Alderson Broaddus University

Welcome to:
COMM 130 Introduction to Public Speaking
Summer 2021

CLASS FORMAT: Our class will be an ***online course***. For us, this means all of our course learning interactions will take place *asynchronously* within Moodle, AB's Learning Management System (LMS). We will not have specific times that all class members must log.

CONTACT INFORMATION

Instructor:	**Dr. Joni M. Gray**
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The *best* way to get in touch with me to allow you to completely explain who you are, what class you are in and why you are contacting me is via *email*. Send your email from *your AB email account*. If you are having issues with your AB email account, reach out to University IT Support at: 304-457-6331 or **abit@ab.edu**

I will respond within 24 hours of receiving your email—usually within 6-12 hours, as notifications/alerts pop-up on my phone.

Texting me directly on my cell phone is acceptable; be sure to include the same information that you would in an email, in order for me to best answer your question/meet your need. Responses to text messages are nearly immediate.

Here's a helpful graphic about what to include your emails/texts:
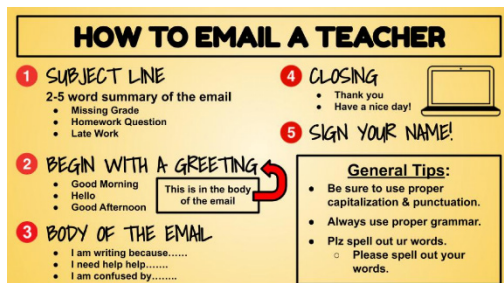
During office hours, I am available for synchronous, real-time communication, using the following methods: Facetime, Zoom, or Google Hangout.

Spring 2021 Office Hours: MW   10 AM-Noon (f2f or virtual)
                                                   T   11 AM-1 PM (f2f or virtual)
                                                   TH & F 8 AM-Noon (virtual); **other times by appointment**

COURSE INFORMATION & ALIGNMENT

COURSE DESCRIPTION: (3 credit hours) This course focuses on developing proficiency in oral communication. It includes how to construct and extemporaneously deliver various types of speeches, including speeches to inform, speeches to entertain and a group presentation aimed at persuading/policy change.

COMM 130 is part of AB's Liberal Studies Goal 1-A which reads "Demonstration of effective use of written and spoken English including appropriate information literacy learning outcomes." It also aids in students directly meeting the Institutional Student Learning Outcome (ISLO) for being an effective communicator, and tangentially addresses the ISLO of critical thinking and ethics.

COURSE OBJECTIVES:	*Upon completion of this course, the student will be able to . . .*
	• Select appropriate forms of rhetorical messages for particular audiences and purposes that are appropriate for college-level discourse.
	Assessed by both weekly discussion posts, audience analysis assignment, the special occasion speech and the research proposal.
	• Explain ethical communication and its role in public communication.
	Assessed by the weekly discussion posts and the presentation reflection assignment.as well as source search assignment
	• Demonstrate understanding of the speaking process and various rhetorical styles by preparing and delivering speeches that are understandable and meaningful to audiences using structure and language that are appropriate to the purpose and the occasion.
	Assessed by the special occasion speech, the informative speech outline assignment, the informative speech, and the group persuasive meeting

COURSE GRADING: Your grade is based on total possible points earned throughout the semester. Those points will be earned a variety ways, with presentations/speeches having the most "weight" in our class-meaning they are offer the most points to be earned.

Course Elements	Points	Approximate Percentage
Assignments (5 x 20)	100	22.22 %
Discussion Posts (5 x 20)	100	22.22 %
Self-Introduction Speech	50	11.11 %
Special Occasion Speech	50	11.11 %
Informative Speech	100	22.22 %
Presentation Outline	50	11.11 %
Grand Total	450	100.00%

Letter Grade	Percent	Points
A	90-100%	405-450
B	80-89%	360-404
C	70-79%	315-359
D	60-69%	270-314
F	00-59%	000-269

COURSE MATERIALS

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COURSE TEXT (recommended): Koch, A & Schmitt, J. (2017) *Speaking with a purpose* (10th ed.). **Philadelphia: Routledge.**
ISBN-13: 9781315228273   DOI: https://doi.org/10.4324/9781315228273
A copy of our course text is on reserve in the AB library for folks who cannot afford to purchase/rent this text.

