

Summer 6-1-2005

# COMM 111.50: Introduction to Public Speaking

Phyllis B. Ngai

University of Montana - Missoula, [phyllis.ngai@umontana.edu](mailto:phyllis.ngai@umontana.edu)

Let us know how access to this document benefits you.

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

---

## Recommended Citation

Ngai, Phyllis B., "COMM 111.50: Introduction to Public Speaking" (2005). *Syllabi*. 10114.  
<https://scholarworks.umt.edu/syllabi/10114>

This Syllabus is brought to you for free and open access by the Course Syllabi at ScholarWorks at University of Montana. It has been accepted for inclusion in Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact [scholarworks@mso.umt.edu](mailto:scholarworks@mso.umt.edu).

# COMM 111-50

## Introduction to PUBLIC SPEAKING

### Summer 1st Session 2005

<b>Instructor: Dr. Phyllis Ngai</b> <b>E-mail: phyllis.ngai@umontana.edu</b> <b>Phone: 406.240.1885</b>	<b>Technical Assistance: IT Central Help Desk</b> <b>E-mail: helpdesk@umontana.edu</b> <b>Phone: 406.243.4357</b>
---	---

## Course Description

COMM 111 introduces students to the conceptual knowledge and practical skills needed for effective public speaking. The course prepares students for other college courses that require research, critical thinking, and speaking skills, and it equips students to engage in the variety of public speaking situations they may encounter during the rest of their lives.

During the course, students will practice preparing and presenting four formal speeches: (1) a personal-experience speech, (2) an informative speech, (3) a persuasive speech, and (4) a commemorative speech. By offering multiple opportunities to analyze and produce public discourse, the course intends to reinforce the principles and qualities of effective public speaking.

Section 50 is a *hybrid* version of COMM 111. A combination of distance and campus-based learning affords students a flexible schedule. Via the Internet, students receive information and feedback from the instructor and their peers, take quizzes, and submit written speech outlines and manuscripts. This format allows students to work independently on preparing speeches while receiving on-line advice from the instructor. The presentation of speeches occurs on the campus of The University of Montana-Missoula. The five required campus meetings allow students to practice delivering speeches to an audience.

## Course Objectives

The course is designed to promote several student-learning objectives:

- You will understand the elements of the communication process.
- You will understand the components of the effective speech delivery.
- You will improve your listening skills and your ability to offer constructive feedback to others.
- You will practice conducting basic college-level research on contemporary public issues and incorporate that research in public discourse.
- You will be able to craft public speeches that are guided by a clear purpose, that articulate a cogent central idea or claim, that are organized thoughtfully, and that are adapted appropriately to the audience and the situation.

## Required Materials

- Lucas, Stephen E., *The Art of Public Speaking*, 8th ed. (2004). Boston: McGraw Hill
- One standard-size VHS tape for the recording of your speeches
- Regular access to a computer, Microsoft Word, the Internet, and an email account

## Required On-campus Meetings

- Course Orientation, Tuesday, May 24, 5:30 -7 p.m. in LA 206
- Personal Experience Speech, Tuesday, May 31, 6-9 p.m.
- Informative Speech, Tuesday, June 7, 6-9 p.m.
- Persuasive Speech, Tuesday, June 14, 6-10 p.m.
- Commemorative Speech, Tuesday, June 21, 6-9 p.m.

## Course Assignments

### Speeches and Outlines

- A 3-minute *personal experience speech* (100 points). A key-word outline is required.
- A 6 to 7-minute *informative speech* (150 points). A formal outline and presentational aid are required.
- A 7 to 8-minute *persuasive speech* (200 points). A key-word outline or a formal outline is required, depending on your mastery of the formal outline for your informative speech.
- A 4 to 5-minute *commemorative speech* (150 points). A word-processed manuscript is required.

### Evaluation Projects

- Classmate Feedback: You are required to provide written feedback to three of your classmates on each speech day. Forms and details will be provided. (10 points each, for a total of 120 points)
- Self-Evaluations: You will write a self-evaluation for each of your speeches. Detailed instructions are posted online. (20 points each, for a total of 80 points)

### Quizzes

- Five weekly quizzes (30 points each, for a total of 150 points).
- Weekly quizzes are “available” on-line every Thursday from Week 1 thru 5.
- Each quiz is available for a 48-hour window from 12 a.m. Thursday until 11: 55 p.m. Friday.
- The quizzes are timed. Once you log in to the quiz, you will have 40 minutes to complete it.
- Quizzes consist of true-false and multiple-choice questions.

