

COM K173 – Public Speaking
Three Rivers Community College, Fall Semester 2011

Instructor: Shannon Sousa

Email: SSousa@trcc.commnet.edu

Room: D128

Section: 3033

Day/Time: Tuesday and Thursday, 2:30 – 3:45 p.m.

Office Hours: 3:45 p.m. – 5 p.m. Tues. and Thurs. by appointment. (*NOTE: please email me a day in advance if you plan to see me during this time.)

MySpeechLab Course ID #: CM446984

***IMPORTANT: The syllabus and course schedule are subject to change and announcements will be made in advance. Please make sure that you have the most current copy on file. Class activities, writing workshops, films and cancelations may alter the timetable.**

Course Description: This course is designed to help students learn the fundamentals of speech communication. Students will listen to, creatively and clearly deliver, critically discuss and respond to oral presentations with increasing length and complexity. Emphasis is placed on effective speech planning, organization and execution, as well as identifying and analyzing good aspects of speech delivery, including verbal and non-verbal communication.

Required Textbook: *Public Speaking: Strategies for Success*, Sixth Edition by David Zarefsky (Includes: the hard copy, an e-book version and the access card for online use.) ***NOTE:** Please DO NOT lose the card, or you will NOT be able to use the additional materials you paid for.

Required Materials:

Ink Pen and Journal Notebook for note taking.

Note cards: 3X5 or 4X6 size.

Binder and/or folder for collecting your speech evaluations, quizzes and handouts.

Course Learning Outcomes:

Upon completion of this course, students should be able to:

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.

Grade Measurement

1) Speeches: 70%

#1 Classmate Introduction (1 minute) 2%

#2 Analysis of Magazine or Newspaper Article (2 -3 minutes) 4%

#3 Entertaining: Personal narrative story or lesson learned (3 - 4 minutes) 6%

#4 Special Occasion: Tribute, Greeting or Award (5 minutes) 8%

#5 Informative: How -To Demonstration (5-6 minutes) 10%

Requirements: Two visual aids and/or PowerPoint slides, use supportive materials, Chpt. 8.

#6 Persuasive: Community service or charity organization (6-8 minutes) 15%

Requirements: PowerPoint – 3-5 slides, Full-sentence outline, key word note card, two or more outside sources cited orally and on Works Cited page, use specific organizational pattern, Chpt. 10.

#7 Persuasive: Interesting, controversial, trend topic (8 minutes) 25%

Requirements: PowerPoint – 5-7 slides, Full-sentence outline, key word note card, two or more outside sources cited orally and on Works Cited page, use motivational-action type and motivational or problem-solution pattern.

2) Attendance & Participation: Class Activities, Discussion, Peer Critiques 10%

(Based on physical presence in class, discussions, group activities, and peer critiques)

3) Mid-Term & Final Chapter Tests 10% (Based on chapter reading and “post-test” taking in MySpeechLab, students will receive an “average score” for BOTH the Mid-Term & Final Chapter Test grades, which will be taken in class or over a break.)

4) Written Self Evaluation 10%

Self Evaluation – 1) On the first day of class you will be given a self-evaluation sheet to fill out. This will be reviewed and then returned back to you. Refer back to this sheet as the semester goes on. 2) At the end of the semester, you will write a Two-Page Final Self-Analysis Paper reviewing your progression and improvement as a public speaker from the first speech of the semester to the last. Include development of strengths, improved weaknesses and techniques and methods learned. ***NOTE: Keep a journal to log your progression and class notes to compose this assignment.**

Total percentage:

100%

Methods of Evaluation: In this course, you will have the opportunity to participate in group activities designed to improve your verbal and nonverbal communication skills, think critically as well as plan and prepare for speeches. In order to participate in the activities, you must be present in class the day of the activity. ***NOTE: Because communication involves your interaction with others, no class activities can be made up outside of class, and no extra work is assigned as make-up work for any missed activities.** Students will also participate through writing assignments, book reading and reviewing online resources, and researching information

from outside sources. Students will be evaluated on the ability to observe and critique peer speeches, retain and apply various speech communication methods and techniques and visual aids to their speech. All research will require the use of the library and the Internet. Students will also take "POST" chapter tests on MySpeechLab that allow you to take the test as many times as needed, submit it for a grade and then review the study plan to continue improving on areas that need improvement. This is NOT formally graded. Students will be graded based on the "average score" for a Mid-Term & a Final Chapter Test.

