COMM 145-Fundamentals of Public Speaking and Communication Fall 2020 Online

Class Time: Online Professor: Dr. Joseph Hoffswell TA: Kimber Morris Office: FAC 145 E-mail: joseph.hoffswell@wku.edu Office Hours for Zoom: MW 10-11 am and 1-2 pm, Please make an appointment

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 program learning objectives for Human Communication (Oral):

Learning Objective 1 (CSLO-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 (CSLO-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 (CSLO-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 (CSLO-4): Students will demonstrate the ability to plan, organize, revise, practice, edit, and proofread to improve the development and clarity of ideas.

From the Colonnade student learning objectives flow the following course specific student learning objectives:

- SLO-1: Design and deliver messages appropriate to various audiences and occasions.
- SLO-2: Communicate a clear thesis and purpose.
- SLO-3: Research, evaluate, and incorporate supporting material.
- SLO-4: Construct and deliver organized presentations with well-developed introductions, main points, conclusions, and transitions.
- SLO-5: Deliver speeches using appropriate and effective vocal and physical behaviors to enhance messages (e.g. vocal variety, articulation, and movements).

- SLO-6: Demonstrate understanding of the communication process.
- SLO-7: Acquire skills to communicate with others, both publicly and interpersonally.
- SLO-8: Understand and identify the basic principles of effective group communication and listening.

REQUIRED TEXT & MATERIALS

(NOTE: You will receive access to your required textbook automatically. Please read this entire section.)

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

This class participates in The WKU Store's "First Day Access" program. As part of this program, the Revel Enhanced Ebook version of the required textbook for this course will be pre-loaded on your course BlackBoard account. **The cost of the e-book is \$59.36 and it will be placed on your student bill automatically**.

Since this course is online, you cannot opt-out of this program. Readings and quizzes will be administered through the Revel Enhanced E-book.

Additional Materials: May be determined by the individual instructor, but no additional textbook is required.

RESPONSIBILITIES OF A COMPETENT COMMUNICATOR

In order to build an open, professional classroom atmosphere everyone should follow certain ground rules. These rules of civility include but are not limited to:

- 1. **Displaying respect** for all members of the classroom community, both your instructor and fellow students, and including their expression of ideas.
- 2. Paying attention to and participating in lectures, group activities, presentations, and other exercises.
- 3. Avoiding unnecessary disruptions during class such as ringing cell phones (turn them off before class), text messaging, private conversations, reading newspapers, or doing work for other classes.
- 4. Avoiding negative, disrespectful or derogatory language on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status that may unnecessarily exclude or negatively affect members of our campus and classroom community.

RESOLVING COMPLAINTS ABOUT GRADES (From PCAL Dean's Office)

The first step in resolving a complaint about grades is for the student to attempt to resolve the problem directly with the course instructor. See the Student Handbook, available at <u>http://www.wku.edu/handbook/</u> for additional guidance.

ACADEMIC OFFENSES: PLAGIARISM AND CHEATING

It is expected 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 <u>WKU Student Handbook</u> (page 32)

[https://www.wku.edu/handbook/]. Aside from copying work, **plagiarism includes incorrectly citing sources** or **presenting someone's information as your own**, without properly crediting the source. To avoid this, you should carefully make notes to keep track of where you obtained your information. 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 letting your audience or reader know whether you are:

1. Directly <u>quoting from a source.</u>

- 2. <u>Paraphrasing closely from a source</u>, 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 you 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 this plagiarism detection tool. 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. Specific instructions will be provided in class or online 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 may immediately receive a failing grade on the assignment and potentially in the course, and may be reported for disciplinary action. Falsified medical excuses and presenting another student's work as your own fall within the guidelines of this academic integrity policy.

As you can see, these are extreme measures for academic offenses that the Department of Communication and the University believe are serious. If you have any questions about whether you may be plagiarizing in your work, please be sure to contact your instructor well in advance of the due date for your assignment.

