Public Speaking

COM 202

Online Syllabus

Class Location and Professor Contact Information

Professor: Hillary Hoover

Office Hours: telephone and Zoom video conferences by appointment

Contact Information: hhoover@wesleyancollege.edu (Expect a response within 24 hrs.)

Class Location and Time: Online, once weekly live chat times

Text/ISBN: *Inviting Transformation,* 4th edition (Sonja K Foss and Karen A. Foss ISBN:

9781478638193)

Policies and Procedures

Course Goals
To provide students with the theory and practice of public address through a wide variety of experiences.

Prerequisites
There are no prerequisites for this course.

Student Learning Outcomes
Domains of Knowledge and Student Learning Outcomes (5/2011, revised January 2018)

Domain of Knowledge: Through her work in General Education, a Wesleyan student develops an understanding of	Student Learning Outcomes
how current thought, actions, and behaviors are informed by historical events and phenomena	1. Analyze change and continuity in the development of a particular historical event, behavior, or phenomenon 2. Explain the connection between a current event, behavior, or phenomenon and an event or series of events in the past

how the natural world functions	1. Use empirical evidence to analyze or explain natural phenomena 2. Test hypotheses in a laboratory setting
how individuals function and interact within and among communities	1. Analyze how individual and social processes and behaviors shape specific institutions, policies or outcomes 2. Evaluate ethical and moral positions that shape individual or group decisions
how individuals and groups think and express creatively through diverse art forms and media	1. Interpret how artworks express meaning 2. Communicate expressively through visual art, writing, and/or performance
how women's experiences are shaped by such factors as age, class, ethnicity, gender, race, religion, and sexuality	1. Compare gender expectations over time and across cultures 2. Analyze issues pertaining to one or more of the factors shaping women's experiences
how living in a diverse and interdependent world presents both challenges and opportunities	1. Identify issues arising from increasingly complex global connections 2. Communicate and interact effectively across cultures

Competencies: As she pursues her studies in general education, a Wesleyan students develops her competence in the following areas:	Student Learning Outcomes
Writing	1. 1 Incorporate material from credible and relevant sources to support or extend ideas 2. Use appropriate and relevant content to develop ideas
Speaking	1. Deliver content in an organized, understandable, and compelling way tailored to audience, occasion, and event 2. Use evidence to develop and support claims in an organized way

Quantitative Reasoning	1. Solve quantitative problems in a clear and concise manner 2. Interpret mathematical models such as formulas, graphs, and tables, and draw inferences from them
Synthesizing	1. Analyze an issue comprehensively from multiple disciplinary perspectives 2. Respond to an issue, problem, or question by proposing a solution, offering new insights, explaining a phenomenon, or creating a product

Participation and Grading

Online courses offer great flexibility for students who have busy schedules. Please keep in mind, though, that "online" does not equal easy! The most effective online courses are not self-paced independent studies but highly interactive, collaborative learning environments where we can hold in-depth conversations, ask hard questions, and share our work in progress—just as we would if we were meeting face-to-face. Being successful in an online course at Wesleyan requires careful time management, attention to detail, a willingness to ask for help when you need it, and the ability to read detailed instructions and work independently.

Because we will not be meeting together in a traditional classroom, you will be responsible for participating and demonstrating your understanding of course material in different ways: through our weekly live chat sessions, discussion forums, and online assignments. To ensure that you are participating fully and successfully in this course, please adhere to the following guidelines:

- You should join each discussion forum and live chat activity on time and be prepared to participate fully in class discussions and collaborative activities. Always have on hand your textbook, notebooks, pens/pencils, and any other materials requested by your professor. Frequent tardiness, absences, low participation, and/or unpreparedness may result in a lower course grade.

- Your professor will offer at least one real-time meeting in our virtual classroom each week. These live chat sessions are a vital opportunity for you to ask questions, ensure you are on track with your work, and collaborate with your classmates and professor—just as you would in a face-to-face classroom. Weekly live chat attendance is flexible, but missing a live chat session is the same as missing class time. Please be aware you are responsible for all information, instructions, and discussion points covered during the sessions regardless of whether you attended. You should aim to attend a minimum of four live chats over the course of the term, but attending more often will boost your overall performance in this course. If for some reason you cannot attend a weekly live chat session, you should plan to review the recording and complete a make-up assignment by the end of the week.

