COMM 2040 – Public Speaking

Course Description
Communication Studies 2040 is the basic public speaking course here at the University of North Texas. As such, the primary modes of the course are the study and practice of public speaking skills. Because the University of North Texas is a public institution, the majority of this public speaking class will focus on public speaking in a civic setting. As a consequence, during those parts of the class that involve reading and discussing the history and theory of effective communication, COMM 2040 focuses on examples and advice that emerge from public life, often examining issues concerning the fates entire communities like those address in electoral politics. This also means that the speaking and writing assignment in COMM 2040 have a similar focus.

COMM 2040 has two mutually-reinforcing goals. The first goal is to improve the public speaking skills of the students who take the class. This means preparing and delivering a series of speeches, all of which are designed for a public audience. This also means acquire a core set of knowledge about the history and theory of effective public speaking in the Western tradition. Ideally, through both the practice and study of public speaking, students will leave COMM 2040 as better public speaks, but also as citizens with an expertise in how to continue improving their public speaking skills. The second goal of the course is to provide a civic education. The process of learning to speak effectively to a public audience requires a sophisticated engagement with the perspectives of prospective audience members. This process of accounting for and then speaking to the concerns held by other members of the community is at the core of COMM 2040 and contemporary civic life.

This is the Maymester version of COMM 2040. Be warned, this course moves quickly. The first speeches will be given on the second day of the course. Public speaking is a skill that takes years to master, to make strong progress in just two and a half weeks will require a great deal of dedication and focus. You will want to take good notes, do all of the reading on time or early, and bring your questions about upcoming assignments with you to class. You might also find it helpful to schedule your study time for this class down to the day and perhaps even the hour. Although COMM 2040 is an intensive experience, the course is designed to encourage success, but only for those students who are willing to put in the intensive effort it requires.

Course Materials

Required Materials
• The course Blackboard page.

Recommended Materials
Course Assignments

The following are rough descriptions of each of the assignments. More specific requirements for each including rubrics will be made available during class. *None of the assignments in COMM 2040 are optional. If a student does not complete and submit any of the assigned work for COMM 2040, he or she will fail the course.*

**Speech of introduction**
For your Speeches of Introduction you will introduce another member of the class to the class. On the first day of class, you will be given time and a set of questions to interview the class member you will be introducing. Your speeches of introduction should then give the class a strong sense of who that person is, but also advocate for the significance of that person. Formal speeches of introduction usually meant to be the grounds for a productive relationship between a speaker and his or her audience, so you should seek to give the class good reason to pay close attention to the classmate you introduce.

- 4-5 Minutes
- 1 Page Outline
- 10% of Grade

**Speech of Deliberation**
For the Speeches of Deliberation, you will again work with another classmate. Together, you will choose a topic and write a resolution. One of you will design a speech arguing in favor of the resolution, while the other will give a speech against the resolution. Together, the speeches of deliberation should give the audience good reasons to consider both sides of the issue chosen. These speeches should reflect substantial research and result in a more informed audience.

- 8-10 Minutes
- 2 Page Outline
- 5 Cited Sources
- 20% of Grade

**Speech of Advocacy**
The Speeches of Advocacy will build on the speeches deliberation. Reusing the same topic, the speeches of advocacy will encourage the audience not just to take a stand on a particular resolution or question, but also to take action. Successful speeches of advocacy will result in the audience wanting to go make a change. Although the Speeches of Advocacy must cover the same topic as the Speeches of Deliberation, the do not need to repeat the same arguments. The speakers are welcome to switch sides or even join on the same side. Additionally, good Speeches of Advocacy will propose and work to motivate clear, concrete actions the audience members could actually take themselves.

- 8-10 Minutes
- 2 Page Outline
- Visual Aid
- 20% of Grade

**Speech of Enrichment**
The Speeches of Enrichment will be like short lessons, teachings important public speaking concepts from the course in a creative way. Working alone, each student will choose a topic or concept from the course and design a presentation around it. Each presentation should be designed for members of the general public presumably interested in improving their public speaking skills. Good Speeches of Enrichment will both offer ideas and advice for using the chosen concept or concepts to pursue self-improvement. They will also argue for the value of the chosen concept, advocating for this particular path toward of self-improvement.

- 8-10 Minutes
- 2 Page Outline
- Visual Aid
- 20% of Grade
Speech of Commemoration
The Speeches of Commemoration are epideictic speeches celebrating the end of the course. Each speech should find a way to praise the course and its participants through celebration of a communally-held value. Through the speech, the audience’s commitment to the chosen value should be strengthened, thereby celebrating the course and creating the grounds for future actions. Note that this speech of commemoration will share some aspect of a commencement, but is not meant to be a commencement.

- 4-5 Minutes
- 1 Page Outline
- 10% of Grade

Course Reflection Paper
The final for COMM 2040 is a short reflection paper. The Course Reflection Paper should answer several questions. In what aspect of public speaking do feel you improved the most? In what aspect of public speaking do you feel you still have the most work to do? Where do you expect to have the opportunity to use your public speaking skills later in life? How do you plan to continue improving your public speaking skill as you encounter those opportunities? How has a public speaking made it possible for you to be a better member of your community?

- 3-4 Pages
- 10% of Grade

Participation
Participation is an evaluation of each student’s contributions to the classroom. Simply being present in the classroom is a requirement of COMM 2040 and not a contribution to it. Students’ contributions can come in the form of, but are not limited to: speaking in class, insightful commentary on the required readings, bringing in an example for class discussion, performing exemplary work which can be modeled by other students, asking or answering questions, and attending office hours as necessary.