To contribute to class discussions and deliver high-quality speeches, students must remain current on the assigned readings. The five quizzes cover the 18 chapters in *The Art of Public Speaking*. Although you will have access to your textbook while taking the quizzes, reading the material thoroughly prior to the quizzes is highly recommended.

Occasionally, a student's Internet provider or Blackboard will cause technological difficulties during a quiz. For example, you might be "kicked off" in the middle of a quiz or you might receive a message telling you that you cannot submit a quiz. This rarely happens. If it does, please contact the Central Help Desk (406. 243.4357) or the instructor (406.240.1885) as soon as possible. If we know soon enough, we usually can fix the problem from the inside. Please do not worry. Such a problem rarely occurs.

### Online Participation

- Five forums (10 points each, for a total of 50 points)
- Each forum includes one or two questions for class discussion. One response to each posted question and one response to a classmate's input are required.
- Discussions involve responding to one another's questions, sharing experiences, commenting on reading materials, solving problems collectively, and providing feedback. The goal is to learn from one another.

In the five-week session, five forums are posted in the **Discussion Board**. You can find this link on the course homepage. Click on **Communication** first, then **Discussion Board**. We "talk" in a forum via "threaded discussion." A threaded discussion is an asynchronous "chat." This means you can write (or "post") responses to my question(s) and to the responses of others at any time. These forums are not "live chat rooms." You may log on when it is convenient for you.

Evaluation of your online participation is based on both quantity and quality. For *quantity*, you are required to provide a minimum of one response to each posted question. In addition, you are required to respond to at least one of your classmates' input (posted comments) concerning each question. For example, if I post two questions in a forum, you first need to answer each of my two questions (amounting to two responses). Then, you need to reply to one classmate concerning each question (amounting to two responses). For that forum, you are required to "post" a minimum of four responses. If I post only one question for the week, the minimum requirement is a total of two responses (one to me, and one to a classmate). For *quality*, your responses need to (a) demonstrate your understanding of the reading materials, (b) indicate thoughtful reflections concerning course content or classmates' experiences and insights, and (c) stimulate further class discussion.

Optional "live" online chats may occur in the virtual classroom, the link to which is labeled **Collaboration** in the course homepage. Please let me know if you and a few other students would like to get together and "talk" with me or with one another. This feature can supplement the threaded discussions as needed. You are not required to participate in any live chats for this course.

## Requirements and Grading

Your course grade will be determined by your performance on four major speeches, assignments related to the speeches, quizzes, and online participation:

---

<b><u>Personal Experience Speech</u></b>		100 points
	Performance	75
	Outline	25
<b><u>Informative Speech</u></b>		150 points
	Performance	100
	Outline	25
	Bibliography	25
<b><u>Persuasive Speech</u></b>		200 points
	Performance	150
	Outline	25
	Bibliography	25
<b><u>Commemorative Speech</u></b>		150 points
	Performance	125
	Manuscript	25
<b><u>Peer Evaluation</u></b>		120 (12 evals x 10 pts)
<b><u>Self Evaluation</u></b>		80 (4 evals x 20 pts)
<b><u>Quizzes</u></b>		150 (5 quizzes x 30 pts)
<b><u>Online Participation</u></b>		50 (5 forums x 10 pts)
<b><u>TOTAL</u></b>		1000 points possible

---

Course Points/Final Grade	900 –1000	A
	800 – 899	B
	700 – 799	C
	600 – 699	D
	< 600	F

## Grading Policies

- You are responsible for submitting your written work **no later than 9:00 p.m.** of the due date. Late work receives 20% deduction from the points gained. One week after the due date, work will not be accepted.
- Missed speeches cannot be made up. It is imperative that you be able to attend the four scheduled speech days. If the dates do not work for you, you should take this course another semester.
- Missed quizzes cannot be made up and receive zero points. Be sure to check the calendar for quiz dates.
- Deadlines: When managing your time to complete assignments, please be prepared that you may experience unpredictable technical difficulties. For example, your computer may freeze up or your Internet provider might not work properly at times. Technical problems are not acceptable excuses for late submission of assignments. You need to plan extra time to complete and submit assignments online in case of technical difficulties. In addition, you need to have a *back-up plan* for taking quizzes and submitting homework online. Is there another computer you can use? Is there another place you can get online?
- Discussion of Grades: If you would like to discuss a grade you have earned, please either (1) call me at 406.240.1885 or (2) email me with your phone number and good times to reach you. I prefer to discuss student grades over the phone or in person.

