



THE OHIO STATE UNIVERSITY

SYLLABUS: COMM 2110

PUBLIC SPEAKING

SUMMER 2019 ONLINE

Course description

A course in critical thinking and public speaking; how to analyze and organize information for oral presentations; basic public speaking for majors and non-majors.

This course is designed to develop confidence in giving presentations. This class will focus on preparation, organizing, rehearsing, and delivering quality presentations. Tips and techniques for incorporating different types of visuals and using a variety of delivery methods will be shared. As an introductory level course, it will require a combination of lecture, active discussion, critique of speeches, and the delivery of several speeches.

Instructor

Instructor: Tonya Forsythe

Email address: forsythe.74@osu.edu

Phone number: 614-949-7737 (text only)

Online office hours: by appointment

Course learning outcomes

By the end of this course, students should successfully be able to:

1. Demonstrate basic oral communication skills necessary for functioning effectively in the classroom and workplace as a competent citizen. Comm 2110 fulfills this requirement by providing instruction on how to deliver effective speeches. Students will prepare, practice and deliver at least three speeches throughout the semester.
2. Understand the importance of the speaker-audience situation and apply basic strategies for effectively communicating and overcoming potential obstacles in the speaking situation. Comm 2110 fulfills this requirement by providing instruction on how to connect with specific audiences. Speech examples will be analyzed in the classroom. Students will be instructed on how to handle typical and difficult speaking situations.

3. Develop critical thinking skills and active listening skills by learning to listen to others and how they are most influenced. Comm 2110 fulfills this requirement by students serving as the audience for peer speeches. Instruction on how to become effective listeners will be provided.
4. Maximize leadership skills that can be practiced in formal speaking situations. Comm 2110 fulfills this requirement by providing instruction on leadership styles and conduct within a small group setting.
5. Develop strategies to address speech anxiety, organization, library research, persuasion, audience analysis and credibility. Comm 2110 fulfills this requirement by providing instruction on reducing anxiety, learning how to effectively organize a speech, researching topics, analyzing an audience, and speaking with credibility. Students will prepare, practice and delivery at least three speeches throughout the semester
6. Gain technology experience from learning to make a presentation with PowerPoint. Comm 2110 fulfills this learning outcome by requiring the use of presentation software, such as PowerPoint, for at least one of the major speeches.

Course materials

Required

Lucas, Stephen E. (2015). *The Art of Public Speaking*. New York, NY: McGraw-Hill Education (print or e-book)

Available: https://www.amazon.com/Public-Speaking-Communication-Standalone-Book/dp/0073523917/ref=sr_1_1?ie=UTF8&qid=1506522922&sr=8-1&keywords=lucas+art+of+public+speaking+12th+edition

Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSUIT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Carmen:**
 - Carmen, Ohio State's Learning Management System, will be used to host materials and activities throughout this course. To access Carmen, visit [Carmen.osu.edu](https://carmen.osu.edu). Log in to Carmen using your name.# and password. If you have not setup a name.# and password, visit my.osu.edu.
 - Help guides on the use of Carmen can be found at <https://resourcecenter.odee.osu.edu/carmen>
 - **This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need**

additional services to use these technologies, please request accommodations with your instructor.

- **[Carmen accessibility](#)**

- **Secured Media Library:**

- Media materials for this course will be made available via the Secured Media Library. go.osu.edu/SecuredMediaLibrary
- Frequently Asked Questions and support can be found at <https://resourcecenter.odee.osu.edu/secured-media-library>
- To obtain additional help for use of the Secured Media Library, please email emedialib@osu.edu

- **Carmen Connect:**

- Carmen Connect, Ohio State's webinar tool, will be used to host synchronous class meetings. Log in to Carmen Connect using your name.# and password. If you have not setup a name.# and password, visit my.osu.edu.
- Help guides on the use of Carmen Connect can be found at <https://odee.osu.edu/resourcecenter/carmenconnect>

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>

- **Phone:** 614-688-HELP (4357)

- **Email:** 8help@osu.edu

- **TDD:** 614-688-8743

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection

Necessary software

- Word processor with the ability to save files under .doc, .docx, .rtf, or .pdf. Most popular word processing software programs including Microsoft Word and Mac Pages have these abilities.
- OSU students have access to Microsoft Office products free of charge. To install, please visit https://osuitsm.service-now.com/selfservice/kb_view.do?sysparm_article=kb04733

Grading and faculty response

Grades

Assignment or category	Points and Percent
Short-Answer Essay Assignments (7)	35/8.75%
Discussions (5)	25/6.25%
Quiz 1	50/12.5%
Quiz 2	50/ 12.5%
Self-introduction Speech	10/ 2.5%
Informative Speech	70/17.5%
Demonstrative Speech	70/17.5%
Persuasive Speech	90/22.55%
Total	400 Points and 100%

See course schedule, below, for due dates

Assignment guide

Short Answer Essay Assignments

Throughout the semester you will respond to 7 short-answer essay prompts. These short-answer essays will require 500-750 words creatively and completely answering the prompt. The answer should provide analysis from the textbook reading and personal opinion. They are listed on the schedule as short answer essay assignments. They are due by 11:59pm **Friday**.

