

**Public Speaking – COMM 1**

**Summer 2018 – Course #73623**

**3 units**

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| **Instructor:** Elise Barba**Times:** M-Th 10:00 AM – 12:05 PM **Location:** SOC 39 | **Email:** elise.barba@reedleycollege.edu**Preferred Method of Contact:** Canvas |
| **Office Hours:** by appointment |

**Required Textbook:**

O'Hair, D., Rubenstein, H. & Stewart, R. (2016) *A pocket guide to public speaking* (5th ed.). Boston, MA: Bedford St. Martin

**Course Description:**

Fundamentals of public speaking utilizing theories and techniques of communication enhance public speaking skills. Particular emphasis will be on the organization and criticism of public discourse. This will be achieved through research, reasoning, presentations, and the evaluation of various types of speeches which include informative and persuasive speeches.

# **Advisories/Prerequisites:**

Eligibility for English 1A or 1AH.

Knowledge of word processing and presentation programs

**Student Learning Outcomes (SLO):**

1. Construct and deliver dynamic and competent presentations that are adapted to the purpose and audience.

2. Utilize organizational patterns and research materials that incorporate sufficient, credible, and relevant evidence.

3. Explain the principals of human communication by critically evaluating public speeches through constructive critique and self-analysis.

**Classroom Policies\*:**

Attendance:

* Students who miss in the first 2 days of class will automatically be dropped.
* You are allowed *two* unexcused absences without penalty. *Use them wisely.* For every additional absence, your final grade will be lowered by 5%.
* Every *two* tardies will be considered an absence.
* *It is your responsibility to get any missed notes or assignments*. It is also your responsibility to provide documentation of an excused absence – I will not ask.

Participation:

* COMM 1 is a lecture, discussion, and performance course, and your participation is expected and encouraged in all of these areas.
* Open participation requires respect and tolerance for the presentation of diverse ideas and experiences. Differences in viewpoints should be offered in a manner that promotes the free exchange of ideas and the development of mutual understanding.
* Readings should be completed *in their entirety* by the beginning of the class for which they are assigned (Reading quizzes comprise 10% of your overall grade!)

**IMPORTANT NOTE**: If it becomes apparent that students are consistently failing to complete assigned readings, students will be expected to turn in assigned chapter outlines at the beginning of each period in order to earn daily attendance points.

* **Electronics:** Behaviors that distract from the learning environment will not be tolerated, as such I invite you to unplug when you enter the classroom. Students that have phones out during class will be asked to leave.

Missed Assignments & Late Work:

* *NO LATE OR EMAILED PAPERS* will be accepted.
* *NO LATE QUIZZES* will be proctored.
* This class fulfills the oral component for the general education requirements.

Written Assignment Expectations:

* All written assignments must be typed, double-spaced, single-sided, 12-pt standard font, 1-inch margins, and *stapled*. This includes outlines.
* The minimum page length on written assignments is *a minimum* – you need to hit the BOTTOM of 1 page in order to meet the minimum requirements for a 1-2 page writing assignment. Anything shorter than 1 full page will receive a corresponding deduction in credit.
* *Spell-check and proofread your work.*

Email/Canvas Etiquette:

* You will be expected to check your Canvas inbox and school email daily for announcements and as the main source of outside communication from your instructor. Please use the following template when emailing me:

Dear Ms. Barba,

Greeting, identification of who you are, statement of specific question

Sincerely,

Student name

**IMPORTANT NOTE**: The average response time for email is between 24-48 hours, so *do not wait* until the last minute for assignment questions. Also, emails received after 5 pm on Friday may not be answered until Monday morning.

University Policies:

**Student Rights**: So that students are fully aware of their rights and responsibilities they are encouraged to become familiar with the “Campus Policies” section of the Schedule of Courses. This material includes information regarding cheating and plagiarism, disruptive classroom behavior, and other instructional issues. Students with disabilities should identify themselves so that appropriate accommodations can be made.

