

**PRINCIPLES OF PUBLIC SPEAKING  
COMMUNICATION 1020-002  
SPRING 2023**

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**Instructor:** Olivia Webster (she/her)    **Email:** [olivia.webster@utah.edu](mailto:olivia.webster@utah.edu)    **Office:** LNCO 2810

**Classroom:** SAEC 3151    **Class Sessions:** Tu/Th - 10:45 AM – 12:05 PM

**Office Hours:** By appointment - In person and via Zoom

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**REQUIRED MATERIALS**

*Gunn, J. (2020). *Speech Craft (2nd ed.)*. Macmillan Higher Education.*

<https://online.vitalsource.com/books/9781319343873>

Textbook is available for purchase through inclusive access on Canvas under the “bookshelf” tab.

**REQUIRED TECHNOLOGY**

This course utilizes Canvas online services and may require videos and other various submissions to be uploaded to this platform.

**COURSE DESCRIPTION**

Principles of Public Speaking is an introductory course to the foundations of speech, rhetorical concepts and principles, and effective speaking. This course enables students to learn and develop skills that are beneficial to improving their approach to and success in daily activities, such as, effective communication with peers and colleagues, demonstrating the grasp of a topic, persuading audiences, and other various speaking situations. This course is an opportunity for students to work intentionally with peers and I in learning theoretical constructs of communication and experimenting with the application and creation of these constructs through a variety of projects.

**COURSE OBJECTIVES**

- **To Understand** - This course presents foundational rhetorical concepts, ideas, and principles of effective public speaking in a variety of contexts. The first overarching goal is for you to be able to recognize and define these concepts.
- **To Apply** – This course applies said rhetorical concepts, ideas, and principles to everyday life, with an emphasis on the happenings in the real-world context we live in. The second overarching goal is for you to be able to place course concepts into the context of your own life.
- **To Create** – This course focuses on student engagement with and demonstration of rhetorical concepts, ideas, and principles of effective public speaking. The third overarching goal is for you to create speeches and other work that enacts, assesses, and demonstrates course concepts.

**LAND ACKNOWLEDGEMENT**

The University of Utah has both historical and contemporary relationships with Indigenous Peoples. Given that the Salt Lake Valley has always been a gathering place for Indigenous Peoples, we acknowledge that this land, which is named for the Ute Tribe, is the traditional and ancestral homelands of the Shoshone, Paiute, Goshute, and Ute Tribes and is a crossroad for Indigenous Peoples. The University of Utah recognizes the enduring relationships between many Indigenous Peoples and their traditional homelands. We are grateful for the territory upon which we gather today; we respect Utah’s Indigenous Peoples, the original stewards of this land; and we value the sovereign relationships that exist between tribal governments, state governments, and the federal government. Today, approximately 60,000 American Indian and Alaska Native peoples live in Utah. As a state institution, the University of Utah is committed to serving Native communities throughout Utah in partnership with Native Nations and our Urban Indian communities through research, education, and community outreach activities.

## COURSE POLICIES

- ⇒ **Classroom Environment** – Our classroom will be a respectful, positive, supportive, educational, and productive space to learn for **all**. I expect that each student participates in fostering this type of environment through active listening, open discussion, thoughtful and intentional engagement with each other's work and course materials, and more. I expect that each student holds me, I, to the same standard as well. If at anytime you experience a threat to your safety or great discomfort in the classroom, please contact me ASAP to help alleviate the issue.
- ⇒ **Anti-Racist Code of Conduct** – The Department of Communication Anti-Racist Code of Conduct (ARCC) is a collective commitment by faculty, staff, and students in the Department of Communication. We aim to create an intersectional anti-racist departmental culture in which members are active bystanders who identify and interrupt racism in all forms, including discriminatory actions such as microaggressions, microassaults, and microinsults. The ARCC empowers all members of the Department to create a safe, welcoming, and equitable learning and work environment. Read the full ARCC [here](#).
- ⇒ **Communication/contact** – I will be sure to make sure all of you have access to any updates contact information and request the same of you. When emailing with me, please use your official university email. I ask that you provide me with 48 hours to respond to your email, and that if I do not respond, to please reach out again. We are all busy and I appreciate your patience and respect
- ⇒ **Attendance** – This is an in-person course. Except in cases of ADA accommodations, family and medical emergencies, or quarantining due to COVID-19 exposure or infection, you will be expected to attend class in person and complete assignments and speeches in person. Changes to this policy are up to the discretion of myself as the instructor. **You are expected to attend all speech days in person, regardless of whether they are presenting that day. Failure to meet this expectation will result in a 2-point deduction per missed speech off your speech grade. If you have an excused absence, I will ask you to email me at least one day in advance and complete a brief reflection on the readings or in-class activities for the days that you have missed as make-up work.**
- ⇒ **Participation** – This course is based on an understanding that your knowledge and ability in communicating with others will naturally grow by actively engaging in communicative activities and exercises, by offering and accepting thoughtful feedback, and through critical reflection to understand your own public speaking performances more fully. Because of this, this course has a participation policy. Grades are structured to give you points for participating in various types of classroom activities. Participation is a significant part of your grade for this course. Please see the point-scheme for participation below, as well as the course's policy on schedule accommodations.
- ⇒ **Due Dates** – All assignments are expected to meet the due date/time. Late assignments may incur penalties at the rate of 10% each calendar day (excluding reflection assignments). I retain the authority to decide whether any situation or circumstance warrants adjustment of course schedules or policies.
- ⇒ **Grievance Policy** – If you have any concerns about the course or your instructor, please see I about these concerns as soon as possible. If you are not comfortable talking with I or not satisfied with the response you receive, you may contact the Faculty Course Supervisor, Dr. Ann Darling at [ann.darling@utah.edu](mailto:ann.darling@utah.edu). If you are still not satisfied with the response you receive, you may contact the Director of Undergraduate Studies, Dr. Glen Feighery at [glen.feighery@utah.edu](mailto:glen.feighery@utah.edu).
- ⇒ **Technology Use** – Technology is allowed during lectures, activities, and other appointed times as long as it is not distracting. However, technology is **not** allowed on speech days, and I may ask for other times where I'd like it to be put away. Please be sure to bring writing utensils and paper to class!