- 10% of Grade

Course Policies
Please note that the University of North Texas boasts several great resources for rhetorical humans who also happen to be undergraduate students in COMM 2040:
- UNT Writing Lab (http://ltc.unt.edu/node/362)
- COMM Library (http://communication.unt.edu/research/library)

As you find cause to seek help along the way in COMM 2040, do not forget that these are available to you. You can find more details by following the links or asking your instructor.

Guidelines for Submitting Assignments
Assignments will be collected at the beginning of class the day that they are due. Barring documented emergencies, even if you are absent on the day that an assignment is due it is your responsibility to submit the assignment to me via email on time. All assignments should be typed using a standard font, such as Times New Roman. Please use one-inch margins and either an eleven or twelve-point font size. Handwritten work will not be accepted. Staple all work that is more than one page. No paperclips or folding over, please. Carefully proofread all assignments before submitting. Submissions should include your name, the course name, and the date on the first page. Late work will be accepted for half credit up to a week after the assignment is due. This does not extend past the last day of class. It is your responsibility to notify me as soon as possible if you believe your will have to turn an assignment in late. I reserve the option of declining late work when a student has not notified me that the work would be late before it is past due.

Attendance
Class participants are expected to approach attendance as professionals. Any absence aside from an emergency should be communicated in advance. Overall, absences should be minimal and explicable. Any
unexcused absences during Maymester will result in a one letter grade deduction from the final course grade. In the unfortunate event that you face an emergency that is likely to remove you from class for an extended period, please get in contact with the Dean of Students office (https://deanofstudents.unt.edu). The Dean of Students office can provide you with support and options for managing your academic career during an extended emergency.

**Classroom Citizenship**
You will likely hear class members express ideas and opinions very different from your own in COMM 2040. You are expected to listen to opposing viewpoints and respect your classmates’ rights to hold those viewpoints. This does not mean that you are expected to compromise your own beliefs or values. Please be polite and respectful in your responses to others’ ideas. When appropriate, provide constructive feedback to your classmates’ contributions. You will likely receive constructive feedback yourself. You should strive to take it as an opportunity to improve your active listening, critical thinking, and communication skills. Please remember that no matter how free speech is from government restriction, it can never be free from consequence. An insult is an insult. It will hurt feelings without regard to its legal status. As an educator, it is my job to make sure that the classroom in which I teach welcomes students as much as it challenges them. From time to time, I may make proportionate interventions in class discussion in the pursuit of that balance.

**Academic Integrity**
Dishonesty of any kind is unacceptable in this course. Dishonesty includes, but is not limited to, plagiarism, cheating, fabricating information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting the work of another person, submitting work turned in for credit in a previous course, or tampering with the academic work of other students. Academic dishonesty will result in academic sanctions, which may include automatic failure of the course. For more complete information on UNT’s procedures and policies regarding academic integrity, follow this link to check out your Student Handbook: http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf.

**Disability Access**
The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at: http://www.unt.edu/oda. You may also contact them by phone at 940-565-4323.
Course Schedule

All readings except syllabus refer to *Rhetorical Public Speaking* by Nathan Crick.

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<thead>
<tr>
<th>Date</th>
<th>Class Discussions and Activities</th>
<th>Readings and Assignments Due</th>
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<tbody>
<tr>
<td>M – 5/16</td>
<td>Introduction to Course&lt;br&gt;A Brief History of Rhetoric&lt;br&gt;The Canons of Rhetoric&lt;br&gt;Introduction Primer&lt;br&gt;Interviews</td>
<td>Read: The Syllabus, Chapter 1</td>
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<td>T – 5/17</td>
<td>Genres of Public Speaking&lt;br&gt;Audience Analysis&lt;br&gt;Deliberation Primer</td>
<td>Deliver: Speeches of Introduction&lt;br&gt;Read: Chapter 2</td>
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<td>W – 5/18</td>
<td>The Rhetorical Situation&lt;br&gt;Topics, Controversies, &amp; Resolutions&lt;br&gt;Ethos</td>
<td>Read: Chapter 3, Chapter 4</td>
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<td>R – 5/19</td>
<td>Logos&lt;br&gt;Evidence, Arguments, &amp; Enthymemes&lt;br&gt;Fallacies&lt;br&gt;Deliberation Outline Workshop</td>
<td>Read: Chapter 5</td>
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<td>M – 5/23</td>
<td>Advocacy Primer</td>
<td>Deliver: Speech of Deliberation</td>
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<td>T – 5/24</td>
<td>Pathos&lt;br&gt;Monroe’s Motivated Sequence&lt;br&gt;Visual Aids&lt;br&gt;Advocacy Outline Workshop</td>
<td>Read: Chapter 6</td>
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<td>W – 5/25</td>
<td>Enrichment Primer&lt;br&gt;Commemoration Primer</td>
<td>Deliver: Speech of Advocacy</td>
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<td>R – 5/26</td>
<td>Eloquence&lt;br&gt;Epideixis&lt;br&gt;Enrichment Outline Workshop</td>
<td>Read: Chapter 7</td>
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<td>M – 5/30</td>
<td>NO CLASS (UNIVERSITY CLOSED)</td>
<td>NO CLASS (UNIVERSITY CLOSED)</td>
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<td>T – 5/31</td>
<td>Commemoration Outline Workshop</td>
<td>Deliver: Speech of Enrichment</td>
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<td>W – 6/1</td>
<td>Final Class Discussion</td>
<td>Deliver: Speech of Commemoration</td>
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<td>R – 6/2</td>
<td>FINALS (NO CLASS)</td>
<td>Submit: Course Reflection</td>
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