

# COMM 110: Introduction to Public Speaking

MWF 10-10:50 a.m. DOR 304

Fall 2010

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## Course Description:

"This course introduces students to basic skills necessary to function effectively in public communication situations, including informative and persuasive speaking. In addition, students will develop abilities to analyze and evaluate oral discourse as a means of becoming informed consumers of communication." (2010-2011 Columbia College Undergraduate Catalog 176). Three (3) credit hours, G. E. fulfillment.

## Course Objectives:

*"Let thy speech be better than silence, or be silent."* Dionysius of Halicarnassus

*"It usually takes more than three weeks to prepare a good impromptu speech."* Mark Twain

This course focuses on the basic component of communication— our ability to verbalize thought. Through several endeavors, the student will learn and improve upon their abilities to speak in public, to organize their writing, to exhibit critical thought, and to participate as a peer and colleague.

## Course Goals:

- To learn strategies for writing and delivering informative and persuasive speeches.
- To recognize successful and effective speaking techniques and abilities in others.
- To evaluate ethical and credible information.
- To exert critical thinking.
- To recognize and curb speaking apprehension.
- To understand more fully and participate within the speaker-audience relationship.
- To begin the recognition and understanding of several communication theories.

## COURSE SCHEDULE

August	23	Course introduction, expectations, grading, getting acquainted.
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	25	Course introduction, continued. Speeches of Introduction. Ch. 4
	27	What is public speaking? Chapter 1
September	30	<b>Speeches of Introduction</b>
	1	<b>Speeches of Introduction</b>
	3	Public Speaking Today, Chapter 1 continued
	6	<i>Labor Day—No Class</i>
	8	Speaker Apprehension, Chapter 2
	10	Listening, Chapter 4
	13	Audience Analysis, Chapter 5
	15	Informative Speaking, Chapter 15
	17	Informative Speaking, continued, Chapters 9-11
		20
	22	Delivery and Presentational Aids, Chapters 13 and 14
	24	<b>Informative Speeches</b>
	27	<b>Informative Speeches</b>
October	29	<b>Informative Speeches</b>
	1	<b>Informative Speeches</b>
	4	Midterm Review
	6	<b>Midterm Exam</b>
	8	Speaking to Persuade, Chapter 16
	11	Supporting Your Thesis and Argument, Chapter 17
	13	How Audiences are Persuaded, Chapters 3 and 12
	15	Distinguishing Between Questions of Fact/Value/Policy
	18	Argumentation and Organization
	20	<b>Persuasive Speech #1</b>
22	<i>Fall Break—No Class</i>	
	25	<b>Persuasive Speech #1</b>
	27	<b>Persuasive Speech #1</b>
	29	<b>Persuasive Speech #1</b>
November	1	Persuasive Research Day
	3	<b>Persuasive Speech #2</b>
	5	<b>Persuasive Speech #2</b>
	8	<b>Persuasive Speech #2</b>
	10	<b>Persuasive Speech #2</b>
	12	<b>Persuasive Speech #2</b>

- 17 Speech Workshop
- 19 Speech Workshop
- 21 Ceremonial Speeches, Chapter 13

24-28 *THANKSGIVING BREAK—No Classes*

- December 1 ***Ceremonial Speeches***
- 3 ***Ceremonial Speeches***
- 5 ***Ceremonial Speeches***
- 8 ***Ceremonial Speeches***
- 10 ***Ceremonial Speeches***
- 12 Course Review and Summary

Wednesday, December 15 **FINAL EXAM 8-10 a.m.**

### **Required Materials**

Fraleigh, Douglas M. and Joseph S. Truman. Speak Up!: An Illustrated Guide to Public Speaking. New York: Bedford/St. Martins, 2009. Print.

Gibaldi, Frank. MLA Guide for Writers of Research Papers. New York: Modern Language Association, 2009. Print.

Pocket Folder: A two-pocket folder to hold outline and note cards for each speech.

*Online databases are available at:*

<http://www.ccis.edu/offices/library/resources.asp>. You may access them from off-campus using your eServices login and password when prompted.

