

COM 225 PUBLIC SPEAKING AND PRESENTATIONS

Course Information:

Faculty: Ane Loveless

Email address: alovele4@asu.edu

Credits: 3

Prerequisites

ENG 101, 105 or 107 with C or better

Core requisites -

None

Catalog Description: Skill-based course focusing on learning techniques for effective public speaking and professional presentations.

Course Objectives: Students will learn to develop a fluent and professional 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.

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 for General Studies Maroon (Required for undergraduate students in 2023 or earlier catalog years) and the "CIVI" Governance and Civic Engagement credit for General Studies Gold (Required for undergraduate students in 2024 or later catalog years). That means that you will be developing critical skills in listening, evaluating, writing, and speaking. In addition, this course content also develops students' skills in global awareness, and the analysis of social, political, economic or cultural systems, skills essential to participating more fully in communities. Find your catalog year by visiting [My ASU](#), under My Programs.

L: Literacy and Critical Inquiry: Literacy is competence in written and oral discourse. Critical inquiry is the gathering, interpretation, and evaluation of evidence. The literacy and critical inquiry requirement help students sustain and extend their ability to reason critically and communicate clearly through language. Your assignments in this class have been designed to challenge you with provided instructions and speaking prompts. Please note that written reflection assignments have page minimums and citation requirements. Failure to provide proof of literacy and critical inquiry in your assignments may lead to unsatisfactory feedback or a lower grade.

CIVI: Governance and Civic Engagement: Courses in the Global Communities, Societies and Individuals knowledge area explore the world from multiple vantage points. They consider historical, ongoing or transforming global issues across multiple scales and types of human experiences. Students will analyze ways that geographical and historical contexts influence communities, societies and individuals. In addition to courses focused entirely on non-U.S. American issues, courses structured to include comparative or transnational connections between the United States and other countries, i.e., courses that consider a global issue in multiple locations one of which is the United States, fall into this knowledge area.

Course Content Warning: The contents of this course are copyrighted material. Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.”

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 and in group settings 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 and group 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 several 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

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.

Please note, when CommLabASU checks out your practice assignment for grading you will see a 1/10. This is not your grade; it is simply a marker to show your assignment is under review. Once graded, CommLabASU will upload comments and adjust your grade. Oftentimes, you will receive feedback before your grade is adjusted. Please be patient with the process.

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 to provide feedback and analysis of your work.

Module Requirements and Prerequisites

This course locks material with requirements and prerequisites. Your growth as a public speaker will follow path to ensure you are able to prepare, practice, present, and reflect. A prerequisite on a module means that you must complete other modules before accessing the next module.

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 on 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 & 2)			
Welcome - Why Public Speaking is important	Welcome and Start Here	included in syllabus quiz	8/24
Using CommLabASU Orientation	Resources	included in syllabus quiz	8/24
Course Overview Lecture	Introduction: Preparing for Success	included in syllabus quiz	8/24
Syllabus/Course Overview Quiz	Introduction: Preparing for Success PREPARE	10 points	8/24
Introduce yourself to a CommLabASU Mentor - submit a copy of your video for feedback.	Introduction: Preparing for Success PRACTICE	10 points	8/24

MODULE 1: Communication & Public Speaking (Combined with Welcome and Introduction)

Skill-Building Lecture: Communication Models	Module 1: Communication & Public Speaking PREPARE	10 points	8/31
Origins and Free Speech Lecture	Module 1: Communication & Public Speaking PREPARE	included in quiz #1	8/31
Public Speaking and Anxiety Lecture	Module 1: Communication & Public Speaking PREPARE	included in quiz #1	8/31
Cultural Care Moment #1: The Willingness/Value of Talk	Module 1: Communication & Public Speaking PREPARE	20 points	8/31
Practice on the Community Stage: Introduction Speech (Extra Credit)	Module 1: Communication & Public Speaking PRACTICE	Extra Credit	8/31
Benchmark Speech – Introduction	Module 1: Communication & Public Speaking PRESENT	20 points	8/31
Listening & Providing Feedback Lecture	Module 1: Communication & Public Speaking PREPARE	included in quiz #1	8/31
Provide Friendly Feedback - Introduction Speech	Module 1: Communication & Public Speaking REFLECT	10 points	8/31
Self-Reflection Journal - Introduction Speech	Module 1: Communication & Public Speaking REFLECT	10 points	8/31

