe, S. J. (2009). *Public Speaking: An audience-centered approach* (Eighth Ed.). Boston: Pearson
- A pack of 10.2 x 15.2 cm index cards

5. Resources Available to Students

- Library Resources: NDU Library is open to students to help you in all your research and classwork. Qualified personnel are available to help you.
- Writing Center: The Writing Center provides assistance to all students who wish to discuss their writing with a trained consultant. The Center is located in HA 114. An appointment is required.
- Blackboard (bb) Software: If you are not familiar with the Blackboard system, it is recommended to attend a training session at the University Computer Services in order to know how to use the Blackboard system to enrich the academic communication with your instructor and your colleagues

6. Grading and Evaluation

Tasks

Active participation and attendance	10%
Quizzes	20%
Speech 1: Personal Experience	5%
Speech 2: Informative	15%
Speech 3: Persuasive	15%
Speech 4: Special Occasion	10%
Group Discussion	10%
Speech Analysis	15% (before Final Drop Period)

Writing Across the Curriculum

NDU considers that knowledge of a subject is both oral and written. Mastering the knowledge of a certain course means acquiring the ability to write on subjects related to that subject matter. Writing a research/term paper requires the appropriate command of language skills, proper terminology, and correct use of quotations, footnotes, and references, regardless of the course and topic.

7. Course Schedule

This is a tentative schedule. Topics and due dates are subject to change

Date	Day	%	Time	Important Dates	Assignment
Sep 21-23	M - F		8:00- 12:30/1:30-4:00	Registration period	
Sept. 26	M		8:00-12:30/1:30- 4:00	Registration for new students	
WEEK 0 Sep. 27	T		7:30a.m.	Classes begin	
Sep 27-Oct 5	T-W			Application for sibling grant	Introduction to the course
Sep 29	Th		8:00-12:30 1:30-4:00	Late Registration (Classes are in session)	
Sep 30	Fr				Chapter 1: Speaking with Confidence
Week 1 Oct. 3	M		8:00-12:30 1:30-4:00	Drop and Add (classes are in session)	Chapter 1: Speaking with Confidence
Oct.4-7	T-F			Orientation sessions for new students	
				Opening ceremony for the academic year 2009 - 2010	
Oct 5	W				Chapter 2: Previewing the Audience-Centered Speechmaking Process
Oct 7	F				Chapter 2: Previewing the Audience-Centered Speechmaking Process
Week 2 Oct. 10 Session 3	M				Delivering Speech 1: Personal Experience Speech
Oct. 11	T				
Oct. 12	W				Delivering Speech 1: Personal Experience Speech
Oct. 13	Th				
Oct. 14	F				Delivering Speech 1: Personal

					Experience Speech Chapter 3: Speaking Freely and Ethically
Week 3 Oct. 17 Session 5	M				Chapter 3: Speaking Freely and Ethically Chapter 4: Listening to Speeches
Oct. 18 Session 6	T				
Oct. 19	W				Chapter 5: Analyzing Your Audience
Oct. 20	Th				
Oct. 21	F				Chapter 5: Analyzing Your Audience
Week 4 Oct. 24 Session 7	M				Chapter 6: Developing Your Speech
Oct. 25 Session 8	T				
Oct. 26	W				Chapter 6: Developing Your Speech
Oct. 27	Th				
Oct. 28	F				Chapter 7: Gathering Supporting Material
Week 5 Oct. 31 Session 9	M				Chapter 8: Using Supporting Material
Nov. 1 Session 10	T			All Saints' Day	
Nov. 2	W				Chapter 8: Using Supporting Material
Nov. 3	Th				
Nov. 4	F				Chapter 9: Organize Your Speech
Nov. 6-8	S-T			Al-Adha: Holiday	
WEEK 6 Nov. 9 Session 12	W				Chapter 9: Organize Your Speech
Nov. 10	Th				
Nov. 11	F				Chapter 10: Introducing and Concluding Your Speech
Week 7 Nov. 13	M				Chapter 10: Introducing and Concluding Your Speech
Nov. 14 Session 13	T				
*Nov. 16	W				Chapter 15: Speaking to Inform Informative Speech
*Nov. 17	Th				
Nov. 18	F				Chapter 15: Speaking to Inform Informative Speech
Week 8 Nov. 21	M				Chapter 11: Outlining and Editing Your Speech
Nov. 22	T			Independence Day: Holiday	
Nov. 23	W				Chapter 14: Using Presentation Aids
Nov. 24	Th				
Nov. 25	F		4:00 p.m.	Deadline for Spring and Summer 2011 Incomplete grades	Chapter 14: Using Presentation Aids
Nov. 26	Sat			Hijra New Year: Holiday	