Discussions

There will be 5 discussions throughout the semester. This will give you an opportunity to converse with your classmates regarding public speaking topics. They are listed on the schedule as discussions and a prompt for each discussion will be provided. Discussions will include three written requirements. An initial post of 300-500 words will be due by 11:59pm on the

Wednesday of the week a discussion is due. Two posts of 100-200 words responding to the initial posts of two other students will be due by 11:59 on the **Friday** of the week that discussion is due. Discussion posts should demonstrate 1. Understanding of the concept(s) in the material provided 2. Independent thought regarding the concepts and material 3. Thoughtful response to the work of at least 2 other students in the class.

Speeches

A live audience of 5-10 people is required for each speech. You must tape the audience prior to starting your speech. Speeches will be recorded and compressed and are due by 11:59pm each **Friday**. To record your speech, please use a cell phone, tablet or laptop held by one of your audience members. After recording your speech, compress the video by using a free app of your choice found on the app store. I use the simple app named "compress" at the VGA setting. Upload the compressed video to the corresponding dropbox on Carmen by the due date. A detailed description of each speech is located below.

Self-Introduction Speech

This assignment requires the use of an object or word to introduce yourself. The speech should be organized with a clear introduction, body, and conclusion and last between 1 and 3 minutes. This speech will give you the opportunity to get comfortable in front of the room and get familiar with your peers who will be your audience for the semester. The speech must be delivered live in front of an audience of 5-10 people.

Informative Speech

In this speech you present information about a non-controversial topic with the goal of providing knowledge and understanding of the topic to your audience. The speech requires the use of a visual which can be tactile, a handout, a video (of 30 seconds or less), or a PowerPoint (Google slides or Prezi are accepted as well). The speech must include 2 sources and be organized with 2 or 3 main points. The speech must fall within 3-4 minutes and be delivered live in front of an audience of 5-10 people.

Demonstration Speech

In this speech you present a demonstration of how to do something. The speech is informational and is not to have any persuasive elements. The speech requires the use of a visual which can be tactile, a handout, a video (of 30 seconds or less), a PowerPoint (Google slides or Prezi are accepted as well), or you demonstrating the activity. The speech must include 2 sources. The speech must fall within 3-4 minutes and be delivered live in front of an audience of 5-10 people.

Persuasive Speech

In this speech your goal is to persuade your audience about a topic. You may choose a topic that is controversial, but you can also choose a topic that is not. The speech requires the use of a PowerPoint (Google slides or Prezi are accepted as well). The speech must include 4 sources.

The speech must fall within 4-5 minutes and be delivered live in front of an audience of 5-10 people.

Quizzes

Two quizzes will focus on assigned readings and lecture. Quizzes are on Carmen and are not open book or open note. There will be 25 questions and you will receive 1 minute per quiz question. Quiz questions will be multiple choice. Quiz questions will be randomized by topic and pulled from a text bank of hundreds of questions. Therefore, no two quizzes will look alike. You are required to take the quiz alone at the scheduled day and time online. The quiz will be open for a 24-hour period on the date listed on the schedule below starting at 12 a.m. and closing at 11:59 p.m. If you do not take the quiz, you will receive 0 points for the quiz. The quiz may only be made up when approved by the instructor for one of the following reasons: (a) the absence is a university excused activity, necessary documentation is provided, and arrangements for make-up are made in advance; or (b) the absence is due to a medical or family emergency, necessary documentation is provided, and arrangements for make up are made within 24 hours of the missed quiz. If the requirements for (a) or (b) are not fully met, you will receive 0 points for the quiz.

Late assignments

Late assignments without a valid medical excuse will incur a letter-grade penalty for each day they are late for the first or second day. Assignments 3 or more days late will not be accepted.

Grading scale

A	93-100% (370-400)	B-	80-82% (318-329)	D+	67-69% (266-277)
A-	90-92% (358-369)	C+	77-79% (306-317)	D	60-66% (238-265)
B+	87-89% (346-357)	C	73-76% (290-305)	E	Below 60% (237 and below)
B	83-86% (330-345)	C-	70-72% (278-289)		

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

Grading and feedback

For speeches, you can generally expect feedback within **7 days**.

E-mail

I will reply to e-mails within **24 hours on school days**.

Discussion board

I will check and reply to messages in the discussion boards every **24 hours on school days**.

