

COMM 101 – Section 1
Fall 2018
Fridays
1:00-3:50pm
Bell Tower 1422
Dr. Jane/John Johnson

PUBLIC SPEAKING



COURSE DESCRIPTION

This course offers an introduction to the theory and practice of effective public communication. This class focuses on contexts and processes of public speaking, including writing, organizing, and delivering content, as well as the critical analysis of speeches.

REQUIRED READINGS

All required readings for this course are available **free of charge** within the Canvas link entitled "Modules." (Yes: You're welcome).

COURSE OBJECTIVES

- Demonstrate effective collaboration skills with others in one-on-one and small/large group settings, and with audiences of diverse memberships.
- Identify an optimal means to communicate depending upon the audience, situation and by understanding the relevance, limitations and effectiveness of different communication technologies and medium.
- Analyze messages critically for content, purpose, organization, argument, style, and meaning.
- Analyze and create solutions to interpersonal, organizational, and community conflict.
- Demonstrate proficiency in written and oral communication.
- Differentiate ethical dimensions of health, environmental, or organizational messages and estimate their impact upon a given community.

Effective teaching is grounded in collaborative knowledge construction. Consequently, I strive to create a supportive and imaginative environment that fosters mutual respect, diverse learning styles, and distinct discursive strategies. I achieve this, specifically, through an *active learning approach* to student instruction. For these reasons, I expect the following from each student in this class:

By taking this class, you have committed to attending *and* actively participating in it. If you are absent, you cannot make up participation or in-class activity points for any reason. Larger assignments – such as papers and quizzes – can be made up with an accompanying doctor's note. Finally, students with more than **one** unexcused absence will have their final grade lowered by one letter.

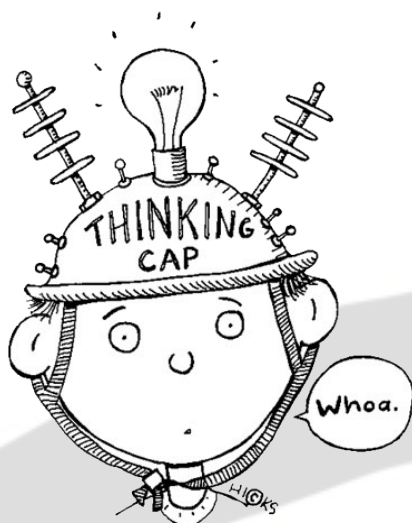
Please make every effort to arrive on time. Three late arrivals will constitute one absence. Missing more than 10 minutes of class will also result in an absence for the day.

You should bring pen, paper, and textbook to each class. All assignments must be complete and turned as a hardcopy at the beginning of class. There will be a 25% reduction for each class period an assignment is late. I also reserve the right to refuse assignments that are egregiously past due. For this reason, I encourage you now to plan for the unexpected: printer problems, bad weather, hungry children, animal attacks, good lovin' gone bad, Facebook stalking, seeing your brother-in-law on *Cops*, the debilitating shame of buying a Justin Bieber CD, trolls, goblins, losing your mojo, dating a Kardashian, or anything else that might interfere with your academic performance.

Turn off or silence all cellphones during class. This means no texting whatsoever. If you need your phone for an emergency, please speak with me prior to class and sit near the door. Meanwhile, laptops are not a necessity for this course and, therefore, are not allowed. Again, if this is an issue, please speak with me on a personal basis.

All written work should be typed, double-spaced, free from spelling or grammatical errors, and stapled in the upper left-hand corner. Always use Times New Roman, 12-point font, and keep a copy for your own records. Papers written in large, bold, or “cute” typefaces will be doused in kerosene and set on fire.





STUDENT EXPECTATIONS (continued...)

Students with Disabilities:

It is my priority to create an inclusive learning environment. If there are any aspects of the instruction or design of this course that result in barriers to your inclusion or achievement – such as time-limited exams or the use of non-captioned videos – please notify me as soon as possible.

Academic Dishonesty:

Academic dishonesty of any kind – especially plagiarism – is a severe offense. One act of dishonesty can destroy a career, whether academically or professionally. Academic dishonesty on any assignment in this class will *at minimum* result in an “F” for the assignment and potentially the course. A report will also be filed with the university and further disciplinary action will be pursued if appropriate. If you are ever uncertain as to what constitutes academic dishonesty, please do not hesitate to ask.

Epidemic Contingency:

In case of the inevitable zombie apocalypse or other epidemic illness, I will provide an alternate delivery of the course via CI Learn, video-taped recordings, written assignments, etc. In cases of individual illnesses, I will work with students on a personal basis to help them complete the course – provided they have medical documentation.

Food/Housing Insecurity:

Finally, if at any point during this semester you find it challenging to secure food or housing – and if you feel comfortable notifying me of your situation – please do so as soon as possible. I will do my best to provide any and all resources at my disposal to help alleviate your burden, while keeping your personal privacy an utmost concern.

