

**S121:**

Public

Speaking

Course  
syllabus

Mrs. Warner

IUK

Room KO 289

Tuesdays &

Thursdays

11:30-12:45

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## Welcome to S121!

### Course quick glance

Speech S121-#29829  
Public Speaking  
T/R 11:30-12:45, Room KO289

### Instructor information

Instructor: Martha Warner  
Email: mbugher@iuk.edu  
Office hours: By appointment

### Speech S121 (Public Speaking)

Our main goals in S 121 are to:

- Identify, critique, and apply key principles of public speaking.
- Research, prepare and deliver speeches of various types, including informative, persuasive and ceremonial speeches.

This course also fulfills the following general education or “GenEd” requirements: **Information Literary:** Access, evaluate, and use information/sources; **Communication:** Write and speak English clearly, grammatically, and effectively; and read and listen effectively to comprehend and interpret written and oral texts.

### Learning Outcomes

Given these goals, you will develop several skills over the semester. They are listed here in relation to the campus General Education requirements. Upon completion of the General Education curriculum, students will be able to:

- use appropriate organization or logical sequencing to deliver an oral message.
- adapt an oral message for diverse audiences, contexts, and communication channels.
- identify and demonstrate appropriate oral and nonverbal communication practices.
- advance an oral argument using logical reasoning.
- provide credible and relevant evidence to support an oral argument.
- demonstrate the ethical responsibilities of sending and receiving oral messages.
- summarize or paraphrase an oral message to demonstrate comprehension.

## IU Kokomo Student Policies

### Student Disability Assistance

Every attempt will be made to accommodate qualified students with disabilities (e.g. mental, physical, emotional, learning, chronic health, etc.) You must have established your eligibility for support services through the

appropriate office that services students with disabilities. Note that services are confidential, may take time to put into place and are not retroactive; captions and alternate media for print materials may take three or more weeks to get produced. Please contact the [campus accessibility office](#) as soon as possible if accommodations are needed. If you have a documented disability on file with the Office of Disability Services, it is important that you let me know as soon as possible, so we can discuss arrangements for your success in this course.

### **Sexual Misconduct**

As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help.

Federal regulations and University policy require me to promptly convey any information about potential sexual misconduct to our campus' Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken and resources are made available to the student who may have been harmed. Protecting a student's privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist. I encourage you to visit [stopsexualviolence.iu.edu](http://stopsexualviolence.iu.edu) to learn more.

### **Seeking help**

If you are seeking help and would like to speak to someone confidentially, you can make an appointment with Beth Barnett, Room KC234, Kelley Student Center, 765-455-9553. More information about available local resources can be found [here](#).

Students often find themselves in situations that seem hopeless but simply need a monetary solution. IU Kokomo has established a fund to help students in these situations. Find out more about the student in crisis fund [here](#)

### **Student Handbook**

The [student handbook](#) has a complete list of policies and regulations at Indiana University Kokomo.

### **Registrar**

The [Registrar's Office](#) will have dates and information that you will likely need throughout the semester.

## **Civility Syllabus Statement**

Indiana University Kokomo encourages a climate of respect and inclusiveness that welcomes and embraces community members with diverse backgrounds and life experiences; deliberately seeks multiple perspectives; and supports the free and open exchange of ideas and civil discourse. Our community encompasses the life of the classroom including but not limited to an engagement in student life, service learning, travel abroad, and social media reflections. This community will thrive when we approach each interaction and conversation with an open mind and when each member respects the inherent dignity and worth of all people. Respect and civility should therefore be afforded to all individuals regardless of age, disability, educational background, family status, gender, gender identity and expression, nationality, race/ ethnicity, religion, position, sex, sexual orientation, socioeconomic level, or veteran status at Indiana University Kokomo. Read more [here](#).

## **Academic Honesty and Plagiarism**

"A student must not adopt or reproduce ideas, words, or statements of another person without an appropriate acknowledgement. A student must give due credit to the originality of others and acknowledge an indebtedness whenever he or she does any of the following: (a) quotes another person's actual words, either oral or written; (b) paraphrases another person's words, either oral or written; (c) uses another person's idea, theory, or material unless information is common knowledge." *Source: Indiana University Code of Student Ethics. (Note that "intent" is not a factor here.)*

Knowing the boundaries between acceptable and unacceptable uses of other's work, texts, or ideas can be tricky, and we will spend some time in class discussing the boundaries of acceptable use, the nature of research, and when, where, and how to appropriately document source materials.

## **Required Texts**

Stephen E. Lucas, *The Art of Public Speaking*. Available as E-Text through the Canvas website. Go to the "IU eTexts" tab on the left of the S121 home page. The pop-up blocker needs to be disabled to view the text regularly.

