

COMM 111-09, CRN 47107 –

Fundamentals Of Speech

3 credits, Takena Hall, room 207
Communication
Linn-Benton Community College
6500 Pacific Blvd. SW, Albany, OR 97321

Spring Quarter

March 30 – June 12, 2015
Wednesday, 4:00 – 6:50pm

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Course Description

This course provides the opportunity to discuss and understand the nature of public speaking and discourse in both ancient and modern society, and to create, adapt and deliver original speeches before an audience.

Course Objectives

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. Develop the belief that Public Speaking can be enjoyable

Institutional Policies

Academic Honesty

The presentation of another individual's work as one's own or the act of seeking unfair academic advantage through cheating, plagiarism or other dishonest means are violations of the College's "Students Rights and Responsibilities." Students caught cheating will receive a grade of "F."

Students with Disabilities

Accommodations are collaborative efforts between students, faculty, and the Center for Accessibility Resources. Students with accommodations approved through the Center for Accessibility Resources are responsible for contacting me, ideally prior to or during the first week of the term to discuss accommodations.

Diversity Values

We are a college community enriched by the diversity of our students and staff. Each individual and group has the potential to contribute in our learning environment. Each has dignity. To diminish the dignity of one is to diminish the dignity of us all.

Required Text

Emerson, D. (ED). (2014). *Fundamentals of Public Speaking*, 2nd ed. Southlake, TX: Fountainhead Press.

Course Policies

This course is a web-enhanced class. This means that you must regularly login to Moodle in addition to attending scheduled face-to-face class sessions. Class sessions will offer lectures highlighting reading materials, elaborating on assignments, and preparing you for the Course Examination.

Additionally this course is performance-oriented. This means that the majority of our time together will involve presentational activities. This course is designed to build your confidence and strengthen your public speaking skills, based on this the format is one that is impossible to attain a passing grade without a consistent demonstration of organization, efficiency, and promptness. In other words, you **must** attend class, do the reading, complete assignments, and engage in prepared presentations in accordance with the prescribed schedule.

Time does not allow for makeup assignments. No makeup tests, activities, assignments, or presentations will be scheduled. If an emergency does occur preventing submission of an assignment and/or the time you had to complete the work was consumed by complete interference that was genuinely beyond your control (e.g. serious and debilitating illness), contact me as soon as possible to discuss negotiation of an adjusted deadline.

You will prepare and present three presentations. The best way to get a passing grade for this course is to give all assigned speeches, take a multipart examination, and maintain a journal. These assignments will all be graded. In addition to completing these assignments, you are expected to participate in other in-class activities and exercises.

Your examination will include materials from the textbook, class discussions/lectures, and supplementary materials. You will be required to turn in outlines, bibliographies, and note cards related to your presentations. All graded work must be typed. Bibliographies should be in the American Psychological Association's (APA) standard bibliographic format.

It is important that our classroom is a supportive environment. Beepers, cell phones, ipads, ipods, video games, laptops, and similar technological devices must be turned off at the beginning of each class session. (If using a laptop to take notes in class, you must inform me of this intention before the start of the class session, and e-mail a copy of the notes before 11:55 pm that same day. If the notes are not sent to me, as an e-mail attachment prior to 11:55 pm, you will be marked absent for that class.) When listening to others speak, be attentive and encouraging. Work hard on extending courtesy and respect to all. Poor listening habits or distracting behaviors may result in a reduction in your grade.

The best way to get in touch with me is e-mail. On Mondays through Fridays, I tend to check e-mail at least once a day, and I guarantee I will not let forty-eight hours pass without checking and responding to e-mail messages. **The best way to make sure that your e-mail message receives the prompt attention it deserves is to use the e-mail function within the course's Moodle shell. Moodle tends to experience fewer difficulties with my linnbenton.edu address than other systems do. If you must use another e-mail account, please use your Linn-Benton account. Please put COMM111 in the subject line of your e-mail. That will ensure I do not lose your e-mail in the flood of other messages I receive. A third option, and least preferred, is to use some other account. If you must resort to this, in addition to including COMM111 in the title, be sure to include the name you are registered in this course under. This will ensure I do not lose or overlook your e-mail message.**

Course Assignments

The following are brief descriptions of all graded assignments. Each presentation has a more detailed instruction sheet attached to the syllabus.

