

Comm. 111 Introduction to Public Speaking

“The basic purpose of a liberal arts education is to liberate the human being to exercise his or her potential to the fullest.”

-Barbara M. White

Fall 2016 Syllabus

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Office Hours: 11:30 a.m. to 12:30 p.m., M-W-F
1:30 p.m. to 2:30 p.m., T-Th;
OR by appointment

Materials:

Required Texts:

Jaffe, Clella I. *Public Speaking: Concepts and Skills For A Diverse Society*. Eighth ed. Boston, MA: Cengage Learning, 2016.

Course readings are posted on our D2L course home page.

USP Quest I Course Overview:

The University Studies Program (USP) is your gateway to a 21st century college education at the University of Wisconsin Oshkosh. This Quest I course begins the series of courses you will take to introduce you to the campus and all it has to offer, the vibrant Oshkosh community, and the challenges and opportunities of academic life as you pursue a liberal education. In these courses, you'll be exposed to three “Signature Questions” that are central to a UW Oshkosh education:

- How do people understand and engage in community life?
- How do people understand and create a more sustainable world?
- How do people understand and bridge cultural differences?

The Quest classes are designed to provide a solid foundation for the rest of your education here, no matter which major you choose. Your USP courses will also provide the opportunity for you to Explore and Connect as you begin your college education. For further information about the unique general education at UW Oshkosh, visit the University Studies Program website.

Our Comm. 111 course will focus on **intercultural knowledge and competence**. A working definition of intercultural knowledge and competence is as follows: *Intercultural knowledge and competence is the understanding of one's own culture as well as cultures beyond one's own; the recognition of cultural values and history, language, tradition, and 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 world views, beliefs, practices, and values.*

Course Mission:

The mission of this course is to educate you to increase your communication competence (knowledge, motivation, and skill); apply that increased communication competence as speakers and listeners in public contexts; develop reflectivity regarding your own and others' communication; and manage communication apprehension, and reflect on how we can understand and bridge cultural differences.

Course Objectives:

This course is an introduction to the study of communication. The course is designed to help students develop a deeper understanding of the role of communication in their lived experiences. Specifically, the course will help students:

- 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.
- demonstrate organization and structure in a complete outline.
- incorporate the effective use of visual aids/evidence.
- deliver an informative and persuasive speech extemporaneously.
- understand the reasoning undergirding a persuasive speech.
- demonstrate an understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
- interpret intercultural experience from the perspectives of own and more than one worldview and demonstrate ability to act in a supportive manner that recognizes the feelings of another cultural group.

Class Participation:

Your willingness to participate fully is a key factor in what you'll learn this semester. Throughout the semester, you'll be encouraged to provide opinions, examples, and suggestions. Remember, your experiences and ideas will make the course meaningful and insightful for others. Please ask questions if you need clarification about a particular topic. A maximum of 25 points may be earned for class participation.

Attendance Policy:

You must be in class to succeed in this course. You're allowed three unexcused absence hours for the semester. Unexcused absences don't need to be explained. Examples of unexcused absences include working, oversleeping, consoling an upset roommate, taking care of a sick friend or family member, arriving late for class, leaving class early, etc. In addition, if you're physically in class but are doing homework for another course or are so tired that you're sleeping, you'll be marked absent for that class period. An excused absence, such as a doctor's excuse, is one in which you provide documented proof of why you weren't in class. Please note that non-emergency doctor appointments scheduled during class are not excused absences. **Three points will be deducted from your final grade for each hour of class you miss after three unexcused hours. Furthermore, attendance on speech delivery days is mandatory. Six points will be deducted from your final grade for each hour of class you miss on speech delivery days unless you provide documented proof of why you couldn't be in class. You'll fail the course if you miss more than 9 (excused or unexcused) hours of class.** You're responsible for getting the missed lecture notes from a classmate. Please ask your instructor for any assignments or handouts that were distributed in your absence.

Late Assignments:

Make every effort to get your work in on time. Twenty-five (25) percent of the total points of an assignment will be deducted for assignments turned in one class period late. **In addition, late assignments won't be accepted more than one class period after the due date.** If you can't take a test, turn in a paper/outline, or deliver a speech, contact me immediately. Please note that assignments are due at class time and may not be delivered to the instructor after class via e-mail. If you know that you'll be absent from class on a day when an assignment is due, however, you may e-mail the assignment to me **before class begins to receive full credit.**

Academic Honesty:

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 2016-2017.