### Students with Disabilities (ADA Statement): "If you have a verified need for an academic accommodation or materials in alternate media (ie: Braille, large print, electronic text, etc.) per the Americans with Disabilities Act or Section 504 of the Rehabilitation act, please contact your instructor as soon as possible."

**Changes to Syllabus:** As the semester progresses, there may be changes or alterations to the schedule and class syllabus. The instructor reserves the right to make changes to this syllabus and to the class calendar if extenuating circumstances arise. This right extends to assignments, evaluations, and all other aspects of the course. Announcements will be posted or said aloud in class if need be; it is your responsibility to keep up with the class changes. I strongly recommend exchanging phone numbers and/or emails with at least two people in class.

**Plagiarism**: Plagiarism and cheating will not be tolerated in this class. Any student found to plagiarize, fabricate or otherwise submit dishonest work will automatically receive an F for the

assignment. This policy will apply regardless of the magnitude of the offense (i.e., how much

is plagiarized or fabricated) or the studentʼs intent (i.e., whether the offense is deliberate or a

mistake). I pursue any hint of plagiarism or fabrication that I detect in your work. If you are not

sure about something you are using in your writing/speech, or whether/how to attribute

information, always ask before proceeding.

“Plagiarism is a specific form of cheating: the use of another’s words or ideas without identifying them as such or giving credit to the source. Plagiarism may include, but is not limited to, failing to provide complete citations and references for all work that draws on the ideas, words, or work of others, failing to identify the contributors to work done in collaboration, submitting duplicate work to be evaluated in different courses without the knowledge and consent of the instructors involved, or failing to observe computer security systems and software copyrights. Incidents of cheating and plagiarism may result in any of a variety of sanctions and penalties, which may range from a failing grade on the particular examination, paper, project, or assignment in question to a failing grade in the course, at the discretion of the instructor and depending on the severity and frequency of the incidents.”

Course Outline:

**Assignments\*:**

Self-introduction Speech: A *2-3 minute* self-introduction, focusing on one aspect of yourself you wish to highlight for the class as an ice-breaker. You will receive full credit simply for presenting this speech. However, to receive credit you *must* fulfill the time requirement. (SLO 1)

Demonstration Speech: Present a *6-8 minute* extemporaneous address informing the classroom audience how to do something. Be creative! (SLO 1, 2)

Persuasive Speech: This is the capstone presentation in this course. Representing a culmination of the components of public speaking that have been examined in this course, this *7-10 minute* speech will seek to adjust listener attitudes/beliefs/ values, urge action, or answer opposing views through careful reasoning and well-researched and supported argument. (SLO 1, 2, 3)

Impromptu Speech: This speech will occur on the final day of class. Students will pull topics at random, will have 2 minutes to prepare, and will present a 2-3 minute speech on their topic. (SLO 1)

Speech Critique Paper: *3-4 FULL pages in length.* Evaluating speeches by others not only enhances critical thinking skills but also helps speakers to recognize areas for improvement in their own presentations. You will write ananalysis of a speech given by another student in the class, following guidelines just like to those your professor uses to grade speeches. The critique paper will be graded on the depth, breadth, and constructive tone of your analysis, as well as University General Education writing standards. (SLO 2, 3)

Quizzes: In order to ensure students are completing and understanding course content, ten scheduled quizzes will be given throughout the course of the semester.

Exams: Will consist of objective questions on material from lectures, readings, and class discussions; *material from required readings will be included whether or not discussed in class*. An 882-E Scantron is required for each exam.

Specific assignment guidelines for speeches and written outlines will be provided in class.

