Instructor Contact: *Name*: Dr. Knopf ["nope"] (she/her/hers)   --you can also call me C.K.
Drop-in office hours: Wednesday 9-11 & 1-3 (link in Bb)   *Office*: (VH 125g) <u>ONLINE</u>
Email: christina.knopf@cortland.edu   *Ph*: 607-753-2530

Class Meetings: Sect 001: Tu/Th 8:30-9:45am   Sect 002: Tu/Th 10:05-11:20am
                    Sect 005 : Tu/Th 11:40am-12:55pm   Sect 006: Tu/Th 1:15-2:30pm
All sections meet through Blackboard

Course Description: Oral communication: selection, organization, presentation of ideas. Study of principles, application through oral practice.   Fulfills LASR & PRES/GE10. 3 credits.

Course Topics:
 •Delivery: Verbal, nonverbal, & presentation aids   •Language Use: Clarity & interest
 •Comm Apprehension: Definition, management   •Introductions & Conclusions: Functions & content
 •Research: Finding & using supporting materials   •Speech Genres: Special, informative, & persuasive
 •Structure: Organizational strategies & transition use   •Persuasive strategies: Rhetorical theories & proofs
                                •Online skills: Live vs. mediated speaking

Online Course Structure/Overview:
- Class will be run through Blackboard. Each day of the semester has its own folder on the Blackboard page. Each folder is labeled by date, with the day's topics listed. Inside each folder you will find:
  - the WebEx link for the class session when it is available.
  - a folder that contains the assigned readings and activities - though these will not be open until class time.
  - a folder containing additional resources (videos, examples, helpful websites...) because online learning needs a little extra support
  - a folder where the recorded class session will be put when it's available
- Most class days will start with a live lecture of about 20-30 minutes in Web Ex. As you join the WebEx room, there will be a game or activity on the screen to get things started, because that arrival time is so awkward with everyone sitting around in silence. When everyone(ish) is on, we'll get started with the day's lesson. It would be nice if you have your cameras on for class, but your privacy will be respected if that isn't always possible. Don't tune out, though! There will be polls, questions, and other moments of activity.
- After the lecture, we'll open it up for Q&A. Instead of raising your hand during class with a question, when you want to ask something, put it in the chat box and questions will be addressed together at the end, along with any other live questions.
- The remainder of the class will be spent in individual work. For example: Because WebEx doesn't allow video sharing with sound, links will be provided for you to watch them independently. You will also have questions or activities to complete online as part of your homework/participation grade. These may be in the form of practice quizzes, reflective questions, and/or discussion board posts The instructor will remain available in the WebEx "room" during this work time so you can ask any questions or get any help you might need in completing this work.
- Other Bb folders/links contain: an interactive syllabus that expands on this document, non-grade achievements, discussion forums, and announcements.

Student Learning Outcomes:
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:
1) choose and/or narrow a topic, and communicate the thesis/specific purpose
2) properly cite supporting material (including presentation aids)
3) use an organizational pattern, with transitions
4) use language effectively – including pronunciation, grammar, & articulation
5) use vocal variety in rate, pitch and intensity to heighten and maintain interest and use physical behaviors that support the verbal message.

Required Materials:
- Gamble & Gamble*, Public Speaking Playbook, **3rd** edition*
-as part of the socially-distant structure of the course, we have adopted the complete digital package for the book. A link to RedShelf is available in Blackboard for online book access.
- Blackboard access with web
- Access to a web-ready camera & microphone

Assignments & Grade Distribution:

Special occasion speech/speech of introduction	(15%)	Informative speech, with outline	(15%)
Persuasive speech, with outline	(15%)	Digital Demo Speech, with outline	(15%)
Midterm exam	(5%)	Final exam	(10%)
Written speech analyses	(2 @ 5% each) (10%)	Bb Homework/Participation	(15%)

Grade Conversion

		B+:	87-89%	C+:	77-79%	D+:	67-69%	E: 0-59%
A:	94-100%	B:	83-86%	C:	73-76%	D:	64-66%	
A-:	90-93%	B-:	80-82%	C-:	70-72%	D-:	60-63%	

(Based on CollegeBoard's conversion chart at https://pages.collegeboard.org/how-to-convert-gpa-4.0-scale)

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. Any grade change at that time, including a lower one, will remain final.

