

Comm 1: Fundamentals of Public Speaking

Course Syllabus

**Course:** COMM-1-53043

**Meeting**: Online asynchronous

**Instructor**: Ricardo Martinez

**Email**: [ricardo.martinez@reedleycollege.edu](mailto:ricardo.martinez@reedleycollege.edu)

**Preferred Method of Communication:** Canvas inbox

**Office Hours:** By appointment

|  | **Required Material**   1. Textbook: Douglas Fraleigh & Joseph Tuman. *Speak Up!: An illustrated guide to public speaking*. 5th ed. Bedford/St. Martin’s, 2020. ISBN-13: 978-1319208127. **Note:** 6th and 4th editions of the textbook is also acceptable. Additional readings will be assigned and available on Canvas. 2. 3x5 or 4x6 note cards. 3. Smart phone, tablet, or laptop to complete any required online work. If you need to borrow a laptop from the college, [visit this resource page](https://www.reedleycollege.edu/covid-19/online/additional-student-resources.html). Reliable internet access.   **Recommended Material**   1. Grammarly. This is an extension that checks grammar. You can download to your computer, and I believe other devices. The free version will benefit your speech outlines, papers, emails, and anything you write on your device. 2. Canvas Student App. Download this to your phone or tablet and turn on notifications for Grades and Announcements so you can be quickly notified of important information. |
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# Drop Dates

| **January 19** | Last day to drop a Spring 2024 full-term class for full refund |
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| **January 26** | Last day to drop a Spring 2024 full-term class to avoid a “W” in person. |
| **March 8** | Last Day to drop a Spring 2024 full-term class (letter grades assigned after this date) |
| **Automatic drop policy** | If you fail to attend and participate within the first three weeks (January 8-26), I will drop you from the class. In other words, fail to attend classes AND/OR fail to submit all assignments on time during these weeks, you will be removed from the class. After that date, it is YOUR responsibility to remove yourself from the class. |

# 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.

# Course Policies

## Attendance/Drops

Attendance is crucial in a communication course. Roll is taken by the assignments due for that corresponding week. Attendance will have indirect impacts on your grade and seat in the class.

Absences will be excused for extenuating circumstances only. Please send me a message explaining the reason for your absence and together we will determine the best course of action. Please plan in advance when you sign up for your speech date and choose a time you know you are able to attend. A grade “0” will be assigned if you miss a speech or quiz without an acceptable excuse (which may lead to you failing the class – see “Speeches” section).

You will be considered a **No-Show** and **non-participant**, if you do complete any of the work in the first week; and **you** **will be dropped from the course**. You have until January 26 to remove yourself from the class without receiving a W on your transcript. After that date, you will have to go through Admission to see if you can drop with a W. Warning: This will involve paper work and a reason.

If there are extenuating circumstances for your nonparticipation, please contact me as soon as possible.

This class is asynchronous; however, there are 2 required meetings throughout the semester. The informative and persuasive speeches must be done live via Zoom. Check the schedule on the last page of the syllabus. Official days and times will be announced at a later date.

## Read and Complete Material Before Class

Readings and homework are expected to be completed in their entirety and submitted by the first class for which they are assigned. It is your responsibility to do the day’s assigned reading and assignments BEFORE class.

## Due Dates Are Firm

## All assignments are due by the specified date and time. In general, no make-ups will be allowed. All assignments must be completed *in their entirety* in order to be accepted. If you are struggling, please speak with me so we can explore reasonable accommodations. \*\*Note: **Technology issues are not an excuse for missing assignments.** It is your responsibility to ensure that your assignments are uploaded to Canvas by the deadline. You should submit well before the deadline and check back after 20-30 minutes to ensure the assignment is uploaded. If you can’t submit on Canvas, immediately attach your assignment to an email and send it to me.

## Be Courteous On Presentation Days

## If you are late to class on a presentation day, do NOT enter the classroom until you hear applause. Please give the designated speaker(s) your undivided attention during speeches. Disrupting another student’s speech, including side talk, texting, ringing cell phones, etc. will result in the loss of 10% off your speech grade for each incident. Please listen attentively to all speeches and provide appropriate feedback when necessary. Be on time to class on the day you are scheduled to present or you may not be able to present, depending on how late you arrive. Remember, you must present *all* assigned speeches to pass this course.