## **Writing Center (Student Success Center: Library: KA128)**

The mission of the IU Kokomo Writing Center is to enhance student academic success and, thereby, student retention. The staff of the Writing Center work to provide an assessment of and academic support for student writing skills in all disciplines through the creation of a caring and friendly environment conducive to learning. The Writing Center and its staff work in conjunction with the library staff to enhance students' understanding of writing and conducting research in an academic environment. Note that the

Writing Center is for more than just writing. They can look over citations, which need to be used for speeches and for projects.

Additionally, the Writing Center provides the following services:

- ESL and Spanish tutoring
- One-on-one tutoring sessions
- Workshops
- Reference Materials

The IU Kokomo Writing Center fall hours:

- Monday through Thursday, 9am to 7pm,
- Friday, 10am to 3pm, and
- Saturday, 12pm to 3pm

### **Instructional Technology**

This course requires access to the IU Kokomo computer network, access to the Canvas course management system, and some basic familiarity with technology, but we will also use more advanced technology to record presentations. The IU Kokomo Instructional Technology department (IT) provides guidelines for hardware and software for all students. This course requires primarily word processing (MS Word 2007, 2010, 2013, or 2016), printing capabilities, and access to Canvas. Click [here](#) for free downloads and discount prices on hardware and software exclusively for IU students.

Students should contact the [IU Kokomo Helpdesk](#) with all technical questions. The Helpdesk offers superb technical support to faculty, staff, and students. You can email a request to the Helpdesk at [kohelp@iuk.edu](mailto:kohelp@iuk.edu) or call 765-455-9315. Local phone and walk-up support at the Helpdesk in the Library is available Monday through Friday from 8:00am to 5:00pm. If you're having any technical difficulties, please contact both me and the Helpdesk right away, so we can get your problem solved.

### **Library**

The library is a hub with a wealth of information, services, and space. Consider using the study rooms for a quiet space to work. Use the computers to work on homework. Use the librarians to find information. The library hours are listed [here](#).

## **Warner policies**

### **General course policies**

The course policies were drafted with the underlying belief that **all students** are responsible adults who fully expect to endure the consequences of their choices and who are committed to reaping the greatest possible educational

benefit from their experiences at Indiana University. **\*PLEASE NOTE:** Your instructor retains the right to modify these course policies as he or she deems necessary for optimal class performance.

### **Technology**

**Be courteous and sensible** with your smart phones, laptops, tablets, and other mobile devices. There are important, practical advantages to be gained by “unplugging,” by experiencing the passage of time as well as conversation and interaction the way previous generations did: face-to-face and in real-time. [Research suggests](#) that students who leave their mobile devices and laptops in their bags actually perform better academically. Opportunities to unplug are increasingly rare; let’s pledge to use our time together this semester for discussion, reflection, and exploration instead of Instagram, SnapChat, Facebook, or shopping sites.

### **Class decorum**

Class discussions often involve personal stories and self-disclosure. As a matter of courtesy, do not discuss any other student’s personal information outside of this class. Likewise, do not choose topics for assignments that would cause you embarrassment or discomfort when shared with others.

Students are encouraged to present their opinions in a forthright manner, discuss topics objectively, and refrain from personal attacks or judgmental behaviors. *It is entirely possible that you will hear views and opinions with which you disagree.* If you feel that you may be unable to discuss or hear about potentially sensitive topics without maintaining your composure, then perhaps this is not a good time for you to participate in a college class. Remember that we are here to challenge ourselves intellectually—not to convert others to our ways of thinking.

Students should be aware that each person’s behavior and attitude affect the learning process for everyone in the class. Students who do not appear to be taking the class seriously, or who are disrupting the learning process for others, may receive a lowered grade.

### **Attendance, participation, tardiness**

While there will be some lecture in this course, this is definitely *not* a lecture-only course. Ongoing, stimulating class discussions and in-class group activities are vital to the success of this course and to your overall learning experience. It’s important that you come to class each time we meet, complete all assigned readings each week, take time to reflect on what you’ve read (and then go back and re-read), take careful notes on the readings, ask questions, and participate actively and enthusiastically in class discussions and in-class exercises.

When you miss class, you miss important information, activities, ideas, in-class writings, instructions, videos, interactions, etc. that simply can't be made up. Furthermore, when you miss class, your classmates and I miss your input and ideas. If you are absent, you are responsible for finding out what we covered in class and for submitting in advance any assignments due on that day. I reserve the right to change the course schedule at any time, and it is your responsibility to stay on top of these changes.

Your course grade will drop by one letter grade (10%) if you miss more than 10% of our classes (**or 4 class meetings**); you will fail the course if you miss more than 25% of our classes (**8 class periods**). If an emergency forces you to miss several class periods, speak with me as soon as possible. If you need to miss a class to complete an assignment, let me know as far in advance as possible. It will not count against you if I know **before** the event, but it will count against you if I do not find out until **after** the event.

