

**University of New Mexico-Valencia Campus**  
**English 1130: Communication I**  
**Public Speaking - Syllabus**

Fall 2020  
English 1130-501  
Public Speaking  
Online M/W 12-1:15pm  
CRN: 66308 (16-Week Course)

Lizbeth Axelrod, MFA  
Office Location: Virtual  
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Online Office Hours: Tues 11:00AM-12:00PM  
and by Appt.

Dates: 8/17/2020-12/14/2020

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**Course Description**

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**Course Description:** This course is designed to provide you with basic theories and skills that are essential to effective public speaking. Topics include audience analysis, organization of ideas, persuasive/informative speaking, credibility, and extemporaneous delivery. Ideally, you should be able to apply these skills in a variety of public speaking situations whether in future college courses or non-academic settings. As a member of the class you will also become an active listener and learn to analyze, critique, and evaluate the speaking of others.

**STUDENT LEARNING OUTCOMES (SLO's)**

1. Write coherent speech outlines that demonstrate their ability to use organizational formats with a clear specific purpose.
2. Incorporate research, sound reasoning and evidence that support claims they make in their presentations of speeches and outlines.
3. Demonstrate that they are careful and critical thinkers both as speakers and listeners.
4. Adapt their presentations to the audience based on situational, demographics and psychological audience analysis.
5. Explain their relationship and ethical responsibilities to others in the communication transaction.
6. Explain the basic principles of communication, and apply selected theories of rhetoric and/or communication.

**COURSE COMPETENCIES (CC's):**

1. Demonstrate effective and ethical speech preparation, including planning, research, forms of elaboration, critical and creative thinking, organization, research, outlining, audience adaptation, and speech introductions and conclusions.
2. Describe and interpret the theoretical framework behind public speaking. □ Demonstrate critical thinking skills when examining arguments, sources, processes, etc.
3. Apply appropriate presentational skills across a variety of contexts, ranging from interpersonal, to the workplace, to formal encounters.
4. Evaluate and critique a variety of presentations including classmates' and student's own presentations, in order to become a more effective speaker and audience member.
5. Demonstrate effective speech delivery through use of language, nonverbal elements and consider presentation aids. Develop impromptu and extemporaneous delivery skills.
6. Manage presentation anxiety.

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## Required Texts and Materials

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- The Art Of Public Speaking, 12th Edition, 2015 by Stephen E. Lucas. McGraw Hill
- UNM e-mail address & Blackboard Learn.
- Access to ZOOM – Preferably a Zoom Account

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## Instructor Information

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For assistance with course-related questions, I am available to meet with you online during regular office hours. (See office hours) If you cannot meet during these times, let me know and we can schedule an appointment. You can also reach me by e-mail at [laxelrod@unm.edu](mailto:laxelrod@unm.edu) during normal business hours from 8:00 AM to 5:00 PM, M-F. Please allow 24 hours for a response.

**Biography:** Lizbeth Axelrod, MFA has been teaching undergraduate English and Writing for over five years, motivating her students with a true passion to discover the nuances of the written word. She teaches Writing & Rhetoric, Writing & Literature, Composition, Contemporary Literature, and Creative Writing. She has held previous academic appointments at State University of New York, Westchester Community College, and the New York City College of Technology. Liz received her MFA from the New School for Public Engagement, NYC in 2013. Her work has been published in Yes Poetry, The Rumpus, The Brooklyn Rail, Electric Literature, The Ampersand Review, Wicked Alice by Dancing Girl Press, Counterpunch.com, and many more. Her first book of poetry, "Go Ask Alice" (June 2016) was a finalist in the Finishing Line Press New Woman's Voices Competition. She has been a book reviewer for Kirkus Reviews, and Publisher's Weekly, and was founder, co-host and curator of the Cedarmere Reading Series in the home of William Cullen Bryant (2014-2018).

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## Basic Course Policies

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No late work is accepted in this course. Weekly assignments cannot be made up if a student is absent. Students are expected to attend two weekly Zoom meetings, to log in to blackboard at least three times a week, and be prepared to work when class begins. Open up your notebook, have your pen ready, and be prepared to take notes when our Zoom meetings begin. Make sure your computer is on and that you are logged in to begin work in Microsoft Word/Blackboard Learn. **Because we use the computers every day, having your NetID and password is mandatory for success in the course.** No talking is allowed during the lecture. No cellphones are allowed in class. There is a zero tolerance policy for any of these actions. Students who do not comply will be asked to leave without warning and will receive a zero for the day's activities.