## Monitor Canvas

## All assignments will be submitted electronically through Canvas. This will require you to quickly become familiar with it and to plan on dedicating time with a computer. All assignment guidelines, rubrics, grades, feedback, and announcements will be posted on Canvas. The primary tool for correspondence will be through Canvas. It is your responsibility to read all assignments and instructions for yourself and keep track of all deadlines, but please ask me for clarification if anything is unclear.

## Class Conduct

## All students have the right to learn without interference from others. Faculty members have the authority to protect this right by creating and maintaining an environment that is conducive to learning.

## Students are required and expected to conduct themselves in a safe, mature and considerate manner. Students should conduct and express themselves in a way that is respectful to all individuals. This includes respecting the rights of others to comment and participate fully in class. Classroom misconduct is any behavior which disrupts or interferes with the learning environment.

## Examples of Classroom Misconduct

### Includes, but is not limited to, the following:

1. Behaviors outlined in the General Conduct section that occur in the classroom.
2. Engaging in behavior that disrupts or interferes with the learning environment. Behavior such as, but not limited to, talking in class while the faculty member or other students are speaking, using offensive language, creating distractions or disturbances, sleeping, reading or sharing unrelated materials or comments, and moving about the classroom is, in many situations, considered disruptive behavior to the learning process.
3. Using cell phones or other electronic devices that disrupt the learning process or teaching environment. Faculty members have the right to restrict the use of electronic devices in their classrooms.
4. Entering the classroom late or leaving the classroom prior to the end of class may be considered a disruption to the learning environment.
5. Attending a virtual class while driving, working or similar.

Students with approved accommodations through Disability Support Services (DSS) have the right to receive and utilize appropriate accommodations, which may include behavior or the use of technology otherwise restricted.

## Consequences of Classroom Misconduct

Students found responsible for classroom misconduct are subject to classroom penalties and conduct sanctions. Withdrawal from a course does not exempt a student from any pending charges of classroom misconduct.

The faculty member may make a referral to the conduct office where a further determination may be made regarding additional investigation and/or potential institutional sanctions. In addition, any one or more of the following penalties may be imposed by the faculty member for any classroom misconduct violation. Students suspected of Classroom Misconduct may be:

1. Given a warning – an oral explanation by a College official of violation and possible consequences if misconduct continues;
2. Dismissed from the remaining class time during which the infraction occurs;
3. Dismissed from the remaining class time during which the infraction occurs, with required meeting with designated college employee (faculty member, Department Head, or Associate Dean) prior to returning to class;
4. Assigned a reduced or failing grade on an assignment, paper, project or exam;
5. Given a reduction in the final grade for the course;
6. Required to meet with the faculty member and/or a college official if necessary.

## Cell Phone and Electronic Devices

Research has found the following regarding technology in class:

1. [Taking notes via pen and paper results in better information retention than taking notes on a laptop or tablet](https://www.npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away?fbclid=IwAR1ZjHDsQqEYC5vn1tvKJiBeZW-Wxldizb3BXfEMpPo1cc-1WeDFM5Zl1Ic) (Mueller & Oppenheimer, 2014).
2. Students who refrain from using their cellphones during lecture/discussion take better notes and have greater information recall (Kuznekoff & Titsworth, 2013).
3. Laptop use during course lecture/discussion has a negative effect on the learning outcomes of both the user and those nearby (Sana, Weston, & Cepeda, 2013).

Collectively, these studies show that unless you have a real and pressing need to use technology in this class, using technology harms learning outcomes for you and your classmates. Take this valuable learning time to “unplug.”

## Make-Up Speeches

If you have missed ONE speech this is your chance to make it up. If you did poorly on a speech, you can re-do one speech for a better 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 one basic rule: ALL MAKE-UP SPEECHES MUST BE NEGOTIATED WITH THE PROFESSOR FIRST. Additionally, if you miss a speech because of a medical excuse or an extreme unforeseen circumstance, then you will not receive the point deduction. Make-up speeches are due on the final week of the semester. Reflection papers will not be accepted.

## Communicating With You

**Canvas inbox** – I will send you a direct message through the Canvas often. Please make sure your Canvas notification settings are set to send an email to your school account.

**Announcements** – I will be posting Announcements on Canvas often. Announcements will remind you about major due dates and other important information. Make sure your settings are configured to notify you of new announcements.

**Course Modules** – There will be a course module for each week, which will contain a start here page (gives you a to-do list), lecture discussions, readings, and assignments/quizzes.

## Communicating With Me

**Canvas Inbox** – If you need to contact me directly, please use the inbox first. I will respond to your message within 48-hours during weekdays. If I fail to respond to you after 48 hours and it is not the weekend, feel free to send a follow up message.

