COMM 345

Instructor Information

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Course Information

Course Prerequisites: COMM 145 or COMM 161

Credit Hours: 3

Course Summary: This course focuses on improving student competence in two areas: (1) speech content. (2) speakers’ nonverbal communication:

Catalog Description: An advanced course in the preparation and delivery of speeches, including speeches to explain a concept, speeches to convince, speeches to actuate, speeches to entertain, and speeches for special occasions. [Note: This description was written when the course cap was 18 students. Due to an increased number of students required to take COMM 345, the cap was raised to 24. The number and types of speeches required for the course have been reduced accordingly.]

Course Content Discipline: Communication

Daily Schedule: See separately the tentative daily schedule.

Why take this course?
This course is required for a variety of majors for whom advanced public speaking ability is deemed a necessary competency. Having taught this course many times, I’ve observed that most students who’ve completed this course demonstrated a positive attitude, conscientious effort, and significant progress in public speaking ability. Considerable feedback from alumni who’ve completed the course verifies that the abilities they developed in the course have enhanced both their reputations and their effectiveness in their respective careers.

Course Materials:
Instead of using a textbook, you’ll access, read and bring to class course material from Blackboard. It’s essential that you bring such material on the days specified on the daily schedule. Having this material with you will greatly reduce you note-taking needs and thus provide you more time to concentrate, contribute to class discussion, and ask questions.

By the end of roll call, have the specified Blackboard documents, your notebook and pen ready to take notes. If you arrive late, get this material out of your backpack before you enter the room to avoid distracting other students.

The Blackboard documents include a book, a part of which is assigned in the class. Note on the course schedule that “ASP” (Advanced Public Speaking) stands for this book.
Course Goal:
achieve an advanced level of effectiveness in developing ethical public speeches that have excellent content and excellent nonverbal communication

Course Objectives
Demonstrate ability to
1. develop a high level of communicator credibility (ethos) with classmates
2. conduct advanced research on speech topics
3. prepare an excellent speech of introduction
4. develop highly astute, solidly supported, and logically reasoned problem-analysis speech
5. develop highly astute, solidly supported, and logically reasoned solution-analysis speech
6. prepare and deliver a speech defining an abstract concept using a variety of forms of verbal and visual amplification at an advanced level of effectiveness
7. use a variety of forms of support at an advanced level of effectiveness
8. develop and use PowerPoint slides at an advanced level of effectiveness
9. organize speeches effectively
10. use oral language effectively in speeches
11. use the hybrid mode of speech delivery at a high level of effectiveness
12. use the manuscript mode of speech with fluency, good eye contact, and conversational voice
13. improve ability to speak without a lectern and with minimal use of notes
14. hold audience attention consistently

Major Teaching Methods:
I have an intense desire that you get your money’s worth out of the class. The methods used in the course result, in part, from teaching scores of sections of advanced public speaking. This experience has given me the chance to experiment with various methods to see what works best. In addition, I’ve examined how the course is taught in over 200 other universities around the country. Under the current method, I’ve seen students succeed in achieving the above objectives.

In class and on Blackboard you’ll find explicit information and criteria for each assignment. Provided you study this material carefully and apply it in step-by-step fashion, you can avoid any guesswork about what it takes to succeed on each assignment. Be sure to ask questions about any part of an assignment that you don’t understand. In past semesters, the guidelines have aided students in developing excellent speeches.

By the way, the detail is not meant to discourage your own creativity, which you can still exercise within the guidelines. Let me know in advance, however, if you think you’ve discovered a better way to achieve a speech objective, that is, one that doesn’t fit within my guidelines. Despite the work that has gone into developing assignment descriptions and criteria, I welcome fresh, innovative approaches.

Readings and lectures have one purpose: application to speeches. I’ve discovered that school has wired students to listen to lectures and read assignments to do well on written examinations, not to apply the material learned to speech development and delivery. Thus, I’ve replaced written examinations with precise, pre-speech assignments which, unlike written tests, result in improved speeches.

Obviously, you gain most from preparing and delivering classroom speeches, which form the centerpiece of the course. Good class attendance will give you an audience of twenty or more, providing you practice in becoming comfortable with an audience, creating rapport with listeners, establishing eye contact with people in all parts of the room, and making effective adjustments to audience feedback. During speeches, listeners must maintain eye contact with the speaker and give
honest nonverbal feedback. When anyone speaks, all electronic devices (including laptops) must be turned off, and all books and notebooks must be closed.

