Communication 111: Introduction to Public Speaking

Fall 2016: Sustainability

Instructor: *Meghan Dirth*

Office: Arts & Communication Center S129

Office Phone: 424-7435

Email: dirthm@uwosh.edu

Office Hours: TR: 1100-1330 and by appointment

Required Textbook

Jaffe, C. I. (2016). *Public speaking: Concepts and skills for a diverse society* (8th edition). Boston, MA: Cengage Learning.

Additional readings may be posted on D2L throughout the semester.

> ❖ The textbook is an integral component to this class. You are expected to acquire a textbook and read the assigned material before each class period. Not every aspect of the reading will be covered during the class period, but all assigned material may appear on a quiz.

What are the liberal arts? Why are they important? Why can't I just take courses in my chosen major and graduate in two years? These are excellent questions. Many students wonder why they are required to take courses in the sciences (such as mathematics, biology, and geology), the arts and humanities (Communication, English, religious studies, philosophy), and the social sciences (psychology, sociology, history), when they intend to major in, business or nursing. While course work in a pre-professional major will prepare you well for success in a chosen career, a university education is also designed to do much more than that. The liberal arts are the study of what it has meant to be a human being, as well as the study of almost every part of our universe, from the smallest to the largest, in all of its wonder and complexity.

Liberal education is also a philosophy of education that empowers individuals with broad knowledge and transferable skills, and a strong sense of values, ethics, and civic engagement. Characterized by challenging encounters with important and relevant issues today and throughout history, a liberal education prepares graduates for both socially valued work and for civic leadership in society.

The **Essential Learning Outcomes** that characterize a Liberal Education include the 1) Knowledge of Human Cultures and the Physical and Natural World, 2)

Intellectual and Practical Skills, 3) Responsibility as Individuals and Communities, and 4) Integrated, Synthesized, and Advanced Learning.

The **University Studies Program** (USP) is your gateway to a 21st century education at the University of Wisconsin Oshkosh. In this Quest course, you will have the opportunity to further investigate one of the Signature Questions that are the focus of your Quest courses. These three "Signature Questions" are central to a UW Oshkosh education:

- ❖ How do people understand and create a more sustainable world?
  - o *Knowledge of Sustainability and Its Applications* is the ability to understand local and global earth systems; the qualities of ecological integrity and the means to restore and preserve it; and the interconnection of ecological integrity, social justice, and economic well-being.
- ❖ How do people understand and bridge cultural differences?
  - o *Intercultural Knowledge and Competence* is the understanding of one's own culture as well as cultures beyond one's own; the recognition of the cultural values and history, language, traditions, arts, and social institutions of a group of people; the ability to negotiate and bridge cultural differences in ways that allow for broader perspectives to emerge; and the skill to investigate a wide range of worldviews, beliefs, practices, and values.
- ❖ How do people understand and engage in community life?
  - o *Civic knowledge* consists of an awareness and understanding of the various political and social processes that impact the nature and quality of life in local, state, national, or global communities. It also encompasses the cultivation of skills that may be useful in public life, like effective communication and ethical reasoning. Civic engagement means having an appreciation for and applying the values gained from civic knowledge in real world settings, directed at improving the quality of life in the communities of which one is a part. Civic knowledge and civic engagement emphasize learning, reflection, and action in order to create better communities.

While the art and practice of public speaking necessarily engages aspects of each of these questions, this particular course will provide an emphasis on the first question: ***How do people understand and create a more sustainable world?***

Course Description and Learning Objectives

This course will introduce you to the skills necessary to successfully construct and communicate your ideas and positions throughout your college experience. This course is designed to help you develop a deeper understanding of the role of communication in your lived experiences.

Upon completing this course, professors will assume that you are able to write and deliver a presentation that is organized, audience-centered, researched, and logical.

