

**COMM111-07, CRN 30558**  
**Public Speaking**  
**3 credits**  
**Communication**  
**Linn-Benton Community College**  
**6500 Pacific Blvd. SW**  
**Albany, Oregon 97321**

**Winter Quarter**  
 January 3 – March 18, 2022  
*Zoom Lectures* Tuesday and Thursday, 10:00 – 11:20 am  
**Instructor:** Rosemarie Tillman, Ph.D.  
**Email:** tillmar@linnbenton.edu  
**Office:** South Santiam Hall, Room 203  
**Office Hours:** Monday and Wednesday, 12:00 – 1:00 pm  
 (held remotely)

**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 have documented your disability, remember that you must make your request for accommodations through the Center for Accessibility Resources (CFAR) [Online Services webpage](#) every term in order to receive accommodations. If you believe you may need accommodations but are not yet registered with CFAR, please visit the [CFAR Website](#) for steps on how to apply for services or call [\(541\) 917-4789](#).

**Values**  
 Our values serve as the foundation that inspires our actions and unites us as a community. As responsible stewards, we are committed to:

- **Opportunity:** We support the fulfillment of potential in ourselves and each other.
- **Excellence:** We aspire to the highest ideal with honesty and integrity.
- **Inclusiveness:** We honor and embrace the uniqueness of every individual, and promote the free and civil expression of ideas, perspectives and cultures.
- **Learning:** We commit to the lifelong pursuit of knowledge, skills, and abilities to improve our lives and our communities.
- **Engagement:** We openly and actively connect as students, faculty, staff and community.

**Course Policies**  
 This course is an online class. This means that you must regularly login to Moodle. The traditional aspects of the course revolve around reading, assignments, activities, discussions, and participation. The activities and discussions will highlight the reading materials, elaborate on assignments, and prepare you for the Course Examination.

This course is designed to develop your understanding of, and ability to use, public speaking 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 participate in activities and forums, do the reading, and complete assignments in accordance with the prescribed schedule.

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.

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 email messages. **The best way to make sure that your email message receives the prompt attention it deserves is to use the email function within the course’s Moodle shell. Moodle tends to experience fewer difficulties with my linnbenton.edu address than other systems do. If you must use another email account, please use your Linn-Benton account.** Please put COMM111 in the subject line of your email. That will ensure I do not lose your email in the flood of other messages I receive. A third option, and least preferred, is to use some other account. **If you must resort to this, in addition to including COMM111 in the title, be sure to include the name you are registered in this course under.** This will ensure I do not lose or overlook your email message.

**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. (2020). *The Speaker's Primer, 3rd ed.* 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 inform the audience about some object, process, concept, or event. Topics should be useful and interesting. Pick a topic that you know well or are very interested in. Use of at least three sources of information (e.g. articles, web sites, films), three types of supporting materials (e.g. facts, testimonies, stories), and one visual aid is required for this assignment. Upload an outline, your note cards, and a bibliography to Moodle.

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

The speech should persuade the audience to believe, think, or do something different than their current beliefs, thoughts, or behaviors. Topics should be realistic and interesting. Use of at least five sources of information (e.g. newscast, movie, textbook), an organizational pattern, and three types of supporting materials (e.g. definition, description, comparison) are required for this assignment. Upload an outline, your note cards, and a bibliography to Moodle.

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

Develop a fictional speech of introduction, toast, or eulogy concerning an individual 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 five Exam Parts. Each Exam Part contains twenty questions covering the syllabus or 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 an online 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. You should check announcements; review the syllabus, read course messages, read/view/listen to 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, presenting speech, listening to a speech - actually doing just about anything within our course community, at least once a week, will help time fly and your grade grow.

7. *Peer Evaluation Papers* (three reflective essays, 1 – 3 pages each, doubled spaced, 12 point font)

Write an evaluation paper about three classmates from each one of your speech presentation groups. We are talking about three different types of speeches, three different speakers, and three different papers. Did the speaker make sense? Was the speaker interesting? Did you learn anything? Was the speaker memorable? You might want to take notes while listening to presentations to assist in the writing of these papers.

8. *Theory Or Model Journal* (1 document with 5 entries that are each 1 – 3 double spaced pages in 12 point font)

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 presentations. 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 in which you either gave a speech or you listened to a speech. Yet another paragraph should explain how the theory or model helps or hinders the described public speaking episode. Still another paragraph should express how you feel about the theory or model. 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. Peer Evaluation Papers (PEP):	300	
➤ Speaker 1		100
➤ Speaker 2		100
➤ Speaker 3		100
7. Theory Or Model Journal (TOMJ)	100	
8. Four Part Course Examination (CE):	500	
➤ Exam Part (EP) #1 (Syllabus and Getting Started Learning Module)		100
➤ EP #2 (Chapters 1, 2, 3, 4, 5, & 6)		100
➤ EP #3 (Chapters 7, 8, 9, 10, & 11)		100
➤ EP #4 (Chapters 12, 13, 14, 15, & 18)		100
➤ EP #5 (Chapters 16, 19, 20, 21, 17, & 22)		100

+  
**TOTAL POSSIBLE POINTS: 1765**

**Evaluation**

The number of points that you have at the end of the term is your final grade before attendance penalties may be applied. You are allowed two absences for the duration of the term. 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 *Zoom* Lecture on time. Coming late or leaving early three times equals an absence.