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.

Classroom Policies:

- Effective communicators practice effective listening skills. Thus, during class, your cell phone should be silenced or turned off. Talking on the phone or texting during class is a distraction to other students AND your instructor and is not permitted. If you ignore this policy, this will result in an absence for the class period.
- Avoid excessive discussions with your classmates during class lecture and class activities. Your conversations with classmates during class time should relate to the topic being discussed.
- Come to class prepared to learn. If you make a habit of falling asleep during class, you'll be marked absent from class for that class period.
- Don't leave class for drinks or bathroom breaks unless absolutely necessary. If you leave our classroom while taking a quiz or an exam, you won't be permitted to return to the classroom.

Resources for Success:

- **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 (<http://www.uwosh.edu/wcenter>), call 920-424-1152, email wcenter@uwosh.edu, or visit them in Suite 102 of the Student Success Center.
- **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 University Studies Program classes. Phone: 920-424-7329; email: mulveyt@uwosh.edu. You may also set up a research advisory session with a librarian at: rap@uwosh.edu.
- **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.
- **Early Alert:** After the fifth week of class, you will receive a grade for your overall progress in this course and each of the courses you are taking in your first semester. This process is called "Early Alert." You will receive this information in an email during the 5th 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. Following your Co-Cultures Speech and Quiz 2, I will also provide you with an update on your course grade. Once you receive this update, feel free to come see me if you have any questions.

Course Requirements/Assignment Descriptions: *

Self Analysis Paper—A two to four-page paper analyzing your informative speech.

Speeches:

- A. Co-Culture Speech—A two to three-minute speech designed to introduce yourself to your classmates while informing them about a co-culture to which you belong.
- B. Impromptu Speech—A one to two-minute unrehearsed speech designed to develop your organizational skills.
- C. Informative Speech—A four to six-minute speech designed to inform your classmates about an invention developed in 1880 or later that has had a significant impact on a culture or co-culture. You must sign up for your topic prior to delivering your speech.
- D. Persuasive Speech—A six to eight-minute problem/solution policy speech designed to persuade your classmates about a two-sided issue. You must sign up for your topic prior to delivering your speech.
- E. Special Occasion Speech—A three to four-minute speech designed to pay tribute to a family member, friend, or mentor.

Homework Assignments—Throughout the semester, you'll be assigned four written homework assignments to be announced during class. All assignments should be typed. Each assignment is worth five points.

Quizzes—Online multiple choice, true/false, and fill-in-the blank questions, covering the text readings, lectures, and class discussion. Each quiz is worth 25 points. Make up quizzes will not be given. At the end of the semester, your lowest quiz score will be dropped.

Midterm Exam— Multiple choice, true/false, and fill-in-the blank questions, covering all text readings and class lectures until midterm.

Final Exam—Multiple choice, true/false, and fill-in-the blank questions, covering all text readings and class lectures from midterm until the end of the semester.

Grading Scale:

93 to 100% =A	558 to 600 pts.
90 to 92% =A-	540 to 557 pts.
87 to 89% = B+	522 to 539 pts.
83 to 86% =B	498 to 521 pts.
80 to 82% =B-	480 to 497 pts.
77 to 79% =C+	462 to 479 pts.
73 to 76% =C	438 to 461 pts.
70 to 72% =C-	420 to 437 pts.
67 to 69% =D+	402 to 419 pts.
63 to 66% =D	378 to 401 pts.
60 to 62% =D-	360 to 377 pts.
59% and under =F	359 pts. and below

Assignment Points:

Self-Analysis Paper	____/50
Co-Culture Speech	____/20
Impromptu Speech	____/20
Informative Speech	____/75
Persuasive Speech	____/100
Special Occasion Speech	____/45
Quizzes	____/75
Midterm Exam	____/70
Final Exam	____/70
Informative Outline	____/15
Persuasive Outline	____/15
Class Participation	____/25
Homework Assignments	____/20
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Points Earned	____/600

***All assignments (papers, speech outlines, etc.) must be typed. You'll receive an assignment sheet for each speech and paper assignment detailing the guidelines for the assignment. To pass the course, you must deliver each speech.**

