

COMM 145 ONLINE, FUNDAMENTALS OF PUBLIC SPEAKING AND COMMUNICATION

WESTERN KENTUCKY UNIVERSITY

INSTRUCTOR INFORMATION

Mrs. Kayla Stanley

Office Hours- 8:00pm- 10:00pm Monday thru Thursday and via e-mail.

Contact- kayla.riley@wku.edu

REQUIREMENTS FOR THIS COURSE

- All e-mail communication regarding this course, whether from me or from the university, will be sent to your university e-mail address. **You should check your e-mail at least once a day.** Please visit [WKU Webmail](http://www.wku.edu/it/webmail/) to access your TopperMail account.
<http://www.wku.edu/it/webmail/>
- You should have access to a reliable, high-speed connection to the internet. The on-line learning environment requires self- discipline as I will not be in a physical classroom with you on a weekly basis. Your learning experience depends on your engagement and participation in the course. It is crucial that you have reliable internet for you to do so, and get the most from this course.
- **You will need a dependable webcam with a microphone for recording your speeches. You may also use an iPad or , laptop webcam. Please keep in mind that your speech recordings must show you from head to toe and clearly record your voice. Please test your recording system before you give your first speech.** Cell phones typically cannot produce the quality nor accommodate the file size needed for a speech, so **you may not use your cell phone** to record your speeches. More instructions will be given on the course site on how to record your speeches using Mediasite.
- When speaking, you are permitted to use only note cards for reference. You **may not** read from an outline or from a laptop. Please buy a pack of 3x5 note cards for this class.

CONTACTING ME

The best way to reach me is **e-mail**. I promise I will check my e-mail every day and respond to you within 24 hours – sooner, if at all possible, except for on weekends. I will also check the discussion boards every weekday to answer any questions students may have. If I will be unavailable via e-mail for any reason, I will give you advance notice. When you e-mail me, please put “COMM145- Online” in the subject line. I expect your e-mails to be professional and courteous, using correct spelling, grammar, and capitalization. In other words, this is

unacceptable: “hey i want 2 know when u r gonna grade our speeches.” (Laugh if you want, but I’ve received e-mails like that!) An e-mail like this is much better: “Ms. Stanley, When will our speeches be graded? Thank you, John Smith”

REQUIRED TEXT

NOTE: Please read the following before purchasing anything for this course.)

Text: DeVito, J.A. (2018). *Human Communication: The Basic Course* (14th ed.). Hoboken, NJ: Pearson.

This class participates in The WKU Store’s “Day One Access” program. As part of this program, the e-book version of the required textbook for this course will be pre-loaded on your BlackBoard account. **The cost of the e-book is \$59.36 and it will be placed on your student bill.** Students who stay enrolled in Day One Access are also eligible to purchase an optional low-cost loose-leaf copy of the textbook for an additional \$27.00. (Students who opt-out of Day One Access are not eligible to purchase this low-cost loose leaf version of the book.) The ISBN for optional low-cost loose-leaf copy at the WKU Store: 9781323768457.

Students who wish to opt-out of this program may do so. By opting out you agree to have your e-book access terminated and you will be responsible to obtaining the required textbook on your own. If you have purchased the optional low-cost loose-leaf book from The WKU Store, you must return it unopened before the opt-out deadline in order complete the opt-out process. It must be in its original shrinkwrap. For more information about this program and for additional information on how to opt-out, please visit the following link: <https://www.wkustore.com/t-day-one-access.aspx>

COURSE DESCRIPTION

COMM 145 – “Fundamentals of Public Speaking and Communication” is designed to increase your understanding of the principles and processes of communicating effectively in a variety of contexts and to facilitate development of your skills in public communication, listening, group communication, and interpersonal communication. This is done through a combination of speaking, listening, writing, and reading assignments. Specifically, you will outline, develop, and deliver extemporaneous speeches that incorporate relevant sources and that are appropriate and effective for the audience, purpose, and context. The assignments are designed to develop your understanding and skills progressively throughout the semester. When you leave the course, you should be sufficiently armed with a basic understanding of public speaking and an awareness of other important communication skills and concepts so that you can continue to develop effective communication behaviors throughout your life in a variety of contexts. COMM 145 is part of the Colonnade curriculum and fulfills the Human Communication requirement (Foundations category).