Attendance, participation, and discussions

Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in:**
Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. I suggest logging in at least three times per week to make sure you are keeping up with announcements and course content. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*. Video and audio lectures will be posted on Monday.
- **Participating in discussion forums:**
As participation, you can expect to post at least once by Wednesday 11:59 p.m. EST and respond at least once by Friday 11:59 p.m. EST as part of our substantive class discussion. This requires that you will check in twice per week, however, additional participation will give you a richer experience within the course.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Other course policies

Communications

I will post class updates and/or additional materials as announcements on Carmen and/or to your OSU email. Please check Carmen and read your email regularly (at least 2-3 times per week) because you are responsible for this information, just as you are responsible for information in class.

Challenging a Grade

I am always willing to discuss your grades with you, but I will not do so during class time. To challenge a grade, you must meet me during office hours or make an appointment **within one week** of the assignment being returned to you. When we meet, you must present your concerns in writing and attach the graded speech, paper, or exam. Please note that a challenge may result in grades being raised or lowered

Extra Credit

C-REP (Communication Research Experience Program) Research Credits: All students enrolled in COMM 2331 may participate in the Communication Research Experience Program (“C-REP”) for extra credit. C-REP is designed to give students direct exposure to the topics, goals, methods, and ethical issues of communication research. Participation can take the form of:

- Completing Three hours of C-REP research studies, OR
- Completing Three C-REP alternative written assignments, OR
- Completing a combined total of Three hours of research studies and alternative writing assignments. You may complete up to 3 credits at any point during the term. You should NOT wait until the last minute to sign up for participation. Please take the time to read the detailed C-REP Student Guide posted on the course website listed under Important Documents/Links. Please direct any questions regarding C-REP to Jessica Frampton at Frampton.22 @osu.edu.

Student Academic Services

Arts and Sciences Advising and Academic Services’ website provides support for student academic success. Information on advising issues such as tutoring, transfer credits, academic standing, and contact information for Arts and Sciences advisors can be obtained through this website: <http://advising.osu.edu/welcome.shtml>

Student Services

The Student Service Center assists with financial aid matters, tuition and fee payments. Please see their site at: <http://ssc.osu.edu>. As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-- 5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Writing Center

All students, especially those who have difficulty writing, are encouraged to visit the *OSU Writing Center*. Their web address is <https://cstw.osu.edu/writing-center> and their phone number is 688-5865. The Writing Center offers two kinds of tutorials: 1) Scheduled, 50-minute tutorials in 4120A Smith Lab and 2) Drop-in, 20-minute tutorials at our satellite centers (First floor Thompson Library and 114 Smith-Steeb Residence Hall).

Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Diversity

The School of Communication at The Ohio State University embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment to diversity moves beyond mere tolerance to recognizing, understanding, and welcoming the contributions of diverse groups and the value group members possess as individuals. In our School, the faculty, students, and staff are dedicated to building a tradition of diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Academic integrity policy

Policies for this online course

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **APA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

Academic Misconduct

Cheating and plagiarism in any form will not be tolerated. The Ohio State University's *Code of Student Conduct* (Section 3325-23-04) defines academic misconduct as "any activity that tends to compromise the academic integrity of the University, or subvert the educational process" (p. 2). Examples of academic misconduct include, but are not limited to, plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct (COAM). If COAM determines you have violated the University's *Code of Student Conduct*, the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. If you have any questions about this policy or what constitutes academic misconduct, please contact me or visit <http://oaa.osu.edu/coam/home.html>.

Written and oral assignments: Your written and oral assignments, including discussion posts and speeches, should be your own original work. In formal assignments, you should follow **APA** style to cite the ideas and words of your research sources. Any time you use the words of others, this must be indicated as a direct quotation with a citation to the source and page number(s), using APA style to clearly indicate the words in the direct quote. To use the words of others while providing a citation, but without indicating that there is a direct quote from the cited work, still is plagiarism. Simply changing a few words from a source does not make the words your own, and such use can also be considered plagiarism. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.

Reusing past work: In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past

research or revisit a topic you've explored in previous courses, please discuss the situation with me.

Accessibility accommodations for students with disabilities

Requesting accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know via email immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu ; 614-292-3307; slds.osu.edu ; 098 Baker Hall, 113 W. 12th Avenue.

Disclaimer

The information provided in this syllabus constitutes a list of basic class policies. I reserve the right to modify this information when deemed necessary for any reason. You will be notified via email, and/or on Carmen if and when any changes occur.

