

Public Speaking & Civic Engagement COM 2301

Course:	COM 2301	Section:	170
Day & Time:	MW 2:00pm – 3:15pm	Location:	A105
Instructor:	Dr. Adria Battaglia (Dr. B.)		
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WHAT THIS COURSE IS ABOUT

Yes, you guessed it: we're going to plan, organize, and deliver general platform speeches. But, we will focus our speeches and classroom discussions on the role of contemporary public communication in its intended context, civic engagement. What IS civic engagement? Civic engagement means becoming more active, aware, and engaged with the communities in which you live, whether those communities are on a local, national, or global scale. Civic engagement means learning more about your communities and world. It's about finding ways to make change, whether that is by going out in the community and engaging directly with people and agencies or simply by learning more about particular issues. Either way, civic engagement is meant to foster better understanding and civic responsibility in a democratic society.

Public speaking is one of the best opportunities to become civically engaged. In this course, we will discuss a great deal what it means to be a public speaker and the responsibilities of that role. According to Cindy Griffin, public speaking is really about *public dialogue*: it urges speakers to think of themselves in conversation with an audience and to think of their role in the larger community. Griffin also proposes that public speaking encourages an "ethics of civility" where speakers should consider their care/concern for others, the thoughtful use of their words, and their responsibility to understand multiple sides of an issue. These will be the guiding philosophies of this class—that public speaking comes with both ethical and civic responsibilities. How we actually define these things...well, that's worth talking about, eh?

****COMM 2301 Sec. 170 is an ASU Designated Community Engaged Class****

This means our class focuses on social responsibility, and will include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in the regional, national and global communities. As part of the CONNECT! Program, you will be required to work with an assigned community partner. You will have some forms to fill out that you may not have in other courses, and you will need to develop and maintain a professional working relationship with a community partner throughout the course. I hope this will be a positive experience from which you can develop material for a portfolio when you enter/re-enter the work force! ☺

From the *ASU Community Partnership Handbook*, concerning service learning classes, p. 6:
“**Service-learning**: a course-based, credit-bearing, educational experience in which students: a) participate in an organized service activity that meets identified community needs and b) reflect

on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced social responsibility. Service-learning projects are usually a component of a course, not the entire course, as is the case for an internship.”

STUDENT LEARNING OUTCOMES

CT1: Gather, analyze, evaluate, and synthesize information relevant to a question or issue.

CT2: Develop and demonstrate a logical position (i.e. perspective, thesis, hypothesis that acknowledges ambiguities or contradictions)

CS1: Develop, interpret, and express ideas through effective written communication.

CS2: Develop, interpret, and express ideas through effective oral communication.

CS3: Develop, interpret, and express ideas through effective visual communication.

TW1: Consider different viewpoints as a member of a team.

TW2: Work effectively with others to support and accomplish a shared goal.

PR1: Demonstrate the ability to evaluate choices, actions and consequences as related to ethical decision-making.

SOCIAL RESPONSIBILITY: is the broad student learning goal for *CONNECT!* It is to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in the regional, national and global communities.

REQUIRED COURSE MATERIALS

- **Lucas, Stephen.** *The Art of Public Speaking*, 11th edition. McGraw-Hill (2012).
- **A folder** (either a two-pocket or one with brads is fine). Please write your full name on the outside of the folder. You will use this to turn in material (preparation outlines, bibliographies, etc) on your presentation days. **I will not accept ANY work that is not placed into your folder, with your name on it.**
- **Blackboard:** All project instructions, readings, grades, etc are available to you on BB. I will post my notes and handouts, as well as your grades, for you on Blackboard. Please make sure you have access to Blackboard and are comfortable navigating it. I would strongly recommend you print off each class day's notes *before* coming to class.
- **Angelo State E-mail:** You should have access to your Angelo State E-mail account. You are responsible for reading and, if necessary, responding to e-mails from me. I send e-mails through Blackboard to the class regarding homework, exams, etc. **It is your responsibility to regularly check both Blackboard and your Angelo State e-mail account.**
- (optional) A flash/jump drive for PowerPoint presentations and other electronic documents. I will also save recorded versions of your presentations to this flash drive for your personal viewing.

