

COMM 111-CRN: 46362

M/W 8-9:20: LC-222

Kimberly Burdon

burdonk@linnbenton.edu

The best way to reach me is by e-mail rather than phone.

Office South Santiam 203

Office phone 917-4836 Office hours: ½ hour before each class



MATERIALS TO PURCHASE FOR THIS COURSE

1 package of index note cards 4 x 6 is usually best

All speeches will be recorded and placed on YouTube.

TEXM: Fundamentals of Public Speaking (2012) ISBN 978-1-59871-612-2

Please note this book is most likely not available anywhere else and must be purchased at the bookstore. You must have the book to successfully complete the course.

COURSE DESCRIPTION:

This course is designed to improve speech efficiency, self confidence, and skill in planning, organizing, and delivering the kinds of presentations encountered in business organizations. This class will focus on public communication messages though the use of practical experiences in a variety of communication situations. Comm.111 provides you with the opportunity to improve your oral communication skills through performance, analysis of communication as a process, reading of the textbook and lectures. Students will be given opportunities to teach one another in small group discussion boards and by giving each other feedback on their speech outlines and speeches themselves. Students will prove what they have learned through reading quizzes and speeches and will have opportunities to reflect on what they have learned through self critiques.

COURSE OBJECTIVES:

Upon the completion of this course, the student should be able to:

1. Apply the principles of being audience-centered in effective public speaking.
2. Organize, and deliver informative and persuasive speeches appropriate to the audience and setting.
3. Practice effective extemporaneous speaking in front of the audience.
4. Critically analyze your own and your classmates speeches.
5. Discuss and practice effective listening skills.
6. Demonstrate the ability to write an organized, coherent outline.
7. Demonstrate ethical behaviors in creating and presenting speeches.
8. Analyze both verbal and nonverbal elements of effective presentations (yours and your class mates).
9. Prepare and effectively deliver at least four public speeches.
10. Enhance spoken and written presentations with appropriate visual, audio, multimedia, and other aids.
11. Demonstrate improvement during the course in managing and overcoming speech anxiety.
12. Identify effective and ineffective elements of public discourse.

SPEECH COMMUNICATION GENERAL EDUCATION OUTCOMES:

Outcomes are measurable activities and or assignments, which will be assessed.

1. Are you prepared for class discussions (e.g., completed reading, prepared for discussion questions)?
2. Are you able to relate your own experiences and observations to class concepts?
3. Do you respond to statements by others in an appropriate manner?
4. Do you move the discussion along, not derail it?
5. Do you ask questions and/or paraphrase when needed and appropriate?

Full participation points must be earned. If a student comes to class each day, is polite, but does not make a strong effort to contribute, then that student will earn few participation points. Additionally, if a student arrives late, leaves early or chooses to complete homework for another class during our class session, or chooses to text during class, that student will earn few participation points.

Nonparticipation and absences will hurt your grade at the end of the quarter. If you are struggling with shyness or speech apprehension please see me-this will be a great class for you!

Class Participation (roll) will be taken each day. Please print! Your writing should be clear so that there is no chance for a mistake of identity. Students are not penalized for prior class participation rolls if they sign up late for the course.

All class activity roll sheets accounted for equal +55 points (The 55 points include 5 bonus points, the maximum with excused absences 50 points.)

One class activity roll sheet uncounted and or nonparticipation: +50

Two class activity roll sheets uncounted and or nonparticipation: +40

Three class activity roll sheets uncounted and or nonparticipation: +30

Four class activity roll sheets uncounted and or nonparticipation: +10

Five class activity roll sheets uncounted and or nonparticipation: 0

A NOTE ABOUT MISSING CLASSES: (Instructional Design/ Learning Environment)

Attendance and respectful participation in class is a way that you can positively influence your grade. Should you miss class, it is your personal responsibility to get notes or handouts from classmates. Your instructor will neither repeat lectures nor provide you with a private lecture. Missing handouts can often be found on your instructor's website, you can send me an e-mail or drop by my office hours.