Course Policies

Grading

Note:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech of Introduction</td>
<td>10%</td>
</tr>
<tr>
<td>Speech of Tribute</td>
<td>10%</td>
</tr>
<tr>
<td>Magnitude of Problem Assignment</td>
<td>1%</td>
</tr>
<tr>
<td>Pie and Column Graph</td>
<td>5%</td>
</tr>
<tr>
<td>Two Solutions with Citations for Each</td>
<td>2%</td>
</tr>
<tr>
<td>Solution slide</td>
<td>2%</td>
</tr>
<tr>
<td>Problem-Analysis Speech</td>
<td>25%</td>
</tr>
<tr>
<td>Solution-Analysis Speech</td>
<td>25%</td>
</tr>
<tr>
<td>Speech of Clarification</td>
<td>20%</td>
</tr>
</tbody>
</table>

[Speech 20%, Written Assignment 5%]
[Speech 20%, Written Assignment 5%]
[Speech 15%, Written Assignment 5%]

Email assignments are due on the day scheduled, regardless of whether a class is canceled. If the university cancels classes, such as for severe weather, students will be expected to continue with readings as originally scheduled.

Participation 10%

Class participation obviously necessitates attendance. Participation includes being in class when other students give speeches, listening closely to their speeches, and providing appropriate nonverbal feedback. In this class, speakers will be evaluated in part on whether they establish eye contact with listeners in all parts of the room, make suitable adjustments to the feedback listeners give, and effectively answer student questions over their speeches. In addition, during speeches various listeners will have signs (e.g. “I can’t hear you.”) to train listeners to make mid-speech adjustments.

Lecture/training days require class participation, in some cases group experiences, and, in other cases, exercises designed to enhance particular speaking skills. Lectures focus on providing specific guidelines for speeches and answering student questions over assignments.

- Deductions for Absences: One percentage point will be deducted for each absence above one. You must bring an official excuse for each excused absence, for example, a document with your name on it from an MD, a document from a funeral home, an official WKU document explaining your absence.

- Deductions for Showing up Late: Each three times late will translate to one absence. If you’re ever late, have your notes out of your backpack before walking in the room:

- Possible deductions for text messaging while another student is speaking

- Roll is called at start of class period. If you arrive after roll is called, you have an absence on your record; to convert this absence to a “late,” you must tell the instructor at the end of same class period. The end of the semester will be too late to report that you didn’t have as many absences as the grade book indicates.
Late Assignments

- **Pre-speech Assignments**: In fairness to the students who turn in their assignments on time, grades on pre-speech assignments drop significantly for each day an assignment is late. Specific late penalties are included on assignment description located on Blackboard.
- **Late Speeches**: Study closely the policy statement on speeches not given when scheduled. A copy of this policy is in this packet. A copy is also on Blackboard under “Course Information.”

**Academic Integrity**

**Plagiarism**: Read carefully the handout describing what plagiarism is and penalties for plagiarism. Sign this handout and turn it back in to the instructor. (A copy of this document is in this packet.)

**Electronic Devices:**
- When another student is speaking, all electronic devices (including laptops) must be turned off and put away, and all books and notebooks must be closed.* During a lecture-discussion, all electronic devices, except laptops) must be turned off; laptops may be used only for taking notes during lecture/training periods.

**Classroom Courtesy**: Practice eye contact with anyone (students or instructor) who is speaking. Heads on the desk are cause for being dismissed from the class session.

**Dropping for Non-Attendance:**
Students who, without previous arrangement with the instruction, fail to attend the first two class meetings will be dropped from the course.

