

COMM 1110: Fundamentals of Public Speaking

Fall 2024

T/Th 9:30 AM - 10:45 AM

Admin 135

Instructor: Dr. Elizabeth Shiller	Office: Collum 110
Contact: elizabeth.shiller@gsw.edu	Office Hours: T/Th 11 AM - 12:30 PM & W 10 AM - 12 PM or by appointment

Required Materials

EXPLORING PUBLIC SPEAKING, 4TH EDITION TUCKER, BARTON, BURGER, ET AL.

[HTTPS://OER.GALILEO.USG.EDU/COMMUNICATIONTEXTBOOKS/1/](https://oer.galileo.usg.edu/communicationtextbooks/1/)

Reading material will be available on GeorgiaVIEW.

Course Description

Surveys the fundamental concepts of interpersonal and public communication, including the teaching and practice of some basic skills for both communication contexts.

This is a Core IMPACTS course that is part of the Institution area.

Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help master course content, and support students' broad academic and career goals.

Completion of this course should enable students to meet the following Learning Outcome. This course should direct students toward a broad Orienting Question:

- Students will demonstrate the ability to think critically and solve problems related to academic priorities at their institution.

Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies:

- Critical Thinking
- Teamwork
- Time Management

Learning Outcomes

1. Create and present well-organized, well-delivered speeches.
2. Use effective audience analysis to communicate in interpersonal, group, and public situations.
3. Use research support to make a persuasive argument.
4. Use appropriate visual aids and/or technology to enhance communication.
5. Demonstrate an awareness of the ethical responsibilities of communicators in public, interpersonal, and group situations.
6. Identify how the process of perception works in everyday life.
7. Critically analyze and interpret verbal and nonverbal messages.
8. Demonstrate an understanding of language bias/prejudice and its impact on the communication process.

Grade Breakdown

Total Points: 935

Assignment	Point Value
Introductory survey	10
Who Are You Speech	50
Source Support x2	25 each
Value Speech	75
Informative Speech	150
Persuasive Speech	225
Impromptu Speech x 2	50 each
Speech Critique	100
Writing Center Appointment	25
Attendance and Participation	150 (5 points per class session)

A= 90-100, B= 80-89, C= 70-79, D= 60-69, F= < 59

Rubrics, outlines/templates, and more detailed explanations of each assignment will be provided. I will do my best to make things transparent and help you as much as needed.

Assignments

Who Are You? Speech (1-2 minutes): The goal of this speech is to introduce yourself to the class so that we may all get to know you better. This speech functions as an introduction to the basic components of what goes into giving a speech, such as outline creation, speech structure, and delivery. You will be provided an outline template to fill out to help you create your introductory speech. This speech will be delivered extemporaneously. The outline template can be found on Georgia VIEW. This speech is worth 50 points. To receive full credit, you must present your speech and submit the outline to Georgia VIEW.

Impromptu Speeches (1-2 minutes): You will present two impromptu speeches this semester, one at midterms and one during finals week. These speeches are to provide extra speaking practice. You will be given a list of prompts ahead of time; however, you will not know your exact prompt until it is your time to present. Each impromptu speech is worth 50 points. There is nothing to submit for these speeches.

Value Speech (3-5 minutes): This speech is about telling a story of something that is important to you. This speech will be delivered extemporaneously. This speech is worth 75 points. To receive full credit, you must present your speech and submit the outline to Georgia VIEW. A visual aid is optional for this speech.

Informative Speech (3-5 minutes): This speech is about teaching the audience about some element of a culture of which you are a part. This speech will be recorded as a video and turned in online in advance. This speech will be delivered extemporaneously. This speech is worth 150 points. To receive full credit, you must record your speech and submit the video along with the outline to Georgia VIEW. A visual aid is optional for this speech.

Persuasive Speech (6-8 minutes): This speech is about providing the audience with a solution to whatever problem you are addressing. When creating this speech, you must consider the following questions: (1) What is something you believe needs to change in the world? (2) What solutions do you have to fix the problem? You will then consider how to employ ethos, pathos, and logos, alongside various argument types to move your audience to action. The speech also focuses on the effective use of slides as visual aids. This speech will be delivered extemporaneously. This speech is worth 225 points. To receive full credit, you must present your speech and submit the outline and visual aid to Georgia VIEW.

All speeches will be given a 15 second grace period. Those that go over/under 16-29 seconds will be docked 3 points and those that go over/under 30 seconds will be docked 5 points.

Introductory survey: You are to complete an introductory survey. This will allow me to gauge your level of skill and comfort regarding public speaking and adapt this class according to your needs. The survey is found in Georgia VIEW. This is worth 10 points.

Source Support: You will need to provide source support for your informative and persuasive speeches. You will complete a worksheet ahead of your informative and persuasive speech where you will provide a rationale for each source you plan to use in your speeches along with the APA citations for each source. The worksheet is found in Georgia VIEW. Each worksheet is worth 25 points.

Writing Center Appointment: You are to visit the writing center and receive help with anything COMM 1110 related. You will receive 25 points for attending this appointment.

Speech Critique: In lieu of a final exam, you will submit a 3-page essay to assess your knowledge of and ability to apply class concepts. You will watch a current (within the last year) presentational speaking event online or in person that was/is delivered to a live audience or attend a live presentational speaking event. Then you will write a three-page analysis of the speech using concepts, ideas, and theories from your text and class discussion. The assignment description, evaluation criteria, evaluation forms, and other associated documents for this assignment are located in Georgia VIEW. This essay is worth 100 points.

Class Participation and Attendance

COMM 1110 is a performance-based course that emphasizes experiential learning as well as cognitive learning; therefore, it is important that you attend every class. Your attendance is not only important to your own success, but also to that of your class community, as you will provide feedback to your peers during their speeches. You are expected to take an active part in class discussions. This includes reading assignments and engaging in classroom activities. Throughout the course, I will assign various activities to help facilitate learning of course concepts. I will keep a record of attendance for each student. Each class session is worth 5 points.

