



Communication Studies 220 | Public Speaking

Winter, 2014 | Tuesdays and Thursdays 12:30-2:40 | Room R110 A/B

Instructor: Jen Anderson
Phone: (425) 564-4185
Email: jeanders@bellevuecollege.edu
Office Hours: Daily 11:30-12:30 or by appointment in R230P
Text: Lucas, S. (2012). The Art of Public Speaking, Eleventh Edition. McGraw Hill.

Course Website: We will be using our Canvas website as a portal for all PowerPoints, assignments, and additional information for this course. Go to <http://bc.instructure.com> then log into Canvas. Your Username and Password are the same as your BC Network account. If you are using a PC, FireFox or Google Chrome are compatible browsers with Canvas. If you are using a Mac, Safari is compatible.

COURSE INFORMATION

“The difference between novice public speakers and professionals is the professionals train the butterflies to fly in formation.”
- Edwin Newman

Research suggests that public speaking is one of the most feared activities in our day, yet it is a highly valuable skill both in work and play. Communication Studies 220, Public Speaking, is an introductory course that will cover topics in both interpersonal communication and public speaking. The course is designed to ease you into the realm of public speaking in a supportive environment. In addition to enhancing your skills as a communicator, you will have the opportunity to further develop your research and listening skills as well as learn how to analyze controversial topics. Development of public speaking and critical thinking skills are necessary in the world of today. While this class may require you to venture out of your comfort zone, I believe you will be happy you did!

Course Learning Outcomes:

- Identify and analyze the four elements of the rhetorical situation (audience, occasion, speaker, speech).
- Explain and apply an understanding of ethical considerations and responsibilities as a speaker.
- Demonstrate critical thinking through critique and analysis of one’s own speeches as well as others’ speeches.
- Evaluate credibility of evidence. Identify and analyze lines of argument and fallacies.
- Present speeches that apply recommendations for effective application of the canons of rhetoric (invention, arrangement, style, and delivery).

Course Format:

“I hear and I forget. I see and I remember. I do and I understand.” -Confucian Idea about Learning

This statement encompasses my thoughts about teaching and is the foundation of my teaching philosophy. This course is designed to provide multiple ways for you to enhance your public speaking skills and develop a more comprehensive understanding of the communication processes therein. The objectives will be met through the use of mini-lectures, readings, video analysis, class discussion, personal reflection, peer review, and, of course, a variety of speeches. Three quizzes will be administered throughout the quarter, assessing your understanding of, and ability to apply, public speaking concepts covered in the reading and in class. Given this format, students need to commit to being **active participants** in class. This area of study contains complex theories and difficult social science jargon. I will do my best to assist you, but a college reading level and college writing level in English is needed to succeed in this course.

COURSE GRADING AND ASSIGNMENTS

Grading System: In order to allow for flexibility, I may omit some assignments and add others during the quarter. I will keep you posted if changes occur and how those changes will alter the following:

| | |
|---|---------------------|
| Impromptu Speeches (4 @ 25 points/ea) | 100 points |
| Gallery Walks/Delivery Workshops (4 @ 25 points/ea) | 100 points |
| Informative Speech | 150 points |
| Persuasive Speech | 150 points |
| Special Occasion Speech | 50 points |
| Self-Critiques (2 @ 50 points/ea) | 100 points |
| Peer Evaluations (10 @ 10 points/ea) | 100 points |
| Quizzes (2 @ 50 points/ea) | 100 points |
| Homework (5 @ 20 points/ea) | 100 points |
| Attendance/Participation | 50 points |
| Total | 1,000 points |

Grading Scale: A = 930-1000; A- = 900-929; B+ = 870-899; B = 830-869; B- = 800-829; C+ = 770-799; C = 740-769; C- = 700-729; D+ = 670-699; D = 630-669; D- = 600-629; F = 0-599

Assigned Reading: You will be assigned reading each week and it is your responsibility to come to class prepared to participate in class discussions regarding that reading. While many of the concepts covered in the reading will be discussed in class, there will not be enough time to cover every concept. All concepts covered in the readings are fair game for the quizzes, so it is imperative that you keep up with the reading and have an understanding of the communication concepts therein. Each section on the class website has additional information included in the learning modules that does not appear in your textbook. You are required to know this information for quizzes as well.

Quizzes: We will take two quizzes in class this quarter. It is imperative that you keep up with the reading and are in class in order to be prepared for these quizzes. You will receive a quiz review a week before the each quiz.

Informative Speech: (5-7 minutes in length) Purpose: To inform your audience of a topic of interest to you and your audience using visual aids and three sources. Typed, full sentence outline with bibliography including all sources cited.

