**COMM 1 #59001 – PUBLIC SPEAKING**

Department of Communication, Reedley College

Dual Enrollment – Sanger High School

Spring 2024, 3 units

**CLASS INFORMATION**

INSTRUCTOR: Kennedy Cash CLASS TIME: MTF 11:50–12:40 pm

EMAIL: [kennedy.cash@reedleycollege.edu](mailto:kennedy.cash@reedleycollege.edu) LOCATION: Room

**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 hybrid, dual enrollment course will take place in person on Mondays, Tuesdays, and Fridays from 11:48 am to 12:43 pm. This course will rely on 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 Canvas at *least* 3 times a week to prep for each class, submit assignments, check class announcements, etc.

**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)
* 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 *put away* during 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.

**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.

**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. 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.* **Physical presence does not equate mental presence!** As a public speaking class, I take participation very seriously. When in class, you should be focused, participating in classroom discussions/activities, and actively engaging with the material. Participation points (worth 10% of your grade) will be docked from students who fail to *actively* participate in the course. However, I understand that we all have different levels of comfort regarding speaking in class. Participation will thus be counted as speaking to the whole group, in smaller groups, sharing the Question of the Day answer, and completing in-class activities. If you are fully engaged in at least two of those three activities, you will earn full points for the day. Only participating in one of those activities will earn you half of the participation points for that day. You should expect to be deducted full participation points if you are not participating in class discussions/activities, are sleeping, distracted on your phone, etc.

**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’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.** ALL LATE ASSIGNMENTS MUST BE TURNED IN WITHIN A WEEK OF THE ORIGINAL DUE DATE—NO EXCEPTIONS!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. 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.

**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 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.**
* Bonus tokens do NOT excuse you from an assignment—they just excuse the late penalty.
* Most assignments on Canvas are open for a week past the original due date, which is when all late work must be submitted by. \*The only exception to this is speech outlines, which must be submitted by the time you are delivering your speech.\*
* When submitting late work, you may comment on the assignment on Canvas to let me know you would like to use a bonus token for that assignment. *Do not email me that you are using a bonus token for an assignment unless you’ve already turned in that assignment.*
* 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. (For example, if you only used one bonus token to turn in a late assignment, but are missing two assignments, then your other two bonus tokens will be null and will not rollover as extra credit).
* 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 [kennedy.cash@reedleycollege.edu](mailto:kennedy.cash@reedleycollege.edu). Students 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 course. I will use weekly modules (which you will be checking each week/before 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. 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; 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. If a student is unable to present on their assigned date, they will receive a 10% grade reduction for each calendar day the speech is presented late. YOU WILL BE DEDUCTED POINTS IF YOU DISRUPT ANOTHER STUDENT’S SPEECH. This includes phones, speaking out of turn, or getting up during a speech. If you need to use the restroom, you may do so between speeches.

