

BARUCH COLLEGE
DEPARTMENT OF COMMUNICATION STUDIES
COM 1010 – SPEECH COMMUNICATION
SPRING 2025

PROFESSOR BETH SEFLOW

I have been teaching Communications Courses at Baruch College for many years. While I did receive my Six Year Post Graduate Certificate in Communications from NYU, I am truly a product of CUNY having received my undergraduate degree from Brooklyn College and my Master's Degree from City College. Through my academic career, both as a student and educator, I understand the needs of the CUNY student and I know that, by us working together, your goals will be achieved.

OFFICE: VC4-287

TELEPHONE: (646) 312-3720 - Office
(718) 968-7522 - Home

EMAIL: beth.seflow@baruch.cuny.edu

OFFICE HOURS: I shall be available in my office on Tuesdays and Thursdays from 12:45 PM – 1:45 PM and by appointment. I will be available by phone on my home number until 10:00 PM daily. ZOOM meetings are also available by appointment. If I am not available to receive your call at the above times, or at other times when you have a need to call, please leave a message and your call will be returned as quickly as possible. Please be sure to leave your name and a number where you can be reached.

TEXT: This is a ZTC (Zero Textbook Cost) and OER (Open Educational Resource) course. (2016). *Stand Up, Speak Out*. University of Minnesota Library. Textbook has been uploaded to Brightspace.

TECHNICAL REQUIREMENTS: Students will need access to a computer or mobile device with a sufficient internet connection and access to Brightspace, ZOOM, Microsoft Office 365, Google Docs or comparable, VOCAT and Baruch email. Technical support and assistance is available to any student through the Baruch Computing and Technical Center which is located in the Newman Library, 6th Floor. They can be reached at 646-312-1020 and at helpdesk@baruch.cuny.edu. For most up to date information students should visit the BCTC webpage.

SYLLABUS

I. COURSE DESCRIPTION

This course examines the methods of preparing and delivering speeches utilizing critical thinking, intellectual awareness and academic research. Ethical concerns involved in speech development and presentation will also be considered. This course is taught in

person during scheduled class time. We shall also employ Brightspace and other online resources, as necessary throughout the semester. Attendance is required, as indicated in Course Policies enumerated herein. Any student for whom this will be a problem must let me know immediately. **Students should be sure to take notes during the lectures, read the assigned textbook readings and review the postings in Course Documents. Your grade on the Final Exam will be dependent on you doing so.** There may be occasions where a session might be held remotely on ZOOM. Students who enroll in this section of this course will be required to keep their video cameras on during those sessions to facilitate the course's communication-intensive pedagogy. Students with a legitimate need for an exemption from this requirement may request, from me, accommodations. Requested accommodations will be determined in consultation with the department chair. Those sessions will be recorded and the ZOOM link and passcode to the recording shall be provided. Students who did not attend class are expected to view them. Students are agreeing to have their video or image recorded solely for the purpose of creating a record for students enrolled in the class to refer to, including those enrolled students who are unable to attend class. Likewise, students are agreeing to have their voices recorded during class. Any student for whom this will be a problem must notify me immediately.

II. COURSE OBJECTIVES AND LEARNING GOALS

COURSE OBJECTIVES:

This course is designed to acquaint students with the theory and practice of basic speech communication skills. The focus of the course is on extemporaneous public speaking, with particular emphasis on the speaking situations and genres that students are likely to encounter. Along with formal speeches, the course incorporates other forms of oral and written communication throughout the semester.

STUDENTS IN THIS COURSE LEARN TO:

- A.** Understand and use communication theories related to public speaking.
- B.** Appreciate the various ethical concerns involved when one develops and presents a public speech.
- C.** Research topics for speeches using traditional and new media methods and sources.
- D.** Determine situational and audience needs and constraints when developing and delivering speeches.
- E.** Organize and deliver speech presentations on informative and persuasive topics through preparation outlines and speaking outlines.
- F.** Understand how to design and use presentation aids.
- G.** Understand and produce constructive criticism of public speeches, including their classmates' speeches.

H. Develop confidence in themselves in both every day communication experiences and more formal instances both now, and in their future endeavors.

