COMM 1315: PUBLIC SPEAKING  
FALL 2017

Instructor: JongHwa Lee, Ph.D.  
Office: Library B312  
Office Hour: MWF (9:00 – 10:40), TR (9:30 – 12:00), and by appointment  
Phone: 325-486-6080  
E-mail: JongHwa.Lee@angelo.edu

Course Description:  
COMM 1351 is a course designed to help students across academic majors to learn how to communicate effectively in public by understanding and analyzing the audience and situation then creating an appropriate message. Core public speaking skills are message clarity, organization, language, delivery, and the use of multimedia/presentation technology. Emphasis will be placed on presenting a variety of speeches throughout the semester.

Student Learning Outcomes:  
- Critical Thinking Skills (CT): Gather, analyze, evaluate, and synthesize information relevant to a question or issue; Develop and demonstrate a logical position (i.e., perspective, thesis, hypothesis) that acknowledges ambiguities or contradictions.  
- Communication Skills (CS): Develop, interpret, and express ideas through effective written, oral, and visual communication.  
- Teamwork Skills (TS): Consider different viewpoints as a member of a team; Work effectively with others to support and accomplish a shared goal.  
- Attitudes and Behaviors Displaying Social Responsibility (SR): Demonstrate intercultural competence, knowledge of civic responsibility, and engagement in the campus, regional, national, or global communities.  
- Attitudes and Behaviors Displaying Personal Responsibility (PR): Demonstrate the ability to evaluate choices, actions, and consequences as related to ethical decision making.

Required Readings:  

Course Evaluation:  
<table>
<thead>
<tr>
<th>Speech Type</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informative Speech</td>
<td>200 (150 + 50)</td>
</tr>
<tr>
<td>Persuasive Speech</td>
<td>200 (150 + 50)</td>
</tr>
<tr>
<td>Special Occasions Speech</td>
<td>100</td>
</tr>
<tr>
<td>Group Speech</td>
<td>200 (150 + 50)</td>
</tr>
<tr>
<td>Quizzes</td>
<td>100 (20 x 5)</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
<tr>
<td>Peer Evaluation</td>
<td>50 (10 x 4 speeches + 10 for listening)</td>
</tr>
<tr>
<td>Participation</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>1000</td>
</tr>
</tbody>
</table>

Grading Scales:  
COURSE POLICY

Advising:
Please see me at least TWICE throughout the semester. I would like to learn more about you, help you, and/or chat with you. You can visit me during my regular office hours, or we can schedule a meeting. You can bring your friends with you, and you choose the topic of our chat.

Attendance & Missing Classes:
Regular attendance is required in this course. Attendance will be taken and counted beginning the first day of class. The student is allowed to miss 3 days (in MWF classes), 2 days (in TR or MW classes), and 1 day (if class meets once a week) without penalty to the final grade. However, a student’s absence will result in a zero for all work/assignment completed on that day. Once a student misses more than the allotted absences mentioned above, two (2) points will be deducted from the student’s FINAL average for each additional absence. This number includes both EXCUSED and UNEXCUSED absences. You will be counted absent if you are not present for the entire class.

To be considered excused for a class absence, the student must be excused through the school (e.g., as they will be attending a school sponsored event), and provide the instructor proper documentation for the absence. If the student misses a class period, it is the responsibility of her to complete any assignments she will be missing prior to her departure, to get notes from a class member and be prepared for the next class meeting. This includes being accountable for any changes in the schedule that were announced in the student’s absence.

Participation:
To ensure full participation credit, attendance is a necessary precondition, as is having read the assigned book chapters or readings. I believe good participation involves with good listening and asking good questions that reflect a genuine attempt to grapple with the assigned readings and with what other people are saying in class. Thus, to earn full participation credits, be a good listener and ask good questions.

Note: At the end of the semester, all students will be evaluated by their peers on their performance of listening. Again, pay attention and ask good questions.

Class Etiquette & Electronic Communication:
Please be a courteous student and peer. Use of ANY electronic communication (particularly for texting and social media posting) will result in you being counted absent for the day, and will result in a zero for any work completed on that day. Unless you have a really strong reason (e.g., medical – in such cases, please let me know), turn off all your electronic devices (cell phones, lap-tops, etc.) and put them in your bag. Be respectful, and show you care!

