**Fall 2018 COMM 111 – PUBLIC SPEAKING SYLLABUS**

Mondays/Wednesdays 2:30pm-3:50pm

Linn Benton Center: Room #104

Credits: 3 credits

Instructor: Chelsey Williams

Email: Chelsey.williams@linnbenton.edu

Office Hours: Mondays 4-5pm @ Linn-Benton Center/\*Other times by appointment

*\*Please be advised that syllabus is a formal contract between the students and the instructor. By taking this class, you are confirming that you have thoroughly read this syllabus and you agree to the policies outlined in it. Nearly everything you need to know about the course is located here in the syllabus and is subject to change at the discretion of the instructor.*

**Required Materials**

Valenzano III, J.M., Braden, S.W., & Broeckelman-Post, M.A. (2013) The Speaker’s Primer (2ed.). Southlake, TX: Fountainhead Press. ISBN: 9781598716207

**BOOKMARK THIS PAGE**: <https://owl.english.purdue.edu/> This is a phenomenal writing guide, and you will be held to the standards that you will find on these pages. This is a guide for APA citations. I will be grading assuming that you have used this resource. You may not use MLA.

1. **Attendance is required.**
2. Because this is a performance based class, you must be in class to perform. For a public speaking class to be successful there must be also be a consistent audience. Therefore, your participation as a member of the audience is as necessary as your participation as a speaker. You are evaluated on your participation as an audience member as well being a speaker. Please make sure to sign into class each day so you may receive credit for your attendance. Missing more than two classes results in a 5pt deduction from your overall grade for each absence.
3. **Absences**
4. Assignments are due on time, even if you are absent.
5. Missing speaking day is discouraged. In some cases, we may not have the time to make it up. If you anticipate that a day you have been assigned for a speech day will not work for you, please let me know as soon as possible.
6. **Late Arrival/Early Departure Policy**
	1. You are required to come to class on time. Coming in late is disruptive also, please do not leave early.
	2. Please do not enter the classroom when another student is giving their speech. Wait outside until you hear clapping, that way you can be sure the speech has ended.
7. **Preparedness**
8. You should be prepared for class everyday by having access to your text book and syllabus. All assignments with multiple pages should be stapled. You will also need to have access to Microsoft Office and the ability to save your work in the cloud or on an external hard drive to ensure you don’t lose your work. Be familiar with our course on Moodle.
9. **Technology**
10. I am an instructor who embraces technology. I use Moodle to communicate and enhance the learning with all aspects of this course. Cell phones, iPods, iPads, tablets and laptops are permitted in class for certain assignments and must be put away once those assignments have been completed in class (I will let you know when they can be used). I also will request that you use your own cell phone to record one of your major speeches but otherwise, **please turn off your cell phones when you are in class**.
11. **Speeches**
12. Speeches: All speech guidelines and grading rubric are handed out the day the speech dates are assigned. You are required to bring the evaluation rubrics that I hand you to every speech you present. You will have a total of five speeches this term: Partner, Self-Introduction, Special Occasion, Informative, and Persuasive. Three out of the four speeches require visual aid (self-introduction, informative, and persuasive), although I encourage you to use visual aids for all of your speeches.
13. Speech Dates: will be assigned throughout the term. You must present your speech on the assigned date. You are not allowed to make up a speech if you miss your assigned date. If you do not show up on your assigned speech date, you will receive 0 points for that speech. Exceptions are granted on a case-by-case basis and only if arranged with me prior to the missed speech.
14. Works Cited: The use of complete source citations is a critical element of a well-developed speech. Each speech will require a minimum number of source citations. Full credit will only be given for stating complete source citations orally while delivering a speech. Because you are speaking to a college audience, it is also expected that you will use credible sources. If the required amount of sources is not cited (orally, and in outline), the speech can receive no more than a D+.
15. Outlines: Final Outlines are always due the day of your speech, to be handed to me directly or you can upload to Moodle as long as you do it the day before you speak. If I do not have your outline in some form, outline, you cannot give your speech**.** Outlines are required for the three major speeches listed above. Each outline must be fully developed, properly formatted, typed and contain a works cited page. Examples of outlines will be posted on Moodle.
16. Grading Speeches: Speeches are graded in two parts: delivery and preparation. Half of your grade is dependent upon the outline that you prepare and hand in when you speak. The second half of the grade will come from your delivery. In my class, special consideration is given for growth over proficiency.
17. Time Limits: All speeches will have time limits and require preparation prior to class. Every 30 seconds the speech goes over or under the given speech time, 5% will be deducted from the speech grade.
18. **Outlines** Two rough drafts are required during the term. Rough Drafts are to be turned in on Moodle, not via email. Final outlines are required for all major speeches. Outline requirements are available in your textbook, in Moodle, and discussed at-length in class. The final outlines are worth half of your speech grade. If you do not bring an outline on the day you speak, you will receive 0 points for that speech. You will receive an outline requirements checklist during class.
19. **Reading**
20. Weekly reading will be assigned and you are expected to complete and post a weekly reflection on Sundays by midnight on Moodle.
21. **Class Etiquette**
22. Public speaking can be very nerve wracking. Many people have a great fear of it. It is of utmost importance to demonstrate courtesy to your classmates when they are speaking. Please give your classmates the courtesy of your attention. Please be courteous to one another- show support and encouragement, especially before and after speeches.
23. Disrupting another’s student’s speech can result in a 5pt deduction from your final grade. On your scheduled speech day, you are not permitted to have any materials related to your speech out on your desk or within sight.
24. Do not read your own speech, practice your speech or look over note cards or your outline for your own speech while another student is speaking. Please remember, students are required to participate in class lectures and assignments each week- your grade depends on it. Class is more enjoyable when you take an active role in learning- you get out of it what you put into it!
25. Maintain a positive attitude towards your class and the instructor and uphold the expectations for classroom**.**
26. **Quizzes**