If you need to miss a class, regardless of the reason, an email to let me know will suffice. Do not come to class if you are ill. The only exception to this is that all students are expected to attend all speech days, failure to attend without prior conversations/documentation will result in a 10% deduction from your speech grade. Do not abuse this or I will annoy both you and your advisor about missing class.

Withdrawal Policy: The last day to withdraw and receive a "PW" is Wednesday October 16, 2024. Withdrawals after the semester midpoint are automatically given a grade of "WF." Incompletes will not be given.

Assignment Policy

With the exception of speech presentations, all assignments are to be submitted through Georgia VIEW. If an assignment is turned in and I cannot open it or the file is corrupted upon receipt, it will count as a zero. I will not email you, you will just see a zero in the gradebook. **Do Not** try to get an unofficial extension by corrupting a file. I will not give you one.

Late work will be accepted with a 25% penalty. I give you the course schedule with assignment deadlines on the first day of the semester and you are responsible for meeting these deadlines. That being said, I am able to grant extensions. In order to receive an extension, you MUST ask for an extension at least 2 days prior to the assignment's deadline. This also extends to speech days. However, if this is abused, I will stop offering extensions.

Class Policies

Academic Dishonesty: Georgia Southwestern State University students are expected to uphold standards of the highest level of integrity. Students are also responsible for making themselves aware of how the principles of academic integrity apply in each academic setting they enter. See the following link for the complete description of the policy:

<https://www.gsw.edu/Assets/Campus%20Life/StudentHandbook/2012/Appendix%20W.pdf>

The following actions are prohibited and constitute a violation of the Student Code of Conduct:

A. Plagiarism--Plagiarism includes, but is not limited to, asking someone to write part or all of an assignment, copying someone else's work (published or unpublished), inadequately documenting research, downloading material from electronic sources without appropriate documentation, or representing others' works or ideas as one's own.

B. Cheating on Examinations--Cheating on an exam includes, but is not limited to, giving or receiving unauthorized help before, during, or after an in-class, out-of-class, or online exam. Examples of unauthorized help include using unauthorized books or notes in either hard copy or electronic form, viewing another student's exam, taking pictures of exams with cell phones or other electronic devices, accessing unauthorized browsers or software programs during an exam, allowing another student to view one's exam, and discussing an exam or sharing information on an exam's content with other students after the exam has occurred in one section but not in another.

C. Unauthorized Collaboration--Unauthorized collaboration includes giving or receiving unauthorized help for work that is required to be the effort of a single student, such as the receiving or giving of unauthorized assistance in the preparation of a laboratory or writing assignment, on-line exams, etc.

D. Falsification--Falsification includes, but is not limited to the fabrication of citations or sources, of experimental or survey results, and of computer or other data.

E. Multiple Submissions--A student may not submit substantial portions of the same work for credit more than once without the explicit consent of the faculty to whom the work is submitted for additional credit. If a work product is to be substantially revised or updated, the student must contact the faculty member in advance to discuss necessary revisions. In cases where multiple submissions are approved, faculty members will require copies of the original documents for comparison.

Failure to follow these policies can result in failing the assignment and/or course and will be reported to Student Affairs. Because of the design and nature of this course, it will take as much (or more) work for you to plagiarize in it than it will to actually complete the work of the class.

Plagiarism is different from misuse of sources, occasions when a writer does not properly cite a source, misuses quotations, includes too much of an original source in a paraphrase or summary, or commits similar unintentional violations of academic protocol. If you misuse sources, we will work together on appropriately incorporating and/or citing the sources. Note that some audiences/instructors will consider misuse of sources to be plagiarism; for this reason, it is extremely important for you to identify the conventions associated with source use and citations in any class (or writing situation).

Use of AI to generate materials for the class is both Unauthorized Collaboration and (if not cited) plagiarism. We will discuss the ethical use of AI during class.

Diversity Statement: This course engages different perspectives related to gender, race, nationality, ethnicity, sexual orientation, religion, and other relevant cultural identities. You will learn best by listening to those voices that have historically been silenced, making room for discomfort, and opening yourself up to change. I will foster an anti-racist/sexist/ableist classroom where we strive for equity and justice for all. This is reflected in our readings, discussions, and other classroom materials. Opinions are respected until they deny the humanity of a person. These attitudes and behaviors will not be tolerated in the classroom (in person, virtual, or otherwise).

Student Resources

Students facing food insecurity can utilize The Canes Harvest food pantry, located on the 3rd floor of the Student Success Center.

The University Writing Center is a helpful resource for all students through all stages of the writing process, from generating ideas to proofreading. At the Writing Center, undergraduate peer writing consultants use discussion-based strategies to help you improve your writing at any level and in any subject. Appointments are held either online or in person, and walk-ins are welcome. The Center is located on the first floor of Collum Hall, room 102. For fall 2024, the Writing Center reopens on September 3 at 9 am. You can find more information and hours at <http://gsw.edu/writingcenter>.

Tutoring is also available in person and online: <https://www.gsw.edu/academic-resources/tutoring>.

Need research help? Schedule an appointment with the reference librarian today and learn how to find reliable information with ease! Contact libref@gsw.edu to schedule an appointment today.

Accommodations

A student requesting classroom accommodations or modifications due to a documented disability must notify me within the first two weeks of the semester. If the student has not already done so, they must contact the Center for Accommodations and Access located in 302 of Stanford Hall. The phone number is 229-931-2661.

Mental Health Support

Mental Health Services: GSW provides many mental health resources for students. You can rest assured that confidentiality is a top priority. Counseling information and other mental health resources may be found online, <https://www.gsw.edu/studentlife/care>.

CARE@GSW, students have access to the following valuable resources:

- Uwill (new resource) - offers students free immediate access to teletherapy, a direct crisis connection, and wellness programming through its easy to use online platform. <https://www.gsw.edu/health-counseling/telecounseling>
- Mental Health Crisis Support is available 24/7/365 by calling (833)646-1526.
- Virtual Psychiatric Clinics to offer assessment and medication management. Referral to Psychiatric Clinics comes from Student Counseling Services. ·
- GSW Counselor – Onsite counseling services for scheduled appointments and emergencies with Andrea Kromminga Monday through Friday from 8 a.m. – 5 p.m. Call 229- 931-2708 or email counselor@gsw.edu.

