COMM 145

DEPARTMENT OF COMMUNICATION
COMM 145
FUNDAMENTALS OF PUBLIC SPEAKING
WESTERN KENTUCKY UNIVERSITY
FALL 2007 SYLLABUS

INSTRUCTOR: Gary K. Hughes, M.A., M.Div.
OFFICE: PHONE: E-MAIL: FAC 196 745-5202
                               gary.hughes@wku.edu
OFFICE HOURS: MW 1:00-3:00 p.m. & TuTh
                          4:00 a.m.-5:00 p.m.

COURSE DESCRIPTION
COMM 145 – Fundamentals of Public Speaking is designed to increase your understanding of the principles and processes of communicating effectively in public contexts and to facilitate development of your own effective public communication skills. This is done through a combination of speaking, listening, writing, and reading assignments. Specifically, you will outline, develop, and deliver extemporaneous speeches incorporating relevant sources. You will learn how to develop and deliver messages that are appropriate and effective for the audience, purpose, and context using logical arguments within an ethical framework. The assignments are designed to develop your understanding and skills progressively throughout the semester.

This combination of understanding and development of actual speaking/communication skills is difficult to accomplish within a single course. However, within the term, it is possible to develop a positive attitude toward public speaking and increase your confidence in your own speaking skills. When you leave the course, you should be sufficiently armed with a basic understanding of public speaking and with an awareness of your own speaking skills (both strengths and weaknesses) so that you can continue to develop effective skills throughout your life. COMM 145 is part of the General Education curriculum and fulfills the Public Speaking requirement (Category A-III).

COURSE OBJECTIVES
Students will be able to:

- Design and deliver messages appropriate to various audiences and occasions.
- Communicate a clear thesis and purpose.
- Research, evaluate, and incorporate supporting material.
- Construct and deliver organized presentations with well-developed introductions, main points, conclusions, and transitions.
- Employ creative and sensitive language.
- Deliver speeches using appropriate and effective vocal and physical behaviors to enhance messages such as vocal variety, articulation, and movement.

REQUIRED MATERIALS

- 4 x 6 index cards.
- Two (2) Scantron Forms #882 (narrow, teal green form)
ATTENDANCE

Penalty for Nonattendance We learn to communicate by communicating with and by observing others; therefore, your attendance is absolutely essential. I expect you to be in class each day. The Department of Communication penalty guidelines are as follows:

1. The final semester grade for a 3-day a week class will be reduced 10 points (out of the 700 point scale) for each unexcused absence over 1.

2. The final semester grade for a 2-day a week class will be reduced 15 points (out of the 700 point scale) for each unexcused absence over 1.

Your signature on the attendance sign-in sheet will become the office record of your attendance or absence.

Penalty for Tardiness Not only are you expected to be in class each day, but you also need to be on time. Tardiness is unprofessional and disruptive. Attendance is defined not only as being present in class, but being present within 5 minutes of the start of class until the completion of the class session. 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 attendance sheet has been passed then it is your responsibility to see that you are properly recorded as present (i.e. sign the attendance sheet).

Excused Absence Policy Speeches, homework, and in-class assignments cannot be made up unless I officially excuse your absence, which means you must provide me with proper documentation. You are responsible for contacting me 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 absence or it will be counted as unexcused. Approved make-up work is due the second class meeting of your return. For presentations, the speech order is determined in advance; therefore, if you are traveling for a university related event, you must swap places with a speaker going on an earlier day.

MAKE-UP SPEECHES: All make-up speeches for unexpected excusable absences will be scheduled with me for 7:30 a.m. on a mutually agreed upon date. All make-up speeches require you, the student, to make arrangements to have at least five other persons (not necessarily classmates) in attendance as an audience and without which you cannot give your speech.

