COM 225 PUBLIC SPEAKING

Course Information:

Faculty

Name: Dr. Marissa Floyd
Email address: mfloyd5@asu.edu
Zoom Office hours: Arranged via email

Credits:

3

Prerequisites

ENG 101, 105 or 107 with C or better

Core requisites -

None

Catalog Description

Verbal and nonverbal communication in platform speaking. Discussion and practice in vocal and physical delivery and development of public communication.

Course Overview

Students will learn to develop a fluent and professional oral delivery style with an emphasis on managing speech anxiety. Students will learn to cultivate and organize presentation topics utilizing critical thinking, research, and analysis for a variety of audiences and situations. This course fills the "L" literacy credit. That means that you will be developing critical skills in listening, evaluating, writing, and speaking.

Learning Outcomes

At the completion of this course, students will be able to:

- Deliver an organized, audience centered message
- Develop nonverbal speaking behaviors that support verbal messages
- Gather supporting research and orally cite sources.
- Effectively present information individually via technology
- Differentiate preparation, content, organization, and delivery requirements of informative, impromptu, persuasive, manuscript and extemporaneous speeches

Course Topics, Schedule, & Grading

Activities used for instruction and assessment of learning include: individual presentations; supplemental videos; textbook readings; peer feedback; and self-reflection. **Students must deliver each benchmark speech to complete the course.**
Throughout the course you will view a number of lectures. These are designed to supplement your reading and provide information to assist you in creating, organizing, and delivering your next speech. *Skill-building Lectures* are interactive and graded assignments.

CommLabASU

In order to maximize your speaking time during this course, **it is mandatory that students complete a practice session with a CommLabASU mentor** prior to delivering each benchmark speech. CommLabASU's purpose is to help students with any or all stages of an oral presentation. Review the **Using CommLabASU** tab in the module resources for more information about utilizing CommLabASU.

Recording your Speeches

Each of your practice and benchmark speeches will be recorded in the corresponding module assignment. Videos will be recorded using canvas "record/upload media" function and further instructions can be found under course resources. These videos will be used and shared with other students in the class, CommLabASU mentors, and your instructor in order to provide feedback and analysis of your work.

Civility Statement

Students are required to conduct themselves in a professional manner and contribute to a productive learning environment in accordance with university policies. If you cannot use a word or phrase in the newspaper or on the evening network news – then please don't use it in this course. This civility statement covers the interactions you have with your instructors, within mentoring sessions, and as you complete your class assignments - this includes your speeches, written assignments, and peer feedback.

Course Schedule

Assignment Title - What are you doing?	Where to find it...	What's it worth?	When's it due?
Welcome & Introduction: Preparing for Success (Combined with Module 1)			
Welcome - Why Public Speaking is important	Welcome and Start Here	included in syllabus quiz	3/8
Using CommLabASU Orientation	Resources	included in syllabus quiz	3/8
Course Overview Lecture	Introduction: Preparing for Success	included in syllabus quiz	3/8
Syllabus/Course Overview Quiz	Introduction: Preparing for Success **PREPARE**	15 points	3/8
Introduce yourself to a CommLabASU Mentor	Introduction: Preparing for Success **PRACTICE**	10 points	3/9
MODULE 1: Communication & Public Speaking (Combined with Welcome and Introduction)			
Skill-Building Lecture: Communication Models	Module 1: Communication & Public Speaking **PREPARE**	10 points	3/11
Benchmark Speech: Introduction	Module 1: Communication & Public Speaking **PRESENT**	20 points	3/12
Providing Feedback Lecture	Module 1: Communication & Public Speaking **PREPARE**	included in quiz #1	3/14
Self Reflection Journal - Introduction Speech	Module 1: Communication & Public Speaking	10 points	3/14

	REFLECT		
Peer Feedback Loop Discussion - Introduction Speech	Module 1: Communication & Public Speaking **REFLECT**	10 points	3/14
Reading: Chapters 1-6	Textbook	included in quiz #1	3/14

