

COM 325 Advanced Public Speaking

Instructor:

Office:

Office hours:

E-mail:

When sending an email, it's important that you include your **course number** (325) in the subject line. Plan ahead and be patient: It will probably take more than 24 hours for me to get back to you. If you do not receive a reply within 48 hours (longer on weekends), assume that your email was not received and try again.

Read this syllabus carefully. By remaining enrolled in the class, you have accepted the conditions and requirements of the course. The requirements and rules indicated in this syllabus are non-negotiable. You should drop the class immediately if any aspects of the course, its rules, and/or requirements are not acceptable to you.

Student responsibility: You must meet all GPA and prerequisite requirements to be in this class. If you do not meet the GPA or prerequisites, the Hugh Downs School retains the right to remove you from the course whether or not you have completed any assignments, exams, or work. You will be removed administratively if you do not withdraw from the course on your own. *Prerequisites:* COM 225 with a minimum grade of C; minimum cumulative ASU GPA of 2.50.

READINGS:

Textbook:

How to Design and Deliver Speeches (8th edition) by Leon Fletcher, 2004. Boston MA: Allyn & Bacon.

Additional readings will be available from the course Blackboard. Some will be web references for you to access. We might even have the occasional handout. **You will need to be self-motivated** in keeping up with the readings and daily assignments.

COURSE GOALS: Social and pragmatic aspects of public speaking as a communicative system; strategies of rhetorical theory and the presentation of forms of public communication.

CLASS GOALS: To train you in advanced levels of thinking and doing in the process of self-presentation and public speaking, including developing your skills in self-reflective thinking.

This class will be like no other you have taken. We will frequently meet on campus in locations *other than the classroom*. Because of this, and because we will invite guest speakers, our daily plans need to be flexible. Like a person who speaks professionally, your ability to be organized and on time will be

crucial. Absences and tardiness will seriously reduce your participation points. If the prospect of a changing classroom schedule and location is a problem for you, you will not be comfortable in this class.

Note that this is a class in public *speaking*, not a class in *slide-showing*. If Power Point is your first love, this isn't the class for you.

Mastery

This is a mastery class, not a competitive class. You are all expected to have advanced levels of knowledge and ability as a result of your active participation in this class. Will you be ready for an immediate career in public speaking? No. You can study about the saxophone forever, but the only thing that makes you a saxophone player is playing. The same is true in public speaking.

The classroom environment and the number of students make it impossible for you to get advanced levels of public speaking *practice* in this class. You can, however, learn advanced techniques, theory, and processes which you can then apply to your own practice of public speaking. These are skills you will find useful in your daily life and career, as well as in front of an audience.

Development

In many ways, this class will be constructed as we go, and adapted where possible to the interests and abilities of the students in the class. See the Daily Assignments button in Blackboard for current and up-coming assignments. We will also have a Course Calendar which will be regularly updated.

- You will do many small speeches. Realize that preparation for a high quality short speech can be as difficult as for a long speech -- sometimes more difficult. Only some of these speeches will be graded. All of them are important.
- At times you will need to do research to prepare for class discussion, such as finding resources on various public speaking issues. In such assignments you will be graded in part on the thoroughness and effectiveness of your research.

CLASS POLICIES

We hold these truths to be self-evident.....

1. You will at all times be prepared for class.

The interactive nature of this class means any failure to prepare will impact everyone in the class, not just the student who is unprepared. My expectations are high in this regard.

Students who require special assistance or accommodation as arranged through Disability Resources, and students participating in university-sanctioned absences (including religious holidays), should let me know within the first week of class. Students with university-sanctioned travel generally will need to complete assignments and exams in advance.

No late work will be accepted without *advance* arrangements made with the instructor or *extensive* documentation of an emergency situation. Regularly scheduled doctor (or other) appointments do NOT constitute an emergency situation.

No late submissions will be accepted after the last regular class day.

2. You will respect that your classmates are here to learn.

When the instructor is speaking, you should *not* be speaking, in this or any other class. Even if you are not interested in what is being said, you have classmates who are. Respect their investment in their education.

Because communication courses by their very nature cover personal topics, it is important that we work together for an atmosphere of respect and support. Please respect the privacy of your classmates outside the classroom. It can be a very small world.

In addition, you are expected at all times to be respectful (in both language and behavior) to your classmates regardless of sex, race, age, socio-economic status, sexual orientation, religion, or personal opinions. An important part of your development as a scholar is learning how to disagree without being disagreeable.