- You should initiate communication with your professor when help is needed and resolve any technical issues as soon as possible.

- You should check your Wesleyan e-mail daily and respond to your professor's e-mail requests within 24 hours.

- Every week you will have reading and assignments to complete. As a rule of thumb, you should expect to spend 7–8 hours each week participating in forum discussions, attending (or reviewing the recordings of) live chat sessions, studying independently, and completing homework. Be sure to plan your weekly schedule carefully to ensure you have adequate time to complete course activities and assignments thoroughly and on time.

- Meeting scheduled deadlines is essential. You are expected to submit assignments in a timely and regular fashion without reminders from your professor. Oftentimes, other students will be depending on you to submit your work on time so that they may finish their own work. <u>Don't wait until the last minute to begin the week's work because computer problems, last minute emergencies, and sudden outages DO happen</u>!

Your grade in this course will be determined by your performance in the following categories:

Assignments   **Percentage**

Quizzes	30%
Discussions	12%
Live Classes	14%
Special Occasion Speech	7.5%
Special Occasion Formal Outline	2.5%
Informative Speech	12.5%
Informative Formal Outline	2.5%
Persuasive Speech	15%
Persuasive Formal Outline	2.5%
Video Check Assignment	1.5%

Total: **100%**

Grading Scale
The grading scale in the class will be as follows:

A=90-100%

B=80-89%
C=70-79%
D=60-69%
F=59% And Below

You may track your running point total throughout the term via our Canvas course site. Please be aware, however, that the course grade you see in Canvas will reflect only assignments and activities you have already completed and that your professor has graded.

Academic Integrity

Academic honesty is expected at all times. Any student found to have engaged in academic misconduct, such as cheating, plagiarism, misrepresentation, fabrication, or collusion on an assignment, will receive a zero on the assignment in which the honor code violation occurred. Repeated violations and/or flagrant violations may result in the student failing the course.

All speeches written and assignments in this course must be original. Students cannot reuse speeches or assignments from previous semesters, other courses, or even previous speeches in this class.

Wesleyan's Academic Integrity Policy will be upheld in this course. Refer to Wesleyan's Campus-Wide Academic Policies for more information.

Attendance Policy

The *Wesleyan Catalog* states the following about absences:

> Students are expected to be regular and punctual in attending classes, laboratories, private lessons, and college convocations. A student who is absent from any class may be penalized by the lowering of her grade in the course. The semester ends with the last day of the final exam week. Students are responsible for all absences from class, and it is the responsibility of the student to contact the professor about the possibility of making up work missed for any absence including field trips and athletic events authorized by the college. Students pursuing regular courses in art, music, and theatre are required to attend and take part in programs, plays, or exhibitions scheduled by the faculty of the respective areas. (29)

Public speaking takes a considerable amount of knowledge, preparation, and practice. Being present for our live chats will help students develop their skills as a speaker. If a student is unable to attend, the student will be given an opportunity to watch the live chat recording. However, the student will also need to complete an assignment (called an Exit Ticket) in order to earn points for "attending" the live class. This option will take more time to complete than if the student had attended the original live chat. The student will need to complete the Exit Ticket before the next live class to earn points for the live chat. Live classes are worth 14% of your grade in this course. Each live class is worth 20 points. Students are allowed one drop grade for the live chats. (If a student does not attend one live class and the student is not able to complete the Exit Ticket for that one class, that grade will be dropped from the student's final grade.)

Late Work, Make Up, and Extensions

All work must be turned in on the appropriate due date. Late work is not accepted in this course (with the one exception being the Missed Speech Policy). Assignments and quizzes due online may not be made up. However, there are opportunities for extra credit in this course as well as some drop quizzes. The 3 lowest quiz grades will be dropped. The lowest 20 point discussion grade will be dropped. The lowest live class grade will be dropped.

The Course Schedule lists deadlines for all online speeches, discussions, quizzes, and assignments. All work is due by 11:59 pm EST on the assigned due date. Online work will generally open 1 week prior to the deadline. In other words, students do not have to wait until the due date to complete assignments/quizzes/etc for this class. Students can and should work to complete graded materials early.

Missed Speech Policy

If a student fails to submit a speech by the deadline but does upload the video to YouTube and e-mails the instructor a valid, working link to their speech **within one week of the assigned due date,** the instructor can accept the speech but the student will receive a late deduction.