TITLE IX

Georgia Southwestern State University faculty are committed to supporting students and upholding the University's Sexual Misconduct and Interpersonal Violence policy. Under Title IX, discrimination on the basis of sex is prohibited. If you experience an incident of sex discrimination (such as sexual assault, sex- or gender-based harassment, intimate-partner violence or stalking), we encourage you to report it. GSW's Title IX Coordinator is Laura Boren and her office is located in Student Success Center, 3429. You may contact her directly at 229-928-1387 or at laura.boren@gsw.edu if you need help. <https://www.gsw.edu/human-resources/titleIXcompliance>.

As a GSW faculty member, I serve as a Title IX Responsible Employee and thus must report any incidents of gender discrimination, sexual misconduct and interpersonal violence involving GSW students, faculty or staff to the Title IX Coordinator regardless of whether the incident occurs on or off-campus. Title IX requires reporting to ensure that universities protect and accommodate victims/survivors.

If you wish to discuss an incident confidentially without notifying the Title IX Coordinator, you may contact the Office of Student Health & Counseling Services at counseling@gsw.edu.

Tentative Course Schedule

Week 1		
Date	Content	Assignments
TR August 15	Course Introduction - Assign: Introductory Survey - Assign: Who Are You Speech	Introductory survey due August 20 Read CH. 1 and 11 for Tuesday

Week 2		
Date	Content	Assignments
T August 20	The Basics of Public Speaking & Delivery	Introductory survey due @ 11:59 PM
TR August 22	Who Are You Speech Presentations	Who Are You Speech Outline due @ 11:59 PM Read CH. 4 for Tuesday

Week 3		
Date	Content	Assignments
T August 27	Topic Selection - Assign: Value Speech	Read CH. 2 for Thursday
TR August 29	Audience Analysis/Listening	Read CH. 3 and 10 for Tuesday

Week 4		
Date	Content	Assignments
T September 3	Ethics and Language in Public Speaking Writing Center Opens!	Read CH.6 for Tuesday
TR September 5	Speech Organization	Read CH.8 for Tuesday

Week 5		
Date	Content	Assignments
T September 10	Introductions and Conclusions	
TR September 12	Value Speech Workshop	Value Speech Outlines due @ 11:59 PM

Week 6		
Date	Content	Assignments
T September 17	Value Speech Presentations	
TR September 19	Value Speech Presentations	Read CH. 7 and 12 for Tuesday

Week 7		
Date	Content	Assignments
T September 24	Informative Speeches Organizing an Informative Speech - Assign: Informative Speech - Assign: Source Support 1	Read CH. 5 for Thursday
TR September 26	Source Support	Begin research for Informative Speech

Week 8		
Date	Content	Assignments
T October 1	Source Support/ APA Workshop Speech Critique Check-in	Source Support 1 due @ 11:59 PM
TR October 3	No Class (MPCA)	

Week 9		
Date	Content	Assignments
T October 8	Impromptu Speech 1 Presentations	
TR October 10	Organizing an Informative Speech Workshop	Informative Speech outlines + recordings due @11:59 PM Read CH. 13 and 14 for Tuesday

Week 10		
Date	Content	Assignments
T October 15	Persuasive Speeches <ul style="list-style-type: none"> - Assign: Persuasive Speeches - Assign: Source Support 2 	Begin thinking about your Persuasive Speech + research
TR October 17	Making a Persuasive Argument Organizing a Persuasive Speech	

Week 11		
Date	Content	Assignments
T October 22	Source Support Workshop	Source Support 2 due @11:59 PM Read CH. 9 for Tuesday
TR October 24	No Class	

Week 12		
Date	Content	Assignments
T October 29	Visual Aids <ul style="list-style-type: none"> - Assign: Persuasive Speech Visual Aid 	Start thinking about your Visual Aid for Persuasive Speech
TR October 31	Working with Visual Aids	

Week 13		
Date	Content	Assignments
T November 5	Persuasive Speech Workshop	
TR November 7	Persuasive Speech Practice Speech Critique Check in	Persuasive Speech outlines and visual aid due

Week 14		
Date	Content	Assignments
T November 12	Persuasive Speech Presentations	
TR November 14	Persuasive Speech Presentations	

Week 15		
Date	Content	Assignments
T November 19	Persuasive Speech Presentations	
TR November 21	Persuasive Speech Presentations	

Thanksgiving Break November 25th-29th

Week 16		
Date	Content	Assignments
T December 3	Impromptu Speech Presentations	Speech Critique due @ 11:59 PM



Public Speaking

Comm 1110 (20792)
M/W 12:30-2:45PM
Room: Admin 135

COURSE DESCRIPTION

Surveys the fundamental concepts of interpersonal and public communication, including the teaching and practice of some basic skills for both communication contexts.

This is a Core IMPACTS course that is part of the Institution area.

Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help master course content, and support students' broad academic and career goals.

This course should direct students toward a broad Orienting Question:

- How does my institution help me to navigate the world?

Completion of this course should enable students to meet the following Learning Outcome:

- Students will demonstrate the ability to think critically and solve problems related to academic priorities at their institution.

Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies:

- Critical Thinking
- Teamwork
- Time Management

Learning Outcomes

1. Create and present well-organized, well-delivered speeches.
2. Use effective audience analysis to communicate in interpersonal, group, and public situations.
3. Use research support to make a persuasive argument.
4. Use appropriate visual aids and/or technology to enhance communication.
5. Demonstrate an awareness of the ethical responsibilities of communicators in public, interpersonal, and group situations.
6. Identify how the process of perception works in everyday life.
7. Critically analyze and interpret verbal and nonverbal messages.
8. Demonstrate an understanding of language bias/prejudice and its impact on the communication process.

