Description
A study of the principles and practice of public speaking with an emphasis on the organization of material and the vocal and physical aspects of delivery in various public speaking situations.

Requisites
Prerequisites:
Corequisites:

Contact Information
Instructor: Dr. Amy Mendes
Email: amendes@westga.edu
Office: HUM 212

Meeting Times
Comm 1110-03 W 9:30-10:45, Miller 2328
Comm 1110-07, W 11-12:15, Miller 2328
Comm 1110-05, Th 11-12:15, Pafford 212
Comm 1110-06, Th 12:30-1:45 Pafford 212
Comm 1110-E06, ONLINE ONLY
My face to face student contact hours are:
   Wednesday, 12:30-3:30
   Thursday, 2:00-4:00

Additionally, I will hold digital office hours on Mondays by appointment. Email me to set up a Zoom conference.

Materials

This textbook is an open educational resource sponsored by an Affordable Learning Georgia grant (this means it is a free, online textbook). The textbook link can be found on our class CourseDen page, and the required readings for each Unit are embedded into that Unit. It may also be accessed or downloaded here Exploring Public Speaking.
Learning 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.

✔ Evaluation

Methods of Assessing Learning Outcomes

You will have the opportunity to demonstrate your learning in a variety of ways: performance of speeches, written assignments, traditional exams, and through your class participation. I use a weighted grading system, with the following pattern:

25% General (classwork and Discussion Posts)
50% Speeches (How-To, Info, Pers, Epi, Impromptu)
10% Critiques (Info, Pers)
15% Exams and Quizzes (Unit quizzes, Final Exam)

All written assignments (excluding Discussion posts) are to be turned in via upload to an Assignment dropbox in CourseDen. I will not accept assignments in person. The only file format I will accept is Microsoft Word, or documents with file extensions ending in .doc or .docx.

All written assignments (excluding Discussion posts) should contain the following information in the header, on the top left-hand corner of the page:

Line 1: Student’s name
Line 2: Course section number or meeting day/time
Line 3: Name of Assignment (ie, “Informative Speech Outline” or “Unit 5 Manuscript”)

Several of the assignments this semester will require you to shoot and post small videos to YouTube or CourseDen. While I cannot provide individualized technical support to each of my students, I give instructions in class for how this may be done. I will also encourage you to visit ITS if you have trouble. Technical difficulties will not be considered an acceptable excuse for failing to turn in an assignment, or for turning it in significantly late. (The exception to this is, of course, if CourseDen is down – this sometimes happens and I certainly understand that it is not your fault.)

Each assignment will be scored out of 10 points. That is, the grade you receive on any assignment will be 0-10. However, to understand how each of these assignments will count toward your overall grade, you will need to know their individual “weight.” This can be found by looking at the gradebook function in CourseDen. At the end of the semester, the sum of all earned points will indicate your grade:

90-100 = A
80-89 = B
Additional Course Requirements

Grades are based on performance, not effort. While everyone may put forth a great deal of effort, not all performances are equal. Some students are exceptional in their performance while others are satisfactory. Your grade will be based on your performance, i.e., your performance in the classroom, your performance on written assignments, and your performance of your speeches. However, please keep in mind that performance tends to improve over the course of a semester, and my expectations are informed by this. Therefore, my expectations of what is a satisfactory performance on the first speech are informed by the knowledge that it is your first speech, and likewise, by the end of the semester, I expect to see improvement and my expectations are higher. Detailed rubrics will be provided for ALL speeches, and I am happy to meet with you at any time to help you understand how to meet expectations for the grade you desire.

Successful performance of assignments/projects will be dependent on regular class attendance. Assignments must be handed in on due dates. Assignments must be typed (left-justified, double spaced, 12-pt font), and, when appropriate, referenced in APA style. Handwritten assignments will not be accepted (with the exception of in-class activities which may be graded).

