

COMM 345

Advanced Public Speaking

Fall, 2017

Dr. Carl L. Kell
FAC 190

Office Hours: By appointment
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Prerequisite: A student enrolling in this course must have completed and received course credit for either COMM 145 – Fundamentals of Public Speaking or COMM 161 – Business and Professional Speaking.

Course Description: COMM 345 is designed to build your skill sets in a variety of public speaking contexts. This course builds on the principles learned in Fundamentals of Public Speaking or Business and Professional Speaking and challenges you to expand your skills into a variety of contexts you will face in your life and your career. Based on the research and study of public speaking, you will prepare speaking and writing assignments developed to hone your skills in the areas of audience analyses as well as the use of argument and evidence to meet speech purposes in ways that are ethical and appropriate to the rhetorical situation.

Course Goals:

You will:

- Build on the foundation of theory/speech development learned in COMM 145/161 by preparing speeches for a broad range of communication contexts and audiences.
- Develop a clear speech purpose for every assignment.
- Understand and be able to conduct the audience research and audience evaluation necessary to deliver your speeches in a variety of audience contexts.
- Select the proper types of supporting material for specific speech types given the nature of the audience.
- Outline and deliver well-organized speeches, in both extemporaneous and manuscript forms.
- Be able to use creative language in each public speaking context as assigned.
- Strengthen their delivery techniques (e.g., eye contact, vocal variety, pronunciation, articulation, gestures, posture, movement, absence of vocal fillers and other personal nonverbal issues.)

Required Readings:

Any required readings will be made available in class.

Course Requirements and Policies

Attendance: The assignments in this class are designed to achieve course goals. Class lectures, in-class activities, assignments, and presentations will provide you with information about major course concepts, but will also allow you to experience and master the concepts. Therefore, regular attendance in this class is necessary.

Because this is a performance class, you learn not only from writing and delivering their own speeches, but also be being present for the performances of your classmates. For that reason, a strict attendance policy has been developed for this course. You are allowed **TWO** unexcused absences (on days you are NOT scheduled to speak) during the course of the semester. After that, you will lose 14 points from your final grade for each absence. **IF YOU ARE ABSENT THE DAY YOU ARE ASSIGNED TO SPEAK, YOU WILL RECEIVE A ZERO FOR YOUR SPEECH UNLESS YOU MEET THE EXCUSED ABSENCE POLICY OUTLINED BELOW!!!**

Further, Dr. Kell is NOT responsible for assisting you in obtaining class notes/assignments or for making you aware of changes to the course schedule/assignments announced during a missed class unless your absence is both excused and documented as outlined in the policy below.

Excused Absence Policy: Assignments cannot be made up/turned in late unless accompanied by written documentation that fits the following criteria: Absences may be excused for illness of student or serious illness of an immediate family member, death of an immediate family member, or required participation in an official University function. Some leeway may be given for other circumstances, but the circumstances must be discussed with prior knowledge of an absence (e.g., participation in a University sanctioned athletic event, wisdom teeth extraction, field trip for another class), let Dr. Kell know as soon as possible so he can assign speaking days accordingly. It will make everyone's life easier.

For any absence to be excused, you must:

- Notify me (via electronic mail) on or before the day of the absence, if possible.
- Provide me with written documentation regarding the absence **ON THE FIRST DAY YOU RETURN**. An e-mail telling me you are sick or attending a university function will not count as documentation. The absence will not be excused without written documentation from a recognized authority which includes the dates/times for which the student should be excused and contact information from the author of the documentation.
- If an assignment was due during the absence, the written documentation should be stapled to the front of the assignment when it is turned in for credit.

In-class activities CAN NOT be made up, but if an excused absence is the same day of the activity, Dr. Kell will consider that when calculating final grades.

Assignment Due Dates: All written assignments must be completed by the **beginning** of the class period the day they are due. On the day written assignments are due, they will be collected on the table at the front of the classroom. I will accept assignments up until the point that the door of the classroom closes. YOU are responsible for putting your assignment on the table before the door closes. If you come in after I shut the door, please **SIT IN THE FIRST AVAILABLE SEAT NEAREST THE DOOR**. You may come in, but do not try to put your assignment on the table. Any work due by a student who is tardy must be held until class is over and you have a **PRIVATE** discussion with me concerning the reason for your tardiness. It will not be accepted unless your tardy was pre-approved by me or comes with a documented excuse as noted above.