CLASS ASSIGNMENTS: (Assessment)

- ✓ Self Introduction Speech
- ✓ Birthday Speech+ Outline Research will be required. A visual aid is often helpful in the speech but is not required.
- ✓ Process Speech and Outline-A 4-6 minute memorized speech to inform the audience about how to do something, or how something is made. This speech requires the use of a visual aid.
- ✓ Problem Solution speech + Outline 5-7 minutes including a question and answer period from the audience.
- ✓ Impromptu speech
- ✓ Online Quizzes
- ✓ Projects as assigned

I am a “B” Learner

Signifies I am not quite there, but I am catching the vision. My work is impressive but I could reasonably have done more on my own; an impressive quantity of my work is somewhat better than average quality. I made progress toward becoming an independent true learner. I am still concerned about earning an “A” in this class and it is still as important to me as learning the material. “B” students asked questions, but questions are more of factual nature than the original connections that grow out of the ponderings of “A” students. I attended class regularly, with possibly a few reasonable exceptions.

I am a “C” Learner

I want traditional education, tell me what to do and I will do it. I did the work, but met the expectations without distinction. My efforts are of acceptable quality but lack inspiration or depth of insight. Evidently, I was just going through the motions. I attended class regularly and sometimes participated, but made only a perfunctory effort to apply the material. I asked few if any questions, preferring to respond only when called on. I made little or no effort to benefit from available resources; rarely sought individualized guidance from the instructor; seemed unwilling to take the initiative for a deep learning experience. A good amount of work/participation was of average quality.

I am a “D” Learner

I didn’t catch the vision. I did a minimum of the work. I put forth minimal effort—barely adequate to pass the course. I submitted little work, or work was carelessly presented. My attendance in class was irregular and there was a minimal level of participation, I was frequently unprepared.

I am an “F” Learner

I didn’t catch the vision—I didn’t do the work. I put forth little or minimal effort.

TIPS FOR SUCESS :(Learning Environment/ Instructional Design)

1. **Attend every class. Make sure to sign in.**
2. **Take detailed lecture notes. Not all material will be covered in the text.**
3. **Prepare your outlines in advance and be ready to peer review others in class or online**
4. **Be ready to speak on the day you have selected.**
5. **Participate in class, ask questions, make comments, be present in the class.**
6. **Read the text before coming to class so you are prepared for class.**
7. **Take the quiz over the chapter on Moodle each week**
9. **You may not always agree with the opinions of others- that’s ok, listen anyways**
10. **Honestly and respectfully, evaluate others.**
11. **Have fun and laugh often.**

COMMUNICATION DEPARTMENT STATEMENTS:

Nondiscrimination 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. (for further information <http://po.linnbenton.edu/BPsandARs/>)

Diversity Statement

One other note about e-mail, if you send an assignment to me by e-mail, **I can ONLY open the following document types: MS Word .doc, rtf, or pdf documents. Make sure that you keep a copy for yourself of any document that you send to me. If you send it to me in the wrong format, you will earn a 0 for the assignment.**

CRITIQUES: (Instructional Design/ Learning Environment)

Both the instructor and members of the class will provide written and oral critiques to all speakers. Your participation both written and orally helping your classmates to improve their speaking is important and will be considered in evaluating your class participation grade for the quarter. One final note on critiques; if you write that you hated your classmate's speech that it was boring ...keep in mind that your speech will be evaluated as well...



DIRECTIONS FOR SPEECHES: (Instructional Design)

On the day of your speech, you will hear your name called. Plug in your flash drive into the monitor, hand me your outline and a copy (CD) of your PowerPoint if used, and then write your name on the board.

WALKING IN LATE ON SPEECH DAYS: (Learning Environment)

If you walk in while another student is speaking, if you are chatting with another student, or if your cell phone rings while another student is speaking, you will receive an absence for that day **No Exceptions!** Please either wait (outside) until you see the student has completed their speech or hear the applause before entering the class. I am generally really easy going unless you violate this rule.

NOTES ON MISSING YOUR SPEAKING DAY: (Assessment/ Instructional Design)

You will select speech dates at random. If you have a conflict, you are welcome to trade with a classmate. You will know well in advance of your speaking day. If you miss a speech date and have not notified me in advance (**I reserve the right to reduce the speech grade up to 20% of the grade**) be prepared to deliver your speech on the day you return to class. If there is time after the regularly scheduled speakers, you will give your speech. If there is no time for a make-up, you will be called on to fill in when someone else is absent during their speaking time. Please note the later it gets in the term the less likely I will have time for make-up speeches. A make-up day is not guaranteed.

