



SYLLABUS: COMM 2110

PUBLIC SPEAKING

SPRING 2025

Instructor

Instructor: Kristie Sigler

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Office: Journalism 317

Office hours: TH 10:00am—12:00pm in Journalism 317

Or Zoom by appointment

Course description

From the catalog: 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.

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.

Mode of delivery

This course will be presented in hybrid format with some sessions in the classroom and some asynchronously online. See the course schedule at the end of the syllabus for weekly details.

How this course works

This course is organized in weekly modules. Class activities, speeches and lectures are in person. Initial discussion posts will always be due on Wednesday by 11:59. Replies to peers will always be due on Friday at 11:59. All assignments are due at 11:59 on the due dates listed on the schedule. Late discussion posts and assignments will not be accepted.

Course materials

Required

The textbook for this course is provided via CarmenBooks, available in the course navigation menu:

- **Lucas, S. E. (2020). *The art of public speaking*. McGraw-Hill Education.**

Through CarmenBooks, students obtain publisher materials electronically through CarmenCanvas, saving them up to 80% per title. The fee for this material is included as part of tuition and is listed as CarmenBooks fee on your Statement of Account. In addition to cost-savings, materials provided through CarmenBooks are available immediately on or before the

first day of class. There is no need to wait for financial aid or scholarship money to purchase your textbook.

Unless you choose to opt-out of the program, you do NOT need to purchase any materials for this course at the bookstore. For more information on the program or information on how to opt out, please visit the CarmenBooks website.

Grading and faculty response

Grades

Assignment or category	Points
Exercises (3)	55
Discussions (7)	110
Quizzes (4)	200
Speech outlines (3)	60
Self-introduction Speech	15
Informative Speech	180
Marketing Speech	180
Persuasive Speech	200
Total	1,000

See course schedule below for due dates

Assignment guide

Exercises

Throughout the semester you will respond to 3 short-answer prompts. These short-answer exercises will require 200-300 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 exercises. They are due by 11:59pm Friday.

Discussions

There will be 7 individual discussions throughout the semester.

Three discussions 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 200-300 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.

Four discussions will be peer feedback on speeches. You will upload your speech to the discussion forum. Six replies of 100-200 words commenting on each of the four speeches will be due by 11:59pm on the Friday of the week that discussion is due.

Speech outlines

A full-sentence preparation outline as described in Chapter 11 of your textbook is to be turned in for the informative, marketing, and persuasive speeches. A specific purpose statement is required. Outlines must be in outline format. A reference page in APA format must be included. Upload the outline to Carmen by the due date.

Speeches

The self-introduction, informative, marketing and persuasive speeches will be delivered live in the classroom. **If you do not deliver your speech on the assigned due date, you will receive a 10% deduction for that speech.** The only exception is if the absence is due to a medical or family emergency AND necessary documentation is provided AND the instructor has been contacted and approved a make-up date within 24 hours of the due date.

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. You will participate in a discussion reviewing six peer speeches as part of this assignment. This speech will be delivered live in the classroom.

Informative Speech

In this speech, you will present information about a non-controversial topic with the goal of providing knowledge and understanding of the topic to your audience. This 3-4 minute speech must be organized in chronological, spatial, or topical order with 2-3 main points. The speech requires the use of a slide deck and must include at least 2 highly credible sources. You will participate in a discussion reviewing six peer speeches as part of this assignment. This speech will be delivered live in the classroom.

Marketing Speech

In this 3-4 minute speech you will act like a marketer, salesperson, or promoter. Your purpose is to promote a product, place, or program. The speech should be organized into two main points: need and satisfaction. The speech requires the use of a slide deck and you are also encouraged to include a tactile visual or video of 30 seconds or less. The speech must include at least 2 highly credible sources. You will participate in a discussion reviewing six peer speeches as part of this assignment. This speech will be delivered live in the classroom.

Persuasive Speech

In this speech your goal is to persuade your audience to make a change. You will share the need for change and provide a solution using one of the following four organizational methods: problem-solution, problem-cause-solution, comparative advantages, or Monroe's Motivated Sequence. You may choose a topic that is controversial, but you can also choose a topic that is not. This 4-5 minute speech requires the use of a slide deck and at least 4 highly credible sources. You will participate in a discussion reviewing six peer speeches as part of this assignment. This speech will be delivered live in the classroom.