IF YOU NEED HELP

ADA Accommodation Statement/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, Room 1074. The SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at <u>sarc.connect@wku.edu</u>. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

The Learning Center (TLC)

Should you require academic assistance with your WKU courses, The Learning Center (located in the Downing Student Union, Room 2141) provides free supplemental education programs for all currently enrolled WKU students. The Learning Center at Downing Student Union offers certified, one-on-one tutoring in over 200 subjects and eight academic skill areas by appointment or walk in. Online tutoring is offered to distance learners. TLC is also a quiet study area (with side rooms designated for peer-to-peer tutoring) and a computer lab to complete academic coursework. Please call TLC in the Downing Student Union at (270) 745-5065 for more information or to schedule a tutoring appointment. www.wku.edu/tlc

Research Assistance with your Personal Librarian

At WKU Libraries, your Personal Librarians are always ready to help! They 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 research projects by showing you what you need to know to get started and be successful. Start your research by contacting a Personal Librarian. Find them at https://libguides.wku.edu/subject_specialists, call Helm-Cravens Reference Desk at 270-745-6125, or email www.wedu.edu.

Writing Center Assistance (for help with theory/concept term paper)

The Writing Center on the Bowling Green campus is offering *only* remote assistance to writers during the covid-19 pandemic. WKU students may request feedback on their writing via email or arrange a real-time Zoom conference to discuss a paper. See instructions and how-to videos on the website (www.wku.edu/writingcenter) for making online synchronous (Zoom) or asynchronous (email) appointments. Students may also get short writing questions answered via email; just put "Quick question" in the subject line to (writingcenter@wku.edu).

The WKU Glasgow START Center/Writing Center will be offering writing tutoring sessions in synchronous online format as well as in person, by appointment only. More information on how to make appointments and what to expect from your appointment will continue to be posted at <u>https://www.wku.edu/startcenter/</u>.

Student Resource Portal

WKU has provided a link online to the Student Resource Portal. The websites presented on this portal provide links to various services that you might find useful for this class or others during your time at WKU. To access the portal, point your Internet browser to <u>https://www.wku.edu/online/srp/</u>.

Your Instructor

Your instructor is a major source of help for you throughout the semester and is always ready and willing to help you with those course issues for which you do not find an adequate answer from other resources. On the other hand, do remember that there are some questions that students often ask that already have their answer in the course syllabus such as this one. Before you ask for help from your instructor, be sure that you have reviewed this syllabus, BlackBoard postings/ announcements, and emails from your instructor thoroughly. If at that point your question is not answered, then, by all means contact your instructor for email, phone or remote video help.

TITLE IX MISCONDUCT/ASSAULT STATEMENT

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 <u>https://www.wku.edu/policies/docs/index.php?policy=182</u> and the Discrimination and Harassment Policy (#0.2040) at <u>https://www.wku.edu/policies/docs/251.pdf</u>.

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 <u>Counseling and Testing Center</u> at 270-745-3159.

ASSIGNMENTS

FOR ALL SPEECH ASSIGNMENTS: <u>YOU MUST PRESENT YOUR SPEECH ON THE DAY ASSIGNED</u>. If you miss class for an <u>unexcused absence</u> on your scheduled speech day or are <u>not prepared to speak and do not present</u> as scheduled, you will receive a grade of "0" for that speech assignment.

- Mode of Delivery: In order to lower the risk of possible transmission of the Covid-19 virus, all speeches this semester for traditional, hybrid and remote classes will be delivered remotely. This means that speeches are recorded via MediaSite and then shared through discussion boards. Web-based sections that use asynchronous learning methods will use student self-recording and their submission as usual and per instructor directions.
- 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 orally so that you can meet these time limits.

Outlines: Outlines are <u>required</u> for each of the graded speeches. Late outlines may receive comments from your instructor but may not be assigned points. The outline should include: specific purpose, central idea, a sentence outline of the speech, a list of sources (i.e. a bibliography in APA or MLA format) you used in the preparation of the speech, & any other form your instructor may assign. (NOTE: A copy of either the Information and Diversity Speech or the Persuasive Speech outline may be retained by the instructor for departmental course assessment purposes.)

