

## I. COURSE INFORMATION

FALL 2018

**COMM 1301- Public Speaking**

CRN: 11273

TEXT: The textbook for this course is Your Turn, by Colin Lowell and Benjamin Jacob. It is available in a digital format, online from Sentia Publishing. Go to <http://www.sentiapublishing.com/communication/your-turn-benjamin-jacob-and-colin-lowell-online-textbook/> The cost of the book is \$75. There will be three tests, one per section of the book.

MATERIALS: You should also purchase: either 3x5 or 4x6 index cards. You may use poster boards, markers, glue, and tape for use in making visual aids and most likely a thumb drive. You will NEED a LARGE Paper Clip! You are **required** to use PowerPoint or Prezi at least once this semester, but you are not limited to one use. The assistance rendered by the McGraw-Hill website is huge. You will need to buy the book, either paper or online.

## II. INSTRUCTOR INFORMATION

Name: Sherry Lewis

Office: QUIN 104

Hours: Office Hours:

MWF 7-7:20, 8:30-10:30

T No regular office hours—appointment only

R 7:30-11:45

Or by appointment

Phones: Office: (915) 747-5914      Cell: (915) 215-0631.

Please call my cell phone **only** between 6:00 AM and 10:00 PM.

Email: [shelewis@utep.edu](mailto:shelewis@utep.edu)

## III. COURSE CONTENT

A. COURSE DESCRIPTION FROM THE CATALOG: COMM 1301. Public Speaking (C).

Public Speaking (3-0) (Common Course Number SPCH 1315) Introduction to the theory and practice of public speaking; the inventing, arranging, phrasing and presenting of ideas to an audience. The complementary skills of speaking and listening are developed through criticism of speeches presented in class.

**B. COURSE OBJECTIVES:**

This course seeks to develop eight factors in your understanding of Public Speaking:

- (1) Memorize key theories, methods, technical terms and principles.
- (2) Evaluate and analyze the work of others and themselves in terms of the verbal, nonverbal and paralingual standards that are set for this course.
- (3) Apply competing perspectives and approaches to speaking in public.
- (4) Practice skills as both a sender and receiver of feedback after presenting or viewing a speech.
- (5) Analyze and detect ethical factors in the presentation.
- (6) Select the appropriate pattern of organization for the audience, topic and occasion.
- (7) Identify a topic and construct a clear central idea statement.
- (8) Use and report required research.

**C. LEARNING OUTCOMES:**

The techniques you learn will help you become a better speaker, and will benefit the fearful speaker when coupled with the communication apprehension exercises offered in this course.

**D. ASSIGNED READINGS:** Carefully read all assigned chapters; lectures will provide connection between theories and practice.

**E. ASSIGNMENTS/ASSESSMENT/GRADING:**

|  |                    |
|--|--------------------|
| Speech 1: 3 object, 3 minutes (no research).....           | 50 points          |
| Speech 2: Presentation Aid speech (PA speech).....         | 150 points         |
| Speech 3: Persuasive (Presentation Aids not required)..... | 300 points         |
| CARE's (various point values—5-75 stay tuned!).....        | 400 points         |
| 3 Section Tests worth 150 points each.....                 | 100 points         |
| <b>TOTAL POINTS POSSIBLE.....</b>                          | <b>1000 POINTS</b> |

**F. GRADING SCALE:**

|           |    |
|-----------|----|
| 901-1000  | =A |
| 801-900   | =B |
| 701-800   | =C |
| 601-700   | =D |
| BELOW 600 | =F |

#### IV. RULES, CLASSROOM POLICIES

**ATTENDANCE:** In this class, regular attendance provides the student with ample opportunities to observe other classmates' attempts, as well as suggestions and examples from the instructor. Therefore, repeated/excessive absences will result in a lower grade due to missing the life experiences provided. If a student anticipates an absence, report it to the instructor, so that they can coordinate speaking dates, etc.

**LATE WORK:** If a student misses an assigned speaking date, the grade for the assigned speech becomes a zero. If the student attends other speaking days, and is prepared to fill in for another student speaker who has missed class, or if there should be time available at the end of a class, and they make up the speech at that time, there will be no penalty assessed for that speech. **HOWEVER**, if a new day must be created to provide that student with an opportunity to speak, a **FULL LETTER GRADE** will be assessed on that speech grade.

#### **OTHER RULES/POLICIES:**

Outlines must be turned in on your speech day. A works cited page must be attached. Failure to turn in a proper outline or sources cited page **will affect your grade.**

Speeches should include the **original** thoughts of the speaker. The speaker should fuse his or her own ideas and background knowledge with research materials. **PLAGIARISM** is defined for this course as, "a speech in which the speaker depends on a source other than him or herself for the structure of the speech, or where he or she uses the structure or the wording of a speech, or where he or she uses the phrasing or research without acknowledgement." When plagiarism is detected, **I will prosecute to the full extent of the law.**

You have free choice of topic; it must meet the requirements as to type of speech, time limit, and the appropriate language. I will help any student with topic selection: just ask!



