Hello, and welcome to Public Speaking! If you work hard and take the course seriously, you will improve your public speaking skills throughout this semester.

I understand this class can be difficult. But it can also be an amazing opportunity for personal growth! In addition to the professional skills you will gain, my hope is you will also learn how to navigate interpersonal situations, conflict mediation, and civil discourse with more confidence.

**Required Course Materials**

**Folder:** Two Pocket. For handing in materials related to your major speeches.  
**Student Packet:** $15, provided in class the first week of the semester.

**Points Breakdown**
Your course grade will be determined by your performance on four major speaking assignments, smaller assignments related to the speeches, and in-class exercises:

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<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
<th>Points Earned</th>
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<tbody>
<tr>
<td>Speech 1:</td>
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<tr>
<td>Local Issue Speech</td>
<td>100</td>
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<td>• Speaking notecards and</td>
<td>25</td>
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<td>bibliography</td>
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<tr>
<td>• Performance</td>
<td>75</td>
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<td>Speech 2:</td>
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<tr>
<td>Informative Speech</td>
<td>190</td>
<td></td>
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<tr>
<td>• Draft Working Outline</td>
<td>15</td>
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<tr>
<td>• Final Working Outline</td>
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<td></td>
<td>125</td>
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<td><strong>Speech 3:</strong> Persuasive Speech</td>
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<td>150</td>
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<td><strong>Speech 4:</strong> Ceremonial Speech</td>
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<td>125</td>
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<tr>
<td><strong>Various Assignments</strong></td>
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<td></td>
<td>150</td>
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<td>100 (1x10 pts speech 1, 3x10 pts speeches 2-4)</td>
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<td>60 (4 x 15 pts)</td>
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<td><strong>Total Available Points:</strong></td>
<td>1000</td>
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<tr>
<td><strong>Total Points Received:</strong></td>
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Course Schedule
Some assignment dates, point values and readings are subject to change. I reserve the right to make modifications to this syllabus as needed, and I will inform you in a timely fashion if I do so.

Week 1:
Tuesday, 1/14: Welcome! Course overview and expectations
READ: Syllabus

Thursday, 1/16: The Public Sphere
HW: TED Talk Assignment (due before class on Tuesday)
READ: Ch. 1-2, Packet pp. 1-16

Week 2:
Tuesday, 1/21: Developing and Delivering Your First Speech
HW: Upload Speech 1 topic to Moodle (due by 11:55 pm tonight)
READ: Ch. 3-4; Packet pp. 17-18

Thursday, 1/23: Listening and Feedback; Speaking Anxiety; Speech 1 workshop
IN CLASS: Reading Quiz 1 (Ch. 1-4)
HW: Speech 1
READ: Packet pp. 19-26 (familiarize yourself with types of feedback)

Week 3:
Tuesday, 1/28 & 1/29: SPEECH 1
IN CLASS: Peer feedback (must be turned in at end of class)
DUE IN YOUR FOLDERS: Notecards and bibliography of 2 required sources in APA
HW: Self-evaluations are due the day following your speech (with 4 concepts cited from textbook with page numbers)

Week 4: Library Week
Tuesday, 2/4: Developing topics/Understanding audiences
*MEET IN Maureen and Mike Mansfield Library, Student Learning Center (second floor) for LIBRARY RESEARCH DAY 1
IN CLASS: Topic brainstorming exercise and proposal (Packet pp. 30-31)
READ: Ch. 5-6; Packet pp. 27-29
HW: Set up RefWorks account

Thursday, 2/6: Researching public issues
*MEET IN SLC for LIBRARY RESEARCH DAY 2
DUE: Central Idea Worksheet (packet p. 32)
HW: Reference page typed in APA (Use Refworks or see APA guides on Moodle);
Audience Surveys
READ: Ch. 8-10; Packet pp. 33-37

Week 5:
Tuesday, 2/11: Inventing and Organizing Informative Speech
DUE: Reference page typed in APA; Central Idea Worksheet; Audience Surveys
READ: Ch. 11-12
Thursday, 2/13: Outlining Formal Speeches  
   HW: Draft Outline  
   READ: Packet pp. 38-39

