**COMM 1 #59231 – PUBLIC SPEAKING**

Department of Communication, Reedley College

Dual Enrollment – Sanger High School

Spring 2023, 3 units

**CLASS INFORMATION**

INSTRUCTOR: Kennedy Cash, M.A. CLASS TIME: MTF, 11:48 am – 12:43 pm

EMAIL: [kc042@reedleycollege.edu](mailto:kc042@reedleycollege.edu) LOCATION: Room 327

**COMM 1 DESCRIPTION**

This course presents the fundamentals of public speaking theories and techniques to 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.

**COURSE SPECIFICS**

**Goals**

At the completion of this course, you will be able to produce and criticize informative and persuasive oral presentations. To develop skills in these forms of discourse, you will demonstrate skills in organization, management of evidence, reasoning, listening, delivery, and the use of a style manual. COMM 1 provides the foundation for you to engage in the types of communication exchanges necessary to pursue various education pathways.

**Student Learning Outcomes**

Upon completion of this course, students will be able to:

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.

**Course Structure**

This hybrid dual enrollment course will take place in person on Mondays, Tuesdays, and Fridays from 11:48 am to 12:43 pm in Room 327. Since this is a hybrid course, we will heavily utilize Canvas for learning resources, such as weekly modules, class readings, and other assignments and/or activities. **It is your responsibility to check the Canvas course page and weekly modules regularly for any class-related information, due dates, etc.** Generally speaking, you should be checking the Canvas page for this course at *least* 3 times a week to prep for each class.

**REQUIRED COURSE MATERIAL**

**Textbook & Readings**

Readings for this course will be updated in Canvas and can be found in our weekly modules. There is no textbook *purchase* required for this class.The link below is for a free textbook that we will utilize. You can access the textbook through the link or via weekly Canvas modules:

Tucker, B. & LeHew, M., “Exploring Public Speaking: The Open College Public Speaking Textbook.” 4th ed.

<https://alg.manifoldapp.org/projects/exploring-public-speaking>

**You will be expected to read the assigned chapter(s) by the start of the class for which they are assigned.** We will have discussions, quizzes, homework, and other assignments based on the readings for that day. There may also be other supplemental reading materials throughout the semester that will be posted as PDFs to Canvas. **Other required material:** computer/tablet and reliable internet connection; 3x5 notecards to use during your speeches.

**COURSE POLICIES**

**Classroom Respect**

Students must respect the rights of the other students in the class. The exploration of controversial ideas is an essential component of this class. Students who are not respectful will be asked to drop the class. When presentations are in progress, students arriving late are absent. Interrupting a presentation for any reason other than a severe emergency is inconsiderate and will not be tolerated. Cell phones should be turned off before coming to class. Students with a cellphone out will be asked to put it away or leave the classroom. Cell phone usage during class will result in a severe loss of participation points. Earphones and/or ear pods are also forbidden in the classroom. Take them off and put them away prior to entering the room. Students may not record (audio or video) in this class except in accordance with ADA accommodations or as required by the instructor.

**Attendance Policy & Participation**

Attendance on speech and workshop days, as well as active participation, are required to do well in this course (you should note that attendance and grades are highly correlated in any class). Roll will be taken at each class session; points will be drastically reduced by absences. If you miss a speech or workshop day, you will not be allowed to turn in assignments that were due in class for full credit or make up any assignments or speeches unless you have a *documented* excused absence or other arrangements were made in advance with the instructor’s permission.

**Physical presence does not equate mental presence.** When in class, you should be focused, participating in classroom discussions/activities, and engaging with the material. Participation points (worth 15% of your grade) will be docked from students who fail to *actively* participate in the course.

**Late Work Policy**

All assignments are to be submitted on Canvas according to their specific due date. *Most* assignments are due by 11:59 p.m.; however, deadlines are explicitly detailed in our course schedule (and on Canvas) to ensure that you stay on top of deadlines. Do NOT expect to be allowed to turn in assignments late for full credit**. Late assignments will ONLY be accepted with the use of a Bonus Token (see “Bonus Token” section below).** If you experience problems with Canvas, e-mail the assignment to Prof Cash *before the time that it is due* to receive full credit for the assignment. Emailed assignments after the due date will follow the late policy. You will not be allowed to make up in-class assignments unless you have a documented, excused absence. Please note that technical difficulties are **not** a valid excuse.

