

Introduction to Public Speaking Syllabus

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Information

Course Code: COM 1071

Course Location: <https://landmark.instructure.com/login/ldap>

Course Meeting Times/Format: This online course is 100% asynchronous except for conferences with the instructor. Log into the course each day to check for announcements, inbox messages, and daily to-dos.

Textbook — *Public Speaking, Practice and Ethics* is online, and each course module has the chapters available that we will be utilizing. The complete text can also be downloaded from this link: <https://2012books.lardbucket.org/books/public-speaking-practice-and-ethics/>

About the Instructor

Instructor Name: First Last (pronoun/pronouns)

Contact Information: Send me a Canvas Inbox message any time with any question! Please use the following email address to contact me: instructorname@landmark.edu

Office Hours: In addition to required conferences, I hold optional “office hours” on [Day/s] from [time] to [time] Time Zone. [Instructions for joining office hours.]

Who Am I? Hello! My name is [Faculty Name], and I'll be your instructor for this course. I've taught communication courses online for quite some time. Each time I teach, I learn something new. You'd probably like to know about my background. How am I qualified to

teach this course? I have one daughter who, along with her husband, is a wonderful parent to my three grandchildren. I strongly believe the experiences I have had as a full-time employed single-parent student and as an early instructor have helped me advocate for students.



My education started on the job. Over the years I have worked at interesting companies such as The World Bank, Department of Defense, and high tech companies. I am also owner of Workplace Harmony, a consulting firm. I was an executive secretary for many years, and started to become aware of communication and how it can be less or more effective. So I started taking classes at my local community college. By managing my time very carefully, I was able to work and earn my associate degree and move on to Portland State University. After a few years, I earned two Bachelor of Science degrees: Social Science and Communication Studies. I was so excited about communication, I entered the graduate degree program and received the honor of being a graduate teaching instructor... I began teaching communication courses! The next two years were filled with teaching engaging public speaking courses and learning theory and application of communication.

As a public speaker, I use my voice to advocate for myself and for those without a voice. I represent my community and I contribute to my local school system. My voice is an important tool and with public speaking, I can put that tool to work and build relationships and collaborations. And you will too!!!

Student Resources

Frequently Asked Questions

Student resources include [Frequently Asked Questions](#), located in the Resources module of your online course. Use the FAQ page to find quick answers on many topics, such as locating feedback on your assignments, submitting an assignment in different formats (document, audio, video), using a phone or tablet to do coursework, and much more. Locate Student Resources in the Resources module of your course.

Help

Help is available from numerous sources. Please choose the "Help Me!" link from the course navigation links.

Overview

About the Course

This course explores the fundamentals of effective public speaking. Students will create and explore topic selection ideas, work on researching and building support for topics and synthesis and disseminate topic information for diverse audience populations. Students will build on presentation techniques creating visual aids, using selective word usage and practice and deliver various types of speeches.

This course is 3 credits.

Course Objectives

This course is designed to meet standard learning objectives and outcomes. Course learning objectives describe the knowledge, skills, and dispositions/behaviors that students must be able to demonstrate through their assessments/assignments.

Students will be able to:	Through these assessments:
1. Increase your confidence in your public speaking ability.	Brown Bag Speech, Demonstration Speech, Informative Speech
2. Learn principles of effective public speaking.	Quizzes, Vocabulary, Writing Assignments, Journal Reflections, Discussions
3. Reinforce existing public speaking skills and identify areas for improvement	Public Speaking Anxiety Self Quiz, Discussions
4. Demonstrate effective aspects of speech preparation including research	Writing Assignments, Journal Reflections, Final Assignment
5. Demonstrate analysis and dissemination of information for specific audiences	Brown Bag Speech, Demonstration Speech, Informative Speech
6. Appropriately apply public speaking skills to a variety of speech contexts.	Brown Bag Speech, Demonstration Speech, Informative Speech

Materials

This section lists the equipment, supplies, or resources students need to use to successfully complete the course:

Textbook — *Public Speaking, Practice and Ethics* is online, and each course module has the chapters available that we will be utilizing. The complete text can also be downloaded from this link: <https://2012books.lardbucket.org/books/public-speaking-practice-and-ethics/>.

Course materials, such as highlighters, pen and/or pencil, and a notebook with dividers, are highly recommended.

Course Web Site — All students must log onto the course web site several times each week. Here you will be able to engage in online discussions with classmates, submit assignments, and view your grades and progress.

Accessible PDFs — You may receive hand-outs that are related to course material and study guides.