III. COURSE TOPICS TO BE ADDRESSED

A. Theory and nature of communication.

B. Interpersonal awareness and communication.

C. Speech communication situations.

D. Perception.

E. Practice in group discussion (decision making and problem solving).

F. Practice in public speaking.

G. Listening, dialogue and information retrieval.

H. Techniques of effective listening.

I. Body Language.

J. Preparation of speech outlines including a work cited at the end of each outline.

K. An understanding of Standard American English sounds; their stress and intonation.

L. Spoken and non - spoken modulations of meaning.

M. Controlling nervousness and developing self confidence.

N. Types of non - verbal communication.

O. Listening and interpersonal sensitivity.

P. Self and peer evaluation.

Q. Discussion of the interest of listeners.

R. Choosing, arranging and developing ideas.

S. Culture and communication.

T. Proof and reasoning.

U. The difference between clear and unclear speech.

V. The difference between interesting and dull speech.

W. Designing and using presentation aids.

IV. ASSIGNMENTS

A. Exercises, Activities and Impromptu Speeches: Throughout the semester. Good participation in these activities are considered part of class participation and will enhance your grade.

B. Complex Organization Speech: Five (5%) Percent of grade: Complex Organization Speech of three (3) minute duration. An unresearched “get your feet wet speech” where you think of a complex organization of which you are a part (e.g. school, work, club), think of a problem within the organization for which you have a possible solution and present it to the class in an organized fashion.

C. Speech to Inform: Twenty (20%) Percent of grade: A speech of five (5) to seven (7) minute duration requiring academic research and a written preparation and speech outline containing the student’s academic research and bibliography citing a minimum of four (4) different published sources.

D. Speech of Demonstration: Fifteen (15%) Percent of grade: A speech of seven (7) minute duration requiring a written outline containing the student’s academic research and a bibliography citing a minimum of three (3) different published sources. The student will research, prepare and present a speech where he or she shall attempt to show the class “how to” do something. The demonstration may be based on the student’s hobbies, workplace tasks, interests or the like.

E. Speech to Persuade: Twenty (20%) Percent of grade: A speech of six (6) to eight (8) minute duration requiring academic research and a written preparation and speech outline containing the student’s academic research and a bibliography citing a minimum of five (5) different published sources. A visual aid is required.

NOTE: OUTLINES AND BIBLIOGRAPHIES ON ALL ASSIGNMENTS MUST BE SUBMITTED ON THE DAY OF PRESENTATION AND MUST CONTAIN THE FOLLOWING SIGNED STATEMENT: “THE WORK IN THIS ASSIGNMENT IS MY OWN. ANY OUTSIDE SOURCES HAVE BEEN PROPERLY CITED.”

F. Written Outlines: Fifteen (15%) Percent of grade: Students’ written Outlines for the Speech to Inform, the Speech to Persuade and the Speech of Demonstration shall each be Five (5%) percent of the final grade for a total of Fifteen (15%) percent. They must be in proper outline form and include a bibliography in proper bibliography format. They are due on the days of presentation, however, can be submitted in advance for review and feedback.

G. Final Paper: Ten (10%) Percent of Grade: Five (5) page paper that applies class concepts to real world examples. Lectures and text must be cited.

H. Discussion Board Postings: Five (5%) Percent of grade.

I. Attendance, Punctuality, Class Participation and Attitude: Ten (10%) Percent of grade:

1. Attendance and Punctuality: Mandatory. A Communication course requires listening to, and observation of, others as well as actual doing. The Final Grade will be reduced for absences in excess of four. Each student's individual circumstances shall be taken into consideration in determining enforcement of all aspects of this policy. A lateness of 45 minutes or more shall be an absence.

2. Class Participation and Attitude: Attendance in this course goes beyond merely showing up. The student is expected to come to class every day prepared to participate, constructively contribute and learn. There is a very strong relationship between attending class with the right attitude and learning. The student must remember that class participation is extremely important in a Communications course. Audience etiquette, a positive attitude and constructive contribution play roles in the participation section of this class.

V. GRADING

In order to understand what is expected of you for each assignment and the Discussion Board Postings, please check out the RUBRICS - tables that detail the requirements of each assignment and graded activity, and the postings and the benchmarks for success – posted on Brightspace in Course Materials for the grading criteria.