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## Attendance Policy

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Attendance will be taken at the beginning of each Zoom meeting. Missing class is not an excuse for being unprepared. If you are absent, it is your responsibility to keep up with reading, get class notes from a fellow student, and /or see me during office hours if you have questions about the material. Students who miss the first week of classes will be dropped. Students who miss more than 4 Zoom meetings will be dropped. Arriving 10 minutes after class starts counts as an absence. Excused absences include documented hospitalization or other documented, unexpected extreme emergencies. If excessive absenteeism that falls under the purview of "excused absences" continues, I reserve the right to drop students from the course. Please note: doctor's appointments, child-care, court dates, and job scheduling conflicts do not count as excused absences.

## **Plagiarism**

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Any form of plagiarism is unacceptable and the paper in question will receive a failing grade. Plagiarism means using language and/or ideas without acknowledging their source. Plagiarism includes such activities as copying another student's papers or ideas, downloading and turning in papers from the Internet, or copying passages from outside sources without proper documentation. We will have a class discussion and assignment on Plagiarism. There will be additional resources on Blackboard as well. Plagiarism may also result in failure of the entire course or disciplinary action by the University.

To learn how to avoid plagiarism, students can speak to me, consult a tutor, or refer to <http://library.acadiau.ca/sites/default/files/library/tutorials/plagiarism/>.

## **ONLINE Classroom Behavior**

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While I do not expect problems when working with adult learners, these policies ensure a safe and productive classroom environment. The following policies are listed in the University of New Mexico Student Handbook.

- 1) Students must treat one another and the instructor with respect. Derogatory remarks or name-calling is prohibited.
- 2) Students should not interrupt classroom lectures or discussion with non-related comments.
- 3) Students may discuss complaints about the course with their instructor; however, the students must do so in the proper environment, such as via email to the instructor, or during private office hours. Constant complaining in class discussions or in ZOOM meetings may result in the student being asked to leave that day's lesson; continued complaining after the first warning may result in the student being dropped from the course.
- 4) Students should not yell or curse at other students or at the teacher. Class time is a professional learning environment. Obscene language will not be tolerated.
- 5) Sexual harassment will not be tolerated.
- 6) Behavior that threatens the safety of any class member, including the instructor, will not be tolerated. The offending student will be asked to leave for the day and may be dropped from the course. Security will be called. Intoxication, physical assault and or battery, violence, stalking, or threats fall into this category.
- 7) Students must not threaten the instructor concerning their grades. This type of behavior is considered harassment and/or verbal assault. Security will be called.
- 8) If you ever feel unsafe on campus, please call security at (505) 925-8570.

## **NETIQUETTE STATEMENT:**

Netiquette is a set of rules for behaving properly in an online class.

In our class we will follow the following rules: Be considerate of your fellow students. No swearing or hate speech in the forums. All opinions are welcome, but they must be backed up by facts and reliable sources. No one is allowed to inflame or coerce another student's beliefs, ideas, or assumptions. Everyone has different points of view and debate is a large part of the discussions in this class. Speeches & Debate must be respectful, collegiate, informed and constructive – and it must stay in our class. Proper use of MLA format, grammar, and tone is required in all formats of this class (discussion boards, email, messages, written responses, workshops and writing assignments).

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## Title IX Statement

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In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered “responsible employees” by the Department of Education (see page 15 - <http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf>). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu). For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740.html>

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## Computer and Technology Policies

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Students must log in on the scheduled class meeting times with materials in hand. Save your work often and have a back-up file so as to avoid losing your work. Using computers during class time for entertainment, social networking, or personal e-mailing is strictly forbidden. Students who violate this policy will be asked to leave and counted absent for the day. The same rule applies for cell phones. Cell phones must remain off and stored away from work areas. No texting or phone calls are allowed. Be prepared to dedicate our Zoom Meeting exclusively to English.

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## E-Mail Etiquette

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In general, e-mails that you write to me during the semester should include professional language, addressed with a subject heading including the type of question you are asking. For example, “Essay 1” would be an appropriate subject heading for a question regarding the first essay. E-mails should also include a salutation. For example, “Dear Professor Axelrod” would be an appropriate salutation for an electronic message. Be sure to sign your first and last name, and proofread your e-mail for grammatical errors. Please avoid text-speak. Learning to write professional e-mails early on is a skill you need as you progress to higher academic levels and further career pursuits.

