

Comm 1: Fundamentals of Public Speaking

Course Syllabus

**Course:** COMM-1-59603

**Instructor**: Ricardo Martinez

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**Preferred Method of Communicative Contact:** Canvas inbox

**Office Hours:** By appointment

**Course Textbook**: <http://publicspeakingproject.org/>

# Drop Dates

**8/21/2020**: If you are thinking about dropping the class, make sure you do so by August 21st for a full refund.

**8/28/2020 – 8/30/2020**: If you are thinking about dropping the class and not receive a “W,” make sure you do before August 28th (in person) or August 30th (on WebAdvisor).

**10/9/2020**: This is the last day to drop the class and not receive a letter grade.

Automatic drop policy: If you fail to engage and participate in the first two modules before August 28th, I will drop you from the class.

# Course Communication Policy

The preferred method of communication is the Canvas inbox and I make it a priority to respond within 24 hours. If I fail to do so, feel free to send a follow-up email. Formality is not necessary for questions that need a quick response. A Zoom video call is also a viable option if a more detailed discussion needs to be had. Additionally, I will primarily use the ‘Announcements’ feature to communicate to everyone for any updates, changes, or words of encouragement. Be sure your notifications for ‘Announcements’ are on, so you remain up to date.

# Course Overview

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.  
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, relevant evidence.
3. Explain the principles of human communication by critically evaluating public speeches through constructive critique and self-analysis.

## Course Objectives

In the process of completing this course, students will:

1. Analyze and adapt messages to address audience attitudes, needs and demographics.
2. Develop skill in informative, persuasive and ceremonial speaking.
3. Recognize the role of culture in the production and management of spoken interaction.
4. Present a variety of speeches and will be expected to present for approximately 25 minutes each during the course of the semester.
5. Gain an understanding of the communicative process.
6. Use supporting materials effectively.
7. Develop skill in extemporaneous speaking, students will present a minimum of three graded speeches in front of an audience.
8. Improve listening skills.
9. Recognize the need for clear and concise organization of ideas.
10. Gain communicative competence and confidence as a result of the preparation, presentation, and analysis of oral messages.
11. Utilize practical assignments and exercises that will reinforce the theoretical concepts studied in class.
12. Enhance vocal skills (projection, diction, inflection and volume).
13. Critique and analyze their own and other speeches.

# Attendance and Participation Opportunities

Attendance will be monitored through your engagement with the weekly modules. Each weekly module will have readings and video content for you to watch. Additionally, you will typically be provided **two participation opportunities each week** that will ask you to reflect, practice, and test your comprehension of the content. Your attendance will not directly affect your grade, but as noted in the ‘Drop Policy,’ it may affect your seat in the class. **A module will become available on Monday (7 am) and will close the following Saturday (11:59 pm)** by which you must complete the required participation opportunities. View the schedule below for specific due dates. **Participation opportunities will be worth 25% of your grade** or 5 points each opportunity.

# Speeches

Due to COVID-19, there will **be four presentations** that will be performed, recorded, and posted on Canvas. Each presentation builds on the knowledge and experience of the previous speech. The **self-introduction speech (4-5 minutes)** will be your first graded speech and it involves you consciously reflecting and disclosing information, that you are comfortable with, to the class. The **informative speech (5-7 minutes)** will involve you researching and teaching the class about a self-selected topic that fits within the parameters of the speech. The **persuasive speech (5-8 minutes)** involves you researching and arguing claims in order to change the attitudes students may have about a particular topic. Finally, the **special-occasion speech (90-120 seconds)** will be a lighthearted speech that involves you making up the situation in which you are delivering a speech at a wedding, graduation ceremony, award ceremony, etc. Further detail will be provided on Canvas. In total, **speeches will be worth 50% of your grade**.

This class fulfills the ORAL component for the general education requirements – I take this very seriously. It will range from extremely difficult to impossible to pass the course if you miss a speech. Missing a speech means a zero on the speech, outline, and the reflection paper associated with the presentation. Do not ask for an extension unless there is a medical excuse or unforeseeable circumstance. In order to make up the missed speech on “Make-Up Speech Day” - See “*Make-Up Speech Day*” section for details on the process and requirements. You may only makeup one speech on Make-Up Speech Day.

# Writing Assignments

As an Area D General Education course, you are required to write 1000 words worth of material in the class. You will have a total of **5 writing assignments: 3 speech outlines and 2 reflection papers.**

Outlines are not traditional essays, so they will have their own unique format. Each outline will have its own template that you may download and insert your own information in order to streamline the process. The first three speeches will be accompanied with an outline. Outlines are submitted on Canvas the same day you submit your speech. If you do not submit an outline, I will not grade your presentation.

After your self-introduction and informative speech, you will write a reflection paper (300 words each) where you are asked to reflect on your speech feedback provided (from yourself, your peers, and your instructor) and create specific goals for yourself to achieve for the following speech. Reflection papers will be due two weeks after your presentation. In total, **outlines and reflection papers will be worth 25% of your grade.**

# Course Grades

Your grade in this class will be based on the points that you earn in the following activities/assignments.

| **Assignment Name** | **Points** |
| --- | --- |
| Participation Opportunities | 125 |
| Self-Introduction Speech/Outline | 75 |
| Informative Speech/Outline | 100 |
| Persuasive Speech/Outline | 125 |
| Special-Occasion Speech | 25 |
| Reflection Papers (2 @ 25 points each) | 50 |
| Total Points Possible | 500 |

## Assignments by Percentage

| **Assignment Name** | **Percentage** |
| --- | --- |
| Speeches | 50% |
| Writing Assignments | 25% |
| Participation Opportunities | 25% |
| Total Percentage | 100% |

