



University of Wisconsin-Stevens Point

College of Fine Arts and Communication
Division of Communication

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Communication 101H: Oral Communication M/W 2 p.m. – 3:15 p.m.

Thomas Salek, PhD	: Instructor
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715-346-3401	: Phone
M: 1 p.m. – 2 p.m.	: Office Hours
W: 3:30 p.m. – 4:30 p.m.	
By appointment	

Required Texts:

- Joshua Gunn, *Speech Craft* (Bedford/St. Martin, 2017).
- Additional readings posted to our class D2L site.

Course Description

Oral communication or public speaking is of central concern for human communication. This course explores the practice of public speaking as a central component of American citizenship and participation in the public sphere. Using the principles of rhetoric as a guiding lens, this course allows students to gain practical experience in speech composition, delivery and critique.

Course Objectives

1. Students will demonstrate an ability to conduct research, synthesizing this information and presenting it to targeted audiences.
2. Students will develop critical thinking skills to make ethical and informed choices on how to effectively communicate with others.
3. Students will create public discourse that creates a sense of political awareness of current affairs.
4. Students will demonstrate an ability to deliver effective extemporaneous speeches.
5. Students will foster listening skills that allow them to evaluate communication acts from their peers.

Division of Communication Learning Objectives for Communication Majors

This course will help you achieve the Division's objectives for all majors.

1. Communicate effectively using appropriate technologies for diverse audiences. (e.g., Speeches)
2. Plan, evaluate and conduct basic communication research. (e.g., speeches).
3. Use communication theories to understand and solve communication problems. (e.g., Problem-Solution speech)
5. Apply principles of ethical decision making in communication contexts. (e.g., Each class session)

Course Requirements

Assignments	Points
Course Policies Agreement	10
Speech 1	100
Speech 2	150
Speech 3	200
Exam 1	150
Exam 2	150
Peer Evaluations	90
Homework	150
TOTAL	1,000

Extra Credit: Extra credit may be announced in class only. These opportunities are optional. Specific directions will be provided when the opportunity arises.

Course Policies Agreement

At the start of the semester students will electronically sign a course policies agreement and upload it to the D2L dropbox. The course policy agreement lists documents that must be reviewed before the course begins. To receive credit, students must read the appropriate documents, indicate that the materials have been read, and then upload the agreement to the D2L dropbox.

Classroom Professionalism

Anyone who misses a class should make arrangements with another student to copy notes, review announcements, and so forth. The instructor will present course materials only during designated class periods and will not reiterate materials from an entire class session during office hours. If students have specific questions that seek clarification about course content from a previous class period, they should not hesitate to ask, and the instructor will gladly work to clarify the course materials. However, students should not arrive at an instructor's office hours with the assumption that the instructor will "go over whatever I missed." Continually arriving late and/or leaving early is strongly discouraged. If it becomes a distraction, the instructor will reach out directly to the student via email or face-to-face.

Below are four Professionalism principles that should be followed at all times.

- **Participation:** Participation includes making helpful comments, grounded in key course concepts. These comments should help others in the class better understand the material. Remember that active listening is another key communication component.
- **Preparation:** Everyone is expected to have their book and read the assigned chapter(s) before attending class.
- **Punctuality:** There are unavoidable circumstances to be late, but make every effort to always arrive on time. If, for some reason, you run late on presentation days, **do not walk into the classroom or knock on the door while one of your classmates is presenting.** Please wait until the presentation has finished to enter. There is also a strict technology policy for this course. Students will get two free passes for breaking the technology policy (i.e. forgetting to silence a phone, texting during class, etc.). After that 3 points will be deducted for every disruption.
- **Politeness:** The classroom is an inclusive and professional environment. Everyone is to be treated with respect. Do not engage in side conversations, or be disruptive, when someone is speaking in front of the room. All types of communication in this course should be formal and professional. For example, when emailing the instructor or your colleagues, remember to include a proper subject line, greeting, and proper grammar.