## ASSIGNMENTS

Assignments will have their own written description with more detail available as they are introduced in class.

### Attendance & Participation

Attendance is mandatory. I will keep a record of attendance and will use your level and quality of participation to determine this score. You are allowed two unexcused absences on **non-speech** days. An unexcused absence on a speech day (even if you are not speaking yourself) will result in a significant deduction of your participation grade. Unexcused absences are those that do not meet the criteria described in the Curriculum Accommodations section, below.

### Speeches:

**Who I Am Speech** – Counts toward participation grade – **not** graded as a speech. This 2-3 minute speech introduces you to your peers and allows you to practice your speaking skills early in the semester.

**Informative Speech** – For this presentation, you will teach and inform the audience about a topic on which you are an authority. In this 4-5 minute speech, you will be required to provide useful, illuminating supporting material to demonstrate and explain the subject of your speech.

**Impromptu Speech** – These 2-3 minute speeches have you speak on a topic you receive the same week as delivery. The impromptu speech provides you a chance to demonstrate, in the moment, the skills you've developed throughout the semester.

**Persuasive Speech** – You will employ the skills learned to this point to persuade your audience toward some position on a contentious topic in 5-6 minutes. You are encouraged to be both practical and creative in selecting your topic.

**Protest/Passion Speech** – This 3-4 minute speech offers you the opportunity to speak in the interest of societal change. The goal is to demonstrate the skills you've obtained throughout the semester and put them to work within the context of a social justice issue you are passionate about.

**Reflection Assignments** – Instead of completing a protest speech, you have the option of submitting a 2-page double-spaced self-reflexive essay for each of the overarching modules for the course (total of 4). These assignments **cannot** be turned in late—if a deadline is missed for any of the essays, you will be required to deliver a protest speech. Please note: everyone is required to do the topic proposal and outline of the protest speech to practice the skills you've developed over the semester; the reflections are in lieu of delivering the speech itself.

### Peer Feedback & Audience Etiquette

You will provide structured written feedback to your peers for every speech. Peer feedback is used to help your classmates improve for future speeches. You are expected to be a respectful and attentive audience member during classmates' speeches. Attendance on speech days is important as you will be writing (and graded on providing) peer feedback.

If you arrive late on a speech day and someone is speaking, please wait to enter as this may interrupt speakers. Please be mindful if you must leave the classroom on a speech day. If so, please enter/exit in between speakers. If you miss more than one speaker, you must speak with me to discuss making up peer feedback.

### Topic proposals

For the informative, persuasive, and protest speeches, you will submit a topic proposal one to two weeks (check course schedule) before speeches begin. Speech topics must be approved in advance. Once a topic is approved, it cannot be switched unless you meet with me to discuss switching. Duplicate speech topics will not be allowed. Topic proposals should answer all questions in the prompt. If not, your proposal may be denied and/or you will lose a significant amount of credit on the proposal.

### Speech Outlines

For each graded speech, you will submit a working outline of your speech the class period before speeches begin. Outlines may change. They should, nevertheless, be presented to me cleanly formatted (including APA citations) and should detail the core purpose, thesis, and strategies of the speech.

**Assignments**

You will complete assignments on material we have read and discussed in class. Assignments will come in the form of mini-speeches, discussion posts, reflections, and various other in-class **or** at-home activities throughout the semester. All assignments you are required to complete outside of class will be due 10 AM **before** class on the due date.

