

COMM111-B03, CRN 43701

Public Speaking

3 credits, Benton Center, room 104
Communication
Linn-Benton Community College
757 NW Polk Ave, Corvallis, OR 97330

Spring Quarter

April 3, 2017 – June 17, 2017
Tuesday and Thursday, 1:30 – 2:50 pm

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Office Hours: Tuesday and Thursday, 12:00 – 1:00 pm

Course Description

This course exposes students to theory and practice in the creation, adaptation and delivery of original speeches before an audience. It also provides the opportunity to understand the nature of public speaking and discourse in both ancient and modern society.

Institutional Policies

Academic Honesty

The presentation of another individual's work as one's own or the act of seeking unfair academic advantage through cheating, plagiarism or other dishonest means are violations of the College's "Students Rights and Responsibilities." Students caught cheating will receive a grade of "F."

Students with Disabilities

You should meet with your instructor during the first week of class if:

- you have a documented disability and need accommodations,
- your instructor needs to know medical information about you, or
- you need special arrangements in the event of an emergency.

If you believe you may need accommodation services please contact the *Center for Accessibility Resources*, 541.917.4789. If you have documented your disability, remember that you must make your request for accommodations through the *Center for Accessibility Resources Online Services'* web page every term to receive accommodations.

Diversity Values

We are a college community enriched by the diversity of our students and staff. Each individual and group has the potential to contribute in our learning environment. Each has dignity. To diminish the dignity of one is to diminish the dignity of us all.

Course Policies

This course is a face-to-face class, but you are expected to utilize the online resources available to you. This means that you must regularly login to Moodle. This course is designed to develop your understanding of, and ability to use, communication skills, based on this the format is one that is impossible to attain a passing grade without a consistent demonstration of organization, efficiency, and promptness. In other words, you **must** do the reading, give presentations, submit a journal, and complete the course exam in accordance with the prescribed schedule. This coursework will all be graded. In addition to completing the aforementioned assignments, you are expected to regularly participate in ungraded in class activities.

Time does not allow for makeup assignments. No makeup presentations, tests, activities, or assignments will be scheduled. If an emergency does occur preventing submission of an assignment and/or the time you had to complete the work was consumed by complete interference that was genuinely beyond your control (e.g. serious and debilitating illness), contact me as soon as possible to discuss negotiation of an adjusted deadline.

Your examination will include materials from the textbook, class discussions/lectures, and supplementary materials. You will be required to turn in outlines, bibliographies, and note cards related to your presentations. All graded work must be typed. Bibliographies should be in the American Psychological Association's (APA) standard bibliographic format.

It is important that our classroom is a supportive environment. Beepers, cell phones, ipads, ipods, video games, laptops, and similar technological devices must be turned off at the beginning of each class session. (If using a device to take notes in class, you must inform me of this intention before the start of the class session, and email a copy of your notes before 11:55 pm that same day. If your notes are not sent to me, as an email attachment prior to 11:55 pm, you will be marked absent for that class.) When listening to others speak, be attentive and encouraging. Work hard on extending courtesy and respect to all. Poor listening habits or distracting behaviors may result in a reduction in your grade.

Outside of class sessions the best way to get in touch with me is email. On Mondays through Fridays, I tend to check email at least once a day, and I guarantee I will not let forty-eight hours pass without checking and responding to emails. **Please use the email within our Moodle course community. If you must use another email account, be sure to put COMM111 in the subject line of your message. That will ensure I do not lose your email in the flood of other messages I receive.**

Course Objectives

Upon successful completion of this course students should be able to:

1. Understand the basic principles of oral communication
2. Learn to select and adapt topics to meet the needs and interests of particular audiences
3. Demonstrate the ability to collect, analyze, and use information to develop and adapt messages for particular audiences, purposes, and settings
4. Learn to organize ideas and supporting materials in a coherent and captivating message
5. Develop delivery skills by using voice, body, and gestures effectively in presenting speeches
6. Listen critically
7. Develop the ability to speak competently, confidently, and ethically in public communication situations
8. Develop the belief that Public Speaking can be enjoyable

Prerequisite

College-level reading (RD 90) and writing skills (WR 121) are strongly recommended for success in this course.