Speech 1: Introduction Speech (2-3 minutes)

You will do one of two possible types of an introduction speech described below based on teacher preference.

"Just Bag It" Speech—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 the 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 an education major). Make sure your visuals are larger than a driver's license or small photo so that everyone in class can see. 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, someone pulling 3 textbooks out of a backpack and telling the class which courses they are enrolled in will not receive full credit. 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 a brief outline, using no more than one single-sided index card.

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. 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 and use three or more types of amplification or supporting materials. 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. Possible topics will be provided by your instructor, but you are not limited to the list received from your instructor provided your instructor approves of your topic. 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.

Speech Contest!

Currently planned for **Finals Week of the Spring 2021 semester** and based upon video recordings of the persuasive speaking assignment from **both the Fall 2020 and Spring 2021 semesters**, the Department of Communication will be conducting a speech contest for the COMM 145 courses offered by the department. This contest is graciously sponsored by Dr. John Lyne, Univ. of Pittsburgh, who is an alumnus of the Department of Communication here at WKU and who participated in such a contest when a student. **Instructors will select one student per section** that the instructor teaches based upon the student's persuasive speech. The top three places in the final round will receive monetary awards.

Communication Theory/Concept Paper

Based on the chapters in the textbook, select a communication concept theory (dialectics, communication privacy management, immediacy etc.) you are interested in and write a 3-4 full page paper in APA format (double spaced). You should explain why you selected this concept or theory and why this concept/theory 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 this be useful in your life, career etc.). The paper will be graded on content, research, 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 thorough bibliography in APA format. You will also present 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 in length.

Self-Evaluation

Each student will complete at least one self-evaluation. Each student will follow the instructions given by his/her instructor on what comments are to be included. Once the self-critique is finished, submit it to blackboard. This evaluation will at least be done for the persuasive speech but may also be done for prior speeches.

Written work/homework/In-class activities/Quizzes

In addition to the speeches, you will be graded on several homework activities and/or written assignments as required by your instructor.

Quizzes

Quizzes will also be used to gauge your understanding of the course material. The testing schedule is located on the tentative weekly schedule. Quizzes may include various question formats.

GRADING POLICY

Speech One: Introductory Speech	50 pts.
Speech Two: Speech of Information and Diversity	100 pts.
Speech Three: Persuasive Speech	150 pts.
Outlines: 15/30/30 pts. each	75 pts.
Communication Theory/Concept Paper	100 pts.
Theory/Concept Paper Presentation	50 pts.
Participation/activities Discussion boards, Peer critiques, End-of-Chapter Exercises, E-mail question, Zoom meeting, etc.	250 pts.
Self-evaluation	25 pts.
Chapter Quizzes (15 @ 15 points each)	225 pts.

Total: 1000 pts.

FINAL GRADE SCALE

A = 900—1000 pts	(90% – 100%)	
B = 800 - 899 pts	(80% - 89%)	
C = 700 - 799 pts	(70% - 79%)	
D = 600-699 pts	(60% 69%)	
$\mathbf{F} = \mathbf{Below} 600$	(Below 60%)	

Covid-19 Statement: We are in a post-pandemic world. Those of you who had class in the Spring semester know that it resulted in all courses going to a remote style. That being said, yes, this is an online class, and even if classes are moved remote across the board, there will be no change in this course. However, it is possible that you could catch Covid-19 and that could affect your ability to do course work. I hope this does not happen, but if it does please let me know of your diagnosis ASAP. I will be more than happy to work with you on due dates for assignments if you become ill with this virus. Additionally, I may also contract Covid-19. I will make sure that it will not interrupt the course, no matter how badly I get it. I plan on putting the weekly folders on timed releases so they will open automatically.

