

Public Speaking
COMS 1361-16
Fall 2017
Online

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Office Hours: by appointment only

I. Course Overview

A. Course Description: This course examines the elements affecting speech communication at the public, interpersonal, and small group levels with emphasis on communication competence and confidence at each level.

B. General Course Purpose: A basic course in the study of effective communication through speech. Emphasis is placed upon content, organization, and delivery of speeches for various purposes and occasions. This course provides students with a theoretical and practical survey of the field of speech communication, including the opportunity to practice competencies with feedback to enhance communication confidence.

C. Course Objectives: Upon completion of this course, the student should be able to:

1. comprehend and apply communication principles in public, personal, and small group situations
2. report increased self-confidence in communication settings
3. express their ideas with verbal fluency
4. apply knowledge of nonverbal communication in sending and receiving messages
5. demonstrate critical thinking competencies
6. demonstrate the ability to organize information
7. adapt messages and behaviors to different communication contexts
8. employ appropriate listening and responding behaviors
9. demonstrate understanding and respect for cultural and social diversity

D. Course Requirements: Students are required to be fluent in Standard American English as this is a public speaking course. Proficiency in reading and writing at English 1302 level is preferred. *If you do not meet these requirements or unsure as to if you meet the requirements speak to your instructor or academic advisor immediately to determine the proper course of action.*

E. Major Topics to Be Covered:

- A. Communication foundation
 1. ethics of communication
 2. language and meaning
 3. listening and responding
 4. nonverbal communication
 5. perception and self-concept
 6. planning goals/objectives and communication techniques
- B. Interpersonal communication
 1. assertiveness
 2. stages of relationships
 3. strategies for dealing with defensiveness and managing conflict
- C. Small group
 1. decision-making
 2. leadership behaviors and responsibilities
 3. problem-solving
 4. group roles, norms, and agendas
- D. Public speaking
 1. analyzing and adapting to audiences
 2. delivery styles in presenting information
 3. verbal and nonverbal messages
 4. objectives and goals for specific speech situations
 5. organization and supporting materials

F. Required Materials:

Seiler, W. J., Beall, M. L., & Mazer, J. P. (2017) *Communication: Making Connections* (10th ed.). New York: Pearson. ISBN: 978-0-13-418497-5

You will also need: access to the Internet, a video camera, a free YouTube account, and access to five adults (over the age of 18) as audience members for the persuasive speech.

G. Blackboard Materials: Blackboard includes dozens of project documents, PowerPoints, bibliographies, and articles you may use for this class. We will not go over every document that is posted on Blackboard, but it will substantially increase your learning and progress on the nature of public speaking and communication if you take time to go through the relevant documents provided.

H. Lecture Materials: Each week I will release/post course material on Sunday (this will be the beginning of our class week). All assignments for the week will be due by Saturday at 11:59pm (this will be the end of our class week). You are to review the materials; it is your responsibility to retrieve the course material and any other materials that I post to our Blackboard page.

II. Grading

A. Grading Breakdown: All assignments and point breakdowns are subject to change.

<u>ASSIGNMENTS</u>	<u>POINTS</u>
Syllabus Acceptance	5
Written Self-Introduction	10
Video Self-Introduction	10
Practice Outline	25
APA Assignment	25
TED Talk Critique Part I	25
TED Talk Critique Part II	25
Textbook Keywords Part I	10
Textbook Keywords Part II	10
Textbook Keywords Part III	10
Chapter Quizzes (3 @ 10 pts)	30
Award Presentation Speech	50
Award Presentation Speech Peer-Critique	25
Persuasive Speech Topic	10
Persuasive Speech Outline	50
Persuasive Speech	100
Persuasive Speech PowerPoint	25
Persuasive Speech Visual Aid	25
Persuasive Speech Self-Critique	25
Instructor Evaluation	5
TOTAL	500

B. Grading Scale:

PERCENTAGE

90 - 100% = A
80 - 89 % = B
70 - 79 % = C
60 - 69% = D
0 - 59% = F

POINTS

450 - 500 pts. = A
400 - 449 pts. = B
350 - 399 pts. = C
300 - 349 pts. = D
000 - 299 pts. = F