CONTACT INFORMATION

DR. JONATHAN CARTER

JONATHAN.CARTER@GSW.EDU
 (EMAIL IS BY FAR THE BEST WAY TO REACH ME)

PH : 229-931-2342 (OFFICE)
 (229)-234-7446 (CELL)

OFFICE: COLLUM 107

OFFICE HOURS:

M-W 9AM-9:30 AM
 11AM-12:30 PM
 OR BY APPOINTMENT
 (JUST EMAIL ME)

REQUIRED MATERIALS

EXPLORING PUBLIC SPEAKING,
 4TH EDITION TUCKER, BARTON,
 BURGER, ET AL.

[HTTPS://OER.GALILEO.USG.EDU/
 COMMUNICATION-
 TEXTBOOKS/1/](https://oer.galileo.usg.edu/communication-textbooks/1/)

ADDITIONAL READINGS MAY BE
 MADE AVAILABLE ON
 GEORGIAVIEW: [HTTPS://
 GSW.VIEW.USG.EDU/D2L/
 HOME/3145921](https://gsw.view.usg.edu/d2l/home/3145921)

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MAJOR ASSIGNMENTS

OUTLINES

Outlines are a key part of speech organization and preparation. Therefore, you will be required to turn them in for all of your speeches

Outlines will always be due the first day of speeches for everyone .

Outlines will be graded on preparation and completeness.

Key criteria include

- Are the conclusion and introduction written out?
- Are all parts of the introduction present
- Does the body follow an outline format, including 2 levels of headings, transitions, and labeled support.
- When used, references are clearly labeled and a bibliography is present following an academic format.

Rubrics, outlines/templates, and more detailed explanations of each assignment will be provided. I will do my best to make things transparent and help you as much as needed.

GRADE BREAKDOWN

Total Points: 1000

Introduction Speech	
Outline	25
Speech.....	50
Process Speech	
Outline.....	50
Speech.....	125
Community Pitch	
Outline.....	50
Speech.....	100
Persuasive Speech	
Outline and works cited.....	75
Speech and Slides.....	200
Midterm.....	75
Final.....	100
Participation.....	150

A=90-100, B= 80-89 C 70-79
D 60-69, F 59 and below.

SPEECHES

Introduction Speech (2-4 minutes): The goal of this speech is to introduce yourself to the class so that we may all get to know you better. This speech functions to teach you the basic components of what goes into giving a speech, such as knowing how to create a proper outline that includes the effective speech components of content, structure, and delivery.

Cultural Informative 4-7 Minutes): A process speech is a form of informative speech where **the speaker's primary purpose is to teach the audience about some element of a culture of which you are a part.** This speech will be recorded as a video and turned in online in advance.

Community Pitch (2-4 Minutes): Following Monroe's Motivated Sequence, you will develop a speech that makes a pitch for something that your classmates to promote an atmosphere of Integrative Learning (we will discuss this more in class).

Persuasive Speech (7-9 Minutes): this assignment is about providing the audience with ways to act upon those newfound ideals with solutions to whatever problem you are addressing. When choosing a political and/or social topic for this speech, you must consider the following questions: (1) What is something you believe needs to change in the world? (2) What solutions do you have to fix the problem? You will then consider how to employ ethos, pathos, and logos, alongside various argument types to move your audience to action. The speech also focuses on the effective use of slides as presentational aids.

How to Take This Course	In Class	Outside Class	Writing
	Come to class and be fully engaged	Engage the material	Use outlines
	Ask questions and offer opinions	Apply the Material in your media consumption	Engage outside research
	Take Notes	Plan Ahead	Give your self time for multiple drafts/ proofreading

Formatting Tips: *All assignments in this course be word-processed in 12-point Times New Roman font with 1 inch margins. Documents should be double-spaced, spell-checked, . All papers are turned in online. All citations should be documented consistently using the most recent guidelines for citing research outlined by any academic style guide (APA, MLA or Chicago)*

MIDTERM

In lieu of an traditional exam, the midterm will be a creative project that asks you to visually teach us a concept from one of your other classes. These projects can take the form of infographics, short videos, a series of memes, or some other media that privileges visual design.

FINAL EXAM

The final exam will be a combination of multiple choice, and short answer questions to asses your knowledge of and ability to apply class concepts.

PARTICIPATION

Given that this class is about overcoming difficulties with speaking, you earn points whenever you participate in an activity in class. Because of this, regular attendance is needed to participate in activities. Each instance of participation is worth 10 points. Your average for the semester will then be adjusted to the 150 point scale Some activities (Like Peer Review Days or days with particularly large activities) are worth double points because your participation is essential to their functioning. Some reflective/peer review activities may require some work outside of class.

If you are unable to make it to class, there are ways to make up participation. These can be done by engaging in activities that help the class outside of normal class participation. Details are in GA View. Being a poor audience member on speech days, walking in during a peer's speech, violations of the class code of conduct may result in the negation of one day's worth of participation All points must be accumulated by December 4th

CLASS POLICIES

CLASS ROOM ENVIRONMENT

This course provides students with the opportunity to be part of a community. Expect a mixture of lecture, discussion, activities, and media examples intended to deepen and expand understanding of course concepts. You are expected to come to class having read and able to summarize the key points in each reading. I encourage an open environment where everyone feels comfortable to express their ideas, experiences, questions, and concerns. Extend charity when listening to others' opinions, but never be afraid to challenge ideas.

ATTENDANCE

Attendance will be taken at the beginning of every class. You do not receive a grade for attendance but attendance records are kept per University policy.

You are expected to follow the schedule posted for readings and assignments needing to be done each day. As always, if you have any questions or concerns, please set up an appointment to discuss or email me. If you have to miss class for any reason, please let me know in advance. **DO NOT COME TO CLASS IF YOU DO NOT FEEL WELL** I will not ask you why (the one exception is that students are expected to attend all speech days, failure to attend without prior conversations/documentation will result in a 10% deduction from your grade). I simply want to start a conversation about how to make up the materials that you might miss. Neither lectures nor lecture notes will be posted online. Work missed during absences can be made up if you notify me beforehand.

