COMM 2381: Spring 2019 COURSE SYLLABUS

Instructor’s Name: Kiersten Brockman
Contact Information: klbrckmn@memphis.edu
Instructor’s Office Hours: Wednesday 9:00AM – 11:00AM and by appointment – Email confirmation required for all meetings even during office hours.
Office Location: ACB 142 (around the corner from Subway)

Section: 01
Meeting Days: Monday/Wednesday/Friday
Meeting Time: 8:00AM – 8:55AM
Classroom: ACB 247


Supplemental Reading: www.publicspeakingproject.org (Chapter 11 Required)

Other supplies needed (optional):
- Note cards for speech delivery.
- Digital camera or cell phone or access to one (the CWC is a great resource). You will need to record at least one of your speeches during the semester.
- I also suggest you purchase a planner or calendar app and make it your best friend. A calendar of our course assignments will be provided to you however effective scheduling of your professional and educational responsibilities may need more space and is vital for a successful college career.

Course Overview: In this course, you will explore the art of public speaking by using a broad range of techniques to craft compelling, ethical oral presentations that address contemporary issues. Through the practice of creating and delivering effective presentations, you will gain confidence in your ability to address an audience with clarity and persuasive impact. You will practice ethical and active listening as you play the role of participatory audience member. You will also examine the critical role that public discourse plays in creating and maintaining stable civic relationships.

Course Format: This course will combine lectures, in class activities, group activities, assignments, and exams to facilitate a positive and engaging learning environment. You will be speaking for a minimum total of 18 minutes, broken up throughout the semester. In addition, you will be asked to give impromptu speeches on occasion which will not require preparation.

Student Learning Outcomes:
Upon completion of this course students will be able to:
- Articulate a primary purpose for a presentation as a single, compelling statement.
- Develop major points in a logically organized, convincing manner in support of that idea.
• Plan, revise, and edit oral presentations using clear and effective language.
• Use visual support effectively as a means of clarification and emphasis.
• Clearly explain information gathered from multiple, credible sources.
• Recognize the difference between opinion, fact, and inference and their use in argument.
• Develop and utilize appropriate rhetorical technique (i.e. narration, example, process, comparison/contrast, classification, cause/effect, definition, argumentation) to support your purpose.
• Demonstrate ethical speech development by avoiding plagiarism in all forms.
• Recognize the critical role of listening in successful communication.
• Apply critical and ethical listening skills as participatory audience members.
• Analyze and evaluate oral presentations by listening critically for elements that reflect the speaker’s awareness of situation and audience, as well as diverse points of view.
• Address communication apprehension to become comfortable in front of an audience.
• Familiarize yourself with how public speaking can be applied in real world scenarios.

Attendance Policy: Success in this course depends on the participation and the mutual support of students. Your participation as an audience member is as important as your participation as a speaker. An attendance sheet will be present and it is your responsibility to sign in at the beginning of each class. You are adults and I plan to treat you as such. If you will not be in class and it is not a speech day I do not need an explanation as to why you are absent. Per the department, you are allowed 3 absences during the spring semester on a m/w/f course (the equivalent of one week) without penalty. After that, your participation grade will be reduced by 10% (5 points) for each absence. It is possible to completely lose your participation points, which will affect your grade by one letter.

Absences on Speech Days: If an emergency situation or extreme circumstance suddenly happens to you specifically (I.E. contagious illness, broken bone, serious car accident, deceased relative etc.) I require documented proof of the incident (I.E. a cast, hospital discharge papers, time stamped photographs of the vehicle, a program from the funeral showing date of death etc.) I also expect you to attach a PDF copy of your outline to the explanatory email you send me before class so I know you were prepared to speak. Emails without attached outlines or sent after the class start time will not be accepted as excused absences. An unexcused absence on the day of your speech will result in a 25% penalty for that speech. You will need to come to each subsequent class prepared to speak in case we have time left over from that day’s lesson or speakers. If we do not have time, it is up to the instructor if an exception will be made and you will be allowed to speak, this means the instructor can assign the zero you earned for the speech permanently. That being said, I want to work with you, if you communicate with me. If you know ahead of time that you will be absent on a day you are scheduled to speak let me know as soon as possible and we can arrange to speak another speech day. Rather than feeling anxious and skipping class for your speech and receiving a zero, shoot me an email and we can talk about techniques for conquering communication apprehension and get through this together. It’s my job to be here for you.
**Tardiness:** Tardiness will be documented on the attendance sheet. Three tardies = one absence. If you need to leave class early please see me before class starts or send me an email. I am reasonable and will work with you on a case by case basis. Entering the classroom late while another student is giving a formal speech will result in a 50-point deduction on your final grade. Be respectful of your peers and make sure to listen at the door before entering the classroom tardy especially on speech days.

