

## Speech Communication 111Z: Public Speaking

Linn-Benton Community College, Fall 2023

**Instructor:** Clay Williams

**Office Hours:** MW 8 - 9am (or Appt.)

**Office:** IA 214

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### Text:

Valenzo III, J. M., Braden, S. W., Broeckelman-Post, M.A. (2021). *The Speaker's Primer (3rd ed.)*. Southlake, TX: Fountainhead Press.

### Schedule:

Sept. 25 - Dec. 10

Time: MW, 9:00-10:50am

Location: IA-232

### General Course Information:

COMM 111Z emphasizes developing communication skills by examining and demonstrating how self-awareness, audience, content, and occasion influence the creation and delivery of speeches and presentations.



### State of Oregon's Outcomes

After passing General Education Speech Communication courses, a student should be able to:

- Engage in ethical communication processes that accomplish goals
- Respond to the needs of diverse audiences and contexts
- Build and manage relationships

**Course Outcomes (from HECC Oregon Transfer Compass):** As a result of taking General Education Speech/Oral Communication courses, a student should be able to:

- Develop messages for diverse audiences, purposes, and contexts.
- Identify and utilize skills to manage communication apprehension.
- Deliver and adapt speeches and/or presentations to live audiences.
- Evaluate public speeches, including their own, by identifying aspects of preparation, credibility, logic, and delivery.

### Student Learning Objectives:

Students who pass this class will demonstrate the ability to:

- Research, organize and outline speeches
- Incorporate sound reasoning and evidence to support claims
- Apply critical thinking skills when evaluating speeches
- Adapt speeches to different audiences
- Apply ethical standards associated with public speaking
- Effectively deliver speeches with more confidence

Week	Topic	Monday	Wednesday
1	<b>Introduction</b> CH 1, 6	<b>Welcome to Class</b> Syllabus / Class Contract	<b>Manuscript Overview</b> Manuscript Tutorials
2	<b>Organization</b> CH 11, 12, 13	<b>Manuscript Speech</b> Introduction/Concl.	<b>Outlining (Cont.)</b> Self-Intro Overview
3	<b>Supporting Materials</b> CH 18	<b>Transition Statements</b> Self-Intro Prep	<b>Self-Intro Speech</b> Impromptu Overview
4	<b>Delivery</b> CH 5, (p. 25-31) & (p. 75-88; 92-92)	<b>Self-Intro Speech</b> Impromptu Prep	<b>Impromptu Speech</b>
5	<b>Impromptu</b> CH 15	<b>In-Class Workday</b>	<b>Informative Speech</b>
6	<b>Reasoning</b> CH 14	<b>Informative Speech</b>	<b>Informative Speech</b>
7	<b>Persuasion</b> CH 16	<b>Persuasive Overview</b>	<b>In-Class Workday</b>
8	<b>Language</b> CH 19	<b>Persuasive Speech</b>	<b>Persuasive Speech</b>
9	<b>Filling in the Gaps</b>	<b>Persuasive Speech</b>	<b>Thanksgiving Holiday</b>
10	<b>Commemorative</b> CH 17	<b>Special Occasion Overview and Prep</b>	<b>Special Occasion Speech</b>

## Assignment Descriptions:

### Evaluations (15)

Evaluations are a way to give important feedback to your classmates and, in turn, receive feedback and adjust accordingly. You'll be doing this three times this term.

### Participation (45)

There will be three random participation assignments(15 points ea.) throughout the course of the semester. These assignments make up the 15 points within the participation category. These points cannot be made up. Assignments may include (but are not limited to) homework assignments, in-class activities, reading discussions, etc.

### Rough Draft Outlines (40)

You'll turn in three rough draft outlines via Moodle. To earn credit, turn these in either as a PDF or Word Document with Times New Roman 12pt. font.

### Manuscript Speech (50)

For your first speech, you'll have the opportunity to focus exclusively on your delivery skills. You will choose an excerpt from a published speech, movie scene monologue, passage from a book, or anything that you can read aloud.

### Self-Introduction Speech (150)

Introduce yourself to your audience about some aspect of your life through a selected object that reflects who you are. Focus on your culture, beliefs, dreams, why your Tik Tok algorithm is the way it is, etc.

### **Informative Speech (180)**

Inform your audience about a topic of your choice. It can be an object, process, concept, or event. This is an informative speech, so teach us something. Keep in mind that you're not attempting to persuade us... merely inform us.

