**COMM 111 CRN#33582 – PUBLIC SPEAKING SYLLABUS**

Mondays/Wednesdays 2:30pm-3:50pm

Linn Benton Center: Room #104

Credits: 3 credits

Instructor: Chelsey Williams

Email: Chelsey.williams@linnbenton.edu

Office Hours: By appointment

*\*A syllabus is a formal agreement between the students and the instructor. By taking this class, you are confirming that you have thoroughly understand this syllabus and you agree to the policies outlined in it. Nearly everything you need to know about the course is located here in the syllabus.*

**Required Materials**

Valenzano III, J.M., Braden, S.W., & Broeckelman-Post, M.A. (2013) The Speaker’s Primer (2ed.). Southlake, TX: Fountainhead Press. ISBN: 9781598716207

**Writing Standards**: <https://owl.english.purdue.edu/> This is a phenomenal writing guide, and you will be held to the standards that you will find on these pages. This is a guide for APA/MLA citations. I will be grading assuming that you have used this resource. Students who take this course are expected to know how to type an outline and ideally, have passed WR121 with a C or better.

1. **Attendance is Necessary**
2. This is an activity heavy class that requires your participation in class to pass.
3. For a public speaking class to be successful there must be also be a consistent audience. Therefore, your participation as a member of the audience is as necessary as your participation as a speaker.
4. Speeches are not allowed to be rescheduled from your assigned speaking day. If you are not prepared the day of your speech and ask don not show up or ask to reschedule, you will be denied.
5. **Late Arrival/Early Departure Policy**
   1. You are required to come to class on time. Coming in late is disruptive also, please do not leave early.
   2. Please do not enter the classroom when another student is giving their speech. Wait outside until you hear clapping, that way you can be sure the speech has ended.
6. **Preparedness**
7. You should be prepared for class everyday by having completed all assignments the week prior.
8. All assignments with multiple pages should be stapled. **You will also need to have access to Microsoft Office and Google Docs** and the ability to access and use Moodle.
9. **Technology**
10. I am an instructor who embraces technology. I use Moodle to communicate and enhance the learning with all aspects of this course. However, cell phones, iPods, iPads, tablets and laptops cannot be open during class for any reason unless it is part of an exercise for class, then they must be put away immediately. They cannot be on your desk.
11. **Speech Activities**
12. **Speeches:** You will have a total of four speech activities this term: Photo Introduction, Informative, and Persuasive and Impromptu. All but the Impromptu speeches require visual aid (self-introduction, informative, and persuasive).
13. **Speech Activity Dates**: will be assigned throughout the term. You must present your speech on the assigned date. You are not allowed to make up a speech if you miss your assigned date. If you do not show up on your assigned speech date, you will receive 0 points for that speech.
14. **Works Cited:** The use of complete source citations is a critical element of a well-developed speech. Each speech will require a minimum number of source citations. Full credit will only be given for stating complete source citations orally while delivering a speech. Because you are speaking to a college audience, it is also expected that you will use credible sources. If the required number of sources is not cited (orally, and in outline), the speech can receive no more than a D+.
15. **Outlines:** Final Outlines are always due the day of your speech, to be handed to me. If you do not have a typed outline, you cannot give your speech**.** Outlines are required for two of the major speeches listed above. Each outline must be fully developed, properly formatted, typed and contain a works cited page. Examples of outlines will be posted on Moodle.
16. Grading Speeches: Speeches are graded in two parts: delivery and preparation. Half of your grade is dependent upon the outline that you prepare and hand in when you speak. The second half of the grade will come from your delivery. In my class, special consideration is given for growth over proficiency.
17. Time Limits: All speeches will have time limits and require preparation prior to class. Speeches that go over or under by 10 seconds will result in a point deduction.
18. **Outlines** Two rough drafts are required during the term. Rough Drafts are to be turned in on Moodle, not via email. Final outlines are required for all major speeches. Outline requirements are available in your textbook, in Moodle, and discussed at-length in class. The final outlines are worth half of your speech grade. If you do not bring an outline on the day you speak, you will receive 0 points for that speech.
19. **Reading**
20. Weekly reading will be assigned. Weekly reading summaries are due on Moodle on Sundays by midnight. Late reading summaries will not be accepted.
21. **Class Etiquette**
22. Public speaking can be very nerve wracking. Many people have a great fear of it. It is of utmost importance to demonstrate courtesy to your classmates when they are speaking. Please give your classmates the courtesy of your attention. Please be courteous to one another- show support and encouragement, especially before and after speeches.
23. On your scheduled speech day, you are not permitted to have any materials related to your speech out on your desk or within sight until it is your turn.Do not read your own speech, practice your speech or look over note cards or your outline for your own speech while another student is speaking. Please remember, students are required to participate in class lectures and assignments each week- your grade depends on it. Class is more enjoyable when you take an active role in learning- you get out of it what you put into it!
24. Maintain a positive attitude towards your class and the instructor and uphold the expectations for classroom**.**
25. **Quizzes**

