

COMM111: INTRODUCTION TO PUBLIC SPEAKING

UNIVERSITY OF WISCONSIN OSHKOSH – FALL 2016

026C: TuTh 11:30 – 1:00, Nursing/Ed 39B

023C: TuTh 3:00-4:30, Swart 126

024C: TuTh 1:20 – 2:50, Swart 126

CONTACT INFO

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TENTATIVE COURSE SCHEDULE

Please Note: This schedule is tentative and may change due to the needs of the class. You should be prepared to discuss assigned readings in class on the dates listed below. Italicized “assignments due” are for participation credit.

Date	Topic	Reading/Assignment Due
R 9/8	Course overview: public speaking, sustainability, & liberal education	
T 9/13	First assignments and speaking with confidence	Syllabus, Chapter 1, 2 Cronon, “Landscape and Home”
R 9/15	Speaking on special occasions; using language effectively	Chapters 18 & 12 <i>Epideictic topic due by class time</i> D2L Quiz 1 (Due by midnight)
T 9/20	Listening effectively, place and sustainability, speaking with confidence revisited	Chapter 4 Price, “Thirteen Ways” <i>Working outline due in class</i>
R 9/22	EPIDEICTIC SPEECHES Place and sustainability	EPIDEICTIC SPEECHES Sierra, “Greenest Universities 2016”
T 9/27	EPIDEICTIC SPEECHES Topic selection & outlining	EPIDEICTIC SPEECHES Chapters 5 & 11 D2L Quiz 2 (Due by midnight)
R 9/29	Information literacy: finding, choosing and evaluating sources	Chapter 7, Stark, “Information in Place” & Walsh, “Taking Stock” <i>Public policy topic due by class time</i>
T 10/4	Organizing your speech; introductions and conclusions	Chapters 9 & 10 <i>Specific purpose/thesis statements due by midnight</i> D2L Quiz 3 (Due by midnight)
R 10/6	Information literacy: citing supporting materials	Chapters 3 & 8 <i>Mini-annotated bib due in class</i>
T 10/11	Audience-centered speaking; informative speaking	Chapters 6 & 15 <i>Working outline due in class</i> D2L Quiz 4 (Due by midnight)
R 10/13	Speech workshop	<i>Preparation outline due in class</i>
T 10/18	INFORMATIVE SPEECHES	INFORMATIVE SPEECHES Earth Charter Principles

R 10/20	INFORMATIVE SPEECHES	INFORMATIVE SPEECHES
T 10/25	INFORMATIVE SPEECHES	INFORMATIVE SPEECHES
R 10/27	Persuasive speaking	Chapter 17 Self-critique paper due by midnight
T 11/1	Arguing persuasively	Chapter 16 <i>Specific purpose/thesis statements due by midnight</i> <i>Audience survey due by midnight</i>
R 11/3	Presentation aids	Chapter 13 <i>Complete all audience surveys by class time</i> <i>Working outline due in class</i> D2L Quiz 5 (Due by midnight)
T 11/8	Speech workshop	<i>Preparation outline due in class</i>
R 11/10	PERSUASIVE SPEECHES	PERSUASIVE SPEECHES
T 11/15	PERSUASIVE SPEECHES	PERSUASIVE SPEECHES
R 11/17	PERSUASIVE SPEECHES	PERSUASIVE SPEECHES
T 11/22	Actuation and protest speaking	Zarefsky, "Protest"
R 11/24	<i>Thanksgiving Break – No Class</i>	
T 11/29	Delivering your speech effectively, actuation speaking continued	Chapter 14 Prugh, "What is Sustainability, Anyway?" <i>Specific purpose/thesis statements due by midnight</i>
R 12/1	Reflection on the course, exam review	Kristof, "Starving", Orr, "Four Challenges" Cronon, "Only Connect" <i>Working outline due in class</i> D2L Quiz 6 (Due by midnight)
T 12/6	Speech workshop	<i>Preparation outline due in class</i>
W 12/7	<i>6-7 pm Public Speaking Competition</i>	<i>Extra Credit Opportunity</i>
R 12/8	ACTUATION SPEECHES	ACTUATION SPEECHES
T 12/13	ACTUATION SPEECHES	ACTUATION SPEECHES
R 12/15	FINAL EXAM	FINAL EXAM

REQUIRED TEXTBOOK

Jaffe, Clella Iles. *Public Speaking: Concepts and Skills for a Diverse Society*. 8th ed. Boston: Cengage, 2016.