**Course Grade Distribution:**

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| **\*Changes to Syllabus:** |
| The instructor reserves the right to make changes to this syllabus and to the class calendar in the event of extenuating circumstances. Denying that you heard an assignment change or evaluation process change is not a basis for appealing the information containedin this syllabus. |

Self Introduction Speech 50

Demonstration Speech 150

Persuasive Speech 200

Impromptu Speech 100

Persuasive Outline 50

Quickwrites (2) 50

Speech Critique Paper 100

Quizzes 70

Exams 300

**TOTAL POSSIBLE 1070**

**Course Grade Scale:**

**A =** 963 – 1070

**B =** 856 - 962

**C =** 750 - 855

**D =** 642 - 749

**F =** 641 and below

**Tentative Course Schedule\*:**

Date Topic Due/Reading Assigned

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| --- | --- | --- | --- |
| 6/18 | Monday | 1. Syllabus Overview2. Ice Breaker Activity3. Managing Speech Anxiety | Chapter 3 |
| 6/19 | Tuesday | 1. **Self-Introduction Speeches**2. **Quiz 1**3. Becoming a Public Speaker4. From A-Z: Overview of a Speech | Chapters 1 & 2 |
| 6/20 | Wednesday | 1. **Assigned:** *Demonstration Speech*2. **Quiz 2**3. Outlining4. Developing the Introduction & Conclusion | Chapters 13 & 14 |
| 6/21 | Thursday | 1. **Quiz 3**2. Speaking with Presentation Aids3. Designing Presentation Aids4. Informative Speaking | Chapters 19 & 20 |
| 6/25 | Monday | 1. **Quiz 4**2. Delivery / Verbal & NV Communication3. Listening | Chapters 5, 16 - 18 |
| 6/26 | Tuesday | **Demonstration Speeches (12)** |  |
| 6/27 | Wednesday | 1. SSS Presentation**2. Demonstration Speeches (12)** |  |
| 6/28 | Thursday | **1. Demonstration Speeches (6+)**2. First Speech Quickwrite 3**.** Exam #1 Review Session |  |
| 7/2 | Monday | 1. **Exam #1** (Chapters 1-3, 5, 13-14, 16-18)2. Assigned: *Persuasive Speech*3. Construction of Persuasive Speech4. Principles of Persuasive Speech | **882-E Scantron**Chapters 23 & 24 |
| 7/3 | Tuesday | 1. **Quiz 5**2. Developing Supporting Material3. Finding/Citing Credible Sources4. Informative Speaking | Chapters 8, 10, & 22 |
| 7/4 | Wednesday | **NO CLASS – Happy 4th of July!**  |  |
| 7/5 | Thursday | *The Great Debaters* (extra credit paper option) |  |
| 7/9 | Monday | 1. **Quiz 6**2. Audience Analysis3. Selecting a Topic & Purpose4. Mock Speech/Outline Preps | Chapter 6 & 7 |
| 7/10 | Tuesday | 1. **Quiz 7** 2. Ethics3. Using Language4. Assigned: *Speech Critique Paper* | Chapter 4 & 15 |
| 7/11 | Wednesday | **Persuasive Speeches (12)** | Outlines due on assigned speech days |
| 7/12 | Thursday | **Persuasive Speeches (12)** |  |
| 7/16 | Monday | **1. Persuasive Speeches (6+)**2. Second Speech Quickwrite3. Exam #2 Review Session | **Bring 882-E Scantron** |
| 7/17 | Tuesday | 1. **Exam #2** (Chapters 4, 6-8, 10, 15, 22-24) 2. Maslow’s HSN |  |
| 7/18 | Wednesday | Speech Critique Practice/Prep |  |
| 7/19 | Thursday | *Just Say It* (extra credit paper option) | **Speech Critique Due to Canvas by 11:59PM** |
| 7/23 | Monday | TBD – as needed |  |
| 7/24 | Tuesday | 1. Final Exam Review Session2. Makeup Speech Day |  |
| 7/25 | Wednesday | **FINAL EXAM** | **Bring 882-E Scantron** |
| 7/26 | Thursday | **Impromptu Speeches (ALL)** |  |