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COMX 111A.12: Introduction to Public Speaking

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Welcome to COMX 111A-16: Introduction to Public Speaking!

Meeting Time: Tuesday & Thursday 11 AM-12:20 PM

Meeting Location: Jeannette Rankin Hall 205

Instructor: Rosemary Jeter

Email: mary.jeter@umconnect.umt.edu (Checked 9 AM-6 PM)

Office Hours: Tuesday, 1-3 PM in LA 339, in-person or by Zoom, by appointment only

I am so glad you are here. Together, we will explore how to become confident, articulate, and adept public speakers. My hope is that you will leave this course feeling as though you have a strong command of the basics of public speaking—a skillset that will undoubtedly serve you well in the future, whether it be in classes, a career, or engaging in civil discourse.

Required Course Materials (Seriously, these are required.)

Book: Ruiz-Mesa, K. & Broeckelman-Post, M. (2021). Inclusive Public Speaking: Communicating in a Diverse World. Fountainhead Press. ISBN: 978-1-64485-499-0. This is an electronic textbook that you will need to use Top Hat to access. It can be purchased directly through Top Hat or at the campus bookstore.

Top Hat: This is where you will find the textbook, and the Course Packet. If you are new to Top Hat and don't have an account, watch this orientation video to learn more: <https://youtu.be/kKM34vIcCbQ>. If you have any trouble signing into Top Hat or gaining access to the course, email support@tophat.com. Recently we learned that not all parts of the Top Hat platform used in this course are accessible to individuals who use screen readers or speech to text technologies. It is our hope that this will be resolved by September. If you use this technology and can't access the course content or have difficulties using Top Hat, please contact [Accessible Technology Services](#). They will assist you with finding a solution.

Electronic Device: You will need access to a smartphone, laptop, or tablet to read the textbook and complete certain assignments. Please let me know as soon as possible if you are unable to access a suitable device either at home or on campus.

COVID Safety Information from UM

- **Mask use is required** within the classroom.
- Each student is provided with a cleaning kit (the Healthy Griz kit). The expectation is that students will **clean their personal workspace** when they arrive for class, and before they leave the classroom.
- Please use hand sanitizer at the beginning and end of your time in class.
- The classroom has one entrance/exit. Please wait for anyone to exit the classroom before entering.
- Students are discouraged from congregating outside the classroom before and after class.
- Specific seating arrangements will be used to ensure social distancing and support contact tracing efforts. Please sit in the same seat for the entirety of the semester.
- Drinking liquids and eating food is **discouraged** within the classroom (which requires mask removal).
- If the class is being recorded, students will be notified of the recording ahead of time.
- Stay home if you feel sick and/or if you are exhibiting COVID-19 symptoms.
- If you are sick or displaying symptoms, please contact the Curry Health Center at (406) 243-4330.
- If you are required to isolate or quarantine, you will receive support in the class to ensure continued academic progress. You can chat with me about whether you would like to attend class via Zoom or if you would prefer asynchronous instruction and materials.
- UM recommends students get the COVID-19 vaccine. Please direct your questions or concerns about vaccines to Curry Health Center.
- UM Coronavirus Website: <https://www.umt.edu/coronavirus>
- We strongly encourage you to remain vigilant outside the classroom in mitigating the spread of COVID-19.

Course Format

Attendance: This class will be held in-person for the time being, but we will evaluate throughout the semester whether it is safe to continue meeting in person considering COVID-19. Attendance will be taken every class for participation points and COVID-19 purposes. If you do not feel physically safe attending class, if you are not feeling well, or if you have been exposed to COVID-19, please do not attend class in-person. Regardless of your reason, please let me know as soon as possible if you know

that you will not be attending class, and we can set up a comparable activity for you to receive participation points.

Tuesdays/Thursdays: On these days, we will meet during our scheduled class time. In class, we will have lecture and an activity or discussion to apply the skills you learned about through that week's content. This is where you will earn participation points! Often, you will have readings or homework assigned in between classes so you will be prepared for the following class.

Speech Weeks: During weeks that speeches are due, the schedule will look a little different. We will meet at our regular time, and you will be delivering your speech live in class. The rest of the week, you won't have any "outside of class" assignments so you will have time to reflect on your work. Instead of the normal breakdown, we will use the following schedule:

- Upload your speech materials (and extra credit if you choose to do it) by 11:59pm MST on Monday.
- On your assigned day (either a Tuesday or Thursday), you will deliver your speech live. When you are not delivering your speech, you will be expected to be actively listening and completing your peer evaluations. **Even if you aren't giving a speech on a particular speech day, you are still expected to attend class, listen to your fellow classmates, and complete your peer evaluations!**
- You will submit your peer evaluation comments and self-evaluations by 11:59pm MST on the upcoming Friday.