ASSIGNMENTS

Most of your speeches this semester will focus on related community issues and non-profit agencies. Early in the semester, you will be assigned to a group of 5-6. Your group will select from a list of pre-approved non-profit organizations who are in need of your evolving expertise in the field of communication! Each non-profit has a specific communication-related need (designing informative and persuasive messages for specific target audiences in the general public to raise awareness about the non-profit's mission/goals/services). You will research this organization (including interviewing members of said organization) to develop three

presentations, the final of which you will deliver to your community partner.

Additional instructions (including the length of presentations, required visual aids, outlines to turn in, etc) will be provided to you throughout the course of the semester.

1. **Informative Speech:** For this assignment you and your group members will learn to organize, clarify, refine, and deliver informative messages. Your assignment is to become the teacher: after meeting with your community partner, each member of your group will teach us something different about the organization, including the organization's ideal target audience(s) and the types of messages potentially conducive for these audiences to learn more about the organization (YouTube videos, flyers, stump speeches, etc). This assignment is worth a total of **50 points**. (*SLO CS1; CS2*)
2. **Persuasive Speech:** For this assignment you and your group members will learn to critically construct, evaluate, and deliver persuasive arguments. Each member of your group will contribute to a presentation in which you design persuasive messages (visual, verbal, etc) for your community partner's target audience. This assignment is worth a total of **60 points**. (*SLO CT2; CS3*)
3. **Community-Partner Presentation:** For this assignment, you and your group members will present your semester-long research to your organization. You will present your audience analysis, ideas for persuasive appeals, and finally, present a stock PowerPoint template and template speech/flyer/video for the organization to use when they visit with potential audiences. Each group member will share in the oral presentation of this project, and then the audience will ask questions. This assignment is worth a total of **50 points**. (*SLO TW1; TW2*)

Participation Points: In class, you are expected to participate in discussion, oral/written critiques of speeches, practice/improvisation speeches, and other activities. I may also ask you to complete additional written work, video viewings, and other related exercises outside of class. **No make-ups will be granted for participation activities.** Participation is worth a **total of 50 points**. Likely activities that will count towards participation points include peer evaluations of your colleague's work.

Participation & Technology: I appreciate advancements in technology as much as the next person. BUT, we must also recognize the value of face-to-face opportunities with one another. If you have a cell phone, smart or otherwise, keep it in your pocket and on silent (**vibrate is not silent**). Failure to do so will result in my confiscating your phone for the duration of the class period. Please feel free to use your laptop to take notes and otherwise organize course material; however, if I notice you chatting on Facebook, visiting non-class related websites, etc., you must discontinue your use of the computer for the rest of the semester. Your participation grade will be influenced by these issues.

Quizzes: I believe being tested over smaller amounts of material more frequently provides the best opportunity for reflection of student progress than being tested infrequently over large amounts of material. You will be given 4 quizzes throughout the course of the semester, each worth 20 points for a total of **80 points**. Quizzes will vary in combination of multiple choice and

short answer. It is in your best interest to take notes on the readings *before* coming to class so that you may use the class time to make sure you understand/ask questions/etc. (SLO CT1; PR1)

Reflection Paper: At the end of the semester, you will complete a reflection paper worth a **total of 60 points**. Detailed instructions will be given to you in class.

GRADING

Grades are determined on a straight percentage scale based on the number of points earned out of a **maximum of 350 points**. There is a curve built into the grades. **There will be no further rounding or curving of grades.** Final grades are calculated as follows:

A = 89.7% - 100% (314-350)

B = 79.7% - 89.4% (279-313)

C = 69.7% - 79.4% (244-278)

D = 59.7% - 69.4% (209-243)

F = anything 208 and below

(please note: failure to deliver all four speeches will result in an automatic failure of the course)