Canvas messages automatically forward to me email and will be notified when you sent a message; you do not need to send a message through both Canvas and Email. **When sending a message, clearly state your question, and include your name and class section (e.g., COMM-1-59002).** Additionally, when emailing me, please use professional email etiquette.

**Email** – IF Canvas is down, you may send me an email to [ricardo.martinez@reedleycollege.edu](mailto:ricardo.martinez@reedleycollege.edu). When sending an email, please use your school assigned email ONLY. Also, please remember to clearly state your question, and include your name and class section (COMM-1-59002). Additionally, when emailing me, please use professional email etiquette.

## Participation

You are expected to actively participate in lecture discussions and speeches. You will also be asked to give peer evaluations on speech days; both oral and written. Therefore, **plan on arriving to class on time and remaining until all students have presented their speech**. If you have a job or other commitment that will regularly keep you from participating, please take this class at another time.

## Students with Disabilities

Reedley College recommends that students with disabilities discuss academic accommodations with their professors during the first two weeks of class. This syllabus and course handouts are available in alternate media upon request.

With the transition to an online format, I have made effort to make this course accessible to all students, including students with disabilities. If you encounter a problem accessing anything in this course, please contact me immediately by email so that I can support you. You may also contact Disability Resource Center at [dsps@reedleycollege.edu](mailto:dsps@reedleycollege.edu).

## 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 on any assignment, you will receive an “F” on the assignment in question and will be reported to the dean. Steps for reporting a student for plagiarism is detailed below.

1. Complete the Incident Report from promptly after discovering the academic dishonesty and submit directly to the Dean of Instruction. Do not copy other faculty members within the department.
2. The Dean of Instruction will review the incident for legitimacy and verify with repeat incident list.
3. The Dean of Instruction will meet with the student in person to discuss the charges.
4. If the student is found guilty of academic dishonesty, cheating, or plagiarism, the Dean of Instruction will compose a letter of reprimand, one copy of which will be sent to the student’s permanent address, and one copy of which be filed in the student’s permanent file.

## 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.

# Course Grades

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

| **Assignment Name** | **Points Possible** | **My Score** |
| --- | --- | --- |
| Museum Speech | 50 |  |
| …Outline/Check-Ins | 25 |  |
| …Reflection paper | 30 |  |
| Informative Speech | 150 |  |
| …Outline/Check-Ins | 75 |  |
| …Reflection paper | 30 |  |
| Persuasive Speech | 210 |  |
| …Outline/Check-Ins | 75 |  |
| …Reflection paper | 30 |  |
| Ceremonial Speech | 75 |  |
| Quizzes (2 @ 75 pts each) | 150 |  |
| Participation | 100 |  |
| Total Points Possible | 1000 |  |

## Assignments by Percentage

| **Assignment Name** | **Percentage** |
| --- | --- |
| Speech Assignments (3) | 48.5% |
| Writing Assignments (3) | 26.5% |
| Exam Assignments (2) | 15% |
| Participation | 10% |
| Total Percentage | 100% |

## Grade Scale

| **Letter Grade** | **Percentage** | **Points** |
| --- | --- | --- |
| A | 90 – 100% | 900 – 1000 |
| B | 80 – 89% | 800 – 899 |
| C | 70 – 79% | 700 – 799 |
| D | 60 – 69% | 600 – 699 |
| F | 0 – 59% | 0 – 599 |

# Course Assignment Descriptions

## Speeches

There will be a total of four presentations. If you miss a speech, please review ‘Make-up Speech Day’ policy to see what your options are. The first three speeches are signature assignments. If a student does not complete all signature assignments, then they will FAIL the class regardless of how many points they have at the end of the semester.

1. **Museum Speech** – You will introduce yourself to the class picking 3 aspects about yourself to share and 3 physical objects to represent those aspects. Presentations should be 90 seconds – 3 minutes in length. There are NO make-ups. Students who do not complete the speech on time, will be DROPPED from the class. This speech will be recorded, and a video will be uploaded.
2. **Researched Informative Speech** – This speech involves you researching and teaching the class about a self-selected topic that fits within the parameters of the speech. Presentations should be 5-7 minutes in length. Students who do not complete the speech, will forfeit their outline, reflection paper, and participation points, and will, consequently, FAIL the course. This speech must be performed live via Zoom. Check the schedule below for approximate dates. Specific dates will be announced during the semester.
3. **Researched Persuasive Speech** – This speech involves you researching and arguing claims to change the students’ beliefs, attitudes, or behaviors towards a topic. Presentations should be 5-8 minutes in length. Students who do not complete the speech, will forfeit their outline, reflection paper, and participation points, and will, consequently, FAIL the course. This speech must be performed live via Zoom. Check the schedule below for approximate dates. Specific dates will be announced during the semester.
4. **Ceremonial Speech** – The final speech for the semester is meant to end the semester on a light-hearted note. This speech will be done in pairs or trios. You will present a custom-made award to your partner and highlight qualities and stories of your choosing. This speech will be recorded, and a video will be uploaded.

