Course Information:  COMM 204 - Public Speaking, 3 credits
General Education Competency Area:  Oral Communication

Instructor: Marcy Halpin
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Email: mlhalpin@lcsc.edu
Phone: 792-2905, (my office & voicemail)
        792-2307, (Humanities Department)

Office Hours:  Mon. & Tues.,  3:15 – 5:00;  Wed.,  9 – 10 am & By appointment

NOTE: I have set office hours based on the very best times in my schedule. I often have
availability outside of those hours. Please Feel Free to make an appointment with me.
Note: Please make use of my office hours if you need help. If you cannot attend my office
hours, please feel free to make appointments with me. I live only a short drive from campus
and am on campus often. While I am happy to talk to you outside of office hours, to ensure
that I can meet with you without distraction during such outside times, please try to make an
appointment.

I teach at the following times & places:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course</th>
<th>Days</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>204-02</td>
<td>Public Speaking</td>
<td>MW</td>
<td>10:30 – 11:45</td>
<td>@ ACW 135</td>
</tr>
<tr>
<td>204-10</td>
<td>Public Speaking</td>
<td>MW</td>
<td>1:30 – 2:45</td>
<td>@ ACW 135</td>
</tr>
<tr>
<td>204-08</td>
<td>Public Speaking</td>
<td>T TH</td>
<td>9:00 – 10:15</td>
<td>@ ACW 135</td>
</tr>
<tr>
<td>498-01</td>
<td>Sr. Research Project Design</td>
<td>T TH</td>
<td>10:30 – 11:45</td>
<td>@ SAC 148</td>
</tr>
<tr>
<td>320-01</td>
<td>Persuasion</td>
<td>T TH</td>
<td>1:30 – 2:45</td>
<td>@ SGC 119</td>
</tr>
</tbody>
</table>

Your Instructor:
I am here to help you learn, but you are also responsible for guiding that process. Please feel free to
ask any question. No question is too insignificant. My office hours are for your assistance. Please
take advantage of them. Also, I will be checking my email at least twice every day, probably after my
second class in the afternoon (around 2:00) and later in the evenings (probably around 9 or 10 p.m.). I
also usually check my email during office hours and on weekends. I also have my email filtered into
my Blackberry phone – realize that sometimes I will have received your email, but will not have had a
chance to reply before class starts. You will usually hear back from me quickly, if I can offer a
response off of the top of my head. If I need to check the syllabus, the text, or an assignment’s
w wording, It may take longer for me to respond. If you have not heard back from me within 48 hours,
please check back with me – sometimes for un-explained reasons emails filter into spam, sometimes I
can miss them if I’ve received several emails in a day, etc.
Course Description:

Effective public speaking and oratory has many uses and benefits as well as a long history and tradition. This course will concentrate on developing skills necessary to deliver and compose effective public speeches. This course emphasizes the “art” of speech by focusing on presenting effective information or argumentation. Speech content will be considered as important as style and delivery. This class should help you not only with speaking and with feeling comfortable in front of an audience, but with research, organization, critical thinking, problem solving, and listening skills. Specifically, Students will be expected to:

General Education Learning Outcomes: Upon successful completion of this course, you should be able to demonstrate the following competencies:

1. Research, discover, and develop information resources and structure verbal messages to increase knowledge and understanding.
2. Research, discover, and develop evidence-based reasoning and persuasive appeals for influencing attitudes, values, beliefs, or behaviors.
3. Understand interpersonal rules, roles, and strategies in varied contexts.
4. Effectively listen and adapt verbal messages to the personal, ideological, and emotional perspectives of the audience.
5. Employ effective verbal and nonverbal behaviors that support communication goals.
6. Effectively recognize and critically evaluate the reasoning, evidence, and communication strategies of self and others.

Required Materials & Readings:

Any additional materials/assignments posted to the course’s BLACKBOARD Page

Videotaping:
The three major speeches (informative, persuasive, and ceremonial) will be videotaped. These speeches are videotaped for the purposes of evaluation, feedback and self – evaluation. Students will self-evaluate by analyzing the speeches on their videos.

Syllabus:
Your syllabus is a contract. Please read it carefully and make sure that you understand its policies.