Week 6:  
Tuesday, 2/18: Overview of Outside Speaker Assignment; Speech 2 workshop  
   DUE: Draft Outline  
   IN CLASS: Reading Quiz 2(Ch. 5-6, 8-12)  
   READ: Packet pp. 75-78  
Thursday, 2/20:  
   IN CLASS: Impromptu speeches

Week 7:  
Tuesday, 2/25 & Thursday, 2/27: SPEECH 2  
   IN CLASS: Peer feedback (must be turned in at end of class)  
   DUE IN YOUR FOLDERS: Draft outline with my feedback, final outline, notecards, and bibliography of 3 required sources in APA  
   HW: Self-evaluations are due the day following your speech (with 4 concepts cited from textbook with page numbers)

Week 8:  
Tuesday, 3/3 and Thursday, 3/5: SPEECH 2  
   IN CLASS: Peer feedback (must be turned in at end of class)  
   DUE IN YOUR FOLDERS: Draft outline with my feedback, final outline, notecards, and bibliography of 3 required sources in APA  
   HW: Self-evaluations are due the day following your speech (with 4 concepts cited from textbook with page numbers)  
   READ: Packet p. 49

Week 9:  
Tuesday, 3/10: Inventing /Organizing Persuasive Speech  
   HW: Persuasive Topic Proposal (Packet p. 54); debate prep  
   READ: Ch. 13; Packet pp. 50-56  
Thursday, 3/12: Persuasive Speaking; class debates  
   DUE: Persuasive Topic Proposal (Packet p. 56)  
   HW: Audience Surveys  
   READ: Ch. 14

   **SPRING BREAK: March 16-20**

Week 10:  
Tuesday, 3/24: Persuasive Speeches – examples, practice feedback  
   DUE: Audience surveys  
   READ: Packet pp. 57-62  
Thursday, 3/26: Majoring in COMX; Speech 3 workshop
Week 11:
**Tuesday, 3/31 and Thursday, 4/2: SPEECH 3**
- **IN CLASS:** Peer feedback (must be turned in at end of class)
- **DUE IN YOUR FOLDERS:** Final outline, notecards, and bibliography of 3 required sources in APA
- **HW:** Self-evaluations are due the day following your speech (with 4 concepts cited from textbook)

Week 12:
**Tuesday, 4/7 & Thursday, 4/9: SPEECH 3**
- **IN CLASS:** Peer feedback (must be turned in at end of class)
- **DUE IN YOUR FOLDERS:** Final outline, notecards, and bibliography of 3 required sources in APA
- **HW:** Self-evaluations are due the day following your speech (with 4 concepts cited from textbook)

Week 13:
**Tuesday, 4/14 & Thursday, 4/16: Ceremonial Speaking & Effective Language**
- **IN CLASS:** Reading Quiz 3 (Ch. 7 and 15)
- **READ:** Ch. 7; Ch. 15; Packet p. 64 & Appendix 411-422
**Thursday, November 21: Ceremonial Speaking continued**
- **DUE:** Outside Speaker Assignment; PRCA Packet

Week 14:
**Tuesday, 4/21: Ceremonial Speaking continued**
**Thursday, 4/23: SPEECH 4**
- **IN CLASS:** Peer feedback (must be turned in at end of class)
- **DUE IN YOUR FOLDERS:** Manuscript with 3 language devices highlighted/organizational strategy labeled (References page required if sources used)
- **HW:** Self-evaluations are due the day following your speech (with 4 concepts cited from textbook with page numbers - for those speaking Thursday, please e-mail me your self-evaluation.

Week 15:
**Tuesday, 4/28 and Thursday, 4/30: SPEECH 4**
- **IN CLASS:** Peer feedback (must be turned in at end of class)
- **DUE IN YOUR FOLDERS:** Manuscript with 3 language devices highlighted/organizational strategy labeled (References page required if sources used)
- **HW:** Self-evaluations are due the day following your speech (with 4 concepts cited from textbook with page numbers - for those speaking Thursday, please e-mail me your self-evaluation.