Points and Grading

Your course grade will be determined by your performance on four major speaking assignments, smaller assignments related to the speeches, and in-class exercises. Some assignment dates, point values, and readings are subject to change.

Points Breakdown:

Speech 1: Narrative Speech (140 points)

- Topic Proposal: 10 points
- Checklist: 5 points

- Performance: 75 points
- Speaking Notes: 25 Points
- Peer Evaluation: 10 points
- Self-evaluation: 15 points

Speech 2: Informative Speech (235 points)

- Draft Working Outline: 15 points
- Performance: 125 points
- Final Working Outline: 25 points
- Speaking Notes, Bibliography, Sources: 25 points
- 3 Peer evaluations: 10 points each (30 points total)
- Self-evaluation: 15 points

Speech 3: Persuasive Speech (270 points)

- Topic proposal: 10 points
- Draft outline: 15 points
- Performance: 150 points
- Final Working Outline: 25 points
- Speaking Notes, Bibliography, Sources: 25 points
- 3 peer evaluations: 10 points each (30 points total)
- Self-evaluation: 15 points

Speech 4: Ceremonial Speech (205 points)

- Topic proposal: 10 points
- Performance: 125 points
- Manuscript: 25 points
- 3 peer evaluations: 10 points each (30 points total)
- Self-evaluation: 15 points

Other Assignments:

- Class participation: 100 points
- Outside Speaker Assignment: 50 points

Total Points Available: 1000

- This means that every 10 points you earn is worth 1% of your grade...skipping small assignments adds up quickly and will make earning an A at the end of the semester more difficult!
- Failure to complete any of the four formal speeches will result in a failing grade for this course, regardless of total points earned.

Grading Breakdown: This is a difficult course, and I don't expect you to be perfect! I want you to put in your best effort to do good work. Keep in mind that by just meeting all the speech criteria you will earn a "C," while an outstanding speech will earn you an "A." Per University education standards, you must obtain at least a "C" (72.5%) in order to earn your general education requirement for this course.

>925 = A 924-900=A- 899-875 = B+ 874-825 = B 824-800 = B-
799-775 = C+ 774-725 = C 724-700 = C- 699-600 = D <600 = F

Course and University Policies

Email Policy: As a young professional, email etiquette is important to follow. I expect clear and professional communication. Please follow the guidelines below, otherwise you may not receive a reply from me.

Tips for sending a professional email:

- Use a clear subject line (e.g., Email Assignment).
- Open with a formal greeting and the individual's name & title (e.g., Hello Ms. Jeter, or Hello Instructor/Professor Jeter). If you already have permission from the individual, it is okay to use a nickname and drop their title (e.g., Hello Rosemary).
- Use full sentences and try to avoid slang. Aim to be somewhere between Professional & Familiar levels while corresponding with me.
 - Professional: I am not going to be able to complete the email assignment on time, may I have an extension?
 - Familiar: I'm not going to get this email thing done! I need more time!
 - Unprofessional: I hope it's cool this email is gonna be hella late.
- Proofread for typos before you send, especially if you are emailing from a mobile device.

- Use a professional sign-off. If you have an email signature set up, close the message with a short goodbye or thank you above your pre-set signature.
- Add the address of the recipient as the last step.

**Please note, outside of clarifying questions about grading, I will not discuss grades over email.

Sharing Videos: Please do not share, record, store, or repost the videos assigned through this course that were curated specifically for COMX111 (i.e., videos that I or another TA appear in) without express permission from me.

Other Instructors: Periodically, you will see that I have assigned lesson videos that are filmed by other instructors. My colleagues in the COMX department all have different strengths, and I believe it will benefit you to hear about aspects of public speaking from other instructors as well as from me.

Controversial Speech Topics: For two of your speech topics, you will be asked to inform or persuade us on a topic. It is required to speak about controversial topics, and I ask that you research both sides of the argument. Additionally, please be creative about your perspective if you choose a topic that is discussed often. You will be writing topic proposals, so we will have a chance to discuss your topics when the time comes. Always keep in mind that we need to respect our fellow classmates at all times.