Persuasive Speech: (7-9 minutes in length) Purpose: To persuade your audience to take action or change their view regarding a specific topic. Typed, full-sentence outline with bibliography including all sources cited.

Special Occasion Speech: (3-4 minutes in length) Purpose: Chances are you will be called upon to give a special occasion speech at some time in your life. This speech will help you refine your skills in presenting for a special occasion.

COURSE POLICIES

Attendance and Participation: Your attendance and participation are an integral part of making this class work effectively. As stated previously, most of the work that makes up this class involves group discussion, class exercises, and speeches that emphasize lecture material. If you are not in class, you are unable to participate in these discussions and group exercises. If you are absent on any day, you are responsible for obtaining materials and information you missed from other class members. **Please be on time for class.**

In lieu of taking attendance each day, I will administer pop quizzes over the course of the quarter that can only be taken on the day assigned. Therefore, if you are not in class on that day, you will forfeit the available points. Your participation in class will also factor into your overall attendance/participation grade for the quarter. This participation includes active engagement in small group activities and discussions as well as larger class discussions.

****Any unexcused absences on a speech day will count as 2 absences. You cannot pass this course with 10 or more absences as stated in the BC Student Handbook.**

I understand that many students have important responsibilities outside of the classroom...families, work, sports, etc. I am sensitive to these issues and will do all that I can to assist with scheduling conflicts as they relate to class activities. I ask that you let me know **ahead of time** of any conflict you might have with scheduled class time, and we will try to work things out. Please realize though, while I am flexible, that flexibility only goes so far. Please be respectful of your group members and my time as we will be of your time.

Course Assignment Expectations and Late Work: All written work will be turned in on time in order to receive full credit. The decision to accept late assignments will be made on an individual basis, taking into account the specific situation. All late work will receive a deduction in points. ***No late assignments will be accepted after the last day of instruction.*** College-level standards of grammar, spelling and punctuation are expected. Please type and proofread all written work.

Cultural Sensitivity Expectations: We will address a variety of topics in our speeches this quarter, potentially involving concepts that touch upon personal values and beliefs. I encourage you to share your thoughts, concerns, and opinions in class – we will have a stimulating learning environment and a richer learning experience if we can discuss a wide range of perspectives. At the same time, the issues we will address can be highly emotional and we will not always agree with each other. It is vital that everyone feels safe to share his/her ideas and opinions. *Please be sensitive and respectful to other viewpoints when making comments and contributing to discussion.*

Cell Phone/Laptop Use: **No texting, surfing the web, or checking personal email in class.** Please keep your phones on vibrate/mute or off during class time and keep them in your bag or pocket during class – I do not want to see them out. You are able to use your laptop to take notes. I reserve the right to restrict use of laptops in class if students are found to be checking email/facebook/youtube/etc. during class. Please be respectful of your classmates and me.

Grade Appeals: You have the opportunity to appeal any grade that you are given in this class. All grade appeals must be typed, stating your reason for appeal. If you so choose, I will accept appeals via e-mail. *Grade appeals must be submitted no sooner than 24 hours after the grade has been issued...I will not discuss any grade on the day the grade is administered. All grade appeals must be submitted within 2 weeks of me handing back the assignment.*

Academic Honesty: Plagiarism, or academic dishonesty, is the act of using another writer's words or ideas as your own. According to the Bellevue College Arts & Humanities website, plagiarism "may take many forms, including, but not limited to, using a paper written by someone else, using printed sources word-for-word without proper documentation, and paraphrasing or summarizing the ideas of others without acknowledging the source. Plagiarism can also occur when non-written ideas are taken without documentation--using someone else's design or performance idea, for example. In short, plagiarism is passing off someone else's ideas, words, or images as your own; it amounts to intellectual theft--whether or not it was your intention to steal." **In this class, any student who plagiarizes fails the course automatically.** I have no tolerance for this behavior.

Instructor Availability: I will reply to emails within 24 hours. I will be available Monday – Friday, but will not regularly check the site on weekends. So, if you email me late on Friday or on the weekend, you can expect to hear back from me on Monday. Please visit me during my office hours in R230P or make an appointment to see me.

CAMPUS RESOURCES

Adaptations or Special Accommodations Alert: The Disability Resource Center serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact the DRC as soon as possible. The DRC office is temporarily located in the Library Media Center or you can call the reception desk at 425.564.2498.

Academic Success Center: Bellevue College offers a wide range of tutoring services for students. Visit their website at <http://bellevuecollege.edu/asc/> or their office in D204.

