

Public Speaking  
**COMM101**

Fall 2014

**Mondays & Wednesdays**  
6:00 p.m. - 7:15 p.m. Bell Tower 1424

## CSU Channel Islands Mission

Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative

## Dr. Jaimie Hoffman

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## Course Description

Introduction to communication theory and the study of the human communication process with an emphasis on effective public communication. Includes intensive practice in public speaking, reasoning, and critical listening. GenEd: A1

## Student Learning Objectives

### Students will:

- Define and explain basic communication terms and principles which undergird competent public communication
- Demonstrate knowledge of theory and competence in preparing and presenting informative and persuasive speeches
- Analyze various communication contexts
- Apply communication principles and theory in diverse circumstances and demonstrate effective communication, distinguishing effective from less effective responses
- Find, identify, and effectively use supporting materials in speech and written assignments
- Define and discuss how best to avoid plagiarism
- Participate in class and group processes
- Demonstrate courtesy and respect for classmates

**“There are two kinds of speakers: those that are nervous, and those that are liars.”**  
– *Mark Twain*

# Active Learning Credo

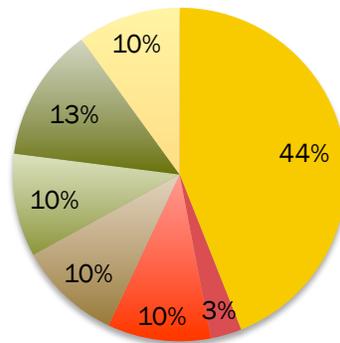
What I hear, I forget.  
 What I hear and see, I remember a little.  
 What I hear, see and ask questions about or discuss with someone else, I begin to understand  
 What I hear, see, discuss, and do, I acquire knowledge and skill.  
 What I teach to another, I master. (p. 1)

*This class is based on Silberman's (1996) Active Learning Credo.*

## Student Responsibilities

Assignment/Speech	Total Points
<b>SPEECHES</b>	
1. Introductory Speech	50
2. Informative Speech	100
3. Persuasive Speech	100
4. Impromptu Speech (online module)	40
6. Group Speech	130
<b>SPEECH-RELATED WORK</b>	
Speech Topic Requests (3)	30
Speech Outlines (5 outlines at 25 points each)	100
Peer Critiques (4 critiques for 5 speeches for a total 20 speech critiques at 5 points each)	100
Self Critiques (4 - <i>introductory, informative, persuasive and special occasion</i> at 20 points each)	80
Final Reflection Video	40
<b>OTHER</b>	
Exams (2)	130
Class Participation ( <i>attentiveness, attitude courtesy, participation in group projects, quality and quantity of oral contributions</i> )	100

- Speeches
- Speech Topic Requests
- Speech Outlines
- Peer Critiques
- Self Critiques
- Exams
- Participation

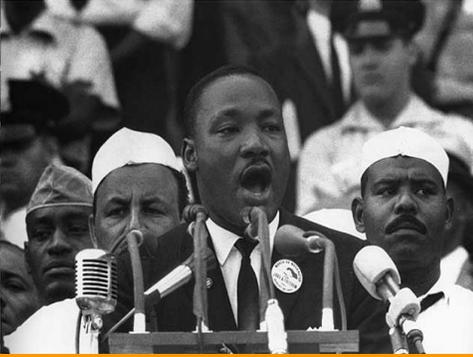


**TOTAL POINTS 1000**

**A note about grades:** A "C" grade means that all of the requirements of the assignment were completed. In order to earn an B, students must demonstrate above average work and to earn an A students must be among the best in the class. When giving speeches, you must PRACTICE over and over, and over again; you should rehearse your speech at least 20 times so be sure to plan time for this. That is the only way you will improve.

### Grading Scale:

Grade Percentage	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
	97 - 100	96.9 - 93	92.9 - 90	89.9 - 87	86.9 - 83	82.9 - 80	79.9 - 77	76.9 - 73	72.9 - 70	69.9 - 67	66.9 - 63	62.9 - 60	<60



## Course Policies & Info.

### Instructional Methods

I use a variety of teaching strategies to promote active learning (e.g. discussion, group collaboration, lecturettes, self-reflection, etc.) but you are expected to take responsibility for your own learning and participate. Much of our time in this course will be dedicated to giving and listening to speeches.

### Work Submission

When you submit work for this class electronically, it must be in Microsoft word (NOT works) and all files must have .doc or .rtf extension at the end. If I cannot open your document, then it is considered not turned in and you will receive no credit – no exceptions or extensions. Getting a 0 on a major assignment because it isn't in the right format is a major downer.

