

COM210 Fundamentals of Public Speaking, Spring 2020

Instructor Contact: Name: Dr. Knopf ["nope"] (she/her/hers) --you can also call me C.K.
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Class Meetings: Section 001: MWF 8-8:50 Section 002: MWF 9:10-10

Course Description:

Oral communication: selection, organization, presentation of ideas. Study of principles, application through oral practice. 3 credits.

Course Topics:

- Delivery: Verbal, nonverbal, and presentation aids
- Communication Apprehension: What it is and how to manage it
- Research: Finding and using supporting materials
- Organization: Organizational strategies and transition use
- Language Use: Clarity and interest
- Introductions and Conclusions: Functions and content
- Speech Genres: Special occasion, informative, & persuasive
- Persuasive strategies: Rhetorical theories and proofs

Learning Outcomes:

- Fulfills LASR & PRES/GE10
- Demonstrate professionalism in communication by – exhibiting proficiency in oral discourse. In a manner appropriate to the audience and occasion, students will demonstrate the ability to:
 - choose and/or narrow a topic, and communicate the thesis/specific purpose ^{SLOi}
 - properly cite supporting material (including presentation aids) ^{SLOii}
 - use an organizational pattern, with transitions ^{SLOiii}
 - use language – including pronunciation, grammar, and articulation ^{SLOiv}
 - use vocal variety in rate, pitch and intensity to heighten and maintain interest and use physical behaviors that support the verbal message. ^{SLOv}
- Gain increased, and in-depth, understanding of current events to improve civic skills and to better engage with issues that may affect career fields

Required Materials:

- Gamble & Gamble, 2018, *Public Speaking Playbook, 2nd edition*. (any format is fine)
- Notebook, folder, and pen/pencil – or electronic equivalent
- Note cards (optional, strongly recommended)

Assignments/Grade Distribution:

Exam 1: 10pts Exam 2: 10pts Final Application/Exam: 10pts
Graded Speech 1: 20pts Graded Speech 2: 20pts Journaling: 40pts

Grading Breakdown:

95-100pts = A 90-94pts = A- 85-89pts = B+ 80-84pts = B 75-79pts = B-
70-74pts = C+ 65-69pts = C 60-64pts = C- 55-59pts = D+ 50-54pts = D- 0-49pts = E

Grade Policies:

If you *find an error* in grading, bring it to the instructor's attention immediately so it can be corrected. If you have a question about assignment feedback, exam answers, etcetera - ask. It will help you learn. If you *disagree* with a grade earned on written work, you can file a request for reconsideration no sooner than 24 hours after receiving the grade and no later than 1 week after receiving the grade. The original work with all evaluation forms should be re-submitted to the instructor along with a written explanation of why you believe your work warrants reconsideration and a higher grade. The instructor will reconsider your work within 2 weeks; any grade change at that time, including a lower one, will remain final.

"Extra" credit is built into the course and grading scheme (it is possible to earn up to 110% in the course). It is never given on an individual basis or as a replacement for regular coursework. But, you can email the professor a gif of how your week is going to receive 2 bonus points (offer valid until week 5 of the semester).

Attendance: Roll will be called at the start of each class meeting; please inform the instructor of your pronouns and preferred name. The focus of this course is on live, non-mediated, communication. Attendance is expected, necessary, and required. Everyone, including the instructor, is expected to show up and be prepared for class on time. Though attendance is not graded, much of the work that is graded happens in class. *If you have a scheduling conflict that will make you arrive late or leave early on weekly basis, you need to fix your schedule by either dropping this class or your other commitment.*

Absences on exam days for religious observances or college-sanctioned events must be discussed *in advance* for accommodations to be made. Absences on speech days can be made up by special arrangement in extenuating circumstances, but extra days and points are built into the grade to allow for most emergencies. Emergency absences on exam days require notification to the instructor at the earliest possible time and documentation (such as appointment cards or admissions forms for medical treatment) with work being completed *immediately* upon return to classes. To show you are aware of the attendance policy, email the professor a meme that describes you (offer valid until week 5 of the semester).

Etiquette: Recent research has suggested that we are not as good at multitasking as we think we are, so to succeed in this class and to help those around us succeed, we will minimize distractions by using technology only in ways that are directly related to coursework and goals. Devices will be silenced and put away when not being used for class purposes.