Course schedule Summer 2019

Week	Topics, Readings, Lectures	Media	Assignments and due date
1 5/8/19 (W-F)	Syllabus Overview/ Speaking in Public Read: Chapter 1 Watch: 2 lecture videos	None	Due: Getting to Know You Exercise 11:59 p.m. 5/8/19 Due: Speaking Confidence Discussion Initial 100-300 word post 11:59 p.m. 5/9/19 (This is the only discussion that varies from the regular schedule. This is due to the short first week!) Two 50-100 word responses to peers 11:59 p.m. 5/10/19
2 5/13/19	Listening Read: Chapter 3 Watch: 2 Lecture videos Selecting a Topic and Purpose Read: Chapter 5 Watch: 1 Lecture video	Video: <i>Julian Treasure Tedtalk</i>	Due: Listening Short-Answer Essay Exercise 11:59 p.m. 5/17/19
3 5/20/19	Analyzing the Audience Read: Chapter 6 Watch: 1 Lecture video Self-Introduction Speech	Videos: <i>Barbara Bush 1990 Wellesley College Commencement & Ellen DeGeneres 2009 Tulane University Commencement</i>	Due: Audience Analysis Short-Answer Essay Exercise 11:59 p.m. 5/24/19 Due: Self-Introduction Speech 11:59 p.m. 5/24/19
4 5/28/19 (T-F)	Organizing the Body of the Speech Read: Chapter 9 Watch: 1 Lecture video Beginning and Ending the Speech Read: Chapter 10 Watch: 1 Lecture video	Video: <i>Georgia Tech Convocation Speech Conclusion</i>	Due: Introduction Discussion Initial 100-300 word post 11:59 p.m. 5/29/19 Two 50-100 word responses to peers 11:59 p.m. 5/31/19
5 6/3/19	Outlining the Speech Read: Chapter 11 Watch: 1 Lecture video Speaking to Inform Read: Chapter 15 Watch: 1 lecture video Giving Your First Speech Read: Chapter 4 Watch: 1 Lecture video	Videos: <i>two Hidden World of Chili Peppers; ; Ashton Kutcher 2013 Teen Choice Awards Acceptance Speech; and Matt Abraham's "No Freaking Speaking"</i>	Due: Preparation and Practice Discussion Initial 100-300 word post 11:59 p.m. 6/5/19 Two 50-100 word responses to peers 11:59 p.m. 6/7/19
6 6/10/19	Gathering Materials Read: Chapter 7 Watch: 1 Lecture video Supporting Your Ideas Read: Chapter 8 Watch: 1 Lecture video	Videos: <i>How to Sound Smart in a Tedtalk; and Richard St. John's 8 Secrets to Success</i>	Due: Sources and Credibility Short-Answer Essay Exercise 11:59 p.m. 6/14/19 Quiz 1 11:59 p.m. 6/14/19

7 6/17/19	Informative Speeches		Due: Informative Speeches 11:59 p.m. 6/21//19
8 6/24/19	Speaking on Special Occasions Read: Chapter 18 Watch: 1 Lecture video Deliver a How-To Speech Watch: 1 Lecture video	Videos: <i>Ronald Reagan Challenger Speech; Formal Table Manners; and How to Tie Your Shoes</i>	Due: Special Occasion Discussion Initial 100-300 word post 11:59 p.m. 6/26/19 Two 50-100 word responses to peers 11:59 p.m. 6/28//19
9 7/1/19	Speaking in Small Groups Read: Chapter 19 Watch: 1 Lecture video Using Language Read: Chapter 12 Watch: 2 Lecture Videos Using Visual Aids Read: Chapter 14 Watch: 2 Lecture Videos	Videos: <i>MLK I Have a Dream Speech</i>	Due: MLK Short-Answer Essay Exercise 11:59 p.m. 7/5/19
10 7/8/19	Demonstration Speeches		Due: Demonstration Speeches 11:59 p.m. 7/12/19
11 7/15/19	Ethics and Public Speaking Read: Chapter 2 Watch: 1 Lecture video Delivery Read: Chapter 13 Watch: 2 Lecture videos	Videos: <i>Cameron Russell Looks aren't everything. Believe me, I'm a model; Phil Davison Campaign Speech; and Dananjaya Hettiarachchi 2014 Toastmasters champion Speeches</i>	Due: Delivery Discussion Initial 100-300 word post 11:59 p.m. 7/17/19 Two 50-100 word responses to peers 11:59 p.m. 7/19/19 Due: Demonstration Speech Self-Evaluation Short-Answer Essay Exercise 11:59 p.m. 7/19/19
12 7/22/19	Speaking to Persuade Read: Chapter 16 Watch: 1 Lecture video	Videos: Breanna Holbert FFA retiring address	Due: Quiz 2 11:59 p.m. 7/26/19
13 7/29/19 (Finals)	Persuasive Speeches		Due: Persuasive Speeches 11:59 p.m. 7/31/19 Due: Final Reflection 11:59 p.m. 7/31/19