**COMM 1: Public Speaking Syllabus!**

Spring 2019

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Office Hours: by appointment only / email.

Class Time: Monday 6:00 p.m. – 8:50 a.m. Room: Social Science Room 36

***Instructional Perspective:***

COMM 1 Public Speaking combines an overview of communication concepts with training in public presentations. The purpose of this combination is to equip students with the knowledge and skills to communicate competently in enacting and critically consuming a variety of contexts, including interpersonal, group, public, and mediated contexts.

***Student Learning Outcomes: Students will learn to:***

1. Craft well-reasoned arguments for specific audiences;
	1. Conduct thorough research on a topic
	2. Create cohesive, coherent, and complete outlines for public presentations
	3. Employ effective language choices in the construction of public presentations
	4. Identify, analyze, and present credible, well-reasoned arguments in a public setting
2. Assess the relative strengths of arguments and supporting evidence;
	1. Conduct thorough research on a topic
	2. Synthesize relevant information about a topic or phenomenon into an argument
	3. Create cohesive, coherent, and complete outlines for public presentations
	4. Employ effective language choices in the construction of public presentations
	5. Identify and analyze the components of effective public presentations
	6. Identify, analyze, and present credible, well-reasoned arguments in a public setting
	7. Employ competent listening as audience members during presentations
3. Analyze a variety of texts commonly encountered in the academic setting;
	1. Conduct thorough research on a topic
	2. Synthesize relevant information about a topic or phenomenon into an argument
	3. Demonstrate effective APA source citation skills
4. Situate discourse within common, social, cultural, and historical contexts
5. Utilize effective and appropriate verbal and nonverbal communication skills
6. Identify competent communication in a variety of communication contexts
7. Articulate class theories and concepts as they pertain to competent communication
8. Apply communication concepts to everyday scenarios to increase communication competence

***What are the required class materials?***

* **Textbook**: O’Hair, D., Rubenstein, H., and Stewart, R. (2016, 5th ed.). *A Pocket Guide to Public Speaking* Boston: MacMillan.
* Access to a **dependable computer** that runs a word processing program and is connected to a working printer. All course assignments must be typed, printed, and submitted electronically. Computers for student use are available at the library, but you must supply your own removable storage device (USB/Flash Drive).
* **Reliable and stable Internet access** and current browser software. You will need to regularly access **Canvas** to read assignment descriptions, download templates, review helpful resources, and print required forms. **Be sure your internet access is reliable (the library’s internet access is usually reliable)**.
* **Working e-mail address.** The address you supply to the college is the address to which you will receive all e-mails from your instructor and fellow students. If you choose to use a different e-mail address, **be sure your e-mail is correct in WebPortal.** You will often receive messages from your instructors sent through Canvas, and if your e-mail address is incorrect, you may miss important announcements.

**What is expected of me in class?**

**Course Expectations**: Students agreeing to the terms for this class as set out in this syllabus—*not dropping the class constitutes an agreement to the terms, including the grading policy*—are expected to do the following:

1. Be on time to class
2. Be respectful and let others talk without interruption, including me
3. Read the assigned chapters/materials and engage in class discussions
4. Treat others’ viewpoints and experiences with respect, do not discriminate
5. Make connections between the material and your own lives and experiences
6. Complete assignments on time and follow instructions
7. Communicate with the instructor in advance about potential attendance conflicts
8. APA is the required citation format for outlines
9. Do not use cell phones at any time during class
10. Deliver all 4 speeches to earn credit for this class

The use of any other recording devices must be approved by me, this includes photos and audio and video recordings.

**WHAT ASSIGNMENTS WILL I HAVE TO COMPLETE?**

For complete details on assignments, see the assignment handouts and grading rubrics located on Canvas. All topics must be approved by the instructor before the presentation is given. *You must deliver/present all four (4) speeches in order to pass this class.*

***Speech of Introduction and Outline***

For this assignment, you will be introducing yourself to your classmates. You will be speaking to the class about two (2) objects that best represent you, your personality, values, interests, and/or passions. You should bring in the objects (or a representation of them) to class for your speech.

***Informative Speech and Outline (Partner Assignment)***

The ability to communicate and interact with different cultures is extremely important in this day and age due to the internet, the cultural make-up of America, and our close proximity to another country. For this assignment, it is preferred that you pick a culture that is unique and different from your own culture. Please pick a country or culture that you are interested in traveling to or learning more about so that you can present this information to your classmates. This assignment asks you to explore a new culture in more depth in the format of a partner, informative speech. Incorporating concepts from the textbook and Large Lecture about Intercultural Communication, you and your partner will inform the class about a mutually agreed upon topic regarding another culture. Outline with APA-style References page d*ue on date listed on schedule*. Presentation aids are required.