"Extra" credit is built into the course work as bonus points that can be earned. In other words, you have to complete the basic course work to get extra credit – work/assignments are not available to serve as replacements for not doing the course work. Also you can email the professor a gif of how your week is going to receive 4 bonus points (offer valid until week 5 of the semester).

Attendance: As an online course, attendance & participation is inextricable from the assignments. You can't complete the work for the course without logging in or showing up. Attendance is recorded but attendance itself is not graded. If you miss class or skip work, you do so at your own risk.

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, Chap 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.

==What Diversity & Inclusivity Mean in this Class:== Speech is free, so make it matter – make it valuable and worthwhile. A diversity of viewpoints, opinions, and experiences are welcome. We learn and grow when confronted with new ideas and different perspectives. BUT, to maintain a space where everyone feels comfortable expressing themselves, anything that fits the definition of hate speech or degrades fellow human beings will not welcome, anything that advocates violence or actions that could harm any audience member's pursuit of life and liberty (including such activities as illegal drug use or nonconsensual sexual activity) will not be welcome, and anything that violates the college's commitment to diversity and inclusivity cannot be tolerated. As part of being effective speakers, everyone is encouraged toward ethical use of trigger warnings when presenting sensitive information – as might be found in speeches dealing with abuse, sexual assault, eating disorders, suicide, etc.

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)

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Coursework

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Blackboard Work (homework/participation)
Classes will be held entirely online through Blackboard. Most class meetings will be a combination of live, synchronous, group content through WebEx (lectures, q&a, and discussions) and asynchronous, individual work (exercises & activities.)

Each lesson will be a combination of live (recorded) lecture, text-based/written information, handouts uploaded as PDF files, PowerPoints available as PDF files, examples from YouTube, video lectures, links to helpful resources, and short online assignments/activities.

The assignments built into the lessons are there for two reasons. At one level, they act as encouragement to complete the lessons because online learning requires a different kind of engagement and motivation. But, they are also the digital equivalent of the kinds of activities you would do in a more traditional classroom – small, low-stakes, opportunities to practice and apply what you've learned. Grades for this work are mostly based on completion/effort, though accuracy will be factored in to encourage careful completion.

Participation achievements: Participation in the course can also result in non-graded rewards. There is an "Achievements Unlocked" page on Blackboard where you can chart your progress and participation through the earning of digital medals. These are earned through completing work, participating, and other activities. Like playing a video game, you won't know what the achievements are, or what you need to do to earn them until you've done it. The more active you are in class, the more achievements you are likely to unlock. Patches will be converted into *some* bonus credit at the end of the semester.

Exams
There will be a midterm and final exam, both administered through Blackboard. They will be multiple-choice/matching/fill in the blank. They will be open book because it is more important that you know where to correctly find the information to help you develop solid speech presentations than it is that you memorize that information.

Exams are designed to help you learn the core concepts that will better prepare you to achieve the course Learning Outcomes. 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 you keep up with classwork – they encourage attendance, preparation and review in ways that less traditional or structured means don't.

Speech Analyses
This course will help you to become better public communicators and more discerning audiences for spoken messages.

Careful, critical, attention to other speeches and presentations you hear can, in turn, help you to improve your own speaking. To this end, you will complete two formal, guided, speech analysis exercises in class. One is built into the Blackboard lessons and the other is built into the experience of watching/listening to your classmates' persuasive speeches. And specific instructions – given as a form to complete – will be provided on Blackboard.

Speech of Introduction
You're going to introduce yourself to the class – but you're going to do it in the style of a tribute speech and focus on what makes you special/unique/deserving of praise. (Have fun with it if you want to but keep it honest – don't go granting yourself degrees and achievements you haven't yet earned.) **OR** Deliver a speech of tribute to someone who is important to you – recognizing, celebrating, and explaining why this person matters to you.

The main expectations for this speech are
- Organize and deliver it to the best of your abilities. (SLO 3 & SLO 5 on the grading rubric)
- Speeches should be 3-5 minutes long.

Informative Speech
Each student will give an informative speech designed to help classmates better understand some major issue in current events (examples from recent semesters include: Election 2020, #BlackLivesMatter, COVID-19, the Presidential Impeachment, trade war with China, the Democratic presidential primaries, the southern border wall). Big/complex issues (such as those listed here) will need to be narrowed down; for example, a speech on Election 2020 could focus on explaining who the major presidential candidates are and what they represent, what the major issues at stake in the election are, how the electoral college works, what's happening in the local elections that matter for SUNY Cortland, why voting matters, etc.

