Instructor: Jen Anderson  
E-mail: jeanders@bellevuecollege.edu or via Canvas Class Website  
Phone: (425) 564-4185  
Office location: R230P  
Office Hours: 11:30-1:00 Monday, Wednesday, Friday | 12:00-12:30 Tuesdays  

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.

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 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.

**Grading and Major Assignment Descriptions**

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:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Small Speeches (5 @ 10 pts/each)</td>
<td>50</td>
</tr>
<tr>
<td>Gallery Walks (2 @ 25 pts/ea)</td>
<td>50</td>
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<tr>
<td>Informative Speech</td>
<td>150</td>
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<tr>
<td>Persuasive Speech</td>
<td>150</td>
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<tr>
<td>Special Occasion Speech</td>
<td>50</td>
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<tr>
<td>Self-Critiques (2 @ 50 pts/ea)</td>
<td>100</td>
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<tr>
<td>Peer Evaluations</td>
<td>65</td>
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<tr>
<td>Homework/Reading Check-ins (10 @ 10 pts/ea)</td>
<td>100</td>
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<tr>
<td>Quizzes (3 @75 pts/ea)</td>
<td>225</td>
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<tr>
<td>Attendance/Participation</td>
<td>60</td>
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<tr>
<td><strong>Total</strong></td>
<td>1,000</td>
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**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 three quizzes this quarter. It is imperative that you keep up with the reading and are in class in order to be prepared for these quizzes. A review sheet will be provided for quizzes.
**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**: (6-8 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**: (2-3 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.

**Self-Critiques**: You have the opportunity to assess your public speaking experience after your informative and persuasive speeches. Each critique will be 1-2 pages. More information will be distributed in class regarding these critiques.

**Speech Grading Criteria**

A  
An outstanding speech. Clear thesis that is well adapted to the needs and interests of your audience. Well organized with excellent content, credible, cited sources, and outstanding delivery. Speech reflects academic research and extensive preparation. Speech fits within the assigned time limit.

B  
Good to very good speech that meets most of the established criteria for the assignment. Speech may lack a preview or summary or have a weak introduction or conclusion. Speaker may have relied too much on notecards or did not cite sources.

C  
A satisfactory speech. Reasonably clear goal, adequate support, some organizational structure, and acceptable delivery. The thesis may be unclear or the topic not appropriate for entire audience. Speech did not include any citations from outside sources – the highest grade a speech can earn without outside sources cited is a C. May not meet time requirement.

D  
An unclear goal and serious deficiencies in some areas of content, organization, delivery, and overall speech assignment.

F  
Either did not complete the assignment or did not illustrate a level of preparation or delivery acceptable to this speech assignment. Speech fails to meet major criteria established for the speech.

**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.** Any tardy past the first 10 minutes of class counts as an absence.
**Any unexcused absences on a speech day will count as 2 absences. You cannot make up peer evaluations of speeches if you miss a speech day. 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 Expectations Regarding Late Work:** It is expected that all work is turned in on the day it is due. You will be given one token for an excused late assignment. You can use that token for homework assignments and self-critiques only and cannot be used for speeches, quizzes, peer evaluations, or gallery walks. Unused tokens at the end of the quarter can be turned in for 10 points extra credit. No late work is accepted after use of your one token or after the last day of the quarter.

**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.**

**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.

**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 your understanding of class content and assignments. 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. Refer to your BC Student Handbook for further information.

### Affirmation of Inclusion

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination. We value our different backgrounds and students, faculty, staff members, and administrators are to treat one
another with dignity and respect. http://www.bellevuecollege.edu/policies/id-4000/

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.

**Student Code**

“Cheating, stealing and plagiarizing (using the ideas or words of another as one’s own without crediting the source) and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to: talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Vice President of Student Services for possible probation or suspension from Bellevue College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Vice President of Student Services.” The Student Code, in its entirety is located at: http://www.bellevuecollege.edu/policies/id-2050/

**Disability Resource Center (DRC)**

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 us as soon as possible. If you are a student with a documented autism spectrum disorder, there is a program of support available to you.

If you are a person who requires assistance in case of an emergency situation, such as a fire, earthquake, etc, please meet with your individual instructors to develop a safety plan within the first week of the quarter.

The DRC office is located in B132 or you can call our reception desk at 425.564.2498. Deaf students can reach us by video phone at 425-440-2025 or by TTY at 425-564-4110. Please visit our website for application information into our program and other helpful links at www.bellevuecollege.edu/drc

**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.
Bellevue College E-mail and access to Canvas

All students registered for classes at Bellevue College are entitled to a network and e-mail account. Your student account can be used to access your student e-mail, log in to computers in labs and classrooms, connect to the BC wireless network and log in to Canvas. Go to http://depts.bellevuecollege.edu/helpdesk/students/accounts-passwords/ to create your account. BC offers a wide variety of computer and learning labs to enhance learning and student success. Find current campus locations for labs by visiting http://depts.bellevuecollege.edu/helpdesk/students/computerlabs/

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. The Public Safety website is your one-stop resource for campus emergency preparedness information, campus closure announcements and critical information in the event of an emergency. Public Safety is located in K100 and on the web at: http://bellevuecollege.edu/publicsafety/

Academic Calendar

The Bellevue College Academic Calendar is separated into two calendars. They provide information about holidays, closures and important enrollment dates such as the finals schedule.