Other Course Materials:

- Reliable Internet Access
- Access to AB Library Sources: https://ab.edu/academics/pickett-library/
- Access to AB's Learning Management System (LMS): Moodle For issues regarding Moodle access please contact: Nathan Fortney: lms@ab.edu or 304-457-6350 https://moodle.ab.edu/mod/folder/view.php?id=85433
- A Webcam, digital camera, video capability via a cell/smartphone, and the appropriate recording software.
- Microsoft Office (particularly Word)
- QuickTime from Apple [this helps with viewing classmate speeches]. (Available as a free download at apple.com)
- YouTube account; set up/know how to upload a video file to YouTube*, as this is how we will share our speeches/presentations within Moodle. The big advantage to using this tool for video sharing is the speed, accessibility and converting/compressing functions available via YouTube.

*Uploading Video Files

Our class will be using the medium of YouTube for sharing our presentations in this course. Now I understand that some may have an aversion to using such a "public" forum and some may have concerns about safety and privacy. I want to offer some calming words…there are safe and reliable privacy features built into the YouTube forum that will control who can and cannot view your presentations—and you will have complete control of that (we will be using "unlisted" as our privacy setting—which means only the folks that we share the URL/web address with can view our videos). Some advantages to using YouTube is—well, it allows us to effectively teach this class in a completely online asynchronous format—saving you from having to remain on AB campus or log in to give presentations at a particular time. Additionally, YouTube has wonderful compression features that help those of us who might not be totally computer savvy to create concise, compact and accessible videos that don't take hours to download. YouTube is also super portable; you can watch classmate videos from your phone while on the go!

So, let's get started discussing how to upload a video presentation/file to YouTube….

1. **Be sure** you have a digital recording device and that it is set up.

2. Create a YouTube account. (Do this by going to youtube and clicking "create account" in the upper right hand corner of the screen. This only takes a few minutes.)

3. Upload your videos…(YouTube has detailed instructions for how to do this on their site)…but the process is simple…

a. Click on the upload icon.

b. Click on the option to upload from a saved video file.

c. Name/label your video. (For example: Joni Gray Autobiography)

d. Choose a privacy setting; *always* choose "unlisted." **This is a critical step that is quite often missed!**

e. Then copy and paste the specific URL you are given into the discussion area/response within our Moodle classroom. For example: the URL I was given for my Welcome announcement is as follows:

Folks without this URL anyone not enrolled in our class would not be able to see my video and would not be able to comment on it for our discussions—which is good!

4. Uploads take a while, especially if your recorded video file is large or your internet is spotty or both. But the top of the screen will indicate when your video is ready to go with a message of: "Your video has been uploaded!"

For a helpful, step-by-step demonstration on how to upload your videos see the link below! (This is a great example of a mini-demonstration speech as well as an example of interacting and integrating your visual aids--elements that we will be highlighting as the session goes on!)

http://www.youtube.com/watch?v=_O7iUiftbKU

Helpful Resources: Video Recording Tutorial

Recording yourself for presentations may be completely new to you; so below I have included some tips and suggestions for how to approach our recorded presentations:

https://youtu.be/EKgOFBMBWlo

COURSE POLICIES and PROCEDURES

Grading expectations: Our class uses a variety of course tools for interaction: specifically: discussion forums, assignments, and quizzes.

Some discussion forums are intended to promote student-student interaction, with little moderation/interjection from me (I will only pop in and make an occasional comment within the forum). In other discussions, I may be more directive and moderate/guide the content. Please follow the expectations regarding your participation within the forum: post an initial thread that answers the questions of the discussion and respond to at least two (2) classmates with a substantive, thoughtful post [3-5 sentences] that includes and references materials from the weekly topic/unit. **Discussions will be graded within 48 hours of the original due date for the discussion. ***

Assignments will be graded between 48-72 hours after the original due date for the assignment.