## Grade Scale

| **Letter Grade** | **Percentage** | **Points** |
| --- | --- | --- |
| A | 90-100% | 449-500 |
| B | 80-89% | 399-448 |
| C | 70-79% | 349-398 |
| D | 60-69% | 299-348 |
| F | 0-59% | 0-298 |

# Tentative Course Schedule

The readings refer to chapters in the text and/or articles that should be read BEFORE you complete the assignments. Assignments (e.g., participation opportunities, speeches, and outlines) are due no later than Saturday 11:59 pm on the corresponding module. **Please note that presentation days, due dates, exam days, and holidays are in bold type.**

| **Dates** | **Topics** | **Assignments** | **Readings** |
| --- | --- | --- | --- |
| Week 1 | Why take Public Speaking? | Participation Opportunities 1 and 2  Syllabus Quiz | Chapter 1 |
| Week 2 | The blueprint to an effective speech (part 1)  Outlining and Organizing | Participation Opportunities 3 and 4 | Chapter 8 |
| Week 3 | The blueprint to an effective speech (part 2)  Intro and Conclusion/Visual aid | Participation Opportunities 5 and 6 | Chapter 9 and 13 |
| Week 4 | Finding confidence on camera | Participation Opportunities 7 and 8 | Chapter 11 and 12 |
| Week 5 | **Self-Introduction Speeches** | **Outline and speech are due** |  |
| Week 6 | What is informative speaking? | Participation Opportunities 9 and 10 | Chapter 15 |
| Week 7 | Ethical communication | Participation Opportunities 11 and 12  **Reflection Paper 1 due** | Chapters 3 and 7 |
| Week 8 | Language and active listening | Participation Opportunities 13 and 14 | Chapter 10 and 4 |
| Week 9 | Outline Overview | Midterm Evaluation  Rough draft of outline for extra credit ☺ |  |
| Week 10 | **Informative Speeches** | Outline and speech are due |  |
| Week 11 | What is persuasive speaking? | Participation Opportunities 15 and 16 | Chapter 16 |
| Week 12 | Critical thinking and reasoning | Participation Opportunities 17 and 18  **Reflection Paper 1 due** | Chapter 6 |
| Week 13 | Communication accommodation theory | Participation Opportunities 19 and 20 | Chapter 5 |
| Week 14 | Outline overview | Rough draft of outline for extra credit ☺ |  |
| Week 15 | **Persuasive Speeches** | **Outline and speech are due** |  |
| Week 16 | **Thanksgiving Break!** |  |  |
| Week 17 | What is special occasion speaking?  **Make-Up Speech Day** | Participation Opportunities 21 and 22  **Make-Up Speech Outlines due** | Chapter 17 |
| Week 18 | **Special-Occasion Speeches** | Final Evaluation  **Outline and speech are due** |  |

# Course Requirements

## Computer Access

Since this course will be 100% online, you will be spending considerable time researching and collecting sound evidence, you must have access to a computer (either in the RC library or at home). You should also have a basic knowledge of Word and Power Point.

## Canvas

You will be able to find the course syllabus, course documents, student examples of assignments, a place to ask questions and more on Canvas. It would be wise to become familiar with Canvas early on in this class. It is your responsibility to check Canvas for announcements, schedule changes, grades, instructor absences, etc. To log in, go to <http://www.reedleycollege.edu/> and click on the "instructions for using Canvas link." Please note that percentages on Canvas don’t accurately reflect course grades. I calculate scores based on total point.

# Course Policies

## Late Assignment Policy

Each type of assignment abides by a different set of rules. Participation opportunities cannot be made up without a medical excuse or unforeseeable circumstances. Reflection papers will be accepted up to 5 days late (4% is deducted for each day). Students may make-up one speech with a two-letter grade drop on Make-Up Speech Day. Accommodations will be made for students with a verifiable medical excuse.

## Make-Up Speech Day

The purpose of this course is to develop public speaking skills and often times after a speech the speaker will wish they had an opportunity to make changes and give the speech again. In an effort to be fair and to encourage student development, I will have one assigned development day. If you have missed ONE speech this is your chance to make it up. If you would like to re-do one speech this is your opportunity to give the speech again in hopes of an improved grade. The bad news is all make up speeches will suffer a **20% reduction from the original points possible**. I will only listen to late speeches on this day. If you miss a speech **you will be allowed to make up that ONE speech on the Make-Up Speech Day**, but you will be at the mercy of time constraints and some basic rules.

## 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.

## Cheating and Plagiarism

Cheating and Plagiarism will not be tolerated in this class. Any act of cheating or plagiarism, whether large or small, will be treated the same. Students who are caught cheating or plagiarizing will receive an “F” on the assignment in question and will be reported to the dean.

## Changes with the Syllabus

The instructor reserves the right to make changes to the syllabus throughout the course of the semester. Any changes made to the course syllabus will be done in the best interest of the students. Changes may be announced verbally or online. It is your responsibility to make sure you are informed about any changes that occur.

## Students with Disabilities

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

## Teaching Philosophy

I encourage all students to maximize their resources. If at any point you need help (with concepts, speeches, papers, etc.), ask your peers or ask the instructor. There is no need to self-sabotage or remain confused. Additionally, public speaking is a skill. Students will come to class with different comfort and skill levels with public speaking based on previous experiences. One portion of grading is geared towards mechanics, and the other half on effort and thoughtfulness. I expect for you to apply effort to the speeches, and to progress throughout the course. Your only competition is yourself.