

COM K173-T3: Public Speaking: 10850
Spring 2016

Instructor: Karen Sweeney
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Meets: MWF 9-9:50 AM 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 MWF from 10-11AM or by appointment in D 205E.

Assignments:

Informative Speech 1 (10%)
Fairy Tale 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 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">• Physical Disabilities• Sensory Disabilities• Medical Disabilities• Mental Health Disabilities
Chris Scarborough (860) 215-9289	<ul style="list-style-type: none">• Learning Disabilities• ADD/ADHD• Autism

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 in Digication that uses the college template. Through this electronic tool students will have the opportunity to monitor their own growth in college-wide learning. The student will keep his/her learning portfolio and may continue to use the Digication account after graduation. A Three Rivers General Education Assessment Team will select and review random works to improve the college experience for all. Student work reviewed for assessment purposes will not include names and all student work will remain private and anonymous for college improvement purposes. Students will have the ability to integrate learning from the classroom, college, and life in general, which will provide additional learning opportunities. If desired, students will have the option to create multiple portfolios.

Public Speaking: Tentative Student Course Outline

Subject to change by instructor

		Friday, January 22
		Introduction to course Syllabus review Speeches of introduction HW: Read chapter 1
Monday, January 25	Wednesday, January 27	Friday, January 29
Finish speeches of introduction Discuss speech basics HW: Read Ch 2	Discuss speaker anxiety HW: Read Ch 3	Discuss speech delivery HW: read Ch 5
Monday, February 1	Wednesday, February 3	Friday, February 5
Discuss attention strategies HW: Read chapter 6	Go over Informative Speech #1, due Monday, February 8 Discuss introductions and conclusions HW: Read chapter 4	Discuss audience analysis HW: Prepare Informative speech #1, due Monday!

Monday, February 8	Wednesday, February 10	Friday, February 12
First Informative Speeches due!	Continue informative speech presentations HW: Read Chapter 12	No Class President's Day
Monday, February 15	Wednesday, February 17	Friday, February 19
No class President's Day	Discuss Speaking style Discuss Speech #2, Fairy tale, due Monday, February 22 Hw: Read chapter 9 Select an existing fairy tale to change or write your own. Practice until you know your story well!	Discuss skepticism and critical thinking HW: Work on Fairy tale speech, Due Monday!
Monday, February 22	Wednesday, February 24	Friday, February 26
Fairy Tales Speeches due!	Finish presenting fairy tale speeches HW: Read ch 7	Discuss Outlining and Organizing speeches HW: Read Ch 8

Monday, February 29	Wednesday, March 2	Friday, March 4
<p>Discuss appropriate academic research</p> <p>Discuss Informative speech #2 requirements, a 5-7 minute researched informative speech due Monday, March 15</p> <p>HW:</p> <p>Select topic for Informative speech #2</p> <p>Prepare three audience analysis questions regarding your topic</p>	<p>In-class audience analysis exercise</p> <p>HW: Begin research for Informative Speech #2</p> <p>Read Ch 14</p>	<p>Finish audience analysis exercise.</p> <p>Begin discussion of informative speaking</p> <p>HW: Write paragraph summary of how audience analysis exercise helped you to craft your speech</p> <p>Work on speech</p> <p>Outlines due for peer review Friday, March 11</p>
Monday, March 7	Wednesday, March 9	Friday, March 11
<p>Finish discussing Informative speaking</p> <p>HW: Read chapter 11</p>	<p>Discuss oral source citation and how to effectively present supporting material</p> <p>HW: Finish outline and works cited page in MLA format</p>	<p>Informative Speech #2 outline Due for peer review. Worth a maximum of 20 Classwork/Homework points</p> <p>HW: Finalize preparations for Informative speech #2 and practice!</p>
Monday, March 14	Wednesday March 16	Friday, March 18
<p>Informative speech #2 due!!</p>	<p>Continue Informative speech #2 presentation</p> <p>HW: Read ch 17</p>	<p>Finish informative speech #2 presentations</p> <p>Begin discussing ceremonial speaking</p>
Monday, March 21	Wednesday, March 23	Friday, March 25
<p>Happy</p>	<p>Spring</p>	<p>Break!</p>

Monday, March 28	Wednesday, March 30	Friday, April 1
<p>Discuss ceremonial speaking</p> <p>And Ceremonial speaking assignment, due Friday, April 1</p> <p>HW: work on ceremonial speech</p>	<p>Finish ceremonial speaking discussion</p> <p>HW: Finalize speech, due Friday</p>	<p>Ceremonial speeches due!</p>
Monday, April 4	Wednesday April 6	Friday, April 8
<p>Continue ceremonial speech presentations</p> <p>HW: Read chapter 10</p>	<p>Discuss argument, reasoning and evidence</p> <p>HW: Read ch. 15</p>	<p>Discuss foundations of persuasive speaking</p> <p>HW: Read chapter 16</p>
Monday, April 11	Wednesday, April 13	Friday, April 15
<p>Discuss Persuasive speaking strategies</p> <p>Discuss final project requirements, a 10 minute researched persuasive speech incorporating visual aids</p> <p>HW: Read chapter 13</p>	<p>Discuss using visual aids in speeches</p> <p>HW: Select topic and begin conducting research for final project. Outlines are due Friday, April 22 for peer review</p> <p>Prepare three audience analysis questions regarding your selected topic</p>	<p>Finish discussing visual aids in speeches</p> <p>In-class audience analysis exercise</p> <p>HW: Continue working on final project outline, due for peer review Monday, April 25</p>
Monday, April 18	Wednesday, April 20	Friday, April 22
<p>Finish audience analysis exercise</p> <p>Begin impromptu speeches</p> <p>HW: Write a paragraph describing how the audience analysis exercise helped you to craft your speech. Due when you present your final project</p> <p>Select multi-media for final project</p>	<p>In-class impromptu speeches</p> <p>HW: Continue conducting research and preparing your outline in MLA format</p>	<p>In class impromptu speeches</p> <p>HW: Finalize outline for peer review Monday, April 25</p>

Monday, April 25	Wednesday, April 27	Friday, April 29
Finish impromptu speeches Peer review of Outlines, worth 40 point maximum classwork/homework	Instructor's discretion	Final Projects due!
Monday, May 2	Wednesday, May 4	Friday, May 6
Final projects due!	Final Project presentations	Final Project presentations
Monday, May 9	Wednesday, May 11	Friday, May 13
Final project presentations	Final project presentations	Final project presentations
Monday, May 16		
Last class of the semester Finish final project presentations Final thoughts		