Note that any form of disruptive behavior can result in loss of participation points. Verbal or physical aggression before, during or after class will result in permanent removal from the class and notification of the proper authorities. See the Arizona Board of Regents Policy Manual Chapter V – Campus and Student Affairs: Code of Conduct.

- You are here to learn and will focus all of your attention on the class during all of each session.*
Temporarily leaving the room during class is not acceptable; it is disruptive to the instructor and to the people around you. Plan your bathroom/snack/smoke breaks for outside of class time.

FAIR WARNING

USING ELECTRONIC DEVICES: For the duration of class all electronic devices – including laptops – will be turned off, put away, not handled or used in any manner without my express permission.

PENALTY: Anyone using ANY unauthorized electronic device will be dismissed from class for the day and

1st offense: Loss of that day's participation points.

2nd offense: Loss of half a letter grade for the course.

3rd (& each subsequent) offense: Loss of an additional letter grade.

- You can and will attend all classes.*
Your input is valuable to your classmates, to the instructor, and to your learning. You cannot participate if you are not present.
We will start promptly; be on time. Expect the class to last the full period.
If a class is missed, you are responsible for getting any notes *from your classmates*. Most handouts and major announcements made by the instructor will also be posted on the class Blackboard.
Makeup exams or deadline extensions will be considered **ONLY** for those who *upon return to class* provide **extensive written documentation** of severe illness, or death in the *immediate* family. It is your responsibility to contact the instructor. Final deadline for providing documentation, and arranging makeup work if allowed, is two weeks following your return to class. No assignments can be turned in after the last class day.
- You will maintain high standards of personal civility.*
What you learn in this class is highly relevant to today's workplace and marketplace. We will model ourselves on standards of behavior reflecting professionalism and respect. This means foul language is not appropriate. Actions or materials that are in poor taste are not appropriate. For a detailed discussion of expected standards, see the Student Conduct section, below.
- You will maintain the highest standard of 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.
Academic honesty is expected of all students in all examinations, papers, speeches,

presentations, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>.

Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination.

Note that plagiarism is intentionally *or unintentionally* using another's work (including wording, phrases, or original ideas) without giving the person proper credit. This includes representing anyone else's words as your own. Exact words can be used ONLY in clearly attributed quotes. Individual assignments must be your work and solely your work.

Also, "self-plagiarism" is not allowed; in no case may you use material you have produced in another class or context without express *written* permission from me. Even within the class, each assignment must be new; you may not duplicate graded material across assignments.

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.

Note: In line with these issues, for *all* graded speeches you will be required to turn in an electronic copy of the full sentence speech outline of your complete speech to SafeAssignment. No grade will be entered *for the speech itself* unless the appropriate outline is submitted on Blackboard. Late submission will reduce your speech grade.

Remember, any academic dishonesty in this course will result in failure of the course, and could also lead to disciplinary action by the college or university. Unfortunately my personal patience for such things has been far exceeded. I will have no hesitation at all about failing you.

COURSE COMPONENTS:

Details of all assignments will be provided in ample time to prepare. See the Course Calendar for due dates; remember that the Calendar will be up-dated frequently. To give you an overview:

Participation points include but are not limited to short homework assignments, discussion participation, ungraded speeches, pop quizzes, attendance and *punctuality*. Arriving late, leaving early, or packing up your bag before I dismiss the class is impolite and disruptive and will reduce your participation points. Expect to be in class for the FULL class period, every day. Note that non-emergency personal travel plans (e.g., around holidays) **never** excuse you from taking tests, turning in assignments or making presentations at the time scheduled. *Participation assignments cannot be made up.*

Absences may be excused only if you provide official documentation demonstrating a legitimate reason for missing class:

- If you are too ill to come to class, you must have a signed (and dated) document from your doctor saying you had to miss class (on that particular day) because of your illness.
- If you will miss class because of the death of family member, you must provide a death certificate or an obituary with your name mentioned as a survivor.

- If you miss class because of the observance of a religious holiday, please let me know at least a week in advance.
- If you are active in University-sponsored events (athletic teams, debate, etc.) you must supply the appropriate school-provided documentation, and generally must complete assignments in advance.
- Final determination of what constitutes an excused absence will be up to the instructor.

The exact point value of attendance and of any given participation assignment will depend on the number and nature of the participation assignments over the course of the semester. **SPECIAL NOTE:** Absence on any graded speech day will result in *double* the point deduction, whether or not you are presenting that day.

IMPORTANT: DO NOT ENTER during any student’s presentation. Any such disruption will reduce your participation score by 3 points.

Exam(s): There will be a mid-term and a final exam. Tests will cover the readings and lectures, including guest speakers. Tests are likely to include essay questions. There may also be quizzes, as needed.

