

Introduction to Public Speaking

Comm 1101

Section 017

T/Th 1:00-2:15pm

Ford 127

Spring 2018

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appointment
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Required Text and Materials

Lucas, Stephen. The Art of Public Speaking, 12th Ed. (custom edition: ISBN 9781259948749) McGraw-Hill, 2015.

3-ring Binder for Lucas Text

You must know how to use the U of M's library system, including how to find and use primary and secondary sources.

White Index Cards, either 3x5 or 4x6 (4x6 is recommended)

Expected Course Outcomes

This course is designed to provide both a practical introduction to public speaking and a forum for practicing public speaking. The objectives are to familiarize you with some basic principles of effective, ethical public speaking, to give you practice enacting those principles, to instill a sense of the importance of public communication in shaping our lives, and to develop your awareness of the ethical obligations involved in the communication process. You will learn about your own speaking skills and become an insightful observer of other speakers. COMM 1101 also addresses the following Department Student Learning Outcome:

- **Create messages appropriate to the audience, purpose, and context**
 - Locate and use information relevant to the goals, audiences, purposes and contexts
 - Select creative and appropriate modalities and technologies to accomplish communicative goals
 - Adapt messages to the diverse needs of individuals, groups and contexts
 - Present messages in multiple communication modalities and contexts
 - Adjust messages while in the process of communicating
 - Critically reflect on one's own messages after the communication event

As such, you will create and deliver graded speeches on non-trivial topics, with particular attention paid to an audience-centered approach. You will also critique speeches given by public figures, your peers, and yourself. The majority of the course grade is based upon your performance on assignments related to speech preparation, presentation, and evaluation. Speech grading criteria are directly connected to these student learning outcome goals.

CLE Civic Life & Ethics Theme

This course also satisfies the Council of Liberal Education's Civic Life & Ethics theme. Every act of public communication is an ethical act that advances some values and resists others. The course assignments involve public advocacy and thus require you to engage two sets of ethical challenges:

- 1) What are the ethical entailments of one's public speaking choices?
- 2) How does one balance the need for "effective" (i.e., persuasive) speaking with the need to address one's audience ethically?

To engage these questions, you will work with the instructor and your fellow classmates to define ethics, understand the role of ethics in civic life, and explore how ethical principles of society emerge as a result of public advocacy and deliberation. The course requires you to develop, defend, or challenge your personal values, beliefs, and actions as they relate to your life as a resident in the United States and as a member of a global society. You will have concrete public speaking opportunities to identify and apply your knowledge of ethical advocacy, both in solving short-term problems of persuasion and in creating long-term character as engaged citizens.

Course Policies and Expectations

- **Attendance.** Class attendance is expected and is critical to your success in this course. Attendance will be taken during every class period. For every class period that you attend, you will receive 3 points; if you are tardy you will receive 1 point; if you are more than 15 minutes late to class, or if you do not show at all, you will receive zero attendance points for that day. It is difficult to get a satisfactory grade in this course if you frequently miss class. **Attendance is required on all presentation days, whether you are speaking or not. If you miss your scheduled presentation day, you will lose all points for that speech.** Additionally, as the nature of public speaking requires an audience, **if you are absent on a presentation day** (even when you are not scheduled to present) **you will lose 15 points from your participation grade.** Proper University-approved documentation will be required in order for you to get an excused absence on a speech day. Please familiarize yourself with the University's recently updated make-up work policies: <https://policy.umn.edu/education/makeupwork>
- If you are involved in any University-sponsored co-curricular or athletic activities and know that you must miss class for that reason, please notify me as soon as possible prior to the planned absence so we can make appropriate arrangements for you.
- **Late Work.** Speeches must be delivered on the day that they are assigned, and quizzes/exams must be taken during class on the day that they are administered. All written work will be due at the beginning of the class period on the scheduled due date. **I will not accept late work with the excuse of computer/printer malfunction. I do not accept assignments over email.** To avoid problems with this, please do not wait to print out your assignments until right before class.
- **Scholastic Misconduct.** You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. The University Student Conduct Code defines scholastic dishonesty as follows: "*Scholastic dishonesty means plagiarism; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using course materials without*

faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, misrepresenting, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.” Scholastic dishonesty includes, but is not limited to, the description above. Any violation of these guidelines will result in an “F” on that assignment. In addition, I will file a “Report on Student Scholastic Misconduct” with the Office for Student Conduct and Academic Integrity.

