

De Anza College, Communication Studies Department COMM01, 61Z and 62Z, Public Speaking, Summer 2022

Instructor:	Roxanne Cnудde
Email:	cnudderoxanne@fhda.edu Please use subject line "DA COMM01" when emailing
Canvas messages:	To expedite our communication, please send questions directly within assignments . If your query is not directly related to an assignment, use the Canvas inbox or email.
Class days/time and location:	Asynchronous Weekly due dates are Tuesdays and Sundays by 11:59PM
Office hour times/location:	Mondays 9a-10a via Zoom (https://sjsu.zoom.us/j/96012158888) or by appointment I use the waiting room feature in Zoom. Please make sure your first and last name as I know you are visible so I can let you in without the fear of Zoom bombers :) If I'm working with another student, I'll send you a message in the waiting room.

Course Description

Effective public speaking skills are essential for members of a democratic society. In this course, you will develop strategies for designing well-organized, researched, *extemporaneous* speeches on topics of social significance adapted to a diverse audience. The speaking engagements, class activities, small group discussions, and speeches allow you to practice and critique your oral communication skills as well as observe and evaluate those of others. Readings, lectures, written assignments and class discussions serve as resources for you as you develop your public speaking abilities and become more at ease when addressing an audience.

Student Learning Outcomes

After successfully completing this course, you should:

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

Technology Requirements and Success in this Online Course

You will find the course syllabus, assignments, and other resources in our Canvas course site, which you may access beginning the first week of classes. It is your responsibility to regularly access Canvas throughout the term. As this class is online and assignments require you to use online technology environments, you must be able to access the internet on a regular basis; a lack of internet access is not an excuse for late or incomplete work. It is expected that you learn how to navigate these environments effectively as part of completing the assignments. Technical difficulties, which are a fact of life in the modern world, are not an excuse for late or incomplete work. For these assignments, be sure to leave yourself time to learn the technology so that you can successfully post your work. If you encounter technical difficulties that you cannot solve, please contact the [Library West Computer Lab](https://deanza.edu/library/librarywestcomputer.html) (<https://deanza.edu/library/librarywestcomputer.html>). *Again, leave yourself enough time to troubleshoot unexpected (and inevitable) technical problems before the assignment comes due.* You will be invited to the class Canvas site; if you do not get the invitation please log in to <https://deanza.instructure.com> and you should find our page there.

Time Commitment

Since this is a summer class it will move fast. Time to complete each module may vary from week to week. If you want to get the most out of the materials presented and earn the best grade you can, you should plan to spend *at least 10 hours* on the reading and assignments each week.

Communicating with Roxanne

Office Hours: Please take advantage of this one-on-one time! Individual questions about assignments and speech queries are better addressed in this time. I'll have audio and video enabled in Zoom and ask that you do the same. I am also trained in Mental Health First Aid, which means that, although I'm not a substitute for a licensed counselor, I'm happy to listen non-judgmentally and connect you with helpful resources to promote your health and success.

Email/Canvas messages: During the week, allow 24-48 hours for a response. I stop checking email after 6:00PM and do not respond on the weekends. This means you need to look ahead at modules and contact me before 6p on Friday! That all said, when you have a question, concern, etc. about the course, contact me ASAP. This will put you at the top of the queue when I head to my

mailbox :) **Asking Questions:** To expedite our communication, please send comments [directly within assignments](#). If your query is not directly related to an assignment, use the Canvas inbox or email.

Communicating with YOU

Successful communication requires two active participants. *Your success is always my goal*, so it is imperative that you also respond in a timely manner to communication and feedback from me. Should I ask a question or send you a message via Canvas, I expect a response from you within 24-48 hours as well. To ensure you receive timely messages about feedback, announcements, reminders, and other alerts:

- Set up your **Canvas settings** the first week of classes (I have more details about how to do this on Canvas)
 - I highly suggest having Canvas contact you **immediately** about **announcements, grade alerts, and comments** to an *email or phone number* you check on a *daily basis*.
 - I will message you using Canvas messages and through assignments.
- Follow the modules, read the textbook and assignment descriptions, *and my feedback*.

I send a "Welcome to the Week" announcement every Monday morning and each module has a weekly recap.

Required Course Materials

Textbook:

Our textbook is zero-cost to you! Bookmark the website provided below AND download the file:

University of Minnesota. (2016). [Stand up, speak out: The practice and ethics of public speaking](https://open.lib.umn.edu/publicspeaking/). Retrieved from <https://open.lib.umn.edu/publicspeaking/>

Other Readings:

We will also have reading from other sources; you can find these on the course calendar in accessible PDF format. To view Portable Document Format (PDF) files, you must have the free [Adobe Reader](http://www.adobe.com/products/acrobat/readstep2.html) (<http://www.adobe.com/products/acrobat/readstep2.html>) installed on your computer.

