CR COLLEGE OF THE REDWOODS   Syllabus for COMM 1V, Public Speaking Virtual

Course Information

Semester & Year: Late start spring 2022

Course ID & Section #: COMM 1V –V2647

Day/Time or *Online: This course is delivered and taught 100% online with three synchronous video sessions – there are no class meetings on campus. Students will deliver the first three speeches via Zoom (synchronous video conferencing) in late start weeks 2, 7, and 11. To reduce the time spent on Zoom, you will sign up for smaller time frames in presentation groups. Students will have the choice of delivering their speeches from 8:00a.m. - 10:30a.m., 3:00p.m.-5:30p.m. **OR** 6:30p.m.- 9:00p.m. on the following Fridays: 2/11/22, 3/25/22 and 4/22/22. The fourth speech and all other activities will take place online asynchronously. *In the event of a power outage that interferes with the delivery of one or more of the first three speeches, the speech delivery day will default to the next Friday at the same time(s).*

Location or *Online: Online

Number of units: 3

Instructor Contact Information

Office Location: Online

Office hours: Wednesdays 12:00 pm - 1:00 pm on Zoom or by appointment. This office hour is available for all my courses. If this day/time does not work for your schedule or you would like a private meeting please email for an appointment. To access my Zoom room please use the link on the course home page in Canvas.

Phone number: 707-476-4313 (Will not likely be available at this number most of the spring term depending on COVID-19)

Email address: lisa-sayles@redwoods.edu and Canvas Inbox.

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 Materials

Textbook: This course uses free, open education resources – there is no textbook to purchase. We will primarily use Exploring Public Speaking, 4th Edition by Barbara B. Tucker. No ISBN. A link to readings is provided in the Canvas modules.

Other requirements: High-speed internet, relatively modern computer, and webcam or another device that creates a video with audio. 1 package WHITE 4 x 6 notecards for speaking note cards. See Technology requirements and skills below.

Technology skills

Students should be able to navigate the course learning management system (website) and external websites, open and download files, use a word processor with either Microsoft Word (.docx) or compatible software, record and upload video files with audio, and be able to convert files to rich text format (.rtf) or portable document format (.pdf) and submit files to the class website. It is the student's responsibility to meet the technological demands of the course, but there are online support and technical support resources available to support you.

Canvas & CR Technology support

As an instructor, I am available to assist you with course content and assignments, but my role does not include technical support. However, you should let me know if you are having technical difficulties that affect your participation in the course so that I know how to best support you, and if needed work out a short-term accommodation.

Before contacting Technical Support you might visit the Online Support Page. For password issues with Canvas, Web Advisor, or your mycr.redwoods.edu email, contact Technical Support or call 707-476-4160 or 800-641-0400 ext. 4160 between 8:00 A.M. and 4:00 P.M., Monday through Friday.

- Canvas Help for students
- Canvas online orientation workshop

Technology requirements

- **Computer –** A reasonably current computer is needed for this class. A mobile device with the Canvas App can be used for some functions, but you should not rely on a mobile device to complete all of the course requirements. **A computer is required** to successfully complete this course.
- **Other hardware** - A webcam or other device that creates videos and audio is required to participate fully in all of the course activities or assessments.
- **Internet Access** - A reliable, high-speed broadband connection is needed for this course. Have a backup plan for internet access, like a coffee shop or library.

Software

- **Canvas** - This course uses an online Learning Management System (LMS) called Canvas, which is provided by the college. To get to the class you will need to log in to: https://redwoods.instructure.com. Your login name will be your first initial, last name, last three digits of your student I.D number (sgarcis567), your password is your eight-digit date of birth (06031996). Once you have logged in select "COMM 1 – V2647."
- **Canvas App** - If you have a smartphone or a tablet there is a free Canvas app through the Apple store or an app available at this link for Android devices. However, DO NOT rely on a mobile device and the Canvas App to complete all of the course requirements.
- **Microsoft Word compatible software** - In this course, you will need to open and/or create Microsoft Word compatible documents. All students at CR have access to a free Office 365 license (includes Word, Excel, PowerPoint, and more) with a valid CR email. There are also other free software options available such as Google Docs or LibreOffice (If you use Pages for Mac, you will need to export your files to Word or PDF formats.
- **Adobe Acrobat Reader** – Adobe Acrobat Reader – A free Adobe Acrobat PDF Reader is available which will allow you to open and read PDF files.
- **Zoom Account** – Zoom video conferencing will be used to conduct office hours. Click here to sign up for a Free Basic Zoom Account. Your free account comes with excellent online support, including 24/7 free live chat help.
- **SoftChalk –** Some of the lesson content will be accessed via a tool called SoftChalk which you will access in Canvas, our learning management platform. See the Student Guide to SoftChalk Lessons under the heading "Get Started Guides" for more information.

