

COM K173-T7: Public Speaking: 10469
Spring 2017

Instructor: Karen Sweeney
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kssweeney@comcast.net
Meets: TR from 11:00 am -12:15 pm in KTRCC D203

Description of the course:

Prerequisite: *ENG K101 eligibility*

COM K173 Course Description):

Public Speaking introduces students to the principles and basic skills of effective speech communication. Students will research, compose, and deliver speeches of increasing complexity and sophistication. The course familiarizes students with the strategies and techniques of successful informative and persuasive public speaking so students gain an understanding of how communication happens and how people participate in public discourses. The course also exposes students to the rhetorical dimensions of many types of public speech and teaches them to be more critical listeners who can respond rhetorically to complex issues and ideas.

COM K173 Course Outcomes:

1. Demonstrate, describe, and apply an understanding of the relevant principles of speech communication, reasoning, and argumentation.
2. Critically evaluate examples of public discourse.
3. Demonstrate the acquisition of skills in public speaking and argumentation within several speech structures and contexts.
4. Demonstrate an ethical and effective use of academic research.
5. Demonstrate an appreciation of the relationship of speech communication to society.

Required Materials:

Practically Speaking, by J. Dan Rothwell

Email and Office Hours:

If you have any questions, concerns or want to discuss a particular reading or assignment, feel free to contact me via email. I will respond to emails within 24-36 hours. If you send an email between late Friday and Sunday, I will respond beginning the following Monday. My office hours are TR from 9-9:30 am and after 12:15 pm by appointment in D 207E.

Assignments:

Informative Speech 1 (10%)
Fairy Tale or Narrative Speech (10%)
Informative Speech 2 (15%)
Ceremonial Speech (10%)
Impromptu Speech (10%)
Final Project (20%)
Classwork/Homework (10%)
Quizzes (5%)
Participation (10%)

Attendance Policy:

This is a class that requires your regular and engaged attendance. Because of the nature of public speaking and public communication, it is important for you to be in class and committed to listening, thinking critically, and speaking. You should come prepared every day, meaning having read the assigned reading and prepared for any assignments due. I will be taking attendance daily. If you must miss a class due to an emergency, let me know via email. As 10% of your grade is based on participation and another 10% is based on classwork and homework, excessive absenteeism will negatively impact your grade.

Tardiness:

Due to the nature of this course, tardiness is very disruptive. There will be many days when students are giving formal and informal presentations, and entering the room while they are speaking can be quite unnerving for speakers. Excessive tardiness will negatively impact your grade.

Preparation:

You are responsible for all reading assignments, all material discussed in class, all handouts distributed in class, and all announcements made in class, including schedule changes. We will be writing in class, discussing, and giving presentations during the course of the semester. Students are expected to demonstrate professionalism in all of these activities. This includes being prepared to *answer* questions related to the reading, as well as being prepared to *ask* questions of clarification or about issues of interest, during class.

Question of the Day Exercise:

The "Question of the Day" is designed to provide you with regular classroom practice in the principles of effective public speaking. Class will begin most days with one of these exercises, so it is crucial that you arrive on time. During the exercises, students will respond to a current affairs question posed to the class. Student generated suggestions may be solicited.

Late Assignments and Make-up Policy:

Late assignments will not be accepted except in the most dire of circumstances. You are expected to come to class prepared on the days you have assignments due. The only exceptions to this will be documented cases of extreme illness, death of a family member, or college or legal obligations. In these instances, you will be expected to contact me via email prior to the class meeting, and should return to class with documentation explaining your absence. If you are not able to attend class when an assignment is due you must send me a digital copy of the assignment via email **before** our assigned class meeting time. When you return, you must also bring a hard copy of the assignment. I do not permit make-ups for in-class assignments.

Speech Policy:

You are expected to come fully prepared for each speech day. Because giving speeches takes class time, it is difficult to impossible to find time for presenting late speeches. Late speech presentations are guaranteed to lose at least one complete letter grade if proper documentation for an absence is not presented. However, even with documentation, you are not guaranteed the opportunity to make-up the missed speech due to time constraints. Please refer to the late assignment policy for questions about missed speeches. If you have specific questions or concerns regarding the policy, please speak with me privately about your situation.

Academic Integrity and Ethics:

The decision to enter college and undertake advanced study is a choice that entails an important set of ethical commitments. One of these commitments is a mindfulness of plagiarism: knowing what it is and how to properly complete assignments competently and ethically. Plagiarism will not be tolerated. Any assignment found to be plagiarized or to come from plagiarized material will receive a grade of zero and the student will be reported to the Academic Dean and Student Services Dean where disciplinary action may be taken.