Speech Penalties: You are allowed ONE make-up for ONE speech ONLY from the list above. There are no acceptable excuses for not delivering a speech outside of this policy. If so, your grade will become a zero.

These are the following actions that will allow you to deliver your speech on a make-up day:

- Not passing in your outline, or coming to class without required visual aids.
- Passing or noting that you are NOT prepared when called to deliver your speech.
- Providing some type of excuse or inconvenience at the start of class without first speaking to me or sending me a message via email at least 24 Hours in advance.

Speech Requirements:

- Outlines (when prompted: key word or full sentence) must be typed and written in MLA style, (according to the sample format on Blackboard), and submitted the same day the speech is presented.
- Plan, compose, and utilize appropriate speaking notes (a key word note card ONLY when speaking) to facilitate and enhance the delivery of speeches.
- Document and verbally address all outside sources for a speech according to MLA style guidelines.
- When assigned, use audio and visual aids, including PowerPoint, to enhance speech presentations.
- Speeches must be on different topics.
- You will receive a C- or lower for your speech if you merely read it to the class.
- Peer attendance is required during speeches. Please DO NOT leave or enter the room while a speech is in progress.
- Please remember that peer feedback is important. Be sure to make comments specific and make suggestions for improvement reasonable on your peer evaluation forms.
- Read assigned chapters containing important information about preparing a specific speech. (If you don't read the material carefully, your speeches will reflect this.)

Course Requirements:

- Written assignments submitted LATE will receive NO credit! NO EXCEPTIONS.
- Poor mechanical errors from grammar, spelling and punctuation count on all written work, including speech outlines and written assignments. Be sure to thoroughly check these areas of your work before submitting.

- The use and review of specific online resources are strongly encouraged to help you comprehend major concepts and techniques of speech and understand how you are evaluated, including grading rubric sheets, topic ideas, and sample videos on Blackboard.

Attendance and Class Participation

This is an important part of your grade, and is built into class participation. Students are allowed **TWO missed classes without penalty. THREE missed classes, your final grade will be lowered by one letter grade. FOUR missed classes, your final grade will be lowered by two letter grades. FIVE missed classes you will receive a failing (F) grade, no exceptions.** Students who are **tardy or leave class early TWO consecutive times** will be marked as absent. If you are absent, please notify me. If you have an extenuating circumstance, such as a severe or chronic illness, family death, car accident, etc., please also communicate with me. I respect students who take responsibility for their status in class. ***NOTE: Expect that you will be responsible for making up all assignments missed.**

Attendance Incentive: Make it a priority to attend every class this semester, and I will ADD TWO points to your final persuasive speech. This speech has the highest point percentage.

I draw an important distinction between **Attendance to**, and **Presence in**, class although these two categories are combined to represent a percentage of your overall grade. Attendance to class means that students are expected to physically attend every class, and arrive on time. Presence in class means students bring all necessary texts and materials essential to their learning as well as the learning of others in the class. They should seize upon opportunities to share critical thinking, address expression of ideas and opinions through clear, demonstrated communication and observe and question issues/concepts from the readings during general discussion in groups. By doing these things students will be assured of the full portion of the Attendance & Participation grade.

