



## School of Arts & Sciences Course Syllabus

**Course Number/Title/Credits: COMU 101: Public Speaking I**

**Catalog Course Description:** The primary goal of COMU 101 is to provide students with the opportunity to improve their public speaking skills in the areas of preparation and delivery. The method of speaking emphasized is extemporaneous. Though public speaking is the primary focus of the course, other issues of communication, such as written, interpersonal and group, are also discussed. In addition, students will learn to be more critical consumers of communication. 3 credits.

### **LEARNING OUTCOMES and ASSESSMENT:**

Learning Outcomes are statements that specify what learners will know, understand, or be able to demonstrate at the end of a learning experience.

Types of Learning Outcomes include:

- ✓ Course Learning Outcome – Result of finishing a course.
- ✓ Program Learning Outcome – Result of finishing a program.
- ✓ Institutional Learning Outcome – Result of finishing a degree at an institution, reflecting the core learning values and experiences of all graduates.

A Signature Assignment is an assignment used to measure a student's mastery of a program or institutional learning outcome. If a course you are taking includes a Signature Assignment, it will be clearly marked (\*\*SIGNATURE ASSIGNMENT\*\*).

Access the following link(s) for information on the Program Learning Outcomes (PLOs) and Curriculum Map related to this course:

[Click Here for Learning Outcomes](#)

Access the following link(s) for information on the Institutional Learning Outcomes (ILOs) and Curriculum Map related to this course:

[Click Here for Learning Outcomes](#)

**Prerequisites: None**

**Restrictions: None**

**Essential Equipment and Facilities:** By the end of the first week of class, students must have the ability to access MyBrandman, the Blackboard portal to their class site, and other key locations necessary to meet course requirements. Individual browser preferences vary, and, at times, some work with Blackboard better than others. Therefore, if you try one browser, such as Firefox, and you have difficulty, try another browser, such as Internet Explorer. Since versions of Microsoft Office vary, students who do not use the most recent version may need the free conversion software available via the Microsoft.com website. Java is also required for courses. Students who do not have Java may download it for free at java.com.

**Academic Integrity:** As a learning community of scholars, Brandman University emphasizes the ethical responsibility of all members to seek knowledge honestly and in good faith. Students are responsible for doing their own work. Academic dishonesty of any kind will not be tolerated. Violations of academic integrity include, but are not limited to, cheating, plagiarism, or misrepresentation of information in oral or written form. Plagiarism means presenting someone else's idea or writing as if it were your own. If you use someone else's idea or writing, be sure the source is clearly documented. Further information may be found in the *Brandman University Catalog* available under Academic Resources in MyBrandman.

**Americans with Disabilities Act Statement:** According to the Americans with Disabilities Act (ADA) of 1990, an individual with disability is defined as having functional limitations resulting from a diagnosed disability and applies to an individual who has a physical or mental impairment that substantially limits one or more of the individual's major life activities; has a record of such an impairment; or is regarded as having such an impairment. In compliance with ADA guidelines, students who have any condition, either permanent or temporary, that may impair or impact their ability to successfully complete assignments, tasks or satisfy course criteria are requested to notify their Advisor or Campus Director in order to understand how to apply for Student Disability Services. If and when the student is granted formal approval by the Director of ADA Services, both the student and professor will be notified. It is highly suggested that the student contact their professor to discuss the accommodations during the first week of the session. The granting of accommodations will not be retroactive and cannot jeopardize the academic standards or integrity of the course.

**University Policies:** Students are responsible for complying with university policies including, but not limited to: incompletes, course drops, and student conduct. Information may be found in the *Brandman University Catalog* available under Academic Resources in MyBrandman.

**Required Text:** Lucas, Stephen. *The Art of Public Speaking*. 12<sup>th</sup> ed. New York: McGraw-Hill, 2015. Print.

**ISBN-13: 978-1259545993 (This ISBN includes Connect Plus access). YOU MUST PURCHASE THE CORRECT ISBN. Texts are available at the Brandman Online Bookstore:** See "Bookstore" under Academic Resources in MyBrandman. **Online Brandman**

**Library Resources:** Click on red "Library" button in Blackboard.

#### **Course Learning Objectives:**

**By the end of the course, students should be able to:**

1. Apply the techniques of listening attentively, objectively, and critically to the ideas of others.
2. Understand the communication process through invention, organization, drafting, revision, editing and presentation of different speeches.
3. Apply basic patterns used in public speaking – composition, organization, speaker, subject, occasion, and audience analysis – in the development of oral presentations and argument.
4. Design and deliver, in an extemporaneous manner, well-researched and documented speeches that effectively inform, persuade and commemorate.
5. Construct effective speech outlines incorporating a thesis statement and specific purpose.
6. Evaluate research and other supporting materials to enhance speech effectiveness orally and in writing.
7. Apply verbal and nonverbal communication by effectively using space, body language, gestures, eye contact, vocal emphasis, modulation, and pacing.