### **Course Policies:**

1. **Late work will not be accepted. Work is due at the beginning of class.**
2. **Exams cannot be made up.**
3. **All written assignments must be typed, double-spaced, stapled, follow the format given in the syllabus, and use the MLA style of citation.**
4. **Work is not accepted via e-mail.**
5. **It is possible to receive zero credit for any given assignment if the work is of poor quality.**
6. **Cell phones are to be turned off upon entering class. Failure to do so will be punishable by the student(s) singing a fuzzy, sparkly song of the instructor's choosing.**
7. **If after an assignment is graded and returned, you are not satisfied with the grading of a particular question or section, you must submit a written document explaining your appeal no earlier than 24 hours, and no later than 7 days after the item**

- has been returned. This appeal will not be accepted via e-mail. Grades are not GIVEN, they are EARNED.
8. Full and complete compliance with the Student Conduct Code (found in the CC Undergraduate Catalog) is expected.
  9. Students with documented disabilities that may need classroom academic adjustments, auxiliary aids or services are required to register with the ADA Coordinator, 214 Atkins-Holman Student Commons, phone # 875-7626.
  10. No food is allowed in class.
  11. Even though Columbia College allows the professor to give a grade of "W" after the end of the official drop date, *I will not practice this policy*. The grade you are earning at the end of the semester will be the grade reported.
  12. Columbia College Athletes must provide a detailed schedule (including departure and return times) by the second week of classes. This is to insure that assignments can be met given the amount of time lost to travel.
  13. Final exams are to be taken at the time designated in the syllabus, as determined by the Academic Affairs office. The appropriate professors must clear any change in the examination time.
  14. Any revisions to the syllabus will be in writing and handed out in class.

#### **Attendance:**

In today's job market, employers are increasingly vocal about their dissatisfaction with the manners of college graduates. This dissatisfaction affects the ability of these graduates to retain and advance in their jobs. I take it as part of my responsibility, as an instructor, to prepare you for professional behavior by encouraging and requiring it in our classroom.

As a communication class, success does not occur unless the class, on the whole, communicates. Each day I will take roll at the beginning of class. For this 3 credit hour course, you are allowed 3 unquestioned absences. This includes excused and unexcused absences— you do not need to tell me why you are absent. Any absences over the 1 will result in a loss of 10 points per absence. You are all adults and will be treated that way— if your dog dies and you choose not to come to class you can make that decision. Pointedly, the Wellness Center does not excuse you from class, and it most certainly does not excuse you from an assignment. I do not accept notes from physicians to excuse absences. Use your absences **wisely**. In that same vein, leaving early and arriving late disturbs the classroom environment for the other tuition-paying students and the instructor. Therefore, travel reservations and doctor appointments should not be made during this time. If you do leave early or arrive late, I will note that. Any 3 notations will equal one absence. Ten total absences will result in a zero (0) for the participation/citizenship portion of your grade.

I want you to have a positive experience in this class. To that end, I try to be supportive in our interpersonal interactions. I ask you to not mistake me being a nice person for me being a doormat.

— **You are responsible for all information given on days when absences occur.**

— **If you come to class late during a speech day, BE AS QUIET AS POSSIBLE!!!!**

### **COURSE ASSIGNMENTS**

**Speech of Introduction 60 points.** The student will give a 3 to 5 minute speech of introduction of one of their peers. Eight (8) 4" x 6" cards, front side only, may be used.

**Informative Speech 70 points.** The student will give a 5 to 7 minute informative speech on a topic of her/his choosing, citing a minimum of two outside sources. Seven (7) 4" x 6" cards, front side only, may be used. Students are required to use a presentational aid during their speech.

**Fact/Value Speech 85 points.** The student will give a 6 to 8 minute persuasive speech that answers a question of fact or value, citing a minimum of four outside sources. Six (6) 4" x 6" cards, front side only, may be used.

**Policy Speech 105 points.** The student will give a 7 to 9 minute persuasive speech that answers a question of policy, citing a minimum of six outside sources. Five (5) 4" x 6" cards, front side only, may be used.

**Ceremonial Speech 130 points.** The student will give a 5-9 minute ceremonial speech in the style of her/his choosing.

**Outlines** You will also submit these outlines to turnitin.com. We will go over the instructions for doing so in class. To register you must have a class ID number and a class password. The ID # for the Honors section is **3355732**. The password for both sections is ***gargon***. Failure to turn in an outline **at all** to the website can result in a zero (0) for the speech itself, in addition to a zero (0) for the outline.