Ways to measure your participation:

- Make an effort to speak clearly and comprehensively to some question or issue from the reading during class or small group discussion at least once a week.
- Be ready to think on your own and involve your peers and me, your instructor, in discussion and/or debate.
- Actively listen to students in small group discussions and stay on task.
- When called upon, do not forcefully resist and have nothing to say or question.
- Complete the reading and annotation and come prepared to class with questions and findings.
- Complete all homework assignments and WTL papers and draw from them during discussions.
- Always have required texts and other necessary materials with you in class.
- Be open-minded to the readings and the assignments. Do not resist to what you don't know.
- Communicate with other students and/or your instructor if you run into questions or problems about the reading or class assignments.
- Be respectful of others and who they are by accepting people's differences and opinions.
- Do not allow distractions from technology, side conversations, or the other limit your learning

ability.

Classroom Environment

QU 101 will cover very interesting, yet sometimes controversial issues that may develop tension or conflict at times. The classroom environment should be one in which students feel comfortable speaking up and voicing their opinions, or asking questions to receive more clarity or learn something they are not experienced in. But, although a climate of tolerance and respect is essential, students are also encouraged to place themselves outside their “comfort zone” to fully accept others differences, opinions and perspectives on any given subject or issue in class. The classroom environment is a place to build a cohesive community, including trust, respect and (academic) integrity between students and the instructor. ***NOTE:**

DISCRIMINATION, HARASSMENT AND DELIBERATE INTIMIDATION WILL NOT BE TOLERATED.

In this supportive environment, the most effective communication/participation depends on how much you read, annotate, consider the course questions and begin to form opinions and think critically.

Class Policies: NO TEXTING, RINGING OF CELL PHONE (PLEASE SILENCE IT), LISTENING TO MUSIC WITH EARBUDS, EMAILING, USE OF THE INTERNET, ENGAGING IN SIDE CONVERSATIONS OF PERSONAL MATTERS, OR DISRUPTIVE BEHAVIOR WILL BE TOLERATED DURING CLASS TIME. UNLESS YOU ARE INSTRUCTED TO USE A LAPTOP OR PARTICIPATE IN ANY OF THESE ACTIONS, THEY ARE NOT ALLOWED.

These instances are not only distracting, inconsiderate and disruptive, but it is extremely disrespectful to the entire class and does not benefit an academic learning environment.

Penalties: If your phone rings in class, if I see you texting, or in any of these other instances, **1 point will be deducted from your overall grade.**

Exceptions: If you have a legitimate emergency that requires you to be contacted during class, you need to notify me via email in advance of class that day. The only time you will be allowed to use a laptop computer is during a specific research-based assignment that I notify you about (usually by email), in advance.

Academic Integrity: Academic integrity is essential to a useful education. Failure to act with academic integrity severely limits a person’s ability to succeed in the classroom and beyond. Furthermore, academic dishonesty erodes the legitimacy of every degree awarded by Three Rivers Community College. Any violation of the Academic Integrity Policy will be reported to the administrative authorities for appropriate action (i.e. a notation on the student’s permanent record, suspension, or expulsion). In addition, **you must read the TRCC Policy on Academic Honesty in the [Student Handbook](#) or online.**

Plagiarism: It is the intentional use of someone else’s words or ideas. It is a serious violation of academic dishonesty that will NOT be tolerated. **If you do not acknowledge the work or idea of another—peer or published author--through proper forms of citation, you will receive an automatic failing (F) grade for the given assignment as a first infraction. If you plagiarize a second time, you will receive an automatic failing (F) grade for the course.** In this class and in the course of your academic career, present only your own best work, clearly document the

sources of material used from others, and act at all times with honor to the Academic Integrity Policy.