Comm. 111 Assignment Calendar

Date	Assignment	
Sept. 7-9	<ul style="list-style-type: none"> • Ch. 1, Introduction to Public Speaking and Culture • Ch. 2, Giving Your First Speech: Developing Confidence 	<ul style="list-style-type: none"> • Syllabus review • Class introductions • Human communication model • Communication apprehension • Discussion of culture
Sept. 12-16	<ul style="list-style-type: none"> • Co-Culture Speeches • D2L reading (to be announced) • Ch. 3, Ethics in a Diverse Society 	<ul style="list-style-type: none"> • Sept. 14 & 16, Co-Culture Speeches • Define ethical communication • Define plagiarism • Discuss ethical responsibilities of listeners • Quiz 1, Sept. 16
Sept. 19-23	<ul style="list-style-type: none"> • D2L reading from Lindahl, "What Is Listening?" • Ch. 4, Effective Listening • Ch. 5, Selecting Your Topic and Purpose 	<ul style="list-style-type: none"> • HURIER Listening Model • Why listening is essential to effective communication • Developing general purposes, specific purposes and central ideas
Sept. 26-Sept. 30	<ul style="list-style-type: none"> • Ch. 6, Audience Analysis • Ch. 7, Researching Your Speech in the Digital Age • Ch. 15, Informative Speaking 	<ul style="list-style-type: none"> • Sept. 30, Library/Research Instruction • Audience-centered speeches • Organizational patterns for speeches • Strategies for developing an informative speech • Quiz 2, Sept. 28
Oct. 3-7	<ul style="list-style-type: none"> • Ch. 8, Choosing Supporting Materials • Ch. 9, Organizing Your Main Points • Ch. 10, Introductions and Conclusions • Ch. 11, Outlining Your Speech 	<ul style="list-style-type: none"> • Strong supporting evidence • The function of introductions and conclusions in a speech • Content and delivery/speaking outlines • Quiz 3, Oct. 5
Oct. 10-14	<ul style="list-style-type: none"> • Ch. 13, Presentation Aids • Source Citation • Ch. 14, Delivering Your Speech • Ch. 12, Using Effective Language • D2L reading from Wachtel, "What Is Racism?" 	<ul style="list-style-type: none"> • Strategies for effectively using presentation aids • Citing sources • Different methods for delivering a speech • Language and Cultures
Oct. 17-21	<ul style="list-style-type: none"> • Informative Speech Practice Day • Midterm Exam • Informative Speeches 	<ul style="list-style-type: none"> • Oct. 17, Speech Practice Day • Oct. 19, Midterm Exam • Oct. 21, Informative Speeches
Oct. 24-28	<ul style="list-style-type: none"> • Informative Speeches 	<ul style="list-style-type: none"> • Informative Speeches
Oct. 31-Nov. 4	<ul style="list-style-type: none"> • Ch. 16, Foundations of Persuasion 	<ul style="list-style-type: none"> • Nov. 4, Persuasive Speech Research Tips
Nov. 7-11	<ul style="list-style-type: none"> • Ch. 17, Persuasive Speaking 	<ul style="list-style-type: none"> • Nov. 9, Impromptu Speeches • Nov. 11, Persuasive Speech

		Research Day at Polk Library
Nov. 14-18	<ul style="list-style-type: none"> • Persuasion continued 	<ul style="list-style-type: none"> • Quiz 4, Nov. 16
Nov. 21	<ul style="list-style-type: none"> • Nov. 21, Speech Practice Day 	<i>Thanksgiving Break</i>
Nov. 28- Dec. 2	<ul style="list-style-type: none"> • Persuasive Speeches 	<ul style="list-style-type: none"> • Persuasive Speeches
Dec. 5-9	<ul style="list-style-type: none"> • Persuasive Speeches • Ch. 18, Speaking on Special Occasions 	<ul style="list-style-type: none"> • Persuasive Speeches • Strategies for delivering special occasion speeches • Dec. 7, Comm. 111 Speech Festival • Final Exam, Dec. 9
Dec. 12-16	<ul style="list-style-type: none"> • Special Occasion Speeches 	<ul style="list-style-type: none"> • Special Occasion Speeches