

**PRINCIPLES OF PUBLIC SPEAKING
COMMUNICATION 1020-002 SPRING 2025
M/W 3:00-4:20PM, GC 3153**

Instructor: Loretta Rowley, PhD

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Email: Loretta.Rowley@utah.edu (Canvas message is also fine)

Office: Sterling Sill Center

Office Hours: By Appointment (in-person & virtual)

Required Text

Lucas, S.E., & Stob, P. (2023). *The Art of Public Speaking*. McGraw-Hill.

Required Technology

This course utilizes Canvas online services. Come to class with a device that allows you to access Canvas. This course will require videos to be submitted online. Zoom may be utilized in the case of university closure, emergency, or other events that the instructor will provide prior announcement about.

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.

Course Policies

- **Curriculum Accommodations** – Curriculum accommodations take two forms: schedule accommodations and content accommodations. The instructor 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), and family or medical-related emergencies. If you anticipate any scheduling conflict with this course, please speak with the instructor 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. Given the nature of argumentation classes, we will engage difficult, controversial subjects. However, civil tolerance of diverse perspectives is a requirement of student conduct in our class. This class asks you to think critically about others' and your own positions. If you believe that you may experience a conflict with your sincerely-held ethical commitments or religious beliefs as a result of this course's readings, assignments, or activities—and you are unclear about materials' relevance to the class—you should speak with the instructor immediately and decide whether this is a course you wish to take.
- **Learning Environment** – We will maintain our classroom as a productive place to learn. We are all responsible for fostering an environment open to observing, discussing, and reflecting upon our own and others' communicative behaviors in order to learn. Thus, each one of us will need to be conscious of our role in providing a place where every class member, given all our differences, will feel and function as part of the class. If at any time or for any reason you feel uncomfortable with the classroom environment, please contact the instructor immediately in order to resolve/improve the situation.
- **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 more fully understand your own public speaking performances. Consequently, 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.
- **Canvas** – Canvas is a required part of the course that will be used to host recordings of student speeches, among other functions. It is your responsibility to keep abreast of updates on Canvas.
- **Deadlines** – All assignments are expected to meet their deadline. Late assignments may incur penalties at the rate of 10% each calendar day. The instructor retains the authority to decide whether any situation or circumstance warrants adjustment of course schedules or policies. Due to the nature of the course schedule, speeches may not be made up.

- **Contact Information** – Please keep your profile information current with the university— especially your email address, since some class correspondence will occur via email.
- **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!
- **Course AI Policy** – In this course, you are allowed to use AI tools to support (editing, brainstorming, etc., but NOT do entirely) your work, but there must be a note at the end of the assignment that fully discloses your use of AI. For example, *This outline was edited using ChatGPT* OR *This speech topic submission was selected from a list generated by AI.*
- **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. Jeannie Hunt at jeannie.hunt@utah.edu. If you are still not satisfied with the response you receive, you may contact the Director of Undergraduate Studies, Travis Ciaramella at travis.ciaramella@utah.edu.

Course Assignments – More details will be provided for some assignments. There are 1000 points possible for this course. Extra credit opportunities may be provided as the semester progresses.

- **Attendance & Participation – 50 points.** The instructor will keep a record of attendance and will use your level and quality of participation to determine this score. Students are allowed two (2) unexcused absences. Unexcused absences are those that do not meet the criteria described in the Curriculum Accommodations section above. Each subsequent absence incurs the students a five-point penalty, up to 50 points. If you are repeatedly late to class or leave class early, attendance and participation points will be deducted at the discretion of the instructor.
- **Peer Rubric Assignment – 25 points.** This assignment will have you each create a draft rubric for the introductory speeches to use for peer grading. I will compile the result of all student rubrics into a collective rubric to be used during the introductory speeches.
- **Peer Feedback – 100 points.** Every student will provide structured written feedback to their peers. Additionally, on at least one occasion, students will be asked to provide cogent verbal feedback to peers during the class session. The instructor will coach students on how to provide effective critiques. Feedback will be provided to two peers for the informative/persuasive, social movement, tutorial, and impromptu speeches.
- **Self-Critique – 50 points.** Once during the semester, you will be required to record one of your memorized speeches (informative/persuasive or social movement) and complete a self-critique. This self-critique is a written and honest reflection of your performance. More details will be posted to Canvas.