Dress Requirement:
Appropriate dress is required for each speech. Specific requirements will be announced prior to the speech.
Late Speeches:
If you are not present when scheduled to give your speech and do not have a legitimate reason for being absent (e.g., hospitalization, funeral of close family member), YOU WILL RECEIVE A ZERO for that presentation. If you have a legitimate reason for missing, YOU ARE REQUIRED TO MAKE UP YOUR SPEECH THE DAY THAT YOU RETURN. This means that you must have your documentation legitimizing your absence and your speech materials ready. You will be FIRST to present on the day that you return. However, if you do not have a legitimate reason, remember course policy states: FAILING TO GIVE A SPEECH ON THE ASSIGNED DATE WILL RESULT IN A ZERO. NOT DELIVERING ALL FOUR SPEECHES WILL RESULT IN AUTOMATICALLY FAILING THE CLASS REGARDLESS OF YOUR NUMERICAL AVERAGE.
Also, showing up late on your scheduled speech date will result in 10 points being deducted from your speech grade. Arrive early, check on the equipment and materials, and prepare for Plan-B – Get Ready! And, again, Show You Care!

Late Tests:
If you miss a test due to an excused absence (e.g., hospitalization, funeral of close family members), you must make the test up within a reasonable length (no more than one week, desirably less). All arrangements for making up for work should be made prior to the absence, if possible, and is the student’s responsibility. A typed, signed, and dated explanation must be given to the instructor upon returning to class.

Late Assignments:
All assignments must be submitted in the class meetings in time. NO LATE ASSIGNMENT WILL BE ACCEPTED. Any paper that is not in my possession at the end of the class period in which it is due is considered “no submission.” This includes any papers put in my mailbox or papers sent via email only. Once you submit a hard copy in the class, send one electronic copy to jleeclass@gmail.com – this email is to keep record of your work only (All school related and other communication purpose must use JongHwa.Lee@angelo.edu). Again, your submission of a hard copy is the first requirement; if you simply send an electronic copy by email, it is considered failed submission. When you send an email, make sure you put your name, class, and the title of your assignment in the subject line of the email.
Note: Schedule your assignment submission ahead of time. I cannot overemphasize the importance of developing drafts. I believe in the improvement of your writing over developing drafts, so I tend to offer more and fuller feedbacks on drafts than your final submission.

Grading:
At the end of the semester, grades are assigned STRICTLY BY POINT TOTAL. For example, if you have accumulated 899 at the end of the course, you will receive a B rather than an A (even though an A is a point away). Over the course of the semester, I will give you a number of opportunities (Reaction Papers, Inviting Guest Speakers, etc.; see below Extra Credit Assignments) to earn extra credit points. So, if you need an A be sure to accumulate enough points (900) to earn an A.
Note: Please do not tell me what grade you NEED in my course. Grades are not based on need; they are based on a student’s performance on the tests and course assignments. I will NOT change grades at any point based on need. If you need a certain grade, be certain to earn enough points to merit that grade.

Extra Credit Assignments:
During the semester, I will provide several opportunities for extra credit points (worth a total of 30 points). For example, you may earn extra credit points by attending special university lectures relevant to our class and writing a 2-3 page reaction paper. Or, after being approved by the instructor, you may arrange/invite guest speakers for the class who have expert knowledge/experience on the class subject. Or, I may give extra pop quizzes at the start of class, and these quizzes will be based on the assigned course readings. Consequently, to do well on these quizzes you will need to read and review the readings before class and be certain that you come to class on time.

Points earned from these reaction papers, inviting guest speakers, and quizzes will count as extra-credit points; these points will simply be added into your total accumulation of points for the class. Therefore, missing or doing poorly on quizzes and reaction papers will not hurt your grade, but taking quizzes/reaction papers and doing well on them will definitely help your grade.

Grading Concerns:
After I return any graded assignments, I will not discuss any grading questions for a 24-hour period. In addition, I will NEVER discuss any personal grading questions in class. After 24 hours have elapsed, stop by my office hours, or make an appointment to see me and I will be happy to address any grading concerns you might have. All grading concerns must be addressed within two weeks after the assignment is returned.