Add/Drop Policy: If you are struggling in this course, please come talk to me as I will do whatever I can (within reason!) to assist you with class content and assignments and your understanding thereof. If you decide this class is not for you, it is **your responsibility to drop the course by Week Seven**. If you just stop coming to class, but do not officially drop the course, you will receive a 0.0 on your permanent college transcript. Please refer to your BC Student Handbook for further information.

Bellevue College E-mail: All students registered for classes at Bellevue College are entitled to a network and e-mail account. Your student network account can be used to access your student e-mail, log in to computers in labs and classrooms and connect to the BC wireless network. To create your account, go to: <https://bellevuecollege.edu/sam> BC offers a wide variety of computer and learning labs to enhance learning and student success.

Computer Issues: If you experience any technical computer issues anytime throughout the quarter, you should contact the BC help desk at 425.564.HELP or submit a Request Center ticket at <http://depts.bellevuecollege.edu/ir/submit-a-ticket/>.

Canvas Resources: If you are new to using Canvas or have never taken an online (or hybrid) class before, I strongly encourage you to go to http://bellevuecollege.edu/distance/Canvas_classroom.asp and review the online tutorial for Canvas. You should also watch the Canvas Student Orientations well as review steps for logging in to Canvas at <http://depts.bellevuecollege.edu/ir/students/studentguide/class-sites/>.

Public Safety: The Bellevue College (BC) Public Safety Department's well trained and courteous non-commissioned staff provides personal safety, security, crime prevention, preliminary investigations, and other services to the campus community, 24 hours per day, 7 days per week. Their phone number is 425.564.2400. Public Safety is located in K100 and on the web at: <http://bellevuecollege.edu/publicsafety/>

FINAL NOTE

The nature of the class requires students to move out of their comfort zone and develop confidence in their ability to speak publicly. Class discussions and activities are interactive and require students to share their views and/or personal information. Please remember to keep others' feelings and dignity in mind when choosing to comment on an issue or prior statement made by me or one of your classmates. Any comments that denigrate the worth of an individual because of his/her personal opinion, race, religion, background, lifestyle, or gender are inappropriate and unacceptable in my class.

I look forward to getting to know you this quarter and help to train those butterflies to fly in formation! I look forward to learning from you as I believe that you have a great deal to teach me. You can count on me to put a great deal of time into making this class both educational and enjoyable. I will rely on you to assist in making the class fun and educational and firmly believe that you will get out of this class as much as you put into it. Good luck!

CMST 220 | TTh Tentative Schedule | Winter, 2014

| <u>Date</u> | <u>Central Topic</u> | <u>Reading</u> |
|--------------------|--|-------------------|
| Week One | | |
| 1/7 | Welcome Syllabus | |
| 1/9 | Listening/Good Audience Member/Ethics | CH1-3 |
| Week Two | | |
| 1/14 | WHO AM I? SPEECHES | |
| 1/16 | Informative Speech Overview/Make-Up of a Speech Rhetoric/Communication Apprehension/Topic Choice | CH4&15 CH5 |
| Week Three | | |
| 1/21 | Audience Analysis/Goals/Thesis Statements | CH6, 7&8 |
| 1/23 | Support for Speech/Library Session | |
| Week Four | | |
| 1/28 | Future Goal Speeches/ Introductions and Conclusions | CH10 |
| 1/30 | Organization, Citations, and Outlines Visual Aids/Delivery | CH9&11 CH13&14 |
| Week Five | | |
| 2/4 | Delivery/ Gallery Walk and Delivery Workshop | |
| 2/6 | <i>No Class – Professional Development Day</i> | |
| Week Six | | |
| 2/11 | INFORMATIVE SPEECHES | |
| 2/13 | INFORMATIVE SPEECHES | |
| Week Seven | | |
| 2/18 | INFORMATIVE SPEECHES/ Overview of Persuasive Speech | CH16&17 |
| 2/20 | Argumentation/ QUIZ ONE | |
| Week Eight | | |
| 2/25 | Ways of Speaking/Best and Worst Impromptus *Informative Speech Self-Critique Due at Beginning of Class | CH12 |
| 2/27 | Fallacies | |
| Week Nine | | |
| 3/4 | <i>No Class – College Issues Day</i> | |
| 3/6 | Gallery Walk and Delivery Workshop | |
| Week Ten | | |
| 3/11 | PERSUASIVE SPEECHES | |
| 3/13 | PERSUASIVE SPEECHES | |
| Week Eleven | | |
| 3/18 | PERSUASIVE SPEECHES | |
| 3/20 | QUIZ TWO/Special Occasion Speech Overview/Style | CH18 |
| Week Twelve | | |
| 3/25 (11:30-1:20) | SPECIAL OCCASION SPEECHES *Final Self-Critique Due at Beginning of Class | |