- **Introductory Speech – 25 points (credit/no credit)** This is 2-3 minute speech introduces you to your peers and allows you to practice your speaking skills early in the semester.
- **Informative OR Persuasive Speech – 150 points.** 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. You will submit an outline for this speech which will account for 50 of the 150 point total. OR You will employ the skills learned to this point to persuade your audience toward some position on a contentious topic in 4-5 minutes. You are encouraged to be both practical and creative in selecting your topic. You will submit an outline for this speech which will account for 50 of the 150 point total.
- **Online Tutorial – 50 points.** As our world exists increasingly online, students will have the opportunity to utilize their public speaking skills on a digital platform. For this assignment, each student will create and upload a tutorial video.
- **Job Interview – 150 points.** To facilitate real-world application of public speaking skills, each student will complete a job interview. For this assignment, each student will provide a job or internship description for a position they have actual interest in obtaining. The class will then complete a workshop in order to properly interview and be interviewed by their peers. The submitted job description will account for 25 points of the 150. Interviewing peers will account for an additional 25 points and the remaining points will be based on student performance in their interviews.
- **Impromptu Speech – 150 points.** Life often demands that we deliver speeches with little preparation. These 2-3 minute speeches have you speak on a topic you receive only minutes before delivery. The impromptu speech provides you a chance to demonstrate, in the moment, the skills you've developed throughout the semester.
- **Social Movement Speech – 150 points.** This 3-4 minute speech offers you the opportunity to speak in the interest of societal change. You may wish to raise awareness on a topic, develop group identification, galvanize support, challenge opposition, advocate change, or spur action! You will submit an outline for this speech which will account for 50 of the 150 point total.
- **Final Self Evaluation – 100 points.** This is a 3-4 minute final speech reflecting on your experiences in this course, your growth as a public speaker, and what you look forward to in terms of applying the skills for this course. This speech will be recorded (either through Zoom or other technology) and uploaded to the Canvas assignment page. This assignment is meant to give you a chance to reflect on the goals of this course and give you a chance to highlight your new skills.

Note on Peer Review - 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.

Final Grades:

	A = 100-94%	A- = 93-90%	
B+ = 89-87%	B = 86-84%	B- = 83-80%	
C+ = 79-77%	C = 76-74%	C- = 73-70%	
D+ = 69-67%	D = 66-64%	D- = 63-60%	E = 59% ↓

University Policies

Drop/Withdrawal Policies – Students can drop a course within the first two weeks of a given semester without any penalties. Students may official withdraw (W) from a class or all classes after the drop deadline through the midpoint of a course. A “W” grade is recorded on the transcript and appropriate tuition/fees are assessed. The grade “W” is not used in calculating a student’s GPA. For deadlines to withdraw from full-term, first, and second-session classes, see the U’s [Academic Calendar](#). Enrolling in, dropping, and withdrawing from courses is the student’s responsibility.

Americans With Disabilities Act (ADA) – The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. All written information in this course can be made available in an alternative format with prior notification to the [Center for Disability & Access](#) (CDA). CDA will work with you and the instructor to make arrangements for accommodations. Prior notice is appreciated. To read the full accommodations policy for the University of Utah, please see Section Q of the [Instruction & Evaluation regulations](#). In compliance with ADA requirements, some students may need to record course content. Any recordings of course content are for personal use only, should not be shared, and should never be made publicly available. In addition, recordings must be destroyed at the conclusion of the course. If you will need accommodations in this class, or for more information about what support they provide, contact the Center for Disability & Access (801-581-5020, disability.utah.edu).

Safety at the U – The University of Utah values the safety of all campus community members. You will receive important emergency alerts and safety messages regarding campus safety via text message. For more safety information and to view available training resources, including helpful videos, visit safeu.utah.edu. To report suspicious activity or to request a courtesy escort, contact Campus Police & Department of Public Safety (801-585-2677, dps.utah.edu).