Classroom Conduct:
I respect my students and try to create a comfortable learning environment. However, it is also your responsibility to create and help maintain such an environment. Public Speaking is a course that requires respect for the speaker, the audience, the subject matter, and the ideas presented. Please note that respect for ideas does not necessarily mean “agreement” with those ideas. I highly encourage disagreement and discussion. However, snickering, laughing, whispering during others’ speeches is intolerable. Such actions or harassment of any kind creates a hostile environment that is completely unacceptable. Moreover, I ask that you please refrain from reading newspapers during class and that
you please turn off your cell phones or beepers. On speech days, I also ask that you refrain from eating during speeches. Such disruptions affect the environment for the speaker and will be considered infractions on the class participation grade. Also, if you should arrive late to find a speech occurring, please do not disrupt someone’s speech by entering the classroom. Wait outside until the speech is finished, then enter the room.

**Attendance and Tardy Policy:**

This is a course in public speaking. A public and a speaker are necessary and required components of the course. Your classmates deserve your respect in this class, which means I request your presence both physically and mentally. Attendance and participation are expected and required. While attendance is necessary, each student is allowed 2 unexcused absences. Moreover, some circumstances arise that qualify as excusable absences (medical, family emergency). For an absence to be excused, students should submit documentation (for example, a doctor’s note) verifying the excuse. I also ask that athletes or participants in other university-sponsored activities please submit the appropriate documentation and schedules to verify their absences for travel, etc.

While documentation is the only fair way to ensure an excused absence, I still ask that you keep me informed (preferably via email) as to the reasons for your absence(s). I can only help you if you come to talk to me. Moreover, I expect that you will provide documentation, inform me of illness, scheduling conflicts, misc. absences within a reasonable period of time. Coming to me at the end of the semester will not help you. Coming back after an extended period of absence with a host of excuses will not help you. Telling me a week or two later that you caught a cold will not help you. It only takes a few minutes to send a quick, to-the-point email. It only takes a few minutes to talk to me before or after class. Keeping your instructor informed is not a matter of inconvenience. It is a matter of responsibility.

**ALSO NOTE:** Frequent unexcused absences may result in the reduction of your final grade including a final grade of “F” given. Also, keep in mind that absences will affect your class-participation grade and your evaluations grade—missing peer and/or self evaluations will receive a zero for the day (See course assignments and grading).

**Policy Regarding Class Notes:**

I strongly believe that there is a value in note “taking” and that writing things down (or typing them) helps you remember and digest the material. As such, I do not distribute my lecture notes or my power points to students (with the exception of certain “review” quiz show formats). That said, if you miss class for some reason, it is your responsibility to get the notes from one of your classmates. Requests made to me for class notes will be unsuccessful. This means that you should be kind to your classmates and foster positive working relationships with them. Consistent with this philosophy, I also prohibit the photography or video-recording of class lectures and slides. As some of you may know, I try to use media examples in my teaching and in my powerpoints, and thus maintaining control of my slides and limiting their distribution also limits the potential distribution of copyrighted material. As the OWL at Purdue explains regarding ‘Fair Use’, “Using copyrighted images in a classroom PowerPoint presentation is more acceptable than making the presentation available online or putting the images on a website…. Make the new use available for the shortest amount of time to the smallest group possible” (OWL, The Owl at Purdue (http://owl.english.purdue.edu/owl/resource/731/1/)).

**Late Assignments:**

- For quizzes, up to 5 points (contingent on point value of quiz and/or how late assignment has been submitted) will be deducted from any quiz turned in more than day past its due date (unless pre-
arranged with instructor – due to university sponsored travel). Quizzes must be made up or turned in no later than 1 week of the original due date.

- **For oral speech builders:** If a student misses an oral speech builder (1-2 min. mini-speech), the student may make arrangements with the instructor to make up the mini-speech outside of class (within a reasonable amount of time). *The Speaking from Key Words Practice* must be made up before the student’s scheduled informative speech.

- **For written speech builders:** Written speech builders are intended as preparation work for upcoming speeches. Such assignments will be accepted as late only prior to the delivery of the designated speech for which they are intended preparation. (For instance, speech builders #2 and #3 will not be accepted as late assignment after the delivery of the informative speech).

- **For the three MAJOR Speeches:** Students are expected to delivery their speeches on the assigned day(s). Failure to deliver one of the three major graded speeches on the student’s assigned day will result in a zero for that assignment. I will allow speech make-ups ONLY in the instance of a documented excused absence (documented illness, family emergency). In the instance of a documented emergency or absence, a student must:
  
  a) email the professor (prior to class) and in that email …
  
  b) Submit via the original email the completed Speech outline/Bibliography to demonstrate that the speech was completed on time.
  
  c) Upon return to class, students will be asked to show the appropriate documentation (depending on the circumstance … doctor’s notes, funeral card/program, receipts, photos, etc.)