Students with Disabilities: If you have a disability or learning style which might impede your progress, or which requires accommodations, please contact a Disabilities Counselor at (860) 383-5240. To avoid any delay in receiving accommodations, call ASAP. ***NOTE: I, as your instructor, cannot provide accommodations for you until I receive a written letter from the counseling department.**

Use of Support Services: Three Rivers Community College Writing Center is located in Room C117 (next to the library). Students can visit the [Web page](#) and register for various resources online, email trwritingcenter@trcc.commnet.edu or call (860) 892-5713 or (860) 892-5769. These services include walk-in and reserved appointments with a tutor, online tutoring through email paper submission, and assistance with course specific writing assignments and class presentations. No pre-registration is required. ***NOTE: I, as your instructor, strongly encourage you to take advantage of the resources and one-on-one assistance this department offers in helping you grasp specific concepts, writing and speaking skills addressed in this course.**

***Fact:** Did you know that the average GPA of students who use the Writing Center equals a 3.0? In other words, strong and disciplined readers and writers rely strongly on the disciplinary energy and expertise of the tutors in the Writing Center.

***Be Advised:** I will send you with your speech outline or writing assignment to the Learning Center if you demonstrate consistent problems with either standard college writing expectations of mechanics, grammar and spelling, or with issues of content development and organization.

Instructor Availability & Approachability

I have an “open door policy” that if a student needs my assistance outside the classroom to clarify an assignment, gain advice about their understanding of the course, or improve in a certain self-identified area of weakness, you are strongly encouraged to see me after class, contact me by email or meet with me during my office hours (included at the top of this document). I will not tolerate listening to any excuses or negotiations of your grade caused by your lack of attendance, missed assignments, or other poor decision making, but I will be open to communicating with you about your questions regarding the class materials and your interest in learning, and/or improving on certain areas of the course.

Withdrawal Policy: If you intend to withdraw from this course, you must do so at the Registrar’s Office by the **college deadline, Friday, Dec. 9, 2011.** ***Important Note: Keep in mind that if you stop attending class, and do not formally withdraw, your grade will be recorded after averaging in zeros for all missing work.**

Class Cancellation Policy: If I must cancel class due to illness or an emergency, I will post an announcement to Blackboard and send students an email message. Please check both places

before class. Information about class cancellation due to inclement weather can be found on the college homepage <http://www.trcc.commnet.edu/> or by calling (860) 886-0177.

COM 173 Course Schedule

Week 1:

Tues. 8/30

- Introductions –note cards, teacher role and student responsibility for learning
- What is Public Speaking?
- Complete and collect self-evaluation sheets
- Explain Classmate Speech assignment and begin Interview
- Purchase Book & MySpeechLab online portal
- **Assignment:** Compile interview notes, contact classmate for more information

Thurs. 9/1

- Discuss Classmate interview, write speech outline, topic, main points
- Review Syllabus, Blackboard portal and MySpeechLab website, give Class ID #, Registration sheet
- **Assignment:** Finish outlining & begin preparing Classmate Speech, Complete Syllabus Agreement, bring paper copy to next class. Read Chpt. 1 & 2. Devise a written plan with steps you will take to reduce anxiety. Bring laptop to class, if you have one.

Week 2:

Tues. 9/6

- **DUE:** Syllabus Agreement
- In-class MySpeechLab training
- Explain Post-Test, take as a class, review answers
- Chapter 1 & 2 discussion, review main concepts
- Give back self-eval sheets, discuss plan for reducing speech anxiety
- Introduce presenting a speech, review online videos to prepare delivery of speech
- **Assignment:** Continue preparing for speech, Read Chpt. 3, take Post Test for Chpt. 1, 2 & 3.

Thurs. 9/8

- Class field trip to adjunct office
- Discuss verbal peer feedback, point out elements of delivery and speech criteria
- **Deliver Classmate Speeches**
- **Assignment:** Read Chpt. 4 & 5, Take Post Tests, complete listening survey on Blackboard under Resources folder in Course Content, bring paper copy to class.

Week 3

Tues. 9/13

- **DUE:** Listening survey

- Collect survey and discuss assignment answers, Listening group activity
- What is Audience Analysis? In-class survey
- Handout Peer Evaluation form, explain & tell when used
- **Assignment:** Read Chpt. 6, Take Post Test, Complete Topic, Purpose & Idea worksheet, bring paper copy to class.