Slide Presentations — Accessible slide presentations will be posted on the course web site and will be used to highlight critical lessons for the week.

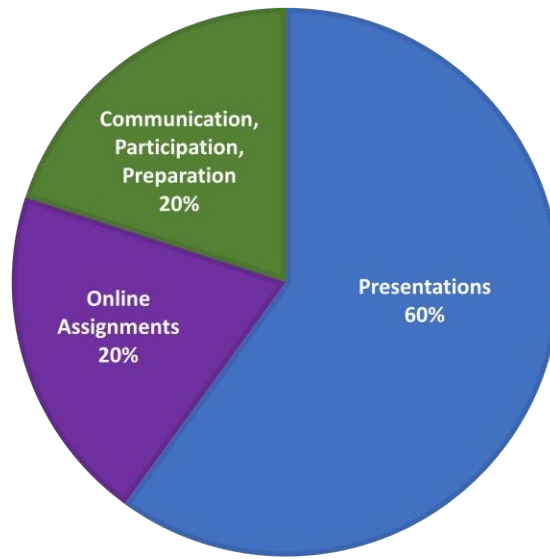
Multimedia Resources — Video lectures, audio recordings, and other related material appear within the course website. Quiz questions are embedded within most video tutorials and are designed to check your comprehension before completing graded assignments.

Related Web Sites — External websites may include YouTube (e.g., TED Talks).

Outcomes

Assignments and Assessments

All assignments will be graded for clarity, accuracy, and thoughtfulness according to rubrics provided with assignment instructions. Assignment categories will be weighted as follows, for a total of 100%:



Presentations— 60%

Presentations make up to 60% of your grade in this course. You will be asked to create and deliver four speeches in this course. Each speech you deliver will have multiple parts that are required assignments building to each speech. As this is a public speaking course, speeches are a priority in this class. (4 Speeches)

Online Assignments — 20%

Online assignments are valued at 20% of the course. Online work will include posting YouTube Journal assignments, running vocabulary assignments, and additional supplemental assignments that help organize and build speeches. (4 Journal Reflections, 6 Vocabulary assignments, 16 various assignments related to speeches)

Communication, Participation, Preparation — 20%

Students are graded on timely Inbox Messages and Conferences with the Instructor to discuss projects and Course Advisor to learning strategies. Participation also includes all Week 1 assignments and weekly Self-Evaluations. Week 1 assignments are designed to orient you to the course. Self-Evaluations are brief, one-question surveys asking you to share highlights from the week. Students respond to weekly discussion prompts and reply

to one another's posts, usually within 48 hours (about 2 days). Students must contribute to the conversations. Derogatory and sarcastic comments and jokes that marginalize anyone are unacceptable. Discussion posts and replies are worth 15 to 20 points and graded for accuracy, development, clarity, timeliness, and engagement. Students also complete weekly "pre" or "practice" quizzes on Mondays (not graded). Graded quizzes cover the same material as the practice quizzes and are due each Friday. Quizzes usually consist of five questions, each worth 1 point (usually a mix of multiple choice, true/false, matching, fill-in-the-blank, etc.) (Week 1, 13 Self-Evaluations, 13 Quizzes, 3-4 Conferences with Instructor, 9 Discussions).

Landmark College Grading Scale

Letter Grade	GPA Equivalency	Grade Scale	Definition
A	4.0	93-100	Excellent; distinguished achievement in all phases of the course
A-	3.7	90-92	
B+	3.3	87-89	Incredibly good; elevated level of achievement in some phases of the course
B	3.0	83-86	
B-	2.7	80-82	
C+	2.3	77-79	Fair; basic understanding of subject has been demonstrated
C	2.0	73-76	
C-	1.7	70-72	
D+	1.3	67-69	Poor; minimal performance
D	1.0	63-66	
D-	0.7	60-62	Passing
F	0.0	0-59	Failure

Timing and Scheduling

Dual Enrollment courses are designed to be 100% online with **asynchronous** and **synchronous** components. Asynchronous online learning allows learners to view instructional materials each day at any time they choose and does not include a “live” video lecture component. Synchronous online learning means that learners are required to schedule and attend one-to-one meetings with the instructor, a minimum of three Conferences per semester. You may also choose to meet synchronously with your instructor during their Office Hours.

Time Commitment

For every credit hour you are enrolled in, expect to complete 3 hours of work outside of class for studying or projects. A 3-credit course requires an average of 9 hours of work per week.

