COMM 145: Fundamentals of Public Speaking & Communication
Spring 2016 Syllabus

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Office hours: Mondays: 8:00 am – 12:00 pm, 2:00 – 3:30 pm
Tuesdays: 8:00 – 8:45 am
Wednesdays: 8:00 – 8:45 am, 2:00 – 3:30 pm
Thursdays: 8:00 – 8:45 am
Fridays: By appointment only

COURSE DESCRIPTION
COMM 145 – Fundamentals of Public Speaking & Communication is designed to increase your understanding of the principles and processes of communicating effectively in public contexts and to facilitate development of your skills in public communication, listening, group communication, and interpersonal communication. 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. When you leave the course, you should be sufficiently armed with a basic understanding of public speaking and with an awareness of other important communication skills so that you can continue to develop effective communication behaviors throughout your life in a variety of contexts. COMM 145 Business & Professional Speaking fulfills the F-OC Human Communications Category of Colonnade and the Category A-III requirement of General Education.

***This class is a flipped class. During most class meetings our time will be dedicated to application exercises, activities, and discussions of the course material, rather than traditional classroom lecturing and note-taking. I have recorded lectures for each chapter in the textbook. Each student will be responsible for watching these lectures on their own time. For this reason, it is imperative that you have access to a computer with speakers, as well as a reliable internet connection.

Colonnade learning objectives for Human Communication:

Learning Objective 1: Students will demonstrate the ability to listen and speak competently in a variety of communication contexts, which may include public, interpersonal, and/or small-group settings.

Learning Objective 2: Students will demonstrate the ability to find, analyze, evaluate, and cite pertinent primary and secondary sources, including academic databases, to prepare speeches and written texts.

Learning Objective 3: Students will demonstrate the ability to identify, analyze, and evaluate statements, assumptions, and conclusions representing diverse points of view, and construct informed, sustained, and ethical arguments in response.

Learning Objective 4: Students will demonstrate the ability to plan, organize, revise, practice, edit, and proofread to improve the development and clarity of ideas.
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 connectives.
* Deliver speeches using appropriate and effective vocal and physical behaviors to enhance messages such as vocal variety, articulation, and movement.
* Demonstrate understanding of the communication process.
* Acquire skills to communicate with others, both publicly and interpersonally.
* Understand and identify the basic principles of effective group communication and listening.
* Identify, analyze, and evaluate statements, assumptions, and conclusions representing diverse points of view; and construct informed, sustained, and ethical arguments in response.

REQUIRED MATERIALS
* Notecards
* Stapler/Mini stapler (All of the work you submit in COMM 145 should be stapled)

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. If you are unable to come by during my scheduled times, call me to arrange an appointment. Students with disabilities who require accommodations (academic adjustments, and/or auxiliary aids or services) for this course must contact the Office for Student Accessibility Resource Center in Downing Student Union, Room 1074. The SARC telephone number is (270) 745-5004 V/ (270) 745-3030/TDD. Please DO NOT request accommodations directly from me without a letter of accommodation from the Office for SARC.

ATTENDANCE
Students can only learn how to be effective communicators when they attend communication class regularly. Any student enrolled in this class should make every attempt to attend each class meeting whenever possible. I will distribute a sign-in sheet during every class, which is how I will keep track of attendance. Be sure to sign the attendance sheet because if your name isn’t on the sheet, you will be counted absent for that class.

Attendance Policy
Students who miss class on the day of a schedule assignment due date (speeches, exams, and homeworks) must have an excused absence in order to make-up the missed assignment. When a student misses class due to an excused absence, he/she must provide proper documentation for that absence by the next class meeting. Also, all make-up work is due the week the student returns to class. THERE ARE NO EXCEPTIONS TO THIS POLICY. Students who do not have documentation for an excused absence will not be able to make-up the work they missed from the class period they were absent.
***An excused absence is defined as:
1. Illness of the student or serious illness of a member of the student’s family with proper documentation
2. The death of a member of the student’s immediate family with proper documentation
3. Trips for members of student organizations sponsored by an academic unit, trips for University classes, and trips for participation in intercollegiate academic or athletic events with proper documentation
4. Major religious holidays

* A student may not accumulate more than three excused absences in this class over the course of the semester.