**Mental Health Support**

Success in this course depends heavily on your personal health and wellbeing. Stress is an expected part of the college experience; however, it often can be compounded by unexpected setbacks or life changes outside the classroom, which can then impact our performance in the classroom. I strongly encourage you to reframe challenges as an unavoidable pathway to success. Reflect on your role in taking care of yourself throughout the term before the demands of exams and projects reach their peak. As your instructor, I understand that life happens, and I aim to be as considerate and accommodating as possible. Please feel free to reach out to me about any difficulty you may be having that may impact your performance in your courses or campus life as soon as it occurs and before it becomes too overwhelming. In addition to your academic advisor, I strongly encourage you to contact the many other support services on campus that are ready to assist you. Support services on campus can be found on our Canvas page under “Resources” or I can forward them to you.

**Bonus Tokens**

Every student will start the semester off with 3 “Bonus Tokens.” These are essentially freebies that aim to come in handy when unexpected or unavoidable situations occur and can be used to turn in three assignments late with no penalty (except for speech presentations). The breakdown of how bonus tokens are used is listed below:

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| --- | --- | --- |
| **BONUS TOKEN** | **QUANTITY** | **REDEEMABLE FOR:** |
| Late Assignment | 3 | You have 3 bonus tokens that will each allow you to turn in one assignment late (other than a speech presentation!!!) with no late penalty. **These assignments must be turned in within one week of the assignment due date or else they will be marked as a 0.** |

* You must email me and let me know when you are using a bonus token **along with the late assignment.** Do not email me and let me know you are using a bonus token unless you have the assignment completed and ready to turn in.
* **You must turn in any late assignments with a bonus token within one week of the due date; a bonus token does not mean you can turn in an assignment at any time.** Any bonus tokens that are not used by the end of the semester will be added as “extra credit” towards your participation grade and are worth 10 points each, as long as you do not have any other missing/late assignments. Also note that bonus tokens do not excuse you from an assignment—they just excuse the late penalty.
* There may be opportunities to earn extra Bonus Tokens throughout the semester, based on high participation, thoughtful discussions, extraordinary work, etc.
* You should be keeping track of how many Bonus Tokens you have—do not email me and ask if you have any to use.

**COURSE COMMUNICATION**

**Contacting Prof Cash**

I will make every effort to communicate frequently with students through announcements and postings within Canvas. Questions of a more personal nature can be sent via email [kc042@reedleycollege.edu](mailto:kc042@reedleycollege.edu). As a student, you should expect to receive assignment feedback within one week from submission, and responses to emails within 24 hours Monday-Friday during regular business hours, and 48 hours on weekends. Holidays and breaks may lead to delayed response time.

**Other Course Communication**

Canvas is an integral part of our hybrid course. I will use weekly modules (which you will be checking each week/before each class for assignments, readings, and other course reminders) to convey what we will be covering in the course material for that week. I will also use Canvas announcements to post reminders and last-minute course updates. This is why checking the Canvas course regularly is important to succeed in this course. Please be sure to subscribe to the Canvas announcements for this course so that you do not miss any updates/reminders. I can see your Canvas usage, so please be mindful of regularly checking Canvas; if you are not doing so, you may be deducted participation points.

**GENERAL ASSIGNMENT GUIDELINES**

**Speeches**

This class fulfills the ORAL component for the general education requirements – I take this very seriously. All speeches must be completed to fulfill this component. NO ONE will pass my class if they miss one of the four speeches—it is mathematically impossible! Missing a speech means a zero on the speech, outline, reference page, and participation points. I do not allow anyone to give their speech on a day other than their assigned date. Do not ask for an extension. You know in an advance when your speech date will be, so you must come prepared. If a student is unable to present on their assigned date, they will receive a grade reduction for each day the speech is presented late.