Speech 1 (*Encomium, Speech of Praise*)

The goal of this assignment is to get you up and talking in an organized fashion. The topic of the speech is someone you admire, and why s/he is an admirable person. Thus, you will have to **convince** your audience, through argument, that this person is worthy of *their* admiration. The person could be someone you currently know, have known, someone contemporary or historical, a family member, friend, politician, musician, artist, philosopher—anybody you can argue that the audience should admire. This speech is difficult because you must show sincere regard for the person admired; *speeches that are cynical, ironic or backhanded will not fulfill the assignment.*

Why do we admire people? Because in some way the person, or their actions and accomplishments, embody values that are important to us. By “us,” we mean the larger public, not us personally. So, while being beautiful and rich may be satisfying to us personally, and we may *envy* people who are beautiful and rich (or just like them), we typically don’t admire them in the sense necessary for this speech. You’re trying to make your audience part of the “public” that could benefit from what’s valuable about your hero.

The values we do admire may include:

- Hard work
- Showing/creating an ethical society
- Putting one’s talents to work for others
- Giving back to one’s community
- Altruism/Helping others
- Putting the group before oneself
- Solving problems for others

It might be best to think of subjects for your speech as “public heroes,” **and you have to include the class as part of the “public” for this speech.** That is, you have to argue that your speech positions your classmates (and you) as people whose common interest is addressed by actions and accomplishments of the person in your speech. Deeds on the football field or basketball court aren’t going to be relevant to this speech; athletes will only be relevant in their works off the field (and simply having a foundation for PR purposes doesn’t count), or in advancing a larger purpose – breaking a color, gender or age barrier. People who end up in the media because they are rich or talented probably aren’t going to work, so you’ll have to do some research.

Someone who works two jobs and still does full time care of a sick parent is surely a hero, but the person who goes on to set up an agency that helps anybody in this situation is also a public hero. All across Wisconsin and the US there are thousands of people making a huge public difference. If you don’t believe it, take a look at www.growingpower.org -- someone who lives a few miles from you is making an impact across the country. You can look at awards websites for a general idea, or follow up a particular area (housing, hunger, poverty, political change).

You may use any organizational pattern you wish: topical, spatial, etc. You will be organizing the speech around the *reasons why* the person should be admired. This speech should not be a recitation of why *you* admire the person (then the speech is actually about you); it should be focused on why the audience – who may be skeptical or not even know the person – should admire him/her.

Fictional persons (Homer Simpson, Ned Stark, Wonder Woman) are not appropriate. Religious figures

like Jesus, Mohammed or the Shakyamuni Buddha also be difficult choices for this speech because your public may not share the same theology. Objects or ideas (monster trucks, Silly Putty, freedom) are not appropriate for this speech. Other people are so well known that it seems redundant to praise them again. Is there anyone around who doesn't know the Oprah or Barack Obama story?

You *must* use sources. Do not make up information about the person. If you are unsure if a source needs to be cited, ask yourself: How do I know this? How could I prove I wasn't making it up? If I don't know this by personal experience, where did I find it out?

Requirements

1. The speech must be 2-4 minutes in length. (A letter grade deduction will be made for each minute or partial minute under or over time).
2. Clear organizational structure (If all the necessary parts of the structure are not hearable, the speech will be graded accordingly).
3. No fewer than two different sources **cited in the speech**, with more citations required as appropriate.
4. A neatly typed outline of the speech must be submitted to D2L before delivery of the speech. Sources should be clearly cited in the outline.
5. The speech must fit the assignment, and incorporate principles and skills from class discussion and the book.
6. Visual aids or handouts of any kind are not permitted.

Speech 2 (The Controversial Speech)

Each student will argue one side of a controversial topic. For each topic, there will be a student arguing on the other side as well. The goals of this assignment are:

To develop clear and cogent arguments, free from obvious logical flaws, which incorporate citations to sources. These speeches *must do more than simply restate their theses* in various ways. They must give reasons and evidence.

