



# COMM 131: Public Speaking

Department of Communication Studies  
Towson University / Spring 2023

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Section 006: Meets Tuesdays & Thursdays @ 9:30 a.m. – 10:45 a.m. in VB 203  
Section 007: Meets Tuesdays & Thursdays @ 11:00 a.m. – 12:15 p.m. in VB 213  
Section 012: Meets Tuesdays & Thursdays @ 2:00 p.m. – 3:15 p.m. in VB 200

## Contact Information

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on campus (or by appointment)

## Course Overview

### Course Description

Perspectives of rhetoric and public speaking, investigating contemporary American experiences, delivering and critiquing speeches. Fulfills Towson University Gen Ed IIB3 and Core Requirement 5 – Arts and Humanities (Towson University Undergraduate Catalogue 2015-2016).

### Course Learning Outcomes

At the end of the course the student should be able to:

1. Gain an understanding of the process of human communication.
2. Increase proficiency and confidence in public speaking situations.
3. Improve proficiency in both listening and the critical evaluation of messages.
4. Augment practical research capabilities.
5. Understand, structure, and analyze the components of persuasive messages.

University Core #5 Course Objectives:

1. Discuss the context and structures of cultural traditions [in terms] of literature, art, music, culture, or society.
2. Describe important movements and processes that have affected the cultural heritage of a particular group.
3. Use methodologies associated with the study of cultural traditions in the arts and humanities to reflect on the experiences of a particular society.
4. Engage in a critical assessment of how the student's own experience has been affected by particular cultural traditions in the arts and humanities.

University Gen Ed IIB3 Course Objectives:

1. Gain an understanding of the process of human communication.
2. Increase proficiency and confidence in public speaking situations.
3. Improve proficiency in both listening and the critical evaluation of messages.
4. Augment practical research capabilities.
5. Understand, structure, and analyze the components of persuasive messages.

The Communication Studies major is designed to provide you with the coursework to successfully master the following nine student learning outcomes. In this course, we will focus on those bolded and italicized.

Student Learning Outcomes for COMM Major:

1. Describe the communication discipline and its central questions.
2. **Employ communication theories, perspectives, principles, and concepts.**
3. Engage in communication inquiry.
4. **Create messages appropriate to audience, purpose, and context.**
5. **Critically analyze messages.**
6. **Demonstrate the ability to accomplish communicative goals.**
7. **Apply ethical communication principles and practices.**
8. **Utilize communication to embrace difference.**
9. **Influence public discourse.**

The Communication Studies major will prepare you for your post-graduation plans and aims to provide you with the following career-ready skills. In this course, we will focus on those bolded and italicized.

Career Ready Skills for COMM Major:

1. **Critical thinking/problem solving**
2. **Oral/written communication**
3. Teamwork/collaboration
4. Digital technology
5. Leadership
6. **Professionalism/work ethic**
7. Career management
8. **Global/intercultural fluency**

## Course Materials

It is required that you have a reliable Internet connection in order to access Connect, the online platform, and complete online assignments. Purchasing the online version of the textbook is mandatory, so please carefully read the direct access information below.

Lucas, S. E. (2012). *The art of public speaking* (13<sup>th</sup> ed.). New York: McGraw-Hill.

**Direct Access Text** - When you register for this class the course materials (textbook & reading assignments) are delivered electronically through the McGraw-Hill publisher. The materials are available to every student for free for the first week of class, and if you remain in the class your student account will be charged.

We will be using Connect, a companion learning system to the Lucas textbook, which comes with your course materials purchase. You are not just purchasing the book, but also the learning system where many of your assignments are completed. If you have a financial hardship with this purchase, please let your instructor know right away.

If you can't access the course materials, please do not hesitate to contact any of the resources below:

- Towson UStore: 410.704.4391 | [directaccess@towson.edu](mailto:directaccess@towson.edu)
- McGraw-Hill Connect Digital Technical Support: 1-800-331-5094 or <https://mhedu.force.com/CXG/s/ContactUs>

## Course Mode

This course is scheduled to take place in-person on campus. During scheduled class times we will discuss public speaking skills, engage in activities to practice those skills, and discuss upcoming speeches and assignments. You will be expected to spend time each week outside of class reading textbook chapter content, completing Smartbook Modules online, researching and preparing material for your speeches, meeting with mentors in the Public Communication Center, and completing other assignments. This course mode is an example of a flipped classroom, meaning that students are to engage in reading and learning of textbook content outside of class, so that when classes are held, activities can be used to reinforce content and allow students to practice and build public speaking skills. This class is not being offered as an online or hybrid class, and cannot be successfully completed without physically attending class.

# Course Requirements, Grading, and Evaluation

## Grades

Graded Components	Contribution to Overall Grade	Due Dates
<b>Informative Speech #1</b> (LO 1, 2; Core 5)	100 pts	Speech days: Feb. 28, Mar. 2, & Mar. 7
<b>Informative Speech #2</b> (LO 1, 2)	150 pts	Speech days: Apr. 4, Apr. 6, & Apr. 11
<b>Persuasive Speech</b> (LO 1, 2, 3, 4, 5)	175 pts	Speech days: May 9, May 11, & May 16
<b>Critique of Speech</b> (LO 3)	35 pts	April 30
<b>Library Module Quiz</b> (LO 4)	20 pts	March 17
<b>Skills-Based Graded Activities</b> (LO 1, 2, 3, 4, 5)	100 pts	See Course Schedule
<b>Smart Book Modules</b> (LO 1, 2, 3, 4, 5)	170 pts	See Course Schedule
<b>Total</b>	750 pts	

The following scale will be used to determine grades:

Grade	Points	Percent
<b>A</b>	750-709	100-95%
<b>A-</b>	708-671	94-90%
<b>B+</b>	670-649	89-87%
<b>B</b>	648-626	86-84%
<b>B-</b>	625-596	83-80%
<b>C+</b>	595-574	79-77%
<b>C</b>	573-521	76-70%
<b>D+</b>	520-499	69-67%
<b>D</b>	498-446	66-60%
<b>F</b>	445-0	59-0%