Interpret letter grades on assignments and for the course as a whole according to this rubric:

- A. *Excellent*. The student's work and contributions to the class are exemplary.
- B. *Very Good or Above Average*. The student's work and contributions to the class are consistently and remarkably strong.
- C. *Acceptable or Average*. The student's work meets and sometimes exceeds expectations for undergraduate performance in courses of this nature.
- D. *Problematic or Below Average*. The student's work may sometimes meet expectations for undergraduate performance in courses of this nature, but is sometimes deficient or flawed.
- F. *Failing*. The student's work does not meet the expectations for undergraduate performance in courses of this nature.

III. General Requirements

A. Expectations:

- a. Students are expected to *attend* every class session for every class that they are enrolled in.
- b. Students are expected to *bring their book* to every class session.
- c. The attendance policy reflects the "real world" expectations of the working world. You need to be responsible and accountable for your actions. Students must demonstrate personal responsibility and accountability.
- d. Your participation is an integral part of this course therefore; you are expected to come to class prepared to participate in group interactions and discussions with an understanding of the material due that session.
- e. Failure to adhere to these expectations will be reflected in your total grade, and /or referral to the Dean for disciplinary action.

B. Classroom Policies:

- a. Attendance: Participation points will be based on your class attendance and participation. Following the College's policy, I expect you to be in class. Absence in an **online course** is defined as the lack of an active post or submission within the course including discussion forums, written assignments, and tests/quizzes. This standard will be used to determine all absentee issues, including but not limited to last date of attendance and involuntary withdrawal from a course due to absences. For online classes, to be considered as "showing up the first day" you must, on the first day, do something meaningful in the online Blackboard site (i.e., Syllabus Acceptance assignment). Once you've logged in for the first day, your attendance will be taken at each assignment. If you do each assignment on time, you'll get credit for attending. Although some weeks have more than one assignment, attendance will be taken just once for the week. Each week in which a student does not complete at least one activity (i.e., has no online presence) will be counted as an absence and **10 points will be docked from his/her FINAL course grade**. If you miss more than three weeks of assignments, you will be dropped from the course.
 - a. It is critical that you stay in touch with me by phone or e-mail when you are experiencing illness or difficulty. If you wait until your problems are over to talk to me, I may have no option but to fail you based on course policies. This is a communication course; communicate to me to discuss options.
- b. Missing Class and Assignments: YOU are responsible for your accountability to this class. If you must miss a class, you are responsible for obtaining pertinent information and for finding out what you missed. YOU must obtain this information prior to the next class. If you missed any in-class assignment/activities you will receive a ZERO. No late, make-up, or extra credit work will be given or accepted for credit. **Assignments are due by 11:59pm on the date listed in the course schedule.**
- c. Written Assignments: All written assignments are to be typed in *Times New Roman, 12-point font*, and must be *double-spaced*. Written assignments should be in formal English and polished (i.e., grammatically correct). It should read like the intelligent college-level student that you are! Part of creating a message as a communicator is doing so in both oral and written avenues. All assignments must be full and complete analyses of the content assigned. All assignments will be submitted through Blackboard and are due on the date listed in the course schedule. **No late assignments will be accepted.**

d. Speeches:

- a. Any student who brings a manuscript in front of the class (or video) and/or reads a speech word-for-word rather than speak using a brief key-word outline will receive ZERO points for the speech grade.
- b. Speeches will not be accepted without an outline. Your outline must have your sources cited in proper APA format.
- c. All speeches should be uploaded to YouTube. You will submit the YouTube link of your speech through Blackboard. I will NOT download speeches. If they are not linked to a YouTube website, I will not grade them. Speeches are due on the date listed in the course schedule. **No late speeches will be accepted.**
- d. **The following speech topics are NOT allowed:** marijuana, diseases (any), blood or organ donation, gun control, abortion, death penalty, drunk driving, texting while driving, tobacco/smoking, euthanasia, healthy living/lifestyle, working out, teen pregnancy, suicide, well-known presidents, recycling, shop/adopt, human trafficking, technology and relationships, and Marilyn Monroe. DO NOT present on these topics.
- e. Citing Sources: Any assignment in which you must cite sources must include a reference page at the end, listing all cited sources. All sources must be cited according to the American Psychological Association (APA) 6th edition style guide. The Internet, although the greatest thing every invented, will not be the only source you'll use for your speeches. **Go the library and find scholarly research articles!**
- f. Grading Timelines and Grade Challenges: You can expect assignments to be graded within 72 hours after the deadline. I am happy to discuss your grade with you **up to one week after the grade is given**. However, after this point, no alterations will be made. Thus, please do not email me when final grades are posted asking for your grade to be increased.