In total, **speeches will be worth 48.5% of your grade**. Also, if you read this far, you will receive an award. Email the professor by January 12, 2024, 11:59 pm for extra credit using the phrase “speech extra credit” with a meme about how you feel about public speaking.

## Speech Attachments

Each speech will require more than simply the performance. You will also be responsible for submitting an accompanying outline and reflection paper.

1. **Outlines/Check-Ins** – Each week leading up to the speech, students will submit rough drafts. You will submit an alphanumeric full-sentence outline for every speech. Speeches that require research will have an annotated bibliography attached. Templates, examples, and rubrics will be provided on Canvas. Outlines for everyone will be due four days before the first day of speeches begin. If you do not submit the outline on time, then you cannot perform the speech.
2. **Reflection papers** – After presenting, you will spend some time reflecting on both content and delivery of your performance. Then, you will type a 1-page self-evaluation discussing what you did well, what could improve upon, and how you can make improvements. You will also do the same for your peers’ speeches. Reflection papers will be due exactly 2 days following your performance.

In total, **outlines will be worth 17.5% of your grade.**

In total, **reflection papers will be worth 9% of your grade.**

## Exams

Exams will consist of multiple-choice, true-false, and multiple-response questions. It is important to keep up with the course work so that you do not cram for the exams. There are 2 scheduled exams (75 points each) during the course of the semester. In total, **exams will be worth 15% of your total grade.**

## Extra Credit

Extra credit opportunities will be offered in the semester. Extra credit is meant to help those students who have completed the work and are looking to improve their grade in the class. It is not meant for students to skip assignments and still pass the class. \*\*\***Students who do complete the informative speech and the persuasive speech will not receive any extra credit points.**

# Keys to Success in College

1. **Develop good daily habits**. The key to success (in anything) is self-discipline. Doing the things, you do not want to do, and do it as if you like it. Keeping the promises, you make to yourself. Focus on the required in-put, for the desired out-put. The following list provides you with good habits to have as a student.
2. **Take/make notes**. After 24 hours, you will forget 50-80% of the information you learned. To curve your forgetting, take handwritten notes. Split the paper in half. One side you take notes. The other side, you make notes.
3. **Time management**. Keep a detailed calendar with all your commitments, including classwork, social events, and extracurricular activities. This way, you can block out time each day to study and for yourself.
4. **Take responsibility for your learning**. Ask questions in class. Be self-sufficient by trying to find the answers yourself in your notes, textbook, online, the syllabus, or the class material provided on Canvas. Check your grades regularly. Check and apply feedback from your professor.

# Keys to Success in This Course

1. **Prep Time**. Public speaking is annoyingly time consuming, much more than you expect, if you want to be even remotely good at it. Most problems can be avoided with earlier and more thorough prep and more…
2. **Rehearsal**. It takes an average of 8-10 complete rehearsals to be fully prepared for a presentation. And when you’re prepared and confident you won’t have a problem with…
3. **Timing**. You have to time your speech when you rehearse. Learning to fit your presentation into a given time frame can be a challenge but a necessary evil. Going overtime not only gives the impression that you’re unprepared, but it also makes you appear inconsiderate of your listeners and their time.
4. **Follow Guidelines/Directions**. Use the assignment descriptions, outline format description and samples, and the critique sheets. The critique sheets are designed to also function as checklists, so you can be sure your speech includes all the necessary elements and smaller requirements. This means you have to…
5. **Check Canvas Regularly**. Canvas will have all of the assignment requirements and explanations and useful and practical information that I expect you to be familiar with and to utilize, even though you may not be tested over the material. The “test” is how well you actually incorporate the material into your speeches. If you’re having trouble accessing any online material, please let me know and I will email you a copy. I suggest checking Canvas at least twice a week.
6. **Critiques/Feedback**. Please use the comments and feedback that I give you on your rubrics as specific suggestions as to what and how to improve on future speeches. I also want my critiques to show you why the speech received the grade it did. Please see me to discuss your critiques if you have any questions about them. Also, utilize the ’24-hour rule’ before disputing any grade. Meaning that you should wait at least 24 hours after receiving your grade/feedback before addressing your grade with the professor. Finally, if you read this far, you will receive an award. Email the professor by January 12, 2024, 11:59 pm for extra credit using the phrase “keys to success extra credit” with a meme about how you feel about public speaking.

