

**COM 225: Public Speaking**  
The Hugh Downs School of Human Communication, Arizona State University

**Instructor:**  
**Email:**

**Office:**  
**Office Hours:**

***Overview of the Course***

The purpose of this course is to enable you to better understand theories and practices of public speaking. This course is designed to improve not only your delivery techniques, but also your speech-writing and persuasion abilities. Additionally, this course is arranged to develop the skills necessary for you to evaluate critically both the written and spoken speeches of others and to enter the public dialogue on issues that are important to you and your life. Although our participation may take place in various forms and environments, each of us will inevitably face the task of delivering, constructing, or consuming speeches. Developing your public speaking skills will prepare you for school or work presentations, job interviews, political campaigns, community meetings, and many other situations as well.

***Benefits of the Course:***

- Improved speech delivery and confidence
- Ability to create effective speeches
- Improved listening skills
- Improved ability to think critically
- Improved research skills
- Greater physical and psychological comfort when speaking in front of others
- Improved writing skills

***Required Reading:***

Lucas, S. E. (2015). *The art of public speaking*. (12th ed.). NYC: McGraw Hill.

**NOTE: The accompanying LearnSmart Connect access code for this text is REQUIRED.**

***Instructor Expectations***

Each time that we meet, you should expect that I will:

- Arrive to class on time, prepared, and organized
- Maintain a positive learning environment in the classroom
- Respect each student as a person and a learner
- Demonstrate enthusiasm toward the subject matter

### ***Student Expectations***

Each time that we meet, I will expect you to:

- Arrive to class on time, prepared with readings done
- Respect each other and the instructor
- Positively contribute to class discussion and activities
- Put forth effort to prepare audience friendly speeches
- Ask for help when needed

### ***Classroom Climate***

Remember that public speaking does not come easy to most of us. Show your classmates courtesy by:

- Avoiding talking, eating, doodling, or sleeping while someone else is presenting or speaking
- Coming to class on time – if you are late and someone is giving a speech, you **MUST** wait outside until the speaker is finished (points will be taken off **YOUR** grade for disruption)
- Turning off all cell phones, iPods, and computers during class
- Treating everyone in the classroom with respect, which includes:
  - Being mindful and respectful to others' opinions, values, and beliefs
  - Refraining from using potentially offensive language

### ***Attendance Policy***

Attendance is required. The only “excused” absences will be for religious holidays, university-sponsored events (athletic teams, debate and forensics, etc.) documented extreme illness or emergency (i.e., car accidents, death in the family, etc.). In all three cases, for an absence to be excused you will need to provide me with appropriate documentation. If you are going to miss class for religious holidays or university-sponsored events, please notify me at least two weeks in advance so that appropriate accommodations can be made. I will not offer make-up speeches or quizzes, or accept late work unless an absence is excused and documentation provided.

You will find that this class moves at a very fast pace; thus, it benefits you to be present every time we are scheduled to meet. In the event that you do not show up to class, beware of the following consequences:

- Hardcopies of all assignments are due in class at the beginning of the class period. I do not accept work via email. If an assignment is late, you will lose 20% for every day that it is late.
- You must be in class and participating in order to receive participation points. If you are not in class, you cannot participate; therefore, you cannot receive participation points.

### ***Academic Integrity***

The College of Liberal Arts and Sciences and the Hugh Downs School of Human Communication strongly believe in academic integrity; thus, instructors in the College and School do not tolerate cheating and plagiarism. Instructors who find compelling evidence of academic dishonesty will actively pursue one or more of the following actions: assigning a grade of XE ("failure through academic dishonesty") to the student, advocating the suspension or expulsion of the student from the College, and/or referring the student to Student Judicial Affairs. If a student who is charged with academic dishonesty is found to be in violation, then one or more of these disciplinary actions will be taken. For further information, please read the Student Academic Integrity policy and the code of conduct for the Hugh Downs School of

Human Communication at: <http://humancommunication.clas.asu.edu/undergraduate/major-information>.

Please be advised that **all work for this class must be original to this class**. You may not recycle papers or work from other courses you've taken, including if you are taking the course over again. We consider this behavior to be academically dishonest.

