

**COMM 111: Introduction to Public Speaking**  
**Summer 2018 Syllabus**  
**CRN: 31023**

CONTACT INFORMATION	
<b>Instructor:</b>	Erin Briddick
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**Course Meetings:**

Tuesday & Thursday  
10:00 AM – 12:30 PM

**Office Hours:**

TR 8:30 – 10:00 AM & 12:30 – 1:15 PM

**Credit Hours:** 4

**Prerequisites:** WR 121 and MTH 20, or  
equivalent placement test scores. Recommended:  
COMM 100.

**Required Text:** Tucker, Barbara and Kristin Barton. *Exploring Public Speaking*.  
Communication Open Textbooks, 2016. PDF.  
<https://open.umn.edu/opentextbooks/BookDetail.aspx?bookId=411>

**Course Description**

COMM 111: Public Speaking introduces speechmaking based primarily on a traditional public speaking approach. The course covers classical rhetorical theory and highlights rhetoric's importance to public speaking. Students will develop theoretical understanding and practical application of oral communication skills. Instruction includes techniques in controlling speech anxiety, how to structure and organize information to present to a variety of audiences, and physical and vocal delivery skills.

**Course Objectives**

Upon successful completion, students should be able to:

- Use learned public speaking skills in order to present an effective and efficient message.
- Use an understanding of the 5 canons of rhetoric to create and present effective speeches.
- Provide skills for community leadership through increased practice in organization and presentation of ideas.
- Make responsible decisions through the increased ability to critically examine ideas and information.
- Use strategies and skills to manage communication anxiety.
- Use knowledge of digital presentation tools to create and present effective presentations.

<b>Assignments:</b>	<b>Point Value</b>	<b>Points Earned</b>
Narrative Speech	50	_____
Informative Speech	100	_____
Inf. Speech Outline/Works Cited/Note Cards	30	_____
Early Persuasive Outline	20	_____
Group Rehearsal & Worksheets	40	_____
Persuasive Speech	180	_____
Pers. Speech Outline/Works Cited/Note Cards	30	_____
Midterm Exam (Reflection Paper)	100	_____
Final Exam (Pecha Kucha)	100	_____
Pecha Kucha Outline/Works Cited/Note Cards	10	_____
Reading Responses (20 points each)	140	_____
Audience Involvement (on speech days)	100	_____
In-class Participation	100	_____
<b>TOTAL</b>	<b>1000 pts.</b>	_____

### **Grading Scale**

A	900-1000	Above and beyond the expectations for the course.
B	800-899	Work reflects an above average commitment.
C	700-799	Average grade. Work meets course expectations.
D	600-699	Work reflects a minimal amount of effort.
F	599 or below	Well below average. Failure to complete or submit written and oral assignments.

All written assignments must be **typed** (12-point Times New Roman, double-spaced, one-inch margins) and turned in as a hard copy. Emailed assignments are only accepted in the event of an absence (see below).

For PCC grading guidelines, see <http://www.pcc.edu/resources/academic/standards-practices/academicstandardsandpractices-gradingguidelines.html>

### **Major Assignments**

Narrative Speech: A quick 2-minute story to the class using a basic speech structure.

Informative Speech: A 5-7-minute informative speech. Informative in nature; introduces research.

Persuasive Speech: A 6-8-minute speech that uses credible research to persuade an audience.

Early Outline (persuasive speech): Students will turn in typed drafts of their outlines for peer review.

Supplemental Materials: Typed speech outlines, typed works cited pages, and notecards.

Group Rehearsal: Partway through the term, you will be assigned to a group for rehearsing your persuasive speech. Classmates will complete worksheets to provide feedback.

Reading Responses: Each time a reading is due, you will turn in a response to specific questions about the reading. Prompt for specific questions on D2L.

Exams:

Midterm: Self-reflection paper that analyzes your informative speech work.

Final: Pecha Kucha style presentation.

Audience Involvement: Each audience member turns in questions for every speech. Students are expected to participate in feedback on their peers' speeches, and to give full attention (and attendance!) on speech days.

Participation: Participation in a variety of in-class activities that are designed to work on speech skills and understanding.

### **Class Preparation and Attendance Policy**

You must obtain a copy of the PDF textbook and bring it to each class session along with notes, notebook, and a writing utensil. If you fail to do this, you are not prepared for class. Please see me immediately if you have any difficulties obtaining the course textbook.

You are expected to attend and participate in every class session. I will allow for **two (2)** absences with no questions asked. Please be wise with your use of these absences. Your third and fourth absence beyond the two freebies will result in a **5-point (half a letter grade) reduction of your final grade. If you miss five or more classes, you cannot pass the course.** Arriving late or leaving early will be counted as an absence, subject to the instructor's discretion.

### **Missed/Late Work**

**If you miss a class**, you must contact the instructor or a classmate about the material missed. It is your responsibility to know about any and all assignments, even if one was assigned in your absence. If you are absent from class (including the two free absences), you **must** still turn in any assignments due on the date of your absence. If emailed, the assignment must be in my inbox **before the start of the class period. No makeup work**, including exams, or written assignments will be allowed.

If you are absent on a day you are scheduled to give a speech, you may make up one speech for **half credit**. The time and location of the speech will be determined by the instructor. All subsequent missed speeches will receive a zero.

## Electronics

Please refrain from using cell phones and laptops during class. Contact me or Disability Services for any special accommodations about this policy. Only when we are directly referencing and using the OER textbook may you use a laptop or tablet to access the OER text during class.

