

Introduction to Public Speaking

COMM 111A

Your Instructor: _____
Office: LA 339
Office Hours: _____

Contact Info
Email: _____
Phone: 243-6604 (shared phone)

Course Materials (available at University Bookstore)

1. Michael Osborn, Suzanne Osborn, and Randall Osborn, *Public Speaking*, 8th Ed.
2. Access code to MySpeechLab (accompanies Osborn textbook)
3. COMM 111 Course Packet
4. A two-pocket folder – for handing in materials related to your major speeches.

Course Description

This course introduces students to the *conceptual knowledge* and *practical skills* needed for effective public speaking. The course prepares students for other college courses that require research, critical thinking, and speaking skills, and it equips students to engage public speaking situations beyond the classroom.

Students will give *four formal speeches* during the course, and they will evaluate speeches during and outside class sessions. By offering multiple opportunities to analyze and produce public discourse, the course intends to reinforce the principles and qualities of good public speaking.

In addition, this course emphasizes the *public* dimension of public speaking. You will be asked to engage with issue of public importance throughout the semester and demonstrate how your personal interests and concerns intersect with the interests and concerns of others. Our goal is to empower you with the skills necessary for active and meaningful participation in democratic culture.

Course Objectives

The course is designed to help students meet two sets of learning objectives. The first set is specific to public speaking, the second set regards general education. To start:

- *You will understand the elements of the communication process.*
This will be demonstrated by quizzes and the Outside Speaker Assignment.
- *You will understand the components of effective speech delivery.*
This will be demonstrated by speech performances and feedback on speeches.
- *You will improve your listening skills and your ability to offer constructive feedback to others.*
This will be demonstrated by feedback on speeches.

- *You will learn how to conduct basic college-level research on contemporary public issues and incorporate that research in public discourse.*
This will be demonstrated by a library assignment and the construction of speech outlines for your informative and persuasive speeches.
- *You will be able to craft public speeches that are oriented by a clear purpose, that articulate a cogent central idea or claim, that are organized thoughtfully, and that are adapted appropriately to the audience and the situation.*
This will be developed throughout all of the work you do for this class, and ultimately demonstrated by your speech performances.

In addition, COMM 111 is an approved course for the Expressive Arts Perspective or 'A' category of General Education. The course has been designed so that students will demonstrate their ability to meet the learning outcomes for the perspective throughout the course. The outcomes, taken from the UM Course Catalog, and the means for demonstrating student achievement, are as follows:

Upon completion of this perspective, through the creation of original works of art or artistic performances, students will be able to:

1. Apply the techniques and processes of the medium

This will be demonstrated by successful performance of four major speeches during the semester.

2. Incorporate the structures and forms of the artistic language to convey meaning

This will be demonstrated by successful composition of an outline and/or manuscript for each of the informative, persuasive and ceremonial speeches.

3. Reflect upon and critically assess the merits of their work and the work of others

This will be demonstrated by successful completion of feedback forms for other students' speeches and self-evaluations for each of their own major speeches.

4. Perceive and articulate the relevance of artistic expression in the human experience

This will be demonstrated by successful completion of the Outside Speaker Assignment.

As you can see, the course objectives and the general education objectives converge in a set of activities and assignments designed to promote specific learning outcomes. If you work hard and take the course seriously, you should see improvement in all these areas.

Student Responsibilities and Expectations

In order to achieve these objectives, students need to do the following:

- *Respect your instructor and your colleagues.* This encompasses all of the following items. It is absolutely necessary for a positive educational experience. Whether it is arriving in class promptly, behaving ethically toward your instructor and classmates, or contributing to a positive classroom climate, please act respectfully.
- *Follow your instructor's guidance.* Although COMM111 has a common syllabus and assignments, each instructor is entirely responsible for his or her section and may make adjustments specific to those sections. Their instructions supersede the packet. Therefore, it is crucial to attend class and follow your instructor's guidance.
- *Attend all class sessions and arrive on time.* There is a *de facto* attendance policy for this course. In practice, this means that you do *not* earn points or penalties based on how often you show up. Instead, during nearly every class session, you can earn points for quizzes, exercises, or feedback on your colleagues' speeches. If you arrive late, leave early, or skip class, you may miss these opportunities.
- *Refrain from using media that are unrelated to the class.* This includes cellphones, messaging devices, music players, and the *Kaimin*. Any device that can make noise should be turned completely off for the entire class period.
- *Complete your reading assignments in the textbook and packet.* Students who fail to keep up with reading will perform poorly on quizzes and have problems with speeches.
- *Give your speeches and turn in assignments on time.* Late assignments will be penalized at the discretion of your instructor. Specific guidelines for speech performances are addressed below. You must complete all four major speaking assignments to receive a final grade for the course.
- *Do your own work.* Plagiarism and academic dishonesty will result in penalties ranging from failure of the assignment to expulsion from the University. This topic is addressed below and will be discussed in class.

