

COURSE # COMM 1020

Public Speaking

*2020-2021*

**Instructor**

**Instructor:**

**Phone:**

**Email:**

**Office Hours:**

**Course**

## Course Description

***This is a Concurrent Enrollment Course, offering both high school credit through \_\_\_\_\_\_\_\_\_\_\_\_\_\_ High School and college credit through Utah Valley University. Credit from this course is transferable to all colleges and universities. Contact the receiving institution for how the credits will be applied.***

**Catalog Description**

Provides an introduction to basic concepts, theories, principles of oral communication as applied to a variety of speaking situations. Develops competence in oral communication through performance, the development of critical thinking skills, arrangement of ideas, and use of evidence and reasoning to support claims. Explains how culture influences what is considered effective public speaking.

**Course Prerequisites**

This class is available to all high school students in good academic standing. High school prerequisites apply.

## Course Objectives or Learning Outcomes

After completing this course, you will have accomplished the following:

* Engage in public speaking as a conversation and connect your ideas to the existing conversation on a topic with a specific audience in a specific context.
* Connect course material to social, civic and ethical problems in order to develop responsible ways of thinking and acting. Civic engagement is part of effective speaking.
* Construct (research, outline, and organize) public speeches.
* Deliver impromptu, informative, persuasive, and celebratory speeches.
* Conduct, analyze, and use primary sources to support ideas.
* Incorporate PowerPoint slides and visual aids.
* Improve listening, note taking and observational skills and use those skills to engage in the dialogue.
* Understand, analyze, reflect, and apply the components of the public speaking process in diverse speaking situations.
* Manage apprehension about communicating in public contexts.
* Ask appropriate questions to further the conversation on a topic given by a speaker.
* Understand how culture influences effective speaking.

**Required Text and Materials**

Textbook: The Art of Public Speaking (2019), Stephen E. Lucas, McGraw-Hill. ISBN # 9781259924606

Student Guidebook: A Student Guidebook for COMM 1020 Public Speaking, bluedoor, LLC. ISBN #978-1-68135-818-5.

**Department Policies**

**Assessment**

**Course Structure**

This course will be conducted through lecture, discussion, and individual, paired, and group activities. Due to the course objectives and nature of the class, this course is largely performance-based. Together we will explore the importance of presentational speaking and developing your speaking competencies by engaging in activities that will prepare you to develop, deliver, and evaluate presentational speaking events in your personal, civic, and professional lives. During this course students will have many opportunities to express their personal viewpoints and share their experiences as they apply the course concepts.

**Evaluation of Outside Speakers**

You will be required to listen to 2 public speakers. This does not include lectures from other classes. Many speakers come on campus or you may find another speaker to go listen to. Discuss the strengths and limitations of the speaker’s presentational style, organization of content, effectiveness of delivery, adherence to time guidelines, ability and willingness to take the audience into account, relevance of content, and other points you found important. 20 points each for a total of 40 points.

**Speech Assignments**

You will be required to deliver 6 different types of speeches during the semester. You will be evaluated on your skill in selecting and researching a topic, organizing and delivering your speeches, and in your ability to manage your presentation time. Each of the five speeches will have a different topic and a specific time allotment. Below are the five speeches:

INTRODUCTORY SPEECH:

* This 2-4-minute speech is an opportunity to introduce yourself to your listeners. The purpose of this assignment is to provide you with an opportunity to “break the ice” with your first presentation and to consider the importance of audience analysis. You will bring three items in a bag of your choice. Each item should reflect an aspect of your identity or put another way, should be a springboard for you talk about yourself.
* Full sentence outline is required.
* Practice is required. You must stand and give a speech to be counted as practice. If you do NOT practice, you can NOT give the final speech.
* Review peers. You will be required to view and write a brief review of speeches given by your peers.

INFORMATIVE SPEECH:

* Through this 5-6-minute speech you will teach and inform the audience about a topic both interesting and relevant to their lives. This means you will be an authority on the topic you are presenting. The speech will be 5-6 minutes in length. Appropriate supporting material should be used and the topic you present shouldn’t be trivial or of common knowledge to the class. Visual aids and presentation software will play a part of this assignment.
* Full sentence outline is required.
* Practice is required. You must stand and give a speech to be counted as practice. If you do NOT practice, you can NOT give the final speech.
* Review peers. You will be required to view and write a brief review of speeches given by your peers.

GREAT SPEECH:

* The speech will be 3-5 minutes in length. The purpose of *“The Great Speech Performance”* is to provide you with an opportunity to take an already delivered speech with your own re-invention, creativity, and appeal and develop a presentation to match today’s cultural, historical, political and economic contexts. Regardless of the speech you select, you will need to be innovative in how you adapt and modify the original speech in order to tell an interesting story that is relevant today. Your instructor will provide further guidance.
* Appropriate supporting material should be used. Visual aids will play a part of this assignment.
* A full sentence outline is required for this speech.
* Practice is required. You must stand and give a speech to be counted as practice. If you do NOT practice, you can NOT give the final speech.
* Review peers. You will be required to view and write a brief review of speeches given by your peers.

