

  	WESTERN OREGON UNIVERSITY Course Syllabus
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Course Name: Agriculture Communication (Comm 111)			
Term: Spring 202			Credit Hours: 4
Teacher: Katharine Smith	Phone: 541-369-2811	E-mail: Katharine.smith@centrallinn.k12.or.us	

COURSE DESCRIPTION: This course is designed to help students learn to express their ideas to an audience with confidence and clarity. The aim of this course is to teach students to speak in a public setting by preparing presentations on a number of diverse topics for use on a variety of occasions. This course provides students with opportunities to learn how to analyze an audience and tailor their messages to that audience. In addition, students will learn to become critical listeners by analyzing and critiquing other students' presentations. The topics of all speeches given will be current agriculture issues.

COM 111 Principles of Public Speaking

Instruction and practice in applying the principles of invention, organization, language and delivery with a focus on the development of skill and confidence in formal public communication.

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 assessment—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 	<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.	Instruction staff should also build into their syllabus multiple (4-5) additional formative speech evaluations Podiums can be used but are not required	
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:

High School Grade: High School Academics Central Linn High School (CLHS) measures student academic growth using a proficiency model and grading system. The Common Core State Standards (CCSS) are important learning goals each student must attain. Students learn in different manners and at different rates. Therefore, CLHS will track students in their attainment of the CCSS and award credit for classes once the standards for that class have been met. CLHS will report to students and families a student's progress using the following scale:

Standard Grading Points

- 4.0–3.60 = Mastery of standards demonstrated; student can apply understanding and make connections
- 3.2–3.59 = Exceeds minimum standards; student can apply understanding
- 3.0–3.19 = Meets minimum standards; student demonstrates understanding of the standards
- 2.0 –2.99 = Does Not Meet standards, but some progress has been made (no credit earned)
- 0.0–1.99 = Little or no demonstration of understanding of standards (no credit earned)

The gradebook for Communication 111 will not be set up the same way as other Language Arts classes. All assignments will be scored on a 0-4 scale, however, standards will not be connected. Below is a list of major assignments that will make up the majority of a student's high school grade. Other small assignments will be given and graded at the discretion of the teacher.

Major assignments:

Topic Selection

- Students will be able to narrow down topics and topic questions

Annotated Bibliography

- Students will be able to make a properly formatted annotated bibliography to show understanding of academic sources for at least three sources.

Outline (with cited sources)

- Students will be able to make a properly formatted outline to include introduction, main points, cited sources, and conclusion

Informative Speech

- Students will be able to give a 5-7 minute informative researched speech that includes at least five cited sources.

Persuasive Speech

- Students will be able to give a 5-7 minute researched persuasive speech that properly uses persuasive techniques to call their audience to action on their specific research question.

Reflective Cover Letter

- Students will be able to reflect on the portfolio speech writing and giving experience using their own work as evidence in their reflection.

Late Work:

- All assignments turned in past the due date will not receive full credit.
- Extensions will be granted to students on major assignments ONLY. Students must communicate their need for an extension no later than one week before the due date.

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.

ASSESSMENT RUBRIC: For Informative and Persuasive Speeches

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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COURSE SCOPE AND SEQUENCE:

TENTATIVE SCHEDULE

Week 1 (January 31- February 4) Course Overview

- Student Survey, Syllabus, Permission for Release of Student Work, Letter to Parents, Appropriate Feedback

Week 2 (February 7-11) what is speech

- Readings: The Art of Public Speaking Chapter One and Chapter Two
- Class Discussion: What is public speaking, why is it important, what are your ethical standards while giving a speech.
- Assignments: Define key words

Week 3 (February 14-18) Topic Selection and Research

- Readings: The Art of Public Speaking Chapters 5 and 6
- Class Discussion: What makes a good topic, what makes a source credible?
- Assignments: Selection of Introduction Speech Person

Week 4 (February 21-25) Introduction Speech

- Readings: 3 sample introduction speeches
- Discussion: What is the purpose of an introduction speech?
- Assignments: Create questions for introduction speech.
- Homework: Write introduction speech
- Speech: Introduction Speech

Week 5 (February 28-March 4) Research and Outline

- Readings: The Art of Public Speaking Chapter 11
- Assignments: Selection of Informative speech topic
- Assignment: Informative Speech Research
- Homework: Informative Speech Outline

Week 6 (March 7-11) Sources Cited

- Readings/Viewings: The Art of Public Speaking Chapter 15 and 3 samples of informative speeches.
- Discussion: How to use your research in your speech and properly cite it.
- Assignments: Redo outline with sources cited.
- Homework: Speech Binder

Week 7 (March 14-18) **Visual Aids**

- Readings: The Art of Public Speaking Chapter 14
- Assignments: Create visual aids for speech
- Homework: Practice Speech

Week 8 (March 28- April 1) **Informative Speech**

- Assignments: Give Speeches
- Homework: Reflection Paper

Week 9 (April 4-8) **Ted Talk.**

- Readings: Speaker Flow, How to Write a Ted Talk From Scratch
- Discussion: What is a Ted Talk
- Assignments: Partner Selection and Topic Selection
- Homework: Topic Research

Week 10 (April 11-15) **Ted Talk Outline**

- Assignments: Create Ted Talk Outline and Visual Aids
- Homework: Practice Ted Talks

Week 11 (April 18-22) **Ted Talks**

- Assignments: Give Ted Talks
- Homework: Reflection Paper

Week 12 (April 25-29) **Persuasive Speech**

- Readings: The Art of Public Speaking Chapters 16 and 17
- Discussion: What is a persuasive speech, what are the mechanisms of persuasion
- Assignments: Additional Research (using informative speech topic)
- Homework: Write a Thesis Statement

Week 13 (May 2-6) **Persuasive Speech Outline**

- Readings/Visuals: Watch 3 persuasive speeches
- Discussion: What works and doesn't work
- Assignments: Outline for Persuasive Speech

Week 14 (May 9-13) **Persuasive Speech Cont.**

- Assignments: Create Visual Aids
- Homework: Practice Speech

Week 15 (May 16-20) **Persuasive Speech Final**

- Assignments: Give Persuasive Speech
- Homework: Reflection Paper

Week 16 (May 23-27) **Humorous Speech**

- Readings/Visual: Watch/Read 3 Humorous Speech's
- Discussion: What is a humorous speech and what is the purpose
- Assignments: Roast Outline
- Homework: Practice Speech

Week 17 (May 30 – June 3) **Humorous Speech and Special Occasion Speeches**

- Assignment: Give Humorous Speech
- Readings/Visual: The Art of Public Speaking Chapter 18 and three special occasion speeches.
- Discussion: What is a special occasion speech and what is the purpose
- Assignments: Special Occasion Outline
- Homework: Practice Speech

Week 18 (June 6-10) **Special Occasion Speech cont.**

- Assignments: Continue Outline and Give Speech
- Homework: Reflective paper

Week 19 (June 13-16) **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.whalen@wesd.org.

ACADEMIC INTEGRITY: Students must adhere to WOU's Code of Student Responsibility. Academic dishonesty will not be tolerated in this course. I will report all instances of suspected dishonesty to the Student Judicial Committee for further action. 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 ask me!

Students must adhere to WOU's Code of Student Responsibility. Academic dishonest 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 includes 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.