- **Complaints and Grade Disputes.** Any student who wishes to contest a grade on an assignment must submit their complaint via email within one week of the date the graded assignment was returned to the class. This complaint should describe, with adequate documentation, the reasons the student believes another grade is warranted. If appropriate, additional points may be awarded. Please note, however, that an appeal does not necessarily guarantee additional points.
- **Disability Accommodations.** The University of Minnesota views disability as an important aspect of diversity, and is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you have, a disability in any area such as, mental health, attention, learning, chronic health, sensory, or physical, please contact the DRC office on your campus (UM Twin Cities - 612.626.1333) to arrange a confidential discussion regarding equitable access and reasonable accommodations. Students with short-term disabilities, such as a broken arm, can often work with instructors to minimize classroom barriers. In situations where additional assistance is needed, students should contact the DRC as noted above. If you are registered with the DRC and have a disability accommodation letter dated for this semester or this year, please connect with me as early as possible in the semester so we can review how your accommodations will be applied in Comm 1101. Additional information is available on the DRC website: <https://diversity.umn.edu/disability> or via email drc@umn.edu.
- **Mental health.** As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via www.mentalhealth.umn.edu. The University of Minnesota-Twin Cities also offers a crisis line. Call [612-301-4673](tel:612-301-4673) any time. You can also text "UMN" to 61222. Both phone and text offer 24/7 help to our campus community.
- **Sexual harassment.** Sexual harassment means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such

behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy:

<http://regents.umn.edu/sites/regents.umn.edu/files/policies/SexHarassment.pdf>

- **Equity, Diversity, Equal Opportunity, and Affirmative Action.** The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: http://regents.umn.edu/sites/regents.umn.edu/files/policies/Equity_Diversity_EO_AA.pdf.
- **Academic Freedom and Responsibility.** Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.
- **Respecting intellectual property.** Students may not distribute instructor-provided notes or other course materials, except to other members of the same class or with the express (written) consent of the instructor. Instructors have the right to impose additional restrictions on course materials in accordance with copyright and intellectual property law and policy. Students may not engage in the widespread distribution or sale of transcript-like notes or notes that are close to verbatim records of a lecture or presentation. Students are not permitted to record any part of a class/lab/other session unless explicitly granted permission by the instructor. If the student does not comply, the student may be asked to leave the classroom.
- **Conduct.** The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. The University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community. As a student at the University you are expected adhere to Board of Regents Policy: [*Student Conduct Code*](#).
- **Cell phones, laptops, tablets, and all other electronic devices must be turned completely off and put away during class time. I do not allow students to use laptops to take notes or cell phones to take picture or audio record lectures unless you have a documented disability. It is better for your grade and the classroom environment for you to not show up at all than for you to show up physically present but intellectually disengaged.**
- **I have a zero-tolerance policy for instances of rudeness during classmates'**

speeches. You will fail the participation portion of your grade if you are engaged in any activity other than attentive listening during others' speeches.

Assignments and Class Requirements:

- **Readings:** Your syllabus indicates the recommended readings for each class period.
- **Participation:** Participation points can be earned by attending class regularly, by actively and respectfully participating in class discussion and activities, and by attentively listening to and giving appropriate feedback to all classroom speakers. Participation points will be lost for: using your laptop, cell phone, or other personal electronics during class, unexcused absences, tardiness, talking while someone else in the room is speaking—this includes the instructor, student speakers, and the students participating in class discussion. **During student presentations, I fully expect everyone to be attentively listening to the speaker. This means: no talking, no whispering, no texting, no sleeping, no working on your own speech/reading your own note cards, etc. It is possible for you to FAIL the participating portion of your grade in this class with just one instance of rudeness during another student's speech.**
- **Written Work:** All work submitted for a grade must be typed. With the sole exception of listener critiques, **I will not accept work that is not typed.** Additionally, you must turn in your complete outline for your informative and persuasive speeches at least one full week before your scheduled speech day – you will not be permitted to give your informative or persuasive speech unless you turn in these outlines, which will result in a grade of zero on both your outline and the speech.
- **Written Work vs. Presentation Work:** Please note that, although the focus of this course is on bettering your overall presentation skills, the written portions of your graded assignments are still critically important. It is possible to an “A” on all of the speeches in this class, and still not get an “A” for your overall grade. Although assignments like the outlines, bibliographies, listener critiques, etc. are smaller assignments, they do add up. If you don't do these assignments, or you do them poorly, your overall grade in this course is going to reflect that lack of effort.
- **Evaluation:** Assignments, speeches, papers, and quizzes will be graded on a point system. This system follows the guidelines as established by the University:
 - A Achievement *outstanding* relative to the level necessary to meet course requirements
 - B Achievement *significantly above* the level necessary to meet course requirements
 - C Achievement *meeting the course requirements* in every respect
 - D Achievement *worthy of credit* even though it fails to meet fully the course requirements
 - F Performance *failing to meet the basic course requirements*
 - S For S/N grade basis: Represents achievement that is satisfactory, which is equivalent to a C- or better.
 - N For S/N grade basis: Represents no credit and signifies that the work was either completed but at a level of achievement that is not worthy of credit or was not completed and there was no agreement between the instructor and the student that the student would be awarded an Incomplete.
 - I Incomplete; arranged in extreme cases only