SELF INTRODUCTION SPEECH (Instructional Design)

Type of Speech: Speech to Inform or Entertain/Inspire

Time Limits: 2-3 (you will be cut off at 3 minutes)

Purpose: The purpose of this speech is for your instructor and classmates to get to know you, but not in a dry, boring way...so take a risk, and be creative! The other purpose for this speech is for you to have your first opportunity to speak in front of the class. (You're not graded, so don't stress out about a grade!)

Delivery: Extemporaneous-that means key words or phrases on a few note cards.

Points: 0

You may not feel very confident about your speaking abilities so here are some tips to help you project confidence.

1. Act as though you are confident. You may feel nervous but your audience rarely will know how nervous you are, really, it is true!
2. Walk to the podium confidently and place your feet squarely on the floor before you begin.
3. Look at your audience, and pause taking a deep breath before you start. Don't rush the beginning.
4. Hold your note cards with one hand. Make sure they are numbered and ideally, have a ring or something in them to keep them together so they can't get out of order. This will also prevent nervous shuffling.
5. Try to speak clearly at a conversational pace, volume and tone quality
6. If you make a mistake, no worries, simply pause and regain your composure. Don't draw attention to the mistake, by laughing or apologizing, or making a face. Hint: Most of the time, unless you draw our attention to it, the audience will never know.
7. One other note, it can help your confidence to dress up for your speaking days ☺

Adapted from Ellen Bremen of Highline Community College and Krista Price.com

SIGNIFICANT EVENT THAT HAPPENED ON YOUR BIRTHDAY (Instructional Design)

Time limit: 4-6 minutes

Delivery: Extemporaneous

Points: 100

This assignment will require some library research; the information required for this speech can be found in one or more of the following reference books in the library or online: Who's Who, Facts on File, Information Please Almanac or a High School Year book. **You will need to incorporate three different types of support material and three sources (which should be orally cited, included in the outline and in the bibliography)**

1. Refer to the occasion of special event that occurred this could be international, national, and statewide or locally. Examples: the day that Israel became a nation, the day that President Kennedy was shot, the date of the infamous Vanport flood.
2. Talk about the history and significance of the event;
3. What impact did this event have on you, your listeners, or society?
4. Optional: You may choose to keep your audience in suspense by not making the event public until the end of the speech.

Have Fun with it; after all, it did happen on the day that "you" were born!

You must hand in your full (typed) outline in complete sentences. It must follow the outline provided in this syllabus. I WILL ACCEPT NO LATE OUTLINES OR BIBLIOGRAPHIES. A speech without an outline will receive no higher than a C grade if all other criteria are met for a C speech (see criteria for grades).

You should have three different sources for this speech, which should be included in the text of your outline, in a Reference page and orally cited. **If you are not familiar with APA style, you can go to <http://owl.english.purdue.edu/owl/resource/560/01/> <http://library.fortlewis.edu/reference/citing/default.asp>, <http://www.citationmachine.net/> or <http://www.calvin.edu/library/knightcite/> You may also wish to utilize the excellent resources on campus in the writing lab.**

<http://lbcc.writingcenteronline.net/WCenterWebTools/OWL/owl.php>

1. This would be support for the evidence provided in B and directly related to the main point
2. This evidence would support 1 above.
 - a. This evidence would support would support 2 above.
 - b. This evidence would support a above

CONCLUSION OF SPEECH

- I. Transition signal
- II. Summarize main points & central idea of the speech
- III. End memorably

NOTES TO AID STUDENTS

TRANSITIONS

I. ADDITION-

moreover	likewise	next
further	also	first
besides	too	finally
and	in addition	last
and then	equally important	initially

II. COMPARISON-

similarly, likewise, in like manner, in this vein, in the same way, and so forth.

* Note: The above outline has two main points. Two main points with support material is the minimum amount of main points you can have. Your speech may have more than two main points.

*NOTE ON USE OF THE OUTLINE:

The above format is different from your textbook. You will be graded based on the outline format above.

The above outline format will be used with the Process and B-day speeches.

