

# COMM 1 - Public Speaking

## Fall Quarter 2024

INSTRUCTOR: Sabrina Maciel Espinoza  
[macielsabrina@fhda.edu](mailto:macielsabrina@fhda.edu)

Course and Contact Information:

Office location: Online via Zoom

Telephone: I don't have a campus phone number, however feel free to contact me via email or through Canvas

Office Hours: Thursdays 11-12 pm

TBA Hours: Wednesdays 5-6 PM

Class Days/Times: Mondays and Wednesdays 6:30-8:20 PM

Location: L49

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## About This Course & Course Description

This is a hybrid course meeting in-person on Mondays and Wednesdays from 6:30-8:20 PM. We also will have activities online. Discussions for our chapter are due each week. Participation for our class session will be completed with in-class activities. Details for this are shared at each class session, so you must be present for these. Office hours will be held Thursdays from 11-12 PM. My TBA hours will be Wednesdays from 5-6 PM. This is not another set office hours, but it signifies hours that I will be online on Canvas and monitoring any messages. I am also available for appointments if these times do not work for you, you can also reach out to me via my email and I will respond as soon as I can.

Theory and techniques of public speaking in a democratic society. Public speaking is an essential skill needed in our society today. An introduction to a variety of perspectives and approaches used to research, assess, organize, present, and evaluate public presentations. Students will develop and apply effective research strategies.

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## Student Learning Outcome Statements (SLO)

- Organize, compose, present, and critically evaluate informative and persuasive presentations appropriate in content and style of the audience and situation
- Display increasing confidence in speaking extemporaneously
- Demonstrate effective listening skills in various public speaking contexts
- Identify, locate, evaluate and use information technologies and information sources

## Course Objectives

- Examine historical and cultural traditions of public speaking in both domestic and global contexts and their impact on our views, beliefs, and practices relating to speaking in public
- Evaluate how making the decisions to respect diversity, speak ethically, and think critically influences communication outcomes
- Demonstrate skills in analyzing diverse audiences and creating presentations appropriate to those audiences
- Research, analyze, organize, prepare, and evaluate informative and persuasive speeches
- Develop confidence in delivering speeches extemporaneously
- Develop listening skills to foster respectful, reflective, and critical listening appropriate for public presentations

## Required Texts

The required textbook for this class (which you may obtain in print or electronic format) is:

*Stand Up, Speak Out: The Practice and Ethics of Public Speaking* (2016). University of Minnesota Libraries Publishing, available from <https://doi.org/10.24926/8668.2501>. ISBN: 978-1-946135-25-4

## Technology Requirements

Although this class is scheduled to meet in person, because we are a hybrid course there is an online component. You will need a computer or another similar device with internet access in order to participate in this class. Laptop computers and accessories as well as other equipment are available for assistance, follow the [link](#) for more information.

## Course Requirements and Assignments

Advisory: EWR 1A OR EWRT 1AH OR (EWRT 1AS AND EWRT 1AT) OR ESL 5

Lec Hrs: 60.00

Out of Class Hrs: 120.00

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Total Student Learning Hrs: 180.00

## **Speech Presentations, 500 points**

Throughout the semester you will prepare 5 speeches:

- Impromptu Speech, 60-90 seconds
  - You will give an impromptu speech on a topic given on the spot
- Entertaining Speech, 2-3 minutes
  - You will be assigned an entertaining speech topic and present your speech on this
- Values Speech, 3-4 minutes
  - You will present your core values as related to your life and community
- Informative Speech, 4-5 minutes
  - You will present a strictly informative speech on a topic of your choice that has social relevance
- Persuasive Speech, 5-7 minutes
  - You will present a speech persuading your audience with your arguments to raise awareness

## **Speech Outlines, 150 points**

For each speech you will submit full-sentence outlines. You will submit a rough draft and receive feedback on how to improve it for your final draft. Final outlines must be submitted prior to delivering speeches in order to earn credit for the speech. Incomplete and/or improperly formatted outlines will not receive full credit, and outlines that do not demonstrate college-level academic writing and professionalism will not merit a passing grade.

## **Speech Peer Responses, 30 points**

For each speech, you will complete peer responses for your classmates' speeches. This will be assigned to you so you know who you are assessing. You should be giving clear, productive feedback to your peers. This means both positive, and constructive feedback.

## **Speech Reflection, 30 points**

After each speech, you will write a reflection. Since each speech is video recorded, you will use that video to reflect on what you did well, what you can improve on, and things for next time.

