COMM 1315.B01 Public Speaking
Spring 2015, TR 9:30am-10:45pm (through 03/13/15 only)

Bridget Markwood, MA

Please use Blackboard Message
Office Hours: By Appt
(218) 341-5717 (text ok)

REQUIRED TEXT
There is no required text for this section of Public Speaking. You will, however, be required to complete all out of class assignments and participate in all online discussions. In class time will be spent applying the materials. **Students are required to complete all "prior to class" work by 9:00am on the date it is due (see schedule).**

ABOUT THE COURSE
Welcome to Public Speaking! I am excited that you are joining us for some communication adventures this semester. My goals for you this semester are to feel more comfortable with speaking in front of others, as well as a working knowledge of how to put together an effective presentation in a variety of situations.

Your questions are very important to me and to your success in this class. I will respond to your messages in a timely manner during business hours, Monday-Friday. **Please consult the syllabus, Blackboard, or your fellow classmates for course information before contacting me with a question.** I am always happy to help, but you will likely find your answer more quickly among the other resources available to you.

Please keep in mind that you are completing a course in half the time, with no less work. This means the class will move at a very quick pace and you will be expected to keep up with the readings and assignments. I want to see you succeed and have a great time in this class. In order for this to happen, **you must work ahead and refresh your knowledge before class.** You are
expected to conduct yourself with professionalism during class and on all assignments!

Other important notes:
- This class has been flipped for the benefit of student learning. There will be little to no lecturing during class. We will spend our time experiencing the topics, practicing communication and discussing the application of the material.
- Blackboard will be our primary tool for handing in assignments.
- Blackboard assignments must be posted prior to the start of the class period in which they are due—by 9:00 am. Late work will lose a letter grade each day it is late. For example, if you turn something in at 9:30 am, instead of 9:00, the highest grade you can receive on the assignment is a B.
- A few of the classes will involve “field research,” where you will leave the classroom to do something. Unless specifically noted, you are expected to return to the classroom at the designated time. If you do not return, that class period shall count as an absence.

COURSE DESCRIPTION: The purpose of this course is to introduce students to the basic skills and principles of public speaking. The content of the course synthesizes public speaking with aspects of communication ethics, small group, and interpersonal communication. Students will learn practical skills via presentations, research, meetings, and professional writing grounded in communication theory.

Student Learning Objectives
1. Generate and communicate ideas by combining, changing, or reapplying existing information.
2. Develop, interpret, and express ideas through written communication.
3. Develop, interpret, and express ideas through oral communication.
4. Develop, interpret, and express ideas through visual communication.
5. Integrate different viewpoints as a member of a team.
6. Work with others to support and accomplish a shared goal.
7. Evaluate choices and actions, and relate consequences to decision making.
ASSIGNMENTS

Watch the Videos Posted in the Units Section on Bb
Under the Units section in Blackboard, there are videos posted for each class period (with the dates next to them). You are expected to watch them BEFORE you come to class on that day. You will also be expected to discuss some of the information in your Toolbox Explorations.

Posting Good Examples and Commenting on others
(up to a total of 215 points): Instead of reading a chapter in a text book, you should find what you consider to be a good example of the given topic and post the link on Blackboard. In addition to posting the video or written information, you are required to write (using proper grammar, punctuation, and well formed sentences) a 250 (approx. one page double spaced) summary of the post you chose, with an explanation of why you find it to be a good example. Each topic will be specified in schedule. You can find the links in the "Units" section of our class Blackboard (BB) page. Please be aware that Blackboard does not auto-correct your spelling or your capitalizations. If this may be an issue for you, you may want to consider typing your assignments in Word, then copying and pasting them into the appropriate BB section. Please make sure that if you are using someone else’s words, on these assignments or any other, you put their words in quotes and give them credit.

By the following class period, you must comment/respond to at least TWO other examples posted by other students. The comments/responses should be well thought out and lend themselves to further discussion. Please include how this information is relevant to you. Responses must also adhere to university-level grammatical standards. Each of these assignments (posts and responses are counted separately) are worth 10 points each.

