

Course Syllabus
Comm 2313 (01) Public Speaking
Spring 2012
Department of Communication and Rhetoric

COURSE DESCRIPTION

A performance course designed to help students improve their speaking. Various communication situations are studied with emphasis on the organized extemporaneous speech.

COURSE SEQUENCE IN CURRICULUM AND PREREQUISITE INFORMATION

This core course is for students seeking a major in Speech Communications.
Prerequisites: COMM 1313/1323

INSTRUCTOR INFORMATION

Name: Dustin McDunn
E-mail: dmcdunn@hbu.edu
Office Phone: TBA
Office Location: Brown Administrative Complex
Office Hours: by appointment only
BlackBoard: Public Speaking-COMM 2313-01

LEARNING RESOURCES

Course Text(s): O'Hair, Stewart, and Rubenstein (2009). *A Speaker's Guidebook: Text and Reference*. 4th ed. Bedford/St. Martin's. Available in the bookstore.

RELATION TO THE PURPOSE STATEMENT OF THE UNIVERSITY

This course relates to HBU's purpose statement on several levels. First, the ability to communicate effectively in public and professional contexts contributes to the students' personal and professional growth and prepares them for service and leadership in a diverse world. Moreover, the course promotes the development of critical and creative thinking, compassion and responsibility. Finally, it fosters intellectual and social interaction in the teaching-learning processes.

RELATION TO COLLEGE GOALS AND PURPOSES

This course is designed to support the mission of the College of Arts and Humanities:

"To develop intellectual, moral and aesthetic growth in its students"

This course promotes the development of students' presentational, analytical, and critical-thinking skills so that they will be successful in both their personal and professional lives.

RELATION TO DEPARTMENTAL GOALS AND PURPOSES

This course is designed to support the mission of the Department of Communication and Rhetoric:

"To prepare students for participation in our dynamic economy and democratic society"

This course promotes the reduction of students' communication apprehension in various professional and public contexts. It also facilitates the acquisition of improved speaking abilities, listening abilities, and confidence.

COURSE OBJECTIVES

Overview/ purpose of the course

This course is an introduction to the theory and practice of public speaking. Students will be introduced to both the theory and the practice of oral communication in various public speaking situations.

The primary aim of this course is to provide students the opportunity to develop practical skills in public and professional communication.

Upon completion of this course, students should be able to:

- Demonstrate the development of skills in expressing oneself orally.
- Gain factual knowledge concerning public speaking, handling communication anxiety, audience analysis and adaptation, the responsibilities of the speaker, and the procedures of the speech preparation process.
- Learning fundamental principles, generalizations, or theories associated with public speech.
- Develop the creative capacity to create (invention) prepared, extemporaneous speeches.

TOPICAL OUTLINE

Class Date	Topic: Class Assignment
Week One: 1/9, 1/11/ & 1/13	Introductions Getting started, covering the basics Reading: Chapters 1-5
Week Two: 1/16, 1/18 & 1/20	1/16 – No class, MLK Holiday Speech #1: Introduction
Week Three: 1/23, 1/25 & 1/27	Topic selection Reading: Chapters 6-7 Forms of speeches Reading: Chapters 23-27
Week Four: 1/30, 2/2 & 2/3	Discussion/lecture Speech #2: Current Event speeches start 2/2
Week Five: 2/6, 2/8 & 2/10	Dscussion/lecture Speech #3: Ceremonial speeches start 2/8
Week Six: 2/13, 2/15 & 2/17	Research and supporting speeches Reading: Chapter 8-10
Week Seven: 2/20, 2/22 & 2/24	Review, make up speeches 2/22 – Mid-term: Chapters 1-10, 23-27 Organizing your speech Reading: Chapters 11-13
Week Eight: 2/27, 2/29 & 3/2	Putting together the speech Reading: Chapters 14-16