Students with Disabilities:

If you have a disability that may affect your progress in this course, please meet with a Disability Service Provider (DSP) as soon as possible. Please note that I cannot provide disability accommodations until a student provides the necessary paperwork from the college’s Office of Disability Services to me. Also, accommodations take effect when I receive the paperwork from a student, and accommodations will not be provided retroactively.

TRCC Disabilities Service Providers Counseling & Advising Office Room A-119	
Matt Liscum (860) 215-9265	<ul style="list-style-type: none">• Learning Disabilities• ADD/ADHD• Autism• Mental Health Disabilities
Elizabeth Wilcox (860) 215-9289	<ul style="list-style-type: none">• Medical Disabilities• Mobility Disabilities• Sensory Disabilities

Class Cancellation Policy

In the event that I am not able to attend class, you should find a note posted outside our classroom door. If there is no note but I am not in the classroom, please wait ten minutes before concluding that class has been cancelled. In the event of cancellation, I will make every effort to notify you by both email and a Blackboard announcement ahead of time. For instructions on class cancellation due to inclement weather, please call 860-215-9000 or go online to: www.trcc.commnet.edu

The Writing Center/TASC

Room: C117 (next to the Library).
Phone: 860-215-9082.
Email: TRWritingcenter@trcc.commnet.edu.
Online tutoring: <http://www.etutoring.org/>

Digication Statement

All students are required to maintain an online learning portfolio using a TRCC designed template. Through this electronic tool, students can see their own growth in college-wide learning. The student can keep and continue to use the Digication account after graduation. A Three Rivers General Education Assessment Team will select random works to improve the college experience for all. No names will be attached to the assessment work; it will remain private and anonymous for college improvement purposes. In class outlines, students will find recommended assignments which support various college-wide learning abilities. The student will have a tool which can integrate their learning from the classroom, school, and life and allow for another opportunity of learning at TRCC! Students will be able to make multiple portfolios.

BOARD OF REGENTS FOR HIGHTER EDUCATION AND CONNECTICUT STATE COLLEGES AND UNIVERSITIES POLICY REGARDING SEXUAL MISCONDUCT REPORTING, SUPPORT SERVICES AND PROCESSES POLICY

Statement of Policy for Public Act No. 14-11: An Act Concerning Sexual Assault, Stalking and Intimate Partner Violence on Campus:

“The Board of Regents for Higher Education (BOR) in conjunction with the Connecticut State Colleges and Universities (CSCU) is committed to insuring that each member of every BOR governed college and university community has the opportunity to participate fully in the process of education free from acts of sexual misconduct, intimate partner violence and stalking. It is the intent of the BOR and each of its colleges or universities to provide safety, privacy and support to victims of sexual misconduct and intimate partner violence.”

UNITED STATES DEPARTMENT OF EDUCATION AND OFFICE OF CIVIL RIGHTS TITLE IX STATEMENT OF POLICY:

“Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in education programs and activities in federally funded schools at all levels. If any part of a school district or college receives any Federal funds for any purpose, all of the operations of the district or college are covered by Title IX.

Title IX protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination, including discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity. All students (as well as other persons) at recipient institutions are protected by Title IX – regardless of their sex, sexual orientation, gender identity, part-or full-time status, disability, race, or national origin-in all aspects of a recipient’s educational programs and activities.”

If any student experiences sexual misconduct or harassment, and/or racial or ethnic discrimination on Three Rivers Community College Campus, or fears for their safety from a threat while on campus, please contact Edward A. Derr, the Diversity Officer and Title IX Coordinator:

Public Speaking: Tentative Student Course Outline

Subject to change by instructor

Tuesday, January 17	Thursday, January 19
	Introduction to course Syllabus review Speeches of introduction HW: Read chapters 1 and 2
Tuesday, January 24	Thursday, January 26
Discuss speech basics and speaker anxiety HW: read Chapter 3 and 5	Discuss effective delivery and attention material Discuss Informative Speech #1 assignment, due Thursday, February 2 HW: Read ch. 6 and work on speech
Tuesday, January 31	Thursday, February 2
Discuss introductions and conclusions HW: Practice speech	Informative speech #1 due!