There will be three quizzes worth 10 points each throughout the term consisting of multiple choice and true or false questions. Questions will be based on material from assigned readings, class discussions, and lectures. Lowest quiz grade is dropped at the end of the term.

1. **Communication**

Email is the best way to get in touch with me. You must use your @linnbenton.edu email. Please be sure to sign your emails with your first and last name, otherwise I won’t know who you are or how to answer your questions or concerns. Please include COMM 111 and the section number in the subject line of your email. Make sure your email is courteous and professional.

**12 Academic Dishonesty and Class Decorum**

LBCC is dedicated to maintaining an optimal learning environment and insists upon academic honesty. To uphold the academic integrity of the institution, all members of the academic community, faculty, staff and students alike, must assume responsibility for providing an educational environment of the highest standards characterized by a spirit of academic honesty. Accordingly, if you exchange information with another student during an exam, use unauthorized sources during a exam, and/or submit someone else’s work or ideas as your own in any of your assignments, you will receive an F for the assignment and may be subject

to further discipline.

**Civility**

All individuals participating in this course have a responsibility to create and maintain an environment conducive to learning. A learning-friendly environment is one that is free of distractions, engages all participants in the learning process, and does not demean or dehumanize any individual or group. Participants therefore will:

* Arrive on time and remain for the duration of the class.
* Refrain from conducting private conversations in class, including use of cell phones or other devices, texting, or checking email. If you need to use these devices, please step out of the learning space at an appropriate time.
* Use socially conscious language and behavior that does not demean or dehumanize any person or group of persons, whether such persons are present.
* Show respect of others in the course through listening effectively and responding thoughtfully and sensitively.
* Contribute to the learning of one another in the course by being prepared for class and engaging in and contributing to the learning in the course.

**Religious Observances** I will be happy to work with you if class meetings or assignments conflict with your religious practices. Please let me know of any anticipated conflicts early in the term.

**Policy on Children in Class** It is my belief that if we want parents in academia, that we should also expect children to be present in some form. Currently, the college does not have a formal policy on children in the classroom. The policy described here is thus, a reflection of my own beliefs and commitments to student, staff and faculty parents. 1) All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. Because not all women can pump sufficient milk, and not all babies will take a bottle reliably, I never want students to feel like they have to choose between feeding their baby and continuing their education. You and your nursing baby are welcome in class any time. 2) For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving them with someone you or the child does not feel comfortable with. Because this is a speech class, it is not preferable to bring toddlers to class. If you are having a childcare issue, please let me know and I will work with you. If you have an older child (over age 7) and need to bring them, please let me know and I will accommodate. I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.

1. **Disabilities & Accommodations Statement**

Direct questions about or requests for special needs or accommodations to the LBCC Disability

Coordinator, RCH-105, 6500 Pacific Blvd. SW, Albany, Oregon 97321, Phone 541-917-4789 or

via Oregon Telecommunications Relay TTD at 1-800-735-2900 or 1-800-735-1232. Make sign

language interpreting or real-time transcribing requests 2-4 weeks in advance. Make all other

requests at least 72 hours prior to the event. LBCC will make every effort to honor requests. Center for Accessibility Resources (CFAR) Individuals requiring accommodation due to a documented disability and/or personal hardship should meet with me during the first week of class. I will do my best to assist you, provided that it does not compromise the academic integrity of LBCC. Students with disabilities should contact the Center for Accessibility Resources at **541- 917-4789**. Nondiscrimination Policy LBCC prohibits unlawful discrimination based on race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, gender, marital status, disability, veteran status, age, or any other status protected under applicable federal, state, or local laws.