Please understand this to mean that by just satisfying course requirements, you will be earning a “C” grade. In order to receive a grade of “A” or “B” you need to go above and beyond minimum expectations.

Assignments:

Introductory Speech	70 Points
Informative Speech	125 Points
Impromptu Speech	30 Points
Persuasive Speech	135 Points
Speech Outlines (2)	25 Points each
Bibliography (2)	20 Points each
Listener Critiques (3)	10 Points each
Attendance/Participation	120 Points

Total Possible Points: 600

In this course:

The total number of points you have earned on all assignments is divided by the total number of points possible. Letter grades are assigned as follows:

94-100% = A	74-77% = C
90-93% = A -	70-73% = C-
88-89% = B+	68-69% = D+
84-87% = B	62-67% = D
80-83% = B-	60-61% = D-
78-79% = C+	Less than 60% = F

If you have chosen an S-N grade base, you must earn at least the amount of points in the C-minus range to earn a grade of “S” (satisfactory).

Tentative Class Schedule

Jan 16	Welcome Intro to the course and syllabus
Jan 18	Introductory Speech Preparations
Jan 23	Introductory Speeches; Listener Critiques Due
Jan 25	Introductory Speeches; Listener Critiques Due
Jan 30	What is Communication?; Dealing with Speaking Anxiety. <i>Chapter 1: Speaking in Public; Chapter 2: Ethics and Public Speaking</i>
Feb 1	No Class Today

Feb 6	Finish Speaking Anxiety; Listening <i>Chapter 3: Listening; Chapter 4: Giving Your First Speech</i>
Feb 8	Audience Analysis <i>Chapter 5: Selecting a Topic and Purpose; Chapter 6: Analyzing the Audience;</i>
Feb 13	<i>Chapter 7: Gathering Materials</i> Selecting a Topic; Researching and Evidence; <i>Chapter 8: Supporting Your Ideas; Chapter 9: Organizing the Body</i>
Feb 15	Informative Speaking; Assign Informative Speech <i>Chapter 15: Speaking to Inform; Chapter 10: Beginning and Ending the Speech;</i>
Feb 20	Speech Organization – Intros, Conclusions, Transition Statements
Feb 22	Informative Speech Topics Due ; Outlining Speeches <i>Chapter 12: Presenting the Speech; Using Visual Aids; Chapter 14: Using Visual Aids</i>
Feb 27	Work Day - Research for Informative Speeches
Mar 1	Outlining Informative Speeches; Finish visual aids
Mar 6	Informative Speech Outlines Due ; Workshop Informative Speeches
Mar 8	Informative Speech Outlines Due ; Workshop Informative Speeches
Mar 13	***SPRING BREAK**
Mar 15	***SPRING BREAK**
Mar 20	Informative Speeches; Bibliographies Due; Listener Critiques Due
Mar 22	Informative Speeches; Bibliographies Due; Listener Critiques Due
Mar 27	Informative Speeches; Bibliographies Due; Listener Critiques Due
Mar 29	Informative Speeches; Bibliographies Due; Listener Critiques Due
Apr 3	Persuasive Speaking; Introduction and techniques
Apr 5	Persuasive Speaking; Assign Persuasive Speech; Organizing the persuasive speech

Apr 10
Apr 12

**Persuasive Speech Topics Due; Prep for Impromptus
Impromptu Speeches**

Apr 17
Apr 19

**Persuasive Speech Outlines Due
Persuasive Speech Outlines Due**

Apr 24
Apr 26

**Persuasive Speeches; Bibliographies Due; Listener Critiques Due
Persuasive Speeches; Bibliographies Due; Listener Critiques Due**

May 1
May 3

**Persuasive Speeches; Bibliographies Due; Listener Critiques Due
Persuasive Speeches; Bibliographies Due; Listener Critiques Due**