## Communication

### OFFICE HOURS:

The best time to ask me questions is during my office hours. This time is for you; please use it. If you are unable to come to my regular office hours, please email me to schedule an appointment, but please know that my time is limited, so plan ahead. Don't expect that I will be able to honor requests for special office hours.

If you make an appointment to meet with me outside of my office hours and you do not show up to the meeting, you will not be able to make another such appointment during the semester.

If you would like me to review a draft of your assignment prior to submission, I would be happy to do so at least one week in advance of the due date. Please come to office hours or schedule an appointment to take place at least one week before the assignment is due so that you have time to make appropriate revisions. ***I do not review speeches or homework via email, including thesis statements and outlines.***

### EMAIL GUIDELINES:

You should also feel free to email me with questions, but please note the following:

- I only accept emailed assignments in the event of an absence.
- Email me from your PCC email address. Others are automatically routed to my spam folder.
- During the week expect at least 24 working hours before I respond to your email. (This means that if you email me for help the night before an assignment is due, I may not be able to help you.)
- Do not expect an email response outside of business hours (Monday-Friday, 9:00 – 5:00).
- Please use correct spelling and grammar in your emails.
- Please open and close your email professionally.
- Include the course and subject in the subject line (i.e., COMM 111: Informative Speech Question).
- Please note that the answers to many of your questions may be readily available to you in this syllabus.

## Grade Disputes

I will not discuss grades on the day assignments are returned. I ask that you wait 24 hours before presenting questions and concerns regarding your grade. In addition, you must make an appointment to discuss these reasons face-to-face. Email will not fulfill this requirement. This policy allows both of us to be fair while discussing the issue. Appeals must be made **within five working days** after the assignment was returned to you. You may not dispute your grade after this period.

### **Presentation Day Etiquette**

- Be there! Public speaking requires a speaker and an audience.
- Mutual respect between speakers and listeners is essential.
- Speeches will be delivered extemporaneously.
- Do **not** enter the room while students are delivering speeches!

### **A Note on Writing**

As a teacher, I want to help you become a better writer. Composition and conventions are not innate abilities; they must be practiced regularly. Please do yourself a favor and start now—this term!—actively taking steps to improve your writing. You might consider purchasing an MLA style manual and a writing handbook. Please visit me during office hours to discuss your writing assignments. You may also visit the campus Writing Center:

#### [Rock Creek Writing Center](#)

Rock Creek Bldg. 3, Rm. 102 | 971-722-7733

Students who cannot get to one of the campus writing centers may receive online tutoring. Visit <http://www.pcc.edu/resources/writing/> for more information.

### **Academic Integrity**

Academic integrity refers to the adherence to agreed upon moral and ethical principles when engaging in academic or scholarly pursuits. The college's academic integrity policy is part of an effort to nurture a community where trust, honesty, and personal integrity guide all of our dealings with one another. Personal integrity is vital to our pursuit of educating and becoming educated. Students are required to complete this course in accordance with the Student Rights and Responsibilities Handbook. See the Academic Integrity Policy for further details: <http://www.pcc.edu/about/policy/student-rights/#academic-integrity>

### **Accessibility**

In the spirit of the Americans with Disabilities Act (ADA), I wish to make this course as accessible as possible to students with disabilities, temporary medical conditions, or mental or emotional health issues that may affect any aspect of course assignments or participation. I invite you to communicate with me at the beginning of the semester or at your discretion about any accommodations that will improve your experience of, or access to, the course.

Students needing accommodations can also utilize Disability Services [[www.pcc.edu/resources/disability](http://www.pcc.edu/resources/disability)] for classroom adjustments and accommodations.

### **Title IX Statement**

Portland Community College is committed to creating and fostering a learning and working environment based on open communication and mutual respect. If you believe you have encountered sexual harassment, sexual misconduct, sexual assault, or discrimination based on race, color, religion, age, national origin, veteran status, sex, sexual orientation, gender identity, or disability please contact the Office of Equity and Inclusion at [\(971\) 722-5840](tel:9717225840) or [equity.inclusion@pcc.edu](mailto:equity.inclusion@pcc.edu).

**PCC is a Sanctuary College**

Demonstrating the College's support for and commitment to our DACA, DREAMers, and undocumented students is of paramount importance at this time. To reiterate, our Sanctuary status means: protection of student information, according to FERPA; a commitment to not allow our Public Safety personnel to be used for immigration enforcement purposes; not to allow Immigration and Customs Enforcement (ICE) on our campuses or properties—unless they carry a subpoena or arrest warrant. For more information and resources, see [www.pcc.edu/resources/undocumented-students/](http://www.pcc.edu/resources/undocumented-students/).

**Other Helpful Websites:****Add/Drop/Withdrawal Deadlines**

<http://www.pcc.edu/registration/dropping.html>

**Code of Student Conduct**

<http://www.pcc.edu/about/policy/student-rights/student-rights.pdf#code-of-student-conduct>

**Counseling Services**

<http://www.pcc.edu/resources/counseling/>

**PCC Library**

<http://www.pcc.edu/library/>

**PCC Course Content and Outcome Guide (CCOG)**

<https://www.pcc.edu/ccog/default.cfm?fa=ccog&subject=COMM&course=111>

The instructor reserves the right to modify course content and/or substitute assignments and learning activities in response to institutional, weather, or class situations.

*The instructor reserves the right to make changes to this syllabus. If any changes are made, students will be notified immediately, and a new syllabus will be provided.*