PERSUASIVE SPEECH (You choose the topic):

* This 6-8-minute speech adds one more element t our understanding of public speaking: the art of persuasion. The speech will focus on your ability to research and construct a coherent argument.
* A full sentence outline is required for this speech.
* Practice is required. You must stand and give a speech to be counted as practice. If you do NOT practice, you can NOT give the final speech.
* Review peers. You will be required to view and write a brief review of speeches given by your peers.

IMPROMPTU SPEECH: You will do 2 impromptu speeches. Although you may not recognize it as such, we engage more in impromptu speeches on a daily basis than any other form of public speaking.

* These speeches will be about 1-2 minutes long.
* The topic you will present will be decided five to ten minutes before you present your speech.
* This give you a chance to demonstrate the skills you have gained in public speaking. We will be doing these throughout the semester.

CELEBRATION SPEECH:

* This 2-3-minute speech that celebrates a person or an event. For example, a speech about a person might be the most unforgettable character you have ever met, the student who has influenced you the most, the person admired the most, the favorite/least favorite teacher, the most credible speaker you ever heard, the strongest leader you know, etc. You might also look at celebrating a group of people such as teachers, nurses, soldiers, mothers, etc. Another way to approach this speech is to celebrate an occasion. The graduation speech is a celebration of an occasion.
* A keyword outline is required for this speech*.*

**Participation** -- Involvement is a necessary, important, and required part of this course. Please read this section carefully and thoughtfully. This class is designed for active student participation. Your involvement is what will bring meaning and make this class worthwhile to you and to others. We are looking for quality involvement, not just quantity. This means that we want you to engage fully in class discussion and listen actively to others. Participation in activities, asking questions, and integrating reading materials into class discussion also serve as quality involvement.

Involvement includes, but is not limited to, the following:

* Attending class regularly and on time
* Being focused and practicing good listening skills
* Contributing to group discussion and feedback of speeches
* Participating relevantly and actively in class exercises
* Relating class material to the “outside” world
* Not monopolizing discussion or discrediting others

**Grading Scale**

 A = 100-93 B - = 82-80 D+ = 69-67

 A - = 92-90 C+ = 79-77 D = 66-63

 B+ = 89-87 C = 76-73 D - = 62-60

 B = 86-83 C - = 72-70 F = 59-0

**Grades and Credit**

Your grade for this class will become part of your permanent college transcript and will affect your GPA. A low grade in this course can affect college acceptance and scholarship eligibility.

Grades are determined by instructors, based upon measures determined by the instructor and department and may include: evaluation of responses, written exercises and examinations, performance exercises and examinations, classroom/laboratory contributions, mastery of pertinent skills, etc. The letter grade “A” is an exceptional grade indicating superior achievement; “B” is a grade indicating commendable mastery; “C” indicates satisfactory mastery and is considered an average grade; “D” indicates substandard progress and insufficient evidence of ability to succeed in sequential courses; “E” (failing) indicates inadequate mastery of pertinent skills or repeated absences from class; “UW” indicates unofficial withdrawal from class.

**University Policies**

**Academic Integrity**

Utah Valley University expects all students to maintain integrity and high standards of individual honesty in academic work, to obey the law, and to show respect for others. Students of this class are expected to support an environment of academic integrity, have the right to such an environment, and should avoid all aspects of academic dishonesty. Examples of academic dishonesty include plagiarizing, faking of data, sharing information during an exam, discussing an exam with another student who has not taken the exam, consulting reference material during an exam, submitting a written assignment which was authored by someone other than you, and/or cheating in any form.

In keeping with UVU policy, evidence of academic dishonesty may result in a failing grade in the course and disciplinary review by the college.  Any student caught cheating will receive, at minimum, zero points on that particular assignment for the first offense.  A second offense can result in failing the course and will entail being reported to Student Advising.  Academic dishonesty includes, in part, using materials obtained from another student, published literature, and the Internet without proper acknowledgment of the source.   Additional information on this topic is published in the student handbook and is available on the UVU website.

### **Student Code of Conduct**

All UVU students are expected to conduct themselves in an appropriate manner acceptable at an institution of higher learning. All students are expected to **obey the law**, to **perform contracted obligations**, to **maintain absolute integrity and high standards** of individual honesty in academic work, and to observe a **high standard of conduct for the academic environment**.

The Student Rights and Responsibilities Code, or Code of Conduct, outlines for students what they can expect from the University and what the University expects of them.

Students should review their Rights and Responsibilities. The Code of Conduct also outlines the process for academic appeals, and appeals related to misconduct and sanctions. It can be found at <http://www.uvu.edu/studentconduct/students/>

**Student Responsibilities**

You are expected to take an active role in the learning process by meeting course requirements as specified in written syllabi. Faculty members have the right to establish classroom standards of behavior and attendance requirements. You are expected to meet these requirements and make contact with faculty members when unable to do so.

