

**PRINCIPLES OF PUBLIC SPEAKING
COMMUNICATION 1020-006
SPRING 2025**

Instructor: Olivia Webster (she/her) **Email:** olivia.webster@utah.edu **Office:** Gardner Commons 5400

Classroom: HPR N 229 **Class Sessions:** M/W/F 10:45 - 11:35 AM

Office Hours: By appointment - In person and via Zoom

REQUIRED MATERIALS

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

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 any time you experience a threat to your safety or great discomfort in the classroom, please contact me ASAP to help alleviate the issue.
- ⇒ **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 contacting 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 by that point, please reach out again. I accept appropriate correspondence via university email and the Canvas messaging feature.
- ⇒ **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. If you are late without an excused reason, your attendance points for that day will be 0. Changes to this policy are up to the discretion of myself as the instructor.
 - **You are expected to attend all speech days and MCVP workshop days in person, regardless of whether you are presenting that day. Failure to meet this expectation will result in a 5% deduction per missed speech day off your own overall speech grade for that unit. If you show up late on a speech day, that is an automatic 2.5% deduction of your own grade. If you are more than 20 minutes late, you will receive the full 5% deduction per late day.** If you have an excused absence, I will ask you to email me at least one day in advance to coordinate 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 (for this course, homework assignments will always be due 10 AM **before class on the due date**). Late assignments may incur penalties at the rate of 5% day of and 10% each calendar day starting the day after the assignment due date (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 me about these concerns as soon as possible. If you are not comfortable talking with me or not satisfied with the response you receive, you may contact Faculty Course Supervisor, Jeannie Hunt jeannie.hunt@utah.edu or the Director of Undergraduate Studies, Travis Ciaramella travis.ciaramella@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!
- ⇒ **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.*

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 **three** unexcused absences on **non-speech** and **non-MCVP workshop** days. An unexcused absence on a speech day (even if you are not speaking yourself) will result in a **5% deduction per missed speech day off your own overall speech 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 1.5-2 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.

Social Change/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 social change 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 Social Change speech. Please note: you will still be required to do the topic proposal and a brief outline of the Social Change 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 miss your AB's speech without an excused and prior communicated reason, you will not be awarded a make-up option. 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 Social Change 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
Social Change Topic Proposal:	15 points
Informative Outline:	30 points
Persuasive Outline:	40 points
Social Change Outline:	50 points
Informative Speech:	100 points
Impromptu Speech:	100 points
Persuasive Speech:	150 points
Social Change Speech OR Reflection Assignments:	150 points
Assignments (5 x 20 points)	100 points
Class and Audience Participation	175 points
Peer Feedback (3 x 25 points)	75 points

Total Points 1000 points

OPTIONAL Reflection Assignment due dates (can be completed between your speech day and before the start of the next unit):

1. Informative – Friday **2/21** @ 10 AM
2. Impromptu – Wednesday **3/5** @ 10 AM
3. Persuasive – Wednesday **4/2** @ 10 AM
4. Social Change – Friday **4/18** @ 10 AM

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

Course Schedule Below

Course Schedule - COMM 1020-006 - Spring 2025			
<i>Subject to change as necessary*</i>			
Dates/Week		Module/Focus	Homework
Week 1	1/6	Course Orientation Introductions, syllabus & course overview	Syllabus Scavenger Hunt & Ch. 1 Speaking in Public
	1/8	Speaking in Public	Syllabus Scavenger Hunt & Ch. 2 Ethics
	1/10	Speaking in Public cont. AND Ethics Syllabus scavenger hunt due *always before class 10 AM	Ch. 3 Listening
Week 2	1/13	Listening & Audience Expectations	Ch. 4 Giving First Speech
	1/15	Audience Expectations cont. AND Giving First Speech	Begin "Who I Am" Speech prep
	1/17	Giving First Speech cont. AND Who I Am speech prep day	Practice "Who I Am" Speech
Week 3	1/20	MLK DAY - NO CLASS	Practice "Who I Am" Speech
	1/22	Who I Am speech delivery	Ch. 15 <i>Speaking to Inform</i> (p. 264-281)
	1/24	Finish Who I Am Speeches AND Speaking to Inform	Ch. 5 <i>Selecting a Topic</i> (p. 74-89)
Week 4	1/27	Speaking to Inform cont. AND Selecting a Topic	Ch. 6 <i>Analyzing the Audience</i>
	1/29	Audience Analysis & Research Primer	Ch. 7 <i>Gathering Materials</i> (p. 112-122) + Select Topic
	1/31	Speech Research - MEET IN LIBRARY MAC Classroom 1745 Informative Speech Topic Due	Ch. 9 <i>Organizing</i>
Week 5	2/3	Thinking of Your Speech as a Whole (org, outlining, transitions)	Filler Words Article & Nonverbal Comm Video
	2/5	Speech as a Whole Cont. & Verbal/Nonverbal Comm	Review Feedback Examples on Canvas
	2/7	Supplemental Lesson: Giving Feedback Speech Sign-Up + In-class Assignment	Informative Outline
Week 6	2/10	Informative Speaking Workshop Day Informative Speech Outline Due	Practice Speeches
	2/12	Informative Speech Delivery	Practice Speeches/get ahead
	2/14	Informative Speech Delivery	Practice Speeches/get ahead
Week 7	2/17	PRESIDENT'S DAY - NO CLASS	Practice Speeches/get ahead
	2/19	Informative Speech Delivery	Ch. 12 <i>Language & Impromptu Speaking</i> on Canvas (2 pages)

