Public Speaking
Com 1XX Section XX

COMM 1XX Introduction to Public Speaking meets the core skill requirement in Spoken Communication.

Class Location
Time
Instructor
Office hour

Textbook
Invitation to Public Speaking 5th edition
by Cindy L. Griffin

Course Description
This course is an introduction to the practical skill of public speaking. It will emphasize the basic principles of research, organization, and delivery in the construction of effective public presentations. Civic aspects of public speaking will also be addressed with attention to critical listening and evaluation of public communication.

Course Overview
Public Speaking is designed to (1) give students the needed information, skills and practice to competently deliver public presentations in a variety of settings and to (2) encourage and enhance the ability of students to become competent evaluators of public presentations.

What some faculty are saying...

The Platform
82% of instructors surveyed are very interested (25%) or somewhat interested (57%) in the product.

Aspects of MindTap that most appeal to instructors include:
• customization
• flexibility
• everything in one place

Speech Video Library
100% of instructors polled agree that the Speech Video Library includes the types of speeches they need for their Public Speaking course.

83% of instructors polled were likely to consider incorporating Speech Video Library activities in their Public Speaking class.

Outline Builder
75% of Speech instructors polled were likely to consider incorporating Outline Builder assignments in their Public Speaking course.

92% of instructors polled agree that the Outline Builder includes relevant
prompts and resources to guide students through the outlining process.
Testimonials

A majority of students (80 – 90%) said MindTap Speech would be useful.

What some students are saying...

I am really glad I decided to take part in this discussion! I was able to see something I could have used at the beginning of the semester for my speech class that I would have benefited from greatly! I don’t see why were aren’t using this! It’s amazing!
Mary T. Cerritos College

I thought it would be VERY helpful and could help a lot of students Zach L., Ohio Northern

I believe that this is an amazing tool to have! Sometimes I find myself wondering if I am completing an assignment the way a teacher wants it done. I think this tool will help me as a student get a better understanding as to what I need to do to complete an assignment correctly.
Elizabeth R. Portland CC

Accomodations:
In compliance with University policy and equal access legislation, all MindTap materials are ADA compliant. All videos are closed captioned and all text may be read aloud.
I am available to discuss appropriate accommodations that you may require as a student with a disability. Students will need to register with the Disability Resources. More information about Disability Services. (Insert contact information here.)
Getting Started Online:

1. Read the syllabus and the course calendar.
2. Make sure you have access to the internet.
3. Visit the website login.cengagebrain.com and create an account if you don’t already have one.

4. Register your access code or course key.

A MindTap course key is a 12 digit key that will register you for this class. Your instructor provides this to you. An access code is something you must purchase:

- **Online**: using a credit, debit, or PayPal
- **Bookstore**: Check with your bookstore or instructor about this option
- **Free trial**: If you are unable to pay at the start of the semester, you have a two weeks MindTap grace period at the beginning of the semester, after which you will be required to pay to register your product.
If online learning is new to you, read this article:

http://www.iseek.org/education/successonline.html
Navigating MindTap Views: Dashboard View

If your instructor selected the **Dashboard view**, your MindTap may look like this. *With a Dashboard view, students have the option to toggle between three different view buttons.*

### Week View

![Week View](image)

*The Unit View is how you will access all Unit reading and assignments, so it’s an important to know that you access this from the Dashboard view.*
MindTap®

Educators’ Guide to Teaching with MindTap

[Image of MindTap interface with course topics listed]
Note: With this view, as with any Dashboard view, all MindTap apps can be selected by clicking the APPS icon in the top right corner.

**Date View**

Navigating MindTap Views: Unit View

If your instructor has selected the **Unit View**, your course will look like this, with the app bar already visible on the right side of the screen.
MindTap Study Tools

**Flashcards**  a classic learning tool. Digitally reimagined, flashcards detect the chapter a student last opened, then shows cards for that chapter.

**Flashnotes.com**  an online marketplace full of study guides, notes, flashcards, and video help created by students, for students.

**Merriam-Webster**  Dictionary enriches the learning experience and improves users' understanding of the English language.

**Outline Builder**  breaks down the speech preparation process into manageable steps, with a wizard-format tool to assist with every step of the speech-making process.

**Notebook**  Integrating Evernote technology, this app aggregates student annotations and notes into a single consolidated view.

**ReadSpeaker**  Text-to-speech technology offers varied reading styles and the option to select highlighted text to reinforce understanding.

**NetTutor®**  staffed with U.S.-based tutors and facilitated by a proprietary whiteboard created for online collaboration in education.

**Speech Video Library**  gives instructors a selection of videos provided by Cengage Learning for use in MindTap courses. All videos include questions for students.

Sharing and Collaboration

**Google Docs**  Instructors and students share dynamically updated text documents, spreadsheets, presentations, and PDFs.

**Kaltura**  Simple video, audio and image uploading tools open a wealth of instructional, testing and engagement opportunities.

**YouSeeU**  Lets students record, share, and provide peer-review comments on a variety of speech
assignments.

**Inline RSS Feed** Send timely, valid feeds to students – within the Learning Path or as a separate reading – with the option to add remarks.