Absences on Speech Days

Students are expected to give speeches on the day assigned by their instructor. Missing your speech throws off the schedule, is unfair to other students, and potentially crowds out subsequent learning experiences in the course.

If you know ahead of time that you will miss class on your assigned day, *inform your instructor immediately and negotiate a switch* with a classmate. Students who anticipate missing speech days because of University-approved activities (athletics, debate, music) are equally responsible for making these arrangements.

In case of extenuating circumstances (significant illness requiring medical attention, family emergency), your instructor will work with you to create an opportunity to make up the speech.

Unfortunately, some students abuse this opportunity. Therefore, your instructor may consider some or all of the following conditions when deciding how to handle make-up speeches.

- ✓ You are in good standing in the course (passing grades on all assignments, no late assignments, consistent attendance)
- ✓ You notify your instructor prior to missing the speech, and you provide documentation verifying your excuse.
- ✓ You turn in your outline within 24 hours of missing the speech.
- ✓ You schedule a make-up time within one week of missing the speech.

As you probably can guess, this list is intended to separate truly unforeseen emergencies from cases of the sniffles or a lack of preparation. A good rule of thumb might be: what would you do if this was your first job out of college and you had a big presentation to give?

Missed speeches may be penalized at the discretion of the instructor. Typically, this means a maximum grade of C.

Drop/Adds, Withdrawals, Incompletes, and Grading Options

It is your responsibility to know the rules governing your own education. If you haven't already, you should immediately read the UM Catalog section titled "Academic Policies and Procedures," and be sure to read the section about dropping courses.

Here are some key points relevant to COMM 111:

- 1) *If you are trying to add the course*, go to the section you want to join on the first day of classes and get on the waiting list. (Cyberbear closes all sections of this course at the beginning of the semester.) We will try to accommodate as many students as possible, perhaps by moving you into a different section meeting at the same time.
- 2) If you do not attend *the first two days* of the course, the instructor can give your seat to another student. However, you still must drop the course on Cyberbear or with a slip.
- 3) If you want to drop the course, your options depend on when and why you want to drop:
 - Between the 15th and 30th days of the semester (roughly, up until the 2nd round of speeches), you can drop by paying a \$10 fee. You will get a grade of W.
 - After the 30th day, you must petition to drop the course and will need to provide *documented evidence* supporting the need to drop the course (again, see the Catalog for details.) You must show this evidence to your instructor before they will consider your petition. You also pay the \$10 fee, and you will get a grade of WP or WF depending on whether you were passing or failing the course at the time of the drop.

The bottom line is, you cannot drop after the 30th day merely to avoid a bad grade. There must be a documented problem beyond your control that prevents you from completing the course.

4) A grade of Incomplete is a solution only for unforeseen circumstances that prevent you from completing a small amount of work at the end of the semester (usually, the final speech or a written assignment). Like the Withdraw, it is not a means for avoiding the consequences of poor performance during the latter half of the semester.

As stated in the UM Catalog, the student does not have discretion to take an incomplete. It is the option of the instructor within certain guidelines, and must be negotiated between the student, the instructor, and the course director.

5) Since the course fulfills a General Education requirement, nearly all students will take COMM 111 for a traditional letter grade and cannot change to the CR/NCR grading option. Students are allowed to take the course on the CR/NCR grading option ONLY if they are not seeking a degree, and this option cannot be selected after the 30th instructional day.

