

COMM 111-23/24 Fall 2009

Introduction to PUBLIC SPEAKING (online)

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Course Description

COMM 111 introduces students to the conceptual knowledge and practical skills needed for effective public speaking. The course prepares students for other college courses that require research, critical thinking, and speaking skills, and it equips students to engage in the variety of public speaking situations they may encounter during the rest of their lives.

During the course, students will practice preparing and presenting four formal speeches: (1) a personal-experience speech, (2) an informative speech, (3) a persuasive speech, and (4) a commemorative speech. By offering multiple opportunities to analyze and produce public discourse, the course intends to reinforce the principles and qualities of effective public speaking.

Section 50 is a *hybrid* version of COMM 111. A combination of distance and campus-based learning affords students a flexible schedule. Via the Internet, students receive information and feedback from the instructor and their peers, take quizzes, and submit written speech outlines and manuscripts. This format allows students to work independently on preparing speeches while receiving on-line advice from the instructor. The presentation of speeches occurs on the campus of The University of Montana-Missoula. The five required campus meetings allow students to practice delivering speeches to an audience.

Course Objectives

The course is designed to help students meet two sets of learning objectives. The first set is specific to public speaking, the second set regards general education. To start:

- You will understand the elements of the communication process.
This will be demonstrated by quizzes and the Outside Speaker Assignment.
- You will understand the components of effective speech delivery.
This will be demonstrated by speech performances and feedback on speeches.
- You will improve your listening skills and your ability to offer constructive feedback to others.
This will be demonstrated by feedback on speeches.

- You will learn how to conduct basic college-level research on contemporary public issues

and incorporate that research in public discourse.

This will be demonstrated by a library assignment and the construction of speech outlines for your informative and persuasive speeches.

- You will be able to craft public speeches that are oriented by a clear purpose, that articulate a cogent central idea or claim, that are organized thoughtfully, and that are adapted appropriately to the audience and the situation.

This will be developed throughout all of the work you do for this class, and ultimately demonstrated by your speech performances.

Required Materials

- **Lucas, Stephen E., *The Art of Public Speaking*, 10th ed. (2009).** Boston: McGraw Hill (A copy is on reserve at the Mansfield Library.)
- One standard-size VHS tape for the recording of your speeches (VCRs are available at the Mansfield Library.)

Required On-campus Meetings

- Course Orientation, Thursday afternoon, 3 September.
- Personal Experience Speech, Thursday afternoon, 1 October.
- Informative Speech, Thursday afternoon, 22 October.
- Persuasive Speech, Thursday afternoon, 12 November.
- Commemorative Speech, Thursday afternoon, 10 December

Course Assignments

Speeches and Outlines

- A 3-minute *personal experience speech* (100 points). A key-word outline is required.
- A 6 to 7-minute *informative speech* (150 points). A formal outline and presentational aid are required.
- A 7 to 8-minute *persuasive speech* (200 points). A speaking outline is required.
- A 4 to 5-minute *commemorative speech* (150 points). A word-processed manuscript is required.

Evaluation Projects

- Peer-Evaluations: You are required to provide written feedback to three of your classmates on each speech day. Forms and details will be provided. (5 points each, for a total of 60 points)
- Self-Evaluations: You will write a self-evaluation for each of your speeches. Detailed instructions are posted online. (20 points each, for a total of 80 points)

- Outside Speech Reviews: You will attend two public speeches of your choice on campus or in your community and evaluate each speech using the evaluation forms posted on the “Assignments and Quizzes” page of our course website. (30 points each, for a total of 60 points).

Select two different types of speeches or presentations. Avoid waiting until the last minute to complete this assignment because you may not find a speech to attend to on the day before the due date. Plan ahead and start early. Check the home page of The University of Montana-Missoula or the community calendar in your local newspaper for upcoming speeches and presentations.

Quizzes

- Five quizzes (30 points each, for a total of 150 points).
- Quizzes are “available” on-line on the dates specified in your course schedule.
- Each quiz is available for a four-day window from 12 a.m. Thursday until 11: 55 p.m. Sunday.
- The quizzes are timed. Once you log on to the quiz, you will have 40 minutes to complete it.
- Quizzes consist of true-false and multiple-choice questions.

Occasionally, a student's Internet provider or Blackboard will cause technological difficulties during a quiz. For example, you might be "kicked off" in the middle of a quiz or you might receive a message telling you that you cannot submit a quiz. This rarely happens. If it does, please contact the ITCentral Help Desk (406. 243.5449) or the instructor (406.721.4691) as soon as possible. If we know soon enough, we usually can fix the problem from the inside. Please do not worry. Such a problem seldom occurs.

