

# COM 225: Public Speaking

**Instructor:**  
**Office:**  
**Office Hours:**  
**Email:**

## WELCOME TO COM 225!

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 critically evaluate both written and spoken speeches of others and to enter the public dialogue on issues that are important to you and your life.

There is much to gain from the study of public speaking. The skills you develop by engaging in this course work will have practical applications for your life. Although your participation may take place in various forms and environments, each of you will inevitably face the task of delivering, constructing, or consuming speeches. Developing your public speaking skills will prepare you for school or work presentations, internship and job interviews, political campaigns, community meetings, and many other situations.

## OBJECTIVES OF THIS COURSE

- Understand and be able to create effective speeches
- Improve your speech delivery
- Improve your listening skills
- Improve your ability to think critically on subjects
- Improve your research skills
- Develop skills to analyze your speeches
- Develop skills to analyze other's speeches
- Build your confidence when speaking in front of others
- Improve your writing skills

## REQUIRED MATERIALS

- Class Text:** Lucas, S. E. (2015). *The art of public speaking* (12<sup>th</sup> ed.) University of Wisconsin-Madison: McGraw-Hill.
- Online Resource:** McGraw-Hill Connect (online access available with purchase of class text or via bookstore)
- Speech Materials:** A folder for turning in your speech materials
- Media:** A portable storage device (such as a USB flash drive)  
 A recording device to record your speeches (phone, camera, tablet/pad, or laptop)

**EMAIL:** Email is professional, academic correspondence. When you send an email, please do the following:

- Subject line: Put "COM225" and a few key words. Ex.: COM225 topic question.
- Greeting: Provide a greeting and my name: "Hello Ms. Miner" "Good morning Stacey"
- Message: Use complete sentences, proper punctuation, and state your question/concern and. No textese.
- Signature: Sign with your name.
- Please allow 48 hours for me to respond (longer if over weekends or holidays). If I haven't responded to your e-mail within 48 hours, please email me again.
- Please check your email regularly and respond with the same consideration to any messages I send to you.
- No emailed assignments please unless previously arranged with me.
- No disrespectful emails please. They will be forwarded to administration for review, if warranted.
- **Did you miss class?** Email or chat with a classmate if you are not able to come to class and want to know what you missed.

## GENERAL CLASS INFORMATION AND EXPECTATIONS

**What can you expect from me?**

- Arrive to class on time, and be prepared and organized

- Maintain a positive learning environment in our classroom
- Respect each student as a person and a learner
- Demonstrate enthusiasm about our class and the subject matter

### What is expected of you?

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

**Language Proficiency:** This class, as all others in the School, is taught in English. If English is not your first language and you are having difficulty in speaking, writing, or understanding—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.

**Attendance Policy:** We move at a *very* fast pace in this class. Your attendance is necessary and required for each class session. You have 2 freebies, as in 2 unexcused absences. After that, each absence = 4.5 points deducted from your final grade.

For an absence to be excused, you must provide me with appropriate documentation two weeks before the holiday or university sponsored event, or by the *next* class period following the extreme illness or emergency situation.

“Excused” absences are 1) religious holidays; 2) university sponsored events, (i.e., athletic teams, debate and forensics teams); 3) documented extreme illness or family emergency (e.g., death in the family).

### Absence Policy & Coursework

- **Speeches:** If you are absent on your scheduled speaking day you must do the following: notify me within 24 hours of your absence, provide verifiable documentation to excuse your absence. If you have done these things and your absence is excused, if time permits you may make up your speech during the speech round, or we will make it up during the make-up day designated on the course schedule.
- **Assignments:** Late assignments/postings will be accepted for grading only if an absence is excused.
- **Quizzes & in-class activities:** Missed quizzes or activities cannot be made up.
- **Speech Days:** Attendance is required for everyone, including speakers and audience members. Speech days are worth double attendance points. Each period counts as 2 class periods. Unexcused absences on speech days reduces your overall grade very quickly (-4.5 points after 2 days missed). Please be on time and alert for all our speech days!

**Tardiness** is not okay. It’s disruptive for me and your classmates. If you arrive to class late, be aware of the following:

- Miss quizzes or in-class activities = zero points
- Late on speech days reduces your attendance and participation grade
- Repeated tardiness will count against your participation points

**Getting up and leaving** during class time is disruptive and not appropriate. Please plan your bathroom//phone/text breaks for before or after class. Getting up and leaving during a speech and/or between speeches is extremely disrespectful and will not be tolerated.