Required Text

Valenzano, III, J.M., Braden, S.W., & Broeckelman-Post, M.A. (2013). *The Speaker's Primer*. Southlake, TX: Fountainhead Press.

Course Assignments

The following are brief descriptions of all graded assignments. Each assignment has either an instruction sheet appended to the syllabus or more detailed instructions posted in Moodle.

1. *Informative Speech Presentation* (4 - 6 minutes)

The speech should be 4 – 6 minutes informing the audience about some object, process, concept, or event. Use of a visual aid is required. Topics should be useful and interesting. A complete preparation outline is required, but the speech itself should be delivered extemporaneously from prepared note cards.

2. *Persuasive Speech Presentation* (6 – 8 minutes)

The speech should be 6 - 8 minutes persuading the audience to believe, think, or do something different than their current beliefs, thoughts, or behaviors. Topics should be realistic and interesting. A complete preparation outline is required, but the speech itself should be delivered extemporaneously from prepared note cards.

3. *Special Occasion Speech Presentation* (3 minutes)

Develop a fictional speech of introduction, toast, or eulogy concerning an individual or individuals with whom the audience is familiar (e.g. politician, musician, comedian). This presentation can mix the factual with the fictional – this is your chance to be creative. Avoiding

being merely biographical, try to be interesting and positive. Submit an outline, bibliography, and your note cards.

4. *Course Examination*

There is one Course Examination. It is broken up into four Exam Parts. Each Exam Part contains twenty questions, and covers several chapters from the textbook. You may use the book. You may use any notes you have taken. *You may **not** use any other human being as a resource as you complete Exam Parts. Consulting another person, whether a classmate or not, constitutes cheating.*

5. *Moodle Access* (at least twice weekly)

In order to get the most out of a web-enhanced course you need to regularly be online. To keep abreast of what is happening in our course community access Moodle a minimum of twice a week. Check announcements, review the syllabus, read course messages, read/view enrichments, review assignment instruction sheets, and keep an eye on discussions and forums. Not only will these activities make the course easier and more enjoyable, but they will also help you build a strong final grade.

6. *Moodle Participation* (at least once a week)

Posting an assignment, taking a test, participating in a discussion, starting a discussion - actually doing just about anything within our course community, at least once a week, will help time fly and your grade grow.

7. *Theory Or Model Journal* (1 document with 5 entries that are 1 – 3 pages each)

Type one entry per page that reflects upon theories and/or models you encounter over the term. Your writing should be a snapshot of your understanding of concepts and their application to “real” life. Each entry should be a minimum of four paragraphs long. One paragraph of each entry should clearly identify and explain the theory or model that is the entry’s focus. Another paragraph should describe an interaction or situation from your life that is a good example of the theory or model. Yet another paragraph should explain how the theory or model helps or hinders the described interaction or situation. Still another paragraph should express how you feel about the theory or model, especially in regards to your life. You should choose at least five theories and/or models to share your thoughts about, yielding a minimum of five log entries.

Points Per Assignment and Examination:

1. Informative Speech (ISP):	200	
➤ Address		50
➤ Outline		50
➤ Bibliography		50
➤ Note Cards		50
2. Persuasive Speech (PSP):	200	
➤ Address		50
➤ Outline		50
➤ Bibliography		50
➤ Note Cards		50
3. Special Occasion Speech (SOSP):	200	
➤ Address		50
➤ Outline		50
➤ Bibliography		50
➤ Note Cards		50
4. Class Exercises & Participation (CEP)	100	
5. Moodle:	165	
➤ Access (MA)		110
➤ Participation (MP)		55
6. Theory Or Model Journal (TOMJ)	100	
7. Four Part Course Examination:	400	
➤ Exam Part (EP) #1 (Chapters 1, 2, 3, 4, & 5)		100
➤ EP #2 (Chapters 6, 7, 8, 9, & 10)		100
➤ EP #3 (Chapters 11, 12, 13, & 16)		100
➤ EP #4 (Chapters 14, 15, 17, 18, 19, & 20)		100

+

TOTAL POSSIBLE POINTS:

1365

The number of points that you have at the end of the quarter is your final grade before attendance penalties may be applied. You are allowed two absences for the duration of the session. Each subsequent absence will negatively affect your final grade. Three absences will reduce your final grade by half a letter grade (e.g. An “A” with three absences becomes an “A-“). **More than six absences will result in automatic course failure.** Try to be in every class session on time. Coming late or leaving early three times equals an absence.

