



Syllabus for COMM 1—Public Speaking

Course Information

Semester & Year: Spring 2022

Course ID & Section #: D2962 (052962)

Instructor's name: Daniel M. Chick (he/him/his)

Day/Time of required meetings: Monday/Wednesday 10:05 AM – 11:30 AM

Location: Room 29

Course units: 3

Instructor Contact Information

Office location: E Building, Room 4

Office hours: By Appointment

Office Phone number: 707-465-2336 (leave a message)

Email address: daniel-chick@redwoods.edu (preferred method)

Catalog Description

Students will learn theories and techniques of public speaking, focusing on audience analysis, logical organization, and ethical speaking practices. Students will engage in critical analysis and research of socially significant issues. They will outline and deliver informative and persuasive speeches, based on their research.

Course Student Learning Outcomes

1. Research, construct and deliver effective informative and persuasive speeches using accepted classical and rhetorical practices, models and theories of communication.
2. Critically analyze oral communication, both as speakers and listeners.
3. Demonstrate ethical responsibilities in the communication process, including issues such as diversity, credibility, authority, and academic honesty.

Required Course Texts

Mapes, M. (2019). *Speak out, call in: Public speaking as advocacy*. University of Kansas Libraries.
<https://speakupcallin.pressbooks.com/>.

Occasional essays, news articles, videos, podcasts, etc. as assigned.

Teaching Philosophy

My goal for the course is to create a student-centered environment, one which appreciates the nuances of interlocking identities and provides a strong foundation for students to develop into ethical, reasoned

citizens who positively influence public discourse through personal and civic engagement. In doing so, I emphasize the need for constructive, reciprocal dialogue that enhances the experiences of everyone in this environment. To accomplish this, I approach each lesson as an opportunity to uncover the nature of students' surroundings and of power structures at play. I demonstrate and, in turn, expect engagement that will allow for students to uncover these influences in themselves. In sum, as a critical rhetorical pedagogue, it is ultimately my goal to invite students to imagine a better world, vigorously defend it among equals, and then realize it through advocacy.

Accessibility

College of the Redwoods is committed to making reasonable accommodations for qualified students with disabilities. When needed, you have the right to request reasonable accommodation under Title I of the Americans with Disabilities Act. As [the United States Department of Labor](#) has explained:

- Under [Title I of the Americans with Disabilities Act](#) (ADA), a reasonable accommodation is a modification or adjustment to a job, the work environment, or the way things are usually done during the hiring process. These modifications enable an individual with a disability to have an equal opportunity not only to get a job, but successfully perform their job tasks to the same extent as people without disabilities. The ADA requires reasonable accommodations as they relate to three aspects of employment: 1) ensuring equal opportunity in the application process; 2) enabling a qualified individual with a disability to perform the essential functions of a job; and 3) making it possible for an employee with a disability to enjoy equal benefits and privileges of employment.

Reasonable accommodations should not be viewed as “special treatment” and they often benefit all employees. For example, facility enhancements such as ramps, accessible restrooms, and ergonomic workstations benefit more than just employees with disabilities. Examples of reasonable accommodations include making existing facilities accessible; job restructuring; part-time or modified work schedules; acquiring or modifying equipment; changing tests, training materials, or policies; and providing qualified readers or interpreters. Here are some more examples. Many job accommodations cost very little and often involve minor changes to a work environment, schedule or work-related technologies:

- Physical changes
 - Installing a ramp or modifying a rest room
 - Modifying the layout of a workspace
- Accessible and assistive technologies
 - Ensuring computer software is accessible
 - Providing screen reader software
 - Using videophones to facilitate communications with colleagues who are deaf
- Accessible communications
 - Providing sign language interpreters or closed captioning at meetings and events
 - Making materials available in Braille or large print
- Policy enhancements
 - Modifying a policy to allow a service animal in a business setting
 - Adjusting work schedules so employees with chronic medical conditions can go to medical appointments and complete their work at alternate times or locations
- Telework is also a reasonable accommodation

If you have a disability or believe you might benefit from disability-related services and accommodations, please contact [Disability Services and Programs for Students](#) (DSPS). Students may make requests for alternative media by contacting DSPS based on their campus location:

- Del Norte: 707-465-2324, main building near library

If you are taking online classes DSPS will email approved accommodations for distance education classes to your instructor. In the case of face-to-face instruction, please present your written accommodation request to your instructor at least one week before the needed accommodation so that necessary arrangements can be made. Last minute arrangements or post-test adjustments usually cannot be accommodated.

Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.

Calling Out and Calling In

This is an environment in which we are all in solidarity with one another. We're going to learn what ethical, informed, and respectful communication looks like and do our best to embody it every day. It is also true that we are human and therefore imperfect. Sometimes we will say something stupid, ignorant, misinformed, or hurtful—even if we don't intend to. Even as the instructor, I also fall in this category.

My promise as the instructor is that I will always treat you with the utmost respect and develop an environment in which you are welcome and in which your identity, history, and culture is respected. At the same time, as a cisgender white man with relative economic security, I acknowledge that I sometimes have areas of ignorance about how the world works. If I fail to live up to the obligation I have laid out here for any reason, please call me out or in to discuss the problem (we'll discuss some strategies on how to do that throughout the semester). I will also routinely request your anonymous feedback throughout the semester to ensure I am living up to this promise.

Similarly, you, the student, will also live up to this standard. Students are expected to remember that they are in the process of becoming more competent and ethical communicators. In doing so, you should abide by the ethical guidelines laid out in the NCA credo for ethical communication found at https://www.natcom.org/sites/default/files/pages/1999_Public_Statements_NCA_Credo_for_Ethical_Communication_November.pdf

Disruptive Behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

Late Work Policy

Late work **will not be accepted**. You are responsible for closely following the course schedule and adhering to the dates therein. Think ahead, because it's better to turn work in early than take a zero for late work. For example, if you're planning on being out of town, work ahead a little bit to accommodate!

In Case of Emergency

Things happen. It's a fact of life. If unforeseen circumstances arise, let me know as soon as you're able. I'm happy to work with you!

Reasonable Accommodations to the Late Work Policy

Alongside the attendance policy, this policy is subject to reasonable accommodations (defined above). Acute, chronic, or episodic conditions will not be a source of penalty. As above, if you require a reasonable accommodation for this policy, please let me know ASAP! I'm happy to work with you!

Cheating, Plagiarism, and Academic Dishonesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

24/7 Policy

We will use the 24/7 policy in this class. If you wish to raise issues about the evaluation of your work, you must wait 24 hours after receiving the assignment grade to contact me to discuss it either via email or phone. This way you have time to fully review my comments, feedback, and the assignment guidelines. Further, you have 7 days (1 week) from the date the grade for the assignment was posted to contact me about it. When considering assignments for possible re-evaluation, I expect that you have prepared thoughtful arguments to make and can point to specifics in the assignment guidelines and in your work. I will not discuss grades after one week has elapsed.

Student Support

Good information and clear communication about your needs will help you be successful. Please let me know about any specific challenges or technology limitations that might affect your participation in class. College of the Redwoods wants every student to be successful.

Setting Your Name in Canvas

Students have the ability to set how their first name and pronouns appear in Canvas. Contact [Admissions & Records](#) to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. This does not change your legal name in our records. See the [Student Information Update form](#).

For tech help, email its@redwoods.edu or call 707-476-4160

Canvas Help for students: <https://www.redwoods.edu/online/Help-Student>

Canvas online orientation workshop: <https://www.redwoods.edu/online/Home/Student-Resources/Canvas-Resources>

Community College Student Health and Wellness

Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges [Health & Wellness website](#). [Wellness Central](#) is a free online health and wellness resource that is available 24/7 in your space at your pace. Students seeking to request a counseling appointment for academic advising or general counseling can email counseling@redwoods.edu.

Emergency Procedures/Everbridge

Del Norte Campus Emergency Procedures

Please review the [Crescent City campus emergency map](#) for campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information, see the [Redwoods Public Safety Page](#).

Student Support Services

The following online resources are available to support your success as a student:

- [CR-Online](#) (Comprehensive information for online students)
- [Library Articles & Databases](#)
- [Canvas help and tutorials](#)
- [Online Student Handbook](#)

[Counseling](#) offers assistance to students in need of professional counseling services such as crisis counseling.