## Grading Criteria

- **“A”** grade indicates that the work meets and well exceeds basic minimum requirements for the assignment. Written work and speeches are thorough, thoughtful, and free of errors.
- **“B”** grade indicates that the work meets and somewhat exceeds basic minimum requirements for the assignment. Written work and speeches are good, but not exceptional. Work is organized and clear, but contains several minor errors and could be more thoughtful, thorough, and/or interesting.
- **“C”** grade indicates that the work meets the basic minimum requirements for the assignment. Written work and speeches may be good, but contain many structural, delivery, and/or grammatical errors. Work is somewhat wordy, disorganized, vague, awkward, or confusing.
- **“D”** grade indicates that the work does not meet the basic minimum requirements for the assignment. There may be many grammatical, delivery, and/or structural errors.
- **“F”** grade indicates that the work is severely deficient in meeting the basic minimum requirements for the assignment. Written work and speeches are confusing, incomplete, inaccurate, and/or outside the assignment guidelines. Uncited assignments will receive an “F”.

## Graded Components

### Skills-Based Activities

There are activities to support multiple speaking and critiquing skills that will be part of the class experience. Public speaking is not only about giving speeches, but actively speaking in class as part of a discussion, and contributing to the learning experience of others. These activities will be graded.

## Smartbook Modules

Assignments called Smartbook modules are given through Connect that cover content from each chapter of the textbook covered in class. These modules require you to read the assigned chapters and answer various multiple-choice questions. Each chapter module is worth 10 points, which are earned for completing them. If you do not read the chapters first, it will take longer to complete them. **Smartbook Modules may not be made up after assigned due dates pass.** This policy is in place to be sure you read the chapters that are associated with what we are covering in class at the same time.

## Library Module & Quiz

In place of Ch. 7 on research, the librarian for the Comm. Studies Dept. has prepared a tutorial presentation, an online course guide, and other resources to help students find credible research to use while developing the speeches for this course. The library module is on blackboard, along with a 20-point quiz to check your knowledge. Use the content in this module to guide you as you do research, and contact our librarian for any research help you need. You will be required to use TU Library databases to find credible sources.

## Critique of Speech

You will critique one of your classmate's formal speeches. You will be graded based on how well you address concepts from the textbook, and from class lessons and discussions, and by how well you recommend how the speech could be improved. Your classmates will not see this critique, because it is meant to evaluate your ability to recognize strengths and weaknesses in speeches you hear. All speech rubrics are included in this syllabus, and are posted on Blackboard, and the critique is worth 35 points.

## Informative Speech (Formal Speech #1)

Based on your own experiences, you will present a clear, organized, informative speech to the class by concentrating on the structure of your message, by developing a logical thought progression, and by using effective delivery/performance techniques. The topic you choose must relate to your **cultural heritage** and traditions, which can include anything in your life that you feel has shaped you as a person and influenced your ideas. Think about your own identity, and what makes up that identity for you.

**Appropriate topics that previous students have used:** Islamic holidays, cultural wedding traditions, attending Catholic school, Mennonite traditions, keeping Kosher, the gay pride movement, living with a learning disability, cultural significance of African American hair, how sports build family confidence, cultural impact of hip-hop music, influence of internet on childhood, growing up as an only child, etc. Topics must be submitted and approved before final speech preparations begin.

This speech should be 4-5 minutes and will be delivered to the class audience during class time. The speech must include material from at least 2 credible sources. You will turn in an outline with in-text citations and an APA formatted references page. You must orally cite each one of your sources during your speech. You must visit the Public Communication Center (PCC) and meet with a mentor several days prior to delivering your speech. If you choose not to visit the PCC, or procrastinate until there are no available appointments, you will miss out on 10 points toward your speech, as shown on the speech rubric. Making use of this University resource is an important part of this class. Once you make an appt with the PCC, if you are a no-show without sending an email to cancel your appt in advance, you may be unable to use the PCC for future speeches. It is critical that you keep the appts you make. This speech is worth 100 points.

- Speech topics, PCC appts, and submission of speech outlines have specific due dates, so check the schedule to see when those dates are.
- If your speech topic is submitted late then 5 points will be deducted from your speech grade. If your PCC appt is late you will only receive half of the points for this requirement. No after-speech PCC visits will be accepted for credit.
- If your outline is submitted late then 5 points will be deducted from your speech grade, and if you do not submit an outline, you may not give your speech, and will receive a 0.
- If you do not submit all 3 speech assignments and give all 3 speeches in class on your assigned speaking day, you will fail the course.

## Informative Speech (Formal Speech #2)

This speech is specific to something you are passionate about. Your topic should revolve around and promote the furthering of a substantive issue of societal importance. This speech is not about you, rather the topic is related to you in a way that allows you to share your personal knowledge and/or experience. It is not an opinion-based speech. You are not trying to convince your audience that you are “right” on an issue. Rather, you are informing the audience on the issue you’ve selected. You will work on developing a clear, organized, informative speech. Concentrate on the development and structure of your message and effective delivery/performance techniques. These speeches will be given to the class audience live during class time.

**Appropriate topics that previous students have used:** Effects of world hunger, the foster care system, racial profiling, Black Lives Matter movement, dance as both an artform and a sport, disaster preparedness, dangers of climate change, mass incarceration in the US, the poisoning of our planet, dangers of unrealistic beauty standards, post-traumatic stress, the reselling business, distribution of wealth, benefits of home-schooling. Topics must be submitted and approved before final speech preparations begin.

This speech should be 4-5 minutes long. The speech must include material from at least 3 credible sources, as well as 2-3 visual aids. You will turn in an outline with in-text citations and an APA formatted references page. You must orally cite each one of your sources during your speech. You must visit the Public Communication Center (PCC) and meet with a mentor prior to delivering your speech. If you choose not to visit the PCC, or procrastinate until there are no available appointments, you will miss out on 10 points toward your speech, as shown on the speech rubric. Making use of this University resource is an important part of this class. Once you make an appt with the PCC, if you are a no-show without sending an email to cancel your appt in advance, you may be unable to use the PCC for future speeches. It is important to respect the time of the PCC mentors and keep the appts you make.

