

University of Montana

## ScholarWorks at University of Montana

---

Syllabi

Course Syllabi

---

1-2015

### COMX 111A.02C: Introduction to Public Speaking

Cassandra J. Hemphill

University of Montana - Missoula, [cassandra.hemphill@mso.umt.edu](mailto:cassandra.hemphill@mso.umt.edu)

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

**Let us know how access to this document benefits you.**

---

#### Recommended Citation

Hemphill, Cassandra J., "COMX 111A.02C: Introduction to Public Speaking" (2015). *Syllabi*. 2974.

<https://scholarworks.umt.edu/syllabi/2974>

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).

**THE UNIVERSITY OF MONTANA  
MISSOULA COLLEGE  
DEPARTMENT OF APPLIED ARTS AND SCIENCES  
SPRING SEMESTER, 2015**

**COURSE NUMBER AND TITLE**

COMX 111, Introduction to Public Speaking

**SEMESTER CREDITS**

3 semester credits

**PREREQUISITES**

None

**INSTRUCTOR**

Cassandra (“Cassie”) Hemphill

**Office hours:** Monday 1:10–2 pm, or by appointment.

**Office location:** HB 02 (the “Fishbowl”), in the Health and Business (HB) building on the East Missoula College Campus

**Email:** [cassandra1.hemphill@umontana.edu](mailto:cassandra1.hemphill@umontana.edu)

**Phone:** 406-370-8344

Please sign your texts so I know who they’re from! If you are going to be late or absent from class, this is the best way to let me know.

**Contact me! I’m here to help.**

**COURSE DESCRIPTION**

This course introduces students to the knowledge and skills needed for effective public speaking. The course also prepares students for other college courses and careers that require research, critical thinking, and oral presentation skills. Students will:

- Research, construct, prepare, and present speeches on contemporary public issues.
- Analyze and evaluate speeches and presentations.
- Apply and build on their active listening and critical thinking.
- Learn to constructively evaluate and give feedback to other students.

## STUDENT LEARNING OUTCOMES

Upon completion of this course, the student will be able to:

1. Learn the process for creating and presenting an effective public speech
2. Conduct college-level research, and use that research to support your ideas
3. Learn outlining strategies for organizing extemporaneous speeches
4. Learn how to construct a clear, organized and appropriate oral message
5. Have opportunities to practice your speaking/delivery skills in formal and less-formal situations
6. Learn how to give constructive criticism as you critique other students' speeches
7. Learn how to use constructive criticism to improve your own speaking skills, both content and delivery, using feedback from other students.

## GRADING

Although this course focuses on oral communication, we can only achieve our oral communication goals through careful written preparation. Therefore, your learning will be assessed through both oral (57%) and written (43%) components.

<u>Activity</u>	<u>Points</u>
Group Presentations	200
Informative Speech	200
Persuasive Speech	300
Commemorative Speech	50
Evaluations	100
Peer Advice	100
Quizzes	<u>50</u>
Total Points =	1,000

**Grading Scale:** 100-90 (A), 89-80 (B), 79-70 (C), 69-60 (D), 59 and Below (F)

**Grade Dissemination.** All grades and feedback will be posted on the course Moodle page. Speeches will be graded according to a scoring rubric, which is a set of criteria and standards linked to the course learning objectives (listed above). A single, standard scoring rubric is used by all COMX 111 instructors at Missoula College. A transparent grading process allows instructors and students to evaluate learning using objective evaluation of relevant criteria. The rubric is designed to provide accurate and fair assessment, foster student understanding of strengths and deficiencies, and indicate how students can improve their learning and mastery of the skills.

**Grades of "Incomplete."** Pursuant to the 2013-2014 Course Catalog

(<http://www.umt.edu/catalog/acad/acadpolicy/default.html>), a grade of Incomplete (I) may be given at the instructor's discretion if (a) the student has been in attendance and doing passing work up to three weeks before the end of the semester, and (b) for reasons beyond the student's control and which are acceptable to the instructor, the student has been unable to complete the requirements of the course on time.