C. Behavior:

- a. You are expected to come to class prepared to participate in group interactions and discussions with an understanding of the material due that session.
- b. You are expected to be **considerate and constructive** when providing feedback to class members and to the instructor on issues and/or assignments.
- c. You are expected to give this class your utmost professional attitude.
- d. You are expected to share relevant comments, opinions, ideas, and experiences.
- e. **Rude behavior will not be tolerated** should you demonstrate rude and unprofessional behavior in class you will be asked to leave the class.

D. Online Classes and Netiquette: Netiquette or Network Etiquette is a set of rules for behaving properly online. When you enter any new culture, you are liable to commit a few social blunders. You might offend people without meaning to, or you might misunderstand what others say and take offence when it's not intended. Here are some guidelines for proper behavior in an online course:

- a. Avoid using derogatory, obscene, or inappropriate language.
- b. Use emoticons to smooth online communication. :-)
- c. Don't SHOUT. Use of all capital letters indicates shouting.
- d. Avoid grammatical and spelling errors by using spelling and grammar check tools when available.
- e. Keep your posts on-topic and in the proper forum. Keeping message on topic will help with the organization and readability.

E. Late Work: NO make-up work will be accepted. This is not negotiable. Missed work will receive a ZERO.

F. Email Accounts: Students must activate their SHSU email accounts to receive important messages related to this class. This is the only email account I will use to contact you. Make sure it's activated and you know how to use it!

G. Academic Integrity (Plagiarism/Cheating): The University expects all students to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary actions. No student shall engage in behavior that, in the judgment of the instructor, may be construed as cheating. This may include, but is not limited to, plagiarism or other forms of

academic dishonesty such as the acquisition without permission of tests or other academic materials and/or distribution of these materials and other academic work. This includes students who aid and abet as well as those who attempt such behavior. For more information, visit www.shsu.edu/syllabus/

When you use any source for information in a speech, you must give credit for the information, both visual and textual, to the author or creator, both verbally and in the typewritten reference page.

If caught, a student will receive a ZERO for any assignment on which they plagiarized or failed to document ethically according to college and professional standards or cheated. The student will be referred to the Dean for disciplinary action. This may include receiving an "F" for the course.

H. Technology: Online classes require that you be diligent. It is easy to put off doing assignments until the last minute. I will not accept Internet outages, power outages, or other electronic/technological issues as acceptable reasons for not meeting assignment deadlines. Please plan in advance for emergencies and power/Internet outages.

I. Disabilities: It is the policy of SHSU that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should register with the Office of Services for Students with Disabilities located in the Lee Drain Annex (936.294.3512; disability@shsu.edu). They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may adversely affect your work in this class, I encourage you to register with the SHSU Services for Students with Disabilities and to let me know during the first week of class if you will need accommodations. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodations can be made until you register with the Services for Students with Disabilities. For more information, visit: <http://www.shsu.edu/dept/disability/index.html>

J. Observance of Religious Holiday: Colleges and universities must recognize the mandatory observance of religious holy days for students. The university must permit students to celebrate religious holy days, including travel for the same purpose. Please notify the instructor in writing of any observed religious holidays during the course of the semester. The instructor will not only excuse absences resulting from religious holiday observances, but will also allow students to make up examinations and assignments. I need in writing from students their intention to miss class for the purpose of holy day observances prior to the planned absence.

K. FAQs:

How will this class work? Will I still need to give speeches?