Toolbox Exploration (up to 50 points each; total of 400): Just because someone hands you a socket wrench doesn’t mean you know how to use it. In this class, you will be learning a lot of communication tools that will help you succeed in just about every area of your life... If you know how to use the tools. These weekly reflections are meant to help you connect to and further explore what the tools you learn in this class. So...instead of typical exams for this course, each Friday, though we will not be meeting, you will be expected to write a well compose, 300-400 word, self-reflective composition about the material we covered that week. In your journal-style essay, I will be looking for the following: (1) Do you have a technical understanding the material? This means you will want to be clear, defining key terms as necessary, giving
examples, etc. (2) Do you understand what you do not know? There are limits to how much you are going to be able to learn in the short amount of time we have in this class. One of the key elements of being a truly educated person is that we understand that we do not know everything and try to discover what parts of a given topic we do not know or do not yet full understand. To show this, you may want to include questions you've thought about regarding the material. Or discuss some element you would like to know more about. The most functionally intelligent people are curious people. (3) Do you know what to do with the information? To show this, you may want to discuss ways that this information/concept can be used outside of class or ways you've already starting using it. (4) Did you build this new knowledge onto your prior know? To accomplish this, I will want to see that you have made a connection from something in your past experience, future expectations, etc. to the material. For the first toolbox exploration, I want to hear about your prior experience, your impressions, etc. for communication and for public speaking. You may discuss your fear/dread or lack there of... You may discuss your ease with which you meet new people or how awkward that is for you. You may discuss your tendency to take over in a small group setting or your tendency to fade into the background. None of these explorations will be shared with the others, but throughout the course they will serve to help me understand what I need to do to help you become a confident and competent communicator. It will also serve as a baseline for both of us as you build and explore your new knowledge. Topics you will need to explore are listed in the schedule. **Toolbox Explorations should be well composed and follow university-level grammar expectations. They should be a between 300 and 500 words each.**

**Jung-Style Type-Test** (up to 25 points): Please go to similarminds.com/jung.html and take the quiz. **DO NOT send the results via email from the site.** DO **post the type, with percentages** (please round the numbers and only post the highest percentage for each dichotomy) on Blackboard prior to the class period in which the test is due. (Example post: E=59%, N=72%, T=76%, J=71%) (There is no need to post the percentages for the ISFP on this example.)

**Outside Listening Report (OLR)** (up to 50 points): You are to watch a live speaker (deadline for report given in schedule) and evaluate him or her on the following criteria. Speakers cannot be someone you see speak on a normal/regular basis (instructors, preachers, etc.)- however, guest presenters can count. **OLRs should be well composed and follow university-level grammar expectations. They should be a minimum of 400 words.**
Tell me: About the speech- when, where, why the speech was given and what it was about. How did the speaker establish a connection with the audience? What was included in the intro? Did it have a strong attention getter? How was the speech organized? What supports were used? What appeals were used (if any)? How well did their use of the supports and appeals work? Did the speaker use transitions? What was included in the conclusion? Did it have a strong note of finality? Talk about the speakers delivery. What worked- how did the delivery style help the message? What was distracting? And finally, if you were to give this speaker advice on how to strengthen their speech, what would you tell them?

**SPEECHES**

**Speech of Introduction** (up to 50 points for speech; up to 25 points for responses)
You will take some time to get to know someone in the class (set up time outside of class- in person or online), with whom you have not yet had the pleasure to meet. In this meeting, you will find out the information you need to introduce this person to the class, as you would a special guest. **Prepare a 1.5 - 2 minute speech to introduce your classmate. You must have an audience for this one.** Please scan the camera to show at least 5 people who will watch your speech. Your time will begin when you begin your actual speech. Please do your speech in a professional setting. Your introduction of the person should intrigue the class to want to get to know the person further. Please see rubric for additional information. Once you have recorded your speech and made any changes you wish to make, please open a youtube.com (if you do not have one already) and post your video on youtube.com. Then, post the link to the video onto Blackboard. This will allow for everyone to view your video, regardless of what technology they have (mac, pc, phone, etc.)

**By the following class, you must have given a response to each of the speeches** -> connect yourself, in someway, to each person. (For example: Can’t wait to get to know Chris! I’ve been in sports my whole life too!” or “Sally and I are both Kinesiology majors! Looking forward to seeing her in future classes as well.)

**Facilitation of Topical Ice Breaker** (up to 50 points for facilitation; up to 25 points for written summary): You will prepare and lead a five minute dynamic ice breaker for the class. We will begin each class period with an ice breaker. Ice breakers should have a communication point to them, which you will discuss with the class (discuss being two ways-> don’t just tell them the point) after the activity. The entire activity and discussion should not
go over five minutes. If someone else uses the icebreaker you had planned to use, you must find another one.