**Students with Disabilities Who Require Accommodations:**
In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in Downing University Center A-200. The OFSDS telephone number is (270)745-5004; TTY is (270)745-3030. Per university policy, please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

**Discussing Grades via Email**
You will receive grades on assignments that I give back to you. You can ask me about grades via email, but I am not allowed by law to reply in any detail using email, unless I have your written signature. (This is to protect your privacy as email is not a private form of communication). Read, select one, and sign:

________________________ I give my consent to the instructor to discuss my course grades with me via email.

OR

________________________ I prefer the following method for discussing course grades (e.g., phone call, wait for registrar’s notice at the end of the term). Choice is subject to a negotiation of a mutually acceptable method:

Indicate method ________________________________

*A research study revealed that multitasking—texting, surfing and posting social networks—reduces classroom student learning. Dian Schaffhauser, ”Research: The Proof is In! Multi-Tasking in Class Reduces Test Scores,” Campus Technology. 7-8-14.*
Here is an excerpt:

‘Students have argued that they can do both — play and concentrate — simultaneously. Not so, reported Susan Ravizza, an associate professor of psychology and director of the Cognitive Control Neurolab at Michigan State.

Ravizza and two colleagues studied non-academic Internet use in an introductory psychology class with 500 students. Their working theory was that heavy Internet users with lower intellectual abilities (defined by ACT scores) would do worse on exams. They found that to be true; these students did do worse. But the same was true for those with higher ACT scores. Both groups had lower test scores.’

Policy on Failure to Speak when Scheduled

Failure in the “real world” to give a speech when scheduled lets down the program chair; lets down the audience; and lowers—perhaps even destroys—the speaker’s credibility (ethos). Classroom speaking serves as a lab for speaking on any future occasions outside class. Therefore, a student who fails to speak when scheduled and suffers no consequences is not being prepared for speaking in the real world.

In addition, failing to speak on the day scheduled has negative consequences for the other students. First, a speaker who had not planned to speak may have to replace the speaker who fails to speak. Second, a student who gets to make up a speech at a later time has extra preparation time over students who give their speeches when scheduled. Third, a speaker who makes up a speech outside of class speaks to a smaller audience than to those who speak in class.

A fourth problem relates to the class as a whole. Failure of a student to speak on the day scheduled can put the class behind schedule. Given the class size, we must follow a tight schedule to get in all the oral assignments before the semester ends; failure to complete the assignments would rob students of a significant learning and training opportunity. Students’ failure to speak on time, then, can lower the value of the course for everyone.

Here is the policy for speakers who do not speak when scheduled:

1. The student will be allowed to make up the speech only if he/she presents official documentation of a reason sufficient to justify the missed speech.
   • Samples of Acceptable Reasons for Failing to Give a Speech on Time
     ✓ Contagious illness
     ✓ Death of a Family member
   • Samples of Unacceptable Reasons/Excuses for Failing to Speak on Time
     ✓ School function (e.g., game by a scholarship athlete) A student can work around this problem, e.g., (a) by getting a speaker who is scheduled to speak on a later date to exchange speaking times, or (b) by giving the speech at an earlier class period.
     ✓ Job interview. When possible, job interviews should be scheduled around speaking dates. If this effort proves impossible, the student can make one of the arrangements mentioned under school functions (above).
     ✓ Some Sorry Excuses: not feeling really well; alarm clock failed to go off; not ready to do as well as desired due to work schedule, failure of research to arrive on time, etc.; fire alarm in dorm last night; didn’t know on what day I was scheduled to speak; PowerPoint won’t convert from my computer program to the classroom computer program (The day of class is too late to make this discovery.)

2. A student who fails to give the speech when scheduled and who has a documented and sufficient reason for missing may speak at a time and place scheduled by the instructor, usually at no later than 6:45 AM on a day when the class meets. (That is a time when a classroom can be secured.)

3. Each student who gets to speak late must bring four visitors with him/her to serve as listeners. (Other late speakers visitors may not double as your listeners.) Failure to conform to this policy will result in an automatic grade deduction for each visitor who fails to appear for your speech.
4. A student who has given one late speech and for a second time has a valid reason for failing to speak when scheduled must bring six visitors to the make-up session. Failure to conform to this policy will result in an automatic grade deduction for each visitor who appear on time for your speech.

5. A grade deduction will be given for each number below the required six students.

6. Even a speech missed for a legitimate reason permits extra preparation time for the student in question. Therefore, except for unusual circumstances, there will be some grade deduction for a late speech.

Plagiarism Definition and Policy

Student work may be checked using plagiarism detection software.

What Plagiarism Is as Applied to Public Speaking

Plagiarism in public speaking includes stealing language, ideas, and/or organization from one of more other people. The theft may come (1) from any oral source, e.g., a student speech, a famous speech, a sermon, a TV news program, something on network video, (2) from any written work, e.g., from a book or books, article or articles, speech manuscript, any on-line source.