As previously stated, there are no make up assignments, nor are there extra credit assignments. If you review the following grading scale you will see that only 1100 points are needed to secure an A in this class. However there is a possibility of earning 1365 points. That means that the extra credit is built in. If after a few assignments you do not feel you are doing well in the course, contact me for assistance, and plan on putting in a little more effort with remaining assignments.

Grading Scale

For conversion of points to a letter grade please reference the following scale –

A	=	1100 - 1365
B	=	900 – 1099.9
C	=	700 – 899.9
D	=	500 – 699.9
F	=	0 – 499.9

Table of Due Dates (Tentative: Subject to Change)

All EPs and the TOMJ are due via Moodle by 11:55 pm on the date indicated below.

<i>Week</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
1.	<i>April 3</i>	<i>April 4</i>	<i>April 5</i>	<i>April 6</i>	<i>April 7</i>
2.	<i>April 10</i> Read chapter 1	<i>April 11</i> Read chapter 2	<i>April 12</i> Read chapter 3	<i>April 13</i> Read chapter 4	<i>April 14</i> Read chapter 5
3.	<i>April 17</i>	<i>April 18</i>	<i>April 19</i> EP #1	<i>April 20</i>	<i>April 21</i> College Closed – <i>Spring In Service</i>
4.	<i>April 24</i> Read chapter 6	<i>April 25</i> Read chapter 7	<i>April 26</i> Read chapter 8	<i>April 27</i> Read chapter 9	<i>April 28</i> Read chapter 10
5.	<i>May 1</i>	<i>May 2</i>	<i>May 3</i> EP #2	<i>May 4</i>	<i>May 5</i>
6.	<i>May 8</i> Read chapter 11	<i>May 9</i> Read chapter 13	<i>May 10</i> Read chapter 16	<i>May 11</i> Read chapter 12	<i>May 12</i>
7.	<i>May 15</i>	<i>May 16</i> ISP	<i>May 17</i> EP #3	<i>May 18</i> ISP	<i>May 19</i>
8.	<i>May 22</i> Read chapter 14	<i>May 23</i> Read chapter 17	<i>May 24</i> Read chapter 18	<i>May 25</i> Read chapter 19	<i>May 26</i>
9.	<i>May 29</i> Holiday – <i>Memorial Day</i>	<i>May 30</i> PSP	<i>May 31</i>	<i>June 1</i> PSP	<i>June 2</i> Read chapter 15
10.	<i>June 5</i> Read chapter 20	<i>June 6</i> TOMJ	<i>June 7</i> EP #4	<i>June 8</i>	<i>June 9</i>
11.	<i>June 12</i>	<i>June 13</i> SOSP	<i>June 14</i>	<i>June 15</i>	<i>June 16</i>

Instruction Sheet for INFORMATIVE SPEECH PRESENTATION

Assignment Objectives

- To select an interesting and appropriate presentation purpose and topic
- To prepare a well organized and fully developed outline
- To use supporting material from several documented sources
- To generate audience interest
- To organize information, using the basic principles discussed in the textbook
- To use interesting opening, and closing material
- To use presentation aids effectively
- To begin developing an effective delivery style

General Purpose

The general purpose of your informative speech presentation is to inform. An informative speech presentation can present new information, explain complex concepts, demonstrate processes, and/or clarify and correct misunderstood information.

