

SYLLABUS: COMM 2110

PUBLIC SPEAKING

SUMMER 2025 8WK SESSION 2 ONLINE

Instructor

Instructor: Lucy Brown

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Office hours: By Appointment Over Zoom

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 fully online in an asynchronous format. There will be no set meeting times or live components.

How this course works

This course is organized in weekly modules. Lectures are prerecorded voice-over PowerPoint videos. Additional videos are provided for analysis and used for several lessons or discussions. Initial discussion posts will always be due on Wednesday by 11:59 PM. Replies to peers will always be due on Friday at 11:59 PM. All assignments are due on Friday at 11:59 PM. All dates and times are in Eastern Standard Time.

Course materials

Required

The textbook for this course is being provided via CarmenBooks. 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.

Lucas, Stephen E. (2020). *The Art of Public Speaking*. 13th edition. New York, NY: McGraw-Hill Education

Access this eBook through the CarmenBooks reader link in the course navigation.

Grading and faculty response

Grades

Assignment or category	Points and Percent
Exercises (3)	45/4.5%
Discussions (7)	70/7%
Quiz 1	125/12.5%
Quiz 2	125/ 12.5%
Speech outlines (3)	60/6%
Self-introduction Speech	15/1.5%
Informative Speech	180/18%
Marketing Speech	180/18%
Persuasive Speech	200/20%
Total	1,000 Points and 100%

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 100-300 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 11:59 PM 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 100-300 words will be due by 11:59 PM on the **Wednesday** of the week a discussion is due. Two posts of 50-100 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. Four replies of 50-100 words commenting on each of the four speeches will be due by 11:59 PM on the **Friday** of the week that discussion is due. **No late discussion post will be accepted. No exceptions. This is to ensure that other students have enough time to reply.**

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, and**

outlines must be in actual outline format. A reference page in APA format must also be included. Upload the outline to the corresponding dropbox on Carmen by the due-date.

Speeches

A live audience is not required for your speeches. However, if you have family members or roommates who live with you and are willing to serve as an audience, I encourage you to have them help you record your speech and serve as an audience. Record any audience members prior to starting your speech. **Speeches need to be recorded and compressed and are due by 11:59 PM each Friday.** To record your speech, please use a cell phone, tablet or laptop held by one of your audience members or propped on a sturdy surface if you do not have an audience. After recording your speech, compress the video by using a free app of your choice. 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. If you have trouble uploading directly to Carmen, you may upload your speech video to BuckeyeBox or YouTube and share the link in the assignment dropbox. 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. You will participate in a discussion reviewing four peer speeches as part of this assignment.

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 must be organized in chronological, spatial, or topical order. 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. You will participate in a discussion reviewing four peer speeches as part of this assignment.

Marketing Speech

In this 3-4 minute speech you are acting like a marketer, salesperson, or promoter. Your purpose is to promote a product or app. The speech should be organized into two main points: problem and solution. 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. You will participate in a discussion reviewing four peer speeches as part of this assignment.

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. 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. You will participate in a discussion reviewing four peer speeches as part of this assignment.

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 and 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. 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

Policy for assignments

- Quizzes and exams are open for a duration of time and the window in Carmen will close. The quiz or exam will not be re-opened unless University or medical documentation is provided.
- Discussions will be subject to the late deduction if the initial post is not completed on time. Partial credit will be awarded to discussions with an initial post and no responses. At the response due date, the board will close and will not be re-opened. Students unable to participate in the discussion should follow the makeup procedure listed below and request an alternate assignment.
- Assignments are to be turned in (and fully uploaded) on time at 11:59 PM EDT/EST. At midnight, a 20% deduction will apply. There will be a 20% deduction for every day the submission is late. No submissions will be accepted after 4 days without University or medical documentation. It may take some time for your file to upload. Assignments are provided at the opening of the module, if not before. Technology issues at the last minute do not qualify for extensions.
- Each student may take advantage of a one-time, one-week extension during the semester. If you would like to utilize your extension, please email the instructor and TA. You do not need to provide an explanation. Please note, we will be keeping track and

only one undocumented extension will be granted. This must be requested no later than the due date of the assignment and the work must be completed by the end of the following week.

Makeup request (excused absence)

Makeups or extensions due to medical issues or University-related travel may be requested and late penalties will be excused. Documented makeups should be requested prior to the due date if possible, even if documentation has not yet been obtained. In case of a medical matter or emergency, makeups should be requested within one week of the assignment deadline.

As these assignments are due late in the evening, the instructor may not be able to immediately respond to last minute requests for makeup. Please contact the instructor and TA as soon as you know a makeup will be necessary. We will review and get back to you as soon as we are able. Please do not send multiple messages with the same request if we are unable to answer immediately.