***Persuasive Speech and Outline***

Informing audiences about new ideas and concepts is all well and good, but for ages, public speaking has been used for another purpose: persuading audiences to take action. From politicians to teachers to leaders of social movements, persuasion is used to educate and motivate. The importance of becoming engaged in issues that affect us and the community in which we live is increasing as our communities become more diverse and fractured. The goal of this speech is to choose a current events topic and deliver a persuasive presentation to your class. This is a persuasive speech where you will argue in favor or against your topic. You will attempt to challenge our class to change or maintain a specific way of thinking or acting. This is an individual speech. The topic for this speech will likely address a controversy of a political, social, economic, or cultural nature. This speech will include researched sources that support your arguments. Outline with APA-style References page d*ue on date listed on schedule*. Presentation aids are required.

***Special Occasion Speech***

At some point in our lives, we may be asked to speak at an event or gathering. Some common occasions are weddings and funerals, but it is easy to imagine similar events like award ceremonies and dinner toasts. For this speech, you will choose the occasion and deliver a speech appropriate to the situation. No outline is required to be turned in for this speech.

***Examinations***

You will be required to take two exams. Each exam will consist of 20 multiple-choice questions and 3 short essay questions.

**WHAT IS PLAGIARISM? SHOULD I BE WORRIED ABOUT IT?**

*Plagiarism is one of the highest forms of academic offense. It represents several ethics violations. It is* ***theft*** *of intellectual property. In academe, a scholar’s words, ideas, and creative products represent essential intellectual property, which are the primary measures of scholarly identity, status and achievement. It is* ***fraud****. Students should be assessed on their own ideas and abilities, not the ideas and abilities of others. It is* ***unfair****. It introduces bias and inequity in the assessment process, producing grades for fellow students based on disadvantaged standards and expectations. It is* ***corruption****. It undermines the credibility of higher education by misrepresenting the meaning of university grades and degrees to the rest of the public. Whether by ignorance, accident, or intent, theft is still theft, fraud is still fraud, inequity is still inequity, and corruption is still corruption. Therefore, the offense, no matter how minor in quantity, is still serious, and is treated as such.*

*The 2008-2009 College Graduate Bulletin policy****[[1]](#footnote-1)*** *states:*

Plagiarism is formal work publicly misrepresented as original; …. Work shall be deemed plagiarism: (1) when prior work of another has been demonstrated as the accessible source; (2) when substantial or material parts of the source have been literally or evasively appropriated (substance denoting quantity; matter denoting qualitative format or style); and (3) when the work lacks sufficient or unequivocal citation so as to indicate or imply that the work was neither a copy nor an imitation. This definition comprises oral, written, and crafted pieces. In short, if one purports to present an original piece but copies ideas word for word or by paraphrase, those ideas should be duly noted. (Lindey, 1952, *Plagiarism and Originality*)

*The 2008-2009 Graduate Bulletin continues by stating:*

Reedley College is a publicly assisted institution legislatively empowered to certify competence and accomplishment in general and discrete categories of knowledge. The president and faculty of this college are therefore obligated not only to society at large but to the citizenry of the State of California to guarantee honest and substantive knowledge in those to whom they assign grades and whom they recommend for degrees. Wittingly or willfully to ignore or to allow students’ ascription of others’ work to themselves is to condone dishonesty, to deny the purpose of formal education, and to fail the public trust.

One of the primary objectives of higher education is to advance humanity by increasing and refining knowledge. Such an objective is therefore threatened by students who commit plagiarism, in which the evidence of the student’s knowledge is not genuine. Given the gravity of the offense, students suspected or accused of disregarding, concealing, aiding, or committing plagiarism must be assured of thorough, impartial and conclusive investigation of any such accusation. Likewise, students guilty of such an offense must be liable for an appropriate penalty, even severance from the college and in some cases revocation of an advanced degree, should the demonstrated plagiarism clearly call into question a student’s academic ethics, competence or accomplishments.

**THE ACADEMIC DISHONESTY POLICY OF THE COMMUNICATION DEPARTMENT**

In any case in which an instructor identifies evidence for charging a student with violation of academic conduct standards or plagiarism, the presumption will be with that instructor’s determination. The instructor(s) will confer with the College Director to confirm the evidence. Once confirmed, the student will be informed and presented with the evidence. Some conditions and terms below clarify the School policy and procedure.