Assignment	Maximum Points Possible	My Points
Informative Presentation	50 points	
Persuasive Presentation	60 points	
Group Presentation	50 points	
Quizzes (4 worth 20 points each)	80 points	
Reflection Paper	60 points	
Participation	50 points	
TOTAL COURSE POINTS	350 points	

Discussion of Graded Assignments: Success in this course requires thoughtful self-evaluation of your performance. A student wishing to contest a grade **must** present me with a **typed** (either e-mail or paper), well thought out case regarding the evaluation **within one week of having received the evaluation** of the assignment in question. The argument must be related to the assignment as presented, and based on how it compares with the criteria for the assignment (not how it compares with someone else's work or how it will affect a student's GPA). Once the student has submitted his or her argument to me, I will respond in writing within 7 days. Then we may meet face-to-face to view the speech in question, and discuss ways to improve future papers/presentations.

As stated in Angelo State University Operating Policy and Procedure (OP 10.03 Student Grade Grievances), a student who believes that he or she has not been held to appropriate academic

standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the **final** grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see Operating Procedure 10.03 at <https://www.angelo.edu/opmanual/>.

GRADING CRITERIA

The “A” Speech is an Excellent, Outstanding Speech:

Meets and exceeds all criteria for the “B” speech:

Topic: Offers a fresh perspective on the subject; speaker shows the great importance of the topic to the audience; and

Organization: Introduction focuses audience’s attention on the topic; conclusion creates proper tone; strategic order and time balance of main points is masterful; and

Supporting Material: Effectively uses a wide variety of appeals (logos, ethos, pathos); exceptionally well-researched; cites highly credible sources; and

Computer-generated Visual Aids: integrated into the presentation smoothly and expertly; and

Language: Achieves vividness through the artful use of language; and

Delivery: Expresses speaker’s interest and concern in discussing his/her speech topic with the audience

The “B” Speech is a Solid, Good Speech:

Meets and exceeds all criteria for the “C” Speech:

Topic: Is challenging and appropriately adjusted to the audience; and

Organization: Main points presented so that their internal logic is clear; speaker effectively uses previews, summaries, and transitions; introduction effectively relates topic to audience; conclusion ends with a note of finality; and

Supporting Material: Clearly well-researched, providing a variety of cited evidence; and

Computer-generated Visual Aids: Interprets data; is effectively displayed and explained; and

Language: is used effectively to achieve clarity in the speech; and

Delivery: Displays poise and confidence.

The “C” Speech Clearly Fulfills the Assignment (Satisfactory):

Topic: Is important, satisfies the requirements of the assignment, is sufficiently focused, is sufficiently related to audience; and

Organization: Is clear and coherent; thesis is clear and concise; introduction clearly previews topic and uses a relevant attention-getting device; main points are clearly stated; conclusion achieves closure; and

Supporting Material: Adequately uses several types of support material; speaker clearly cites sources of information; and

Computer-generated Visual Aids: Presents information clearly and is appropriate; and

Language: Is appropriate and grammatically correct; and

Delivery: Is extemporaneous and maintains adequate eye contact with the audience.

The “D” Speech Minimally Fulfills the Assignment. Any one or set of the following deficiencies typically causes a grade of “D”:

Topic: Is trivial or lacks importance; and/or

Organization: Is disjointed, and/or thesis is unclear or confusing, and/or introduction fails to clearly state the speech purpose, and/or the main points are indistinguishable within the speech, and/or the conclusion fails to achieve closure; and/or

Supporting Material: Is substantially based on unsupported opinion, and/or depends largely on biased information; speaker cites (orally and/or in writing) fewer than the minimum number of sources specified in the assignments and/or

Computer-generated Visual Aids: is confusing and/or

Language: Is grammatically incorrect, or rude, or unsophisticated (given the context of the speech); and/or

Delivery: Lacks adequate eye contact, and/or has excessive hesitation or vocalized pauses, and/or speech is read instead of prepared extemporaneously (may not have Preparation Outline in possession while presenting)

The “F” Speech Does NOT Fulfill the Assignment. Any one or set of the following deficiencies typically causes a grade of “F”:

Topic: Does not fit the requirement (see text and instructor for guidelines); and

Organization: Totally lacks coherence, and/or thesis is not stated in speech; and/or

Supporting Material: Is based entirely on unsupported opinion, and/or speaker fails to cite sources of evidence, and/or speaker uses one or more items of fabricated information, and/or

Computer-generated Visual Aids: Is not used or is inappropriate; and/or

Language: Is clearly inappropriate; and/or

Delivery: Is obviously unrehearsed.