***An unexcused absence is defined as:
1. Oversleeping
2. Not feeling well
3. Going on vacation
4. Having a routine doctor’s appointment or a meeting with your advisor
5. Not having proper documentation for an excused absence

* Failure to provide the necessary documentation for your absence by the next class period after an absence from class will result in an unexcused absence and a zero on the missed assignment.

**BEING PREPARED**
***Showing up to class unprepared on your scheduled assignment completion date is not an acceptable excuse and will not change the assignment due date. It is your responsibility to examine the syllabus and daily schedule before each class and to be prepared for assignments and exams upon arrival to class. Also, you will not be granted an extension of the speech/assignment due date if you accidentally leave your class work at home or your computer/printer is not working.

If you miss class, it is your responsibility to contact a classmate or examine the daily schedule to find out what you missed during class and what will be covered during the next class meeting.

**TARDINESS**
Tardiness is both disruptive and disrespectful. I expect each and every student to be on time to class for every meeting. Any student who arrives to class after the official start time will be considered absent for that class.

**INCLEMENT WEATHER POLICY**
In the case of inclement weather, you should either visit WKU’s website, watch WBKO, or listen to one of the local radio stations to see if classes at the Glasgow Campus are cancelled. If the Glasgow Campus is open, our class will meet. I encourage you to use your own discretion when making the decision about whether to attend COMM 145 during times of inclement weather.
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 ZERO FOR THAT SPEECH ASSIGNMENT.

- **Basic Requirements:** This semester there will be three 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:** All of your speeches will be videorecorded. During the semester, I will have you complete a self-evaluation/critique of at least two of your videoed speeches.

- **Outlines:** Typed outlines are required for each of the graded speeches. Each speech outline should include a general purpose, specific purpose, central idea, a sentence outline of the speech, a list of sources you used in the preparation of the speech, & any other information I may assign. Outlines should be typed using APA style. A copy of your outline must be posted on SafeAssign by 7:00 a.m. of the speech due date. You must also bring a copy of your outline to class on the day of your presentation. **ALL FINAL DRAFT OUTLINES ARE DUE ON THE SCHEDULED SPEECH DATE, EVEN WHEN THE STUDENT MISSES CLASS DUE TO AN EXCUSED ABSENCE. LATE OUTLINES WILL NOT BE ACCEPTED.**

- **Research:** Backing up your main points with legitimate research is essential in properly educating and advocating during your presentations. When researching on the internet, you should use credible website for your presentation (example: WKU’s library databases). We will discuss the difference between credible and non-credible sources during the semester. Sources such as Wikipedia are prohibited.

**Speech 1: Introduction Speech (2-3 minutes)**

“Just Bag It” Speech—This introductory speech gives you the opportunity to start speaking right away and gives your classmates an opportunity to learn a little about you. Select three items, place them in the bag, and be prepared to explain how the three items describe you. For example, you might include a symbol of your place of employment, an item indicating an interest of yours (e.g. a tennis ball if you play tennis), or an item that symbolizes your career interest (e.g. an apple for an education major). Make sure your visuals are larger than a driver’s license or small photo so that everyone in class can see. In addition to the items you bring consider using quotations, stories, and examples. No sources, other than you, are required. You must demonstrate that effort went into the assignment. In other words, someone pulling 3 textbooks out of a backpack and telling the class which courses they are enrolled in will not receive full credit. This first speech should include the most basic components of any speech—an introduction, main points, and conclusion. You are required to use extemporaneous delivery, speaking from a brief outline, using no more than one single-sided index card.
Speech 2: 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. Use of a visual aid is required for this presentation. (NOTE: A copy of the Information and Diversity Speech outline will be retained by the instructor for departmental course assessment purposes.)