## **Discussions, 100 points**

Regular reading assignments which include discussions, will be used to reflect on your understanding of the assigned readings and in-class discussions. You are expected to complete reading material each week with possible exceptions for speech weeks.

## **In-class Activities, 140 points**

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In order to practice and enhance the skills that you will draw on for your speeches, you will participate in a series of in-class activities. These include short presentations, workshops, impromptu speeches, discussion posts, free-writes, etc. All in-class activities will be held during class meetings. You must be in attendance for these meetings to complete and submit this work, you cannot make this up later.

## **Final Evaluation, 50 points**

The final for this class is a video recording. This will assess what you have learned throughout the semester from topics, speeches, etc. This can be done in any way you may choose as long as you answer the reflection questions. I highly encourage you to be creative and have fun!

## **Grading and Assessment**

All assignments will be graded in Canvas, where assignment rubrics will also be provided. These will detail what is expected in terms of requirements and the grading scale. I will do my best to grade your work in a timely manner so you have the opportunity to review the feedback. Your work in this class will be graded holistically on how well it demonstrates the following qualities.

- Complete: Does the work sufficiently address the prompt and/or the assignment requirements? Is it sufficiently developed?
- Clear: Is the work clear? Do you present an argument that logically progresses from one point to the next? Are your claims well supported with good/strong evidence from proper sources?
- Correct: Is the work accurate? Is it free of errors, whether in reasoning, grammar, typography, APA citation style, etc.?
- Compelling: Finally, but perhaps most importantly, to what degree does the work go beyond simply “checking off the boxes” to present arguments, insights, and/or reflections that are thought provoking and interesting? To what degree does the work demonstrate a deep and/or novel understanding of the material?

## **Deadlines & Late Work**

To receive full credit, all assignments should be typed (12 point font using Times New Roman or Arial with 1 inch margins), proofread, appropriately referenced and turned in on the day they are due.

**In order to complete the five speeches (impromptu, entertaining, values, informative and persuasive) you are required to submit an electronic copy of your completed outline before your speech via the assignment drop-boxes in Canvas. No outline, no speech, no exceptions.** When you miss your outline submission and speech, that affects your peer reviewers as well. By submitting this electronic copy to Canvas, you are also submitting your work to Turnitin.com, an online plagiarism detection service.

**I do not accept late work. I will only accept late work in cases of personal emergency or extenuating circumstances, but please email me to further discuss.**

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Please know that my late work policy is not to frighten or bring stress to you, but, rather, to encourage you to stay on track with COMM 1 and ask for assistance **before** assignments are due. Let me know how I can help you! We can set up an appointment to discuss any of this if you have questions or concerns.

### Assignment values

The value of the assignments will be:  
Impromptu Speech 25 points  
Entertaining Speech: 25 points  
Values Speech: 100 points  
Informative Speech:150 points  
Persuasive Speech: 200 points  
Speech Outlines: 150 points  
Peer Reviews: 30 points  
Speech Reflections: 30 points  
Reading Assignments/discussions: 100 points  
In-class Activities: 140 points  
Final: 50 points  
GRAND TOTAL: 1000 points

### Checking your grades

You can monitor your assignment and cumulative grades at any time by viewing the “Grades” pages on Canvas. You can also use the “What if” feature in Canvas to enter hypothetical grades for your assignments, which gives you the ability to check what grades you will need on upcoming assignments in order to get the final course grade that you are aiming for.

I do not discuss grades over email. If you have questions or concerns regarding your grade, I am more than happy to discuss during office hours on Zoom, or we can schedule an appointment. Once a grade is posted, give yourself 24 hours to thoroughly read my comments and revisit the assignment details and rubric before we discuss your grade.

I go by points, not percentages for totaling your final grade. Please be aware of this for the end of the term. That means if you see 89.9% for example, you should focus more on the points itself with the scale listed below.

This table contains the grading points:

<i>Grade</i>	<i>Points</i>	<i>Grade</i>	<i>Points</i>
<b>A plus</b>	<b>980 to 1000</b>	<b>C plus</b>	<b>760 to 799</b>
<b>A</b>	<b>930 to 979</b>	<b>C</b>	<b>730 to 759</b>

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<b>A minus</b>	<b>900 to 929</b>	<b>D plus</b>	<b>700 to 729</b>
<b>B plus</b>	<b>860 to 899</b>	<b>D</b>	<b>630 to 659</b>
<b>B</b>	<b>830 to 859</b>	<b>D minus</b>	<b>600 to 629</b>
<b>B minus</b>	<b>800 to 829</b>		

## Final Course Grades

The final grades for our course will be calculated using the scale above.