- **Canvas Studio** – Canvas studio is a media tool that allows students and instructors to upload, create, edit, manage, share and discuss audio and video files. We will use this tool for some class discussions, the toolbox application assignment, and the final Deep Dive Presentation assignment.
    - Canvas Studio uses a video and screen recording tool called Screencast-O-Matic which makes it easy to record both yourself and slides (or anything on your desktop) at the same time.
    - Note: You will need to give security permissions on your device for Studio to access the webcam and record the screen for Canvas Studio to work.

Accessibility

College of the Redwoods is committed to making reasonable accommodations for qualified students with disabilities. If you have a disability or believe you might benefit from disability-related services and accommodations, please contact your instructor or Disability Services and Programs for Students (DSPS). Students may make requests for alternative media by contacting DSPS based on their campus location:
- Eureka: 707-476-4280, student services building, 1st floor
- Del Norte: 707-465-2324, main building near the library
- Klamath-Trinity: 530-625-4821 Ext 103

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. Students who discover access issues with this class should contact the instructor.

Student Commitment

The class will require at least as much time as you dedicate to a traditional face-to-face class. California defines college semester credit hours in Carnegie units which is a one to two ratios between in-class time and homework. For example, a typical 3 credit hour class during a regular academic term will require an additional 6 hours of homework for a total of about 9 hours per week. If you are taking a total of 12 credits, you can expect to spend 36 hours a week on your college classes, which is why 12 credits are considered full-time. I strongly suggest that you create a schedule that reflects the total required hours per week for your courses and other responsibilities. You will need to carefully engage with online lectures and lessons, read textbook chapters, participate in online discussions, complete weekly quizzes, write application papers, create video assignments, and present the first three speeches on Zoom. Conscientiousness, attention to detail, and skills in reading and writing are critical for success.

Instructor Commitment & Regular Effective Contact

I access this class on Canvas regularly and initiate online contact with students using weekly announcements, lectures and lesson materials, a Q & A forum, discussion forum comments, feedback on assignments, and by email, and/or the video conference tool. I read every discussion forum post; although these are your discussions so much of the content of the discussion should take place between students. I dedicate as much or more time to this class compared to a traditional, face-to-face class.

Setting Your Preferred Name in Canvas

Students can have an alternate first name and pronouns appear in Canvas. In online classes, it can be more difficult to remember names, especially if a different name shows up on all of your discussion posts, etc. Setting your preferred name in Canvas can be a great way to help your peer colleagues and instructors remember your name, or what you prefer to be called. Contact Admissions & Records to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. It does not change your legal name in our records. See the Student Information Update Form.

Evaluation & Grading Policy

Your work is assessed according to how well it meets class outcomes and objectives, fulfills requirements, meets assignment rubrics, and reflects the academic skills expected of college students. It is your responsibility to understand why you have achieved a certain grade and what steps you can take to maintain or improve your grade. Canvas has a feature called **"What If" Grades** that allows students to see how future assignment grades will impact their overall course grade. Please feel free to consult with me about your grades. Please review the assignment and the grading rubric to clearly explain any concerns. Please plan to schedule adequate time to ensure that you can complete all assignments.

The following percentage system will be used to determine the final course grade:

Assignment/ Assessment	Points	% of Grade
Zoom audience participation & peer feedback		**10%**
2 speeches X 5 written peer feedback (x 5)	50	
Speech 1, 2, & 3 sign-ups (5 x 3)	15	
Prepared Speeches		**40%**
Introductory Speech	75	
Informative Speech	125	
Persuasive Speech	150	
Commemorative Speech & feedback	125	
(Includes audience feedback pts. 5 x 5=25)		
Speech Outlines/Manuscript		**10%**
Speech 2: Informative	50	
Speech 3: Persuasive	50	
Commemorative manuscript	10	
Speech Self-Assessments		**10%**
Speech 1: Self-Introduction	40	
Speech 2: Informative	50	
Speech Toolbox Activities (6 X 15 – drop lowest)	90	**15%**
Quizzes		**15%**
Reading Quizzes (9@10 pts.- drop lowest)	90	(10%)
Lesson quizzes 8 @ 5pts – drop lowest)	40	(5%)
Total:	960 =	100%

	Grading Scale	
A	=	93% - 100%
A-	=	90% - 92%
B+	=	87% - 89%
B	=	83% - 86%
B-	=	80% - 82%
C+	=	77% - 79%
C	=	70% - 76%
D	=	60% - 69%
F	=	< 59

Student feedback policy

Students can generally expect assignment feedback and scores posted to the grade book within 10 days after the submission deadline. If feedback and scores are not posted to the grade book tool within 10 days after the submission deadline, I will notify students about when they can expect the scores or feedback to be posted.

Late Policy

You will need to turn all assignments in on time according to the due dates listed in the syllabus schedule and modules on Canvas for the assignment to be eligible for full points.

- There will be no late work accepted for time-sensitive, and/or peer-dependent assignments such as the toolbox discussions or peer feedback on practice speeches.