**Proper source attribution**: Proper attribution occurs by specifying the source of content or ideas. This is done by (a) providing quotation marks around text, when directly quoted, and (b) clearly designating the source of the text or information relied upon in an assignment.

**Intellectual contents**: Intellectual contents include all forms of ‘text’ produced by another person or persons. It includes: writings, course syllabi, course lectures and recordings of lectures, visual information such as models, videos, lyrics, software, etc.

**Secondary citations**: Secondary citation is not strictly a form of plagiarism, but in blatant forms, it can present similar ethical challenges. A secondary citation is citing source A, which in turn cites source B, but it is source B’s ideas or content that provide the basis for the claims the student intends to make in the assignment. For example, assume that there is an article by Jones (2006) in the student’s hands, in which there is a discussion or quotation of an article by Smith (1998). Assume further that what Smith seems to be saying is very important to the student’s analysis. In such a situation, the student should always try to locate the original Smith source. *In general, if an idea is important enough to discuss in an assignment, it is important enough to locate and cite the original source for that idea.* There are several reasons for these policies: (a) Authors sometimes commit citation errors, which might be replicated without knowing it; (b) Authors sometimes make interpretation errors, which might be ignorantly reinforced (c) Therefore, reliability of scholarly activity is made more difficult to assure and enforce; (d) By relying on only a few sources of review, the learning process is short-circuited, and the student’s own research competencies are diminished, which are integral to any liberal education; (e) By masking the actual sources of ideas, readers must second guess which sources come from which citations, making the readers’ own research more difficult; (f) By masking the origin of the information, the actual source of ideas is misrepresented. Some suggestions that assist with this principle:

* When the ideas Jones discusses are clearly attributed to, or unique to, Smith, then find the Smith source and citation.
* When the ideas Jones is discussing are historically associated more with Smith than with Jones, then find the Smith source and citation.
* In contrast, Jones is sometimes merely using Smith to back up what Jones is saying and believes, and is independently qualified to claim, whether or not Smith would have also said it; in such a case, citing Jones is sufficient.
* Never simply copy a series of citations at the end of a statement by Jones, and reproduce the reference list without actually going to look up what those references report—the only guarantee that claims are valid is for a student to read the original sources of those claims.

**Self-plagiarism**: Students often practice some form of ‘double-dipping,’ in which they write on a given topic across more than one course assignment. In general, there is nothing wrong with double-dipping *topics or sources*, but there is a problem with double-dipping *exact and redundant text*. It is common for scholars to write on the same topic across many publication outlets; this is part of developing expertise and the reputation of being a scholar on a topic. Scholars, however, are not permitted to *repeat exact text* across papers or publications except when noted and attributed, as this wastes precious intellectual space with repetition and does a disservice to the particular source of original presentation by ‘diluting’ the value of the original presentation. Any time that a writer simply ‘cuts-and-pastes’ exact text from former papers into a new paper without proper attribution, it is a form of *self-plagiarism*. Consequently, a given paper should never be turned in to multiple classes. Entire paragraphs, or even sentences, should not be repeated word-for-word across course assignments. Each new writing assignment is precisely that, a new writing assignment, requiring new composition on the student’s part.

**Specific exemplary infractions and consequences:**

* **Course failure:** Reproducing a whole paper, paragraph, or large portions of unattributed materials without proper attribution, whether represented by: (a) multiple sentences, images, or portions of images; or (b) by percentage of assignment length, will result in assignment of an “F” in the course in which the infraction occurred, and a report to the Center for Student Rights and Responsibilities (CSRR2).
* **Assignment failure:** Reproducing a sentence or sentence fragment with no quotation marks, but with source citation, or subsets of visual images without source attribution, will *minimally* result in an “F” on the assignment, and may result in greater penalty, including a report to the CSRR, depending factors noted below.
* **Exacerbating conditions--Amount:** Evidence of infraction, even if fragmentary, is increased with a greater: (a) number of infractions; (b) distribution of infractions across an assignment; or (c) proportion of the assignment consisting of infractions.
* **Exacerbating conditions--Intent:** Evidence of foreknowledge and intent to deceive magnifies the seriousness of the offense and the grounds for official response. Plagiarism, whether ‘by accident’ or ‘by ignorance,’ still qualifies as plagiarism—it is all students’ responsibility to make sure their assignments are not committing the offense.
* **Exceptions:** Any exceptions to these policies will be considered on a case-by-case basis, and only under exceptional circumstances.

Faculty may use additional methods to detect plagiarism.

