

Introduction to Public Speaking  
COMM 111 Butler  
9:55-10:50 am Monday/ Wednesday/ Friday  
August 22<sup>th</sup> - December 12th

**INSTRUCTOR INFORMATION**

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Phone: 7312129351 for **PRIMARILY** texting purposes.  
You are **ONLY** to call me in the event of an extreme emergency.

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Skype: Rebecca.Ruth.Wells  
Office Hours: M/W/F 6:60-7 am or by appointment

**COURSE DESCRIPTION**

Oral Communication (3 hours) is the ability to convey ideas, emotions, and information through speech. Students who satisfy this requirement will demonstrate that they are able to do all of the following:

1. Speak publicly, in both formal and informal context, demonstrating skills such as appropriate selection of topic and materials, clear organization, effective presentation, and the ability to adapt to audience, setting, and occasion;
2. Participate effectively in discussion;
3. Analyze and critique the oral communication of oneself and others.

Comm 111 is a general education course which will provide you with principles of successful public speaking; and activities which will lead to the development of good speaking, listening and organizational skills.

This course fulfills a General Education requirement in Communication Sciences. One goal of the course will be to practice and develop **effective communication skills**. Key elements of effective communication include: clear articulation the purpose in a tone suitable to the audience, evidence of coherent organization, demonstration of analysis and/or synthesis of the concepts and/or evidence, use of appropriate conventions and style. Class discussions and analysis of sample work will be used to help you develop these skills. Your progress in this area will be assessed with a graded assignment (*writing/essay assignment, problem set, laboratory report, embedded in exam questions, etc*)

In this course you will prepare and deliver the required speeches. Since this is an oral communication (speaking) course most of your grade will be based on these speeches.

The classes will also include various activities, impromptu speeches, and applications/extensions of the lecture materials covered in class.

Your performance in this course is improved by your active participation. By participation we mean regular attendance, reading the text, test taking, and of course, presenting your speeches. You will be provided basic informational material on public speaking in which we teach and offer examples of basic concepts which are necessary for becoming competent speakers.

### **Course Learning Outcomes:**

This is primarily a performance course providing you with practical training in speech preparation and delivery. The course also includes introductory speech communication theory and concepts. It meets the University general education requirements and the mission of the Department of Communication.

### **University General Education Requirements**

1. Speak publicly, in both formal and informal contexts, demonstrating skills such as appropriate selection of topic and supporting evidence and materials, clear organization, effective presentation, and the ability to analyze and adapt to various audience, setting, and occasion factors;
2. Participate effectively in discussion;
3. Analyze and critique the oral communication of oneself and others.

### **Department of Communication Mission Statement**, adopted 4/18/95

“to develop oral, written, and computer mediated communication competency”

**Other course learning outcomes** include demonstrated knowledge of:

- Persuasive and informative strategies

### **REQUIRED TEXTS, ETC.**

1. Public Speaking: An Audience Centered Approach, 9<sup>th</sup> Edition, Steven A. Beebe, Susan J. Beebe (can be just the e-book)
  - a. ISBN 13: 978-0-205-91463-0
2. COMM 111 Course Pack (Available at any area bookstore)
  - a. **THIS IS AN ABSOLUTE REQUIREMENT**
3. Recording device: Including but not limited to- digital camera, cell phone, laptop camera. I also have a laptop camera- you may opt to use mine, but you must have a flash drive and must collect the file immediately after class. You must also inform me that you will be using my computer BEFORE the presentation day.
  - a. You **MUST** record each speech.

## **ATTENDANCE POLICY**

You are allowed three (3) absences before your final grade is penalized.

- A fourth (4<sup>th</sup>) absence will result in your final grade being lowered by one letter grade (100 points).
- A fifth absence will result in your final grade being lowered an additional letter grade (200 points total).
- **A sixth absence will result in a failing grade for the course.**

Please use your three “free” absences wisely. Basic course program policy **REQUIRES** that I deduct points for any absence subsequent to your third.

**If you are late to class three times, I will count it as one absence.** Tardiness causes class disruption and implies disrespect for your fellow classmates and professor- you are expected to be in class on time.