# Additional Policies

1. The instructor reserves the right to rearrange any or all parts of the scheduled activities and/or work identified in this listing. The rights extend to assignments, evaluation, and all other aspects of the course.
2. **All work, oral or written, MUST be completed on the assigned day**. Late work will not be accepted and will result in a grade zero. Medical excuses and/or excruciating circumstances are up to the discretion of the instructor. See “Late Work Policy” at the end of the syllabus for more detail.
3. **Cameras on during Zoom**. Over 90% of communication is non-verbal, so it is key for social learning for you to have your cameras on during these class sessions. This is especially true during break-out rooms and during speeches (regardless of who is speaking). You may use a virtual background for privacy concerns. If you still have concerns over this, feel free to let me know in advance and we could work something out.
4. **It is the responsibility of the student to formerly withdraw from this course** with the admissions office by the drop date should they feel it’s necessary. Do not assume that the instructor will drop you should you decide to stop showing up to class and stop submitting homework at some point throughout the semester. Failure to do so will result in receiving an “F” in this course at the end of the semester.
5. **Students with disabilities that may require assistance are reminded that it is your responsibility to identify yourself to the Disability Resource Center** and to your instructor so reasonable accommodations for learning and evaluation within the course can be made.
6. **Cheating and Plagiarism will not be tolerated**. Plagiarism is lazy, unoriginal, and has no place in academia. I will enforce the college policy on cheating and plagiarism.
7. I highly encourage you to reach out to me if you have any questions throughout the semester. **I literally get paid to help you to learn**.
8. **It is your responsibility to monitor your progress in this class**. I do not search out students to inform them of their grades. I expect you to keep track of your score as the semester progresses. I would strongly suggest you keep every assignment/work that you do in this class as proof of your status at least until the end of the semester.

# Tentative Course Schedule

The readings refer to chapters in the text and/or articles that should be read that week. **Please note that presentation days, due dates, and holidays are in bold type.** This schedule is also subject to change at any point throughout the semester. Any updates will be announced to the class ahead of time.

| **Dates** | **Topics** | **Assignments** | **Readings** |
| --- | --- | --- | --- |
| Week 1  Jan 8-12 | Course overview;  Communication apprehension | Check In | Course syllabus  Chapters 1-4 |
| **Week 2**  **Jan 16-19** | **Museum Speeches** | **Outlines and speeches are due** |  |
| Week 3  Jan 22-26 | Informative speaking; and topic development | Check In |  |
| Week 4  Jan 29 and 31 | Research; and audience analysis | Check-In | Chapters 5-6, and 16 |
| Week 5  Feb 5-9 | Organization; and outlining | Check-In | Chapters 7-8 |
| Week 6  Feb 12-16 | Delivery; and visual aids | Check-In | Chapters 9-11 |
| Week 7  Feb 20-23 | Rehearsal | Exam 1 | Chapters 12-14 |
| **Week 8**  **Feb 26-March 1** | **Informative speeches** | **Outlines and speeches are due** |  |
| **Week 9**  **March 4-8** | **Informative speeches** | **Outlines and speeches are due** |  |
| Week 10  March 11-15 | Persuasive Claims | Check-In | Chapter 17 |
| Week 11  March 18-23 | Rhetorical Principles | Check-In | Chapter 18 |
| **Week 12**  **March 25-29** | **Holiday – No class** |  |  |
| Week 13  April 1-5 | Toulmin Model | Check-In |  |
| Week 14  April 8-12 | Rehearsal | Exam 2 |  |
| **Week 15**  **April 15-19** | **Persuasive speeches** | **Outlines and speeches are due** |  |
| **Week 16**  **April 22-26** | **Persuasive speeches** | **Outlines and speeches are due** |  |
| Week 17  April 29-May 3 | \*Make-Up Speeches |  |  |
| Week 18  May 6-10 | Ceremonial speaking | Check-In |  |
| **Week 19**  **May 13-17** | **Final Exam Period** | **Outlines and speeches are due** |  |