### Attendance

As a member of this classroom community, attendance is crucial. To create a positive and supportive place where members can develop their fullest potential, everyone needs to be here, every time. You are *expected* to attend class every day. You will *need* to attend class every day. You will, most likely, *want* to attend class every day. I guarantee you will be much more successful in the course if you are in class, on time, every day. To be counted present you must be in class, on time.

***If you miss more than 4 days, your letter grade will be dropped one grade level on the fifth day missed.*** If you miss more than 6 days, you will be dropped from class. Arriving late to class or leaving during class will constitute missing  $\frac{1}{2}$  of a class. Contact me in advance if you must miss class because of medical or family emergencies and do not wish this to count toward your two approved absences. Due to past experiences with students failing to be truthful, if a medical or family emergency occurs, written verification will be required. If you are absent when you are to give a presentation or complete an individual or group assignment (there are at least four assignments that will be completed in) you will be given a zero for that assignment; missed assignments or presentations **can not** be made up. Please note: Please do not ask for exceptions for the attendance policy unless you experience a medical or family emergency, these will be the **only** exceptions approved.

### Participation

I will take your participation in class discussions into consideration when setting final grades. One-tenth of your grade will consist of participation. As the saying goes, “you will get out of it, what you put into it.” You can come to class and attempt to blend into the background (although that will be difficult given the nature of the course) or you can actively engage in the course. You have not only a right, but also an obligation to the development of your mind, and to expect that your classmates share this responsibility with you. We can only create an environment conducive to higher learning if you are willing to take your role seriously. YOU as an individual and you as a class have the power to make this course useful and worth your time and energy.

Sometimes the nature of this class means things will be discussed publicly. For instance, after your speeches, we will have a class critique where both the instructor and classmates will share feedback. The content shared is not necessarily a reflection of your grade. Diversity of opinion is important, so you should feel comfortable presenting new ideas. You should also feel safe to respectfully question and disagree with ideas. Disrespect toward fellow students is not tolerated.

## Technology

This course is digitally inflected; this means that technology will be used to augment the course content-based learning experience while enhancing students' digital literacy. Students should be prepared to learn how to use technological tools, establish a presence on the web and be open to the technology-related learning experience. As such, students will need regular access to a computer, the internet and at times, a webcam. A variety of locations on campus offer free computer use to students but please let me know as soon as possible if you foresee any access-related issues so we can work together to identify solutions.

## Required Text

DeVito, J. A. (2011). *The essential elements of public speaking*. Boston: Allyn and Bacon.



You should keep in mind that points will be deducted if you do things like read materials outside of the course, sleep, write notes, do homework for other classes, working on a laptop, or listening to headphones.

### Late Policy

All assignments are to be turned in on the assigned dates ***in the method stated in the syllabus (e.g. CI Learn or in person)***. There are no exceptions to this rule. If your assignment is late, you are assessed a 10% penalty per day. After four days, I will no longer accept an assignment and you will not receive any points. The only time an assignment can be accepted late is if an arrangement has been agreed upon in advance due to extenuating circumstances.

You are required to deliver your speech on the day assigned. Should you miss your speech day due to unforeseen medical or family emergencies, you **MUST** contact me before the scheduled class time. After you contact me, I will decide if it is possible to reschedule your speech. If your speech is rescheduled, you will be penalized one full letter grade. You should note that occasionally it is not possible to make up the missed speech, then you will receive a zero. If you do not contact me before the class session, you will automatically receive a 0.

## How to be a successful COMM 101 student..

1. Arrive to class on time. However, better late than never.
2. Read the chapters before coming to class, your participation grade (and ultimately, your speech performance) will suffer if you are not prepared.
3. Plan on spending six hours a week outside preparing and studying for this class; this aligns with CSU Channel Islands policy.
4. Start preparing your speeches as soon as they are specifically assigned. A good speech will take a SIGNIFICANT amount of time to prepare. Students who earn an "A" on their first speech usually report spending eight to ten hours to prepare, with each speech after that becoming easier. Successful students also studied two hours per written chapter of the textbook, read the book to prepare for class, and reviewed it afterward.
5. Be sure all of the work you submit is the best you can do.
6. Carefully review the course syllabus to avoid missing assignments.
7. Dress in business attire when delivering a speech. You should dress neatly and represent your "best look." No jeans, hats or sunglasses, flip flops should be worn.
8. Spell and grammar check emails sent to the professor, spell her first name correctly and begin with a salutation.
9. Submit all written papers using Times New Roman, 12 point font with 1" margins, stapled.
10. ALWAYS cite your sources in APA format. Cite the course text when you use course concepts.
11. Participate with enthusiasm. Be actively involved both verbally and nonverbally in the class discussions and learning activities.
12. Challenge (appropriately) concepts covered in the text. Employ your critical thinking skills!
13. Be prepared for class. However, come to class even if you are not prepared.
14. Keep an open mind to new ideas and opinions.
15. If you have a question, email me or visit my student hours.
16. Allow 24 hours for me to respond to your emails; I check my email regularly but be sure to look ahead at assignments to anticipate questions as I will not always be able to get back to you right away.