#### **Major Study Units:**

1. Varieties of Public Speaking
2. Speaking and Listening
3. Speech Preparation

4. Speech Presentation
5. Group dynamics
6. Gender and culture

**Instructional Strategies:** This class includes readings, textual and video instruction, exercises, discussions, and projects. Instructional Strategies may be further explained in the course Blackboard site.

**Attendance Policy:**

Requirements for students’ attendance and participation will be defined by each instructor based on the following policy:

- Monday of the first week is considered the first day of class for online and blended instruction. This includes instruction for fully online classes and online instruction supporting blended classes.
- Regular onsite attendance is expected for student success. If a student misses more than one onsite class or one week of engagement in an online class, the student may, at the discretion of the instructor, fail the course. Students are expected to attend all classes, particularly the first night of class.
- Students should consider withdrawing from a course if they will be absent more than once. Instructors may, but are not obligated to, accommodate students under extraordinary circumstances, but the student must request accommodation and provide requested supporting documentation. Students enrolled in blended courses must attend at least one class during the first two weeks of classes.
- If a student misses a portion (e.g., arriving late or leaving early) of an onsite course, the student’s grade may be adversely affected. Students who are not in attendance for at least 75 percent of any scheduled class may be considered absent for that class. Students should discuss missing portions of a class with their instructor to determine how their grade may be affected.
- Regular online attendance/participation and engagement is expected for student success in both fully online and blended courses. Online participation is evident through posting to a discussion board, blog, completing assignments including journal entries, or taking quizzes and exams.
- Schools and programs may have different attendance policies. Refer to school and program specific information for additional attendance policies.

**Letter Grade/Percentage Equivalents:**

<b>Grade Point System</b> (Rounded up at .5 and up)			
A = 93%-100%	B = 83%-86%	C = 73%-76%	D = 63%-66%
A- = 90%-92%	B- = 80%-82%	C- = 70%-72%	D- = 60%-62%
B+ = 87%-89%	C+ = 77%-79%	D+ = 67%-69%	F=59% and below

**Methods of Evaluation for Determining Grades:**

**Assignment Detail for Fully Online and Blended course:**

<b>Assignments for Blended course - Refer to Rubric(s) in Course Information on Blackboard</b>	<b>Possible Points</b>
Speech of Self-Introduction (3 minutes, typed outlines required)	<b>50 Points</b>
Commemorative Speech (5 to 7 minutes)	<b>100 Points</b>

Informative Speech (5 to 7 minutes, 3 to 5 excellent/authoritative sources)	<b>130 Points</b>
<b>**SIGNATURE ASSIGNMENT**</b> Persuasive Speech (for 5 to 7-minute speech, including 5 excellent/authoritative sources, and visuals)	<b>150 Points</b>
<b>Writing Assignment</b> (10 Assignments, 25 points each)	<b>250 Points</b>
<b>Discussion Board Posts</b> (10 DB posts, 20 points each)	<b>200 Points</b>
<b>Evaluations</b> (One student evaluation for each speech (4), 5 points each)	<b>20 Points</b>
<b>Midterm Quiz</b>	<b>50 Points</b>
<b>Final Quiz</b>	<b>50 Points</b>
	<b>Total: 1000</b>

**Class by Class Outline for Blended course:**

<b>Week</b>	<b>Topics</b>	<b>Assignments</b>
<b>Week 1</b>	<b>Why study public speaking?</b>	Orientation, Policies, and Review Syllabus  Class Introductions  Critical Listening Writing Assignment  Speaking Anxiety Discussion
<b>Week 2</b>	<b>Self-Introduction Speech</b>	In-class exercises and/or instructor presentation regarding:  Self-Introduction Outline Writing Assignment  Organizing the Speech  Good Introductions and Good Conclusions  Using Visual Aids  <b>In-class deliver of SELF-INTRODUCTION SPEECH</b>
<b>Week 3</b>	<b>Speaking to Inform</b>	In-class exercises and/or instructor presentation regarding:  Preparing the Informative Speech  Selecting a topic and a purpose  How to create Preparation and Speaking Outlines  Student Speech Evaluation  <b>MIDTERM QUIZ</b>

