

**COMM111 – Fall 2016
PUBLIC SPEAKING**

Professor: M. Zakir Khan, J.D., M.A. - “Dr. Khan”
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Phone: 541-817-4834
Meeting time: MWF 9-9:50A
Section: 20514
Classroom: Takena Hall 217
Office Hours: M 12-2pm, T 1-2pm, and also by appointment.
Course Websites: 1) Moodle – (TBD)
*Grades/Assignment Folders will be posted on Moodle once I get access.
2) Piazza – <http://piazza.com/linnbenton/fall2016/comm111> (Enrollment needed) Access Code: **comm111**

- This term we will be using Piazza for class discussion. The system is highly catered to getting you help fast and efficiently from classmates and me. Rather than emailing questions to me, I encourage you to post your questions on Piazza. If you have any problems or feedback for the developers, email team@piazza.com.
- I will be using Piazza to post assignments, announce class cancellations, and discuss important issues related to class. Signing up is mandatory.
- If you have a smartphone, you can download/use the Piazza app.
- Piazza is to be used by students only for discussing course materials/asking questions.
- Items posted by students on Piazza are anonymous to other students, but the professor can view which student is posting them.
- The top 10 student contributors – get 20 extra credit points. ****contributions** are posts, responses, edits, follow-ups, and comments to follow-ups (i.e., everything)

Disclaimer: All items discussed in this syllabus are subject to change based upon the professor’s discretion and students will be provided notice of any changes.

TEST DATE

- ❖ Final Exam – Check finals schedule at: <https://www.linnbenton.edu/finals-schedule>
Monday, December 5, 2016 – 10-11:50a.

REPORTING SEXUAL MISCONDUCT

Students who believe they are the victims of sexual harassment or assault should contact Campus Safety at 541-926-6855, and/or local law enforcement.

REQUIRED MATERIALS

Valenzano III, J. M., Braden, S. W., Broeckelman-Post, M. A. (2013). The Speaker's Primer. Southlake, TX: Fountainhead Press.

COURSE DESCRIPTION

This course exposes students to theory and practice in the creation, adaptation and delivery of original speeches before an audience. It will also provide the opportunity to understand the nature of public speaking and discourse in both ancient and modern society

COURSE OUTCOMES

LBCC

As a result of taking Comm 111, a student should be able to: • Synthesize and organize information for varied audiences • Interact with confidence while adapting messages to audience needs • Listen critically

Student Learning Outcomes

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

GRADING BREAKDOWN

Assignment	Possible Points	Your Points
Participation	200	
Letter to Dr. Khan	50	
Informative Speech Rough Outline (Completed)	25	
Informative Speech Outline	50	
Informative Speech (in-class)	150	
Informative Reflection Piece	20	
Shark Tank Check-in / Rough Draft	25	
Shark Tank Outline	50	
Shark Tank Speech (in-class)	250	
Letter to a Future Student	30	
Life Lesson Speech (in-class)	50	
Final Exam	100	
Total	1000	

Grading Scale	
Grades	Percentage
Grade = A	90-100+%
Grade = B	80-89.9%
Grade = C	70-79.9%
Grade = D	60-69.9%
Grade = F	59.9%-0.0%

PARTICIPATION

- ❖ Students are expected to have completed all of the readings prior to coming to class.
- ❖ Lectures/Activities: A student's participation grade is determined by participating in activities, and participating in lectures. Students found to be unprepared or disruptive in class for a reason outside of using an electronic device for class will lose 20 participation points per infraction.
- ❖ Be respectful of yourself, others and me.
- ❖ Participation grades are not calculated till the end of the quarter.

These policies are in place to make this a successful and enjoyable course for everyone. Failure to comply with the policies will result in disciplinary actions as deemed appropriate by the instructor (as outlined in the rules and regulations established by the college).