Academic Misconduct:
Plagiarism in your speech will result in a zero for the speech and will result in an ‘F’ in the course regardless of your numerical average, and the instructor may pursue additional measures. Speeches are to be the original composition of each student. Outside sources are required for each assignment with proper verbal citation in the speech and in a bibliography as required.

Honor Code Policy:
Violations of academic integrity are very serious matters and are clearly documented in the ASU Student Handbook. The work a student submits in a class is expected to be the student’s own work and must be work completed for that particular class and assignment. Plagiarism means intentionally or knowingly representing the words or ideas of another as one’s own. This may include your own previous work. Plagiarism includes quoting or paraphrasing from other sources without acknowledging/citing the source of your information or presenting quoted material as your own words. You must be very clear about attribution of sources and you must know how to cite sources in a presentation, outline, and bibliography. Please see full Honor Code Policy at http://www.angelo.edu/cstudent/documents/pdf/Student_Handbook.pdf
Disability Statement:
The Student Life Office is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodation based on a disability. It is the student’s responsibility to initiate such a request by contacting:
Mrs. Dallas Swafford, Director of Student Development,
University Center Suite 112B,
Phone: 325-942-2047, or Fax: 325-942-2211
E-Mail: dallas.swafford@angelo.edu

Religious Holiday Observance:
- “Religious holy day” means a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code 11.20.
- A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.
- A student who is excused under section 2 may not be penalized for the absence, however; the instructor may respond appropriately if the student fails to complete the assignment satisfactorily.
**Tentative Course Schedule:**

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>MATERIAL</th>
<th>ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/29</td>
<td>Orientation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8/31</td>
<td>Speaking in Public &amp; Ethics</td>
<td>Chapter 1 &amp; 2</td>
<td></td>
</tr>
<tr>
<td>9/5</td>
<td>Listening &amp; Speech</td>
<td>Chapter 3 &amp; 4</td>
<td>Quiz 1 (Chapters 1 – 4)</td>
</tr>
<tr>
<td>9/7</td>
<td>Selecting a Topic/Purpose &amp; Audience Analysis</td>
<td>Chapter 5 &amp; 6</td>
<td></td>
</tr>
<tr>
<td>9/12</td>
<td>Gathering Materials &amp; Supporting Your Ideas</td>
<td>Chapter 7 &amp; 8</td>
<td>Quiz 2 (Chapters 5 – 8)</td>
</tr>
<tr>
<td>9/14</td>
<td>Organizing the Body of the Speech</td>
<td>Chapter 9</td>
<td></td>
</tr>
<tr>
<td>9/19</td>
<td>Beginning &amp; Ending the Speech</td>
<td>Chapter 10</td>
<td></td>
</tr>
<tr>
<td>9/21</td>
<td>Outlining the Speech</td>
<td>Chapter 11</td>
<td>Quiz 3 (Chapters 9 – 11)</td>
</tr>
<tr>
<td>9/26</td>
<td>Language &amp; Delivery</td>
<td>Chapter 12 &amp; 13</td>
<td></td>
</tr>
<tr>
<td>9/28</td>
<td>Visual Aids</td>
<td>Chapter 14</td>
<td>Quiz 4 (Chapters 12 – 14)</td>
</tr>
<tr>
<td>10/3</td>
<td>Speaking to Inform</td>
<td>Chapter 15</td>
<td></td>
</tr>
<tr>
<td>10/5</td>
<td>Informative Speech</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/10</td>
<td>Informative Speech</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/12</td>
<td>Informative Speech</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/17</td>
<td>Informative Speech</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/19</td>
<td>Speaking to Persuade &amp; Methods of Persuasion</td>
<td>Chapter 16 &amp; 17</td>
<td></td>
</tr>
<tr>
<td>10/24</td>
<td>Persuasive Speech</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/26</td>
<td>Persuasive Speech</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/31</td>
<td>Persuasive Speech</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/2</td>
<td>Persuasive Speech</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/7</td>
<td>Speaking on Special Occasions</td>
<td>Chapter 18</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>---------------------------------</td>
<td>---------------------------------</td>
<td></td>
</tr>
<tr>
<td>11/9</td>
<td>Special Occasions Speech</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/14</td>
<td>Special Occasions Speech</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/16</td>
<td></td>
<td>NCA</td>
<td></td>
</tr>
<tr>
<td>11/21</td>
<td>Speaking in Small Groups</td>
<td>Chapter 19</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quiz 5 (Chapters 15-19)</td>
<td></td>
</tr>
<tr>
<td>11/23</td>
<td></td>
<td>Thanksgiving</td>
<td></td>
</tr>
<tr>
<td>11/28</td>
<td>Group Speech</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/30</td>
<td>Group Speech</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12/5</td>
<td>Group Speech</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12/7</td>
<td></td>
<td>Course Review</td>
<td></td>
</tr>
<tr>
<td>12/12</td>
<td></td>
<td>Final Exam (8:00 – 10:00 a.m.)</td>
<td></td>
</tr>
</tbody>
</table>
**Project Assignments**