There will be Moodle quizzes given each week worth 5 points each, for a total of 50 points.

1. **Communication:**

* Email is the best way to get in touch [Chelsey.williams@linnbenton.edu](mailto:Chelsey.williams@linnbenton.edu)
* You must use you’re own@linnbenton.edu email. Please include COMM 111 and the section number **CRN#33582** in the subject line of your email. Make sure your email is courteous and professional. Please be sure to sign your emails with your first and last name. I prefer face-to-face conversation regarding challenges or difficulties. Use email communication wisely.

**12 Academic Dishonesty and Class Decorum**

LBCC is dedicated to maintaining an optimal learning environment and insists upon academic honesty. To uphold the academic integrity of the institution, all members of the academic community, faculty, staff and students alike, must assume responsibility for providing an educational environment of the highest standards characterized by a spirit of academic honesty. Accordingly, if you exchange information with another student during an exam, use unauthorized sources during a exam, and/or submit someone else’s work or ideas as your own in any of your assignments, you will receive an F for the assignment and may be subject to further discipline.

**Civility**

All individuals participating in this course have a responsibility to create and maintain an environment conducive to learning. A learning-friendly environment is one that is free of distractions, engages all participants in the learning process, and does not demean or dehumanize any individual or group. Participants therefore will:

* Arrive on time and remain for the duration of the class.
* Refrain from conducting private conversations in class, including use of cell phones or other devices, texting, or checking email. If you need to use these devices, please step out of the learning space at an appropriate time.
* Use socially conscious language and behavior that does not demean or dehumanize any person or group of persons, whether such persons are present.
* Show respect of others in the course through listening effectively and responding thoughtfully and sensitively.
* Contribute to the learning of one another in the course by being prepared for class and engaging in and contributing to the learning in the course.

**Religious Observances** I will be happy to work with you if class meetings or assignments conflict with your religious practices. Please let me know of any anticipated conflicts early in the term.

**Policy on Children in Class** It is my belief that if we want parents in academia, that we should also expect children to be present in some form. Currently, the college does not have a formal policy on children in the classroom. The policy described here is thus, a reflection of my own beliefs and commitments to student, staff and faculty parents. 1) All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. Because not all women can pump sufficient milk, and not all babies will take a bottle reliably, I never want students to feel like they have to choose between feeding their baby and continuing their education. You and your nursing baby are welcome in class any time. 2) For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving them with someone you or the child does not feel comfortable with. Because this is a speech class, it is not preferable to bring toddlers to class. If you are having a childcare issue, please let me know and I will work with you. If you have an older child (over age 7) and need to bring them, please let me know and I will accommodate. I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.

1. **Disabilities & Accommodations Statement**

Direct questions about or requests for special needs or accommodations to the LBCC Disability

Coordinator, RCH-105, 6500 Pacific Blvd. SW, Albany, Oregon 97321, Phone 541-917-4789 or

via Oregon Telecommunications Relay TTD at 1-800-735-2900 or 1-800-735-1232. Make sign

language interpreting or real-time transcribing requests 2-4 weeks in advance. Make all other

requests at least 72 hours prior to the event. LBCC will make every effort to honor requests. Center for Accessibility Resources (CFAR) Individuals requiring accommodation due to a documented disability and/or personal hardship should meet with me during the first week of class. I will do my best to assist you, provided that it does not compromise the academic integrity of LBCC. Students with disabilities should contact the Center for Accessibility Resources at **541- 917-4789**. Nondiscrimination Policy LBCC prohibits unlawful discrimination based on race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, gender, marital status, disability, veteran status, age, or any other status protected under applicable federal, state, or local laws.