- **You must deliver at least 2 of 3 of the major speeches in this class to pass the class.**

**Academic Integrity & Judicial Affairs:**

Students in this course will be expected to comply with the Lewis-Clark State College’s policy on academic integrity. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the College’s guidelines on academic integrity. This may include, but is not limited to, receiving a failing grade on the assignment, receiving a failing grade in the class, the confiscation of the examination of any individual suspected of violating policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and/or programmable calculators.

With regard to written work and speeches, students must learn to cite sources properly. Failure to credit the proper sources (plagiarism), the undocumented/uncredited cutting and pasting of Internet material (plagiarism), or the use of a previously written paper or speech (plagiarism) will have serious consequences.

“Cheating or plagiarism in any form is unacceptable. The College functions to promote the cognitive and psychosocial development of all students. Therefore, all work submitted by a student must represent his/her own ideas, concepts and current understanding.” If a student is suspected of committing an act of academic dishonesty, the incident will be documented, and the Judicial Affairs Officer in Reid Hall will be notified.
Assignments and Grading:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Speech Builders</td>
<td>100 pts</td>
</tr>
<tr>
<td>Quizzes/Exams (In-Class/Online and/or Take Home)</td>
<td>150 pts</td>
</tr>
<tr>
<td>Speech #1 – Informative (includes speech outline)</td>
<td>100 pts</td>
</tr>
<tr>
<td>Speech #2 – Persuasive (includes speech outline)</td>
<td>100 pts</td>
</tr>
<tr>
<td>Speech #3 – Ceremonial (includes speech manuscript)</td>
<td>100 pts</td>
</tr>
<tr>
<td>(Take Home-Final / Self-Evaluation Paper)</td>
<td>75 pts</td>
</tr>
<tr>
<td>Class Participation (includes peer evaluations)</td>
<td>75 pts</td>
</tr>
<tr>
<td>TOTAL</td>
<td>700 pts</td>
</tr>
</tbody>
</table>

Speeches: (Learning Outcomes 1, 2, 3, 4, and 5)

Students will present three formal speeches in this class. Each speech will require a significant amount of responsible research.

- The first speech to be graded will be an informative speech, 4-5 minutes in length. The purpose of the informative speech is to share knowledge or to teach. For the informative speech, students will be provided a “topic area” with a pre-approved list of topics from which they may choose.

- The second speech to be graded will be a persuasive speech, 5-7 minutes in length, in which students will address an issue of policy or value and urge the audience toward either action or agreement with the student’s position. Students may choose their own topics, with approval by the instructor. For this speech, students will be responsible for a 2-minute cross-examination period separate from the time constraint of the speech.

- The third speech to be graded will be a commemorative speech, 3-5 minutes in length, in which students will praise or blame a public figure of their choosing.

- Each speech will require a minimum number of sources as follows: 1st Speech—5 sources; 2nd Speech—10 sources; 3rd Speech—2 artistically used sources.

- For the Informative (1st) and Persuasive (2nd) Speech, each student will be required to turn in a working (preparation) outline (complete sentences + in-text source citation) with a complete reference page/bibliography. Outlines and References will be due on the day of the student’s speech the day of his/her speech. Outlines and References are part of the overall grade for a given speech.

- For the Ceremonial (3rd) Speech, Students will turn in a manuscript (essay/paper format) in place of an outline along with a complete reference page/bibliography of sources used for the Speech.

- Students who fail to turn in properly formatted outlines/manuscripts and/or properly cited bibliographies—which accompany the major speeches—risk losing 20 points or more for failing to meet the minimum requirements of the speech assignment.
Evaluations: (Learning Outcomes 3, 5, and 6)

The evaluation process is an important element of becoming a critical listener and a better speaker. By being aware of the qualities and characteristics that one praises or looks down upon, one can be more conscious of such characteristics in his/her own presentations. Students will participate in two evaluation processes in this course—Self-Evaluations and Peer Evaluations. Self-evaluation papers will be an independent grade that will serve as the final exam. Peer Evaluations will count toward the participation grade.