1. *Informative Speech* (4 - 6 minutes)

Organize a presentation that clarifies, describes, instructs, or summarizes information that could be useful to your classmates. Use of at least three sources of information (e.g. articles, Web sites, films), three types of supporting materials (e.g. facts, testimonies, stories), and one visual aid is required for this assignment. Pick a topic that you know well or are very interested in. Submit an outline, your note cards, and a bibliography.

2. *Persuasive Speech* (6 - 8 minutes)

Use logical, emotional, personal, and/or narrative appeals to change your classmates' opinions or behavior. Use of at least five sources of information (e.g. newscast, interviews, textbook) and three types of supporting materials (e.g. definition, description, comparison) are required for this assignment. Submit an outline, your note cards, and a bibliography.

3. *Special Occasion Speech* (3 minutes)

Develop a fictional speech of introduction, toast, or eulogy concerning an individual or individuals with whom the audience is familiar (e.g. politician, musician, comedian). This presentation can mix the factual with the fictional – this is your chance to be creative. Avoiding being merely biographical, try to be interesting and positive. Submission of an outline, your note cards, and a bibliography is also required for this assignment.

4. *Moodle Access* (at least twice weekly)

In order to get the most out of a web-enhanced course you need to regularly be online. To keep abreast of what is happening in our course community access Moodle a minimum of twice a week. Check announcements, review the syllabus, read course messages, read/view enrichments, and keep an eye on discussions and forums. Not only will these activities make the course easier and more enjoyable, but they will also help you build a strong final grade.

5. *Moodle Participation* (at least once a week)

Posting an assignment, taking a test, participating in a discussion or forum, starting a discussion - actually doing just about anything within our course community, at least once a week, will help time to fly and your grade to grow.

6. *Theory Or Model Journal* (5 entries, 1 – 3 pages each)

Type one entry per page that reflects upon theories and/or models you encounter over the term. Your writing should be a snapshot of your understanding of concepts and their application to “real” life. Each entry should be a minimum of four paragraphs long. One paragraph of each entry should clearly identify and explain the theory or model that is the entry's focus. Another paragraph should describe an interaction or situation from your life that is a good example of the theory or model. Yet another paragraph should explain how the theory or model helps or hinders the described interaction or situation. Still another paragraph should express how you feel about the theory or model, especially in regards to your life. You should choose at least five theories and/or models to share your thoughts about, yielding a minimum of five log entries.

7. *Four Part Course Examination*

There is one Course Examination. It is broken up into four Exam Parts. Each Exam Part contains twenty questions, and covers three or four chapters from the textbook *plus* any supplements explicitly identified with assigned chapters. You may use the book. You may use any notes you have taken. *You may not use any other human being as a resource as you complete Exam Parts. Consulting another person, whether a classmate or not, constitutes cheating.*

Points Per Assignment and Examination:

1. Informative Speech (ISP):	200	
➤ Address		50
➤ Outline		50
➤ Bibliography		50
➤ Note Cards		50
2. Persuasive Speech (PSP):	200	
➤ Address		50
➤ Outline		50
➤ Bibliography		50
➤ Note Cards		50
3. Special Occasion Speech (SOSP):	200	
➤ Address		50
➤ Outline		50
➤ Bibliography		50
➤ Note Cards		50
4. Class Exercises & Participation (CEP)	100	
5. Moodle:	165	
➤ Access (MA)		110
➤ Participation (MP)		55
6. Theory Or Model Journal (TOMJ)	100	
7. Four Part Course Examination:	400	
➤ Exam Part (EP) #1 (Chapters 1, 2, & 3)		100
➤ EP #2 (Chapters 4, 5, & 6)		100
➤ EP #3 (Chapters 7, 8, & 9)		100
➤ EP #4 (Chapters 10, 11, 12, & 13)		100