**LBCC Comprehensive Statement of Nondiscrimination:**

LBCC prohibits unlawful discrimination based on race, color, religion, ethnicity, use of native

language, national origin, sex, sexual orientation, gender, gender identity, marital status,

disability, veteran status, age, or any other status protected under applicable federal, state, or

local laws. For further information, see Board Policy P1015 in our Board Policies and

Administrative Rules. Title II, IX, & Section 504: Scott Rolen, CC-108, 541-917-4425; Lynne

Cox, T-107B, 541-917-4806, LBCC, Albany, Oregon. To report: http://linnbenton-advocate.symplicity.com/public\_report

1. **Not All Learning Challenges Are Visible**: Many students deal with a social disability that is not visible to others but does significantly impact their lives in ways that require additional accommodations in a learning setting. An example of these might be; Autism, Anxiety, Dyslexia, ADD, ADHD, Depression, Misophonia, OCD, and a variety of others.
2. **Academic Accommodations for Persons with Disabilities:** In both compliances with and in the spirit of the **Americans with Disabilities Act (ADA),** I would like to work with you if you have a learning challenge that is relevant to your work in this course. Students with documented disabilities who may need accommodations, who have any emergency medical information the instructor should be aware of, or who need special arrangements in the event of evacuation, or who may need additional excused absences should make an appointment with me no later than the first week of the term so we can create a learning environment that will serve to take into consideration your needs.   It is your responsibility to notify me of your ADA status or your CFAR arrangements. Again, please feel free to contact me via email or visit me during office hours so we can talk privately about how I can best serve you in this course. The college is legally obligated to provide appropriate accommodations for students with documented disabilities. If you are unsure if you have a disability that is documented, please feel free to come visit me so we can discuss.
3. **Moodle/ E-mail**

We will use Moodle for important announcements, syllabus, discussions, sharing videos and other learning materials. I only display two weeks at a time on Moodle. The current week and the week following. In addition, you can view your grades and progress in the class. You must check in to the site at least once a week and participate in the weekly assignments (quizzes and discussions), you are graded on this participation (see below). If you have having difficulty accessing any aspect of Moodle, please let me know so I can rectify this for you or direct you to who can.

1. **Grading Policy**

All assignments, exams and speeches are given a designated number of points, the total of points for the course is 300. The following is a breakdown of the letter grading.

A (270-300)

B (240-269)

C (180-239)

D (150-179)

F (149-below)

1. **Course Grading:** *Grade Breakdown*

Photo Intro 10 Points

Informative Speech 60 Points

Persuasive Speech 100 Points

Reading Reflections 50 Points

Quizzes 50 Points

Self-Critique15 Points

Peer Critique15 Points

**Total Course Points Possible 300 Points**

1. **Posting Grades**

I try and keep my grades posted weekly. I have anywhere between 30-60 students to grade for every individual assignment so sometimes this is not possible. My goal is to post the grade within three days from the time the assignment was due. Keep track of your progress, do not wait until the last minute to contact me about any concerns you have about your grades. I do not speak to students after class about their grades, please come see me in my office so I have access to your records.

1. **Preparation & Practice**

For every minute, you speak two hours of preparation is needed. Thus, a 5-minute speech will take you up to 10 hours to prepare.

1. **E-Mail**

I will respond to your emails within 24 hours except if your email was sent on a weekend or a holiday. If you send me an email during the weekend or a schedule school holiday, I will return your correspondence the first school day following the weekend (Monday) or the next school day following the holiday. Email is my preferred method of contact with students, but please don’t abuse this. If you ask a question that can be found in the syllabus I will refer you back to the page and section of the syllabus that will answer the question.

1. **Chapter Quizzes**

There will be a reading quiz due on Moodle each week worth 5 points.