**Extra Credit**

Opportunities for extra credit may become available as the semester progresses—be on the lookout!

**Point breakdown:**

|   |            |
|---|------------|
| Informative Topic Proposal:                         | 5 points   |
| Persuasive Topic Proposal:                          | 10 points  |
| Protest Topic Proposal:                             | 15 points  |
| Informative Outline:                                | 30 points  |
| Persuasive Outline:                                 | 40 points  |
| Protest Outline:                                    | 50 points  |
| Informative Speech:                                 | 100 points |
| Impromptu Speech:                                   | 100 points |
| Persuasive Speech:                                  | 150 points |
| Protest Speech <b>OR</b><br>Reflection Assignments: | 200 points |
| Assignments (5 x 30 points)                         | 150 points |
| Class and Audience Participation                    | 75 points  |
| Peer Feedback (3 x 25 points)                       | 75 points  |

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**Total Points 1000 points**

**Final Grades:**

|      |       |       |       |       |       |       |       |       |       |       |       |
|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| A    | A-    | B+    | B     | B-    | C+    | C     | C-    | D+    | D     | D-    | E     |
| 93-  | 90-   | 87-   | 83-   | 80-   | 77-   | 73-   | 70-   | 67-   | 63-   | 60-   | 59.9  |
| 100% | 92.9% | 89.9% | 86.9% | 82.9% | 79.9% | 76.9% | 72.9% | 69.9% | 66.9% | 62.9% | Below |

| <b>Course Schedule - COMM 1020-002 - Spring 2023</b><br><i>Subject to change if necessary*</i> |              |  |   |
|--|--------------|--|---|
| <b>Dates/Week</b>  |              | <b>Module/Focus</b>  | <b>Homework</b>                               |
| Week 1   | 1/10         | Course Orientation<br>Introductions, syllabus & course overview                | Syllabus Scavenger Hunt &<br>Ch. 1 (p. 1-14)  |
|  | 1/12         | Building Confidence<br><i>Syllabus scavenger hunt due *always before class</i> | Finish Ch. 1 (p. 15-18) +<br>Ch. 2 (p. 23-43) |
| Week 2   | 1/17         | The Basics: Prep, Delivery, & Listening  | Prepare "Who I Am"<br>Speech                  |
|  | 1/19         | Deliver "Who I Am" Speeches  | Ch. 14<br><i>Informative Speaking</i>         |
| Week 3   | 1/24         | Informative Speaking   | Ch. 4<br><i>Choosing a Speech Topic..</i>     |
|  | 1/26         | Choosing a Speech Topic  | Ch. 5 <i>Researching...</i><br>Select Topic   |
| Week 4   | 1/31         | Speech Research - Special Guest Visit!<br><i>Informative Speech Topic Due</i>  | Ch. 7<br><i>Organizing &amp; Outlining...</i> |
|  | 2/2          | Speech Organization & Outlining +<br>Speech Sign up                            | Ch. 3 (p. 45-62)<br><i>Audience Analysis</i>  |
| Week 5   | 2/7          | Audience & Feedback<br><i>In-class assignment</i>                              | Finish Outline                                |
|  | 2/9          | Informative Speech Workshop<br><i>Informative Speech Outline Due</i>           | Practice speeches!                            |
| Week 6   | 2/14         | <b>Informative Speech Delivery</b>   | Practice speeches!                            |
|  | 2/16         | <b>Informative Speech Delivery</b>   | Ch. 10<br><i>Style &amp; Delivery</i>         |
| Week 7   | 2/21         | Style & Delivery   | Canvas Reading<br><i>Impromptu Speaking</i>   |
|  | 2/23         | Impromptu Speaking   | None  |
| Week 8   | 2/28         | Impromptu Speech Workshop<br>impromptu speech sign up                          | Practice speeches!                            |
|  | 3/2          | <b>Impromptu Speech Delivery</b>   | None  |
| Week 9   | spring break | <i>enjoy!</i>  | Ponder a Persuasive Speech<br>Topic           |