** Additional reading assignments will be available online through D2L.

COURSE OVERVIEW

Introduction to Public Speaking introduces students to the study of communication, specifically public speaking. Throughout the semester, we will utilize and develop the basic skills you will need to effectively construct, deliver, and critique public speeches in your college career and beyond. The broad topic of sustainability will serve as the foundation for speech topics, classroom discussions, and activities, providing an opportunity for you to explore the Signature Question: *How do people understand and create a more sustainable world?* Working together to address this question is critically important given the urgency of impending ecological crises, and exploring such a timely and complex question from multiple perspectives is an important component of your college education that will help prepare you for future employment and engaged citizenship.

UNIVERSITY STUDIES PROGRAM

This is a Quest Speaking course in the University Studies Program (USP)—the unique general education program at the University of Wisconsin Oshkosh. The USP introduces students to the challenges and opportunities of a 21st century college education by providing an opportunity to broadly explore knowledge, develop essential skills, and ask big questions. Through the USP 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 bridge cultural differences?
- How do people understand and create a more sustainable world?

In this course, we will be focusing on the sustainability signature question. This means we will use sustainability as a context and lens of inquiry for developing public speaking skills.

This Quest Speaking course is one of the first in a series of courses in the USP, and it is designed to provide a solid foundation for your education here, no matter which major you choose. Your other USP courses will provide further opportunities for you to Explore and Connect as you continue your college education. For further information about the USP, visit <http://www.uwosh.edu/usp>.

LIBERAL EDUCATION

As part of the UW-Oshkosh general education program, this course is designed to contribute to a liberal education. According to the American Association of Colleges and Universities (AAC&U):

“Liberal Education is an approach to learning that empowers individuals and prepares them to deal with complexity, diversity, and change. It provides students with broad knowledge of the wider world (e.g. science, culture, and society) as well as in-depth study in a specific area of interest. A liberal education helps students develop a sense of social responsibility, as well as strong and transferable intellectual and practical skills such as communication, analytical and problem-solving skills, and a demonstrated ability to apply knowledge and skills in real-world settings.” (http://www.aacu.org/leap/What_is_liberal_education.cfm)

This course contributes to the goals of a liberal education by developing practical communication skills in the context of a larger discussion of controversial public issues. Throughout the course, students will have the opportunity to make progress on the following UW Oshkosh Essential Learning Outcomes:

- Written and oral communication skills
- Critical and creative thinking skills
- Information literacy skills

The AAC&U defines information literacy as “The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.” (<http://www.uwosh.edu/usp/usp-teaching-resources/resource-documents/InformationLiteracy.pdf>)

- Knowledge of sustainability and its applications

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.
(<http://www.uwosh.edu/usp/signature-questions>)

For more on UW Oshkosh's Essential Learning Outcomes, visit <http://www.uwosh.edu/usp/about/essential-learning-outcomes>.

STUDENT LEARNING OUTCOMES

In addition to the above Essential Learning Outcomes, course readings, assignments, activities, and discussions are designed to help you meet a number of course-specific learning outcomes. By the end of this course, students will be able to:

- Understand the theories and principles of speech communication
- Identify and explain the main pillars of sustainability
- Articulate and practice an ethical and audience-centered approach to public speaking
- Demonstrate proficient information literacy skills to access, evaluate, synthesize and ethically use information in the preparation and presentation of speeches
- Utilize effective organizational, outlining, and delivery skills in the preparation and presentation of speeches
- Critically listen to and assess public speeches
- Incorporate the effective use of visual aids/evidence
- Understand the reasoning undergirding a persuasive speech.
- Deliver an epideictic, informative, and persuasive speech extemporaneously

ACADEMIC INTEGRITY

“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).