**LBCC Comprehensive Statement of Nondiscrimination:**

LBCC prohibits unlawful discrimination based on race, color, religion, ethnicity, use of native

language, national origin, sex, sexual orientation, gender, gender identity, marital status,

disability, veteran status, age, or any other status protected under applicable federal, state, or

local laws. For further information, see Board Policy P1015 in our Board Policies and

Administrative Rules. Title II, IX, & Section 504: Scott Rolen, CC-108, 541-917-4425; Lynne

Cox, T-107B, 541-917-4806, LBCC, Albany, Oregon. To report: http://linnbenton-advocate.symplicity.com/public\_report

1. **Not All Learning Challenges Are Visible**: Many students deal with a social disability that is not visible to others but does significantly impact their lives in ways that require additional accommodations in a learning setting. An example of these might be; Autism, Anxiety, Dyslexia, ADD, ADHD, Depression, Misophonia, OCD, and a variety of others.
2. **Academic Accommodations for Persons with Disabilities:** In both compliances with and in the spirit of the **Americans with Disabilities Act (ADA),** I would like to work with you if you have a learning challenge that is relevant to your work in this course. Students with documented disabilities who may need accommodations, who have any emergency medical information the instructor should be aware of, or who need special arrangements in the event of evacuation, or who may need additional excused absences should make an appointment with me no later than the first week of the term so we can create a learning environment that will serve to take into consideration your needs.   It is your responsibility to notify me of your ADA status or your CFAR arrangements. Again, please feel free to contact me via email or visit me during office hours so we can talk privately about how I can best serve you in this course. The college is legally obligated to provide appropriate accommodations for students with documented disabilities. If you are unsure if you have a disability that is documented, please feel free to come visit me so we can discuss.
3. **Moodle/ E-mail**

We will use Moodle for important announcements, syllabus, discussions, sharing videos and other learning materials. I only display two weeks at a time on Moodle. The current week and the week following. In addition, you can view your grades and progress in the class. You must check in to the site at least once a week and participate in the weekly assignments (quizzes and discussions), you are graded on this participation (see below). If you have having difficulty accessing any aspect of Moodle please let me know so I can rectify this for you or direct you to who can.

1. **Grading Policy**

All assignments, exams and speeches are given a designated number of points, the total of points for the course is 200. The following is a breakdown of the letter grading.

A (179.5-200 pts)

B (159.5-179.4 pts)

C (139.5-159.4 pts)

D (119.5-139.4 pts)

F (119.5 pts or fewer)

1. **Course Grading;** Graded Assignments Grade Breakdowns

Self-Introduction Rough Draft 10 Points

Self-Introduction Speech 20 Points

Informative Speech Rough Draft 10 Points

Informative Speech 30 Points

Persuasive Speech 40 Points

Special Occasion Speech 15 Points

Partner Introduction 10 Points

Participation 15 Points

Quizzes 20 Points

Self-Critique15 Points

Peer Critique15 Points

**Total Course Points Possible 200 Points**

1. **Posting Grades**

I try and keep my grades posted weekly. I have anywhere between 30-60 students to grade for every individual assignment so sometimes this is not possible. My goal is to post the grade within three days from the time the assignment was due. Keep track of your progress, do not wait until the last minute to contact me about any concerns you have about your grades. I do not speak to students after class about their grades, please come see me in my office so I have access to your records.

1. **Preparation & Practice**

For every minute, you speak two hours of preparation is needed. Thus, a 5-minute speech will take you up to 10 hours to prepare. **Professors** use a careful system of checks and balances developed over years of university-level teaching to be fair and consistent across sections and speeches.  Before each speech, you can use the evaluation forms and assignment instructions to determine how your speech will be graded.

1. **E-Mail**

I will respond to your emails within 24 hours except if your email was sent on a weekend or a holiday. If you send me an email during the weekend or a schedule school holiday, I will return your correspondence the first school day following the weekend (Monday) or the next school day following the holiday. Email is my preferred method of contact with students, but please don’t abuse this. If you ask a question that can be found in the syllabus I will refer you back to the page and section of the syllabus that will answer the question.