**Web Video** Easily incorporate YouTube videos as a separate viewing activity within the Learning Path or directly within a reading assignment.

**ConnectYard** MindApp social media platform that fosters communication among students and teachers without the need to “friend” or “follow” or join a social network.
Completing MindTap Assignments and Readings:

1. Whether you are in the Dashboard view or Unit view, you enter a unit the same way. Just select the chapter by clicking on it.

2. Within each chapter, you will find a variety of activities, readings and assignments. The following Icons will help you distinguish between them.

- **Reading.** e.g. web links, chapters
- **Activities** e.g. quizzes, video assignments and presentations

3. All activities are categorized in one of two ways.

- **Counts toward grade** Activity result will be included in the gradebook.
- **Practice** Low stakes preparation, skill-building exercise. Results are not recorded in gradebook.
Learning Outcomes

At the end of this course, students should be able to:

• Analyze the role of the audience and purpose in different speech contexts.
• Develop, organize and deliver effective public presentations.
• Find, evaluate, and use quality research in designing and delivering public presentations.
• Prepare and utilize appropriate visual information to enhance a message.
• Evaluate public presentations in terms of organization, evidence and delivery.
Minimum Assignment Requirements:

- Each student should be required to deliver no fewer than 3 graded public speaking assignments - or a minimum of 20 minutes of formal public presentation time.
- At least one of the speaking assignments should include some opportunity for feedback to be incorporated into a revised presentation.
- At least two of the presentations should require a minimum of 6 sources (evaluated for quality) to be incorporated into the speech.
- Written documentation used for preparation (outlines, manuscripts, etc.) as well as bibliographic information for references should be required.
- At least two forms of speech delivery (impromptu/ extemporaneous/ manuscript) should be required in one semester.
- Use of ancillary materials (visual/audio) should be required in no fewer than two of the presentations. One of these should include the visual representation of qualitative material.
- Some form of peer feedback should be used to help enhance evaluative skills in addition to delivery skills.

Students must be required to complete all speaking assignments in order to pass the course regardless of grading schematics.

Course Grading System

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Narrative (Ice breaker) Speech</td>
<td>5%</td>
</tr>
<tr>
<td>Informative Speech</td>
<td>20%</td>
</tr>
<tr>
<td>Persuasive Speech</td>
<td>20%</td>
</tr>
<tr>
<td>Special Occasion Speech</td>
<td>10%</td>
</tr>
<tr>
<td>Final Speech (revised speech)</td>
<td>15%</td>
</tr>
<tr>
<td>Speech Critiques</td>
<td>10%</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Exams</td>
<td>10%</td>
</tr>
</tbody>
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**Speaking Assignments**

All required speeches must be given in order to receive a grade in this course. If you miss an assigned speech date, you will be penalized one full letter grade and you must provide twice the number of sources that are usually required. The student is required **both** to submit an electronic copy **and** to hand in an outline or analysis **on the day of each speech.** The assignment sheet indicates what is to accompany the speech. **No speech may be delivered without the required outline or analysis.**

*Plagiarism – work that is intentionally or unintentionally stolen from another – is unacceptable in this course. At minimum, you will fail the assignment.*
All classroom speeches will be recorded and placed on MindTap using live-capture powered by YouSeeU. You will be expected to submit peer-critiques to at least 3 classmates on MindTap. (See deadlines in course calendar)

**Attendance policy**

*Taken together, attendance and participation are worth 10% of your final grade.* Your attendance/participation grade is calculated based on your attendance, involvement and contribution to class discussions, activities, and your level of preparation. I understand there may be life obstacles that come up from time to time and that you may be absent for sickness, court, family issues. You may attend public speaking events at your place of worship, speakers on campus, and other locations for extra credit. If you have an emergency that will keep you out of school for more than a week, please contact me immediately.

**Evaluating your participation**

*Why participate?* Participating during class gives you an opportunity to practice speaking and using the skills of persuasion as well as listen to, critique and contribute to your peers.

*What does participation look like?* Attendance is an obvious prerequisite for contributing, but by itself it is not participation. It is the consistent, rigorous preparation of assigned material and consistent enthusiastic attempt to share appropriate interpretations with your peers and professor. It means engaging with your peers and your professor’s ideas with respect.

*Students finding it difficult to contribute for any reason should see me as soon as possible.* Never refrain from making a comment or asking a question for fear of how a single utterance may influence your evaluation. This rubric evaluates contribution over the span of a semester. Participation will be evaluated on a scale between A+ to C - or No Credit.

**Standards used to evaluate your participation in class and online**

A  **Outstanding Contributions.** Regular contributions reflect rigorous preparation. Ideas are always substantive, thoughtful, and contributions consistently increase the quality of the course.

B  **Good Contributions.** Regular contributions reflect preparation. Ideas are usually substantive and thoughtful but not as consistent as the top category. Quality of the course is for the better.