Week 9 Nov. 28	M				Chapter 12: Using Words Well: Speaker Language and Style
Nov 29	T				
Nov. 30	W				Chapter 12: Using Words Well: Speaker Language and Style
Dec 1	Th	8:00a.m.- 4:00p.m.		Advising Period for Spring 2012	
Dec 2	F				Chapter 13: Delivering Your Speech
Dec. 5	M			Ashoura: Holiday	Delivering Speech 2: Informative
Week 10 Dec. 6 Session 17	T	8:00a.m.- 4:00p.m.		Advising Period for Spring 2012	
Dec.7 Session 18	W	8:00a.m.- 4:00p.m.		Advising Period for Spring 2012	Delivering Speech 2: Informative
*Dec. 8	Th	8:00a.m.- 4:00p.m.		Advising Period for Spring 2012	
Dec. 9	F	8:00a.m.- 4:00p.m.		Advising Period for Spring 2012	Delivering Speech 2: Informative
Week 11 Dec. 12	M	8:00a.m.- 4:00p.m.		Advising Period for Spring 2012	Speaking in Small Groups
Dec. 13Session 19	T	8:00a.m.- 4:00p.m.		Advising Period for Spring 2012	
Dec. 14 Session 20	W	8:00a.m.- 4:00p.m.		Advising Period for Spring 2012	Group Discussion
Dec. 15	Th	8:00a.m.- 4:00p.m.		Advising Period for Spring 2012	
Dec. 16	F				Chapter 16: Understanding
*Week 12 Dec. 19-Jan 25	M- W			Application for work study grant	Principles of Persuasive Speaking
Dec. 20 Session 21	T				
Dec. 21 Session 22	W				Chapter 17: Using Persuasive Strategies
Dec. 22	Th				
Dec. 23	F			Christmas Mass	Chapter 17: Using Persuasive Strategies
Dec. 23	F	9:00 p.m.		Christmas vacation begins	
Jan. 1	Sun.	9:00 p.m.		Christmas vacation ends	
WEEK 13 Jan. 2 Session 23	M	7:30 a.m.		classes resume	Delivering Speech 3: Persuasive
Jan. 3	T				
Jan.4	W				Delivering Speech 3: Persuasive
Jan.5	th				
Jan.6	F			Epiphany and Armenian Christmas: Holiday	Delivering Speech 3: Persuasive
Week 14 Jan.9 Session 24	M				Chapter 18: Speaking for Special Occasions and Purposes
Jan. 10 Session 25	T				
Jan.11	W				Delivering Speech 4: Special Occasion

Jan.12	Th				
Jan.13	F				Delivering Speech 4: Special Occasion
Week 16 Jan.15 Session 26	M				Delivering Speech 4: Special Occasion
Jan. 17	T			Saint Anthony's Day: Holiday	
Jan.18	W			Wednesday classes don't meet/Tuesday classes meet	No Class
Jan.19	Th			Thursday classes don't meet/Tuesday classes meet	Entrance Examinations for Spring 2012
Jan.20	F			Entrance Examinations for Spring Semester 2012	Deadline for officially withdrawing from a course
Week 17 Jan. 23 Session 27	M				
Jan. 24 Session 28	T				Wrap up session Speech Analysis Due
Jan.25	W			End of classes(Wednesday classes don't meet/Monday classes meet)	
Jan.26	Th			Reading day	
Jan.27 – Feb 7	F			Final examination period	
Feb 1	W			Reading Day	
Feb 2	Th				
Feb. 3	F				
Feb. 4	Sat			Prophet's Birthday:Holiday	
Week 17 Feb. 6	M				
Feb 9	Th			St. Maroun's Day: Holiday	