ASSIGNMENT GUIDELINES

- ❖ **Policy on late assignments:** All assignments are due by the dates and times stated on the course schedule or on Piazza. Unless I make an announcement to the contrary. Assignments must be submitted through Moodle.
- ❖ I do NOT accept late assignments (especially because all deadlines are given to students at the start of the semester). If an emergency arises, you must contact me in via email before the due date to request an extension.
- ❖ **Plagiarism:** Don't do it. Make sure to understand it:
<https://bconline.broward.edu/shared/orientation/academicintegrity.html>
- ❖ **Assignment format:** All assignments should include your first and last name. The text of the assignment should be in 12-point Times New Roman type (with normal spacing in between letters), double-spaced and, with each page having one-inch margins on all sides.*No abnormal/weird formatting please. Please also include footer in the lower right-hand corner of each page (except the first) with the following information: last name, page X of Y (with Y indicating the total number of pages you are submitting) in 10-point Times New Roman type. Assignments exceeding the specified page limit or violating any of these requirements may be penalized. Specific penalties for breaking this rule will be articulated in the assignment guidelines when they are given during class.

Assignments

I. Speeches

A. Informative Speech

- Students will create an informative speech on a topic of their choosing. The purpose of this speech is to teach the audience something new. Any speech which seeks to persuade the audience should be refrained from. Students should think of themselves as a journalist, and just give the audience the facts.
- An outline is required for this speech.
- A minimum of 6 sources must be cited.
- Oral citations must be used. Only credible websites/journals should be used.
- Length: 5-6 minutes.

- After the speech is completed students will draft an Informative Reflection Piece to reflect upon their performance on the speech.
 - ONE 3x5 or 5x8 notecard is permitted. More than one notecard will result in a score of 0 for the speech.
 - Students are not permitted to read speeches to the class, doing so will result in a zero on the speech.
- B. Shark Tank Speech (Persuasive Speech) Students will work in teams of 2 students to create a project to pitch to an investor.
- Each student is individually responsible for their own grade. No “group” grade will be given. Each student will have a different role in the group.
 - An outline is required for this speech.
 - Oral citations must be used. Only credible websites/journals should be used.
 - 2-3 citations must be used.
 - Length 3-5 minutes.
 - **No notecard is allowed to be utilized for this presentation.** Students are not permitted to read speeches to the class, doing so will result in a zero on the speech.
- C. Life Lesson Speech
- Length: 1-3 minutes.
 - Students should create a speech in which they share a life lesson with the class. The life lesson should be clear. The student should also use a story to describe how they came to knowing about this life lesson.
 - Students are encouraged to speak from the heart.
 - No notecard should be utilized for this presentation. Students are not permitted to read speeches to the class, doing so will result in a zero on the speech.

II. Other Assignments

- A. Letter to Dr. Khan (min. two full pages) – due the 2nd day of class.
- 1st paragraph: Tell me what makes you anxious/worried about this class and about going to college. This is a good place to let me know if there anything that will affect your ability to perform well in this class.
 - 2nd paragraph: Tell me about the best teacher you ever had, what qualities made them so good? If you’ve never had a good teacher, tell me what you would ideally like to see from a professor/teacher.
 - 3rd paragraph: Let me know about any questions you have about me.
 - 4th paragraph: Let me know if there’s something that’s not on the course schedule – material wise that you’d like for me to cover.
- B. Informative Reflection Piece
- Students will write a two-page (full two pages – yes, go to the bottom of the 2nd page) essay reflecting upon your preparation and performance on the Informative Speech.
 - 1) The first page should talk about:
 - What steps you took to prepare? (1 paragraph)
 - Were those steps effective? (1 paragraph)

- 2) The second page should talk about:
 - a. What you're doing to improve on your next speech. (1 paragraph)
 - b. What you've learned from your first speech. (1 paragraph)
- C. Letter to a Future Student
 - Students will draft a two-page (full two-pages) letter to a future student that will be taking my class in the future. On the first page, students should discuss what they wish I had told them on the first day of class. On the second page, students should give advice to future students as to how to do well in my course. If the student prefers they may create a 2 minute video instead. 1 minute should be spent on the first question and 1 minute should be spent on the second question.
- D. Final Exam – Cumulative of the lectures/activities/readings.