Course Topics and Schedule

The semester consists of 15 weeks (about 3 and a half months), including one week of vacation (i.e., Thanksgiving or Spring Break). All due dates are listed on assignments in Canvas. They can also be found on the Assignments page, the Suggested Study Schedule pages, the “to-do list” on the Home page, and in the Calendar.

Ensure that your Canvas settings are set to receive email/text notifications so that you receive updates and reminders.

Module & Weekly Topics	Objectives	Assessments
Module 1: Introduction and Orientation – How to Navigate Online Learning		
Week 1 Introduction and Orientation	<ul style="list-style-type: none">• Navigate Canvas, the course structure, and the syllabus• Submit assignment and locate grades, instructor comments, and annotated feedback• Communicate with instructor• Reflect on week’s work	<ul style="list-style-type: none">• Email instructor• Graded Quiz• Set up notifications• Introductory discussion• Schedule conference
Module 2: Public Speaking Overview		
Week 2	<ul style="list-style-type: none">• Explain the importance of ethics in Public Speaking	<ul style="list-style-type: none">• Weekly Quiz (Pre and Post)

Why Public Speaking Matters and the Ethics Involved	<ul style="list-style-type: none"> • Define the parts of communication 	<ul style="list-style-type: none"> • Reading • Discussion • Writing Assignment • Journal Reflection • Self-Evaluation
Week 3 Using Language and Projecting Confidence	<ul style="list-style-type: none"> • Explain the relevance of ethics in Public Speaking • Describe the importance of speaking to different types of audiences • Identify the effects of language • Illustrate how confidence effects Public Speaking 	<ul style="list-style-type: none"> • Weekly Quiz (Pre and Post) • Speaking Anxiety Quiz • Reading • Discussion • Vocabulary • Journal Reflection • Self-Evaluation
Module 3: Speech Preparation		
Week 4 Why Public Speaking Matters and the Ethics involved	<ul style="list-style-type: none"> • Identify methods to Understand your Audience • Describe ways to personalize your message • Define ethnocentrism 	<ul style="list-style-type: none"> • Weekly Quiz (Pre and Post) • Reading • Vocabulary • Writing Assignment • Journal Reflection • Self-Evaluation
Week 5 Using Language and Projecting Confidence	<ul style="list-style-type: none"> • Identify a topic you find interesting • Explain the importance of a thesis 	<ul style="list-style-type: none"> • Weekly Quiz (Pre and Post) • Reading • Vocabulary • Writing Assignment • Speech 1 • Self-Evaluation
Module 4: Body of Speech		
Week 6 Speech Outlines	<ul style="list-style-type: none"> • Develop a clear outline • Define this courses definition of a thesis statement 	<ul style="list-style-type: none"> • Weekly Quiz (Pre and Post) • Discussion

	<ul style="list-style-type: none"> Recognize the effect of background noise. 	<ul style="list-style-type: none"> Reading Writing Assignments <ul style="list-style-type: none"> Brown Bag Speech Reflection Demo Speech Outline Self-Evaluation
Week 7 Building Your Speech	<ul style="list-style-type: none"> Deliver, record, and upload a Demonstration speech Consider effective practices for course success Identify areas of the speech process where you need some help Evaluate the course, your process, and your instructor 	<ul style="list-style-type: none"> Weekly Quiz (Pre and Post) Discussion Reading Demo Speech Self-Evaluation Mid-semester survey
Module 5: Speech Research and Support		
Week 8 Using Research and Support for Speech legitimacy	<ul style="list-style-type: none"> Provide speech assessment and feedback Practice self-evaluation and reflection Describe the informative speech process 	<ul style="list-style-type: none"> Weekly Quiz (Pre and Post) Discussion Reading Vocabulary Writing Assignment Self-Evaluation
Week 9 Using Visual Aids	<ul style="list-style-type: none"> Understand the four primary constraints of topic selection. Demonstrate an understanding of how a topic is narrowed from a broad subject area to a manageable specific purpose. Understand how to establish research needs before beginning research. 	<ul style="list-style-type: none"> Weekly Quiz (Pre and Post) Discussion Reading Writing Assignment Self-Evaluation

