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COMX 111A.51: Introduction to Public Speaking

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Welcome to COMX 111: Introduction to Public Speaking!

Section: 50/51 **CRN:** 70226/70242 **Class Structure:** Online Asynchronous

Instructor: Rosemary Jeter **Email:** mary.jeter@umconnect.umt.edu

Office Hours (via Zoom): Mondays, Wednesdays 10am-12pm, **or** by appointment. Log into zoom, click join meeting, and input this meeting ID: 968 711 4260 **or** use this link:

<https://umontana.zoom.us/j/9687114360>

The University of Montana acknowledges that we are in the aboriginal territories of the Salish and Kalispel people. Today, we honor the path they have always shown us in caring for this place for the generations to come.

Course Description—What is this course about?

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.

This course 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 public speaking situations beyond the classroom.

Students will give *four formal speeches* during the course, and they will evaluate speeches during and outside class sessions. By offering multiple opportunities to analyze and produce public discourse, the course intends to reinforce the principles and qualities of good public speaking.

You will be asked to engage with issues of public significance throughout the semester and demonstrate how your personal interests and concerns

Course Objectives—What will I learn and do in this course?

The course is designed to help students meet two sets of learning objectives. The first set is specific to public speaking. If you work hard and take the course seriously:

- *You will understand the elements of the communication process.*
This will be demonstrated through quizzes and the Outside Speaker Assignment.
- *You will understand the components of effective speech delivery.*
This will be demonstrated by speech performances and feedback on speeches.
- *You will improve your listening skills and your ability to offer constructive feedback to others.* This will be demonstrated by feedback on speeches.

- *You will learn how to conduct basic college-level research on contemporary public issues and incorporate that research in public discourse.* This will be demonstrated by a library assignment and the construction of speech outlines for your informative and persuasive speeches.
- *You will be able to craft public speeches that: state a cogent thesis, are well-organized, and are adapted appropriately to the audience and the situation.* This will be developed throughout all the work you do for this class, and ultimately demonstrated by your speech performances.
- *You will speak in front of a public.* This will be demonstrated by delivering four required speeches to an audience of your peers – your section of COMX111 – during the class period or online.

The second set of objectives is related to General Education. COMX 111 is an approved course for the Expressive Arts or 'A' Perspective. The learning outcomes for the perspective and the means for demonstrating achievement in this course are as follows.

Upon completion of this perspective, through the creation of original works of art or artistic performances, students will be able to:

- *Apply the techniques and process of the medium.* This will be demonstrated by successful performance of speeches during the semester.
- *Incorporate the structures and forms of the artistic language to convey meaning.* This will be demonstrated by successful composition of an outline and/or manuscript for each of the informative, persuasive, and ceremonial speeches.
- *Reflect upon and critically assess the merits of their work and the work of others.* This will be demonstrated by successful completion of feedback forms for other students' speeches and self-evaluations for each of their own major speeches.
- *Perceive and articulate the relevance of artistic expression in the human experience.* This will be demonstrated by successful completion of the Outside Speaker Assignment.

Both sets of objectives converge in the activities and assignments of the course. If you work hard and take the course seriously, you should see improvement in all these areas.

Required Course Materials

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 <https://tophat.com/students/> or at the campus bookstore.)

Top Hat: All readings for this course will be through the Top Hat digital learning platform, which hosts our online textbook. The Course Packet (CP) is also embedded within the textbook. This is material specifically designed by the Communication Studies Department for this class that

includes activities and readings. Make sure you are reading from not only the textbook chapter, but also the assigned CP content throughout the semester.

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. If you use screen readers or speech-to-text technology and can't access the course content or have difficulties using Top Hat, please contact Accessible Technology Services by email at ats@umontana.edu. They will assist you with finding a solution.

Moodle: Please follow along on Moodle with our weekly schedule. It is adaptable and will be updated weekly. I will give you plenty of notice and direction, but a reminder that you are an adult and responsible for your own learning and success.

Electronic Device (with video recording capabilities): You will need access to a smartphone, laptop, or tablet to read the textbook and complete all assignments. Your device must also have video recording capabilities. Please let me know as soon as possible if you are unable to access a suitable device either at home or on campus.

Course Format

This is an online, asynchronous class. This means that we do not meet in person, or during specific times throughout the week. Each week there will be readings, assigned videos, and various other assignments that you will need to complete on your own time through our online Moodle classroom and Top Hat textbook. To do well in this class, you must do the work. Procrastination is the enemy, and you must hold yourself accountable for getting the work done.

What Will my Week Look Like?

Sunday—Thursday: Every Sunday the new week will automatically start in our Moodle Classroom, which means you will then have access to that week's readings, lectures, videos, quizzes, and other assignments.