A letter grade will be assigned to each graded assignment, following the grading scale below:

95 and above =A

90 – 94 =A-

87 – 89 =B+

84 – 86 =B

80 – 83 =B-

77 – 79 =C+

74 – 76 =C

70– 73 =C-

67 – 69 =D+

60 – 66 =D

F = 65 and below

VI. EXPECTATIONS, POLICIES AND OTHER IMPORTANT INFORMATION

A. The student is expected to complete all assignments, whether oral or written, by the date due. A student who is scheduled to present is expected to be present and ready to proceed. Any assignment which is not completed when due is subject to acceptance with penalty as outlined in Rubric. Any student who is not prepared to proceed to present at his/her assigned time will have an opportunity to present, with penalty as outlined in Rubric. Each student's individual circumstances shall be taken into consideration in determining enforcement of this.

B. Common courtesy and audience etiquette demand an audience's full attention.

Inattention, disrespect, bad manners, bullying, etc., will not be tolerated

C. Cheating, plagiarism and other types of academic misconduct are serious offenses and will not be tolerated. All policies and procedures followed by Baruch College and the City University of New York will be followed. The following definitions are based on the College's Academic Honesty website:

CHEATING is the attempted or unauthorized use of materials, information, notes, study aids, devices or communication during an academic exercise. Examples include, but are not limited to:

1. Copying from another student during an examination or allowing another to copy your work
2. Unauthorized collaborating on a take home assignment or examination
3. Using unauthorized notes during a closed book examination
4. Using unauthorized electronic devices during an examination
5. Taking an examination for another student
6. Asking or allowing another student to take an examination for you
7. Changing a corrected exam and returning it for more credit
8. Submitting substantial portions of the same paper to two classes without consulting the second instructor
9. Preparing answers or writing notes in a blue book (exam booklet) before an examination
10. Allowing others to research and write assigned papers including the use of commercial term paper services.

PLAGIARISM is the act of presenting another person's ideas, research or writing as your own, such as:

1. Copying another person's actual words without the use of quotation marks and footnotes (a functional limit is four or more words taken from the work of another)
2. Presenting another person's ideas or theories in your own words without acknowledging them
3. Using information that is not considered common knowledge without acknowledging the source

4. Failure to acknowledge collaborators on homework and laboratory assignment

My policy is to give a failing grade to any assignment that has been plagiarized or an exam in which you have cheated. Multiple offenses will result in a failing grade for the course. In addition, I am required by College policy to submit a report of suspected academic dishonesty to the Office of the Dean of Students. This report becomes part of your permanent file. **Additionally, the use of artificial intelligence (AI) is strictly prohibited in all coursework, assignments and exams. This includes, but is not limited to, the use of AI-generated text, speech, or images, as well as the use of AI tools or software to complete any portion of a project or assignment. All submissions are subject to possible AI review.** Any violations of this policy will result in disciplinary action. This may include, but not be limited to, a failing grade for the assignment or course and a report of suspected academic dishonesty to the Office of the Dean of Students. Our goal is to encourage critical thinking and creativity, and the use of AI detracts from this objective. Students are expected to use their own knowledge, research and analysis to complete coursework.

Additional information and definitions can be found at:

http://www.baruch.cuny.edu/academic/academic_honesty.html.

For a further discussion of plagiarism, and clarification of its parameters, see the online plagiarism tutorial prepared by members of the Newman Library faculty at:

<http://newman.baruch.cuny.edu/help/plagiarism/default.htm>. If questions remain, ask me.

IGNORANCE IS NOT AN ACCEPTABLE EXCUSE FOR UNACCEPTABLE PRACTICES

D. You can expect me to start and end class on time; to work with you and consider your input to maximize the effectiveness of the course in meeting the course objectives and outcomes; to treat you with respect; to reply to e-mails and phone messages within 24 hours on weekdays and 48 hours on weekends; to have assigned work and presentations which cover the material and meet the learning objectives of the course while adhering to the course time expectations; to accurately reflect the material covered in class and assigned in homework and to promptly grade all assignments.

E. Declaring Your Major in Business Communication and Communication Studies:

Students who wish to pursue a major in Business Communication and Communication Studies are strongly advised to declare their major as soon as possible, as delaying will cause problems when applying for graduation. Please contact the department (communication.studies@baruch.cuny.edu) to sign up for a major information session.

F. STUDENT RESOURCES: Baruch has a continuing commitment to providing reasonable accommodations for students with disabilities. Students with disabilities who may need some accommodation in order to fully participate in this class should contact Student Disability Services as soon as possible at disability.services@baruch.cuny.edu. Further information is included below. Oral comprehensibility is essential for college and workplace success. Additionally, if you are an English language learner and would like to improve your spoken English, please visit

<http://www.baruch.cuny.edu/wsas/academics/communication/Resources.htm> for information about free services, including one-on-one tutorials, workshops, small-group conversations, video assessment, the ESL Speech Lab, the Conversation Partners Program, and accent reduction/Intelligibility FAQs. Additional assistance can be obtained through Tools for Clear Speech. The contact information is included below.

