

P u b l i c S p e a k i n g
COM 210.H1X: CRN 10897 – Mondays 4:00p.m. – 6:30 p.m. – CSS 135
Spring, 2016

Professor: Carolyn R. Planck
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Office Hours: Monday 10:00-11:30 and 2:30 – 3:30; Tuesday 9:30-10:30; Wednesday 10:00- 11:30 (unless faculty meetings); and by appointment.

Class Dates, Time, Location: Mondays (1/11 – 4/28) from 4:00 p.m.-6:30 p.m.
Classroom: Cornell Social Sciences 135

Text: Sprague, Jo, Douglas Stuart, and David Bodary. **The Speaker's Handbook** (11th ed.). Boston, MA: Wadsworth Cengage Learning, 2016. ISBN: 978-1-285-44461-1

Welcome to Spring Term '16 at Rollins and to your class in Public Speaking. If you agree to work diligently, you should enhance your abilities to:

- 1) Research, plan, organize, outline, and present public speeches;
- 2) Listen to, analyze, evaluate, and appreciate public speeches and related theory; and
- 3) Cope with personal and situational tensions of public speaking, understanding that apprehension may never fade completely.

As we work together, we will consider the art and science of public presentations from several perspectives. You will consider theoretical and pragmatic aspects of the topic through the text, one selected trade book for which you will write a report, and evaluating four external speakers on written reports. Please note that the **text readings are the responsibility of the student**; student questions are welcome and important as time does not permit page by page coverage of each chapter. You will listen, observe, and participate in the process of public speaking. Your research skills should be enhanced by background preparation for each project. You will formally outline the two major presentations (and should also outline the other speeches), create appropriate visuals, and recognize the importance of the planning/outlining process to your effectiveness as a speaker.

You will present **at least five formal speeches** during the term. You may also present an occasional impromptu speech (not graded) if time permits. The time frames will vary from 3 to 8 minutes; time limits must be respected; grades will be reduced if speeches run over time. You will receive both written and peer feedback on your formal presentations. In addition to the professor's comments, students are expected to critique each other constructively with everyone participating. The criteria for each project will be presented in class and/or on the assignment/critique sheets included in the separate COM 210 Course Materials Packet that will be posted on Blackboard. You will need this material for preparation and class projects, and you need to print a copy of each grading sheet to give the professor on the day you present your speech.

There will be **three objective tests** on the text material. Outlining each chapter is highly recommended for content reinforcement and test review. The text material is the responsibility of the student; however, highlights will be presented in class as time permits; students are expected to ask questions. Text study groups may also be helpful. The reading assignments are grouped tightly at the beginning of the class as it is important to apply the information to the projects. Please remain up-to-date with the reading assignments. There may be **quizzes** along the way. Also, students will be expected to **select and review a book** related to rhetoric or presentations in a field of special interest; these books must be approved by the instructor by March 1. To locate ideas for books, look in the Olin Library, on amazon.com, and/or in bookstores. Search such sections/titles as Business Presentation, Leadership, Conflict Resolution, Rhetoric, Public Speaking, etc. Trade books are fine – this is not to be another text book.

Students are expected to attend and critique **four external speaker presentations**. The Critique Form is included in the COM 210 Course Materials Packet posted on Blackboard; make copies as necessary. These are credit/no credit requirements. Speakers who are part of the Winter Park Institute series are preferred sources for these projects, although other speakers may be fine. Ask the instructor if you have questions.

Students will also prepare and, as necessary, revise **full sentence outlines and research source sheets for the Speech to Inform and the Speech to Persuade**. These outlines should be converted to key word speaking outlines for use during the presentations. **Outlines are due on the dates assigned on the syllabus**. Outlining clarifies structure, serves as check lists for major components of a speech, and helps analyze ideas. The ability to write well is a hallmark of an educated person, and the academic discipline of communication proudly includes outlining skills as a component of preparation.

Each of these outline/speech projects requires a **basic research source sheet of at least 20 resource entries, 16 of which must be well qualified sources and four of which must be from personal interviews with people well-qualified to speak about the topic. AT LEAST SIX SOURCES MUST BE CITED ALOUD IN THE SPEECHES**. Basic research should be completed prior to preparing a full-sentence outline with the awareness that research is an on-going process and new information is to be welcomed and considered by the speaker at any step in the process. The source sheet should be submitted as the last pages of the outline project, and **sources must be noted in an acceptable and consistent academic form**. A **focus sheet** should be the first page of the outline project. Students will need to study and follow the examples in sample **outlines and a guide sheet for Monroe's Motivated Sequence** that will be distributed in class as well as reviewing the **text examples**.

