

**DEPARTMENT OF COMMUNICATION
COMM 145 -
"FUNDAMENTALS OF PUBLIC SPEAKING
AND
COMMUNICATION"**

WESTERN KENTUCKY UNIVERSITY
SUMMER 2021 SYLLABUS

(TENTATIVE VERSION)

INSTRUCTOR:	Gary K. Hughes, Ph.D.	
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OFFICE HOURS:	MTWTh:	2:15-3:00 PM
	Other times:	by appointment

COURSE DESCRIPTION

FROM COURSE CATALOG: (3 Hours) Focuses on the preparation and delivery of public speeches (informative and persuasive), with skills development in listening, teamwork, and interpersonal communication contexts.

Colonnade F-OC | OC

Course Fee: \$5

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 MATERIALS

(NOTE: You will receive access to your required textbook automatically. Please read this entire section and please attend class 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 "First Day Access" program. As part of this program, the REVEL Enhanced E-book 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.**

Students who wish to opt-out of this program may do so, but by opting out you agree to have your e-book access terminated and **you will be responsible for obtaining the required textbook on your own.** You will see the opt-out link in Blackboard as you access the e-book. The **deadline** to opt-out is **???**.

Print Copies: The publisher offers a low-cost print option for students participating in First Day Access. The cost is an additional \$27 and it can be obtained through The WKU Store. Opting out of First Day Access also opts out of this low-cost print option. (If you purchase the low cost loose-leaf and later wish to opt-out, you will need to return the copy in its original condition [unbroken cellophane wrap] before the opt-out deadline.)

Additional Materials:

- Blank 4 x 6 index cards.
- A laptop/desktop (preferably Windows or Mac) computer or access to one (labs are available across campus if needed).

ATTENDANCE

Penalty for Nonattendance

We learn to communicate by communicating and by observing others; therefore, your attendance is essential. I expect you to be in class each day you are scheduled. The penalty guideline for this COMM 145 course for this summer is that the final semester grade (total score) will be reduced **15 points** (out of the 1000-point scale) for each unexcused absence over 2.

Penalty for Tardiness

Not only are you expected to attend class each day, but you also need to be on time. Tardiness is unprofessional and disruptive. Attendance is defined not only as being present in class but being present within 5 minutes of the start of class until the completion of the class session. Unexcused tardiness may be penalized by not being allowed to make up work done in class prior to your arrival and may lead to the same point deduction as an unexcused absence.

Excused Absence Policy

Speeches, homework, and in-class assignments cannot be made up unless I officially excuse your absence, which means you **must provide me with proper documentation**. You are responsible for contacting me regarding any excusable absence. You must present written documentation **in advance** of an absence for a university-sponsored event and the day you return to class for any other absence, or it will be counted as unexcused. Approved make-up work is due by the **second class-meeting** upon your return. For most presentations, the speech order is determined in advance; therefore, if you are traveling for a university related event, you must swap places with a speaker going on an earlier day.

An excused absence is defined as (not an exhaustive list):

1. Illness of the student or serious illness of a member of the student's family for whom the student is a caregiver. This includes absences due to the necessity to quarantine for the recommended time due to positive test for Covid-19 or direct exposure to someone who tested positive for Covid-19 and in accordance with CDC guidelines or as required by the Commonwealth of Kentucky and/or the Warren County Health District. If you are instructed to quarantine by WKU or health department officials, you should forward any documentation to your instructor for his records of your being excused and make arrangements for how you will continue your learning remotely.
2. The death of a member of the student's immediate family (parent, grandparent, sibling, child, or grandchild – including step-relationships for each).

3. Trips for members of student organizations sponsored by an academic unit, trips for university classes, and trips for participation in intercollegiate academic or athletic events (NCAA sanctioned), and
4. Major religious holidays (Christian, Muslim, Jewish, Hindu, etc. which call for abstaining from work and normal activities)

The following are **not** considered excusable absences (nor is this list exhaustive):

1. Did not wake up in time (faulty alarm, alarm did not wake you up, dorm fire drill in the night, etc.)
2. Job interview (you already know your class schedule when you make the appointment).
3. Court appearances due to moving infractions, violent actions, DUI/DWI, substance possession, etc. on the part of you the student.

MAKE-UP SPEECHES: All make-up speeches for **unexpected excusable absences** will be scheduled with me for 8:00 AM on a mutually agreed upon date once documentation has been presented to me (Dr. Hughes). All make-up speeches require you, the student, to make arrangements to have **at least five other persons** (not necessarily classmates) **in “attendance”** as an audience and without which you cannot give your speech.

RESPONSIBILITIES OF A COMPETENT COMMUNICATOR

In order to build an open, professional classroom atmosphere everyone should follow certain ground rules of classroom etiquette. 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 expressions of their ideas or thoughts.
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, and doing work for other classes.
4. **Avoiding negative, disrespectful, or derogatory language** based on race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, gender identification, political affiliation, or veteran status that may unnecessarily exclude or affect members of our campus and classroom community.

