



WESTERN OREGON UNIVERSITY

Course Syllabus

Course Name: COMM 111 ~ Principles of Public Speaking

Term: Semester 2 (2021-22)	Class Days: M - R	Class Time: 11:07 - 12:05	Class Location: Room 106	Credit Hours: 1 High School 4 College
Teacher: Tiffani Day		Phone: 541-369-2811 ext 2206	Email: tiffani.day@centrallinn.k12.or.us	

COM 111 Principles of Public Speaking COURSE DESCRIPTION:

An introduction to preparing and delivering public speeches with an emphasis on informative speaking. Develops understanding and practical application of communication skills and includes techniques in controlling speech anxiety, structuring and organizing information to present to a variety of audiences, and improving physical and vocal delivery skills.

COURSE OUTCOMES:

	Proficiency	Assessment	Measurement
1	I can choose and narrow a topic appropriately for the audience and occasion.	Students need to perform two summative assessments—1 Persuasive Speech and 1 Informative Speech. Speeches should meet the following requirements: <ul style="list-style-type: none"> · Minimum of 5 minutes · Visual aids need to be used with each of the presentations · Speeches need a minimum of 5 sources that are cited within the body of the speech · Outlines need to be created · Bibliographies need to be created · Audience size needs to be a minimum of 5 people Instruction staff should also build into their syllabus multiple (4-5) additional formative speech evaluations Podiums can be used but are not required	<ul style="list-style-type: none"> · Speeches will be scored using the NCA Competent Speaker Speech Evaluation Rubric. · Speeches should score a 2 or above in all competencies. · Students must score a minimum of 18 on both speeches in order to receive college credit. · Outlines should be scored on the appropriate competencies (2, 4).
2	I can communicate my thesis and purpose in a manner appropriate for the audience and occasion.		
3	I can research and provide supporting evidence and materials (including electronic and non--electronic presentational aids) appropriate for the audience and the occasion.		
4	I can use an organizational pattern appropriate to the topic, audience, occasion, and purpose.		
5	I can use language that is appropriate to the audience and the occasion.		
6	I can use vocal variety in rate, pitch and intensity (volume) to heighten		

	and maintain interest appropriate to the audience and occasion.		
7	I can use pronunciation, grammar, and articulation appropriate to the audience and occasion.		
8	I can use physical behaviors that support the verbal message.		
9	I can evaluate my own speech, and those of others, by examining their reasoning, and use of evidence and rhetoric, word choice, and delivery.	Students will evaluate themselves, and one other speech (peer, or notable speech) using the rubric, and giving a detailed explanation of their score in each area.	Student's self--evaluations will be scored using the "Self--evaluation" rubric.

GRADING POLICY:

College Grade

To be eligible for college credit, students must submit a portfolio containing all required elements (listed on the cover page), and those elements must meet all minimum standards of length and content. Incomplete portfolios will not be considered for college credit and will not be eligible for a college grade. The college credit grade is determined using the summative rubric. Students must score at least a 1 (a grade of C) to earn credit for the course. Portfolios that are complete but earn a score of 0 will not receive college credit.

Attendance:

This is a college level course. Your attendance will have a direct impact on your success in this course. Attendance is MANDATORY. Please plan on attending class regularly. Public speaking involves active listening, so your attendance is necessary to improve your own skills, as well as to support your classmates as an audience.

High School Grade:

Below is the grading rubric used by all classes taught at Central Linn Jr/High School:

- Z= Assessment was not submitted
- 0= Incomplete, not enough evidence to assess
- 1= Does not yet meet standard/learning target
- 2= Nearly meets standard/learning target
- 3= Meets standard/learning target
- 4= Masters standard/learning target

In order to display proficiency on a standard or learning target, a student must attain 70% or better on the assigned assessment, which is equivalent to a traditional 'C' grade. The traditional 'D' grades will no longer be awarded to student work. If an assessment is below a 70% score, the student will have the opportunity to retake the assessment and get additional support from the classroom teacher or building support services, but the student will no longer be eligible to earn college credit. If all, or most standards, are not met with passing scores within a grading period, a student may earn an 'F'.