1. Plagiarism occurs if a speaker fails to give credit orally for another person’s language, ideas or organization. A speaker should tell the audience (a) the source of quoted language, and (b) the part that is quoted, e.g., “Dr. Destiny Kramer, an internist at Vanderbilt Hospital, wrote in the July issue of the New England Journal of Medicine that quote, ‘liposuctions are often unsafe.’”

2. Plagiarism occurs if any part (a phrase, sentence, or paragraph) of the speaker’s manuscript or outline fails to give credit by including quotation marks around any quoted material and indicating in the written assignment where the quotation came from.

3. Plagiarism occurs if a speaker fails to give credit for (a) a small part of someone else’s work (“Incremental Plagiarism”); (b) material patched together from two or more works, e.g., a paragraph from the speaker’s own language, then a sentence from one source, then a partial sentence from a different source, then the speaker’s own language, (“Patchwork Plagiarism”); or (c) the whole of another’s work (“Global Plagiarism”). (The italicized terms come from Stephen Lucas, The Art of Public Speaking.)

4. Plagiarism occurs if a speaker fails to indicate that he/she is paraphrasing what someone else said or wrote, e.g., “To paraphrase Martin Luther King, ….”

5. Plagiarism occurs if a speaker uses as the basis of a speech the basic idea and organization of a single work (e.g., an article).

Classroom Policy for Plagiarism in a Speech

The WKU policy dictates that “Students who commit any act of academic dishonesty [including plagiarism] may receive from the instructor a failing grade in that portion of the course work in which the act is detected or a failing grade in the course without possibility of withdrawal. The faculty member may also present the case to the University Disciplinary Committee through the Office of the Dean of Student Life for disciplinary sanctions. Students who believe a faculty member has dealt unfairly with them in a situation involving alleged academic dishonesty may seek relief through the Student Complaint Procedure.” from WKU Student Handbook.
The smallest possible penalty permitted the instructor by the university, then, is zero on the speech. For example, plagiarism on the last speech would be minus 20% (two letters) of the course grade. One or fewer plagiarized sentences or less will result in a zero on the assignment. More than that will result in failure in the course. Blatant plagiarism will also result in the case being presented to WKU’s Office of Judicial Affairs.

**Student Assistance/Tutoring**

Should you require academic assistance with this course, or any other General Education Course, there are several places that can provide help. The Learning Center, located in the Academic Advising and Retention Center, DUC A-330, has tutors in most major undergraduate subjects and course levels throughout the week—they can also direct you to one of many tutoring and assistance Centers across campus. To make an appointment, or request a tutor for a specific class, call (270)745-6254 or stop by DUC A-330. Log on to TLC’s web site at http://www.wku.edu/tlc for tutoring for students at a distance. TLC hours: Monday-Thursday, 8:00am-9:00pm, Friday 8:00am-4:00pm, and Sunday 4:00pm-9:00pm.

**Writing Center Assistance**

The Writing Center is located in Cherry Hall 123 on the Bowling Green campus and also offers online consultations for students who live at a distance or who cannot visit during our operating hours. Our writing tutors have been trained to provide helpful feedback to students at all phases of a writing project: they can help you brainstorm ideas, structure your essay, clarify your purpose, strengthen your support, and edit for clarity and correctness. But they will not revise or edit the paper for you. See instructions of the website www.wku.edu/writingcenter for making online or face-to-face appointments. Or call (270) 745-5719 during our operating hours (also listed on our website) for help scheduling an appointment.

**Student Signature**

Before the second class meeting, please reread and be sure you understand the course syllabus. If any of the syllabus is unclear, ask the instructor to clarify what you don’t understand.

Please read, sign, and date the following statement: “I have a copy of the COMM 345 course syllabus and understand and accept its contents. Its contents refer to all course policies concerning the following:

- Course Content: The course focuses on improving the substance (content) and delivery of speeches.
- Assignments
- Grading
- Attendance
- Academic integrity
- Late email assignments or other late written assignments
- Policy on failure to speak when scheduled
- Plagiarism

This document includes I also understand that work in this course must be my work, and all required
assignments, projects, and tests must be completed to receive a passing grade for this course. “

Sign Name________________________  Print Name_______________________  Date_________