LATE WORK

All work is due at the time listed in Georgia View. If you have concerns about an assignment being received, email it to me as an attachment before the deadline. For any questions talk to me as early as possible. If you miss an assignment it can be turned in late if you meet with me to make a plan for making it up and set a new deadline. Work cannot be made up after the second deadline. **Technology is never an excuse.** Give yourself enough time for anything that might go wrong.

TECHNOLOGY IN THE CLASSROOM

According to [an article](#) in the *New York Times*, it takes individuals, on average, 15 minutes to return to "serious mental tasks" after responding to a single email or instant message. [Another study](#) found that students who used laptops in class AND their nearby peers scored lower on tests than those who chose to forgo screen time in class. However, I recognize that you are adults and all learn in different fashions. Therefore, while I recommend taking notes by hand (with technology to look up different ideas etc..) you may use technology as you see fit. However, if your use is a distraction to me or your classmates, I may ask you to cease using it for the duration of the class. Continued distractions will be counted as penalties against your in class points.

COPYRIGHT AND POSTING OUTSIDE OF CLASS

The selling, sharing, publishing, presenting, or distributing of instructor prepared course lecture notes, videos, audio recordings, or any other instructor-produced materials from any course for any commercial purpose is strictly prohibited unless explicit written permission is granted in advance by the course instructor. This includes posting any materials on websites such as Chegg, Course Hero, OneClass, Stuvia, StuDocu and other similar sites. Unauthorized sale or commercial distribution of such material is a violation of the instructor's intellectual property and the privacy rights of students attending the class, and is prohibited.

COMMUNICATION

If you have questions about assignments, course material, or the class in general, never hesitate to get in touch.

In Person/Zoom Appointment

Often, a short conversation can resolve an issue more quickly than several emails. Feel free to stop by my office hours at any point throughout the semester to discuss any concerns that come up.

Other means

Email is by far the best way to get ahold of me outside of class. I will do my best to respond as quickly as possible.

All digital communication must be through GaView or your official GSW email (GSW preferred).

Sign up for [text or email notifications](#) of grades or to download the [D2L Brightspace Pulse mobile app](#) to easily view grades.

GRADE CONCERNS

I try to make grades as transparent as possible. I am always willing to discuss your performance on an assignment and the feedback I provided you. In the event that you receive a grade that you would like to discuss with me, you must wait 24 hours to raise your concerns. This time is provided for you to carefully review all comments that I made. After this time but within seven days of receiving your grade, please make an appointment with me to discuss your concerns.

If you would like to argue for more points on the assignment, please write out your argument to give to me during our meeting. Use the assignment's rubric to explain where you think you earned more points than I assigned your work. I am absolutely willing to reconsider grades; however, I cannot accept "I think I did better."

POLICIES CONT.

STUDENT RESOURCES

Students facing food insecurity can utilize The Canes Harvest food pantry, located on the 3rd floor of the Student Success Center.

The writing center is a great resource for helping develop assignments in this class. <https://www.gsw.edu/academic-resources/writing-center/>

Tutoring is also available in person and online <https://www.gsw.edu/academic-resources/tutoring>.

Need research help? Schedule an appointment with the reference librarian today and learn how to find reliable information with ease! Contact libref@gsw.edu to schedule an appointment today.

ASSISTANCE FOR STUDENT NEEDS

A student requesting classroom accommodations or modifications due to a documented disability must notify me within the first two weeks of the semester. If the student has not already done so, they must contact the Center for Accommodations and Access located in 302 of Stanford Hall. The phone number is 229-931-2661.

MENTAL HEALTH SUPPORT

Mental Health Services: GSW provides many mental health resources for students. You can rest assured that confidentiality is a top priority. Counseling information and other mental health resources may be found online, <https://www.gsw.edu/student-life/care>.

UWill, GSW students are offered the following free resources via Uwill: <https://www.gsw.edu/health-counseling/> telecounseling Teletherapy with a licensed counselor based on needs and preferences

- Crisis support by providing a direct link to a licensed counselor trained in trauma by calling (833) 646-1526
- Wellness programming to include yoga, meditation, mindfulness, and more

GSW Counselor – Onsite counseling services for scheduled appointments and emergencies Monday through Friday from 8 a.m. – 5 p.m. Call **229- 931-2708** or email counselor@gsw.edu.

If a student is experiencing a mental health crisis, help is available 24/7/365 by calling (833)646-1526. If you are experiencing a medical emergency, please call 911.

WITHDRAWAL POLICY

The last day to withdraw and receive a “PW” is October 16, 2024 Withdrawals after the semester midpoint are automatically given a grade of “WF.” **Incompletes will not be given.**

DIVERSITY STATEMENT

This course engages different perspectives related to gender, race, nationality, ethnicity, sexual orientation, religion, and other relevant cultural identities. You will learn best by listening to those voices that have historically been silenced, making room for discomfort, and opening yourself up to change. I will foster an anti-racist/sexist/able-ist classroom where we strive for equity and justice for all. This is reflected in our readings, discussions, and other classroom materials. Opinions are respected until they deny the humanity of a person. These attitudes and behaviors will not be tolerated in the classroom (in person, virtual, or otherwise).

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As an GSW faculty member, I serve as a Title IX Responsible Employee and thus must report any incidents of gender discrimination, sexual misconduct and interpersonal violence involving GSW students, faculty or staff to the Title IX Coordinator regardless of whether the incident occurs on or off campus. Title IX requires reporting to ensure that universities protect and accommodate victims/survivors.

If you wish to discuss an incident confidentially without notifying the Title IX Coordinator, you may contact the **Office of Student Health & Counseling Services** counseling@gsw.edu or 229-931-2708

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A. Plagiarism--Plagiarism includes, but is not limited to, asking someone to write part or all of an assignment, copying someone else's work (published or unpublished), inadequately documenting research, downloading material from electronic sources without appropriate documentation, or representing others' works or ideas as one's own.