+
TOTAL POSSIBLE POINTS: 1365

The number of points that you have at the end of the semester is your final grade before attendance penalties may be applied. Try to be in every class session on time. You are allowed two absences for the duration of the semester. Each subsequent absence will negatively affect your final grade. Three absences will reduce your final grade by half a letter grade (e.g. An “A” with three absences becomes an “A-“). **More than six absences will result in automatic course failure.** Coming late or leaving early three times equals an absence. As previously stated there are no make up assignments, nor are there extra credit assignments. If you review the following grading scale you will see that only 1100 points are needed to secure an A in this class. However there is a possibility of earning 1365 points. That means that the extra credit is built in. If after a few assignments you do not

feel you are doing well in the course, contact me for assistance, and plan on putting in a little more effort with remaining assignments.

Grading Scale

For conversion of points to a letter grade please reference the following scale –

A	=	1100 - 1365
B	=	900 – 1099.9
C	=	700 – 899.9
D	=	500 – 699.9
F	=	0 – 499.9

All assignments are due via Moodle by 11:55 pm on the indicated below date.

Course Schedule

(Tentative: Subject to Change)

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1.	<i>March 30</i>	<i>March 31</i>	<i>April 1</i>	<i>April 2</i> Read chapter 1	<i>April 3</i> Read chapter 2
2.	<i>April 6</i> Read chapter 3	<i>April 7</i>	<i>April 8</i>	<i>April 9</i>	<i>April 10</i> EP #1
3.	<i>April 13</i>	<i>April 14</i>	<i>April 15</i>	<i>April 16</i> Read chapter 4	<i>April 17</i> Read chapter 5
4.	<i>April 20</i> Read chapter 6	<i>April 21</i>	<i>April 22</i>	<i>April 23</i>	<i>April 24</i> EP #2
5.	<i>April 27</i>	<i>April 28</i>	<i>April 29</i>	<i>April 30</i> Read chapter 7	<i>May 1</i> Read chapter 8
6.	<i>May 4</i> Read chapter 9	<i>May 5</i>	<i>May 6</i>	<i>May 7</i>	<i>May 8</i> EP #3
7.	<i>May 11</i>	<i>May 12</i>	<i>May 13</i>	<i>May 14</i> Read chapter 10	<i>May 15</i> Read chapter 11
8.	<i>May 18</i>	<i>May 19</i>	<i>May 20</i> ISP	<i>May 21</i> Read chapter 12	<i>May 22</i>
9.	May 25 Holiday – Memorial Day	<i>May 26</i>	<i>May 27</i> PSP	<i>May 28</i>	<i>May 29</i>
10.	<i>June 1</i> Read chapter 13	<i>June 2</i>	<i>June 3</i> TOMJ Due	<i>June 4</i>	<i>June 5</i> EP #4
11.	<i>June 8</i>	<i>June 9</i>	<i>June 10</i> SOSP	<i>June 11</i>	<i>June 12</i>

Instruction Sheet for INFORMATIVE SPEECH PRESENTATION

Assignment Objectives

- To select an interesting and appropriate presentation purpose and topic
- To prepare a well organized and fully developed outline
- To use supporting material from several documented sources
- To generate audience interest
- To organize information, using the basic principles discussed in the textbook
- To use interesting opening, and closing material
- To use presentation aids effectively
- To begin developing an effective delivery style

General Purpose

The general purpose of your informative speech presentation is to inform. An informative speech presentation can present new information, explain complex concepts, demonstrate processes, and/or clarify and correct misunderstood information.

