



COM 1100.19
Fundamentals of Speech Communication
CRN: 20075
2:00 PM - 3:45 PM
Tuesday/Thursday

Professor: Andrew F. Rosbury, PhD

Office Phone:

Email:

Office Hours: By Appointment Only (email for availability and Zoom meeting options)

Catalog Description

COM 1100 Fundamentals of Speech Communication (3). Enhances student skills in development, presentation, and consumption of human communication with an emphasis on public speaking.

Course Objectives

Year after year, employers rank “communication” as one of the most *desired* skills in new employees, and one of the skills new employees are most likely to *lack* (National Association of Colleges and Employers Job Outlook Survey). Teaching difficult concepts, organizing one’s thoughts, making a point, and motivating others are just some of the invaluable skills you’ll have the opportunity to assess and improve over the course of this semester.

Student Learning Outcomes

Take this class seriously, and by the end of the semester:

- You will be able to effectively adapt a speech topic for your audience.
- You will be able to organize information into a structured outline.

- You will be able to use multiple organization structures for both informative and persuasive speeches.
- You will be able to select credible and appropriate sources for use in a speech.
- You will be able to critically analyze ethos, pathos, and logos appeals.
- You will be able to construct an argument devoid of logical fallacies.
- You will be able to effectively deliver a speech.
- You will be able to use multiple presentation aids to enhance and not detract from your presentation.
- You will engage in focused self-exploration in order to be able to deliver a polished and professional statement of purpose.

This is a skills-based course, and to demonstrate mastery of the learning outcomes, you'll need to dedicate time for preparation. Much of your grade is allocated to the research, organization, and presentation of your speeches, so expect to shift the hours you'd put into reading and studying for tests over to working through drafts of your outlines and rehearsing your presentations.

Attendance

Your presence in this class makes a difference. You're not only a contributing speaker, but also an audience member, small group participant, and a class participation. This participation contributes to the development of your communication skills and is part of the course curriculum.

Per university policy, absence is permitted only in cases of illness or other legitimate cause. Attendance will be checked beginning with the third formal class meeting. Late registrants will have accrued some absences prior to formal registration in the course. In the case of excused absence from class, students have the right and responsibility to make up all class work missed.

This is an on-campus, face-to-face class which means that we will be spending much of our time together, in-person with a small percentage of online participation required. Due to the importance of face-to-face meetings, attendance is mandatory, there are no absences allowed. I will take attendance at the beginning of class as well as having students sign an attendance sheet to confirm their attendance. If you miss more than 3 classes without an excused and legitimate absence, you will lose the entirety of your attendance grade, and those points will no longer be available and cannot be recovered.

On-Campus TED Talk Day Discussions are mandatory, participatory group discussions on a TED Talk shown in class. Attendance and participation are mandatory to receive credit. Absences on TED Talk days **without supporting documentation will lead to the forfeiture of the attendance & participation grade bonus.**

An unexcused absence from class on an oral presentation day (unless excusable documentation is provided) will result in a grade of "0" being entered for the attendance & participation grade. As an incentive to attend regularly, here is how the attendance/participation grade points factor into the final grade calculation:

- 0 absences = 50 points bonus
- 3 absences = no points earned
- More than 3 absences or unexcused absences on an oral presentation day = grade of "0" will be entered into grading calculation

An excused absence will not deduct points from your attendance grade. These are defined as illness, family death, Belmont sponsored activity, or approved religious holiday - however, appropriate documentation (i.e.. a physician's return to school/work form, mortuary statement, field trip roster) must be provided within 48 hours post absence and must include full name of student and full name and contact information for attending physician. I will work with you concerning assignment rescheduling, but as far as the notes and lectures go, you are at the mercy of the other members of the class. Notification of planned absence or documentation must be provided within 48 hours after returning to class. If a student is employed full-time, work-related travel, required on-site training/in-service may be considered as excused. Schedule accordingly.

I expect every student to attend all class meetings, arrive on time and remain in class until we have concluded.