COURSE POLICIES

CELL PHONE POLICY

- ❖ Students are barred from using cell phones at any point during the entire class session, unless the professor tells them to use it for certain activities.
- ❖ Phones should be out of sight and should be on silent before class starts.
- ❖ Students that have some sort of emergency going on (emergency call) should notify the professor of this occurrence before class starts.
- ❖ **The penalty for using an electronic device during class will be determined by the class on the first day of instruction.**

If this is a deal breaker, there are no hard feelings.

But PLEASE drop this class today to allow someone else to take your seat.

ELECTRONIC DEVICE POLICY

- ❖ Tablets and other e-reading devices are only allowed in class to be used for their textbook purposes. These devices cannot be used to take notes or for any other purpose. The exception to this rule is if students need accommodations pursuant to the Americans with Disabilities Act.
- ❖ All other electronic devices are not allowed to be used in class, unless the professor gives express permission.

CONSEQUENCES FOR IMPROPER CELLPHONE/ELECTRONIC DEVICE USAGE/ CELL PHONE GOING OFF DURING CLASS

1. 1st offense: The student will be asked to leave the class and thus, receive an unexcused absence.
2. 2nd offense: The student will be asked to leave the class, receive an unexcused absence, forfeit **10%** of their overall grade and be referred to Student Affairs. If a student has already exceeded the maximum amount of unexcused absences this consequence will scale to **15%**.
3. 3rd offense: The student will get a F in the class.

4. At the *discretion* of the professor, these offenses may be forgiven if the student exercises proper behavior for the rest of the quarter.

ATTENDANCE POLICY

- ❖ For every unexcused absence that exceeds the maximum of two absences, there will be a lowering of your final course grade by 5% (50 points) for each absence. For example, if you are receiving a 90% in the class and have one more unexcused absence than you are allowed, you will then receive an 85% for the course.
- ❖ Every tardy that exceeds the maximum of two tardies, will result in a 2.5% (25 points) off your overall grade.
- ❖ Leaving class early will count as a tardy, unless previously cleared with the professor.
- ❖ **Special Circumstances:** If something is going on with you that is impacting your ability to perform well in the class and attend class on time, please come see me! I'm glad to help!

Attendance Notes

- ❖ The professor will do his best to warn students when they are about to exceed the attendance policy both in class and/or via email. However, it is the **student's responsibility** to keep track of their own attendance.
- ❖ Attendance is called at the start time for the class. For instance, if the start time for class is 9:30am, attendance is called at 9:30am.
- ❖ Students are responsible for coming up to the professor at the conclusion of the class to notify him of their tardy. If the student does not do this, the student will be marked down as having an unexcused absence. This cannot be corrected at a later time! **Again, if the tardy is as a result of something that is not the student's fault i.e. buses running late, the student is advised to inform the professor of this occurrence and a solution will be worked out, which may include attending an alternate class session.**
- ❖ If a student is going on a trip, or some other occasion (school sponsored or not) it is the student's responsibility within the first two weeks of the quarter to notify the professor that they will be absent, and that they will miss a speech/assignment. If a student does not notify the instructor of a trip in advance, the student will receive a zero on the assignment.
- ❖ It is the student's responsibility to figure out what they missed during class from another student in the class.
 - Please make sure to get the contact information for three of your classmates and write it down. Now 😊.

PLAGIARISM

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, and/or submit someone else's work or ideas as your own in

any of your assignments, you will receive an F for the assignment and may be subject to further discipline.

Consequences

- ❖ For the first plagiarism offense, students will receive a zero on the assignment (this includes speeches). In addition, students will be given a substantial assignment from the professor to complete through the Writing Lab. Upon completion of which, the student will be able to get back 50% of the points lost on the assignment. This offense will also be reported to Student Affairs.
- ❖ For the second plagiarism offense, a student will receive an automatic F in the course. Again, the student will be reported to Student Affairs.

