**COMM 1 #53807 – PUBLIC SPEAKING**

Department of Communication

Reedley College

Summer 2023, 3 units

## **CLASS INFORMATION**

INSTRUCTOR: Kennedy Cash CLASS TIME & LOCATION: ONLINE

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## **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 is a fully online course, except for two Zoom speeches (more below). This fast-paced 6-week course will rely entirely on Canvas for learning resources, such as weekly modules, class readings, and all assignments and/or activities. **You must be checking Canvas regularly to succeed in the course (see “attendance” section below).** This is a 3-unit course, which expects you to spend 6 hours *outside* of regular class time (3 hours) per week. Despite this being an online course, you are still expected to keep up with online due dates.

## **REQUIRED COURSE MATERIAL**

## **Textbook & Readings**

We will be using an OER (free) textbook in this class, as well as other supplementary readings from other OER resources. There is no textbook *purchase* required for this class. **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, and other assignments based on the readings. You can access the textbook through the link or PDFs in weekly Canvas modules:

Barton, K. & Tucker, B. G., “Exploring Public Speaking: The Open College Public Speaking Textbook.” 4th ed.

<https://socialsci.libretexts.org/Bookshelves/Communication/Public_Speaking/Exploring_Public_Speaking_4e_(Barton_and_Tucker)>

## **Other Required Material:**

* computer/tablet and reliable internet connection (to access Canvas, submit assignments)
* video recording software

## **COURSE POLICIES**

## **Communication Policies**

* I will make every effort to communicate frequently with students through announcements and postings within Canvas. All course announcements and reminders will be made via Canvas announcements.
* The FAQ discussion board on Canvas is a great way to ask general questions about assignments or deadlines for either your peers or myself to answer.
* Questions of a more personal nature can be sent via email [kennedy.cash@reedleycollege.edu](mailto:kennedy.cash@reedleycollege.edu) or Canvas messages. When you email me, include your FULL name, what class you are in and the section number (ex: COMM 1 #53757). I recommend contacting me via Canvas messages, as this automatically tells me what class/section you are in.
* Students should expect to receive assignment feedback within one week from submission, and responses to emails within 24 hours Monday-Thursday during regular business hours, and 72 hours on weekends (Friday-Sunday). Holidays and breaks may lead to delayed response time.

## **Drop Policies**

* Students who do not complete the orientation materials (“Get to Know Me” discussion board and the Syllabus Agreement + Learner Survey) within the first week of instruction AND/OR do not complete the first module tasks/assignments by the due date are at risk of being a “no-show” drop from the course.
* To keep track of attendance and participation, there will be 3 attendance questions due throughout the week (Monday, Wednesday, Friday). These will be brief questions that are related to communication/public speaking. If you are “absent” 6 times (do not complete 6 or more attendance questions) before the drop date, you may be dropped from the course.

## **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.

If you have a verified need for an academic accommodation or materials in alternate media (e.g. 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

## **Online Respect & Netiquette**

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. Speech feedback and discussion posts must follow Netiquette guidelines posted for that assignment

## **Canvas**

Canvas is an integral part of our online course. I will use weekly modules (which you will be working in each week) 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. Therefore, 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 be mindful of regularly checking Canvas—this is how you participate in class.

## **Attendance Policy & Participation**

Attendance in an online course is determined by participation in academically related activities. There will be 3 attendance questions each week due on Monday, Wednesday, and Friday (except for the first week of instruction). This is how I will take attendance. You can complete these questions before the due date, if you want to log in at a different time, but they must be completed each week. Similarly, you will be considered present if there is evidence of your participation in course activities including, but not limited to, submitting an assignment, taking a test, participating in an online discussion, and working in a group. You will be considered absent if there is no evidence of your participation in the academic activities of this course. Students who do not complete the first week’s assignment or are absent for two weeks or more of the course may be dropped (see the “Drop Policy” section above).