MODULE 2: Preparing for the audience

Skill Building Lecture - Becoming an Audience Centered Speaker	Module 2: Preparing for the Audience **PREPARE**	10 points	3/19
Lecture - Outlining and Creating your speech	Module 2: Preparing for the Audience **PREPARE**	included in quiz #1	3/19
Lecture - Benchmark Speech Instructions: Artifact	Module 2: Preparing for the Audience **PREPARE**	included in quiz #1	3/19
Watch Artifact Example	Module 2: Preparing for the Audience **PREPARE**	included in quiz #1	3/21
Reading: Chapters 8, 11-14, 16	Textbook	included in quiz #1	3/21
Artifact Outline	Module 2: Preparing for the Audience **PRACTICE**	10 points	3/21
Quiz#1 - Lectures, Videos, & Readings (chapters 1-6, 8, 11-14,16)	Module 2: Preparing for the Audience **PREPARE**	23 points	3/21

MODULE 3: Getting out of your own way

Lecture - Managing Public Speaking Anxiety	Module 3: Getting out of your own way **PREPARE**	included in quiz #2	3/23
Practice your artifact speech with CommLabASU - include a copy of your outline.	Module 3: Getting out of your own way **PRACTICE**	10 points	3/23
Skill-Building Lecture - Non Verbal Communication	Module 3: Getting out of your own way **PREPARE**	10 points	3/25
Benchmark Speech - Artifact	Module 3: Getting out of your own way **PRESENT**	40 points	3/26
Peer Feedback Loop Discussion - Artifact	Module 3: Getting out of your own way **REFLECT**	10 points	3/28
Self-Reflection Journal - Artifact	Module 3: Getting out of your own way **REFLECT**	10 points	3/28
Gather your Audience: you will need 2-3 adults for Module Seven speech (Extra Credit)	Start planning ahead now!	N/A	3/28
Reading: Chapters 7, 15, 17-19	Textbook	included in quiz #2	3/28

MODULE 4: Preparing to inform

Lecture: Informative Speeches	Module 4: Preparing to inform **PREPARE**	included in quiz #2	4/2

Benchmark Speech Instructions: Individual Informative	Module 4: Preparing to inform **PREPARE**	included in quiz #2	4/2
Watch Informative Example	Module 4: Preparing to inform **PREPARE**	N/A	4/2
Skill-Building Lecture A - Relating to your audience	Module 4: Preparing to inform **PREPARE**	10 points	4/2
Skill-Building Lecture B - Visual supports to a speech	Module 4: Preparing to inform **PREPARE**	10 points	4/2
Reading: Chapters 20-22, 26	Textbook	included in quiz #2	4/4
Informative Outline	Module 4: Preparing to inform **PRACTICE**	10 points	4/4
Quiz #2 - Lectures, Videos, & Reading (chapters 7,15,17-22, 26)	Module 4: Preparing to inform **PREPARE**	23 points	4/4
MODULE 5: Delivering an effective presentation			
Skill Building Lecture - Enthusiastic Credibility	Module 5: Delivering an effective presentation **PREPARE**	10	4/6
Practice your informative speech with CommLabASU - include a copy of your outline.	Module 5: Delivering an effective presentation **PRACTICE**	10	4/6
Benchmark Speech - Informative	Module 5: Delivering an effective presentation **PRESENT**	60	4/9
Peer Feedback Loop Discussion - Informative	Module 5: Delivering an effective presentation	10	4/11

	REFLECT		
Self-Reflection Journal- Informative	Module 5: Delivering an effective presentation **REFLECT**	20	4/11

MODULE 6: Planning to persuade			
Skill-Building Lecture A - Persuasion	Module 6: Planning to persuade **PREPARE**	10	4/16
Skill-Building Lecture B - Motivation/ vivid language	Module 6: Planning to persuade **PREPARE**	10	4/16
Reading: Chapters 9, 10, 23-24	textbook	included in quiz #3	4/16
Persuasive Outline	Module 6: Planning to persuade **PRACTICE**	20	4/18
Feedback Loop Self-Reflection Journal - Audience Feedback	Module 6: Planning to persuade **REFLECT**	10	4/18
Quiz: Lectures, Videos, and Readings Quiz #3 (chapters 9-10, 23-24)	Module 6: Planning to persuade **PREPARE**	25	4/18

MODULE 7: Persuading an audience & growing as a speaker			
Practice your persuasive speech with CommLabASU - include a copy of your outline.	Module 7: Persuading an audience & growing as a speaker **PRACTICE**	10	4/19
Benchmark Speech - Persuasive	Module 7: Persuading an audience & growing as a speaker **PRESENT**	80	4/22