	2/21	Language & Impromptu Speaking In-class Assignment	Ch. 13 Delivery & Review Outline Examples
Week 8	2/24	Delivery & Impromptu Speaking	Brainstorm Impromptu Topics
	2/26	Impromptu Workshop Impromptu Speech Sign-up	Impromptu Outlines
	2/28	Impromptu Speech Delivery Impromptu Outlines Due	Practice Speeches
Week 9	3/3	Impromptu Speech Delivery	Ch. 16 Speaking to Persuade (p. 286-305)
	3/5	Speaking to Persuade Speech Sign-up	Ch. 8 <i>Supporting Ideas & Select Speech Topic</i>
	3/7	Supporting Ideas Persuasive Speech Topic Due	None
Week 10		SPRING BREAK - NO CLASS	None - enjoy!
Week 11	3/17	Supplemental Lesson: Argument Structure + In-class Assignment	Ch. 17 Methods... (p. 312-333)
	3/19	Methods of Persuasion	Persuasive Outline
	3/21	Persuasive Workshop Persuasive Outline Due	Practice Speeches
Week 12	3/24	Persuasive Speech Delivery	Practice Speeches
	3/26	Persuasive Speech Delivery	Practice Speeches
	3/28	Persuasive Speech Delivery	Practice Speeches
Week 13	3/31	Persuasive Speech Delivery	Ch. 19 <i>Speaking for Social Change</i> on Canvas
	4/2	Speaking for Social Change	<i>Speaking for Speaking for Social Change</i> on Canvas
	4/4	Speaking for Social Change	Social Change Topic Selection
Week 14	4/7	Speaking for Social Change Speech Sign-up + Topic Due	Social Change Speech Outline
	4/9	MCVP What is Harm Workshop I	MCVP Handout + Outline
	4/11	MCVP What is Harm Workshop II	Protest Speech Outline
Week 15	4/14	Speaking for Social Change Workshop Protest Speech Outline Due	Practice Speeches

	4/16	Protest Speech Delivery	Practice Speeches
	4/18	Protest Speech Delivery	Optional Last-Day Prep
Week 16	4/21	Course Wrap-up - in-class assignment	None
Semester classes conclude Tuesday, April 22nd. NO CLASS 4/23 - Have a great 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 me know *as soon as possible*. You may find the Center for Disability Services online at <http://disability.utah.edu>.

Undocumented Student Support Statement:

Immigration is a complex phenomenon with broad impact—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

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.

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.

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 your responsibility.

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.

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, 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).

- ⇒ **Mandatory Reporting:** You are more than welcome to come to me for support, but please be aware that I am a **mandatory reporter**. Mandatory reporters (administrators, supervisors, and faculty members), "...are required under University policy to inform the OEO/AA of all reports of **discrimination or sexual misconduct**." This includes verbal and written disclosure in or outside of class AND in assignments. Learn more about what this means [here](https://oeo.utah.edu/faq/mandatory-reporting.php) (<https://oeo.utah.edu/faq/mandatory-reporting.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 support, contact The Center for Campus Wellness whose mission is to "...support student well-being and success through holistic and comprehensive programs that center wellness, safety, and healing" wellness.utah.edu. They provide several resources for students including educational workshops and confidential Victim-Survivor Advocacy services.

Name/Pronouns and Cultural Support:

Class rosters are provided 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 **Center for Community & Cultural Engagement** at <https://culture.utah.edu/> (in place of the LGBT Resource Center, Women's Resource Center, and Black Cultural Center).

Academic (Dis)Honesty:

It is expected that students adhere to 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: <https://regulations.utah.edu/academics/6-410.php>. Please note: Canvas is equipped with Turnitin, a plagiarism tool, that also produces an AI Originality score (representing the percentage of content may have been generated by AI).

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 with satisfactory documentation. If you anticipate any scheduling conflict with this course, please speak with me 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.