LANDMARK ✦ COLLEGE

Introduction to Public Speaking

COURSE CODE: COM1071

COURSE DESCRIPTION

This course explores the fundamentals of effective public speaking. Students will create and explore topic selection ideas, work on researching and building support for topics and synthesis and disseminate topic information for diverse audience populations. Students will build on presentation techniques creating visual aids, using selective word usage and practice and deliver various types of speeches. Credits: 3

COMMUNICATION:

Please use your email in Canvas to contact me throughout this course. I will respond to you within 12 hours of your email. In some cases, communications will be sent that require a response within 24 hours. Communication is a graded aspect of the course.

TEXTBOOK: *Public Speaking, Practice and Ethics* - This text is online, and each course module has the chapters available that we will be utilizing. The complete text can also be downloaded from this link: https://2012books.lardbucket.org/books/public-speaking-practice-and-ethics/

Other Course Materials required:
- A YouTube Account
- A planner, note paper, highlighters, etc.
- Smart phone with a personal video camera
- A reliable computer, possibly with a camera, internet connection
- Headphones and a microphone

COURSE REQUIREMENTS:

Students will need the ability to access our online course content through a browser running on a desktop or laptop computer. Mobile phones and tablets may not be adequate or appropriate for some aspects of the course materials. All popular browsers are supported, but we recommend Chrome or Firefox if available. A web cam is highly recommended.

A productivity suite such as Microsoft Office, Microsoft Office 365, Google G-Suite, or Open Office is recommended or may be required for Landmark College Online courses. If students will be accessing courses from school networks, it is important to note that some required materials are hosted on public sites including YouTube and Vimeo. If your school employees content filtering systems which block access to such sites, students may have issues completing their assignments.

COURSE EXPECTATIONS

Reading at a college-level is the primary means of information gathering. Effective and efficient reading form the basis for college-level writing, research, and discussion. Students will be expected to read deeply to enable them to understand, discuss, and apply the information to a variety of academic tasks. Working with college-level reading requires determining the meaning of unfamiliar vocabulary, using main ideas and supporting details to support content literacy, and varying the use of critical reading techniques to logically comprehend concepts.

Writing at a college-level supports comprehension of content and enhances critical thinking. Students will be expected to engage in academic writing that demonstrates an understanding of content knowledge, a clear purpose, and organization flow. Attention to spelling, punctuation, and grammar are expectations for written assignments.

Communication is integral to success in an online college-level course. Students are expected to fully access all instructor-initiated communications, ask questions if clarification is needed, and follow-up on any actions assigned. Communication will be primarily in written modes but may include oral communication through videos and conferences.

Self-management is a core component of online learning. A key expectation is that students will adhere to established due dates and assignment guidelines for the course learning activities. All assignments, tests, and quizzes are to be submitted on the date indicated for full point consideration. Any work submitted after that time will receive partial point value as per the course guidelines.

ADDITIONAL EXPECTATIONS

See Addendum A: Course Guidelines document for a comprehensive overview of course expectations.

COURSE FORMAT

This college course is designed to offer you the opportunity to learn in an online format. All assignments, etc. will occur online through this course website. Working with your Support Liaison, your class time will be used to complete the work for this course, get extra help, work with peers and perform your presentations. A detailed semester schedule with due dates of work is provided in Canvas. Overall, this course will require a great deal of independence and self-motivation to complete successfully with the goal of preparing you for the next step in your education.

In order to integrate online educational experiences and knowledge, Public Speaking has been designed to incorporate synchronous and asynchronous learning opportunities. Students will engage with the instructor through regular feedback on assignments, periodic conferences/work sessions, and email communications. All are integral to the learning opportunities embedded in the course.

COURSE OBJECTIVES & GOALS

Students who successfully complete this course will:

- Increase your confidence in your public speaking ability.
- Learn principles of effective public speaking.
- Reinforce existing public speaking skills and identify areas for improvement.
- Demonstrate effective aspects of speech preparation including research
- Demonstrate analysis and dissemination of information for specific audiences
- Appropriately apply public speaking skills to a variety of speech contexts.

COURSE GRADING

Assessment

- Presentations   60%
- Preparation, participation and work ethic   20%
- Online Assignments   20%

    Total   100%

EXPLANATION OF COURSE ASSESSMENTS AND GRADING CRITERIA

Assignments are subject to change at professor's discretion.

Participation:

Students participation grade makes up 20% of your grade. Participation is an opportunity to engage in the course in a mature in a productive manner. There are two elements to your participation:

First, is your regular academic interaction in discussion boards following netiquette policy and assignment guidelines. **The Primary post** in your discussion board response is your initial response to the question. Usually the Primary Post has your answer to a specific question and includes pictures and hyperlinks.

The Secondary Post refers to reviewing your peers' responses and providing feedback to what others have shared. Secondary posts often turn into conversation strings in the activity. Students must do both a Primary Post and a Secondary Post. Please be mindful of the class Netiquette Policy when posting in the discussions. Secondary Posts should comment in depth on your peers' work. Write specifically what you like about the post, how it's different from your

own, your reactions, etc. To receive full credit, you must do both a Primary Post and a Secondary Post.