Late Arrivals: No student will be permitted to take an exam if they arrive late to the exam *and* any other student, having seen or finished the exam, has left the room. Parking trouble or other transportation problems are not valid excuses. Be sure to arrive to campus well before the start of class. *Late students will receive a zero for the exam.*

Important: You WILL NOT be allowed to take the Final Exam early. Make travel arrangements that allow you to be in class. No exceptions!

Details of all assignments – including the grading rubrics -- will be provided in ample time to prepare. The Course Calendar will give a basic list of up-coming assignments. Details will be found under the Daily Assignments button. To give you an overview:

SPEECHES:

1. Various **short speeches** (30 seconds to one minute) will be assigned throughout the semester. Some will be graded.

2. You will attend a public speech in a professional situation and deliver a two-minute critique for the class.

The basis for your Critique Speech is your evaluation of a live public speech in a “professional” situation, although the speaker need not be a professional speaker. For instance, you might hear the main speaker at an association meeting, or a political person addressing a civic group, or a scholarly expert making a special presentation on campus. The speech must be live and must occur during this semester.

This may NOT be a speaker within a regularly scheduled university class, nor may it be a clergy person addressing a congregation.

The speech you attend should be 20 minutes long or more, not a panel presentation or discussion program. Details of the assignment will be provided in ample time to prepare. Meanwhile, be alert for opportunities to hear outside speakers.

In your two-minute (1:30 to 2:30) critique, you will share with your audience – your classmates – what you learned about public speaking based on the speech you attended. “Critique” does *not* require criticism, but rather evaluation. What did the speaker you observed do right? What were the problems with the speech? Consider their content, organization, delivery, management of the space and audience,

all of the things we have discussed in class.

Your presentation is NOT about the content of the speech EXCEPT in the sense of critique: How the material was organized, the relevance and effectiveness of the supports, etc. **Remember, you are not giving a summary speech about the topic**, but a critique of the speaking situation.

Most speeches will have many high points and low points; you can't cover them all in two minutes. Therefore *focus on the few things that you think will be most beneficial to your audience*. If the speaker had an especially interesting way of making an argument, handling a problem, interacting with the audience, share that. If the speaker neglected something important, or could have handled something more effectively, share that.

Keep your focus on what *your* audience can learn from what *you* observed.

3. You will deliver a 4 minute (3 ½ to 4 ½) keynote speech of any type on any appropriate topic, as planned in your Proposal.

The only constraint on this speech is that it be appropriate to the setting (our classroom) and that your classmates are your audience. Your keynote speech must be a message of substance on which you are "expert," through experience and/or through research. It may **NOT** be a speech you have given previously in another context. The topic must reasonably reflect your latest Proposal/Amendment. Your speech must be appropriate to and targeted for the audience (your classmates). It must demonstrate strong levels of skill in organization, content development, and delivery, reflecting what you have learned this semester. You **MUST** hand in a title for your keynote speech by the due date; failure to do so will reduce your speech grade.

Outlines:

Full-sentence outline: You will develop a full-sentence outline of the *complete* speech for each graded speech; these will be due *in advance* through SafeAssign. Your outlines must be done in *proper outlining format*, and must be typed, double-spaced, in Times New Roman 12-point font with one inch margins. [If you are unsure of how to outline correctly, please visit the Writing Center for assistance.]

Note: No grade will be entered *for any speech* unless the appropriate outline is submitted on Blackboard. Late and/or improperly done outlines will reduce your speech grade.

Keyword outline: On the speech date, a copy of your keyword speaking outline will be handed to the instructor before your presentation.

WRITING ASSIGNMENTS:

All papers are submitted on SafeAssign. See the Calendar for due dates. See details and the grading rubric for each paper under the Assignments button.

1. Self-analysis and Keynote Proposal. The purpose of this assignment is to encourage you to set a goal, both for the course and for your keynote speech, so that you can apply each lesson toward your goals. This paper is a short self-assessment and a proposed topic for your keynote speech. This will be due around the 3rd week of class, 2-3 pages, including the following written in *narrative* form (**not** as bullet-points):

- A. Your proposed theme, topic, or subject area for your keynote speech.
In what way have you earned/can you earn the right to talk about this?
- B. The purpose of your speech.
- C. In developing speech *content*, what are your strengths and weaknesses?
- D. In *organizing* a speech, what are your strengths and weaknesses?
- E. In *delivering* a speech, what are your strengths and weaknesses?
- F. What is your personal goal as a speaker? What will you do in this class to help move you toward that goal?