|         |      |  |   |
|---------|------|--|---|
| Week 10 | 3/14 | Course Temperature Check (in-class assignment) + Intro to Persuasive Speaking          | Ch. 15 + Select Persuasive Speech Topic     |
|         | 3/16 | Persuasive Speaking + Speech sign up<br><b>Persuasive Speech Topic Due</b>             | Ch. 16<br><i>Making Arguments</i>           |
| Week 11 | 3/21 | Persuasive Speaking  | Finish outline                              |
|         | 3/23 | Persuasive Speaking Workshop<br><b>Persuasive Speech Outline Due</b>                   | Practice speeches!                          |
| Week 12 | 3/28 | <b>Persuasive Speeches Delivered</b>   | Practice speeches!                          |
|         | 3/30 | <b>Persuasive Speeches Delivered</b>   | None  |
| Week 13 | 4/4  | Reading Day  | Ch. 19<br><i>Speaking for Social Change</i> |
|         | 4/6  | Speaking for Social Change<br><b>In-class assignment</b>                               | Canvas reading                              |
| Week 14 | 4/11 | Protest Speaking + Speech sign up<br><b>Protest Speech Topic Due</b>                   | Canvas reading                              |
|         | 4/13 | Protest Speaking   | Finish Outline                              |
| Week 15 | 4/18 | Protest Speech Workshop <b>OR</b> Reflection Work<br><b>Protest Speech Outline Due</b> | Practice speeches!                          |
|         | 4/20 | <b>Protest Speeches Delivered</b>  | None  |
| Week 16 | 4/25 | Course wrap-up + in-class assignment   | Enjoy your summer!                          |

## UNIVERSITY POLICIES

### **The Americans with Disabilities Act:**

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services (CDS), 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and I to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

If you will require additional assistance with any course activities due to disability, please let I know *as soon as possible*. You may find the Center for Disability Services online at <http://disability.utah.edu>.

### **University Safety Statement:**

The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding

safety and to view available training resources, including helpful videos, visit [safeu.utah.edu](http://safeu.utah.edu). SANDY POLICE: 801-799-3000

### **Addressing Sexual Misconduct:**

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 581-8365, or the Office of the Dean of Students, 270 Union Building, 581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 581-7776. To report to the police, contact the Department of Public Safety, 585-2677(COPS). You are more than welcome to come to me for support, but please be aware that I am a **mandatory reporter** and will be required to report violence, harassment, and danger if disclosed.

### **Inclusivity Statement:**

It is my intent that everyone - from all diverse backgrounds and perspectives - be well served by this course, that folks' learning needs be addressed both in and out of class, and that the diversity that you all bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

### **Undocumented Student Support Statement:**

Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center. Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families. To learn more, please contact the Dream Center at 801-213-3697 or visit <https://dream.utah.edu>

### **Name/Pronouns:**

Class rosters are provided to I with the student's legal name as well as "Preferred first name" (if previously entered by you in the Student Profile section of your CIS account, which managed can be managed at any time). While CIS refers to this as merely a preference, I will call you by the name and pronoun(s) that feels best for you in class or on assignments. Please advise me of any name or pronoun changes so I can help create a learning environment in which you, your name, and your pronouns are respected. If you need any assistance or support, please reach out to the LGBT Resource Center. [https://lgbt.utah.edu/campus/faculty\\_resources.php](https://lgbt.utah.edu/campus/faculty_resources.php)

### **Wellness Statement:**

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness at [www.wellness.utah.edu](http://www.wellness.utah.edu) or 801-581-7776.

### **Veterans Center:**

If you are a student veteran, the U of Utah has a Veterans Support Center located in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list

of ongoing events and links to outside resources: <http://veteranscenter.utah.edu/>. Please also let me know if you need any additional support in this class for any reason.

**English Language Learners:** If you are an English language learner, please be aware of several resources on campus that will support you with your language and writing development. These resources include: The Writing Center (<http://writingcenter.utah.edu/>), the Writing Program (<http://writingprogram.utah.edu/>), and the English Language Institute (<http://continue.utah.edu/eli/>). Please let me know if there is any additional support you would like to discuss for this class.

**Drop/Withdrawal Policy:**

You can drop a course during the first ten calendar days of the semester. You may withdraw (with a “W” recorded on the student’s academic record) until the midpoint of the semester, as indicated on the academic calendar. After that, withdrawal is possible only “in cases of compelling non-academic emergencies” through petition of the dean of your college. Enrolling in, dropping, and withdrawing from courses is the student’s responsibility. Please see the *Student Handbook*.

**Academic (Dis)Honesty:**

The *Student Code* spells out specific rights of students in the classroom. The *Student Code* also specifies proscribed conduct, including cheating on exams, collusion, and plagiarism. Students found guilty of academic dishonesty can receive an “E” for the assignment or the course, and other disciplinary action may be taken. Please see the course policy on plagiarism/academic (dis)honesty.

**Curriculum Accommodations:**

Curriculum accommodations take two forms: schedule accommodations and content accommodations. I can provide schedule accommodations for those who have a conflict that involves religious/spiritual observances, documented and University-sanctioned activities (including athletic participation demonstrated at the beginning of the semester), governmental obligations, and family or medical-related emergencies. If you anticipate any scheduling conflict with this course, please speak with I as soon as possible. In every case, it is the student’s responsibility to arrange alternatives as soon as possible for any assignment, presentation, or examination. Content accommodations will not be provided for this course. All assignments, activities, and content are selected to achieve specific pedagogical outcomes.