Assignment Requirements

1. Choose a purpose and topic appropriate for the assignment. Remember, the purpose of the informative speech presentation is not to persuade the class to change their opinions or behaviors.
2. The presentation should be clearly organized. It should include an attention-getting introduction, a central idea statement, a preview of key points, and a memorable conclusion.
3. Use at least three sources of information.
4. Use at least three different types of supporting material.
5. Your presentation should include at least one visual aid.
6. The time limit for the informative speech presentation is 4 to 6 minutes.
7. Your presentation should be delivered extemporaneously. Use a set of note cards as a guide. Do not read from a manuscript or memorize your presentation.
8. Dress appropriately the day of your presentation.
9. On the day of the presentation, turn in a typed complete sentence preparation outline, similar to the sample found on the instructor's website. Do not write a manuscript of your presentation.
10. Turn in a bibliography of your sources with your outline. The bibliography should be typed and in APA standardized format. If you are unfamiliar with APA consult your text, class handouts, the APA Tutorial in course's Moodle shell, APA.org, and/or see the instructor. *Do not use a software program to generate your bibliography.*
11. As you listen to others' presentations be attentive and supportive. You should applaud each speaker's presentation.

Instruction Sheet for PERSUASIVE SPEECH PRESENTATION

Assignment Objectives

- To effectively adapt a presentation to the audience and the occasion
- To choose appropriate persuasive strategies
- To develop persuasive arguments using various forms of proof
- To clearly organize a persuasive presentation
- To use interesting opening and closing material
- To enhance your credibility
- To demonstrate effective vocal and physical delivery

General Presentation Purpose

The general purpose of your persuasive presentation is to persuade. Attempt to do this by changing your audience's opinion or behavior through the use of logical, emotional, personal, and/or narrative appeals. Persuasive presentations address questions of fact, value, and/or policy.

Assignment Requirements

1. The presentation should be well organized. It should include an attention-getting introduction, a central idea statement, a preview of key points, and a memorable conclusion.
2. Choose a specific purpose and a topic appropriate for the assignment. Your topic should address a question of fact, value, or policy.
3. Use at least five sources of information.
4. The presentation should also include at least three types of supporting materials.
5. Choose any of the organizational arrangements described in the text as a way of arranging your main points.
6. The time limit for the presentation is 6 to 8 minutes.
7. Your presentation should be delivered extemporaneously. Use a set of note cards as a guide. Do not read from a manuscript or memorize your presentation.
8. Dress appropriately on the day of your presentation.
9. On the day designated in your syllabus, turn in a typed complete sentence preparation outline. Review sample outline, Assessment Sheet, and Outlining Template (from Moodle), to assist in development of a strong outline.
10. Turn in a bibliography of sources with your outline. The bibliography should be typed in APA standard bibliographic format.
11. As you listen to others' presentations be attentive and supportive. You should applaud each speaker's presentation.

Instruction Sheet for SPECIAL OCCASION SPEECH PRESENTATION

Assignment Objectives

- To adapt a topic to your audience
- To use a clear presentational pattern
- To present an extemporaneous speech
- To demonstrate effective vocal and physical delivery

General Presentation Purpose

The general purpose of your special occasion presentation is to help listeners bond through the significance of the event. Be mindful of the type of special occasion speech you are giving. The speech's name dictates not only the occasion, but also its purpose. In other words speech content depends largely on the event where the presentation will occur.

Assignment Description

Develop a fictional speech of introduction, toast, or eulogy concerning an individual or individuals with whom the audience is familiar (e.g. actor, activist, athlete). This presentation can mix the factual with the fictional – this is your chance to be creative! Avoiding being merely biographical, try to be interesting and positive.

Assignment Requirements

1. Conduct an audience analysis in order to understand the audience's interests.
2. The presentation should be well organized. It should include an attention-getting introduction, a central idea statement, a preview of key points, appropriate supporting material, and a memorable conclusion.
3. Choose a specific purpose and a topic appropriate for the assignment.
4. Choose any of the organizational arrangements described in the text as a way of arranging your main points.
5. The presentation should be 3 minutes long.
6. Use at least three sources of information.
7. The presentation should also include at least three types of supporting materials.
8. Your presentation should be delivered extemporaneously. Use a set of note cards as a guide. Do not read from a manuscript or memorize your presentation.
9. On the day designated in your syllabus, turn in a typed complete sentence preparation outline.
10. Turn in a bibliography of sources with your outline. The bibliography should follow APA's standard bibliographic format.
11. Dress appropriately on the day of your presentation.