INSTRUCTOR INFORMATION

Name: Dr. Jane/John Johnson

Email: jane/john.johnson@csuci.edu

Phone: 123-456-7890

Office Location: Bell Tower 1234

Student Hours: Wednesdays, 12:00-3:00pm
(or by appointment)

*Please note that email is generally the best way to get in contact with me; however, be sure to use my work email, and not Canvas' messaging system. You should also allow for a 24-hour response time with all correspondence.

INSTRUCTOR EXPECTATIONS

Like the students in this class, I am also expected to demonstrate personal culpability throughout the semester. Thus, you can expect me to be each of the following.

Supportive:

I will do all that I can to see you excel in this class. After 12 years of teaching, I've yet to complete a semester when at least one student didn't fail. Yet I take not pleasure in seeing this happen. In short, I *want* each of you to succeed.

Challenging:

I will challenge each of you with rigorous yet fair expectations and criteria. I will expect your best work at all times, and will provide you with the necessary tools to do so.

Respectful:

I will communicate respectfully with you at all times. As the instructor, I will do my best to ensure each of you feel valued by listening mindfully to your comments and concerns, and by paraphrasing both meaning and intent in the hopes of creating shared understanding.

Timely:

I will make every effort to grade and return your work within a reasonable timeframe and to respond to all email correspondence within 24 hours. Consequently, if I ever take more than two business days to reply to an email, you can surmise I've been attacked by El Chupacabra and the remaining semester has been canceled. (Assuming, of course, that you collectively reunite Mulder and Scully and send them to rescue me first).

Prepared:

I will always be prepared and knowledgeable about course material. I will always supply written instructions and detailed grading rubrics well in advance, and I will always work to accommodate multiple learning styles by incorporating a variety of instructional techniques.

ASSIGNMENTS

Detailed assignment sheets and complete grading rubrics will be supplied in due time.

Activities:

5x10 pts. (50 pts. total)

Speeches:

Introductory (10 pts.)

Informative (20 pts.)

Ceremonial (30 pts.)

Persuasive (40 pts.)

Professional (30 pts.)

Group (30 pts.)

Story/Spoken (20 pts.)

Journalistic (20 pts.)

Quizzes:

15x10 pts. (150 pts. total)

Midterm:

50 points

Final:

100 points

*Notice your final grade does not depend on any one type of assignment alone. Rather, a variety of approaches are used.



COURSE GRADING

Grades are what we, in academia, use to measure learning. It's important to remember that trying your best, while important, does not earn you an "A." Rather, meeting and exceeding each assignment criterion will be the best way to demonstrate your understanding of the material and to ensure you earn the grade you desire.

A = 95-100%

A- = 90-94%

B+ = 87-89%

B = 84-86%

B- = 80-83%

C+ = 77-79%

C = 74-76%

C- = 70-73%

D+ = 67-69%

D = 64-66%

D- = 60-63%

F = 0-59%

TENTATIVE SEMESTER SCHEDULE

1	August 31 st	Introduction to Public Speaking	<u>Notes:</u>
2	September 7 th	Historical Context	
3	September 14 th	Audience Analysis	
4	September 21 st	Speech Ethics	
5	September 28 th	Listening Effectively	
6	October 5 th	Research & Support	
7	October 12 th	Speech Writing	
8	October 19 th	Speech Preparation	

TENTATIVE SEMESTER SCHEDULE (continued...)

9	October 26 th	Speech Delivery	<u>Notes:</u>
10	November 2 nd	Visual Aids	
11	November 9 th	Informative Speaking	
12	November 16 th	Ceremonial Speaking	
13	November 23 rd	Persuasive Speaking	
14	November 30 th	Business & Professional Presentations	
15	December 7 th	Group Presentations	
16	December 11 th *8:00-10:00am	Final Exam/Speech	

TENTATIVE GRADING SCHEDULE

Activity 1	10 (2%)	_____
Activity 2	10 (2%)	_____
Activity 3	10 (2%)	_____
Activity 4	10 (2%)	_____
Activity 5	10 (2%)	_____
	50 (9%)	_____

Introductory Speech	10 (2%)	_____
Informative Speech	20 (4%)	_____
Ceremonial Speech	30 (6%)	_____
Persuasive Speech	40 (7%)	_____
Professional Presentation	30 (6%)	_____
Group Presentation	30 (6%)	_____
Storytelling/Spoken Word	20 (4%)	_____
Journalistic Broadcast	20 (4%)	_____
	200 (36%)	_____

Quiz 1	10 (2%)	_____
Quiz 2	10 (2%)	_____
Quiz 3	10 (2%)	_____
Quiz 4	10 (2%)	_____
Quiz 5	10 (2%)	_____
Quiz 6	10 (2%)	_____
Quiz 7	10 (2%)	_____
Quiz 8	10 (2%)	_____
Quiz 9	10 (2%)	_____
Quiz 10	10 (2%)	_____
Quiz 11	10 (2%)	_____
Quiz 12	10 (2%)	_____
Quiz 13	10 (2%)	_____
Quiz 14	10 (2%)	_____
Quiz 15	10 (2%)	_____
	150 (27%)	_____

Midterm	50 (9%)	_____
Final	100 (18%)	_____

Total Points	550 (100%)	_____
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