COMM 111 - Public Speaking
Online/Moodle Summer Term 2020

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Asynchronous (no live lectures or speeches, pre-recorded lectures & speeches, complete tasks, assignments, and quizzes by due dates.)
**CRN 42168	Mondays & Fridays	Online Class/Moodle**

■ PUBLIC SPEAKING SENTIMENT ■

*Public speaking is an act of empowerment. Presidents, talk show hosts, and comedians at one point struggled with their public discourse. Anxiety, fear, and doubt are natural reactions when asked to speak. With enough confidence and control, you will overcome these barriers. Public speaking requires time, practice, and most importantly, **passion**.*

Giving a speech is similar to giving a performance; your body and mind are working together under pressure. The kind of work you do in this class will enrich your repertoire of skills when you enter professional settings. With every speech you give, public speaking becomes a little easier; you build a stronger immunity to it if you will. My job is to facilitate your familiarity of concepts, identify strengths and weaknesses, and ensure improvement to become better orators.

■ LEARNING OUTCOMES ■

Upon successful completion of this course, students will be able to:

1. Synthesize, organize information for varied audiences.
2. Interact with confidence while adapting messages to audience needs.
3. Listen critically.

■ REQUIRED MATERIALS ■

The Speaker's Primer. By Valenzano, Braden, and Broeckelman-post. 2nd Edition. 2018.

■ ONLINE TEACHING EXPECTATIONS ■

Asynchronous vs. synchronous learning: Online classes are typically considered synchronous or asynchronous, or somewhere in between. Synchronous learning happens in real time. This means that you, your classmates, and your professor interact in a specific virtual place, at a specific time. This includes live-streaming lectures and live group conferencing.

Our class will operate under an **asynchronous learning format.** Asynchronous learning does not happen in real time, and instead offers more flexibility to students. This means there will not be live lectures on a specific day & time. And there will not be live speeches on a specific day & time. Instead <u>lectures and speeches</u> will be pre-recorded and uploaded to Moodle. Three benefits of asynchronous learning are flexibility, self-pacing, and self-management.

Flexibility: Asynchronous learning happens on your schedule. When you're provided materials for reading, lectures for viewing, and speeches to practice, you have the ability to work within a flexible time frame. Students who work, parents, and others who have personal or family commitments, may not find it possible to be synchronous right now; especially during a time of uncertainty with COVID-19, the best thing to do is remain adaptable.

Pacing: One of the best features of asynchronous learning is that your experience is set at your own pace. You get to read at your leisure, view lectures on your time, and complete tasks in a fashion that makes sense for you. This offers you to shape your learning experience based on your needs, as opposed to the tempo of the classroom. Speeches, quizzes, and exams will have deadlines and my class will maintain our schedule put forward.

Self-Management: It's my opinion that learning how to manage yourself is the best personal practice for your own growth and transition into real-world outcomes. Once you are given the schedule with corresponding deadlines, you are responsible and accountable to yourself in completing those tasks. This means less hand holding and more self-starting as a student.

Concerns & Considerations: Asynchronous learning does have it's disadvantages. With less in-person urgency in expressing prioritization and importance, procrastination and out of sight, out of mind, are real concerns. I will do my best to express that urgency in my online presence and recorded lectures. Here are some practices to consider, and can apply to any online class.

1. **Plan your day**: Take time to create a consistent schedule for yourself. Consistency is key to being successful in an asynchronous online class.
2. **Print out a copy of the schedule:** Use our schedule and syllabus as a grounding anchor to see what you need to do and when you need to do it by.
3. **Invest in a big white board:** A white board can make a huge difference in being aware and accountable for things. A smaller equivalent is a planner or daily calendar. Any kind of visual reinforcement only serves to help you stay on top of things.
4. **Set up a virtual office**: You're going to need a hollowed-out, designated place for work. The lines are already likely blurred for many, of who for what is home and what is work. You need to pick a place that your mind can associate with work and study.

■ TASKS & SPEECHES ■

Speeches: You will give a variety of speeches; three main speeches and three exercise-oriented ones. You will see a criteria for every speech that shows how you will be evaluated. Each speech and point value can be found on page 5 of the syllabus. Our speech deadlines are determined from the beginning and are on the schedule. You must upload your video recorded speech by the assigned deadline. There will be no make-up speeches or changes in the schedule. You must take ownership and responsibility for each speech.

Outlines: Outlines are considered the backbone of every speech. You will write three outlines in this class. Outline points are a part of your overall speech grade. Please treat outlines seriously. Oftentimes, the quality of an outline is directly related to how good the speech will be. A well written, organized, and supported outline will ensure a better speech. Outlines need to be typed, proofread, and followed in accordance to the template posted on Moodle. **Use MLA** format.

> ➢ **Outlines are required to be uploaded to Moodle on the same day as your assigned speech deadline. You will receive a zero without it**

Course Packet: On Moodle, your course packet will contain all the speech overview and evaluation forms needed. These forms will be used to give you feedback on your speeches.

Quizzes: There will be four quizzes. Our schedule will let you know when these are due. You will have 20 minutes to complete them. Each quiz will consist of material from lecture. Each quiz will contain true/false, multiple-choice, fill-in-the-blank, and some short answers.