## **Late Work Policy**

* All assignments are to be submitted on Canvas according to their specific due date. All 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 be accepted with the use of a Bonus Token (see “Bonus Token” section below). These allow you to submit an assignment a week late with no penalty. This includes the first two video speeches. If you’ve used all your bonus tokens, you will receive a 10% reduction for each calendar day that the assignment is late, up to a week. If you are falling behind in the class, reach out to me asap so we can set up a timeline to get you back on track.
* 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.
* The only assignments exempt from the above policies are the Informative and Persuasive speeches, which will be done via Zoom. You will give your speeches in front of your small groups and myself on your group’s given speech day. If you do not attend your speech day, you will deliver your speech on the makeup day at the end of the semester. As a reminder, you cannot pass the class if you miss one of the 4 required speeches.

## **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, online courses can be particularly stressful. This often can be compounded by unexpected setbacks or life changes outside the classroom. 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 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.

## **Feedback**

* For all assignments, other than speeches, you can expect your grade and feedback within a week of the due date. Most Canvas assignments will have a rubric attached to the assignment that I will use to grade. Look over your rubric to view any comments made/to see what areas you were graded on.
* For all speeches, I will use a separate speech rubric. I will attach the rubric PDF as a comment on that assignment in the Canvas gradebook. You should always review your speech rubric for detailed feedback to work on for your next speech.
* To help understand how to read and access your grades on Canvas, follow this link: <https://community.canvaslms.com/docs/DOC-16532-4212829286>

## **Bonus Tokens**

Every student will start the semester off with 3 “Bonus Tokens.” These are essentially freebies to turn in three assignments late with no penalty (EXCEPT FOR SPEECHES) when unexpected or unavoidable situations occur. The breakdown of how bonus tokens are used is listed below:

|  |  |  |
| --- | --- | --- |
| **BONUS TOKEN** | **QUANTITY** | **REDEEMABLE FOR:** |
| Late Assignment | 3 | You have 3 bonus tokens to turn in 3 assignments late with no penalty. **These assignments must be turned in within one week of the assignment due date or you will receive 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, IF you do not have any other missing/late assignments.
* Bonus tokens do not excuse you from an assignment—they just excuse the late penalty.
* You should be keeping track of how many Bonus Tokens you have/have used—please do not email me and ask if you have any to use.

## **Tech Support**

* Please contact me with any issue you’re having in the course or with accessing course content on Canvas. Most issues, such as having trouble uploading a video or accessing a quiz, I am equipped to help you with!
* If you are experiencing technical difficulties while trying to submit an assignment and are running close to the deadline, you may email the assignment BEFORE the due date to avoid the late deduction—but this shouldn’t become the norm. If you are constantly emailing assignments, I will reach out to you to assist you in any tech issues you are having.
* For things like passwords, or other Canvas issues that I am not equipped to help with, I will forward you the following resources:
  + Contact the SCCCD Student Help Desk at 559-499-6070
  + Contact the 24/7 Canvas Help Line at 844-629-6836

## **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 can 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. Do not ask for an extension.

* Introductory and Special Occasion Speeches:
  + These will be recorded and submitted via video to Canvas. I recommend uploading your speech to YouTube and posting your link as a response to the assignment discussion board.
  + These *may* be turned in late, but will follow the Late Policy listed above.
* Informative and Persuasive Speeches:
  + **The final two speeches MUST be delivered “live” via Zoom.** This is the only time you will be expected to meet at a certain time throughout the semester. You will be given a certain date to meet via Zoom with myself and your group (of about 5 people) and will take turns delivering your speech.
  + If you miss your speech Zoom meeting, your only option to deliver your speech is on the Speech Makeup Day at the end of the semester (see below). You must complete all speeches to pass the class.