B. Cheating on Examinations--Cheating on an exam includes, but is not limited to, giving or receiving unauthorized help before, during, or after an in-class, out-of-class, or online exam. Examples of unauthorized help include using unauthorized books or notes in either hard copy or electronic form, viewing another student's exam, taking pictures of exams with cell phones or other electronic devices, accessing unauthorized browsers or software programs during an exam, allowing another student to view one's exam, and discussing an exam or sharing information on an exam's content with other students after the exam has occurred in one section but not in another.

C. Unauthorized Collaboration--Unauthorized collaboration includes giving or receiving unauthorized help for work that is required to be the effort of a single student, such as the receiving or giving of unauthorized assistance in the preparation of a laboratory or writing assignment, on-line exams, etc.

D. Falsification--Falsification includes, but is not limited to the fabrication of citations or sources, of experimental or survey results, and of computer or other data.

E. Multiple Submissions--A student may not submit substantial portions of the same work for credit more than once without the explicit consent of the faculty to whom the work is submitted for additional credit. If a work product is to be substantially revised or updated, the student must contact the faculty member in advance to discuss necessary revisions. In cases where multiple submissions are approved, faculty members will require copies of the original documents for comparison.

Failure to follow these policies can result in failing the assignment and/or course and will be reported to Student Affairs. Because of the design and nature of this course, it will take as much (or more) work for you to plagiarize in it than it will to actually complete the work of the class.

Plagiarism is different from misuse of sources, occasions when a writer does not properly cite a source, misuses quotations, includes too much of an original source in a paraphrase or summary, or commits similar unintentional violations of academic protocol. If you misuse sources, we will work together on appropriately incorporating and/or citing the sources. Note that some audiences/instructors will consider misuse of sources to be plagiarism; for this reason, it is extremely important for you to identify the conventions associated with source use and citations in any class (or writing situation).

Unattributed use of AI to generate materials for the class is both Unauthorized Collaboration and (if not cited) plagiarism. We will discuss the ethical use of AI during class.

This class uses ideas from: Ashley Jones, Jamie Downing, Nick Romerhausen, Megan Houge, Cheri Simonds, Steve Hunt, and others from various writing groups and professional development groups.

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MY PROMISE TO YOU

I understand that all students are not looking to get the same things out of these classes. I will work with as far as you want to go.

If you are just looking to get through the class, I will do all I can to help you get there.

If you want to discuss extra readings, topics, professional advising etc., I am happy to.

If you want me to read your campaign speech, I will (assuming you are caught up on basic class assignments.).

Let me know how I can help and I will try my hardest. I cannot help if I do not know what you need.

TENTATIVE SCHEDULE

Week 1	Topic	Reading	Assignment
Wednesday, Aug 14	Intro to the Class		Assign Introduction
Week 2			
Monday, Aug 19	What is Communication?	Chapter 1	
Wednesday, Aug 21	Ethics and Listening	Chapter 3	
Week 3			
Monday, Aug 26	Intros/Conclusions	Chapter 8	
Wednesday, Aug 28	Outlining	Chapter 6	
Week 4			
Monday, Sept 2	Labor Day -No Class		
Wednesday, Sept 4	Introduction Speeches		Introduction Speech Outline Due
Week 5			
Monday, Sept 9	Introduction Speeches		
Wednesday, Sept 11	Audience & Culture	Chapter 2	Assign Culture Speech/Peer Reviews
Week 6			
Monday, Sept 16	Topics	Chapter 4	
Wednesday, Sept 18	Visual Aids	Chapter 9	Assign Midterm Project
Week 7			
Monday, Sept 23	Speech Workshop		Culture Speech Outline Due
Wednesday, Sept 25	Delivery	Chapter 11	
Week 8			
Monday, Sept 30	Culture Speeches		
Wednesday, Oct 2	Culture Speeches		Assign Community Pitch
Week 9	Topics	Reading	Assignments
Monday, Oct 7	Midterm Work Day		Midterm Project Due
Wednesday, Oct 9	Language	Chapter 10	

TENTATIVE SCHEDULE

Week 10			
Monday, Oct 14	Persuasion	Chapter 13	
Wednesday, Oct 16	Research	Chapter 5	Last Day to Withdraw
Week 11			
Monday, Oct 21	Speech Workshop		Community Pitch Outline Due
Wednesday, Oct 23	Pathos		
Week 12			
Monday, Oct 28	Community Pitch		
Wednesday, Oct 30	Community Pitch		Assign Persuasion
Week 13			
Monday, Nov 4	Argument 1	Chapter 14	
Wednesday, Nov 6	Argument 2		Peer Review due
Week 14			
Monday, Nov 11	Humor	Appendix D	
Wednesday, Nov 13	Speech Workshop		Persuasive Outline Due
Week 15			
18-Nov	Communication in Your Future		
Wednesday, Nov 20	Persuasive Speeches	NCA	
Thanksgiving Break Nov 25-29			
Week 16			
Monday, Dec 2	Persuasive Speeches		
Wednesday, Dec 4	Persuasive speeches		
Finals Week			
12/6/2024 13:00			Final Exam Due



Public Speaking

Comm 1110 (20792)
M/W 12:30-2:45PM
Room: Admin 135

COURSE DESCRIPTION

Surveys the fundamental concepts of interpersonal and public communication, including the teaching and practice of some basic skills for both communication contexts.

This is a Core IMPACTS course that is part of the Institution area.

Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help master course content, and support students' broad academic and career goals.

This course should direct students toward a broad Orienting Question:

- How does my institution help me to navigate the world?

Completion of this course should enable students to meet the following Learning Outcome:

- Students will demonstrate the ability to think critically and solve problems related to academic priorities at their institution.

Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies:

- Critical Thinking
- Teamwork
- Time Management

Learning Outcomes

1. Create and present well-organized, well-delivered speeches.
2. Use effective audience analysis to communicate in interpersonal, group, and public situations.
3. Use research support to make a persuasive argument.
4. Use appropriate visual aids and/or technology to enhance communication.
5. Demonstrate an awareness of the ethical responsibilities of communicators in public, interpersonal, and group situations.
6. Identify how the process of perception works in everyday life.
7. Critically analyze and interpret verbal and nonverbal messages.
8. Demonstrate an understanding of language bias/prejudice and its impact on the communication process.