**LATE WORK, MAKE-UPS**

The following has been established as the standard policy for all COMX 111 classes at Missoula College.

You will be assigned specific days to present each of your speeches. These times are reserved for you, and your speeches and outlines are due on those days. If you know ahead of time that you will not be able to give your speech on a particular day, inform your instructor and change your assigned date immediately. Consider your assignments for other classes too, and reschedule your speech day if you happen to have an exam or a paper due on the same day.

We have very limited time in this class and only a certain number of days are set aside for speeches. Think of your speaking date the same way you think of a scheduled exam – if you miss it, you may not be allowed to make it up. We understand that students sometimes encounter events that make it impossible to complete class assignments. If the following conditions are met, you will be given an opportunity to make up your speech:

1. You must be in good standing in the class. This means fewer than four absences, no late assignments and passing grades on all completed assignments.
2. You must notify your instructor prior to missing the speech that you will be unable to present, and provide an explanation for your absence. Personal illness, family emergencies, and unexpected events are acceptable reasons for rescheduling a speech. The instructor may ask for documentation of verification of your excuse.
3. You must hand in your speech outline by the following class period.
4. Within a week of missing your speech you must schedule the makeup time.
5. You will be asked to present your speech in front of an audience. If an audience is not available, you may be given an incomplete and asked to present your speech the following semester.

The classroom setting is much like a professional setting. Employers and coworkers who schedule time in a workday to attend a presentation tend to be forgiving when there is a cancellation IF the presenter canceling has proven to be dependable prior to the cancellation, notifies attendees prior to the presentation, and has a reasonable excuse for canceling.

However, if the previous conditions are not met, the presenter will not only damage his or her reputation, but could lose the job.

If you don't meet the criteria for a makeup, come each day ready to give your speech; if an opening occurs (which means fewer than three scheduled speakers showed up to present their speeches) you may be allowed to give your speech for half credit.

Makeups are not allowed on outlines. There will be 10 points deducted for each day an outline is late.

**No assignments other than the Informative and Persuasive speeches can be made up.**

**Late Written Assignments:** Written assignments submitted after the first 10 minutes of class on the due date may, at the instructor's discretion, be evaluated for a maximum of 50% of the credit available.

### **ATTENDANCE POLICY**

Attendance is closely correlated with student success. Students who attend class on time, every day, for the full class period generally earn higher grades than students who miss class, are late, or leave early. **Students are expected to attend class on time, every day, and stay for the full class period.** If a student chooses to miss class because of assignments or exams in other classes, personal travel plans, etc., the student's absence will be marked unexcused and the student will lose any points available for that day. No due dates will be modified to accommodate a student's other classes.

### **TECHNOLOGY AND MEDIA**

Students must use their official university email account (UMConnect) to communicate with the instructor. Students should check and respond to their email daily. The instructor will check and respond to student emails during regular working hours. If you encounter difficulties with your university email account, contact IT Central at 406-243-HELP (406-243-4357).

The schedule, assignments, links to resources, and other relevant information will be announced in class and posted on our course Moodle page. Updates, including schedule changes, will be disseminated to students via their university email accounts and posted on Moodle. Students are responsible for all due dates, including those that have changed. Grades will be posted on our Moodle page. Students are encouraged to use the computer resources on campus, especially if they have limited or no internet resources or computers in their home. **Lack of internet access at home or a problem with your printer or your computer are not acceptable excuses for late or missing assignments.**

This course requires use of presentation software. Students are encouraged to use Microsoft® Powerpoint for visual aids, since our classroom computers are equipped to handle that format.

Students are advised that other software may not be accessible in the classroom. Students are encouraged to use multiple methods to ensure their visual aid is available to them for their presentation, including bringing a copy of their visual aid on a flash drive and saving a copy of their visual aid in the cloud. Students who do not have their required visual aid for an assignment will not be granted an extension; the student will receive a score of 0 for that part of their presentation.