If you fail to deliver a speech on your assigned day, you will receive a grade of zero (0) for that speech, **unless**:

1. You have made previous arrangements with me.
2. There is an emergency and you have contacted me prior to the speech.
3. You have been the victim of extenuating circumstances, to be determined extenuating/ not by me.
  - a. Situation A: “I was sick and couldn’t come” –this is not extenuating, as you could have alerted me beforehand.
  - b. Situation B: “I was in a car accident and am now in the hospital, can I please make up my speech?!?!?” –this is an extenuating circumstance.
4. **USE YOUR ABSENCES WISELY.**

**I will award extra points at the end of the semester for those students with zero (0) absences. In a +/- grading system, this can make a big difference in your grade.**

## **CLASS BEHAVIOR**

Most students follow norms of mutual respect and courtesy in the classroom. A few students may forget that the following actions are disruptive, convey disrespect to your classmates and instructor, and are strongly discouraged from:

- a) Engaging in activities during the lecture that are incompatible with thoughtful attention and serious learning such as conducting private conversations with classmates.
- b) Leaving cell phones turned on, or taking calls, during lecture (arrangements can be made if there is an emergency).
- c) Surfing the web, sending emails or text messages during class time.

- d) Habitual tardiness and leaving early: NOTE, do not enter class late/ leave class while a fellow student is delivering a speech. WAIT in the hall until the applause happens to enter the classroom.
- e) Racist, sexist, homophobic, or otherwise offensive comments.
  - Such actions, especially if they are repeated, can be grounds for disciplinary action under *The Code of Student Conduct*

## **CHEATING AND PLAGIARISM**

**Cheating** includes, but is not limited to:

- a) Using unauthorized materials during a quiz
- b) Glancing at another student's work during a quiz, and
- c) Helping someone else cheat.

**Plagiarism** includes, but is not limited to the following:

- a) Copying someone else's work (from a book, the internet, a fellow student, or any other source) and representing it as if it were your own, such as by not including specific citations to the copied material.
- b) Paraphrasing someone else's work and presenting it as your own.
- c) Collaborating excessively with another person and claiming the work as your own.

**Plagiarism also occurs when you turn in an outline without CITING SOURCES.** For a first offence, you will receive a zero for the outline. A second offense will result in harsher action such as failure of the course and reporting to the academic dean.

## **ASSIGNMENTS**

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**All assignments for this class will be submitted by 6 pm earliest.**

- Students will lose half a letter grade per day the assignment is late.

All assignments turned in by email must be on time, **and able to be opened (.doc, .docx file extensions are acceptable)**. For example, do not rename a broken jpeg file as a .docx. Do the paper on time or turn it in early and there will never be any problems.

Specifications: Times New Roman, 12 point font, 1 inch margins, double-spaced, spell-checked, professional writing style full reference citations: (APA style, for example) Author(s) date, article title, journal title, volume, page numbers.

## **SPECIFIC COURSE ASSIGNMENTS**

1. Each speech, other than speech 4, will be accompanied by a self-critique; you can find the guidelines for this assignment in your course pack.

- a. Each speech must also be accompanied by the instructor (I fill this out during your speech) and student evaluation page (filled out by a friend during practice). You will find these in the course pack.
- b. The course pack assignment pages on each specific speech must be brought to class, completed, on each outline discussion day.
2. You will complete one peer evaluation- the guidelines for this assignment can be found in your course pack.
3. You will complete an audience analysis. The guidelines for this assignment are as follows:
  - a. You will create a minimum of ten questions to ask your fellow classmates, and you will deliver the survey to them. You can use survey monkey, or a paper survey given in class.
  - b. You will tally the results, and analyze the data. You will submit (turn in) a typed document containing the questions you asked, how the class answered the questions as a unit, and your interpretation of the data. For example, if one of your questions is “What is your sex?” you would submit what percentage of the class was male/ female, and what that might mean for your topic of selection- you may not want to give a speech on bass fishing to a class of females, or one on wedding dress shopping to a class of males. (understanding that this is a stereotype and used as an example, not a rule of gender preferences of x topics).
4. You will complete a final growth paper- this paper will be a one page summary of how you grew in the class from speech one to speech four.

**All of these four assignments will be included in your activity points scores.**

## **COURSE CONTENT**

1. **Speeches**: consist of one or more of the following types:
  - an introductory speech,
  - informative speeches
  - persuasive speeches
  - impromptu speeches
2. **Activity Points**: come from activities assigned in class. They may include but are not limited to a variety different assignments such as: short projects, group work, activities, exercises, impromptu speeches, additional speeches, library assignment, outside speaker opportunities, etc.
  - You **must be in class** to earn the points.
  - Often times, it can be the activity points that will make a difference between an “A” and a “B” for a student.
    - Unless there is an extenuating circumstance (prolonged absence due to a hospital stay or a University sanctioned obligation) professors do not

usually allow students to make up activity points. Please ask your individual professor for their specific details.