Other Required Materials:

- 4x6 speech notes
- an active library account (to any library)
- a laptop or desktop computer with internet access
 - a webcam,
 - microphone (built-in microphone on your device is fine)

Per the college, *I don't recommend solely using a smartphone with the Canvas app* as not all Canvas features are accessible that way.

Assignments and Grading Policy

The "Modules" is the primary place where you will find the course content. It is imperative you go there each time you complete work. If you try to only go to individual assignments, you will miss the connective content of the course. Other assignments count toward participation unless otherwise noted, and may be assigned without being listed on the class schedule at the end of this syllabus or on Canvas. Expect to receive feedback on assignments within one to two weeks of the due date.

In order to achieve the student learning outcomes you will be evaluated through the following assignments:

Speeches and Outlines: This is a public speaking (a.k.a. PS) class! Outlines will help you to slow down the PS (public speaking) process and prepare for upcoming speeches. The speeches provide you with a variety of PS experiences you may face outside of this class.

- You **must** turn in a full-sentence outline (with a reference page in APA-style if applicable) for each speech assignment prior to submitting your speech recording.
 - You **WILL NOT** be permitted to present a speech without turning in an outline at least 5 days **PRIOR** to the speech. This is to support your learning outcome 2.
- You will record and share your speeches on Canvas.
- You must stand (if able-bodied to do so), show 50% of your body from about the waist up, and follow all the other guidelines as described on our "Effective Presentations in an Online Environment" page on Canvas when recording your speech.

Reading/Video Responses: Every day you have reading you will complete a reading response; this will help you to process and understand the information. Completion of these is mandatory and counts towards your online attendance.

Online Class Discussions: You will engage each other over the material, you will be graded on your discussion participation every week. These posts must be professional, meaningful, and incorporate specific examples from the text or outside sources as assigned. Completion of these is mandatory and counts towards your online attendance.

Supporting Assignments and Participation: To help support your skill-building and preparation for the speeches and to support our community of learners, you have a variety of assignments to complete, including self-reflections, peer feedback, audience participation, and more. These are typically low-stakes (low point value) but high impact on your overall skill-building (said another way, they help prepare you for the more high-stakes, high-point value speech assignments).

Your final grade is based on the following standard scale. You have various opportunities to earn limited extra credit. Please note that there is extra credit because I DO NOT round up grades. An 89.9% is still a B+.

A = 94%-100%	A- = 90%-93%	B+ = 87%-89%	B = 84%-86%
B- = 80%-83%	C+ = 77%-79%	C = 70%-76%	
D+ = 67%-69%	D = 64%-66%	D- = 60%-63%	F = 59% and less

Category	Assignment	Points Possible
Speeches (340 points)	My Name	20
	Value	120
	Persuasive	180
	Special Occasion	20
Full-Sentence Outlines (100 points)	My Name	10
	Value	30
	Persuasive	50
	Special Occasion	10
Supporting Assignments and Participation (325)	Reading/Video Responses (12 at 5 points each) (lowest dropped)	60
	Self-reflections (3 at 15 points each)	45
	Online Discussions (4 at 20 points each)	80
	Participation (Peer feedback and various other class assignments; see schedule below, Canvas, and come to class ready to listen, speak, and engage!)	140
Total		765

You may 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 cannot discuss grades over email (it’s actually against the law!). If you would like to discuss your grade, I am more than happy to do so during office hours on Zoom, or we can schedule an appointment. Once a grade is posted, give yourself 24 hours to thoroughly **read my feedback** and revisit the assignment details and rubric before we discuss your grade.

Interpreting Grades

Consider the following guidelines when reviewing your grades:

A: Excellent (exceeds expectations in multiple ways, i.e., creative, intelligent, committed and prepared).

General rule: If you want an A, work to make the speech/outline your own. An A speech is *fully extemporaneous*, committed, energized, and it leaves the audience seeing the world just a little bit differently. It has a clear point of view, evidence to support the argument, a progression (organization) that is easy to follow, and addresses counter arguments. Delivery and content at this level are polished and powerful; they often provoke new questions or areas of inquiry rather than shutting down reflection on a certain topic.

B: Very Good (demonstrates work beyond the expected level of competence and preparation).

General rule: If you want a B shoot to cover everything the assignment asks you to do as competently as possible. Dot your i’s, cross your t’s. Make sure that you hit every element of the speech or outline/paper assignment guideline and that you clearly

demonstrate your understanding of the concepts and/or ability in the skills asked for. Make sure to point your audience in the right direction every step of the way so that they have a pretty good idea where you are taking them and how all the pieces fit together.

C: Satisfactory (fulfills requirements with average competence and preparation).