Learning Resource Center includes the following resources for students

- [Academic Support Center](#) for instructional support, tutoring, learning resources, and proctored exams. Includes the Math Lab & Drop-in Writing Center
- [Library Services](#) to promote information literacy and provide organized information resources.
- [Multicultural & Diversity Center](#)

Special programs are also available for eligible students include

- [Extended Opportunity Programs & Services \(EOPS\)](#) provides services to eligible income disadvantaged students including: textbook award, career academic and personal counseling, school supplies, transportation assistance, tutoring, laptop, calculator and textbook loans, priority registration, graduation cap and gown, workshops, and more!
- The TRiO Student Success Program provides eligible students with a variety of services including trips to 4-year universities, career assessments, and peer mentoring. Students can apply for the program in [Eureka](#) or in [Del Norte](#)
- The [Veteran's Resource Center](#) supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.

Course Requirements

Speeches

To ensure you are practicing public speaking skills, you are required to give 4 speeches for this class and are required to provide your own audience of 3-6 people per speech. These will include an introductory speech (3-4 minutes long), one informative speech (5-7 minutes long), one persuasive speech involving visual aids and an audience question and answer session (6-8 minutes long), and a special occasion speech (3-5 minutes long). You will also turn in an outline for each speech. More information on these assignments will be provided to you as the semester progresses. ***You must deliver all of the presentations in order to pass COMM1.***

All speeches must be original. That is, you cannot give a speech that you have previously given or that borrows heavily from a paper, project, presentation, etc. that you have completed for another class. If you want to give a speech over a topic that you have worked on before in another project, talk to me and we can figure out how to make the speech take a unique angle on the topic/not just be a repeat of the previous project.

Speech Critiques

Peer critique

Analyzing speeches can increase your competency around public speaking best practices. In this assignment, you will provide constructive criticism that will assist your classmates to revise their speech content, organization, and delivery. You will be assigned to your groups in week 1 and notified by the instructor.

Reflection Paper

You will complete a short reflection paper after your informative and persuasive speeches. More details will be provided.

Communication Analysis Paper

You will be required to write one communication analysis paper on a communication event selected by your instructor. In this assignment, you will demonstrate mastery of course concepts by applying ideas from your textbook and handbook. More information about this assignment will be provided to you as the semester progresses. This paper must be word-processed.

Additional Assignments

There will be a series of additional assignments each week, including speech planning forms, outline drafts, and targeted assignments based on weekly learning goals.

Grade Distribution

Your grade in COMM 1 will be based on the 550-point scale below.

<i>Assignment</i>	<i>Points</i>
Plagiarism Contract	15
PRPSA Pretest	10
Introduction Speech	15
Introduction Speech Peer Feedback	10
Identifying Introductions Activity	15
Informative Speech Planning Form	10
Informative Speech Outline Draft	20
Informative Speech	85
Informative Speech Peer Feedback	10
Informative Speech Reflection Paper	10
Communication Analysis Paper	40
Persuasive Speech Planning Form	10
Persuasive Speech Outline Draft	15
Persuasive Speech	100
Persuasive Speech Peer Feedback	10
Persuasive Speech Reflection Paper	10
Special Occasion Speech Planning Form	10
Special Occasion Speech	45
PRPSA Posttest	10
Weekly Quizzes (10 @ 10 points)	100
Total Possible Points:	550

Grading Scale

A = 512-550	B+=479-494	C+=424-439	D+=369-384	
A- =495-511	B =457-478	C =402-423	D= 347-368	F=329 or lower
	B- =440-456	C- =385-401	D-= 330-346	

Tentative Course Schedule

This schedule is tentative and is subject to change given the tumultuous nature of life in 2022. Changes will be announced in class as well as on the Canvas site.

Readings & assignments should be done before class on the date listed in their corresponding row.