<p><b>Week 4</b></p>	<p><b>Support and Delivery of your ideas</b></p>	<p>In-class exercises and/or instructor presentation regarding:</p> <p>Major resources available</p> <p>Supporting your ideas Speaking</p> <p>Outline Exercise</p> <p>Thinking ahead to the Persuasive Speech</p> <p><b>In-class delivery of INFORMATIVE SPEECH</b></p>
<p><b>Week 5</b></p>	<p><b>Knowing Your Audience</b></p>	<p>In-class exercises and/or instructor presentation regarding:</p> <p>Ethics and Public Speaking</p> <p>Audience Analysis</p> <p>Using Language, Imagery and Rhythm</p> <p>Thinking ahead to the Persuasive Speech</p> <p>Student Speech Evaluation</p>
<p><b>Week 6</b></p>	<p><b>Persuasion</b></p>	<p>In-class exercises and/or instructor presentation regarding:</p> <p>Speaking to Persuade</p> <p>Methods of Persuasion Monroe's</p> <p>Motivated Sequence Persuasive</p> <p>Speech Outlines due</p> <p><b>In-class delivery of SA - PERSUASIVE SPEECH</b>  <b>Note: Students must submit a <u>transcript</u> of the Signature Assignment Persuasive speech in the Signature Assignment folder.</b></p>
<p><b>Week 7</b></p>	<p><b>Speaking in Small Groups</b></p>	<p>In-class exercises and/or instructor presentation regarding:</p> <p>Defining the small group, Interpersonal Communication</p> <p>Preparing Group Presentations/Speeches</p> <p>Effective leadership</p> <p>Problem solving</p> <p>Student Speech Evaluation</p> <p><b>FINAL QUIZ</b></p>

<b>Week 8</b>	<b>Speaking on Special Occasions</b>	In-class exercises and/or instructor presentation regarding:  The Speeches for Special Occasions  Commemorative Speeches in particular Final  Assessments, Concluding Remarks Student  Speech Evaluation  <b>In-class delivery of COMMEMORATIVE SPEECH</b>
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**Assignment Detail for Fully Online course:**

<b>Assignments for Fully Online course - Refer to Rubric(s) in Course Information on Blackboard</b>	<b>Possible Points</b>
Speech of Self-Introduction (3 minutes)	<b>50 Points</b>
Commemorative Speech (5 to 7 minutes)	<b>100 Points</b>
Informative Speech (5 to 7 minutes, 3 to 5 excellent/authoritative sources)	<b>130 Points</b>
<b>**SIGNATURE ASSIGNMENT**</b> Persuasive Speech (for 5 to 7-minute speech, including 5 excellent/authoritative sources, and visuals)	<b>150 Points</b>
<b>Writing Assignment</b> (10 Assignments, 25 points each)	<b>250 Points</b>
<b>Discussion Board Posts</b> (10 DB posts, 20 points each)	<b>200 Points</b>
<b>Evaluations</b> (One student evaluation for each speech (4), 5 points each)	<b>20 Points</b>
<b>Midterm Quiz</b>	<b>50 Points</b>
<b>Final Quiz</b>	<b>50 Points</b>
	<b>Total: 1000</b>

**Class by Class Outline for Fully Online course:**

<b>Week</b>	<b>Topics</b>	<b>Assignments</b>
<b>Week 1</b>	<b>Why study public speaking?</b>	Orientation, Policies, and Review Syllabus  Class Introductions  Critical Listening Writing Assignment  Speaking Anxiety Discussion
<b>Week 2</b>	<b>Self-Introduction Speech</b>	Self-Introduction Outline Writing Assignment  Organizing the Speech  Good Introductions and Good Conclusions  Using Visual Aids  <b>SELF-INTRODUCTION SPEECH due via McGraw-Hill Connect</b>
<b>Week 3</b>	<b>Speaking to Inform</b>	Preparing the Informative Speech

		<p>Selecting a topic and a purpose</p> <p>How to create Preparation and Speaking Outlines</p> <p>Student Speech Evaluation</p> <p><b>MIDTERM QUIZ</b></p>
<b>Week 4</b>	<b>Support and Delivery of your ideas</b>	<p>Major resources available</p> <p>Supporting your ideas</p> <p>Speaking Outline Exercise</p> <p><b>INFORMATIVE SPEECH</b> due via McGraw-Hill Connect</p>
<b>Week 5</b>	<b>Knowing Your Audience</b>	<p>Ethics and Public Speaking</p> <p>Audiences Analysis</p> <p>Using Language, Imagery and Rhythm</p> <p>Thinking ahead to the Persuasive Speech</p> <p>Student Speech Evaluation</p>
<b>Week 6</b>	<b>Persuasion</b>	<p>Speaking to Persuade Methods of Persuasion Monroe's</p> <p>Motivated Sequence Persuasive</p> <p>Speech Outlines due</p> <p><b>SA - PERSUASIVE SPEECH</b> due - YouTube video of speech uploaded to Blackboard</p> <p><b>Note: Students must submit a <u>transcript</u> of the Signature Assignment Persuasive speech in the Signature Assignment folder.</b></p>
<b>Week 7</b>	<b>Speaking in Small Groups</b>	<p>Defining the small group, Interpersonal Communication</p> <p>Preparing Group Presentations/Speeches</p> <p>Effective leadership</p> <p>Problem solving</p> <p>Student Speech Evaluation</p> <p><b>FINAL QUIZ</b></p>
<b>Week 8</b>	<b>Speaking on Special Occasions</b>	<p>The Speeches for Special Occasions</p> <p>Commemorative Speeches in particular</p> <p>Final Assessments, Concluding Remarks</p> <p>Student Speech Evaluation</p> <p><b>COMMEMORATIVE SPEECH</b> due via McGraw-Hill Connect</p>