General rule: If you want a C, check off everything on the assignment guidelines. Make sure that you have a working knowledge of the concepts and/or skills involved. In delivery: Be memorized. Rehearse enough that you can get through the piece without blanking. Make at least a couple of strong committed choices.

D: Needs Improvement (falls short of several criteria and/or presents major deviation from assignment).

General Rule: If you want a D, do your work at the last minute when you don't have enough time to cover everything the assignment asks for. Don't practice (or if you do, make sure to do it alone and not with someone to watch and give you feedback or do it all the day before or of the speech). Make weak choices and don't commit to them. Make sure that your content meanders and leaves the audience unsure of your purpose and goal. For an outline, don't proofread or complete all requirements.

F: Failing/Unsatisfactory (work that fails the requirements of the assignment or course).

General Rule: If you want an F, do nothing. It will take care of itself.

Course Policies

Formatting Assignments

Unless instructed otherwise, all written work should be typed, double-spaced, with one-inch margins all around, and in standard 12-point Times New Roman font. The [citations](#) and [reference list](#) should be formatted in accordance with [APA 7th edition](#) guidelines (when research is necessary); no title page is necessary.

Submitting Assignments on Canvas

- Typically, all discussions follow a *Tuesday/Sunday* format. Initial posts are due by 11:59PM **Tuesday**. You have until 11:59PM Sunday to reply. It is your responsibility to read the discussion descriptions ahead of time for due dates and posting requirements. *Canvas, unfortunately, will not remind you of the Sunday requirement.* Completion of these is mandatory and counts towards your online attendance.
 - You are expected to reply to the initial posts made by **3** of your classmates. Only then will you earn complete credit for your discussions.
 - While I won't respond to every post in every discussion, *I do read them.* If there is a particular question you have within the discussion please write my name so I know to respond.
- Most written and self-paced assignments require a direct upload and are due **by 11:59PM on Tuesday or Sunday nights**, only .doc, .docx, or pdf files are permitted (I will not accept it otherwise).
- You can go back and resubmit your assignment as many times as you'd like before the due date. Any submissions after the deadline are LATE.
- If you neglect to submit an assignment, **do not** email, fax, or send it by carrier pigeon.

Late Work Policy

All Week 1 assignments need to be completed and submitted by the due date to avoid possibly being dropped from the class. Please be aware that I will only accept late work in cases of *extreme personal emergency that can be verified*; furthermore, such work will be subject to a *fifty percent* grade penalty. If you have a college-sanctioned absence you must notify me *prior* to the absence and make arrangements for missed assignments/activities. *If a due date on Canvas looks erroneous or doesn't correspond to this schedule, contact me—do not assume it's not due. This is your opportunity to problem solve.* **In other words: No late work will be accepted—this particularly includes speeches!**

The end of term temporary empathy lapse: The last few days of the term are stressful for us all. While I will always do my best to help you out of a jam, please keep in mind that I am significantly more able to help you raise your grade early in the term than later on. *A lack of planning on your part does not constitute an emergency on mine.*

Attendance and Participation

This 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 actively participate in each and every interaction. Not only is your on time, focused and engaging presence a portion of your grade, it will also make you a better learner, speaker, and community member in this class. 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. *If you are absent (do not participate in discussions, peer feedback, or reading responses) within the first two weeks or more than twice before the “W” date I may drop you from the course.*

You need to be organized, self-motivated, and able to practice your speeches ahead of time.

Classroom Community Climate

Not only are you learning how to be a good speaker but a good audience member as well. It is not easy to stand up in front of a group of your peers and deliver a speech. Therefore please be aware of your non-verbal behavior on speech days. It can be difficult to deliver a speech when your audience members are texting, writing notes, doing other homework, or otherwise looking off screen. Please be a good audience member and respectfully listen to speeches. We all build and contribute to our classroom community. *The sun shines brightly on those who are kind-hearted and nice to others.*

In addition, the class will create a *Guidelines for Community*—refer to this discussion as needed. *If you do not follow this classroom protocol or guidelines you will be asked to leave (such as on Zoom) or your discussion post deleted and will not earn credit for participation.* It is my expectation that you treat the classroom and higher education space as a professional environment and exercise professional courtesy in all our interactions, including online correspondence.

Because I Believe in Inclusivity, Equity, and Accessible Education

Accessibility Education (Accommodations)

I am committed to creating an inclusive learning environment that meets the needs of all students. If you have a disability or personal circumstance (whether apparent or non-apparent, mental, physical, or cognitive disability, illness, injury, impairment, or any other condition or circumstance) that might affect your learning in this class or your broader access to education, you are welcome (but not required) to reach out to me at any time to discuss your specific needs.