Assignments

Schedule

Course Calendar

I teach 4 sections of Speech in a hybrid format. 2 meet on Wednesday, and 2 meet on Thursday. This syllabus is for both classes, and thus gives a general overview of which assignments are due which week. Your specific due dates are found in CourseDen.

Week 1, 8/11 to 8/17-18 Unit 1 Finding Your Voice (3 weeks)
Intro to course. Complete Course Overview Quiz by 8/17-18. Read Chapters 1 before next week’s class. Initial post for Unit 1 Discussion due by 8/17-18. Check CourseDen calendar for weekly assignments, including Dropboxes, Quizzes, and Discussion Posts.

Week 2, 8/17-18 to 8/24-25
Discuss How-To speech assignment. Go over chapter 1. Unit 1 Discussion responses to classmates due by 8/24-25. Check CourseDen calendar for weekly assignments, including Dropboxes, Quizzes, and Discussion Posts. Read Chapters 3 and 4 for next week.

Week 3, 8/24-25 to 8/31-9/1
Quiz over Unit 1 due 8/31-9/1. Unit 2 Discussion due 8/31-9/1. Read ch. 6, 8, and 9

Week 4, 8/31-9/1 to 9/7-8 Unit 2 Demonstration Speech: Functional Public Speaking(2 weeks)
Go over ch. 6, 8 and 9. Check CourseDen calendar for weekly assignments, including Dropboxes, Quizzes, and Discussion Posts. Unit 2 Discussion due 9/8. Demo speech Outline due 9/8 in Assignment dropbox. Unit 2 Quiz due 9/7-8.

Week 5, 9/7-8 to 9/14-15
Demonstration speeches in class 9/8-9/9. Unit 2 Quiz due 9/7-8. Read ch. 5, 7, 12 for next week.

Week 6, 9/14-15 to 9/21-22 Unit 3 Informative Speaking: Facts Matter (4 weeks)
Go over 5, 7, 12. Unit 3 Informative Annotated Bibliography due 9/14-15. Unit 3 Discussion due by 9/22

Week 7, 9/21-22 to 9/28-29
Outline workshop. Unit 3 Organization Discussion due by 9/21-22. Unit 3 Informative Outlines due 9/21-22

Week 8, 9/28-29 to 10/5-6
Informative Speeches given in class. *We may meet both days this week (MW, TR) to fit in all speeches. You only need to come on the day you are scheduled to speak.* Informative Peer Critique due 10/5-6. Unit 3 Quiz due 10/5-6. Read ch. 2, 13, 14 for next week.

Week 9, 10/5-6 to 10/12-13

Week 10, 10/12-13 to 10/29-20 Unit 4 Persuasive Speaking: Agents of Change (3 weeks)
Have in-class debate. Unit 4 Rough Draft Discussion due 10/19-20. Check CourseDen calendar for weekly assignments, including Dropboxes, Quizzes, and Discussion Posts.

Week 11, 10/19-20 to 10/26-27
Unit 4 Final Persuasive Outline due in dropbox by 10/26-27.

Week 12, 10/26-27 to 11/2-3
Persuasive speeches in class 10/27-28. *We may meet both days this week (MW, TR) to fit in all speeches. You only need to come on the day you are scheduled to speak.* Unit 4 Quiz due by 11/2-3. Unit 4 Peer Critique due in Dropbox by 11/2-3. Read ch. 15 for next class. Check CourseDen calendar for weekly assignments, including Dropboxes, Quizzes, and Discussion Posts.

Week 13, 11/2-3 to 11/9-10 Unit 5 Epideictic Speaking: Rising to the Occasion (2 weeks)
Go over ch. 15. Watch example speeches. Unit 5 Discussion (manuscript feedback) due by 11/7. Final manuscript due in Assignment Dropbox by 11/9-10. Check CourseDen calendar for weekly assignments, including Dropboxes, Quizzes, and Discussion Posts.

