



COMM 1130-502: Introduction to Public Speaking (3 credits)
Spring 2020, Tue and Thu 1:30 pm to 4:15 pm
Vocational/Career Tech Center Room 101

CONTACT INFORMATION

Instructor: Mohib Rehman, MA
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Office: Room 133, Arts and Science Building
Office Hours: Tue 12:30-1:30 pm or by appointment

READINGS

Required Text: *The Art of Public Speaking* (12th ed.) by Stephen Lucas.

COURSE DESCRIPTION

This eight-week, intensive course explores the fundamentals of effective oral presentation to small and large groups. Topic selection, audience analysis, methods of organization, research, structuring evidence and support, delivery techniques, and other essential elements of speaking successfully, including the listening process, form the basis of this course.

This course aims to improve your speaking skills so that you may realize the benefits of effective listening and also to develop your ability to write and present speeches. This course assumes no prior experience on your part. I want to develop your ability to effectively communicate before your peers as that will distinguish you as a competent and well-educated person. Skillful communicators are more likely to succeed in education and in the workplace. The objectives of this course are to familiarize you with some basic principles of effective and ethical public speaking, to give you some experience enacting those principles through class assignments and activities, and to instill in you a critical appreciation for the importance of communication to our lives.

Student Learning Outcomes:

1. Students are able to demonstrate a clear interactional goal
2. Students are able to express information with clarity
3. Students are able to synthesize information in a logical and organized structure
4. Students are able to utilize ample and appropriate support for their arguments
5. Students are able to demonstrate extemporaneous speech delivery
6. Students are able to demonstrate speaking fluency
7. Students are able to present using good vocal qualities
8. Students are able to demonstrate physical behaviors that support the verbal message

Competencies:

1. Analyze and evaluate written and oral communication in terms of situation, audience, purpose, aesthetics and diverse points of view.
2. Express a primary purpose in a compelling statement and order supporting points logically and convincingly.
3. Use effective rhetorical strategies to persuade, inform, and engage.
4. Employ writing and/or speaking processes such as planning, collaborating, organizing, composing, revising, and editing to create presentations using correct diction, syntax, grammar, and mechanics.
5. Integrate research correctly and ethically from credible sources to support the primary purpose of a communication.
6. Engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences.

Public Speaking Talent and Performance in a Public Speaking Course:

Some of you come to this class with a natural talent for public speaking; however, others of you might feel that you are too shy, too nervous, or too experienced to succeed.

Wherever you fall in that spectrum, please consider that “talent” is only one component of having a successful and productive semester in this course.

Here are ten areas where you can positively influence your grade in this course regardless of your talent for public speaking:

1. Come to class (mentally and physically)
2. Have a good work ethic
3. Put forth your best effort
4. Display good body language
5. Your energy/enthusiasm
6. Your attitude
7. Your passion for your education
8. Being willing to use constructive criticism
9. Doing extra when you have the opportunity
10. Always being prepared for class

Please Note the Following Regulations:

1. You are required to attend classes. A record of your attendance will be kept as one measure of your commitment to the class. If you miss several classes, I will urge you to drop the course and retake it when you will be able to attend more regularly.
2. If you must miss a class it is your responsibility to get all notes, handouts, etc. from your classmates and the instructor (in other words, I will not track you down to remind you that you need to turn in assignments and I will not re-teach classes in my office hours).

3. You are required to submit written work on the date due. **NO LATE SPEECHES. NO MAKEUP SPEECHES. If you miss your speech, for any reason, it will be marked a zero.**
4. Be prepared by having all reading assignments and writing assignments completed in time for class discussion.
5. UNM—Valencia regulations concerning academic honesty are strict and fair. If you are at any time unsure about a debt to an outside source, ask me for assistance.

Academic Integrity:

Academic integrity is the foundation of a quality education. UNM expects that students will produce and submit their own work in all academic situations. Violations are a serious threat to the academic integrity of the institution.