- No make-up opportunities will be available for speech delivery except documented medical emergencies or unforeseen life circumstances. Not waking up on time or not feeling ready to deliver a speech does not count as a situation beyond your control.
- Please note that there is no guarantee that if you miss delivering your speech that you will be able to make it up. There is not enough time available for the entire class to make up missed speeches.
- For the remaining assignments, late work will be accepted up to 48 hours after the due date, with a 10% grade reduction the first day, and a 20% grade reduction the second day. I do not accept any work other than finals week-related work beyond the Sunday before finals week.
- The only exception to the late work policy is a major medical emergency or traumatic life event. You will need to scan and email verification, such as a copy of the doctor's note.
- Please see the extra credit assignment for the option available to make up points.

Communication With Instructor

Email is usually the best way to get a hold of me. Please use Canvas email for personal student-teacher communication. To access the email system in Canvas, click on the "Inbox" link on the left dark grey bar to bring up your Canvas email. Clicking on the person icon in the "To:" address bar will allow you to choose the course, student, or teacher, and then the person that you would like to email. Click on COMM 1, teacher, and choose my name, Lisa Sayles. Include a message title, type a message in the message area, sign your name, and click send to send your message. You may also email me through the CR email system at Lisa-Sayles@Redwoods.edu. When using this email please clearly identify the class that you are in and include your full name. I will access the class website regularly and respond to posted questions and email messages within 48 hours (and usually much sooner) during regular business days. If you do not hear back from me before this time frame, please initiate contact again.

There are other ways to communicate with me in our course, including a general Q & A discussion area, assignment comments, video conferences, and phone (if desired). You are welcome to reply with a comment or add questions on announcements. General questions (analogous to raising a hand in class) should be posted in the "Q & A" discussion forum. There is a link available to the Q & A at the end of each module.

Once we are fully back on campus you will be able to reach me on my office phone at 707-476-4313, or stop by my office in the Humanities building, room 108K, if you find yourself near the Eureka campus (not during COVID). In the meantime, please feel free to set up a time to communicate through Zoom, a video conference tool. Please keep in mind that I am primarily available Monday – Friday, so plan accordingly.

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 financial assistance, support, and encouragement for eligible income disadvantaged students at all CR locations.

- 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
- 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.
- Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821

Community College Student Health and Wellness

Resources, tools, and training 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.

COMM 1: Public Speaking Course Schedule

Late start spring term starts Monday 1/31/22. Our online class week will typically begin Mondays and end Sundays.

WK	Date	Topics & Flow	Tasks & Assignments
1	Jan 31-Feb 6	**Orientation &Preparing for Speech #1** **By Mon:** Read orientation info & syllabus **By Tues:** Submit intro video 1st post & read textbook CH 1 & Appendix C **By Wed**: Reading quiz #1 & Lesson **By Sun:** Discussion reply posts, lesson quiz, sign up for speech delivery day/time, & read speech #1 assignment & start draft	**Read** Syllabus & orientation materials **Toolbox #1**: Intro/attendance & 1 reply post **Read** Exploring PS CH 1 Intro Public Speaking **Read** Appendix C: Public Speaking Online **Reading Quiz 1**: CH 1 Complete **lesson**(s) & lesson quiz **Read** Speech 1 Introduction Speech Assignment *Sign up for and start drafting speech #1*
2	Feb 7-13 Speech Fri 2/11	**Preparing for Speech #1:** **Outline & Delivery** **By Tues**: Read CHS 6 & 11 & quiz 2 **By Wed:** Lesson, draft speech #1 **By Thurs**: Finalize speech, create note cards, practice the speech 7-10 times **Speech 1 Zoom Session** **Fri:** Deliver Speech #1: Intro Speech **Sun**: Lesson quiz, read self-assessment #1 assignment, sign up for speech #2	**Read** Exploring PS CH 6 pgs. 105 -108 Outlining **Read** Exploring PS CH 11 Delivery **Reading Quiz 2:** CH 6 pgs. 105 -108 & CH 11 Create speaking note cards & use during speech Complete lesson(s) & lesson quiz Attend Zoom session and deliver speech #1 *Workshop time on Zoom prior to speech* *Extra Credit Quiz Avail - Virtual Text Chapter 2* *Sign up for speech #2 delivery session*
3	Feb 14 - 20	**Preparing for Speech #2: Topics, Purpose, Central Idea & Informative** **By Tues:** Read CHS 4 & 12 & quiz 3 **By Wed:** Lesson & 1st discussion post **By Sun:** Lesson quiz & reply posts SP #1 peer feedback, SP #2 topic proposals due/sign up speech #2	**Read** Exploring PS CH 4 Developing Topics **Read** Exploring PS CH 12 Informative Speaking **Reading Quiz 3**: CH 4 & CH 12 **Toolbox #2** submit primary & two replies **Peer feedback** speech #1 *Read self-assessment #1 assignment* *Read speech #2 informative speech assignment*