- ✓ A Complete speech outline should follow the above format. It should be typed in complete sentences and includes an APA format list of References used in your speech.
 - ✓ The second speech may or may not require a list of References.
- If you are not familiar with APA writing style, you may need to complete some additional research to complete it correctly.
- ✓ The outline and list of References is due the day of your speech, no exceptions!
 - ✓ All speeches require a typed, 12-point font, spell checked and proofread outline, which is due the day of your speech, No Exceptions!
 - ✓ Most speeches will be presented using an extemporaneous delivery style with the use of limited note cards.

SPEECH ABOUT PROCESSES (Instructional Design /Assessment)

Time limit: 4-6 minutes

Delivery: Memorized

Points: 125

- How well you introduce your speech
 - How logically and appropriately you divide your topic into its component ideas
 - How fully you develop your topic with a variety of supporting materials.
- Additionally, a thorough, comprehensive and properly formatted outline must accompany your speech.
- How carefully you choose the language you use in presenting your ideas
 - How effectively you conclude your speech
 - How appropriately you considered your audience in the selection and use of your sources both orally and written.
 - How clearly you have provided an APA list of references, if required.

Under **SPEECH DELIVERY**, the following six factors will be considered:

- How poised and at ease you appear in giving your speech
- How effectively you gesture and move while presenting your ideas
- How aware of and responsive to your audience you are as you give your speech
- How natural and expressive your voice is as you speak
- How effective your overall performance seems to be with this particular audience
- How well you have prepared your speech to conform to the time requirements (a 4-6 minutes speech should not be shorter than 3 minutes and 30 seconds or longer than 6 minutes and 30 seconds).

Each of thirteen factors has degrees of competence associated with it; they are not simply "present" or "absent." In the section below, the differences between an **A**, **B**, and **C** speech are described in general terms.

THE C SPEECH. To receive a grade of **C**, a speech must be basically **COMPETENT**. The **C** speech is one in which nothing major goes wrong. The introduction gets the speech started appropriately - capturing your audience's attention and directing it toward your speech's theme. **The introduction** also relates the topic to the audience in some clear way, establishes your credibility on the topic, and leads smoothly to the body of the speech. **The body** of the **C** speech is divided in a way that is appropriate to the topic, is developed with appropriate supporting materials, and is cast into language that accurately and clearly expresses your ideas. **The conclusion** fulfills the minimum essentials - summarizing either your main theme or major points, and giving the speech a definite sense of conclusion.

The delivery of the **C** speech is one in which you do not have distracting postural, gestural, or movement mannerisms (such as slouching over the lectern, brushing your hair out of your eyes, and rocking or squirming while you speak). Furthermore, to receive a grade of a **C** you should at least maintain more eye contact with your audience than with your notes, the walls, or the ceiling. Your voice should be relatively flowing, loud enough to be heard without the audience having to strain, and free from vocalized pauses such as "uhs," "you knows," and "like." Finally, the **C** speech keeps the audience at least politely attentive throughout. The topic must be interesting and significant enough to be worthy of their time.

POINT SYSTEM FOR SPEECHES: (Assessment)

Outstanding = 110 Superior = 100 Excellent = 90 Good = 80 Fair = 70
 Unprepared 60 (This means that you at least made an effort to give a speech even though it was not successful)

COURSE OUTLINE: (Instructional Design)

Subject to Change when I think, it makes good educational sense to do so.

Course introduction

Review of Course Outline

Use of the Ungame

Why study speech?

Fear of Public Speaking

Nonverbal communication

Effective Listening Skills

Responsibility of the Listener

Propositions

Tools of Language

Why analyze the audience?

Intro to B-day speech

!)

ORGANIZATION AND OUTLINING OF A SPEECH

Selection of the topic

Central idea, core idea, thesis statement

Body of a speech

Audience expectations

Introduction of a speech

Conclusion of a speech

Speech delivery

Speech evaluation

BACKGROUND INFORMATION FOR FIRST SPEECH

What not to do (Kimberly's list of NO

WHAT AM I LOOKING FOR IN THE FIRST SPEECH

This speech will emphasize speech organization. Are all of the parts of the speech outline present? Did the student provide us with good evidence of having listened to class lecture, not just reading the text? Did the student consider the audience during each step of the speaking process, in preparation and presentation? Did the student select credible sources, and provide the audience with some background of those sources. Did the student provide oral and written source citations? The student will analyze their performance and make plans for improvement to the next speech.

