

**Public Speaking – COMM 1**

**Spring 2018 – Course #52740**

**3 units**

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| **Instructor:** Elise Barba**Times:** TTH, 11 – 12:15 PM **Location:** SOC 36 | **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 the first week of class will automatically be dropped.
* You are allowed *four* 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.
* **MAKE-UP SPEECH DAY:**
	+ If you miss an assigned speech day, you will be allowed to make up that ONE speech on the Make Up Day but you will be at the mercy of time constraints and some basic rules:
		- You can only make up ONE speech from the semester. (If you missed two speeches you have officially failed the class.)
		- You must have your outline and reference page typed and ready when you are called up to speak.
		- You must be on time – no one will be granted admittance once Make-Up Day has begun. A sign will be posted on the door once we begin.
		- All speeches will be given on a lottery basis. (There is no guarantee we will have time for all speeches.)’
	+ The **BAD NEWS**: all make up speeches will suffer a 2 letter grade reduction from the original points possible. I will only listen to late speeches on this day.
	+ The **GOOD NEWS**: if you have given all of your speeches and do not have any to make up, consider this a free day – take the time to study for the final or sleep in, take selfies, go shopping, hang out with friends or whatever you want, after all you have earned it.
	+ **How it works**: At the start of class, everyone who desires a make up speech will put their names on a card and I will draw names at random – if we run out of time, you ran out of luck! I will hold very strict time limits on speeches but cannot guarantee that everyone will get a turn.

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: 5% of total grade. A *1-2 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)

Cultural Artifact Speech: 10% of total grade; accompanying outline: 5%.. Students will design a *4-5 minute* engaging presentation that visually represents 3 elements of their lives and personalities. You can design a hat, a flag, or use another tangible artifact to visually support your presentation. Detailed assignment guidelines and rubric will be available on Canvas and discussed in class. (SLO 1, 2)

Demonstration Speech: 15% of total grade. Present a *5-7 minute* extemporaneous address informing the classroom audience how to do something. Be creative! (SLO 1, 2)

Persuasive Speech: 20% of total grade; accompanying outline: 5%. 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 *7-9 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)

Speech Critique Paper: 10% of total grade. *3-4 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)

Reading Quizzes: 10% of total grade. In order to ensure students are completing and understanding course readings, ten scheduled quizzes will be given throughout the course of the semester.

Midterm Exam: 10% of total grade. This exam that will consist of objective questions on material from lectures, readings, and class discussions covered during the first half of the course; *material from required readings will be included whether or not discussed in class*. An 882-E Scantron is required.

Final Exam: 10% of total grade. This exam that will consist of objective questions on material from lectures, readings, and class discussions covered during the second half of the course; *material from required readings will be included whether or not discussed in class*. An 882-E Scantron is required.

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 5%

Cultural Artifact Speech 10%

Demonstration Speech 15%

Persuasive Speech 20%

Outlines 10%

Speech Critique Paper 15%

Reading Quizzes 10%

Midterm Exam 10%

Final Exam 10%

**Tentative Course Schedule\*:**

Date Topic Due/Reading Assigned

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| --- | --- | --- | --- |
| 1/9 | Tuesday | 1. Syllabus Overview2. Ice Breaker Activity |  |
| 1/11 | Thursday | **Self-Introduction Speeches** |  |
| 1/16 | Tuesday | 1. Managing Speech Anxiety2. **Reading Quiz 1** | Chapter 3  |
| 1/18 | Thursday | 1. Becoming a Public Speaker2. From A-Z: Overview of a Speech3. **Reading Quiz 2**Assigned: *Cultural Artifact Speech* | Chapters 1 & 2 |
| 1/23 | Tuesday  | 1. Outlining2. Developing the Introduction & Conclusion3. **Reading Quiz 3** | Chapter 13 & 14  |
| 1/25 | Thursday | 1. Delivery2. **Reading Quiz 4** | Chapters 16 – 18  |
| 1/30 | Tuesday | 1. Listening2. **Reading Quiz 5** | Chapter 5 |
| 2/1 | Thursday | 1. Final Speech/Outline Workshop2. Speech Days Assigned | **Bring: Draft outline**  |
| 2/6 | Tuesday | **Cultural Artifact Speeches (8 per day)** | **Outlines Due on assigned speech day** |
| 2/8 | Thursday | **Cultural Artifact Speeches**  |  |
| 2/13 | Tuesday  | **Cultural Artifact Speeches** |  |
| 2/15 | Thursday | 1. Finish **Cultural Artifact Speeches**2. Midterm Review Session |  |
| 2/20 | Tuesday | **Midterm Exam** **(Chapters 1-3, 5, 13-14, 16-18)** | **Bring an 882-E Scantron** |
| 2/22 | Thursday | Assigned: *Demonstration Speech*1. Audience Analysis2. Selecting a Topic & Purpose3. **Reading Quiz 6** | Chapters 6 & 7 |
| 2/27 | Tuesday | 1. Developing Supporting Material2. Finding/Citing Credible Sources | Chapters 8 & 10 |
| 3/1 | Thursday | 1. Speaking with Presentation Aids2. Designing Presentation Aids3. Informative Speaking | Chapter 19, 20, & 22 |
| 3/6 | Tuesday  | Final Speech Workshop | Chapters 11 & 12 |
| 3/8 | Thursday | **Demonstration Speeches (6 per day)** |  |
| 3/13 | Tuesday | **Demonstration Speeches**  |  |
| 3/15 | Thursday | **Demonstration Speeches**  |  |
| 3/20 | Tuesday | **Demonstration Speeches** |  |
| 3/22 | Thursday | **Demonstration Speeches** |  |
| 3/26-3/29 | Monday-Friday | **SPRING BREAK** | **HAVE FUN!** |
| 4/3 | Tuesday  | Assigned: *Persuasive Speech*1. Construction of Persuasive Speech2. Principles of Persuasive Speech3. **Reading Quiz 8**4. **Listening Quiz (RQ 7)** | Chapters 23 & 24 |
| 4/5 | Thursday | Assigned: Speech Critique Paper1. Group Persuasion Activity | **Persuasive Speech Topics due to Canvas** |
| 4/10 | Tuesday | 1. Using Language2. **Reading Quiz 9** | Chapter 15 |
| 4/12 | Thursday | 1. Ethics2. Final Speech/Outline Workshop3. **Reading Quiz 10** | Chapter 4**Bring: Draft Outline** |
| 4/17 | Tuesday | **Persuasive Speeches (6 per day)** | **Outlines Due on assigned speech day** |
| 4/19 | Thursday | **Persuasive Speeches** |  |
| 4/24 | Tuesday  | **Persuasive Speeches** |  |
| 4/26 | Thursday | **Persuasive Speeches** |  |
| 5/1 | Tuesday | **Persuasive Speeches** |  |
| 5/3 | Thursday | Practice Speech Critique Activity |  |
| 5/8 | Tuesday | 1. **Make-Up Speech Day**2. Final Exam Review | **Speech Critiques Due** |
| 5/10 | Thursday | NO CLASS: Faculty Consultations |  |
| 5/17 | Thursday  | **FINAL EXAM @ 11:00AM – 12:50PM** | **Bring an 882-E Scantron** |