*****COURSE POLICIES*****

Instructional Methods: A significant amount of the teaching in this course is done by YOU through the presentation, observation, and evaluation of in-class exercises and performances. You will learn communication skills by practicing them.

Attendance: There is also a strong, positive correlation between your attendance and my flexibility.

- Do not come to class if you are harboring an affliction that is contagious.
- Do not ask me, “Is it okay if I leave early” or, “Will I miss anything important?” If your circumstances require your absence or if you have other obligations that you must meet, I will understand but will not excuse your departure. **You are an adult and your choices (and the consequences) are your own.**
- I will excuse absences for official university business.

Attendance is required. Your first TWO unexcused absences are without penalty. If you do miss a class, it is your responsibility to get the information that was covered from Blackboard, your textbook and from one of your classmates. Do NOT ask me if you missed anything important.

- (1) Your third absence will lower your final grade by one letter grade (if you have a ‘B,’ you will have a ‘C’).

- (2) Each subsequent unexcused absence will drop you a letter grade.
- (3) An unexcused tardy (ten minutes late or more) is considered an absence.

Just so that we are clear, work conflicts, family obligations, personal trips that you had planned before/during/after signing-up for this class, being tired from previous evening activities, and faulty alarm clocks are **not** the type of events that fall into the category of excused absences. Use your two free absences for such events.

Given the importance of participation in this course, should you begin to struggle at any point during the semester due to personal reasons (unforeseen events like family emergencies, a significant illness, etc), please speak with your academic advisor. The University has many options to help students. The sooner you let your advisor know when something is wrong, the sooner (and better) the University can help you.

Absences on Exam and/or Presentation Days: Please note that an unexcused absences on exam or presentation days will result in a zero (0) being recorded for your grade. You must give your presentation/take your exam on the day it is scheduled. **NO EXCEPTIONS.**

Excused Absences: You will be given an excused absence when acting as an official representative of the University, provided you give me written verification from the faculty/staff supervisor of the event. For all other absences to be considered excused, **official documentation** must be submitted to me verifying the reason for your absence.

A student wishing to observe a religious holy day must notify me in writing at least 14 days prior to the classes scheduled on dates the student will be absent. For religious holy days that fall within the first two weeks of the semester, notice should be given on the first day of the semester.

Deadlines are on the syllabus. It is not my responsibility to offer reminders (although it is a courtesy I try to maintain). It is your responsibility to create a schedule for yourself to meet these deadlines. Assignments must be turned in at the beginning of class on the day they are due.

Assignments turned in after class on the due date are considered late. Late assignments are not accepted. In addition, the tentative course schedule does not allow flexibility in rescheduling presentations. Don't miss class on a day you are scheduled to speak. Unexcused absences on presentation or exam days and will be earn a grade of zero; **no make-ups will be granted.** If you miss an in-class activity for participation points, you will earn a zero for that assignment (unless you have a University excused absence).

Changes to the schedule may be made at my discretion and if circumstances require. It is your responsibility to note these changes when announced.

Readings must be completed **on the day they are assigned** on the course schedule. Be sure to read the book and take notes while reading. Lectures are intended to *complement* (not duplicate) that information.

Written Work (presentation preparation, essay assignments, etc.) must be in complete

sentences, edited for grammatical errors and typos, and **TYPED**. Failure to type any written portion of an assignment results in a 10% point deduction off the whole point value of that assignment. Since peer evaluations are due at the end of class they may be hand written. Any assignments completed in class as part of class participation may also be hand written.