**Remember, any academic dishonesty (plagiarism or cheating) in this course will result in failure of the course, and could also lead to disciplinary action by the college or university. I will have NO hesitation at all failing you.**

### ***Student Conduct***

I want to build a classroom climate that is comfortable for all. It is especially important that we (1) display respect for all members of the classroom – instructor and students, (2) pay attention to and participate in all class sessions and activities; (3) avoid unnecessary disruption during class time (e.g., having private conversations, reading the newspaper, surfing the internet, doing work for other classes, making/receiving cell phone calls, text messaging, etc.); and (4) avoid racist, sexist, homophobic or other negative language that may unnecessarily exclude members of our campus and classroom. This is *not* an exhaustive list of behaviors; rather, it represents examples of the types of things that can have a dramatic impact on the class environment. Your final grade will be reduced if you engage in any of these sorts of behaviors. Further, students who are verbally or physically aggressive towards the instructor or another student before, during, or after class will be permanently removed from the class and the proper authorities notified. For the university's Disruptive Student Policy, go to: <http://www.asu.edu/aad/manuals/ssm/ssm201-10.html>

### ***Disability Resource Center***

If you are registered with the disability resource center, please notify me and have them contact me so that I may make accommodations as needed.

### ***English Proficiency***

Please note that this class, as all others in the school, is taught in English. If English is not your first language and you are having difficulty speaking, writing, or understanding English, please seek assistance at the Writing Center on campus or with the International Student Office which provides conversational groups for non-native speakers. Since this class is taught in English, all work in this course will be graded based on a common rubric that assumes an understanding of English. In other words, **lack of English proficiency that affects student performance will be reflected in the grade earned in this course.**

### *Communicating With Me*

The best way to talk with me about an issue is face-to-face during my office hours. If you have other questions, you should contact me via email. I normally check my email daily (except on weekends), so if you do not hear back from me within two business days, please assume that I did not receive your email and email me again. Again, please note that **I do not accept assignments via e-mail. Hardcopies of all assignments are to be turned in during class.**

### *Speeches*

**Self-Introduction Speech.** This **3-4 minute** speech is an opportunity to share about yourself to your classmates. Tell us about yourself. This can be more superficial: What do you like to do? Where are you from? Or it can be deeper: What defines you? Where have you been? Where are you going? **Visual aid required.**

**Informative Speech.** This **4-6 minute** speech may take the form of an explanatory or definitional speech where you describe something of interest (a social issue, a unique phenomenon, etc.) to the class. This speech is very broad and for that reason, I recommend thinking in advance about what interests you and what you would like to contribute to this class. **PowerPoint required.**

**Persuasive Speech.** This **6-8 minute** speech must compel your audience to take action on an issue that is significant to their lives. The persuasive speech should center on a controversy of a political, social, economic, cultural and/or religious nature. Please keep in mind this is not just a speech about your opinion on a topic; it should be a well-reasoned argument on an issue of civil importance. The use of visual aids is optional. **PowerPoint required.**

**Special Occasion Speech.** This **4-5 minute** speech gives you the freedom to do a number of different speeches. Special occasion speeches include toasts, eulogies, nominations, acceptance speeches, and others to be discussed in class. Be sure to create a context for your speech. What is the event? Who is there? What are the cultural expectations? Have fun with it! **Visual aid or PowerPoint suggested, but not required.**

### *Other Assignments*

**In General.** All written assignments must be typed in double-spaced 12 pt. Times New Roman font with 1-inch margins all the way around, and page numbers on every page. All assignments **must be stapled.** Correct spelling, punctuation, and grammar are expected.

**Speech Proposals.** I will collect speech topics in the form of proposals before speech dates to ensure that the topics are appropriate and not the same as others in the class. (The only speech that will not require a proposal is the Self-Introduction Speech.) You may change topics after that time but you must first get approval from me. In short, I want to know why the topic you have selected is important and how it relates to your audience. Your speech proposals will be typed, and will include: the general purpose, specific purpose, and thesis statement.

**Research/Outlines.** For each speech, you must show me your keyword outline and submit a full-sentence outline for grading. A hard copy of your full-sentence outline must

be submitted in class the day speeches begin. Failure to submit an outline in class will result in points taken off for every day that it is not turned in. Full-sentence outlines for the Informative and Persuasive Speeches **must also include a reference page in APA format** for all of your research references. I will pass out sample outlines for the Informative and Persuasive Speeches for you to follow. (The Self-Introduction, Admired Speaker, and Special Occasion Speeches will not require a reference page since those speeches do not require research.) You will need to bring copies of your rough draft full-sentence outlines to class on speech workshop days in order to earn participation points. All deadlines are noted on the schedule.