**Classroom Respect:** This course is grounded in a theme of civility. Civility is the “care and concern for others, the thoughtful use of words and language, and the flexibility to see many sides of an issue” (Griffin, 2009, p. 5). This classroom will be a civil environment where all students can engage in the sharing of ideas and dialogue with one another about issues that are important to us.

To facilitate this process, I request that you

- Maintain respect for one another in the class, regardless of different opinions, values, or other group differences.
- Give one another equal opportunity for discussion.
- Practice good listening skills. This means no texting, talking, doodling, sleeping, etc. during class.
- Refrain from using any degrading or offensive language. Consider the effects of your language choices.

**Laptops, cell phones & such may not be used in this class unless indicated.** Please turn off and put away ALL electronic devices and set all ringers to “silent” (not “vibrate”) before class begins. Using your devices in class without permission will incur consequences, including strikes against effort and participation score.

**Blackboard** is a component to this course. It is your responsibility to know how to access and interact with it. Check the Blackboard site often! This is where announcements, course material, discussion points, and course updates will be posted.

**McGraw-Hill Connect** is an online resource accessible via Blackboard. Following our in-class review, it is your responsibility to know how to access and interact with the Connect site. Due dates for Connect quizzes are listed in your syllabus and will be made available on our Blackboard site.

**Grade Disputes and Grievance Policy:** I put much thought and effort into grading. If you have a warranted disagreement with my grading on a specific assignment, please follow these standards. *First*, you must wait 24 hours before contacting me. *Second*, you must contact me within seven days of receiving your grade. *Third*, you must present me with a written list of reasons as to why you believe your grade did not reflect how your work met the requirements of the assignment. This list should be clear and concise, focus on the work, and address the criteria of the assignment. This list should NOT contain issues relating to your personal life, etc. *Fourth*, you must present me with all original hard copies of assignment-related materials. Following your completion of all required standards, I will review your written argument in relation to the assignment, and I will consider your case accordingly.

### **DISABILITY ACCOMMODATIONS**

If you would benefit from additional support for this course, I encourage you to register with the Disability Resource Center by contacting them at 480-965-1234 or <http://www.asu.edu/studentaffairs/ed/drc/>. Thereafter, you are invited to schedule an appointment to see me during office hours to discuss accommodations or other special needs. I will gladly work with you!

### **STUDENT CONDUCT**

I want to build a classroom climate that is engaging and respectful for all. In a communication class, it is important that we 1) display respect for all persons in class – including the instructor and students; 2) pay attention to and participate in all class sessions and activities; 3) avoid unnecessary disruption during class time (i.e., text messaging/texting, having private conversations, reading the newspaper, doing work for other classes, making/receiving phone calls, 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 our class environment. You will be asked to leave class if you engage in these sorts of behaviors. Your final grade will be **reduced by up to 5%** each time you engage in these sorts of behaviors. Further, students who are verbally or physically aggressive towards the instructor or another student before, during, or after class will have their **grade lowered by 25% each time** they engage in this sort of behavior (and, students engaging in such behaviors will be permanently removed from the class and the proper authorities notified.)

Students are required to adhere to the behavior standards listed in the Arizona Board of Regents Policy Manual Chapter V – Campus and Student Affairs: Code of Conduct located online at [http://www.abor.asu.edu/1\\_the\\_Regents/policymanual/chap5/index.html](http://www.abor.asu.edu/1_the_Regents/policymanual/chap5/index.html), and the ACD 125: Computer, Internet, and Electronic Communications available at <http://asu.edu/aad/manuals/acd/acd125.html>

Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from a course when the student’s behavior disrupts the educational process under USI 201-10 <http://www.asu.edu/aad/manuals/policyarchives/USI/Mar2010/usi201-10.html> “An instructor may withdraw a student from a course with a mark of “W” or “E” when the student’s behavior disrupts the educational process. Disruptive classroom behavior for this purpose is defined by the instructor.” In cases where disruptive behavior does not warrant removal from class, at the instructor’s discretion, a student’s final grade will be lowered by 25% instead.