8. Recommended Readings

- Axtell, R. E. (1992). *Do's and taboos of public speaking: How to get those butterflies flying in formation*. New York: John Wiley & Sons. (**Shelf mark: 808.51 A972d; NDU main Library**)
- Hamilton, G. (2008). *Public speaking for college & career* (8th ed.). Boston, MA : McGraw-Hill. (**Shelf mark: 808.51 G8226p8; NDU main Library**)
- Lucas, S. E. (2004). *The art of public speaking* (8th ed.). Boston: McGraw-Hill. (**Shelf mark: 808.51 L9339a8; NDU main Library**)
- McCarthy, P. & Hatcher, C. (2002). *Presentation skills: The essential guide for students*. London : Sage Publications. (**Shelf mark: 808.51 M1235p; NDU main Library**)
- Nicholls. A. (1999). *Mastering public speaking: How to prepare and deliver a successful speech or presentation*. Hong Kong : Grolier. (**Shelf mark: 808.51 N595m; NDU main Library**)
- Powers, J. H. (1994). *Public speaking: The lively art*. New York : HarperCollins. (**Shelf mark: 808.51 P888; NDU main Library**)
- Wilbur, P. L. (2000). *Holding audience attention: How to speak with confidence, substance and power*. Colorado Springs, Colo.: Piccadilly Books. **Shelf mark: 808.51 W666h; NDU main Library**)

9. Course Policies

There are no make-ups for missed tests or for the final examination. Failure to sit for a scheduled test and/or final exam will result in an F on the test/exam. A student may be excused in exceptional cases and upon the discretion of the English, Translation, and Education Department, and only if the student presents a valid documented excuse (from the SAO in case of illness) to the chairperson of the department within 72 hours of the scheduled exam date.

While understanding that we all are busy with school, work, and family, your decision to register for this course is an indication that you have made it a high priority.

Thus, extensions of assignment due dates are given only in extreme situations (death of a close family member, hospitalization, etc.) and require documentation on your part. Otherwise, due dates are fixed and non-negotiable. All assignments should be submitted on or before the assigned due date. Assignments past the due date will not be accepted for full credit. Examples of unreasonable extensions for an assignment include frequent computer malfunctions, outside class-work, or job responsibilities that inhibit meeting the required deadlines. If you anticipate missing a deadline on an assignment, you should send an e-mail to your instructor before the deadline. Unexcused assignments submitted after the due date may be returned ungraded or assigned a lower evaluation. Whether an extension is allowed will be at the instructor's discretion.

Assignments: All work must be typewritten (unless otherwise specified) and submitted in a professional manner. The instructor reserves the right to return, for resubmission, any work that is not neat, legibly, and professionally submitted

Mobile phones should be turned off and out of sight (i.e. not face-up on the desk but preferably inside purses, backpacks, briefcases, etc. or face down on the desk). Phones may not be answered.

Students must attend class with the required material (i.e. original textbook, notebook, pens, etc.).

Once in class, students are expected to remain in class for the entire period.

English must be the only language spoken in class at all times.

Special needs: Any student who feels s/he may need an accommodation due to a disability should contact the instructor privately to discuss those specific needs.

Students must check their NDU email daily as this is the means used by the instructor to communicate. Students will receive notice via NDU email when the instructor posts announcements on the course's Blackboard.

10. Policies & Procedures

NDU's Attendance Policy

Student should attend all classes and laboratory sessions on time. A pattern of absences, whether authorized or not, and even below the maximum number (specified below), may alter one's grade substantially. The SAO alone authorizes absences. No absence absolves a student from the responsibility of acting upon the material presented during his/her absence. The maximum number absences for classes that meet on MWF is six; the maximum number for classes that meet on TTh and in the summer is four, (or two hours per credit course). Any student whose absences exceed the maximum limits shall automatically fail the course unless the student withdraws.

Office Hours: All instructors at NDU are available for office hours during the week. Please note the office hour that your instructor has dedicated to this course to make an appointment. Just dropping by may not ensure that the professor has set aside time to assist you. Office hours may be used ideally to ask for guidance on an assignment or to ask questions concerning a subject that you were not clear on during class time.

NDU's Academic Integrity Policy

Students are expected and encouraged to be honest and to maintain the highest standards of academic integrity in their academic work and assignments at the University. They shall refrain from any academic dishonesty or misconduct including; but not limited to:

- Plagiarism; that is, the presentation of someone else's ideas, words or artistic, scientific, or technical work as one's own creation. Also, paraphrasing, summarizing, as well as direct quotations are considered as plagiarism, if the original source is not properly cited.
- Cheating.
- Assisting in cheating.
- Substituting a student in the taking of an examination.
- Substituting examination booklets.
- Submitting the same work for more than one course and the like. o Submitting papers written by others.
- Receiving or providing unauthorized help or assistance in any academic work or assignment. Intentional violation of program and degree requirements and regulation as established by the University.
- Dishonest reporting of computational, statistical, experimental, research, results, or the like.