COURSE OBJECTIVES

Colonnade learning objectives for Human Communication (Oral):

Learning Objective 1: Students will demonstrate the ability to listen and speak competently in a variety of communication contexts, which may include public, interpersonal, and/or small-group settings.

Learning Objective 2: Students will demonstrate the ability to find, analyze, evaluate, and cite pertinent primary and secondary sources, including academic databases, to prepare speeches and written texts.

Learning Objective 3: Students will demonstrate the ability to identify, analyze, and evaluate statements, assumptions, and conclusions representing diverse points of view, and construct informed, sustained, and ethical arguments in response.

Learning Objective 4: Students will demonstrate the ability to plan, organize, revise, practice, edit, and proofread to improve the development and clarity of ideas.

Students will also be able to:

- Design and deliver messages appropriate to various audiences and occasions.
- Communicate a clear thesis and purpose.
- Research, evaluate, and incorporate supporting material.
- Construct and deliver organized presentations with well-developed introductions, main points, conclusions, and transitions.
- Deliver speeches using appropriate and effective vocal and physical behaviors to enhance messages (e.g. vocal variety, articulation, and movements).
- Demonstrate understanding of the communication process.
- Acquire skills to communicate with others, both publicly and interpersonally.
- Understand and identify the basic principles of effective group communication and listening.

TITLE IX COMPLIANCE

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and Discrimination and Harassment Policy (#0.2040) at https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and **MUST** report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

ASSIGNMENTS

REMEMBER, YOU MUST SUBMIT YOUR SPEECH DURING THE WEEK IT IS ASSIGNED. IF YOU DO NOT SUBMIT YOUR SPEECH DURING THE WEEK ASSIGNED, YOU WILL RECEIVE A ZERO FOR THAT SPEECH. THIS IS IMPORTANT.

Basic Requirements:

This semester there will be three graded speech assignments. You are expected to use topics of your own choice, which meet the guidelines for the specific speech assignment. Each speech has a time limit allowing all class speakers to complete the assignment on schedule and to give you practice in fitting materials into a given time allotment. Speaking too long or not long enough means your speech does not meet the requirements of the assignment. As you prepare your speech, please allow enough time to practice so that you can meet these time limits.

Speech Setup

Please give careful thought to the setup of the room where you will record your speech. Think of an area where you will have good lighting, sufficient space to move around, and enough room for at least four observers. Minimize distractions such as ringing phones, curious pets (cute as they may be), and other such interruptions. Remember that outdoor locations may cause a problem with sound quality. Your webcam should show a full view of you during your speech. Before and after your speech, you must pan (show) the audience to show the instructor they are in attendance. Your audience may be friends or family, but may not be children or pets. Your audience must include at least three people. Your recordings of your speeches will be submitted using Mediasite software through Blackboard. **You will find in depth tutorials on how to install and use the software on the course site. Please do not wait until the last minute to record your speech; give yourself plenty of time to submit your video in case of electrical outages or Internet issues.**

Outlines:

Outlines are required for each of the graded speeches. **Late outlines will receive comments from your instructor but will not be assigned points. This is important!** The outline should include: specific purpose, thesis statement, a sentence outline of the speech, a list of sources (bibliography) you used in the preparation of the speech, and any other form your instructor may assign. **(NOTE: A copy of the Information and Diversity Speech outline will be retained by the instructor for departmental course assessment purposes.)**

Speech 1: “Just Bag It” speech (2-3 minutes)

This introductory speech gives you the opportunity to start speaking right away and gives your classmates an opportunity to learn a little about you. Select three items, place them in a bag, and be prepared to explain how the three items describe you. For example, you might include a symbol of your place of employment, an item indicating an interest of yours (e.g. a tennis ball if you play tennis), or an item that symbolizes your career interest (e.g. an apple for a future education major). Make sure your visuals are larger than a driver’s license or small photo so they

can be seen clearly on video. In addition to the items you bring, consider using quotations, stories, and examples. No sources, other than *you*, are required. You must demonstrate that effort went into the assignment; in other words, don't forget about the speech until the day of, panic, and give a speech using three random items you pulled from your backpack. This first speech should include the most basic components of any speech—an introduction, main points, and conclusion. You are required to use extemporaneous delivery, speaking from memory or using notecards.