I also encourage you to contact the Disability Support Services (DSS). If you have a diagnosis, DSS can help you document your needs and create an accommodation plan. By making a plan through DSS, you can ensure appropriate accommodations without disclosing your condition or diagnosis to course instructors. If you find yourself not able to fully access any aspects of this course (e.g., physical or virtual space, technology, course readings or content, etc.), I am happy to meet with you to discuss ways of expanding access beyond what is mandated by law.

Official College message: If you have a disability-related need for reasonable academic accommodations or services in this course, provide me with a Test Accommodation Verification Form (also known as a TAV form) from Disability Support Services (DSS) or the Educational Diagnostic Center (EDC). Students are expected to give five-day notice of the need for accommodations. Students with disabilities can obtain a TAV form from their DSS counselor (864-8753 DSS main number TTY: [408.864.8748](tel:408.864.8748)) or EDC advisor (864-8839 EDC main number).

It is never too late to request accommodations—our bodies and circumstances are continuously changing—but I do encourage you to reach out to me sooner than later.

Your name and how you identify

Please let me know the name that you go by so that I will know to call you by that name. Feel free to message me before the first day of classes if you would rather that I not use the name that appears on my roster. I also invite you to let me know the [gender pronouns](#) that you use. Again, you can message me before class or let me know in class or during office hours. I identify with the pronouns she, her, and hers. I am also comfortable with the pronouns they, them, and theirs. You can refer to me using either one.

Veterans

We are honored to have you on campus and look forward to your continued success here. For some returning veterans, coming back to school may present unique challenges; if that is true for you, *remember that you do not have to face these challenges on your own.* Please feel free to discuss with me any questions or concerns you may have about the course, assignments, or your academic program. [Veteran services](http://www.deanza.edu/veterans) are also available to you (<http://www.deanza.edu/veterans>). Thank you for your service and welcome home!

Academic Integrity

Your own commitment to learning, as evidenced by your enrollment in college, and the Student Honesty Policy, requires you to be honest in all your academic coursework. You should, therefore, submit your own, original work for this course. I will uphold the college's policy on academic honesty. Consequently, an instance of academic misconduct (e.g., plagiarism, cheating, taking credit for others' work, submitting work for another course as work for this one, etc.) will likely result in disciplinary action, which may include recommendation for dismissal and a failing course grade.

Tentative Class Schedule

Subject to change with fair notice: changes will be announced on Canvas. Due dates are detailed on the schedule below; specific instructions are described on our Canvas space.

Week/ Module	Date	Topic, Reading	Assignment(s) Due
1	Tu, 6/28	Visit the class Canvas and get started on the Week 1 module Reading: Appendix: Your first speech	Canvas Settings Course Quiz Discussion 1 post Reading Response 1 Extemporaneous delivery style video Jamboard brainstorm <i>Q&A about the My Name speech</i>
	Su, 7/3	Topics: PS Today, Listening, Confidence, Delivery Reading: Chapters 1, 3, 4, 14, Effective presentations online	PRPSA paper Discussion 1 replies Reading response 2 Information Literacy Video <i>My Name outline</i>
2	Tu, 7/5	Topics: Introductions, Body content, Conclusions, Outlining Reading: Chapters 9, 10, 11, 12	Discussion 2 post Reading response 3 <i>My Name speech</i> <i>Q&A about the Value Speech</i>
	Su, 7/10	Topics: Attention and Interest Techniques, Language Reading: Chapters 13 and PDF	Discussion 2 replies My Name Peer feedback My Name self-reflection Reading response 4 <i>Value speech outline</i> Information Literacy Videos
3	Tu, 7/12	Topics: Topics, Informative speeches, Policy Claims Reading: Chapters 6, 16, 17.2	Discussion 3 post Reading response 5 Persuasive speech topic proposal <i>Q&A about the Persuasive speech</i>
	Su, 7/17	Topics: Supporting Ideas and Research Reading: Chapters 7, 8	<i>Value speech</i> Discussion 3 replies Information Literacy Videos Reading response 6
4	Tu, 7/19	Topic: Audience Analysis, Persuasive speeches Reading: Chapters 5, 17	Value speech Peer feedback Value self-reflection Discussion 4 post Reading response 7 Information Literacy Video <i>Q&A about the Special Occasion speech</i>
	Su, 7/24	Topic: Presentation Aids and Slideshows, Special Occasion Speeches Reading: Chapter 15, PDF, 18	Discussion 4 replies Reading response 8 <i>Persuasive outline</i>
5	Tu, 7/26	Practice for your Persuasive speech	<i>Special Occasion outline</i>
	Su, 7/31		<i>Persuasive speech</i>
6	Tu, 8/2	Practice for your Special Occasion speech	Persuasive Peer feedback <i>Special Occasion speech</i>
	FRI 8/5	<i>Celebrate, you've completed the course!</i>	Special Occasion speech peer feedback <i>Final reflection</i>