Excessive tardiness/arriving late will result in a 10-point deduction from a 50-point participation point bank for each instance. If this point bank is depleted due to absences a grade of a "0" will be entered into to the grading calculation. Coming late and leaving early will also affect the final grade; please don't do this without reason as I will count it as tardiness. If you arrive late to class on an oral presentation day, then the balance of your attendance & participation grade will be forfeited.

When the number of absences (other than those that are Provost Excused) exceeds three times the number of regularly scheduled class meetings per week (6 absences for a TR class), you will receive the grade of "FN" or failure for non-attendance.

Policy for Providing Medical Documentation for Absences

In the event of an illness or medical condition that necessitates absence from class, students are required to follow the guidelines outlined below regarding medical documentation:

Notification of Absence: Students should notify the instructor of their absence as soon as possible, preferably prior to the class they will miss. This can be done via email.

Medical Documentation: Students who miss class due to a medical condition are required to provide appropriate medical documentation to substantiate the absence.

- The documentation must be from a licensed healthcare provider (e.g., doctor, nurse practitioner, or other medical professional) and should include:
- Date(s) of the medical appointment or treatment.
- The period of time the student is expected to be unable to attend class.
- Any specific restrictions or limitations, if applicable.

- Documentation must be submitted within a reasonable time frame after the absence, ideally within 2 days.
- Please send a copy of your documentation to my faculty email address.

Confidentiality: Any medical documentation will be treated with the utmost confidentiality. Health-related information will only be shared with the necessary administrative personnel, and only if required by institutional policy or law.

Students are not required to disclose the specific nature of their illness, only the fact that they were unable to attend class for medical reasons.

Absence Limitations: While medical absences will be considered on a case-by-case basis, students are encouraged to attend all classes whenever possible. Excessive absences due to medical reasons may require additional documentation or consultation with a campus healthcare professional.

Make-up Work: In the event of an absence, students are responsible for making up missed assignments, exams, or class participation. Make-up work will be arranged at the instructor's discretion, considering the circumstances of the absence. If the absence is prolonged, alternative arrangements (such as extensions or additional support) may be discussed with the instructor.

Failure to Provide Documentation: Failure to provide adequate medical documentation may result in the absence being classified as unexcused, and the student may be responsible for any missed work or class participation.

Oral Presentation Protocols

All students are required to present at least two oral presentations on campus.

If a student is not prepared to present their oral presentation on the day on which they are registered for, the student will not receive credit for the presentation. In the event of an excused absence, students may reschedule an alternate day and time for presentation. If a student does not contact the professor to arrange for an alternate presentation day and time, the student will not receive credit for that presentation assignment.

On oral presentation days I expect all students to arrive at the classroom on time and to remain in class for the duration of class. In addition to the tardiness policy set by the class, students who arrive late on the day they are assigned to deliver an oral presentation will receive a 20% deduction in their delivery score. Students who are not giving oral presentations that arrive late to class on an oral presentation day will lose the entirety of their attendance & participation grade as a late arrival to class is disruptive and disrespectful.

You are required to give each speaker your undivided attention. Poor listening behavior (e.g., reading through your own oral presentation, playing with any electronic device, sleeping, entering, or exiting the classroom during an oral presentation, etc.) will result in you losing the entirety of your attendance grade.

All oral presentations will be recorded by the professor and will be made available for student review in CANVAS. Recorded presentations will be deleted from the server at the end of the semester.

Because we are in a collegiate environment, I expect you, the student, to conduct yourself in a professional manner. If you have something to say, please raise your hand and be respectful of other students' property, privacy, and opinion. Any behavior that impedes the learning process, privacy or integrity of other students or the instruction of the class will result in referral to the Dean of students. (See Student Code of Conduct). Sleeping during instruction, excessive talking during instruction or inappropriate verbal remarks and I will politely ask you to leave the classroom. I will give you one warning should such behavior occur. If the problem has not been solved after verbal warning, the student will be asked to leave the classroom and will be referred to the office of the Dean of Students.