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## Equal Access

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Pursuant to the Americans with Disabilities Act (ADA), students with documented special needs will be accommodated in this course. Students with disabilities should visit Accessibility Services to obtain an Equal Access form, which needs to be sent to the professor within the first two weeks of class. The contact information for the Student Services Office is (505) 925-8560 and <http://www.unm.edu/~vcadvise/equalaccess.htm>.

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## Academic Support

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Free tutoring is available at the Learning Resources Center (L Building). Please call 925-8907 for an appointment. I am also available to help you with individual writing issues during my office hours or by appointment. Students who regularly seek tutoring usually see a great improvement in their grades.

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## Assignment Policy

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Unless otherwise specified, all writing assignments must follow MLA format and be typewritten, double-spaced in a 12pt, Times New Roman font. Essay length requirements are 750-1000 words each, or 3-4 pages. MLA specifications and help are available on our Blackboard in the Course Content and Resources section and are clearly laid out in Diana Hacker’s *Pocket Style Manual*.

**MISSED WORK** – *I will not allow students to make up missed work. I hardly ever allow students to make up missed speeches.* Exceptions are limited to documented, serious, and inescapable emergencies, such as car accident or hospitalization. If you should miss a speech, you would do well to submit your outline to me in *Learn ASAP* (for partial credit only).

**ENGAGEMENT** – You can participate best when you are prepared, having done the reading and homework before class. Come ready to demonstrate what you’ve learned. I evaluate your level of engagement – *evidenced by active listening, quality contributions, and productive use of class time* – during and after each class.

**RESPECT** – Public speaking can be very nerve wracking. It is of utmost importance to demonstrate courtesy to your fellow classmates. Each of you will be working for a grade when you get up to present your speech. As such, distractions and inattentive audience can have a negative effect on the speaker. I have zero tolerance for rude or disruptive behavior. Students who persist in such behavior will forfeit points from their own presentation and those points will be awarded to the speaker who was disrupted.

**Disruptions** include: use of phones at all – call, text, surf; cell phone ringing during a classmate’s speech; open laptops or other electronic devices; rummaging through backpacks, grooming, practicing your own speech, general behaviors associated with non-listening, or any other behavior that I deem controllable and inappropriate during a presentation.

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### Required Work and Grading

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**You will perform four assessed speeches: Introduction; informative; persuasive, and ceremonial, applying our developing knowledge of effective public speaking. Much Zoom class time is dedicated to presentations and feedback. You will also provide constructive feedback to classmates’ speeches and integrate your emerging knowledge and experience through reflective writing.**

#### **ASSESSED WORK & POINT VALUES:**

Speeches & Writing Assignments:

- 1: Introduction (2-3 minutes) 100 points
- 2: Informative Speech (4-6 minutes) 25 elements x 4@ possible 100pts
- 3: Topic Proposals (4 speeches) 25 points each total 100 points
- 4: Persuasive Speech (6-8 minutes) 25 elements x 4@possible 100pts
- 5: Ceremonial (1-2 minutes) 100 points
- 6: Final Evaluation Speech (2-3 minutes) 100points
- 7: Group Peer Evaluation\* 4 each - total 100 points
- 8: Participation & audience 100 points
- 9: Weekly Journal and Writing Assignments - 100 points
- 10: Discussion Board - 100 points

\*Peer Evaluations: During the practice day in zoom workshop, you will work with a classmate and evaluate each other’s speeches. I will provide further guidance on our evaluation focus. The purpose of this exercise is to practice constructive criticism, and work to practice and improve upon our speeches.

\*\*Self-evaluation: This assignment involves video-recording a speech, then reflecting in a 2page paper the effective aspects of your speech and the aspects to improve.

There are 1000 points possible in the course. Grades will be determined on a traditional percentage system, with the appropriate plus or minus sign: 100-90% = A (1000-900 points); 89-80% = B (899-800 points); 79-73%= C (799-700 points); 69-60% = D (699-600); and below = F.

Score	Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
0-59	F

### **Participation**

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Participation is mandatory in this course. Participation means actively participating in your education, including class discussions, in-class writing workshops, and other exercises. Make sure to bring course materials and take notes during every class meeting. In the case of absence, in-class writing assignments cannot be made up regardless of the reason.

Your contribution is valuable to your peers' learning as well as your own. You are expected to participate respectfully and thoughtfully. *If you are distracting yourself electronically, you are not present.* Any distracting/inappropriate behavior (e.g., texting), will earn you a "check -". At the end of the course, your attendance and participation points will be calculated based on this system.

