

Class: T & TH, 2 - 3:15pm, CAC 202

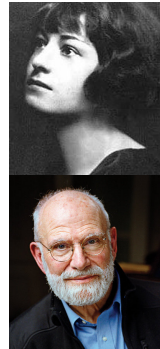
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Prof. Timothy Halkowski  
CAC 320

Office hours: M 1 -2pm; Tues., 3:30 - 4:30pm,  
☞ by Appt.

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"Of course I talk to myself. I like a good speaker, and I appreciate an intelligent audience." - Dorothy Parker

"We speak not only to tell other people what we think, but to tell ourselves what we think. Speech is a part of thought."  
- Oliver Sacks

### About this course

This course explores the practice of public speaking as a central component of participation in the public sphere. Using principles of rhetoric, this course allows you to gain practical experience in speech composition, delivery and critique. It also introduces you to the practice of critical thinking, which is essential in constructing logical, persuasive and ethical arguments.

### Learning Objectives

GEP Learning Outcomes for Oral Communication -

Compose and deliver articulate, grammatically correct, and organized oral assignments using appropriate communication technologies as well as properly documented and supported ideas, evidence and information suitable to the topic, purpose, genre and audience.

Apply an understanding of elements that shape successful oral communication such as topic, purpose, genre and audience to critique your own and others' delivery and provide effective and useful feedback to improve your and others' communication.

GEP Learning Outcomes for Critical Thinking -

Recognize critical thinking as a process of identifying, analyzing, evaluating, and constructing reasoning in deciding what conclusions to draw or actions to take. Identify, analyze, evaluate, or construct reasoning as they apply it to general or discipline-specific questions or issues.

## Required Readings

Joshua Gunn, *Speech Craft* (Bedford/St. Martins, 2017). Available for rental at the University Bookstore.

Stanley Fish, *Winning Arguments* (Harper Paperbacks, 2017). Available at the University Bookstore.

Additional readings will be distributed through the course Canvas website.



## Assignments and grading

Major assignments for this course include researching, outlining, revising, presenting and critiquing three speeches: a celebratory speech, an informative speech, and a persuasive speech, and completing a mid-term and final exam. You also will be required to complete a series of in-class and out-of-class assignments throughout the semester designed to help you develop and deepen your oral communication knowledge and skills, to analyze required readings and on-line speeches, and to participate productively in class discussions. Your speeches will be graded on appropriateness of topic for the assignment and target audience, and on quality of research, content, style, and delivery. Exams will ask you to reflect on your own growth in public speaking. Readings will supplement lectures and discussions --- in other words, reading material may be included on the exam even if we do not cover it in class.

Major Speeches: Celebratory, Informative, Persuasive (50% of final grade)

MidTerm and Final Exams (20% of final grade)

Portfolio of pass/fail additional assignments (30% of final grade)

## Course Policies

**Attendance.** Your success in this course depends on your active participation. Please arrive on time for each class, ready to actively contribute to class discussion and assignments. If you MUST miss class, please:

Notify me in advance (in case of emergency, notify me as soon as possible)

Arrange to get notes from a fellow student.

Arrange to have any work due that day turned in at the beginning of class.

Realize that there will be NO MAKE-UPS for missed in-class assignments, INCLUDING the presentation of speeches and exams. If you miss class on a presentation or exam day without having documentation of an emergency, you will receive a grade of zero for that assignment. If you miss class on a day when others are scheduled to present their speeches, you will be

deducted half a letter grade from your speech assignment. Excused absences may be granted for medical emergencies, death in the family, university sanctioned events, religious observations, and military service. Work obligations, faulty alarm clocks, car failure, family vacations, job interviews, etc., do NOT count as emergencies that warrant an excused absence and the chance to make up in-class assignments, presentations or exams.

Use of technology and accommodations. Please turn off your cell phones. Use of cell phones, tablets, laptops or other technology is not permitted during class, unless it is part of an assignment or a required assistive technology. If you need to use technology in class, please see me. Also, please see me if I can provide necessary accommodations.