### **Impromptu Speech (50)**

The purpose of this speech is to organize and deliver an effective speech in a very short amount of time. You'll be expected to deliver this with structure and some flair. It'll be fun.

### **Persuasive Speech (220)**

Persuade the audience to change their attitudes, values, or beliefs about a topic that is recent, controversial, interesting, and appropriate for a college classroom audience by demonstrating a command of the artistic proofs: logos, ethos, and pathos while using language devices.

### **Special Occasion Speech (50)**

Special Occasion speeches are intended to inspire the audience and heighten their admiration for the subject of the speech. This speech is memorized and will be presented in the last class.

### **Quizzes (200)**

There will be five quizzes throughout the term to test your summative understanding. The form and requirements for each quiz will vary and may incorporate concepts from the text.

### **Attendance**

Since an underlying principle of public speaking is having an audience, attendance is a requirement. You are allotted three sick days. Following your third absence, each additional absence will result in a deduction of ten points. Attendance also entails arriving on time.

### **Point Breakdown:**

**A** 1000 - 900

**B** 899 - 800

**C** 799 - 700

**D** 699 - 600

**F** 599 - 0

**Speech days will be posted in Moodle.** You'll know what days you will be delivering your major speeches by checking the 'Speech Days' tab in Moodle. **The entire class will be speaking on recitations titled 'Manuscript Speech', 'Impromptu Speech', and 'Special Occasion Speech'.** If you cannot deliver a speech on a day that you are assigned to, you may switch with a peer. However, you need to inform me of this via email and CC the peer that you're switching with.

**Halfway Note:** My goal is to cultivate a classroom environment that reduces fear of public speaking and encourages you to take risks so that you learn. Let me know how I can help you succeed. Thanks for reading this important note. Please, email me "Go Roadrunners" by the end of Week 2 for ten points of extra credit.

## **Expectations**

After I return your assignment, you must wait twenty-four hours, and then you have one week to discuss a grade with me. **I will not discuss grades after the one week deadline.** I will not discuss grades via email or during class. If you would like to discuss your grade, please come talk to me during scheduled office hours or by setting up an appointment with me. **There is absolutely no rounding up in this course or extra credit.**

**Speaking Days:** You must present speeches on the day you are assigned to speak. *If you miss class on a day you have been assigned to speak, you will receive zero points for the speech and cannot make up points.*

## **Policies**

**Late Work:** Late assignments will not be accepted and will receive an automatic zero.

**Tardiness (regular class days):** Being on time to class is incredibly important as we go over important announcements in the first few minutes of class as well as start lecture, activities, and speeches. Arriving late is very disruptive to other students' learning. **As a result, if you are late by more than 10 minutes, you will be marked as tardy. Two tardies equal one absence.**

**Tardiness (speech days):** Arriving late on speech days is incredibly disruptive and unfair to the students that arrived on time. On speech days, the classroom door will be shut and locked five minutes after the start of class. **You will not be permitted to enter the classroom after this point.** This means if you are assigned to speak or critique on a day you are late, you will receive a zero for that assignment.

**Cell/Media Phone Policy:** While internet and cell phone access have become a regular part of our culture, I expect you to silence your mobile devices during the duration of class out of respect for myself and your classmates. If you are expecting an urgent phone call/text, please notify me before class and excuse yourself from the room when responding. **If I see you utilizing your phone during a speech, you will automatically lose one grade level on your speech.**

Laptops should only be used for notetaking and/or in-class work days. Please refrain from visiting any websites that are not related to the class (including social media) and/or working on homework for other classes.

**Note Taking Policy:** As this is a college course, note taking is expected. While lecture slides are available on Moodle, content on my slides is minimal and examples are often given orally and not listed on the slides. In order to do well in this course, it is imperative you take notes and write down examples I give throughout the term.

**Classroom Culture:** Public speaking is a very realistic fear for many people. While it may not be a fear of yours, keep in mind it could be a fear of others. Therefore, please give your classmates your 100% attention and support during speeches. Side conversations, rudeness, and cell phone usage will not be tolerated.

**Communication and office hours:** While I check email often, after 5:00pm M-F and during weekends are times I set aside. If you respond to me after 5:00pm M-F or on the weekends, do not

expect a response until the next business day. While the best way to get contact me is typically email, I thoroughly enjoy it when students stop by my office. Students that do best in my class tend to be the ones that come to my office hours. If my office hours do not work with your schedule, please let me know and I will try my best to meet with you at a different time.