An excused absence is defined as:
1. Illness of the student or serious illness of a member of the student’s family
2. The death of a member of the student’s family
3. Trips for members of student organizations sponsored by an academic unit, trips for University classes, and trips for participation in intercollegiate academic or NCAA athletic events
4. Major religious holidays

The following are not considered excusable absences:
1. Did not wake up in time (faulty alarm, alarm did not wake you up, dorm fire drill in the night, etc.)
2. Snow (if you live on campus or commute from anywhere within Bowling Green/Warren Co. Allow yourself adequate time to get to class. Those from outside of Warren Co. will be handled on a case by case basis.)

RESPONSIBILITIES OF A COMPETENT COMMUNICATOR
In order to build an open, professional classroom atmosphere everyone should follow certain ground rules. 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.
2. **Paying attention to and participating** in lectures, group activities, presentations, student speeches, and other class exercises.
3. **Avoiding unnecessary disruptions** during class such as ringing cell phones (turn them off before class), text messaging, private conversations, reading newspapers, and doing work for other classes.
4. **Avoiding racist, sexist, or any other negative, disrespectful, or derogatory language** that may unnecessarily exclude members of our campus and classroom community.

**Cell Phone/iPod/MP3 Player Policy** Due to recent advances in technology, cell phones, ipods, pagers, etc. will not be allowed out during class time. Cell phones shall not be used for any purpose during class time. Any student with a cell phone in hand or on his or her desk during class time will be asked to leave class and will be counted absent for that day. This policy applies during student presentations as well as during lecture and discussion. Any student using a cell phone during an exam/quiz will receive a zero on that exam/quiz and may be subject to other university discipline.

**Laptop Policy** Using a laptop to take notes during class can be very effective. However, when students use their laptops to check their e-mail, instant message, and/or play games during class it can be distracting to classmates and hinder the note-taking process. Therefore, students who choose to use a laptop to take notes will be required to sit in the front two seats of any row in the classroom.

**ACADEMIC OFFENSES: PLAGIARISM AND CHEATING**

I expect that all of the individual assignments you complete for COMM 145 (and in all of your other courses) are always your own work. However, many students are not sure exactly what “your own work” means, so, please read again the information on plagiarism and cheating from your student handbook. Aside from copying work, plagiarism includes incorrectly citing sources or presenting someone’s information as your own, without crediting the source. To avoid this, you should carefully make notes to keep track of where your information came from. In written form, you must use quotation marks when referring to another’s work. In a speech where you are paraphrasing, you can say “According to……(give name)…..”. It does not take much effort to make sure you follow the rules for using another’s thoughts.

**YOU ARE RESPONSIBLE** for telling your audience or reader whether you are:

1. directly quoting from a source
2. paraphrasing closely from a source, which means using significant portions of another source’s sentences or language
3. using the ideas advanced by a different source

**Plagiarism Detection**

In this course we will be using an electronic plagiarism detection tool, Turnitin.com, to confirm that you have used sources accurately in your speeches and outlines. All written assignments are subject to submission for text similarity review to Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com’s restricted access database solely for the purpose of detecting plagiarism in such documents. If you do not have a Turnitin profile yet, please go to the Turnitin Login Page at http://www.Turnitin.com/ and click “New Users” link. Next, click on the “Student” link. In the “Create a New Turnitin Student Account” form, please enter the information requested. The class ID and enrollment password you need for setting up your profile and joining the class account are the following:

- class ID: 2362620
Please pay attention to all instructions given. Also take notice of explanations that are provided concerning your access to the course section in future logins so that you will understand how to submit your assignments.

Penalty for Academic Dishonesty Western Kentucky University and the Department of Communication are committed to the highest standards of ethical conduct and academic excellence. Any student found guilty of plagiarism, fabrication, cheating on an exam, or purchasing papers, speeches, or other assignments will immediately receive a failing grade on the assignment and in the course, and may be reported for disciplinary action. Falsified medical excuses and presenting another student’s work as your own fall within the guidelines of this academic integrity policy. As you can see, these are extreme measures for academic offenses that we believe are serious. If you have any questions about whether you may be plagiarizing in your work, please be sure to contact me well in advance of the due date for your assignment.