Tuesday, February 7	Thursday, February 9
<p>Continue presenting informative speeches.</p> <p>HW: Read chapter 4, Audience Analysis and Ch. 9 Critical Listening.</p>	<p>Finish informative speech presentations</p> <p style="text-align: center;">Discuss Speech #2, Fairy tale due Thursday, February 16</p> <p>Begin discussing audience analysis and critical listening</p> <p>HW: Select an existing fairy tale to change or write your own. Practice until you know your story well!</p> <p>Read Ch 12: Speaking Style Discuss speaking style</p>
Tuesday, February 14	Thursday, February 16
<p>Finish discussion of critical listening and audience analysis</p> <p>Discuss speaking style</p> <p>HW: Prepare Fairy tale speech</p>	Fairy tale speech Due !
Tuesday, February 21	Thursday, February 23
<p>Continue fairy tale speech presentations</p> <p>HW: Read Chapters 7 and 8</p>	<p>Finish presenting fairy tale speeches</p> <p>Discuss outlining and academic research</p> <p>HW: Read chapter 14: Informative Speaking</p>

Tuesday, February 28	Thursday, March 2
<p>Finish discussing research and outlining</p> <p>Begin discussing informative speaking and Informative Speech #2 assignment, outlines for which are due Tuesday, March 21 for peer review</p> <p>Informative Speech #2 is due Thursday March 23!!</p> <p>HW: Select topic and begin conducting research</p> <p>Prepare audience analysis questions</p>	<p>Continue discussion of Informative Speaking</p> <p>Begin In-class audience analysis exercise</p> <p>Outlines in MLA format due for peer review Tuesday, March 21</p> <p>Speeches due Thursday, March 23!</p> <p>HW: Read chapter 11: Presenting Supporting materials</p> <p>Conduct research and prepare outline</p>
Tuesday, March 7	Thursday, March 9
<p>Finish audience analysis exercise</p> <p>Discuss oral source citation</p> <p>HW: Continue research. Work on preparation outline, due for peer review Tuesday, March 21</p> <p>****Write paragraph regarding results of audience analysis survey and how your survey impacted the crafting of your speech, due with your speech</p>	<p>Finish discussion of oral source citation</p> <p>In class-impromptu speeches</p> <p>HW: Finalize speech outline and works cited page in MLA format</p>

Tuesday, 14	Thursday, March 16
Enjoy Spring Break!	No class. Spring break
Tuesday, March 21	Thursday, March 23
<p style="text-align: center;">Outlines due for peer review</p> <p style="text-align: center;">Continue in class impromptu speeches</p> <p>HW: Finish audience analysis paragraph</p> <p>Finalize outline and works cited page in MLA format</p> <p style="text-align: center;">Practice speech</p>	<p style="text-align: center;">Informative Speech #2 due with complete preparation outline and works cited page in MLA format plus audience analysis paragraph</p>
Tuesday, March 28	Thursday, March 30
<p style="text-align: center;">Continue Informative speech #2 presentations</p> <p>HW: Read Chapter 17: Occasions for Public Speaking</p>	<p style="text-align: center;">Finish informative speech #2 presentations. Begin discussing ceremonial speeches. Discuss ceremonial speech assignment, due Thursday, April 6</p>
Tuesday, April 4	Thursday, April 6
<p style="text-align: center;">Continue discussing ceremonial speaking</p>	<p style="text-align: center;">Ceremonial speech due!</p> <p style="text-align: center;">HW: Read chapters 14 and 15, Persuasive speaking</p>

Tuesday, April 11	Thursday, April 13
<p>Finish ceremonial speeches</p> <p>Discuss Final Project assignment</p> <p>Outlines due for peer review Thursday April 20</p> <p>Final project presentations begin Tuesday, April 25</p> <p>Begin discussion of Persuasive speaking</p> <p>HW: Read Chapters 10 and 13</p> <p>Select final project topic</p>	<p>Continue discussion of persuasive speaking</p> <p>Begin discussing logic and reasoning and using visual aids</p> <p>HW: Conduct research and work on your final project</p>
Tuesday, April 18	Thursday, April 20
<p>Finish discussing logic, reasoning and incorporating visual aids</p> <p>HW: Work on final project outline and select multimedia</p>	<p>Final Projects Outlines Due for Peer Review</p>
Tuesday, April 25	Thursday, April 27
Final Project presentations begin	Final project presentations
Tuesday, May 2	Thursday, May 4
Final project presentations	Final project presentations

Tuesday, May 9	Thursday, May 11
Final project presentations	Last day of class Finish presenting final projects. Final thoughts.