Yes! You will give speeches for this class. You will prepare, deliver/record, upload three different speeches in this class. To turn in your Award Presentation Speech and Persuasive Speech, you must find your own audience of at least 5 adults (over the age of 18), video record your speech, upload it to YouTube, and submit a link to your video through Blackboard. The Video Self-Introduction speech is somewhat of a dress rehearsal, and you do NOT need an audience. It is my hope that during this speech you will get all the kinks worked out in your method/system. Use it to your advantage!

What are the logistical requirements for the Persuasive Speech?

Before you begin delivering your speech, pan the audience to demonstrate that you have five live adult humans in the audience. You can have your dog there too, but Scruffy does not count as a human. Once you start recording, do not stop! Even if you mess up and need to start over, we need to see that part of your learning process. Recordings should not be edited in any way.

Your video recording quality must be appropriate!

Make sure the video is right side up!

Make sure you can be heard and seen!

This is an online forum. Do I have to use formal grammar in the forums/discussion boards?

Yes! This is practice for your professional life, not an extension of your personal online personalities. Please use your best grammar and engage with your classmates' work in a professional manner.

I have questions about what's going on in class...

On the Blackboard site for this class, I have created a Q&A forum. Please use it! I encourage everyone to submit questions and respond to each other's questions/concerns about the class. Your classmates are an invaluable resource, even if they are scattered throughout the community and not sitting next to you on campus.

That being said, you can always email if you have questions about what's going on in the class. Follow this simple format: Use your SHSU account. Have the subject line be a clear indication of the subject of the email. Sign the email with your full name and the class you're in (include the section number, please!).

IV. Assignments

A. Syllabus Acceptance: The Syllabus Acceptance form is located on Blackboard. Fill out and submit to the corresponding *assignment link* on Blackboard.

B. Written Self-Introduction: Submit to the corresponding *forum* on Blackboard.

For the first introduction, offer your name, where you're from and where you're currently living (if different), three things about yourself that we wouldn't know if we saw you (e.g., "I have brown hair" is not deep enough. Give us something to remember you by). Tell us why you took this online class, your major, and who you are inspired by (i.e., your hero) and why.

After your initial post, you should respond to at least two classmates to make them feel welcome.

Once you've introduced yourself and responded to two classmates, respond to your original post with a few sentences about how you perceive the differences in interacting with classmates between online and face-to-face classes.

C. Video Self-Introduction: Submit to the corresponding *forum* on Blackboard.

For this introduction, we'll go a little deeper. Offer your name, your current and/or future career/position, something interesting about yourself (that you didn't already tell us in your written introduction), and describe a moment in your life that you would like to go back and change.

After posting your video, you should respond to at least two classmates.

My expectation is that we'll get all of the technical hiccups out of the way with this short self-introduction.

Because this is the first, trial speech, you DO NOT need an audience. All other speeches will require an audience.

D. Chapter Quizzes: Quizzes can be found on the corresponding link on Blackboard.

Three quizzes will be given throughout the semester. Each quiz will be timed (15 minutes) and consist of 10 multiple-choice, true/false, and/or short answer questions. Quizzes are due on the date listed in the course schedule.

E. APA Assignment: Submit to the corresponding *assignment link* on Blackboard.

The purpose of the APA assignment is for you to demonstrate that you understand how APA style works. For this class, APA format is expected for all sources used in speeches. That means every time you use someone's work, you cite it. For this assignment, you will submit an APA References page with six examples:

1. Your favorite book
2. A book that was published in your birth year
3. A magazine article
4. A website
5. A scholarly research journal article (this means you must go the library or library website)
6. Your favorite movie

For this assignment, you will assume that all of these items are supporting the same document and should be ordered as one References page, in alphabetical order.

F. TED Talk Critique:

Part I: Go to www.ted.com/talks and look around. Find a few (2-3) speeches that you find interesting and be prepared to report to the class about why you find them interesting. This means, you must watch them! Then, go to the TED talk *forum* on Blackboard and list the speeches that you watched and what you thought about them. In the forum, be sure to have the full link to the TED talk and a one-paragraph description of what you thought, if you'd recommend it, and what was great (or not so great) about it. This is not to be a full critique, just a recommendation to your classmates.