**HOW DO YOU HANDLE CHEATING? I’VE HEARD STORIES ABOUT SEVERAL STUDENTS GETTING Fs, ACADEMIC PROBATION, AND EXPULSION FROM CHEATING ON AN EXAM. IS THAT TRUE?**

Yes, it is true. In the past, we’ve caught many students cheating. Trust me, we have ways of finding out. If you cheat on an exam, you will likely be caught and punished to the full extent of the course, school, and university policies contained in this document.

***I do not, and never have, given out old exams to students from which they can study***. So, if a friend tells you or gives you what he or she says is an old exam copy, it was obtained illegally and constitutes academic dishonesty for anyone in possession of it. If you forward it and all accompanying information to me immediately, you will not be punished. If you don’t, you may receive not only an F in the class, but your name will be reported to the Center for Student Rights and Responsibilities, where you will face academic probation, expulsion, or other sanctions.

Ultimately, you are responsible for your exam copy. If, for any reason at all, your instructor does not receive your test at the end of the exam period (you forgot to turn it in, you gave it to a classmate to turn in, etc.) ***you will receive a zero for the exam and may possibly be recommended to Judicial Affairs for additional action***.

**HOW WILL I BE GRADED ON ASSIGNMENTS?**

You will better understand your grades on speeches and outlines if you remember that a “B” is not average; average performance on class assignments is rewarded with a “C.” In other words, a *“C” means that you have simply met the minimum requirements for a particular assignment*. The grade descriptions COMM 1 Instructors abide by are as follows:

A = Outstanding achievement. This grade signifies outstanding work that demonstrates an in-depth understanding of skills and material far surpasses the minimum expectations of a student in the class. Specifically, an “A” speech is one that satisfies all the requirements of a “B” speech *and*:

* Constitutes a genuine contribution to the knowledge and thinking of the audience.
* Is delivered in a fluent, polished manner that strengthens the impact of the speaker’s message.
* Illustrates a mastery of organization, language choice, nonverbal displays, and visual aid use.

B = Praiseworthy performance. This grade signifies work in which the student has demonstrated an understanding of skills and material that exceeds the minimum requirements. Specifically, a “B” speech is one that satisfies the requirements of a “C” presentation *and*:

* Supports main points with more than the minimum amount of evidence required and is accurate, relevant to the topic, and sufficient to aid in the audience’s understanding of that topic.
* Is delivered in a way that does not distract attention from the speaker’s message.
* Illustrates proficiency in organization, language choice, nonverbal displays, and visual aid use.

C = Satisfactory performance. This grade signifies work in which the student has met the minimum requirements and expectations. Specifically, a “C” presentation:

* Conforms to the type of speech assigned, fulfills all requirements of the speech (e.g., visual aids) and is ready for presentation on the assigned date.
* Includes a clear thesis and an identifiable introduction, body, and conclusion where appropriate
* Illustrates a basic understanding of organization, language choice, nonverbal displays, and visual aid use (where appropriate).
* Contains disfluencies, verbal stumbles, and other verbal and nonverbal characteristics that may be distracting to an audience.

D = Minimally passing. This grade signifies work in which the student does not meet the minimum expectations for a given assignment.

F = Failing. This grade signifies work in which little or no effort seems to have been expended by the student.

**RETURNING EXAMS AND OTHER ASSIGNMENTS**

Please note that exams in this class will not be returned.  However, you are welcome to make an appointment to see and review your exam. All exams, and other papers, not picked up by the student will be destroyed at the end of the following semester.

**WHAT’S THE GRADING SCALE FOR THIS CLASS?**

This course uses a total point grading system, in which your final letter grade is based on your total points earned in the class over the course of the semester. The grading scale for this class is as follows:

1000- 930 = A

929-900 = A-

899-870 = B+

869-830 = B

829-800 = B-

799-770 = C+

769-730 = C

729-700 = C-

699-670 = D+

669-630 = D

629-600 = D-

599-000 = F

**DO YOU CURVE GRADES OR BUMP UP TO THE NEXT GRADE?**

Final grades are just that: *final*. Please do not ask your instructor to “bump” you up, regardless of how close you are to the next grades. Grades are *not* curved for any assignments. You may look at your final grade and see that you’re 1% away from the next highest grade. In this grading scale, however, 1% equals 10 points, which could be the entire value of one quiz or activity. So, you will not get bumped up even if you’re 1% or 2% away from the next highest grade.

**DO YOU OFFER EXTRA CREDIT?**

Students may obtain extra credit if the instructor offers an extra assignment opportunity. Extra credit assignments vary from semester to semester and they may or may not be offered. I hold the FINAL decision whether or not the extra credit assignment will count.