Grade Breakdown

Speeches

70%

- Manuscript Speech
 - This speech is **1 – 2 minutes**. You will select a speech or excerpt of a speech that was given *in real life*, and recite it to the audience word-for-word. Please confirm the speech with me before the speech date to avoid multiple people giving the same presentation.
- Self-Introduction Speech
 - This speech is **2 – 3 minutes**, and it will give you a chance to tell the class a little something about yourself! You will select an object and describe 2 – 3 ways it represents some aspect of you/your life. An outline is required for this speech, as well as a visual aid.
- Informational Speech
 - This speech is **4 – 6 minutes**. You will use this time to inform the audience about a topic of your choice. At least **five (5) outside sources** are required for this speech and outline. A visual aid and annotated bibliography are required for this speech.
- Persuasive Speech
 - This speech is **5 – 7 minutes**. You will develop and present a speech in which you will attempt to persuade your audience on some question of policy. At least **five (5) outside sources** are required for this speech and outline. A visual aid and annotated bibliography are required for this speech.
- Impromptu Speech
 - This speech is typically **30 – 90 seconds**. On the designated class day I will provide you with prompts, and you will provide us with great impromptu speeches!
- Ceremonial Speech
 - This speech is **30 – 90 seconds**. You will prepare a short toast, eulogy, introduction, presentation, or acceptance speech. Although this is prepared in advance, you won't need to turn in any written work for this speech.

Writing Assignments

15%

- Self-Reflection Paper
- Outlines
- Journal Entries
- Annotated Bibliographies
- Final Paper

Quizzes & Participation

15%

- 5 Quizzes
- Participation (Attendance)
- Peer Critiques
- Pre & Post Survey

*All work must be submitted on time, any late work will be subject to a 10 point reduction for each day it is late. After 1 week it will no longer be accepted.

ASSESSMENT RUBRIC:

Eight Public Speaking Competencies & Criteria for Assessment

	3 - Excellent	2 - Satisfactory	1 - Unsatisfactory
CHOOSES AND NARROWS A TOPIC APPROPRIATELY FOR THE AUDIENCE & OCCASION	That is, the speaker's choice of topic is clearly consistent with the purpose, is totally amenable to the time limitations of the speech, and reflects unusually insightful audience analysis.	That is, the speaker's choice of topic is generally consistent with the purpose, is a reasonable choice for the time limitations of the speech, and reflects appropriate analysis of a majority of the audience.	That is, the speaker's choice of topic is inconsistent with the purpose, the topic cannot be adequately treated in the time limitations of the speech, and there is little or no evidence of successful audience analysis.
COMMUNICATES THE THESIS/SPECIFIC PURPOSE IN A MANNER APPROPRIATE FOR THE AUDIENCE & OCCASION.	That is, there is no question that all of the audience members should understand clearly, within the opening few sentences of the speech, precisely what the specific purpose/thesis of the speech is.	That is, at least a majority of the audience should understand clearly, within the opening few sentences of the speech, precisely what the specific purpose/thesis of the speech is.	That is, a majority of the audience may have difficulty understanding, within the opening few sentences of the speech, precisely what the specific purpose/thesis of the speech is.
PROVIDES SUPPORTING MATERIAL (INCLUDING ELECTRONIC AND NON-ELECTRONIC PRESENTATIONAL AIDS) APPROPRIATE TO THE AUDIENCE & OCCASION.	That is, supporting material is unarguably linked to the thesis of the speech, and further is of such quality that it decidedly enhances the credibility of the speaker and the clarity of the topic.	That is, supporting material is logically linked to the thesis of the speech, and is of such quality that it adds a measurable level of interest to the speech.	That is, supporting material is only vaguely related to the thesis of the speech, and variety is either too great or too little to do anything but detract from the effectiveness of the speech.
USES AN ORGANIZATIONAL PATTERN APPROPRIATE TO THE TOPIC, AUDIENCE, OCCASION, & PURPOSE.	That is, the introduction clearly engages the audience in an appropriate and creative manner, the body of the speech reflects superior clarity in organization, and the conclusion clearly reflects the CONTENT of the speech and leaves the audience with an undeniable message or call to action.	That is the introduction clearly engages a majority of the audience in an appropriate manner, the body of the speech reflects adequate clarity in organization, and the conclusion reflects adequately the content of the speech and leaves a majority of the audience with a clear message or call to action.	That is, the introduction fails to engage even a majority of the audience in an appropriate manner, the body of the speech reflects lack of clarity in organization, and the conclusion fails to reflect adequately the content of the speech and fails to leave even a majority of the audience with a clear message or call to action.
USES LANGUAGE APPROPRIATE TO THE AUDIENCE & OCCASION.	That is, the speaker chooses language that enhances audience comprehension and enthusiasm for the speech, while adding a measure of creativity that displays exceptional sensitivity by the speaker for the nuances and poetry of meaning.	That is, the speaker chooses language that is free of appropriate jargon, is nonsexist, is nonracist, etc.	That is, the speaker chooses inappropriate jargon or language which is sexist, racist, etc.
USES VOCAL VARIETY IN RATE, PITCH, AND INTENSITY (VOLUME) TO HEIGHTEN AND MAINTAIN INTEREST APPROPRIATE TO THE AUDIENCE & OCCASION.	That is, vocals are exceptionally and appropriately well-paced, easily heard by all audience members, and varied in pitch to enhance the message.	That is, the speaker shows only occasional weakness in pace, volume, pitch, etc., thereby not detracting significantly from the overall quality or impact of the speech.	That is, the speaker shows frequent weakness in controlling and adapting pace, volume, pitch, etc., resulting in an overall detracting from the quality or impact of the speech.
USES PRONUNCIATION, GRAMMAR, AND ARTICULATION APPROPRIATE TO THE AUDIENCE & OCCASION.	That is, the speaker exhibits exceptional fluency, properly formed sounds which enhance the message, and no pronunciation or grammatical errors.	That is, most sounds are properly formed, there are only minor vocalized disfluencies, and a few (1-2) minor errors in pronunciation and grammar.	That is, non-fluencies and disfluencies interfere with the message, and frequent errors in pronunciation and grammar make it difficult for the audience to understand the message.