- **Informative Speech (200 points = 150 for speech + 50 for outline)**

  Give a 5-7 minute speech on a topic *to inform* your audience, in a professional, engaging, and extemporaneous style. Please bring/submit one hard copy of your speech outline and PowerPoint material.

  Also, please submit one electronic copy (of your speech outline and PowerPoint slides) to jleeclass@gmail.com. Your submission of a hard copy is the first requirement; if you simply send an electronic copy by email, it is considered failed submission. When you send an email, make sure you put your name, class, and the title of your assignment in the subject line of the email.

- **Persuasive Speech (200 points = 150 for speech + 50 for outline)**

  Give a 5-7 minute speech on a topic *to persuade* your audience, in a professional, engaging, and extemporaneous style. Please bring/submit one hard copy of your speech outline and PowerPoint material.

  Also, please submit one electronic copy (of your speech outline and PowerPoint slides) to jleeclass@gmail.com. Your submission of a hard copy is the first requirement; if you simply send an electronic copy by email, it is considered failed submission. When you send an email, make sure you put your name, class, and the title of your assignment in the subject line of the email.

- **Special Occasions Speech (100 points)**

  Give a 1-3 minute (time dependent type selected) wedding toast, eulogy, or acceptance speech, in a professional, engaging, and extemporaneous style.

- **Group Speech (200 points = 150 for speech + 50 for outline)**

  Your group will give a 12-15 minute group speech persuading the audience to volunteer for a particular non-profit organization, which utilizes Monroe’s Motivated Sequence. Again, your presentation will be a professional, engaging, and extemporaneous style. Please bring/submit one hard copy of your speech outline and PowerPoint material.

  Also, please submit one electronic copy (of your speech outline and PowerPoint slides) to jleeclass@gmail.com. Your submission of a hard copy is the first requirement; if you simply send an electronic copy by email, it is considered failed submission. When you send an email, make sure you put your name, class, and the title of your assignment in the subject line of the email.

- **Quizzes (100 points = 20 each x 5)**

  You will be given 5 quizzes on chapter materials throughout the course of the semester. Quizzes may consist of multiple-choice, true/false, and/or essay questions.

- **Peer Evaluations (50 points = 10 x 4 speeches + 10 for listening)**

  Students will be graded on their evaluation of their peers’ individual speeches (informative, persuasive, special occasions, and group) and listening skills (e.g., being attentive, asking good questions, engaging through nonverbal, being respectful/professional, etc.).
General Criteria for Grading Speeches

“F” – Speech uses fabricated or plagiarized material. Speech is also not extemporaneous (read or memorized).

“D” – Speech shows lack of a clear thesis or purpose, short of preparation made to deliver in an extemporaneous style, not meeting all technical requirements of the assignment, not using appropriate research to support her points, and/or lack of effective organization to develop her case. Speech also may be carelessly or unprofessionally delivered/Performed.

“C” – Speech meets basic expectations of a specific assignment, while it may not do anything more. Speech chooses a topic that is original and appropriate to the audience and occasion, articulates a clear thesis/purpose statement, provides appropriate research to support her points, utilizes an effective organization to develop her case, and demonstrates an extemporaneous style. The speech, while appropriate and professional, is otherwise non-exceptional.

