THE OHIO STATE UNIVERSITY

SYLLABUS: COMM 2110

PUBLIC SPEAKING
AUTUMN 2025

Instructor

Instructor: Kristie Sigler

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Office: Journalism 317

Office hours: W 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 with the exception of speeches which are due at the beginning of the class period.

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 (4)	80
Quizzes (4)	200
Speech outlines (3)	60
AI Speech Coach practice (3)	50
Self-introduction Speech	15
Informative Speech	160
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 250-300 words creatively and completely answering the prompt. The answer should provide analysis from the textbook reading and your personal experience. They are listed on the schedule as exercises. They are due by 11:59pm Friday.

Discussions

There will be 5 individual discussions throughout the semester.

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.

One discussion post will give you an opportunity to get to know other students in your class. The initial post is due on Wednesday at 11:59pm and thoughtful responses to at least 2 of your peers are due on Friday at 11:59pm.

Speech outlines

A 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

There are many ways to classify informative speeches, including speeches about an object or person, a process or demonstration, an event or a concept. We will focus on **process or demonstration speeches** in this assignment. You will explain a step-by-step series of actions that result in a specific outcome or product. This 3-4 minute speech must be organized in chronological 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. 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.

AI Speech Coach Practice

To help you prepare for your in-class presentations, you will use the custom AI Speech Coach tool to rehearse your speech. This tool will provide you with objective feedback on your delivery, helping you identify areas for improvement before your live presentation. You will record yourself delivering your speech, upload the video to the AI Speech Coach tool, and submit the feedback you receive.

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

Attendance will be taken at the beginning of every class session, but attendance is not required and is not part of your grade. You will, however, miss out on lectures, discussions, exercises, and practice speeches if you do not attend class. In a hands-on, performance course like public speaking, attendance will help you improve your confidence and grow as a speaker.

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 Office of Technology and Digital Innovation](#). Standard support hours are available 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. Log in to [Carmen](#) using your name.# and password. If you have not set up a name.# and password, visit [my.osu.edu](#).
  - For help using Carmen, visit [Getting Started with Carmen for Students](#).
  - 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 refer to the university's [Disability Statement](#).
- **CarmenZoom:**
  - Office hours will be held through Ohio State's conferencing platform, [CarmenZoom](#).
  - For help using CarmenZoom, visit [Welcome to CarmenZoom](#).
  - 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.
- **Self-Service and Chat support:** [go.osu.edu/IT](#)
- **Phone:** 614-688-HELP (4357)
- **Email:** [ServiceDesk@osu.edu](#)
- **Accessibility Help Line:** 614-292-5000

Baseline technical skills necessary for hybrid and online courses

- Basic computer and web-browsing skills
- Navigating Carmen and CarmenZoom
- Recording, uploading, and viewing speeches to Carmen

Necessary equipment

- Computer: current Mac (macOS 15 Sequoia) or PC (Windows 11) with high-speed internet connection

Necessary software

- Word processor with the ability to save files under .doc, .docx, .rtf, or .pdf A word processor with the ability to save files under .doc, .docx, .rtf, or .pdf format. Most popular word processing software (Microsoft Word) or web-based programs (Google Docs) have these capabilities.
- OSU students have access to Microsoft Office products **free of charge**.

Other course policies

Academic Advising

Ohio State's Undergraduate Academic Advising website provides support for student academic success. Information on advising issues such as advising appointments, adding or dropping a class, schedule changes and class enrollment, transcripts, tutoring services, degree audits, and contact information for advisors can be obtained through the website.

Writing Center

All students, especially those who have difficulty writing, are encouraged to visit the OSU Writing Center in person (108 Bricker Hall) or online. The Writing Center offers several types of appointments, including in person, online drop-off and online live chat.

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.

Intellectual Diversity Statement

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

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

The Ohio State University is committed to building and maintaining a welcoming community. 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 Civil Rights Compliance Office (CRCO):

Online reporting form: http://civilrights.osu.edu/

Call 614-247-5838 or TTY 614-688-8605

civilrights@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 Civil Rights Compliance Office 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.