Provost's Excused Absences

If a class absence is necessary because of an activity by another class or university organization, the sponsor of the activity will provide a detailed memorandum on the letterhead of the unit to the Provost at least two (2) weeks prior to the event. The memo will provide the names of students involved, the type of event, and the date range of the event. If approved the Provost will countersign the memo, generating a Provost's Excuse, and copies will be provided by the sponsor to each student to present to the professor as an excused absence with the allowance for the student to make up missed class work.

Academic Dishonesty

Following is the Student Honor Pledge that guides academic behavior: *A Bruin does not lie, cheat, or steal, and does not tolerate those acts.* In this class, that means that you will properly credit the sources you use, and you will not pass off others' work as your own. Incidents of academic dishonesty typically result in failure of the course and may have additional consequences.

Accommodation for Disabilities

In compliance with Section 504 of the Rehabilitation Act, Belmont University will provide reasonable accommodation for students with disabilities. Students with needs for academic or other accommodations should contact the Office of the Dean of Students in the Beaman Student Life Center as soon as possible. For complete details, see the brochure, "Meeting the Needs of the Students with Disabilities," available in the Office of the Dean of Students.

Practice Rooms for Oral Presentations

For some of you, this course will cause some apprehension. For all of you, this course should feel challenging. There is no magical secret to becoming a great speaker--for many of us, it's all about preparation and practice. Please use me as a resource in your preparation. JAAC 2090 and 2091 are typically open from 10:00-11:00 AM on MWF for practice.

Course Evaluations

Students are expected to complete course evaluations at the end of the semester. The link to the course evaluation surveys will be emailed to you from the university.

E-Requirements

Please be familiar with the CANVAS learning management system. Please have access to a computer capable of playing video and audio that can connect to the internet. Please know how to access and use your Belmont.edu email account.

Course Materials

The professor will provide the required textbook in an electronic format.

Please bring a pen or pencil to class meetings. Supplementary materials will be provided by the professor and will be available in CANVAS.

Assessment and Grading

All assignments are based upon a point system. Students will receive a thorough description of requirements for all assignments before they are due as well as a detailed explanation of all assignments and grading procedures.

Students will be assessed in terms of concept comprehension and skill mastery. Regarding the skill mastery assessments, it must be stressed that although objective standards exist that can be used to determine the quality of an oral communication skill; a certain amount of subjectivity is inherent in the determination of assessed credit.

All papers, speech outlines, and other assignments must be typed, nothing handwritten will be accepted. All assignments should be typed in Times New Roman Font, 12-point text and should follow MLA Guidelines.

It is the student's responsibility to keep up with their grades throughout the semester. All grades will be posted in the "Grades" section of Canvas; however, the method of evaluation is provided in this syllabus so that students can calculate their grade without the need for the online grading system (students should NOT rely on the CANVAS grade book as the only method of grade calculation). If there is a grade discrepancy at any time, the student must make an appointment with me (the professor) during office hours to discuss the matter.

FERPA: To protect your privacy rights, your professors will not speak to you about your grades or your performance through the course management system. If you wish to talk about your grades, you may visit the professor during office hours. Grades will only be communicated via the CANVAS grade center or in a private discussion and will not be sent to you via email.

Grievances: Students are welcome to ask for clarification and/or express disagreement with any score they receive for a task or project. For a score to be re-evaluated by the professor, the student must allow a 48-hour grace period between receiving the score and addressing the problem with the professor. Once 48 hours have passed, the student must make an appointment with the professor during office hours to discuss the score and the student must put their questions and/or expressions of disagreement in writing. Student grades/performance will NEVER be discussed in the classroom.

Incomplete grades are given rarely and only in extenuating circumstances. Page 56 of the BELMONT [Undergraduate Catalog](#) states: “The grade I indicates that the student has not completed all course requirements because of illness or other uncontrollable circumstances, especially those which occur toward the end of the term. Mere failure to make up work or turn in required work on time does not provide the basis for the grade of “I” unless extenuating circumstances noted above are present for reasons acceptable to the professor.” Please refer to the Undergraduate Catalog for the complete Incomplete Grade Policy.