To argue strongly for one side of an issue without waffling or merely gesturing at argument, and without simply speaking from a sense of personal commitment. You're not supposed to empty the contents of your heart, but present the best case you can muster. Do not moderate the controversial nature of the topic assigned; deal with it *rhetorically*.

To show a command of basic organization; to be able to craft a speech that is clearly structured and easy to follow, despite the complexity of evidence and arguments.

Students are on the pro or con side of a topic from a list provided by the instructor. Students do not need to be assigned an issue or side to which they feel strongly committed. Experience suggests, in fact, that such commitment frequently interferes with rational thought and successful completion of this assignment. There is nothing wrong, for the purposes of this assignment, in arguing a position with which you don't agree. You are being evaluated on your argument and organization skills, not your values or politics. But you also shouldn't argue a position you feel is personally shameful or morally reprehensible.

Despite the presence of two speakers for each issue, this is not a win/lose, zero-sum situation. Both speakers will be winners if their speeches are well-reasoned and well-organized. In fact, the speeches on each side might take such different approaches to the topic that they're not really comparable. That's OK, since the goal of the assignment learning to argue using evidence, not "defeat" someone.

Requirements

1. 4-6 minutes in length. A letter grade will be deducted for each minute or partial minute under or over time.
2. Clear organizational structure; if all the necessary parts of the structure are not hearable, the speech will be graded accordingly.
3. No fewer than four (4) different sources cited in the speech, with more citations required as appropriate.
4. A neatly typed outline of the speech must be submitted to D2L before delivery of the speech. Sources should be clearly cited in the outline.
5. The speech must fit the assignment, and incorporate principles and skills from class discussion and the book.
6. Visual aids or handouts of any kind are not permitted.

Speech 3 (Problem-Solution Speech)

The goal of this speech is to both convince the audience that there is a problem and persuade them to *take action* or *change their beliefs* about a solution to that problem. In other words, you are trying to convince your audience that something is a problem *for them* (it must be relevant to them) and that there is a solution they should believe in and act on. Thus, you will have to keep in mind what the audience's needs and interests are, since, for them, "problems" will be relative to these. The more concrete your action steps are, the better this speech will be. The overall organizational pattern of this speech is problem-solution. Beyond that, you have the usual choices. Remember that all requirements of organization and adaptation *always* apply.

Requirements

1. 5-7 minutes in length. Deductions will be made for speeches under or over time.
2. Clear problem-solution or problem-cause-solution structure.
3. No fewer than four different sources **cited in the speech**, with more citations required as appropriate.
4. A neatly typed outline of the speech must be submitted to D2L before delivery of the speech. Sources should be clearly cited in the outline.
5. The speech must fit the assignment, and incorporate principles and skills from class discussion and the book.
6. Visual aids or handouts of any kind are not permitted.

*****Generally Discouraged Topics*****

The following topics are generally discouraged for a number of reasons—whether simply too polarizing or simply so overdone that it’s unlikely to produce novel insights. At any rate, the following topics are strongly discouraged, and are likely to set you up for a less than satisfying outcome:

- Alcohol — including drinking age, drunk driving, etc.
- Smoking — “it’s bad”
- Drugs
- Abuse — wife, child, missing children
- Rape
- The “problem of terrorism”
- Abortion
- Content labeling/rating for movies, music
- Seatbelts are good
- Prostitution
- Pornography
- Drug abuse in pro sports
- Exercise is good
- Diet
- Stress
- Obesity
- Global warming
- Texting while driving

Exams

There will be two exams. The exams will consist of a combination of short answer and open-ended essay questions. These exams will be based on the content covered in the respective units of study. Questions will be written from the textbook and lecture material.

Peer Evaluations

Public speaking is a two-way process, and your role as an audience member is important. For each speech assignment, you will be required to thoughtfully and judiciously evaluate two of your peers. The instructor will provide the review assignments.

