

COM 101: Public Speaking

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Course Dates: 1/25-3/13

Course Times: Asynchronous

Location: Moodle/Online

Course Description

A fundamental assumption of this course is that the aim of a liberal education is to prepare students to engage in civic, professional, intellectual, and commercial pursuits ethically and effectively. Doing so requires the ability to communicate significant ideas to audiences as well as to evaluate ideas that are presented by others—to be, in other words, a proficient, capable producer and consumer of communication. Accordingly, COM 101 focuses on understanding and adapting to the needs of audiences, the critical analysis of ideas, carrying out research, and gathering and evaluating evidence, organizing material, and clearly presenting ideas orally. In this course, you will learn how to overcome the nervousness or “stage-fright” that everyone experiences when asked to speak in public. You will also develop your analytical thinking by learning how to analyze an audience and write a speech for that audience using effective informational and persuasive strategies. Finally, you will practice effective verbal and non-verbal techniques that will help you comfortably deliver the message in any situation.

Course Objectives

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

1. Employ various strategies to overcome nervousness to speak calmly and effectively;
2. Organize information into presentations that are clear, memorable, and easy to follow;
3. Apply basic rhetorical principles in the creation of persuasive messages;
4. Evaluate the impact of audience and context on the speech situation and adapt speeches accordingly;
5. Use visual aids and nonverbal techniques to increase the effectiveness of the speech; and
6. Apply best practices for basic video creation and sharing

Common Learning Outcome

PR – Students will develop professional competencies to enhance their success in college and in the workplace.

Textbook Information

Verderber, K.S., Sellnow, D.D., & Verderber, R.F. (2016). *Speak*. 4th ed. Boston: Cengage Learning. ISBN: 978-1305659506.

NOTE: THE TEXTBOOK IS REQUIRED. Your introduction to course content will come mainly from reading the assigned chapters in your textbook. Your reading quizzes, Moodle Posts, and weekly activities necessitate reading the material assigned. If you absolutely cannot afford the most current edition, at least get an older edition. Page numbers or chapter order may be changed, but most of the information will be the same. However, the quizzes will be based on the newest edition and may cover something not in the older edition.

Email/Communication Policy

I will respond to emails within 24 hours on M-F. Weekends may necessitate slower response times, but I will answer your email as soon as possible. If you have not heard within 48 hours, please contact me again to ensure your email was received.

Online Course

All online courses in the School of Professional Studies are fully online and require the use of Moodle. Weekly readings, activities, and assignments will be listed in Moodle. You should expect to spend on average 10-15 hours per week on an individual 3-credit course. This includes all the readings, posts and assignments as well as being actively engaged in the discussions on the message boards. You should expect to log into the course daily, or at least 4-5 times per week.

Additional Requirements for Online Public Speaking Course

Each of your speeches will need to be video-recorded and uploaded to a video-sharing site. Therefore, you will need the equipment necessary to record yourself and the technological know-how to share that video online. A smartphone or other basic recording device should be sufficient. You will upload links and view speeches through Moodle.

You will be required to give speeches in front of an audience of at least four other people. Start arranging for your audiences and setting up a location to speak now in order to submit your speeches by their due dates. Failure to have your audience be clearly visible

(please quickly scan the audience at the end of your speech) will result in a zero for your video submission.

Climate of Respect

This class asks that you share yourself with your classmates through your speaking. This requires an environment in which you feel comfortable sharing your ideas, thoughts and convictions. In addition, this online environment needs to be a place where you are not afraid to make mistakes. We are all responsible for creating this environment. Support and encourage your classmates and listen respectfully to their ideas. You will be afforded the same opportunity to make your opinions known. And perhaps, just perhaps, we can all grow a bit as human beings through these respectful interactions. Any form of hate speech will not be tolerated.

Late Assignments

Late work and assignments generally **will not** be accepted. Students with serious, mitigating circumstances that prevent them from completing assignments on time should contact the instructor as soon as possible - **prior to the assignment deadline**. Students who find themselves in this situation should be prepared to provide documentation/verification of the circumstances that prevent them from submitting work on time. In these cases a contract will be established outlining the conditions for an extension.

Proctoring Policy

All online courses at William Peace University require two (2) proctored exams or activities. Any student who fails BOTH proctored exams/activities will receive an automatic failing grade in the course, regardless of any other grades received. For more information on proctoring options, please see: http://www.peace.edu/wp-content/uploads/Proctoring-Options-for-Online-Students_2016.pdf.