You should not have your preparation speech outline (the one you will turn in) in front of you while delivering your speech (whether it is a pre-recorded video OR a live Zoom speech). My reasoning behind this is that students often begin to read directly from their outlines, which does not constitute a speech. You should practice your speech multiple times using your preparation outline in the days leading up to speech day, even if you are recording a video. **I recommend using notecards to jot down notes, key words, and other parts of your outline to help guide you during your speech delivery.** This also takes away the frustration that many students experience while trying to deliver their speech to a screen. Yes, you can always do another take, but that can be a very frustrating, time-consuming experience. We will discuss optimal methods to practice online speeches throughout the semester.

## **Speech Make-Up Day**

In an effort to be fair, I have an assigned make up speech day, which will take place during the last week of instruction. **This makeup day refers only to the speeches that will be done via Zoom (the Informative or Persuasive speech)**. Students who have missed ONLY one of the two Zoom speeches can make up that speech on this day. Students who miss 2 speeches do *not* qualify for the make-up 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 live speeches that need to be made up must be done on this day. NO ONE CAN PASS THIS CLASS IF THEY MISS ONE OF THE 4 REQUIRED SPEECHES! Students who miss a live speech MAY be allowed to make up that one speech on Speech Make-Up Day, but they must also meet other requirements. See below:

* Students can only make up ONE speech. Students who miss both Zoom speeches will fail the class.
* Anyone making up a speech must have their outline and reference page submitted by the start of the Zoom make up day. If you don’t have your outline, you cannot give your speech.

**The GOOD NEWS**: if a student has given all their speeches on time, consider this a free day!

## **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 3-5 *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 3-6 *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 students have learned thus far about delivery, while allowing students to attempt persuading their audience to change their perceptions, adopt new habits, alter their worldviews, etc. 6-8 *minutes* long.
* Outlines: All outlines will be scored as a portion of the speech assignment. A required template will be provided through Canvas. Outlines will always be due the class *before* speeches begin. For the last two speeches, a reference page in APA format must be turned in with the outline. Students who do not submit an outline or reference page will NOT give their speech, as they will be missing the proper research and sources required.
* Audience Evaluations: Not only do you learn by completing your speeches, but you also learn by listening and evaluating your peer’s speeches. Audience evaluations will allow you to give your classmates feedback and evaluate what you can learn from them for your own speeches. Evals will be worth 10 and 15 points (Intro and Special Occasion speeches) and 25 points each (Informative and Persuasive speeches).
* Discussion Boards (4): 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. Posts will be due Thursdays and peer responses due Sundays.
* Reading Quizzes (3): These online 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. RQs will include a variety of multiple choice, true/false, matching, and short essay questions. These will be due Sundays.
* Final Impromptu Speech: In lieu of a final (or final reading quiz), we will have an Impromptu Speech during finals week. This is not considered one of the core speeches, and does not require the same preparation. This speech will be on a fun topic that will allow you to think spontaneously to present a brief presentation showcasing your delivery skills you’ve learned throughout the semester.
* 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**

|  |  |
| --- | --- |
| **Assignment** | **Points** |
| Participation | 100 |
| Discussion Boards (4 x 15 pts each) | 60 |
| **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** |
| Audience Evaluations | 75 |
| Reading Quizzes (3 x 50 points each) | 150 |
| Final Impromptu Speech | 50 |
| 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)