**Late Work and Stuff Happens Pass:** Instructors are not required to accept late work. If you have a valid, documented reason (as determined by this syllabus and instructor discretion) for missing an exam or speech I will accept it for full points. Unexcused late work may be accepted with up to a 25% deduction depending on the situation. Some missed or late assignments will not receive credit. If you are having issues with an assignment it is always best to email me as soon as possible and I am happy to help or work out a solution with you. You will receive one “stuff happens” pass at the beginning of the semester. If you lose the pass, you will not receive another. This pass can be filled out and returned to me at any point in the semester if you need a one-week extension on an assignment. These passes do not apply to attendance, exams or speeches. You may use them on homework assignments, quizzes, extra credit, evaluations, or outlines. **How to use the stuff happens pass:** You must fill in and staple the pass to the assignment and turn it in within one week from the due date for the opportunity for full credit. Do not turn the pass in independently from the assignment.

**Classroom Etiquette and Behavior:** I expect you to be open to perspectives presented by your peers which may be different from your own. It is also important to consider your audience. While it is great to push boundaries and explore different opinions, please avoid being deliberately controversial and ask for assistance if you are worried your speech topic or presentation may result in a classmate feeling ostracized or hurt. While your peers are speaking, you will give them your undivided attention. Texting or using a laptop while a peer is giving a speech will result in me asking you to leave class for the day as well as a 50-point penalty on your final grade. Respect is earned. I expect you to behave in a way that both earns my respect and promotes a positive, open learning environment; I will do the same for you.

**Technology in the Classroom:** Cell phone use during class is not permitted with several exceptions: 1) you have an important call you are waiting for and have discussed it with me prior to class beginning or, 2) you are using your phone to video record someone’s speech (with approval) or, 3) you are the instructor of record for this course. Recording of lectures is not permitted with exceptions made for ADA students. You need to be prepared to record at least one of your speeches, if not every speech, on an SD card or your phone during the semester. Having a video to reference if you believe there was an error during the grading process makes everything easier. This is not required but suggested. I do not need to be emailed the videos, but *if you would like to dispute a grade I expect to see one.* Note taking will be done using a pen and paper unless otherwise mandated by DRS. You may think that you take better notes on a laptop however you are actually taking more notes, they are not necessarily better notes. Research has proven that your brain processes typing and writing differently and studies have shown you are more likely to remember the information if you write it. Consequently unless technology time is announced by the instructor for research purposes during in-class activities, laptop use will not be permitted.

**Student Parents:** If you have an issue with childcare please email me to discuss. I will do my best to help us come to a solution together. The student handbook does not
have any information regarding children in the classroom and I would much rather have you present with your child on a case by case basis and have the opportunity to learn, than absent thus compounding the consequences of a situation which may be out of your control.

**Assignments and Grading**
Over the course of the semester you will have the opportunity to earn at least 1,000 points. In an effort to avoid surprising (both positive and negative) final grades, please keep track of the points you have earned in the table below. There will also be a running tally of your graded assignments available to you on eCourseware.

**Extra Credit:** There is are already extra credit assignments listed below, further information will be released on eCourseware. Other opportunities may arise during the semester but are not guaranteed.