Ask questions!

## Guidelines for Using Electronics in the Classroom Setting

### ✓ Laptops:

Charge your laptop batteries fully before coming to class.

Set your laptop volume control to mute or off before coming to class.

Keep your laptop closed during presentations and other specific in-class activities.

**Do not** engage in unauthorized communication or entertainment (web surfing, instant messaging, chat room chatting, DVD viewing, music playing, game playing, etc.) during class unless it is part of the lesson. You may lose the privilege to have the device in class.

### ✓ Cell Phones:

Set your phone to mute or silent mode before coming to class.

**Do not** answer incoming calls or make outgoing calls except in an emergency. **Do not** use text messaging or web browser features while in class. Your phone may be confiscated for the duration of class.

### ✓ Other Wireless Devices (PDAs, MP3 players, Smart Phones etc.)

Shut off the device or set it to mute before coming to class.

**Do not use text messaging or web browser features while in class.** The instructor reserves the right to confiscate overused devices.

## **Recommendations for Students**

The University of Texas at El Paso supports the use of technology for learning. We also understand that the use of laptops can be an asset to some students and help them in their note-taking and learning. That being said, we also believe that students should have diverse learning experiences and be adaptable to different styles of learning and notetaking.

Students are expected to follow the rules and guidelines established by instructors for each class that they are taking, and to make a conscious effort to adapt to learning environments that may vary across instructors, classrooms, and disciplines.

## **Acknowledgement**

These guidelines are based on and borrow heavily from The Ohio State University Classroom Guidelines (<http://telr.osu.edu/mobilelearning/teaching/guidelines.htm>) and from existing guidelines at Northern Michigan University and the University of Minnesota, Twin Cities.

## **V. ACADEMIC MISCONDUCT**

The University of Texas El Paso prides itself on its standards of academic excellence and students are expected to uphold the highest standards of academic integrity. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, submitting work for credit that is attributable in whole or

in part to another person, taking an examination for another person, and any act that gives or attempts to give unfair advantage.

## **VI. CASS POLICY**

As per Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, if a student needs an accommodation, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to [cass@utep.edu](mailto:cass@utep.edu). Or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at [www.sa.utep.edu/cass](http://www.sa.utep.edu/cass). CASS' Staff are the only individuals who can validate and if need be, authorize accommodations for students with disabilities.

If you have a condition which may affect your ability to perform successfully in this course, you are encouraged to discuss this **in confidence** with the instructor and/or the director of the Center for Accommodations and Support Services. You may call 915-747-5148 for general information about the Americans with Disabilities Act (ADA) and the rights that you have as a UTEP student with a disability.

Individuals with disabilities have the right to equal access and opportunity. It is the student's responsibility to contact the instructor and The Center for Accommodations and Support Services Office (CASS) at The University of Texas at El Paso.

## **VII. COURSE CALENDAR-FALL 2018**

THE INSTRUCTOR RESERVES THE RIGHT TO MAKE NECESSARY CHANGES IN THE SCHEDULE/CALENDAR/ASSIGNMENTS, DEPENDING ON THE NEEDS OF THE CLASS, INCLUDING CANCELLED CLASSES DUE TO INCLEMENT WEATHER, ETC.

### **AUGUST**

#### **WEEK ONE**

THERE WILL NOT BE CLASS DURING WEEK ONE. CLASSES WILL BEGIN WEDNESDAY, SEPTEMBER 5<sup>TH</sup>, AFTER LABOR DAY

### **SEPTEMBER**

#### **WEEK TWO**

**M: LABOR DAY! NO CLASSES!**

W: Introduction to the course. Assign 4M30 for next class.

F: 4M30 speeches.

#### **WEEK THREE**

M: 4M30 speeches conclude. Assign "Bad Speech."

W: "Bad Speech", with discussion.

F: 9T9L from Section One, Your Turn.

#### **WEEK FOUR**

M: Introductions and Conclusions exercise, 100 points. See Blackboard for directions.

W: YT Exam One, Section One; Lecture: Informative speaking.

F: Lecture: Presentation Aids, including PowerPoint and Prezi.

#### **WEEK FIVE**

M: Lecture: Gathering Materials and Support. Organization and Delivery techniques.

W: PA SPEECHES, with critique, begin.  
F: PA SPEECHES with critique, continue.

## **OCTOBER**

### WEEK SIX

M: SPEECHES with critique, continue.  
W: SPEECHES with critique, continue.  
F: SPEECHES with critique, continue.

### WEEK SEVEN

M: SPEECHES with critique, continue.  
W: SPEECHES with critique, continue.  
F: SPEECHES with critique, continue.

### WEEK EIGHT

M: SPEECHES with critique, continue.  
W: SPEECHES with critique, continue.  
F: SPEECHES with critique, conclude.