The University, the Communication Studies Department, and I personally take academic integrity very seriously. Students are subject to disciplinary action for academic misconduct, which is defined in UWS 14.03, Wisconsin Administrative Code. Academic misconduct includes, but is not limited to: unauthorized collaboration, submitting work completed for another class, plagiarism, etc. Students on the UW Oshkosh campus have been suspended from the University for academic misconduct. I encourage you 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:

<http://www.uwosh.edu/stuaff/images/Chapter%20UWS%2014.pdf>

LEARNING COMMUNITY AND PEER MENTOR

As a part of this course and your paired Quest 1 course, you will have access to an upper-class student to help guide you on your Quest. This peer mentor may attend campus events with your Quest 1 class, answer questions you have about the campus, or refer you to various resources. Your peer mentor’s name and email are listed below with your paired Quest 1 course. You should not hesitate to get to know your mentor and use her/him as a resource.

COMM 111 Section	Paired Quest 1 Course	Peer Mentor Name & E-mail
026C: TuTh 11:30-1	Sustainable Development Discourses (Rocio Cortes) TuTh 9:40-11:10	Lauren Anderson anderl08@uwosh.edu
024C: TuTh 1:20-2:50	Workshop Physical Science (Mark Lattery) MWF 10:20-12:30	Elyssa Hochevar hochee46@uwosh.edu
023C: TuTh 3-4:30	Introduction to Sustainability (Jeff Filipiak) TuTh 1:20-2:50	Magda Skorupska skorum06@uwosh.edu

D2L

You will need to use D2L to access important course materials (readings, assignments, grades, etc.), complete quizzes, and submit written assignments. If you have questions about training or for technical assistance, call the UW help desk at (888) 435-7589.

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. You can continue to 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 all your USP courses, a specific assignment has been designated to be uploaded to your ePortfolio. In this course, you will upload the video of your informative speech *and* your self-critique paper reflecting on this speech. More details will follow in class.

EARLY ALERT

UW Oshkosh conducts an Early Alert program for all 14-week undergraduate courses to provide students with performance feedback early in the term so that appropriate action can be taken if needed. You will receive an email with the subject “Early Grade Report” on Wednesday, October 12th. Your Early Alert grade for this course will include your Epideictic Speech, Quizzes 1-3, and your participation grade. Please read the email carefully and see me if your grade is lower than a C and/or you have not attended class regularly.

LEARNING ACCOMODATIONS

It is the policy and practice of UW Oshkosh to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion, please notify me as soon as possible. You are also welcome to contact Disability Services, telephone (920)424-3100, or email Dr. Jim Schlinsog at schlinsj@uwosh.edu. Disability Services is located in 125 Dempsey Hall. For more information, visit the DSS website at <http://www.uwosh.edu/deanofstudents/disability-services>.

CAMPUS RESOURCES

To read all about the campus services available to support your success, please visit: <http://www.uwosh.edu/home/resources>. Here are a few key resources that may be helpful for this course.

Information Literacy / Polk Library: 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 USP 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. (*Description written by Ted Mulvey*)

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 (<http://www.uwosh.edu/wcenter>), call 920-424-1152, email wcenter@uwosh.edu, or visit them in Suite 102 of the Student Success Center. *(Description written by Crystal Mueller)*

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 (<http://www.uwosh.edu/readingstudycenter>), visit them in Nursing Ed Room 201, or call 424-1031.

COURSE ASSIGNMENTS

Participation (10%)

Daily attendance and participation (10%): As a discussion and participation-oriented class, it is essential that you attend class regularly, arrive on time, stay until the end of class, and be prepared to participate and contribute to classroom discussion.

You may earn up to 3 points for attending and participating in class each day. To earn full credit for each class period, you should participate fully in classroom activities (impromptu speeches, group work, speech critique, class discussion, etc.) and complete any required participation assignments on time (participation assignments are noted on the syllabus schedule in italics). Absence, excessive tardiness, lack of preparation for class, intentional non-participation in class activities (such as doing work for another class, using electronic devices for non-class related tasks, disruptive behavior, etc.) will result in loss of points for the day.