Speech 2: Speech of Information and Diversity (4-6 minutes)

This is a 4-6 minute informative speech, which must take a multicultural perspective. You may elect to compare and/or contrast an aspect of two cultural groups or discuss an aspect of one cultural group in detail. Other possible topics include social customs, family traditions, holidays, clothing, food, religious traditions, sports, etc. You must step outside of your own cultural perspective in some way. Focus on presenting information relevant to your audience. Some speeches that I have heard in the past have been: comparing soccer in Europe to American football, wedding ceremonies of other cultures, comparing the education system in another country to America's education system. These are just some examples. You are required to present within the time limit, using a speaking outline of no more than five note cards (one side only). You are to cite no fewer than three different sources. Visual aids are required for this speech (PowerPoint, poster board, video/DVD etc.).

Speech 3: Persuasive Speech (5-6 minutes)

This is a 5-6 minute action-oriented persuasive speech. The purpose of this persuasive speech is to influence the audience's beliefs or actions. The speech should contain a problem and solution(s) to the problem, including action steps the audience can take. The speech may be organized in one of three different patterns: problem-solution, problem-cause-solution, or Monroe's motivated sequence. You are required to present within the time limit, using a speaking outline of no more than five note cards (one side only). You are to cite no fewer than four different sources (only two may be from the internet) and use three or more types of amplification or supporting materials. No visual aid is required (unless otherwise stated by your instructor), but please keep in mind that a visual aid can be a very effective way to persuade your audience to act on your topic. Possible topics include influencing classmates to donate blood, start/increase flossing, exercise more or eat healthier, sponsor a child, get involved with a charity, adopt a pet etc.

Theory/ Context Paper

Based on the chapters in the textbook, select a communication context (interpersonal, group, team, the workplace or another organization) or communication theory (dialectics, communication privacy management etc.) you are interested in and write a 3-4 page paper (double spaced). Explain why you selected this context or theory and why this context represents an important area in which to study/learn about communication and/or why this theory is important to the study of communication. Include a minimum of three sources cited within the text of your paper (preferably communication journals or books; the textbook does not count as

one of your 3 sources). Discuss what Communication scholars have learned about your topic that could be relevant to your own experiences (give examples). Also discuss what you learned about communication from your research (how this will be useful in your life, career etc). The paper will be graded on content, organization, and writing. Please include an introduction, clearly organized and supported paragraphs in the body of the paper (please use topic sentences), a conclusion, and source citation along with a bibliography in APA format. You will be presenting your paper informally to the class so that everyone can learn about the theory/concept. Please include relevant/interesting information about your topic from your research as well as how your topic contributes to the study of communication. The presentation should be 3-4 minutes.

Examinations

Exams and quizzes will be used to gauge your understanding of the course material. Exam and quiz dates are marked clearly on the schedule. Exams and quizzes may include various question formats (multiple-choice, short answer, etc.). There are two scheduled exams, both of which will cover assigned readings and class discussion topics.

Discussion Boards/Class Participation

You will be expected to complete various assignments and engage in conversations with your classmates through our Blackboard course discussion boards. The quality and quantity of your posts and replies will constitute your participation grade. As with all assignments in this course, please do not wait until the last minute to post a discussion board assignment, *especially* if it is an assignment that requires others to comment on your post. Comments like, “I agree with what Sarah said...” isn’t a complete or thoughtful answer. The discussion board questions lend themselves to individualized answers so there shouldn’t be a whole lot of repetition in discussion. When posting on the discussion boards, students are expected to use proper grammar, spelling, capitalization, and punctuation. Students should also remain respectful of others in the class and refrain from using profanity and any negative or derogatory language on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status.