We will not attend class under the influence of alcohol or other recreational substances. We will also minimize distractions such as late arrivals, early departures, food, drink, bathroom breaks, extraneous conversation, and packing up early before class is over; these not only break our own concentration but also disrupt those around us.

We will come to class on time and prepared with whatever materials are expected of our roles. For the instructor that means, at minimum, lecture notes, related presentation aids, graded student work, the roster, and writing instruments. For the student, that means, at minimum, any relevant texts, work that needs to be submitted, paper), and a writing instrument.

We will practice professional communication styles and habits. Emails will be written in a way that is appropriate for acquiring and maintaining employment.

We will practice civic communication of both speaking and listening (sending & receiving messages). We will consider various ideas and be willing to be persuaded by others, we will be respectful of and to others in both our speaking and listening.

Coursework:

Readings:

The textbook is a helpful guide and useful resources for structuring your speeches and crafting your preparation outlines – but only if you read it. Chapters are marked in the calendar on the days you are expected to have read them. In-class discussions will correspond with, though not fully repeat or summarize, those chapters.

Lectures & Activities:

The first half of the semester is dedicated to explaining all the basic concepts of speech preparation, construction, and presentation. Course lectures and activities are designed to reinforce and clarify the material in your text. You are encouraged to take notes.

Exams:

There will be a quarter exam and a midterm exam, composed of multiple-choice questions based primarily on the assigned textbook readings. **Exams will be open book**, but not open note, to encourage you to make use of your text as a reference. *Why tests?* Psychological research on the science of successful learning has demonstrated that the act of preparing for a test and actually taking the test and retrieving information is a great boost to memory. Exams are not just a measurement instrument, they are also an important learning instrument. Exams are a clinically proven way to help students keep up with classwork – they encourage attendance, preparation and review in ways that less traditional or structured means don't.

The **final exam** will be an application activity in which you will be asked to 1) to listen critically to a recorded speech and to evaluate it as if you were grading it, and 2) to identify speech components (purpose, credibility, attention, transitions, organization pattern, rhetorical

devices....) on a speech outline or manuscript. Like the quarter and midterm exams, this will be open book.

Speeches:

For the second half of the semester, we will practice public speaking by immersion. You will prepare and deliver a speech in every class. Most of these speeches are not graded, though you will get critical feedback from your peers and your professor to help you improve. Grades are earned through completion/participation and through post-speech journaling.

The way these speeches work:

- Each week you will choose ONE or TWO new topics. These topics *must* have received some kind of news coverage in the past week at the time of your speech & must be different from topics chosen for previous weeks.
- Every Monday, you will deliver an informative speech. Every Wednesday, you will deliver a persuasive speech. **You may choose to do the same topic for both days (thus maximizing and streamlining your research time)** or a different topic for each day. On Friday, you will do a revised and (hopefully) improved version of a speech from the *previous* week.
- You will prepare the speeches prior to coming to class. Speeches need to have at least 4 sources (orally cited) of information/research. At least part of each speech needs to be delivered extemporaneously from an outline and not a manuscript. Speeches need be 5-7 minutes long. A complete checklist of other expectations for the speeches is found in grading rubric included in this syllabus.
- When you arrive at class, you will have approximately 5 minutes to use for final rehearsal or polish on your speech, and/or to get pre-presentation assistance or feedback from your peers or the instructor.
- After the 10 minutes of final prep, the class will be divided into approximately 4 small groups. Speeches will be delivered within these groups. Group members are responsible for providing each speaker with constructive feedback. After the first two weeks, groups will change regularly to provide you with different speaking and listening experiences.
- After class is over, you are responsible for logging in to Blackboard and completing a brief journal about your speech.

After two and a half weeks of speeches (7 speeches), whenever you believe you are ready, you may let the professor know in advance you are ready to earn a grade on a speech. You need to sign up for this at least one class session in advance. A sign-up space will be provided in the room. These are "testing speeches."

You need to earn two testing speech grades during the semester. You can re-test for higher grades as often as time permits.

If you earn two testing speech grades of "B" or better on presentations that meet all the requirements of length, sources, and delivery, you will have the freedom to choose any topics you wish (not just current events) for Monday and Wednesday speeches for the remainder of the semester, and to serve as a peer-coach on Fridays instead of giving a speech.