Academic Misconduct

As a student at the University of Montana, you must practice academic honesty and need to be familiar with the Student Conduct Code. It is available to download at:

<http://www.umt.edu/SA/VPSA/index.cfm/name/StudentConductCode>

As the code explains, academic misconduct includes plagiarism, cheating, and deliberate interference with the work of others. It is the intellectual equivalent of fraud – a crime against the codes of the academy. *As an academic crime, plagiarism merits academic punishment, subject to an academic penalty by the instructor (F on the assignment or for the course) and/or a disciplinary sanction by the University.*

In this course, the primary problem is the plagiarism of speeches. Plagiarism in this context includes, but is not limited to:

- using a “canned” speech written by someone else
- representing someone else’s words, ideas, or data as your own. This includes cutting and pasting from websites and then making minor word changes.
- working with another person on a speech that each of you will present

How to Avoid Plagiarism

1) FULFILL THE SPECIFIC REQUIREMENTS OF THE ASSIGNMENTS. The most obvious sign of a plagiarized speech is that it doesn’t really do what the assignment asked you to do.

- 2) COMPLETE THE SMALL HOMEWORK ASSIGNMENTS. Among other objectives, they are intended to get you working on your own speech rather than relying on someone else's work.
- 3) CREATE YOUR OUTLINE FIRST, THEN ADD SOURCES. This helps you create a speech that is "yours," not merely a patchwork of other people's words.
- 4) Remember that A SPEECH IS NOT AN ESSAY READ ALOUD. It is a performance of your own, so when you use the words of others you need to say "quote" and "endquote" during the performance. (More on this later in the packet.) In addition, if you read your speech, that is a dead giveaway that you haven't prepared or rehearsed. Consequently, instructors will be more likely to investigate whether part or all of the speech has been "borrowed."
- 5) DISCUSS YOUR SPEECH WITH YOUR INSTRUCTOR AHEAD OF TIME. Show him or her the sources you are using in your speech, and discuss the appropriate manner of citation needed for your sources.

You will discuss plagiarism in your sections and you will learn how to avoid it. The bottom line is, don't do it.

Students with Disabilities

If you have a disability that may require modification of the course, please obtain the appropriate documentation from the DSS Office and then see your instructor to discuss what, if any, special arrangements need to be made.

Grievances

There is a specific process for raising grievances that is defined in the Student Conduct Code. Following this process is necessary for insuring that the rights of all parties to a grievance are respected. In a nutshell, the process simply directs you to address concerns with your instructor first and then proceed up the university hierarchy.

Therefore, please follow these steps if you have a concern with the course:

- 1) Read the Student Conduct Code (URL above).
- 2) If you are dissatisfied with some aspect of the course, speak first with your instructor.
- 3) If you are unable to resolve the issue, then contact the course director, Steve Schwarze. Email: steven.schwarze@umontana.edu. Office: LA 358. Mailbox in LA 301.
- 4) Most issues are usually resolved at that level. If not, then contact the Chair of Communication Studies, Betsy Bach (LA 301).

Requirements and Grading

Your course grade will be determined by your performance on four major speaking assignments, smaller assignments related to the speeches, and in-class exercises and quizzes:

<u>SPEECH 1</u>		Personal Experience Speech		<u>100 pts.</u>	
	Performance		75		
	Speaking Notes		25		
<u>SPEECH 2</u>		Informative Speech		<u>200</u>	
	Preliminary Outline		50		
	Performance		125		
	Outline/Notes + Bibliography		25		
<u>SPEECH 3</u>		Persuasive Speech		<u>200</u>	
	Preliminary Outline		25		
	Performance		150		
	Outline/Notes + Bibliography		25		
<u>SPEECH 4</u>		Ceremonial Speech		<u>150</u>	
	Performance		125		
	Manuscript		25		
	Quizzes, Exercises, Short Assignments		150		
	Peer Evaluations		100		(For Speech 1, 10 pts. total; for Spchs 2-4, 9 evals x 10pts @)
	Self Evaluations		60		(4 evals x 15 pts @)
	Outside Speaker Evaluation		<u>40</u>		
					1000 pts possible
<u>Course Points/Final Grade</u>					
>925	=A	899-875	B+	799-775	C+
924-900	=A-	874-825	B	774-725	C
		824-800	B-	724-700	C-
				699-600	D
				<600	F

Evaluation

Speech performances will be evaluated according to the criteria listed on the assignment sheet at the beginning of each section of this packet. Your instructor may discuss more detailed grading rubrics in your class.