	<ul style="list-style-type: none"> • Explain the difference between academic and nonacademic sources. 	
Module 6: Effective Conclusion		
Week 10 Writing an Effective Conclusion	<ul style="list-style-type: none"> • Understand how to choose the best organizational pattern, or combination of patterns, for a specific speech. • Identify and be able to use a variety of transition words to create effective transitions within a speech. • Identify the advantages of using notecards to present your speaking outline. • Name some common mistakes speakers make in trying to gain attention. • Differentiate among Miller's (1946) ten concluding devices. 	<ul style="list-style-type: none"> • Weekly Quiz (Pre and Post) • Reading • Writing Assignment • Notecard Activity • Vocabulary • Self-Evaluation
Week 11 Bringing It All Together	<ul style="list-style-type: none"> • Explain two ways in which presentation aids can increase audience understanding of a message. • Explain the role of careful planning and good execution when using presentation aids. • Explain how to make presentation aids easy to see, hear, and understand. • Understand how to practice effectively for good speech delivery. 	<ul style="list-style-type: none"> • Weekly Quiz (Pre and Post) • Reading • Journal Reflection • Informative Speech • Self-Evaluation
Module 7: Persuasion		
Week 12	<ul style="list-style-type: none"> • Define and explain persuasion. • Explain the three theories of persuasion discussed in the text: 	<ul style="list-style-type: none"> • Weekly Quiz (Pre and Post) • Discussion

Building Audience Support	social judgment theory, cognitive dissonance theory, and the elaboration likelihood model.	<ul style="list-style-type: none"> • Reading • Writing Assignment • Self-Evaluation
Week 13 Persuasive Techniques	<ul style="list-style-type: none"> • Explain the three theories of persuasion discussed in the text: social judgment theory, cognitive dissonance theory, and the elaboration likelihood model. • Identify examples of attitude, value, belief • Differentiate among the four types of persuasive claims. 	<ul style="list-style-type: none"> • Weekly Quiz (Pre and Post) • Discussion • Reading • Vocabulary • Self-Evaluation
Module 8: Speech Delivery		
Week 14 Putting It All Together	<ul style="list-style-type: none"> • Explain why having a strong conversational quality is important for effective public speaking. • Explain the importance of eye contact in public speaking. • Define vocalics and differentiate among the different factors of vocalics. • Explain effective physical manipulation during a speech. • Assess end-of-course elements and success 	<ul style="list-style-type: none"> • Assess a Speech • Reading • Final Writing Assignment • Final Video • End of Semester Survey



Gold Nugget: Imagine you have your own late-night show on TV or as a podcast. Who do you invite as your first guest? Use Canvas Inbox to send me your response, and I'll award you an extra point for one of your assignments this week!

Course Requirements

Landmark College Asynchronous Online Class Attendance Policy

In this asynchronous online course, your attendance will be tracked through your weekly submissions in Canvas. Students are required to submit assignments and/or participate in course activities weekly, as these submissions will serve as a record of attendance. **Just Logging In does not count.**

According to the Federal Student Aid Handbook, acceptable indications of attendance in an online course can include, but are not limited to:

- Student submission of an academic assignment
- Student submission of an exam
- A posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters

If you miss a week or more due to extenuating circumstances, contact your professor to discuss a plan to catch up.

References: [Federal Student Aid Handbook](#)

Technical and System Requirements

Students will need the ability to access our online course content through a browser running on a desktop or laptop computer. Mobile phones and tablets may not be adequate or appropriate for some aspects of the course materials. All popular browsers are supported, but we recommend Chrome or Firefox if available. A web cam is highly recommended.

A productivity suite such as Microsoft Office, Microsoft Office 365, Google G-Suite, or Open Office is recommended or may be required for Landmark College Online courses. If students will be accessing courses from school networks, it is important to note that some required materials are hosted on public sites including YouTube and Vimeo.

Consider adding a dictionary option such as Google Dictionary if needed.

Self-Management

It is your responsibility to track assignments and ensure that they are submitted on time. Students who do best in this course complete readings and homework on a regular basis — and on the days that such assignments are due to be discussed and reviewed. Students should **login to the course daily and complete the assigned course work**. Ask questions if clarification is needed.

Classroom Behavior Expectations

The classroom environment is one of respect and support for all students. Behavior that violates this environment will be tolerated, be it in the form of disrespect towards fellow students or towards guests in the classroom, or towards the professor. Responses will range from dismissal from the classroom for the remainder of the period to initiation of conduct board procedures. See more at <https://www.landmark.edu/student-life/our-community/community-standards>.

When we meet synchronously:

- Come to check-ins/meetings prepared by having completed previous readings, assignments, etc.
- Plan to attend each meeting for the entire duration.
- Turn off other devices when we meet.
- Mute your mic when meeting with more than one person and you're not speaking.
- Please participate in our individual conferences. You will get the most out of this class when you offer ideas, ask questions, etc.
- Give your best effort and be as professional, mindful, and present as possible, with me and your peers. I do not require you to keep your camera on in meetings where other students are present. ([Here's why.](#)) However, please minimize background noise/distractions for synchronous meetings. Please also sit or stand, rather than lying down. I want you to be comfortable, but consider the nonverbal cues and image you present to others.