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All forms of academic misconduct are violations of the University's Honor Code. These include, but are not limited to:

- Cheating: Using or attempting to use unauthorized materials, information, or study aids in academic work or in working with others on academic requirements (tests, assignments, etc.)
- Plagiarism: Representing the words or ideas of another as one's own in any academic work, whether intentional or not
- Falsification: Falsifying or inventing any information or citation in academic work
- Facilitating academic dishonesty: Helping or attempting to help another student to commit an act of academic dishonesty
- Lying: Misrepresenting information that is relevant to the classroom or academic performance

If a faculty member suspects academic misconduct has taken place, s/he will complete an Honor Code Violation Report and meet with the student to discuss. A student may accept or decline to accept responsibility. If a student accepts responsibility, s/he will be subject to the penalty determined by the faculty member. If a student declines to admit responsibility, the case will be turned over the Honor Board for adjudication. A complete summary of the Honor Code and Honor Board policy can be found in the 2020-2021 Academic Catalog.

Tutorial Services

Peer Tutoring is available for all WPU students free of charge. Support is offered in many subjects, including anthropology, biology, business, chemistry, criminal justice, history, math, political science, psychology, simulation and game design, and writing. Free workshops on study skills and documentation styles like MLA and APA are also offered each semester. Tutorial Services also has many resources on studying, citation, grammar, and other academic topics. Students can sign up for individual appointments using WPUConnect or in person at the Center for Student Success, located in the 2nd floor of Finch Library. For more information, contact Dr. Deanna Rogers, Director of Academic Support, at drrogers@peace.edu or 919-508-2080.

Disability or Learning Services

Disability Services are available to all WPU students who require reasonable accommodations due to any cognitive, physical, or psychological disability, in order to provide equal access to the educational environment. Students will need to be certified with the Disability Services Office and provide appropriate documentation to receive an

Academic Accommodation Plan. For more information or to become certified, please contact a counselor in the Disability Services Office, which is located on the 1st Floor of Joyner House. You may also reach Disability Services by sending an email to Disability@peace.edu.

Attendance Policy

William Peace University students are expected to attend all classes and laboratories for which they are registered, believing that regular class attendance and participation are an essential part of a student's educational program. Students who have not accessed the course Moodle page prior to 1/28/21 will be subject to William Peace University's "no show" policy.

Class Participation

This class is designed to foster discussion and interaction. Students are expected to participate in Moodle forum discussions ready to apply class readings. Knowing that you are nontraditional students with a wealth of experiences, I also expect you to share that experience and the gained knowledge as it relates to the concepts being covered. In addition, I ask you to encourage and critique each other's work throughout the session.

What to Expect Each Week

Some weeks will be busier than others, especially weeks in which a major speech is due. There is a lot of work for this course. Remember, you are jamming 15 weeks' worth of content and practice into 7 weeks. Expect to be busy. Please review the course schedule at the bottom of this document for which assignments will be due each week. Those due dates will also be reflected on the course Moodle page.

Incompletes

An Incomplete is appropriate for a student that has been making steady, successful progress in a course and has an unexpected, verifiable mitigating circumstance at the end of the semester which precludes them from completing the last assignment or exam. Poor time management is not an appropriate reason to request an Incomplete. All incomplete grade requests must be approved first by the Instructor, and then by the Director of Online Programs. If the Incomplete is approved the student will have up to six additional weeks to complete the work, as determined by the Instructor. If the student does not complete the final work, the Instructor will assign the appropriate letter grade for work completed or the grade will revert to an "F."

Assignments and Grading

I will do my best to have your assignments graded and feedback on them available for you one week after their due dates. Grades for major speeches may take a little longer.

Grade scale for all graded materials:

- A: 100-90 Excellent, significantly exceeds expectations
- B: 89-80 Very good, goes above all minimum requirements
- C: 79-70 Adequate, meets expectations and satisfies course requirements
- D: 69-60 Less than adequate, but meets some minimum expectations
- F: 59-0 Fails to meet minimum expectations

Speeches	Percentage: 49%
Introduction Speech	4%
Informative Speech	15%
Persuasive Speech	20%
Ceremonial Speech	10%
Other Assignments	Percentage: 41%
Speech Reflections (2 Reflections)	10%
Moodle Post and Response (2 Posts, 2 Responses)	10%
Speaker Critique	10%
Syllabus Quiz	1%
Peer Review (2 Reviews)	10%
Exams	Percentage: 10%
Weekly Quizzes (5 Weeks)	10%

Assignment Descriptions

Written papers are required to be typed, double-spaced with all sources cited appropriately using APA format. Edit papers carefully for spelling and grammatical errors.

Speeches: Each speech asks you to utilize the various skills we will help you develop in this course. Please refer to the Moodle page for each individual speech for more detailed directions on the requirements of that speech. Please note that you are required to submit a full transcript of your speech on Moodle on or before the night the speech is due. Please note that you will be posting links to your video that are available to all of your classmates. Please only cover content that you would feel comfortable with your classmates watching.