Take-Home Final/Self Evaluation: The Self-Evaluation will be approx. a 4-6 page, typed, double-spaced paper, turned in at the end of the semester—it will serve as the final exam. Spell-check and grammar-check are required. The paper will be a combination of speech analysis and self-evaluation, with specific guidelines for the take-home final distributed at the end of the semester. The self-evaluation portion of the exam will chronicle student progress from the beginning speech builders to the final speech, identify the best speech delivered by the student during the course of the semester, and make recommendations for future performances. I view the self-evaluations as an honest self-reflection on the presentations—they should reflect a student’s thoughts about his/her presentations—they should not simply parrot the feedback already provided from the class or the instructor. (Students may also be asked to fill out a self-evaluation form after each speech and turn it in for some form of credit)

Peer Evaluations: For each round of speeches, each student is responsible for evaluating approx. 2-5 of his/her peers (dependent on class enrollment and the number of speakers on a given day). The instructor will hand out forms, which ask for constructive criticism and answers to particular prompts. Comments are communicated to the speaker anonymously. Students will receive a grade on a 3-pt. scale based on the quality of the criticism/questions answered, which counts toward the participation grade.

Speech Builders: (Learning Outcomes 1, 2, 3, 4, and 5)

Speech Builders are small oral or written assignments worth 10 pts each. In effect, the oral Speech Builders are mini-speeches, and should be considered practice for the larger graded speeches. The intent behind the Speech Builders is twofold. First, the written assignments exercise students’ analytical skills and put course concepts into practice. These assignments help prepare students for the construction of more formal speech assignments. Second, the oral assignments provide students with additional opportunities to speak in front of their peers—opportunities that are often valuable as trial and error experience as well as for gaining confidence that accompanies being in front of an audience. Each oral speech builder must be 1-2 minutes in length.

Quizzes: (Learning Outcomes 1, 2, 3, 4, and 5)

I base in-class or take home quizzes on any readings and lecture notes for class, usually those given since the last quiz. Take-home quizzes will be application or analysis activities based on recent course content. Online quizzes are multiple choice or true/false, based on the reading, and students can take them online (up to two times for a better score). Quizzes are often available for ample amounts of time, and re-opened at the end of the semester for a second chance, if students missed them on the first round. Students are responsible for obtaining any notes from classmates if they have arrived late or missed class.
Class Participation: (Learning Outcomes 3, 4, 5, and 6)

Participation from all members of the class constructs a community that both enacts and fosters an understanding of the concepts encountered over the course of the semester. However, active participation is more than reckless argument or mindless chat. In forming such a community, I expect that students will complete oral and written assignments in a timely and enthusiastic manner, show respect and consideration for classmates and instructor; frequently provide positive, relevant, original and/or thought-provoking contributions to discussion and debates; and show attentiveness through active listening. A failing grade in participation is obtained by: a failure to complete assignments, failure to attend class, failure to contribute to discussion on at least a minimal level, showing disrespect toward classmates or instructor via offensive or inappropriate contributions or remarks, inappropriate behavior during other students’ speeches.

The participation grade will include introductory speeches, in-class activities, as well as participation in class lectures and peer evaluations. Absences, tardies, disruptions or inappropriate conduct during others’ speeches will affect this grade.

Calculating Participation:
Participation begins with attendance. Therefore, as part of the participation grade, I calculate the percentage of classes that a student has missed against the total number of classes in the semester (minus 2 to account for your 2 free absences without penalty). In addition, I record participation points daily. As part of the participation grade, students will receive 1 participation point for each day of attendance. Participation points earned from attendance will be the minimum requirement for the participation grade.

Additional participation points will be awarded for participation during group activity days as well as during speech days. Students will earn additional participation points for completing peer evaluation forms during major speech days. Students will receive up to 3 participation points for each peer evaluation completed.

A grading scale for participation is based on the maximum number of points available for the semester.

Concerns and Problems over Grades:

We have a very limited amount of time allocated for a host of in-class activities (lectures, exercises, discussions, speeches, etc.). Hence, in-class time will not entertain complaints, concerns, suggestions, or discussions regarding: the complexity & difficulty of assignments, quizzes, or speeches, the level of rigor exercised in grading such assignments, or the grades received on such assignments.

This is not to say that comments and questions are not welcome. To the contrary, I want students to talk to me about any problems or concerns that they are having with the assignments, quizzes, and speeches, etc. However, students should see me before or after class, during my office hours, or make an appointment. I AM MORE THAN HAPPY to talk about these issues outside of class.

This is also not to say that I will not discuss assignments/quizzes in class. Although assignment sheets will accompany and explain most assignments that are given, I typically will explain and discuss requirements in class. When returned, quizzes and assignments will receive some attention with regard to answers on trouble-spot questions and with regard to the methods of grading. It is always appropriate to ask questions of clarification during class time with regard to assignments and quizzes.