## **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. In the Student Academic Integrity Policy, ASU defines plagiarism (as) using another's words, ideas, materials, or work without properly acknowledging and documenting the source. Students are responsible for knowing the rules governing the use of another's work or materials and for acknowledging and documenting the source appropriately. 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>

Plagiarism (including the absence and/or improper implementation of APA formatting) and/or cheating of any kind will result in a failing grade on the assignment or an XE in the course, and could result in disciplinary action at the college or university level. **This is not negotiable.** For more information, visit: <http://www.asu.edu/studentaffairs/studentlife/srr/index.htm>

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 this course over again. We consider this behavior to be academically dishonest.

## **ASSIGNMENT DESCRIPTIONS**

### **Speeches**

Speaking is the primary focus of this course; therefore, speeches comprise a significant total of your final course grade. You should start thinking NOW about topics you would like to learn about, research, and present to us.

Be creative. Search out topics that are innovative, current, will educate us, and that might be useful for you to know more about in the future. Media and news outlets are good places to look for ideas, such as Vox, the Verge, NY Times, Christian Science Monitor, Bloomberg Report, CNN, National Review/National Review Online, Fast Company, NPR, Inside Higher Ed, Mashable, and home pages of organizations, such as TED Talks, Heritage Foundation Tempe Center for the Arts.

- **Informative Speech:** This speech takes the form of an explanatory or definitional speech. Think about what interests you, what will interest your audience, and what will contribute to this class? More details will follow.
- **Persuasive Speech:** This speech should compel your audience to take action on a significant issue that is relevant to their lives. More details will follow.
- **Special Occasion Speech:** Details to follow.
- **Impromptu Speeches:** Throughout the semester to sharpen your speaking skills.

### **Assignments**

**Generally Speaking:** Your assignments are due in class at the beginning of class or posted to Blackboard by 11:59pm on the date indicated. You should write at a collegiate level, and edit your work for spelling, grammar, and punctuation.

- **Speech Proposals:** You will submit speech topic proposals before each speech round to ensure topics are appropriate. You will not be permitted to speak unless you have submitted and I have approved your proposal. Details will come later.
- **Outlines:** Two outlines are required for the informative and persuasive speeches: Key Word Outlines and Full Preparation Outlines. **Key Topic Outlines** are brief, indicate the structural plan, and are turned in midway through the development of the speech. **Full Preparation Outlines** will be turned in to me AND submitted successfully to SafeAssign by the day of the speech.
  - ✓ **SafeAssign: VERIFY you uploaded successfully!!**

You are responsible for successfully uploading your assignment properly and on time.

- **How do you verify you uploaded properly?** Each time you submit an assignment through SafeAssign, verify you submitted your assignment correctly. To do this, go to the Grade Center and find the column and cell for that particular assignment. If you see a white exclamation point (!) inside of a green box in the space where your grade will be entered, then your assignment was successfully received. If you do not see this, then you have NOT submitted your assignment correctly, and you need to resubmit.
- No assignments will be accepted for grading that are not successfully submitted through SafeAssign. Submitting after the due date/time, uploading the “wrong” paper and/or, uploading in the wrong file will incur a penalty. Ignorance is no excuse.
- **Having trouble?** If you experience trouble using Blackboard or Safe Assign, seek help!
  1. Visit one of the many computer labs around campus.
  2. Use the Help Center’s Live Chat. I find it quite convenient and helpful. Ignorance is no excuse.

**NOTE:** Students who wait until the last moment to submit assignments are taking a huge risk! Computer, Internet, Blackboard, and life-related problems happen every day, and they are almost always unexpected and seemingly beyond one’s control. Be prepared by submitting your assignments early!

- **Self Evaluations:** This self-critique, emphasizing thoughtfulness and self-reflection, will be turned in online by 11:59pm on the date indicated on the schedule. Details will come later.
- **Peer Evaluations:** Peer evaluations provide speakers with feedback and you, as an audience member, can practice skills of critical thinking and listening. Evaluations should be respectful and offer valuable feedback for the speaker. Evaluations are due at the end of the class period during which speeches are presented. Evaluations will be graded based on their thoughtfulness and detail. Details will come later.
- **Connect and LearnSmart:** Through our Blackboard site you will access the McGraw-Hill CONNECT online resources and chapter quizzes. Quizzes will be completed before class. You must register with McGraw-Hill Connect using your personalized registration code to gain access to all these materials.
- **Outside Speaker/Civil Dialogue Evaluation:** Locate and attend a public speaking event and evaluate the speaker or attend a civil dialogue event and write a reflective essay about the experience. Details will come later.
- **Active Participation:** Active participation means more than “showing up.” It means engaging in the class by asking questions, sharing experiences, and contributing to the success of the class.