- Enrollment Calendar - http://www.bellevuecollege.edu/enrollment/deadlines/ On this calendar you will find admissions and registration dates and important dates for withdrawing and receiving tuition refunds.
- College Calendar - http://www.bellevuecollege.edu/enrollment/holidays/ This calendar gives you the year at a glance and includes college holidays, scheduled closures, quarter end and start dates, and final exam dates.

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.
<table>
<thead>
<tr>
<th>Date</th>
<th>Subject</th>
<th>Homework Due</th>
<th>Reading (completed before class)</th>
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<tr>
<td><strong>WEEK ONE</strong></td>
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| 1/6  | Syllabus/Icebreaker  
What is Public Speaking/Rhetoric | | |
| 1/8  | Ethics/Listening  
Ethos, Pathos, Logos  
First Speech Preparation | Speaking Experience Worksheet  
Reading Check-In CH2 | CH1 (p. 3-26)  
CH2 (p. 35-57)  
CH3/4 (p. 67-115) |
| **WEEK TWO** | | | |
| 1/13 | Meaningful Item Speeches | Meaningful Item and Notecard | |
| 1/15 | Informative Speech Overview  
Topic Choice/Audience Analysis | | Chapter 5/6/15 |
| **WEEK THREE** | | | |
| 1/20 | Speech Topic and Audience Analysis  
Activity Research | Speech Topic Worksheet  
TedTalk Analysis | CH5/6  
CH7 (p. 189-221) |
| 1/22 | Support for Speech | Library Scavenger Hunt  
Reading Check-In CH7/8  
QUIZ ONE | CH8 (p. 227-249) |
| **WEEK FOUR** | | | |
| 1/27 | Organization/Transitions  
Introductions/Conclusions | Annotated Bibliography/Citations | CH9 (p. 253-275)  
CH10 (p. 279-301) |
| 1/29 | Outlining  
Communication Apprehension | | CH11  
CH2 (p. 57-63) |
| **WEEK FIVE** | | | |
| 2/3  | Vocal and Physical Delivery | Song Lyrics/Children’s Book | CH13 |
| 2/5  | Presentation Aids  
Gallery Walk | Outline for Gallery Walk  
QUIZ TWO | CH14 |
| **WEEK SIX** | | | |
| 2/10 | INFORMATIVE SPEECHES | Outline/Bibliography | |
| 2/12 | INFORMATIVE SPEECHES | Outline/Bibliography | |
| **WEEK SEVEN** | | | |
| 2/17 | INFORMATIVE SPEECHES | Outline Bibliography | |
| 2/19 | Persuasive Speech Overview  
Argumentation | | CH17 (p. 511-531) |
| **WEEK EIGHT** | | | |
| 2/24 | Topics and Audience Analysis  
Ethos and Pathos | Persuasive Speech Topic Worksheet  
Self-Critique due by 11:59 PM | CH18 |
| 2/26 | Logos/Fallacies  
Organizational Structure | Reading Check-In CH 18  
TedTalk Analysis | CH17 (p. 532-537) |
<p>| <strong>WEEK NINE</strong> | | | |</p>
<table>
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<tr>
<th>Date</th>
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<tbody>
<tr>
<td>3/3</td>
<td>Language and Style Gallery Walk/Delivery Workshop</td>
<td>Reading Check-In Four</td>
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<tr>
<td>3/5</td>
<td>PERSUASIVE SPEECHES</td>
<td>Outline/Bibliography/Notes</td>
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<tr>
<td><strong>WEEK TEN</strong></td>
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<tr>
<td>3/10</td>
<td>No Class – College Issues Day</td>
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<td>3/12</td>
<td>PERSUASIVE SPEECHES</td>
<td>Outline/Bibliography/Notes</td>
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<td><strong>WEEK ELEVEN</strong></td>
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<tr>
<td>3/17</td>
<td>PERSUASIVE SPEECHES Special Occasion Speech Overview</td>
<td>Outline/Bibliography/Notes</td>
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<tr>
<td>3/19</td>
<td>Pair Award Speeches</td>
<td>Reading Check-In CH19 Pair Award Speeches</td>
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<td>3/24</td>
<td>SPECIAL OCCASION SPEECHES</td>
<td>Self-Critique by 11:59 PM on Canvas</td>
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