Visual Aid Backups: You will often be required to design and deliver presentations using PowerPoint software and computer projection systems. While every effort is made to keep the equipment in working condition, on occasion the equipment may not work properly. Please be prepared: back up any visual aids (e-mail them to yourself, bring two flash drives, etc). Please also be prepared to present even if technology fails you.

Freedom of Expression: Each student is strongly encouraged to participate in class. In any classroom situation that includes discussion and critical thinking, there are bound to be many differing viewpoints. These differences enhance the learning experience and create an atmosphere where students and instructors alike will be encouraged to think and learn. On sensitive and volatile topics, students may sometimes disagree not only with each other but also with me. However, it is possible to disagree without being disrespectful—sneering, name-calling, questioning motives, and representing positions unfairly (“straw man”) aren’t good ways to disagree, even if in everyday life and in politics they are sometimes effective. It is expected that faculty and students will respect the views of others when expressed in classroom discussions.

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation. Angelo State University complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. If you suspect that you may have a disability (physical impairment, learning disability, psychiatric disability, etc.), please contact the Dean of Student Life and Student Services at 942-2191 If you need disability accommodations in this class, please see me as soon as possible.

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students." In other words, I cannot and will not speak to your parents about details of your grades and progress in this course without your written consent.

Academic Advising: The College of Arts and Sciences and Department of Communication and Mass Media require that students meet with a Faculty Advisor as soon as they are ready to declare a major. The Faculty Advisor will set up a degree plan, which must be signed by the student, faculty advisor, and the department chair. Communication and Mass Media majors who have questions about advising or declaring a major in the department, can call 942-

2031. Undeclared majors are supported by ASU's Center for Academic Excellence located in Library A312, and can be reached at 942-2710.

Academic Integrity: University standards regulating academic integrity (e.g., cheating, plagiarism, etc.) are strictly enforced. Infractions may result in a zero for the assignment or a failing grade in the course.

Plagiarism is a serious offense in this course. Using the words and ideas of others is borrowing something from those individuals. It is always necessary to identify the original source of supporting information; you must cite the source of any material, quoted or paraphrased, used in your presentation. The absence of this documentation constitutes *plagiarism* – a serious academic and professional offense. Proper documentation requires a bibliography of any outside texts you have consulted including both traditional sources and on-line sources.

Your responsibility as a speaker is to distinguish between what are *your* thoughts and ideas and what is not, and to credit those who have contributed to your presentation. Putting your name on a piece of work indicates that the work is *yours* and that the praise or criticism is due to *you* and no one else. Putting your name on a piece of work in which any part is not yours, is *plagiarism* – unless the borrowed thought or wording is clearly marked and the work is fully identified. Keep in mind that plagiarism is a form of theft. Taking words, phrasing, or sentence structure, or any other element of another person's ideas, and using them as if they were your own, is stealing. Simply paraphrasing the work of another without acknowledging the information source is also plagiarism. Merely restating another individual's ideas in different words does not make the ideas yours. ALL presentations are to be your original work. **Using speeches or presentations from previous semesters or other classes is still considered plagiarism. Unauthorized collaboration on presentations (with a student in your section or another student in a different section) is not allowed without prior approval from your instructor.**

If you are caught being dishonest, you will be given an "F" for the assignment and/or the course depending on the severity of the offense.

Please understand I do not tolerate plagiarism and will fail you for it, even if your plagiarism is unintentional. These standards may seem subtle, so feel free to ask if you have questions or concerns. Please see full Honor Code Policy at

http://www.angelo.edu/cstudent/documents/pdf/Student_Handbook.pdf

BOTTOM LINE: Academic dishonesty is understood as cheating, plagiarism, unauthorized collaboration, falsifying academic records, and any act designed to avoid participating honestly in the learning process. *Scholastic dishonesty also includes, but is not limited to, providing false or misleading information to receive a postponement or an extension on a test, quiz, or other assignment, and submission of essentially the same written assignment for two courses without the prior permission of the instructor.* By accepting this syllabus, you have agreed to these guidelines and must adhere to them. Scholastic dishonesty damages both the student's learning experience and readiness for the future demands of a work-career.