Outlines must be submitted by the dates indicated on the syllabus. They must be approved before the Speech to Inform and/or the Speech to Persuade are presented. The due dates for the book report and the speaker reports are also on the class schedule.

Yes, this class is intense and the expectations are high. The types of learning experiences are as varied as the subject and the students. Through reading and discussion you learn theory. Through speaking you learn to apply theory and best practices. Through

objective exams you experience a specific test form that complements the more open, expansive form of the graded speeches. Through peer critiques you learn to deliver feedback constructively.

Attendance and participation are priorities. One unexcused absence is understandable; others will result in a lower final grade. If there are special concerns or circumstances, please talk with Prof. Planck the first week of class. **Do not be a "no-show" on the day of a scheduled speech; you may not have the opportunity to make it up, or, if you do, the grade will be discounted by at least ten percent.**

A few reminders about speeches and outlines are relevant:

- 1) Select your own topics within the parameters of the assignment. **Be sure they are relevant to this college audience, adapted specifically to this audience, credible and interesting for you, and open to research. Avoid trivial topics!**
- 2) All outlines should be prepared as Word documents; they are due as assigned.
- 3) Plagiarism or academic dishonesty in any form are not tolerated and will result in failure. **In case of problems, the policies stated in the Rollins College Academic Honor Code and the catalogue will be followed. Respectful communication is expected in this class. Please write and sign the AHC on all papers submitted.**
- 4) **Speaking style should be extemporaneous:** minimal notes, no manuscripts, no memorized speeches; no reading aside from direct quotations or statistics..
- 5) **Speeches are opportunities to share with other people and affect their thoughts and actions – enjoy!**
- 6) I hope you will expand **your reading and observations about this wide-ranging subject.** You are encouraged to consult reference librarians at Olin Library for suggestions for research. Consider Aristotle's **Rhetoric** for the still relevant roots of the discipline. Visit Amazon or another book store and peruse the Business Communication and Presentations sections. Read online periodicals and professional journals featuring articles about oral communication. Watch C-Span for speeches of the day. Note news coverage of political rhetoric. Check You-Tube and similar sources for video of notable speeches. Attend presentations and listen critically; while these events may be formal speeches, they may also take the form of business briefings or training sessions, religious homilies, toasts or commemorative speeches, political speeches, news conferences, interviews, etc. In essence, be aware, alert, and analytical of communication situations around you.

At this point in time, there are many choices, opportunities, and tensions in the world. There are vital issues being discussed in election campaigns, debated in the U.S. Congress, talked about on campus, and written about in various media. Voices are heard in numerous forms and forums. Listen analytically and process content from a reasoned perspective. Note the content, ethical dimensions, and presentation of messages. Observe audience adaptation, question/answer techniques, language use, and professional control. When it is your opportunity to speak, strive to influence with intelligence, dignity, reason, honesty, integrity, conviction, and other best practices as you work to earn the respect of your listeners.

Included in this syllabus is an explanation of College and Communication Department policies; please read them carefully. The Rollins College **Academic Honor Code** will be in effect for all projects. Please reference the AHC page for details and procedures as to the ways the honor code will be utilized in this class. On the same page is a statement regarding **persons with disabilities and/or needing academic accommodation**; please read it carefully to ensure that any needs are met in a timely manner. There is also a policy re: non-graded student assessments for institutional research. If you are an approved note taker – or are approved to have one for this class – please speak with Prof. Planck privately the first week of classes.

If you choose to apply the knowledge you gain here to projects for other classes, you may find your academic work enriched. If you expand the application to campus organizations, leadership roles, work situations, community engagement, job interviews, and relationships with people, you may find additional rewards. In essence, be alert, aware, and analytical of communication situations in which you are involved. The results can be highly gratifying.

Questions? Let's talk!