Baruch College provides a variety of additional support services to our students including the following:

Student Academic Consulting Center: Presentation skills are essential for college and workplace success. In addition to SACC providing Presentation skills tailored to COM 1010, it also provides tutoring in most undergraduate courses and offers instructional support materials such as videos, software, reference books, and handouts to help you with course content, study skills, and learning strategies. Except for Presentation Skills Tutorial services, for which SACC provides assistance to all students, students must be enrolled in a course that corresponds to the tutorial session that they register for. They have established a virtual Front Desk which can be accessed through their webpage. Please visit it for Front Desk and up to date information.

The Writing Center: (646-312-4012). The Writing Center offers free, professional writing support for all undergraduate and graduate students at Baruch, through one-to-one consultations, workshops, peer review groups, written feedback, online resources, and a journal of outstanding student writing. More information is available at <http://writingcenter.baruch.cuny.edu/>, by calling, by emailing the Center (writing.center@baruch.cuny.edu) Go to the Writing Center webpage for most current information and to schedule sessions

Tools for Clear Speech (TfCS): (646-312-2032) The Tools for Clear Speech (TfCS) program improves the intelligibility, grammar and pragmatic abilities of English language learners (ELLs) and non-native English speakers at Baruch College. Participants achieve more effective and intelligible communication, developing skills that empower them to succeed in their classrooms, careers, and beyond. TfCS offers a range of in-person services with professional Speech Consultants, including One-to-One Sessions, small-group Focused Skills Series sessions, large-group Overview Workshops, and a weekly Conversation Hour. In addition, participants can find extensive practice materials on the online platform *Tools To-Go*, and through their program podcast, *Just to Be Clear*. Visit the TfCS website at tfcs.baruch.cuny.edu for more information or email tfcs@baruch.cuny.edu. Go to the TfCS webpage for an online scheduler. Additional information on free ESL resources can be found at <https://www.baruch.cuny.edu/wsas/academics/communication/Resources.htm#ESL>.

Counseling Center: (646-312-2155) Through culturally sensitive counseling, psychological services, and outreach, the Counseling Center assists students in achieving their academic, professional, and personal goals. Counselors work collaboratively with students to improve their emotional well-being, balance priorities, enhance interpersonal relationships, and empower them with useful coping skills to attain success in and out of the classroom. Counseling services to students include intake assessments during first visits, short-term individual psychotherapy, group therapy, psychiatric medication evaluations and treatment, emergency and crisis intervention, outreach, psychological

testing, internal and external referrals to other services, and consultations for faculty, staff and alumni. Students interested in individual and/or group therapy at the Counseling Center can make an initial appointment by calling 646-312-2155, emailing counseling@baruch.cuny.edu or making an online appointment at www.baruch.cuny.edu/studentaffairs/counselingcenter.htm. Consult the Counseling Center webpage for up to date information during campus closure. These services are particularly important should the need arise during these times of pandemic and social upheaval. The Center also offers **Black Mental Health Matters (BMHM) Support Sessions for Baruch Students** Wednesdays: 2 p.m.- 3 p.m. via Zoom. In light of the recent events of racial violence and injustice towards Blacks and the outcry for support, the Baruch College Counseling Center would like to invite you to join Black Mental Health Matters. These support sessions aim to foster and support the growth, networking, collaboration, success, and well-being of Black Students. If you are interested in finding a safe space to meet and talk with others who may have similar experiences as Black students, then this group is for you. The sessions will be led by two Black Psychologists, Dr. Jael Amador and Dr. Gary Dillon, who work from a social justice and multicultural framework. To participate in these support sessions, send an email to Dr. Jael Amador at Jael.Amador@baruch.cuny.edu from your **Baruch student email account** and we will send you the Zoom link.

