**COM K173 Public Speaking** FALL 2019

MW 1:30-2:45 Room D 203

Instructor: Susan M. Topping, Professor

Office: C254 Office Hours: 4:40-5:45pm, and by appointment

Phone: 860 215 9481 e-mail: [stopping@trcc.commnet.edu](https://www.mail.commnet.edu/owa/redir.aspx?C=4c831a94cf504bc4862d049e2c709c15&URL=mailto%3astopping%40trcc.commnet.edu)

**COURSE DESCRIPTION**

**Prerequisite: ENG 101 eligibility**

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.

**COURSE OUTCOMES**

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

**REQUIRED TEXT**

*Speech Craft* Joshua Gunn. Bedford/StMartin’s.

USB Drive/SD Card

**ASSIGNMENTS AND GRADING**

**SPEECHES**

**Speech #1**  (3-5 minutes)                                                    5 pts

**How-To Speech**            10 pts

**Forensic Speech** with Powerpoint or other multimedia software platform

(i.e prezi) and Annotated Bibliography, and outline. (7 minutes)                                    20 pts

**Persuasive Speech** with all supporting materials including Works Cited, survey, audience analysis, self assessment, in-class work, outline etc.

(8-10 minutes)        30 pts

**WRITING**

Self-Assessment                                                             5 pts

“Great Speech” analysis                                                                            10 pts

Peer Speech analysis                                          5 pts

**EXAMS**

**Midterm**

I am reserving the right to give pop quizzes if I feel the reading is not being done and will adjust the grading breakdown accordingly.

**ALL SPEECHES MUST BE COMPLETED AT ASSIGNED TIME. YOU MUST BE PREPARED TO DELIVER YOUR SPEECH ON THE FIRST ASSIGNED DAY OR POINTS WILL BE DEDUCTED FROM YOUR SPEECH GRADE.**

**SPEECH REQUIREMENTS**

* Outlines must be in correct form (see pages 101-114) and submitted according to schedule
* All speeches must be delivered extemporaneously; otherwise they will receive an F.
* Please do NOT enter the room while a speech is in progress. If you do so, I will deduct points from your speech,
* Please remember that peer feedback is vital. Be sure to make your comments specific, and make your suggestions for improvement reasonable.
* Students should dress appropriately and professionally when giving speeches.

**WRITING ASSIGNMENTS:**

1. Self Assessment: analysis of your strengths and weaknesses as a public speaker

Total Length: 4 pages (1000 word minimum) Form: MLA

2. “Great Speech” Analysis: analysis of “great” speech that identifies strategies used (evidence of audience analysis, methods used to communicate information, effectiveness of organizational pattern, use of visuals including powerpoint, opening and closing strategies etc.) and evaluation of delivery including body language and vocal performance.

Length: Minimum 5 pages (1250 words) Form: MLA

3. Peer Speech Analysis: analysis of assigned peer’s persuasive speech that identifies strategies used to “influence the attitudes, beliefs, values and acts” (O’Hair et al 188) of audience (choice of persuasive strategy in relation to audience type, strategies used to engage audience, effectiveness of reasoning including analysis of claims, evidence, logic etc., methods used to communicate information, effectiveness of organizational pattern, use of visuals including power point, opening and closing strategies etc.) and evaluation of delivery including body language and vocal performance.

Length: Minimum 4 pages (1000 words) Form: MLA

**PLEASE NOTE: ALL WORK MUST BE HANDED IN ON THE DAY DUE. I NO LONGER ACCEPT LATE WORK.**

**COURSE POLICY**

ATTENDANCE

Attendance is a requirement. Absences will have a negative impact on your grade. If you are absent during the last few days of class during the persuasive speech presentations, I will deduct half a grade for each absence from your final grade. If you do miss class, it is up to you to find out what you have missed and make up the work in whatever way you can.

CLASSROOM DECORUM

If you are late, leave class early, or allow your cell phone to ring, you are being disruptive. I expect you to come to class on time with all the necessary texts and remain in the classroom for the entire period. In addition, I expect you to be an attentive audience for your peers’ speeches, and, like disruptive behavior, failure to do so will have a negative impact on your grade.

PLAGIARISM

Plagiarism is the intentional use of someone else’s words or ideas. It is a serious violation of academic standards that is subject to one or more of the following penalties: a failing grade for the paper; a failing grade for the course; a report to the administrative authorities for appropriate action (i.e. a notation on the student’s permanent record, suspension, or expulsion). In addition, please read the TRCC Policy on Academic Honesty in the Student Handbook or on-line.

**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 accommodations cannot be provided until you provide written authorization from a DSP.

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| --- | --- | --- |
| **College Disabilities Service Providers** | |  |
|  |  |  |
| Matt Liscum, Counselor  (860) 215-9265  Room A113 | * Learning Disabilities * ADD/ADHD * Autism Spectrum * Mental Health Disabilities |  |
| Elizabeth Willcox, Advisor  (860) 215-9289  Room A113 | * Medical Disabilities * Mobility Disabilities * Sensory Disability | |

TITLE IX

**BOARD OF REGENTS FOR HIGHER 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 Maria Krug at [mkrug@trcc.commnet.edu](mailto:mkrug@trcc.commnet.edu) 860 215 9280.

**WITHDRAWAL FROM CLASS**

Up to 11/5/2019 a student may officially withdraw at the Registrar’s Office. Any student who stops attending class but does not officially withdraw will receive an F for the course.