Fridays: On Fridays, all exercises/homework for the week will be due. You will often have assignments that will reinforce the skills we are building through instruction. Assignments will be due by 11:59pm on Fridays MST.

Speech Weeks: During weeks that speeches are due, the schedule will look a little different. We will NOT have regular lectures or assignments during speech weeks, as you will be recording your speech, reflecting on your work, and evaluating other students' speeches. Instead of the normal breakdown, we will use the following schedule:

- **Wednesdays:** You will post a link to your **speech** on the forum on Moodle and upload your **speech materials** by **11:59pm MST on Wednesdays**.
- **Fridays:** You will submit your **self-evaluation and peer-feedback** comments by **11:59pm MST on Fridays**.

Points and Assignments

Speech 1: Narrative Speech

Performance: 75 points

Final Outline: 25 Points

Total: 100 points

Speech 2: Informative Speech

Draft Working Outline: 15 points

Performance: 125 points

Final Outline: 25 points

Speaking Notes and Bibliography: 25 points

Total: 190 points

Speech 3: Persuasive Speech

Performance: 150 points

Final Outline: 25 points

Speaking Notes and Bibliography: 25 points

Total: 200 points

Speech 4: Ceremonial Speech

Performance: 125 points

Manuscript: 25 points

Total: 150 points

Other Assignments

Quizzes, exercises, short assignments, outline drafts, etc.: 110 points

Four topic proposals at 10 points each: 40 points

Peer Evaluations: 100 points (10 total evals at 10 points each)

Self Evaluations: 60 points

Outside Speaker Assignment: 50 points

Total Points Available: 1000

*****Tip: This means that every 10 points you earn is worth 1% of your grade...skipping small assignments adds up quickly and makes it tougher to earn an A at the end of the semester!*

Grading Breakdown

This is a difficult course for a variety of reasons. **I don't expect you to be perfect! I want you to put in your best effort and do good work.** Keep in mind that a C means that you have all the criteria for a speech, while an A means that you gave an outstanding speech. Also, in order

to earn your general education requirement for this course, you must obtain at least a C (72.5% or higher) per University general education standards.

>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

****Failure to complete any of the four formal speeches will result in a failing grade for this course, regardless of total points earned.

Course and University Policies

Respect: Please show respect for your instructor and your peers at all times. This class will maintain a civil, safe, and professional atmosphere. Respect differing opinions, backgrounds, and identities. Do not use vulgar or offensive language. We will create a supportive learning environment throughout the semester.

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, you are welcome to correct me. Finally, you have the right to be referred to with the pronouns you are most comfortable with, and I encourage you list your pronouns in your introductory email and/or let me know if I have incorrectly addressed you.

Academic Honesty: I (and the entire COMX department) take academic honesty extremely seriously. It is your responsibility to familiarize yourself with plagiarism, to ensure your work is your own, and to properly attribute any information that you are including in assignments, speeches, etc.

University of Montana's Student Conduct Code can be found at <http://life.umt.edu/vpsa/documents/StudentConductCode1.pdf>.

The following types of plagiarism, as well as all other forms of academic dishonesty outlined in the Student Conduct Code will result in an F on the assignment and any additional disciplinary action deemed appropriate, including a failing grade for the course:

- Incremental plagiarism (not attributing quotes or passages to a source properly)
- Patchwork plagiarism (cutting and pasting from multiple sources and making minor or no alterations)
- Global plagiarism (using a "canned" speech, reading a speech written by somebody else or in any other way using a source in its entirety without proper attribution)
- Not completing assignments individually (all work needs to be completed on your own.)

Communication: This is a communication course. Beyond just public speaking, communication involves interpersonal interaction, addressing conflict, and using your voice. If you have any questions, concerns, complications, or need any accommodations regarding assignments, grades, policies, etc., I expect you to communicate with me! Please let me know in a timely, respectful, and professional manner, and I will do my best to work out a solution with you.

Please make sure that you are checking your email frequently! Because this class is online and asynchronous it is imperative that you are diligent about reading and responding to emails. This is the primary way that I will communicate with you and to let you know about important events coming up throughout the semester, if there is a schedule change, or important announcements related to our course. **I expect you to keep up on the emails I send- you may miss important information if you don't!** If your university email is not working properly, please let me know and I will do my best to assist you.

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. This includes all videos of your peers as well. Do not share, copy, and store any videos posted to our classroom by your peers.

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. These videos are shared with their permission.

Adding or Dropping a Class: Turns out this class isn't right for you? That's okay! Please go to <http://www.umt.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!

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 or in class. If you feel that you have a good idea for extra credit, please let me know. I am always open to suggestions. If you email me stating that you read the Syllabus by September 2nd, I will give you 5 extra credit points!

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 three days late.

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

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 Office for Disability Equity (ODE) 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 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/disability/>

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/trioss/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. CHS 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.