Thurs. 9/15

- Return Classmate Speeches, give feedback
- Chpt. 6 discussion, How to choose a good topic?
- Review worksheet in groups
- Introduce Analysis of Magazine/Newspaper article, examples
- In-class survey on topic ideas, plan for research
- **Assignment:** Read Chpt. 7 & 8, Take Post Tests, choose speech topic and research articles.

Week 4:

Tues. 9/20

- **DUE:** Bring Magazine/Newspaper topic, articles researched
- Chpt. 7&8 discussion, strategies for research, support materials, reasoning
- Library Day: overview of internet resources, other support materials for future speeches.
- **Assignment:** Brainstorm main points of analysis, support materials to be used in speech, compile list of sources researched, put in categories of most to least reliable, study for mid-term chapter test.

Thurs. 9/22

- **Mid-Term Chapter Test (Chapters. 1 – 8)**
- Speech planning: write speech topic, purpose & idea, outline main points & analysis
- **Assignment:** Finish outlining & begin preparing speech for next class.

Week 5:

Tues. 9/27

- **Deliver Magazine/Newspaper Speeches**
- **Assignment:** Read Chpt. 9 & 10, Take Post Tests. Be prepared to discuss in class.

Thurs. 9/29

- Chpt. 9&10 discussion, organization, intro, conclusion, body and transitions
- Class Activity: give sample speech, critique & determine pattern of organization, techniques used in each section using information from chapters.
- Introduce Entertainment Speech guidelines, examples
- **Assignment:** Read Chpt. 11, Take Post Test. Brainstorm ideas for a topic, outline body of speech, see page 263.

Week 6:

Tues. 10/4

- **DUE:** Entertainment speech topic & started outline
- Return Mag/NP speeches, give feedback
- Chpt. 11 discussion, preparation and presentation outline and citing materials
- Class Activity: Continue outlining speech, plug content into sample "preparation outline"
- **Assignment:** Finish preparation outline modeling the sample in the book, write notes to describe strategies used for each section.

Thurs. 10/6

- **DUE:** Completed Entertainment Speech Preparation Outline
- Class Activity: Discuss strategies used, suggestions to improve outline. Prepare presentation/speaking outline, using key words, transfer to note card. Prepare delivery techniques.
- Review Peer Evaluation Form, Q&A format
- **Assignment:** Continue preparation for Entertainment Speech.

Week 7:

Tues. 10/11

- **Deliver Entertainment Speeches**
- **Assignment:** Read Chpt. 12, Take Post Test. Review a section of a previous speech, brainstorm alternative sentences and rewrite a section of it using more vivid language, offer clarity and rhythm techniques, too.

Thurs. 10/13

- Chpt. 12 discussion: What is style in a speech? Clarity, Rhythm & Vividness
- Class Activity: Listen/watch a sample speaker, discuss style, ways language is used to achieve clarity, vividness, and distinct momentum. Write three ways you will approach your own style.
- **Assignment:** Read Chpt. 16, Take Post Test and brainstorm topic ideas for a Greeting, Tribute or Award Speech.

Week 8:

Tues. 10/18

- Return Entertainment Speeches, give feedback
- Chpt. 16 discussion: Special Occasion Speech types, difference between deliberative and ceremonial, review examples of ceremonial speeches.
- Class Activity: Share topic ideas, begin preparation outline on main points, supportive materials and stylistic approach to speech, share answers.
- **Assignment:** Continue preparation outline for special occasion speech.

Thurs. 10/20

- **DUE:** Completed Special Occasion Preparation Outline
- Class Activity: Discuss strategies used, suggestions to improve outline. Prepare presentation/speaking outline, using key words, transfer to note card. Prepare delivery techniques.

- Review Peer Evaluation Form, Q&A format
- **Assignment:** Continue preparation for Special Occasion Speech.

Week 9:

Tues. 10/25

- **Deliver Special Occasion Speech**
- **Assignment:** Read Chpt. 13 & 15, Take Post Tests. Focus on page 317-318, demonstrating. Brainstorm topic ideas for next speech.