The Campus Intervention Team (CIT) works together as a support system to provide assistance to students in crisis. Any member of the college community, including students, can reach out to the CIT to report a concern about a student. The CIT is constituted to assist in providing support for *students* in crisis. Concerned students may fill out an **Incident Communication Form** if they have noticed student behavior which is perceived to be harmful to the student him/herself or to others, including: Unusual verbal or written threats made by a student toward another student; Written or verbal expressions of suicidal ideation; Messages on social media with concerning language; Other actions which cause an alarm or call into question the safety of the student or his/her peers. **All reports are confidential** and will be handled by members of the CIT. **To alert the CIT to a concern**, complete and submit the **Incident Communication Form**. A member of the team will receive and review your submission. Please note that you may be contacted for follow-up information. Members of the CIT may be emailed at cit@baruch.cuny.edu or call them at 646-312-4570. Consult the Counseling Center webpage for up to date information.

Office of Undergraduate Advisement and Orientation: (646-312-4260). The Office of Undergraduate Advisement and Orientation provides comprehensive academic advisement to all Baruch undergraduates. The advisement staff promotes student-centered partnerships that encourage and support students both in their academic success and in meeting academic and personal goals. The Office is dedicated to helping students transition into college and navigate their academic careers. Its many programs include: early intervention programs for first-year transfers and freshmen, new student advisement sessions, academic probation workshops and one-on-one advisement sessions. Advisement activities include: walk-in advisement, student peer advisement, worksheet appointments and e-advisement. The Office sponsors events and programs, such as the Majors/Minors Fair, and encourages and supports students with information and strategies for utilizing the resources and services available at the college. For more information call, or send an email to academic.advisement@baruch.cuny.edu. Students

are encouraged to visit The Office's website, <http://www.baruch.cuny.edu/undergraduate-advisement-and-orientation/>. Consult the OUAO webpage for guidance and most current information.

Student Disability Services: It is college policy to provide accommodations and academic adjustments for students with disabilities. Any student with a disability who may need accommodations in this class is requested to speak directly to Student Disability Services as early in the semester as possible. All discussions will remain confidential. During Campus closure they can be reached at disability.services@baruch.cuny.edu. You should review their webpage for services offered and the most current information.

SCHEDULE OF CLASSES AND READINGS

WEEK 1:

January 27 - Introduction to Course and Syllabus Review. For next class read Chapter One.

January 29 - No Classes

WEEK 2:

February 3 – Ice Breaking Exercises. For next class read Chapter 5 and Chapter 6.

February 5 - Continue Ice Breaking Exercises. For next class read Chapter 9 and Chapter 10.

WEEK 3:

February 10 - Complex Organization Speech. For the next class read Chapter 12 and Chapter 13.

February 12 – No Classes.

WEEK 4:

February 17- No Classes

February 18 – MONDAY SCHEDULE - Guest Lecturer from Library to discuss research and library resources. For next class read Chapter 14 and Chapter 16.

February 19 - Lecture: Speech to Inform and discussion of Stage Fright. For next class read Chapter 7 and Chapter 15.

WEEK 5:

February 24 - Lecture: Verbal and Visual Means of Support

February 26 - Speeches to Inform Begin

WEEK 6:

March 3 - Continue Speeches to Inform.

March 5 - Continue Speeches to Inform.

March 6 - WEDNESDAY SCHEDULE - Continue Speeches to Inform.

WEEK 7:

March 10 – Continue Speeches to Inform

March 12 - Complete Speeches to Inform.

WEEK 8:

March 17 - Lecture: Speech of Demonstration.

March 19 - Begin Speeches of Demonstration.

WEEK 9:

March 24 - Continue Speeches of Demonstration.

March 26 - Continue Speeches of Demonstration.

Week 10:

March 31 - No Classes

April 2 - Continue Speeches of Demonstration.

Week 11:

April 7 - Complete Speeches of Demonstration. For next class read Chapter 17.

April 9 - Lecture: Speech to Persuade.

WEEK 12:

Spring Recess April 12 through April 20 – No Classes

WEEK 13:

April 21 - Watch, listen to and analyze FDR's Day of Infamy Speech.

April 23 - Begin Speeches to Persuade.

WEEK 13:

November 18 - Continue Speeches to Persuade.

November 20 - Continue Speeches to Persuade

WEEK 14:

April 28 - Continue Speeches to Persuade.

April 30 – Continue Speeches to Persuade.

WEEK 15:

May 5 - Continue Speeches to Persuade.

May 7 - Continue Speeches to Persuade. Final Paper due.

WEEK 16:

May 12 - Complete Speeches to Persuade

May 14 - Course Concludes. Final Thoughts

THE STUDENT SHOULD NOTE: The lectures, presentations, etc. as specified above are subject to change. In addition to the above, additional Exercises will be used throughout the Course as time allows.