CONTACT INFORMATION

DR. JONATHAN CARTER

JONATHAN.CARTER@GSW.EDU
 (EMAIL IS BY FAR THE BEST WAY TO REACH ME)

PH : 229-931-2342 (OFFICE)
 (229)-234-7446 (CELL)

OFFICE: COLLUM 107

OFFICE HOURS:

M-W 9AM-9:30 AM
 11AM-12:30 PM
 OR BY APPOINTMENT
 (JUST EMAIL ME)

REQUIRED MATERIALS

EXPLORING PUBLIC SPEAKING,
 4TH EDITION TUCKER, BARTON,
 BURGER, ET AL.

[HTTPS://OER.GALILEO.USG.EDU/
 COMMUNICATION-
 TEXTBOOKS/1/](https://oer.galileo.usg.edu/communication-textbooks/1/)

ADDITIONAL READINGS MAY BE
 MADE AVAILABLE ON
 GEORGIAVIEW: [HTTPS://
 GSW.VIEW.USG.EDU/D2L/
 HOME/3145921](https://gsw.view.usg.edu/d2l/home/3145921)

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MAJOR ASSIGNMENTS

OUTLINES

Outlines are a key part of speech organization and preparation. Therefore, you will be required to turn them in for all of your speeches

Outlines will always be due the first day of speeches for everyone .

Outlines will be graded on preparation and completeness.

Key criteria include

- Are the conclusion and introduction written out?
- Are all parts of the introduction present
- Does the body follow an outline format, including 2 levels of headings, transitions, and labeled support.
- When used, references are clearly labeled and a bibliography is present following an academic format.

Rubrics, outlines/templates, and more detailed explanations of each assignment will be provided. I will do my best to make things transparent and help you as much as needed.

GRADE BREAKDOWN

Total Points: 1000

Introduction Speech	
Outline	25
Speech.....	50
Process Speech	
Outline.....	50
Speech.....	125
Community Pitch	
Outline.....	50
Speech.....	100
Persuasive Speech	
Outline and works cited.....	75
Speech and Slides.....	200
Midterm.....	75
Final.....	100
Participation.....	150

A=90-100, B= 80-89 C 70-79
D 60-69, F 59 and below.

SPEECHES

Introduction Speech (2-4 minutes): The goal of this speech is to introduce yourself to the class so that we may all get to know you better. This speech functions to teach you the basic components of what goes into giving a speech, such as knowing how to create a proper outline that includes the effective speech components of content, structure, and delivery.

Cultural Informative 4-7 Minutes): A process speech is a form of informative speech where **the speaker's primary purpose is to teach the audience about some element of a culture of which you are a part.** This speech will be recorded as a video and turned in online in advance.

Community Pitch (2-4 Minutes): Following Monroe's Motivated Sequence, you will develop a speech that makes a pitch for something that your classmates to promote an atmosphere of Integrative Learning (we will discuss this more in class).

Persuasive Speech (7-9 Minutes): this assignment is about providing the audience with ways to act upon those newfound ideals with solutions to whatever problem you are addressing. When choosing a political and/or social topic for this speech, you must consider the following questions: (1) What is something you believe needs to change in the world? (2) What solutions do you have to fix the problem? You will then consider how to employ ethos, pathos, and logos, alongside various argument types to move your audience to action. The speech also focuses on the effective use of slides as presentational aids.

How to Take This Course	In Class	Outside Class	Writing
	Come to class and be fully engaged	Engage the material	Use outlines
	Ask questions and offer opinions	Apply the Material in your media consumption	Engage outside research
	Take Notes	Plan Ahead	Give your self time for multiple drafts/ proofreading

Formatting Tips: All assignments in this course be word-processed in 12-point Times New Roman font with 1 inch margins. Documents should be double-spaced, spell-checked, . All papers are turned in online. All citations should be documented consistently using the most recent guidelines for citing research outlined by any academic style guide (APA, MLA or Chicago)

MIDTERM

In lieu of an traditional exam, the midterm will be a creative project that asks you to visually teach us a concept from one of your other classes. These projects can take the form of infographics, short videos, a series of memes, or some other media that privileges visual design.

FINAL EXAM

The final exam will be a combination of multiple choice, and short answer questions to asses your knowledge of and ability to apply class concepts.

PARTICIPATION

Across the semester there will be a range of participation activities. These will be averaged to 150 points at the end of the semester.

Activities will include

Video discussion posts: Make 1 video post and respond to 2 classmates.

Reflection writing: short writing assignments reflecting on your own skills development

Peer review: you will share your videos with some classmates and practice good listening and offering feedback

CLASS POLICIES

CLASS ROOM ENVIRONMENT

This course provides students with the opportunity to be part of a community. Expect a mixture of lecture, discussion, activities, and media examples intended to deepen and expand understanding of course concepts. You are expected to come to class having read and able to summarize the key points in each reading. I encourage an open environment where everyone feels comfortable to express their ideas, experiences, questions, and concerns. Extend charity when listening to others' opinions, but never be afraid to challenge ideas.

ATTENDANCE

Although this is an asynchronous class, regular participation is essential.

I recommend logging in 2-3 times a week to make sure you are participating and keeping up with the class schedule

New content will be released on Mondays and due the Friday following

Make sure you give yourself enough time to participate in discussions and respond to your peers.

LATE WORK

All work is due at the time listed in Georgia View. If you have concerns about an assignment being received, email it to me as an attachment before the deadline. For any questions talk to me as early as possible. If you miss an assignment it can be turned in late if you meet with me to make a plan for making it up and set a new deadline. Work cannot be made up after the second deadline. **Technology is never an excuse.** Give yourself enough time for anything that might go wrong.

TECHNOLOGY IN THE CLASSROOM

This class is digital, you will need regular internet access and the ability to video record and upload those files.

Uploading can take time, so make sure you have a plan in advance.