Multi-page outlines **MUST** be stapled. Outlines are to be turned in after your speech, along with your note cards in your two-pocket folder. Do not use a separate title page. The paper should begin directly under the title of your speech. The title page will contain the following information:

Jane Student

Dr. Darnell

COMM 110

October 2, 2010

**Flameberges and Sephiroth: Or, How I Spend My Free Time**

Your complete sentence outline begins directly underneath the title. Do not use a separate piece of paper.



*You should practice your delivery 20 minutes for every minute you will perform. For your graduation speech be prepared to spend around 2 hours on delivery alone.*

**FYI:**

This course is an overview of many communication concepts. **It is vital that the time limits for each speech are strictly followed by everyone.** I allow a 30 second grace period, automatically, for each performance. Should you go beyond the grace period, I will deduct points whether you're 3 seconds or 3 minutes off the mark. The time deductions are as follows: Speech #1- 2%, Speech #2- 4%, Speech #3- 6%, Speech #4- 8%, Speech #5—10%.

**Midterm Exam** 150 points. This first exam will test knowledge gained from the text and discussions in class about concepts covered through October 14 and appropriate handouts.

**Final Exam** 150 points. This exam will test knowledge gained from the text and discussions on material not covered on the first exam. *Review the final exam policy in the Undergraduate Catalog pertaining to rescheduling final exams.*

**Participation and Attendance** 100 points total. This course is dependent upon the exchange of ideas and experience, and peer critique. Therefore, your participation and positive citizenship in this course is fully expected. To receive an average participation grade of 75% a student will regularly contribute to a positive learning environment in class. Sitting in your seat without materials, while making no comments is a complete failure to participate and to be a good citizen of the class.

### **Grading and Evaluation Scale**

Speeches:	450	100-90%	A
Quizzes/Exams:	300	89-80%	B
Outlines:	150	79-70%	C
Participation:	100	69-60%	D
		59- 0%	F
Total points:	1,000		

- A    **MAGNIFICENT!** Much more quality than is expected from a student at this level. Superlative written/delivery work.
- B    **GOOD WORK!** Work done above the average for students at this level. Only 1 or 2 minor flaws. Above average written/delivery work.

- C OKAY! Average quality that is expected from students at this level. Few minor flaws. Met the normal expectations in written/ delivery work.
- D MISSING SOME PIECES! Below the average work for students at this level. Many minor flaws or a major flaw.
- F WHAT HAPPENED???? Work that is completely below average for students at this level. Many major and minor flaws.

Verbal work should:

- involve the listeners
- be vocally expressive
- have appropriate physical, nonverbal cues
- improve upon previous work
- be memorable

Written work should:

- have clear, coherent ideas
- exert critical thinking
- explain a creative process
- exhibit comprehension and use of concepts from class discussions
- be memorable

***It is NOT acceptable to say to professors "I need a B," "I want an A," "I really need this class to graduate," or "I need an A so that I can keep my scholarship." These requests are a not-so-subtle request for special treatment. These requests ask the instructor to ignore course policies, grades earned, and standards of teaching so that a student can be 'given' a grade whether they earned it or not. It is akin to emotional blackmail and it will not be tolerated. A college education is an endeavor in learning and scholarship. If you are here for job training and plan to 'just show up,' this class will not be enjoyable for you. Consider this syllabus clear warning that you will held accountable to the policies held within.***

### **A Note Concerning End of the Semester Grades**

Due to excessive and inappropriate requests like "What do I need to do to get a B?" and "I just want you to give me a C," at the end of the semester, the following procedure is required of all grade inquiries at the end of the semester.

1. Review Course Policy #7.
2. In writing, confirm all of the grades you have in your possession for this course, for this semester. If you do not have all of your grades with you, then you need to wait until you do to initiate this contact. We cannot properly discuss your grade unless you have all graded assignments and have read all comments pertaining to said assignments.
3. For the attendance portion of your grade, carefully review the attendance policy and estimate what you believe your grade would be. Include the number of absences and tardies in this estimation. More times

than not, students ignore and/or forget all of the times they weren't in class or were late to class.

4. Clearly articulate why you believe the grade you received is incorrect. For example, "When I add together all of the points for my assignments, I come up with an 765.4 points which is a C, not the D I received. This includes a 20% F Attendance grade because of the 5 absences I had during the semester." This request shows a comprehension of course policies and proper documentation of graded work. Offering "I really need a B for grad school," shows self-interest and nothing else. Genuine grade concerns and dilemmas should be the only ones submitted. Please do not use the week after grades are turned in to plea for a higher evaluation on the quality of work you did over 15 weeks in this class.

