

PRINCIPLES OF PUBLIC SPEAKING COMMUNICATION 1020-005, SPRING 2025

Instructor: Averie Vockel (she/her/hers)
 Email: averie.vockel@utah.edu
 Classroom: **SW 136**
 Class Sessions: **T/TH 3:40 pm – 5:00 pm**
 Office: LNCO 2980
 Office Hours: By appointment, will occur via zoom or in person

REQUIRED TEXT

Lucas, S. E., & Stob, P. (2020). *The art of public speaking*. McGraw-Hill.

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

REQUIRED TECHNOLOGY

This course utilizes Canvas online services. Come to class with a device that allows you to access Canvas. This course may require videos to be submitted online.

COURSE DESCRIPTION

Principles of Public Speaking enables students to learn and develop some of the knowledge and skills necessary to participate as a responsible and successful member of society. You will build an effective style and repertoire of communication abilities that apply to a variety of speaking situations. This course is an opportunity for you to work intensively with your peers and the instructor in learning basic theoretical constructs of communication and experimenting with their application in a number of course projects.

COURSE OBJECTIVES

- **To Understand** – This course presents basic rhetorical concepts and principles of effective speaking in several contexts.
- **To Apply** – This course applies rhetorical processes to the real-world contexts in which they occur, focusing on events and situations in our own lives.
- **To Practice** – This course has students enact and assess concepts we are studying, and it explores alternatives for communicating with others under a variety of conditions.

This syllabus is meant to serve as an outline and guide for our course.

Please note that I may modify it with reasonable notice to you.

I may also modify the Course Schedule to accommodate the needs of our class.

Any changes will be announced in class and posted on Canvas under Announcements.

COURSE POLICIES

- **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 and assignments, among other functions. It is your responsibility to keep abreast of updates on Canvas.
- **Deadlines** – All assignments are expected to meet their deadline. Late written assignments (outlines, feedback, etc.) 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.
- **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 1,000 possible points for this course.

- **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 unexcused absences. Unexcused absences are those that do not meet the criteria described in the Curriculum Accommodations section, above. Each subsequent absence incurs the student a five point penalty, up to 50 points. If you are repeatedly late to class or leaving class early, attendance and participation points will be deducted at the discretion of the instructor.
- **Self-Reflection** – 50 points. Once during the semester, you will be required to record one of your memorized speeches (informative, persuasive, social movement) and complete a self-reflection. The self-reflection is a written & honest reflection of your performance. More details will be posted to Canvas.
- **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 extemporaneous speeches.

- **Introductory Speech** – Not graded. This 2-3 minute speech introduces you to your peers and allows you to practice your speaking skills early in the semester.
- **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.
- **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.
- **Job Interview** – 150 points. In order to place the skills we learn in our public speaking course into a real life scenario, 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. Remaining points will be based on student performance in their interviews.
- **Extemporaneous Speech** – 50 points. Once during the semester students will practice speaking “off the cuff” for a 5-7 minute speech in order to exercise their research and critical thinking skills. Students will be presented with topics at the beginning of class and given a limited amount of preparation time before delivering their speech.
- **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.
- **Impromptu Tournament** – 50 points. During week 14 of our class students will have the opportunity to compete in the class-wide impromptu tournament. Points for this assignment are allotted based on participation in the tournament.
- **Goal Chart** – 50 points. Your Goal Chart assignment is meant to serve as the ultimate self-evaluation for the course. Early in the semester every student will set goals for themselves and throughout our time together, will be asked to document their progress towards their goals. On the final days of the semester, students will present their goals and progress. More details on this assignment will be given in class and via Canvas.

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%

Course Schedule

*****Subject to change. Be sure to watch Canvas for updates.**

Week One: Welcome

Tuesday January 7th: Syllabus Day

Thursday January 9th: What is Public Speaking?

- Readings: Ch. 1, 2, 4

Week Two

Tuesday January 14th: Connecting Through Speech

- Readings: Ch. 3, 5, 6

Thursday January 16th: Introductory Speeches

Week Three

Tuesday January 21st: Materials for Speaking

- Readings: Ch. 7 & 8

Thursday January 23rd Organization

- Readings: Ch. 9, 10, 11

Week Four

Tuesday January 28th: Speaking Occasions

- Readings: Ch. 15, 16, 18

Thursday January 30th: Varieties of Speech

- Readings: Ch. 17 & 20
- Sign-up for speech days

Week Five

Tuesday February 4th: Presenting Online (ONLINE DAY)

- Readings: Ch. 19
- Tutorial workshop

Thursday February 6th: Online Tutorials (ONLINE DAY)

- Due: Online tutorials & discussion

Week Six

Tuesday February 11th: Presentation

- Readings: Ch. 12, 13, 14

Thursday February 13th: Informative/persuasive speech workshop day (ONLINE DAY)

Week Seven

Tuesday February 18th: Speech Day 1

Thursday February 20th: Speech Day 2

Week Eight

Tuesday February 25th: Successful Interviews

- Readings: STAR Method Interviews, other readings TBD
- Activity: Interview Workshop
- Due: Job Description

Thursday February 27th: Job Interviews

Week Nine

Tuesday March 4th: Job Interviews

Thursday March 6th: ONLINE DAY (check Canvas)

***SPRING BREAK MARCH 9th-16th

Week Ten

Tuesday March 18th: Extemporaneous Speaking

Thursday March 20th: Social Movements

- Readings: Strategies for Protest Speaking

Week Eleven

Tuesday March 25th: Workshop

Thursday March 27th: Social Movement Speech Day

Week Twelve

Tuesday April 1st: Social Movement Speech Day

Thursday April 3rd: Impromptu

- Readings: Impromptu Tutorial
- Select Impromptu Tournament Topics

Week Thirteen

Tuesday April 8th: Impromptu Tournament

Thursday April 10th: Goal Chart Presentations

Week Fourteen

Tuesday April 15th: Goal Chart Presentations

Thursday April 17th: ONLINE DAY

- Due: Self-Reflections

UNIVERSITY POLICIES

ADA statement

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 this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581---5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

Addressing Sexual Misconduct 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, 801---581---8365, or the Office of the Dean of Students, 270 Union Building, 801---581---7066. For support and confidential consultation, contact the Center for Student Wellness, SSB 328, 801---581---7776. To report to the police, contact the Department of Public Safety, 801---585---2677

Campus Safety

The University of Utah values the safety of all campus community members. To report suspicious activity, 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.

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. If you need any assistance or support, please reach out to the LGBT Resource Center.

https://lgbt.utah.edu/campus/faculty_resources.php

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 dream.utah.edu.

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 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.

Learners of English as an Additional/Second Language

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://writing-program.utah.edu/>); 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.

Official drop/withdraw dates

The last day to drop classes is October 18th, 2024 the last day to withdraw from this class is November 8th, 2024. Please check the academic calendar for more information pertaining to dropping and withdrawing from a course. **Withdrawing from a course and other matters of registration are the student's responsibility.**

Academic Honesty and (Mis)Conduct

The University of Utah Student Code specifies academic dishonesty and misconduct, which includes “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.” Plagiarism includes intentionally submitting someone else’s work without proper credit, as well as resubmitting your own work or assignments, among other behaviors. Students found guilty of plagiarism or other academic misconduct may be punished by failure on the assignment or failure in the course. For more information, please review the [Student Code](#).