## Things to avoid:

1. Utilizing your laptop or other electronic devices during class without expressed permission by the instructor.
2. Texting in class and most importantly, answering your phone in class (if you do this, you will be asked to leave for the day).
3. Entering the classroom during a student speech.

Avoid asking the following questions:

4. Can you make an exception for me? (I do not make exceptions for one student that I would not make for every student in my classes)
5. Did I miss anything important last time? Everything we do is important.
6. I'll be absent next week. Will I miss anything important? Yes, you will. See attendance policy.
7. Is it OK if I leave at the break or if I leave early? No, it is not OK.
8. What is the assignment? Consult your syllabus first, classmates, and then ask questions.
9. Talking while another student is talking.
10. Talking while the professor is talking.

## "Enthusiasm

is the mother of

effort.

Without it  
nothing great was ever

achieved."

~ Ralph Waldo Emerson

# Assignment Overview

## Speeches\*

All students will deliver six speeches of which all but one (impromptu) will be extemporaneous. This means that you will speak only from a KEY WORD/DELIVERY outline, not read or memorize a speech. Students who simply read speeches from a piece of paper word-for-word will be deducted a minimum of 30 points for each speech. This is a SPEECH class. The best way to become a better speaker is to get as much practice as possible. Therefore, we will use much of our time in class with you giving and critiquing speeches and receiving feedback on speeches. As you will see below, speeches have time constraints that need to be followed and respected because other students must present their speeches on the same day as you. Conforming to the time limits will be key in determining your grade and you will be stopped if you go over the time allotment. The research used for your speeches must be high quality, scholarly work. We will have a session with the University Library so that you can be familiar with how to use CI resources to access your research.

Type	Minutes	Description*
1. Introductory	1-3	Share the three most powerful motivators for pursuing a college degree. You must use three types of presentation aids.
2. Informative	3-5	Inform the audience about something new (this could be explaining how something works, describing a concept, reporting an event, etc.). This speech should only have facts, NOT your opinion.
3. Persuasive	5-7	Persuade the audience about a belief, value, or attitude they do not hold or an action they are not doing.
4. Impromptu	1-2	This will be completed online and will help prepare you for a future interview.
5. Group Speech	3	Your group's job is to present a Speech of Goodwill where the group must inform and persuade the audience about something you would like to see changed or enhanced at CI. You might propose a new product that would enhance the campus, a policy that should be changed, etc. However, you MUST conduct research to ensure you understand the issue you are addressing.

\*See Speech Overview & Rubrics for more details.

## Outlines

You are required to turn in a DELIVERY AND PREPARATION outline for each speech on the day of your speech (except the impromptu speech). While the outlines will be graded separately from the speech, you will lose 10% of your speech grade if you do not turn in outlines. The class text provides detailed information on writing and formatting outlines.

## Peer Critiques (four critiques for five speeches = twenty total)

You will provide written feedback to your peers in your evaluation group about their speech performances. To ensure that every student is properly critiqued, on speech days you must be in the classroom before the scheduled start time or I will give away your assigned critique to classmates interested in earning extra credit. You must bring **FOUR** copies of the Peer Evaluation (available on the course website) on speech day, fill them out **thoroughly** and turn into the professor at the end of the class session **after** you have heard the speeches.

## Self-Critiques (four)

You are **required to video record** your speeches (except the impromptu and final speech) and critique them before the following class period. You may record yourself by having a classmate use a cell phone or by checking out recording devices from the JSB Library. A Self Evaluation Form will be available on the course website; a link to your speech video is required (it can be posted on dropbox, youtube, etc.).

## Final Reflection Video

You will create a 1-2 minute video that demonstrates how you developed/what you learned as a person and speaker this semester. You can reflect on lessons learned beyond the scope of this class but the majority of key points must focus on course content. You will upload this video to youtube.com and embed it into a PowerPoint presentation. Additional details on how to create and post videos is posted on the class website.

## Exams

There will be two (non-cumulative exams to assess your understanding of broad concepts covered during the class sessions. Questions will be primarily open-ended and will seek to understand the degree to which students understand course concepts covered in the text and during in-class presentations. Exam study guides are provided to assist with preparation.

Do not use or bring alcohol, drugs, firearms or any other dangerous weapons (or model of a weapon) to class; they can not be used as part of a speech.