5. Upon an *appropriate* grade inquiry, I will respond in kind.

6. If after this response you are still unsatisfied, you will be directed to the appropriate Departmental faculty member for further grievance procedures.

### **Speech Topic Warnings- 2010**

🌲 It is my goal in this course to provide a comfortable arena for the sharing of ideas. With that in mind, I want to insure that everyone in the class can learn from every speech. When putting in time on a speech, I want your work to be on a unique and challenging topic, instead of a tired, overdone theme. Therefore, here are a few examples of speech topics you would do well to avoid:

1. Abortion - Sides are too polarized to accomplish attitude change. There are no new arguments: one is either pro-choice or pro-life.

2. Religious Conversion, Creationism - The classroom is an inappropriate place to invoke "A higher being" as a source of proof. If people want to be persuaded on religious issues, they will visit a church or religious temple. Religion is a value, and as such can't be changed by a single speech. The Bible is not a universally accepted research source. In addition to "conversion" or "creation/evolution" speeches, other problem topics include the attempt to "prove" that "X" is morally wrong (insert your own "x").

3. Legalization of Marijuana - This issue is NOT new. It has been discussed ad nauseum since the 1960s. No significant moves have been made which draw us any closer to achieving legalization, thus it seems unlikely that speeches on this issue can have any measurable effect. *Related questionable topics include the legalization of prostitution and/or gambling.* Because these activities have traditionally been frowned upon, it is tough to determine the levels of support that exist among lawmakers. Legalization speeches which focus on medicinal (e.g. cancer) treatments using marijuana are better, but not completely. California has already approved the use of marijuana for medicinal uses, so action is already being taken. If you want to address the Supreme Court's recent decision, that is a very specific focus for your speech.

4. The Death Penalty, a.k.a.: Capital Punishment - This topic has, pardon the pun, been beaten to death. Capital punishment is not only legal in Missouri, it is unlikely that it will be made illegal any time soon. Like abortion, the views are well known and will not change. Either you believe in an eye for an eye, or you believe that governmental murder is a human rights violation.
5. Euthanasia - Most speakers fail to make a distinction between passive and active euthanasia, and almost all use stories about various terminally ill people as their primary form of support. Any speeches on this topic need to be explicitly related to current events or pending legislation.
6. Lowering the Drinking Age - Research supporting the current drinking age is typically overwhelming. Research supporting the lowering of the drinking age is usually anecdotal in nature, drawn from many underage folks who naturally have a lot to gain from lowering the drinking age, not to mention the illogical argument of "If I can give my life for my country...."
7. Gun Control - Gun control speeches need to be explicitly tied to pending legislation or current events. They need to address the question, "Why is it important that we confront this issue now?"
8. Recycling - Most Americans are very familiar with techniques for recycling everything from newspapers to soup cans. Speeches related to how various things are recycled (mechanical procedures, etc.) might be better.
9. Hunting— Unless there is a convention of PETA on the campus at the time of your persuasive speech, what can a speech about hunting do? You can inform us about the different types of hunting, but you cannot persuade us for hunting when there is no legislation being discussed to outlaw it. If you want to persuade us to outlaw hunting, consider the following topic.
10. Animal rights— Vegetarians are not morally superior because they do not eat meat, nor are hunters immoral for their hobbies and vocations. In an effective argument, the speaker gives information about both sides and there are volumes of work that attest to the benefits of animal testing.
11. Affirmative Action— Affirmative Action by definition is **not** a quota system. Therefore, any speeches must address the difference between theory and practice. Also, Affirmative Action is an umbrella term that can apply to every person. Targeted minorities must be clearly defined.



## A WRITING GUIDE FOR SPEECH COMMUNICATION

This course requires outlines and brief papers. This guide will assist you in obtaining the highest marks for your work. You may also wish to refer to *A Pocket Style Manual*, *The Little, Brown Handbook*, or the *MLA Handbook for Writers of Research Papers* to answer further questions. This writing guide provides you with just a sampling of things to remember and follow as you write for this course.

### General Composition

☞ PROOFREADING IS ESSENTIAL in order to maximize your score and minimize my pain and anguish upon discovering errors. Proofread your work yourself, or request the help of a friend or neighbor in detecting typographical errors and grammatical problems.

☞ Similar to your speech, your outlines must have an introduction, body, and conclusion. Your speeches (and outlines) should be formulated as an entire body of writing, rather than a stream of consciousness.

