

Winter 2015

FUNDAMENTALS OF SPEECH COMM 111 **Section 5** 3 Credits

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Location: T 217 Meeting Times: MWF 8-8:50 AM

Office: SSH 204- Office Hours: 10:00-11:00 AM MWF, And by appointment

Requirements:

Text: Emerson, D. (Ed.). (2014). Fundamentals of Speech. Southlake, TX: Fountainhead Press

AND ONE (1) 4GB Flashdrive; 1 Package of Notecards

COMM 111 Course Description: The focus of this course is on the preparation and presentation of public speeches with emphasis on analysis, reasoning, organization, evidence, and delivery. The readings, course activities and course projects are created to improve your skills. This class is taught by discussion and practical application of material covered in lectures, critiques and readings in the textbook. There will be four verbal presentations, four impromptu speeches (fun) one exam and a final group speech project.

This course moves very quickly! You will need to keep up with the readings as all of it is necessary knowledge for the creation of an effective speech. When reading ask, yourself the following questions:

How does this apply to me?

How do I use this in my speech?

How can I use this information to improve my skills?

Course Learning Goals & Outcomes: Upon successful completion of this course students should be able to:

- (1) Understand the basic principles of oral communication
- (2) Learn to select and adapt topics to meet the needs and interests of particular audiences
- (3) Demonstrate the ability to collect, analyze, and use information to develop and adapt messages for particular audiences, purposes, and settings
- (4) Learn to organize ideas and supporting materials in a coherent and captivating message
- (5) Develop delivery skills by using voice, body, and gestures effectively in presenting speeches
- (6) Listen critically
- (7) Develop the ability to speak competently, confidently, and ethically in public communication situations
- (8) Come to understand that Public Speaking can be enjoyable.

Grading: You will be graded on your performance as well as your effort -- observable attempts to improve based on the feedback from the instructor. There are also enough non-performance assignments that provide a solid foundation for those concerned about their ability to give speeches. Do well on those assignments and you can pass the class. This does not mean that you can elect to NOT give speeches and pass the class.

GRADING SCALE

- 100% - 90% A
- 89% - 80% B
- 79% - 70% C
- 69% - 60% D
- 59% & below F

A: Represents achievement that is outstanding relative to the level necessary to meet course requirements. This work is superior in every respect, and represents the highest level of achievement. The quality is so good that it would be unreasonable to ask a college student to improve upon it.

B: Represents achievement that is significantly above the level necessary to meet course requirements. Not only were all the basic expectations met, it exceeded minimum expected quality levels. This work probably showed one or more of the following characteristics: excellent understanding of the class material, excellent application of theory to practice, unusual thoroughness in thought and preparation.

C: Represents achievement that meets the course requirements in every respect. This score does not indicate any shortcoming. All the work was done adequately and completely, and the work showed basic understanding and mastery of the course material.

D: Represents achievement that is worthy of credit even though it does not fully meet course requirements. While there was merit to what was done, there were also deficiencies that meant the work did not fully meet the minimal expectations.

F: Represents performance that fails to meet the course requirements and is unworthy of credit. This work shows serious deficiencies in regard to the expectations for the assignments and the course overall.

A complete explanation of LBCC's grading policy is found in the LBCC General Catalog.

Statement on Academic Expectation

Linn Benton College and your instructors expect you to make academics your highest priority by dedicating your time and energy to training your mind and acquiring knowledge. Academic success in critical thinking and problem solving prepares you for the changes and challenges you will encounter in the future. Your instructor and academic support resources are readily available as partners in this effort, but the primary responsibility for learning is yours. Please see the guidelines for Satisfactory Academic Progress on the LBCC website.

ATTENDANCE AND PARTICIPATION POLICY

The success of this class relies on your participation. Only by attending class, participating in the exercises, asking questions, giving written and oral feedback to classmates, and presenting the required speeches will you become a stronger speaker. You are expected to attend every class, especially when your classmates are presenting.

Missing one week of class (3 or 2 excused or unexcused absences - depending on the class schedule) will result in a 10 point deduction from your Participation score. Excessive tardiness will be counted as an absence. By electing to miss class and speeches thereafter, you are electing to forfeit all participation points. Part of becoming an effective speaker is being an effective audience member. If you should arrive late on a speaking day you must not enter the classroom until you hear applause indicating that a speech has been completed. Additionally, leaving class early is strongly discouraged, however if you must leave early I MUST be notified at the beginning of class.

