**Reedley College**

**COMM 1, #59011**

**Fundamentals of Public Communication**

**FALL 2022**

# COURSE INFORMATIONS

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| **Semester: FALL 2022** | **Department of Communication**  **Reedley College** |
| **COURSE NAME: Public Speaking** | **INSTRUCTOR: Miranda Chapman** |
| **COURSE TIME:**  **M/T/F 8:30-9:20 AM** | **INSTRUCTOR EMAIL:**  **mc049@reedleycollege.edu** |
| **CLASS LOCATION: Sanger High School** |  |

# COURSE DESCRIPTION

This course covers theories of human communication and their function in contemporary public settings; experiences designed to enhance fundamental communication skills—research, organization, reasoning, listening and problem solving—through a series of informative and persuasive oral presentations.

**Prerequisites for the course:** There are no prerequisites for this course.

# COURSE SPECIFICS

**Course goals**: At the completion of this course, you will be able to produce and to criticize informative and persuasive oral presentations. To develop skill in these forms of discourse, you will demonstrate skill 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 for participation in a liberal arts education.

**Learning Outcomes**

1. Demonstrate effective communication by analyzing, creating, and presenting extemporaneous informative and persuasive messages with clear lines of reasoning, development of ideas and documentation of external sources.
2. Analyze the impact of culture and situational contexts on the creation and management of the communication choices used to inform and persuade audiences.
3. Create and criticize public arguments and reasoning, decision-making processes and rhetorical messages through oral and written reports.
4. Students will demonstrate skill in the use of style manuals.

## Course Structure

This course is to be conducted as a via face-to-face learning and some modality will take place via Canvas as well. We will operate via a hybrid course style as well with some Web-based days.

# REQUIRED COURSE MATERIAL

## Computer Requirements

To succeed in this remote course, you will need a computer/tablet, reliable internet, web camera, headphones, microphone, and video capabilities. Be sure to have an up-to-date browser, operating system, and some additional software on your computer to take this class. Check the [ITS Helpdesk Student Resources page](about:blank). Some documents in this course will be available to you in PDF. You will need to download and install [Adobe Acrobat Reader software](about:blank) on your computer.

## Textbook & Readings

Daily readings and content will be pulled from the assigned text. Canvas will be used for submitting assignments, providing course resources, and communication. If you do not see this course listed within your Canvas homepage, please contact ITS.

**Title:** A Pocket Guide to Public Speaking

**Authors:** Dan O’Hair, Hannah Rubenstein, Rob Stewart

# COURSE POLICIES

## Late Work and Incomplete Grade Policy

All assignments are to be submitted on canvas according to their specific due date, most assignments are due by 11:59 p.m. but to ensure you stay on top of the deadlines they are explicitly detailed in our course schedule. Do NOT expect to be allowed to turn in assignments late for full credit. If you experience problems with Canvas, e-mail the assignment to me before class on the day that it is due to receive full credit for the assignment. You will not be allowed to make up in-class assignments unless you have a documented, excused absence.

If possible, you should notify your instructor in advance via email if you are going to have a documented excuse to be absent from our class. It is your responsibility to provide written documentation from a third party of your emergency or excused absence. Work-related absences, work in other classes, oversleeping, or meetings with other professors are not considered personal emergencies. Because of time constraints in the class, there is no guarantee that you can make up oral presentations, even if you have a documented personal emergency.

## Classroom Respect

You are expected to be respectful toward the instructor and other members of the course and not engage in behaviors that show disrespect for or distract from others’ learning. This includes, but is not limited to, the following:  
(1) You should not be playing video games, online shopping, engaging social media or otherwise be distracted when in class.

(2)  You should come to each class on time, have your course materials organized, and be prepared to learn and to engage in classroom activities.  
(3) You should not interrupt another student’s speech. Be respectful in listening to your peers as they present their speeches. Do not be on your phones or laptops during another student’s presentation.

**CLASSROOM POLICIES**

• Your presence in class (both physically and mentally) is expected.  *It is your responsibility to get any missed notes or assignments*.

