

COM210 Fundamentals of Public Speaking, Spring 2019

Instructor Contact: Name: Dr. Knopf ["nope"] (she/her/hers) Office: Cornish D109
Office Hours: M,F 10-12:30 Phone: 607-753-2530
Email: christina.knopf@cornell.edu

Class Meetings: Section 001: M/W/F 8-8:50 Section 002: M/W/F 9:10-10

Course Description:

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

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, critically engaging information sources and evidence to support ideas, behaving and communicating ethically; evaluating oral presentations according to established criteria.
 - Build confidence with non-mediated communication/learn to manage communication apprehension
 - Know how to and develop audience-centered messages with regards to content, organization, and presentation
 - Differentiate between written and oral style, including language use, organization, and source citations, and use oral style effectively
 - Improve speech delivery skills
- 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:

- Sheldon Metcalfe, *Building a Speech, 8th edition*. Boston, MA: Wadsworth/Cengage, 2013. ISBN 978-1-111-34837-3.
- Notebook, folder, and pen/pencil – or a mobile device with storage, writing, and editing capabilities
- 4x6 index cards - optional

Assignments/Grade Distribution:

Quarter Exam: 10pts	Speech of Intro: 5pts	Journaling: 40pts (each entry =2%)
Midterm Exam: 10pts	Testing speech: 25pts	Final Narrative: 10pts

Grading Breakdown:

98-105pts = A+	92-97pts = A	90-91pts = A-	88-89pts = B+	82-87pts = B	80-81pts = B-
78-79pts = C+	72-77pts = C	70-71pts = C-	68-69pts = D+	62-67pts = D	60-61pts = D- 0-59pts = 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 500-1500 word explanation (typed, double-spaced, serif-font) of why

you believe your work warrants reconsideration and a higher grade; it should be specific with arguments well supported, using all you have learned in class relevant to making your case. 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 never given on an individual basis, especially not at the end of the semester, but you can email the professor a picture of a zombie to earn a bonus point on your Final Narrative.

Attendance:

Roll will be called at the start of each class meeting; please inform the instructor of your preferred name and pronouns if needed.

The focus of this course is on live, non-mediated, communication. Attendance is, therefore, expected, necessary, and required. Everyone, including the instructor, is expected to show up and be prepared for class *on time*. The bulk of your grade in this course depends on you being in class, prepared, and active. Your involvement, and attitude, can also impact the grades of your classmates.

Absences on exam days for religious observances or college-sanctioned events must be discussed *in advance* for accommodations to be made.

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 the name of your favorite movie at any point before the midterm to receive 2 bonus points on the midterm exam.

Academic Integrity:

It is expected that students will maintain the highest academic and ethical standards. The College is an academic community, which values academic integrity and takes seriously its responsibility for upholding academic honesty. All members of the academic community have an obligation to uphold high intellectual and ethical standards. The Academic Integrity Policy can be found in Chapter 340 of the College Handbook.

Accommodation of Disabilities:

If you are a student with accessibility needs and wish to request accommodations, please contact Student Disability Services, located in Van Hoesen Hall, Room B-1, or call 607-753-2066 for an appointment. Information regarding your disability will be treated in a confidential manner. Because many accommodations require early planning, requests for accommodations should be made as early as possible.

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).

Etiquette:

- Communication involves speaking *and* listening (sending & receiving messages). Good communication requires participants to consider various ideas and be willing to be persuaded by others. In this class, we will all practice good communication skills by speaking and listening with respect to those around us. We will be open to opposing viewpoints, even if we are not always persuaded by them. We will make an effort to contribute to discussions and to ensure that others have opportunities to contribute to discussions. We will not use ad-hominem attacks (name calling) when we engage in arguments, nor will we use straw-man fallacies (off topic arguments) just to advance our own viewpoints.
- 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 include formal salutations such as "Dear" or "Hello" and will be written in a way that are appropriate for acquiring and maintaining employment.
- Thank you for reading through the etiquette expectations for class. If you did this by the end of the first month of classes, email the professor a link to a funny animal video to receive 2 bonus points added to your quarter exam grade.

Coursework Explained:

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.

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, and the use of frequent quizzes or tests is likely to promote regular, moderate, work, whereas a few larger assignments tend to produce short bursts of cramming, often at the last minute. Your speech compositions will be easier if you take the time to learn the basics in advance.

Speeches:

You will deliver one special occasion speech (a speech of introduction) to the entire class, and approximately 7 informative speeches and 14 persuasive speeches to small assigned groups of 4-5 peers. After the midterm, everyone will be preparing and presenting a speech in every single class.

The first speech is a speech of introduction – fully explained in your textbook. You will do a self-introduction. The goals of the speech are to A) begin putting everything you've learned into practice, B) get to know your fellow classmates before you begin working closely with each other, C) break the ice regarding any communication apprehension you have, and D) give the professor a sense of where you're starting out from so she will know how to best help you. The speech is worth 5 points, awarded for timely, thorough, completion of the activity – in other words, no matter how well you do, as long as you do your best and put effort into the assignment, you will get an A.