A summary of your activity and your assessment of how well you did (including what you would do differently, if you did this again) must be turned in via blackboard by the following class period (of your presentation). Summaries should be 250-300 words and follow university-level grammatical standards.

Speech of Tribute (up to 75 points for speech; 25 points for manuscript)
It is likely, at some point in your life, that you will need to give a speech celebrating an occasion or someone’s life. This might be a toast at a wedding or a reception, a eulogy at a funeral, a speech for someone winning an award or honor, etc. For this assignment, you should pick someone you know well and write a 2-3 minute Speech of Tribute (of your choice) for them. Since these speeches must say exactly what you want them to say, it is appropriate to write it out and read it. However, delivery will still be graded, so practicing exactly how you want to come across, in addition to the actual words, is a must. I want to celebrate that person with you-- move me. Before class on the day speeches, of your speech, you must turn in the manuscript of your speech.

Speeches of Tribute are meant to honor the other person. They should be well organized and highlight the qualities of the person. Additional information about the person will depend on the specific speech. For example: for awards, you might also want to give the person’s accomplishments- as they relate to the honor; for a toast, you might want to highlight qualities and specific instances that exemplify the purpose of the event; for a eulogy, you might want to give the highlights of a person’s life and their family.

Informative Speech (up to 100 points for presentation; up to 50 points for outline)
It is likely, at some point in your career, you will be asked to give a presentation on a project or your field (to a civic organization, or as a guest in a class, or to clients, or posting something on the company website even). Here is your chance to practice. You are to organize a informational speech about your field of choice (your major). Tell us what about the field. What exactly you put in there will depend on how you wish to organize it. For example: Chronological would likely be the history of the field; Spacial would likely be what is going on in different places; Topical could be what is going on currently in the field or a combination of some of these.
I invite you to get creative, as this speech will not be given in class. Rather, it will be posted online and this is your chance to play around with technology. We will then have some in-class time to view and discuss. Speeches must be 5 minutes (you have 30 seconds on either side, before your grade is affected). They must be well organized, use appropriate supports, and not be boring (no one wants to watch an boring speech!). You are not trying to persuade us, but you can make us see what is so great about your field! A visual aid is required and since you are online, you can have a lot of fun with this. Please keep in mind that delivery is graded too, so you will want to have plenty of time where you can be seen. Delivery includes gestures and movements, as well as facial expressions and use of voice, so be sure you are standing, in a professional setting and delivering your speech as you would in front of the class. You do not need to be in the same setting for the entire speech, as long as, in the end, the speech makes sense, is clearly delivered and accomplishes its purpose.

Your speech, plus a complete outline of your speech, including citations, supports and justifications (in parentheses), and a bibliography with 3 credible sources (APA style) must be turned in.

Shark Tank Project (up to 100 points for speech; up to 100 points for written work)

With your team, you are to invent something useful and pitch the idea (persuasive speech) to investors (the rest of the class). Presentations should be 10 minutes long (30 seconds on either side okay). Everyone must have a role in the presentation as everyone will be graded individually on their portion of the speech and their delivery.

A complete outline of your speech, including supports, citations, appeals and justifications (in parentheses)- including why a particular person did something, and a bibliography with 5 credible sources (APA style).

Team Members’ Evaluation (up to 50 points):
Members will write a performance appraisal for fellow teammates. Specifically, members will write a memo in which each teammates' performance, as both leaders and team members, are assessed. All discussions must be tied to the theories and concepts covered in this course. Specific examples must be cited; therefore, you should keep a log of group meetings and progress. Each memo should include the following:

A. Describe and evaluate contributions. Be specific. Make certain to focus the evaluation on communication excellence.
B. Identify an area(s) for performance improvement. Then make suggestions for improvement based on what you have learned about communication this semester.

III. Your financial officer has informed you that you can give out a total of $100 in bonus salary. In the concluding paragraph assign the bonus amount. The amount **must** be justified by the content of the performance appraisal.

**IN CLASS ADVENTURES (up to 275 points)**

You will be expected to actively participate in class discussions and activities. Participation by each student in class adventures is the key to success, not only of their own, but of the other members in class. Each activity/day, not associated with team presentations or individual speeches, will be worth 25 participation points, for a total of 275 possible points.