• COMM 1 is a lecture, discussion, and performance course; open participation in this learning environment requires that we all respect the right of students and the instructor to present diverse and controversial ideas.  Differences of viewpoint should be offered in a manner that promotes the free exchange of ideas and the development of mutual understanding.  Student conduct that disrupts the learning process will not be tolerated and may lead to disciplinary action and/or removal from class.

• Behaviors that distract from the learning process will not be tolerated (cell phones and alerts should be turned off). Texting during class is not acceptable. Students will lose half of their participation points for the day if they are caught using their cell phones during class.

# COURSE COMMUNICATION

## Interaction with Instructor

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 [mc049@reedleycollege.edu](mailto:mc049@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.

## Course Assignments in Brief

* Bag 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 graded speech will give a chance to reduce the uncertainty from both perspectives. Essentially, you are tasked with introducing yourself to your entire class. You must demonstrate that effort went into the assignment. This speech will be 3-5 *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 3-5 *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 4-7 *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.
* Self-Reflection Paper: Being reflective and aware of your work is vital to growth. Vague goals equal vague outcomes; specific goals equal specific outcomes. Therefore, after completing your speech, you will write a 1,000-word reflection paper using concepts learned in class. This assignment encourages students to be reflective on their strengths and areas for improvement for the following speech. Reflection Papers are due on Canvas, and will be run through Turnitin.com, which students have the option to opt out of this feature (instructions will be presented on Canvas).
* Outlines: All outlines will be scored as a portion of the speech assignment. For example, the Bag speech is worth 100 points total, 25 points are graded upon the outline you submit, and the delivery of the speech is worth 75 points. For the informative speech, 50 points will be graded based on the outline you submit, and the delivery is worth 100 points. To assist students in preparing a solid outline a template will be provided through canvas.

# GENERAL ASSIGNMENT GUIDELINES:

• Readings should be completed in their entirety by the first class for which they are assigned.

• There are no make-ups for speeches or exams that are missed without a university-excused absence. You must inform me in writing prior to missing class for religious holidays or university-sponsored activities, and excuses for illness or emergencies require appropriate written documentation within one week of the absence.

• Written assignments turned in late without an excused absence or a prior con will receive a reduction of one full letter grade (10%) for each calendar day past the original due date.

• Written assignments must be typed, double-spaced, 12pt font, in Microsoft Word format (.doc or .docx) or PDF format *(.pages will not be accepted!),* and have one-inch margins. The minimum page length on written assignments is a minimum; below the minimum, assignments will receive a corresponding deduction in credit (e.g., 375 words of a 500-word paper = original grade x 75%). Keep a copy of all of your work. I recommend that you email yourself a copy of your assignment, so that you will have proof that you completed the assignment on time in the event that a technological issue prevents me from receiving the assignment.

• Stylistic form and bibliographies are to be consistent with MLA and APA style manuals.  Please spell-check and proofread your work.

• You will submit all papers through Canvas. 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.

# GRADING POLICY

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| **Assignment** | **Points** |
| Class Activities | 100 |
| Special Occasion Speech | 75 |
| Introductory Speech | 100 |
| Informative Speech | 150 |
| Persuasive Speech | 200 |
| Final Exam | 50 |
| Final Self-Reflection Paper | 100 |
| Participation in Synchronous Classes | 200 |
| **TOTAL** | **1000** |

Grading scale

o 900—1000 A

o 800—899 B

o 700—799 C

o 600—699 D

o 600—below F

## 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. If you have a question about a grade, wait 24 hours after receiving the grade and then email me. Please note you must receive a final grade of C- or better to pass this General Education Course.