Peer Feedback Loop Discussion - Persuasive	Module 7: Persuading an audience & growing as a speaker **PRESENT**	10	4/25
Self-Reflection Journal - Persuasive	Module 7: Persuading an audience & growing as a speaker **REFLECT**	20	4/25
Self-Reflection Journal - **Final** overall self reflection	Module 7: Persuading an audience & growing as a speaker **REFLECT**	50	4/25
Congratulations Lecture and Closing		Enjoy!	4/25

Grading

Grade	Percentage	Points Range
A	90 – 100%	540 – 600
B	80 – 89%	480 – 539
C	70 – 79%	420 – 479
D	60 – 69%	360 – 419
E/F	Below 60%	359 and below

Grading Procedure

Grades reflect your performance on assignments and adherence to deadlines. Graded assignments will be available 48 hours after due date.

Communicating With the Instructor

This course uses a discussion board called "Hallway Conversations" for general questions about the course. Prior to posting a question, please check the syllabus, announcements,

and existing posts. If you do not find an answer, post your question. You are encouraged to respond to the questions of your classmates.

Email questions of a personal nature to your instructor or assigned TA. You can expect a response within 48 hours.

Online Course

This is an online course. There are no face-to-face meetings.

Email and Internet

ASU email is an [official means of communication](#) among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly.

All instructor correspondence will be sent to your ASU email account.

Course Time Commitment

This three-credit course requires approximately 135 hours of work. Please expect to spend around 18 hours each week preparing for and actively participating in this course. Please be advised the Shorten session (6 weeks) during summer sessions.

Late or Missed Assignments

Notify the instructor **BEFORE** an assignment is due if an urgent situation arises and the assignment will not be submitted on time. Published assignment due dates (Arizona Mountain Standard time) are firm. Please follow the appropriate University policies to request an [accommodation for religious practices](#) or to accommodate a missed assignment [due to University-sanctioned activities](#)

Submitting Assignments

All assignments, unless otherwise announced, MUST be submitted to the designated area of LearningStudio. Do not submit an assignment via email.

Drop and Add Dates/Withdrawals

This course adheres to a compressed schedule and may be part of a sequenced program, therefore, there is a limited timeline to [drop or add the course](#) . Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: [Withdrawal from Classes](#), [Medical/Compassionate Withdrawal](#) , and a [Grade of Incomplete](#)

Grade Appeals

Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the [University Policy for Student Appeal Procedures on Grades](#)

Student Conduct and Academic Integrity

ASU expects and requires its students to act with honesty, integrity, and respect. Required behavior standards are listed in the [Student Code of Conduct and Student Disciplinary Procedures](#) [Computer, Internet, and Electronic Communications policy](#) [ASU Student Academic Integrity Policy](#) , and outlined by the [Office of Student Rights & Responsibilities](#). Anyone in violation of these policies is subject to sanctions.

Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per [Instructor Withdrawal of a Student for Disruptive Classroom Behavior](#)

Appropriate online behavior (also knows as *netiquette*) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor.

The Office of Student Rights and Responsibilities accepts [< incident reports](#) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

Prohibition of Commercial Note Taking Services

In accordance with [ACD 304-06 Commercial Note Taking Services](#) , written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the notetaker's name as well as the instructor's name, the course number, and the date.

Course Evaluation

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule

but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

Accessibility Statement

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

[Qualified students with disabilities may be eligible to receive academic support services and accommodations](#) . Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are [responsible for requesting accommodations and providing qualifying documentation](#) to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities.

Qualified students who wish to request an accommodation for a disability should contact their campus DRC.

References used in preparing this course

Beebe, S. A., & Beebe, S. J. (2015). A concise public speaking handbook (4th ed.). Boston, MA: Pearson.

Beebe, S. A., & Beebe, S. J. (2013). Public speaking handbook (4th ed.). Boston, MA: Pearson.

Bloomberg Business. (2015). [Interactive Graphic] The Bloomberg recruiter report: Job skills companies want but can't get. Retrieved from http://www.bloomberg.com/graphics/2015-job-skills-report/

Bolte Taylor, Jill. (2008). Jill Bolte Taylor: My stroke of insight. [Video File]. Retrieved from: https://www.ted.com/talks/jill_bolte_taylor_s_powerful_stroke_of_insight?language =en#t-7001

Cutts, M. (2011, March). Matt Cutts: Try something new for 30 days. [Video file]. Retrieved from:https://www.ted.com/talks/matt_cutts_try_something_new_for_30_days?lang uage=en

Fountain, C. A., Keenan, D. M., & Dulaney, C. (1986). Oral communication methods (pp. 58-67). N.p.: Kendall/Hunt Publishing.