**Withdrawal Policy**

If you do not wish to take this course or find that you are unable to continue, you should officially withdraw by the deadline stated in the current semester UVU Student Timetable.

You can officially withdraw from a course by dropping it through the online registration system or the campus One Stop desk (BA 106) by the listed date. If you officially withdraw from a course by the "Last Day to Drop and Not Show on Transcript," the course will not appear on your academic transcripts. If you officially withdraw from a course by the "Last Day to Withdraw," a "W" will appear on your transcripts. Although your GPA will not be affected — a "W" will indicate that you chose to withdraw. If you fail to complete the course and do not drop it before the "Last Day to Withdraw," a "UW" or "E" (a failing grade) will appear on your transcripts.

Withdrawing from a course may impact your financial aid status. For more information, see: UVU Financial Aid.

**Cheating and Plagiarism Policy Procedures**

This document was taken from the Utah Valley University Policy 541, The Student Rights and Responsibilities Code

5.4.4 Each student is expected to maintain academic ethics and honesty in all its forms, including, but not limited to, cheating and plagiarism as defined hereafter:

1) Cheating is the act of using or attempting to use or providing others with unauthorized information, materials, or study aids in academic work. Cheating includes, but is not limited to, passing examination answers to or taking examinations for someone else, or preparing or copying another's academic work.

2) Plagiarism is the act of appropriating another person's or group's ideas or work (written, computerized, artistic, etc.) or portions thereof and passing them off as the product of one's own work in any academic exercise or activity.

3) Fabrication is the use of invented information or the falsification of research or other findings. Examples include but are not limited to:

a) Citation of information not taken from the source indicated. This may include the incorrect documentation of secondary source materials.

b) Listing sources in a bibliography not used in the academic exercise.

c) Submission in a paper, thesis, lab report, or other academic exercise of falsified, invented, or fictitious data or evidence, or deliberate and knowing concealment or distortion of the true nature, origin, or function of such data or evidence.

 d) Submitting as your own any academic exercise (written work, printing, sculpture, etc.) prepared totally or in part by another.

### **Students with Disabilities**

**Students who need accommodations because of a disability** may contact the UVU Office of Accessibility Services (OAS), located on the Orem Campus in LC 312. To schedule an appointment or to speak with a counselor, call the OAS office at 801-863-8747. Deaf/Hard of Hearing individuals, email [nicole.hemmingsen@uvu.edu](https://owa.uvu.edu/owa/redir.aspx?C=r3xUa4y2bkalWljgIj1VXM3KzYlusNIIESMqIpkF5USfG-H3cUMstYl8DNScKc_quB49PvOQ-l0.&URL=mailto%3anicole.hemmingsen%40uvu.edu) or text 385-208-2677.

**Religious Accommodations**

At the beginning of each semester, you shall promptly review the course syllabus and class schedule and notify faculty to request an accommodation for sincerely held religious beliefs and practices using the *Religious Accommodation Request Form*.

**Dangerous Behavior**

The faculty member has the right to demand and secure the immediate removal of any person from the classroom whenever the faculty member determines, to the best of his or her knowledge or belief, that the person's actions are threatening or dangerous to students or themselves. If the faculty member cannot resolve a disruptive situation, the faculty member may request that the disruptive person(s) leave the classroom. If the disruptive person(s) will not leave voluntarily, the faculty member may call University Police for assistance. The incident shall be reported to the Dean of Students and to the Director of Judicial Affairs in accordance with Policy 541 *Student Rights and Responsibilities Code*.

**Discriminatory, Exclusionary, or Disruptive Behavior**

Faculty members observing discriminatory, exclusionary, or disruptive behavior follow procedures described in UVU Policy 541 *Student Rights and Responsibilities Code.* 5.6

**Attendance**

Attendance in this class is not mandatory due to the different learning preferences with each student. However, class will be held according to the schedule on the top of this syllabus. Chapters will be covered in class as listed in the semester schedule below. Class will consist of chapter reviews, discussion and group activities.

**Policies/References**

1. Policy 541: Student Rights and Responsibilities Code <https://www.uvu.edu/catalog/current/policies-requirements/student-rights-and-responsibilities.html>
2. Policy 601: Classroom Instruction and Management. <https://policy.uvu.edu/getDisplayFile/5750ed2697e4c89872d95664>
3. Policy 635: Faculty Rights and Professional Responsibilities. <https://policy.uvu.edu/getDisplayFile/563a40bc65db23201153c27d>

**Definitions**

* 1. Syllabus: An agreement between faculty and students that communicates course structure, schedule, student expectations, expected course outcomes, and methods of assessment to students.

### **Dropping the Class**

### \_\_\_\_\_\_\_\_\_ is the last day to drop the course without it showing on your transcript.

\_\_\_\_\_\_\_\_\_ is the last day to withdraw from the class.
If you drop the high school class, you must also withdraw from the UVU class to avoid receiving a failing grade.

Due dates and this syllabus may change at the instructor’s discretion due to the needs of the class members.