Feedback

Online and solo-participatory assignments in Canvas will be graded upon submission. Grading and feedback for oral presentations will be returned to students one calendar week after the final round of scheduled presentations.

It is the student's responsibility to be aware of grading standards for assignments, and to familiarize themselves with those standards before the assignment's due date.

Testing Policies

Testing will occur on campus, in-class. No notes, textbooks, nor electronic devices will be permitted for the exam.

All testing materials, including pencils and paper copies of exams will be provided. Exam review guides will be available in CANVAS.

CANVAS will not be used for exams unless otherwise noted. If CANVAS is used for online testing students' answers are automatically saved during online CANVAS testing. If a computer crashes or loses Internet connectivity, students may reboot their computers or wait for Internet connectivity to access the test again. Time continues to tick even though connectivity has been lost, but students may continue taking the test using any time left once reconnected.

Major Assignments

Assignment	Purpose	Points
Informative Oral Presentation	to inform	100
Persuasive Oral Presentation	to persuade	100

Elevator Pitch Oral Presentation and Assignment Block	to demonstrate	100
Argument for Policy Change Oral Presentation and Assignment Block	to argue	100
20 Video Viewing Assignments	to critique	100
5 TED Talk Discussions	collaboration	100
10 Textbook Chapter Extension Assignments	completion	100
10 Textbook Chapter Quizzes	completion	100
Attendance & Participation	attendance	50
TED Talk Final Exam	evaluation	50
Textbook Final Exam	evaluation	100
Total Points		1000

The following percentage scale will be used to determine your final letter grade:

A	=	90%-100%	(900-1,000)
B+	=	87%-89.9%	(870-899)
B	=	80%-86%	(800-869)
C+	=	77%-79.9%	(770-799)
C	=	70%-76%	(700-769)
D+	=	67%-69.9%	(670-699)
D	=	60%-66%	(600-669)
F	=	below 60%	(0- 599)

I do not discuss grades over the phone or over email. If you need to discuss your grade, please schedule a time to meet with me on campus.

Do I grade on spelling, grammar, organization, etc.?

No, I don't deduct a set number of points for each typo, misspelled word, or improperly organized sentence in your assignment. If poor writing or organization make it difficult for the reader (in this case me) to follow your line of argument in an assignment, you should never expect a professor or supervisor to struggle through your work and try to figure it out, and you should expect to receive a lower grade than a better-organized assignment would receive.

Do I Grade with a Curve?

I never use curved grading scales in grading individual assignments, multiple-choice Scantron-style tests, or in any other aspect in this class. Your grade is based on the points that you earn by learning the material and completing assignments correctly and on time. Effort is not factored into your grade.

Do I "Round Up" in Grading? Do I Allow Extra Credit?

I am under no obligation to round grades as it is not a university policy. Second, there is an attendance and participation grade bonus at the end of the semester if the attendance & participation requirements are met, then the bonus is yours and is factored into your final grade. However, if I were to round a grade of .3% then, ethically, I would have to do that for everyone in the class or I could be reported for favoritism and unfair grading. The extra .3% then puts another student within .3%, so that student then asks for another boost. This creates a revolving door of students asking for just a little more. If I keep rounding up, the grades at that point become meaningless. That "small number" impacts more than just you. Followed to its conclusion, the demand is basically "give everyone an A," which makes grades meaningless. How the course grade is calculated is always on the syllabus from the first day of class.

Do the work and prepare adequately for the exams and get the grade you earn under the rules. I do not round grades on either individual assignments or final grades. Besides the bonus for attendance & participation there are no other opportunities to earn extra credit in my classes, so please do not ask.

I compared my work to my classmate's, and I clearly should have the same/higher score than they do. Why don't I?