Failure to observe these rules of classroom etiquette may be grounds for dismissal from class for the day, being counted absent for the day, and receiving a failing grade for any work missed during that class time.

Cell Phone/iPod/MP3 Player Policy

Cell phones shall not be used for any purpose during class time unless approved by the instructor. Any student with a cell phone in hand during class time may be asked to leave class and may be counted absent for that day. This policy applies during student presentations as well as during lecture and discussion. **Any student using a cell phone during an exam/quiz in class will receive a zero on that exam/quiz and may be subject to other university discipline.**

Laptop/Tablet Policy

Using a laptop or tablet to take notes during class can be very effective when properly used. However, when students use their laptop or tablet to check their e-mail, check their social networking account, instant message, surf the web, and/or play games during class, it becomes a distraction to classmates and hinders the learning process. Recent studies have discovered that those who engage in such activities during class time is linked to lower semester grade point averages than those who do not engage in these activities. Therefore, students who choose to use a laptop or tablet to take notes will be required to sit in the front rows of the classroom and expected to stay on task and engaged in class discussion and activities.

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 Code of Conduct, available at <https://www.wku.edu/studentconduct/student-code-of-conduct.php> for additional guidance.

ACADEMIC OFFENSES: PLAGIARISM AND CHEATING

I expect that all 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 [WKU Student Handbook](https://www.wku.edu/handbook/) [https://www.wku.edu/handbook/]. Aside from copying work, **plagiarism includes incorrectly citing sources, presenting someone’s information as your own** without crediting the source, or even **reusing materials and resources used previously in an educational setting or in competition**. To avoid this, you should carefully make notes to keep track of where you found your information. In written form, you must use quotation marks when directly quoting someone else’s work. In a speech where you are paraphrasing, you can say “According to... (give name, qualifications, location of the information, and often the date).” 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 even if the words are not substantially similar to those of the source.

Plagiarism Detection Software

In this course, we will be using an electronic plagiarism detection tool, SafeAssign, to confirm that you have used sources accurately in your speeches and outlines. All written assignments are subject to submission for text similarity review to SafeAssign when you submit an assignment on BlackBoard. Assignments submitted will be included as source documents in SafeAssign’s restricted access database solely for the purpose of detecting plagiarism in such documents. You can view a video tutorial that will teach you how to submit your assignment at [the Submitting an Assignment video tutorial](#) on the IT Division’s video tutorial webpages.

Please pay attention to all instructions given as you submit your assignment. Also, take note of the file formats accepted for upload by SafeAssign and make sure you know how to save your word processor file in the correct format for your file to upload properly. It is your responsibility to make sure that your file will be properly formatted when it is opened by your instructor. The best format to assure this happens is to save your document in Adobe PDF format.

MacOS and iOS users: DO NOT attempt to submit your work in Pages or Keynote formats. SafeAssign and BlackBoard do not currently handle these formats. Pages will allow you to save your work in MS Word or PDF format (PDF is preferable), and Keynote will allow you to save to PowerPoint format (some features may work differently in PowerPoint than they do on a Mac or iPad with Keynote). Failure to observe this policy will result in the submission in question being treated the same way as late submissions.

Google Docs users: DO NOT attempt to submit your work in .gdoc format. SafeAssign and BlackBoard do not currently handle this format either. Google Docs will allow you to “download as” and save your work in MS Word or PDF format (PDF is preferable). As with the Mac formats, failure to observe this policy will result in the submission in question being treated the same way as late submissions.

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 we believe are serious. If you have any questions about whether you may be plagiarizing in your work, please be sure to contact me well in advance of the due date for your assignment.

IF YOU NEED HELP

If you have questions or concerns or find certain materials or assignments difficult then please contact me by e-mail or telephone [(270) 745-5202]. If you are unable to come during my scheduled times or wish to initiate a video session, call or email me. Remember to be timely in seeking help. **Do not wait until the evening/night before an assignment is due to get**

the help you need.

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 sarc.connect@wku.edu. 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 web.reference@wku.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).

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 <https://www.wku.edu/online/srp/>.

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 <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

WARNING: YOU MUST PRESENT YOUR SPEECH ON THE DAY ASSIGNED. IF YOU MISS CLASS FOR AN UNEXCUSED ABSENCE OR ARE NOT PREPARED TO SPEAK ON YOUR SPEECH DAY AND DO NOT PRESENT AS SCHEDULED, YOU WILL RECEIVE A “0” FOR THAT SPEECH ASSIGNMENT.