- Speech topic submissions, PCC appts, and submission of speech manuscripts have specific due dates, so check the schedule to see when those dates are.
- If your speech topic is submitted late then 5 points will be deducted from your speech grade. If your PCC appt is late you will only receive half of the points for this requirement. No after-speech PCC visits will be accepted for credit.
- If your manuscript is submitted late, you will have 7 points deducted from your speech grade, and if you do not submit a manuscript, you may not give your speech, and will receive a 0.
- If you do not submit all 3 speech assignments and give all 3 speeches in class on your assigned speaking day, you will fail the course.

## Persuasive Speech (Formal Speech #3)

This speech is a persuasive speech. Your goal is to explain your position on a proposition of policy and argue that your position is the one your audience should adopt to some degree. You must justify your position on the topic by building a case using ethos (credibility), pathos (emotional appeals) and logos (logic and reasoning). Your topic must be substantial and one of cultural/societal importance. Focus on the development and structure of your message using either the Problem/Cause/Solution format or Monroe’s Motivated Sequence. Give attention to the language utilized in the speech, and effective delivery/performance techniques. Focus on your extemporaneous speaking and your call to action.

**Appropriate topics that previous students have used:** legalizing prostitution, reducing effects of global warming, college professors should not take attendance, the US should implement a Universal Basic Income, tattoos should not prevent people from getting jobs, cryptocurrency is dangerous. Topics must be submitted and approved before final speech preparations begin.

This speech should be 5-6 minutes long and will be delivered to the class audience during class time. The speech must include material from 4 credible sources, as well as 3-4 visual aids. You will turn in an outline with in-text citations and an APA references page. You must visit the Public Communication Center (PCC) and meet with a mentor several days prior to delivering your speech. If you choose not to visit the PCC, or procrastinate until there are no available appointments, you will miss out on 15 points toward your speech, as shown on the speech rubric. Making use of this University resource is an important part of this class. Once

you make an appt with the PCC, if you are a no-show without sending an email to cancel your appt in advance, you may be unable to use the PCC for future speeches. It is critical that you keep the appts you make.

- Speech topic submissions, PCC appts, and submission of speech outlines have specific due dates, so check the schedule to see when those dates are.
- If your speech topic is submitted late then 5 points will be deducted from your speech grade. If your PCC appt is late you will only receive half of the points for this requirement. No after-speech PCC visits will be accepted for credit.
- If your outline is submitted late, you will have 10 points deducted from your speech grade, and if you do not submit an outline, you may not give your speech, and will receive a 0.
- If you do not submit all 3 speech assignments and give all 3 speeches in class on your assigned speaking day, you will fail the course.

## Communication Guidelines & Expectations

This is what I commit to do throughout this semester in regard to communication:

- I will hold office hours every week.
- I will send weekly emails with reminders.
- I will engage with you during classes.
- I will teach you the content of this course in a variety of ways.
- I will respect you and anything you want to discuss with me.
- I will listen to you as often as you need me to.
- I will be considerate of the pandemic circumstances that may impair learning, and make reasonable accommodations if I am able.

This is what I ask you to commit to do throughout this semester in regard to communication:

- You will make appts to meet with me during office hours as needed, and if you miss class.
- You will read my weekly emails and follow through with the reminders.
- You will engage with me and with your classmates during all classes.
- You will take responsibility for your learning of the content and ask questions if needed.
- You will respect me and speak kindly during all emails and meetings.
- You will listen to me as often as I need you to.
- You will be considerate of the pandemic circumstances that may make teaching extra challenging for me, and not ask for unreasonable accommodations.

On occasion I have had a student that does not email me, does not come to office hours, does not ask questions about an assignment, and does not take me up on offers to review work before it is turned in. Then near the end of the semester when this student does not like the grade they have, they begin to email me frantically with accusations of lack of support, name calling, and aggressive language against me. This is inappropriate, hurtful, and not necessary. I will always do my part to communicate with you, but you must also do your part by communicating with me along the way, and not procrastinating, which leads to poor quality of work. Take personal responsibility for your grade, for your communication, and for your behavior. Thank you.



## Grading Criteria/Rubrics

### Informative Speech Rubric

Evaluative Concept	Excellent	Good	Average	Below Average	Poor	Missing
<b>SPEECH PREPARATION</b>						
<b>PCC</b> - The student visited the PCC and reviewed the speech prior to its delivery. Student went to appt prepared, was respectful, and asked questions to seek specific advice.	10	8	6	4	2	0
<b>Outline</b> - The outline is in full-sentences with in-text citations and a references page in APA format (use template).	10	8	6	4	2	0
<b>CONTENT</b>						
<b>Language Choice</b> - Free of serious grammar & word choice errors. Speaker uses language accurately, clearly, vividly, appropriately, and inclusively.	5	4	3	2	1	0
<b>Thesis</b> - The student uses a strong thesis statement within the framework of the topic assigned, previewing all main points.	5	4	3	2	1	0
<b>Introduction</b> - The introduction contains a strong attention-getter, a clear thesis statement that relates the topic to the audience, an explanation of speaker credibility, and a preview statement that outlines the main points in the speech.	10	8	6	4	2	0
<b>Main Points</b> - The main points are identifiable compelling claims, support the thesis, and are well developed using a variety of supporting material.	5	4	3	2	1	0
<b>Supporting Material</b> - The supporting material utilized in the speech is highly credible and the sources used strengthen the information in the speech. At least 2 credible sources are required for this speech.	5	4	3	2	1	0
<b>Oral Citations</b> - The speech contains oral citations for each source used that includes the author, year, and credibility factor relevant to the citation.	5	4	3	2	1	0
<b>Transitions</b> - The speaker uses transitions to indicate when they are moving to each new point and uses nonverbal cues to reinforce the transitions.	5	4	3	2	1	0
<b>Organization</b> - The speech has an identifiable organizational pattern and flows in a logical way.	5	4	3	2	1	0
<b>Conclusion</b> - The conclusion begins with a clear transition, reviews the main points, restates the thesis, and closes in an engaging way.	10	8	6	4	2	0
<b>DELIVERY</b>						
<b>Vocalics</b> - The speaker can be heard and understood throughout the speech and vocal variety is used to keep audience attention. The speaker uses pronunciation, articulation, volume, pitch, rhythm, rate, tone, and strategic pauses to strengthen speech delivery.	5	4	3	2	1	0
<b>Nonverbal Consistency</b> - The speaker uses gestures, movement, and facial expressions to enhance the speech and maintain audience attention.	5	4	3	2	1	0
<b>Extemporaneous</b> - The speaker delivers the speech in an extemporaneous way, using notecards sparingly, and displays a poise and confidence indicative of a well-practiced speech. Strong eye contact with the audience is maintained and the speaker does not read from their preparation outline.	10	8	6	4	2	0
<b>Time</b> - The speech is 4-5 minutes long.	5	4	3	2	1	0
<b>TOTAL</b>	<b>100</b>	<b>80</b>	<b>60</b>	<b>40</b>	<b>20</b>	<b>0</b>