**HOW MANY POINTS IS EACH ASSIGNMENT WORTH?**

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Point Values** | **My Score** |
| *Individual and Partner Presentations* | 500 points (50% of grade) |  |
| Speech of Introduction | 100 points |  |
| Informative Speech—(Partner Presentation on an Intercultural topic)  | 100 points (40 partner points, 60 individual points) |  |
| Persuasive Speech | 200 points  |  |
| Special Occasion Speech | 100 points |  |
| *Written Assignments* | 150 points (15% of grade) |  |
| Speech of Introduction Outline | 50 points |  |
| Informative Speech Outline— (Partner) | 50 points |  |
| Persuasive Speech Outline | 50 points |  |
| *Participation* | 150 points (15% of grade) |  |
| In-Class Activities | * 10 points x 10 activities = 100 points
 |  |
| Attendance | * 50 points
 |  |
| *Exams and Quizzes* | 200 points (20% of grade) |  |
| Exam #1 (20 multiple choice questions + 3 short essay questions) | 100 points |  |
| Exam #2 (20 multiple choice questions + 3 short essay questions) | 100 points |  |
| *Total Points* | 1000 points |  |

**WHAT IS THE ATTENDANCE POLICY FOR THE CLASS?**

Attendance is mandatory. It is essential that you attend class for this course every week. You will learn about communication theory, communication contexts, and competent communication in a variety of contexts. You’ll be asked to apply in your presentations certain concepts addressed in the lectures. Additionally, the exams will be primarily comprised of lecture material. Some of the topics covered in lecture are not in the textbook nor addressed in your discussion section, so you must attend lecture to know the material. If you do not attend class, you will also miss participation points. In addition, you will receive important instructions about assignments and work closely with your instructor and classmates to increase your communication skills.

*Attendance on speech days is mandatory.* Failure to attend a scheduled speech day on which you are scheduled to present means you will receive a zero on that speech—***absolutely no make-ups are allowed*** unless you contact your instructor *before* the class and provide documentation for an excused absence (this means a college activity, sports, or medical paperwork).

Please arrive to class on time. If you are late, you may miss participation points. ***Absolutely NO make-ups of in-class activities are allowed.***

**IS LATE WORK ACCEPTED?**

There are no make-ups for speeches or written work unless the student provides *documented proof* of an emergency or illness, participation in a university-sponsored activity, or *prior understanding with the Small Section Instructor*. A doctor’s note must include a phone number. Don’t be surprised if your instructor calls this number to verify your absence.

***Speeches***

Failure to give your presentation on the day assigned to you *without* proper documentation, a university-sanctioned absence, or prior understanding with the Small Section Instructor will result in a zero on the assignment. Trading speech days with a classmate requires instructor approval in advance. *If you are given a postponement and your speech has not been made-up after two (2) weeks, you may receive a zero on that assignment. If you do NOT deliver all 4 speeches, you CANNOT pass the class. A requirement to pass this class is to present all 4 speeches in class.*

***Written Work***

It is your responsibility to complete and submit all written work, typed and according to assignment guidelines at the beginning of the specified class period. Written work not turned in on the day it is due will result in a zero on the assignment *unless* you have proper documentation, a university-sanctioned absence, or prior understanding with the small section instructor. *If you are given a postponement and your written work has not been made-up after two (2) weeks, you may receive a zero on that assignment.* You will also be required to submit outlines to turnitin.com and it is your responsibility to complete that process in a timely manner.

***IMPORTANT QUESTION:***

**MY PARENTS WANT TO BUY MY PLANE TICKET TO GO HOME. CAN I TAKE THE FINAL EXAM AHEAD OF TIME? CAN I MAKE-UP THE EXAM i’m going to miss?**

As per college district policy, the final exam *must* be administered on the official final exam date. This date is determined by the college and based on the “Group Final Schedule”; see the online final exam schedule for details. Make-up exams are permitted only for reasons recognized by the college, such as participation in a college-sponsored activity, a documented illness, or serious emergency. Previously purchased airline tickets or family vacations/gatherings do *NOT* meet these standards.

***Students with Disabilities***If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that accommodations based upon disability cannot be provided until you have presented your instructor with an accommodation letter from Student Disability Services. Your cooperation is appreciated

**TERMS OF AGREEMENT**

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, have thoroughly read the COMM 1 Public Speaking syllabus and agree to the course terms stated for the Spring 19 semester.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Signature) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Date)

1. [↑](#footnote-ref-1)