**Grade Scale (without +/-):**
90-100 = A  
80-89 = B  
70-79 = C  
60-69 = D  
59-below = F

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<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Points Available</th>
<th>Track My Points</th>
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<tbody>
<tr>
<td>YouTube Demo Speech*</td>
<td>5%</td>
<td>50</td>
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<tr>
<td>Informative Speech*</td>
<td>10%</td>
<td>100</td>
<td></td>
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<tr>
<td>Persuasive Speech*</td>
<td>20%</td>
<td>200</td>
<td></td>
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<tr>
<td>Ceremonial Speech</td>
<td>10%</td>
<td>100</td>
<td></td>
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<tr>
<td>Outlines (*Demo/Info/Pers)</td>
<td>15%</td>
<td>50 x 3 = 150</td>
<td>____ + ____ + ____ = ____</td>
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<tr>
<td>Self-Evaluation (*Demo/Info/Pers)</td>
<td>7.5%</td>
<td>25 x 3 = 75</td>
<td>____ + ____ + ____ = ____</td>
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<tr>
<td>Peer Evaluation (*Demo/Info/Pers)</td>
<td>7.5%</td>
<td>25 x 3 = 75</td>
<td>____ + ____ + ____ = ____</td>
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<tr>
<td>Quizzes (Ch. 1, 13, 15, 16, Buffer)</td>
<td>2.5%</td>
<td>7 x 5 = 35</td>
<td>____ + ____ + ____ + ____ + ____ = ____</td>
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<tr>
<td>Discussion Posts (Ch. 7, YouTube, Buffer)</td>
<td>1.5%</td>
<td>5 x 3 = 15</td>
<td>____ + ____ + ____ = ____</td>
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<td>Final Exam</td>
<td>5%</td>
<td>50</td>
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<tr>
<td>Topic Approval WKST</td>
<td>2%</td>
<td>20</td>
<td></td>
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<tr>
<td>Homework 2 – Comm+You</td>
<td>2%</td>
<td>20</td>
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<tr>
<td>Ch. WKSTS (1, 2, 3, 4, 5, 6, 7, 8, 9, 12, 13, 15, 16)</td>
<td>6%</td>
<td>60</td>
<td>5 points per WKST, 1 freebie</td>
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<tr>
<td>Attendance/Participation</td>
<td>5%</td>
<td>50</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>1000</strong></td>
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<tr>
<td>Extra Credit</td>
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<tr>
<td>Osborn Speaking Entry</td>
<td>2%</td>
<td>20</td>
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<tr>
<td>Ceremonial Speech Outline</td>
<td>2%</td>
<td>20</td>
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<tr>
<td>Chapter 14 Activity</td>
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**Topic Selection:** You may select any speech topic. It is suggested that you have one overarching theme for your ceremonial, informative (descriptive or explanation), and persuasive speech. For example, you may select the theme of elephants. As a result, your ceremonial speech could pay tribute to a person or organization who made great discoveries in the study of elephants, your informative (descriptive or explanation)
speech could discuss the biology of elephants, and your persuasive speech could motivate the audience to stop going to zoos, instead donating the money that would have purchased tickets to an elephant conservation society. Consider what the audience needs to hear as opposed to what they want to hear. You have a captive audience and you should take advantage of that. In the topic approval worksheet, you will discuss each of your potential topics and why they are relevant to you and the audience. A template is available on eCourseware. If a topic is not approved at least 24 hours in advance (at the latest), you will not be permitted to give your speech.

**Speaking Schedule:** You should be prepared to speak on the first day of speeches (calendar available on eCourseware). Students will write their name on the board to volunteer for the speaking order. If all of the speaking slots are not filled by the beginning of class, the instructor has a list of randomly selected student numbers. If you are not present or not prepared to speak when called, you will receive a 0 for the speech. The instructor will use discretion to determine if you are allowed to speak on another day for a 25% deduction. There is no guarantee you will be allowed to speak if you are unprepared. See attendance policy on days you are scheduled to speak for further details.

**Outlines:** You have a required outline (with templates available to you on eCourseware) for your informative [both (1)Demo and (2)Descriptive/Explanation] and (3)persuasive speech. Your ceremonial outline is optional as extra credit but strongly suggested. All outlines are due on the first day of each speech category. Failure to use the template will result in a 0 for the assignment.

**Speeches:**

<table>
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<tr>
<th>Ceremonial: Award Presentation or Toast</th>
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<tr>
<td>• 3-4 minutes</td>
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<td>• Formal outline is extra credit</td>
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<tr>
<td>• Suggested minimum of 3 sources in references page</td>
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<tr>
<td>• Oral citations required: 0</td>
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<tr>
<td>• Use visual elements appropriately if necessary</td>
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Students will call the audience's attention to a person, organization, or concept who has made a significant contribution to the world, and by doing so, emphasize common values and virtues between the topic and the audience. If you select a person, they must be a public figure. You may give an award presentation (using a made-up award or a real award as long as the recipient has not received the award previously) or a toast. A narrative is required as your attention getter. Delivered in person during class.