Technology use that adversely affects others is never appropriate. Set your devices to “silent” or turn them off before class begins. You may be asked to turn off and/or put away your device if it becomes a distraction to the instructor or other students.

### **STUDENT SERVICES**

**Learning Center.** All students are encouraged to use the writing tutors in the Learning Center.

**Disability Student Services.** Eligible students with disabilities will receive appropriate accommodations in this course when requested in a timely way. Please contact the instructor before or after class or during office hours to discuss accommodations. Please be prepared to provide a letter from your DSS Coordinator. For more information, visit the Disability Services website at <http://www.umt.edu/dss/> or call 406.243.2243 (voice/text).

### **STUDENT CONDUCT**

Please conduct yourself in a way that promotes learning for all students in the classroom (i.e., avoid using offensive language, discussing offensive topics, talking while the instructor or another student is speaking, using ear buds, sleeping, or using mobile devices, except for class-related work). If you need to leave the room during class, leave the classroom quietly and return when you are through. As a courtesy to your classmates, unless there is an emergency, do not enter or leave the room during student presentations.

**Student Conduct Code.** Expected standards of behavior for all students, including academic conduct and general conduct, are described in the Student Conduct Code ([http://www.umt.edu/vpsa/policies/student\\_conduct.php](http://www.umt.edu/vpsa/policies/student_conduct.php)). The Code promotes honesty, integrity, accountability, rights, and responsibilities associated with constructive citizenship in our academic community.

**Academic Misconduct.** Students at the University of Montana are expected to practice academic honesty at all times. Academic misconduct is subject to Academic Penalty (or penalties) by the course instructor and/or University Sanction(s) by the University through the

Provost and Vice President for Academic Affairs. Academic misconduct is defined as all forms of academic dishonesty, including:

- Plagiarism: Representing another person's words, ideas, data, or materials as one's own.
- Submitting work previously presented in another course: Knowingly making such submission in violation of stated course requirements.

### **DROP POLICY**

The official policy for dropping a class is provided in the UM Catalog (<http://www.umt.edu/catalog/acad/acadpolicy/default.html>). The policies provided below apply to the traditional autumn and spring semesters, which are generally 74–75 days in length.

- From the 1<sup>st</sup> to 15<sup>th</sup> instructional day, students may drop courses, change grading option (including audit), and/or change variable credits via CyberBear until 5:00 p.m. Mountain Time.
- From the 16<sup>th</sup> to 46<sup>th</sup> instructional day, students must complete a paper Course Drop Form or Course Add/Change Form as well as obtain the signature of both the course instructor and student's advisor to drop/add a course. Completed forms must be returned to the Registrar's Office no later than close of business on the 45<sup>th</sup> instructional day of a semester. A \$10 processing fee is charged for each drop or add. There are no refunds or reductions of fees for courses dropped after the 15th day (or equivalent), and a grade of W (withdrawn) is recorded for each dropped course.
- From the 46<sup>th</sup> instructional day through the last regular class day/Friday before Finals Week, students may drop courses only by petition. Note that not all petitions are approved, and that documented justification is required. Some examples of documented circumstances that may merit approval are: accident or illness, family emergency, or other circumstances beyond the student's control. Instructors and advisors have the right to indicate they do not recommend the drop. However, it is the decision of the Dean of the student's major to approve or deny the request to drop courses.

To petition to drop a course, a Course Drop Form must be completed, with the signature of the student's advisor, the course instructor, and the Dean of the student's major. Completed forms must be returned to the Registrar's Office no later than close of business on the Last Regular Class Day/Friday before Finals Week. A \$10 processing fee is charged for each drop. There are no refunds or reductions of fees for courses dropped. The instructor assigns a grade of WP (withdrawn/passing) if a student's course work has been passing or WF (withdrawn/failing) if failing. These grades do not affect grade averages but they are recorded on a student's transcript.