### WEEK NINE

M: Review PA speech experience, plus makeups.  
W: What's the difference? Introduce Persuasion assignment.  
F: Begin Persuasion. Reading: Chapter 17 APS

## **OCTOBER/NOVEMBER**

### WEEK TEN

M: Fallacies Exercise (50 pt.) Persuasion  
W. Lecture; Persuasion Reading: Chapter 16 APS  
F: CARE exercise: "Come Outside and Play."

### WEEK ELEVEN

M: Lecture, with examples: Persuasion  
W: Lecture, with examples: Persuasion  
F: CARE's exercise: "Babble, babble" (100 pt.)

### WEEK TWELVE

M: Exercise your rights!  
W: Position Speech (100 pt.)  
F: Syllogisms and Fallacies; Message to the World, as time allows.

### WEEK THIRTEEN

M: Review Persuasion  
W: PERUSASIVE SPEECHES BEGIN!  
F: **THANKSGIVING HOLIDAY! ENJOY! DRIVE SOBER!**

### WEEK FOURTEEN

M: PERSUASIVE SPEECHES CONTINUE  
W: PERSUASIVE SPEECHES CONTINUE  
F: PERSUASIVE SPEECHES CONTINUE

### WEEK FIFTEEN

M: PERSUASIVE SPEECHES CONTINUE  
W: PERSUASIVE SPEECHES CONTINUE  
F: DEAD DAY, Dec. 7. There are no regular classes; you may have a study session in some classes.

WEEK SIXTEEN: FINAL EXAMS WEEK: The schedule for finals is:

FINAL EXAM WEEK DEC. 10-14

Copied from the UTEP Home Page! It's Official!!

Your class meets...

MWF 7:30 - 8:20 am

Your Final Is...

Friday, Dec. 14, 7:00 am - 9:45 am

HAVE A GREAT SEMESTER!



Check out the Checklist on the next page!!

## Speech Checklist

Sherry Lewis  
COMM 1301

For all “big” speeches, these are the things you must turn in:

(Note: A “big” speech is one that occurs in front of the entire class; unless otherwise noted, these require both types of outlines.)

**Before the Speech:** A full-sentence, complete outline, bibliography **or** sources cited page **and** a large paper clip.

This is an example of the beginning of the *body portion* of a **full-sentence** outline:

I. Shari Lewis got started as a professional ventriloquist at the age of 18 in Brooklyn, New York. (Ref: My Life, by Shari Lewis)

- a. She first performed at the Bar Mitzvah’s of her families’ friends in the neighborhood.
- b. She quickly earned a good reputation as being funny but clean in her form of puppetdriven humor.

II. However, her parents were not supportive of her efforts. (Ref: Sister, Florence; Interview, Parade, 1962)

- a. They felt there was no future for a female ventriloquist.
- b. They urged her to get married and start a family for whom she could exercise her gift.

III. On October 19, 1951, talent agent Sid Beering saw her perform at a friend’s wedding party in Brooklyn. (Ref. Life Magazine, June 1960)

- a. He was so impressed he signed her on the spot.
- b. Sid was very fair and signed her with a good contract.
- c. Their partnership continued for the next 30 years, until Sid’s death.

...And so on...

**After the Speech:** Give me whatever you used at the podium, no matter how similar to the formal outline it is. Be warned, it **should** be a *key-word* outline. This means you keep the subordination notations (I., A., 1, 2, B., 1, 2, etc.) with coordination (**indenting** to keep the format in place).

The reason I ask this of you is to show you how much easier you have access to your information than if you design your notes with dashes (-) or dots (●).

Hence, rather than this—

- *How she started*

- *What they thought*

- *Who was there*

(Special side-note: The habit of asking “who, how, what and where” are negative elements because they ask questions of the speaker in the notes; but the notes should be supplying the answers. Avoid this behavior.)

**Prepare** your Key-word outline like this---

I. Started at 18. (My Life, 1992)

A. Performed at Bar Mitzvah's

B. Earned good rep.

II. Parents unsupportive (re: Int. w/sister Alice, Parade magazine April 1962) A.

No future

B. No life

III. Talent agent Sid Beering attended Brooklyn party (Life mag. June 1960)

A. Signed immediately

B. Good 1<sup>st</sup> contract

C. Kept him for 40 yrs.

\*Notice how the information is still there, and the outline format of indentations and marks are there. These provide clarity and ease of information retrieval. Also, please note that this is only an example; this is not the full outline. It is missing the introduction and conclusion, which we will discuss in class at length.

☺ It is best if these key-word notes are recorded on 3x5 or 4x7 note cards, because paper is noisy.

☺ Works cited notations on notecards are assessed liberally; do whatever you need to do to remember to say them!

☺ You should practice your speech sufficiently to be able to speak easily and move through the points smoothly, without memorizing.

☹ **Do not** memorize your speech, as it will sound stilted and rushed. This will have a negative effect on your grade.

☹ **Do not** read your speech, or I will stop you, give you the appropriate grade (D or F), and we will move on to other, better prepared students.

◇ Use these guidelines, plus class discussion, and you could have a successful semester!

That's all for now!  
Have a great semester