Speech Contest

Currently planned for Saturday, April 28th, 2018 (but may be subject to change), the Department of Communication will be sponsoring a speech contest for the COMM 145 courses (regular and “business” sections) offered by the department. Instructors will select one student for each section she/he teaches based on their persuasive speech to represent their classes in this competition. The class representatives will compete in the contest, which will take place during the last two weeks of the semester. The top three places in the final round for both COMM 145 regular and “business” sections will receive monetary awards yet to be determined.

GRADING

Grades are posted on Blackboard regularly throughout the semester. Please check your grade often and let me know if you find an error.

ASSIGNMENT	POINTS POSSIBLE
“Just Bag It” speech	50
Speech of Information and Diversity	100
Persuasive Speech	100
Outlines (three at 25 pts. each)	75
Exams, 3 (1 worth 50pts, Exam 2 (midterm) and 3(final) worth 100)	250
Discussion Boards/Participation	100
Self-Evaluations (two @ 15 points each)	30
Theory/Context Paper and Presentation	100
Total	800

FINAL GRADE SCALE

A = 800—720 pts (90% – 100%)

B = 719—640 pts (80% – 89%)

C = 639—560 pts (70% – 79%)

D = 559—480 pts (60% -- 69%)

F = Below 479 (Below 60%)

ATTENDANCE

In an online class we do not have regular attendance; however, you are expected to log in frequently, complete course requirements in a timely manner. Please bear in mind that Blackboard keeps a record of your presence in (or absence from) our course site. When responding to students with questions about the course, I am far more sympathetic to those who put in their best effort and are regular participants in class than those who log in right before an assignment is due and panic because they haven’t been paying attention for the past week.

EXCUSED “ABSENCES”

There are three circumstances in which accommodations will be made for missing a speech or an exam. I hope none of you need any of these accommodations, but I understand that life happens. Please let me know as soon as possible if you will miss an exam due to one of the following:

Serious illness.

This does not include a cold or just generally feeling sick. In order to be excused for an illness, you **must** provide me with a doctor's excuse.

Death of an immediate family member. This includes grandparents, parents (or step-parents), children, spouse, and siblings (or step-siblings). Although I hate to ask, I will need to see an obituary or a funeral home card listing the date and time of the service in order to allow an excuse. Please understand this policy isn't put in place to punish you; it is simply a guard against students who habitually claim to need a funeral excuse right before an assignment is due.

In some cases, severe weather.

If something drastic happens and a polar vortex buries us all under three feet of snow with no electricity for weeks on end, we will adjust the schedule as necessary.

STUDENT OBLIGATIONS

I will happily answer any questions you have; however, **you must ask.** I have no way of knowing if something is confusing to you if you never tell me. Some students think I will be annoyed if they ask too many questions but I assure you this is not the case. You are responsible for keeping track of due dates and course activities. I have provided a week-by-week schedule and I will offer periodic reminders, but you are expected to figure out what works best for you in regards to completing all the work needed for this class.

You are expected to submit your own original work. Submitting work that your parent, or your sibling, or your friend who took this class last semester did is unethical. If you are caught, you will fail the course. If you have questions on what constitutes plagiarism, please ask me.

Look at the course schedule now and plan! If an assignment due date doesn't work for you (sports game, after-school job, family obligation), **submit the assignment early.** If you know you have other obligations that will press you for time, set your own due dates earlier than the ones on the schedule. You will not be excused from giving a speech or submitting an assignment because you got called in to work, your team made it to the State Championships, or a family member needed you to babysit. Plan ahead !

WHAT IF MY COMPUTER CRASHES/THE ELECTRICITY OR INTERNET GOES OUT?