Journaling:

Journaling is an indispensable part of this course. Once you see and track your success, you will find that the "fear factor" is reduced, and your abilities will grow with each successive session.

After each speech session, you will log in to Blackboard, find the journal form for that day and respond to all the prompts, summarizing your purpose and thesis, identifying your organizational strategy, noting your sources of supporting material, and indicating how long you spoke. Additionally, and more importantly, you will observe your strengths and weaknesses, get help you might need, and focus on areas for improvement or growth. Journals are graded on a complete/not complete basis.

Friday journals will focus on what revisions or changes you made to the speech from the first time you presented it. If you reach a point in the semester when you are serving as a peer coach on Fridays, you will journal about your observations as an audience member.

YOU WILL HAVE 24 HOURS FOLLOWING THE END OF EACH CLASS MEETING TO COMPLETE THE DAY'S JOURNAL. LATE ENTRIES WILL NOT BE ACCEPTED. IF YOU ARE NOT IN CLASS TO GET A PROMPT & DELIVER A SPEECH, YOU WILL NOT RECEIVE CREDIT.

Top athletes have coaches not because they're bad at their sport, but because they want to be better. The same principle can be applied to public speaking, and to whatever your chosen career is. Make yourself coachable; find people who will evaluate, teach, encourage, and push you; work with them to improve.

CALENDAR

YOU are responsible for being aware and keeping track of these dates

	<u>Monday</u>	<u>Wednesday</u>	<u>Friday</u>
Wk1	1/27: course introduction & CA	1/29: <u>ch. 14, 15 & 16</u> Delivery	1/31: <u>ch. 3 & 5</u> Audience
Wk2	2/3: <u>ch. 18</u> Informative speaking	2/5: <u>ch. 19</u> Persuasive speaking	2/7: <u>ch. 22</u> Special occasion speaking
Wk3	2/10: <u>ch. 6, 7, & 8</u> Research	2/12: Exam #1 (ch. 3, 5-8, 14-16, 18-19, 22)	2/14: <u>ch. 9 & 10</u> Organization
Wk4	2/17: <u>ch. 11 & 12</u> Intros & Conclusions	2/19: <u>ch. 20</u> Motivated Sequence	2/21: <u>ch. 13</u> Language & word choice
Wk5	2/24: <u>ch. 17</u> Visual aids	2/26: <u>ch. 2 & 4</u> Listening (& coaching)	2/28: Exam #2 (ch. 2-20, 22)
Wk6	3/2: speech practicum	3/4: <u>Informative Speech</u>	3/6: <u>Persuasive Speech</u>
Wk7	3/9: <u>Informative Speech</u>	3/11: <u>Persuasive Speech</u>	3/13: <u>Revised Speech</u>
Wk8	3/16: SPRING BREAK	3/18: SPRING BREAK	3/20: SPRING BREAK
Wk9	3/23: Informative Speech	3/25: <u>Persuasive Speech</u>	3/27: <u>Revised Speech</u> (testing begins)
Wk10	3/30: <u>Informative Speech</u>	4/1: <u>Persuasive Speech (see Bb)</u> Give speech out of class– no testing	4/3: <u>Revised Speech (see Bb)</u> Give speech out of class– no testing
Wk11	4/6: <u>Informative Speech</u>	4/8: <u>Persuasive Speech</u>	4/10: <u>Revised Speech</u>
Wk12	4/13: <u>Informative Speech</u>	4/15: <u>Persuasive Speech</u>	4/17: <u>Revised Speech</u>
Wk13	4/20: <u>Informative Speech</u>	4/22: <u>Persuasive Speech</u>	4/24: <u>Revised Speech</u>
Wk14	4/27: <u>Informative Speech</u>	4/29: <u>Persuasive Speech</u>	5/1: <u>Revised Speech</u>
Wk15	5/4: <u>Informative Speech</u>	5/6: <u>Persuasive Speech</u>	5/8: <u>Revised Speech</u> (testing ends)
Finals	Section 001 (8:00am) 5/11: 8:30-10:30	Section 002 (9:10am) 5/13: 8:30-10:30	

Work underlined is due that day. Late work is not accepted.