**Toolbox Explorations:** 400 points  
**Assignments:** 890 points  
**In Class Adventures:** 275  
**Total Points Possible:** 1565

A 90% of the total points  
B 80% of the total points  
C 70% of the total points  
D 60% of the total points  
F Fewer than 60% of points

**POLICIES**

ATTENDANCE POLICY: According to the *TAMUCC Undergraduate Catalog*, “Students are held responsible for attending class.” There will be no make-ups on any exams or presentations except for students with university-approved absences and medical excuses from a doctor. Late assignments will lose a letter grade for each day they are late (anything past 10:30 am on the due date is late). These students will have opportunities to make-up missed work, but it is the student’s responsibility to see the instructor.

******PLEASE NOTE: Because participation in class activities is worth points towards your grade and there is no way to make up the participation, those with unexcused absences will simply lose the points for that day. For university-approved excused absences, students will need
to see the instructor for an alternative assignment to make up the points missed.

**TAKING ATTENDANCE:** For each class period, you will have a strip of paper to fill out, indicating your belief of your participation level for that class. If you did not participate 100%, you may write a reason on the back, if you have one. Also, if I felt like you participated 100% and you thought you participated at 75%, I will give you all of the points for the day. However, if you give yourself 100% and I only saw 50%, you may not get all of the points for that day. Just be honest and participate and you will be fine.

**DROPPING A COURSE:** I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class.

**ACADEMIC HONESTY:** Students unaware of the university’s statement on academic honesty should review it in the *Undergraduate Catalog* or *Student Handbook*. Examples of academic dishonesty and plagiarism are using someone else’s ideas and not giving them credit; presenting a paper or speech that is not originally yours; handing in assignments that are not originally yours; presenting “facts” or lifting ideas from sources without crediting the source; presenting falsified opinions and figures; cheating on an exam; or not participating in group activities, but taking credit for the product. If you are uncertain as to what actions constitute plagiarism or dishonesty, please ask your professor. Students who violate the code of honesty in this class will receive a “0” on that assignment. Any student receiving more than one “0” for academic dishonesty or plagiarism will fail the course. Note: All violations of the academic honesty are reported to the dean and Office of Students Affairs who maintain documentation of such offenses for at least 5 years.

**GRADE APPEALS:** Students who feel that they have not been held to appropriate academic standards as outlined in this class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, [http://cla.tamucc.edu/students/studentinfo.html](http://cla.tamucc.edu/students/studentinfo.html). For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s Office.
CLASSROOM ETIQUETTE AND ACADEMIC INTEGRITY: As professors and students, we all want to treat each other with respect. Examples of being disrespectful are talking on a cell phone or text messaging during class; playing games on a computer or answering email; reading assignments for other courses; interrupting students or the professor; talking when someone else is talking (student or professor); walking into the room and disrupting a student when they are speaking; being overly argumentative in class with another student or professor; and using inappropriate language in class. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. If you arrive late for class and we are hearing student presentations, please remain outside and enter when the student/s have finished.

BLACKBOARD ACCESS: Most class items will be posted on Blackboard and students should know how to use it. If you have difficulty, call the university’s Help Desk at 825-2825 or long distance 866-353-2491.

EQUITY STATEMENT: All persons, regardless of gender, age, class, race, ethnicity, religion, physical disability, sexual orientation, veteran status, nationality, etc., shall have equal opportunity without harassment in this class. Any problems with or questions about harassment can be discussed confidentially with your professor or department chair.

STUDENTS WITH DISABILITIES: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room #116.

RETURNING VETERAN: If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services Office for assistance at (361) 825-5816.

ACADEMIC ADVISING: The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements
specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

### Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Prior to Class</th>
<th>In Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thurs Jan 22</td>
<td></td>
<td>Intro course (purpose and process of communication, speech as an art); Facilitation Sign-up; Team assignments; Toolbox building (25)</td>
</tr>
<tr>
<td>Fri Jan 23</td>
<td>Toolbox Exploration: Your background/ experience with communication and public speaking (50)</td>
<td></td>
</tr>
<tr>
<td>Tues Jan 27</td>
<td>Take Syllabus Quiz (25); Take Jung Assessment- Post results (25). Find, post, explain good intro video (10)</td>
<td>Jung Activity and how it relates to public speaking (25)</td>
</tr>
<tr>
<td>Thurs Jan 29</td>
<td>Interview a class member; Respond to intro videos others found (2=10)</td>
<td>Facilitation; Field Research (audience analysis); Report back with findings; discuss findings (25)</td>
</tr>
<tr>
<td>Fri Jan 30</td>
<td>Toolbox Exploration: Your Jung-type; Audience Analysis (50)</td>
<td></td>
</tr>
<tr>
<td>Tues Feb 3</td>
<td>Post Introduction of Classmate (50); Find a speech with good use of supports- post and explain (10)</td>
<td>Facilitation; making the most of supports activity, 7 groups; impromptu speeches, using supports (25)</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Details</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Thurs Feb 5</td>
<td>Respond to each intro about classmates with a connection about each classmate (25)</td>
<td>No class; Work on Tribute Speech</td>
</tr>
<tr>
<td>Fri Feb 6</td>
<td>Toolbox Exploration: Making Introductions; Supporting; Doing your first speech and getting to know your classmates. (50)</td>
<td></td>
</tr>
<tr>
<td>Tues Feb 10</td>
<td>Find, post, explain good tribute speech (10); Respond to posts with good openings/closings (2=10).</td>
<td>Facilitation; using the right organization pattern, 5 groups (25)</td>
</tr>
<tr>
<td>Thurs Feb 12</td>
<td>Respond to posts of good tribute speeches (2=10); Find, post, explain good example of online informational presentation (10)</td>
<td>Facilitation; Outlining a speech in class together (25)</td>
</tr>
<tr>
<td>Fri Feb 13</td>
<td>Toolbox Exploration: Organization Patterns; Outlining speeches; About facilitating. (50)</td>
<td></td>
</tr>
<tr>
<td>Tues Feb 17</td>
<td>Find, post, and explain good video about delivery (10); Post manuscript of Tribute speech with supports and justifications (25)</td>
<td>Facilitation; Tribute Speeches (+15)</td>
</tr>
<tr>
<td>Thurs Feb 19</td>
<td>Respond to good delivery posts (2=10).</td>
<td>Facilitation; Nonverbal activity and discussion (25)</td>
</tr>
<tr>
<td>Fri Feb 20</td>
<td>Toolbox Exploration: Tribute speeches, nonverbal communication (various types). (50)</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Assignment</td>
<td>Notes</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Tues Feb 24</td>
<td>Post your informative presentation (100) and outline (50); Respond to informational posts (2=10).</td>
<td>Field Research (mirroring); Report back with findings; discuss facilitation; Discuss rapport (25)</td>
</tr>
<tr>
<td>Thurs Feb 26</td>
<td>Respond informative presentations of classmates (2=10); Find, post, explain good team presentation (10).</td>
<td>Facilitation; do Rollin’ with the Homies; discuss team roles and Tuckman’s stages of team development (25)</td>
</tr>
<tr>
<td>Fri Feb 27</td>
<td>Toolbox Exploration: Mirroring (Field research); team roles; Tuckman’s stages of team development (50)</td>
<td>Toolbox Exploration: Persuasive appeals; cognitive dissonance; Team work so far. (50)</td>
</tr>
<tr>
<td>Tues Mar 3</td>
<td>Find, post, explain good persuasive message (10); Respond to team presentation posts (2=10); OLR due (50)</td>
<td>Facilitation; Field Research (appeals); Report back with findings; discuss findings; discuss cog dis/cog cons, then putting it together with Impromptu speeches, discussion (25)</td>
</tr>
<tr>
<td>Thurs Mar 5</td>
<td>Find, post, explain good tips for working with team on project (10); Respond to good persuasive message posts (2=10)</td>
<td>Facilitation; Discussion of Jung types and teams, and final project expectations. (25)</td>
</tr>
<tr>
<td>Fri Mar 6</td>
<td>Toolbox Exploration: Persuasive appeals; cognitive dissonance; Team work so far. (50)</td>
<td>Toolbox Exploration: Persuasive appeals; cognitive dissonance; Team work so far. (50)</td>
</tr>
<tr>
<td>Tues Mar 10</td>
<td>Work with team; Respond to tips for working with teams posts (2=10)</td>
<td>Work with team</td>
</tr>
<tr>
<td>Thurs Mar 12</td>
<td>Work with team; Outline posted (100); Evaluation of team members (including self) due (50)</td>
<td>Team Presentations (100)</td>
</tr>
<tr>
<td>Fri Mar 13</td>
<td>Toolbox Exploration: This class. (50)</td>
<td>Toolbox Exploration: This class. (50)</td>
</tr>
</tbody>
</table>