*Participation is important to the entire class; therefore, it is rewarded. Attentive audience is part of your participation grade.* Missing class is not an excuse for being unprepared; if you are absent it is your responsibility to keep up with reading, get class notes from a classmate, and/or confer with me at an appropriate time if you have questions. Excessive absences (missing more than 4 of our Zooms in the 16 week class, even "excused") can result in being dropped. Two instances of arriving late, leaving early, or persistent (non-course) electronics use can be counted as an absence. Excused absences are illness or emergencies; non-emergency appointments, child/family care, court hearings, and job scheduling conflicts do not count to excuse absences.

**QUALITY** – *I strongly advise you to dress up a bit on your speech days; this includes removing outer jackets, hat, etc* - Doing so shows that you care and that you are professional.

### **Student Privacy**

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Student privacy is strongly protected by professors at UNM-Valencia. In fact, a federal statute called FERPA strictly prohibits the instructor or administrators from talking to anyone but the student about his/her progress. If a student has questions about a grade on an assignment or about the final grade for the course, FERPA dictates that the student is the **ONLY ONE** who may speak to the instructor regarding their grades. In sum, parents, relatives, or friends will not be allowed access to information about student performance. All other outside requests for information release must be sent to and approved by the UNMVC registrar: (505) 925-8580.

## **Technical Assistance**

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If you have questions about computer-related issues, please call (505) 277-5757, M-F, 8:00 am-12:00 noon and M-F, 1:00 pm-5:00 pm MST. Computer technicians are available and happy to help you solve those difficult problems. For Blackboard Learn Assistance click on the tab entitled, "How to use Learn," which is located on the left-hand menu bar of our course page.

**Class Calendar – All Assignments Will Be Posted In Weekly Modules on Blackboard Learn**  
**Assignments are subject to change – be sure to read weekly Announcements for updates**  
**All written Assignments are Due on Sunday at 10:00pm**  
**Speeches will be done in Zoom Class Meetings**

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**Each Module is designed to help you to learn, practice, and demonstrate your knowledge of the Student Learning Outcomes (SLO's) for this class. Our SLO's are:**

1. Write coherent speech outlines that demonstrate their ability to use organizational formats with a clear specific purpose. (SLO 1)
2. Incorporate research, sound reasoning and evidence that support claims they make in their presentations of speeches and outlines. (SLO 2)
3. Demonstrate that they are careful and critical thinkers both as speakers and listeners. (SLO 3)
4. Adapt their presentations to the audience based on situational, demographics and psychological audience analysis. (SLO 4)
5. Explain their relationship and ethical responsibilities to others in the communication transaction. (SLO 5)
6. Explain the basic principles of communication, and apply selected theories of rhetoric and/or communication. (SLO 6)

### **Module 1**

#### **Zoom Meeting 12:00-1:15pm Wednesday, August 19, 2020**

Introduction to Comm1130, Syllabus Overview, Student Introductions, Introduction to Blackboard Learn  
Read Syllabus; Purchase Book; Secure Internet/E-Mail Access;  
Read Chapter 1 "Speaking In Public"  
Read Chapter two "Ethics and Public Speaking"  
Post your intro on Discussion board – comment on 2-3 classmates  
Do Writing Assignment 1 – What are the Ethics involved in Public Speaking (choose 2 and discuss)  
Think about what you will include in your Speech.  
Speech proposal assignment discussed.

### **Module 2**

#### **Zoom Meetings 12-1:15pm Monday & Wednesday**

Discuss Chapter One Speech and context: analyze. Discuss Speech Topic – Introduction Speech content and online delivery.

Discussion Board – ZOOM STAR! I wanna be one. How to be one...

View C-SPAN clip of speech provided. Note, apolitically, observations of qualities of speech & delivery in preparation View posted TED Talks. Choose one of the 3 short talks that interest you to share in class next week

Write down the speaker's name and the title or topic and post in Discussion Board.

Speech topic and proposal posted in Assignments on Sunday at 10:00pm

Read Chapter 4 – Giving Your First Speech

Post Introduction Speech outline in Assignments

### **Module 3**

#### **Zoom Meetings 12-1:15pm Monday & Wednesday**

Introduction Speech #1 in Zoom Class – Order selected by Professor (100 points)

Watch TED and TEDxABQ recorded talks. Discussion of how these talks work. How the speakers get their purpose across (or don't and why).