WK	Date	Topics & Flow	Tasks & Assignments
4	Feb 21-27	**Preparing for Speech #2: Ethics & Research** **By Tues**: Read CHS 3 & 5 & quiz 4 **By Wed:** Lesson **By Sun:** Lesson quiz, speech #1 self-assessment, research speech #2	**Read** Exploring PS CH 3 Ethics **Read** Exploring PS CH 5 Researching topic **Reading Quiz 4**: CH 3 & CH 5 Complete **lesson**(s) & lesson quiz **Self-Assessment** for speech #1 due *Start research for speech #2*
5	Feb 28 - Mar 6	**Preparing for Speech #2: Support & Organize** **By Tues:** Read CHS 6 & 7 & quiz 5 **By Wed:** Lesson & 1st discussion post **By Sun**: Lesson quiz, reply posts, draft speech #2	**Read** Exploring PS CH 6 Org & Outlining **Read** Exploring PS CH 7 Supporting Ideas **Reading Quiz 5:** CH 6 & CH 7 Complete **lesson**(s) & lesson quiz **Toolbox #3** submit primary & two replies *Draft speech #2 outline*
6	Mar 7-13	**Preparing for Speech #2: Introductions, conclusions & visual aids** **By Tues:** Read CHS 8 & 9 & quiz 6 **By Wed:** Lesson(s) & 1st discussion post **By Sun:** Lesson quiz & reply posts	**Read** Exploring PS CH 8 Intro & Conclusions **Read** Exploring PS CH 9 Presentation Aids **Reading Quiz 6:** CH 8 & CH 9 **Review** Chapter 11 Outlining **Toolbox #4** Submit primary & two replies *Create visual aid & practice speech #1*
		Spring Break March 14-19	
7	Mar 21-27 Speech Fri 3/25	**Preparing for Speech #2:** Audience, Listening & Culture **By Tues:** Read 7 CH 2 & App A & quiz 7 **By Wed:** Lesson & 1st discussion post **By Sun:** Lesson quiz & reply posts **Speech #2: Informative Speeches** **By Thurs:** Speech #2 outlines due **Zoom Session** Fri: Deliver Speech #2: Informative Speech	**Read** Exploring PS CH 2 Audience & Listen **Read** Exploring PS Appendix A: Culture **Reading Quiz 7**: CH 2 & Append A Attend Zoom and deliver speech #2 *Speaking note cards & visual aid required* **Speech #2 Outlines due** Thurs. 11:59 pm *Read speech #3 persuasive speech assignment*
8	March 28-Apr 3	**Preparing for Speech #3:** Persuasive Speaking & Organization **By Tues:** Read CH 13 & quiz 8 **By Weds:** Lesson & 1st discussion post **By Sun:** Lesson quiz, peer feedback #2 reply posts, sign up speech #3	**Read** Exploring PS CH 13 Persuasive **Reading Quiz 8:** CH 13 *Review CH 6 Organization* **Toolbox #5** Submit primary & two replies **Peer feedback** speech #2 Speech #3 topic proposals due/sign up SP #3
9	Apr 4-10	**Preparing for Speech #3: Argumentation** Mon: Check for SP #3 topic approval **By Tues:** Read CH 14 & quiz **By Wed:** Lesson & optional peer discussion **By Sun:** lesson quiz, self-assessment #2	**Exploring PS CH 14** Logical Reasoning **Reading Quiz 9:** CH 14 Review toolbox #5 comments about topic Optional peer discussion **Self-Assessment** for Speech #2
10	Apr 11-17	**Preparing for Speech #3:** Mon-Wed: Finalize speech & outline **By Wed:** Speech #3 practice video post **By Sun:** Reply video posts	Finalize speech & outline **Toolbox #6** Submit primary & two replies *Check soundness of arguments & reasoning* *Create preparation outline for speech #3*

WK	Date	Topics & Flow	Tasks & Assignments
11	Apr 18-24 Speech Fri 4/22	*Speech #3: Persuasive Speeches* **By Thurs**: Speech #3 outlines due **Zoom Session** **Fri**: Deliver Speech #3: Persuasive Speech **By Sun**: Read SP #4 assignment	Attend Zoom and deliver speech #3 *Speaking note cards & visual aid required* **Speech #3 Outlines due** Thursday 11:59 pm *Read Speech 4 Commemorative Assignment* *(No peer feedback or self-assessments SP#3)*
12	Apr 25-May 1	**Preparing for Speech #4:** Special Occasions & Language **By Tues**: Read CH 17 & CH 10 & quiz 10 **By Wed**: Lesson & 1st post discussion Speech #4 topic proposals due **By Sun**: Lesson quiz & reply posts	**Read** VT CH 17 & Exploring PS CH 10 **Reading quiz 10**: VT CH 17 & EXP CH 10 **Toolbox #7** Submit primary & two replies *Speech 4 topic due by Wednesday* *Review Toolbox #7 instructor comments* *Start drafting speech #4*
13	May 2-8	**Preparing for Speech #4:** Special Occasions & Language **Mon - Thurs**: Draft manuscript & practice commemorative speech **Thurs**: Submit SP #4 video & manuscript **Fri**: Start viewing presentations	Finalize & submit speech #4 video & manuscripts (Speech #4 in Canvas not on Zoom) Start viewing presentations & submitting feedback replies
14	May 9-13	**Finals Week** **Fri - Tues**: Audience feedback posts **By Thurs**: Post in Good-bye discussion	Watch presentations & submit replies *Good-Bye discussion*