Week 14, 11/9-10 to 11/16-17
Manuscripts due in Dropbox 11/9-10. Epideictic speeches in class 11/10-11. Unit 5 Quiz due by 11/16-17. Check CourseDen calendar for weekly assignments, including Dropboxes, Quizzes, and Discussion Posts.

Week 15, 11/16-17 to 11/23-24 Unit 6 Impromptu Speaking: Your New Superpower (2 weeks)
Unit 5 quiz due 11/16-17. Discuss strategy for impromptu speaking, practice in class. Unit 6 Discussion post due by 11/28.

Week 16, 11/23-24 to 12/1-2 – UWG closed 11/22-26 for Thanksgiving Break. No Class Meeting this week.

Week 17, 12/1-2 to End of Semester
Graded Impromptu speeches in class. No makeups available. Be there, or arrange to give speech early. Check CourseDen calendar for weekly assignments, including Dropboxes, Quizzes, and Discussion Posts

*Course Policies and Resources

Attendance
Attendance is necessary for success in class. I will take attendance each day. Excessive absence will result in a lower grade though loss of participation points, lack of preparation for class activities and assessments, and, if severe, through direct deduction of points from your overall grade. Attendance on speech days is absolutely mandatory. Failure to attend on a day you are scheduled to speak will result in a grade of ‘0’ for that speech.

**Late Work/Make up**

All work is due on the date specified in the syllabus. Work turned in later than that may have points reduced.

Speeches will be scheduled in advance, and students must be present on the day they are scheduled to speak. Failure to attend and give the speech may result in a ‘0’ for the assignment. If you are unable to come to class on the day of your speech, you may make up the speech under the following conditions: your absence was due to an unavoidable circumstance outside of your control; your absence was due to the death or severe illness of a loved one; your absence was due to a contagious illness. You may be excused for illness 1 time; subsequent absences will require documentation for them to be excused.

**College/School Policies**

**Mission**

Fair, just, and productive societies require the free flow of news, information, and ideas from communicators of knowledge, skill, and integrity who reflect the diversity of the people they serve. Therefore, the School of Communication, Film, and Media strives to provide high quality academic and experiential learning opportunities to prepare students for successful integration into the global community as industry professionals, leaders, and thinkers in the fields of convergence journalism, digital media and telecommunication, film and video production, and public relations.

**Vision**

The School of Communication, Film, and Media is committed to empowering students to communicate clearly, act responsibly, think critically, and understand context(s) to enhance their personal, civic, academic, and professional lives, facilitating active participation in an evolving and increasingly diverse society.

**Strategic Priorities**

*Invested Teaching*

To inspire and equip students to discover their personal, intellectual, and professional potential through personalized teaching, academic coaching, and career mentoring.

*Experiential Learning*

To offer students early and on-going multiple and diverse hands-on learning to develop and enhance personal, intellectual, and professional growth.

*Connectedness*

To serve as the hub that connects and cultivates partnerships among key stakeholders to enhance personal, intellectual, and professional growth. Key stakeholders include administrators, faculty, staff, students, alumni, industry, community, and friends.

**Mass Communications Degree Program Learning Outcomes**

ACEJMC Professional Values and Competencies: The Bachelor of Science degree program in Mass Communications is accredited by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC), and the School is committed to preparing students with the requisite knowledge and skills to be successful in the media and communications industries after graduation. The School has adopted as its Mass Communications degree program learning outcomes ACEJMC’s 12 professional values and competencies, known as 6 X 6 MASS COMM SUCCESS, that all graduates of an ACEJMC accredited program should be aware of and able to demonstrate as scholars and professionals in the discipline. For the detailed list of the ACEJMC professional values and competencies, see the UWG Undergraduate Catalog (https://catalog.westga.edu/preview_program.php?catoid=11&poid=1991) or ACEJMC - Standard 2. Curriculum and Instruction (http://www.acejmc.org/policies-process/nine-standards/).
6 X 6 MASS COMM SUCCESS

| 6 X 6 MASS COMM SUCCESS | 1. Freedom of Speech & Press
|                        | 2. History
|                        | 3. Diversity
|                        | 4. Global Impact
|                        | 5. Theory
|                        | 6. Ethics
|                        | 7. Think Critically & Creatively
|                        | 8. Research & Evaluate
|                        | 9. Write Effectively
|                        | 10. Self-Evaluate
|                        | 11. Apply Numbers & Statistics
|                        | 12. Apply Technology