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 does not constitute a 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 speech 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 Last Ditch Day. 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 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 INCLUDES 2 freebies)~~
* ~~Anyone making up a speech must physically submit their outline (and reference page if required) during the first 5 minutes of class on Ditch Day and will~~ *~~not~~* ~~be accepted late whatsoever. If you don’t have your outline, you cannot give your makeup speech.~~
* ~~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 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 3-5 *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 15 points for each speech (60 points total).
* 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. Posts will be due Thursdays and peer responses due Sunday.
* 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.
* 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 (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** |
| Audience Evaluations | 60 |
| 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** | **Date** | **Topic(s)** | **Reading & Assignments Due** |
| WEEK 1 | MON  1/8 | Icebreakers  Introduction to Course | * Review Canvas & syllabus |
|  | TUES  1/9 | *Assign Introductory Speech* |  |
|  | FRI  1/12 | What is Public Speaking? | * Complete Syllabus Agreement |
| WEEK 2 | MON  1/15 | NO CLASS – Martin Luther King Jr. Day |  |
|  | TUES  1/16 | Understanding Communication Process | READINGS DUE:   * Exploring Public Speaking (EPS) Ch. 1: *The Basics of Public Speaking* |
|  | FRI  1/19 | Analyzing and Adapting to Your Audience  *Audience Analysis Activity* | READINGS DUE:   * EPS Ch. 2: *Audience Analysis and Listening*   ASSIGNMENT(S) DUE:   * Discussion Board #1 |
| WEEK 3 | MON  1/22 | Ethical Public Speaking  Managing Public Speaking Anxiety | READINGS DUE:   * EPS Ch. 3: *Ethics in Public Speaking* |
|  | TUES  1/23 | Intros & Conclusions  Writing an Outline | READINGS DUE:   * EPS Ch. 8: *Introductions and Conclusions* |
|  | FRI  1/26 | Outlining Practice & Review | READINGS DUE:   * EPS Ch. 6: *Organizing and Outlining Your Speech* |
| WEEK 4 | MON  1/29 | Workshop Day - Outline | ASSIGNMENT(S) DUE:   * **Bring rough draft of Intro Speech outline** * **Speaking dates assigned** |
|  | TUES  1/30 | Workshop Day - Delivery | ASSIGNMENT(S) DUE:   * **Final Intro Outline due at 11:59 pm** |
|  | FRI  2/2 | **Introductory Speech** |  |
| WEEK 5 | MON  2/5 | **Introductory Speech** |  |
|  | TUES  2/6 | **Introductory Speech** | ASSIGNMENT(S) DUE:   * RQ #1: Ch. 1, 2, 3, 8 |
|  | FRI  2/9 | Introducing Special Occasion Speaking  *Assign Special Occasion Speech* | READINGS DUE:   * EPS Ch. 15: *Special Occasion Speaking* |
| WEEK 6 | MON  2/12 | Using Delivery Effectively | READINGS DUE:   * EPS Ch. 11: *Delivery* |
|  | TUES  2/13 | Speech Delivery cont. | READINGS DUE:   * EPS Ch. 11: *Delivery*   ASSIGNMENT DUE:   * Discussion Board #2 |
|  | FRI  2/16 | NO CLASS – Lincoln Day |  |
| WEEK 7 | MON  2/19 | NO CLASS – Washington Day |  |
|  | TUES  2/20 | How to Organize and Structure a Speech Outline | READINGS DUE:   * EPS Ch. 6: *Organizing and Outlining Your Speech* |
|  | FRI  2/23 | The Power of Language  Group Delivery Activity | READINGS DUE:   * EPS Ch. 10: *Language* |
| WEEK 8 | MON  2/26 | Workshop Day - Outline | ASSIGNMENT(S) DUE:   * **Bring rough draft of SO Speech outline** * **Speaking dates assigned** |
|  | TUES  2/27 | Workshop Day - Delivery | ASSIGNMENT DUE:   * **Final Special Occasion Outline due at 11:59 pm** |
|  | FRI  3/1 | **Special Occasion Speech** |  |
| WEEK 9 | MON  3/4 | **Special Occasion Speech** |  |
|  | TUES  3/5 | **Special Occasion Speech** | ASSIGNMENT DUE:  RQ #2 – Ch. 6, 15, 2, 10 |
|  | FRI  3/8 | Reflecting on SO Speech  *Assign Informative Speech* |  |
| WEEK 10 | MON  3/11 | Introducing Informative Speaking | READINGS DUE:   * EPS Ch. 12: *Informative Speaking* |
|  | TUES  3/12 | Developing Speech Topics | READINGS DUE:   * EPS Ch. 4: *Developing Topics for Your Speech* |
|  | FRI  3/15 | The Importance of Supporting Your Ideas | READINGS DUE:   * EPS Ch. 7: *Supporting Your Speech Ideas*   ASSIGNMENT(S) DUE:   * Discussion Board #3 |
| WEEK 11 | MON  3/18 | APA Citation Workshop | READINGS DUE:   * ESPS Appendix E: *APA Citation* |
|  | TUES  3/19 | How to Research Your Speech | READINGS DUE:   * EPS Ch. 5: *Researching Your Speeches* |
|  | FRI  3/22 | Research Workshop cont. | ASSIGNMENT DUE:   * Discussion Board #4 |
| WEEK 12 | MON  3/25 | NO CLASS – Spring Break |  |
|  | TUES  3/27 |  |  |
|  | FRI  3/29 |  |  |
| WEEK 13 | MON  4/1 | Workshop Day – Outline  Effective Use of Visual Aids | ASSIGNMENT(S) DUE:   * **Bring rough draft of Info Speech outline & reference page** * **Speaking dates assigned** |
|  | TUES  4/2 | Workshop Day – Delivery | ASSIGNMENT(S) DUE:   * **Final Info Outline & ref page due at 11:59 pm** |
|  | FRI  4/5 | **Informative Speeches** |  |
| WEEK 14 | MON  4/8 | **Informative Speeches** |  |
|  | TUES  4/9 | **Informative Speeches** |  |
|  | FRI  4/12 | **Informative Speeches** | ASSIGNMENT DUE:   * RQ #3 – Ch. 12, 4, 7, 5 |
| WEEK 15 | MON  4/15 | Reflecting on Info Speech  *Assign Persuasive Speech* |  |
|  | TUES  4/16 | Introducing Persuasive Speaking | READINGS DUE:   * EPS Ch. 13: *Persuasive Speaking* |
|  | FRI  4/19 | Developing Strong Arguments and Evidence | READINGS DUE:   * *Arguing Using Critical Thinking* (Marteney) Ch. 3.6   ASSIGNMENT DUE:   * Discussion Board #5 |
| WEEK 16 | MON  4/22 | Argue Smarter, Not Harder | READINGS DUE:   * EPS Ch. 14: Logical Reasoning |
|  | TUES  4/23 | Avoiding Logical Fallacies + Credible and Ethical Persuasion | READINGS DUE:   * EPS Ch. 14: Logical Reasoning |
|  | FRI  4/26 | Group Activity |  |
| WEEK 17 | MON  4/29 | Workshop Day – Outline | ASSIGNMENT(S) DUE:   * **Bring rough draft of Persuasive outline & reference page** |
|  | TUES  4/30 | Workshop Day – Delivery | ASSIGNMENT DUE:   * **Final Persuasive Outline and Reference page due at 11:59 pm** |
|  | FRI  5/3 | **Persuasive Speeches** |  |
| WEEK 18 | MON  5/6 | **Persuasive Speeches** |  |
|  | TUES  5/7 | **Persuasive Speeches** |  |
|  | FRI  5/10 | **Persuasive Speeches** |  |
| WEEK 19 | MON  5/13 | **Persuasive Speeches** |  |
|  | TUES  5/14 | **Persuasive Speeches** |  |
|  | FRI  5/17 | Class wrap-up & goodbyes! |  |