Thurs. 10/27

- **Continue Deliver Special Occasion Speech, if needed**
- Chpt. 13 discussion: how-to demonstrating methods, strategies, forgetting curve and reinforcement.
- Chpt. 15 discussion: types of visual aids, when to use them?, how to design them?
- Class Activity: Review demonstration speech examples, critique. Begin preparation outline on main points, supportive materials, think of two possible visual aids and stylistic approach to speech, share answers.
- **Assignment:** Continue writing preparation outline for Demonstration Speech

Week 10:

Tues. 11/1

- **DUE:** Completed Demonstration Speech Preparation Outline
- Class Activity: Discuss strategies used, suggestions to improve outline. Prepare presentation/speaking outline, using key words, transfer to note card. Prepare visual aids and delivery techniques.
- Review Peer Evaluation Form, Q&A format
- **Assignment:** Continue preparation for Demonstration Speech.

Thurs. 11/3

- **Deliver How-To Demonstration Speech**

Week 11:

Tues. 11/8

- **Continue How-To Demonstration Speeches**
- Return Special Occasion Speeches, give feedback
- **Assignment:** Read Chpt. 14, Take Post Test, be prepared to discuss chapter in sections.

Thurs. 11/10

- Chpt. 14 discussion: cover persuasive strategies, purpose, target audience, planning.
- Class Activity: show persuasive planning videos, take in-class audience analysis survey, begin brainstorming ideas for community service/charity organization.
- **Assignment:** Continue brainstorming and research a community service/charity organization based on audience information and your interests, overall purpose.

Week 12:

Tues. 11/15

- Chpt. 14 discussion: cover constraints of persuasive speaking, strategic resources and organization.
- Class Activity: Determine possible objections and come up with support materials and reasoning for speech topic. Begin preparation outline on main points, supportive materials, think of possible Power Point slides and stylistic approach to speech, share answers.
- Introduce patterns of organization: problem-solution and motivated sequence, watch video examples.
- **Assignment:** Complete Community Service/Charity Speech Preparation Outline

Thurs. 11/17

- **DUE:** Community Service/Charity Speech Preparation Outline
- Return How-To Demonstration speeches, give feedback
- Class Activity: Discuss strategies used, suggestions to improve outline. Prepare presentation/speaking outline, using key words, transfer to note card. Prepare visual aids and delivery techniques.
- Review Works Cited orally and in outline
- Review Peer Evaluation Form/Q&A
- **Assignment:** Continue preparing for Community Service/Charity Speech

Week 13:

Tues. 11/22

- **Class Cancelled**
- **Assignment:** Take Home Final Chapter Test (Chpt. 9 – 16)

Thurs. 11/24

- **Thanksgiving Recess – No Class, College Closed**

Week 14:

Tues. 11/29

- **Deliver Community Service/Charity Speech**
- **Assignment:** Brainstorm questions to ask classmates for final persuasive speech topic.

Thurs. 12/1

- **Deliver Community Service/Charity Speech**
- **Assignment:** Review Chpt. 16, determine topic, research sources, write preparation outline.

Week 15:

Tues. 12/6

- **Continue Deliver Community Service/Charity Speech, if needed**
- Class Activity: Take in-class audience analysis survey on topic for final persuasive speech.

- Discuss outlines: strategies used, organizational pattern, Power Point slides, delivery techniques. Prepare presentation/speaking outline, using key words, transfer to note card.
- Review Works Cited orally and in outline
- Review Peer Evaluation Form/Q&A
- **Assignment:** Prepare for Final Persuasive Speech

Thurs. 12/8

- **Deliver Final Persuasive Speech**
- **DUE:** Self-Evaluation Paper

Week 16

Tues. 12/13

- **Deliver Final Persuasive Speech**

Thurs. 12/16

- **Continue Deliver Final Persuasive Speech, if needed**
- Student Course Evaluations and Recap Course, Personal Goals