<table>
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<tr>
<th>Informative Speech: YouTube Demonstrative Speech, Partners</th>
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<tbody>
<tr>
<td>• 5 minutes total</td>
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<tr>
<td>• Formal outline required, one per group</td>
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<tr>
<td>• No fewer than 3 sources in references page</td>
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<tr>
<td>• Oral citations required: 3</td>
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Students will write and record a YouTube style demonstration speech (search YouTube for the word ‘tutorial’ if you would like further examples). You must teach us how to do something sequentially or chronologically. The speech must be recorded, uploaded to the drop box, and will be played for the class. Extra credit is available if you bring materials (i.e. 26 handouts with instructions for meditation or 26 bandages and pieces of gauze to practice a first aid technique) for the class to follow along with your directions. If you do not have access to recording devices such as a cellphone or laptop, the CWC is happy to assist you with this project.
Informative Speech: Descriptive or Explanation
- 5-7 minutes
- Formal outline required
- No fewer than 5 sources in references page
- Oral citations required: 5
- No fewer than 5 slides in Slideware (PowerPoint or Prezi)

Students will describe or explain (in the manner outlined in the Osborn text) several aspects of their topic; the facts about the issue, dimensions or causes of controversy. May include some proposed solutions to the problem but stops short of giving audiences members a call to action (save that for the persuasive speech). Delivered in person during class.

Persuasive Speech
- 7-9 minutes
- Formal outline required
- No fewer than 7 sources in references page
- Oral citations required: 7
- Must use at least two types of visuals to create/supplement arguments

Students will create persuasive speeches that present one perspective on a certain issue. You must take a stance and urge the audience to adopt the idea or behavior. Action steps that support or contribute to existing real-world solutions should be emphasized. Delivered in person during class.

Final Exam: This exam will be comprehensive and will consist of a combination of objective questions and a written evaluation of a speech.

Academic Dishonesty:
The Office of Student Conduct defines the following on the linked website:
Plagiarism - "The adoption or reproduction of ideas, words, statements, images, or works of another person as one's own without proper attribution."
Cheating - "Using or attempting to use unauthorized materials, information, or aids in any academic exercise or test/examination. The term academic exercise includes all forms of work submitted for credit or hours."
Fabrication - "Unauthorized falsification or invention of any information or citation in an academic exercise."

Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly, through participation or assistance, are immediately responsible to the instructor of the class in addition to other possible disciplinary sanctions, which may be imposed through the regular institutional disciplinary procedures.

An instructor who believes a student has committed an act of academic misconduct shall notify the student in writing of the basis for the belief and allow the student five (5) business days to respond to the allegation. The student shall respond to the allegation by scheduling a meeting with the instructor to discuss the matter. After meeting with the student to review the alleged misconduct, the instructor has two options: (a) they may make a decision regarding appropriate action, or (b) they may refer the matter to the Academic Integrity Committee. (University of Memphis Code of Student Rights and Responsibilities, page 17-18)
The following penalties will be assessed for instances of plagiarism and academic dishonesty:

- Minor/Incremental/unintentional plagiarism:
  - First offense -- one letter grade penalty.
  - Second offense -- fail assignment.
  - Third offense -- fail course.

- Major plagiarism (defined as plagiarizing an entire speech or major portions of a speech):
  - First offense -- fail assignment.
  - Second offense -- fail course

All instances of plagiarism other than a first minor offense will be reported to the Department Course Coordinator. All instances of major plagiarism will be referred to the University Academic Integrity Committee.

Your written work will be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work, or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all.” (Office of Legal Counsel, October 17, 2005)

**Students with Disabilities:** Any student who anticipates physical or academic barriers based on the impact of a disability (including invisible disabilities such as chronic diseases, learning disabilities, and head injuries) is encouraged to speak with their instructor privately within the first two weeks of class. The college and your instructor will make reasonable accommodations for persons with documented disabilities. Any claim of disability must be documented by Disability Resources for Students (DRS) in order to receive accommodation. Students with disabilities should also contact Disability Resources for Students (DRS) at 110 Wilder Tower, 901-678-2880 for further assistance with course access or accommodation.

**Center for Writing and Communication:** This Center offers assistance in speech development, outlining and practice for all students enrolled in COMM 2381. It is located on the ground floor of the main campus library. An appointment to meet with a tutor can be made at [http://www.memphis.edu/cwc/about/how_to.php](http://www.memphis.edu/cwc/about/how_to.php)

**Conflict Mediation/Resolution:** Issues between a student and instructor involving conduct, grade disputes or other issues that cannot be resolved should be referred to Lori Stallings, Course Coordinator for COMM 2381, for mediation. If the dispute remains unresolved, it will then be referred to Dr. Craig Stewart, interim Department Chair.

**Course Calendar:** Available on eCourseware

Please acknowledge that I have your best interest in mind and may need to change policies or schedules (without advance notice) in order to facilitate learning. I am very
passionate about communication and public speaking and I look forward to a wonderful semester with you. Please do not hesitate to contact me for any reason! Really!