You will **not** be allowed to have your speech outline in front of you while delivering your speech. My reasoning behind this is that students often begin to read directly from their outlines, which is not a proper speech. You should practice your speech multiple times using your preparation outline in the days leading up to speech day. **You will then use up to five 3x5 notecards to jot down notes, key words, and other parts of your outline to help guide your speech delivery.** If you use your outline during your speech instead of notecards, you will receive an automatic 2-letter grade deduction.

**Course Assignments Overview**

* Introductory Speech: Since most fear of public speaking derives from the unknown (e.g., “what does the audience think of me? What if I don’t know the content well enough?”), the first speech will give a chance to reduce the uncertainty from both perspectives by talking about yourself. This speech will be 3-4 *minutes* long.
* Special Occasion Speech: This speech encourages students to identify a specific occasion their speech will be tailored to. Options include an acceptance speech, a toast, and a eulogy. No external research will be required. This speech will be 4-6 *minutes* long.
* Informative Speech: This speech will apply concepts learned in the course to present an extemporaneous address about a student-selected topic involving processes, events, places, people, objects, or concepts. This speech will be 5-7 *minutes* long.
* Persuasive Speech: This speech will compile what the students have learned thus far about delivering a speech while allowing students to attempt to persuade their audience to change their perceptions, adopt new habits, alter their worldviews, etc. This speech will be 6-8 *minutes* long.
* Outlines: All outlines will be scored as a portion of the speech assignment. A template will be provided through Canvas for students to use when writing their outlines. Outlines will always be due the class *before* speeches begin.
* Discussion Boards (5): Students are expected to demonstrate their observations and thoughts with the weekly readings via the weekly discussion boards. You will also be expected to contribute meaningful conversation by responding to at least 2 classmates.
* Reading Quizzes (4): These in-class reading quizzes are meant to assess your knowledge of course concepts regarding public speaking. The purpose of these are to ensure that students are keeping up with the reading material and coming to class prepared.
* Semester Reflections (2): Being reflective and aware of your work is vital to growth. At the middle and end of the semester, you will write on how you are feeling in the course, reflecting on your progress, where you hope to improve for your next speech, etc., along with specific prompts relevant to course readings/discussions. This is essentially an opportunity to let me know where you are at and how you are feeling in the class.

**GRADING POLICY**

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| --- | --- |
| **Assignment** | **Points** |
| Participation (includes Audience Evaluations AND Syllabus Agreement) | 135 |
| Semester Reflections (2 x 25 pts each) | 50 |
| Discussion Boards (5 x 15 pts each) | 75 |
| **Introductory Speech (including outline; worth 20 pts)** | **75** |
| **Special Occasion Speech (including outline; worth 20 points)** | **90** |
| **Informative Speech (including outline + reference page; worth 30 pts)** | **150** |
| **Persuasive Speech (including outline + reference page; worth 30 pts)** | **200** |
| Reading Quizzes (4 x 50 points each) | 200 |
| Impromptu Speech | 25 |
| **TOTAL** | **1000** |

***\*The four bolded assignments above are speeches that are REQUIRED to complete in order to pass the class. If you do not complete one or more of these speeches, you will fail the course.***

**Grading Scale**

|  |  |
| --- | --- |
| GRADE | POINTS |
| **A** | 900—1000 |
| **B** | 800—899 |
| **C** | 700—799 |
| **D** | 600—699 |
| **F** | 500—599 |

**Grading Criteria**

You can view your grades using the GRADES button in the Canvas course navigation. Please check your grades regularly to make certain that I have received all your assignments. When reviewing grades on Canvas, you should pay attention to the point total, rather than percentages. You may email me if you have a question about a grade. Please note you must receive a final grade of C- or better to pass this General Education Course.

Canvas submissions will utilize Turnitin.com. Your work will be used by Turnitin.com for plagiarism detection and for no other purpose. You may indicate in writing that you refuse to participate in the Turnitin.com process, in which case I will use other electronic means to verify the originality of your work. In this case, you will be required to email me your paper, as well as turn in a physical copy with a written note attached indicating that you would not like your work submitted through Turnitin.com.