Your grade for an assignment is based on the demonstration of applying the course content, and consistent demonstration of your ability to meet or exceed the grading criteria and rubrics of individual assignments. Your grade in this course or on individual assignments is NOT a reflection of how hard you tried or how much effort you've put into individual assignments or the course. Effort does not equal understanding, nor does effort equate to application of required course content or learning objectives. Remember that your grade is my assessment of your ability to meet the objectives of the assignment. You are graded on performance and not your own perceived effort. I do not allow do-overs or resubmissions, unless under catastrophic circumstances. And please do not tell your professors what grade you should receive when grades are a reflection of your demonstrated ability to apply what you are learning. This is a university class, and all students enrolled in the course are evaluated according to the same standards in the provided evaluation rubrics. Effort is not a category in any of the rubrics. You are graded on the product you produce using the criteria on the rubric. If this does not work for you, you are welcome to withdraw from the course.

Computer/Disk/Printer Problems

I realize that with today's technology, there will be occasional problems with computers, printers, or disks -- but you need to plan and take precautions, to make sure that these problems don't cause you to lose points on an assignment. You should always back up your files regularly

through cloud storage or flash drive. You should always have backup plans for computers to use in completing your assignments. The university offers computing centers with free access to computers and printers, which you can use if your own computer/printer (or those of your friends) should fail you for some reason. As a last resort, if your computer/printer should fail and for some reason you do not have access to any alternatives, you may turn in a flash drive with the document file containing your assignment. I do not accept printed copies of online assignments.

Academic Integrity/Misconduct

Please review the Bruin Student Handbook [for information on Academic Integrity and Misconduct](#), page 41. Academic integrity is a hallmark of Belmont University. We expect students to present original work for all academic assignments turned in for credit and appropriately credit all sources used.

Academic misconduct includes, but is not limited to:

- Plagiarism: The adoption or reproduction of ideas, words, statements, images, or works of another person as one's own without proper attribution. This includes self-plagiarism, which occurs when an author submits material or research from a previous academic exercise to satisfy the requirements of another exercise and uses it without proper citation of its reuse.
- Cheating: Using or attempting to use unauthorized materials, information, or study aids in any academic exercise. This includes unapproved collaboration, which occurs when a student works with others on an academic exercise without the express permission of the professor. It also includes purchasing assignments or paying another person to complete a course for you.
- Fabrication: Unauthorized falsification or invention of any information or citation in an academic exercise.
- Going online and using information without proper citation, copying parts of other students' work, creating information to establish credibility, or using someone else's thoughts or ideas without appropriate acknowledgment is academic misconduct. If you have a question about an assignment, please ask me to clarify. All cases of academic misconduct will be reported to the Director of Student Academic Ethics and may result in failure on the test/assignment or for the course.
- Students guilty of academic misconduct are immediately responsible to the professor of the class. In addition to other possible disciplinary sanctions (including suspension from the university), which may be imposed through the regular institutional procedures because of academic misconduct, the professor has the authority to assign an "F" or zero for an activity or to assign an "F" for the course. Students accused of plagiarism will be immediately reported to the Director of Student Academic Ethics.

In-Class and Online Participation

My goal is to create a FUN, engaging class environment. I want you to WANT to participate in the class. Beyond that, I want you to look forward to attending! To create that type of environment, I need your help. I need you to participate in all class activities with a positive attitude. Disrespecting, attacking, trolling, or flaming behaviors will not be tolerated and will be reported to the Dean of Students office.

Students will receive credit for class activities simply through constructive participation. By constructive, I mean your participation should add to the value of the activity for both you and your classmates. If you choose not to participate and distract yourself and others through text messaging, talking to other people while I'm talking, or another student is talking will result in the loss of the participation grade and a potential referral to the Dean of Students.

Arrive at class on time and ready to go. We have limited time in the classroom, so it is essential to maximize our time spent together. Arriving to class late or unprepared is unprofessional and will place you at a disadvantage and potentially delay the learning experience for others.

Be respectful to the professor and other students. The classroom is a professional setting shared by many people. Everyone is welcome to share his or her perspective and while it is ok to disagree, you must do so in a respectful manner. Disruptions, disrespectful language, and rude tones will not be tolerated. If you exhibit these behaviors, you will be warned once. If the behavior persists beyond the first warning you will be referred to the Dean of Students. Keep an open mind. Some topics covered in the field of communication may challenge the way you see the world or include sensitive subject matter. I ask that you be respectful and try to maintain an open mind during classroom discussions.