Speech 3: Problem-Solution Speech (5-6 minutes)

This is a 4-6 minute action-oriented persuasive speech. The purpose of the problem-solution speech is to influence the audience’s beliefs or actions. The speech should contain a problem and solutions to the problem, including action steps the audience can take. Possible topics include influencing classmates to donate blood, start/increase flossing, exercise more or eat healthier, sponsor a child, get involved with a charity, adopt a pet etc. 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 four different sources. No visual aid is required, but please keep in mind that a visual aid can be a very effective way to persuade your audience to act on your topic.

Communication Theory/Context Paper

Based on the chapters in the textbook, select a communication context (public speaking, interpersonal, group, team, listening, speech anxiety, etc.) or communication theory (dialectics, communication privacy management etc.) you are interested in and type a 4-5 page paper (1" margins, 12 point font, Times New Roman or Courier font style, and double spaced). Include a minimum of three sources cited within the text of your paper (no regular websites are allowed; you must use only scholarly sources). The textbook does not count as one of your 3 sources. In your paper, you will need a title page, an abstract page, and a references page (in APA style) in addition to the paper itself. Within the paper, you will need an introductory paragraph, a discussion of what your research says about your topic, how knowing this information would be beneficial to communicators, and how you can apply the research to your life (home, school, work, etc.), as well as a concluding paragraph. Please label the three major sections. The paper will be graded on content, organization, and writing. You will be discussing your paper informally with the class so that everyone can learn about the theory/concept. ANY STUDENT WHO IS UNABLE TO ATTEND CLASS ON THE PAPER DUE DATE MUST EMAIL ME A COPY OF HIS/HER PAPER THAT DAY, EVEN IF THE STUDENT HAS AN EXCUSED ABSENCE FOR THAT CLASS PERIOD. LATE PAPERS WILL NOT BE ACCEPTED UNDER ANY CIRCUMSTANCES.

PAPER TOPIC & SOURCES ASSIGNMENT

Approximately two weeks before your theory/context paper is due, a typed references page with the three scholarly sources you plan to use in your paper will be due. This is a 25-point assignment. In order to receive full credit for the assignment, you must meet specific guidelines which I will discuss during class before the assignment is due. You may not list any regular websites on your references page.

IN-CLASS ACTIVITIES & HOMEWORK

In addition to the major course assignments, you will be asked to complete several in-class activities during the course of the semester. We will discuss these activities in more detail during the semester. Missed in-class activities cannot be made up. I will drop one in-class activity score at the end of the semester.
Also, there will be some homework assigned from time to time in COMM 145. These assignments will be used to increase your understanding of the course materials/discussions. The assignments will be due the next class meeting after they are assigned. Make-up homework assignments will only be allowed in the case of an excused absence. I will drop one homework assignment at the end of the semester. **ALL HOMEWORK MUST BE TYPED AND IS DUE AT THE BEGINNING OF CLASS.**

**EXAMINATIONS**
Exams will be used to gage your understanding of the course material. There will be three exams during the semester. Examination dates are listed on the attached daily schedule. There are no comprehensive examinations. Exams may include various question formats. Make-up exams will only be given to students who miss class on exam day due to an excused absence. If you miss class on exam day due to an excused absence, please get in contact with me as soon as possible so that we can make arrangements for you to take a make-up exam.

**ASSIGNED TEXT READINGS**
I expect you to come to class having read the assigned textbook material and prepared for discussion of the relevant material. This will improve not only your understanding of the course materials, but also ensure a hearty discussion of important class topics. The assigned readings for each class are listed on the class daily schedule.

**COURSE LECTURES**
In order to watch class lectures, you’ll need to click on the Mediasite link in our class Blackboard site, click on our class, and then click the chapter lecture(s) to be watched for the upcoming class period. Each video is approximately 10-13 minutes in length and you will be expected to watch the videos before class, as well as to take detailed notes from the information provided in the lecture videos.

