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: Nicole Dukes

e-mail: ndukes@uwga.edu

Office: virtually by appointment

Meeting Times

This course is completely online, but I am always available to help. We can set up zoom meetings or phone calls. Please just reach out and I am here!

Materials

Stand Up, Speak Out: The Practice and Ethics of Public Speaking: This is a free online textbook and is available through the following link: http://open.lib.umn.edu/publicspeaking/front-matter/publisher-information/

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

Criteria

Breakdown

| Speeches | 300 |

---


**Assignments**

**Speeches**

**Introduction Speech/1 item speech:** 2 - 3 min speech - Pick 1 item that represents you and describe why it is important and how it represents you.

**Demonstration/How-to Speech:** 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.

**Persuasion:** 6 - 8 minutes speech, delivered with minimal notes. Students will choose a topic/issue in which they have a strong personal interest. In this speech the student will advocate a position and/or ask the audience to take an action. Parts of the speech will be submitted electronically throughout the class. These parts include a topic paragraph, annotated bibliography, outline, introduction, and audience analysis worksheet. Each part is worth 10 points and will be included in the overall speech grade. Points will be awarded on a Pass/No Pass basis. Students must turn in each part on the date scheduled to ensure consideration for points.

**Special Occasion Speech:** 2 - 3 min speech and you can make up the occasion. Have as much fun as you would like!

**Quizzes**

- Syllabus Quiz
- Listening Quiz
- Informative/persuasive Quiz
- Outline Quiz
### Assignments
- Persuasive Outline (see template)
- Outside Speech Critique
- Self evaluation (see template)

### Discussion boards
- Getting to know you
- Informative critique
- Listening board
- Grows/glows

### Schedule

<table>
<thead>
<tr>
<th>Dates</th>
<th>Schedule and Assignments</th>
</tr>
</thead>
</table>
| **Weeks 1 - 4**<br>08/11 - 8/30 | Introduction  
Syllabus Quiz |
| **Discussion board 1a** | Please introduce yourself by answering the questions below.  
1. Please tell us your preferred name;  
2. Major  
3. Hometown  
4. Tell us your biggest pet peeve  
5. then, use 4 adjectives that best describe yourself. You should also describe why each particular noun selected is representative of who you are. |
<p>| <strong>One Item Speech -</strong> | Introduction Speech: 2-3 min speech · Pick 1 item that represents you and describe why it is important and how it represents you. |</p>
<table>
<thead>
<tr>
<th>Week 5-8</th>
<th>Discussion board -</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/06 - 9/27</td>
<td>Choose 2 of the no listening behaviors below, act them out with family or friends and post the scene on the discussion board below. Also comment on a classmate's video.</td>
</tr>
</tbody>
</table>

**Forms of Non-Listening**

- Pseudo listening: pretending to listen. When we pseudo listen, we appear to be attentive, but really our minds are elsewhere.

- **Monopolizing** is continuously focusing communication on we instead of listening to the person who is talking. A well-known monopolizing tactic is interrupting to divert attention from the speaker to ourselves.

- **Selective** listening is focusing on only particular parts of messages. We listen selectively when we screen out parts of a message that don't interest us or make us uncomfortable.

- **Defensive** listening involves perceiving personal attacks, criticism, or hostile undertones in communication when no offense is intended.

- **Ambushing** is listening carefully for the purpose of attacking a speaker. Ambushers listen intently to gather ammunition that they can use to attack a speaker.

- **Literal** listening involves listening only for content and ignoring the relationship level of meaning. When we listen only literally, we are insensitive to other’s feelings and we don’t make the effort to understand how others feel about what they say or to endorse them as people.

  [https://www.youtube.com/watch?v=ueJM1_eNU-s](https://www.youtube.com/watch?v=ueJM1_eNU-s)

<p>|  | Listening Quiz: 50 pts- |
|  | Demonstration/How-to Speech - |
|  | 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. |</p>
<table>
<thead>
<tr>
<th>Weeks 9-13</th>
<th>Discussion board 3a -</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/04 - 11/01</td>
<td>Please take a look at the following speeches and based on what we know about organization and delivery lets critique!</td>
</tr>
<tr>
<td></td>
<td><a href="https://www.youtube.com/watch?v=58PYOaxZxoQ">https://www.youtube.com/watch?v=58PYOaxZxoQ</a></td>
</tr>
<tr>
<td></td>
<td><a href="https://www.youtube.com/watch?v=ZIY7oKsIDDo">https://www.youtube.com/watch?v=ZIY7oKsIDDo</a></td>
</tr>
<tr>
<td></td>
<td><a href="https://www.youtube.com/watch?v=q-Gv5aDWjLo&amp;feature=related">https://www.youtube.com/watch?v=q-Gv5aDWjLo&amp;feature=related</a></td>
</tr>
<tr>
<td></td>
<td><a href="https://www.ted.com/talks/terry_moore_how_to_tie_your_shoes">https://www.ted.com/talks/terry_moore_how_to_tie_your_shoes</a></td>
</tr>
</tbody>
</table>

| Persuasive - Quiz. 50 pts - |

| Persuasive Speech – |
| Persuasion: 6-8 minutes speech, delivered with minimal notes. Students will choose a topic/issue in which they have a strong personal interest. In this speech the student will advocate a position and/or ask the audience to take an action. Parts of the speech will be submitted electronically throughout the class. These parts include a topic paragraph, annotated bibliography, outline, introduction, and audience analysis worksheet. Each part is worth 10 points and will be included in the overall speech grade. Points will be awarded on a Pass/No Pass basis. Students must turn in each part on the date scheduled to ensure consideration for points. Students must decide on their topics by the end of the second week. 100 pts |

| Persuasive outline 50 pts - |

<table>
<thead>
<tr>
<th>Weeks 14-17</th>
<th>Discussion board 4a –</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/08 - 11/26</td>
<td>Post a speech you connect with and tell us why you love it.</td>
</tr>
</tbody>
</table>

| Persuasive Quiz. 50 pts |

| Special Occasion - |
| Special Occasion Speech: 2-3 min speech and you can make up the occasion. Have as much fun as you would like! - 100pts |

| Week 18 | Finals Week – outside critique |

| *Course Policies and Resources|
1. No more than 50% of students are allowed in the classroom at a time. This means if you have 26 total, only 13 may attend in-person at the same time.
2. Attendance and use of a seating chart to help with contact tracing, is necessary for all f2f classes.
3. All students and faculty are required to wear a mask inside a building, whether in a classroom, hallway, restroom, etc., per the USG.
4. All course content must be accessible online for every student.

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
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.
Students enrolled in online courses can find answers to many of their questions in the Online/Off-Campus Student Guide.

If a student is experiencing distress and needs help, please see the resources available at the UWG Cares site. Online counseling 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 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)