### **GRADING SCALE**

**A grades** = outstanding effort. Student goes beyond expectation and demonstrates a superior understanding of course material. Work demonstrates high levels of preparation. Written work is free from spelling and grammatical errors.

**B grades** = good work. Student effort is above average and demonstrates a strong understanding of course material. Work demonstrates good levels of preparation. Written work is free from spelling and grammatical errors.

**C grades** = satisfactory work. Student meets the basic requirements and demonstrates basic understanding of course material. Work meets basic level of preparation. Written work is free from spelling and grammatical errors.

**D grades** = unsatisfactory work. Student does not meet all of the minimum requirements and/or does not demonstrate understanding of course material. Student is not prepared. Written work contains notable spelling and grammatical errors.

**E grades** = failing. Student does not meet the assignment requirements, engages in abusive or unethical scholarly practices, or engages in academic dishonesty. NOTE: academic dishonesty will result in an automatic failing grade and/or an XE grade (see the statement of Academic Integrity included in this syllabus for more details.)

**FINAL GRADES:** The following list will help you to keep track of your graded assignments so that can assess your grade.

	<u>Points Possible</u>	<u>Earned</u>
<b>Core Course Speeches (200 points)</b>		
Informative Speech	75	<input type="checkbox"/>
Persuasive Speech	75	<input type="checkbox"/>
Special Occasion Speech	50	<input type="checkbox"/>
<b>Speech Proposals (15 points)</b>		
Informative Speech Proposal	5	<input type="checkbox"/>
Civic Issue/Persuasive Speech Proposal	5	<input type="checkbox"/>
Special Occasion Speech Proposal	5	<input type="checkbox"/>
<b>Key Word Outlines (20 points)</b>		
Informative Key Word Outline	10	<input type="checkbox"/>
Civic Issue/Persuasive Key Word Outline Outline	10	<input type="checkbox"/>
<b>Full Preparation Outlines (70 points)</b>		
Informative Full Outline	25	<input type="checkbox"/>
Civic Issue/Persuasive Full Outline	25	<input type="checkbox"/>
Special Occasion Full Outline	20	<input type="checkbox"/>
<b>Evaluations (65 points)</b>		
Informative Self Evaluation	15	<input type="checkbox"/>
Civic Issue/Persuasive Self Evaluation	15	<input type="checkbox"/>
Informative Peer Evaluation	10	<input type="checkbox"/>
Civic Issue/Persuasive Peer Evaluation	10	<input type="checkbox"/>
Outside Speaker or Civil Dialogue Evaluation	15	<input type="checkbox"/>
<b>Impromptu Speaking (25 points)</b>	25	<input type="checkbox"/>
<b>Exam (30 points)</b>	30	<input type="checkbox"/>
<b>Learn Smart Chapter Reading Reviews (55 points)</b>		
Chapter 5	5	<input type="checkbox"/>
Chapter 7	5	<input type="checkbox"/>
Chapter 15	5	<input type="checkbox"/>
Chapter 11	5	<input type="checkbox"/>
Chapter 8	5	<input type="checkbox"/>
Chapter 16	5	<input type="checkbox"/>
Chapter 17	5	<input type="checkbox"/>
Chapter 12	5	<input type="checkbox"/>
Chapter 2	5	<input type="checkbox"/>
Chapter 3	5	<input type="checkbox"/>
Chapter 18	5	<input type="checkbox"/>
<b>Effort, Participation, &amp; Improvement (20 points)</b>	20	<input type="checkbox"/>

**GRADING SCALE**

- 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

**TOTAL POINTS POSSIBLE** 500      **TOTAL POINTS EARNED** \_\_\_\_\_

**STANDING INVITATION**

If you have questions or concerns about these assignments or any other issues related to the course, please send me an email, or feel free to come to my office hours or set up an appointment to talk with me. You are always welcome to visit me any time throughout the semester. I'm looking forward to working with you!