Week Nine: 3/5, 3/7 & 3/9	Speech #4: Informative speeches begin 3/5
March 12-16	Spring Break
Week Ten: 3/19, 3/21 & 3/23	Delivery Reading: Chapters 17-19 Presentation aids Reading: Chapters 20-22 3/23 last day to drop course
Week Eleven: 3/26, 3/28 & 3/30	Speech #5: Persuasive speeches begin 3/26
Week Twelve: 4/2, 4/4 & 4/6	Speaking beyond the classroom Reading: Chapters 28-30 4/6 – no class, Good Friday
Week Thirteen: 4/9, 4/11 & 4/13	Speech #6: Financial Investment speeches begin 4/9
Week Fourteen: 4/16, 4/18 & 4/20	Speech #7: Freestyle speeches begin 4/16
Week Fifteen: 4/23, 4/25 & 4/27	Referencing and research Reading: appendices Review, make up speeches
Final: Wed. May 2, 3-5 pm	Final Exam: Chapters 11-22, 28-30, and appendices

The content of this outline and the attached schedule are subject to change at the discretion of the professor.

TEACHING STRATEGIES

This class will be taught using a combination of lecture, discussion, experiential activities, and written assignments.

ASSESSMENT OF LEARNING

Course requirements

Exams – There will be two exams for this semester, a midterm and a cumulative final. All reading assignments and lecture materials will be covered in the exams. Each exam is worth 100 points, or 10% of your final grade. Various types of questions will be asked including multiple choice, true-false, fill-in-the-blank, short answer, and essay. It will be important to understand key concepts and be able to apply them to situations and make connections between them. The exam is used as an overall measure of your understanding of the public speaking process, its importance, and the techniques necessary to be an effective public speaker.

Speeches -- Due to the performance nature of this course, the greatest weight is placed upon speeches delivered during class. A total of seven speeches are required. Each speech is worth 100 points, or 10% of your final grade. A detailed description of each speech requirements will be provided in advance of each assignment and class time will be devoted to discussing each speech. Speeches are the primary means by which the course objectives can be measured and achieved. You will be allowed to demonstrate your ability to express yourself orally as well as application of the fundamental principles of public speaking. Through the use of outlines, your capacity to create, or invent, speeches will also be demonstrated.

If time allows, certain days have been set aside for make-up speeches. You may make up one speech on those days, if and only if time is available. A speech may be made up because A) it was missed or B) to improve your grade. *No more than one speech may be made up during the quarter.* If time runs out at the end of the make-up day, the speech may not be made up. *You should plan on making up a speech at your own risk.*

Public Speaking Notebook – During the course of the quarter you will be required to maintain a Public Speaking Notebook. The notebook will contain critical speech evaluations, self-evaluations, and peer evaluations. The notebook is a means to incorporate written communication into the curriculum as well as reinforce the concepts involved in public speaking. Because the public speaking notebook incorporates several assignments that span all of the course objectives, it carries a cumulative weight of 10% toward your final grade.

Grading standards

Speech #1: Introduction	100 pts
Speech #2: Current events	100 pts
Speech #3: Ceremonial	100 pts
Mid term exam	100 pts
Speech #4: Informative	100 pts
Speech #5: Persuasive	100 pts
Speech #6: Financial Investment	100 pts
Speech #7: Freestyle	100 pts
Public Speaking Notebook	100 pts
Final exam	100 pts
Total	1000 pts

There are 1000 points available: 1000-900 = A, 899-800 = B, 799-700 = C, 699-600 = D, 599-0 = F.

Student appraisal

Students will complete faculty appraisal forms as regularly administered by the University

CLASS POLICIES

Absence and Tardy Policies

Attendance in class is important and it is university policy that students must attend class and that faculty will require attendance with penalties for non-compliance. Absences accrue from the first day that the class meets unless the dean provides a waiver. The student is responsible for any work missed and should be aware that it is in some cases not possible to make up missed assignments. Please see the catalog currently in use for the university's policy on classroom absences caused in the course of student representation of the university, such as athletics, chorale, and mock trial activities.

Apart from the absences caused when students represent the university, students might need to miss class and/or lab sessions from time to time due to illness or other reasons. Instructors will permit students to be absent from a maximum of three class meetings that are scheduled in this syllabus for MWF and for TTH courses during the Fall and Spring semesters. Upon the fourth absence, faculty will begin to penalize a student's grade in the course as the professor deems appropriate. For summer session courses that meet throughout the week, instructors will permit students to be absent a maximum of 2 class meetings. For courses that meet once a week, whether regular semesters or in the summer, instructors will permit students to be absent a maximum

of one or two class meetings (upon the discretion of the instructor) before penalties are applied. Students are advised to use the allowed absences for illnesses and significant events beyond their control. Regular attendance in class is important for student success.