Notes:

COM 210 PUBLIC SPEAKING: TENTATIVE PROJECT GRADING VALUES

Examination I	77 points
Examination II	61 points
Examination III	62 points
Book Report	10 points
Sense of Place Introductory Speech	20 points
Personal Experience Speech	25 points
Special Occasion Speech	30 points
Speech to Inform (with visuals)	80 points (full outline packet required)
Speech to Persuade	90 points (full outline packet required)
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	455 points (plus quizzes as appropriate)

Letter grades will be assigned at the end of the term by percentiles. Generally, 93% and above will yield A grades; 92% -90% in the A- range; and 89% - 80% includes B+, B, and B-; C and D ranges follow the B pattern. The final range may be adjusted by the instructor; it will not be raised to a higher percentage. You may determine your percentile at any point by dividing the number of points earned by the number of points possible.

Major outlines are required on the date specified in the syllabus for the informative and persuasive speeches; they must be approved prior to speaking. Information about outline preparation may be found in the sample outlines, the syllabus, and the text. These samples must be followed, and outlines need to be re-done until they are acceptable.

Attendance matters. More than one unexcused absences will result in your final grade being lowered one level for every additional absence. You must be present and prepared the days your speeches are scheduled; if you miss a speech, you may not be allowed to make it up and you will receive a "0" for the project. If you miss the speech and are able to make it up, your grade will be discounted by at least ten percent. If there are special circumstances, speak with Prof. Planck the first day of class or prior to any absence that might be excused. If there is an emergency, call or e-mail her when reasonably possible.

Honesty and respectful communication in class matter greatly. Cheating and/or disrespectful comments to others cannot be accepted. The Academic Honor Code policies will be in place without exception.

If you have questions or desire clarification concerning any of the policies, please accept your responsibility to speak with Prof. Planck the first week of class.

PUBLIC SPEAKING

Tentative Syllabus: Com 210.HIX CRN 10897 *Professor: Carolyn R. Planck*
Spring Term 2016: 1/11 – 4/25 *Phone: 407- 646-1885*
Time: Mondays from 4:00 p.m. – 6:30 p.m.
Location: Cornell Social Sciences, Room 135 *E-mail: cplanck@rollins.edu*

<u>Date</u>	<u>Activity</u>	<u>Text Due</u>
M Jan. 11	Course overview, syllabus, and introduction to Blackboard site for class. Participate in an introductory project. Overview of reading for 1/25. Assign External Speaker Reports and Book Report..	
M Jan. 18	No class: Martin Luther King, Jr. Day	
M Jan. 25	Introductions; assign Sense of Place speech Conversation re: chapters due today and Informative Speaking.	Chs. 1-11 Chs. 21, 23 26, and 27
M Feb. 1	Sense of Place Speech: All prepared Evaluate speeches as a class. Discuss/review text readings and ESRs. Assign: Personal Experience Speech due Feb. 22.	
M Feb. 8	Discuss questions re: text assignments. Review for Exam 1, Chs. 1 – 10: bring questions to class; assign Personal Experience Speech. Preview Speech to Inform and Outline; review dates due.	
M Feb. 15	Exam 1 (Chs. 1-10.); maximum time allowed is 75 min. Conversation: Q&A re: Persona Experience Speeches and Chs. 11 – 17 including topics such as I-B-C structure, Reasoning, verbal and visual Support Materials,etc. that are relevant to Speech to Inform using visual support. Assign Speech to Inform. Related outlines and source sheets are due 2/22; samples are on Blackboard.	
M Feb. 22	Personal Experience Speech: all prepared. Workshop: Outlines for Speech to Inform. Review criteria for upcoming speeches and External Speaker Reports	
M Feb. 29	No class: Spring Break	
M Mar. 7	Nonverbal Communication for Speakers and Impromptu Speaking Book Report due. Review for Exam 2, Chs. 11- 20. Review for the Speeches to Inform using visuals that are due March 14 and 21, and preview remaining speeches and exam dates. Assign Final Exam Speech to Persuade; use Monroe’s ANSVA organizational format with significant research sources and outline.	