**Excessive lateness** to class will not be tolerated under any circumstances. If you are unable to make it to class before or at 11:30 pm each Tuesday and Thursday, then you should consider taking another section of S121. Each time you come to class late, I will mark you as such in the Attendance tab in Canvas. **Showing up late to two classes = one absence.** Keep track of your absences and tardiness in the Attendance tab. Excessive lateness will also negatively impact your class participation grades (see "Attendance, participation, tardiness" above).

### **Assignments**

Complete all assignments *prior* to the time it is due. Be sure your name is on each assignment. You must include your name, my name (Mrs. Warner), the course number (S121), and the date that the assignment is/was due on the first four lines on the left side of the page (not the header). All typed assignments must use Verdana, 12-point font with double-spacing with no extra spaces. Failure to comply may result in a deduction in points.

### **Late assignments**

Late work will not be accepted under most circumstances. If an emergency forces you to miss class, let me know as soon as is reasonable so that we can discuss your options.

### **Special Rules for Speech Days**

Following from the expectation what we will maintain an environment of civility and respect, there are special rules for speech days:

- Make sure smart phones, dumb phones, laptops, or other noise-making devices are turned off or silenced.
- Do not make distracting noises and gestures, etc.
- Do not look at Q&A periods as your chance to belittle the speaker or to prove he or she is wrong: do ask challenging, fair questions.
- **DO NOT**, under any circumstances, enter the classroom while another student is giving a speech.
- **Attendance** is mandatory on speech days, but you will be able to bargain one of the speech delivery days without penalty. Details will come later.

This list is not exclusive: those who violate these or other rules of decorum will be penalized on their participation scores.

### **Course adjustment statement**

The instructor retains the prerogative to change or adjust the course syllabus to best accommodate the pace, progression, and needs of students.

Part of my job this semester is to act as your coach, which from time to time will mean motivating you, pushing you out of your comfort zone, and critiquing your work. I will always do so with a spirit of kindness and patience—all I ask is that you meet me (at least) halfway. I'm excited about learning more about each of you and your communication styles/processes.

### **Communication**

Communication is essential for your success in this (your communications) course. You must communicate with me often, but one of our greatest opportunities lies with communicating with our peers. Take advantage of the opportunity to meet others and expand your circle of support. You can never have too much.

### **KEY trip**

One of the greatest benefits of a smaller campus like IUK is the wealth of opportunities at your fingertips. One of the most amazing opportunities is through the Kokomo Experience and You (KEY) program. One of this year's KEY trips is to Chicago, Illinois with Mrs. Warner. We will travel to Chicago on a bus for a day of improvisation training, a night in a hotel before a trip to several local venues, including the Chicago Art Institute and an evening performance with Shane Koyczan. We will return to Kokomo, but Shane Koyczan is coming to campus to perform at IUK. These events cost little to nothing. Find out more about KEY trips [here](#).

## Grading

### Projects

#### Listening project 10%

A large part of being a strong presenter is being a strong listener. Throughout this course, you will learn skills and strategies that will help you be a better listener, but you will also strive to understand the impact of strong listening. Therefore, you will complete a project based on listening. You will get more details on this project during the first few weeks of class. You will also complete critiques of others throughout the major speeches, which will be included in the project.

#### Visual aid 5%

One of your speeches throughout the semester must include a visual aid. We will discuss using visual aids early in the semester to give you as many opportunities to select on what speech you would like to use a visual aid. This visual aid must be tangible. You can use a visual aid for no more than 2 major speeches. I will take the best grade of the two. If you are satisfied with your first visual aid grade, you do not need to complete a second.

#### Electronic presentation 5%

One of your speeches throughout the semester must include an electronic presentation (a PowerPoint, Prezi, Google Presentation, or another format). We will discuss using visual aids, including presentations, early in the semester, and I will be modeling the use of electronic presentations throughout the semester to help you grasp when and how to present. You can use an electronic presentation for no more than 2 major speeches. I will take the best grade of the two. If you are satisfied with your first electronic presentation grade, you do not need to complete a second.

#### Recording 5%

Reflection is an essential aspect of growth, but in public speaking, we struggle to see what our bodies are doing and hear what we sound like. Perhaps the most effective way to overcome this struggle is to see and hear ourselves. For your ceremonial speech, you must record a practice presentation. You will post that recording and 4 goals for yourself, based on your video. I will record the final presentations. You will write a 2-3-page reflection on how you met those 4 goals.