A violation occurs if a student knowingly gives, receives, uses, or attempts to use, unauthorized assistance in any academic situation. These situations include, but are not limited to examinations, tests, quizzes, homework, papers, projects, presentations, and computer assignments.

You may use other authors' words or ideas only if you properly quote and cite them. If you cheat on an assignment, quiz, or test, you will receive a zero on the assignment, quiz, or test. If you plagiarize most or all of an assignment, you will automatically fail the class and be reported to the Dean. If you misquote or incorrectly cite a source, your assignment grade will be reduced to reflect your need to continue to develop that skill. If you have questions about how to cite the work of others, the time to ask is before you turn in the assignment.

Take a moment to review the University of New Mexico's policy on academic dishonesty:

“Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or who otherwise fails to meet the expected standards. Any student judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course.”

GRADING RUBRIC

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|--------------|---------------------|
| 97% - 100% = | A+ (194-200 points) |
| 93% - 96% = | A (186-193 points) |
| 90% - 92% = | A- (180-185 points) |
| 87% - 89% = | B+ (174-179 points) |
| 83% - 86% = | B (166-173 points) |
| 80% - 82% = | B- (160-165 points) |
| 77% - 79% = | C+ (154-159 points) |

| | | |
|-------------|----|------------------|
| 73% - 76% = | C | (146-153 points) |
| 70% - 72% = | C- | (140-145 points) |
| 65% - 69% = | D+ | (130-139 points) |
| 60% - 64% = | D | (120-129 points) |
| <60% = | F | (0 -119 points) |

All work must be completed on time. Any exceptions should be cleared with me beforehand, not after-the-fact. No late speeches.

Grades:

- Class participation (10%). This includes regular attendance of all scheduled classes and full participation. An “A” is unlikely if the student does not participate in class discussion.
- Quizzes (10%). A series of brief pop-quizzes and other short exercises.
- Introductory Speech (10%) 3-5 minutes
- Impromptu Speech (10%) 3-5 minutes
- Persuasive Speech (20%) 5-7 minutes, minimal visual aid, outline necessary before the speech
- Informative Speech (20%) 15 minutes, PP compulsory, PP slides due before the speech, bibliography due the day of your speech
- Final Exam (20%) multiple choice and short answer

Course Policies:

We learn to communicate through a combination of critique and practice, and for you to benefit from this course you need to be here. Therefore, *attendance is mandatory. Absences will hurt your final grade.* On speech days, please wait until you hear applause before entering to avoid interrupting a speech in progress. You are responsible for whatever you miss. Quizzes will never be made-up.

Additional Resources:

You are responsible for taking charge of your learning. However, there are resources available to help you. Use them! Ask for help when you need it. Some of these resources include:

- Academic Support: Our campus has The Learning Commons where you can receive free tutorial assistance in many academic areas.
- Students with disabilities: If you have a documented disability, the Equal Access Services office will provide me with a letter outlining your accommodations. I will then discuss the accommodations with you to determine the best learning environment. If you feel that you need accommodations, but have not documented your disability, please contact Jeanne Lujan, the coordinator for Equal Access Services at 925-8910 or jmlujan@unm.edu.
- Instructor support: Please remember that I am available to help you. Ask questions in class. If you're uncomfortable asking questions in front of your classmates, send me an email or talk to me before or after class. My role is to help you succeed. You are not imposing when you ask for help—it's my job and my pleasure to help you succeed in college.

- Your classmates: Your classmates can give you appropriate feedback on your assignments, since they are familiar with what we've covered in class. They may also be able to provide you with notes if you miss class or with information about missed assignments. You are not in competition with anyone in this course, so work together!

Title IX:

Our campus seeks to provide an environment that is free of bias, discrimination, and harassment. If you have been the victim of sexual harassment/misconduct/assault we encourage you to report this. If you report this to a faculty member, she or he must notify our college's Title IX coordinator about the basic facts of the incident (you may choose whether you or anyone involved is identified by name).