## Informative Speech #2 Rubric

Evaluative Concept	Excellent	Good	Average	Below Average	Poor	Missing
<b>SPEECH PREPARATION</b>						
<b>PCC</b> - The student visited the PCC and reviewed the speech prior to its delivery. Student went to appt prepared, was respectful, and asked questions to seek specific advice.	10	8	6	4	2	0
<b>Outline</b> - The outline is in full-sentences with in-text citations and a references page in APA format (speaker uses template).	10	8	6	4	2	0
<b>CONTENT</b>						
<b>Language Choice</b> - Free of serious grammar & word choice errors. Speaker uses language accurately, clearly, vividly, appropriately, and inclusively.	5	4	3	2	1	0
<b>Thesis</b> - The student uses a strong thesis statement within the framework of the topic assigned, previewing all main points.	10	8	6	4	2	0
<b>Introduction</b> - The introduction contains a strong attention-getter, a clear thesis statement that relates the topic to the audience, an explanation of speaker credibility, and a preview statement that outlines the main points in the speech.	10	8	6	4	2	0
<b>Main Points</b> - The main points are identifiable compelling claims, support the thesis, & are well developed using a variety of supporting material.	10	8	6	4	2	0
<b>Supporting Material</b> - The supporting material is highly credible and the sources used strengthen the information in the speech. At least 3 credible sources are used.	10	8	6	4	2	0
<b>Oral Citations</b> - The speech contains oral citations for each source used that includes the author, year, and credibility factor relevant to the citation.	10	8	6	4	2	0
<b>Transitions</b> - The speaker uses transitions to indicate when they are moving to each new point and uses nonverbal cues to reinforce the transitions.	10	8	6	4	2	0
<b>Organization</b> - The speech has an identifiable organizational pattern and flows in a logical way.	10	8	6	4	2	0
<b>Conclusion</b> - The conclusion begins with a clear transition, reviews main points, restates thesis, and closes in an engaging way.	10	8	6	4	2	0
<b>DELIVERY</b>						
<b>Vocalics</b> - The speaker can be heard & understood throughout speech and vocal variety is used to keep audience attention. The speaker uses pronunciation, articulation, volume, pitch, rhythm, rate, tone, & strategic pauses to strengthen the speech delivery.	10	8	6	4	2	0
<b>Nonverbal Consistency</b> - The speaker uses gestures, movement, and facial expressions to enhance the speech and maintain audience attention.	10	8	6	4	2	0
<b>Extemporaneous</b> - The speaker uses notecards sparingly, and displays a poise and confidence indicative of a well-practiced speech. Strong eye contact with the audience is maintained & the speaker does not read directly from the preparation outline.	10	8	6	4	2	0
<b>Visual aids</b> - Visual aids enhance the interest & clarity of speech. Speaker uses 2-3 visual aids strategically throughout speech.	10	8	6	4	2	0
<b>Time</b> - The speech is 4-5 minutes long.	5	4	3	2	1	0
<b>TOTAL</b>	<b>150</b>	<b>120</b>	<b>90</b>	<b>60</b>	<b>30</b>	<b>0</b>

## Persuasive Speech Rubric

Evaluative Concept	Excellent	Good	Average	Below Average	Poor	Missing
<b>SPEECH PREPARATION</b>						
<b>PCC</b> - The student visited the PCC and reviewed the speech prior to its delivery. Student went to appt prepared, was respectful, and asked questions to seek specific advice.	15	12	9	6	3	0
<b>Outline</b> - The outline is in full-sentences with in-text citations & a references page in APA format (use template).	10	8	6	4	2	0
<b>CONTENT</b>						
<b>Value/Policy</b> – The topic is a proposition of value or a value of policy.	5	4	3	2	1	0
<b>Language Choice</b> - Free of serious grammar & word choice errors. Speaker uses language accurately, clearly, vividly, appropriately, and inclusively.	5	4	3	2	1	0
<b>Thesis</b> - The student uses a strong thesis statement within the framework of the topic, previewing all main pts.	10	8	6	4	2	0
<b>Introduction</b> - The introduction contains a strong attention-getter, a clear thesis statement that relates the topic to the audience, an explanation of speaker credibility, and a preview statement that outlines the main points.	10	8	6	4	2	0
<b>Main Points</b> - The main pts are identifiable, support thesis, & are well developed using a variety of supporting material.	10	8	6	4	2	0
<b>Supporting Material</b> - The supporting material utilized in the speech is highly credible and the sources used strengthen the information in the speech. There are 4 sources required for this speech.	10	8	6	4	2	0
<b>Oral Citations</b> - The speech contains oral citations for each source and includes the author, year, and credibility factor relevant to the citation.	10	8	6	4	2	0
<b>Transitions</b> - The speaker uses transitions to indicate when they are moving to each new point and uses nonverbal cues to reinforce the transitions.	5	4	3	2	1	0
<b>Organization</b> - The speech is organized using either Problem/Cause/Solution or Monroe's Motivated Sequence.	10	8	6	4	2	0
<b>Conclusion</b> - The conclusion begins with a clear transition, reviews main points, restates thesis, and closes in an engaging way.	10	8	6	4	2	0
<b>PERSUASIVENESS</b>						
<b>Ethos</b> - The student builds their credibility effectively to persuade their audience.	5	4	3	2	1	0
<b>Logos</b> - The student uses logic and reasoning effectively to persuade their audience.	5	4	3	2	1	0
<b>Pathos</b> - The student uses emotional appeal effectively to persuade their audience.	5	4	3	2	1	0
<b>Call to Action</b> - The student includes a realistic call to action that asks the audience to do something substantial.	5	4	3	2	1	0
<b>DELIVERY</b>						
<b>Vocalics</b> - The speaker can be heard and understood throughout the speech and vocal variety is used to keep audience attention. The speaker uses pronunciation, articulation, volume, pitch, rhythm, rate, tone, and strategic pauses to strengthen the speech delivery.	10	8	6	4	2	0
<b>Nonverbal Consistency</b> - The speaker uses gestures, movement, and facial expressions to enhance the speech and maintain audience attention.	10	8	6	4	2	0
<b>Extemporaneous</b> - The speaker delivers the speech using notecards sparingly, and displays a poise and confidence indicative of a well-practiced speech. Strong eye contact with the audience is maintained and the speaker DOES NOT read from their preparation outline.	10	8	6	4	2	0
<b>Visual aids</b> - Visual aids enhance the interest and clarity of the speech. A total of 3-4 visual aids is required.	10	8	6	4	2	0
<b>Time</b> - The speech is 5-6 minutes long.	5	4	3	2	1	0
<b>TOTAL</b>	<b>175</b>	<b>140</b>	<b>105</b>	<b>70</b>	<b>35</b>	<b>0</b>