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 university officials: **Title IX Coordinator & Office of Equal Opportunity and Affirmative Action (801-581-8365, oeo.utah.edu)**, **Office of the Dean of Students (801-581-7066, deanofstudents.utah.edu)**

To file a police report, contact: **Campus Police & Department of Public Safety (801-585-2677, dps.utah.edu)**. If you do not feel comfortable reporting to authorities, the U's Victim-Survivor Advocates provide free, confidential, and trauma-informed support services to students, faculty, and staff who have experienced interpersonal violence. To privately explore options and resources available to you with an advocate, contact: **Center for Campus Wellness (801-581-7776, wellness.utah.edu)**

Academic Misconduct – It is expected that students comply with University of Utah policies regarding academic honesty, including but not limited to refraining from cheating, plagiarizing, misrepresenting one's work, and/or inappropriately collaborating. This includes the use of generative artificial intelligence (AI) tools without citation, documentation, or authorization. Students are expected to adhere to the prescribed professional and ethical standards of the profession/discipline for which they are preparing. Any student who engages in academic dishonesty or who violates the professional and ethical standards for their profession/discipline may be subject to academic sanctions as per the University of Utah's Student Code: [Policy 6-410: Student Academic Performance, Academic Conduct, and Professional and Ethical Conduct](#). Plagiarism and cheating are serious offenses and may be punished by failure on an individual assignment, and/or failure in the course. Academic misconduct, according to the University of Utah Student Code:

“...Includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information...It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.”

For details on plagiarism and other important course conduct issues, see the U's [Code of Student Rights and Responsibilities](#).

Student Parents/Caregivers – You may be balancing your student responsibilities with the responsibility of being a parent or caregiver. If this is the case, I encourage you to reach out to me to discuss how I can best support your success in this course. You can also reach out to the [Student Parent Support Center](#) or the [Center for Student Access and Support](#) for additional resources.

Student Names & Personal Pronouns - Class rosters are provided to the instructor 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 honor you by referring to you with the name and pronoun 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 pronoun are respected.

Student Wellness – Your personal health and wellness are essential to your success as a student. Personal concerns like stress, anxiety, relationship difficulties, depression, or cross-cultural differences can interfere with a student's ability to succeed and thrive in this course and at the

University of Utah. Please feel welcome to reach out to your instructor or TA to handle issues regarding your coursework. For helpful resources to manage your personal wellness and counseling options, contact: University Counseling Center (801-581-6826) and/or Center for Student Wellness (801-581-7776).

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.

TENTATIVE COURSE SCHEDULE *Subject to change, if necessary.*

Week 1

Monday, January 6th: Syllabus & Introductions

Wednesday, January 8th: What Is Public Speaking?

Readings: Ch. 1 & 2

Week 2

Monday, January 13th: Listening & Audience Analysis

Readings: Ch. 3 & 6

Wednesday, January 15th: Preparing Introductory Speeches & Peer Feedback

Readings: Ch. 4 & 5

Week 3

Monday, January 20th: No Class, Martin Luther King Jr. Day

Wednesday, January 22nd: Introductory Speech Day

Week 4

Monday, January 27th: Materials for Speaking

Readings: Ch. 7 & 8

Wednesday, January 29th: Organization

Readings: Ch. 9, 10, 11

Week 5

Monday, February 3rd: Speaking Occasions

Readings: Ch. 15, 16, 18

Wednesday, February 5th: Varieties of Speech

Readings: Ch. 17 & 20

Week 6

Monday, February 10th: Presentation & Preparing Informative/Persuasive Speeches
Readings: Ch. 12, 13, 14

Wednesday, February 12th: Informative/Persuasive Speech Workshop Day

Week 7

Monday, February 17th: No Class, Presidents' Day

Wednesday, February 19th: Informative/Persuasive Speech Workshop Day

Week 8

Monday, February 24th: Informative/Persuasive Speech Day 1

Wednesday, February 26th: Informative/Persuasive Speech Day 2

Week 9

Monday, March 3rd: Presenting Online

Readings: Ch. 19

Wednesday March 5th: Online Tutorials Due

***Spring Break March 9th – 16th**

Week 10

Monday, March 17th: Successful Interviews

Due: Job Description

Wednesday, March 19th: Job Interviews Day 1

Week 11

Monday, March 24th: Job Interviews Day 2

Wednesday, March 26th: Impromptu Speaking Workshop

Week 12

Monday, March 31st: Impromptu Speech Day 1

Wednesday, April 2nd: Impromptu Speech Day 2

Week 13

Monday, April 7th: Social Movement Speech Workshop

Wednesday, April 9th: In-Class Social Movement Speech Practice

Week 14

Monday, April 14th: Social Movement Speech Day 1

Wednesday, April 16th: Social Movement Speech Day 2

Week 15

Monday, April 21st: Final Reflection/Self-Evaluation Workshop

***No Class Wednesday, April 23rd: University Reading Day**

Friday, April 25th: Final Self Evaluations due