Second speech assigned: **Informative.**

View posted speeches and analyze based on criteria in discussion board

Read Chapter five – “Selecting a Topic & a Purpose”

Read Chapter 7 – “Gathering Materials”

Pick Speech Topic - post proposal in assignments

### **Module 4**

#### **Zoom Meetings 12-1:15pm Monday & Wednesday**

Discussion/activity: research and preparation of Informative speech.

Practice Speech in Zoom Workshop groups

Watch Ted Talks

Watch Online Speech (TBA) Post comments in Discussion Board

Read Chapter 9 “Organizing the Body of the Speech”

Read Chapter 10 “Beginning and Ending the Speech”

Speech 2 – Practice in Zoom Groups

### **Module 5**

#### **Zoom Meetings 12-1:15pm Monday & Wednesday**

Speech #2 – Due in Zoom – Speech Order Assigned by Professor (100 Points)

Read Chapter 15 “Speaking to Inform”

Discussion Board – Overcoming Fear

Paper Topic – Which Speech will you analyze?

Paper Proposal due Sunday at 10:00pm

### **Module 6**

#### **Zoom Meetings 12-1:15pm Monday & Wednesday**

Second graded speech - Persuasive Speech Discussion

Discuss Evaluation and Persuasion – How do they work together

Read Chapter 16 – “Speaking to Persuade”

Watch Persuasion Ted Talks – analyze one in discussion board – how did they inform, persuade, what did they use to get your attention. Were you persuaded? What you add/subtract from the speech? Why?

### **Module 7**

#### **Zoom Meetings 12-1:15pm Monday & Wednesday**

Read Chapter 17 “Methods of Persuasion”

Practice persuasion in small zoom groups

Watch videos – analyze one in discussion group. Post on two of your peers analyses

Post Speech topic - Proposal and outline due Sunday at 10:00pm

### **Module 8**

#### **Zoom Meetings 12-1:15pm Monday & Wednesday**

What works and what doesn't – how to persuade audiences, how to define audiences – who are you speaking to,

What do you want to convey – synthesizing topics, methods and delivery.

Read Chapter 13 “Delivery”

Watch selected speeches & readings online

Discussion Board – what did you choose for your persuasive speech and why. What do you fear?

What do you want to tell – how important is it to you?

### **Module 9**

#### **Zoom Meetings 12-1:15pm Monday & Wednesday**



Speech 3 - Persuasive Speech Workshops in Zoom Class

Post speech topic in your workshop group online comment on your group members speeches in the blog

Watch political speeches – comment on tactics used

Read Chapter 18 “Speaking on Special Occasions”

Post in discussion board – What political speeches impressed you. What did they do right, what would you change?

### **Module 10**

#### **Zoom Meetings 12-1:15pm Monday & Wednesday**

Speech #3– Due in Zoom – Speech Order Assigned by Professor (100 points)

Discussion Board – How was the workshop – did you get constructive comments, what did you change?

Find a historical speech online and do an analysis based on the criteria posted in the module

### **Module 11**

#### **Zoom Meetings 12-1:15pm Monday & Wednesday**

Discussion of Ceremonial Speech

Watch Newsroom episode – discuss speech tactics used in episode

Pick one of the ceremonial speeches online and write an evaluation (25 points) - Post in assignments area

Post Ceremonial speech topic and outline in assignments by Sunday at 10:00pm

### **Module 12**

#### **Zoom Meetings 12-1:15pm Monday & Wednesday**

Read Chapter 15 “Speaking to Inform”

Work on Ceremonial Speech in Zoom Groups

### **Module13**

#### **Zoom Meetings 12-1:15pm Monday & Wednesday**

Ceremonial Speech due in Zoom – Professor will select the order

Final speech discussion board – post your ideas for the final

Post your final speech topic and outline in Assignments area

### **Module 14**

#### **Zoom Meetings 12-1:15pm Monday & Wednesday**

Final Speech workshop groups in Zoom

Polish the speech

Watch videos and comment in discussion group

Evaluate a speech

Post Evaluation Assignment

### **Module 15**

Zoom Meetings 12-1:15pm Monday & Wednesday

Work on Final Assignments

Extra Credit work assigned

Catch up on any missed discussion board posts

### **Module 16**

#### **Zoom Meetings 12-1:15pm Monday & Wednesday**

Final Speech in Zoom – Order selected by students