“B” – Speech is not only appropriate and professional, but is performed in an engaging and dynamic style, with few errors. Speech has an original and challenging topic, advances a clear thesis/purpose, reflects a greater depth of research, professionally identify credible sources, effectively keeps the audience’s attention, uses dynamic gestures and body movements, utilizes effective transitions, and demonstrates a strategic development/organization of her case. The speech is a better speech, but does not demonstrate excellence that would be required to be considered exceptional.

“A” – Speech goes beyond that required for a “B” speech, to choose an original, challenging, and creative topic, to demonstrate excellent audience analysis and adaptation, and to reflect a greater depth of research, in a clear authorial voice in command of the materials. In addition, the style is elegant, verbally and nonverbally, indicating careful attention to present a well-constructed, well-thought-out response that advances understanding, stimulates thought or is otherwise evidence of exceptional presentation. In short, an “A” is an exceptional performance of excellence.

As a further explanation of these criteria, consider the following comments:

- A “C” speech is a good speech – It simply does not do any more than is being asked.
- A “B” speech is a better speech, but does not reveal excellence that would be required to be considered exceptional.
- An “A” is an exceptional performance. Simply meeting the expectations is not the equivalent of an “A.”

Note: The following contains checklists for grading speech and outline. These checklists have equivalent items/issues as the general criteria for grading speeches explained above. Make sure you work on drafts/rehearsals and receive my feedbacks. I can offer more and fuller feedbacks when your work is ‘in-progress’ rather than ‘final.’
Speech Preparation Outline Rubric
Outlines must be typed

5=Excellent  4=Good  3=Average  2=Fair  1=Poor  0=Not Included

Introduction – 20 points (%)

Comments:

_____ gained attention and interest through attention getting statement
_____ introduced topic, thesis, or purpose clearly
_____ established credibility
_____ previewed body of speech

Body – 35 points (%)

Comments:

_____ had clear main points
_____ main points were fully supported through sub-points
_____ includes the minimum source citations (labeled in outline; clear and complete)
_____ used a variety of supporting material types
_____ organization was well planned (following appropriate speech order, i.e., chronological, spatial, topical, etc.)
_____ used language accurate, clear, concise and appropriate to audience and occasion
_____ utilized smooth transitions (introduction into body, between each main points, and into conclusion)

Conclusion – 15 points (%)

Comments:

_____ summarized main points
_____ restated purpose/thesis
_____ referenced to attention getter

Overall – 30 points (%)

Comments:

_____ outline header contains name, date, instructor and speech topic
_____ labels supporting material types in outline
_____ free of errors (grammar, spelling, etc.)
_____ includes a Works Cited or Bibliography page
_____ uses appropriate outline ordering system (i.e., I, A, 1, a)
_____ uses complete sentences

Total: __________/100 points (%)
# Speech Critique Sheet

**Speaker’s Name/CID:** _______________________

5 = Excellent  4 = Good  3 = Average  2 = Fair  1 = Poor  0 = Not Performed

## ORGANIZATION:
### Introduction: 25 points
- Attention getter
- Credibility Statement
- Audience relevance/identification
- Thesis/Purpose statement
- Preview body of speech

### Body: 25 points
- Main points clearly identifiable
- Used appropriate quantity & quality of sources
- Cited sources properly
- Developed ideas in a logical & effective sequence
- Used effective transitions & internal previews/summaries

### Conclusion: 25 points
- Reviewed/restated main points
- Rephrased/rearticulated thesis statement
- Reminded audience credibility
- Reminded audience relevance
- Decisive concluding statement

## DELIVERY:
### Physical Delivery: 20 points
- Eye contact
- Effective gestures & facial expressions (with few distracting mannerisms)
- Body movements
- Poise & confidence

### Vocal Delivery: 20 points
- Volume
- Rate, pause, & pitch
- Conversational quality
- Enthusiasm

### Language Style: 10 points
- Suitable & appropriate language for the audience
- Vivid & effective language (with few verbal fillers)

### Sensory Aid Use: 15 points
- Visible/audible/readable
- Spoke to audience not aids
- Enhances, not to distract attention from, the speaker’s message

## OVERALL: 10 points
- Time management
- Conform & adapt to the assigned speech, audience, & situation

**TOTAL POINTS:** ________/150