Like other arts, public speaking can be taught and learned only to a certain point. The course is designed to help you learn basic techniques that make for effective speeches, but factors that contribute to excellent speeches – insight, creativity, captivating delivery – cannot be reduced to technique. That is why there is no “recipe” for getting an A on a speech, and it is why A speeches are the exception rather than the rule.

At the same time, evaluating speeches is not a sheerly “subjective” process. There are broad objective criteria that instructors use to make basic distinctions during grading. The following descriptions, which are adapted from instructors’ manuals for various public speaking textbooks, articulate these criteria for COMM 111:

To earn a C on your speech performance: The speech must fulfill the basic criteria of the assignment. It should conform to the purpose and time limit of the assignment, it should be free of basic errors in grammar, pronunciation, and usage, and it should exhibit a clear central idea and organizational strategy. *An average speech is a C speech.*

To earn a B on your speech performance: The speech needs to execute the assignment well. The speech must meet the criteria of a C speech. In addition, the speech should address a challenging or unique topic, it should execute the functions of a successful introduction and conclusion, it should use credible supporting materials, and it should exhibit effective use of transitions or connectives. The delivery of the speech should not distract attention from its message. *An above-average speech is a B speech.*

To earn an A on your speech performance: The speech must be outstanding; literally, it should “stand out” from the majority of speeches in the class. Thus, the speech must meet the criteria of a B speech, meeting all of the assignment criteria in an above-average manner, but it also must stand out by meeting the criteria in an especially unique or creative way. It will exhibit effort above and beyond that of the rest of the class, and its delivery will be fluent and polished. *An exceptional speech is an A speech.*

Grades of D and F are earned by failing to meet the basic criteria of the assignment. Speeches that lack a clear central idea or organizational strategy, that fail to offer external support for ideas, that are obviously unprepared or not rehearsed, or that are inappropriate for the assignment or the audience will earn D or F grades.

As this sketch suggests, the starting assumption for grading is that with moderate effort, everyone is capable of giving an average (or C) speech. The movement of your grade from that midpoint is largely in your hands.

COMM 111 Course Schedule (subject to revision by individual instructors)

Week	TUESDAY	THURSDAY
Sept. 1, 3	Course Introduction In-Class Speaking Exercise	Speaking in Public; Managing Speech Anxiety Read Chapters 1 and 2
Sept. 8, 10	Inventing and Organizing the First Speech Read Chapter 3 and Packet on "Narrative" and "Speaking Notes"	Delivering and Responding to the First Speech Read Chapter 4 and Packet on "Speech Anxiety," "Etiquette" and "Descriptive Feedback"
Sept. 15, 17	SPEECH 1	SPEECH 1
Sept. 22, 24	Informative Speaking; Selecting a Topic & Purpose Read Chs 6, 14, and Packet through "Central Idea" <i>*NOTE: this week's sessions may be switched...</i>	Basic Research Techniques Read Chapter 7 <i>...consult with your instructor</i>
Sept. 29,	Audience Analysis; Organizing Your Speech Read Chapter 5; Review Chapter 14 Read Packet, "Audience Analysis"	Introductions and Conclusions; Speech Outlines Read Chapters 9 and 10
Oct. 6, 8	Supporting Your Central Idea Read Chapter 8, Packet "Attribution Statements"	Delivering Your Speech and Using Visual Aids Read Chapters 11, 13; Packet "Formal v. Speaking" "Transitions"
Oct. 13, 15 20, 22	SPEECH 2 SPEECH 2	SPEECH 2 SPEECH 2
Oct. 27, 29	Persuasive Speaking <i>*mid-term evaluation*</i> Read Chapter 16, Packet "Audience Analysis" "Brainstorming" "Phrasing the Central Idea"	Methods of Persuasion Read Chapter 15
Nov. 3, 5	Analyzing Persuasive Speeches Bring outline of speech for workshop	Instructor's Option
Nov. 10, 12	SPEECH 3	SPEECH 3
Nov. 17, 19	SPEECH 3	SPEECH 3
Nov. 24	Ceremonial Speaking Read Chapter 17	THANKSGIVING BREAK
Dec. 1, 3	Language and Style Read Chapter 12	SPEECH 4
Dec. 8/10	SPEECH 4	SPEECH 4
Finals	SPEECH 4. Our section will meet at this time:	