### In-class and quizzes

#### Participation, quizzes, and final exam 10%

You will be expected to respectfully participate freely and often in class. Some of the chapters that you read in the textbook will include a reading quiz. You will also have online "readings" that include a short quiz. The point

value and format will vary. It is essential to read the chapter prior to the class session because the timing on the quiz (before or after discussion) will vary. See **“Readings and How to Read Actively”** in Canvas. There will be a final exam as well.

## Speeches

### Mini speeches 10%

Since the goal of this class is to improve your skills in presenting, there will be many opportunities to present throughout the course. Most of these will be announced, but there will be some impromptu speeches as well.

### Ceremonial speech 10%

Your first speech is what the Greeks called epideictic. You will have several options on this speech, which is meant to honor and/or inspire.

### Motivational speech 10%

Your second speech requires you to motivate others. Details to come.

### Informative speech 15%

Your third speech will be an informative speech with research. The topic will be discussed later.

### Persuasive speech 20%

Your final speech will be a researched argument. This topic and details will come later.

Course grades will be assigned based on points earned in the class using the following scale:

A+ 97-100%	B+ 87-89%	C+ 77-79%	D+ 67-69%
A 93-96%	B 83-86%	C 73-76%	D 63-66%
A- 90-93%	B- 80-82%	C- 70-72%	D- 60-62%
F 0-60%			

## Course schedule

The last few pages are the course calendar. The calendar includes homework (in bold) and general information for each class sessions. Review it carefully.

## Important dates

Tuesday, August 27: first day of class

Thursday, October 3-4 (KEY trip): NO CLASS

Saturday, October 5: Shane Koyczan performance on campus

Tuesday, October 22 (Fall break): NO CLASS

Thursday, November 28 (Thanksgiving): NO CLASS

Thursday, December 19: last day of class (final exam) 11:30-1:30

**Daily Schedule Class Sessions (homework is in bold)**

- 1 Session 1—August 27: Introductions, Syllabus
  - 2 **Read Chapter 3**
- 1 Session 2—August 29: Listening
  - 2 **Read Chapter 1 & complete Ch. 3 quiz**

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- 1 Session 3—September 3: Listening project and public speaking
  - 2 **Read Chapters 2 & 12**
- 1 Session 4— September 5: Language and ethics
  - 2 **Read Chapter 13 & complete assignment**

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- 1 Session 5— September 10: Delivery
  - 2 **Read Chapter 20**
- 1 Session 6— September 12: Speaking and presenting in small groups
  - 2 **Complete chapter pod assignments**

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- 1 Session 7—September 17: Topic-purpose, audience, outlines
  - 2 **Read Chapters 14 & 19**
- 1 Session 8—September 19: Visual aids/electronic presentations/Kaltura
  - 2 **Read Chapter 18 & complete assignment**

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- 1 Session 9—September 24: Ceremony speeches; questions
  - 2 **Complete topic-purpose statement and informal outline**
- 1 Session 10—September 26: Outlining
  - 2 **Record & post practice speech**

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- 1 Session 11—October 1: Present ceremony speeches
- 1 Session 12—October 3: KEY trip
  - 2 **Go to Shane Koyczan presentation!**

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- 2 Session 13—October 8: Reflection and motivational assignment
  - 2 **Complete topic-purpose statement**
- 2 Session 14—October 10: Questions and sign-ups
  - 2 **Complete formal outline**

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- 2 Session 15—October 15: Present motivational speech
- 2 Session 16—October 17: Present motivational speech
  - 2 **Complete chapter pod assignments**

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- 2 Session 17—October 22: FALL BREAK: NO CLASS
- 2 Session 18—October 24: intro; conclusion; body support
  - 2 **Read Chapter 15**

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- 2 Session 19—October 29: Research/library visit
  - 2 **Complete topic-purpose statement**
- 2 Session 20—October 31: questions and sign-up
  - 2 **Complete formal outline**

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- 2 Session 21—November 5: Present informative speech

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- 📄 Session 22—November 7: Present informative speech

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- 📄 Session 23—November 12: Present informative speech
- 📄 Session 24—November 14: Present informative speech & reflection
  - 📄 **Read Chapters 16 & 17**

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- 📄 Session 25—November 19: Persuasion & speech assignment
  - 📄 **Complete topic-purpose statement**

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- 📄 Session 26—November 21: Assignment questions

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- 📄 Session 27—November 26: questions
  - 📄 **Complete formal outline**

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- 📄 Session 28—November 28: THANKSGIVING BREAK: NO CLASS

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- 📄 Session 29—December 3: Present persuasive speech

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- 📄 Session 30—December 5: Present persuasive speech

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- 📄 Session 31—December 10: Present persuasive speech

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- 📄 Session 32—December 12: Present persuasive speech & final review

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- 📄 FINAL EXAM—December 19 (11:30-1:30): Final exam

*This syllabus was prepared August 2019*