Title IX Pregnancy:

UNM does not discriminate against any student on the basis of pregnancy or related conditions and are protected under Title IX. Absences due to medical conditions relating to pregnancy will be excused for as long as deemed medically necessary by a student's doctor, and students will be given the opportunity to make up missed work. Students needing assistance can seek accommodations.

Accommodations:

Reasonable accommodations will be available for qualified students with documented disabilities according to the Americans with Disabilities Act (ADA). If you have any special educational needs or concerns, please contact your classroom instructor and the Disability Support Services (DSS) Office as soon as possible.

Classroom Behavior:

Together, we can create a classroom atmosphere in which you can share ideas and express opinions. Please respect other's right to have different opinions. All students are expected to behave appropriately and to demonstrate common courtesy. Any student or group of students may be denied access to the classroom if, upon the instructor's determination, some behavior impedes student learning and/or the health and safety of peers, self, or the staff.

Attendance:

Punctual attendance is required. Come on time and stay until I dismiss class. I take attendance at the start of every class. I expect you in your seat and ready to work. If you are not, or if you leave early, your grade will be affected as follows:

- **Late arrivals/early departures**: You may be up to 15 minutes late (or leave up to 15 minutes early) **twice** during the semester without affecting your grade. Any late arrivals or early departures after that—even a couple of minutes—will count as an absence.

- **Absences:** There are no “excused” absences except mandatory (and documented) field trips for school or absences covered under Disability Support. The same rule applies to everyone. Track your time carefully and save your absences for illnesses or other unexpected, unavoidable events. Missing class, even one class, reduces your chances of passing this semester.

Technology Use:

Use technology appropriately. Using technology for non-class purposes is not allowed. This is disruptive and disrespectful. If you do not follow this rule, your grade, and possibly your enrollment in the class, will be affected.

Do not check your e-mail, use the internet, send text messages, or use any other technology device for anything other than assigned work in the classroom. Silence your phone and make sure it is not visible. This is especially important during speech days.

*****Food and drink are not allowed in the classroom.***

General Outline for the semester:

I reserve the right to change assignments as I see appropriate. This is only a general guideline.

Week 1: Week of January 21 & 23

Introduction to the course and a full review of the syllabus
 Chapter 1: Speaking in Public
 Chapter 4: Giving Your First Speech
 Chapter 2: Ethics and Public Speaking
 Chapter 5: Selecting a Topic and purpose
 Brainstorming for your first speech
 Test run of your Introductory speech

Week 2: Week of January 28 & 30

1/28: Introductory Speech
 Chapter 6: Analyzing the Audience
 Chapter 7: Gathering Materials
 Chapter 8: Supporting Your Ideas
 Chapter 9: Organizing the Body of the Speech
 Chapter 10: Beginning and Ending the Speech

Week 3: Week of February 4 & 6

Chapter 11: Outlining the Speech
 Chapter 14: Using Visual Aids
 Chapter 16: Speaking to Persuade
 Chapter 17: Methods of Persuasion

Week 4: Week of February 11 & 13

Persuasive Speech

Week 5: Week of February 18 & 20
Chapter 15: Speaking to Inform
Chapter 13: Delivery

Week 6: Week of February 25 & 27
Impromptu Speech
Practice and visual aid check

Week 7: Week of March 3 & 5
Informative Speeches

Week 8: Week of March 10 & 12
Review day
3/12: Final Exam

End of the course

IMPORTANT DATES

Jan 28 (Tue): Introductory Speech
Feb 11 (Tue): Persuasive Speech
Feb 13 (Thu): Persuasive Speech
Feb 25 (Tue): Impromptu Speech
Feb 27 (Thu): Impromptu Speech
Mar 03 (Tue): Information Speech
Mar 05 (Thu): Information Speech
Mar 12 (Thu): Final Exam