Introduction Self-Reflection Quiz	Module 1: Communication & Public Speaking REFLECT	included in introduction self-reflection journal	8/31
Reading: Chapters 1-6	Textbook	included in quiz #1	8/31
MODULE 2: Preparing for the audience			
Skill Building Lecture - Becoming an Audience Centered Speaker	Module 2: Preparing for the Audience PREPARE	10 points	9/5
Cultural Care Moment #2: Audience, Speaker, and Culture	Module 2: Preparing for the Audience PREPARE	20 points	9/5
Lecture - Outlining and Creating your speech	Module 2: Preparing for the Audience PREPARE	included in quiz #1	9/5
Outline Game	Module 2: Preparing for the Audience PREPARE	included in quiz #1	9/5
Preparation Outline - Artifact	Module 2: Preparing for the Audience PREPARE	20 points	9/5
Quiz #1 - Lectures, Videos, & Readings (chapters 1-6, 8, 11-14,16)	Module 2: Preparing for the Audience PREPARE	20 points	9/5
Reading: Chapters 8, 11-14, 16	Textbook	included in quiz #2	9/5
MODULE 3: Getting out of your own way			

Skill-Building Lecture - Non-Verbal Communication	Module 3: Getting out of your own way PREPARE	10 points	9/7
Lecture - Managing Public Speaking Anxiety	Module 3: Getting out of your own way PREPARE	included in quiz #2	9/7
Practice your artifact speech with CommLabASU	Module 3: Getting out of your own way PRACTICE	10 points	9/7
Practice on the Community Stage: Artifact Speech (Extra Credit)	Module 3: Getting out of your own way PRACTICE	Extra Credit	9/14
Benchmark Speech - Artifact	Module 3: Getting out of your own way PRESENT	40 points	9/14
Provide Friendly Feedback - Artifact	Module 3: Getting out of your own way REFLECT	10 points	9/14
Self-Reflection Journal - Artifact	Module 3: Getting out of your own way REFLECT	10 points	9/14
Artifact Self-Reflection Quiz	Module 3: Getting out of your own way REFLECT	included in artifact self-reflection journal	9/14
Reading: Chapters 7, 15, 17-19	Textbook	included in quiz #2	9/14
MODULE 4: Preparing to inform			
Skill-Building Lecture A - Relating to your audience	Module 4: Preparing to inform PREPARE	10 points	9/19

Cultural Care Moment #3: Language Awareness	Module 4: Preparing to inform PREPARE	20 points	9/19
Skill-Building Lecture B - Visual supports to a speech	Module 4: Preparing to inform PREPARE	10 points	9/19
Lecture: Informative Speeches	Module 4: Preparing to inform PREPARE	included in quiz #2	9/19
Benchmark Speech Instructions: Individual Informative	Module 4: Preparing to inform PREPARE	included in quiz #2	9/19
Watch Informative Example	Module 4: Preparing to inform PREPARE	N/A	9/19
Preparation Outline - Informative	Module 4: Preparing to inform PRACTICE	20 points	9/19
Quiz #2 - Lectures, Videos, & Reading (chapters 7,15,17-22, 26)	Module 4: Preparing to inform PREPARE	20 points	9/19
Reading: Chapters 20-22, 26	Textbook	included in quiz #2	9/19
MODULE 5: Delivering an effective group presentation			
Skill Building Lecture - Enthusiastic Credibility	Module 5: Delivering an effective presentation PREPARE	10 points	9/21
Cultural Care Moment #4: Self Awareness and Community	Module 5: Delivering an effective presentation PREPARE	20 points	9/21
Practice informative speech with CommLabASU - submit a copy of your visual aids and video for feedback.	Module 5: Delivering an effective presentation PRACTICE	10 points	9/21
Practice on the Community Stage: Informative Speech (Extra Credit)	Module 5: Delivering an effective presentation PRACTICE	Extra Credit	9/28