Discussion Boards: In the discussion board area of Moodle, you will participate in a few forum posts and group discussion work. For example, in your speech groups you will be asked to get to know each person in your group, give each other feedback, and talk about future speech ideas.

Zoom Meetings: There will be four speech groups (A, B, C, and D). In your groups, you will do three Zoom Meetings during the term; our schedule below will tell you when. You will then take one screenshot of the meeting to show that you all met up.

Reflection Papers: For the three main speeches you give, you will write a 1pg double-spaced reflection paper. You will rewatch your speech video and give yourself some feedback. In this paper, you will write about what you thought you did well in your speech, what needs improvement, and how you plan to improve.

■ COMMUNICATION ■

Email: Email is the quickest way to ask questions, state concerns, or simply reach me. I will respond to emails as quickly as I reasonably can.

Zoom: I am also available via Zoom if you would like to schedule any meetings with me to receive feedback or ask questions.

■ TECHNICAL REQUIREMENTS ■

1. A computer, laptop, pc, or related electronic device to access materials on Moodle.
2. A smart phone, laptop, or related electronic device with a webcam or camera and a microphone to capture & record speeches.
3. Download the Zoom App to either your computer or phone to conduct group meetings with students or to make contact with me. (https://zoom.us/)
   a. The basic Zoom account is free, and can host up to 100 participants, unlimited 1 to 1 meetings, and 40 mins limit on group meetings with more than 2 people.
4. A Google account with a linked **Google Drive** and **YouTube** account.

■ POLICIES ■

Academic Honesty: 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 cheat, plagiarize, 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.

Disabilities & Accommodations: LBCC is committed to inclusiveness and equal access to higher education. If you have approved accommodations through the Center for Accessibility Resources (CFAR) and would like to use your accommodations in this class, please notify me during the first week of class for any accommodations that you will be requesting. If you believe you may need accommodations but are not yet registered with CFAR, please visit the CFAR website for steps on how to apply for services or call 541-917-4789.

■ ADDITIONAL 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 , or visit 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.

Main Speeches	Points	Earned points
Self-Introduction Speech	100	_____
Informative Speech	150	_____
Persuasive Speech	200	_____
Speech Exercises		
Manuscript Speech	25	_____
The Sales Pitch	25	_____
Special Occasion Speech	25	_____
Quizzes/Exam		
Online Quizzes	100 (4 total / 25 pts)	_____
Final Exam	150	_____
Miscellaneous		
Discussion Board Posts	60	_____
Zoom Group Participation	80	_____
Historical Speech Review	25	_____
Reflection Papers	60 (3 total / 20 pts)	_____
Maximum Points Possible	**1000**	**_____/1000**

Final Grade Breakdown
LBCC uses <u>*whole letter grades*</u> *(no pluses or minuses): A, B, C, D, and F.*

A	=	**1000 - 900 points**	**D**	=	**699 - 600 points**
B	=	**899 - 800 points**	**F**	=	**Below 600 points**
C	=	**799 - 700 points**			

Class Schedule (tentative to change)

	Monday	Friday	
Week 1	6/29: Watch lecture on Intros; Traditions; Apprehension; How to Record a Speech; Read Syllabus & Course Packet	7/3: Complete Student Introduction Questionnaire	
Week 2	7/6: Watch lecture on; Topic Selection; Manuscript Overview;	7/10: *Upload/Complete* **Manuscript Speech** *to Moodle by 11:59pm*	
Week 3	7/13: Watch lecture: Organization;Supporting Materials; Visual Aids; Self-Intro Overview;	7/17: Prepare for Self-Intro; *Complete* **Moodle Quiz 1 & Historical Speech Paper**	
Week 4	7/20: Watch lecture: Delivery; Audience Analysis Zoom w/ Speech Groups	7/24: *Upload/Complete* **Self-Introduction Speech** *to Moodle by 11:59pm*	
Week 5	7/27: Watch lecture: Language; Outlining & Sources; Informative Overview	7/31: Prepare for Informative; *Complete* **Moodle Quiz 2** *and* **Self Intro Reflection**	
Week 6	8/3: No Lecture Peer Critiques Overview Prepare for Informative; Zoom w/ Speech Groups	8/7: *Upload/Complete* **Informative Speech** *to Moodle by 11:59pm*	
Week 7	8/10: Watch lecture: Persuasion; Artistic Proofs; Proposition; Reasoning; Fallacies Persuasive Sp. Overview	8/14: *Upload/Complete* **Sales Pitch Speech** *Complete* **Moodle Quiz 3** *and* **Inform. Sp. Reflection** *to Moodle by 11:59pm*	
Week 8	8/17: No Lecture: Available via Zoom for Feedback/Workshops Prepare for Persuasive Zoom Peer Critiques	8/21: *Upload/Complete* **Persuasive Speech** *to Moodle by 11:59pm*	
Week 9	8/24:Watch lecture: Special Occasion Overview & Final Exam Review	8/27: *Upload/Complete* **Final Exam Review (Quiz 4)** *and* **Persuas. Sp. Reflection**	
Week 10	8/31: No Lecture: FINALS WEEK	9/4: *Upload/Complete* **Special Occasion Speech** & **FINAL EXAM** *on Moodle by 11:59pm*	