# Course and University Policies

## University Attendance and Absence Policy

For coursework:

- It is the policy of the university to excuse the absences of students for the following reasons:
  - illness or injury when the student is unable to attend class
  - death of a family member (see the [Student Bereavement Procedure](#) on the website)
  - religious observance that prevents student from attending class
  - participation in university activities at the request of university authorities (e.g., Intercollegiate Athletics, Forensics Team, Dance Company, etc.)
  - compelling verifiable circumstances beyond the control of the student
- The exceptional circumstances presented by the COVID pandemic create the potential for additional flexibility in qualifying absences as excused. Such extenuations might include: absences related to extended illness, quarantine, caring for family members, childcare, or urgent job concerns related to financial need, emergency situations, or food insecurity.

## Instructor Specific Attendance, Absence, & Additional Policies (MOST IMPORTANT SECTION IN SYLLABUS TO READ)

- There will be days when you can use your laptop in class to do research or participate in activities, but otherwise laptops may not be used for notetaking or anything else during class. The instructor may ask students to leave the classroom if this policy is not followed. Do not text or listen to headphones during class – it's rude. All devices must be in silent mode and packed away during class.
- Late work can lead to a snowball of missed assignments. Budget your time so you can complete all your work without getting behind. I will accept late work under special circumstances only, and with open communication, however, 10% grade deductions will apply to each day an assignment is late.
- Due dates for submitting speech topics, PCC visits, and submitting speech outlines or manuscripts are posted for each speech. If topics are submitted late, 5 points will be deducted from your speech grade. If PCC visits are late, ½ of those points (5-7.5 pts) will be deducted, and if outlines or manuscripts are late, 5-10 points will be deducted from your speech grade. If you do not submit an outline, you may not give your speech and will receive a 0. Speeches can only be made up or pushed to a later date with verifiable excused absences. Always plan to give your speech on the assigned day.
- All 3 formal speeches must be submitted and presented in class on assigned speaking days. If you do not complete all 3 speeches you fail the course, regardless of the points you accumulate otherwise.
- Makeup work, for excused absences only, must be submitted within 48 hours of an absence or documented emergency, unless otherwise communicated with the instructor.
- Participation in class is crucial to your success. This course is following a flipped classroom format, which means that all reading of content is to be done outside of the classroom, and activities/skills practice will dominate the in-classroom experience. You cannot do your best in this course if you are not physically in class to participate. The instructor reserves the right to deduct points from final grades if students show a continued lack of participation, up to 5 pts per class day.
- Two unexcused absences are allowed in this course, but 10 pts will be deducted from final grades for each additional unexcused absence. After your 6<sup>th</sup> unexcused absence, you fail the course. **It is not possible to succeed in this course if you are not physically in class.**
  - If you come late to class, or leave early 3 times, you will receive one unexcused absence.
  - Communication with me should be clear & initiated in advance of any missed classes.
- I will provide feedback on all assignments within 10 days of submission, and I will respond to all emails within 24 hours on weekdays. Please be patient and contact me again if too many days pass and you have not received a response. I work hard not to miss a single email, but it can happen.
- If you have a concern or a question regarding a grade you received for any assignment, send me an brief email explaining the concern and request an in-person meeting. No grades will be discussed in detail over email.

## Academic Integrity Policy

All student work including assignments, presentations, and tests must adhere to the university's Student Academic Integrity Policy <http://towson.edu/studentaffairs/policies/>. The policy addresses such academic integrity issues as plagiarism, fabrication, falsification, cheating, complicity in dishonesty, abuse of academic materials, and multiple submissions. Penalties to violation of academic integrity ranges from F for the assignment to F for the course, in addition to a report filed in the Office of Student Conduct and Civility Education. The Communication Studies department does not tolerate plagiarism or cheating on assignments, tests, or papers. If I find you cheating or committing plagiarism (even if you do not realize you are doing it), you will receive an F in this course. It is up to you to know the policies and to abide by them. If you have any concern about what plagiarism is, please speak to your instructor.

## Copyright

The lectures, activities, and course materials, including, but not limited to power point presentations, tests, outlines, and similar materials, are protected by copyright. Your instructor is the exclusive owner of copyright for the materials they create. You may take notes and make copies of course materials for your own use; however, you may not, nor may you allow others to, reproduce or distribute lecture notes and course materials publicly whether or not a fee is charged without the instructor's express written consent.