By the end of this course, you should be able to:

- ❖ Understand the theories and principles of speech communication.
- ❖ Articulate and practice an ethical and audience-centered approach to public speaking.
- ❖ Critically listen to and assess public speeches.
- ❖ Conduct research appropriate to preparing a speech topic while demonstrating information literacy.
- ❖ Demonstrate organization and structure in a complete outline.
- ❖ Incorporate the effective use of visual aids/evidence.
- ❖ Deliver an Introduction, Informative, and Persuasive speeches extemporaneously.
- ❖ Understand the reasoning undergirding a persuasive speech.
- ❖ Deliver presentations in a clear and engaging manner.

Course Policies, Expectations, and Information

Participation: Communication necessarily implies interaction with others, thus this class requires that you not only attend, but also actively participate in class. It also means you will come to class prepared with the materials needed for the day.

Throughout the semester you will be asked to complete a variety of in-class activities/assignments/impromptu speeches and occasionally will be expected to complete work out of class for homework as well. These assignments will be kept track of and will count as participation points. Additionally, uploading assignments to D2L will count towards this grade. You will also be expected to participate in in-class activities/exercises. In-class activities/exercises cannot be made up if you are absent or late. You will receive points for participation in activities in class; however, this does not mean that simply sitting while others do the work will earn you points.

Course participation also includes basic etiquette such as refraining from texting during class, using laptops, and packing up early. Cell phone use is strictly prohibited. Laptop use is limited to outline review days and/or days in

which I have asked you to bring one. Violation of these rules will be considered an "absence" for the day.

You are part of a learning community! This is great opportunity to engage with students from a variety of backgrounds who are taking the same pairing of classes with you. Please take advantage of this and share your thoughts about course readings, outside readings, similar topics in your paired class, etc. with us!

Speech Day Info

- ❖ You must present your speech during the assigned class period. Failure to do so will result in lowering your speech grade by **1 letter grade** (regardless of grade earned) for each class period missed or until a new time is arranged.
- ❖ The only exception to this policy is a documented and approved absence such as an illness.
- ❖ Please note that absences from speech days must be approved <u>before</u> the class period.
- ❖ Also note that it must be an EXCUSED absence and I reserve the right to mark it as unexcused, even if you contact me.
- ❖ It is your responsibility to contact me to arrange a make-up time.
- ❖ Attendance on speech days is mandatory.
- ❖ If you come to class late, <u>DO NOT</u> enter the room until the person speaking has finished.
- ❖ Using the formal (also referred to as full-sentence or preparation) outline will result in a 65% as the grade regardless of point total on rubric.

- ❖ **Failure to complete any speaking assignment will result in a failing grade for the course.**

Attendance Policy: I have no set policy for attendance with the exception that you will fail the course when you reach **8** absences. Also know there are points to be earned in every class period. These points may include impromptu speeches, quizzes, audience participation, etc. These points are significant and may not be made up.

Late Assignments: Make every effort to get your work in on time. **Late assignments won't be accepted if they are not received within the hour following the original deadline. Anything emailed to me after the deadline will not be graded.** If you can't take a quiz, turn in a paper/outline, or deliver a speech, contact me immediately. Please note that most written assignments are typically due on D2L by midnight on the assigned date (unless otherwise noted).

Grade Disputes: Each assignment is a learning opportunity. If you wish to discuss an assignment I encourage you to discuss any written evaluation with me AFTER you have thoughtfully read my comments. If you believe the grade to

be unwarranted, you should: 1) Reread the assignment requirements, 2) Review your work, 3) Reread my evaluation, and 4) Submit a written appeal within 7 calendar days after the assignment is returned. In order to allow time for the instructor to review the appeal, an appointment for later discussion of the appeal will be made at the time the appeal is submitted.

Additional Information

- ❖ This is a no brainer but sleeping during class (especially on speech days) will not be tolerated. You will be asked to leave and will be marked absent for the day.
- ❖ Attendance is your responsibility. If you are not sure whether you were marked absent for a particular day or do not know how many absences you have, you should contact me. It is not my responsibility to let you know when or if you have been marked absent.
- ❖ Speech topics must be appropriate for a classroom setting. Speeches that encourage audience members to participate in illegal and/or unethical actions are not acceptable. You will be asked to stop speaking and will be considered unprepared for the presentation. If in doubt, please discuss your topic with me prior to the day of delivery.
- ❖ For optimum learning, I strive to develop an atmosphere of acceptance and tolerance. Please be considerate of your fellow classmates, especially when they are speaking. Since you will also speak before this group, give each speaker the attention you would like when you are speaking. Do not read, study, talk, or use your cell phone while another student is speaking. If you do any of these things, you may be asked to leave the class and will be considered absent for the day.
- ❖ A classroom is a professional setting. Just as I will treat you with respect, you are expected to treat everyone with the same level of respect.