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 of READINGS & ASSIGNMENTS

The schedule breaks down which topics will be covered and the chapter that correlates to that topic. The schedule indicates the chapters that are due according to the topic

***\*This schedule is also subject to change to fit the needs of both the instructor and students.\****

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|  | **Day** | **Topic(s)** | **Reading/Assignment Due** |
| WEEK 1 | MON  08/22 | Introduction to Course  Welcome Module Assigned  Ice Breakers | * Syllabus and Course Expectations |
|  | TUES  08/23 | Group Icebreakers |  |
|  | FRI  08/26 | Foundations of Public Speaking | * Chapters 1-3   Public Speaking Anxiety Worksheet Due |
| WEEK 2 | MON  08/29 | Ethical Speaking & Listening  Describe the Photo Activity | * Chapters 4 & 5 |
| TUES  08/31 | Audience Analysis & Topic Selection | * Chapters 6 & 7 * Audience Analysis Activity |
| FRI  09/02 | Types of Supporting Material  Assign Introductory Speech | * Chapters 8-10 |
| WEEK 3 | MON  09/05 | *No Class - Labor Day* |  |
| TUES  09/07 | Organization | * Chapters 11-13 |
| FRI  09/09 | Workshop Introductory Speech Outlines | * Draft Introductory Speech Outline Due before class |
| WEEK 4 | MON  09/12 | Introductory Speech Presentations | Introductory Speech Outline   * DUE @ 11:59 p.m. |
| TUES  09/14 | Introductory Speech Presentations |  |
| FRI  09/16 | Introductory Speech Presentations |  |
| WEEK 5 | MON  09/19 | Speaking Occasions  Assign Special Occasion Speech | * Chapter 25 |
| TUE  09/21 | Starting, Finishing, and Styling | * Chapters 14 +15 |
| FRI  09/23 | Culture Shock Activity |  |
| WEEK 6 | MON  09/26 | Online, Group and Business Contexts | * Chapters 26 & 27 |
| TUE  09/28 | Online, Group and Business Contexts (cont.) | Chapters 28 + 29 |
| FRI  9/30 | Workshop Special Occasion Outline | * Draft Special Occasion Speech Outline Due before class |
| WEEK 7 | MON  10/03 | Special Occasion Speeches |  |
|  | TUE  10/05 | Special Occasion Speeches |  |
|  | FRI  10/07 | Special Occasion Speeches |  |
| WEEK 8 | MON  10/10 | Informative Speaking  Assign Informative Speech | * Chapter 22 |
|  | TUE  10/12 | Presentation Aids | * Chapters 19-21 |
|  | FRI  10/14 | TBA |  |
| WEEK 9 | MON  10/17 | To the Moon Activity |  |
|  | TUE  10/19 | APA Workshop Day |  |
|  | FRI  10/21 | Workshop Informative Outlines | * Draft Informative Speech Outline Due before class |
| WEEK 10 | MON  10/24 | Workshop Informative Delivery |  |
|  | TUE  10/26 | Informative Speech Presentations | * Informative Outline   DUE @ 11:59 p.m |
|  | FRI  10/28 | Informative Speech Presentations |  |
| WEEK 11 | MON  10/31 | Informative Speech Presentations |  |
|  | TUE  11/02 | Informative Speech Presentations |  |
|  | FRI  11/04 | Persuasive Speaking  Assign Persuasive Speech | * Chapters 23 + 24 |
| WEEK 12 | MON  11/07 | Toulmin Model Activity |  |
|  | TUE  11/09 | Fun with Fallacies | * PSP CH. 16, Persuasive Speech |
|  | **FRI**  **11/11** | ***NO CLASS – VETERANS DAY*** |  |
| WEEK 13 | MON  11/14 | Speaking in Other College Courses | * Chapters 30-33 |
|  | TUE  11/16 | Speaking in Other College Courses (cont.) | * Chapters 34-36 |
|  | FRI  11/18 | Workshop Persuasive Outlines & Delivery | * Draft Persuasive Speech Outline Due before class |
| WEEK 14 | MON  11/21 | **No Class – Autumn Break** |  |
|  | TUE  11/23 |  |  |
|  | FRI  11/25 |  |  |
| WEEK 15 | MON  11/28 | Persuasive Speech Presentations | * Persuasive Speech Outline DUE @ 11:59 p.m. |
|  | TUE  11/30 | Persuasive Speech Presentations |  |
|  | FRI  12/02 | Persuasive Speech Presentations |  |
| WEEK 16 | MON  12/05 | Persuasive Speech Presentations |  |
|  | TUE  12/07 | Final Exam Review |  |
|  | FRI  12/09 | FINAL EXAM |  |