## Course Repeat Policy

Students may not repeat a course more than twice without the permission of the Academic Standards Committee. <https://www.towson.edu/registrar/grades/third-attempt-course.html>

## Civility Code

COFAC places a priority on learning. We value the inherent worth and dignity of every person, thereby fostering a community of mutual respect. Students have the right to a learning environment free of disruptive behaviors and offensive comments. Faculty have the right to define appropriate behavioral expectations in the classroom and expect students to abide by them. Faculty have the responsibility to manage and address classroom disruption. We believe that in order to achieve these ideals, all COFAC students, staff, and faculty are expected to exhibit and practice civil behaviors that exemplify: (1) respecting faculty, staff, fellow students, guests, and university property, policies, rules and regulations; (2) taking responsibility for one's choices, actions and comments; (3) delivering correspondence—verbal, nonverbal, written, or electronic—with respectful language and professional writing standards and etiquette; and (4) accepting consequences of one's choices and actions. The use of offensive, threatening or abusive language, writing, or behavior will not be tolerated and can lead to academic dismissal.

Examples demonstrating civility in the classroom as a student include:

- Being respectful of the professor and other students.
- Not texting or using cellular phones and other electronic devices.
- Not using your laptop for activities other than class work.
- Not eating or drinking in class.
- Not reading newspapers or listening to music during the class.
- Not sleeping in class.

Examples demonstrating civility in the classroom as a faculty member include:

- Being respectful of the students.
- Attempting to understand individual student needs and learning styles.
- Discussing civil behavioral expectations during the first class.
- Taking time to talk with students whose behaviors negatively affect the classroom.
- Encouraging students to follow your civil behavior.

## Sexual Harassment Policy

TU is committed to complying with the University System of Maryland (the "System" or "USM") Policy on Sexual Harassment, BOR VI-1.20. This policy prohibits sexual harassment by any member of the University community. Sexual harassment may also violate criminal and/or civil laws of MD and the United States.

## Title IX Statement

Towson University (TU) is committed to ensuring a safe, productive learning environment on our campus that does not tolerate sexual misconduct, including harassment, stalking, sexual assault, sexual exploitation, or intimate partner violence [Policy 06.01.60]. There are resources available if you or someone you know needs assistance. You may speak to a member of university administration, faculty, or staff, but keep in mind that they have an obligation to report the incident to the Title IX Coordinator. It is a goal that you feel able to share information related to your life experiences in classroom discussions and in one-on-one meetings. However, it is required to share information with the Title IX Coordinator regarding disclosures, but the information will be kept private to the greatest extent possible. If you want to speak to someone who is permitted to keep your disclosure confidential, please seek assistance from the TU Counseling Center 410-704-2512 to schedule an appointment, and locally within the community at TurnAround, Inc., 443-279-0379 (24-hour hotline) or 410-377-8111 to schedule an appointment.

## Liability Statement

In all assignments, students must comply with all laws and the legal rights of others (e.g., copyright, obscenity, privacy and defamation) and with all Towson University policies (e.g., academic dishonesty). Towson University is not liable/responsible for the content of any assignments, regardless of where they are posted.

## Sexual Assault, Rape, and Title IX (an additional note)

The U.S. Department of Justice "Campus Sexual Assault Study" (2007) found that 1 in 5 women and 1 in 16 men are targets of attempted or completed sexual assault while in college, and that statistic necessitates a more comprehensive approach in and out of the classroom to address this serious issue. Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been sexually harassed, sexually assaulted, or raped, you can find the appropriate resources on campus and in the community in the following locations:

- University Police: Public Safety Building; 410-704-4444
- The Counseling Center: Health & Counseling Centers at Ward & West, 410-704-2512
- Rape, Abuse & Incest National Network 24 Hour Hotline: 1-800-656-HOPE (4673)
- Turnaround, Inc. (the local rape crisis center): 8503 LaSalle Road, 2<sup>nd</sup> Floor, Towson; 410-279-03

## Basic Needs Security Statement

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, is urged to contact the Dean of Students for support at [studentaffairs@towson.edu](mailto:studentaffairs@towson.edu). You can also visit the [TU FoodShare page](#) and email [foodshare@towson.edu](mailto:foodshare@towson.edu) to make an appointment to visit the food pantry. Furthermore, please notify the professor if you are comfortable doing so. This will enable them to provide any additional resources.

## Student Support Funds

The Towson University Foundation has created the Student Emergency Fund, which has some funds available to assist students in various ways. The fund is for "TU students who are experiencing an exceptional financial crisis that impedes their academic progress and success". For more information, visit their [website](#).

## Weapons

To promote a safe and secure campus, Towson University prohibits the possession or control of any weapon while on university property. See the university policy at <http://www.towson.edu/studentaffairs/policies/>.

## Emergencies

In the event of a University-wide emergency, course requirements deadlines and grading schemes are subject to changes that may include alternative delivery methods, alternative methods of interaction with the instructor, class materials, and/or classmates, a revised attendance policy, and a revised semester calendar and/or grading scheme. In the case of a University-wide emergency, please check for an email from me and consult the Blackboard page for this course for further instructions related to proceeding with the course.

## Accessibility & Disability Services Policy

This course is in compliance with Towson University policies for students with disabilities as described at <http://www.towson.edu/ads/>. Students with disabilities are encouraged to register with Accessibility & Disability Services (ADS); [TUADS@towson.edu](mailto:TUADS@towson.edu). Students who suspect that they have a disability but do not have documentation are encouraged to contact ADS for advice on how to obtain appropriate evaluation. A memo from ADS authorizing your accommodation is needed before any accommodation can be made. For help getting started, visit their website [here](#).

## Disruptive Behavior Statement

When students' behaviors become disruptive to class, faculty have the authority to remove students from class. Students will not be allowed to make up the rest of that semester's coursework. If the incident occurs before the final withdrawal period, students must withdraw themselves. If the withdrawal period has expired, students will receive either an FX or the earned grade. Depending on the nature and level of disruptive behaviors, the faculty may report students to Student Affairs Office or Judicial Affairs.