The final attendance and participation score will be taken out of 78 points even though there are 27 class periods (81 possible points), so it is possible to receive extra credit by attending and actively participating in all classes.

If you miss a class, it is your responsibility to find out what you missed and to get lecture notes from one of your classmates. You will be held responsible for all information given in class, regardless of attendance. When advance notification is provided for excused absences, make-up participation assignments may be given at the discretion of the instructor. Note: If 6 or more classes are missed, you will automatically receive 0/10% for daily attendance and participation.

Quizzes and Exams (20%)

Quizzes (10%): You will take 6 quizzes (multiple choice and true/false questions) on D2L throughout the term to assess reading comprehension. The quizzes are open book. You may take 2 attempts at each quiz, and your highest attempt for each quiz will be the score recorded. The lowest of the 6 quiz scores will be dropped.

Final Exam (10%): You will take a cumulative multiple choice final exam based on materials from course lectures. The exam is not open book.

Writing Assignments (10%)

Self-Critique Paper (10%): You will complete a 2-3 page self-critique paper after watching the video of your informative speech. *You are required to upload this paper (as well as the informative speech video) to the ePortfolio.*

Preparation Outlines (included in speech grades): You will submit a typed preparation outline for the informative, persuasive, and actuation speeches.

Speeches (60%)

Impromptu Class Speeches (included in participation grade): Throughout the course, you will give several impromptu speeches that will be assessed based on participation and effort.

Discussion Leader (5%): Each student will sign up to be a discussion leader for one chapter/article of reading material. As discussion leader, you will prepare a 3-5 minute presentation that involves the class in critically engaging and applying a concept from the reading. Additionally, as discussion leader you will be expected to actively contribute to classroom discussion in a substantial way throughout the class period.

Epidictic Speech (5%): You will give a 2-4 minute extemporaneous speech to celebrate a place. The purpose of this introductory speech is to help the class learn more about each other and provide an initial prepared speaking experience.

Note: The next 2 speeches will require you to use the same topic, a controversial public policy (proposed or implemented) of your choosing.

Informative Speech (15%): You will give a 5-7 minute extemporaneous speech to inform the class about your public policy topic and the controversy surrounding it. This speech will be assessed for use of appropriate informative techniques, audience-centered speaking, information literacy, supporting materials, organization, outlining, and other speech concepts covered in class. *You are required to upload the video of this speech to your ePortfolio.*

Policy Persuasive Speech (20%): You will give a 6-8 minute extemporaneous speech to persuade the class to agree with a specific public policy change (using the public policy topic you selected in your informative speech). The change may be a minor change in scope, enforcement, application, etc, or a larger change such as implementing a new policy, repealing an old policy, or making substantial changes to an existing policy. This speech will be assessed for use of persuasive strategies, use of visual aid, and other speech concepts covered in the course.

Actuation Speech (15%): You will give a 4-6 minute extemporaneous speech to motivate the class to take a specific action to make the world a better place. This speech combines epideictic and deliberative goals and will be assessed for all speech concepts covered over the course of the semester.

GRADING SCALE

A	93 - 100	B+	87 - 89.9	C+	77 - 79.9	D+	67 - 69.9	F	Below 60
A-	90 - 92.9	B	83 - 86.9	C	73 - 76.9	D	63 - 66.9		
		B-	80 - 82.9	C-	70 - 72.9	D-	60 - 62.9		

LATE ASSIGNMENTS AND GRADE APPEALS

All requests to accept late assignments will be handled on a case by case basis, and the instructor has final say about any such arrangement. If a student has a legitimate and documented reason for missing a speech or test or turning an assignment in late AND makes arrangements with the instructor IN ADVANCE, such work may be accepted without a point deduction. Legitimate excuses may include documented illnesses, family emergencies, and/or approved university activities. Late work may be accepted with a point deduction (typically penalized 10% per day late) from students who provide a compelling excuse but lack documentation or advance notice. If an assignment is missed without a valid excuse or advance notice, it may not be made up. Students will receive no credit for assignments missed due to oversleeping, not being ready, or having to work an outside job. After a graded assignment is returned, students have one week to resolve questions about the grade with the instructor. Grade appeals must first be submitted in writing.