Adding or Dropping a Class: Turns out this class isn't right for you? That's okay! Please go to <http://www.umd.edu/undergrad-advising-center/i-need-to/add-drop.php> for details. If you add within the first seven days of class, it doesn't cost you anything and it's easy to do from Cyberbear. Dropping a class can be done from Cyberbear as well, and up to the fifteenth day of class, you won't get penalized for dropping. After that, it gets a little more complicated, but it can be done!

Academic Dishonesty: University of Montana's Student Conduct Code can be found at <https://www.umt.edu/student-affairs/community-standards/default.php>.

The following types of plagiarism will result in an F on the assignment and any additional disciplinary action deemed appropriate:

- **What if I use a “canned” speech or paper that was written by someone else?** That's plagiarism.
- **What if I give a speech that was a paper or speech for another course?** That's plagiarism.
- **What if I cut and paste from websites and make minor word changes?** That's plagiarism.
- **What if I don't cite sources on my outline or bibliography?** That's plagiarism.
- **What if I don't cite sources orally during my speech?** That's plagiarism.
- **What if I work with someone else on a speech that both of us present separately?** That's plagiarism.

Extra Credit: Opportunities may arise throughout the semester for you to earn extra credit points and will be announced to the whole class via email and posted on Moodle. If you feel that you have a good idea for extra credit, please let me know. I am always open to suggestions.

Late Work: I will accept late work. However, you will lose 10% of the grade you would have received on the assignment for every day it is late. This means if you turn in a 10-point assignment 1 day late or even 30 minutes late and you would have received a 100%, you will get a 90% on the assignment. (2 days late for that assignment would be an 80%) Late work may not be turned in more five days late.

*Please reach out if you are having difficulties turning in your assignments on time.

Names and Pronouns: I am committed to building a class environment where everyone feels safe and welcome to come as they are. If the name on my roster is not the name you wish to be called, please send me an email and let me know how I should address you. I will also do my best to pronounce your name correctly; if I am mispronouncing your name, please correct me. Finally, you have the right to be referred to by the pronouns you are most comfortable with, and I encourage you to list your pronouns in your introductory email and/or let me know if I have incorrectly addressed you.

Resources for Students

For Students with Different Abilities: If you have a disability that may require modification of the course, please obtain appropriate documentation from the DSS Office and then see me to discuss what, if any, special arrangements need to be made. Please do so within the first 2 weeks of class in order to be effectively accommodated.

If you have accommodation requests for issues which you do not have DSS documentation, please still see me to discuss what, if any, arrangements can be made for you.

For help or more information visit: <https://www.umt.edu/dss/>

Basic Needs Statement: Any student who faces challenges securing food, housing, or healthcare and believes that this could affect their performance in this course is urged to contact any or all the following campus resources:

Food Pantry Program: UM offers a food pantry that students can access for emergency food. The pantry is open on Tuesdays from 9 to 2, on Fridays from 10-5. The pantry is located in UC 119 (in the former ASUM Childcare offices).

Pantry staff operate several satellite food cupboards on campus (including one at Missoula College). For more information about this program, email umpantry@mso.umt.edu, visit the pantry's website (<https://www.umt.edu/uc/food-pantry/default.php>) or contact the pantry on social media (@pantryUm on twitter, @UMPantry on Facebook, um_pantry on Instagram).

ASUM Renter Center: The Renter Center has compiled a list of resources for UM students at risk of homelessness or food insecurity here: <http://www.umt.edu/asum/agencies/renter-center/default.php> and here: <https://medium.com/griz-renter-blog>.

Students can schedule an appointment with Renter Center staff to discuss their situation and receive information, support, and referrals.

TRiO Student Support Services: TRiO serves UM students who are low-income, first-generation college students, or have documented disabilities. TRiO services include a textbook loan program, scholarships and financial aid help, academic advising, coaching, and tutoring.

Students can check their eligibility for TRiO services online here:
<http://www.umt.edu/trio/apply.php#Eligibility>.

Curry Health Center (Dental, Mental Health, and Medical): Curry Health Center (CHC) provides quality, affordable, accessible health care for students at the University of Montana. They promote a healthy campus by treating students with dignity and respect and through collaborating and sharing expertise. CHC offers online appointments and online screening tools, as well as same day walk-in appointments if needed: <http://www.umt.edu/curry-health-center/>

***If you are comfortable, please come see me with concerns you have, and I will do my best to help connect you with additional resources.