

COM210 Fundamentals of Public Speaking, Fall 2019

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Class Meetings: Section 008: T/Th 8:30-9:45 Section 009: T/Th 10:05-11:20

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 a mobile device with storage, writing, and editing capabilities
- Note cards (optional, strongly recommended)

Assignments/Grade Distribution:

Exam 1: 10pts Speech of Intro: 5pts Journaling: 51pts (3pts each) Issue briefs: 10pts (1 each)
Exam 2: 10pts Testing speech: 25pts Final Narrative: 10pts

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 never given on an individual basis or as a replacement for regular coursework. But, you can email the professor a picture of your favorite animal before the midterm to receive 2 bonus points.

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 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.

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 emergencies and/or to provide extra credit opportunities. 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 picture of your favorite food before the midterm to receive 2 bonus points.

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.

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.

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.

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. **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.

Speeches:

You will deliver one special occasion speech (a speech of introduction) to the entire class, and approximately 3 informative speeches and 14 persuasive speeches to small assigned groups of 4-5 peers. After the midterm, everyone will be preparing and presenting an extemporaneous speech of 6-8 minutes, incorporating research, 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, made notes on, and brought with you (see "Homework" below). Use 30 minutes to outline your presentation. Get into your assigned groups. Each group member gives their speech, shooting for 7-8 minutes long, while others time and take feedback notes. After each presentation 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 in advance 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 achieve the underline elements on the grading rubric (below), with a full-length speech that uses at least 3 unique sources/cited pieces of evidence as supporting material; this earns 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). 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 session you will coach classmates to help them pass testing. The professor's task during the presentation portion of the semester is also to act as a coach.

Journaling:

Journaling is an indispensable part of this course, and it is integrated into Blackboard. 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. Journaling also pushes you to practice good speech preparation skills in a low-stakes setting.

After each 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, identify your thesis/central idea, and lay out the 2-4 main points of your speech in the order you presented them, identify the sources you used (giving author, title, and location) plus an example of info taken from that source, 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 YOU ARE NOT IN CLASS TO GET A PROMPT & DELIVER A SPEECH, YOU WILL NOT RECEIVE CREDIT. 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.

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-

Your professor will announce FIVE topic areas every Friday on Blackboard, after the midterm is complete. The topic areas will reflect current events in the news. You will choose 3 of the 5 topics to research:

- 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/>.
- Take notes on the articles, mark them up, underline and/or highlight key information, etc. Bring the marked up articles with you for reference.
- Prepare 1 issue brief for each topic answering the following questions (full sentences are not required). Bring the briefs with you to use and submit a copy of each to the professor by email or hard copy every Tuesday. ^{SLOi & SLOii}

- What is the issue/topic?
- What are two different perspectives on the topic?
- What country/countries and/or states and/or cities are particularly impacted by the issue?
- Who are the key people involved?
- Why is the issue important/newsworthy?
- What is your opinion about the issue? Why?

Every Tuesday and Thursday in class you will be randomly assigned a choice of three prompts related to the week's topic areas. You will choose a different prompt and topic area each day for preparing and delivering a speech.

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. How did you learn and grow in your ability to read, prepare, and use source-cited evidence and analysis in your presentations?
2. Describe how you advanced in your ability to incorporate all of the organizational elements of your speech (ex. introduction, organizational pattern, transitions, conclusion). Compare your first few speeches to your last few speeches.
3. What effects, if any, have you seen on your vocabulary or your style of speaking when giving a presentation?
4. What techniques or strategies did you use to make extemporaneous speaking more effective for you?
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 (nonverbal delivery) 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.

	TUESDAY	THURSDAY
Wk1	8/27: course introduction	8/29: <u>Read ch. 15 & 16, skim 17 for today delivery & visuals</u>
Wk2	9/3: <u>Skim ch. 18, 19, & 22 for today genres & audience</u>	9/5: <u>Read ch. 5, 6, 7, & 8 for today audience & research</u>
Wk3	9/10: Exam #1	9/12: <u>Read ch. 9, 11, 12 & 13 for today organization & language</u>
Wk4	9/17: (Read ch. 2 & review. 22 to prepare) <i>speech of introduction</i>	9/19: <u>Read ch. 4 for today</u> Blackboard assignment instead of class meeting
Wk5	9/24: <u>Read ch. 20 & review ch. 19 for today persuasion</u>	9/26: Exam #2
Wk6	10/1: <u>Read ch. 10 & 27 for today speech practicum</u>	10/3: <u>Have topic briefs ready (2, instead of 3) speech practicum</u>
Wk7	10/8: <u>Have topic briefs ready speeches</u>	10/10: <i>speeches</i>
Wk8	10/15: <u>Have topic briefs ready speeches</u>	10/17: <i>speeches</i>
Wk9	10/22: "Fall Break"	10/24: <u>Have topic briefs ready (2, instead of 3) speeches</u>
Wk10	10/29: <u>Have topic briefs ready speeches – option to test</u>	10/31: <i>speeches – option to test</i>
Wk11	11/5: <u>Have topic briefs ready speeches – option to test</u>	11/7: <i>speeches – option to test</i>
Wk12	11/12: <u>Have topic briefs ready speeches – option to test</u>	11/14: no class meeting <i>speeches on your own, see Blackboard</i>
Wk13	11/19: <u>Have topic briefs ready speeches – option to test</u>	11/21: <i>speeches – option to test</i>
Wk14	11/26: <u>Have topic briefs ready speeches – option to test</u>	11/28: "Thanksgiving Break"
Wk15	12/3: <u>Have topic briefs ready speeches – option to test</u>	12/5: <i>speeches – option to test</i>
FinalsWk	8:30am class (008): Tuesday (12/10), 8:30-10:30 = last chance to test & to submit final narrative. Have 2 topic briefs ready if testing.	10:05am class (009): Thursday (12/12), 8:30-10:30 = last chance to test & to submit final narrative. Have 2 topic briefs ready if testing.

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.