Benchmark Speech - Informative	Module 5: Delivering an effective presentation PRESENT	60 points	9/28
Provide Friendly Feedback - Informative	Module 5: Delivering an effective presentation REFLECT	10 points	9/28
Self-Reflection Journal- Informative	Module 5: Delivering an effective presentation REFLECT	20 points	9/28
Informative Self-Reflection Quiz	Module 5: Delivering an effective presentation REFLECT	included in informative self-reflection	9/28
MODULE 6: Planning to persuade			
Skill-Building Lecture A - Persuasion	Module 6: Planning to persuade PREPARE	10 points	10/3
Cultural Care Moment #5: Values and Beliefs	Module 6: Planning to persuade PREPARE	20 points	10/3
Skill-Building Lecture B - Motivation/vivid language	Module 6: Planning to persuade PREPARE	10 points	10/3
Monroe's Motivated Sequence Practice Activity	Module 6: Planning to persuade PREPARE	included in quiz #3	10/3
Preparation Outline - Persuasive	Module 6: Planning to persuade PRACTICE	20 points	10/3
Quiz: Lectures, Videos, and Readings Quiz #3 (chapters 9-10, 23-24)	Module 6: Planning to persuade PREPARE	20 points	10/3
Reading: Chapters 9, 10, 23-24	textbook	included in quiz #3	10/3

MODULE 7: Persuading an audience & growing as a speaker

Practice your persuasive speech with CommLabASU	Module 6: Planning to persuade PRACTICE	10 points	10/5
Practice on the Community Stage: Persuasive Speech (Extra Credit)	Module 6: Planning to persuade PRACTICE	Extra Credit	10/10
Benchmark Speech - Persuasive	Module 7: Persuading an audience & growing as a speaker PRESENT	80 points	10/10
Provide Friendly Feedback - Persuasive	Module 7: Persuading an audience & growing as a speaker PRESENT	10 points	10/10
Self-Reflection Journal - Persuasive	Module 7: Persuading an audience & growing as a speaker REFLECT	20 points	10/10
Persuasive Self-Reflection Quiz	Module 7: Persuading an audience & growing as a speaker REFLECT	included in persuasive self-reflection quiz	10/10
Self-Reflection Journal - Final overall self- reflection	Module 7: Persuading an audience & growing as a speaker REFLECT	50 points	10/10
Congratulations Lecture and Closing		Enjoy!	10/10

Grading

Grade	Percentage	Points Range
A	90 – 100%	630 – 700
B	80 – 89%	560 – 629

C	70 – 79%	490 – 559
D	60 – 69%	420 – 489
E/F	Below 60%	419 and below

Grading Procedure

Grades reflect your performance on assignments and adherence to deadlines. Most assignments will be graded within 1-week of completion; however, timelines may vary given class size and other extenuating circumstances.

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.

Late Work Policy

There will be a 10% deduction for each day when an assignment/speech is late. So, for example, if an assignment is submitted 2 days past the due date, there will be a 20% deduction.

Rest assured, I absolutely understand that life happens, and unfortunate situations arise when we least expect them. If you ever find yourself in need of an extension, we can discuss it and create a plan so you can successfully submit your work.

Please note that if you are seeking an extension for an assignment, you must do so 24 hours before the assignment is due.

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 Canvas. 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 known 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.

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling> is available if you wish to discuss any concerns confidentially and privately. ASU online students may access 360 Life Services, <https://goto.asuonline.asu.edu/success/online-resources.html>.

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 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?language=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. [Jennifer Rothschild]. (2005). Makeup tip: Wear lipliner on your eyes. [Video file]. 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

<http://www.asu.edu/studentaffairs/ed/drc/>
480-965-1234 (Voice)
480-965-9000 (TTY)

West Campus

<https://eoss.asu.edu/accessibility>
University Center Building (UCB), Room 130
602-543-8145 (Voice)

Polytechnic Campus

<http://www.asu.edu/studentaffairs/ed/drc/>
480-727-1165 (Voice)
480-727-1009 (TTY)

Downtown Phoenix Campus and ASU Online

<https://eoss.asu.edu/accessibility>
University Center Building, Suite
160 602-496-4321 (Voice)
602-496-0378 (TTY)

Computer Requirements

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

- Web browsers ([Chrome](#), [Mozilla Firefox](#), or [Safari](#))
- [Adobe Acrobat Reader](#) (free)
- Microphone and speaker (CommLabASU suggests a Logitech Headset for performance and value)
- Web camera (CommLabASU 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)
- YouTube account and channel

Technical Support

This course uses Canvas to deliver content. It can be accessed through MyASU <https://my.asu.edu/> or the Canvas 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.