CITATIONS

- ❖ All citations must be done according to the Chicago Manual of Style (CMS).
- ❖ This resource may help student cite sources:
<https://owl.english.purdue.edu/owl/resource/717/01/>
- ❖ Students should use footnotes (NOT endnotes) for their citations whether they are quotations or paraphrases.
- ❖ Every single time a source other than a student's self that is used, a citation MUST be given.

EMAIL ETIQUETTE

- ❖ Students are expected to read and follow the below guides when emailing the professor:
 - <http://www.emailreplies.com/>
 - <http://office.microsoft.com/en-us/outlook-help/12-tips-for-better-e-mail-etiquette-HA001205410.aspx>
 - http://careerplanning.about.com/od/communication/a/email_etiquette.htm
- ❖ Additionally, in the subject line students should use several words to explain what the email is about. Students should not write vague items like "YO PROF WHADDUP." Subject lines should begin with something similar to the following: [COMM111 MW 9-9:50a]. The reason for this is to provide notice to the professor as to which class the student is in. The professor teaches 4-5 sections so he'd appreciate being able to keep track of where emails are coming from. ☺
- ❖ A good example of how to do a proper subject line is the following:
 - Subject: Informative Speech Outline [COMM111 MW 9-9:50a]
- ❖ Please do not email me on LinkedIn or Twitter. Those are personal accounts, and I will not respond to you.

EMAIL RESPONSE TIMES

- ❖ If the professor does not get to your email the same day, he will get back to you as soon as he can. If a student urgently needs to understand a concept or has a question, the student should seek help from other students on Piazza.

REVIEWING STUDENT WORK

- ❖ The professor will only review a student's work during office hours. Students who feel they need additional help in this class are encouraged to attend office hours.

GRADES

I. Overview

- a. Students are expected to handle their grades professionally.
- b. Moodle will be kept up-to date all throughout the quarter, so that a student should not have any uncertainty (outside of their participation grade) about what their grade is.
- c. I don't bump grades up a couple points at the end. Take advantage of any extra credit opportunities if they exist.

II. Feedback on Grades

- a. **Students must wait 24 hours** before attending office hours to discuss their grade on their assignment.
 - i. This rule is in place for two reasons. First, a student should take a day to review the assignment and the potential errors. Second, a 24 hour period is given to allow for a cool-off period. The professor will not argue with the student about the grade. He will instead offer advice on how to improve. Class time will not be used to discuss individual grade concerns.
- b. The only exception to this rule is if there is a calculation error as to the point total on the assignment. Tabulation errors must be reported immediately by the student when papers are returned. This is to prevent a fraudulent scenario where a student will go home and change their grade and then tell the professor to change it the next class.
- c. Students that attend office hours and behave in an unprofessional manner will be asked to leave.

III. FERPA

- a. The Family Educational Rights and Privacy Act (FERPA) prohibits the professor from discussing a student's grades in front of anyone else other than the student with a couple of exceptions. The professor takes this pledge seriously, as should the student.

DISABILITY ACCOMMODATION

Students that are registered with the Center for Accessibility Resources office are encouraged to share their letters with the professor in private, so that arrangements can be made to properly accommodate them.

- ❖ Students that suffer from debilitating medical conditions, and/or disabilities that may cause them to miss many classes (perhaps even exceeding the limits of the syllabus) are encouraged to visit the CFAR office and get the proper accommodations setup for the quarter. The professor is more than happy to assist students in this endeavor.
- ❖ Students with disabilities should contact the Center for Accessibility Resources at 541-917-4789.

AUDIO RECORDINGS

- ❖ The professor does not give permission for anyone to record him during class unless such an accommodation is necessary underneath the ADA.

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.

FINAL NOTE

The professor seeks to promote a supportive, inclusive, and positive educational environment where all students have an opportunity to be successful! Please help contribute to it through the way you conduct yourself in the classroom.

