**COMM 1 #51437 – PUBLIC SPEAKING**

Department of Communication

Reedley College

Spring 2023, 3 units

**CLASS INFORMATION**

INSTRUCTOR: Kennedy Cash, M.A. CLASS TIME: T,TH 8:00 - 9:15 am

EMAIL: [kc042@reedleycollege.edu](mailto:kc042@reedleycollege.edu) LOCATION: SOC 36

**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 course will take place in person on Tuesdays and Thursdays from 8:00-9:15 am in SOC 36. 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.

**Student Rights**

Students 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 caught cheating or plagiarizing in my class will receive a zero on the assignment and any assignment connected to that assignment (e.g. cheating or plagiarism on a speech will result in a zero on the speech, the outline, the reference page, and on all audience evaluations). Any student caught cheating or plagiarizing will also forfeit all participation points and will not be allowed to earn any extra credit points.

Students with disabilities with a verified need for an academic accommodation or materials in alternate media (per the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act, must contact the instructor as soon as possible.

**Attendance Policy & Participation**

Due to the nature of this course, attendance is important. Attendance on speech and workshop days, as well as active participation, are required to do well in this course. I will drop anyone who misses the first day of class or the second day of class. Per college policy, I can drop any student who misses 4 class periods prior to the drop date. Roll will be taken at each class session. I understand that life happens, so you are allowed 2 “freebie” absences with no penalty. Every student has 2 freebies—after that I will deduct 25 points for EVERY absence regardless of reason up to a total of 6 absences. In addition, arriving late to class and leaving early are unacceptable. Two tardies or early departures are equivalent to one absence. If a student knows in advance that they will be absent, inform Prof Cash so that accommodations can be made for assignments prior to the absence. Notification does not excuse the absence and any assignment due during the absence MUST be made up prior to, not after the fact as much as is possible. Sign in sheets are often used to take attendance, and it is the student’s responsibility to sign in.

**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. **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. I strongly encourage you to reframe challenges as an unavoidable pathway to success. Reflect on your role in taking care of yourself throughout the semester 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, while still maintaining fairness to other students. Please feel free to reach out to me about any difficulty you are having that may impact your performance in this course 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:

|  |  |  |
| --- | --- | --- |
| **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/have used—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 0 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 advance when your speech date will be, so you must come prepared.

You will **not** be allowed to have your preparation speech outline (the one you will turn in) 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.

**“Last Ditch Day”**

In an effort to be fair, I have an assigned make up day, which will take place during the week before finals (see schedule below). Students who have missed ONLY one speech can make up that speech on this day. Students who miss 2 speeches do *not* qualify for Last Ditch Day. Keep in mind this is not an option to be taken lightly and is not a guaranteed option.

**The BAD NEWS**: all make up speeches will suffer a 2-letter grade reduction from the original points possible. All make up speeches must occur on the Last Ditch Day assigned dates. NO ONE CAN PASS THIS CLASS IF THEY MISS ONE OF THE 4 REQUIRED SPEECHES! Students who miss a required speech MAY be allowed to make up that ONE speech on the Last Ditch Day, but they must also meet other requirements. See below:

* Students can only make up ONE speech. Students who miss 2 speeches will fail the class.
* Students who have 6 or more total absences cannot make up a speech. (Two tardies = 1 absence; total absences is inclusive of 2 freebies)
* Students who have used all their 3 preliminary Bonus Tokens do not qualify.
* Anyone making up a speech must physically submit their outline (and reference page if required) during the first 5 minutes of class and will *not* be accepted late whatsoever.
* Students must be ON TIME; the door will be locked five minutes after the session begins. NO ONE IS ALLOWED IN THE ROOM ONCE SPEECHES BEGIN. Do not knock.

**The GOOD NEWS**: if a student has given all of their speeches on time, consider this a free day; take the time to study for finals or sleep in!

**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. For speeches requiring a reference page, it must be turned in with the outline and in APA format. Students who do not submit a reference page will NOT give their speech, as they will be missing the proper research and sources to appropriately do so.
* Discussion Boards (5): Students are expected to demonstrate their observations and thoughts with the weekly readings via discussion boards throughout the semester. 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.
* Final Class Reflection Paper: Being reflective and aware of your work is vital to growth. At the 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) | 160 |
| 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 50 pts)** | **150** |
| **Persuasive Speech (including outline + reference page; worth 50 pts)** | **200** |
| Reading Quizzes (4 x 50 points each) | 200 |
| Final Reflection Paper | 50 |
| **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: READING & 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 class discussions as part of your participation grade.