Date	Topics	Readings	Assignments Due
Jan. 17	NO CLASS— Martin Luther King, Jr. Day		
Jan. 19	Welcome to COMM-1! Assign Introductory Speech	<ul style="list-style-type: none">• Syllabus• “What is Plagiarism?”• “Preventing Plagiarism when Writing”	Plagiarism Contract (Canvas) PRPSA Pre-Test (Canvas)
Jan. 24	Public Speaking as Advocacy: Defining public speaking & outlining public speaking as a form of advocacy	Chapter 1 sections: <ul style="list-style-type: none">• Introduction• “What’s Public Speaking?”• “Public Speaking as Advocacy”• “Communicating Ethically”	
Jan. 26	Public Speaking as Advocacy: Communication as constitutive, cultural, and contextual & defining and managing communication apprehension	Chapter 1 sections: <ul style="list-style-type: none">• “Communication is Constitutive, Contextual, and Cultural”• “Communication Apprehension”	
Jan. 31	Deliver Introductory Speeches		Introductory Speech Outline (Due on Canvas)
Feb. 2	Speech Debrief & Introducing Informative Speaking Assign Informative Speech	Chapter 12, “Informative Speaking”	Introductory Speech Peer Feedback Due
Feb. 7	Centering Audiences	Chapter 2, “Centering Audiences”	

Feb. 9	Centering Audiences, an Intersectional Approach	“A Primer on Intersectionality” “Ten Tips for Putting Intersectionality into Practice” Optional for additional context: “The Intersectionality Wars”	
Feb. 14	Selecting, Formulating, and Researching Arguments	Chapters 3 & 4, “Selecting and Formulating Arguments” & “Researching Arguments”	
Feb. 16	Organizing and Outlining	Chapter 6, “Organizing and Outlining”	Informative Speech Planning Form Due
Feb. 21	NO CLASS— President’s Day		
Feb. 23	Creating an Aesthetic Experience	Chapter 7, “Creating an Aesthetic Experience”	“Identifying Introductions” Activity Due
Feb. 28	Delivering Your Speech	Chapters 8 & 9, “Verbal Delivery” & “Nonverbal Delivery”	
Mar. 2	Giving Helpful Speech Critiques	“Peer Assessment” “Giving and Receiving Feedback: A Guide to the Use of Peers in Self-Assessment” (Readings Also Available on Canvas)	
Mar. 7	Informative Speech Workshop		Informative Speech Outline Draft Due
Mar. 9	Deliver Informative Speeches		Informative Speech Outline (Due on Canvas)

Mar. 14	NO CLASS— Spring Break		
Mar. 16	NO CLASS— Spring Break		
Mar. 21	Informative Speech Debrief and Semester Check-in Assign Communication Analysis Paper		Informative Speech Peer Critique Due
Mar. 23	Introduction to Persuasive Speaking Assign Persuasive Speech	Chapter 13, “Persuasive Speaking”	Informative Speech Reflection Paper Due
Mar. 28	Introduction to Online Public Speaking	Chapter 14, “Online Public Speaking”	
Mar. 30	NO CLASS— Central States Communication Association Annual Conference		
Apr. 4	Arguing Persuasively: <i>Ethos, Pathos, & Logos</i> (and how to avoid fallacies!)	Readings on Canvas: “Argument and Persuasion” , pp. 35-50.	Persuasive Speech Planning Form Due
Apr. 6	Arguing Ethically	Readings on Canvas: “Ethical and Unethical Communication”	
Apr. 11	Presentation Aids	Chapter 10, “Presentation Aids”	Communication Analysis Paper Due
Apr. 13	Rehearsing Your Presentation	Chapter 11, “Rehearsing Your Presentation”	
Apr. 18	Question and Answer Sessions	Readings Available on Canvas	
Apr. 20	Persuasive Speech Workshop		Persuasive Speech Outline Draft Due
Apr. 25	Deliver Persuasive Speeches		ALL Persuasive Speech Outlines Due (on Canvas)
Apr. 27	Deliver Persuasive Speeches		

May 2	Ceremonial and Special Occasion Speeches Assign Special Occasion Speech	Chapter 15, "Ceremonial Speaking"	Persuasive Speech Peer Critique Due
May 4	Special Occasion Speech Workshop		Special Occasion Speech Planning Form Due Persuasive Speech Reflection Paper Due
May 9	Deliver Special Occasion Speeches		Special Occasion Speech Transcript Due PRPSA Post-Test Due