Birthday Speeches presented in class

Birthday Speeches presented in class

WHAT AM I LOOKING FOR IN THE SECOND SPEECH

This speech will be evaluated based on delivery. Does the student present the speech from memory, providing us with clear evidence that they have practiced the speech multiple times? Does the student maintain eye contact with the audience and not their visual aid? Are the visual aids appealing and add to the understanding of the presentation? Does the student present the ideas with expression or repeat ideas without vigor?

Process Speeches with Visual Aids

Process Speeches with Visual Aids

Providing evidence

Building credibility

- B. Longevity of the problem (will not disappear on it's own)
- C. Failure of the existing system to solve the problem

(transition)

II. Define the Solution

- A. How the solution will solve the problem
- B. The solution WILL NOT introduce new or more serious problems
- C. How will the solution be implemented (new law state or federal, write congress, sign petition?)

(transition optional)

Conclusion

- I. Transition Signal
- II. Restate central idea-plan for solving problem
- III. Call to action (what do you want us to do)
- IV. End memorably

- **Note you will need the following for an "A" grade.**
- 6 different sources
- *The sources should be cited orally, should be included in the speech outline and included in an annotated APA list of References
- A minimum of 3 (different) tools of language
- Ethos, pathos and logos
- **Be sure to indicate on the outline (highlight, underline, handwrite) the tool and the persuasive proof you are intending to use. Refer to the example passed out in class.**

* More information on what is expected in an annotated list of References will be presented later in class.

Where to find possible topics or sources for this speech www.thepaperboy.com, or global newspapers <http://www.actualidad.com/> Online <http://academic.lexisnexis.com/college-university-libraries.aspx>, <http://news.bbc.co.uk/>, <http://www.npr.org/>, Internet public library <http://www.ipl.org/reading/news>, www.procon.org

Please note: Regardless of the choice for sources, you MUST orally footnote each of your sources. If the audience would not readily know the authors credentials or the publication's importance tell us what those credentials are. We need to understand why that source is a credible source.

Extra Credit

Extra credit can often make the difference in getting the grade you want as far as point values. There will be several options for extra credit with varying point values attached. You are welcome to select **three** of them to be completed and turned in or electronically submitted (**MS Word Only**) by **last day of instruction**. You may hand in the assignment (hard copy), you may turn in a CD or you may send an e-mail attachment.

STANDARDS FOR PAPERS

The paper will be typed and double-spaced. Complete heading information including name, course, term and school on the upper left hand corner of the first page. Number pages and make sure your

For Non-native speakers or those who can speak another language fluently. Translate the course syllabus into another language. **(USING MS WORD ONLY)** The CD would be due the last day of classroom instruction. I will post the course syllabus on the web for other students to access. (Value 8 pts).

Tentative Course Calendar: Instructional Design-Subject to change

Week	Readings	Assignments	Due Dates
Week 1: March 31- April 1	Course Orientation Course Syllabus Chapter 3	Student Info. Sheet Read syllabus Take home syllabus quiz Complete PRCA p.331-332 & 335-336 Read directions for Self Introduction Speech Watch: Stage Fright	W. Read syllabus and Chapter 3 Due Student Info Sheet
Week 2: April 6-8		Scrambled outline Brainstorm Topics Moodle Q1 Ch 3 Complete Plagiarism quiz on Moodle Read How to give Peer feedback. Watch Nonverbal Communication and Listening	M: Syllabus Quiz, PRCA pages 331-332 and WTL pages 335-336. W: Deliver Introduction Speeches Sunday of this week is the last day to take the quiz!
Week 3: April 13-15	Chapter 9	B-day speeches start next week ! Moodle Q2 Ch. 9 Post rough draft on Moodle. Read at least 4 of your classmates outlines and respond to three of them. Watch: Using a speech organizer & Research and Citing Sources Part 1 to help prepare you for your B-day speech!	M: Scrambled outline due Brainstorm Topics due Luck O'the Draw! W: Online Databases a tutorial p. 341 due, Rough draft due, Body Building p.347 due
Week 4: April 20-22	Chapter 4	Class period following your speech please complete self eval.1 Moodle Q3 Ch. 4	M: B-Day Speeches W: B-day speeches