The second half of the semester is dedicated to speaking. The type of speaking you will learn is *extemporaneous* speaking. The goal of the presentation section of the class is skills mastery. Once the lecture part of class is concluded, you will prepare and present a speech every day in class in small group settings. These speeches are not graded, though you will get positive and negative critical feedback from your peers, and your professor, to help you improve.

The way these speeches will work: Come to class on time. Get a topic question related to one set of articles you collected, studied, marked-up and brought with you. Have 20 minutes to outline your presentation. Get into your assigned groups. Each group member gives their speech, shooting for 5-6 minutes long, while others time and take feedback notes. After all have presented, give each other feedback to help each other improve. You use the experience to write a journal entry on Blackboard tracking what went well and what you need to improve.

After at least two weeks of speeches, whenever you, and your group, believe you are ready, you may let the professor know you are ready to try to "test out." You need to sign up for this at least one class session in advance. To "test out," you must exhibit flawless organizational structure -- meaning that all of the elements of your organizational structure must be present, well-developed, and in the right order; reasonably good topic analysis and incorporation into your speech of at least 3 unique sources/cited pieces of evidence as supporting material; and generally good physical and vocal delivery. To test out you must earn an 85 or higher on your speech (in other words, a solid B). If you do not reach that goal, you will continue to practice with your group and then retest at a later date. You may not test more often than once per week. (Once you pass testing, you may choose to retest later in the semester to attempt to raise your grade). This is the **ONLY** graded speech for the semester. The evaluation form used for testing out is included below for your reference. The goal of this class is for everyone to pass testing and demonstrate competent communication skills. Students who do not pass testing by the last class meeting will give a speech during the final exam time where they will present for a speech grade in the class, based on their skill level.

Once you have tested out you become a coach. You must maintain your skills by presenting in your group once a week, and the other class sessions you will be coaching classmates to help them pass testing. The professor's task during the presentation portion of the semester is also to act as a coach.

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.

Homework:

Speech Preparation-

You will have the responsibility to create and maintain a speech preparation file that must be updated every week once speeches begin. You will bring that file to every class speech session. You might find folders and portable file box or binder to be useful.

Your professor will announce topic areas every Friday afternoon on Blackboard, after the midterm is complete. The topic areas will reflect current events in the news. You need to research and read a minimum of three articles on every topic area every week. You can locate the necessary articles online and print them out -- I recommend using "draft" mode or "toner saver" mode for printing purposes -- or you can subscribe to relevant news periodicals (like real newspapers or news magazines and rip out the articles). [Digital copies, as long as you can mark them up, save them, and retrieve them easily, will also be acceptable.]

Make sure the articles you choose come from respected publications, and not from personal blogs. Examples of appropriate publications include major newspapers such as *The Wall Street Journal*, *The New York Times*, *The Los Angeles Times*, *The Washington Post*, or *The Chicago Tribune*; periodicals such as *The Economist*, *Time*, *Newsweek*, or *U.S. News and World Report*; and online counterparts to broadcast outlets such as PBS, NPR, CNN, CBS, ABC, and Fox. Reputable independent news sources are also encouraged. Find a list of good ones at: <https://www.projectcensored.org/independent-news-links/>.

You will need a minimum of three relevant articles at hand for each topic area. You will file copies of pertinent articles, by topic area, for your use during speech preparation time. You may choose to share files with classmates during speech preparation -- but you are ultimately responsible for the quality and content of your own files and speeches.

If you do not pay much attention to current events, it is recommended that you begin reading headline news early in the semester so you can get into the flow. Listen to newscasts to learn how to say the names of unfamiliar places or people.

Journaling-

Journaling is an indispensable part of this course, and it is integrated into Blackboard. At first, speech construction, aspects of delivery, and content issues appear as an overwhelming number of technical elements. By journaling, all of the major components of speech construction, delivery, and content are broken down into individual skills that you will build a couple at a time. 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. Journaling is used after every in-class speech (to help you get ready for the next one) and to compose a final narrative.

After an in-class speech session, you will take the notes from that session and log in to Blackboard. Find the journal form for that day and respond to all the prompts: Input the topic question (not just the general topic area) you chose to speak about, and how long you spoke. Then lay out the main points of your speech in the order you presented them, identify the sources you used, what you did well, what you could do to improve, and the two areas or elements you plan to focus on for your next speech. Once you've "tested out" you will respond to the coaching questions on the days when you act as a peer coach rather than having to give a speech.

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, for any reason, you must be absent for a class during the presentation portion of the semester, you are encouraged to contact the professor for a topic question to give a speech out of class as "practice" and to create a journal entry for that practice speech.

Each journal entry is worth 2 points. 1 point is earned for thorough completion and the other point is earned for evidence of careful, critical, reflection.