**Finals Week May 4-8: NO CLASS**
Graded folders will be ready for pickup during finals week. Your overall grade in the course will be reflected on Moodle by the end of the day Thursday, May 7th. If you have questions or concerns
regarding your grade, you must let me know by the end of the day Friday, May 1. Unless you get in touch with me by then, your course grade is considered final.

**COMX 111 Course Policies**

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. Please let me know in a timely, respectful, and professional way.

Please show respect for your instructor and others in the class. Maintain a civil and professional atmosphere. Respect differing opinions, do not use vulgar or offensive language, and create a supportive environment throughout the semester. Additionally, please email in a respectful manner: use complete sentences, be clear about your question or concern, and use proper grammar.

**Attendance Policy:** Attendance will not be taken daily, but I will assign in-class participation activities regularly. You must be present to receive credit, no exceptions.

Miss class at your own risk; you will likely miss important material regarding lectures and speaking assignments that I will likely not repeat again. If you miss class, it is your responsibility to check the syllabus, read the textbook/student packet, and contact your classmates to receive the information you missed. After you have done these, you may contact me via e-mail with any questions.

**Speech Day Attendance Policy:** Attendance on speech days is required, no exceptions. If you know it advance that you cannot attend your speech day, it is your responsibility to find a classmate to switch with. It is far better that you show up, give your speech, and go home after you’ve presented than miss your speech altogether (as missed speeches lose 25% for each day they are late). For extreme circumstances, speeches may be made up in front of the the COMX111 TA’s in my office.

**FAILURE TO COMPLETE ALL FOUR OF THE FORMAL SPEECHES WILL RESULT IN A FAILING GRADE IN THE COURSE.**

Finally, please be on time for class out of respect for your classmates. On speech days, if you are late, please wait outside the door until you hear an applause so as not to disturb the speaker during his/her/their presentation.

**Late Work Policy:** Without a doctor’s note or communication with me regarding extreme circumstances, late work will be deducted 10% for each day it is late. Without a doctor’s note, speeches will be deducted 25% for each day they are late (as mentioned above).

Unless otherwise noted, no hand-written or e-mail work may be submitted. It is your responsibility to make sure your materials are printed and prepared before class. If you turn in a
hand-written assignment that should be typed (such as a speech outline), you will receive no credit. Worksheets and class activities are the obvious exception to this rule.

**Technology Policy:** I will permit use of laptops during lecture *so long as you do so respectfully.* Ringers should be off, unless there is a legitimate reason for it to be on. Inform me before class if this is the case. However, **NO TECHNOLOGY MAY BE USED ON SPEECH DAYS.** Phones should be turned off and put away during speeches.

**The 24/7 Rule:** If you have an issue with a grade, you must take at least 24 hours to organize your concerns or questions before talking with me. You have seven days to discuss any issues with me. After that, I cannot offer useful feedback and your grade is finalized.

**Academic Integrity:**
All students taking this course must adhere to the University of Montana’s academic dishonesty policy as presented in the Student Conduct Code (SCC). As noted in the code, students are expected to practice academic honesty. Any actions that include, but are not limited to, the following behaviors are reasons for pursuing academic and university sanctions:

- 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)

The *minimum* consequence for engaging in cheating or plagiarism is failure on the related assignment, but this type of activity usually results in failure in the entire course. At worst, academic misconduct can result in expulsion, denial of your degree, and/or revocation of a degree that has already been awarded. See the Student Conduct Code for definitions and consequences of cheating and plagiarism. The unabridged student conduct code is located at: [http://www.umt.edu/student-affairs/community-standards/Student%20Conduct%20Code%20-%20FINAL%20-%2008-24-18.pdf](http://www.umt.edu/student-affairs/community-standards/Student%20Conduct%20Code%20-%20FINAL%20-%2008-24-18.pdf)

**Support for Students with Disabilities:**
If you have, or think you may have, a disability (including an ‘invisible disability’ such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and/or accommodations through the DSS office on campus [https://www.umt.edu/dss/](https://www.umt.edu/dss/). Please obtain appropriate documentation from the DSS Office and then see me to discuss what, if any, special arrangements need to be made. Please do so within the first 2 weeks of class in order to be effectively accommodated.

*Finally, enjoy the class! You might even have some fun.*