Counseling and Consultation Services / Mental Health Statement

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 by dialing 988 to reach the Suicide and Crisis Lifeline.

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 students anticipate or experience academic barriers based on a disability (including mental health and medical conditions, whether chronic or temporary), they should let their instructor know immediately so that they can privately discuss options. Students do not need to disclose specific information about a disability to faculty. To establish reasonable accommodations, students may be asked to register with Student Life Disability Services (see below for campus-specific contact information). After registration, students should make arrangements with their instructors as soon as possible to discuss your accommodations so that accommodations may be implemented in a timely fashion.

If students are ill and need to miss class, including if they are staying home and away from others while experiencing symptoms of viral infection or fever, they should let their instructor know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations.

slds@osu.edu

https://slds.osu.edu/

098 Baker Hall, 113 W. 12th Ave

614-292-3307 phone

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 Civil Rights Compliance Office.

Policy: Religious Holidays, Holy Days and Observances

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.

Generative AI and Academic Integrity

In this course, we will explore generative artificial intelligence (AI) as a tool to enhance the practice of public speaking. In alignment with the [Ohio State University policy](#), the use of AI is explicitly permitted for specific assignments and for specific purposes as outlined below. You are expected to uphold the university's Code of Student Conduct by being transparent about your use of AI and only using it as authorized. Any unauthorized use of AI will be considered a form of academic misconduct.

Authorized Use of Generative AI

You are explicitly permitted to use AI tools for these specific purposes:

- Brainstorming & Research (for Speeches): You may use tools like Gemini or NotebookLM to brainstorm topics, explore different angles for your speeches, and organize your research. You can prompt these tools to summarize sources, identify key arguments, or suggest analogies.

- Outlining & Drafting (for Speeches): You may use AI to help you generate ideas for main points or to consider how to best address your audience of peers. However, you are not permitted to use AI to generate the final outline itself; that must be your original work and synthesis of ideas.

- Visual Aid Creation (for Speeches): You may use AI features in tools like Google Slides to generate slide designs, suggest layouts, or find relevant images for your presentations.

- Speech Rehearsal & Feedback: You may use AI tools to receive objective, real-time feedback on your speech delivery (e.g., pacing, use of filler words, etc.) before presenting in class. This is meant to supplement, not replace, the valuable peer feedback you will receive after your in-class presentations.

Unauthorized Use of Generative AI

The following uses of generative AI are strictly prohibited and will be considered a violation of academic integrity:

- Writing Discussion Posts: You are not permitted to use any AI tool to generate or draft your responses for graded discussion posts. All discussion posts must demonstrate your own independent thought and analysis.

- Completing Graded Quizzes or Exams: You may not use AI to assist with any in-class or online quizzes or exams.

- Submitting AI-Generated Work as Your Own: You may not submit a fully AI-generated speech, outline, or presentation as your own original work. Your assignments must be a product of your own effort and critical thinking, with AI serving only as a supporting tool.

- Unauthorized Upload of Student Work: You may not upload the work of any other student to an AI tool without their explicit, written consent. Even with consent, you may only use university-approved tools for this purpose.

Citation and Acknowledgment
Because AI-generated content is not your own, you must acknowledge its use to maintain academic honesty. If you use AI to brainstorm, outline, or get feedback on a specific assignment, you should include a brief, one-sentence acknowledgment at the end of the assignment. For example, "AI (Gemini) was used to brainstorm initial ideas for this speech outline."

This policy is designed to help you become a more effective and ethical communicator in a world where AI will be a constant presence. It is your responsibility to understand and abide by these guidelines.

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 please review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If an instructor suspects that a student has committed academic misconduct in this course, the instructor is obligated by University Rules to report those suspicions to the Committee on Academic Misconduct. If COAM determines that a student violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in the course and suspension or dismissal from the University.

If students have questions about the above policy or what constitutes academic misconduct in this course, they should contact the instructor.