Academic Honesty

Please refer to the current catalog for the university's policy and procedures regarding academic honesty. Note that the university utilizes "Turn-It-In" and other programs to investigate possible plagiarism activities. All major papers for this course will be submitted to the plagiarism prevention software, **Turnitin.com** on or before a paper's due date. No paper will be graded without meeting this requirement beforehand. A separate handout will be provided to give detailed instructions on this process which must include the class identification number and class password.

In accordance with FERPA, and to best protect the students' privacy, no personal identification (e.g., name, social security number, H number) should be uploaded with the text of student papers. However, Turnitin will ask for the student's name and e-mail address when setting up a personal account. This identifying information will be used by the professor to evaluate the student's paper and cannot be viewed by other faculty or students. To further increase confidentiality, the student may choose to use a pseudonym (false name) when setting up his or her personal Turnitin account.

If a pseudonym is used for Turnitin, the student must provide this identifier next to his/her typed name on the paper copy which is submitted to the professor. Five (5) points will be deducted if the professor is unable to easily match the paper copy to the Turnitin submission of the student's paper.

Children in Classroom

In almost all instances, children are not allowed in the classroom nor are they allowed to be on campus unattended. Class sessions are for enrolled students only unless other arrangements are approved by the instructor in advance.

Classroom Behavior Expectations

The classroom environment is to be conducive to learning and is under the authority of the instructor. In order to assure that all students have the opportunity to gain from the time spent in class, students are expected to demonstrate civil behavior in the classroom and show appropriate respect for the instructor and other students. Inappropriate behavior toward the instructor, in or out of the classroom, may result in a directive to the offending student to leave the classroom or the course entirely.

Classroom behaviors that disturb the teaching-learning experiences include the following behaviors: activated cellular phone or other device, demands for special treatment, frequent episodes of leaving and then returning to the class, excessive tardiness, leaving class early, making offensive remarks or disrespectful comments or gestures to the instructor or other students, missing deadlines, prolonged chattering, sleeping, arriving late to class, dominating discussions, shuffling backpacks or notebooks, disruption of group work, and overt inattentiveness. It is at the discretion of the instructor as to whether laptops will be allowed for use in the classroom.

Early Alert

As an instructor, I am committed to your success, not only in this class, but in all aspects of HBU life. To ensure that every student takes full advantage of the educational and learning opportunities, HBU has implemented an *Academic Early Alert Referral System (EARS)*. If I think you would benefit from some of these special

programs or services available to you, I will make the appropriate referral. You, in turn, will be expected to take advantage of the help offered to you.

Email Policy

All university and class email communication will be sent to your HBU email account. You are responsible for checking this frequently. If you choose, you may reroute your HBU email to another email address. Your emails should be in a professional format with correct spelling, capitalization, and grammar.

Grievance Procedures

The Academic Grievance Policy may be found in the catalog currently in use, in the Academic section of the HBU Forms section of the HBU Portal, and on the Registrar's page on the HBU Website.

Incomplete Grades

Only the dean of the college or school may grant incompletes and only to students who have a major documented emergency in the last few days of a semester. Students with excessive absences, which will result in failing the course, will not be allowed to take the final exam nor be eligible to receive an incomplete.

Late Work

You will lose one letter grade for every day an assignment is late.

Learning Disabilities/Academic Accommodations

Houston Baptist University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Any student who needs learning accommodations should inform the professor immediately at the beginning of the semester that he/she will be requesting accommodations. In order to request and establish academic accommodations, the student should contact the Coordinator for Learning Disability Services at 504@hbu.edu to schedule an appointment to discuss and request academic accommodation services. Academic Accommodations must be applied for and written each semester. If academic accommodations are approved, a Letter of Accommodations will then be sent to the professor(s). Please refer to the website, www.hbu.edu/504 for all accommodation policies and procedures.

Missed Tests or Speeches

You must notify the instructor within 24 hours and must provide verifiable medical excuse. You may not make up a test or presentation without a verifiable, official, excused absence.

PERSON RESPONSIBLE FOR DEVELOPING SYLLABUS

Dustin McDunn

Dustin McDunn

Instructor's Signature

November 28, 2011

Date