The speech should:
- focus on something that has been in the news in the previous 3 weeks
- help your classmates to better understand the issue AND why the issue is important to, impacts, or matters to, college students
- integrate information from at least 3 different news sources **AND** at least 2 reputable and appropriate non-news sources
- be 5-8 minutes long
- be accompanied by an outline (see below under *How speech presentation is going to work*)

Remember, for this speech *you are not taking any sides*; you are simply trying to teach about a subject – you should not be asking for change, encouraging your audience to share a certain opinion, or expecting your audience to do anything.

Persuasive Speech
Each student will give a persuasive speech advocating for a charity or cause – any charity or cause of their choice, providing reasons why the class – your fellow students – should support (actually give money to) your charity or cause of choice.

The speech should
- include the specific information for how people can contribute money, time, or other resources to the charity/cause
- incorporate at least 4 research sources of information to help support the arguments, in addition to the information provided through the organization website (so at least 5 sources, plus any personal and/or peer testimony)
  - o Testimony is strongly encouraged. As appropriate, this is an opportunity to speak your truth about issues and causes you believe in and/or that impact you
- be 5-8 minutes long
- be accompanied by an outline (see below under *How speech presentation is going to work*)

The stakes are real.
- At the end of each presentation day, the students who did not present will vote (anonymously) for the speaker who was the most convincing.
- After all presentations are completed, the winning presentations from each day will be put up for a class-wide vote.
- To ensure that voting does not become a popularity contest, each person will be expected to give speech-content-based reasons for their decisions. Final ballot completion will be structured as a speech analysis assignment worth 5% of the course grade.
- The charity/cause of the speech/speaker who gets the most votes is guaranteed a $15 personal donation by the professor and evidence will provided that the donation was made.

Digital Speech of Demonstration
We live in a digital age. The events of 2020 emphasized both the importance of sharing information via the Internet (as in the #BlackLivesMatter George Floyd protests) and the idea that online communication has different needs than in-person communication (as when education and work suddenly became remote during the pandemic). This class is designed to be multi-media, multi-modal in its communication – utilizing assorted synchronous and asynchronous engagements among the instructor and the students. It therefore makes sense that you get the chance to create a speech designed specifically to be presented in this digital format.

This will be a speech of demonstration, that is, you will demonstrate to the class how to do something, how something works, or how something happens. (Ex, How to bake cookies, to how to make an origami heart, how to arm knit, how hurricanes form, how to properly lift weights, how to read DegreeWorks, how to craft a resumé …) The topic can be *almost* anything of your choosing that is appropriate and interesting to a college audience and that you have a comfortable knowledge of (topics you may *not* use: how to tie your shoe laces, how to fix a bowl of cereal, how to make a sandwich, how to unwrap a Hershey Kiss, how to brush your teeth…)

The speech should:
* Be useful for your audience; think about how to relate your demonstration to things they care about? (For example, can a particular skill help them save or make money, organize their life more, help relieve stress? Or does particular knowledge have real-world implications in life?)
* Show awareness of your environment – what can your audience see and hear about where you are? Is the setting sending any unintended messages? Is background noise causing a distraction or making it hard for your audience to hear? What does the audience see of you – is your camera angled up your nose, down your shirt, or at your ear?
* Consider how to use visuals? Screen share? Link share? Document share? Handheld? Second screen?
* Be 5-8 minutes long

How speech presentation is going to work
For each speech, a schedule will be randomly created dividing the class into presentation sets; these schedules will be posted to Blackboard after drop/add has ended. On your assigned day, you will present your speech to the class through WebEx or GoReact on Blackboard (tbd). If you are using a phone for this, you are encouraged to create a stand for it to improve the way you appear to your audience. Links to instructions are on the course Blackboard. Each speech will have a minute or two for Q&A at the end.