IF YOU NEED HELP
If you have questions or concerns or find certain materials or assignments difficult please contact me by e-mail or come by during my office hours (e-mails may not receive an answer for a couple of days). If you are unable to come during my scheduled times, call me to arrange an appointment. If you have a special need that may require assistance or accommodation, please let me know as soon as possible. You need to provide documentation and then we’ll work to make reasonable accommodation. Students who require accommodations must contact the Office for Student Disability Services, Downing University Center A200. The OFSDS phone number is (270) 745-5004 V/TDD. The necessary documentation will be provided by their office.

The Communication Success Center Often students find that help from a fellow student who has taken a class before and who has acquired some expertise of their own can be effective in learning. During posted hours peer tutors can be found in the Communication Success Center located in room 138 of the Ivan Wilson Fine Arts Center. These Communication majors can provide help with outlining, PowerPoint development, and using the CommuniCoach program for audio/video self-evaluation. Hours in which peer tutors are available will be posted on the door of FAC 138 and in each classroom. Presence of a peer tutor is not required in order to use the center for public speaking and communication class assignments, but you may need to check in office 130 of FAC in order to gain access to the room.

SPEECH ASSIGNMENTS
YOU MUST PRESENT YOUR SPEECH ON THE DAY ASSIGNED. IF YOU MISS CLASS FOR AN UNEXCUSED ABSENCE OR ARE NOT PREPARED TO SPEAK ON YOUR SPEECH DAY AND DO NOT PRESENT AS SCHEDULED, YOU WILL RECEIVE A 0 FOR THAT SPEECH ASSIGNMENT.
Basic Requirements: This semester there will be four graded speech assignments. You are expected to use topics of your own choice, which meet the guidelines for the specific speech assignment. Each speech has a time limit allowing all class speakers to complete the assignment on schedule and to give you practice in fitting materials into a given time allotment. Speaking too long or not long enough means your speech does not meet the requirements of the assignment. As you prepare your speech, please allow enough time to practice orally so that you can meet these time limits.
Self Critiques: In addition to the speeches, you will be graded on three self-evaluations which you will complete using the CommuniCoach speech evaluation software found on Windows PCs in any
of the general student computer labs on campus or in the Communication Success Center in FAC 138.

**Outlines:*** Preparation or “Formal” outlines are required for each of the graded speeches. All preparation/formal outlines must be submitted via [Turnitin.com](http://Turnitin.com) by the due date and time given. Late outlines (or those received by other methods) will receive comments but will not be assigned points for credit. The outline should include the following: specific purpose, central idea (a.k.a. thesis statement), a complete sentence outline of the speech (including transitions statements), and a list of sources (bibliography) you used in the preparation of the speech.

**Visual Aids:** You may use visual aids in any of your speeches (except the Speech of Introduction), but you are required to use a visual aid in the *Speech of Information & Diversity* (see assignment below). If you choose to use PowerPoint as the delivery method for your visual aid then remember that using it effectively takes careful thought and design, so follow appropriate visual aid guidelines. Keep the following in mind:
1. Begin and end your speech with a blank black slide (these do not count toward the required number of slides).
2. Use mostly non-textual slides (i.e. graphics, photos, illustrations, etc.)
3. Use sans serif font (e.g. Arial) that is at least a 28-point font.
4. On bulleted lists, use no more than 6 words per line and no more than 6 lines of text.
5. Use subtle animation for bulleted lists (but do not use sound effects), meaning you bring one line of text onto the screen at a time.
6. Strive for maximum color contrast for fonts, drawings, and backgrounds.