Tentative Course Schedule

Date	In-class	Homework
9/26	<ul style="list-style-type: none"> Syllabus Discussed 	<p>Learn about the class: -Skim/Watch - Letters to a Future Student on Piazza / Youtube</p> <p>Learn about me: -Ratemyprofessor: http://www.ratemyprofessors.com/ShowRatings.jsp?tid=1936967 -LinkedIn: https://www.linkedin.com/in/zakir-khan-53101067</p> <p>Tell me about you: Full two pages minimum: Letter to Dr. Khan (due at the beginning of next class)</p>
9/28	<p>Discussion about class/ me/ answering student questions. + Student Intros</p>	<p>Read the following articles:</p> <p>“Advice for New Students From Those Who Know (older students): http://www.nytimes.com/2015/08/02/education/edlife/advice-for-new-students-from-those-who-know-old-students.html?ribbon-ad-idx=20&rref=education/edlife&module=Ribbon&version=origin&region=Header&action=click&contentCollection=Education%20Life&pgtype=article</p> <p>“Student Expectations Seen as Causing Grade Disputes” by Max Roosevelt: http://www.nytimes.com/2009/02/18/education/18college.html?_r=0</p> <p>“The Real Skinny on Freshman Year” by Michelle Slatalla http://www.nytimes.com/2015/08/02/education/edlife/the-real-skinny-on-freshman-year.html</p> <p>“Making Friends in New Places” by Nicholas Christakis: http://www.nytimes.com/2015/08/02/education/edlife/making-friends-in-new-places.html</p> <p>“Four Steps to Choosing Your Major” by Nathan Gebhard: http://www.nytimes.com/2015/08/02/education/edlife/four-steps-to-choosing-a-career-path.html?ribbon-ad-idx=20&rref=education/edlife&module=Ribbon&version=context&region=Header&action=click&contentCollection=Education%20Life&pgtype=article</p>
9/30	Study Skills + Discussion of articles	Chapter 1 + Appendix
10/3	Chapter 1 + Appendix	Ch. 2
10/5	Ch. 2	//

10/7	Owning the room and other speech prep practices.	Ch. 4+7
10/10	Ch. 4+7	Ch. 5+13
10/12	Ch. 5+13 Informative Assigned	Ch. 18+19 (Pgs. 245-249)
10/14	Ch. 18+19 (Pgs. 245-249)	Ch. 6, 8 and 3.
10/17	Ch. 6, 8 and 3.	Research Assignment
10/19	Research Assignment Discussion	Ch. 10 + 11
10/21	Ch. 10 + 11	Ch. 12
10/24	Ch. 12	1 minute speech
10/26	1 minute speech performed in class	Complete rough draft
10/28	Peer Review	Complete rough draft
10/31	Peer Review	Complete Final Draft
11/2	Informative Speeches +Informative Outline Due	Informative Reflection
11/4	Informative Speeches	Informative Reflection
11/7	Informative Speeches	Informative Reflection
11/9	Informative Reflection Due Informative Grades Discuss Shark Tank Assigned	Ch. 14 + 16 + Shark Tank Prep
11/14	Ch. 14 + 16	Ch. 20 – 258-261 + Shark Tank Prep
11/16	Ch. 20 – 258-261 ST Prep in class ST Check-ins due (meeting w/ Dr. Khan with each group)	ST Prep
11/18	ST Prep	ST Prep

11/21	ST Prep ST Check-ins due (meeting w/ Dr. Khan with each group)	ST Prep
11/23	ST Prep ST Check-ins due (meeting w/ Dr. Khan with each group)	ST Prep
11/25	Shark Tank Presentations Begin Shark Tank Outline Due	
11/28	Shark Tank Presentations	
11/30	Shark Tank Presentations	
12/2	Shark Tank Presentations /	
12/5 @10a - 11:50 a	Final Exam + Letter to a Future Student Due	