# Course Calendar

Wk	Date	Topic	Reading Due	Assignment Due
1	M 8/25	Class and instructor introduction		
	W 8/27	Syllabus & assignment overview		
2	M 9/1	No class/Labor day		
	W 9/3	Introducing Public Speaking & Listening and Criticism	Chapters 1 & 2	
3	M 9/8	Introductory Speeches – Day 1		
	W 9/10	Introductory Speeches – Day 2		
4	M 9/15	Select Your Topic, Purpose, and Thesis & Analyze and Adapt to your Audience	Chapters 4 & 5	Self & Peer Critiques
	W 9/17	Organizing Your Speech & Collecting Supporting Materials and Presentation Aids	Chapter 6 & 7	
5	M 9/22	Exam #1		
	W 9/24	Library Introduction Day		Informative Speech Topic Request Due
6	M 9/29	Rehearse and Present your Speech & Informing Your Audience	Chapters 9 & 10	
	W 10/1	Mandatory speech group rehearsal		
7	M 10/6	Informative Speeches – Day 1		
	W 10/8	Informative Speeches – Day 2		
8	M 10/13	Informative Speeches – Day 3		
	W 10/15	Informative Speeches – Day 4		
9	M 10/20	Persuading Your Audience	Chapter 11	Self & Peer Critiques
	W 10/22	Speaking on Special Occasions	Chapter 12	
10	M 10/27	Exam #2		Persuasive Speech Topic Request Due
	W 10/29	Mandatory speech group rehearsal		
11	M 11/3	Persuasive Speeches – Day 1		
	W 11/5	Persuasive Speeches – Day 2		
12	M 11/10	Mandatory speech group rehearsal		
	W 11/12	Persuasive Speeches – Day 3		
13	M 11/17	Persuasive Speeches – Day 4		Special Occasion Speech Topic Request Due
	W 11/19	Persuasive Speeches – Day 5		
14	M 11/24	Group Meetings		Self & Peer Critiques
	W 11/26	Impromptu Speeches – Online Module		
15	M 12/1	Group Meetings		
	W 12/3	Group Speeches (Groups A, B & C)		
16	M 12/8	Group Speeches (Groups D, E, & F)		Reflection video due Monday, 12/8
	W 12/10	FINAL 7:00 p.m. – 9:00 p.m.: Reflection		Self & Peer Critiques/ Final Reflection

## Tips for Being a Good Audience Member



- Stand in the hallway when someone else is giving a speech; don't walk in or open the door while they are speaking.
- Listen attentively while your classmates are speaking; don't talk (yes, whispering is a type of talk).
- Stay focused on the speaker; don't work on things unrelated to this class (like studying for another class).
- Be a quiet audience member; don't create audible distractions (e.g. unwrapping/eating food, drinks, gum) while others are speaking.

## University Policies

### Academic Dishonesty (SP01-57)

1. Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show possession of a level of knowledge or skill that he/she does not possess.
2. Course instructors have the initial responsibility for detecting and dealing with academic dishonesty. Instructors who believe that an act of academic dishonesty has occurred are obligated to discuss the matter with the student(s) involved. Instructors should possess reasonable evidence of academic dishonesty. However, if circumstances prevent consultation with student(s), instructors may take whatever action (subject to student appeal) they deem appropriate.
3. Instructors who are convinced by the evidence that a student is guilty of academic dishonesty shall assign an appropriate academic penalty. If the instructors believe that the academic dishonesty reflects on the student's academic performance or the academic integrity in a course, the student's grade should be adversely affected. Suggested guidelines for appropriate actions are: an oral reprimand in cases where there is reasonable doubt that the student knew his/her action constituted academic dishonesty; a failing grade on the particular paper, project or examination where the act of dishonesty was unpremeditated, or where there were significant mitigating circumstances; a failing grade in the course where the dishonesty was premeditated or planned. The instructors will file incident reports with the Vice Presidents for Academic Affairs and for Student Affairs or their designees. These reports shall include a description of the alleged incident of academic dishonesty, any relevant documentation, and any recommendations for action that he/she deems appropriate.
4. The Vice President for Student Affairs shall maintain an Academic Dishonesty File of all cases of academic dishonesty with the appropriate documentation.
5. Student may appeal any actions taken on charges of academic dishonesty to the "Academic Appeals Board."
6. The Academic Appeals Board shall consist of faculty and at least one student.
7. Individuals may not participate as members of the Academic Appeals Board if they are participants in an appeal.
8. The decision of the Academic Appeals Board will be forwarded to the President of CSU Channel Islands, whose decision is final.

Information contained in this syllabus, other than that mandated by the University, may be subject to change with advance notice, as deemed appropriate by the professor.

### Disability Accommodations

Cal State Channel Islands is committed to equal educational opportunities for qualified students with disabilities in compliance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. The mission of Disability Accommodation Services is to assist students with disabilities to realize their academic and personal potential. Students with physical, learning, or other disabilities are encouraged to contact the Disability Accommodation Services office at (805) 437-8510 for personal assistance and accommodations.