CHEATING & PLAGIARISM POLICY

Cheating and Plagiarism will not be tolerated. Plagiarism is literary thievery. It is taking the words or ideas of another and misrepresenting them as your own. Academic integrity is expected. Always cite and credit your sources; including Internet sources. Cheating and plagiarism will be reported to the Department Chair and Dean of Students for disciplinary action. I, for one, will suggest expulsion.

STUDENTS WITH DISABILITIES

Students with documented disabilities, who have special needs, are reminded that it is your responsibility to identify yourself to your instructor no later than the first week of the term so reasonable accommodations for learning and

evaluation within the course can be made. For further information contact LBCC's Office of Disability Services at 917-4789.

SPEECH DATES

Your individual speaking dates will be posted and announced in class prior to the due date of the first round of speeches - see Course Calendar. It is your responsibility to find someone to trade your date with if you have a conflict. If you miss ONE speech date, you will have ONE opportunity to make up that speech, with the instructor's approval on the scheduled make-up day, minus one grade point. You will only be allowed to make-up ONE speech for the entire term.

If you choose to use the multimedia equipment on your speaking date, it is your responsibility to confirm your working knowledge of software and that the equipment is working. If you wait until just before your speech and the LCD projector is not working or you cannot get your slide show to run you will have to continue without the equipment. All effective speakers have a back-up plan for their visual aids.

CLASSROOM ENVIRONMENT

PERSONAL COMMUNICATION DEVICES

All personal communication devices must be turned off or kept on "silent" - not vibrate - during all class sessions. If your personal communication device goes off during another student's speech, your speech grade will be reduced one full letter grade. Text messaging and social network status updates will not be tolerated in class at all.

FOOD AND DRINKS

Consumption of food and drinks are not allowed in class during speeches.

CONDUCT

Respect is mandatory in the classroom; respect for your instructor and fellow class mates...We are a team! As a team it is imperative that we maintain the safety of all. Safety requires that every individual participate in the creation and maintenance of a space which allows for freedom of expression and concern for others. Behaviors that suggest discrimination, disruption and/or an environment where safety and the learning environment are compromised will not be tolerated at any time. Any student that demonstrates reckless behavior that violates the safety of any one in the class will be asked to leave immediately and referred to the Dean of Students Services for appropriate action.

CLASS PREPARATION, ASSIGNMENTS & COURSE CALENDAR

Lectures, exercises, and any pop quizzes or tests will be based on the assumption that you have read the assigned chapters in your textbook.

Time Limits: In the "real" world, time is money. In most speaking situations you will be given a general time limit to which you must adhere. The time limit on each presentation is monitored closely. A strict time limit encourages you to fine-tune and practice your presentation. If you are unable to hit a two-minute window you have not prepared sufficiently. You will not know how long your speech is unless you practice it aloud several times. For each speech, you will be given a window in which you must deliver your speech. The penalty for failing to meet the time window (either over or under) will be noted on the individual assignment.

GREIVANCE POLICY

Should you disagree with your speech score I will gladly discuss your speech with you before the next round of speeches begin. Please understand that the grading/scoring of your speeches are subjective. I assume that you will conduct yourself in a professional manner. Failure to do so will result in the immediate ending of the meeting and a referral to the appropriate Dean for further action.

Please follow these guidelines:

1. Read ALL of the written comments on your Evaluation Form(s) and speech outline as well as the comments on your evaluation form.
2. Write out the reason you disagree with the grade you received.
3. Schedule an appointment with me to discuss your speech outside of class time.
4. Bring your returned speech packet and your written comments to the meeting.

COURSE ASSIGNMENTS

Speech of Introduction In this 2 - 3 minute speech you will introduce your partner to the class. You may use an item found in a magazine or newspaper from the day/week you were born, a culturally significant item, or a personal item as a stepping stone.

Narrative Speech In this 3 to 5 minute speech you will be informing the audience, telling a story about a topic of your choice. This speech will require three- (3) high- quality, main points of interest. At this point you will be demonstrating your ability to craft and deliver an effective informative speech appropriate for this audience. A self evaluation accompanies this speech.

Mini Presentation-Impromptu Speeches For these presentations you will give a 2 to 3 minute impromptu speech.