To help understand how to read and access your grades on Canvas, follow this link: [https://community.canvaslms.com/docs/DOC-16532-4212829286](about:blank)

**COURSE SCHEDULE: READINGS & ASSIGNMENTS**

This schedule breaks down which topics will be covered and the chapter that correlates to that topic, by indicating the chapters that are due according to the topic and date. The reading(s) that are listed for a specific date should be read BEFORE class, as we will be discussing the readings and you will be expected to participate in discussions/activities as part of your participation grade. **\*\*This schedule is also subject to change to fit the needs of both the instructor and students.\*\***

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| --- | --- | --- | --- |
| **Week** | **Date** | **Topic(s)** | **Reading & Assignments Due** |
| WEEK 1 | MON  1/9 |  |  |
|  | TUES  1/10 |  |  |
|  | FRI  1/13 | Icebreakers  Introduction to Course | * Review Canvas & syllabus * Complete Learner Survey on Canvas |
| WEEK 2 | MON  1/16 | NO CLASS – Martin Luther King Jr. Day |  |
|  | TUES  1/17 | What is public speaking?  *Assign Introductory Speech* | READINGS DUE:   * Exploring Public Speaking (EPS) Ch. 1: *The Basics of Public Speaking* |
|  | FRI  1/20 | Adapting to Your Audience | READINGS DUE:   * EPS Ch. 2: *Audience Analysis and Listening*   ASSIGNMENT(S) DUE:   * Discussion Board #1 |
| WEEK 3 | MON  1/23 | Ethical Public Speaking | READINGS DUE:   * EPS Ch. 3: *Ethics in Public Speaking* |
|  | TUES  1/24 | Intros & Conclusions | READINGS DUE:   * EPS Ch. 8: *Introductions and Conclusions* |
|  | FRI  1/27 | Audience Analysis Activity | ASSIGNMENT DUE:   * Discussion Board #2 |
| WEEK 4 | MON  1/30 | Outlining Practice & Review | READINGS DUE:   * EPS Ch. 6: *Organizing and Outlining Your Speech* |
|  | TUES  1/31 | Workshop Day - Outline | ASSIGNMENT(S) DUE:   * **Bring rough draft of Intro Speech outline** * **Speaking dates assigned**   ASSIGNMENT DUE:   * Reading Quiz (RQ) #1: Ch. 1, 2, 3, 8, 6 |
|  | FRI  2/3 | Workshop Day - Delivery | ASSIGNMENT DUE:   * **Introductory Outline due in Canvas** |
| WEEK 5 | MON  2/6 | **Introductory Speech** |  |
|  | TUES  2/7 | **Introductory Speech** |  |
|  | FRI  2/10 | **Introductory Speech** |  |
| WEEK 6 | MON  2/13 | Introducing Special Occasion Speaking  *Assign Special Occasion Speech* | READINGS DUE:   * EPS Ch. 15: *Special Occasion Speaking* |
|  | TUES  2/14 | Delivering a Strong Speech | READINGS DUE:   * EPS Ch. 11: *Delivery* |
|  | FRI  2/17 | NO CLASS – Lincoln Day |  |
| WEEK 7 | MON  2/20 | NO CLASS – Washington Day |  |
|  | TUES  2/21 | Organizing a Speech  The Power of Language | READINGS DUE:   * EPS Ch. 6: *Organizing and Outlining Your Speech* |
|  | FRI  2/24 | The Power of Language  Group Delivery Activity | READINGS DUE:   * EPS Ch. 10: *Language*   ASSIGNMENT DUE:   * Discussion Board #3 |