Travel arrangements for breaks and finals week should properly accommodate course responsibilities. Class days immediately before and immediately after break are still class days and final exam times, which are set by the college, are part of the required contact hours for the semester, per orders from the Provost.

Helpful Information, Syllabus Supplement – COM210, Spring2020

Academic Integrity: All students are expected to uphold academic integrity standards. Plagiarism is defined as taking the ideas of others and using them as one's own without due credit. Students who cheat in examinations, course assignments, or plagiarize in this course may be disciplined in accordance with university rules and regulations. (College Handbook, Chapter 340)

Access (Accommodation of Disabilities): As part of SUNY Cortland's commitment to a diverse, equitable, and inclusive environment, we strive to provide students with equal access to all courses. If you believe you will require accommodations in this course, please place a request with the Disability Resources Office at disability.resources@cortland.edu or call 607-753-2967. Please note that accommodations are generally not provided retroactively so timely contact with the Disability Resources Office is important. All students should consider meeting with their course instructor who may be helpful in other ways." (College Handbook, Chapter 745)

Mental, Emotional, & Physical Wellbeing: Diminished mental health, including significant stress, mood changes, excessive worry, alcohol and/or substance abuse, or problems with eating and/or sleeping can interfere with optimal academic performance.

If symptoms are related to your course work, please speak with the instructor. If you have communication apprehension (also known as "stage fright") to a degree that can interfere with your success in a communication course that depends on public speaking, speak to the instructor *immediately* to learn management techniques and to discuss possible options to ensure you can complete the course.

If problems with relationships, family worries, loss, or a personal struggle or crisis are negatively impacting your mental health and/or interfering with your academic success, SUNY Cortland offers the following resources to help you manage personal challenges that threaten your personal or academic well-being.

- Counseling Center: Van Hoesen Hall, Room B-44 * 607-753-4728
- Substance Abuse & Prevention Education Van Hoesen Hall, Room B-1 * 607-753-2066
- Active Minds student club

If challenges securing food or housing are affecting your academic performance, or your emotional wellbeing, you are urged to contact the Associate Vice President of Student Affairs for support (607-753-4721).

Title IX: Title IX, when combined with New York Human Rights Law and the New York Education Law 129-B, prohibits discrimination, harassment and violence based on sex, gender, gender identity/expression, and/or sexual orientation in the education setting. The federal Clery Act and NY Education Law 129-B provide certain rights and responsibilities after an incident of sexual or interpersonal violence. When a violation occurs, victims and survivors are eligible for campus and community resources. Where the College has jurisdiction, it may investigate and take action in accordance with College policy. If you or someone you know wishes to report discrimination based in sex, gender, gender identity/expression, and/or sexual orientation, or wishes to report sexual harassment, sexual violence, stalking or relationship violence, please contact the Title IX Coordinator at 607-753-4550, or visit cortland.edu/titleix to learn about all reporting options and resources.

Diversity: SUNY Cortland is dedicated to the premise that every individual is important in a unique way and contributes to the overall quality of the institution. We define diversity broadly to include all aspects of human difference. The College is committed to inclusion, equity, and access and thus committed to creating and sustaining a climate that is equitable, respectful and free from prejudice for students, faculty and staff. We value diversity in the learning environment and know that it enhances our ability to inspire students to learn, lead and serve in a changing world. We are committed to promoting a diverse and inclusive campus through the recruitment and retention of faculty, staff and students. As a community, we hold important the democracy of ideas, tempered by a commitment to free speech and the standards of inquiry and debate. To this end, we are dedicated to developing and sustaining a learning environment where it is safe to explore our differences and celebrate the richness inherent in our pluralistic society. (College Handbook, Chapter 130)

Inclusive Learning Environment: SUNY Cortland is committed to a diverse, equitable and inclusive environment. The course instructor honors this commitment and respects and values differences. All students enrolled in this course are expected to be considerate of others, promote a collaborative and supportive educational environment, and demonstrate respect for individuals with regard to ability or disability, age, ethnicity, gender, gender identity/expression, race, religion, sex, sexual orientation, socio-economic status or other aspects of identity. In an environment that fosters inclusion, students have the opportunity to bring their various identities into conversation as they find helpful, but are not expected to represent or speak for an entire group of people who share aspects of an identity. If you have any questions or concerns about this statement, contact the Institutional Equity and Inclusion Office at 607-753-2263.