Grievances and Solving Problems

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-TR)

Week, Date, & Mode of Delivery	Topics & Readings	Assignments & Due Dates
Week 1 8/26/25 In person	Syllabus & Course Overview Chapter 1: Speaking in Public	Café Discussion - Initial post 8/27/25 - Response posts 8/29/25
Week 1 8/28/25 Asynchronous online	Chapter 3: Listening	
Week 2 9/2/25 Asynchronous online		
Week 2 9/4/25 In person	Chapter 5: Selecting a Topic & Purpose Chapter 6: Analyzing the Audience	Listening Exercise 9/5/25
Week 3 9/9/25 In person	Chapter 9: Organizing the Body of the Speech Chapter 10: Beginning & Ending a Speech	
Week 3 9/11/25 Asynchronous online	Chapter 11: Outlining the Speech	Quiz One 9/12/25 - Chapters 1, 3, 5, 9, 10
Week 4 9/16/25 In person	Self-Introduction Speech	Self-Introduction Speech - Delivered in class
Week 4 9/18/25 In person	Self-Introduction Speech	Self-Introduction Speech - Delivered in class
Week 5 9/23/25 In person	Chapter 7: Gathering Materials Chapter 15: Speaking to Inform	Self-Introduction Discussion 9/24/25
Week 5 9/25/25 In person	Chapter 8: Supporting Your Ideas	Informative Speech Outline 9/25/25 - Due at start of class
Week 6 9/30/25 In person	Chapter 4: Giving Your First Speech	

Week, Date, & Mode of Delivery	Topics & Readings	Assignments & Due Dates
Week 6 10/2/25 In person	Chapter 19: Presenting Your Speech Online	Quiz Two 10/3/25 - Chapters 4, 6, 7, 8, 11, 15, 19
Week 7 10/7/25 In person	Informative Speech	AI Speech Coach practice Informative Speech - Delivered in class
Week 7 10/9/25 In person	Informative Speech	AI Speech Coach practice Informative Speech - Delivered in class
Week 8 10/14/25 In person	Informative Speech	AI Speech Coach practice Informative Speech - Delivered in class
Week 8 10/16/25 Asynchronous online	Chapter 12: Using Language	Informative Speech Discussion 10/17/25 MLK Exercise 10/17/25
Week 9 10/21/25 In person	Chapter 20: Speaking in Small Groups	
Week 9 10/23/25 In person	Chapter 13: Delivery	Marketing Speech Outline 10/23/25 - Due at start of class
Week 10 10/28/25 In person	Chapter 16: Speaking to Persuade Chapter 17: Methods of Persuasion	
Week 10 10/30/25 In person		Quiz Three 10/31/25 - Chapters 12, 13, 16, 17, 20
Week 11 11/4/25 In person	Marketing Speech	AI Speech Coach practice Marketing Speech - Delivered in class

Week, Date, & Mode of Delivery	Topics & Readings	Assignments & Due Dates
Week 11 11/6/25 In person	Marketing Speech	AI Speech Coach practice Marketing Speech - Delivered in class
Week 12 11/11/25 In person	Marketing Speech	AI Speech Coach practice Marketing Speech - Delivered in class
Week 12 11/13/25 In person	Chapter 2: Ethics and Public Speaking Chapter 18: Speaking on Special Occasions	Marketing Speech Discussion 11/14/25
Week 13 11/18/25 In person	Chapter 14: Using Visual Aids	
Week 13 11/20/25 In person		Persuasive Speech Outline 11/20/25 - Due at start of class
Week 14 11/25/25 Asynchronous Online		Quiz Four 11/25/25 - Chapters 2, 14, 18
Week 14 11/27/25 NO CLASS	THANKSGIVING BREAK	
Week 15 12/2/25 In person	Persuasive Speech	AI Speech Coach practice Persuasive Speech - Delivered in class
Week 15 12/4/25	Persuasive Speech	AI Speech Coach practice Persuasive Speech - Delivered in class
Week 16 12/9/25	Persuasive Speech	AI Speech Coach practice Persuasive Speech - Delivered in class
Finals Week	Final Reflection	Persuasive Speech Discussion 12/10/25 Final Reflection 12/12/25