Quizzes

Four quizzes will focus on assigned readings and lecture. Quizzes are on Carmen and are not open book or open note. There will be 10 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

All submitted assignments are due on the due date listed on the syllabus and on Carmen. Assignments submitted within 24 hours past the due date will have a 10% late penalty of the final assignment grade. Assignments submitted 48 hours past the due date will have a 20% late penalty of the final assignment grade. No assignments will be accepted beyond 48 hours after the due date.

Grading scale

A	93-100% (925-1000)	B-	80-82% (795-824)	D+	67-69% (665-694)
A-	90-92% (895-924)	C+	77-79% (765-794)	D	60-66% (600-664)
B+	87-89% (865-894)	C	73-76% (725-764)	E	Below 60% (599 and below)
B	83-86% (825-864)	C-	70-72% (695-724)		

Attendance, participation, and discussions

Credit hour and work expectation

This is a 3-credit-hour course. According to Ohio State policy, students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average. [ASC Honors](#) provides an excellent guide to scheduling and study expectations.

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 and respond at least once by Friday as part of our substantive class discussion. This requires that you check in twice per week, however, additional participation will give you a richer experience within the course.

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 **7-14 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**.

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

There will be no extra credit offered in this 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 on Google docs or Microsoft Word where you can save your work, and then copying into the Carmen discussion.

Encouraging an optimal learning experience

Previous distance learning courses have provided insights from students on how to improve the learning experience and optimize outcomes. Here are a few tips from previous students to encourage your success in this online course:

- Students kept up with the schedule and assignment due dates.
- Students made sure they had access to a reliable internet connection.
- Students had access to at least one reliable device and a backup plan in case of a technological issue.
- Students have made plans to back up work. OSU provides free access to data storage through [BuckeyeBox](#) and [Microsoft One Drive](#).
- Students reported that completing assigned readings before viewing lectures (or attending synchronous lectures) helped them to be prepared to follow along with lectures and participate in discussions.
- Students scheduled time to complete activities at a steady pace during the week. Keeping a schedule prevented a last-minute rush and kept the workload manageable.
- Students approached the material by thinking about the connections between readings, lectures, and assignments.
- Students followed the instructor's preference for camera and microphone settings during online synchronous meetings.

Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT 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.odde.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](#)
- **Carmen Zoom:**
 - Office hours will be held through Ohio State's conferencing platform, Carmen Zoom. A separate guide to accessing Carmen Zoom and our office hours is posted on the course Carmen page under Files.
 - Students may use the audio and video functions if a webcam and microphone are available. If not, there is still a chat function within Carmen Zoom for the student to live chat with the professor or TA in the virtual office hours room.
 - [Carmen Zoom](#) help guide
- **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

Other course policies

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 Statement

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.

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment.

To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit:

<https://odi.osu.edu/>

<https://odi.osu.edu/racial-justice-resources>

<https://odi.osu.edu/focus-on-racial-justice>

<https://cbsc.osu.edu>

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

Online reporting form at equity.osu.edu,
Call 614-247-5838 or TTY 614-688-8605,
Or Email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Mental Health

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 are or someone you know is 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.

If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24-hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445)

Disability Statement (with Accommodations for Illness)

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities.

Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement **and** the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#).

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.
- **Using generative artificial intelligence:** Generative AI should not be used to complete work in this course, unless explicitly stated in the assignment directions.

Artificial Intelligence and Academic Integrity

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite and others. These tools will help shape the future of work, research and technology but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.

All students have important obligations under the [Code of Student Conduct](#) to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use unauthorized assistance in the laboratory, on field work, in scholarship or on a course assignment unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing of writing, ideas or other work that is not your own. These requirements apply to all students undergraduate, graduate, and professional.

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.

Academic Misconduct

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct.

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University or subvert the educational process. 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. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

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. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), 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 the above policy or what constitutes academic misconduct in this course, please contact me.

Grievances and Solving Problems

A student who encounters a problem related to his/her educational program has a variety of avenues available to seek resolution. (Note: the procedures for grade grievances are explicitly covered in the faculty rules) Typically, a student is advised to resolve any dispute, disagreement, or grievance as directly as possible, engaging with the person or persons most closely involved. The faculty and staff of the departments and colleges are available to work with students in this regard. If this step does not produce acceptable results, the student should follow a logical stepwise progression to address the academic concerns.