## COFAC Student Substantive Appeal Guidelines and Procedures

When a student disagrees with a course grade or with an allegation of academic dishonesty, the student has a right to appeal. To appeal such a charge, the first step is for the student to write an email to the instructor. In the email, the student could request a meeting with the instructor to discuss the student concerns or can be a written appeal to the instructor expressive specific concerns. The instructor must respond to a student's written appeal within 10 business days (in writing) regarding the decision.

If the student disagrees with the instructor's decision, the student can appeal to the Department Chair. The student should write a letter to the chair and attach a copy of the instructor's written response. The chair will review the appeal and gather facts relevant to the case and may ask to meet with the student. The chair will inform the student in writing within 15 business days regarding the decision.

If the student is dissatisfied with the chair's decision, the student may appeal to the Associate Dean of the College of Fine Arts and Communication. Copies of prior responses from the instructor and chair must be attached. The Associate Dean will review the appeal and gather facts relevant to the case and may ask to meet with the student, instructor, and chair, if further information is required. The Associate Dean will inform the student in writing within 15 business days of the decision regarding the appeal.

The Associate Dean's decision is final for substantive appeals. Appeals must be submitted within one year of the completion of the course.

## COFAC Student Procedural Appeal Guidelines and Procedures

When a student disagrees with a course grade or with an allegation of academic dishonesty, the student has a right to appeal. These guidelines outline the student appeal process for procedural appeals, which concern errors in procedures when determining a grade (e.g., actions by the faculty that are inconsistent with the course syllabus or university policies).

To begin a procedural appeal, the first step is for the student to write an email to the instructor. In the email, the student could request a meeting with the instructor to discuss the student concerns or can be a written



appeal to the instructor expressive specific concerns. The instructor must respond to a student's written appeal within 10 business days (in writing) regarding the decision.

If the student disagrees with the instructor's decision, the student can appeal to the Department Chair. The student should write a letter to the chair and attach a copy of the instructor's written response. The chair will review the appeal and gather facts relevant to the case and may ask to meet with the student. The chair will inform the student in writing within 15 business days regarding the decision.

If the student is dissatisfied with the chair's decision, the student may appeal to the Associate Dean of the College of Fine Arts and Communication. Copies of prior responses from the instructor and chair must be attached. The Associate Dean will review the appeal and gather facts relevant to the case and may ask to meet with the student, instructor, and chair, if further information is required. The Associate Dean will inform the student in writing within 15 business days of the decision regarding the appeal.

If the student is dissatisfied with the decision of the Associate Dean, the student may appeal the decision by submitting a letter to the Academic Standards Committee, c/o the Registrar's Office. Copies of letters from the instructor, chair, and Associate Dean must be attached. The Academic Standards Committee will inform the student in writing of its decision regarding the appeal.

The Academic Standards Committee decision is final for procedural appeals. Appeals must be submitted within one year of the completion of the course.

## Technology Use & Requirements

For accessing, completing, and submitting assignments online, you will need consistent access to a computer and internet for course content, and submissions. Technology is not an excuse for missing deadlines.

### Blackboard

- [Blackboard](#) is Towson's Learning Management System.
- Complete the [browser check](#) to ensure your computer will be compatible with all Blackboard tools.
- The [Blackboard App](#) gives students and instructors access to their courses, content and organizations, and is available in your phone's market place.
- View [Blackboard help resources](#) for students (e.g., tutorials).

### Technical Support

[Student Computing Services](#) (SCS) is your campus resource for technology questions including Blackboard. You can [email SCS](#), call them at 410-704-5151, chat in the lower right corner of any SCS webpage, text at 410-324-7271, or [submit a service request](#). You may also visit the Student Computing Services labs in Cook 35 and Towson Run 123. If you attempt to access Blackboard and it is unavailable beyond a scheduled maintenance, please view the [OTS Alerts](#) to find out further information about the system outage.

### McGraw Hill Technical Support (Connect Smartbook)

For McGraw Hill Technical Support, please visit <https://mhedu.force.com/CXG/s/ContactUs>. Students must utilize the McGraw Hill Technical Support team for any issues that occur related to the Connect platform. Each interaction with technical support will generate an 8-digit case number. This case number must be presented to your instructor, verifying that technical support was contacted. Phone and chat options will result in the quickest response times, but email is also an option.



## Mental Health Resources

Students who are experiencing personal difficulties or mental health challenges are encouraged to seek free and confidential assistance at the Towson University Counseling Center (TUCC). Same-day appointments are available, and you can reach a crisis counselor by phone after hours. For more information about TUCC, please visit their website at <https://www.towson.edu/counseling/>. To make an appointment or for after-hours crisis assistance, please call 410-704-2512.

## Substance Use and Recovery Resources

Students dealing with substance use or who are actively in recovery have a variety of support services available on TU's campus. Supportive communities are a key resource needed for successful drug prevention and harm reduction efforts. For more information, including our collegiate recovery program, please visit the Alcohol, Tobacco, & Other Drug Abuse (ATOD) Prevention Center's website at <https://www.towson.edu/alcohol-tobacco-drug-prevention-center/> or email [atod@towson.edu](mailto:atod@towson.edu).

## Public Communication Center

The [Public Communication Center](#) offers a range of services related to public speaking, speech anxiety, and outlining and organizing presentations, among others. This is a great resource for COMM majors as they move through the program. You are required to virtually visit the PCC for each speech in our class. Additionally, the PCC is a benefit of your student status and can be used for any course.

## Academic Advising

The mission of the [Undergraduate Academic Advising Center \(UAAC\)](#) is to ensure that informed, effective, and easily accessible academic advising, which addresses individual needs and interests, is available to every undergraduate student at Towson University.

## Research Help

[Cook library](#) offers a range of services related to research, including book/article finding and/or borrowing, copyright issues, e-reserve, writing style consultation, searching strategies, etc.

## Writing Services

Towson offers a range of writing support services for undergraduate students, graduate students and international students, including the [Writing Center](#), [Online Writing Support](#), and [English Language Center](#).