Certain written assignments must be handed to me with a hardcopy AND submitted to SafeAssign PRIOR to the beginning of the class period they are due. Assignments not submitted to SafeAssign prior to the beginning of the class period in which they are due may not be graded or receive any credit. NEVER, and this means NEVER, e-mail me an assignment without prior approval.

Also remember, **IF YOU ARE ABSENT THE DAY YOU ARE ASSIGNED THE SPEAK, YOU WILL RECEIVE A ZERO FOR YOUR SPEECH UNLESS YOU MEET THE EXCUSED ABSENCE POLICY OUTLINED ABOVE!!!**

Written Work: All written work must follow the rubrics provided by the instructor and the *APA Publication Manual* (6th Edition). Failure to follow these guidelines will result in a grade deduction.

Academic Dishonesty: I expect that all of the assignments you complete for COMM 345 (and in all of your other courses) are always your own work. Aside from copying work, plagiarism **includes incorrectly citing sources** or **presenting someone's information as your own**, without properly crediting the source (in written or oral form).

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

1. directly quoting from a source (quotation marks should be used along with a complete parenthetical citation)
2. paraphrasing closely from a source, which means using significant portions of another source's sentences, language, or ideas (requires parenthetical citation)
3. citing a primary source from a secondary source (See the attached section on *Plagiarism – Definition and Policy*.)

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, **using the same assignment in more than one class without the written permission of BOTH professors**, cheating on an exam, or purchasing papers, speeches, or other assignments may 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, or taking an exam from the classroom also fall within the guidelines of this academic integrity policy.

Electronics Policy: Due to advances in technology, cell phones, iPads, iPods, pagers, etc. will not be allowed out during class time unless Dr. Kell can see that you are using them

for class purposes (e.g., you have your assigned reading or a speech manuscript pulled up during class discussion of said reading or you are taking notes on the device). Any student with an electronic device 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 if it is being used for non-educational purposes. **NO ELECTRONICS CAN BE OUT, ON YOUR DESK, OR IN YOUR LAP DURING SPEECH DAYS!**

Student Disability Services: 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 the Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center.

Please **DO NOT** request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

ASSIGNMENTS

*****Each Assignment will have a corresponding instruction sheet on blackboard.**

| <u>ASSIGNMENT</u> | <u>POINTS POSSIBLE</u> |
|---|------------------------|
| 1. My Goals in Life & How I intend to meet them Speech (2-3 minutes) | 25 points |
| • Outline (10 points) | |
| • Delivery (15 points) | |
| 2. Professional Introduction Speech (3-4 minutes) | 50 points |
| • Outline (15 points) | |
| • Delivery (35 points) | |
| 3. Tribute or After Dinner Speech (4-5 minutes) | 65 points |
| • Outline (15 points) | |
| • Delivery (50 points) | |
| 4. Persuasive Speech (9-10 minutes) | 150 points |
| • Outline (75 points) | |
| • Delivery (75 points) | |
| 5. Pick Me, Pick Me Speech (6-7 minutes) | 100 points |
| • Outline (25 points) | |
| • Delivery (75 points) | |
| 6. Peer/Self Speech Critiques (3@20 points each) | 60 points |
| 7. Professional Speech Critique | 50 points |
| 8. Listening – a full commitment (I'll explain) | 50 points |

550 Points Max

GRADING SCALE

| | |
|--------------|-----------|
| A = 90% & Up | (550-495) |
| B = 80-89% | (494-440) |
| C = 70-79% | (439-385) |
| D = 60-69% | (384-330) |
| F = 0-59% | |

SPECIAL SECTION

PLAGIARISM

Definition and Policy

Plagiarism in public speaking includes **stealing language, ideas, and/or organization** from one or 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, or any on-line source.

1. Plagiarism occurs if you fail to give credit **orally** for another person's language, ideas or an organization. You should tell the audience (a) the source of quoted language, and (b) the part that is quoted, e.g., "Dr. Destiny Dramer, 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 your **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 you fail 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 you fail to indicate that you are **paraphrasing** what someone else said or wrote, e.g., "To paraphrase Martin Luther King,"
5. Plagiarism occurs if you use, 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. [Emphasis Added]

The smallest 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.

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, when you fail to speak when scheduled, and suffer 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 not later than 6:45 AM on the 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 appear on time 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.

Academic Integrity

Plagiarism: Read carefully the section 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 instructor, 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 for 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 negotiation of a mutually acceptable method:

Indicate method: _____

Signature: _____

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 from this article:

“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.”