NOTE: If as the semester goes on you change your plans for your keynote speech (and many people will), submit a **Proposal Amendment** in hard copy with the revised points A and B, with your name and the date. Keep a copy. You may change several times during the semester; that's fine, as long as your keynote speech is compatible with the last Proposal on hand. There will, however, be a deadline for changes.

2. Mid-course Analysis. The purpose of this assignment is to improve your ability to critique public speaking. Based on the class assignments thus far (graded *and* ungraded), in 1-2 pages in *narrative* form (**not** as bullet-points) assess EACH of your team members individually in terms of their **strengths and weaknesses** as public speakers. (Note that this assignment will be seen only by the instructor, unless you yourself choose to share it with someone else.) Remember that to “critique” is not simply to criticize, but to provide a thoughtful *and thorough* analysis.

3. Final Self-Analysis.

This 3-4 page paper includes the following (in narrative form):

1. Revisit parts C, D & E of your original Proposal paper. What changes have occurred for you on each point? If no change has occurred, why do you think that is? Also address part F: What is your personal goal as a speaker now? What will you do *next* to help move you

toward that goal?

2. Discuss how what you have learned over the semester was applied in your keynote speech.

This paper should *demonstrate your grasp of the terms and concepts you have learned*. Draw on your other papers and class materials as resources for this analysis. To do this, save your written assignments, speech feedback and grade sheets, your speech notes, the materials you collect as research and in your speech development, and any other relevant materials. By examining these "artifacts," you can construct your final analysis.

This must be a new analysis. Any “cut and paste” from your previous papers is self-plagiarism and will significantly reduce your grade and/or result in failure of the assignment.

WRITING REQUIREMENTS:

The required format for *all* papers submitted on SafeAssign (proposal, self-analyses, and speech outlines) is .rtf (rich text format), .doc or .docx, NOT .odt, .pdf, etc. All papers should be typed in black 12-point Times Roman, double-spaced and have one-inch margins. [NOTE: Your computer default setting may not be 1”. Reset it, as needed. Contact the Helpdesk if you need assistance.]

You are expected to write at a *collegiate* level. Any use of “text message” jargon in a written assignment will result in a 0 for the assignment.

In keeping with our emphasis on professionalism, correct spelling and grammar are required on all assignments. Grades on poorly written assignments will be lowered by *up to 20 percent*. If you have ANY doubts about your writing abilities, I strongly suggest that you seek assistance. There are invaluable resources available to you, including The Writing Center (<http://studentsuccess.asu.edu/home/writingcenters>).

Individual papers must be your work and solely your work. Also, “self-plagiarism” is not allowed; in no case may you use material you have produced in another class without express *written* permission from me. [See the discussion on Academic Integrity.]

All in-class work is due at the BEGINNING of the class period on the designated day and as scheduled on Blackboard by 11 p.m. on the due date. No late work will be accepted without *advance* arrangements made with the instructor. Computer problems are *not* an excuse for late work. Late assignments lose 10% per calendar day. All “excuses” must be sufficiently documented. Presentations generally cannot be rescheduled.

IMPORTANT: Each time you submit an assignment through SafeAssign, *verify that your paper was submitted correctly*. To do this, go to the Grade Center. If you see a white exclamation point (“!”) inside of a green box present in the space where your grade will be, then your assignment was successfully received. It is your responsibility to verify this PRIOR to the deadline as no assignments will be accepted and graded that are not successfully submitted through SafeAssign. Submitting the “wrong” paper and/or in the wrong SafeAssign file will result in a lower score.

- I do not accept e-mailed assignments as a substitute for the SafeAssign submission.
- In emergency situations, e-mailed assignments may be accepted *in lieu of the hard copy* with advance permission ONLY, and will incur a 5% penalty *in addition* to any penalties for lateness.
- Papers will not be graded until a copy is submitted to SafeAssign.
- Attachments that do not open (or that are unreadable when they do open), or late, lost, misdirected, misguided, or imaginary emails do not excuse late or missing assignments.

BLACKBOARD:

Online/Blackboard Component: Several aspects of this class will be conducted online through the course Blackboard. To succeed in this course it is essential that you have regular and reliable online access to Blackboard, that you be familiar with and able to use the Blackboard system, and that you regularly (*i.e.*, daily) check the Announcements in the course Blackboard. (The “course menu” consists of the tabs, or “navigation buttons,” located on the left side of our course Blackboard site. Announcements are in chronological order and appear when you open the course site.)