The schedule on the next page is subject to change. It should be considered tentative. Each weekly folder in blackboard will have the list of tasks you need to accomplish along with their due dates. If the due date on blackboard is different than the syllabus, always go with the due date on blackboard since I am updating that frequently. If we have a major change in the class schedule, I will post a new syllabus with an updated calendar.

Week 1	2/ 2/	Read: Syllabus, Chapter 1 in Revel, Just Bag It directions Watch: Intro to Course Video/Chapter 1 lecture
8/24-8/30	8/24-8/30	Assignments: Arrange meeting 1 before 9/13, Discussion Board 1 submit entry by 8/27 and make comments by 8/30, Quiz 1
Week 2	8/31-9/6	Read: Chap 17 in Revel Watch: Chapter 17 Lecture
		Assignments: Just Bag It outline-due by Tuesday 9/1 at midnight, Just Bag It Speech-Make video through Media Site, make shareable and post to Speech Discussion board by 9/6 at Midnight. Quiz 2.
Week 3		Read: Chapter 2 Watch: Chapter 2 Lecture
	9/7-9/13	Assignments: Make positive comments and offer criticisms to assigned classmates by end of week, Quiz 3, Discussion board 2: Post by 9/11 comment by 9/13
Week 4		Read: Chapters 14 and 15 Watch: Week 4 lecture
	9/14-9/20	Assignments: Quizzes 4 and 5, Discussion board 3: post by 9/18 comment by 9/20, E-mail a list of 3 topics you are interested in for the Speech of Information and Diversity, Arrange meeting 2 to discuss a speech or paper prior to 11/15.
Week 5	9/21-9/27	Read: Chapter 16 Watch: Week 5 lecture
		Assignments: Quiz 6, Submit outline for Speech of Information and Diversity by 9/27 before midnight
Week 6 9/28-		Read: Your outline to practice for speech recording
	9/28-10/4	Assignments: Film and Post Information and Diversity speech to speech discussion board by 10/4 before midnight.
Week 7	10/5-10/11	Read: Chapters 3 and 4 Watch: Week 7 lecture
		Assignments: Quizzes 7 and 8, Make positive comments and offer criticisms to assigned classmates by end of week
Week 8		Read: Chapter 18 Watch: Week 8 lecture
	10/12-10/18	Assignment: Quiz 9, E-mail a list of 3 topics choices for persuasive speech by end of week, Discussion board 4: Post by 10/16 comment by 10/18, Self-evaluation of Information and Diversity speech due by 10/18 before midnight.
Week 9		Read: Chapter 5 and 6 Watch: Week 9 lecture
	10/19-10/25	Assignment: Quizzes 10 and 11, E-mail list of 3 topic choices for course final paper by end of week, Discussion board 5: Post by 10/23 comment by 10/25
Week 10	10/26-11/1	Read: Chapter 7 and 8 Watch: Week 10 lecture
		Assignment: Quiz 12, Submit outline for persuasive speech to blackboard by 11/1
Week 11	11/2-11/8	Read: Your persuasive speech outline to practice for speech recording

		Assignment: Film and link Persuasive speech to speech discussion board by 11/8 before midnight.
Week 12	11/0 11/15	Read: Chapter 10 Watch: Week 12 lecture
11/9-11/15		Assignment: Quiz 13, Make positive comments and offer criticisms to assigned classmates by end of week
Week 13 11/16-11/20		Read: Chapter 11 Watch: Week 13 lecture
		Assignment: Quiz 14, Submit a draft of Final Paper and Final Paper Presentation to discussion board by 11/18, comment on at least 4 classmates drafts by 11/20 with positive comments and constructive criticism
Week 14	Thanksgiving Break	11/21-11/29
Week 15	11/30-12/4	Read: Chapter 13 Watch: Week 15 lecture Assignment: Quiz 15, Submit final copy of Research Paper and Presentation to blackboard, Final discussion board: Post by 12/2 and comment by 12/4
Week 16	Finals Week 12/9	Film and link final research paper presentation to discussion board by 12/8 at midnight. Make comments on 12/9 focusing on overall improvement throughout the semester.