**Writing Guidelines:** All written assignments for this class must follow APA guidelines. This means papers should be written in 12 point, Times New Roman font, be double-spaced, and have 1 inch margins. All reference pages and citations should also follow APA guidelines. Failure to follow APA will result in a deduction of points. For help with APA, visit: <https://owl.english.purdue.edu/owl/resource/560/01/> or Google Purdue APA Owl.

Additionally, while this is not a writing course, proofreading/editing for grammatical and spelling errors is imperative in effective communication. Excessive spelling or grammatical errors will result in point deductions on assignments.

**Honor Code:** 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 an exam, or submit someone else's work or ideas as your own in any of your assignments, you will receive an F for the exam/assignment and may be subject to further discipline.

**Equal Opportunity and Non-Discrimination Policy:** 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.

**Pronouns & Names:** In order to provide an optimal learning environment for all students, creating a safe space is imperative. If you identify with a particular pronoun/name not represented on the class roster, please feel free to send me an email or come and discuss it with me in-person so I can be sure to recognize this. Your learning and identity are important to me.

## **IMPORTANT CAMPUS RESOURCES**

**Roadrunner Resource Center:** Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Roadrunner Resource Center for support ([resources@linnbenton.edu](mailto:resources@linnbenton.edu) , or visit [www.linnbenton.edu/RRC](http://www.linnbenton.edu/RRC) under Student Support for Current Students). This office can help students get connected to resources to help. Furthermore, please notify me if you are comfortable in doing so. This will enable me to provide any resources that they may possess.

**Childcare Conflicts:** I understand the unforeseen disruption in childcare often puts students that are parents in a position of having to miss class to stay home with a child. If this is something you are experiencing, please talk to me and we can figure out a solution.

**Accommodations:** LBCC is committed to inclusiveness and equal access to higher education. If you have approved accommodations through the Accessibility Resources (formerly CFAR) and would like

to use your accommodations in this class, please talk to your instructor as soon as possible to discuss your needs. If you believe you may need accommodations but are not yet registered with Accessibility Resources, please visit the Accessibility Resources for steps on how to apply for services or call 541-917-4789

\*Please note that assignments, policies and schedule are subject to change upon instructor's discretion.

## **AI Addendum to COMM111z Syllabus – MW 9 – 10:50 am - Fall 2023**

### **LLM Policy:**

First a few words about using generative AI (e.g. ChatGPT) to aid in writing your speeches.

Writing is integral to thinking. It is also hard. Natural language processing (NLP) applications like ChatGPT are useful tools for helping us improve our writing and stimulate our thinking.

However, they should never serve as a substitute for either. And, in this course, they cannot.

Think of the help you get from LLM apps as a much less sophisticated version of the assistance you can receive (for free!) from a Writing Center tutor. That person might legitimately ask you a question to jump-start your imagination, steer you away from the passive voice, or identify a poorly organized paragraph, but should never do the writing for you. With that analogy in mind, you will need to adhere to the following guidelines for using AI in our class

### **Appropriate use of AI when writing essays (this is subject to change, so stay in touch!):**

- You are free to use spell check, grammar check, and synonym identification tools (e.g., Grammarly, and MS Word)
- You are free to use AI app recommendations when it comes to rephrasing sentences or reorganizing paragraphs you have drafted yourself
- You are free to use AI app recommendations when it comes to tweaking outlines you have drafted yourself
- You may use entire sentences suggested by an AI app as long as you provide quotation marks and a citation, just as you would to any other source.
- If you use AI tools, add a short comment at the end of your paper, saying which tools you used and why you used them (e.g. to save time, to surmount writer's block, to stimulate thinking, to handle mounting stress, to clarify prose, to translate text, to experiment for fun, etc.).
- Use AI tools wisely and intelligently, aiming to deepen understanding of subject matter and to support your learning.
- I do not want to evaluate and help strengthen the writing of an artificial system, I want to evaluate and help strengthen YOUR writing and, ultimately, your public speaking.

### *In Sum:*

- This policy depends on goodwill, a sense of fairness, and honorable character.
- This policy takes account of the existence of subscription versions of AI tools, which are not affordable for some students; the policy may need to be revised as the differences between subscription and free versions become better understood.
- This policy may be revised in light of other policies and novel technological developments in AI tools.

Thanks to Shari Clough of Oregon State University and Chris Beneke of Boston University for these guidelines <https://www.bu.edu/cds-faculty/culture-community/conduct/gaia-policy/>