Most assignments are open for a week (sometimes more) and may be turned in at any time during the week. Please plan accordingly and do not wait until the last minute. Situations such as getting called into work at the last minute, transportation issues, falling asleep while studying, etc. are not eligible for documented makeup. Please see the one-time extension option listed above.

Providing documentation

Please do not send photos or videos as proof of your illness or injury. I often read student emails while eating at my desk or enjoying my coffee. Photos of this nature do not aid digestion.

If you are escorting a friend or family member to an appointment/ urgent care/ emergency room visit, please request a caretaker or companion excuse note from the facility. This should be requested at the time of the appointment and should be provided to you at no charge.

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)		

Please note: Carmen Canvas, OSU's grading and class management software, does not round fractions up. Please take that into account in computing grades. I do not manually round up grades. There will be opportunities for extra credit for students who choose to earn those points.

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 will check in twice per week, however, additional participation will give you a richer experience within the course.
- **Reading:**
Textbook readings are listed in the syllabus and supplemental readings will be posted on Carmen. It is expected that you will complete the readings prior to engaging with any other materials for the week. Lectures are intended to go in-depth on topics, not to replace the readings or cover each and every topic fully. You must read to have the background knowledge to interact with the topics through lecture and activities.
- **Reviewing the module contents and weekly overview: 1x per week minimum by Monday of each week:**
A new module will be released each week in Carmen under Modules. Everything you need for the week will be in the module, unless otherwise stated in the Weekly Overview. The Weekly Overview will serve as an introduction and checklist for the week. You will receive information about what will be covered, learning objectives met and due dates for the week. You need to view this by Monday evening at the latest to be sure you aren't missing anything for the week.

- **Viewing lectures:**

All lectures for this course are pre-recorded and will be posted to Carmen at the opening of each module. Some lectures, or lessons, are in a written format with links to articles, videos and embedded materials to aid your interaction with the material with current real-life examples.

- **Office hours:**

We are available to help you to learn, understand, and grow as individuals. Office hours are digital via Carmen Zoom. I am on campus for a limited amount of time most weeks. Please email to request an in-person meeting.

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 shorter assignments, you can generally expect feedback **within 7-10 days**. Video assignments can expect feedback **within 2-3 weeks**.

E-mail

I will reply to e-mails **within 24 hours Monday-Friday**. If you contact me at night, or over the weekend, it may take a bit longer.

Communications

I will post class updates and/or additional materials as announcements on Carmen and/or to your OSU email. Please check Carmen for announcements 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. Unfortunately, this is non-negotiable.

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.

Tone and civility: The School of Communication encourages students to practice professionalism in all communications, including those conducted online. The instructor and TA both work very hard to provide a positive learning experience. 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. Please keep this in mind and remain civilized and respectful in your email and discussion board communications.

Emails, items turned in to Carmen (discussions, assignments, etc.) and social media posts that are disruptive to the proceedings of class or threatening (implicitly or explicitly) toward students, teaching assistants or instructors, violate the Student Code of Conduct and may be reported to the Office of Student Conduct.

The Counseling and Career Services [netiquette](#) (internet etiquette) guide provides students with tips for professional online communications.

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, please use APA style. For online sources, be sure to include a link.)

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 [Microsoft One Drive](#).
- Students reported that completing assigned readings before viewing 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.

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.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](#)
- **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
- **Turnitin:**
 - Students at The Ohio State University are accountable for the integrity of the work they submit. Therefore, you should be familiar with the guidelines provided by the [Committee on Academic Misconduct \(COAM\)](#) and [Section A of OSU's Code of Student Conduct](#) in order to meet the academic expectations concerning appropriate documentation of sources. In addition, OSU has made Turnitin, a learning tool and plagiarism prevention system, available to instructors. For this class, you will submit your papers to Turnitin from Carmen. When grading your work, I will interpret the originality report, following [Section A of OSU's Code of Student Conduct](#) as appropriate. For more information about Turnitin, please see [the vendor's guide for students](#). Note that submitted final papers become part of the OSU database.
- **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
- Web cam and microphone

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. The site is: <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>

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.

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.

Religious Accommodations

Our inclusive environment allows for religious expression. Students requesting accommodations based on faith, religious or a spiritual belief system in regard to examinations, other academic requirements or absences, are required to provide the instructor with written notice of specific dates for which the student requests alternative accommodations at the earliest possible date. For more information about religious accommodations at Ohio State, visit odi.osu.edu/religious-accommodations.

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 at titleix@osu.edu

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 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](tel: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](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

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.

- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Using generative artificial intelligence:** Generative artificial intelligence, such as Chat GPT should not be used to complete work in this course, unless explicitly stated in the assignment directions. While it may be useful for finding sources or gathering ideas, an assignment completed using generative AI does not adequately demonstrate your comprehension and application of the course materials.

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.