## Class Protocols

Public speaking is an intensive, skills-building class for most students—a class that involves and evolves from our collective discussions and risk-taking. This means that it is in your best interest to attend and actively participate in each and every session. However, should an emergency arise, please do everything in your power to contact me prior to missing class so that we might try to make alternative arrangements.

As a member of this class, you have responsibilities beyond simply showing up:

- **BE PRESENT!** This means that you are actively engaged in class and focused on the content of the course with minimal distractions.
- Come to class prepared: Complete assigned readings and be ready to discuss them.
- Ask any and all questions you have regarding the text, lecture material, or assignments. Be proactive, not reactive in your inquiries. For example, do not ask about the requirements for an assignment on the day it is due (or, even worse, afterwards); these must be clarified in advance. If you do not understand something, please ask. Most likely, other people have the same or similar questions or concerns.
- Demonstrate good communication skills on a regular basis. It is important to write with clarity and purpose, to work productively in small groups, to actively listen to the contributions of other members of the class, and think critically about central issues related to communication and society.
- Work with others to establish a cooperative/respectful climate. This means supporting your peers, giving constructive criticism, being open to new ways of thinking, having an awareness of tone, and being considerate of others when discussing ideas.
- Consider your own intersecting identities and how it might impact your perspective on a particular topic. This course will require us to discuss issues that may yield a wide variety of opinions. When engaging in classroom discussion, I ask that each person consider the biases we might carry that we are unaware of and how that affects our outlook on a particular topic.

## Diversity & Inclusion

In our class this semester, we can anticipate *diversity*; in other words, the members of our group will almost certainly come from a range of different backgrounds (whether socioeconomic, cultural,

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racial, ethnic, religious, sexual, or any other type, or any combination thereof). This in turn will shape each of our perspectives, experiences, and worldviews in unique ways.

Since a significant part of our learning will revolve around discussion, reflection, and critical thinking, I see our diversity as a huge asset. It can potentially enhance our sharing and acquisition of new knowledge, our success in learning new skills, and our transformation as we gain new perspectives.

At the same time, I acknowledge that, because of our diversity, there may be times when members of our group don't see or experience things the same way. There may be moments when members of our group disagree with one another, perhaps strongly. And that's OK, provided that we work together to be *inclusive*.

For our purposes, inclusion means that everyone should feel safe, valued and respected within our classroom community, a condition that I am fully committed to fostering as your professor. I also ask each of you, as members of this community, to join me in contributing to and maintaining an inclusive learning environment.

### **Preferred Names and Pronouns**

Please let me know the name that you go by and the pronouns that you use so that I, and your peers, are informed and can address you appropriately. Feel free to email me or message me privately if you would prefer that I do not use the name listed on the roster and I am more than happy to do so. For help editing your display name in Canvas, please visit Canvas' Student User Settings Guide.

### **Classroom Interactions**

Effective classroom communication involves verbal and nonverbal behavior. Based on that concept, class participation includes involvement in class discussions AND demonstrating your attention as an active listener. When viewing each other's speeches, students should encourage and support one another by listening intently, providing constructive feedback, asking questions, showing appropriate nonverbal behaviors, and being present for the entire class period. It is important that your use of technology in the classroom helps instead of hinders this process. Please, be careful that this does not negatively influence your class participation.

### **Participation**

Your contributions and presence are valuable to this class. If you are unable to attend class, please notify me prior to class if possible. If you do miss class, please make sure to connect with one of your colleagues and/or come to office hours to review what was missed.

Everyone should try to do their best to be in class on time and be ready to learn. Your attendance and participation is valuable for our class. Part of the expectation for class is to actively participate. It also sets a precedence for a very important social skill and aids your comprehension of the class material.

### **Attendance**

You must be present at our first class meeting unless you have notified me otherwise. All students that do not attend will be reached out to. If you do not reach back out and/or miss another class session, you will be dropped from the course. Please be present.

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## **Collaborating**

I welcome you to email and connect with me. Please allow 24-48 hours for a response to your email. I may not always check my email on the weekends. Before sending your email with questions for me, please consider the following questions: Can this information be found on Canvas? Can this information be found in the syllabus or my notes? Would a classmate know the answer to my question? Sometimes the answers are right in front of us, we just need to take a pause to assess our needs before reaching out.