## REQUIRED TEXTS

Schwarze, Steve. (2012). *Speaking in the Public Sphere*. New York: Pearson.

A copy of the text is on reserve in Mansfield Library at both the East Campus and the Mountain Campus.

## REQUIRED TEXTS

A Moodle supplement will be used extensively for this course. All quizzes and some graded assignments will be submitted online.

## CHANGES TO SYLLABUS

The instructor reserves the right to modify the syllabus and assignments as needed based on faculty, student, and/or environmental circumstances. The syllabus will be dated. The most current version will be posted on the course Moodle page.

## COURSE SCHEDULE:

*Note: Subject to change at instructor's discretion.*

\* All quizzes are open book, open notes.

\* Estimates of time required for homework are averages, based on reports by students in previous semesters and the instructor's judgment. The actual number of hours you require to successfully complete the assignments may vary. Notify the instructor, however, if your hours substantially exceed the estimates.

Week 1 (January 26–February 1): Orientation, Non-verbal communication, Introductions  
*Estimated time required for homework = 15 minutes (15 minutes for quiz).*

- Orientation
- Non-verbal communication
- Introductions
- Quiz 1 due Sunday Feb. 1 at 11pm. Covers orientation, syllabus, Moodle, and non-verbal communication.

Week 2 (February 2–8): Chapters 1 and 2, Effective listening, Critiques and peer evaluation  
*Estimated time required for homework = 3 hours (30 minutes to complete listening exercise; 2 hours to read Chapters 1 and 2 and complete quiz; 30 minutes to prepare and submit first evaluation).*

- Chapter 1
- Chapter 2
- Effective listening
- Critiques and peer evaluation
- Quiz 2 due Sunday Feb. 8 at 11pm. Covers Chapters 1 and 2, listening exercise, and critiques and peer evaluation.
- First evaluation due Sunday Feb. 8 at 11pm.



Week 3 (February 9–15): Chapters 3, 4, 5, and 6; Scholarly research

*Estimated time required for homework = 6 hours (1 hour to read chapter assigned to your group and prepare your portion of the presentation; 3 hours to read other three chapters and complete quiz on all four chapters).*

- Monday: Preparation for group presentations
- Wednesday: Group presentations of Chapters 3 and 4
- Friday: Group presentations of Chapters 5 and 6
  - *Note: Friday, Feb. 13 at 5pm: Last chance to drop a course via Cyberbear (no signatures required) (15<sup>th</sup> day of the semester).*
- Quiz 3 due Sunday Feb. 15 at 11pm. Covers Chapters 3, 4, 5, and 6.

Week 4 (February 16–22): Chapters 7, 8, 9, 10, and 11

*Estimated time required for homework = 7 hours (1 hour to read chapter assigned to your group and prepare your portion of the presentation; 4 hours to read other four chapters and complete quiz on all five chapters).*

- Monday: **PRESIDENT'S DAY HOLIDAY – NO CLASS.** Preparation for group presentations on your own
- Wednesday: Group presentations of Chapters 8 and 9 (Chapter 7 will not be covered in class but will be included in the quiz)
- Friday: Group presentations of Chapters 10 and 11
- Quiz 4 due Sunday Feb. 22 at 11pm. Covers Chapters 7, 8, 9, 10, and 11.

Week 5 (February 23–March 1): Chapters 12, 13, 14, and 15

*Estimated time required for homework = 6-1/2 hours (1 hour to read chapter assigned to your group and prepare your portion of the presentation; 4 hours to read other three chapters and complete quiz on all four chapters; 30 minutes to prepare and submit second evaluation).*

- Monday: Preparation for group presentations
- Wednesday: Group presentations of Chapters 12 and 13
- Friday: Group presentations of Chapters 14 and 15
- Quiz 5 due Sunday Mar. 1 at 11pm. Covers Chapters 12, 13, 14, and 15.
- Second evaluation due Sunday Mar. 1 at 11pm.