Part II: Review what TED talks your classmates watched. Select one of the videos another student initially described and critique it as if it were a speech in our class. Submit to the corresponding *assignment link* on Blackboard. This is the FULL critique. Here's what it should look like:

My classmate, (insert name), suggested watching (insert TED talk title) by (insert TED talk speaker) because (discuss what in your classmate's description interested you). Having seen the speech, I (agree or disagree) with my classmate because (insert why you agree or disagree). The speaker did these things well (create a list of the things the speaker did well. Then describe, in detail, the things the speaker did well by linking those things with some of the concepts in the textbook). I would have liked to have seen the speaker do these things (create a list of things the speaker should/could do better. Then describe, in detail, the things the speaker should improve and offer suggestions on what it would look like if s/he had followed your advice – link these things with concepts from the textbook). Evaluate the speech further. You DO NOT need to summarize the speech. [IDEAS: Did s/he show signs of nervousness? What kinds of visual aids did the speaker use? Could you easily follow the ideas presented?] Overall, this speech (insert a concluding sentence of your overall thoughts of the speech). I would recommend this speech to someone who...

G. Textbook Keywords: Submit to the corresponding *assignment link* on Blackboard.

YOU are responsible for reading the whole textbook. This is your job as a student in this class. We will be reviewing Chapters 1-16 in the textbook. For each chapter (split into three sections), you will list and then define each of the keywords. Keywords are the bolded, blue words found in the margins of each chapter. Please bold the keyword and then follow with the definition.

H. Practice Outline: Submit to the corresponding *assignment link* on Blackboard.

Select any magazine article to outline. Does it follow any of the strategies found in Chapter 9 of the textbook? I suggest picking an article of some length, so it will be easier to outline. The purpose of this assignment is to give you an opportunity to work with outlines of completed works so you can see the relationship between the final copy and the skeleton-type summary (i.e., the outline) of ideas within it. That same relationship is what you'll experience in your speech and speech outline.

I. Awards Presentation Speech: Submit to the corresponding *assignment link* on Blackboard.

The awards presentation speech is broken up into five parts:

1. Topic: For this speech, you will deliver a special occasion speech (see pp. 153-154 in your textbook). A special occasion/ceremonial/entertainment speech is a speech of celebration. For your special occasion speech, **you will present an award to a famous person, living or dead, renowned for his/her accomplishments in a particular field.** Be imaginative as you brainstorm to whom you would most like to present an award. Consider individuals who have achieved greatness in music, art, theater, politics, sports, business, education, science, or any other field that interests you. Remember, this is a speech to celebrate and entertain, so have fun with this assignment!
2. Outline: You are not required to turn in an outline for this speech; however, I would suggest using notecards to deliver this type of speech.
3. Speech (video): You will present a speech in which your purpose is to celebrate and entertain. You must cite aloud at least three legitimate sources in your speech. [This does not mean read them at the end, like a reference list – it means to say, "According to Smith..." during your speech]. Wikipedia is NOT a source! You must use extemporaneous mode of delivery. **You will receive a ZERO on this speech if you read it**

to us. I suggest spending a considerable amount of time rehearsing this speech. You will be graded on your introduction, conclusion, and transitions, as well as the topic, flow, and organization of the speech. This speech should be 3-5 minutes and should be presented in front of an audience of at least five (5) adults. Points will be deducted for speeches that run longer/shorter than the allotted time.

4. Visual Aid: You are required to use one visual aid for this speech (see Chapter 10 for proper use of visual aids). The use of a visual aid should be incorporated into your speech. The visual aid should be captured on video – make sure it is visible! You should also think about your dress/attire and background/setting of the speech. Think about the award you are presenting – How should you dress? In what location would this award ceremony take place? Be creative and have fun!
5. Critique: Once the award presentation speech links are uploaded to Blackboard, you will be assigned (by me) to watch and critique one of your classmates' speeches. The Peer Evaluation Form should be completed and submitted via Blackboard.