If you have a technology breakdown or an emergency due to loss of electricity or internet, please contact me however you can to let me know. **Please do this as soon as possible. Do not wait until your computer has been broken for a week before you contact me.** You should

continue to make progress toward your completion of the course. You should always have a backup plan for Internet/computer access (library, friend's house, school, etc.) in case your primary computer fails.

ACADEMIC OFFENSES: PLAGIARISM AND CHEATING

I expect that all of the individual assignments you complete for COMM 145 (and in all of your other courses) are always your own work. However, many students are not sure exactly what “your own work” means, so, please read again the information on plagiarism and cheating from your student handbook, which can be found online at www.wku.edu/handbook. Aside from copying work, **plagiarism includes incorrectly citing sources or presenting someone's information as your own**, without crediting the source. To avoid this, you should carefully make notes to keep track of where your information came from. In written form, you must use quotation marks when referring to another's work. In a speech where you are paraphrasing, you can say “According to...(give name)...”. It does not take much effort to make sure you follow the rules for using another's thoughts. **YOU ARE RESPONSIBLE** for telling your audience or reader whether you are:

1. directly quoting from a source
2. paraphrasing closely from a source, which means using significant portions of another source's sentences or language
3. using the ideas advanced by a different source

Plagiarism Detection

In this course we will be using an electronic plagiarism detection tool (SafeAssign within Blackboard) to confirm that you have used sources accurately in your speeches and outlines. All assignments are subject to submission for text similarity review to one of these plagiarism detection tools. Assignments submitted to SafeAssign will be included as source documents in SafeAssign's restricted access database solely for the purpose of detecting plagiarism in such documents. I will provide specific instructions on how to submit your speech outlines for electronic plagiarism review.

Penalty for Academic Dishonesty

Western Kentucky University and the Department of Communication are committed to the highest standards of ethical conduct and academic excellence. Any student found guilty of plagiarism, fabrication, cheating on an exam, or purchasing papers, speeches, or other assignments will immediately receive a failing grade on the assignment and potentially in the course, and will be reported for disciplinary action. Presenting another student's work as your own falls within the guidelines of this academic integrity policy.

IF YOU NEED HELP

If you have questions or concerns or find certain materials or assignments difficult please contact me! I am a flexible, and I want to see my students succeed. I am always here if you have questions about lectures, activities, assignments, or speeches. The worst mistake students make is waiting until the last

minute to confess they don't know what they're supposed to be doing in an assignment or speech. Please tell me if you need clarification on anything. I love what I do, but I am not perfect by any means. Sometimes I forget to post something or assume students know what I expect them to do. You will not make me angry if you ask a question, I promise!

Student Accessibility Resource Center

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. The phone number is 270.745.5004 [270.745.5121 V/TDD] or email at sarc@wku.edu. Please do not request accommodations directly from the professor or instructor without a letter of accommodation (LOA) from The Student Accessibility Resource Center.

The Learning Center

Should you require academic assistance with your WKU courses, The Learning Center (located in the Downing Student Union, 2141) provides free supplemental education programs for all currently enrolled WKU students. TLC @ Downing Student Union offers certified, one-on-one tutoring in by appointment or walk in. TLC is also a quiet study area (with side rooms designated for peer-to-peer tutoring) and offers a thirty-two machine Dell computer lab to complete academic coursework. Please contact TLC @ Downing Student Union for more information or to schedule a tutoring appointment.

www.wku.edu/tlc

(270) 745-5065

TLC @ DSU

Monday – Thursday 10:00 am – 7:00 pm

Friday 10:00 am – 2:00 pm

Research Appointments with your Personal Librarian

At WKU Libraries, your Personal Librarians are always ready to help! We have librarians for every program on campus, plus Special Collection librarians and archivists. Their goal is to save you time and help you be successful on term papers and other projects by showing you what you need to know to get started and be successful. Start your research by scheduling an appointment with your Personal Librarian. Find them at http://www.wku.edu/library/dlps/subj_lib_subject.php, call Helm-Cravens Reference Desk at 270-745-6125, or email web.reference@wku.edu.