

COMM 111

Public Speaking

Spring 2021 - Online | CRN #: 20514

CRN #: 20515



Asst. Prof. John Drischell

Email: drischj@linnbenton.edu

Virtual Office Hours Thurs: 12pm-3pm



~90% Asynchronous / ~10% Synchronous

(no live lectures or speeches, pre-recorded lectures & speeches, complete tasks and assignments by due dates. Occasional Zoom meetings for speech exercises & groups)

Lectures made available on **Mondays** | Tasks Due Every **Friday @ 6pm**

■ COURSE DESCRIPTION ■

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.

■ REMOTE-LEARNING / PUBLIC SPEAKING “REIMAGINED” ■

Public speaking is very much an in-the-moment practice. It involves moments of heart-racing jitters, spontaneity, and even excitement, all-in-one cocktail, all while speaking in front of others. Some of these things are admittedly different for remote-work and are hard to replicate. That is to say though, the fast changing-environment of working from home and presenting our remote-selves more professionally, may become the mainstay than the traditional method.

■ REQUIRED MATERIALS ■

1. *The Fundamentals of Public Speaking*, 3rd Edition 2019 (**FREE** - Provided on Moodle through OER / Open Educational Resource by the College of the Canyon)



Fundamentals of Public Speaking by [Lauren Rome, Tammera Stokes Rice, and Victoria Leonard](#) is licensed under a [Creative Commons Attribution 4.0](#)

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<https://www.oercommons.org/courses/fundamentals-of-public-speaking>.

■ 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 peers, and professor interact at a specific virtual place and time. We will reserve a small feature of our class to include short meetings and doing exercises over Zoom.

Our class will primarily operate **asynchronously**, which means it will not happen in real time, and instead offer more flexibility. This excludes live lectures and live speeches happening on a specific day & time. Instead lectures and speeches 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 are given materials for reading, lectures for viewing, and speeches to practice, you have the ability to work within a time frame that makes sense for you. Students who work, or are parents, or have personal or family commitments, may not find it possible to be entirely synchronous right now. During a time of uncertainty, 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 our class will maintain a 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:** Remote-work has better success when you have a designated place for work. The lines are already likely blurred for many, as to 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.

■ LATE POLICIES ■

Discussion Board Posts, Quizzes, Exams, and Miscellaneous assignments cannot be completed after the due date. Anything after the due date is considered a zero.

Speeches must be submitted on the deadline via Moodle. Anything received outside the deadline is late. The penalty for speeches is a 50% point deduction & for only 48 hours after the deadline. Anything after 48 hours is a zero. Catastrophic medical or family emergencies will be dealt on a case-by-case basis.

■ 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.

Main Speeches	Points	Earned points
Self-Introduction Speech	100	_____
Informative Speech	150	_____
Persuasive Speech	200	_____
Speech Exercises		
Manuscript Speech	25	_____
The Sales Pitch	30	_____
Special Occasion Speech	25	_____
Quizzes/Exam		
Online Quizzes	100 (4 total / 25 pts)	_____
Final Exam	150	_____
Miscellaneous		
Discussion Board Posts	60	_____
Zoom Group Participation	75	_____
Historical Speech Review	25	_____
Reflection Papers	60 (3 total / 20 pts)	_____
Maximum Points Possible	1000	_____ /1000

Final Grade Breakdown

LBCC uses whole letter grades (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 (Lecture Available)	(Asynchronous Work)	Friday (Tasks Due)
Week 1	9/28: Watch lecture on Intros; Traditions; Apprehension; How to Record a Speech;	Read Syllabus & Course Packet Read Chapter 1 - Introduction to Public Speaking	10/2: Complete Student Introduction Questionnaire
Week 2	10/5: Watch lecture on; Topic Selection; Manuscript Overview;	Prepare for Manuscript;	10/9: Upload/Complete Manuscript Speech to Moodle by 6:00pm
Week 3	10/12: Watch lecture: Organization; Supporting Materials; Visual Aids; Self-Intro Overview;	Read Chapter 6 - Organization Prepare for Self-Intro;	10/16: Complete Moodle Quiz 1 & Historical Speech Paper by 6:00pm
Week 4	10/19: Watch lecture: Delivery; Audience Analysis	Read Chapter 8 - Delivery Zoom w/ Speech Groups	10/23: Upload/Complete Self-Introduction Speech to Moodle by 6:00pm
Week 5	10/26: Watch lecture: Language; Outlining & Sources; Informative Overview	Read Chapter 11 - Language Prepare for Informative;	10/30: Complete Moodle Quiz 2 and Self Intro Reflection by 6:00pm
Week 6	11/2: No Lecture Peer Critiques Overview	Prepare for Informative; Zoom w/ Speech Groups	11/6: Upload/Complete Informative Speech to Moodle by 6:00pm
Week 7	11/9: Watch lecture: Persuasion; Artistic Proofs; Proposition; Reasoning; Fallacies Persuasive Sp. Overview	Zoom Sales Pitch Speeches	11/13: Upload/Complete Sales Pitch Speech Complete Moodle Quiz 3 and Inform. Sp. Reflection to Moodle by 6:00pm
Week 8	11/16: No Lecture: Available via Zoom for Feedback/Workshops	Read Chapter 15 - Special Occasions Prepare for Persuasive	11/20: Upload/Complete Persuasive Speech to Moodle by 6:00pm
Week 9	11/23: Watch lecture: Special Occasion Overview & Final Exam Review	None	11/27: Upload/Complete Final Exam Review (Quiz 4) and Persuas. Sp. Reflection
Week 10	11/30: No Lecture: DEAD WEEK	Peer Critiques E.C.	12/4: Upload/Complete Special Occasion Speech &
Finals Week	Complete FINAL EXAM Tuesday, December 8th, between 9:00am to 9:00pm		