Seek help if you need it. If you are confused, need clarification, or additional help that is what I'm here for. Please do not hesitate to ask a question in class, e-mail your concerns, or make an appointment to speak face-to-face with me. Your success matters.

Guidelines for Off-Campus, Online Communication

Check your Belmont Email and Canvas regularly. If you do not want to log in to Belmont email account every day, I recommend having the messages forwarded to your personal email account. There is no excuse for you to not be aware of what is going on with the class and the excuse of "I didn't know..." will not work as an excuse, so please stay informed and log in regularly.

I will send class related emails to your Belmont.edu student email address. Any email communication to me must be from your student email address. Please do not use Canvas messaging for direct communication with me. I will not read an email sent from a personal email address.

Electronics/Technology Policy

This is an oral communication course where we will refine students' attention and listening skills. Turn off all cell phones, tablets, iPods, and any other electronic/media devices before class begins.

We are not wired to multitask well and using smartphones during class is no exception. **Several studies have compared students who texted during a lecture versus those who did not. Those who texted frequently took lower quality notes, retained less information, and did worse on tests about the material** (e.g. see Kuznekoff and Titsworth, and Rosen et al). **Students themselves realize that cell phone usage does not promote learning; in one survey, 80% of students agreed that using a mobile phone in class decreases their ability to pay attention. What is worse is that mobile device usage is distracting to neighboring students.** So please set your smartphone to silent and leave it out of sight.

A study on laptops in a simulated classroom found that students in the vicinity of another student who was multitasking on a laptop during class scored worse on a test than those who were not near multitaskers. Laptop computers are not allowed in class unless accommodated by the [Disability & Access Center](#).

Use a pen and paper for notetaking and transfer the content electronically after class. Students themselves realize that cell phone usage does not promote learning; in one survey, 80% of students agreed that using a mobile phone in class decreases their ability to pay attention. What is worse is that mobile device usage is distracting to neighboring students.

If you spend much of our class time together texting or looking down at your smartphone or device, I will make notes of it and deduct points from your participation grade. Also, I am not going to stop what I am doing to repeat myself because you were too busy texting or interacting with your smartphone. If this policy is going to be problematic for you then I recommend dropping the class.

Assignment Submission in Canvas (Online Assignments)

This policy outlines the expectations and guidelines for submitting assignments via Canvas. All students are expected to adhere to these guidelines to ensure smooth and timely submission of their coursework.

- **Canvas Submission:** All assignments must be uploaded directly to Canvas through the designated assignment submission link. Email submissions will not be accepted unless otherwise stated.
- **Confirmation:** After submission, verify that your assignment was uploaded correctly by checking the confirmation message on Canvas and reviewing the file(s) under the "Submitted" section.
- **Resubmissions:** If allowed by the professor, you may resubmit assignments before the deadline. Check the "File Upload" section to confirm that your latest submission has been received.

- Ensure you have access to Canvas well before the assignment deadline. If you experience issues with Canvas (e.g., system outage), contact the [Help Desk](#) immediately and inform the professor of the issue.
- Late Submissions Due to Technical Issues: If Canvas is inaccessible due to technical difficulties, notify the professor before the assignment deadline and provide evidence (e.g., screenshots, error messages). Also contact the Help Desk for further information and assistance.
- Backup: Always keep a backup of your assignments in case of technical issues. Save your work frequently and submit early to avoid last-minute problems.
- Late Work Policy: **Late assignments are not accepted after the due date has passed.** All course work (including, but not limited to assignments, quizzes, and final projects) **must be submitted no later than the due date unless prior arrangements have been made with the professor, and a new due date is established.**
- Extensions: **Requests for extensions must be made through your campus email to the professor before the due date and will be granted based on individual circumstances.** Approval of extensions is at the discretion of the professor. **If an assignment that has been granted a revised due date and is not received by agreed upon due date by professor, the grade of “0” will be entered for the assignment.**

By following these guidelines, students will help ensure that their work is submitted accurately and on time, contributing to their success in the course.