Fraleigh, D. M., & Tuman, J. S. (2014). Speak up! (3rd ed.). Boston, MA: Bedford St. Martin's.

Hart Research Associates. (2013). It takes more than a major: Employer priorities for college learning and student success [Data report]. As cited by: Association of

American Colleges and Universities. Retrieved from
https://www.aacu.org/leap/presidentstrust/compact/2013SurveySummary.

Hill, G. (2010, February). Graham Hill: Why I'm a weekday vegetarian. [Video file].Retrieved
from: https://www.ted.com/talks/graham_hill_weekday_vegetarian?language=en

Jay, M. (2013, February). Meg Jay: Why 30 is not the new 20. [Video file]. Retrieved from:
https://www.ted.com/talks/meg_jay_why_30_is_not_the_new_20?language=en

LaBeouf, S. (2015, August). Shia LaBeouf "Just Do It" Motivational Speech [Video
file]. Retrieved
from:https://www.youtube.com/channel/UC0yDCpC_UaXEdL6Zc4715rg

Marshall, M. (2012, June). Melissa Marshall: Talk nerdy to me. [Video file]. Retrieved from:
https://www.ted.com/talks/melissa_marshall_talk_nerdy_to_me?language=en

Morreale, S. P., Spitzberg, B. H., & Barge, J. K. (2007). Human communication (2nd ed.).
Belmont, CA: Thomson Wadsworth.

Morreale, S., Moore, M., Surges-Tatum, D., & Webster, L. (Eds.). (2007). The competent
speaker: Speech evaluation form and manual (2nd ed.). Washington D.C.: National
Communication Association.

O'Hare, D., Stewart, R., & Rubenstein, H. (2012). A speaker's guidebook: Text and reference
(5th ed.). Boston, MA: Bedford St. Martin's.

Rothschild, J.[JenniferRothschild]. (2005). Makeup tip: Wear lipliner on your eyes.
[Videofile]. Retrieved from: https://www.youtube.com/watch?v=Kd6_9ndXpjs

Tallcott, R. A. (1925). Speech training through acting, reading, and declamation. Quarterly
Journal of Speech 11(1), 8-17.

Turner, K.J., & Sheckels, T.F. (2015). Communication centers: A theory-based guide to
training and management. (pp. 69-127). Lanham, MD: Lexington

Tempe Campus	Polytechnic Campus
http://www.asu.edu/studentaffairs/ed/drc/	http://www.asu.edu/studentaffairs/ed/drc/
480-965-1234 (Voice)	480-727-1165 (Voice)
480-965-9000 (TTY)	480-727-1009 (TTY)
West Campus	**Downtown Phoenix Campus and ASU Online**
http://www.west.asu.edu/drc/	http://campus.asu.edu/downtown/DRC

University Center Building (UCB), Room 130	University Center Building, Suite 160
602-543-8145 (Voice)	602-496-4321 (Voice)
	602-496-0378 (TTY)

Computer Requirements

This course requires a computer with Internet access and the following:

- Web browsers ([Chrome](#), [Internet Explorer](#), [Mozilla Firefox](#), or [Safari](#))
- [Adobe Acrobat Reader](#) (free)
- [Adobe Flash Player](#) (free)
- Microphone and speaker (CALL suggests Logitech Headset for performance and value)
- Web camera (CALL suggests Logitech Webcam for performance and value if your computer does not have a built-in system)
- Microsoft Word (or another word processing software which produces a .doc, .docx, or .rtf document)
- Microsoft PowerPoint or Prezi (or another presentation software)
- Google Hangout and Google Hangout On Air
- You Tube account and channel

Technical Support

This course uses Blackboard to deliver content. It can be accessed through MyASU at http://my.asu.edu or the Blackboard home page at https://myasucourses.asu.edu

To monitor the status of campus networks and services, visit the System Health Portal at http://syshealth.asu.edu/.

To contact the help desk call toll-free at 1-855-278-5080.

Student Success

This is an online course. To be successful:

- check the course daily
- read announcements
- read and respond to course email messages as needed
- complete assignments by the due dates specified
- communicate regularly with your instructor and peers
- create a study and/or assignment schedule to stay on track