



## COMM 107–Effective Speaking

<b>Semester:</b>	June 28, 2021 – July 30, 2021
<b>Professor:</b>	TBD
<b>Email:</b>	TBD
<b>Teaching Hours:</b>	50 hours
<b>Credit:</b>	4

**Text Required:** O’ Hair, Dan. Hannah Rubenstein, and Rob Stewart.

*A Pocket Guide to Public Speaking.* 6th Edition. Macmillan eLearning. 2019  
ISBN-10: 1-4576-7040-2; ISBN-13: 978-1-319-10278-4

**Course Description:** *An application of the principles of speech and language in oral communication. Students practice different types of speech-communication situations and analyze their speaking and language skills. The course incorporates written critiques and may include video-taping of oral presentations and panel discussions.*

The purpose of this class is to teach you theories and skills related to successful communication in the public context; however, the skills you learn will be able to be applied to *intrapersonal, interpersonal, and group* contexts. Moreover, this class is as much a theory class as it is a performance class. As we survey the various theories related to Effective Speaking, we will explore opportunities for applying those theories in the context of our own classroom.

You will address the classroom audience through the work of four (4) graded speeches and several ungraded speech exercises. All of your speeches will be your original work and some will involve varying amounts of library research and required written preparation.

After completing this course, you should have accomplished the following objectives:

1. Define and explain basic communication terms and principles that serve as a basis for competent Effective Speaking.
2. Demonstrate knowledge of theories related to Effective Speaking such as listening, communication apprehension, analytical reasoning, verbal communication, nonverbal communication, gender communication, intercultural communication, ethics, research skills and computer skills



3. Research, prepare, and deliver well-organized informative and persuasive presentations that contain effective supporting materials and conform to audience members' needs and/or expectations.
4. Analyze and critically evaluate Effective Speaking *attempts* including speeches delivered by others as well as mass mediated messages.
5. Apply principles of diversity to speaking situations and demonstrate competent communication practices that respect diverse perspectives.

### CLASS POLICIES

**Late assignments:** You will have a reasonable amount of time to complete the reading, speeches and accompanying written assignments. If your assignment *must* be late for extenuating circumstances beyond your control, please communicate this to me at your earliest convenience.

**Attendance:** SPEECH DAYS: Participation and cooperative learning are essential to this course, and your absence when you are either scheduled to speak or critique inconveniences your peers. So, **failure to attend on a day when you are to deliver a speech or critique will result in a 0 for that assignment.** If a serious illness or emergency prevents you from being in class, contact me as soon as possible via email, telephone, or text.

**CLASS DAYS:** Excused absences are for family emergencies and illnesses. You will receive a 5% reduction in your final grade for each unexcused absence.

**Preparation for Class:** Come to each class prepared to engage in discussions and class exercises. Assignments are to be turned at the beginning of the class in which they are due. Reading assignments are to be completed prior to the class in which they are assigned.

**Course Expectations:** For our accreditation, it is essential that all Framingham State University credit courses follow the Federal Definition of credit hour: for every one hour of classroom or direct faculty instruction, a minimum of two hours of out-of-class student work is required. Since the summer courses meet for two contact hours daily (10 contact hours of classroom time weekly), the expectation is that students spend 20 hours per week doing out-of-class work. For the five week 4-credit course, this reflects 50 hours of classroom time and 100 hours of out-of-class time since the credit hour is defined as 50 minutes.

**Academic Integrity:** The Framingham State University Catalogue defines plagiarism as “claiming as one’s own work the published or unpublished literal or paraphrased work of another.” Penalties for academic dishonesty may include failing the course, academic suspension, or dismissal from the College. Your work must be your own.

**Academic Honesty Policy:** Integrity is essential to academic life. Consequently, students who enroll at Framingham State University agree to maintain high standards of academic honesty and scholarly

practice. You will be responsible for familiarizing yourself with the published policies and procedures regarding academic honesty. Infractions of the Policy on Academic Honesty include, but are not limited to:

1. Plagiarism: claiming as one's own work the published or unpublished literal or paraphrased work of another. It should be recognized that plagiarism is not only academically dishonest but also illegal.
2. Cheating on exams, tests, quizzes, assignments, and papers, including the giving or acceptance of these materials and other sources of information without the permission of the instructor(s).
3. Unauthorized collaboration with other individuals in the preparation of course assignments.
4. Submitting without authorization the same assignment for credit in more than one course.
5. Use of dishonest procedures in computer, laboratory, studio, or field work.
6. Misuse of the University's technical facilities (computer machinery, laboratories, media equipment, etc.), either maliciously or for personal gain.
7. Falsification of forms used to document the academic record and to conduct the academic business of the University.