*Note: When using Mediasite, you must use Firefox (no Google Chrome or Safari) as your default browser and be sure to have your pop-up blocker turned off.*

**COURSE QUIZZES**
Each week there is new lecture material posted on Mediasite, students will be assigned an associated quiz, which is taken on Blackboard by clicking on the Tests and Quizzes tab. Students will be allowed ten minutes to complete each quiz and will be allowed to use the notes they took from the lectures, as well as any notes they took from the textbook readings. However, if a student doesn’t have any notes, he/she cannot look at someone else’s notes or thumb through the book to try to find information. Students are not allowed to work together while taking quizzes. Each quiz will be worth 10 points and I will drop the two lowest quizzes at the end of the semester. Be sure to take each quiz by the designated deadline; once the deadline expires, the quiz will no longer be available.

**APPROPRIATE CLASSROOM DECORUM**
I expect each student to:
1. **Display respect** for all members of the classroom community, both the instructor and fellow students.
2. **Pay attention to and participate** in lectures, group activities, presentations, and other exercises.
3. **Avoid negative, disrespectful or derogatory language** on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status that may unnecessarily exclude or affect members of our campus and classroom community.
4. **Maintain an ethical code of conduct** at all times by doing your own work and behaving appropriately.
5. Do not start packing up while I am still talking.
6. Clap after each student’s speech to show respect.
7. Avoid wearing a hat during your presentations.
8. Avoid disrupting a classmate’s speech. If you arrive late to class, you should wait outside the classroom until you hear applause.
9. Turn off your cellphone and put it away prior to the start of class. Texting/surfing the web during class is rude and disruptive. Any student caught using his/her cellphone during an exam will immediately have the exam taken and will receive a zero for that exam.

ACADEMIC OFFENSES: PLAGIARISM & 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 original 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, I will be using an electronic plagiarism detection tool, Safe Assign, to confirm that you have used sources accurately in your speeches and outlines. All assignments are subject to submission for text similarity review to this plagiarism detection site. You are expected to upload each outline and your theory/context paper onto Safe Assign by 7:00 a.m. on the due date. Students should use Mozilla Firefox or Internet Explorer (not Google Chrome or Safari) as their browser when submitting assignments to SafeAssign.

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 potentially in the course, and will be reported for disciplinary action to the Office of Judicial Affairs. 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.

Also, I expect your work for this course to be original, first time work. That is to say that I will not allow recycling of papers, etc. from other classes you’ve taken for use in this class.
**GRADE BREAKDOWN**

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<tr>
<th>Activity</th>
<th>Points</th>
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| Speech of Introduction                      | 50 pts.
| Speech of Information and Diversity         | 100 pts.
| Problem-Solution Speech                     | 100 pts.
| Outlines: 25 pts. each                      | 75 pts.
| Communication Theory/Context Paper          | 100 pts.
| In-class Activities                         | 150 pts.
| Homework                                    | 50 pts.
| Paper Sources Assignment                    | 25 pts.
| Exam One                                    | 50 pts.
| Exam Two                                    | 50 pts.
| Final Exam                                  | 50 pts.
| Quizzes                                     | 50 pts.
| **Total**                                   | **850 pts.**

**GRADING SCALE**

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<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
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<tbody>
<tr>
<td>A</td>
<td>764.5 - 850</td>
</tr>
<tr>
<td>B</td>
<td>679.5 - 764.49</td>
</tr>
<tr>
<td>C</td>
<td>594.5 - 679.49</td>
</tr>
<tr>
<td>D</td>
<td>509.5 - 594.49</td>
</tr>
<tr>
<td>F</td>
<td>Below 509.5</td>
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**WITHDRAWING FROM CLASS**

The last day to withdraw from this course is March 18th. I do not grant W’s after this date, unless the student develops a serious medical illness after this date that will prevent him/her from completing the semester. In this case, the student must provide proper medical documentation as verification.

**FINAL GRADE POLICY**

At the end of the semester, I will add up the total points you have accumulated. I will use the grading scale above to assign final grades. I do not curve final grades; you will receive the grade you have earned in the course. Please do not contact me and ask me to bump you up to the next letter grade, no matter how close you are to it; your grade is final.

**IMPORTANT DATES TO REMEMBER:**

- February 1 – Last day to drop a class without a grade
- March 7 – 11 – Spring Break
- March 18 – Last day to drop a class with a “W”
- May 9 -13 – Final Exams

***This syllabus is subject to change***