- You will need to provide documentation in the case of extenuating circumstances.
  - Activity points may also include the following evaluations; your professor will give you further directions:
    - Self & Peer Evaluations – You will record yourself as you present your speech to the class and then evaluate your performance. You will also have the opportunity to evaluate your peers’ presentations when they speak. Your instructor will have the specifics requirements for this assignment.
    - Outside Speaker Evaluations - Write an evaluation of a speaker you hear at your place of work, at a team meeting, at your sorority/fraternity, church/temple, etc.
3. **Tests:** There will be two hundred (200) points allotted for testing type of materials.
- The tests will be administered according to your particular instructor’s direction, convenience and preference.
    - Some instructors may use Blackboard for testing. Other instructors may have in-class tests. It is up to you to make sure which method is utilized by your particular instructor and in your particular class.

### **POINT DISTRIBUTION**

Introductory speech	50points
Informative speech	125 points
Persuasive speech 1	150 points
Persuasive speech 2	175 points
Outlines	100 points
Activity points	200 points
<u>Test/Quizzes</u>	<u>200 points</u>
<i>Total</i>	<i>1,000 points</i>

### **GRADING SCALE**

A+	1000+
A	930-999
A-	900-929
B+	870-899
B	830-869
B-	800-829
C+	770-799
C	730-769
C-	700-729
D+	670-699
D	630-669
D-	600-629
F	below 600

**Extra credit: There will be various extra credit opportunities offered during the semester. These are offered in class and cannot be made up.**

## **DISABILITIES STATEMENT**

The University of Louisville is committed to providing access to programs and services for qualified students with disabilities. Students with disabilities, who need reasonable modifications to successfully complete assignments and otherwise may meet with me at any time to discuss modification possibilities.

## **TITLE IX/CLERY ACT NOTIFICATION**

Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain confidential support from the PEACC Program (852-2663), Counseling Center (852-6585), and Campus Health Services (852-6479). To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111).

Disclosure to University faculty or instructors of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is not confidential under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer.

For more information, see the Sexual Misconduct Resource Guide (<http://louisville.edu/hr/employeerelations/sexual-misconduct-brochure>).

## **CRITICAL THINKING GUIDELINES**

As you go through the entire process of speechmaking--from the initial brainstorming of topics to the final presentation of your speech--you are involved in critical thinking. Each decision and choice you make should be based on some validating criteria.

At the University of Louisville we are involved in helping our students recognize and strengthen their use of critical thinking tools in order to improve their work and educational learning.

Dr. Richard Paul and Dr. Linda Elder have written a guide to help you understand the process of critical thinking and to incorporate these skills into every educational pursuit you undertake in college and life.

In “The Miniature Guide to Critical Thinking: Concepts and Tools” Paul and Elder propose you ask yourself the following questions to guide you as critical thinkers. We have adapted their use focusing on the speechmaking process.

- **Purpose:** What is the purpose/goal I am trying to accomplish in my speech? What do I want the audience to know, think, feel or do when I am done with my speech?
- **Question:** What question am I addressing? What are the needs of my listeners?
- **Information:** What information am I providing to support my goal and purpose? What experience do I bring to the topic, method and goal?
- **Concepts:** What are the concepts I want my listeners to understand? Are they clear? Are they relevant? Do they make sense?
- **Assumptions:** What assumptions have I made about my listeners, their knowledge level, their interests, their needs? Are my assumptions valid? Am I taking my listeners for granted? How can I answer the listener’s questions or assumptions?
- **Inferences:** Have I reasoned out all aspects and lines of thinking in presenting my evidence? What is my support for the inferences and suggestions I am making in my speech? Have I evaluated the sources I will use for support?
- **Points of View:** Do I acknowledge, allow and respect other points of view from my listeners? In the speech building stages how do I incorporate these opposing views? How do I respond to the other points of view?
- **Implications:** Do I understand the ramifications and results of the position and goal I am presenting in my speech? How can I incorporate these pieces of information as I progress as a speech writer and presenter?

\* Dr. Richard Paul, Dr. Linda Elder. “The Miniature Guide to Critical Thinking: Concepts and Tools”. The Foundation for Critical Thinking Press”. 5<sup>th</sup> Edition. 2008.