As previously stated, there are no makeup 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 1765 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 – 1765
B	=	900 – 1099.9
C	=	700 – 899.9
D	=	500 – 699.9
F	=	0 – 499.9

**Course Schedule**

Tentative: Subject to Change

EPs, all of the ISP, PSP, & SOSP work products, PEPs, and the TOMJ are due via Moodle by 11:55 pm on the date indicated below.

**Do Not Email Assignments.**

**Work products are only eligible for points when submitted via Moodle.**

<i>Week</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
1.	<i>January 3</i> Getting Started Learning Module Syllabus Course Abbreviation Key	<i>January 4</i> Zoom Lecture WAYTTC	<i>January 5</i> GAS Activity Worksheet ISP Sign Up PSP Sign Up	<i>January 6</i> Zoom Lecture GAS Activity Class Discussion SOSP Sign Up	<i>January 7</i> EP #1
2.	<i>January 10</i> Read chapter 1	<i>January 11</i> Zoom Lecture Read chapter 2	<i>January 12</i> Read chapter 3	<i>January 13</i> Zoom Lecture Read chapter 4	<i>January 14</i> Read chapter 5
3.	<i>January 17</i> <b>Holiday – Martin Luther King Day</b>	<i>January 18</i> Zoom Lecture Read chapter 6	<i>January 19</i>	<i>January 20</i> Zoom Lecture	<i>January 21</i> EP #2
4.	<i>January 24</i> Read chapter 7	<i>January 25</i> Zoom Lecture Read chapter 8	<i>January 26</i> Read chapter 9	<i>January 27</i> Zoom Lecture Read chapter 10	<i>January 28</i> Read chapter 11
5.	<i>January 31</i>	<i>February 1</i> Zoom Lecture	<i>February 2</i>	<i>February 3</i> Zoom Lecture	<i>February 4</i> EP #3
6.	<i>February 7</i> Read chapter 12	<i>February 8</i> Zoom Lecture Read chapter 13	<i>February 9</i> Read chapter 14	<i>February 10</i> Zoom Lecture Read chapter 15	<i>February 11</i> Read chapter 18
7.	<i>February 14</i>	<i>February 15</i> Zoom Lecture/ISP	<i>February 16</i>	<i>February 17</i> Zoom Lecture/ISP PEP Speaker 1	<i>February 18</i> EP #4
8.	<i>February 21</i> <b>Holiday – Presidents' Day</b>	<i>February 22</i> Zoom Lecture Read chapter 16	<i>February 23</i> Read chapter 19	<i>February 24</i> Zoom Lecture Read chapter 20	<i>February 25</i> Read chapter 21
9.	<i>February 28</i>	<i>March 1</i> Zoom Lecture/PSP	<i>March 2</i>	<i>March 3</i> Zoom Lecture/PSP	<i>March 4</i>
10.	<i>March 7</i>	<i>March 8</i> Zoom Lecture/PSP	<i>March 9</i> Read chapter 17	<i>March 10</i> Zoom Lecture PEP Speaker 2	<i>March 11</i> Read chapter 22
11.	<i>March 14</i>	<i>March 15</i> SOSP	<i>March 16</i> TOMJ	<i>March 17</i> PEP Speaker 3	<i>March 18</i> EP #5

## **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. Be prepared to scan or photograph and upload your note cards to the Moodle shell. Do not read from a manuscript or memorize your presentation.
8. Dress appropriately the day of your presentation.
9. On the day designated, upload a word processed, complete sentence preparation outline, similar to the sample posted in Moodle. Do not write a manuscript of your presentation.
10. Upload a bibliography of your sources with your outline. The bibliography should be word processed and in the American Psychological Association's (APA) standardized format. If you are unfamiliar with APA consult your text, 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 unmute your mic and 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. Be prepared to scan or photograph and upload your note cards to the Moodle shell. 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, upload a word-processed 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. These can assist in development of a strong outline.
10. Upload a bibliography of sources with your outline. The bibliography should be word-processed and in APA standard bibliographic format.
11. As you listen to others' presentations be attentive and supportive. You should unmute your mic and 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, and a 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. Be prepared to scan or photograph and upload your note cards to the Moodle shell. Do not read from a manuscript or memorize your presentation.
9. On the day of the presentation, upload a word-processed complete sentence preparation outline to the course shell.
10. Upload a bibliography of sources with your outline. The bibliography should be word processed in APA standard bibliographic format.
11. Dress appropriately on the day of your presentation.
12. As you listen to others' presentations be attentive and supportive. You should unmute your mic and applaud each speaker's presentation.