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Date** | **Topic(s)** | **Reading & Assignments Due** |
| WEEK 1 | TUES  1/10 |  |  |
|  | THURS  1/12 | Icebreakers  Introduction to Course | * Review Canvas & syllabus * Complete Learner Survey |
| WEEK 2 | TUES  1/17 | What is public speaking?  *Assign Introductory Speech* | READINGS DUE:   * Exploring Public Speaking (EPS) Ch. 1: *The Basics of Public Speaking* |
|  | THURS  1/19 | Adapting to Your Audience  *Audience Analysis Activity* | READINGS DUE:   * EPS Ch. 2: *Audience Analysis and Listening* * EPS Ch. 3: *Ethics in Public Speaking*   ASSIGNMENT(S) DUE:   * Discussion Board #1 |
| WEEK 3 | TUES  1/24 | *Audience Analysis Activity cont.*  Intros & Conclusions | READINGS DUE:   * EPS Ch. 8: *Introductions and Conclusions* |
|  | THURS  1/26 | Workshop Day – Outline & Delivery | ASSIGNMENT(S) DUE:   * **Bring rough draft of Intro Speech outline** * **Speaking dates assigned** * RQ #1: Ch. 1, 2, 3, 8 |
| WEEK 4 | TUES  1/31 | **Introductory Speech** | ASSIGNMENT(S) DUE:   * **Outline due by start of class** |
|  | THURS  2/2 | **Introductory Speech** |  |
| WEEK 5 | TUES  2/7 | Introducing Special Occasion Speaking  *Assign Special Occasion Speech* | READINGS DUE:   * EPS Ch. 15: *Special Occasion Speaking* |
|  | THURS  2/9 | Delivering and Outlining a Strong Speech | READINGS DUE:   * EPS Ch. 11: *Delivery* * EPS Ch. 6: *Organizing and Outlining Your Speech*   ASSIGNMENT DUE:   * Discussion Board #2 |
| WEEK 6 | TUES  2/14 | The Power of Language | READINGS DUE:   * EPS Ch. 10: *Language*   ASSIGNMENT DUE:   * RQ #2 – Ch. 15, 11, 6, 10 |
|  | THURS  2/16 | Workshop Day - Outline | ASSIGNMENT(S) DUE:   * **Bring rough draft of SO Speech outline** * **Speaking dates assigned** |
| WEEK 7 | TUES  2/21 | **Special Occasion Speech** | ASSIGNMENT DUE:   * **Outline due in Canvas** |
|  | THURS  2/23 | **Special Occasion Speech** |  |
| WEEK 8 | TUES  2/28 | **Special Occasion Speech**  *Assign Informative Speech* |  |
|  | THURS  3/2 | Introducing Informative Speaking | READINGS DUE:   * EPS Ch. 12: *Informative Speaking*   ASSIGNMENT DUE:   * Discussion Board #3 |
| WEEK 9 | TUES  3/7 | Developing Speech Topics  Supporting Your Ideas | READINGS DUE:   * EPS Ch. 4: *Developing Topics for Your Speech* * EPS Ch. 7: *Supporting Your Speech Ideas* |
|  | THURS  3/9 | How to Research Your Speech  APA Citation Workshop | READINGS DUE:   * EPS Ch. 5: *Researching Your Speeches* * ESPS Appendix E: *APA Citation*   ASSIGNMENT DUE:   * Discussion Board #4 |
| WEEK 10 | TUES  3/14 | Research and APA cont. | ASSIGNMENT DUE:   * RQ #3 – Ch. 12, 4, 7, 5 |
|  | THURS  3/16 | Workshop Day - Outline | ASSIGNMENT(S) DUE:   * **Bring rough draft of Info Speech outline & reference page** * **Speaking dates assigned** |
| WEEK 11 | TUES  3/21 | **Informative Speeches** | ASSIGNMENT DUE:   * **Info Outline due in Canvas before class** |
|  | THURS  3/23 | **Informative Speeches** |  |
| WEEK 12 | TUES 3/28 | **Informative Speeches** |  |
|  | THURS  3/30 | **Informative Speeches** |  |
| WEEK 13 | TUES  4/4 | NO CLASS – Spring Break |  |
|  | THURS  4/6 |  |  |
| WEEK 14 | TUES  4/11 | Introduction to Persuasive Speaking  *Assign Persuasive Speech* | READINGS DUE:   * EPS Ch. 13: *Persuasive Speaking* |
|  | THURS  4/12 | How to be a Good Arguer | READINGS DUE:   * EPS Ch. 14: Logical Reasoning   ASSIGNMENT DUE:   * Discussion Board #5 |
| WEEK 15 | TUES  4/18 | Workshop Day – Outline  Persuasive Speech check-in | ASSIGNMENT(S) DUE:   * **Bring rough draft of Persuasive Speech outline & reference page** * **Speaking dates assigned** |
|  | THURS  4/19 | Workshop Day - Delivery | ASSIGNMENT DUE:   * **Persuasive Outline due in Canvas before class** |
| WEEK 16 | TUES  4/25 | **Persuasive Speeches** |  |
|  | THURS  4/27 | **Persuasive Speeches** |  |
| WEEK 17 | TUES  5/2 | **Persuasive Speeches** |  |
|  | THURS  5/4 | **Persuasive Speeches** |  |
| WEEK 18 | TUES  5/9 | Reflecting on Speeches  Class Review | ASSIGNMENT DUE:   * Final Reflection Paper |
|  | THURS  5/11 | **LAST DITCH DAY (see info in syllabus above)** |  |
| WEEK 19 | **THURS**  **5/18** | **FINALS SCHEDULE: Thursday, May 18th**  **8:00 am – 9:50 am**  **Last Day of Class (Finals Week)** | ASSIGNMENT(S) DUE:   * RQ #4 – EPS Ch. 13, 14; some material from previous chapters |