Persuasive or Research Based Informative Speech In this 7 - 9 minute speech you will present your views on a controversial subject that is of current public concern in a well-reasoned and relatively non-threatening way. This speech will require that you effectively support your comments with information from at least four (4) high quality cited sources, none from Wikipedia. This speech will also require a presentation of numerical data to support your position (e.g. pie and/or bar charts, or line graphs). You must demonstrate that you are a competent speaker who has the welfare of this audience in mind when attempting to persuade or inform them. Prior to giving this speech, a final outline, final audience analysis, and bibliography in APA format are required. Cite your sources!!

Group Demonstration Speech with Visual Aids In this 5 to 7 minute speech you will be informing the audience on a topic of your choice.. This informative speech will incorporate the use of a visual aid and/or a demonstration with at least three (3) cited sources none from Wikipedia. At this point you will be demonstrating your ability to craft and deliver an effective speech appropriate for this audience incorporating visual aids/demonstration. This is not "How to do..." this is "How something is done!" Prior to giving this speech, a final outline and bibliography in APA format are required. A self evaluation accompanies this speech.

Following your speech, you are required to host a brief question and answer (Q & A) session. A 4 GB flash drive or digital recording device and the Final Self Evaluation accompany this speech.

Quizzes Every day that reading is assigned, you may be subjected to a reading quiz. The quizzes will assess your comprehension of the subject matter as it is presented in your textbook. Reading assignments are DUE on the day they are listed on the course calendar.

FINAL

TBA

INTENSE SUBMISSIONS

Although I afford a great deal of latitude regarding your topic's creativity, any papers/submissions/speeches which include text/speech regarding harm to any persons, mental anguish, or any intense psychological horrors may be disclosed or discussed with the proper LBCC personnel. I hold personal safety in the highest regard, and all students deserve to learn creatively in a safe atmosphere.

PLEASE DEVELOP AND SUBMIT ORIGINAL WORK FOR SPEECH 111 ASSIGNMENTS.

Self Evaluations - A typed evaluation will be due after the Narrative, Demonstrative and Persuasive speeches. All late evaluations will have points deducted and WILL NOT be accepted once the next round of speeches has begun.

I WILL NOT ACCEPT ANY ASSIGNMENTS VIA EMAIL

ALL WRITTEN ASSIGNMENTS MUST BE TYPED, USING 12 PT TIMES NEW ROMAN AND DOUBLE SPACED. IF YOUR WRITTEN ASSIGNMENT IS MORE THAN ONE PAGE THEN IT MUST STAPLED. I WILL NOT ACCEPT WORK THAT HAS NOT BEEN STAPLED.

LBCC prohibits unlawful discrimination based on race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, marital status, disability, veteran status, age, or any other status protected under applicable federal, state, or local laws.

COMM 111

PROPOSED HOMEWORK CALENDAR

Week 1 & 2

Course Preview

READ CH 10

Lecture/Discussion

Introductory Speeches

DUE: PGS 234-235 (End of Week 2)

DUE: Pre-Term Assessment (End of Week 1)

READ CH 3

Lecture/Discussion

Narrative/Informative Topics Due

DUE PG 67-68 (End of Week 2)

DUE TOPIC (End of Week 2)

Week 3 & 4

Narrative/Informative Speeches Begin

READ CH 9

Lecture/Discussion

Impromptu Speeches

READ CH4

DUE PG 99-100, 213-214 (No 'Activities for Action, however') (End of Week 4)

DUE PGS 117-118 (End of Week 4)

Lecture/Discussion

View Sample Speeches

READ CH 5

Lecture/Discussion

Week 5 & 6

READ CH 6 and 7

Due PGS 141-142,164-166 (End of Week 6)

Lecture/Discussion

Outlines and Bibliography Due

Informative or Demonstrative Speeches Begin

Informative or Demonstrative Speeches Conclude

READ CH,8

Lecture/Discussion

TOPICS DUE FOR PERSUASIVE SPEECH

Impromptu Speeches

DUE: OUTLINE FOR PERSUASIVE SPEECH

Sample Persuasive Speeches

Persuasive Speeches Begin

Persuasive Speeches Continue

Persuasive Speeches Conclude

Week 7 & 8

Debate Exercise

Discussion

Mini Debates Begin

Discussion

Mini Debates Conclude

Week 9 & 10

Speaking in Small Groups

Lecture/Discussion

Small Group Organization Day

Small Group Work/Library Day

Final!

Group Presentations

DUE: POST TERM ASSESSMENT

Unfinished business

It is YOUR responsibility to WITHDRAWAL from the course should you no longer wish to attend. If you stop attending the class and do not officially withdraw, an "F" will be submitted as your grade.