**Before you present each speech (EXCEPT the speech of introduction), you will submit your speech outline to the instructor (can be uploaded to Blackboard or emailed; files must be .doc/.docx, .pdf, or GoogleDrive) These outlines should include:
* -An introduction that includes all 4 functions
* -The body should contain between 2 & 4 main points
* -Main points in the body should be structured in a deliberate organizational sequence that is logical, interesting, and appropriate
* -Each main point should include only one idea
* -A system of Roman numerals, letters, and Arabic numbers (or consistent uses of bullet types, pagination, and spacing) should be combined with indentation to identify main points and their subordinate levels that provide the details and support for the main points
* -The points should include all needed supporting materials that are coordinated and subordinated in a logical manner
    - sources of the supporting material
    - external transitions between main points
* -A conclusion that includes all 4 functions

Submission of the outlines helps to make sure that you are fully prepared on your day of presentation, which is likely to help you do better, and can enable the instructor to give you more specific feedback.
** If you want assistance developing your speeches prior to presentation, early submission of an outline is beneficial.

Speech Grading Rubric

COM210: Speech Feedback Form

See page 2 for descriptions of unsatisfactory, satisfactory, & excellent achievement of each category	Unsatisfactory 0-6 pts	Satisfactory 7-14 pts	Excellent 15-20 pts	comments
SLO 1 Chooses/narrows a topic appropriately for the audience & occasion and communicates the specific purpose/thesis accordingly				
SLO 2 Provides supporting material (incl presentation aids as needed) appropriate for the audience and goals, with proper oral citation				
SLO 3 Uses an organizational pattern, including transitions, appropriate to the topic, audience, occasion & purpose				
SLO 4 Uses language appropriately & effectively, including pronunciation, grammar & articulation				
SLO 5 Uses vocal variety in rate, pitch & intensity to heighten/maintain interest, and uses physical behaviors that support the verbal message				

General Comments:

Summative Score of Five SLOs _____ /100

SLO1
★ **Excellent:** Speaker presents a topic &/or focus exceptionally appropriate for the purpose, time constraints, and audience, and communicates the specific purpose/thesis in a way that all audience members are likely to clearly and easily understand the speech's purpose
✓ **Satisfactory:** The speaker presents a topic &/or focus appropriate for the purpose, time constraints, and audience, and communicates the specific purpose/thesis in a way that at least most audience members are likely to understand the speech's purpose
▪ **Unsatisfactory:** The speaker presents a topic &/or focus not appropriate for the purpose, time constraints, or audience, and the majority of the audience may have difficulty understanding precisely the speech's purpose
SLO2
★ **Excellent:** The supporting material is unarguably linked to the thesis of the speech, and is of such quality that it decidedly enhances the credibility of the speaker and the clarity of the topic
✓ **Satisfactory:** Supporting material is logically linked to the thesis of the speech, and is of such quality that it adds a measurable level of interest to the speech
▪ **Unsatisfactory:** Supporting material is only vaguely related to the thesis of the speech, and the variety is either too great or too little to do anything to make the speech particularly effective
SLO 3
★ **Excellent:** The speaker uses an exceptional introduction that engages the audience and conclusion that clearly reflects speech content, & speech body that provides an exceptionally clear and logical progression within and between ideas
✓ **Satisfactory:** The speaker uses an appropriate introduction that engages most of the audience and conclusion that adequately reflects speech content, & speech body that provides a reasonably clear progression within and between ideas
▪ **Unsatisfactory:** The speaker fails to use an introduction that engages the audience or conclusion that reinforces speech content, and fails to provide a logically organized speech body
SLO 4
★ **Excellent:** The speaker chooses language appropriate and sensitive to the audience, language that enhances audience comprehension and enthusiasm for the speech, and language that adds a measure of creativity. Speaker also exhibits appropriate grammar and articulation, and correct pronunciation.
✓ **Satisfactory:** The speaker chooses language appropriate to the audience, and language that is reasonably clear and vivid. Speaker also exhibits appropriate grammar and articulation, with few pronunciation errors.
▪ **Unsatisfactory:** The speaker uses unclear or inappropriate language that is marked by jargon and/or insensitive terminology. Nonfluencies, disfluencies, and/or frequent errors in pronunciation interfere with the message
SLO 5
★ **Excellent:** The speaker makes exceptional use of vocal variety in a conversational mode that is well-paced and easily heard, and speaker demonstrates exceptional posture, gestures, bodily movement, facial expressions, and eye contact that support the verbal message.
✓ **Satisfactory:** The speaker makes acceptable use of vocal variety in a conversational mode, showing only limited weakness in pace, volume, or pitch that does not detract from the overall quality, and speaker demonstrates acceptable posture, gestures, facial expressions, and eye contact that generally support and/or do not detract from the verbal message.
▪ **Unsatisfactory:** The speaker fails to use vocal variety and fails to speak in a conversational mode, perhaps from excessive reliance on a manuscript, and the speaker fails to use acceptable postures, gestures, facial expressions, or eye contact with nonverbal behaviors that are incongruent with or that detract from the verbal message.

