

# Dr. Doran O'Donnell

## COMS1100: Public Speaking

Office Hours

Online: Monday from 9:30 to 10:30

Office Hours Zoom Link: 931 0170 9460

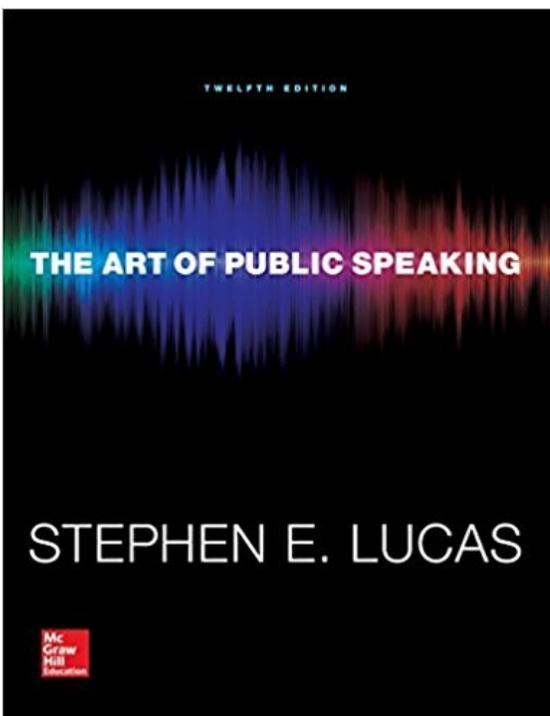
### *About the Class*

By the time we finish this course you should be able to (1) identify, understand, and critically evaluate all types of speeches, paying close attention to the types of arguments used, the context for which they were created, and the audience for which they were intended and (2) be able to organize and present information (publicly) in an appropriate and effective manner.



[www.doransclass.com](http://www.doransclass.com)

### *Textbook*



Lucas, S. E., (2015). The art of public speaking. (12th ed.). McGraw Hill. New York

### *Catalogue Description*

COMS 1100 Public Speaking Units: 3.0

Course Description: This course includes basic principles and practices of public speaking: developing proficiency and self-confidence in speaking. Focus will also include organization, development and communication of ideas, structure, style, and delivery.

### Graded Class Assignments and Weights

- **2 Tests (10% each)**
- **Coat of Arms Self Introduction Speech (10%)**
- **2 Outline/Research Assignments (10% each)**
- **Informative Speech (15%)**
- **Persuasive Speech (15%)**
- **Final Presentation (20%)**
- **Class Participation and attendance\***



## Course Description

This course is designed to help you evaluate, construct and deliver various types of effective speeches. Special consideration is given to adapting content and delivery styles to diverse audiences and contexts. More specifically, this course should help you to:

- (1) critically evaluate the messages of others.
- (2) understand the basics of rhetoric.
- (3) analyze an audience and effectively adapt your speeches to their unique characteristics and attitudes.
- (4) organize materials into a meaningful, ethical and coherent public speech.
- (5) support your ideas so that these ideas are understandable and persuasive.
- (6) develop confidence speaking in front of an audience.

## Grading

**Grades will be computed using a standard 10 point scale**

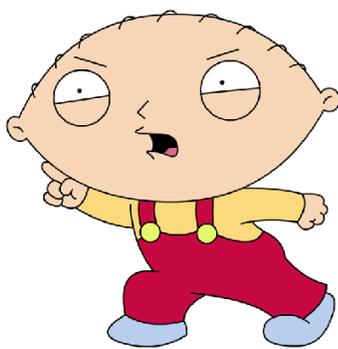
A = 90 to 100%

B = 80% to 89.5%

C = 70% to 79.5%

D = 60% to 69.5%

**Texting and cell phone use in class is prohibited! Repeated offenses will result in a reduction of grade or expulsion from class!**



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## Student Responsibilities

In this class, learning is a shared responsibility between the instructor and students. Learning requires you to be actively involved. You are expected to be prepared for each class period by having read and thought about the materials for each day and coming to class with any questions you have about the material. You should also utilize web based resources, activities, and practice opportunities as approaches to learning outside the formal classroom.

In addition, this class is based on collaborative learning. You will be asked to critically evaluate each other's work and provide helpful feedback to improve peer outcomes. Honest, respectful and constructive feedback helps everyone to improve.