Note: *The above schedule and due dates are subject to change in the event of extenuating circumstances. I suggest that you print out the above schedule for reference during the term.*

Admissions deadlines & enrollment policies

Spring 2022 Dates

- *Regular classes begin: 01/15/22*
- *Late start classes begin: 01/31/22*
- *Last day to add a class: 01/21/22*
- *Martin Luther King, Jr's Birthday (all campuses closed: 01/17/22*
- *Last day to drop without a W and receive a refund: 01/28/22*
- *Census date (or 20% into class duration): 01/31/22*
- *Late start class Census date: 02/17/22*
- *Last Day to file P/NP (only courses where this is an option) 02/11/22*
- *Lincoln's Birthday (all campuses closed): 02/18/22*
- *Presidents Day (all campuses closed): 02/21/22*
- *Last day to petition to graduate or apply for certificate: 03/03/22*
- *Spring Break (no classes): 03/14/22-03/19/22*
- *Last day for student-initiated W (no refund): 04/01/22*
- *Last day for faculty-initiated W (no refund): 04/01/22*
- *Final examinations: 05/07/22-05/13/22*
- *Semester ends: 05/13/22*
- *Grades available for transcript release: approximately 05/30/22*

Students who have experienced extenuating circumstances can complete & submit the ***Excused Withdrawal Petition*** to request an Excused Withdrawal (EW) grade instead of the current Withdrawal (W) or non-passing (D, F & NP) grades. The EW Petition is available from the Admissions and Records Forms Webpage. Supporting documentation is required.

COMM 1: Public Speaking
General Information & Course Policies

"All the great speakers were bad speakers at first."
--Ralph Waldo Emerson

Course Overview

This course is meant to empower you to become effective communicators in public speaking situations. We will focus on speech preparation and delivery skills. Some of the topics that will be studied include topic and purpose selection, research and organization of materials, language choices, audience analysis, listening skills, and strategies and ethics of persuasion. You will develop skills in topic research, constructing and outlining speeches, delivering traditional informative and persuasive speeches, and using visual aids. The main goal of this class is to give you an understanding of the processes involved in public speaking and a chance to develop your skills through the practical application of this understanding.

Remember that this course is an introduction to public speaking, which means that you are not expected to have had any public speaking experience before taking the class. Even the thought of public speaking is anxiety-producing for most people; therefore, we will address some of the most effective ways to manage your anxiety. Keep in mind that it is much worse from the inside looking out than from the outside looking in. The audience will rarely be able to detect your nervousness to the degree that you feel it. Taking a public speaking class is a great way to increase your confidence and preparedness in public speaking situations. Have fun with the process!

Textbook & Readings

Tucker, Barbara (Ed.). (2019). **Exploring Public Speaking** (4th ed.) This text exists under a Creative Commons Attribution-Noncommercial-ShareAlike 4.0 License.

Scholl, J. (2011). **Chapter 17: Special Occasion Speaking**. In *Public Speaking: The Virtual Text*. This work is licensed under the Creative Commons Attribution-Noncommercial-No Derivative Works 3.0. Available at the above link and also in the Canvas modules.

Communication Guidelines

Effective communication is essentially about showing respect for both yourself and the other person. Speech topics will include controversial topics. It is okay not to agree with every comment or argument that is made in the class, either by your peer colleagues or myself. However, it is expected that you will be respectful of those with different opinions and perspectives than your own. This class requires that students demonstrate mutual respect in their interactions.

Most people experience a significant amount of anxiety related to public speaking. As an academic community, we share a mutual responsibility to create and maintain and supportive classroom environment where students feel safe to speak out and apply new communication skills. Listen attentively when others are speaking, ask questions, and speak up when you have something to add to the discussion. Avoid creating "noise" or distractions for others. Please make sure you watch the "Netiquette" video in the introduction module so that you are clear on my expectations regarding your online communication.

Online Office Hours

I will be available for face-to-face conference sessions using Zoom during office hours. The schedule office hours are for all of my classes. I am happy to set up other times to talk with you on the phone or use the Zoom conference tool if these days and times don't work for you or if you would like a private meeting. If you would like to speak on the phone, please email me to set up a day and time.

Personal Technological Devices

During the Zoom, meetings DO NOT answer your phone or engage in texting, gaming, or web surfing during class time (unless instructed to do so). If you need to keep in touch with someone in an emergency, please make sure to silence (not vibrate) your device. Make sure that your phone or devices are silenced during speeches.