Speech Reflection(s): You will re-watch your speech and reflect upon your performance. Please review the Moodle page for each reflection for specific directions on the content of your reflection for each speech. Edit submissions carefully for spelling and grammatical errors and cite any outside source appropriately using APA format (if applicable).

Responses should be roughly 300 words and will be submitted as Word documents on Moodle.

Moodle post(s) and response(s): You will be given a prompt related to the readings and lecture material. You will find the prompt in our class's discussion forums on Moodle. For your Moodle Post, you will be given a prompt related to the course readings and lecture material. Your Moodle Response will require you to reflect upon what a classmate has written to further expand on their thoughts or give an alternative point of view. Moodle Posts will be due by Thursday (10PM EST) and Moodle Responses will be due by Sunday (10PM EST) of the same week. The best posts and responses will be between 100-150 words each.

Speaker Critique: Once this semester, you will be asked to watch a video and perform a critique of the speaker and the speech. You will be assigned two videos from which to choose, but must only critique one of the speeches. The best responses will be between 600-900 words.

Peer Review: Twice this semester you will be asked to watch a classmate's speech and provide peer review. Please focus your review on constructive criticism that will help your classmates become stronger speakers.

Reading quiz: You will complete five reading quizzes throughout the course. Each reading quiz will cover only the material of the textbook chapters and lectures of the same week of the quiz. The quizzes are not cumulative. There is no midterm or final exam. You can expect the format of the exam to include multiple choice, true/false, and multiple select answers. You will need to have already read the chapters and familiarized yourself with the lecture material prior to the quiz in order to ensure your success. Each quiz will include 20 questions, and you will have 30 minutes to complete the quiz.

Criteria for Evaluation of Speeches

An "A" Speaker is equipped with virtually all skills needed in effecting the oral transmission of ideas, feelings, beliefs, attitudes, values, and behaviors. An "A" speaker has packaged information-- well selected information, appropriately supported ideas-adapted to the particular audience she is facing and to the proposition or central ideas being advanced. The language in which that information and those ideas are phrased is aurally clear and psychologically motivating but above all appropriate to the audience, the speaker, the topic and position, and the occasion. The "A" speaker is making maximum use of herself as well, with appropriate vocal animation and dynamics, physical movements, gestures, and facial expressions. In a sentence, an "A" speaker is illustrating the strengths of oral public communication.

A "B" Speaker is certainly better-than-average, yet normally has room for improvement in one or two important areas of oral communication. Transitions may be missing; or, introductions and conclusions may be flat; some ideas may be too general yet; or, and delivery skills may lack polish. A "B" speaker, in other words, is showing definite signs of thinking and acting rhetorically but has not achieved complete success either with the material or its transmission.

A "C" Speaker will get along, in all probability, facing day-to-day public communication situations (lecturing, offering short presentations at work or at a PTA meeting, etc.). Ideas are generally there and well packaged; clarity has been achieved, although maximum impact probably has not. Unimaginative—i.e., non-engaging—introductions and conclusions may be employed; a "C" speaker either reads too much or attempts to memorize full sentences or "paragraphs"; she may not move much, and possibly speak with a deadpan face; distracting mannerisms may be present. A "C" speaker, in other words, has no debilitating defects as an oral communicator, yet has exhibited few outstanding skills either in assembling materials or in transmitting them.

A "D" Speaker has one or two major problems in oral communication, problems that definitely will affect future success. "D" speeches often are undeveloped (either presented merely assertively or with no illustrations, metaphors, etc., to give them clarity and impact). "D" speakers may almost completely read an address, present an "essay" instead of a comparatively extemporaneous "speech:" shake so badly that an audience worries about the speaker instead of the ideas, refuse to look at an audience steadily, ignore basic techniques of coherence (transitions, 8 appropriate introductions and conclusions, and the like), or fail to use the assignment time well by preparing something other than commonplace material. A "D" speaker either turns off or fails to engage the audience.

It is almost impossible not to communicate something to an audience: it, therefore, is difficult to "earn" an "F." They are used only (1) in cases of lying, (2) in situations where the assignment has been missed completely, or (3) in those rare occasions when a speaker completely falls on her face because of nervousness or ill-preparedness. Actually, "F's" are given most often, simply, when a speaker does turn in the assignment.

Course Schedule

Please refer to the course Moodle page for the course schedule. All assigned readings and assignment due dates are available to you at any point throughout the semester. Please note the various due dates you must manage this semester and plan accordingly. Remember, we are doing 15 weeks worth of work in 7 weeks, which means the due dates are condensed compared to a "normal" semester.

*Though I do not expect any changes, I do reserve the right to amend the course schedule should the need arise.