**COMM 1 COURSE SCHEDULE:**

**READINGS & 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** | **Topic(s)** | **Reading & Assignments Due** |
| WEEK 1  6/20 - 6/25 | Introduction to Public Speaking  Icebreakers  What is Public Speaking? Understanding Communication Process  *Assign Introductory Speech*  Analyzing and Adapting to Your Audience  Intros & Conclusions  Managing Public Speaking Anxiety  **Introductory Speeches** | WELCOME TASKS:   * Review Canvas & syllabus * Complete Syllabus Agreement * “Introduce Yourself” Discussion * Attendance Q’s   READINGS DUE:   * Ch. 1: *The Basics of Public Speaking* * Ch. 2: *Audience Analysis and Listening* * Ch. 3: *Ethics in Public Speaking* * Ch. 8: *Introductions and Conclusions*   ASSIGNMENT(S) DUE:   * **Discussion Board #1**    + **Response due Thursday; 2 replies due Sunday** * **Introductory Speech Outline due Friday** * **INTRODUCTORY SPEECH Video due FRIDAY 6/25** * **Audience Evals due Sunday** |
| WEEK 2  6/26 - 7/2 | Introducing Special Occasion Speaking  *Assign Special Occasion Speech*  Using Delivery Effectively  How to Organize and Structure a Speech Outline  The Power of Language  Workshop – Outline Peer Review  **Special Occasion Speeches** | READINGS DUE:  -   EPS Ch. 15: *Special Occasion Speaking*   * EPS Ch. 11: *Delivery* * EPS Ch. 6: *Organizing and Outlining Your Speech* * EPS Ch. 10: *Language*   ASSIGNMENT(S) DUE:   * **RQ #1: Ch. 1, 2, 3, 8 due Sunday** * **Discussion Board #2**    + **Response due Thursday; 2 replies due Sunday** * **Special Occasion Outline due Friday** * **SPECIAL OCCASION SPEECH Video due FRIDAY 6/30** * **Audience Evals due Sunday** |
| WEEK 3  7/3 - 7/9 | Introducing Informative Speaking  *Assign Informative Speech*  Developing Speech Topics +  Supporting Your Ideas  How to Research Your Speech  APA Citation Workshop | READINGS DUE:   * EPS Ch. 12: *Info Speaking* * EPS Ch. 4: *Developing Topics for Your Speech* * EPS Ch. 7: *Supporting Your Speech Ideas* * EPS Ch. 5: *Researching Your Speeches* * EPS Appendix E: *APA*   ASSIGNMENT(S) DUE:   * **RQ #2 – Ch. 6, 15, 2, 10** **due Sunday** * **Discussion Board #3**    + **Response due Thursday; 2 replies due Sunday** * Attendance Q’s (MWF) |
| WEEK 4  7/10 - 7/16 | Workshop – Outline Peer Review  Effective Use of Visual Aids  **Informative Speeches 7/13 - 7/14**  Introduction to Persuasive Speaking  *Assign Persuasive Speech* | ASSIGNMENT(S) DUE:   * Outline Rough Draft due Monday; peer review due Tuesday * **Final Informative Outline & ref page due on Wednesday** * **INFORMATIVE SPEECH ZOOM MEETINGS THURSDAY 7/13 & FRIDAY 7/14** * **Audience Evals due Sunday** * **RQ #3 – Ch. 12, 4, 7, 5 due Sunday** * Attendance Q’s (MWF)   READINGS DUE:   * EPS Ch. 13: *Persuasive Speaking* |
| WEEK 5  7/17 - 7/23 | Developing Strong Arguments and Evidence  Argue Smarter, Not Harder  Avoiding Logical Fallacies + Credible and Ethical Persuasion  Workshop – Outline Peer Review | READINGS DUE:   * *Arguing Using Critical Thinking* (Marteney) Ch. 3.6 * EPS Ch. 14: Logical Reasoning   ASSIGNMENT DUE:   * **Discussion Board #4**   + **Response due Thursday; 2 replies due Sunday** * Persuasive Outline Rough Draft due Thursday; peer review due Sunday * Attendance Q’s (MWF) |
| WEEK 6  7/24 - 7/28 | **Persuasive Speeches 7/24 – 7/25**  SPEECH MAKE-UP DAY - Thursday 7/27 (see info in syllabus above)  Impromptu Speeches | ASSIGNMENT DUE:   * **Final Persuasive Outline and Reference page due Monday** * **PERSUASIVE SPEECH ZOOM MEETINGS MONDAY 7/24, TUESDAY 7/25, WEDNESDAY 7/26** * **Speech Evals due Thursday** * **Final Reflection Paper and Impromptu Speech due Friday** |