According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-8-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

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 in class, via email, and/or on Carmen if and when any changes occur.

Course schedule Spring 2025 (Hybrid-MW)

Week, Date, & Mode of Delivery	Topics & Readings	Assignments & Due Dates
Week 1 1/6/25 Asynchronous online	Syllabus & Course Overview Chapter 1: Speaking in Public	Café Discussion - Initial post 1/8/25 - Response posts 1/10/25
Week 1 1/8/25 In person	Chapter 3: Listening	
Week 2 1/13/25 In person	Chapter 5: Selecting a Topic & Purpose Chapter 6: Analyzing the Audience	
Week 2 1/15/25 In person	Chapter 9: Organizing the Body of the Speech Chapter 10: Beginning & Ending a Speech	Listening Exercise 1/15/25
Week 3 1/20/25 NO CLASS	MARTIN LUTHER KING DAY	
Week 3 1/22/25 In person	Chapter 11: Outlining the Speech Chapter 15: Speaking to Inform	Quiz One 1/24/25 - Chapters 1, 3, 5, 9, 10
Week 4 1/27/25 In person	Self-Introduction Speech	Self-Introduction Speech Delivered in class
Week 4 1/29/25 In person	Self-Introduction Speech	Self-Introduction Speech Delivered in class
Week 5 2/3/25 In person	Chapter 7: Gathering Materials	Self-Introduction Discussion 2/5/25
Week 5 2/5/25 Asynchronous online	Chapter 8: Supporting Your Ideas	Informative Speech Outline 2/7/25
Week 6 2/10/25 In person	Chapter 4: Giving Your First Speech Chapter 19: Presenting Your Speech Online	

Week, Date, & Mode of Delivery	Topics & Readings	Assignments & Due Dates
Week 6 2/12/25 Asynchronous online	Chapter 19: Presenting Your Speech Online	Preparation and Practice Discussion - Initial post 2/12/25 - Response posts 2/14/25 Quiz Two 2/14/25 - Chapters 4, 6, 7, 8, 11, 15, 19
Week 7 2/17/25 In person	Informative Speech	Informative Speech Delivered in class
Week 7 2/19/25 In person	Informative Speech	Informative Speech Delivered in class
Week 8 2/24/25 In person	Informative Speech	Informative Speech Delivered in class
Week 8 2/26/25 In person	Chapter 12: Using Language	Informative Speech Discussion 2/26/25 MLK Exercise 2/28/25
Week 9 3/3/25 In person	Chapter 2: Ethics and Public Speaking Chapter 20: Speaking in Small Groups	
Week 9 3/5/25 Asynchronous online	Chapter 13: Delivery	Marketing Speech Outline 3/5/25 Quiz Three 3/5/25 - Chapters 12, 13, 16, 17, 20
3/10/25 to 3/14/25 NO CLASS	SPRING BREAK	
Week 10 3/17/25 In person	Chapter 14: Using Visual Aids	
Week 10 3/19/25 In person	Marketing Speech	Marketing Speech Delivered in class

Week, Date, & Mode of Delivery	Topics & Readings	Assignments & Due Dates
Week 11 3/24/25 In person	Marketing Speech	Marketing Speech Delivered in class
Week 11 3/26/25 In person	Marketing Speech	Marketing Speech Delivered in class
Week 12 3/31/25 In person	Chapter 18: Speaking on Special Occasions	Marketing Speech Discussion 3/31/25
Week 12 4/2/25 In person	Chapter 16: Speaking to Persuade	Special Occasion Discussion - Initial post 4/2/25 - Response posts 4/4/25
Week 13 4/7/25 Asynchronous online	Chapter 17: Methods of Persuasion	Persuasive Speech Outline 4/7/25
Week 13 4/9/25 In person		Quiz Four 4/11/25 - Chapters 2, 14, 18
Week 14 4/14/25 In person	Persuasive Speech	Persuasive Speech Delivered in class
Week 14 4/16/25 In person	Persuasive Speech	Persuasive Speech Delivered in class
Week 15 4/21/25 In person	Persuasive Speech	Persuasive Speech Delivered in class
Finals Week	Final Reflection	Persuasive Speech Discussion 4/23/25 Final Reflection 4/23/25