**Speech 1: Introduction Speech (2-3 minutes)*** The Speech of Introduction – This speech serves a number of purposes. It is designed to get to know the rest of the class and for them to learn something about you, to practice organizing a speech, and to get you up on your feet and speaking. Each student will introduce someone else in the class. Tell us what makes the person interesting, what his/her future goals are, etc. Each student will interview another member of the class, organize, and present a 2-3 minute speech. Each student must complete both a formal and keyword outline. You may use the front side of one 4x6 note card for the keyword outline. The speech must contain an introduction, body, and conclusion. The most effective speeches will center on a theme with two or three main points to support the theme rather than listing random details about the person’s life.

**Speech 2: Informative (4-6 minutes)*** The Speech of Personal Significance – Construct an informative speech describing or clarifying a concept, idea, principle, method, or process for your audience. To enhance your credibility and to make your research easier, select a topic of importance to you that you know something about (related to your major, a hobby, heritage, etc.). Additionally, analyze your audience and use that information to select and narrow a topic appropriate for an informative speech. Think of areas of interest to you that would be fun to explore and simultaneously increase your audience’s knowledge. Avoid topics we already know about. You are required to present within the time limit, use extemporaneous delivery, speaking from a brief outline using no more than three, single-sided index cards, and cite at least three different sources. *The preparation outline for this speech is due 2 class meetings before speeches begin.***

**Speech 3: Informative (4-6 minutes)*** The Speech of Information and Diversity – 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 must step outside of your own cultural perspective in some way. Focus on presenting information relevant to your audience. 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/supporting materials. Visual aids are required for this speech (PowerPoint, posterboard, video/DVD etc.).

Speech 4: Speech of Point-Counterpoint (4-6) minutes per student
The Speech of Point-Counterpoint – This is a 4-6 minute dispositional persuasive speech. In other words, you must present a case and attempt to form, reform, or reinforce listeners’ attitudes, beliefs, or values about an issue. It may focus on a claim of fact or claim of value. You and a partner will research and prepare two different speeches advocating opposite sides of the same issue. Although you may share research and prepare the speech together to ensure a “clash,” you are graded individually for the oral presentation. You are required to present within the time limit, using a speaking outline on no more than five note cards (one side only). You are to cite no fewer than four different sources and use three or more types of amplification or supporting materials.

Classmate Speech Critique: Each student will write a 2 page, typed, double spaced, speech critique paper (not including title page). The paper will critique a speech given by another member of the class. The critique must include an introduction, paragraph(s) devoted to content, organization, and delivery, as well as a conclusion. Therefore, your paper will contain at least five paragraphs. You must provide specific examples for each variable (i.e. content, organization, and delivery). This is a critique, so you must have both positive comments and criticism for the speech. The critique will be graded on content, organization, and grammar. I expect college level writing. This critique will be done for the Speech of Personal Significance.

EXAMINATIONS Two examinations will be given. Examination dates are listed on the attached daily schedule.

STUDENT GRADE CHART

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>POSSIBLE POINTS</th>
<th>YOUR SCORE</th>
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</thead>
<tbody>
<tr>
<td>Speech of Introduction Outline /Presentation</td>
<td>15/50</td>
<td></td>
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<tr>
<td>Speech of Personal Significance Outline /Presentation</td>
<td>25/75</td>
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<tr>
<td>Speech of Information and Diversity Outline /Presentation</td>
<td>30/100</td>
<td></td>
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<tr>
<td>The Speech of Point-Counterpoint Outline /Presentation</td>
<td>30/125</td>
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<td>EXAM I</td>
<td>50</td>
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<tr>
<td>FINAL EXAM</td>
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<tr>
<td>CLASSMATE CRITIQUE</td>
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<td>Debate Watch Assignment</td>
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<tr>
<td>CommunciCoach Self Evaluations (3)</td>
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<tr>
<td>TOTAL POINTS</td>
<td>700</td>
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GRADING SCALE A = 630-700 B = 560-629 C = 490-559 D = 420-489 F = Below 419

NOTE: Due to extra credit opportunities that might be given during the semester, it is possible to achieve a total of 630 points prior to the final exam (assuming no attendance penalties). Any student who has 630 points going into the final exam will have earned an “A” for the class and will be exempt from the final.