Course Contact: Periodically, I will post announcements and/or send out individual and class emails with updated information about the class. All email sent via Blackboard is automatically sent to students’ asu.edu accounts. Therefore, you must regularly check your ASU email. Of course, you can forward your ASU email to another account if you wish. Note, though, that ASU has good firewalls. It’s best to use your ASU email to contact me. Email from accounts other than your ASU account may not reach me.

Deadlines: *Deadline for all online assignments is 11 p.m. on the due date.*

“Computer problems” do *not* excuse late work. It is your responsibility to be certain that your available computer and software are compatible with Blackboard, and to do this well ahead of any assignments being due. In general, you should prepare your work and submit online assignments *at least one day ahead* of deadline. Penalties will apply to all late work unless *advance* arrangements have been made with the instructor.

If you have computer problems using Blackboard, do NOT contact the instructor for help. If you have computer/internet or Blackboard-related problems, you should immediately contact the Help Desk 24/7 at 1-855-ASU-5080 or through the help button on your “My ASU” page. (I have found the HelpDesk Chat option to be a very fast way of getting help. Click “Technical Help” under the Help button.) You can also get computer assistance by visiting the technology studio

next to the main entrance at the Computer Commons.

IMPORTANT NOTE: Computer, Internet, Blackboard, printer, 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.

Feedback: I welcome feedback about the course. If we wait until university evaluations at the end of the semester, I cannot make changes that will help you. I regularly ask the class for feedback and suggestions regarding the activities and assignments. Please share your thoughts with me in an open and constructive manner during the semester. You can make suggestions in class, with me privately during office hours, or via email.

STUDENT CONDUCT:

The Hugh Downs School of Human Communication strives for a classroom climate that is comfortable for all. In a communication class, it is especially important that we

- (1) display respect for all members of the classroom – including the 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 may be reduced each time you engage in these sorts of behaviors.

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/usi/usi201-10.html>). This includes students who are verbally or physically aggressive towards the instructor or another student before, during, or after class. As noted in this document, "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.

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 (<https://eoss.asu.edu/dos/srr/codeofconduct>) as well as the ACD 125: Computer, Internet, and Electronics Communications (<https://cfo.asu.edu/bts-computer-usage-policy>).

Disability Service:

Students needing accommodations in this course due to disabilities must be registered with the Disability Resource Center (DRC) before requesting accommodations. Please contact me at the beginning of the semester, as I will be more than willing to make the necessary arrangements. The DRC is located on the first floor of Matthew's Center. They can be contacted at <http://www.asu.edu/studentaffairs/ed/drc/>. They can also be contacted at 480-965-1234 (voice)/480-965-9000 (TDD).

COURSE GRADING:

When completing your assignments and receiving the evaluation of your work, keep the following

criteria in mind:

A=Superior. Greatly exceeds the basic requirements, by demonstrating high standards of creativity, skill, analysis, initiative and effort.

B=Above average. Exceeds basic requirements by demonstrating above average creativity, skill, analysis, initiative and effort. May have technical weakness in some areas.

C=Average. Meets basic course requirements but does not demonstrate extra initiative regarding the assignment.

D=Below average. Some requirements are deficient. Shows an effort worthy of credit, while not meeting the basic requirements in every respect.

E=Poor work. Deficient in most or all requirements.

The Hugh Downs School uses the +/- system in all classes.

A+	= 100
A	= 93-99.9
A-	= 90-92.9
B+	= 87-89.9
B	= 83-86.9
B-	= 80-82.9
C+	= 77-79.9
C	= 70-76.9
D	= 60-69.9
E	= 0-59.9

POINT DISTRIBUTION

Papers:		
Self-analysis & Proposal	5%	
Mid-course analysis	5%	
Final analysis		6%
Short speeches (total)	20%	
Critique Speech	8%	
Keynote speech	15%	
Mid-term Exam	4%	
Final Exam	7%	
Participation	30%	
TOTAL	100%	

Grades will be posted in Blackboard in a timely manner.

I do not “give” grades. Grades are *earned* based on your performance over the semester. Individual graded assignments do not determine your final grade. Consistent work over the entire semester is totaled to determine a final letter grade based on points earned. Thus, the point breakdown listed here will be strictly followed; points are NOT “rounded.”

IMPORTANT NOTE: You may be tempted to skip assignments that appear to have a small point value. Be aware that each 0 score creates a major drag on your potential points for the course, and those deficiencies quickly add up.

GRADE CHALLENGES: Grade challenges must be submitted to the instructor in writing within one week.

Caveat: I reserve the right to update or change portions of this syllabus in order to make the class a better experience for everyone. This may be in response to suggestions from students, from my own observations, or as the result of requirements by the Department, College, or University. Changes will be posted to the course Blackboard.