Confirm your presence in the online classroom

Log in to the website and post a video introduction to the "Student Introductions/Attendance" Discussion forum **no later than 11:59 pm on Tuesday, 2/1/22** to confirm your presence in the online classroom. Post both an initial introduction and reply to another student's post according to the directions. Doing so will confirm your enrollment in the course and avoid your being dropped as a "no show." This first post is designed to get you familiar with the video tool and get you started on content for your first speech.

Participation/Drop/Withdrawal

Student-initiated withdrawal may occur through the second week of class with nothing recorded on the student transcripts and from week 2-10 with a recorded W (withdrawal). Administrative procedure (AP) 5075 allows instructors to withdraw students from class for non-participation through the 10th week of class. Participation means that you are actively completing assignments, not just logging in to Canvas. Non-participation for two weeks of assignments may result in involuntary withdrawal. No course withdrawal is allowed after the 10th week of class.

Reading

Reading should be completed by the date on which it is listed on the schedule in the syllabus. Lessons and class activities are based upon the expectation that you have done the reading are familiar with the material.

Written Work

All papers should be typed, one and a half or double-spaced; Times New Roman or Arial; 12-point font; 1'' margins, and formatted using APA style guidelines. All written work requiring sources outside the text must be cited properly using in-text and end-of-text citations. The CR library site offers citation resources and there are resource librarians who will answer questions in person, by phone, or by email. The Purdue Online Writing Lab is also an excellent resource. Please be sure to **carefully edit all papers** for spelling, grammar, punctuation, and organization. Mechanical aspects of writing will be considered for grading purposes. Online tutoring is available via the NetTutor link in Canvas.

Plagiarism

Do not copy lesson or lecture notes, information from the textbook, other students' work, or cut and paste from a website and claim it as your own. Learn from others, but your contributions in the discussion forum, the activities, assignments, and exams **must be your work**. If you incorporate the work of others into your writing, **you need to cite and credit the work of others**. Students that plagiarize information will at a minimum receive a failing grade on the plagiarized assignment, will be turned in to the dean and will be at risk of failing the course. I will consider a first incident of plagiarism a learning opportunity, but any incident(s) after that will be reported to the Chief Student Services Officer and the Humanities division dean.

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 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.

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.

Language/content disclaimer:

During this class, I may show film clips that contain some profanity, violence, and/or suggested sexual content. These films will be used to offer practical application of concepts, theories, or ideas discussed in class and the textbook.
Note: I reserve the right to establish additional policies, as I deem necessary to provide you with the best learning environment possible**.**

COMM 1: Public Speaking Assessments

"Doing the best at this moment puts you in the best place for the next moment."
- Oprah Winfrey

Assessments

Grades are part of the teaching and learning process. All major assignments are designed to help you integrate knowledge gained from this course. The assignments are important not only for learning assessment to take place, but also to reinforce long-term retention and understanding of human communication processes and skills.

Zoom Audience Participation & Feedback Points

You will sign up to deliver your first three speeches via Zoom and with a smaller subset of students. The balance of class activities and the final speech will take place online. When you sign up to deliver your speech, you are also signing up to be an audience member for the other students in your presentation group. You will be providing peer feedback on your classmate's speeches, which serves as an important learning instrument for both speakers and audience members. You should take notes on a minimum of five speeches. As an audience member, you will complete peer feedback on five students' presentations and submit your feedback in Canvas by the due date on the schedule.

Delivering the three extemporaneous speeches in a live context is a course curriculum requirement for this course so these sessions are mandatory to pass the course. In the rare situation where a student has a verifiable emergency and is unable to attend and deliver the first three extemporaneous speeches, they may be delivered as late speeches as time allows. Sleeping in or not feeling prepared for your speech does not constitute an emergency.

Online Organization & Participation

The **Canvas modules** contain all the activities and assignments for the course. This is where everything in the class is organized, so at the beginning of every week, you should access each new topic module, read the topic introduction, objectives, and to-do list page, and start working on the activities for the week. The items in the module are organized by topic and are generally presented in the order that you should engage with them, although there may be times when you will work on activities within a module simultaneously.

Plan to use and access the Canvas email system for the duration of this course. It is critically important that you check your email account regularly (ideally daily) while taking online classes. You can set up Canvas to copy your CR or personal email accounts. To find out more about setting up your Canvas email account see the [Canvas Guide on Adding Contact Methods for Students](). In addition, you should plan to access our course and participate in the online environment in Canvas several times per week. Online participation is critical to your success in this class.

Note: *If students are "inactive" due to non-participation they may be dropped from the course.*

Online Class Lessons

Online class lessons will be delivered primarily in the form of audio or video lectures, text-based pages with videos, images, PowerPoint slides, etc. It is expected that you will have read the assigned textbook chapter before the lesson. Most online lessons will be delivered using a program called SoftChalk which will include embedded quizzes and activities that are included in the lesson quiz grading category.