Second, is your interaction with the instructor. This includes required scheduled meetings and reaching out to the instructor with any questions via email, message, phone call or text.

Presentation assignments:

Presentations make up to 60% of your grade in this course. You will be asked to create and deliver four speeches in this course. Each speech you deliver will have multiple parts that are required assignments building to each speech. As this is a public speaking course, speeches are a priority in this class.

Online assignments:

They are valued at 20% of the course. Online work will include posting YouTube Journal assignments, a running vocabulary assignments and additional supplemental assignments that help organize and build speeches.

Landmark College Grading Scale

Letter Grade	GPA Equivalency	Grade Scale	Definition (credit courses only)
A	4.0	93-100	Excellent; distinguished achievement in all phases of the course
A-	3.7	90-92	
B+	3.3	87-89	Very good; high level of achievement in some phases of the course
B	3.0	83-86	
B-	2.7	80-82	
C+	2.3	77-79	Fair; basic understanding of subject has been demonstrated
C	2.0	73-76	
C-	1.7	70-72	
D+	1.3	67-69	Poor; minimal performance
D	1.0	63-66	
D-	0.7	60-62	Passing
F	0.0	0-59	Failure

WORK COMPLETION

Late work is generally not accepted. If you have a concern about a due date, please contact the instructor immediately. No points will be given for any discussion board posts after the discussion closes.

COURSE TOPICS & SCHEDULE

Week	Days	Topics
Unit 1: Introduction to Public Speaking		

1	Reading assignment: Read the Syllabus. Assignment and Activities: • YouTube/SPARK account creation • Orientation Discussion Board: Winter Break Fun • Online Assignment: Writing submission (Hopes)

Unit 2: Introduction to Public Speaking

2	Why Public Speaking Matters and the Ethics involved Reading assignment: Assigned pages in Chapter 1 and Chapter 2 and additional support links Assignment and Activities: • Journal Reflection video • Discussion: Ethics • Online Assignment: Vocabulary
3	Using Language and Projecting Confidence Reading assignment: Assigned pages in Chapter 3 and Chapter 13 and additional support links Assignment and Activities: • Discussion: Story board • Journal Reflection

Unit 3: Speech Preparation

4	Why Public Speaking Matters and the Ethics involved Reading assignment: Assigned pages in Chapter 1 and Chapter 2 and additional support links Assignment and Activities: • Journal Reflection video • Discussion: Ethics • Online Assignment: Vocabulary
5	Using Language and Projecting Confidence Reading assignment: Assigned pages in Chapter 3 and Chapter 13 and additional support links Assignment and Activities: • Discussion: Story board • Journal Reflection

Unit 4: Body of Speech

6	Speech Outlines Reading assignment: Assigned pages in Chapter 12 and additional support links Assignment and Activities: • Online Assignment: Impromptu Speech Reflection • Discussion board: Demonstration Topic • Online Assignment: Start Demonstration Speech Outline
7	Building your Speech Reading assignment: Assigned pages in Chapter 12 and additional support links Assignment and Activities: • Online Assignment: Demonstration Speech Outline • 2nd Speech: Demonstration Speech • Online Assignment: Demonstration Speech Journal Reflection

Unit 5: Speech Research and Support

8	Using Research and Support for Speech legitimacy Reading assignment: Assigned pages in Chapter 7 and additional support links Assignment and Activities: • Online Assignment: Demonstration Speech Journal Reflection • Discussion Board: Informative Speech Topic

	•Online Assignment: Vocabulary
9	Using Visual Aids Reading assignment: Assigned pages in Chapter 15 and additional support links Assignment and Activities: • Online Assignment: Informative Speech References • Online Assignment: Journal Reflection • Online Assignment: Start Informative Speech Outline

Unit 6: Effective Conclusions

10	Writing an Effective Conclusion Reading assignment: Assigned pages in Chapter 11 and additional support links Assignment and Activities: • Online Assignment: Informative Speech Outline (include 3 resources) • Online Assignment: Journal Reflection
11	Bringing it all Together Reading assignment: Assigned pages in Chapter 11 and additional support links Assignment and Activities: • 3rd Speech: Informative Speech • Online Assignment: Informative Speech Journal Reflection

Unit 7: Persuasion

12	Building Audience Support Reading assignment: Assigned pages in Chapter 16 and additional support links Assignment and Activities: • Discussion Board: Persuasive Topic • Online Assignment: Persuasive Outline
13	Persuasive techniques Reading assignment: Assigned pages in Chapter 17 and additional support links Assignment and Activities: • Online Assignment: Persuasive Outline • Online Assignment: Journal Reflection

Unit 8: Speech Delivery

14	Putting it all together Reading assignment: Assigned Speeches and Articles Assignment and Activities: • 4th Speech: Persuasive Speech • Online Assignment: Persuasive Speech Journal Reflection

Addendum A

Course Policies

TECHNOLOGY AND SYSTEM REQUIREMENTS

Students will need the ability to access our online course content through a browser running on a desktop or laptop computer. Mobile phones and tablets may not be adequate or appropriate for some aspects of the course materials. All popular browsers are supported, but we recommend Chrome or Firefox if available. A web cam is highly recommended.

