**COM210 Fundamentals of Public Speaking**

[class meeting times & location(s)]

[instructor contact & office hours]

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

3 credits.

Fulfills LASR & PRES/GE10

**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.

**Text & Readings**

* *The Public Speaking Playbook, 3e.* Gamble & Gamble. Sage.
* “The normalizing of hate speech & how communication educators should respond,” *Comm Ed 67,2* (2018): 259-265. <https://www.tandfonline.com/doi/full/10.1080/03634523.2018.1430370> (available through the college library)

**Assignments & Grade Distribution:**

* Informative speech, **with submitted outline** (15%)
* Persuasive speech, **with submitted outline** (15%)
* Special occasion speech or speech of introduction (15%)
* Speech of instructor choice [ex. group, visual aid, online – needs to be defined] (15%)

*Speeches and speech grading (see included rubric) are designed to help students achieve #1-5 in the SLOs listed above*.

✯*Speeches should all be graded with the attached rubric – instructors may choose to use only part of the rubric for early speeches if all material has not yet been covered and may adjust the scoring as needed.*

* Midterm exam (5%)
* Final exam (10%)

*Exams are designed to help students learn the core concepts that will better prepare them to achieve #1-5 in the SLOs listed above, and are a measure of comprehension, rather than performance, of the fundamentals of oral discourse.*

* 2 written speech analyses/critiques – peer & self critiques (5% each)

*Speech analyses are designed to help students recognize the best (and worst) practices in oral discourse, as outlined in SLOs #1-5 listed above, making them better consumers and producers of spoken messages. Peer critique is part of the GE requirements for GE10/PRES courses.*

* Homework/Participation/Quizzes/etc [needs to be defined by the instructor] (15%)
	+ can include any written or [smaller] spoken activities- such as additional special occasion speech, impromptu speaking, topic brainstorming, outline grading, etc., could include grading of outlines… as appropriate to individual pedagogy

*Such work is designed to help students develop and practice proficiency in oral discourse.*

[Detailed assignment descriptions in syllabi are encouraged, along with an explanation to the students about how the assignment relates to/helps them achieve the course SLOs]

**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>)

**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)

**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.

Speech Grading Rubric



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.