COMM 1110
PUBLIC SPEAKING

I. Course description: This course offers students an opportunity to study the principles and practice of public speaking with emphasis on the basic skills of oral communication.

II. Course Objectives:
   • Identify, evaluate, and use information, language, or technology appropriate to a specific purpose.
   • Prepare and deliver an effective oral presentation on an appropriate and meaningful topics.

III. Course Outcomes:
   • To expose the student to a variety of public speaking situations.
   • To help the student learn to control and put their nervousness about the speaking situation to good use.
   • To help the student become a more effective listener.
   • To develop critical thinking skills.
   • To familiarize ourselves with the credible sources of information and learn how to use them when discussing contemporary events and issues.

IV. Textbook: Stand up, Speak Out Online version

V. REQUIREMENTS FOR THE STUDENTS:

A. SPEECH ASSIGNMENTS

1. Speech of Introduction (25 pts):
   This is a 2-3 minute speech designed to acquaint you with your classmates. You will research the meaning of your name. For example, you could focus upon a personal dream, goal, or ideal you want to accomplish and how it may relate to the meaning of your name. Give the listeners sufficient information to help them remember who you are and what you are about. An extemporaneous delivery style is required using no more than one 3x5 note cards (one side only). A clear introduction, body, and conclusion should be evident. On the day of the speech you will turn in a one-page typed outline with a reference page attached.

2. Impromptu Speech (25 pts):
You will be given a topic and five minutes to prepare. The structure of the speech should have a clear introduction, body, and conclusion. The body of the speech should incorporate examples to support your main idea. These may be examples from the book or personal examples. The main points should support a major theme or thesis. The delivery should be articulate, with appropriate rate, volume, and pronunciation. Students will be 2 minutes to deliver this speech with no notes.

3. Demonstration/How-to-Speech (75 pts.)

A 5-7 minute speech in which the student will describe how to accomplish a particular task or attain a particular goal. Topics must be appropriate for a college level audience. Outside sources, if used, must be verbally cited. Proper outlining techniques will be utilized.

4. Informative Speech (100pts):

This is a 5-7 minute speech, which utilizes two visual aids and one must be in a multimedia format, such as PowerPoint, video, etc. A typed formal outline and presentation outline must be turned in to the instructor prior to presenting the speech. The goal of an informative speech is to inform, not persuade. The topic should not appear to be clearly one-sided or biased. Grading criteria (in addition to those from the first speech) include:

a) **Content:** Listener relevance should be addressed for each main point, at least **three "verbal footnotes"** should be cited during the presentation. Listeners should come away knowing more about the topic than they did before the speech.

b) **Structure:** Inclusive "we" language should be attempted in structural comments. Various elements ( i.e., connectives, transitions, etc.) should be used to foster creativity, clarity, and fluency in style.

c) **Delivery:** Business casual attire is expected. (See description below.) Vocal variety and enthusiasm are expected. Additional expectations include the use of appropriate facial expressions and gestures to enhance the verbal message as well as to integrate the visual aid with the oral message. You may use no more than **two** 4x6 notecard. Points will be deducted for going over or under the, time limit by 30 seconds.

1. Business casual for women consists of a reasonable length skirt or trousers with a top (such as a dress shirt, or sweater set). An informal dress with appropriate skirt length is also acceptable. Jeans would not be acceptable.

2. Business casual for men could be a combination of collared shirt, such as a dress shirt or polo shirt and khakis or blue, green, brown, or black trousers with a belt. Jeans are not acceptable business casual attire. A blazer, sweater, or tie can optionally be added.

3. Unacceptable attire would be wrinkled or ripped clothing, t-shirts, miniskirts, inappropriately tight or revealing attire such as bare midriffs, and flip-flops or shorts. Bare feet are also unacceptable.

4. Persuasive Speech (100pts.):
This 6-8 minute persuasive speech must attempt to motivate listeners to initiate or change behaviors. A typed formal outline must be turned in prior to the speech. Grading criteria for this speech beyond previous speeches include:

a) **Content:** Specific courses of action should be offered. Vivid, clear and exciting language should be used. Adoption of Monroe’s motivate sequence must be evident. At least four "verbal footnotes" must again be cited orally.

b) **Structure:** The case for change should integrate smoothly with the proposed solutions. No transitional problems should be evident. Persuasive language should be evident throughout. Integration of the various segments should be smooth.

c) **Delivery:** Business attire is expected for your persuasive speech. Effective delivery techniques studied throughout the semester should be incorporated. Emotional conviction should be clear. Points will be deducted for going over or under the time limit or for exceeding the two 3x5 notecard limit. No more than one page presentation outline can be used (one side only).