Tentative Daily Schedule

Changes to the schedule may be made at my discretion and if circumstances require. It is your responsibility to note these changes when announced (although I will do my best to ensure that you receive the changes with as much advanced notice as possible). **Readings** must be completed **for the day they are assigned** on the course schedule. Be sure to read the book and take notes while reading; lectures are intended to *complement* (not duplicate) that information.

DATE	READINGS
Mon., Aug. 25	Welcome! Introduction to the Course/to Each Other: Review syllabus, assignments, grading and class meet-and-greet.
Part One: Speaking and Listening	
Wed., Aug. 27	What IS rhetoric? (discuss homework findings) Chapter 1: Speaking in Public (Brief History of Public Speaking and Introduction to Communication)
Mon., Sept. 1	Labor Day – No Class
Wed., Sept. 3	Chapter 2: Ethics and Public Speaking
Mon., Sept. 8	Chapter 3: Listening ***In-class Quiz #1: how well do you <i>listen</i> ?*** Group Assignments/Community Partners Assigned
Part Two: Speech Preparation: Getting Started	
Wed., Sept. 10	***In-class Quiz #2: Chapters 1 and 2*** Introduction to the Informative Speech Project. Chapter 4: Giving Your First Speech Chapter 15: Speaking to Inform Chapter 5: Selecting a Topic and a Purpose
Mon., Sept. 15	Meet with Community Partner! ☺
Wed., Sept. 17	LIBRARY DAY with Sarah Schmidt! Chapter 7: Gathering Materials Chapter 8: Supporting Your Ideas
Part Three: Speech Preparation: Organizing & Outlining	

Mon., Sept. 22	Chapter 9: Organizing the Body of the Speech Chapter 10: Beginning and Ending the Speech Chapter 11: Outlining the Speech
Wed., Sept. 24	Workshop Day
Mon., Sept. 29	Workshop Day
Part Four: Presenting the Speech	
Wed., Oct. 1	Chapter 13: Delivery Chapter 14: Using Visual Aids
FRIDAY QUIZ	***Quiz #3 on BB (Informative Speaking/Research/Audience Analysis and Organization). Opens after class Wed. Due Sunday, October 5 th by midnight.***
Mon., Oct. 6	Workshop Day: Come to class prepared with a draft/delivery questions, etc.
Wed., Oct. 8	Informative Speeches (Groups 1 and 2)
Mon., Oct. 13	Informative Speeches (Groups 3 and 4)
Wed., Oct. 15	Informative Speeches (Group 5)
Part Five: Persuasive Speaking	
Mon., Oct. 20	Introduction to the Persuasive Speech Project. Chapter 16: Speaking to Persuade
Tuesday, Oct. 21st: Extra Credit! 7pm Dave Carroll Presentation (Details TBA)	
Wed., Oct. 22	Organizing your persuasive speech/ Types of Reasoning & Fallacies
Mon., Oct. 27	Chapter 12: Using Language
Wed., Oct. 29	Workshop Day
Mon., Nov. 3	Workshop Day
Wed., Nov. 5	Workshop Day
Friday Quiz	***Quiz #4 on BB over Persuasive Unit. Opens after class Wed. Due Sunday, November 9 th by midnight.***
Mon., Nov. 10	Persuasive Speech Presentations (Groups 4 and 5)
Wed., Nov. 12	Persuasive Speech Presentations (Groups 2 and 3)

Mon., Nov. 17	Persuasive Speech Presentations (Group 1) Class Discussion: Putting Together Your Final Project for Your Community Partner
Part Six: Community Partner Presentation	
Wed., Nov. 19	Group Workshop (note: you will have a sub today; Dr. B. is in Chicago for the National Communication Association conference; will return Sunday, Nov. 23 rd)
Mon., Nov. 24	Group Workshop
Wed., Nov. 26	Group Workshop
Mon., Dec. 1	Group Workshop
Wed., Dec. 3	Group Workshop Reflection Paper Due
Mon., Dec. 8 1:00- 3:00pm	Final Exam Period: Community Partner Presentations (all groups present)