Assignment Requirements

1. The presentation should be clearly organized. It should include an attention-getting introduction, a central idea statement, a preview of main points, and a memorable conclusion.
2. Choose a purpose and topic appropriate for the assignment. Remember, the purpose of the informative speech presentation is not to persuade the class to change their opinions or behaviors.
3. Use at least three sources of information.
4. Use at least three different types of supporting material.
5. Your presentation should include at least one visual aid.
6. The time limit for the informative speech presentation is 4 to 6 minutes.
7. Your presentation should be delivered extemporaneously. Use a set of note cards as a guide. Do not read from a manuscript or memorize your presentation.
8. Dress appropriately the day of your presentation.
9. On the day designated for informative speeches, turn in a typed complete sentence preparation outline, similar to the sample posted in Moodle. Do not write a manuscript of your presentation.
10. Turn in a bibliography of your sources with your outline. The bibliography should be typed and in APA standardized format. If you are unfamiliar with APA consult your text, class handout, APA.org, the APA Tutorial in the course Moodle shell, and/or see the instructor. *Do not use a software program to generate your bibliography.*
11. As you listen to others' presentations be attentive and supportive. You should applaud each speaker's presentation.

Instruction Sheet for PERSUASIVE SPEECH PRESENTATION

Assignment Objectives

- To effectively adapt a presentation to the audience and the occasion
- To choose appropriate persuasive strategies
- To develop persuasive arguments using various forms of proof
- To clearly organize a persuasive presentation
- To use interesting opening and closing material
- To enhance your credibility
- To demonstrate effective vocal and physical delivery

General Purpose

The general purpose of your persuasive presentation is to persuade. Attempt to do this by changing your audience's opinion or behavior through the use of logical, emotional, personal, and/or narrative appeals. Persuasive presentations address questions of fact, value, and/or policy.

Assignment Requirements

1. The presentation should be well organized. It should include an attention-getting introduction, a central idea statement, a preview of main points, and a memorable conclusion.
2. Choose a specific purpose and a topic appropriate for the assignment. Your topic should address a question of fact, value, or policy.
3. Use at least five sources of information.
4. The presentation should also include at least three types of supporting materials.
5. Choose any of the organizational arrangements described in the text as a way of arranging your key points.
6. The time limit for the presentation is 6 to 8 minutes.
7. Your presentation should be delivered extemporaneously. Use a set of note cards as a guide. Do not read from a manuscript or memorize your presentation.
8. Dress appropriately on the day of your presentation.
9. On the day designated for persuasive speeches, turn in a typed complete sentence preparation outline. Review outlining principles described in the course text as well as the sample outline and/or outlining template found in the course Moodle shell to assist in development of a strong outline.
10. Turn in a bibliography of sources with your outline. The bibliography should be typed and in APA standard bibliographic format.
11. As you listen to others' presentations be attentive and supportive. You should applaud each speaker's presentation.

Instruction Sheet for SPECIAL OCCASION SPEECH PRESENTATION

Assignment Objectives

- To adapt a topic to your audience
- To use a clear presentational pattern
- To present an extemporaneous speech
- To demonstrate effective vocal and physical delivery

General Purpose

The general purpose of your special occasion presentation is to help listeners bond through the significance of the event. Be mindful of the type of special occasion speech you are giving. The speech's name dictates not only the occasion, but also its purpose. In other words speech content depends largely on the event where the presentation will occur.

Assignment Requirements

1. Conduct an audience analysis in order to understand the audience's interests.
2. Choose a specific purpose and a topic appropriate for the assignment.
3. The presentation should be well organized. It should include an attention-getting introduction, a central idea statement, preview of main points, appropriate supporting material, and a memorable conclusion.
4. Choose any of the organizational arrangements described in the text as a way of arranging your main points.
5. The presentation should be 3 minutes long.
6. Use at least three sources of information.
7. The presentation should also include at least three types of supporting materials.
8. Your presentation should be delivered extemporaneously. Use a set of note cards as a guide. Do not read from a manuscript or memorize your presentation.
9. On the day of the presentation, turn in a typed complete sentence preparation outline.
10. Turn in a bibliography of sources with your outline. The bibliography should be typed in APA standard bibliographic format.
11. Dress appropriately on the day of your presentation.