A productivity suite such as Microsoft Office, Microsoft Office 365, Google G-Suite, or Open Office is recommended or may be required for Landmark College Online courses.

If students are accessing courses from school networks, it is important to note that some required materials are hosted on public sites including YouTube and Vimeo.

Consider adding a text to speech option such as Speak It and a dictionary option such as Google Dictionary if needed.

CLASSROOM BEHAVIOR EXPECTATIONS

"All students and staff of Landmark College are members of a unique educational community; whose goal is to enable each student to tap his or her full potential for success. Such a challenging goal requires tremendous individual effort on the part of each student and cooperative effort on the part of each member of the Landmark community. The guiding principles of the Landmark community include hard work, respect for others and oneself, honesty, personal accountability, and careful organization of time and materials."

More information on the Student Code of Conduct can be found on page 3 of the [Student Handbook](#).

COMMUNICATION

Ongoing and timely communication is critical in a collaborative online learning environment. Therefore, in keeping with accepted standards of professionalism, responses to communications, originating from students or the instructor will take place within 24 hours (or by the end of the next business day in the case of weekend communication). In some cases, communications will be sent that require a response within 24 hours. Communication is a graded aspect of the course.

DISCUSSION EXPECTATIONS

Ground Rules for Online Discussions

1. Participate: Students must contribute to the conversations. Providing insightful commentary in the online discussions is a graded requirement for passing the course.
2. Use Proper Writing Style: A virtual classroom is a professional environment. Correct spelling, grammar, and style are expected in all scholarship and academic writing.
3. Respect Diversity: Derogatory and sarcastic comments and jokes that marginalize anyone are unacceptable. Offensive language—or language that could be construed as offensive—should be avoided and defused.
4. No Flaming: Criticism must be constructive, well-meaning, and well-articulated. Rants directed at any contributor are unacceptable. Profanity is unacceptable in any situation.

HOMEWORK POLICY

Assignments are directly correlated to the learning taking place at the time. In addition, the course goals and objectives include a focus on maintaining an effective organization system to manage course materials, support assignment completion, and enhance participation in course discussions, quizzes, and tests. Therefore, established due dates will be strictly adhered to throughout the semester. If you find yourself challenged with an assignment, contact your instructor to discuss an Action Plan.

OFFICE HOURS

Office hours will be scheduled by your course instructor and available in the syllabus. Times may vary as we seek to address schedules that vary across schools and states. Office Hours will be held via Conferences in the Canvas course website.

College Policies

STANDARDS OF CONDUCT

All students and staff of Landmark College are members of a unique educational community, whose goal is to enable each student to tap his or her full potential for success. Such a challenging goal requires tremendous individual effort on the part of each student and cooperative effort on the part of each member of the Landmark community. The guiding principles of the Landmark community include hard work, respect for others and oneself, honesty, personal accountability, and careful organization of time and materials. The following standards of conduct are examples and general expectations for all student members of the Landmark College community:

1. Honesty: Students will exhibit honesty in academic endeavors and in all aspects of campus life.
2. Safety: Students will make a commitment to contribute to a safe, clean, congenial, and productive living & learning environment.
3. Understanding: Students will make a commitment to understand their own strengths and challenges, and to work towards academic and personal growth.
4. Respect for Others: Students will show respect for the feelings, time, efforts, and physical well-being of others, and for their capacity for growth.
5. Respect for Property: Students will show respect for the property and materials of Landmark College as well as the personal property of all members of the Landmark community.
6. Respect for Community: Students will respect the rules and regulations of Landmark College and its governing bodies, and the laws of the State of Vermont and of the United States.

ACADEMIC HONESTY AND PLAGIARISM POLICY

"As an academic community, Landmark strives to instill and foster intellectual honesty and integrity. Effective evaluation of student work can occur only in an environment in which intellectual honesty is respected. Academic dishonesty is a clear violation of academic integrity and academic responsibility."

Academic integrity and responsibility are important in the classroom. Academic dishonesty may include, but is not limited to, plagiarism (of references or other students), failing to appropriately cite sources or figures, or submitting work completed by another person.

See more at: http://catalog.landmark.edu/content.php?catoid=9&navoid=186#academic-dishonesty-and-plagiarism

ACCOMMODATIONS POLICY

Given the nature of Landmark Colleges' approach to teaching, students may find that many of the disability related academic accommodations which might be customary at traditional institutions of higher education may not be needed with a Landmark College online course.

However, if you feel that you may need individual academic accommodations, the College has policies and procedures in place to evaluate requests and ensure access. To view policies and procedures for requesting academic accommodations at Landmark College please visit: https://www.landmark.edu/student-life/our-community/request-for-accommodations