- **Basic Requirements:** This term 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.
- **Self-Critiques:** In addition to the speeches, you will be graded on two self-evaluations which you will complete using the GoREACT speech evaluation online service.
- **Outlines:** Full-sentence outlines are required for each of the graded speeches. All full-sentence outlines must be submitted on BlackBoard by the due date and time given. **Late outlines (or those received by other methods) will receive comments but may not be assigned points for credit.** The outline should include the following:
 - specific purpose,
 - central idea/thesis statement,
 - a complete sentence outline of the speech (including transition statements),
 - and a list of sources (bibliography) you used in the preparation of the speech.
- **Visual Aids:** You are required to use a visual aid in the *Speech of Information & Diversity* and PowerPoint in the *Persuasive Speech* (see assignments below). If you choose to use PowerPoint as the delivery method for your visual aid in the *Speech of Information and Diversity* then remember that using it effectively takes careful thought and design, so follow appropriate visual aid guidelines. Keep the following in mind:
 1. Begin and end your speech with a blank, black slide (these do not count toward the required number of slides).
 2. Use mostly non-textual slides (i.e. graphics, photos, illustrations, etc. [a.k.a. “visual aids”] instead of bulleted points and text)
 3. Use only one visual aid per slide.
 4. Contrary to the textbook, DO NOT USE infographics.
 5. Use *sans serif* font (e.g. Arial) that is at least a 28-point font.
 6. If a bulleted list must be used, use no more than 6 words per line and no more than 6 lines of text.
 7. Use subtle animation for bulleted lists (but do not use sound effects), meaning you bring one line of text onto the screen at a time.
 8. Strive for maximum color contrast for fonts and drawings against their respective backgrounds.

Speech 1: Introduction Speech (2-3 minutes)

“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 can see it. 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 (i.e. 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, keyword outline, using no more than one side of a 4 x 6 index card.

Speech 2: Informative (4-6 minutes)

Information Speech – (This assignment description is still being developed for this summer term course.)

Speech 3: Persuasive (5-6 minutes)

Persuasive Speech – (This assignment description is still being developed for this summer term course.)

Communication Theory/Concept Paper & Presentation

Based on the chapters in the textbook, select a communication theory or concept (dialectics, communication privacy management etc.) that you are interested in and write a 3- to 4-page paper (double spaced). Explain why you selected this concept or theory and why this concept or theory represents an important area in which to study/learn about communication and why this theory is important to the study of communication. Include a minimum of four sources cited within the text of your paper (preferably communication journals or books; the textbook does not count as one of your 4 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 in-text 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. **DO NOT READ YOUR PAPER** in your presentation. Please include relevant/interesting information about your topic from your research as well as how your topic contributes to the study of communication. The presentations should be 3-4 minutes.

GoREACT Self Evaluation:

Each student will complete two evaluations using the GoREACT Speech Evaluation system. These evaluations will be done for the *Speech Information and Diversity* and the *Persuasive Speech*.

Quizzes

In addition to the speeches, you will complete online quizzes over the reading assigned to assess your understanding of the chapter materials and to better prepare you for class. **All quizzes are to be completed by the time noted in the calendar prior to the class period the reading is assigned for discussion.**

Examinations

Three exams will be used to measure your understanding of the course material. The testing schedule is located in the daily schedule.

GRADING DISTRIBUTION

ASSIGNMENT	POSSIBLE POINTS	YOUR SCORE
Speech of Introduction		
Outline	15	
Speech	50	
Speech of Information and Diversity		
Outline	30	
Speech	100	
Persuasive Speech		
Outline	30	
Speech	150	
Communication Theory/Context Paper		
Paper	100	
Presentation	50	
GoREACT Evaluations (2 @ 25 pts)	50	
Class Participation/Activities	50	
Online Chapter Quizzes (15)	150	
Exams (3 @ 75 pts. each)	225	
TOTAL POINTS POSSIBLE	1000	

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%)
F =	Below 600	(Below 60%)

NOTE: Due to extra credit opportunities that might be given during the term, it is possible to achieve a total of 1000 points prior to the final exam (assuming you have no unexcused absence penalties). Any student **who has a total 1000 points** going into the final exam will have earned an “A” for the class and will be exempt from the final.

Calendar to be added here in Final Version

(Print this page, sign, and bring to class)

Student Affirmation

After you have studied the syllabus and other course materials, please read, sign, and date the following statement. Doing so gives you another prompt to ask questions about any unclear issues, will save both you and your instructor time, and save you confusion about course requirements.

I have a copy of the Comm 145 course syllabus and materials. I understand and accept the contents it contains. I also understand that work in this course must be my work, and required assignments, projects, and tests must be completed to receive a passing grade for this course.

Signature

Date

Your Name Printed

Discussing Grades

You will be able to check your grades in an online grade book on BlackBoard. You can ask me about grades via e-mail, but I am not allowed by law to reply in any detail using e-mail unless I have your written signed permission. (This is to protect your privacy. E-mail is not a secure form of communication).

Read and initial EITHER A or B:

A. *I give my consent to the instructor to discuss my course grades with me via e-mail.* ____ (Initial)

OR

B. *I prefer the following method for discussing course grades (e.g., phone call, wait for registrar's notice at end of term; Choice is subject to negotiation of a mutually acceptable method).* ____ (Initial)
Method: _____

I will promptly notify the instructor in writing (on paper and must be signed) of any change in my wishes.

Signature

Date

Your Name Printed