E-mail. You may e-mail me with questions, comments and concerns, or to set up an individual conference. I check my e-mail regularly during the work week. Please leave at least 24 hours for a response.



## Course Schedule

<u>Dates</u>	<u>Topic/s</u>	<u>Readings</u>	<u>Speeches &amp; Exams</u>
Jan 21, 23	Introduction	Gunn ch 1	
Jan 28, 30	Speech genres	Gunn ch 12 & Atkinson Lend, ch 1-2	
Feb 4, 6	Celebratory speaking	Gunn ch 13 & Atkinson Lend ch 3	
Feb 11, 13	Celebratory speaking	Gunn ch 10	
<b>Feb 18, 20</b>	<b>Presentations</b>		<b>Celebratory speech</b>
Feb 25, 27	Informative speaking	Gunn ch 14	
Mar 3, 5	Selecting & researching your topic	Gunn ch 4 - 5	
Mar 10, 12	Supporting materials, organizing, & outlining	Gunn ch 6 - 8	<b>Midterm Exam (take home)</b>
<b>Mar 17, 19</b>	<b>Spring Break</b>		
Mar 24, 26	Impromptu speaking		
<b>Mar 31, Apr 2</b>	<b>Presentations</b>		<b>Informative speech</b>
Apr 7, 9	Persuasive speaking	Gunn ch 15, Atkinson Lend ch 6 & Atkinson Claptrap; Fish chapt 1	
Apr 14, 16	Making arguments	Gunn ch 16, Warren handout, & Fish chapt 2 & 4	
Apr 21, 23	Using presentation aids effectively	Gunn ch 11 & Atkinson Lend ch 4 Fish chapt 5	
<b>Apr 28, 30</b>	<b>Presentations</b>	Gunn ch 18-19	<b>Persuasive speech</b>
May 5, 7	<b>Presentations &amp; course wrap up</b>		<b>Persuasive speech</b>
<b>May 14</b>	<b>Final Exam (take home)</b>	<b>Due May 14, 10am</b>	<b>Final Exam (take home)</b>

### Accuracy & Ethics

All work produced for this class must be your own and must be produced for THIS course. If you use others' work, please be sure to cite it appropriately (including information you get from print and digital sources). Plagiarism of any kind will result in a warning. Second offenses will result in a final grade of "F" for the course. Please consult the University Handbook for additional information on academic conduct.



### Care Team

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting here: <https://www.uwsp.edu/dos/Pages/Anonymous-Report.aspx>.

### Title IX

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the information on the Dean of Students webpage for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. Dean of Students: <https://www.uwsp.edu/DOS/sexualassault>  
Title IX page: <https://www.uwsp.edu/hr/Pages/Affirmative%20Action/Title-IX.aspx>

**Disability and Accommodations**

In accordance with federal law and UW System policies, UWSP strives to make all learning experiences as accessible as possible. If you need accommodations for a disability (including mental health, chronic or temporary medical conditions), please visit with the Disability and Assistive Technology Center to determine reasonable accommodations and notify faculty. After notification, please discuss your accommodations with me so that they may be implemented in a timely fashion. DATC contact info: datctr@uwsp.edu; 715/346-3365; 609 Albertson Hall, 900 Reserve Street

**FERPA**

The Family Educational Rights and Privacy Act (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear educational need to know may also have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

**Academic Integrity**

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it. For more information on UWS chapter 14 visit: <https://www.uwsp.edu/dos/Pages/Student-Conduct.aspx>

**Reporting Incidents of Bias/Hate**

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it: <https://www.uwsp.edu/dos/Pages/Anonymous-Report.aspx>.

You may also contact the Office of the Dean of Students directly at [dos@uwsp.edu](mailto:dos@uwsp.edu). Diversity and College Access is available for resources and support of all students: <https://www.uwsp.edu/dca/Pages/default.aspx>.

### **Clery Act**

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our Annual Security Report. Another requirement of the Clery Act is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our Jeanne Clery Act page.

The Drug Free Schools and Communities Act (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. Center for Prevention – DFSCA

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our copyright page.