- M Mar. 14** **Speeches to Inform: Speakers 1 – 9**
Review schedule emphasizing exams, persuasion, and Special Occasion Speech.
Two External Speaker Reports due.
- M Mar. 21** **Speeches to Inform: Speakers 10 -17; evaluate project.**
Q&A re: Exams 2 and 3 plus Special Occasion & Persuasive Speeches.
- M Mar. 28** **Exam 2 (Chs. 11 – 20).** Maximum time allowed is 75 min.
Assign Special Occasion Speech.
Workshop on Final Exam Speech to Persuade.
- M Apr. 4** **Special Occasion Speeches: all students present.**
Review for Exam 3; bring questions on Chs. 21-35.
Two External Speaker Reports due.
- M Apr. 11** **Exam 3 (Chs. 21 – 35).** Maximum time allowed is 75 min.
Review for Final Exam Speeches to Persuade.
- M Apr. 18** **Final Exam Speech to Persuade: Speakers 10 - 17**
- M Apr. 25** **Final Exam Speech to Persuade: Speakers 1 – 9**
Closing comments.

There is not a Final Exam Period for HHS classes.

Fox Day: class will be held and students will not be excused; the policy of the Holt School will be followed.

Note: Schedule subject to change.

THE ACADEMIC HONOR CODE

Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. Because academic integrity is fundamental to the pursuit of knowledge and truth and is the heart of the academic life of Rollins College, it is the responsibility of all members of the College community to practice it and to report apparent violations.

The following pledge is a binding commitment by the students of Rollins College:

The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, I, a student of Rollins College, pledge to show my commitment to these virtues by abstaining from any lying, cheating, or plagiarism in my academic endeavors and by behaving responsibly, respectfully and honorably in my social life and in my relationships with others.

This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to all papers, quizzes, tests, lab reports, etc., the following handwritten abbreviated pledge followed by their signature:

“On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work.”

DEPARTMENT MISSION STATEMENT:

We develop dynamic communicators who think critically as well as speak, listen, and write effectively. The Department of Communication engages students in theoretical and applied knowledge, empowering them to pursue meaningful lives, relationships, and careers. Our mission is to produce well-rounded communicators who are capable of speaking and listening effectively, thinking critically, and writing clearly. We strive to embody this mission in several ways. We encourage freedom of expression, diversity of perspective, and tolerance of dissent to achieve the informed and responsible decision-making skills fundamental to a civil society and a global community. We cultivate the communication skills necessary to fulfill human potential and contribute to the public well being. Finally, we promote ethical communication that enhances human worth and dignity by fostering fairness, responsibility, and respect for self and others.

DISABILITY STATEMENT

Rollins College is committed to equal access and does not discriminate unlawfully against persons with disabilities in its policies, procedures, programs or employment processes. The College recognizes its obligations under the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 to provide an environment that does not discriminate against persons with disabilities. If you are a person with a disability and anticipate needing any type of academic accommodation in order to participate in this class, please make appropriate arrangements with the Disability Services Coordinator, who can be found at the Thomas P. Johnson Student Resource Center: (407) 646-2354 - Requests for accommodations must be made as early as possible in the semester.

ASSESSMENT STATEMENT

Rollins College is strongly committed to creating and maintaining a culture of evidence-based continuous improvement. The Department of Communication’s assessment initiative is designed to help answer the essential questions of the learner-centered college: Are our students learning? How do we know they are learning? How does what we know allow us to improve learning? Your participation in this program is essential to quality assessment and program improvement. As part of this course, you may be asked to participate in knowledge and skills assessments. Your participation in the assessment process is part of your course grade, but your performance on any assessment is not. We sincerely appreciate your participation in developing and improving the Communication Studies courses.

TITLE IX STATEMENT

Rollins College is committed to creating and maintaining a community in which students, faculty and staff can work together in an atmosphere free of sex and gender based discrimination. Rollins is strongly opposed to all forms of sex and gender based discrimination (including sexual assault, intimate partner violence, stalking, and sexual harassment) and is committed to providing support, resources, and remedies to individuals that have experienced sex and gender based discrimination.

Faculty members are responsible employees under Title IX and must share information about sex and gender based discrimination with the Title IX Coordinator. Information about available confidential resources, support services, and reporting options can be found online at www.rollins.edu/sexualmisconduct.

EMERGENCY COMMUNICATION PLAN

Disasters, emergencies, and crises disrupt the College's normal activities and may require activation of the Rollins College Emergency Operations Plan. Whether the crisis is a result of an accident, natural disaster, or another cause, effective and accurate communication helps us minimize rumors and restore a sense of confidence and order. You can see the university's plan here:

<http://www.rollins.edu/safety/documents/EOPRev03122012.pdf>. Please be sure to have Campus Safety's number in your cell (407-646-2999).