## MEMORANDUM

**TO:** All Students in the Department of Communication Studies  
**FROM:** Department Faculty  
**SUBJECT:** PLAGIARISM AND CHEATING

### Plagiarism

The Department of Communication Studies announces the following policy regarding plagiarism:

#### Definitions of Plagiarism:

1. Any words or images quoted directly from a source must be footnoted and in quotation marks. Similarly, in oral presentations, attributions must be clear.
2. Any ideas or examples derived from a source that are not in the public domain or of general knowledge must be clearly attributed.
3. Any paraphrasing or rephrasing of the words and/or ideas of a source must be footnoted. In oral presentations, attributions must be clear.
4. All papers and presentations must be the student's own work. Papers or presentations authored by others even with their consent constitutes plagiarism unless such authorship is made to the instructor.

Any student found plagiarizing in any of the above ways will receive, *at minimum*, an automatic "F" for the assignment and may receive an "F" for the course.

In compliance with [Towson University's policy on students' academic integrity](#), documented evidence of the plagiarism will be reported to the Office of Student Conduct and Civility Education, and a copy will be kept in the department.

Lastly, any student discovered soliciting others to write a paper, speech, test, or other assignment for that student will receive an automatic "F" for the course.

There are ambiguities in concepts of plagiarism. Each instructor will be available for consultation regarding any confusion a student may have.

Most students are careful to avoid blatant plagiarism, the unacknowledged copying of exact words of the source. However, students must also be aware that the concept of plagiarism extends not only to wording but to patterns or sequences of ideas. If you paraphrase a section from a book without acknowledgement, using the same sequence or structure as the original author, then you are plagiarizing. Additionally, using your own work submitted for another course is self-plagiarism, and is a violation of the plagiarism policy.

### Cheating

The Department of Communication Studies has adopted the following policy regarding cheating:

**ANY STUDENT CAUGHT CHEATING ON ANY QUIZ OR EXAM WILL RECEIVE A MINIMUM OF AN "F" ON THE QUIZ OR TEST AND A MAXIMUM OF AN "F" FOR THE COURSE.**

## Spring 2023 - COMM 131 Course Schedule

Week	Topics	Assignments Due
Week 1: 1/30-2/5	Course Introduction / Building Community / Ice-Breakers / Impromptu	Connect Set-up due this week! <b>Smartbooks for Ch. 1-6 open</b>
Week 2: 2/6-2/12	In-Class Topics: Intro to Public Speaking, Ethics, Listening (Ch 1-3) <ul style="list-style-type: none"> <li><b>Tuesday:</b> In-class intro speeches</li> <li><b>Thursday:</b> In-class PCC Workshop</li> </ul> <b>First Formal Speech Intro (Informative)</b>	<i>Last day to drop/add is Feb. 7<sup>th</sup></i> <b>Smartbooks for Ch. 1-6 (due 2/19)</b> <b>Act#1 – Intro Speeches due 2/7</b>
Week 3: 2/13-2/19	In-Class Topics: Speech Overview, Brainstorming Topics & Purpose, Audience Analysis, Informative Speaking (Ch 4-6, & 15)	<b>Smartbooks for Ch. 9-11 &amp; 15 (due 2/19)</b> <b>Act#2 - No-Filler Speeches due 2/14</b> *Formal Speech Topics due 2/16
Week 4: 2/20-2/26	In-Class Topics: Organization, Introductions & Conclusions, Outlines (Ch 9-11)	*PCC appts due 3 days before speeches & outlines due 2 days before speeches
Week 5: 2/27-3/5	<b>SPEECH DAYS - Feb 28 &amp; March 2</b>	<b>1<sup>st</sup> Formal Speeches (Informative)*</b> <b>Smartbook for Ch. 8 (due 3/5)</b>
Week 6: 3/6-3/12	<b>SPEECH DAYS - March 7</b> In-Class Topics: Supporting Materials (Ch 8), Research / Library Module <b>Second Formal Speech Intro (Informative #2)</b>	<b>1<sup>st</sup> Formal Speeches (Informative)*</b> <b>Smartbooks for Ch. 12, 13, &amp; 18 (due 3/12)</b> <b>Act#3 – Self-Assessment due 3/9</b>
Week 7: 3/13-3/19	In-Class Topics: Language & Delivery (Ch 12, 13, & 18) <b>Tuesday:</b> In-class PCC Workshop	*Formal Speech Topics due 3/16 <b>Library Module Quiz Due 3/17</b> <b>Smartbook for Ch. 14 (due 3/19)</b>
Week 8: 3/20-3/26	<b><i>No classes - Spring Break</i></b>	
Week 9: 3/27-4/2	In-Class Topics: Visual Aids (Ch 14); Speech Workshop & Rehearsals	*Outlines due 2 days before speeches <b>Act#4 – Speech Analysis due 3/30</b>
Week 10: 4/3-4/9	<b>SPEECH DAYS - April 4 &amp; 6</b>	<b>2<sup>nd</sup> Formal Speeches*</b>
Week 11: 4/10-4/16	<b>SPEECH DAYS - April 11</b> <b>Third Formal Speech Intro (Persuasive)</b>	<i>Last Day to Withdraw is April 10<sup>th</sup></i> <b>2<sup>nd</sup> Formal Speeches*</b> <b>Smartbooks for Ch. 16 &amp; 17 (due 4/16)</b>
Week 12: 4/17-4/23	In Class Topics: Speaking to Persuade & Methods of Persuasion (Ch 16 & 17)	*Formal Speech Topics due 4/20
Week 13: 4/24-4/30	In Class Topics: Review of outlining, extemporaneous speaking, delivery, eye contact, etc.	<b>Speech Critique (due 4/30)</b>
Week 14: 5/1-5/7	Persuasive Speech Workshops & Final Prep	*PCC appts due 3 days before speeches & outlines due 2 days before speeches
Week 15: 5/8-5/14	<b>SPEECH DAYS - May 9 &amp; 11</b>	<b>3<sup>rd</sup> Formal Speeches*</b>
Final Days of Semester	<b>LAST SPEECH DAY - May 16</b> May 17-23 – Final Exams (Section 006 5/23 8am Section 007 5/18 12:30pm Section 012 5/23 3pm)	<b>3<sup>rd</sup> Formal Speeches*</b> <b>Act#5 – Reflective Essay (Final Exam- remote-virtual submission)</b>