Homework

Homework will consist primarily of Current Events Speeches. However, the instructor reserves the right to assign additional homework, as necessary.

GENERAL GRADING POLICIES

Submission of Assignments

All assignments should be submitted **on D2L** by the specified date. You do not need to print off hard copies (unless otherwise specified).

Grading Policy

All course work is due by the date and time listed in the schedule unless otherwise noted. Requests to extend a due date for an assignment will be handled on a case-by-case basis, and the instructor has final say about any such arrangement. Requests should be made before an assignment is due—except in extenuating circumstances with documentation. Late work automatically will be docked 10% for each 24 hours after an assignment is due. *Please note: Even if an assignment is turned in 1-minute past the deadline it will be considered late and subject to the 10% penalty.*

Discussion of grades on assignments must take place before two weeks have elapsed from the receipt of the grade. After this, students are free to contact the instructor for clarification about a grade, but all numeric scores for assignments are final and will not be modified, regardless of the result of the discussion. In other words, don’t wait until the last week of the class to ask about a possible grading error on an assignment that was completed more than two weeks prior. Grade disputes must be submitted in a written format (printed document or via

email). In the document, provide concrete and defensible reasons for disputing a grade. Following receipt of the document, the instructor will review it and either reply with an explanation and/or may request a meeting with the student.

Grading Criteria for All Written Assignments

Written assignments for this class should follow the assignment guidelines. In any written work, please remember to provide arguments with ample evidence. This course is graded with the idea that an “A” is reserved for outstanding work. This means that the assignment demonstrates strong critical-thinking skills, makes an argument, supports it with ample evidence and is virtually error free. In contrast, a “C” is reserved for average work. This means that the assignment follows the minimum requirements, but may be unclear or not contain enough support.

Here are a few guidelines to follow before submitting written documents:

- Assignments should follow ALL the guidelines posted to D2L.
- Ideas are clearly expressed and supported with ample evidence from the course readings and/or outside sources.
- Assignments contain proper grammar and spelling (i.e., the paper has been thoroughly proofread). One way to ensure a paper is error free and easy to read is to read the paper out loud prior to submitting.
- Any assignment should follow APA style guidelines when citing research.
- Specific grading rubrics for each assignment will be available prior to its submission.

Final Grade Scale

Grading Scale	Letter Grade
1000-925	A
924-895	A-
894-875	B+
874-825	B
824-795	B-
794-775	C+
774-725	C
724-695	C-
694-675	D+
674-625	D
624-595	D-
594-0	F

GENERAL COURSE POLICIES

Read the following policies carefully. Enrollment in the class constitutes agreement with and understanding of these policies. Ignorance of these policies does not excuse their violation.

Technology in the Classroom

Laptops or tablets may be used to take notes and for collaborative in-class assignments. Cell phones should be silenced and not used in the classroom. If you are expecting a phone call or text message that is absolutely urgent, please let the instructor know ahead of time, and then quietly excuse yourself from the room to take care of the matter.

Excuses for Missed Work

Your instructor, on a case-by-case basis, will evaluate excuses for missed work. Permission to make up missed work will be granted only in the most unusual of circumstances, and only for excused absences. Any work missed due to an unexcused absence cannot be made up. These requirements are necessarily strict and enforced in order to provide fairness to all class participants.

To be eligible for permission to make up an assignment due to a verified absence, you must provide:

- Written evidence of the absolute need for you to be absent (emails are not acceptable)
- This evidence must be from an appropriate, verifiable source

Evidence must be presented to your instructor no later than one week after the missed assignment. Except in the cases of extreme emergency, however, students who need to be absent should contact their Instructor at least one week *prior* to the date they will be absent. The primary requirement of the evidence for the absence is that it must demonstrate that a circumstance beyond your control required you to miss class on that day. Not being able to find a parking space is not a circumstance beyond your control, nor is oversleeping. On the other hand, if you have a note from a doctor verifying that you had an illness that prevented you from attending class, that would count as a circumstance beyond your control, as would being called up for military service or jury duty, as long as you provide the appropriate documentation. When it comes to being present and prepared on the days a quiz or class assignment is being given, it is presumed that most things are under your control. You will only be permitted to make up a quiz or assignment due to extraordinary crises. Carelessness and unpreparedness, and all the things that result from them, will not be considered valid reasons for making up a speech or exam.