C  **Adequate Contributions.** Contributions are infrequent but reflect satisfactory preparation. Ideas are sometimes substantive and thoughtful. Challenges are rarely presented. The quality of
the discussion is somewhat improved by these contributions.

NC  **Non-Contributions.** There are few or no contributions to the education of the class. Hence, there is not an adequate basis for evaluation. In the absence of these contributions, the quality of the course or the quality of discussion would not change.

NC  **Unsatisfactory or Damaging Contributor.** Contributions in class reflect inadequate preparation or are undermined by improper comportment. Ideas are seldom substantive, provide few if any insights, and never a constructive direction for the class. If these kinds of contributions were not brought to the class, the quality of the course would be improved.
Standards for evaluating your assignments

90-100 is reserved for work that is excellent in development, structure, and style. These assignments develop a thought-provoking thesis with a thorough examination of ideas and insightful observations. They are based on research and/or reflection from the textbooks, class discussions and outside readings. In addition, they are nearly perfect technically (outline is well organized and/or paper is well written).

An 80-89 is above average. It is well organized, supported by specific evidence, and provides solid observations and supporting references. These assignments are usually technically near perfect, but lack the style and sophistication of an A assignment. The assignment is clearly organized, with a clear introduction and conclusion, displays clear organization and transitions.

A 70-79 is of average proficiency. It complies minimally to assignment requirements, but may not be thoroughly developed and may include significant errors in grammar. Work may be adequate but not well developed. Supporting materials are limited, but the assignment has a basic organizational structure.

A 60-69 is below average. These assignments typically are not well-developed and have major problems with grammar, clarity and or logic. Work might be simplistic and incomplete. Transitions are poor, timing and organization are weak.

An assignment with a grade of 59 or below does not meet minimum standards for the assignment, including length, topic, and research source requirements. Plagiarized work will receive a 0.

Classroom behavior and strategies for success

Respect our time together. Arrive on time. Don’t pack up early. If you need to leave early, please talk to me about it before class begins. Come to class ready to learn. Listen to others, participate with the group. Please get coffee, go to the bathroom and get food BEFORE class starts. Do not plan to leave class unless it is an EMERGENCY.

Minimize distractions. Turn your cell phone ringer off. Keep your phone out of sight. Don’t text, shop, or use Facebook during class. It distracts you and others from class. It’s also rude. Don’t wear headphones in class. If you have special circumstances that require you to have your phone on and to be available to send and receive texts or calls, please notify me.
Due dates/late work policy
All papers and assignments are to be submitted electronically (not paper) using MindTap. All homework due dates will be posted on MindTap and are due by 11:59 PM on the date noted in your calendar view online. Late work may be penalized at the discretion of the professor. You must submit your papers online as described in class. If for some reason you cannot do this you need to notify me immediately. Backup and keep copies of all of your course work.
# Public Speaking Calendar

**Schedule Subject to Change**

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<thead>
<tr>
<th>Class Schedule</th>
<th>Topics and Assignments</th>
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<tbody>
<tr>
<td><strong>Week One</strong></td>
<td>Introduction to course; Foundations of Public Speaking</td>
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| **Week Two**   | Gaining confidence in speaking, ethics, listening and giving your first speech  
Read Chapters 1 & 2; complete MindTap activities |
| **Week Three** | Speeches of introduction [entire class, 2 – 3 min each, no sources required]  
Audience / topic / purpose / criticism Read Chapters 3 & 4, MindTap activities |
| **Week Four**  | Speeches of introduction self critique due online via MindTap  
Research / Support Read Chapters 5 & 6; MindTap activities |
| **Week Five**  | Exam on Chapters 1 – 6; Informative Speech Topics Due  
Organizing and Outlining Read Chapter 7; MindTap activities |
| **Week Six**   | Beginning and Ending, Speaking to Inform Read Chapter 8 & 12  
Informative Speech Outlines Due – Submit online via MindTap Outline Builder |
| **Week Seven** | Informative Speech and revised outlines due; peer critique on MindTap YouSeeU  
[4 – 6 min, 3 sources required] |
| **Week Eight** | Speech critiques due (online)  
Language, Delivery and Visual Aids Read Chapters 9, 10, 11, MindTap activities |
| **Week Nine**  | Exam on Chapters 7-12; Persuasive Speech Topics & Outlines Due  
Submit outline via MindTap Outline Builder  
Persuasive speaking / methods of persuasion Read chapters 14, 15, MindTap activities |
| **Week Ten**   | Persuasive Speech and revised outlines due  
[5 – 7 min, 6 sources required] |
| **Week Eleven** | Peer critique due (With audience survey results) online using MindTap YouSeeU  
Speaking during special occasion Read Chapter 16, MindTap activities |
| **Week Twelve** | Exam – Chapters 14- 16; Special Occasion Speech Topic Due |
| **Week Thirteen** | Special Occasion Speech and manuscript due [3 min.] |
Week Fourteen  Final Speech** [7 min. 3 min questions, after speech analysis] online using MindTap YouSeeU

**Final Speech must be an extensive rewriting of either the informative or persuasive speech delivered extemporaneously