Final Narratives-

At the end of class, you will be required to complete a final narrative based on your development as a speaker. You can use your journal entries to help you describe where you started as a speaker, and the skills you have attained over the semester. You can also discuss any areas of public speaking that were particularly difficult for you, reveal how you improved, and talk about the overall impact of the course on you as a student. This will be submitted as a traditional paper: double-spaced, Times New Roman font, complete sentences, paragraph structure, proofread and edited for spelling and grammar. (If you need help with the formatting, let the professor know.) THIS PAPER WILL NOT BE ACCEPTED AFTER THE DUE DATE!

This narrative should demonstrate: A) learning and application of course content (so try to use appropriate terminology), B) critical reflection on your strengths and weaknesses, challenges, growth, and performance, C) attention to and use of journaling exercises. There is no length requirement but it needs to answer all of the following questions:

1. Many of the topics you addressed in class were based on complex domestic and international issues. How did you learn to narrow your selected topic so that you could address the necessary issues to cover the topic within the time allotted?
2. How did you learn and grow in your ability to read, prepare, and use source-cited evidence and analysis in your presentations?
3. Describe how you advanced in your ability to incorporate all of the organizational elements of your speech. Compare your first few speeches to your last few speeches.
4. What effects, if any, have you seen on your vocabulary or your style of speaking over the course of this class?
5. Which elements of your vocal variety (verbal delivery) did you find most difficult at first, and how did you improve them?
6. Which elements of the physical delivery (gestures, platform movement, affect display, or eye contact) did you find most difficult at first, and how did you improve them?
7. How would you generally describe your growth as a speaker this semester?
8. What would you describe as the most important part of this class for you; what is your biggest take away?

Each item is worth 1 point. Clarity and college-level writing (PROOFREAD!) is worth 2 points.

Extra Credit Opportunity:

Attend any live speech or presentation (outside of a class) on campus during the semester and write a 2-3 page analysis of it, applying what you have learned in class. This can be turned in any time before the last class meeting. It needs to answer the following questions and be written in narrative form with full sentences and paragraphs:

- What was the topic of the speech? How could you tell?
- What was the occasion for the speech, and who was the audience?
- Did the speaker relate the speech to the audience? How (be specific)?
- What were the main points of the speech?
- How did the speaker support those ideas - what evidence was used? Could you tell if the information was reliable, beyond the intrinsic credibility of the speaker?
- What were the speaker's strengths in delivery? What were the weaknesses?
- Was the language appropriate to the setting, occasion, and audience? How so?
- How did the setting (the location, audience size) on the speech presentation?

There are no other extra credit options given. Congratulations, you've found the extra credit opportunity in the syllabus! If you found before the midterm, email the professor a picture of a space alien to receive 2 bonus points on your journal grades. If you found it after the midterm but before final exam week, email her a picture of a UFO to receive 1 bonus point.

Monday	Wednesday	Friday
1/28: course intro, syllabus review	1/30: public speaking basics Read ch. 1 & 3 for today	2/1: comm apprehension Read ch. 2 for today
2/4: listening Read ch. 5 for today	2/6: delivery Read ch. 14 for today	2/8: presentation aids Read ch. 12 for today
2/11: types of speeches Read ch. 15 & 16 for today	2/13: special occasion example Read ch. 18 for today	2/15: QUARTER EXAM
2/18: audience Read ch. 4 & 6 for today	2/20: persuasion Read ch. 17 for today	2/22: persuasion practice
2/25: research Read ch. 8-9 for today	2/27: research practice & activities	3/1: introductions, conclusions, & outlining Read ch. 10 & 11 for today
3/4: language use Read ch. 13 for today	3/6: language examples	3/8: SPEECHES OF INTRODUCTION
3/11: MIDTERM EXAM	3/13: preparation for speaking	3/15: coaching practice
3/18: SPRING BREAK	3/20: SPRING BREAK	3/22: SPRING BREAK -topics for next week posted-
3/25: presentations	3/27: presentations	3/29: presentations -topics for next week posted-
4/1: presentations	4/3: presentations	4/5: presentations -topics for next week posted-
4/8: presentations TESTING BEGINS	4/10: presentations NO TESTING TODAY	4/12: presentations NO TESTING TODAY -topics for next week posted-
4/15: presentations	4/17: presentations	4/19: presentations -topics for next week posted-
4/22: presentations	4/24: presentations	4/26: presentations -topics for next week posted-
4/29: presentations	5/1: presentations	5/3: presentations -topics for next week posted-
5/6: presentations	5/8: presentations	5/10: presentations -topics for next week posted-
8am section: 5/13, 8:30-10:30 Last chance for testing. Final narrative due.	9:10 section: 5/15, 8:30-10:30 Last chance for testing. Final narrative due.	

Spring break lasts *only one week*. You are responsible for *all* the classes in the week prior to and following the scheduled break.

Finals week is a mandatory part of the course. Final exam times are determined by the college according to a standard matrix, and are posted on the Cortland.edu website year-round (under Academic Calendars). Plan ahead and plan accordingly; travel arrangements need to accommodate, not conflict with, your finals week responsibilities.