Week	TUESDAYS	THURSDAYS
1	**9/1** [classes start] Course intro & orientation •ch. 1-2 Communication Apprehension	**9/3** Audience analysis & adaptation •ch. 4, 5
2	**9/8** Organization •ch. 8-9 Introductions/conclusions •ch. 10	**9/10** Special occasion speaking •ch. 19
3	**9/15** Delivery • ch. 12-13 Visual Aids • ch. 14	**9/17** *Speeches of Introduction*
4	**9/22** *Speeches of Introduction*	**9/24** no live WebEx session *Exam #1 – ch. 1, 2, 4, 5, 8, 9, 10, 12, 13, 19*
5	**9/29** Research & informative speaking•ch. 6-7, 15	**10/1** Language & word choice •ch. 11, online article
6	**10/6** *Informative speeches*	**10/8** *Informative speeches*
7	**10/13** *Informative speeches*	**10/15** [1st quarter ends] *Informative speeches*
8	**10/20** Persuasive strategies, structures •ch. 16-17	**10/22** Persuasive practice
9	**10/27** Persuasive practice, continued	**10/29** Listening & Speech Analysis activity •ch. 3
10	**11/3** *Persuasive speeches*	**11/5** *Persuasive speeches*
11	**11/10** *Persuasive speeches*	**11/12** *Persuasive speeches*
12	**11/17** Digital Speech Assignment discussion. •ch15 *Critical analysis & vote for best speech due*	**11/19** no live WebEx session today Speaking Online •ch. 23 Visual Aids •ch. 14
13	**11/24** Holiday break- no classes	**11/26** Holiday break- no classes
14	**12/1** *Digital speeches*	**12/3** [last day for in-class exams] *Digital speeches*
15	**12/8** *Digital speeches*	**12/10** [classes end] *Digital speeches*
Fin	Monday, 12/14, 11-1:00 (SECTION 005) *Exam #2 –ch. 3, 6, 7, 11+, 14, 15, 16, 17, 23* Tuesday, 12/15, 8:30-10:30 (SECTION 001) *Exam #2 –ch. 3, 6, 7, 11+, 14, 15, 16, 17, 23*	Wednesday, 12/16, 11-1:00 (SECTION 006) *Exam #2 – ch. 3, 6, 7, 11+, 14, 15, 16, 17, 23* Thursday, 12/15, 8:30-10:30 (SECTION 002) *Exam #2 – ch. 3, 6, 7, 11+, 14, 15, 16, 17, 23*

Additional Resources

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)

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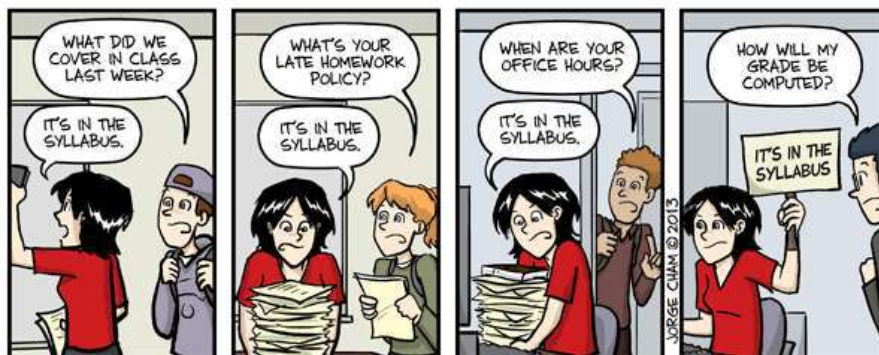
Mental, Emotional, & Physical Wellbeing: Diminished mental health, including significant stress, mood changes, excessive worry, alcohol and/or substance abuse, or problems with eating and/or sleeping can interfere with optimal academic performance.

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).