1. **Chapter Quizzes**

There will be several chapter quizzes throughout the term. They will be based on the chapters that are listed on your course schedule. You MUST read the chapter BEFORE you come to class. The book is super easy to read and is enjoyable.

1. **Exams**

This course does not require a mid-term or final exam. As a technical course, the learning is in the doing and the grade is a reflection of the work in your overall portfolio. However, there are several short quizzes that are due online throughout the course to aid you in learning the terminology and concepts that you are practicing.

1. **OUTLINE CRITERIA**

All speech outlines you turn in must have the following format requirements; you will lose points on outlines that do not fulfill ALL of these requirements:

* + First and last name
	+ Typed in 12 point, Times New Roman Font
	+ Typed in **black ink**, **double spaced**
	+ MLA or APA Format
	+ 1” inch margins on all sides
	+ Citations both in the body of the outline and in the “Works Cited” section
	+ Stapled together before class – with evaluation forms – forms go on top
	+ Spell checked and proofread
	+ Turned in on time and at the start of class
	+ Printing double sided is acceptable and encouraged.

**Citations are crucial and should be found in 3 places: the body of your outline, the “Works Cited” section, and verbally expressed in your speech.** There are outline templates for you to use on Moodle. Use these please, save yourself the headache of dealing with formatting in Word, you will be graded on the formatting.

1. **Self-Critique**

For this assignment, you will need to record your Informative Speech. You can simply have someone in class record a video on your phone, or ask me ahead of time to bring a camera to record you. You will then need to watch your speech and write a 2-3-page self-critique. A handout with details about this assignment will be available during Informative Speech days.

1. **In-Class Peer Critiques**

You are required to complete several critiques of speeches presented by other students in class (handed out in class). It will be filled out during the Persuasive Speech. Please complete the critique while the speaker is delivering his/her speech. You will be evaluated on the quality of your critique. You will not receive credit for critiques that are poorly written or not turned in. It is your responsibility to make sure you complete all required critiques.

* **Extra Credit:** Weekly reading reflections are optional extra credit and are worth 5pts when uploaded to Moodle by the due date. Perfect attendance will result in 10 extra credit points on your final grade.

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| **WEEK** | **DAY** | **ACTIVITY** | **READING/ASSIGNMENTS** |
| **WK 1** | **1** | Course Introduction; Assign Partners |  |
|  | **2** | Understanding Public Communication | Chapters 1 & 2*Xtra credit Reflection 1 due on Sunday @ midnight on Moodle*. |
| **WK 2** | **3** | Partner Speech Day | Ch. 5, 10, & 11*Xtra credit reflec. due on Sun midnight on Moodle.* |
|  | **4** | Pillars of Delivery |  |
| **WK 3** | **5** | Self-Intro Prep Exercises | Ch. 16, 18, & 19 |
|  | **6** | Self-Intro Prep Exercises | **Self-Intro Rough draft due** **Friday by 6pm.****Quiz 1 Due Sunday by Midnight** |
| **WK 4** | **7** | Self-Introduction Speech Day | Ch. 6, 8, & 13*Xtra credit reflect 2 due on Sun**Moodle*. |
|  | **8** | Self-Introduction Speech Day |  |
| **WK 5** | **9** | Language; Audience Analysis | Ch. 17: only pp. 222 & 227-230Ch. 4, 7, & 9**Quiz 2 Due Sunday by Midnight** |
|  | **10** | Workshop Day for Informative Speech | Informative Rough Draft due Friday by 6pm on Moodle. |
| **WK 6** | **11** | Informative Speech Day; Peer Critiques |  |
|  | **12** | Informative Speech Day; Peer Critiques Assign Persuasion |  |
| **WK 7** | **13** | Persuasion Lecture and Prep |  |
|  | **14** | Workshop Day for Persuasive Speech |  |
| **WK 8** | **15** | **Monday Nov. 12th NO CLASS**Veterans Day | Ch. 12 & 14*Xtra credit reflect 3 due on Sun**Online* **Quiz 3 Due Sunday Online** |
|  | **16** | Persuasive Speech Day |  |
| **WK 9** | **17** | Persuasive Speech Day | **Self-Critique Due Sun. @****Midnight on Moodle.** |
|  | **18** | Persuasive Speech Day |  |
| **WK 10** | **19** | Special Occasion Speech Prep | **Quiz 4 Due Sunday @** **Midnight on Moodle.** |
|  | **20** | Fun Impromptu/Improv Speech Activity |  |
| **WK 11** | **21** | **Last Day of Class; Mon. December 3**Special Occasion Speech |  |