**MESSAGES AND CONFERENCES**

If you need to reach me, please call my office phone or email me at [stopping@trcc.commnet.edu](mailto:stopping@trcc.commnet.edu) I am also available during office hours and look forward to meeting with you to discuss your work. If my office hours are not convenient for you, please make an appointment to see me at another time.

**EMAIL COMMUNICATIONS**

I encourage you to communicate with me via email; however, please be mindful that any email communication with me should be regarded as a formal communication, and thus, emails that do not follow standard written English conventions will be neither read nor replied to.In addition,although I usually respond to emails within 24-36 hours, if you send an email between late Friday and Sunday, I will respond beginning the following Monday.

**Sign up for MyCommNet Alert!**

MyCommNet Alert is a system that sends text messages and emails to anyone signed up in the event of a campus emergency. Additionally, TRCC sends messages when the college is delayed or closed due to weather.

All students are encouraged to sign up for myCommNet Alert. A tutorial is available on the Educational Technology and Distance Learning Students page of the web site: [http://www.trcc.commnet.edu/div\_it/educationaltechnology/Tutorials/myCommNetAlert/MIR3.html](https://www.mail.commnet.edu/owa/redir.aspx?C=4d2d6f0b5a894701831ffbff6292d24c&URL=http%3a%2f%2fwww.trcc.commnet.edu%2fdiv_it%2feducationaltechnology%2fTutorials%2fmyCommNetAlert%2fMIR3.html)

**DIGICATION**

All students are required to maintain an online learning portfolio in Digication that uses the college template.

**EMAIL SUBMISSIONS**

Unless otherwise stated, I do not accept email submissions; hard copies only!

**TENTATIVE SCHEDULE**

**WEEK ONE**

**W 8/28** Introduction

**WEEK TWO**

M 9/2 **NO CLASS LABOR DAY**

**W 9/4** Reading Due: Chapters 1, 2 and 3

In-Class Exercise

**WEEK THREE**

**M 9/9** **Work Due: Speech #1 topic by email to** [**stopping@trcc.commnet.edu**](mailto:stopping@trcc.commnet.edu) **by 12:30pm**

Reading Due: Chapters 4, 8 9 and 10

**W 9/11** **Speech #1 for Grade**

Discuss How-To speech

**WEEK FOUR**

**M 9/16** Reading Due Chapters 12 and 14

**Writing Due: Three How-to Speech topics due by 9:00am by email to** [**stopping@trcc.commnet.edu**](mailto:stopping@trcc.commnet.edu)**.**

**Speech #1 for Grade if necessary**

Discuss readings.

**W 9/18** **How-to Speech Workshop**

**WEEK FIVE**

**M 9/23** **How-to Speech for Grade**

Reading Due: Chapters 7, 10 and11

**W 9/25** **How-to Speech for Grade**

**WEEK SIX**

**M 9/30** **How-to Speech for Grade**

Reading Due: Chapters 12 and 13

**W 10/2** **How-to Speech for Grade if necessary**

Reading Due: Chapters 5 and 6

Informational Literacy Workshop

Discuss Forensic Speech

**WEEK SEVEN**

**M 10/7 Writing Due: 3 possible Forensic Speech topics by email to** [stopping@trcc.commnet.edu](mailto:stopping@trcc.commnet.edu) **by 9:00am.**

Discuss “Great Speech” Assignment

**W 10/9 Reading Due: Chapter 11**

Discuss Annotated Bibliography, valid sources, visuals etc.

**WEEK EIGHT**

**M 10/14 Informational Literacy Presentation:**

Assignment: Choose ONE of the sources you accessed and present it to the class.

**W 10/16 Informational Literacy Presentations cont.**

**WEEK NINE**

M **10/21 Informational Literacy Presentation if necessary**

**Writing Due:** 5 entry Annotated Bibliography for Forensic Speech. Please make sure that your sources are valid!

Reading Due: Chapter 12, 13, and 14

Forensic Speech Workshop

**W 10/23**

Forensic Speech Workshop

**WEEK TEN**

**M 10/28 Forensic Speech for grade (7 minutes)**

**W 10/30** **Forensic Speech for grade (7 minutes)**

**WEEK ELEVEN**

**M 11/4** **Forensic Speech for grade**

**W 11/6** **Forensic Speech for grade**

**WEEK TWELVE**

**M 11/11** **Forensic Speech for grade (if necessary)**

**W 11/13 Reading Due**: Chapters 15 and 16

Discuss persuasive speech structures, argumentation, and surveys

**WEEK THIRTEEN**

**M 11/18 Writing Due: In-class Survey Assignment. Bring ONE copy of your survey to class!**

**In Class exercise for persuasive speeches**

Reading Due: Appendices A and B (A1-B10)

**W 11/20 In-class Persuasive speech workshop**

**WEEK FOURTEEN**

**M 11/25** **Writing Due: “Great Speech” Assignment**

**Persuasive Speeches for Grade**\*\*

**W 11/27 NO CLASSES**

**THANKSGIVING BREAK**

**WEEK FIFTEEN**

**M 12/2** **Persuasive Speeches for Grade**\*\*

**W 12/4** **Persuasive Speeches for Grade**\*\*

**WEEK SIXTEEN**

**M 12/9** **Persuasive Speeches for Grade**\*\*

**W 12/11** **Persuasive Speeches for Grade\*\***

**Writing Due: Peer Analysis by 12/16 by 12:00pm noon by email to stopping@trcc.commnet.edu**

\*\*I will deduct one half of a full letter grade from your final grade for any absences on these days.