Grading comments can take the following formats: typed comments within the gradebook, audio comments within the gradebook, audio/video comments within the gradebook.

Late Work Policy: The instructor reserves the right to deduct points on late assignments. The instructor reserves the right to deduct points on late assignments. LATE WORK will be accepted up to one (1) week past the original due date (with the exception of the final group presentation). NO late work will be accepted after one (1) week past the due date. ***Note: late work will not be graded following the same time parameters as 'on-time' submissions. Grading priority is given to work that is completed on-time.**

Attendance*: Attendance in our course is gaged by activity in our course within a given week. Attendance will be taken on the f2f days in a variety of ways—roll call, mini-quiz, activity, etc. To be counted as present on virtual days, you must turning in your assigned work for the week—which might include a discussion post consisting of an initial thread and responses to classmates, a quiz or response paper, a journal entry or one of our other larger-point assignments. It is expected that you will be active each week. However, sickness and other life events do occur. Please reach out to me directly regarding these unique situations and we will work to make accommodations for course work.

There will be points that can only be earned in the week when the assignment was given—for example, responses to classmates within a weekly discussion forum can only earn points if posted within the assigned week. Late responses to classmates within a discussion will earn "0" points—however you can post your response to the discussion late and earn late points.

*COVID Accommodations:

In the event that you get sick or test positive for COVID 19 <u>it is your responsibility to immediately contact me and inform me of the illness</u>. If you test positive, you will not be penalized and will be permitted to make up assignments after your quarantine. If you are a student who is quarantined because of a contact, <u>you are still responsible for completing work on time</u>.

Students who are quarantined will not be punished academically. Students will be given the opportunity to make up any missed assignments or tests, although they may receive an alternative assignment. The major difference between sick and quarantined students is as noted:

- Quarantined students are those OFFICIALLY placed in isolation due to exposure to Covid-19 who have not yet tested positive. We expect these students to be working through their course material while they are in quarantine.

- Sick students have tested positive for Covid-19 and are exhibiting symptoms. These students will be provided the opportunity to make material up once they return to health.

- In both scenarios, regular and continuing communication between the student and faculty will be critical.

Academic Integrity Policy:

Cheating

Students who are caught cheating on exams may receive a range of punishments from receiving a grade of zero on the exam to a maximum of receiving a grade of F for the course. Cheating in any form will not be tolerated.

Plagiarism

Plagiarism will not be tolerated. Students who plagiarize may receive a range of punishments from receiving a grade of zero on the plagiarized assignment to a maximum of receiving a grade of F for the course.

The plagiarism policies are in accordance with the following definitions and explanations of plagiarism from the seventh edition of The Little, Brown Compact Handbook by Jane E. Aaron:

Plagiarism . . . is the presentation of someone else's ideas or words as your own. Whether deliberate or accidental, plagiarism is a serious offense.

Deliberate plagiarism:

- Copying or downloading a phrase, a sentence, or a longer passage from a source and passing it off as your own by omitting quotation marks and a source citation.
- Summarizing or paraphrasing someone else's ideas without acknowledging your debt in a source citation.
- Handing in as your own work a paper you have bought, copied off the Web, had a friend write, or accepted from another student.

Accidental plagiarism:

- Forgetting to place quotation marks around another writer's words.
- Carelessly omitting a source citation for a paraphrase.
- Omitting a source citation for another's idea because you are unaware of the need to acknowledge the idea.

In addition, it is a form of plagiarism to alter only slightly the wording or sentence structure of a source and then present that slightly altered version as your own words. This practice is defined as plagiarism even if a citation to

the source is included. Only two uses of a source are acceptable: direct, exact quotation with quotation marks and citation; or complete restructuring and rewording of the information into your own normal phraseology, with citation to the source.