The first time a student uses the Missed Speech policy, there will be a 10% late deduction on the presentation.

The second time a student uses the Missed Speech policy, there will be a 20% late deduction on the presentation.

The third time a student uses the Missed Speech policy, there will be a 40% late deduction on the presentation.

(This policy is only for the Special Occasion Speech, Informative Speech, and Persuasive Speech. It does not apply to any other assignment in the course.)

After looking at the Course Schedule at the beginning of the semester, if a student realizes he/she cannot submit more than one speech by the assigned deadline due to outside conflicts, the student must contact the instructor before the end of the drop/add period to discuss the student's options.

Excused Absence

If a student cannot submit an assignment on time due to an excused absence, the student will be allowed to turn the assignment in without a late deduction. Excused absences are those that result from hospitalization, jury duty, death in the immediate family, or severe illness. To have an absence excused, the student must email the instructor official documentation within one week of the assignment deadline. The student must also email the instructor before missing the deadline. The student has two weeks to email the instructor the assignment. If the student missed a speech due to an excused absence, the student has two weeks to email a valid, working link to his/her speech and a word document or PDF attachment of their formal outline. It is the student's responsibility to follow correct procedures, thereby ensuring help for the student and verification for the instructor that the reason for the absence(s) is valid.

Missing a Speech at the End of the Semester

If a student misses a speech less than two weeks before the end of the semester, the student must email the link to their video and an attachment of their formal outline before the last day of classes. This ensures the instructor can

complete final grades before they are due to the college. (For graduating students, the link to their video and the attachment of their formal outline must be emailed the day before grades are due for graduating students. Feel free to contact the instructor for clarification on this deadline.)

Posting Speeches Online

Taking Public Speaking online requires students to record videos of their presentations, upload the videos on YouTube, and then post the link to their video in a discussion board in Canvas for their classmates to view and respond. Instructions on how to do this will be provided on BlackBoard.

Recording and uploading your speeches is a large component of this course. If you don't feel you have the technical skills required, it is recommended that you contact your instructor before the end of the drop/add period of the semester.

(Please note, students will upload their YouTube videos as Unlisted so only the people the student shares the link with can see the videos).

Documentation Format and Source Citation Policy

All work for this course should follow the style guidelines of the American Psychological Association (APA).

Assignment Format

Written assignments must be created as a Word Document or PDF document, Times New Roman, 12-point font, black font color. Assignments turned in online that are not in Microsoft Word or as a PDF document will lose anywhere from two to all of the points on the assignment. Formal Outlines should be single-spaced and should follow the Formal Outline Guide provided for students on Canvas. Hand written assignments will not be accepted. APA format must be used when citation is required by the assignment.

Assignment Policy

It is the student's responsibility to read the Course Schedule below, announcements posted on Canvas, as well as emails from the instructor and pay attention to when and where assignments are due.

The instructor generally does not accept assignments sent through emails. However, should problems with Canvas arise, the student must email the assignment to the instructor before the deadline in order to receive credit. You must submit the assignment in a Word Document or PDF.

If the student has a problem with Canvas, the student must contact the Wesleyan College Help Desk AND email the instructor before the deadline. The student must provide screenshots as documentation of the Canvas error.

Quizzes will not be reset due to user error, computer problems, or personal internet issues. It is the student's responsibility to complete and submit the correct, uncorrupted assignment on time.

Notice of Additional Campus-Wide Academic Policies

All other Wesleyan College Academic Policies will be upheld in this course. It is each student's responsibility to be familiar with these policies and abide by them. For more information, see the Campus-Wide Academic Policies handout posted alongside this course syllabus on our Canvas course site.

Potential Changes to Course Schedule

The following week-to-week schedule is a general plan for the course. Deviations may be necessary and will be announced in advance via announcement and/or e-mail. Students should check their Canvas course site announcements and Wesleyan Gmail accounts at least once every twenty-four hours throughout the term to watch for updates regarding this course.

Course Schedule

Our typical online week will run Friday through Thursday to allow you the weekends for independent reading and studying as you choose. Assignments will generally be posted at least a week ahead of time so please note that you will often see the current week and the next week available. This is to allow you ample time to complete assignments before the deadlines. Please note our first "week" is a short one.

