

COMM 1020 - 001 Princ Public Speaking

Tuesdays and Thursdays 9am-10:30am

Room: LNCO 2120

Instructor: Casey Zukosky (He/Him)

Contact: u1147451@utah.edu

Office Hours: **TBD**

Office: LNCO 2810

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.

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

- This is the mandatory text for this course for students and the text you must use. It is already listed in Canvas and the bookstore.

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

Course Objectives/Outcomes

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.

How to Contact Me:

Please send your best, well-crafted email to me **via your school email address**. In this email, make sure to **include your name, a subject, and a reason for the email**. I will do my best to get back to you within 48 hours. Please avoid using Canvas to send direct messages.

Grading and Class Points:

Total Points 1000

Speeches – 700 Points Total

1. **Speech 1: Introductory Icebreaker** – 100 pts
Performance: 100 pts
2. **Speech 2: Informative Speech** – 150 pts
Outline: 25 pts
Speech: 100 pts
Reflection: 25 pts
3. **Speech 3: Persuasive Speech** – 150 pts
Proposal: 25 pts
Outline: 25 pts
Speech: 100 pts
Reflection: 25 pts
4. **Speech 4: Impromptu Speech** – 150 pts
Speech 100 pts
Peer Feedback: 25 pts
Reflection: 25 pts
5. **Speech 5: Ceremonial/Final Speech** – 150 pts
Topic Proposal: 25 points
Outline: 25 pts
Performance: 100 pts

Quizzes – 150 Points

- 7 Quizzes × 25 pts each
- 1 Free Quiz!
- Quizzes are on Canvas and cover the textbook

Participation/Attendance – 150 Points

- Classroom participation 50 pts

- Attendance 100 pts

Note: This means that every 10 points you earn is worth 1% of your grade... so skipping small assignments adds up quickly and makes it tougher to earn an A at the end of the semester.

Grading

Throughout the semester, I will make assignment expectations clear in class. This is a difficult course for a variety of reasons. **I don't expect you to be perfect. I want you to put in your best effort and do good work.** Keep in mind that a C means that you have all the criteria for a speech, while an A means that you gave an outstanding speech. Also, in order to earn your general education requirement for this course, you must obtain at least a D- (63-60% or higher) per university general education standards.

You are more than welcome to ask questions about the grade you received. This must be done in a *private and respectful manner*. I will not discuss grades in the classroom setting. As a result, you are expected to go to office hours to discuss grades. I will not tolerate disrespect, but I am more than willing to discuss why you received a certain grade on your assignment.

Expectations:

- Assignments will be turned in on time and COMPLETELY finished.
 - I do NOT allow resubmissions based on errors. Once your work is graded, it is final.
- Assignments will be free of spelling and grammatical errors.
 - 10% deduction for spelling and grammatical errors.
- Assignments will follow the instructions provided.
- Other expectations will be made clear in class and/or on Canvas.
- Flexibility: If you need an extension on an assignment due to something beyond your control, please reach out. I want you to succeed. However, I won't be flexible about things in your control (like oversleeping, choosing not to complete an assignment, etc.). **Just communicate with me**, and hopefully, we can work something out.

Grading Breakdown:

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% ↓			

FAILURE TO COMPLETE ALL FOUR FORMAL SPEECHES WILL RESULT IN A FAILING GRADE FOR THIS COURSE, REGARDLESS OF TOTAL POINTS EARNED.

Late Policy:

All deadlines are 11:59pm MST and take the form of canvas submission, unless otherwise noted. **Late work (without prior approval or extreme circumstances) will be subject to a 10% per day penalty.** I will not accept late work after 3 days. **Late speeches are deducted 25% every day they are late.** *This class moves quickly.*

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 the Faculty Course Supervisor, Dr. Jeannie Hunt 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 travis.ciaramella@utah.edu.

Policies and Resources:

Extra Credit Opportunities: Extra credit opportunities can be made available on a case-by-case basis.

Campus Resources – Basic Needs Statement: Any student who faces challenges securing food, housing, or healthcare and believes that this could affect their performance in this course is urged to contact the appropriate campus resource. Please come see me with concerns you have, and I will do my best to connect you with these resources.

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.

Respect

- Please show respect for your instructor and your peers at all times. This class will maintain a civil, safe, and professional atmosphere. Respect differing opinions, backgrounds, and identities. Do not use vulgar or offensive language. We will create a supportive learning environment throughout the semester, and everyone is responsible for maintaining it. This includes communication not only in the classroom but also online. Please be mindful of your grammar and language as you post on the Canvas page and write emails to me. I will also do my best to pronounce your name correctly; if I am mispronouncing your name, you are welcome to correct me.

