

COMM 145 - FUNDAMENTALS OF PUBLIC SPEAKING AND COMMUNICATION

DEPARTMENT OF COMMUNICATION
WESTERN KENTUCKY UNIVERSITY
FALL 2022 SYLLABUS (Online)

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****The quickest way to reach me is by text or call.****

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 and please go to 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.

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 to 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 before **August 29th**.

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

Online materials: Instructor will provide links for Zoom meetings. We will interact via Blackboard activities and occasional Zoom meetings.

ATTENDANCE

Penalty for Nonattendance

We learn to communicate by communicating and by observing others; therefore, your attendance is essential. You are expected to attend class each day that it meets, whether the class meets physically or remotely. The penalty guidelines for non-attendance are described below:

1. For classes meeting 3 times a week: **10 point deduction** for each unexcused absence over 3.
2. For classes meeting 2 times a week: **15 point deduction** for each unexcused absence over 2.
3. For classes meeting once a week: **30 points deduction** for each unexcused absence over 1.

Penalty for Tardiness

Tardiness is unprofessional and disruptive. 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. If you come to class after the roll has been taken, it is your responsibility to notify the instructor after class that you were present.

Excused Absence Policy

Speeches, homework, and in-class assignments cannot be made up unless your instructor officially excuses your absence, which means you **must provide proper documentation**. You are responsible for contacting your instructor regarding any excused 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 absences or it will be counted as unexcused.

An excused absence is defined as:

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 the health department officials, you should forward any documentation to your instructor for their 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, mandatory trips for university classes, and trips for participation in WKU sanctioned intercollegiate academic or athletic events.
4. Major religious holidays that require the religious adherent to refrain from normal daily activity or work.

ASSIGNMENTS

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

Speech 1: Introduction Speech (2-3 minutes) You will complete one of two possible types of an introduction speech.

Classmate interview speech-Each student will interview another member of the class, organize, and present a 2-3 minute speech. Each student must complete an outline. The speech must contain an introduction, body, and conclusion. The most effective speeches will center around a theme with two or three main points to support the theme rather than listing random details about the person's life. This first speech should include the most basic components of any speech—an introduction, main points, and conclusion.

3 Values Speech - This introductory speech gives your classmates an opportunity to learn a little about you. Select three items and be prepared to explain how the three items describe you, or tell the class about values that you have and why they matter to you. 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.

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 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/need and solution(s) to the problem/need, 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 your topic. 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 websites) and use three or more types of amplification/supporting materials. No visual aid is required (unless otherwise stated by your instructor).

Communication Theory/Concept Paper

In this paper you should discuss what you learned about communication from research completed outside of class time (how this will be useful in your life, career etc.). The paper will be graded on content, research, organization, and writing. Source citations along with a thorough bibliography in APA format is required. You will also present your paper informally to the class. 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 using the rubric provided by the instructor.

Written work/homework/In-class activities/Quizzes

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

Examinations

Exams and/or quizzes will also be used to gauge your understanding of the course material.

Assignment	Possible Points	Your Points
Speech of Introduction	50	
Speech of Introduction Outline	15	
Speech of Information and Diversity	100	
Speech of Information and Diversity Outline	30	
Persuasive Speech	100	
Persuasive Speech Outline	30	
Self Evaluation	25	
Context Paper	100	
Context Paper Presentation	50	
Exam #1	75	
Exam #2	75	
Exam #3	75	
Participation Activities: <i>Including but not limited to: In-class Speaking Assignments, Quizzes, Activities, Chapter Assignments, etc.</i>	225	
Total	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%)

IF YOU NEED HELP

ADA Accommodation Statement/Student Accessibility Resource Center

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)

The Learning Center (TLC) provides free tutoring services that empower students to achieve academic success. Trained peer tutors are available to review course content, answer questions, and demonstrate effective study strategies. TLC offers individual appointments and group sessions (PASS) for hundreds of undergraduate courses. For more information or to make an appointment, visit www.wku.edu/tlc.

Research Assistance with your Personal Librarian

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) 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 (#0.2040) at <https://www.wku.edu/policies/docs/251.pdf>.

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 <https://www.wku.edu/startcenter/>.

The Online Writing Lab at Purdue University

For those students who need additional help with MLA or APA writing and citation/bibliography styles. https://owl.purdue.edu/owl/research_and_citation/resources.html.

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/>.

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.

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://www.wku.edu/policies/docs/index.php?policy=182> and the Discrimination and Harassment Policy

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.