Technology Requirements

Written work must be posted to the D2L dropbox in Microsoft Word (.doc or .docx) or PDF formats only. No other formats will be accepted. If the instructor cannot open your document, it will not count as being turned in, and you must reformat and repost. Late penalties will apply. Be sure to keep copies of your work and the feedback for the entire duration of the class.

When necessary, the instructor will communicate with the class and/or individual students via the email address listed in your D2L account. It is your responsibility to check that email account regularly.

Plagiarism and Academic Integrity

From the UWSP 14.01 STATEMENT OF PRINCIPLES – Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions. For more info: <http://www.uwsp.edu/dos/Pages/Academic-Misconduct.aspx>
Note: Submissions via D2L will be automatically screened for plagiarism.

Students with Special Needs/Disabilities

If you have a disability and require accommodation, please register with the Disability and Assistive Technology Center (6th floor of the Learning Resource Center – that is, the Library) and contact me at the beginning of the course. More information is available here: <http://www4.uwsp.edu/special/disability/>.

Emergency Procedures

In the event of an emergency, this course complies with UWSP's outline for various situations. A full list of these emergency plans is available here: <http://www.uwsp.edu/rmgt/Pages/em/procedures/default.aspx>

A Note on Achieving Academic Success in this Course

I cannot wait to work with each and every one of you throughout the semester. I want everyone in this course to achieve their academic goals. To reach this end, I am happy to be here for you as much as you'd like. Please do not hesitate to reach out to me via email or stop by my office at any time. Throughout the semester there will be at

least one required one-on-one individual appointment to discuss class participation and course goals. However, if you'd like to discuss individual assignments or anything, do not hesitate to reach out.

Course Schedule

This schedule reflects major readings and writing assignments. Additional assignments may be required throughout the semester. I may make changes to this schedule as I see fit to meet the needs of the class and take advantage of opportunities on your behalf.

Class Date	Topic	Reading	Assignments
1/22	Introduction to the Course		
1/24	Overcoming Communication Apprehension	Chapter 1	Course Policy Agreement
1/29	Understanding Audiences	Chapter 3	Current Events Speech A
1/31	Making Arguments	Chapter 16	Current Event Speech B
2/5	Organization and Transitions	Chapter 7 and 8	Impromptu Speech
2/7	Delivery and Speaking Outlines	Chapter 10	
2/12	Speech Topic/Purpose and Speech Genres	Chapter 4 and 12	Current Event A
2/14	Celebratory Speeches	Chapter 13	Current Event B
2/19	Speech Workshop		Outline Check
2/21	Speech 1		Speech 1
2/26	Speech 1		Speech 1
2/28	Research MEET IN ALB (LIBRARY) 316	Chapter 5	
3/5	Supporting Materials and Reasoning	Chapter 6	Current Event A
3/7	Exam Review		Current Event B
3/12	Exam 1		
3/14	Style	Chapter 9	Current Event A
3/19	Informative Speaking	Chapter 14	Current Event B
3/21	Case Study		
3/26	Spring Break		

3/28	Spring Break		
4/2	Speech Workshop		Outline Check
4/4	Listening and Ethics (class held online)	Chapter 2	
4/9	Speech 2		
4/11	Speech 2		
4/16	Persuasive Speaking	Chapter 15	
4/18	Current Event A		
4/23	Current Event B		
4/25	Speaking for Social Change	Chapter 19	
4/30	Speech Workshop		Outline Check
5/2	Speech 3		
5/7	Speech 3		
5/9	Speech 3		
5/17	12:30 p.m. – 2:30 p.m. Exam 2		