Communication

- This is a communication course. Beyond just public speaking, communication involves interpersonal interaction, addressing conflict, and using your voice. If you have any questions, concerns, complications, or need any accommodations regarding assignments, grades, policies, etc., I expect you to communicate with me. Please let me know in a timely, respectful, and professional manner, and I will do my best to work out a solution with you.
- Please make sure that you are checking your email frequently. I will contact you to remind you of important events coming up throughout the semester, if there is a schedule change, or important announcements related to our course. **I expect you to keep up on the emails I send you may miss important information if you don't.** If your university email is not working properly, please let me know and I will do my best to assist you.

Academic Honesty and (Mis)Conduct

- 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.

Including:

- Incremental plagiarism (not attributing quotes or passages to a source properly).
- Patchwork plagiarism (cutting and pasting from multiple sources and making minor or no alterations)
- Global plagiarism (using a “canned” speech, reading a speech written by somebody else or in any other way using a source in its entirety without proper attribution)
- **Please keep in mind that all work is expected to be completed only by you, unless given explicit permission to work with a partner or in a group.** If you are caught not turning in your own individual work, disciplinary action will be taken (this included AI created work, you may use AI in an ethical way to supplement learning but not to create your speeches).

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>.

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.

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.

COURSE SCHEDULE - Subject to change, if necessary.

Week 1: Introduction & Foundations of Public Speaking

05/13 Introductions, syllabus discussion, Canvas overview

05/15 Rhetoric and The Public Forum

Readings: Chapters 1–4

Assignments:

- Introductory Icebreaker Speech (1–2 minutes) – *Due 05/20*
- Quiz Week 1 – *Due 05/19*

Week 2: Audience & Topic Selection

05/20 Icebreaker Speech Presentations + Feedback

05/22 Topic and Audience

Readings: Chapters 5–6

Assignments:

- Quiz Week 2 – *Due 05/26*

Week 3: Organizing the Speech

05/27 Gathering Materials

05/29 Supporting Your Argument

Readings: Chapters 7–8

Assignments:

- Quiz Week 3 – *Due 06/02*

Week 4: Informative Speaking

06/03 Organizing the Body, Creating Effective Introductions & Conclusions

06/05 Informative Speaking Strategies

Readings: Chapters 9–11, 15

Assignments:

- Quiz Week 4 – *Due 06/09*
- Informative Speech Outline – *Due 06/09*

Week 5: Speech 1 – Informative Speech

06/10 Speech Presentations (4–5 minutes)

06/12 Speech Presentations continued + Feedback

Assignments:

- Self-assessment reflection – *Due 06/16*

Week 6: Language & Delivery

06/17 The Power of Language

06/19 Delivery Techniques: Voice, Gestures, Eye Contact, Visual aids

Readings: Chapters 12–14

Assignments:

- Quiz Week 6 – *Due 06/23*

Week 7: Persuasion & Supporting Arguments

06/24 Persuasive Speaking

06/26 Reasoning, Fallacies, and Emotional Appeals

Readings: Chapters 16–17

Assignments:

- Persuasive Speech Topic Proposal – *Due 06/25*
- Persuasive Speech Outline – *Due 06/30*
- Quiz Week 7 – *Due 06/30*

Week 8: Speech 2 – Persuasive Speech

07/01 Speech Presentations (5–6 minutes)

07/03 Speech Presentations continued + Feedback

Assignments:

- Self-assessment reflection – *Due 07/07*

Week 9: Special Occasions

07/08 Speaking on Special Occasions

07/10 Preparing for Impromptu Speaking and Speaking in Small Groups

Readings:

- Chapters 18 - 19

Assignments:

- Quiz Week 9 – *Due 07/14*

Week 10: Impromptu Speech

07/15 Impromptu Speech (2–3 minutes, assigned in class)

07/17 Final Speech Workshop

Assignments:

- Peer feedback and self-reflection – *Due 07/21*
- Quiz Week 10 – *Due 07/21*
- Final Speech Outline – *Due 07/21*

Week 11: Final Speech & Reflection

07/22 Final Speech (5–7 minutes, student’s choice: informative, persuasive, or commemorative)

07/24 Final Speech (continued) + Feedback

Assignments:

- Final Reflection – *Due 07/27*

Final exam schedules can be found by following the appropriate link on this page:
<http://registrar.utah.edu/academic-calendars/>