RESPONSIBILITIES OF A COMPETENT COMMUNICATOR

In order to build an open, professional classroom atmosphere everyone should follow certain ground rules. Such rules are those that create an atmosphere that allows for actual communication between two or more individuals to take place.

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, checking social media, private conversations, reading newspapers, or doing work for other classes.
4. **Avoiding negative, disrespectful, or derogatory language** on the basis of gender, race, color, ethnic origin, national origin, creed, religion, political belief, sexual orientation, marital status, age, uniform service, veteran status, or physical or mental disability that may unnecessarily exclude or negatively affect members of our campus and classroom community.

(See the [Student Code of Conduct](#) for more information related to any of the above.)

CELL PHONE POLICY

Cell/Smart phones will not be allowed out during class time unless otherwise instructed by your professor.

LAPTOP / TABLET POLICY

Students who choose to use a laptop or tablet to take notes will be required to sit in the front row of the classroom and expected to stay on task and engaged in class discussion and activities.

RESOLVING COMPLAINTS ABOUT GRADES (In accordance with the 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 <http://www.wku.edu/handbook/> for additional guidance.

ACADEMIC OFFENSES: PLAGIARISM AND CHEATING

It is expected that all of the individual assignments you complete for COMM 145 are always your own work. Plagiarism and cheating is defined: [\[https://www.wku.edu/handbook/\]](https://www.wku.edu/handbook/). WKU believes academic dishonesty is a serious matter. 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 have any questions.

WKU STATEMENT ON COVID-19 PROCEDURES

All students are strongly encouraged to [get the COVID-19 vaccine](#). Out of respect for the health and safety of the WKU community and in adherence with CDC guidelines and practices of all public universities and colleges in [Kentucky](#), the University requires that a cloth face covering (reusable or disposable) that covers both the nose and mouth must be worn at all times when in public areas within all buildings. Students must properly wear face coverings while in class regardless of the room size or the nature of the classroom activities. Students who fail to wear a face covering as required will be in violation of the WKU Student Code of Conduct and will be asked to comply or will face disciplinary action, including possible dismissal from the University. Accommodations can be requested in special cases through the Student Accessibility and Resource Center ([SARC](#)): [270-745-5004](tel:270-745-5004) (voice), [270-745-3030](tel:270-745-3030) (TTY), or [270-288-0597](tel:270-288-0597) (video).

All students must immediately report a positive Covid-19 test result or close contact with a person who has tested positive to the Covid-19 Assistance Line at 270-745-2019. The assistance line is available to answer questions regarding any Covid-19 related issue. This guidance is subject to change based on requirements set forth by public health agencies or the office of the governor. Please refer to the Healthy on the Hill website for the most current information.

www.wku.edu/healthyonthehill

The U.S. Department of Education requires that distance education courses must include Regular and Substantive interaction between students and faculty. For more information about Regular and Substantive Interaction at WKU, please visit the Regular and Substantive Interaction in Online and Distance Learning webpage

<https://www.wku.edu/citl/rsi.php>.

Examples of substantive interaction:

- Posting follow-up questions on a discussion board to assist students in reaching a higher learning potential
- Providing constructive feedback on student assignments, which identifies specifically what has been done correctly, needs improvement, or guides students to the next steps of learning. Brief comments like "good job" or "you need to improve" are not substantive.
- Hosting synchronous online meetings and chats that further explore course material and answer student questions

Examples of regular interaction:

- Being present, guiding, and initiating contact with students
- Participating in regularly scheduled learning sessions
- Setting assignments and assessment deadlines throughout the term of the class
- Interaction with students happens frequently and students grow to expect it
- Assignments and assessment deadlines that are spread throughout the term of the class

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(Print this page, complete it based upon your choice, sign it, and give to your instructor.)

Discussing Grades

You may be able to check your grades in an online grade book on BlackBoard if your instructor uses the BlackBoard course management system. Of course, you can ask your instructor about grades via e-mail, but your instructor is not allowed by law to reply in any detail using e-mail, unless he/she has your written signature. This is to protect your privacy. E-mail is not a secured/private form of communication. Therefore, please print this form, complete it below, and submit it to your instructor for her/his records.

Read and initial EITHER A or B:

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

OR

2. "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)

Name Method: _____

"I will promptly notify the instructor in writing (via signed written notice AND receipted e-mail) of any change in my wishes."

Student Signature

Date

Student Name Printed