### B. Written Assignments

1. Speech Outlines
   a. Three outlines for Speech Presentations 2-5
      1. Outline for Informative Speech 10%
      2. Outline for Persuasive Speech 3%
      3. Outline for Assessment Speech 2%

2. Final Speech Analysis
   a. Students will review a live speech of a professional speaker. Additional information will be provided on what information to include in the analysis.

### C. Five Speech Presentations:

<table>
<thead>
<tr>
<th>Speech Type</th>
<th>Time Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Introduction Speech</td>
<td>(4 to 5 minutes)</td>
<td>5%</td>
</tr>
<tr>
<td>B. Impromptu Speech</td>
<td>(2 to 3 minutes)</td>
<td>5%</td>
</tr>
<tr>
<td>C. Demonstration Speech</td>
<td>(5 to 7 minutes)</td>
<td>10%</td>
</tr>
<tr>
<td>D. Informative Speech</td>
<td>(5 to 7 minutes)</td>
<td>10%</td>
</tr>
<tr>
<td>E. Persuasive Speech (problem/solution)</td>
<td>(6 to 8 minutes)</td>
<td>15%</td>
</tr>
<tr>
<td>F. Final Speech Analysis</td>
<td></td>
<td>10%</td>
</tr>
</tbody>
</table>
G. Tests (100 Pts. each)

1. Exam 1 15%
2. Exam 2 15%

REQUIREMENTS TOTAL 100%

D. SPEECH PRESENTATION POLICY:

1. Students may give their speeches only on the assigned days for that particular speech.
2. Students who do not present will receive a zero for that speech.
3. There will be no make-ups.
4. Speech outlines are due in advance of the speeches start. Everyone must turn them in in person on that day. Students must stick with the outline that is turned in. I will be happy to help anyone work on an outline before it is due. You may also get help in the OCC.
5. Students may not give a speech without an outline. This constitutes a zero.

PLAGIARISM POLICY

1. Students who plagiarize a speech or the majority of text from an outside source will automatically earn a zero for that speech.
2. Students who plagiarize a speech the second time will earn an F for the class.
3. The use of a previous term paper subject for a speech topic is a form of self-plagiarism. Please strive to choose new, unique, topics.

VI. ATTENDANCE POLICY: In order to attain the highest possible grade in this class, students should attend class regularly (every class), plan to arrive on time, and stay until class is dismissed. Students are allowed two excused absences, every absence thereafter will result in a 10 pt. deduction.

TARDY POLICY: In order for this class to operate smoothly and to ensure courtesy towards everyone, students are to be inside the classroom ready to work at the scheduled start time of class. Tardiness is a disruption. Five points will be deducted for tardiness, starting the second week. All students will be verbally advised of this policy the first week of class.

LEAVING CLASS EARLY: Do not come into class and announce that you have to leave before class starts. Do not ask to leave early (during class) before class starts. If you cannot stay for the entire class, do not attend that day.
**MISSED WORK DUE TO ABSENCE:** If you have to pick something up such as handouts or drop items off to me, please do that during my office hours. Do not ask classmates to drop off work or pick things up for you. This is risky and puts unnecessary burden on your classmates. It is your responsibility to arrange these things. If you fail to turn in something that is due on a certain day due to extreme emergency, you **MUST** arrange to get that work to me that day. Remember to tell me if you have dropped something off in our faculty main office.

**TECHNOLOGY IN THE CLASSROOM:** All technology brought into the classroom has the potential for disruption to others.

1. Laptops/smart phones may be activated if necessary and for word processing only. Students using the computer/phone for recreation will be asked to stop. If students continue to do this after my request, he or she will be asked to leave class for that day. These are a disruption to the students beside you, behind you, and to me. Occasionally, there will be appropriate times to use these items, i.e., during a group project for research.

2. Since our class meeting time is short, make all effort to delay incoming calls until class is finished. If you must leave the classroom to answer a phone call, do not return to class that day.

3. Refrain from texting during lectures and speeches and ask people to hold their texts while class is in session.

**VII. GRADING POLICY:**
Numerical ranges for letter grades; the following is a range commonly used by many faculty:

- 90 - 100 = A
- 80 - 89 = B
- 70 - 79 = C
- 60 - 69 = D
- Below 60 = F

**VIII. Disability Services**
If students have special needs due to a physical or psychological disability, they may request accommodation in the Office of Accessibility by calling 678-839-6428 or visit www.westga.edu/accessibility. Students will be asked to authenticate their disability with appropriate documentation. In order to receive accommodation in this course, they must provide an approved, signed Accommodation Request Form. All information related to a request for, and provision of disability services will remain confidential.