USES PHYSICAL BEHAVIORS THAT SUPPORT THE VERBAL MESSAGE.	That is, kinesics (posture, gesture, facial expressions, eye contact) and proxemics (interpersonal distance and spatial arrangement) behaviors and dress consistently support the verbal message and thereby enhance the speaker's credibility throughout the audience.	That is, kinetic (posture, gesture, facial expressions, eye contact) and proxemics (interpersonal distance and spatial arrangement) behaviors and dress generally support the message, with minor inconsistencies that neither significantly distract from the speaker's credibility with the audience nor interfere with the message.	That is, kinesis (posture, gesture, facial expressions, eye contact) and proxemics (interpersonal distance and spatial arrangement) behaviors and dress are incongruent with the verbal intent and detract from the speaker's credibility with the audience as well as distracting the audience from the speaker's message.
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TENTATIVE COURSE SCOPE AND SEQUENCE:

- Week 1 **Course Overview**
- Week 2 **What is speech**
- Week 3 **Selection and Research**
- Week 4 **Introduction Speech**
- Week 5 **Research and Outline**
- Week 6 **Sources Cited**
- Week 7 **Visual Aids**
- Week 8 **Informative Speech**
- Week 9 **Informative Speech Outline**
- Week 10 **Informative Speech Final**
- Week 11 **Impromptu Speeches**
- Week 12 **Persuasive Speech**
- Week 13 **Persuasive Speech Outline**
- Week 14 **Persuasive Speech Cont.**
- Week 15 **Persuasive Speech Final**
- Week 16 **Ceremonial Speeches**
- Week 17 **Ceremonial Speeches**
- Week 18 **Compile Portfolios**

DISABILITY ACCOMMODATIONS:

It is Western Oregon University's policy to provide, on an individualized basis, accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact their instructor to discuss their individual needs for accommodation. Please keep in mind that accommodations are not retroactive and should be discussed as early as possible in the term. For more information, please contact: Adam Whalen, Willamette Promise Manager at 503-385-4754 or adam.whelen@wesd.org.

ACADEMIC INTEGRITY:

Students must adhere to WOU's Code of Student Responsibility. Academic dishonesty will not be tolerated in this course. Any student who violates the policy will receive 0 points on the assignment, and MAY also be given a failing grade for the course. Examples of inappropriate behavior include doing assigned work for another student, sharing answers on work assigned to be done individually, sharing or copying answers during an exam or portraying another person's writing as your own. If you have questions about what might be considered inappropriate, please contact Gretchen Brunner, Willamette Promise Coordinator, at 503.540.4420.