Finally, respect for your peers and for differences of opinion is expected. When others are giving speeches, you are expected to listen attentively and be prepared to give feedback. There will be controversial issues addressed with differences of opinion, but respect for different viewpoints and the right to disagree is a fundamental expectation. This also means that you may hold and express differences of opinion on current events and social issues from your instructor and that will not be held

## Contact Info and Office Hours:

Zoom Meeting ID: 931 0170 9460

And by appointment.

[dodonnell1@siskiyous.edu](mailto:dodonnell1@siskiyous.edu)

Cell: 541-291-2929

**Classroom Etiquette with Zoom:** Our Class will be conducted mostly through online meetings in Zoom. In order to be productive, I need you to be involved in class and not be disruptive. Violations of Zoom Etiquette will result in a loss of participation that can only hurt your grade. Please follow these guidelines and stay involved. I got these tips from <https://www.pennlive.com/coronavirus/2020/04/zoom-meeting-etiquette-15-tips-and-best-practices-for-online-video-conference-meetings.html>

**Keep the Video On.**

It lets people see you and confirm you're not some super-sophisticated AI voice or away from the screen during class.

**Dress for Success or; Don't wear your pajamas.**

Research shows that if you are dressed for school or work you actually perform better. I have had many students dress in pajamas and lay in bed during class and it comes across as lazy.

**Stage your video area.**

Keep in mind that people aren't just seeing you, they're also seeing whatever the camera is pointed at behind you.

**More light is better.**

Video quality is dramatically improved with more lighting. Just make sure the light is in front of you, not behind you - being backlit makes you harder to see.

**Try to look into the camera.**

If you're presenting or speaking to a group, looking into the camera will give the appearance of eye contact with whoever you're talking to. It's also definitely better than being forced to stare at your own face and realizing how badly you need a haircut.

**Do your own tech support before you start.**

Make sure you do a test run at some point, and that you're aware of your audio and video settings before you start. Most video conference services allow you to see a test of what your camera is recording before you start broadcasting it to everyone else, so have it arranged the way you want it. Zoom, for instance, has a feature that lets you test your settings before your meetings begin: just go to [zoom.us/test](https://zoom.us/test).

You can also usually decide if you come in with audio hot or muted before you accidentally broadcast whatever is on the TV in the next room. And speaking of sound ...

**Stay on mute when you're not talking.**

Background noise can be really distracting. If you aren't sharing anything at the moment, go ahead and hit mute until you do. That way, no one has to listen to the car alarm that goes off in your neighborhood or your neighbor's perpetually barking dog.

**Don't eat, talk to others, text, or work on other projects.**

Have respect for the teacher and other students and a little class. If I see you watching TV or talking to others, I DO see it and it will reflect on my perception of you. Be polite to me and others.

**Don't do other private things while on a meeting.**

Speaking of gross: have you heard any horror stories about people being caught picking their nose or using the bathroom while on a video conference, thinking they were muted or had their video off? Don't become a statistic. It can be easy to forget that people can hear or see you if you're in a group of 30 coworkers, so don't risk it!

## Academic Honesty

Plagiarism and/or cheating will NOT be tolerated and WILL result in a loss of credit for *all* students involved as well as possible further action.

Plagiarism may broadly be defined as trying to pass someone else's work off as your own. Clear evidence of intentional plagiarism will result in failure on the assignment.

If intentional plagiarism is repeated, extensive, or particularly egregious, the matter may also be referred to the Student Conduct Board, since plagiarism is a violation of COS students' Code of Conduct.

Even unintentional plagiarism will result in a grade reduction on the assignment.

Additionally, if you are caught cheating on any test, helping others with their tests, or any other form of cheating, you and all other parties involved will get NO CREDIT for that assignment.

**IF YOU ARE INVOLVED AS AN ATHLETE AND GET CAUGHT CHEATING AND/OR PLAGIARIZING YOUR COACH WILL BE NOTIFIED OF THE INFRACTION WHICH MAY RESULT IN OTHER**



**Help! MANY kinds of help are available. I WANT you to succeed in this course! Let me know if you**

## Academic Accommodations

College of the Siskiyous is committed to providing all students with equal access to learning opportunities. The Disabled Student Programs & Services (DSPS) is the official campus office that works to arrange reasonable accommodations for students with an identified physical, psychological or cognitive disability (learning, ADD/ADHD, psychological, visual, hearing, physical, cognitive, medical condition, etc.). Students are encouraged to apply online for DSPS services at <http://www.siskiyous.edu/dsps/> and select "New to DSPS/New Application" and follow the prompts. If you need assistance or accommodations to complete the application, please contact the DSPS office on the Weed Campus by calling 530-938-5297 or emailing [dsps@siskiyous.edu](mailto:dsps@siskiyous.edu). If you do not wish to register with DSPS, please contact the ADA Coordinator, Melissa Green- Vice President of Student Services, 530-938-5374, to arrange for a confidential meeting to discuss services and accommodations. Contact should be initiated as soon as possible to allow adequate time for accommodations to be arranged. Please know that accommodations are not retroactive, so please make contact as soon as possible if you need these services.