(click to view image)

Film & Video Production Degree Program Learning Outcomes

Overview: The Bachelor of Science degree program in Film & Video Production is designed to train graduates in the field who are agile, adaptable, and able to employ their skills in an array of roles from entrepreneurial content producers to on-set film work, both above and below the line. It will provide students with a comprehensive understanding of the machinery at work behind media production and distribution, along with a set of tangible, marketable, and transferable skills for an array of positions within the infrastructure of film and content production. The FVP degree program learning outcomes include:

1. Demonstrate critical thinking, aesthetic awareness and technical proficiency in the production and assessment of audio-visual film work.
2. Understand all phases and roles of film production in order to help formulate career goals.
3. Understand the various potentials of film as both a commodity for a targeted audience, and an act of authorship and creative expression.
4. Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of cinema in a global society.

Institutional Policies

Academic Support

Accessibility Services: Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please contact Accessibility Services (https://www.westga.edu/student-services/counseling/accessibility-services.php).

Center for Academic Success: The Center for Academic Success (http://www.westga.edu/cas/) provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or cas@westga.edu.

University Writing Center: The University Writing Center (https://www.westga.edu/writing/) assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or writing@westga.edu.

Online Courses
UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the UWG Online (https://uwgonline.westga.edu/) site.

Students enrolled in online courses can find answers to many of their questions in the Online/Off-Campus Student Guide (http://uwgonline.westga.edu/online-student-guide.php).

If a student is experiencing distress and needs help, please see the resources available at the UWG Cares (http://www.westga.edu/UWGCares/) site. Online counseling (https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please visit the Office of Community Standards (https://www.westga.edu/administration/vpsa/ocs/index.php) site.

UWG Email Policy

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance: http://www.usg.edu/hb280/additional_information# (http://www.usg.edu/hb280/additional_information)

You may also visit our website for help with USG Guidance: https://www.westga.edu/police/campus-carry.php (https://www.westga.edu/police/campus-carry.php)

Mental Health Support

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in
the Counseling Center. Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in Health Services. To report a concern anonymously, please go to UWGcares.

ELL Resources

If you are a student having difficulty with English language skills, and/or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the E.L.L. resource page for more information.

COVID-19

The health and safety of our students, faculty, and staff remain the University of West Georgia's top priority.

For the most recent information on coronavirus disease (COVID-19) visit:

- Georgia Department of Public Health (https://dph.georgia.gov/)

Additional Items

Emergency Instructional Plan

In the event of a weather emergency, or some sort of emergency which prevents Prof. Mendes from coming to our regularly scheduled class meetings, students will be notified via Remind text and CourseDen email. Assignments may be adjusted to allow for online instruction and submission of work. It is imperative that all students check their student email, CourseDen email, and sign up to receive Remind texts via the classroom code in order to stay informed of any changes to the schedule that may occur.

Ethical Conduct

Academic Dishonesty

ANY assistance provided or given in any way toward work in a class constitutes cheating, unless such behavior is authorized by your instructor. Additionally, any use of the ideas or words of others should be noted, or this will constitute plagiarism. Using another students’ work or collaborating on an assignment not designated as collaborative is unacceptable. Furthermore, presenting work that was completed for another class, while not plagiarism technically, is not the same as presenting original work, and is therefore unacceptable unless it has been authorized by your instructor.