For more information on this model, go to: <http://louisville.edu/ideastoaction/what/critical-thinking/paul-elder-critical-thinking-model>

## TENTATIVE SCHEDULE

### WEEK 1

- 8.22 Introduction to Course, Syllabus review, self-introductions
- 8.24 Ch. 1: “Speaking With Confidence”
- 8.26 “Speaking Anxiety”

### WEEK 2

- 8.29 Ch. 2: “Presenting Your First Speech”
- 8.31 Ch. 8: “Organizing and Outlining Your Speech”
- 9.02 Ch. 6: “Developing Your Speech”

### WEEK 3

- 9.05 **Labor Day, No Class**
- 9.07 Ch. 11: “Delivering Your Speech”  
**Complete course pack pages over speech 1**  
**BRING TO CLASS NEXT TIME!!!**
- 9.09 **Outline 1- In class development**  
**BB OUTLINE SUBMIT by 6 PM Saturday**

### WEEK 4

- 9.12 **SPEECH 1** Bring recording device and course pack grading pages
- 9.14 **SPEECH 1** Bring recording device and course pack grading pages
- 9.16 **SPEECH 1** Bring recording device and course pack grading pages

### WEEK 5

- 9.19 Ch. 12: “Using Presentation Aids”
- 9.21 Ch. 9: “Introducing and Concluding Your Speech”  
**Self-critique #1 due on BB by 6 pm**
- 9.23 Ch. 3: “Speaking Freely and Ethically”

**WEEK 6**

9.26 Ch. 5: “Analyzing Your Audience”  
**Audience Analysis Assignment given**

9.28 Ch. 13: “Speaking to Inform”

9.30 No Class

**WEEK 7**

10.03 Midterm Break 3<sup>RD</sup> & 4<sup>TH</sup>

10.05 Ch. 7: “Gathering and Using Supporting Material”  
 Complete course pack pages over speech 2  
**BRING TO CLASS NEXT TIME!!!**

10.07 Outline 2- In class development  
**BB OUTLINE SUBMIT by 6 PM Saturday**

**WEEK 8**

10.10 **SPEECH 2** Bring recording device and course pack grading pages

10.12 **SPEECH 2** Bring recording device and course pack grading pages

10.14 **SPEECH 2** Bring recording device and course pack grading pages

**WEEK 9**

10.17 **SPEECH 2** Bring recording device and course pack grading pages

10.19 Ch. 4: “Listening to Speeches”

10.21 Ch. 14: “Understanding Principles of Persuasive Speaking”  
**Self-critique #2 due on BB by 6 pm**

**WEEK 10**

10.24 Ch. 15: “Using Persuasive Strategies”

10.26 Ch. 10: “Using Words Well: Speaker Language and Style”  
 Complete course pack pages over speech 3  
**BRING TO CLASS NEXT TIME!!!**

10.28 Outline 3- In class development  
**BB OUTLINE SUBMIT by 6 PM Saturday**

**WEEK 11**

10.31 **SPEECH 3** Bring recording device and course pack grading pages

11.02 **SPEECH 3** Bring recording device and course pack grading pages

11.04 **SPEECH 3** Bring recording device and course pack grading pages

**WEEK 12**

11.07 No Class **GO VOTE TOMORROW if you are 18 ☺**

11.09 **SPEECH 3** Bring recording device and course pack grading pages  
 Complete course pack pages over speech 4  
**BRING TO CLASS NEXT TIME!!!**

11.11 Outline 4- In class development  
**BB OUTLINE SUBMIT by 6 PM Saturday**

**WEEK 13**

11.14 Movie Day  
**Self-critique #3 due on BB by 6 pm**

11.16 Movie Day

11.18 Movie Day

**WEEK 14**

11.21 **SPEECH 4** Bring recording device and course pack grading pages

11.23 Thanksgiving Break

11.25 Thanksgiving Break

**WEEK 15**

11.28 **SPEECH 4** Bring recording device and course pack grading pages  
**Audience Analysis Assignment DUE by 6 pm**

11.30 **SPEECH 4** Bring recording device and course pack grading pages

12.02 **SPEECH 4** Bring recording device and course pack grading pages

**WEEK 16**

12.05 **Growth Paper due on BB by 6 pm**

**\*\*It is your responsibility to take the quizzes and submit your assignments in plenty of time BEFORE the deadline. In the event that you have “technical difficulties”, remember you must call, email, or text me two hours BEFORE the quiz expires in order for me to consider accepting it late.**