It is expected that students will adhere to the Alderson Broaddus Honor Code: https://ab.edu/wp-content/uploads/2020/10/AB-Handbook-20-21.pdf

Software and Intellectual Rights:

The following is from EDUCOM, "Using Software: A Guide to the Ethical and Legal Use of Software for Members of the Academic Community," 1987: Respect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle applies to works of all authors and publishers in all media. It encompasses respect for the right to acknowledgment, right to privacy, and right to determine the form, manner, and terms of publication and distribution. Because electronic information is volatile and easily reproduced, respect for the work and personal expression of others is especially critical in computer environments. Violations of authorial integrity, including plagiarism, invasion of privacy, unauthorized access, and trade secret and copyright violations may be grounds for sanctions against members of the academic community.

Class Computer Use Policy:

Students are permitted to use computers, cell phones, and other electronic devices during class for note taking and other class related work **ONLY**. We want to be respectful of whomever the speaker for the day is—whether it is Dr. Gray, another classmate or a guest speaker. Giving attention to the speaker by actively listening involves full attention (eye contact, sitting upright, responding as encouraged).

Disability Services:
"If you are a student with a disability and would like to discuss eligibility for accommodations, please visit the Academic Center for Educational Success (ACES) on the third floor of Burbick Hall. ACES supports students with disabilities and coordinates provisions of services between students and faculty. Contact the Director of ACES for assistance at (304) 457-6274."

Commitment to Non-Discrimination:

Alderson Broaddus University is committed to creating and fostering a learning environment based on open communication and mutual respect. This is an integral part of the University's academic mission. Therefore, if a student chooses to confide in a member of the Alderson Broaddus faculty regarding an issue of sexual misconduct or any form of discrimination, that faculty member is obligated to inform the Alderson Broaddus Title IX Coordinator. The Title IX Coordinator will assist the student in connecting with all possible resources both on and off campus.

COURSE WORK DESCRIPTION

Course Tools: Our class uses a variety of course tools for interaction: specifically: discussion forums and assignments. **Each week will include an assignment and a discussion forum**. Non-graded quizzes will be built into various course readings and embedded within speech examples.

Assignments involve a variety of work from self-tests that require reporting scores, to speech outlines, to audience analysis surveys and presentation reflections. Discussion forums will be mostly used for the sharing of speeches/presentations, specifically: the self-introduction speech, the special occasion speech, and the informative speech.

Discussions will require both an initial post/response as well follow-up responses/speech critiques of classmate posts (the specifications regarding the substantive nature of both the initial post and the expected responses/critiques will be outlined in each individual discussion. Sample responses will also be attached and linked).

COURSE SCHEDULE

WEEK 1: June 28-July 4
MODULE 1   READ: Chapter 01: Speech Communication
                              READ: Chapter 12: Speaking Online
                              VIEW: Lecture Recording

                              COMPLETE: Discussion: Self-Introduction Speech/Video
                              COMPLETE: Assignment: Language/Verbal Messaging
                              COMPLETE: Assignment: PRCA Comm Anxiety Self-Test

WEEK 2: July 5-July 11
MODULE 2   READ: Chapter 03: Determine Your Purpose and Subject
                              READ: Chapter 04: The Introduction and Conclusion

                              COMPLETE: Discussion: Analyzing and Identifying purposes
                              COMPLETE: Assignment: Brainstorming Topics

WEEK 3: July 12-July 18
MODULE 3   READ: Chapter 05: Gathering Supportive Material
                              READ: Chapter 06: Supporting Your Ideas

                              COMPLETE: Discussion: Special Occasion Speech
                              COMPLETE: Assignment: Source Search

COMPLETE: Assignment: How to Grab Attention: Introduction Writing

WEEK 4: July 19-July 25
MODULE 4:   READ: Chapter 02: Audience Analysis
READ: Chapter 07: Organizing the Body of Your Speech

COMPLETE: Discussion: Audience Analysis
COMPLETE: Assignment: Research Proposal

WEEK 5: July 26-Aug 1
MODULE 5   READ: Chapter 08: Delivering Your Speech
READ: Chapter 09: Informing

COMPLETE: Discussion: Nonverbal Messaging
COMPLETE: Assignment: Presentation Outline

WEEK 6: Aug 2-Aug 6
MODULE 6   READ: Chapter 12: Speaking Online

COMPLETE: Discussion: Informative Speech
COMPLETE: Assignment: Presentation Reflection