**Self-Evaluations.** The class period after you have given each of the first three speeches, you will be required to turn in a short paper evaluating your performance. This will be a **2-page** self-critique emphasizing thoughtfulness and reflection. Generally, these evaluations should focus on your strengths, weaknesses, and how you plan on improving for the next speech. These evaluations are due the class period following the last day of speeches.

**Peer Evaluations.** On each speech day, you will do at least 4 peer evaluations so that each speaker gets ample feedback from various perspectives and also to aid you, as an audience member, to practice skills of critical thinking and listening. Peer evaluations will be anonymous in the sense that only I will know who wrote each evaluation. They will be graded by me so it is imperative that evaluations are *thought provoking and offer valuable feedback* for the speaker. This assignment should assess both strengths and weakness of the presentation in a *respectful* manner. These evaluations are due at the end of each speech day in which you do them.

**Outside Speaker Evaluation.** One of the best ways to learn what a good speech looks and sounds like is for you to listen and evaluate speeches. You will be required to write **three, 2-page outside speaker evaluations** in which you will observe a speaker outside the classroom and evaluate that speaker's performance using as criteria the material you have learned in this class. For these assignments, I recommend viewing speeches at [www.ted.com/talks](http://www.ted.com/talks).

**Exams.** You will take **five online chapter exams** (each worth ten points), and a **final exam** (worth 25 points). You will take the chapter exams online through Blackboard using your LearnSmart Connect access code, so **BE SURE TO PURCHASE A TEXT WITH THE ACCOMPANYING ACCESS CODE**. Without it, you will not be able to take them. The final exam will be a short in-class practical written exam.

**Note:** I reserve the right to change this syllabus at any time during the course, so please bring your syllabus with you to every class to note any changes made.

**Grading Scale**

I do not “give” grades; you earn them. Generally, in the course, “excellent” work earns “A” grades, “good” work earns “B” grades, “average” work earns “C” grades, “below average” work earns “D” grades, and “unacceptable” work earns an “E” grade. Due to course policy, I cannot offer extra credit.

A+	= 100%	= 500 points
A	= 93-99.9%	= 465-499.5 points
A-	= 90-92.9%	= 450-464.5 points
B+	= 87-89.9%	= 435-449.5 points
B	= 83-86.9%	= 415-434.5 points
B-	= 80-82.9%	= 400-414.5 points
C+	= 77-79.9%	= 385-399.5 points
C	= 70-76.9%	= 350-384.5 points
D	= 60-69.9%	= 300-349.5 points
E	= 0-59.9%	= 0-299.5 points

The following outline will help you keep track of your graded assignments so that you are able to assess your grade:

**Speech Proposals (15 points)**

Informative Speech Proposal (5 points)	points earned _____
Persuasive Speech Proposal (5 points)	points earned _____
Special Occasion Speech Proposal (5 points)	points earned _____

**Speeches (230 points)**

Self-Introduction Speech (30 points)	points earned _____
Informative Speech (70 points)	points earned _____
Persuasive Speech (80 points)	points earned _____
Special Occasion Speech (50 points)	points earned _____

**Outlines/Research (80 points)**

Self-Introduction Outline (10 points)	points earned _____
Informative Outline (20 points)	points earned _____
Informative Research (10 points)	points earned _____
Persuasive Outline (20 points)	points earned _____
Persuasive Research (10 points)	points earned _____
Special Occasion Outline (10 points)	points earned _____

**Evaluations (75 points)**

Self-Introduction Self-Evaluation (10 points)	points earned _____
Self-Introduction Peer Evaluations (5 points)	points earned _____
Informative Self-Evaluation (10 points)	points earned _____
Informative Peer Evaluations (5 points)	points earned _____
Persuasive Self-Evaluation (10 points)	points earned _____
Persuasive Peer Evaluations (5 points)	points earned _____
3 Outside Speaker Evaluations (10 points <b>each</b> )	points earned _____

**Quizzes/Final (75 points total)**

Chapter 1 LearnSmart Exam (10 points)	points earned _____
Chapter 2 LearnSmart Exam (10 points)	points earned _____
Chapter 13 LearnSmart Exam (10 points)	points earned _____
Chapter 16 LearnSmart Exam (10 points)	points earned _____
Chapter 17 LearnSmart Exam (10 points)	points earned _____
In-Class Written Final Exam (25 points)	points earned _____

**Participation (25 points)**

points earned \_\_\_\_\_

**TOTAL POINTS EARNED** \_\_\_\_\_