Online Participation

- Two forums (20 points each, for a total of 40 points)
- Each forum includes two questions for class discussion.
- Discussions involve responding to one another’s questions, sharing experiences, commenting on reading materials, solving problems collectively, and providing feedback. The goal is to learn from one another.

Two forums are posted in the **Discussion Board**. You can find this link on the course homepage. We "talk" in a forum via "threaded discussion." A threaded discussion is an asynchronous "chat." This means you can write (or "post") responses to my question(s) and to others’ input at any time. These forums are not "live chat rooms." You may log on when it is convenient for you with specific timeframes. Check the course schedule for forum dates.

Evaluation of your online participation is based on both quantity and quality. For *quantity*, you are required to provide a minimum of one response to each posted question. In addition, you are required to respond to at least one classmate’s

comment on each question. For example, if I post two questions in a forum, you first need to answer each of my two questions (amounting to two responses = 7 + 7 points max.). Then, you need to reply to two classmates (amounting to another two responses = 3 + 3 points max.). For that forum, you are required to "post" a minimum of four responses (20 points max.). To earn the maximum points, work on the quality of your postings. For *quality*, your responses need to (a) demonstrate your understanding of the reading materials by referring to ideas presented in the textbook, (b) indicate thoughtful reflections concerning course content or classmates' experiences and insights, and (c) stimulate further class discussion by asking constructive questions.

Reading Assignment

To contribute to class discussions, deliver high-quality speeches, and benefit from the quizzes, students must remain current on the assigned readings. Although you will have access to your textbook while taking the quizzes, reading the material thoroughly prior to the quizzes is required.

Requirements and Grading

Your course grade will be determined by your performance on four major speeches, assignments related to the speeches, quizzes, and online participation:

<u>Personal Experience Speech</u>		100 points
	Performance	75
	Outline	25
<u>Informative Speech</u>		150 points
	Performance	100
	Outline	25
	Bibliography	25
<u>Persuasive Speech</u>		200 points
	Performance	150
	Outline	25
	Bibliography	25
<u>Commemorative Speech</u>		150 points
	Performance	125
	Manuscript	25
<u>Orientation Participation</u>		10 points
<u>Online Participation</u>		40 (2 forums x 20 pts)
<u>Peer Evaluation</u>		60 (12 evals x 5 pts)
<u>Outside Speech Review</u>		60 (2 evals x 30 pts)
<u>Self Evaluation</u>		80 (4 evals x 20 pts)
<u>Quizzes</u>		150 (5 quizzes x 30 pts)
<u>TOTAL</u>		1000 points possible

Course Points/Final Grade	933 –1000	A
	900 – 932	A-
	866 – 899	B+
	833 – 865	B
	800 – 832	B-
	766 – 799	C+
	733 – 765	C
	700 – 732	C-
	666 – 699	D+
	633 – 665	D
	600 – 632	D-
	< 600	F

Grading Policies

- You are responsible for submitting your written work by the due dates and taking the quizzes according to the course schedule. Late work receives a 20% deduction per day from the points earned unless you provide a note from a doctor indicating that you were not able to complete the assignment because of sickness.
- Missed speeches cannot be made up unless you provide a note from the doctor indicating that you were not able to complete the assignment because of sickness. It is imperative that you be able to attend the four scheduled speech days on campus. If the dates do not work for you, please take this course another semester.
- Deadlines: When managing your time to complete assignments, please be prepared that you may experience unpredictable technical difficulties. For example, your computer may freeze up or your Internet provider might not work properly at times. Technical problems are not acceptable excuses for late submission of assignments. You need to plan extra time to complete and submit assignments online in case of technical difficulties. In addition, you need to have a *back-up plan* for taking quizzes and submitting homework online. Is there another computer you can use? Is there another place you can get online?
- Students with disabilities will receive reasonable accommodations in this online course. To request course modifications, please contact me as soon as possible. I will work with you and Disability Services in the accommodation process. For more information, visit the Disability Services website at <http://www.umt.edu/dss/> or call 406.243.2243 (Voice/Text).
- You should be aware that as a student at the University of Montana, you must practice academic honesty and are bound by the following Code of Academic Conduct:
<http://www.umt.edu/studentaffairs/sccAcademicConduct.htm>
 As the code explains, academic misconduct includes plagiarism, cheating, and deliberate interference with the work of others. It is the intellectual equivalent of fraud—a crime against the codes of the academy. *As an academic crime,*

plagiarism merits academic punishment, ranging from an F on the assignment or for the course, to suspension or expulsion from the University.