Protocols of Shared Responsibilities

To maximize learning, we will each uphold a set of shared responsibilities. As your professor, I promise to:

- Start and end lectures on time.
- Use a variety of approaches to make class more interesting for all of us and to help pursue our course goals. Welcome and encourage diverse perspectives on the topics discussed in class.
- Provide the class with information regarding the purpose of every class assignment, detailed directions for the assignment and information regarding how the assignment will be graded. You can ask any questions you have regarding the assignment.
- Provide grades for every assignment as promptly as possible.
- Provide you with information prior to quizzes concerning key areas to review.

- Make myself available to you by appointment for any additional assistance needed.

To maximize your role as a student please place an effort into the following:

- It is your responsibility to be aware of the contents of the syllabus and failure to understand the syllabus is not sufficient justification for an exception to course policies.
- It is the student's responsibility to be aware of grading standards for assignments, and to familiarize themselves with those standards before the assignment.
- Students with documented evidence of an emergency which prevented prior communication with the professor may present documentation to the professor for consideration.
- Course work will not be accepted after the day of the final exam unless arranged as part of an assignment extension requested and approved through email with professor.

Regarding the First Amendment

The First Amendment is protected in this class. Hate speech is not. Attacks against people, their beliefs, values, culture, race, sex, gender, sexual orientation, religion, or political affiliation will not be tolerated. Practice civility. Religious proselytizing of any kind is not permitted. This class should be treated as an extension of the community. Honor it, protect it, respect it and invest in it as you would, your own community. In this course we will discuss a variety of current events and situations. Students are expected to communicate respectfully, even if ideological differences exist. Disagreement is acceptable, but respectful conduct is mandatory.

Respect Matters

Public speaking is frightening for many people, and one of the goals of this course is for everyone to feel more confident when they get up in front of others to speak. To achieve this, we are going to build and maintain a safe space for expression. We will have many class discussions and get to know each other over the course of the semester. We don't want anyone to monopolize conversations or, on the other hand, feel unable to contribute. We will learn from each other if we both listen to others and speak up when we want to share or ask questions. Disrespectful comments or behavior will not be tolerated. Please contact me immediately if you ever feel like the class atmosphere is not respectful toward you or your peers.

Using Artificial Intelligence

In this course, students are permitted to use generative artificial intelligence (AI) tools, such as ChatGPT, on some assignments. The instructions for each assignment will include information about whether and how you may use AI tools to complete the assignment. All sources, including AI tools, must be properly cited. Any use of generative AI tools outside of these parameters constitutes plagiarism. Violations of this policy will be considered academic misconduct. If you have questions, please contact me.

This syllabus and schedule may change slightly if the needs of the class and the students change throughout the semester. If changes are warranted, I will provide you with a revised schedule in Canvas and will announce any changes, adjustments, or updates over Belmont email.

Week One: Introduction to Course

Thursday, January 9th

Let's Talk About This Class/TED Talk Viewing Assignment Clint Smith: The Danger of Silence

Week Two: What is Communication?

Tuesday, January 14th

Let's Talk About Major Assignments/ TED Talk Viewing Assignment & Discussion 00: Dave Guinn: Why We Fear Public Speaking

Thursday, January 16th

What is Communication?

Week Three: What is Public Speaking

Due Monday, January 20th: Chapter 01: Speaking in Public, Chapter 03: Listening (please complete in Canvas by 11:59pm unless otherwise noted)

Tuesday, January 21st

What is Public Speaking? (Chapter 01)

Thursday, January 23rd

How To Give An Oral Presentation

Week Four: Fundamentals of Oral Presentations

Due Monday, January 27th: Chapter 04: Giving Your First Speech, Chapter 5: Selecting a Topic and a Purpose (please complete in Canvas by 11:59pm unless otherwise noted)

Tuesday, January 28th

What is Informative Speaking?