Early Alert

After the third week of class, you will receive a grade for your overall progress in this course and each of the courses you are taking in the University Studies Program. This process is called "Early Alert." You will receive this information in an email during the 5th or 6th week of classes. Early alert is designed to help you evaluate your study skills and your class attendance so that you know if you are on the right track. If you need to make some changes, there are resources available to support your academic success. These Early Alert grades are not permanent and will not appear on your transcript.

MAP-Works

MAP-Works (Making Achievement Possible works) is a survey that is all about you! To help you have a wonderful first-year of college, we need you to take this survey. You will receive an email from map-works@uwosh.edu inviting you to take the survey. Advisors, hall directors, Quest course instructors and many other people on campus will use this information to help you be successful and

to provide you with what you need. You will receive a report with suggestions on how to achieve your goals, please review it.

ePortfolio

As you move through your courses at UW Oshkosh, you will archive your learning in an ePortfolio. The ePortfolio can be found in D2L. The ePortfolio will help you keep track of papers, speeches, reports, projects, and other assignments in your Quest and Explore courses, so that you can see your progress and connect ideas across different classes. In the CONNECT course, you can use your collection to create a digital story of your learning journey at UW Oshkosh. You can use this portfolio in your major classes so that you are ready for your Capstone course or experience as you near graduation. You can even use the ePortfolio after you graduate to show evidence of your learning to employers or graduate schools. In this course (and in all your USP courses), a specific assignment, **the informative speech-outline, link to video, and post-speech reflection paper,** has been designated to be uploaded to your ePortfolio. Your peer mentor can assist you with getting your UW Oshkosh ePortfolio started.

Peer Mentor: As a part of this course you will have access to an upper-class student to help guide you on your Quest. The peer mentor will attend campus events with us, answer your questions about UW Oshkosh, and help you with MAP-Works.

Academic Honesty

In this class, you may not turn in assignments you have completed in previous or current courses. I encourage you to bring ideas and topics for speeches and/or discussion from other classes, but you may not turn in something that was completed for previous or current courses.

The University of Wisconsin Oshkosh is committed to a standard of academic integrity for all students. The system guidelines state: "Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors" (UWS 14.01, Wisconsin Administrative Code). Students are subject to disciplinary action for academic misconduct, which is defined in UWS 14.03, Wisconsin Administrative Code. Students on the UW Oshkosh campus have been suspended from the University for academic misconduct.

Students are encouraged to review the procedures related to violations of academic honesty as outlined in Chapter UWS 14, Wisconsin Administrative Code. The system guidelines and local procedures are printed in the University of Wisconsin Oshkosh Student Discipline Code 2015-2016. Specific questions regarding the provisions in Chapter UWS 14 (and institutional procedures

approved to implement Chapter UWS 14) should be directed to the Dean of Students.

Campus Resources

Accommodation: UW Oshkosh policy calls for reasonable accommodations to be made for students with disabilities on an individual and flexible basis. It is the responsibility of the student to seek available assistance at the University and to request reasonable accommodations from the instructor. Students who lack documentation but suspect they may have a disability are encouraged to contact Disability Services, 920-424-3100, Dempsey Hall 125A.

Center for Academic Resources: The Center for Academic Resources (CAR) provides free, confidential tutoring for students in most undergraduate classes on campus. CAR is located in the Student Success Center, Suite 102. Check the Tutor List page on CAR's website (www.uwosh.edu/car) for a list of tutors. If your course is not listed, click on a link to request one, stop by SSC 102, or call 424-2290. To schedule a tutoring session, simply email the tutor, let him/her know what class you are seeking assistance in, and schedule a time to meet.