Be sure to answer all of the lesson quiz questions and **click "Finish"** at the end of the lesson to submit your quiz score. If you don't click Finish, then your lesson attempt will be incomplete and will not be calculated for your grade. After clicking Finish, you should see the score screen. You can click Score Receipt to email yourself a receipt with your score or print a certificate with your score. You will have unlimited attempts on lesson quizzes.

General Guidelines for Speeches

Always be sure to review the assignment for speaking assignments to ensure that you have met all the requirements before submitting an outline and/or delivering your speech. Signing up for a speech delivery session also means that you are signing up to be an audience member for the presentation group during the allotted timeframe. It is important that you conform to the time limit given for a particular speech assignment. Time limits are factored into the speech grade. To make sure that your speech conforms to the specified time limit, you should practice your speech, out loud and standing up, and time it before delivering it to the class for a grade.

You will sign up to deliver your first three speeches during one of the time frames set aside for each round of speeches. On the day of your speech, you will need to log in to Zoom **on time (**which means a little early) through our course. I**f you fail to log in on time you may not be able to deliver your speech at all**. Please do not interrupt speeches in session. If you have an emergency, or another valid excuse (hospitalization, etc.) you will be given a make-up opportunity without penalty, but this should be negotiated before your assigned speech day if possible. If you do not speak on your assigned day, you **may** be allowed to deliver the speech later on a first-come, first-serve basis, but only with a full grade reduction and only at the instructor's discretion.

Guidelines for Online Speeches

- Sign up for a free [Free Basic Zoom Account]() and practice using the technology even if it is just you, but try to practice with a friend or family on Zoom.
- Position the video camera at eye level so that you are looking directly at the camera and not up or down at it.
- Stand up during your speech - stand back from the camera so that that the audience sees you from the waist up.
- **Minimize background clutter** - select a spot that will not have a distracting background or use a blanket/sheet/board or another item to cover distracting elements.

- Dress to look professional during your speeches (see dress code).

Dress Code for Speeches

All speakers are expected to dress professionally. Usually, this means avoiding shorts, jeans, t-shirts, tank tops, sweatpants, sweatshirts, flip-flops, athletic shoes, or hats. Avoid heavy coats or outdoor wear and remove hats or other objects that obscure your eyes. Your presentation of yourself contributes to your credibility and confidence as a speaker and should support your message, rather than detract from it.

Speech 1 - Speech of Self-Introduction

This 3–4-minute speech is designed to serve as an ice-breaking speech for you and your audience. The speech will inform your classmates about a personal accomplishment, goal, value, belief, or some other significant aspect of your life and personality. This speech should allow the audience to get some feeling for who you are and what you care about. **75 possible points**

Speech 2 - Informative Speech

This 5–7-minute speech requires that you inform your classmates about a topic that is relevant or interesting to them. You will provide the audience with new information that is appropriate and worthy of a college classroom. Typically, the informative speech discusses some object, concept, process, or event. Examples of topics that would fit this assignment include teaching the class how to make candles, explaining how to survive if stranded in the wilderness, or discussing the marriage rituals of the Mosuo (one of the last matriarchal societies in the world). An outline and presentation aid is required. **125 possible points**

Speech 3 - Persuasive Speech

In this 8–10-minute speech, you will persuade your classmates to adopt a particular course of action related to an issue that is of some importance to you and your audience and is connected in some way to the informative topic. This persuasive speech will be guided by a question (proposition) of policy. Examples of this type of speech include trying to persuade the audience to vote for a political candidate or proposition, enact a policy of mandatory public service in America, or institute a system of pass/fail grading in all classes at the College of the Redwoods. An outline and presentation aid is required. **150 possible points**

Speech 4 - Commemorative Speech

This 3–4-minute speech will pay tribute to someone or something that has had an impact on your life. This could include a person, a group of people, an institution, or an idea. The subject may be historical or contemporary, famous or obscure. This speech will focus on the use of language and delivery style. This speech will be delivered from the manuscript. Students may propose to deliver an alternative special occasion speech if there will be an immediate need for the speech, such as a toast at a wedding, etc. **100 possible points for the speech + 25 audience feedback points.**

Outlines and manuscript

You will be required to submit a typed, full-sentence formal, full-sentence outline on Canvas for the second and third speeches. Outlines must follow the correct format, structure, and organization patterns explained in the text, handouts, and in class. I will not accept emailed outlines – they must be uploaded to the outline assignment area. For your fourth speech, you will submit a manuscript before delivering the manuscript speech. Manuscripts must follow the guidelines for the assignment. I will check for plagiarism and make sure that your speech matches your proposal/approval.

Speech Self-Assessments

An important part of improving your skills as a speaker is to self-assess and set goals for improvement. The first three speeches will be **videotaped.** You will be asked to provide self-assessments of your first two speeches. These will require self-reflection, analysis, and goal-setting skills. **A link to your recorded Zoom session video will be provided.** By being in this section you are giving your consent for your speeches to be recorded. These recordings will include all the

presenters who delivered their speeches during the same smaller group presentation session. Speech self-assessments are due online on the date indicated in the schedule.