J. Persuasive Speech: Submit to the corresponding *assignment links* on Blackboard.

The persuasive speech is broken up into five parts:

1. Topic: Post ideas/thoughts on your speech topic in the Persuasive Speech Topic *forum*. You should write at least one paragraph offering ideas/information about your speech topic. After posting your topic, you should respond to at least two classmates to help them refine their speech topic.
2. Outline: This should be a full-sentence outline that you may take to the podium when you deliver your speech. Turning this in before your speech will hopefully encourage you to spend those days practicing your speech!
3. Speech (video): You will present a speech in which your purpose is to persuade your audience. You might want to change their beliefs or behavior. You do not have that much time, so I suggest using only the most powerful, solid, evidence and use logical reasoning that is easily followed. You must cite aloud at least five legitimate sources in your speech and three must be non-internet sources. [This does not mean read them at the end, like a reference list – it means to say, "According to Smith..." during your speech]. Wikipedia is NOT a source! You must use extemporaneous mode of delivery. You will receive a ZERO on this speech if you read it to us. I suggest spending a considerable amount of time rehearsing this speech. You will be graded on your introduction, conclusion, and transitions, as well as the topic, flow, and organization of the speech. This speech should be 7-9 minutes and should be presented in front of an audience of at least five (5) adults. Points will be deducted for speeches that run longer/shorter than the allotted time.
4. Visual Aid: You are required to use both a PowerPoint and one additional visual aid for this speech. See Chapter 10 for proper use of presentation aids.
 - a. PowerPoint: I would like for every student to have the experience of creating a PowerPoint presentation that supports his/her speech. Due to the constraints of an online course, I understand that you may not have the ability to display your PowerPoint for the video. That's okay! You must still create the PowerPoint and upload it to the corresponding *assignment link* on Blackboard.
 - b. The use of an additional visual aid should be incorporated into your speech. The visual aid should be captured on video – make sure it is visible! You are not required to submit this visual aid.
5. Critique: Once you've delivered your speech and have viewed the recorded presentation, you will reflect on your presentation. The Speaker's Self Evaluation Form should be completed and submitted via Blackboard.

NOTE: Do not assume your classmates will find your subject relevant to them. Do this for them explicitly in your introduction. It may not be important to them now but will be in the future.

K. Instructor Evaluation: Submit to the corresponding *assignment link* on Blackboard.

IDEA instructor evaluations should be completed online through MySam. (You should receive an email from SHSU with instructions on how to complete course evaluations.) Once you have completed the evaluation for this course, take a screenshot and submit it to the corresponding assignment link on Blackboard. Evaluations will be available November 15 – December 1, 2017.

Fall 2017 Schedule – COMS 1361-16

Subject to change per the instructor

Assignments are due by 11:59pm on the date listed in this course schedule.

NO LATE WORK WILL BE ACCEPTED!

Week	Due Date	Assignments
Week 1	8/26	Readings: Syllabus
		Syllabus Acceptance
		Written Self-Introduction
Week 2	9/2	Readings: Chapters 1-3
		Video: Self-Introduction
		APA Assignment
Week 3	9/9	Readings: Chapters 4-6
		TED Talk Critique Part I
Week 4	9/16	Textbook Keywords Part I (Chapters 1-6)
		Quiz I (Chapters 1-6)
Week 5	9/23	Readings: Chapters 7-8
		Video: Award Presentation Speech
Week 6	9/30	Readings: Chapters 9-10
		Award Presentation Speech Peer-Critique
		Persuasive Speech Topic
Week 7	10/7	Readings: Chapters 11-12
		Practice Outline
Week 8	10/14	Textbook Keywords Part II (Chapters 7-12)
		Quiz II (Chapters 7-12)
Week 9	10/21	Readings: Chapters 13 -14
		TED Talk Critique Part II
Week 10	10/28	Readings: Chapter 15
		Persuasive Speech Outline
Week 11	11/4	Readings: Chapter 16
		Persuasive Speech PowerPoint
Week 12	11/11	Textbook Keywords Part III (Chapters 13-16)
		Quiz III (Chapters 13-16)
Week 13	11/18	Video: Persuasive Speech
		Persuasive Speech Self-Critique
Week 14	11/25	Fall Break – No Class
Week 15	12/1	Instructor Evaluation