☞ Introductions and conclusions are the most appropriate place for your own personal feelings about a topic.

☞ When writing your speech use new paragraphs to indicate new subject matter.

☞ Your speech should be coherent and follow a clear path from beginning to end. I should not become lost while listening.

☞ Give your speech a creative title. "Missouri," for example, is not creative.

### Rules To Write By

The following rules are humorous; heinous grammatical errors are not.

1. start sentences with capital letters.
2. Watch your spelling and typographical errors.
3. Do not abbrev.
4. Don't use no double negatives.
5. Do not write run-on sentences you've got to put periods in otherwise your sentence is really wrong.
6. Do not use meaningless, janky words. Use funsie, nice, interesting ones.
7. In letters themes reports articles use commas to separate things.
8. Check to see if you any words out.
9. About complete sentences.
10. There are sum words called homonyms. Get them write to.
11. Write out words like "and" and 2.
12. Do not use a preposition to end a sentence with.
13. Make sure your noun agree with the verb.
14. I'm not down with using slang in formal papers, dude.
15. Don't rely on Microsoft Word to correct all of your mistakes. Of the 15 items thus far, Microsoft only had problems with 5 of them.
16. Last but not least, avoid clichés. There is a lot of that going around.

### Still More Grammar

1. You FEEL pain, you THINK or BELIEVE something to be true.
2. You talk ABOUT something, not ON it. (You're on a rock, not a speech.)
3. The proper form is "should have" not "should of."
4. "A lot" is two words, but better yet use a more formal phrase. ("I looked down much of the time," rather than, "I looked down a lot.")
5. There is a difference between adjectives and adverbs: "I tried to speak loudly" (not loud). Likewise, you do something "well," but you feel "good."

6. A comma is not sufficient to join two separate sentences within a single sentence; you must use a semi-colon.
7. Apostrophes are used to show possession (instructor's comments) or to replace letters in a contraction (won't).

### ACADEMIC HONESTY CONTRACT FOR DR. DARNELL'S CLASSES

Aristotle believed that we are persuaded by three artistic proofs. One of these proofs is *ethos*, or the ethical character of a speaker. This class is based upon full and just ethical treatment of all academic work. It is not enough to speak well, but you must also be a good and upstanding person as you speak, to paraphrase Quintillian.

To not be ethical in your scholastic work is to be academically dishonest. Academic dishonesty is a broad topic that entails many unethical education practices, of which plagiarism is the most well known yet most misunderstood. Plagiarism is a term that many of you may have heard of and even participated in, unknowingly. Therefore, let me define for you what I consider to be plagiarism and what I **will not tolerate** in this course. Specifically, the word plagiarism comes from the Greek *plagiarius* meaning *an abductor or plunderer*, and *plagiare* meaning *to steal*. Plagiarism is the knowledgeable and specific use of another's work while claiming that work to be your own original thoughts, ideas and work

To avoid instances of academic dishonesty, you will be required to submit your work to turnitin.com. Also, be sure to review the academic dishonesty policy at Columbia in the [Undergraduate Catalog](#). For this course, the following practices constitute academic dishonesty:

- Reusing academic work from other courses without my consent.
- Using another person's work with or without his or her permission.
- Using group-produced work as individual work.
- Cheating on examinations.
- Falsification of information, which includes creating or citing sources for which bibliographic information and/or physical copies cannot be provided upon request.
- Plagiarism in any and all forms. This includes:
  - Copying another's work verbatim or failing to give appropriate credit to another for an idea, opinion, or theory.
  - Citing sources as original when they were used as support for someone else's work.

*You must always cite sources when:*

1. *You are quoting another's work.*
2. *You use another's ideas, theories, arguments, and or viewpoints.*
3. *You use statistics, illustrations, or facts from another unless information is commonly known. To avoid questions, choose to cite rather than not to cite.*

**I have read this entire plagiarism contract and I understand its content without exception. I agree to fully abide by its guidelines. All writing I submit in this class will be my own. If I use other sources than my own writing, I will clearly notate them and document them in parenthetical citation according to MLA style guidelines. I understand that submitting any writing with my name on it indicates it to be my own. I understand that if I use writing from any source and submit it as my own, I will be in violation of this course's policy and the ethical cornerstone of higher education, and as such, this plagiarism will result in a grade of "0" being issued for the offending assignment and a grade of "0" for course participation.**

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name