Submitting Online Assignments

- Please submit written work as a Microsoft Word file or Rich Text file. Some formats are incompatible with my computer. If your file cannot be opened for any reason, I will e-mail to ask you to re-submit it in another format. Check your UM e-mail account (your Grizmail) regularly.
- Read instructions carefully regarding where to submit your completed assignments.
- Submit your speech outlines via the Digital Drop Box. (see instructions below).
- Submit self-evaluations and outside speech review via the “view/complete” links below the assignment guidelines posted under “Assignments and Quizzes.” Click on the “complete/review” links and attach your documents there.
- I will not accept submissions via my email address.
- To use the Digital Drop Box, click on **Tools** then **Digital Drop Box** on the course homepage. To SUBMIT your paper, you must then click on "**Send File**" and select the appropriate assignment to send.
- A common student error is to "Add File", but not "Send" it. I cannot access files that have only been added, but not sent. You must title your files exactly as I name them, so I can clearly tell what you are sending. Also, please include your FULL NAME in the text of all submitted assignments.

Asking Question via E-mail

- When communicating with me via email, please be sure to sign your full name and mention the course title or number.
- If you have a question related to an assignment or the course, please entitle your e-mail message "Question about_____." I will respond to "question" e-mails first to ensure that you can move ahead with your work.
- Please allow 24-48 hours (on average) for a response from me. Sometimes I will be able to respond more quickly. Other times, for example, during heavy grading times or if I am attending a conference, it may take me longer to respond. If your question is urgent, you may call me at 406.721.4691.

Announcements

Announcements are available on the welcome page of our course website. I regularly post announcements regarding assignments, changes in rooms, new forums on the discussion board, problems with the websites, technological issues, suggestions, questions, etc. I highly recommend that you read the announcements frequently. After seven days, Blackboard removes current announcements from the opening page. However, you can read all announcements throughout the semester by clicking on "**View Last 7 days,**" "**View Last 30 days,**" or "**View All.**"

Success in an Online Course

The following checklist provides some hints for completing an online course successfully. Taking online courses can be an effective way to learn, but it might take time to become accustomed to distance learning.

Checklist: How to Survive an Online Course

1. Register early.
2. Read as much of the course's textbook as possible before the class actually begins.
3. Log in to the course website several days before the class begins. That way, if you have any technical difficulties, you can work them out before the first week's assignments are due.
4. ATTEND the orientation meeting! Past experience reveals that students who miss the orientation spend a lot of time playing "catch up." This often leads to poor performance and/or dropping out of the course.
5. Set aside blocks of time daily and/or weekly to be "in class." Fix a schedule that includes blocks of time for reading assignments, completing homework, participating in class discussions, and taking quizzes and/or exams.
 - a. One of the biggest mistakes online students make is to "just go to class" when they have a few minutes here and there. With too many distractions

- around (e.g, other students or family members in the same room) is another problem. You need to "go to class" in an environment that is conducive to studying.
- b. A good guideline for the amount of time you should spend per week is the number of credits you are taking. For a 3-credit class, you should spend 3 hours plus the amount of time you need for homework (at least another 3-6 hours).
6. Participate in class discussions!
 - a. Don't do it just because you are being graded. Research shows that students who participate in class discussions learn more than those who do not.
 - b. Post responses to my questions as well as reply to classmates' responses.
 7. REGULARLY check the Announcements page and the Course Calendar. You can find the calendar by clicking on the Tools button on the homepage.
 8. E-mail or call me when you need help!
 9. Ask one or more students to be your study partner or form a study group.
 10. Save your assignments in one easily accessible place on your computer, even after you have submitted them via the Internet. Always keep a copy.
 11. Take responsibility for your own learning!
 - a. Just like a face-to-face class, you are expected to spend time completing homework, reflecting on course materials, and participating in class activities.
 - b. Avoid making the mistake of treating this class as a correspondence course (where requires only reading and taking quizzes). In this online course, you must be "*involved*" as in face-to-face classes!
 - c. The computer and I cannot be responsible for your success. Only you can!
 12. Allow extra time for technological difficulties. Instructors rarely accept computer problems as excuses for late or missing assignments.
 13. Understand you will experience some dissonance about this experience. Sometimes it will be fun, other times frustrating, and sometimes both. You will feel increasingly comfortable as you become more proficient as an online student!