System of Grades

The University uses the following system of grades. This system consists of letter grades with their corresponding numerical ranges (*i.e.* percentage equivalent, and the 4.0 point maximum).

Grade	Description	Quality Value	Point	Percentage Equivalent
A ⁺	Outstanding	4.0		97-100
A	Excellent	4.0		93 - 96
A ⁻	Very Good	3.7		89 - 92
B ⁺	Good	3.3		85 - 88
B	Good	3.0		80 - 84
B ⁻	Good	2.7		77 - 79
C ⁺	Satisfactory	2.3		73 - 76
C	Satisfactory	2.0		70 - 72
C ⁻	Passing	1.7		66 - 69
D ⁺	Passing	1.3		63 - 65
D	Lowest Passing	1.0		60 - 62
F	Failure	0.0		0 - 59
UW	Unofficial Withdrawal	0.0		

The grade “UW” is assigned by the instructor when a registered student has never attended a class or has ceased attending and has not submitted an official course withdrawal request to the Office of the Registrar. This grade is computed as an *F* grade in the grade-point average.

Appendix 2, Public Speaking

Questionnaire: ENL 111 Public speaking for Freshmen

Male _____ Age _____

Female _____

1. Is this your first Public Speaking course?
Yes _____
No _____
2. If No, what are the activities you liked to do in that class? _____
3. What activities do you like in this class? Please check as many as applicable:
 - a. Telling the class one fun activity you had over the weekend
 - b. Introducing a classmate to the class
 - c. Interviewing a classmate taking turns, ex. Advisor/student, Employer/candidate for employment, ...
 - d. The teacher or a student starts a story and you continue as a whole class activity
 - e. Listening to speeches from TEDX or famous speeches
4. Now, number the above activities in order of preference (Ex. number 1 is the one I like most, number 2 is the second...)
a.
b.
c.
d.
e.
5. What do you like most in this class?
6. What do you dislike most in this class?
7. What would you like to add or delete from this class to enjoy it better?

Thank you for filling out this questionnaire as honestly as possible.

Appendix 3, Public Speaking

“Fun Activities” for ENL 111 Public speaking for Freshman

1. As a warm-up, talk about one fun activity you did over the weekend. 1-2 minutes
2. Discussing an issue in small groups, then as a whole class: Ex. What is your opinion on banning smoking at restaurants in Lebanon?
3. Debate: in two groups, for and against, debate the above issue or any other. Spend 1 minute defending your side. Switch groups.
4. For homework, interview a professor at NDU, and for classwork, report what you’ve learned. Practice interviewing a colleague in class: tell me something I don’t know about you. Reverse roles.
5. Bring an article to share in class: Why did you choose it, what did you learn?...
6. Bring a video clip to watch and discuss in class.
7. Read a famous speech (ex. Obama’s), try to “be” the speaker!
8. Progressive story” the teacher starts a story with one sentence, the students take turns adding one sentence each to complete the story. Think on your feet!
9. Role play with a partner: Student/advisor, doctor/patient, customer/waiter, etc...
10. Working in pairs: choose a career or major and convince your partner that it is the right choice.

Appendix 4, Public Speaking

Student's

Name:

Topic:

Introduction	Possible Points	TOTAL
Gains attention	3 pts _____	
Clearly identifies topic	3 pts _____	
Creates bond with audience	3 pts _____	
Smoothly transitions into body	3 pts _____	

Body	Possible Points	TOTAL
Main points well selected	10 pts _____	
Use of appropriate support material	10 pts _____	
Smoothly transitions into	3 pts _____	

Conclusion	Possible Points	TOTAL
Reviews main points	6 pts _____	
Encourages action	6 pts _____	

Overall Effect	Possible Points	TOTAL
Speech clearly organized / correct format	3 pts _____	
Suitable topic / Audience centered	3 pts _____	
Knowledge of topic	3 pts _____	
Sources clearly cited	3 pts _____	

Delivery	Possible Points	TOTAL
Properly dressed	3 pts _____	
Enthusiasm	7 pts _____	
Vocal variety	7 pts _____	
Eye contact	7 pts _____	
Gestures	7 pts _____	
Handling of audio and/or visual aids	5 pts _____	
Conforms to the time limit (4 to 6 min)	5 pts _____	

TOTAL: _____