## Submitting Assignments

- Please submit all written work as a Microsoft Word file ("filename.doc") via the Digital Drop Box on the course homepage.
- I will not accept submissions via my email address.
- To use the Digital Drop Box, click on **Tools** then **Digital Drop Box** on the course homepage. You must first click on "**Add File**" to keep your assignments accessible to you throughout the course and to maintain a record of your postings. This way we know you turned in your assignments on time.
- To actually **SUBMIT** your paper, you must then click on "**Send File**" and select the appropriate assignment to send.
- A common student error is to "Add the File", but not "Send" it. Please remember to do both in order to receive credit for your homework. I cannot access files that have only been added, but not sent. You must title your files exactly as I name them, so I can clearly tell what you are sending. Also, please include your FULL NAME in the text of all submitted assignments.

## Asking Question via E-mail

- When communicating with me via email, please be sure to sign your full name and mention the course title or number.
- If you have a question related to an assignment or the course, please entitle your e-mail message "Question about \_\_\_\_\_." I will respond to "question" e-mails first to ensure that you can move ahead with your work.
- Please allow 24-48 hours (on average) for a response from me. Sometimes I will be able to respond more quickly. Other times, for example, during heavy grading times or if I am attending a conference, it may take me longer to respond. If your question is urgent, you may call me at 406.240.1885.

## Calendar

- All speech dates, quiz dates, and due dates for all other homework are listed in the **Course Calendar**.
- You can access the Calendar by first clicking on **Tools** on the course homepage and then on **Calendar**. It is your responsibility to keep track of all the important dates. You may want to print out a hard copy of the calendar for easy reference.

## Announcements

Announcements are available on the welcome page of our course website. I regularly post announcements regarding assignments, changes in rooms, new forums on the discussion board, problems with the websites, technological issues, suggestions, questions, etc. I highly recommend that you read the announcements frequently. After seven days, Blackboard removes current announcements from the opening page. However, you can read all announcements throughout the semester by clicking on "**View Last 7 days,**" "**View Last 30 days,**" or "**View All.**"

## Success in an Online Course

The following document provides some hints for completing an online course successfully. Taking online courses can be an effective way to learn, but it might take time to become accustomed to distance learning.

## Checklist: How to Survive an Online Course

1. Register early.
2. Read as much of the course's textbook as possible before the class actually begins.
3. Log in to the course website several days before the class begins. That way, if you have any technical difficulties, you can work them out before the first week's assignments are due.
4. ATTEND the orientation meeting! Past experience reveals that students who miss the orientation spend a lot of time playing "catch up." This often leads to poor performance and/or dropping out of the course.
5. Set aside blocks of time daily and/or weekly to be "in class." Fix a schedule that includes blocks of time for reading assignments, completing homework, participating in class discussions, and taking quizzes and/or exams.
  - a. One of the biggest mistakes online students make is to "just go to class" when they have a few minutes here and there. With too many distractions around (e.g. other students or family members in the same room) is another problem. You need to "go to class" in an environment that is conducive to studying.
  - b. A good guideline for the amount of time you should spend per week is the number of credits you are taking. For a 3-credit class, you should spend 3 hours plus the amount of time you need for homework (at least another 3-6 hours).
6. Participate in class discussions!
  - a. Don't do it just because you are being graded. Research shows that students who participate in class discussions learn more than those who do not.
  - b. Post responses to my questions as well as reply to classmates' responses.
7. REGULARLY check the Announcements page and the Course Calendar. You can find the calendar by clicking on the Tools button on the homepage.
8. E-mail or call me when you need help!
9. Ask one or more students to be your study partner or form a study group.
10. Save your assignments in one easily accessible place on your computer, even after you have submitted them via the Internet. Always keep a copy.
11. Take responsibility for your own learning!
  - a. Just like a face-to-face (f2f) class, you are expected to spend time completing homework, reflecting on course materials, and participating in class activities.
  - b. Avoid making the mistake of treating this class as a correspondence course (where requires only reading and taking quizzes). In this online course, you must be "*involved*" as in f2f classes!
  - c. The computer and I cannot be responsible for your success. Only you can!
12. Allow extra time for technological difficulties. Instructors rarely accept computer problems as excuses for late or missing assignments.
13. Understand you will experience some dissonance about this experience. Sometimes it will be fun, other times frustrating, and sometimes both. You will feel increasingly comfortable as you become more proficient as an online student!