## Other Policies and Notices

**Dropping** is the responsibility of the student; however, I reserve the right to drop any student who misses more than 3 class periods.

**Mass Notification System** In the event of an all-campus emergency, the college will activate its mass notification system. We encourage you to sign up for this free text message service. Sign up at <http://www.siskiyous.edu> and click on the **EVERBRIDGE** icon on the right-hand side of the page.

**Core Values** I believe strongly in the Core Values espoused by College of the Siskiyous: Integrity, Excellence, and Openness. Essentially, these values set guidelines for how I will treat you and how you

## Learning Objectives:

During the term you will learn how to critically evaluate public messages. In addition, you will stand before a group and deliver information or attempt to influence others. It is important that you command the audience's attention and present yourself as a competent and credible speaker. The goal is for you to develop greater competence and confidence in your speaking and analytical skills in public communication contexts. **More specifically, you will:**

- (1) develop rhetorical message evaluation and critical thinking skills
- (2) understand the communication process and how it operates in public contexts in society
- (3) learn how to construct (research, outline, and organize) public speeches for delivery to audiences
- (4) be able to deliver speeches appropriate to your audience
- (5) learn how to speak confidently

**You MUST have a thumb or jump drive.**

All PowerPoints will be uploaded from these.



It is your

## Additional Attendance Policies and Rules for Make-Up Work

responsibility to come to class, be prepared for tests and speeches, and to contribute positively to class discussion. I understand however that things come up and you may have to miss class. **Therefore, I will allow you to miss up to three classes without penalty.** I do NOT distinguish between an excused and unexcused absence, so use your absences wisely. I reserve the option to deduct 3% of your overall grade for each absence beyond the two that are allowed. Please don't make me resort to this.

**There are NO provisions for making up a speech and I will not allow any excuse for missing the day of your speech.**

The class time is valuable and we have a lot of people who must speak. If you miss on the date you are assigned, there *may* be an opportunity to make it up, but only if there is time after the final speeches. If you are allowed to make up a speech that you missed, I will dock your grade 20%. I take this policy seriously, so do not miss on the day of your speech.



Topic: \_\_\_\_\_

**Comments****Introduction**

Effective Attention Step	1	2	3	4	5
Introduced topic effectively	1	2	3	4	5
Used statements of credibility	1	2	3	4	5
Discussed Thesis	1	2	3	4	5
Had a solid preview outlining points to be discussed in speech	1	2	3	4	5

**Body**

Main points were easy to understand and follow	1	2	3	4	5
Transitions were effective in helping audience follow speaker	1	2	3	4	5
Organization was well-planned	1	2	3	4	5
Different types of support were used	1	2	3	4	5
Support was effective	1	2	3	4	5
Speaker cited sources appropriately	1	2	3	4	5

**Conclusion**

Conclusion summarized points effectively	1	2	3	4	5
Prepared audience for ending	1	2	3	4	5
Ended speech on a high note	1	2	3	4	5

**Delivery**

Speaker used vocal variety appropriate for speech	1	2	3	4	5
Speaker maintained appropriate eye contact with audience	1	2	3	4	5
Gestures were natural for the individual	1	2	3	4	5
Language was accurate, clear, concise, and appropriate to audience and occasion	1	2	3	4	5

**Overall evaluation**

Speech was adapted to audience	1	2	3	4	5
Credibility statements were used to reinforce points	1	2	3	4	5
Speaker dressed appropriately for speech	1	2	3	4	5
Overall speech was effective toward purpose	1	2	3	4	5
Speech was completed within allotted time	Yes	Under		Over	

**Outline**

Followed proper structure	1	2	3	4	5
Included all required elements	1	2	3	4	5
Was organized effectively toward presentation	1	2	3	4	5
Was of proper length needed for effective presentation	1	2	3	4	5
Included properly formatted reference list or works cited	1	2	3	4	5