Reading Quizzes

The first attempt for each reading quiz is due on Tuesdays before the lesson, as indicated in the schedule, and is intended to give students a base knowledge of the course content before other learning activities. Engaging with the reading materials will significantly increase the effectiveness and productivity of your time. You will be able to take each quiz up to a maximum of three times and your highest score will be recorded. Once you have used one attempt before the due date, you may continue to use any remaining quiz attempts until the Sunday before finals week and the quiz will be considered on time even though Canvas marks subsequent attempts as late in the Canvas system.

You are allowed to use your text, however, you will only have 12 minutes for each attempt and each attempt will pull from a different pool of questions. There will be 10 graded quizzes and I will use your 9 best quiz scores for your quiz grade. Quizzes may contain multiple-choice, matching, and true/false questions. Each quiz will be worth 10 points for a total of **90 possible points**.

Speech Toolbox Activities

You will participate in written and video skill-building activities where you will give and receive support for the speech building and delivery process. This will include short speeches and practice speeches. Discussion activities may include brainstorming speech topics, providing feedback on speech outlines, applying lesson concepts specific to upcoming speeches, etc.

Suggested, but Optional Peer Only Discussion

There will be a suggested, but optional peer-only discussion area available to support peer interaction and engagement. Prompts for possible discussion are provided specific to the upcoming speeches, but you are welcome to use these discussions in whatever way best meets your speech-building needs. Some students use this space to organize peer practice speech sessions on Zoom, others use it for peer editing/feedback or as a study group, and others might be interested in just discussing their thoughts and process. These peer discussion areas are not graded and will not be monitored by the instructor. Students who are not interested in participating are not obligated to do so.

Extra Credit

Extra Quiz - Start the class with extra credit points! Take the Canvas quiz on the Virtual Text **Chapter 2 on the Origins of public speaking** by the date indicated on the schedule, and the points that you earn will be added to your total points at the end of the term. You will have one quiz attempt and your quiz score will be used for the extra credit points.

Additional Institutional Resources

Emergency procedures / Everbridge

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus, you will receive an alert through your email and/or phone. Registration is not necessary to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into WebAdvisor https://webadvisor.redwoods.edu and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or security@redwoods.edu if you have any questions. For more information see the Redwoods Public Safety Page.

In an emergency that requires an evacuation of the building anywhere in the District:
- Be aware of all marked exits from your area and building
- Once outside, move to the nearest evacuation point outside your building
- Keep streets and walkways clear for emergency vehicles and personnel

Do not leave campus, unless it has been deemed safe by the campus authorities.

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](#).

Eureka Campus Emergency Procedures

Please review the [campus emergency map](#) for evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information on Public Safety go to the [Redwoods Public Safety Page](#) It is the responsibility of the College of the Redwoods to protect life and property from the effects of emergencies within its jurisdiction.

In the event of an emergency:

1. Evaluate the impact the emergency has on your activity/operation and take appropriate action.
2. Dial 911, to notify local agency support such as law enforcement or fire services.
3. Notify Public Safety 707-476-4111 and inform them of the situation, with as much relevant information as possible.
4. Public Safety shall relay threat information, warnings, and alerts through the Everbridge emergency alert system, Public address system, and when possible, updates on the college website, to ensure the school community is notified.
5. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet, (evacuation to a safe zone, shelter in place, lockdown, assist others if possible, cooperate with First Responders, etc.).
6. If safe to do so, notify key administrators, departments, and personnel.
7. Do not leave campus, unless it is necessary to preserve life and/or has been deemed safe by the person in command.

Klamath Trinity Campus Emergency Procedures

Please review the responsibilities of, and procedures used by, the College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to communicate to faculty, staff, students, and the general public during an emergency. It is the responsibility of the College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to protect life and property from the effects of emergencies within its jurisdiction.

1. In the event of an emergency, communication shall be the responsibility of the district employees on the scene.
   a. Dial 911, to notify local agency support such as law enforcement or fire services.
   b. If safe to do so, notify key administrators, departments, and personnel.
   c. If safe to do so, personnel shall relay threat information, warnings, to ensure the school community is notified.
   d. Contact Jolene Gates at 530-625-4821 to notify of the situation.
   e. Contact Hoopa Tribal Education Administration office   530-625-4413
   f. Notify Public Safety 707-476-4111.
2. In the event of an emergency, the responsible district employee on the scene will:
   a. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet.
   b. Lock all doors and turn off lights if in lockdown due to an active shooter or similar emergency.
   c. Close all window curtains.
   d. Get all inside to safe location Kitchen area is best internal location.
   e. If a police officer or higher official arrives, they will assume command.
   f. Wait until the notice of all is clear before unlocking doors.
   g. If safe to do so, move to the nearest evacuation point outside bthe uilding (Pooky's Park), directly behind the Hoopa Tribal Education Building.
   h. Do not leave the site, unless it has been deemed safe by the person in command. Student Support Services (required for online classes)