| WEEK 8 | MON  2/27 | Workshop Day - Outline | ASSIGNMENT(S) DUE:   * **Bring rough draft of SO Speech outline** * **Speaking dates assigned** * RQ #2 – Ch. 15, 11, 6, 10 |
|  | TUES  2/28 | Workshop Day - Delivery | ASSIGNMENT DUE:   * **SO Outline due in Canvas** |
|  | FRI  3/3 | **Special Occasion Speech** |  |
| WEEK 9 | MON  3/6 | **Special Occasion Speech** |  |
|  | TUES  3/7 | **Special Occasion Speech** |  |
|  | FRI  3/10 | Reflecting on SO Speech  *Assign Informative Speech* |  |
| WEEK 10 | MON  3/13 | Introducing Informative Speaking | READINGS DUE:   * EPS Ch. 12: *Informative Speaking* |
|  | TUES  3/14 | Developing Speech Topics | READINGS DUE:   * EPS Ch. 4: *Developing Topics for Your Speech* |
|  | FRI  3/17 | The Importance of Supporting Your Ideas | READINGS DUE:   * EPS Ch. 7: *Supporting Your Speech Ideas*   ASSIGNMENT(S) DUE:   * Discussion Board #4 |
| WEEK 11 | MON  3/20 | APA Citation Workshop | READINGS DUE:   * ESPS Appendix E: *APA Citation* |
|  | TUES  3/21 | How to Research Your Speech | READINGS DUE:   * EPS Ch. 5: *Researching Your Speeches* |
|  | FRI  3/24 | Research Workshop cont.  *Mid-term Reflection* | ASSIGNMENT DUE:   * Reflection #1 |
| WEEK 12 | MON  3/27 | Workshop Day - Outline | ASSIGNMENT(S) DUE:   * **Bring rough draft of Info Speech outline & reference page** * **Speaking dates assigned** * RQ #3 – Ch. 12, 4, 7, 5 |
|  | TUES  3/28 | Workshop Day - Delivery | ASSIGNMENT DUE:   * **Informative Outline due in Canvas** |
|  | FRI  3/31 | **Informative Speeches** |  |
| WEEK 13 | MON  4/3 | NO CLASS – Spring Break |  |
|  | TUES  4/4 |  |  |
|  | FRI  4/7 |  |  |
| WEEK 14 | MON  4/10 | **Informative Speeches** |  |
|  | TUES  4/11 | **Informative Speeches** |  |
|  | FRI  4/14 | **Informative Speeches** |  |
| WEEK 15 | MON  4/17 | Reflecting on Info Speech  *Assign Persuasive Speech* |  |
|  | TUES  4/18 | Introducing Persuasive Speaking | READINGS DUE:   * EPS Ch. 13: *Persuasive Speaking* |
|  | FRI  4/21 | How to be a Good Arguer | READINGS DUE:   * EPS Ch. 14: Logical Reasoning   ASSIGNMENT DUE:   * Discussion Board #5 |
| WEEK 16 | MON  4/24 | Logical Reasoning cont. | READINGS DUE:   * EPS Ch. 14: Logical Reasoning |
|  | TUES  4/25 | Workshop Day - Outline | ASSIGNMENT(S) DUE:   * **Bring rough draft of Persuasive Speech outline & reference page** * **Speaking dates assigned** |
|  | FRI  4/28 | Workshop Day - Delivery | ASSIGNMENT DUE:   * **Persuasive Outline due in Canvas** |
| WEEK 17 | MON  5/1 | **Persuasive Speeches** |  |
|  | TUES  5/2 | **Persuasive Speeches** |  |
|  | FRI  5/5 | **Persuasive Speeches** |  |
| WEEK 18 | MON  5/8 | **Persuasive Speeches** |  |
|  | TUES  5/9 | **Persuasive Speeches** |  |
|  | FRI  5/12 | Persuasive Speeches Wrap-Up  Final Reading Quiz Review | * *Study for RQ #4* |
| WEEK 19 | MON  5/15 | Reflecting on Speeches | ASSIGNMENT DUE:   * RQ #4 – EPS Ch. 13, 14; some material from previous chapters |
|  | TUES  5/16 | Impromptu Speech Activity | ASSIGNMENT DUE:   * Reflection #2 |
|  | FRI  5/19 | Class wrap-up & goodbyes! |  |