For additional information of University of West Georgia policies regarding student conduct, please visit https://www.westga.edu/administration/vpaa/assets/docs/faculty-resources/common_language_for_course_syllabi_v2.pdf

Mass Communications Program Learning Outcomes

ACEJMC Professional Values and Competencies = 6 x 6 MASS COMM SUCCESS: As a unit seeking accreditation from the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC), the Department of Mass Communications is committed to preparing students with the requisite knowledge and skills to be successful in the media and communications industries after graduation. The Department has adopted as its degree program learning outcomes ACEJMC’s 12 professional values and competencies that all graduates of an ACEJMC accredited program should be aware of and able to demonstrate as scholars and professionals in the discipline. These include the six (6) values and six (6) competencies listed below. For the detailed list of the ACEJMC professional values and competencies, see the UWG Undergraduate Catalog or ACEJMC - Standard 2. Curriculum and Instruction.

Values:

1. Freedom of Speech & Press
2. History
3. Diversity
4. Global Impact
5. Theory
6. Ethics

Competencies:

7. Think Critically & Creatively
8. Research & Evaluate
9. Write Effectively
10. Self-Evaluate
11. Apply Numbers & Statistics
12. Apply Technology
## IX. CLASS SCHEDULE:

### COURSE OUTLINE

<table>
<thead>
<tr>
<th>WEEK OF</th>
<th>TOPIC/ACTIVITY</th>
<th>READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 7, 9</td>
<td>Introduction to Course * Review of Syllabus Rapport Building Activities</td>
<td>Chapter 1 Public Speaking</td>
</tr>
<tr>
<td>January 14, 16</td>
<td>Introductory Speeches Overview of the Communication Process Homework: Demonstration Topic Due 1/16</td>
<td>Chapters 2, 3 and 5 Overview of the Speechmaking Process Ethics and Free Speech Analyzing your Audience</td>
</tr>
<tr>
<td>January 21</td>
<td>The Informative Speech Audience Analysis Developing the Central Idea and Purposes The Speech Outline</td>
<td>Chapters 6, 7, 10 and 16 Gathering Support Materials Developing Your Speech Speaking to Inform Outlining Your Speech</td>
</tr>
<tr>
<td>January 28</td>
<td>Researching the Speech Topic Gathering Support Materials Organizing The Speech Homework: TBA Demonstration Outline Due 1/30</td>
<td>Chapters 8 and 10 Supporting Your Speech Organizing Your Speech</td>
</tr>
</tbody>
</table>
| February 4 | Introductions and Conclusions  
Visual Aids  
Homework: Informative Topics Due 2/6 |
| February 11, 13 | DELIVERY OF DEMONSTRATION SPEECHES  
(Starting Alphabetically with A) |
| February 18 | DELIVERY OF DEMONSTRATION SPEECHES  
(continued)  
*Group Activities – Review for Midterm Exam  
Midterm Exam will cover Chapters 1, 2, 3, 5, 6, 7, 8, 9, 11, 13 and 15 |
| February 25 | MID-TERM EXAM 2/26  
Introduction to the Persuasive Speech  
Informative Outlines Due 2/27 |
| March 3 | Building Credibility  
Evaluating Reasoning and Support Materials  
Persuasive Techniques  
Homework: Persuasive Topic due 3/5 |
| March 10, 12 | INFORMATIVE SPEECHES  
(Beginning with Z last names) |
| March 16-20 | SPRING BREAK |
| March 24, 26 | INFORMATIVE SPEECHES  
Listening Effectively  
The Strategic Use of Language to Persuade  
Persuasive Outlines Due 3/26 |

**Chapters 9, 12, 14 and 15**  
Introducing and Concluding Your Speech  
Delivering Your Speech  
Using Presentation Aids  

**Chapter 17**  
Principles of Persuasive Speaking  
Using Persuasive Strategies  
Listening
| March 31  | Using Language Well  
Special Occasion Speaking and Small Groups | Chapters 13 and 18  
Language  
Special Occasion Speaking |
|------------|--------------------------------------------------|
| April 7, 9 | PERSUASIVE SPEECHES  
(Beginning with “A” last names.) | |
| April 14, 16 | PERSUASIVE SPEECHES | |
| April 21 | PERSUASIVE SPEECHES  
REVIEW FOR FINAL EXAM  
Final Exam to cover Chapters 4, 10, 12, 14, 16, 17, 18 and 19.  
FINAL SPEECH ANALYSIS DUE 4/24 | |
| April 28 | FINAL EXAM | |

*These assignments are optional and may be substituted for other assignments at the discretion of the instructor. Also, please note that this syllabus is subject to change at the discretion of the instructor. All significant changes to the syllabus will be distributed to students in writing.