For more information about Academic Regulations at Framingham State, please see pages 28-46 of the [Framingham State University Undergraduate Catalog 2020-2021](#).

**Cell Phones:** Please be courteous and turn the sound off on your phone before entering class. Do not talk or text on your phone during class.

**Food & Drink:** You may bring small snacks and drinks to class.

**Laptops:** This is NOT a laptop class. DO NOT open your laptop while class is in session. NO LAPTOPS AND NO EXCEPTIONS!

**Lectures:** My lecture material is often accompanied by a presentation that supplements rather than duplicating material in your text. You MUST TAKE NOTES for these lectures.

**Office Hours and Email:** Please note the office hours posted above. If you have questions about the class or need extra help with the course work, please arrange to see me during my office hours. If the times do not work with your schedule, please contact me so we can meet at another time.

### **U.S. Copyright Law**

This course website may contain copyrighted materials that are used in compliance with the U.S. Copyright Law. Under that law, materials may not be saved to your computer, revised, copied, or distributed without permission. They are to be used in support of instructional activity as part of this course only and shall be limited to the duration of the course, unless otherwise specified by the instructor

or owner of the material. You may only download or print materials at the direction of your instructor who knows which materials are copyrighted and which are not.

### **Written Deliverables:**

**Speech Outlines:** In outlining your speeches, you have the opportunity to develop your ideas and choose language conducive to extemporaneous speaking. In addition to SPEAKING FROM YOUR SPEAKING OUTLINE, you will turn in a “Preparation Outline” and a “Speaking Outline” for each speech (typed). Assessment will be based on clarity, the organizational *map* of your speech, and relevant references.

**Self-Critiques:** For your first four speeches, you will need to view your speech on a USB memory stick and write a short paper (2 pages double-spaced) that critiques your content and delivery. Assessment is based on your ability to write a clear and insightful analysis.

**Self-Critiques are due two class periods after your speech.**

**Peer Critiques:** Because speakers can benefit from articulate feedback from their audience, you will be required to critique a classmate for each speech. The written critique (1 page doublespaced) is **due two class periods after the peer’s speech. You must give a copy to me and to your classmate.**

### **Oral Deliverables:**

**Speech of Introduction:** A 3-minute speech of introduction, using items that represent you to tell the class something about yourself. The items may or may not be the actual item (as practicality dictates). A photograph or other mementos that have significance to the actual item or items will be sufficient. The key is to use the object or it's representative to introduce yourself to the class. The object may be as personal or as general as you are comfortable sharing.

**Informative Speech:** A 5-minute presentation in which you will inform your audience about a topic of interest. This speech will require media support. There is a research requirement for this speech. You must submit the PowerPoint slides for the speech or, if you do not use PowerPoint, you must submit material that demonstrates the planning for the visual support for the speech.

**Persuasive Speech:** A 7-minute presentation in which you convince the audience that a problem exists and that they should take action to solve the problem. There is a research requirement for this speech.

You are required to submit a full sentence outline for the speech, NOT a copy of the speech.

### **Weekly Assignments/Grading Policies**

Speech 1:	Introduction	3 min
	One-minute introduction & an Elevator speech	



Self-Critique

Speech 2:	Informative Speech about a person Self-Critique Peer-Critique	5 min
Speech 3:	Informative Speech about a Process (with Visuals) Self-Critique Peer Critique	6 min
Speech 4:	Persuasive Speech (Visual required) Full sentence outline for Persuasive Speech Self-Critique Peer Critique	7 min.

Your final grade in this course will be determined in the following manner:

<i>Speech of Introduction</i>	10%
<i>Peer Review for Speech of Introduction</i>	5%
<i>Informative Speech</i>	10%
<i>Use of Technology for Informative speech</i>	5%
<i>Peer Review for Informative Speech</i>	5%
<i>Persuasive Speech</i>	10%
<i>Full sentence outline for Persuasive Speech</i>	5%
<i>Peer Review for Persuasive Speech</i>	5%
<i>Argumentative Speech</i>	10%
<i>Peer Review for Argumentative Speech</i>	5%
<i>Group Participation</i>	15%
<i>Class Participation</i>	10%
<i>Attendance</i>	5%

**Grading:       Speeches 60%; Written Self (and Peer) Critique 20%**  
**Class Participation & Oral Critique 20%;**