I suggest exchanging direct information with someone in the class to make connections to support one another throughout the course of the semester (and perhaps beyond).

## **Special Accommodations**

If there are any accommodations that you may need, please feel free to let me know. I am here to support your educational needs and to help ensure your success in this course. I understand that it can also be difficult to discuss these things, you can also go to our [Disability Resource Center](#) on campus. Again, if you have questions or concerns and would like to chat, please do not hesitate to contact me.

## **Plagiarism**

Plagiarism is the use of another person's words or ideas in a manner that makes it seem as though they are your own. Plagiarism is a serious offense and will be treated as such. Plagiarized material will receive zero credit for the assignment and will be reported to appropriate University authorities. Never use another person's unique ideas or phrases without giving them proper credit (i.e., properly quoting, citing, and documenting sources). Working with another person if independent work is required and submitting the same paper or project for more than one course are also examples of plagiarism.

If you are unsure about any issues related to academic integrity, I invite you to visit my office hours or create an appointment and I will be more than happy to discuss your questions and concerns.



## COMM 1, Fall 2024, Tentative Schedule

This schedule is subject to change with fair notice; any changes will be announced during class meetings and via Canvas.

Week	Date	Description	Reading	Assignments
1	MON 9/23	Welcome + syllabus review Why public speaking Speaking Anxiety	Syllabus Chapters 1 + 3	Familiarize yourself with course materials Review syllabus Read chapter 12 + 2 and complete discussion In-class activity #1
1	WED 9/25	Values Speech Assignment Thesis Statements Outlining	Chapter 12	In-class activity #2 Discussion on chapter readings due 9/29 at 11:59 pm
2	MON 9/30	Active Listening Nonverbal communication	Chapters 4	In-class activity #3
2	WED 10/2	Peer Review and Writing Workshop	Chapter 6	In-class activity #4 Discussion on chapter readings due 10/6 at 11:59 pm
3	MON 10/7	Values Speeches	Chapter 9	<b>Values Speech Final Draft Due</b> Peer review due 10/7 Speech reflection due Sunday 10/8 at 11:59 pm Discussion on chapter readings due
3	WED 10/9	Informative speech info Informative v. Persuasive speeches	Chapter 16	In-class activity #5 Discussion on chapter readings due 10/13 at 11:59 pm
4	MON 10/14	How To Find Credible Sources	Chapters 7	In-class activity #6 Topic selection due
4	WED 10/16	APA format	Chapter 10	In-class activity #7 Discussion on chapter readings due 10/20 at 11:59 pm

Week	Date	Description	Reading	Assignments
5	MON 10/21	Audience Analysis	Chapters 5	In-class activity #8 Rough draft of informative speech due
5	WED 10/23	Entertaining Speeches	Chapter 18	
6	MON 10/28	Biases	Chapter 2	Informative Speech Rough draft due In-class activity #9
6	WED 10/30	Writing Workshop and Peer Review	Chapter 14	Informative Speech Final Draft Due In-class activity #10 Discussion on chapter readings due 10/29 at 11:59 pm
7	MON 11/4	Informative Speeches day 1	No reading	<b>Informative Speech Final Draft Due</b> Peer review due for day 1
7	WED 11/6	Informative Speeches day 2 Persuasive Speech info	No reading	Peer review due for day 2 Speech Reflection due 11/10 at 11:59 pm
8	MON 11/11	No Class!	Chapter 17	
8	WED 11/13	Ethos, Pathos, and Logos	Chapter 8	In-class activity #11 Discussion on chapter readings due 11/17 at 11:59 pm
9	MON 11/18	Language	Chapter 13	Read chapters and complete discussion In-class activity #12
9	WED 11/20	Impromptu Speeches		Discussion on chapter readings due 11/24 at 11:59 pm
10	MON 11/25	Strong Conclusions	Chapter 11	Persuasive Speech Rough Draft Due In-class activity #13
10	WED 11/27	Writing Workshop and Peer Review	Chapter 15	In-class activity #14 Discussion on chapter readings due 12/1 at 11:59 pm
11	MON 12/2	Persuasive Speeches day 1	No reading	<b>Persuasive Speech Final Draft Due</b> Peer review for day 1 due 12/2
11	WED 12/4	Persuasive Speeches day 2	No reading	Peer review for day 2 due 12/4 Speech Reflection due 12/8 at 11:59 pm



Week	Date	Description	Reading	Assignments
Finals week	MON 12/9 1:45-3:45	Speech Makeup Day Final Video Submission		