Writing Center: The Writing Center helps students of all ability levels improve their writing. Trained peer consultants help writers understand an assignment, envision possibilities for a draft, and improve their writing process. They even help writers learn to identify their own proofreading errors. Students can make a free appointment or stop by to see whether a consultant is available. For more information, view their website (www.uwosh.edu/wcenter), call 920-424-1152, email wcenter@uwosh.edu, or visit them in Suite 102 of the Student Success Center.

Reading Study Center: The Reading Study Center is an all-university service whose mission is to facilitate the development of efficient college-level learning strategies in students of all abilities. The center offers strategies for improved textbook study, time management, note-taking, test preparation, and test-taking. For more information, email readingstudy@uwosh.edu, view the website (www.uwosh.edu/readingstudycenter), or visit them in Nursing Ed Room 201, or call 920-424-1031.

Polk Library/Information Literacy: Polk Library offers many professional librarians who can help you find library resources for your research. Specifically, Ted Mulvey, the Information Literacy Librarian, is available to assist you as you access, evaluate, and use information in the University Studies Program classes. Ted can be reached by phone 920-424-7329 and email mulveyt@uwosh.edu. You may also set up a research advisory session with a librarian at rap@uwosh.edu.

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Assignments*

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Speeches: The majority of your grade will be determined by your speaking assignments. A formal outline is required for each speech and must be turned in to D2L by midnight the night <u>before</u> you deliver your speech.

- ❖ *Introduction Speech*- focuses on getting you up in front of the class & getting to know you (60 points)
- ❖ *Informative Speech*- focuses on outlining, organization, research, and delivery (175 points)
- ❖ *Persuasive Speech*- focuses on principles of persuasion, visual aids, and research (200 points)
- ❖ *Pop-culture Speech*- continued focus on principles of persuasion (100 points)
- ❖ *Special Occasion Speech*- focuses on delivering a "real-world" type of speech (115 points)

Written Assignments: Throughout the semester you will turn in a variety of written assignments, including:

- ❖ Topic submissions   50 points
- ❖ Preparation outlines/rough draft manuscript   75 points
- ❖ Post-speech Reflection Paper   50 points

Description of Written Assignments:

Topic submissions: Turned in prior to each speech. These vary depending on the speech. These will be graded based on content and completeness.

- ❖ <u>Introduction speech</u>: topic and main points to be discussed
- ❖ <u>Informative, persuasive, and pop-culture speeches</u>: topic, thesis, main points, and preview;
- ❖ <u>Special Occasion speech</u>: topic/occasion and main points

Preparation outlines/rough draft manuscript: We will peer review the final draft of your outline (informative and persuasive speeches) and your manuscript (special occasion speech). I will also be answering questions and giving advice. I will grade these based on content and completeness. You must come with your completed outline/manuscript for the opportunity to earn these points.

Post-speech Reflection Paper: Your informative speech will be recorded and you will watch and assess your speech. The reflection will focus on strengths of content, weaknesses of content, and your plan for improvement.

Quizzes: You will take quizzes weekly throughout the semester. Each quiz will consist of a combination of true/false, multiple choice, and/or fill in the blank questions. They may also include a short answer question. The quizzes will be worth a total of 100 points toward your final grade.

Participation: You will also be expected to participate in in-class activities/exercises. In-class activities/exercises cannot be made up if you are absent or late. You must be ACTIVELY engaged in these activities to earn points. This will account for 200 points toward your final grade.

Assignment Breakdown

Participation	200 points
Quizzes	100 points
Written Assignments	175 points
Speeches (4)	650 points
Total	1125 points

Grading Scale

93 to 100% =A

90 to 92% =A-

87 to 89% = B+

83 to 86% =B

80 to 82% =B-

77 to 79% =C+

73 to 76% =C

70 to 72% =C-

67 to 69% =D+

63 to 66% =D

60 to 62% =D-

59% and under =F

*All assignments (papers, speech outlines, etc.) must be typed. An assignment sheet for each speech and paper assignment detailing the guidelines for the assignment will be posted to D2L.