Communication

Your instructor will communicate with you using Canvas Announcements, Messages, and assignment Comments (feedback on your homework). **Set your notifications in Canvas so that you will be notified of all course communications and expect to monitor your Canvas communications daily.** Your instructor will reply to all messages within 24 hours, and you should also respond to communications within 24 hours. Communication is a graded aspect of the course.

Homework Requirement

Each assignment in this course builds upon the prior one and supports you in building your knowledge incrementally. In addition, due dates help you, your peers, and your instructor schedule and plan their work week. When you submit your work on time, you do not interfere with your schedule or your instructor's schedule. If you submit your work a week or more after the due date, you have interfered with your progress and, in some cases, your peers' progress. For these reasons, requests for deadline extensions should be made in advance of the due date. If you find yourself challenged with an assignment or cannot meet a deadline,

contact your instructor to discuss an Action Plan.

All due dates are listed on individual assignments in Canvas. They can also be found on the Assignments page, the Suggested Study Schedule pages, the Canvas “to-do list” on the Home page, and in the Calendar.

Attendance and Administrative Withdrawal Policy

For online courses, “attendance” is determined by engagement in the course. You are expected to actively participate in the online course shell (**please login to Canvas daily**) and to complete all assignments within the specified week. This will require you to set your own hours to complete readings, videos, and activities. I encourage you to plan, stay on top of your assignments, and attend office hours or contact me to schedule an appointment.

Students who do not complete course work may be withdrawn from the class at the discretion of the instructor, and in accordance with established guidelines and procedures. The [Attendance Policy](#) and the [Administrative Withdrawal Policy](#) can be found in the Academic Catalog.

Privacy Statement

Landmark College uses digital learning tools that are compliant with Landmark’s policy on [student data privacy](#). If you would like to learn more about the privacy measures taken to protect students, view the [privacy statements provided by the creators of the tools we use](#). Some of our tools are used across the College, while others are used in specific courses.

Vendor Accessibility Statement

Landmark College is committed to meeting Landmark’s mission to “provide highly accessible approaches to learning that empower individuals who learn differently.” The design, development, and delivery of our online courses reflect our commitment to:

[Universal Design for Learning Guidelines](#). Our courses provide multiple means of representation, action and expression, and engagement.

[Web Content Accessibility Guidelines](#). Our courses are perceivable, operable, understandable, and robust. We follow best practices and standards as defined by [Section 508 of the U.S. Rehabilitation Act](#).

[Quality Matters Standards for Online Course Design](#). Our courses strive to meet higher education general standards for accessibility and usability.

Our vendors also honor a commitment to creating accessible online experiences for all users. For a complete list and links to vendor accessibility, please go to <https://etop.landmark.edu/canvas/technology.html>.

Artificial Intelligence Statement

Limited Use of Artificial Intelligence is allowable as outlined below

You may be aware that AI apps, such as ChatGPT, can be useful for generating ideas, but they can also give poor information and/or be misused. You are required to acknowledge any use of AI in the work you submit for class. Text directly copied from AI sites must be treated as any other direct quote and cited. Other uses of AI must be clearly described at the end of your assignment. If you use AI without documenting, you may be referred for academic dishonesty.

Acceptable vs. Unacceptable Use

The use of generative AI tools, e.g., ChatGPT, Dall-e, etc., is **permitted** for the following activities:

- Brainstorming and refining ideas
- Fine-tuning a research question
- Finding information on your topic
- Drafting an outline

The use of generative AI tools is **not permitted** for:

- Impersonating you in a classroom context (such as in a Canvas discussion board)
- Completing group work that has been assigned to you.
- Writing a draft of a writing assignment
- Writing entire sentences, paragraphs, or pages to complete an assignment.

You are responsible for the information you submit based on an AI query (for instance, that it does not contain misinformation or unethical content). Your use of AI tools must be properly documented.

College Policies

Essential Links

- Landmark College Student Handbook, along with additional Community Standards policies: <https://www.landmark.edu/student-life/our-community/community-standards>
- Academic Calendar: <https://www.landmark.edu/academics/academic-calendar>
- Request for Accommodations: <https://www.landmark.edu/student-life/our-community/request-for-accommodations>
- Landmark College Core Values: <https://www.landmark.edu/student-life/our-community/core-values>