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 Student Life Disability Services (SLDS) know immediately so that you can privately discuss options. To establish reasonable accommodations, they may request that you register with SLDS. After registration, make arrangements with your instructors 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. Students seeking to request COVID-related accommodations may do so through the university's request process (slds.osu.edu/covid-19-info/covid-related-accommodation-requests/), managed by SLDS.

Online Course Schedule Summer 2025

Week	Date	Topics, Readings, Lectures	Media	Assignments and due date
1	6/2–6/6 (dates listed MON-FRI)	Speaking in Public Read: Chapter 1 Watch: 2 lecture videos Listening Read: Chapter 3 Watch: 2 Lecture videos Selecting a Topic & Purpose Read: Chapter 5 Watch: 1 Lecture video Presenting Your Speech Online Read: Chapter 19 Watch: 1 Lecture video	Video: Julian Treasure Tedtalk	Due: Café Discussion Initial 100-300 word post 11:59 PM WED 6/4 Two 50-100 word responses to peers 11:59 PM FRI 6/6 Listening Exercise 11:59 PM FRI 6/6
2	6/9 – 6/13	Analyzing the Audience Read: Chapter 6 Watch: 1 Lecture video Self-Introduction Speech	Videos: Ellen DeGeneres Tulane University Commencement; Barbara Bush Wellesley College Commencement	Due: Self-Introduction Speech 11:59 PM FRI 6/13
3	6/16-5/20	Organizing the Body of the Speech Read: Chapter 9 Watch: 1 Lecture video	Video: Georgia Tech Convocation Speech Conclusion; two Hidden World of Chili Peppers; Ashton Kutcher 2013 Teen	Due: Self-Introduction Speech Discussion Post your speech MON 6/16 Six 50-100 word replies 11:59 PM THUR 6/19 Preparation and Practice Discussion

Week	Date	Topics, Readings, Lectures	Media	Assignments and due date
		Beginning & Ending a Speech Read: Chapter 10 Watch: 1 Lecture video 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	Choice Awards Acceptance Speech; and Matt Abraham's "No Freaking Speaking"	Initial 100-300 word post 11:59 PM WED 6/18 Two 50-100 word responses to peers 11:59 PM FRI 6/20 Informative Speech Outline 11:59 PM FRI 6/20
4	6/23 – 6/27	Gathering Materials Read: Chapter 7 Watch: 1 Lecture video Supporting Your Ideas Read: Chapter 8 Watch: 1 Lecture video Quiz 1 Informative Speech	Videos: How to Sound Smart in a Tedtalk; and Richard St. John's 8 Secrets to Success	Due: Quiz 1 11:59 PM FRI 6/27 Informative Speech 11:59 PM 6/27
5	6/30 – 7/7* (holiday extension for July 4 th)	Using Visual Aids Read: Chapter 14 Watch: 2 Lecture videos Using Language Read: Chapter 12 Watch: 2 Lecture videos Speaking on Special Occasions Read: Chapter 18 Watch: 1 Lecture video	MLK I Have a Dream Speech; Ronald Reagan Challenger Speech	Due: Informative Speech Discussion Your speech posted MON 6/30 Six 50-100 word replies 11:59 PM THURS 7/3 Special Occasion Discussion Initial 100-300 word post 11:59 PM WED 7/2 Two 50-100 word responses to peers 11:59 PM MON 7/7 MLK Exercise 11:59 PM MON 7/7
6	7/7- 7/11	Marketing Speeches Watch: 1 Lecture video Marketing Speech	None	Due: Marketing Speech Outline 11:59 PM FRI 7/11 Marketing Speech 11:59 PM 7/11
7	7/14- 7/18	Ethics and Public Speaking Read: Chapter 2 Watch: 1 Lecture video Delivery Read: Chapter 13 Watch: 2 Lecture videos	Videos: Cameron Russell Looks aren't everything. Believe me, I'm a model; Phil Davison Campaign Speech; and Dananjaya Hettiarachchi 2014 Toastmasters	Due: Marketing Speech Discussion Your speech posted MON 7/14 Six 50-100 word replies 11:59 PM THUR 7/10 Persuasive Speech Outline 11:59 PM FRI 7/18 Persuasive Speech

Week	Date	Topics, Readings, Lectures	Media	Assignments and due date
		Speaking to Persuade Read: Chapter 16 Watch: 1 Lecture video Methods of Persuasion Read: Chapter 17 Watch: 2 Lecture videos Persuasive Speech	champion; Breanna Holbert FFA retiring address	11:59 PM FRI 7/18
8	7/21-7/25	Speaking in Small Groups Read: Chapter 20 Watch: 1 Lecture video Quiz 2 Final Reflection	None	Due: Persuasive Speech Discussion Your speech posted MON 7/21 Six 50-100 word replies 11:59 PM THUR 7/24 Quiz 2 11:59 PM FRI 7/25 Final Reflection Exercise 11:59 PM FRI 7/25