**Additional Comments and/or possible Deductions**

# Class Schedule

- August 24: Discuss Syllabus and Expectations  
26: The Communication Model - How Formal Speaking differs from other types of communication. (Chapter 1)  
31: Discuss Chapter 4: Giving your first speech: **Discuss Coat of Arms Speech**
- September 02: Brainstorming Topics: Chapter 5 and Conducting Research: Chapter 7  
07: No Class: Labor Day!  
09: Discuss Ethics (Chapter 2) and Listening (Chapter 3): **Speech and Outline Assignment (5-7 minute informative speech (Outlines Due September 28)**  
14 & 16: **Commemorative Speeches**  
21: Discuss Chapters 9, 10, (Speech Introductions, Body, and Conclusion)  
23: Informative Speaking: Chapter 15:  
28: **Outlines Due On Canvas:** Discuss Outlining: Chapter 11:  
30: Discuss Outlines: In Class Activity
- October 5, 7, and 12: Give Informative Speeches For Grades**
- October 14: **Test over chapters 1, 2, 3, 4, 5, 7, 9, 10, 11 and 15 and lecture**  
Discuss Delivery and types of speech formats (Chapter 13)  
19: Discuss Persuasive Speaking (Theories of persuasion, supporting materials and types of support (Chapter 8, 16, and 17) **and Speech Assignment (6-8 minute persuasive speech). Outline Due November 2**  
21: Finish Persuasive Theories and Types of Support: Discuss Controversial Topics and Value of Debate.  
26: Speaking in Small Groups and in Online Settings (Chapter 19 and addendum)
- November 2, 4, and 9 **Persuasive Speeches (all week)**
- November 11: Discuss Final Speech (use of PowerPoint Required)  
Due week of Dec. 4: Discuss the Use of Visual Aids (Chapter 14) including the use of PowerPoint or other presentation software)  
16: PowerPoint Basics: Designing a good PowerPoint  
18: Discuss Chapter 18: Speaking on Special Occasions (Catch Up)  
23 and 25: Fall Break! No Classes!
- November 30 **Show PowerPoint Slides to class and Discuss**
- December 2, 7, and 9: **Final Speeches**
- December 14-16: **Final Test (Cumulative)** I will make a study guide available

**STUDENT LEARNING OUTCOMES**

<b>LEARNING OUTCOME</b>	<b>INSTRUCTION METHOD</b>	<b>METHOD OF ASSESSMENT</b>	<b>OTHER METHOD OF INSTRUCTION</b>	<b>ADDITIONAL ASSESSMENT INFORMATION</b>	<b>AREA(S)</b>
Demonstrate a significant level of composure and poise while delivering speeches. Utilize good eye contact, vocal variety, and volume. Incorporate appropriate physical presentation skills.	Activity Critique Lecture	Oral Presentation			F4 - Develop clear and precise expression of ideas in whatever symbol system the student uses.
Research topics and be able to determine source and information quality.	Lecture	Papers Oral Presentation	Students will research and outline significant topics of their choosing.		F3 - Analyze situations presented to an educated citizen and recognize common logical errors or fallacies.
Determine appropriate speech topics and develop appropriate levels and types of speech infrastructure.	Activity Discussion Lecture	Papers Oral Presentation Class Participation Class Work Home Work Class Performance			F1 - Demonstrate the relationship between language and logic by using evaluative thought processes. F2 - Use elementary inductive and deductive processes to solve problems. F4 - Develop clear and precise expression of ideas in whatever symbol system the student uses.

Listen effectively.  
Understand, identify, and analyze the essential elements of a good speech.  
Evaluate logical strategies and fallacies.

Activity  
Critique  
Discussion  
Lecture  
Observation and Demonstration

Papers  
Oral Presentation  
Simulation  
Class Participation  
Class Work  
Class Performance

F1 - Demonstrate the relationship between language and logic by using evaluative thought processes.  
F2 - Use elementary inductive and deductive processes to solve problems.  
F3 - Analyze situations presented to an educated citizen and recognize common logical errors or fallacies.  
F4 - Develop clear and precise expression of ideas in whatever symbol system the student uses.

Explain the basic principles of human communication; Define relationship and ethical responsibilities to others involved in the communication transaction.

Discussion  
Lecture

Exams/Tests  
Oral Presentation  
Class Work

F1 - Demonstrate the relationship between language and logic by using evaluative thought processes.  
F3 - Analyze situations presented to an educated citizen and recognize common logical errors or fallacies.

**This class is transferrable to both the UC and CSU Systems!**