Thursday, January 30th

TED Talk Viewing Assignment & Discussion: Richard Greene: The 7 secrets of the greatest speakers in history

Informative Oral Presentation Scheduling

Week Five: Informative Oral Presentation Preparation

Available through Monday, February 3rd through Friday, February 7th: TED Talk Viewing Assignment & Discussion: Julian Treasure: How To Speak So That Other People Want to Listen, 5 Informative Oral Presentation Video Evaluations (evaluation form provided), Textbook Chapter Extension Assignments (Chapters 01, 03, 04, 06, 15), Chapter 09: Organizing the Body of the Speech, Chapter 10: Beginning and Ending the Speech, Chapter 15: Speaking to Inform Quiz (please complete in Canvas by 11:59pm unless otherwise noted).

Tuesday, February 4th
Informative Oral Presentation Workshop and Topic Clinic Part One

Thursday, February 6th
Informative Oral Presentation Workshop and Topic Clinic Part Two

Week Six: Informative Oral Presentations

Tuesday, February 11th
Informative Oral Presentation Block 1

Thursday, February 13th
Informative Oral Presentation Block 2

Week Seven: Informative Oral Presentations

Tuesday, February 18th
Informative Oral Presentation Block 3

Thursday, February 20th
Informative Oral Presentation Block 4

Week Eight: All About Persuasion

Tuesday, February 25th
What is Persuasion?

Thursday, February 27th
Science of Persuasion

Week Nine: All About Persuasion

Tuesday, March 4th
Applied Persuasion using MMS

Thursday, March 6th
TED Talk Viewing Assignment & Discussion: Rory Sutherland: Life lessons from an ad man

Persuasive Oral Presentation Scheduling

Week Ten: Spring Break

March 10th through March 14th

Class Will Not Meet

Week Eleven: Persuasive Oral Presentation Preparation

Due between Monday, March 17th through Friday, March 21st: 5 Persuasive Oral Presentation Video Evaluations (evaluation form provided), Textbook Chapter Extension Assignments (Chapter 02, 05, 14, 16, 17), Chapter 06: Analyzing the Audience, Chapter 08: Supporting your Ideas, Chapter 16: Speaking to Persuade Quiz (please complete in Canvas by 11:59pm unless otherwise noted).

Tuesday, March 18th

Persuasive Oral Presentation Workshop and Topic Clinic Part One

Thursday, March 20th

Persuasive Oral Presentation Workshop and Topic Clinic Part Two

Week Twelve: Persuasive Oral Presentations

Tuesday, March 25th

Persuasive Oral Presentations Block 1

Thursday, March 27th

Persuasive Oral Presentations Block 2

Week Thirteen: Persuasive Oral Presentations

Tuesday, April 1st

Persuasive Oral Presentations Block 3

Thursday, April 3rd

Persuasive Oral Presentations Block 4

Week Fourteen: Elevator Pitches

Tuesday, April 8th

All about Elevator Pitches

Thursday, April 10th

TED Talk Viewing Assignment: Daniel Cohen: For Argument's Sake

Due Friday, April 11th: TED Talk Viewing Assignment: Apollo Robins: The Art of Misdirection, TED Talk Viewing Assignment: Michelle Golden: The Elevator Speech is Out of Order, Elevator Pitch Presentation Outline and Presentation link (please complete in Canvas by 11:59pm unless otherwise noted).

Week Fifteen: All About Arguments

Tuesday, April 15th

Let's Talk About Arguments For Policy Change

Thursday, April 17th

Anatomy and Physiology of Effective Arguments

Week Sixteen: Final Considerations of Public Speaking

Tuesday, April 22nd

TED Talk Viewing Assignment & Discussion: Celeste Headlee: 10 ways to have a better conversation

Due Friday, May 2nd: Argument for Policy Change (video and outline/manuscript), 5 Argument Oral Presentation Video Evaluations (please complete in Canvas by 11:59pm unless otherwise noted).

Final Exam

Friday, April 25th

2:00 PM