1. **Exams**

This course does not require a mid-term or final exam. As a technical course, the learning is in the doing and your grade will be reflected by the work in your overall portfolio.

1. **OUTLINE CRITERIA**

All speech outlines you turn in must have the following format requirements; you will lose points on outlines that do not fulfill ALL of these requirements:

* + First and last name
  + Typed in 12 points, Times New Roman Font
  + Typed in **black ink**, **double spaced**
  + MLA or APA Format
  + 1” inch margins on all sides
  + Citations both in the body of the outline and in the “Works Cited” section
  + Stapled together before class – with evaluation forms – forms go on top
  + Spell checked and proofread
  + Turned in on time and at the start of class
  + Printing double sided is acceptable and encouraged.

**Citations are crucial and should be found in 3 places: the body of your outline, the “Works Cited” section, and verbally expressed in your speech.** There are outline templates for you to use on Moodle. Use these please, save yourself the headache of dealing with formatting in Word, you will be graded on the formatting.

1. **Self-Critique/Course Learning Reflection**

For this assignment, you will need to record your persuasive speech. You can simply have someone in class record a video on your phone. You will use this video to write a 2-page self-critique/course reflection A handout with details about this assignment will be provided.

1. **In-Class Peer Critiques**

You are required to complete one peer critique of a speech presented by one of your peers. I will provide peer critique forms at the beginning of Informative Speeches. Please complete the critique while the speaker is delivering his/her speech. You will then write a 2-page, double spaced critique/reflection. A handout with details about this assignment will be provided.

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| **Linn-Benton Speech COMM 111 CRN #** | | |  |
| **WEEK** | **DATE** | **TOPICS/ACTIVITIES** | **READING** | **WEEKEND ASSIGNMENTS**  **(Due Sundays @ Midnight)** |
| **WK 1** | **Jan. 7** | **Course Intro** | Chapters 1 & 2 | Syllabus Quiz |
|  | **Jan 9** | Speech Anxiety |  | Reading Summary |
| **WK 2** | **Jan 14** | Outlining a Speech | Ch. 5, 10, & 11 | Weekly Quiz |
|  | **Jan 16** | Photo Introduction Activity  Informative Speech Intro |  | Reading Summary |
| **WK 3** | **Jan 21** | **NO CLASS MLK DAY** | Ch. 16, 18, & 19 | Weekly Quiz |
|  | **Jan 23** | Informative Speech Examples |  | Reading Summary  Informative Speech Rough Draft |
| **WK 4** | **Jan 28** |  | Ch. 6, 8, & 13 | Weekly Quiz |
|  | **Jan 30** | Workshop Day: Schedule Appointments. |  | Reading Summary |
| **WK 5** | **Feb 4** | Informative Speech  Last Names A-M | Ch. 17: Ch. 4, 7, & 9 | Weekly Quiz |
|  | **Feb 6** | Informative Speech  Last Names N-Z |  | Reading Summary |
| **WK 6** | **Feb 11** | **Dynamic Persuasive Speaking**  **Art of Language in Speech** |  | Weekly Quiz |
|  | **Feb 13** | Persuasive Topic Worksheet |  | Reading Summary  **Peer Critique** |
| **WK 7** | **Feb 18** | **NO CLASS PRESIDENT DAY** |  | Weekly Quiz |
|  | **Feb 20** |  |  | Reading Summary  **Persuasive Rough Draft Due** |
| **WK 8** | **Feb 25** | Workshop Day: Schedule  Appointments | Ch. 12 & 14 | Weekly Quiz Due |
|  | **Feb 27** | **NO CLASS SPEECH PREP DAY** |  | Reading Summary |
| **WK 9** | **March 4** | Persuasive Speech Day A-L |  | Weekly Quiz |
|  | **March 6** | Persuasive Speech Day M-S |  | Reading Summary |
| **WK 10** | **March 11** | Persuasive Speech Day T-Z |  | Weekly Quiz |
|  | **March 13** | Impromptu Speech Activity |  | Reading Summary |
| **WK 11** | **March 18** | Final 3pm-4:50 |  | **Self-Critique** |