WEEK 1

Learning Goals:
- Become oriented to our class structure
- Understand the course policies
- Become familiar with our live chat schedule
- Understand our weekly module format

Homework:
- Discussion: Who Are You
- Scheduling Survey
- Syllabus Quiz
- Assignments & Deadlines Posted on Canvas Course Site under "Modules/Week 1"

WEEK 2

Learning Goals:

- From the reading, explore forms of rhetoric
- Practice recording a speech video
- Learn how to upload your videos to YouTube
- Become familiar with posting your videos in discussion boards

- From the reading, explore our various reasons (interactional goals) for presentational speaking
- Begin learning delivery skills for speaking to an online audience
- Become familiar with how to analyze your audiences

Homework:
- Video Check Assignment
- Chapter 1 & 2 Quiz
- Video Lecture Quiz 1
- Assignments & Deadlines Posted on Canvas Course Site under "Modules/Week 2"

WEEK 3

Learning Goals:

- From the reading, become familiar with the acronym **SOFV.**
- Considerations for effective, engaging presentation delivery
- Practice outline and speech creation skills
- Encourage and critique other students to help improve their outlines
- Become familiar with different types of Special Occasion Speeches
- Learn how to organize and outline Special Occasion Speeches

Homework:
- Topic Session #1 - Outline Post
- Video Lecture Quiz 2
- Topic Session #1 - Replies
- Chapter 3 & 9 Quiz
- Assignments & Deadlines Posted on Canvas Course Site under "Modules/Week 3"

WEEK 4

Learning Goals:

- From the reading, discover a broader understanding of "research"
- How to take a topic and frame it in a variety of ways for different impacts
- Implement special occasion speaking skills
- Perfect outline skills for special occasion speeches
- Encourage and critique other students to help improve their future speeches

Homework:
- Special Occasion Speeches

- Special Occasion Formal Outline
- Special Occasion Speech Critique
- Chapter 4 & 5 Quiz
- Video Lecture Quiz 3
- Assignments & Deadlines Posted on Canvas Course Site under "Modules/Week 4"

WEEK 5

Learning Goals:

- How to structure your arguments to make an effective speech
- The importance of a strong introduction and conclusion for your presentation
- How thoughtful transitions can make your presentation flow
- Critical editing for a cohesive presentation
- Learn skills to practice speeches effectively
- How and when to use visual aids like PowerPoint
- Become familiar with evaluating presentations
- Encourage and critique other students to help improve their informative speech outlines
- Evaluate research and support material to create stronger speeches

Homework:
- Chapter 6 & 7 Quiz
- Topic Session #2 - Outline Post
- Video Lecture Quiz 4
- Chapter 8 & 10 Quiz
- Topic Session #2 - Replies
- Video Lecture Quiz 5
- Assignments & Deadlines Posted on Canvas Course Site under "Modules/Week 5"

WEEK 6

Learning Goals:

- Refine and complete Informative Formal Outline
- Practice and fine tune delivery for your informative speech
- Deliver an effective informative speech
- Record and upload an informative speech

Homework:
- Informative Speeches

- Informative Formal Outlines
- Informative Speech Critiques
- Assignments & Deadlines Posted on Canvas Course Site under "Modules/Week 6"

WEEK 7

Learning Goals:

- Encourage and critique other students to help improve their future speeches
- Organize and outline your persuasive speech
- Learn how to use evidence in persuasive speaking
- Understand primacy and recency in public speaking
- Review ethics and persuasive speaking

Homework:
- Topic Session #3 - Outline Post
- Video Lecture Quiz 6
- Video Lecture Quiz 7
- Teaching Evaluations
- Topic Session #3- Replies
- Assignments & Deadlines Posted on Canvas Course Site under "Modules/Week 7"

WEEK 8

Learning Goals:

- Encourage and critique other students to help improve their informative persuasive outlines

    · Become familiar with modern and traditional forms of persuasion

- Learn how to structure persuasive speeches using different problem solution formats
- Learn how to structure persuasive speeches using a statement of reasons format
- Refine and complete Persuasive Formal Outline
- Practice and fine tune delivery for your persuasive speech
- Deliver an effective persuasive speech
- Record and upload an persuasive speech

Homework:
- Persuasive Speeches
- Persuasive Formal Outlines

- Persuasive Speech Critique
- End of Term Extra Credit
- Assignments & Deadlines Posted on Canvas Course Site under "Modules/Week 8"