Week 6 (March 2–8): Informative Speech

*Estimated time required for homework = 10-1/2 hours (8 hours to conduct research and find appropriate sources; 2 hours to prepare first draft; 15 minutes to complete quiz).*

- Preparation for informative speeches
- Quiz 6 due Sunday Mar. 8 at 11pm. Covers informative speeches.

Week 7 (March 9–15): Informative Speech

*Estimated time required for homework = 9-1/2 hours (4 hours to draft and revise outline; 4 hours to incorporate instructor's comments; 1 hour to practice; 15 minutes to complete quiz).*

- Preparation and practice for informative speeches
- Goals for informative speech due Sunday 11pm
- Quiz 7 due Sunday Mar. 15 at 11pm. Covers informative speeches.

Week 8 (March 16–22): Informative Speech

*Estimated time required for homework = 3-1/2 hours (1 hour to revise outline; 1 hour to prepare presentation; 1 hour to practice speech; 15 minutes to complete quiz).*

- **Informative Speeches**
- Quiz 8 due Sunday Mar. 22 at 11pm. Covers informative speeches.

Week 9 (March 23–29): Informative Speech

*Estimated time required for homework = 3-1/2 hours (1 hour to revise outline; 1 hour to prepare presentation; 1 hour to practice speech; 15 minutes to complete quiz).*

- **Informative Speeches**
- Quiz 9 due Sunday Mar. 29 at 11pm. Covers informative speeches.

Week 10 (March 30–April 5)

- **NO SCHOOL – SPRING BREAK**

Week 11 (April 6–12): Persuasive Speech

*Estimated time required for homework = 6-1/2 hours (4 hours to update research; 2 hours to prepare first draft; 15 minutes to complete quiz).*

- Preparation for persuasive speeches
  - *Note: Mon, April 6 at 5pm is last chance to drop a course with a "W" on your transcript (Advisor's and Instructor's signatures required. Dropping a course may affect your financial aid eligibility) (45<sup>th</sup> day of semester).*
- Quiz 10 due Sunday Apr. 12 at 11pm. Covers persuasive speeches.

Week 12 (April 13–19): Persuasive speeches

*Estimated time required for homework = 6-1/2 hours (4 hours to revise outline and incorporate instructor's comments; 1 hour to prepare presentation; 1 hour to practice; 15 minutes to complete quiz).*

- Preparation and practice for persuasive speeches
- Goals for persuasive speech due Sunday 11pm
- Quiz 11 due Sunday Apr. 19 at 11pm. Covers persuasive speeches.

Week 13 (April 20–26): Persuasive speeches

*Estimated time required for homework = 2-1/2 hours (30 minutes to revise outline; 30 minutes to revise presentation; 1 hour to practice speech; 15 minutes to complete quiz).*

- **Persuasive Speeches**
- Quiz 12 due Sunday Apr. 26 at 11pm. Covers persuasive speeches.

Week 14 (April 27–May 3): Persuasive speeches

*Estimated time required for homework = 2-1/2 hours (30 minutes to revise outline; 30 minutes to revise presentation; 1 hour to practice speech; 15 minutes to complete quiz).*

- **Persuasive Speeches**
- Quiz 13 due Sunday May 3 at 11pm. Covers persuasive speeches.

Week 15 (May 4–10): Commemorative speeches and semester wrap-up

*Estimated time required for homework = 2 hours (2 hours to write speech; 15 minutes to complete quiz).*

- Wrap-up and Debrief
- Commemorative speeches
- Quiz 14 due Sunday May 10 at 11pm. Covers wrap-up and debrief.
- Final evaluation due Sunday May 10 at 11pm.

Week 16 – Finals Week (May 11–15)

- ***Our class meets:*** \_\_\_\_\_
- **Commemorative Speeches**