Technology is not an excuse for late work, so please give yourself time to upload and participate

COPYRIGHT AND POSTING OUTSIDE OF CLASS

The selling, sharing, publishing, presenting, or distributing of instructor prepared course lecture notes, videos, audio recordings, or any other instructor-produced materials from any course for any commercial purpose is strictly prohibited unless explicit written permission is granted in advance by the course instructor. This includes posting any materials on websites such as Chegg, Course Hero, OneClass, Stuvia, StuDocu and other similar sites. Unauthorized sale or commercial distribution of such material is a violation of the instructor's intellectual property and the privacy rights of students attending the class, and is prohibited.

COMMUNICATION

If you have questions about assignments, course material, or the class in general, never hesitate to get in touch.

In Person/Zoom Appointment

Often, a short conversation can resolve an issue more quickly than several emails. Feel free to stop by my office hours at any point throughout the semester to discuss any concerns that come up.

Other means

Email is by far the best way to get ahold of me outside of class. I will do my best to respond as quickly as possible.

All digital communication must be through GaView or your official GSW email (GSW preferred).

Sign up for [text or email notifications](#) of grades or to download the [D2L Brightspace Pulse mobile app](#) to easily view grades.

GRADE CONCERNS

I try to make grades as transparent as possible. I am always willing to discuss your performance on an assignment and the feedback I provided you. In the event that you receive a grade that you would like to discuss with me, you must wait 24 hours to raise your concerns. This time is provided for you to carefully review all comments that I made. After this time but within seven days of receiving your grade, please make an appointment with me to discuss your concerns.

If you would like to argue for more points on the assignment, please write out your argument to give to me during our meeting. Use the assignment's rubric to explain where you think you earned more points than I assigned your work. I am absolutely willing to reconsider grades; however, I cannot accept "I think I did better."

POLICIES CONT.

STUDENT RESOURCES

Students facing food insecurity can utilize The Canes Harvest food pantry, located on the 3rd floor of the Student Success Center.

The writing center is a great resource for helping develop assignments in this class. <https://www.gsw.edu/academic-resources/writing-center/>

Tutoring is also available in person and online <https://www.gsw.edu/academic-resources/tutoring>.

Need research help? Schedule an appointment with the reference librarian today and learn how to find reliable information with ease! Contact libref@gsw.edu to schedule an appointment today.

ASSISTANCE FOR STUDENT NEEDS

A student requesting classroom accommodations or modifications due to a documented disability must notify me within the first two weeks of the semester. If the student has not already done so, they must contact the Center for Accommodations and Access located in 302 of Stanford Hall. The phone number is 229-931-2661.

MENTAL HEALTH SUPPORT

Mental Health Services: GSW provides many mental health resources for students. You can rest assured that confidentiality is a top priority. Counseling information and other mental health resources may be found online, <https://www.gsw.edu/student-life/care>.

UWill, GSW students are offered the following free resources via Uwill: <https://www.gsw.edu/health-counseling/> telecounseling Teletherapy with a licensed counselor based on needs and preferences

- Crisis support by providing a direct link to a licensed counselor trained in trauma by calling (833) 646-1526
- Wellness programming to include yoga, meditation, mindfulness, and more

GSW Counselor – Onsite counseling services for scheduled appointments and emergencies Monday through Friday from 8 a.m. – 5 p.m. Call **229- 931-2708** or email counselor@gsw.edu.

If a student is experiencing a mental health crisis, help is available 24/7/365 by calling (833)646-1526. If you are experiencing a medical emergency, please call 911.

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Week 2			
Due Friday Aug 23	What is Communication?	Chapter 1	
	Ethics	Chapter 3	
Week 3			
Due Friday, Agu 30	Intros/Conclusions	Chapter 8	
	Outlining	Chapter 6	
Week 4			
Due Friday Sept 6	Introduction Speeches		Introduction Speech Outline Due
			Assign Process Speech
Week 5			
Due Friday, Sept 13	Audience	Chapter 2	
Week 6			
Due Friday, Sept 20	Topics	Chapter 4	
	Visual Aids	Chapter 9	Assign Midterm Project
Week 7			
Due Friday, Sept 27	Delivery	Chapter 11	
	Language	Chapter 10	
Week 8			
Due Friday, Oct 4	Midterm and Outline Work		Midterm Project Due
			Process Speech Outline Due
Week 9			
Due Friday, Oct 11	Process Speeches		Assign Community Pitch
Week 10			
Due Friday, Oct 18	Persuasion	Chapter 13	
	Research	Chapter 5	
Week 11			
Due Friday, Oct 25	Speech Workshop		Community Pitch Outline Due
Week 12			
Due Friday, Nov 1	Community Pitch		Assign Persuasion
Week 13			
Due Friday, Nov 8	Argument	Chapter 14	
Week 14			
Due Friday, Nov 15	Pathos and Humor	Appendix D	
Week 15			
Due Friday, Nov 22	Speech Workshop		Persuasive Outline Due
Week 16			
Due Friday, Dec 6	Persuasive Speeches		
Finals Week			
TBA			Final Exam Due

TENTATIVE SCHEDULE

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Monday, Oct 14	Persuasion	Chapter 13	
Wednesday, Oct 16	Research	Chapter 5	Last Day to Withdraw
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Finals Week			
12/6/2024 13:00			Final Exam Due



Fundamentals of Speech

Comm 1110 (20792)
M/W 12:30-2:45PM
Room: Admin 135

COURSE DESCRIPTION

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1. Create and present well-organized, well-delivered speeches.
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4. Use appropriate visual aids and/or technology to enhance communication.
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8. Demonstrate an understanding of language bias/prejudice and its impact on the communication process.

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4TH EDITION TUCKER, BARTON,
BURGER, ET AL.

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MADE AVAILABLE ON
GEORGIAVIEW: [HTTPS://
GSW.VIEW.USG.EDU/D2L/
HOME/2983680](https://gsw.view.usg.edu/d2l/home/2983680)

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MAJOR ASSIGNMENTS

OUTLINES

Outlines are a key part of speech organization and preparation. Therefore, you will be required to turn them in for all of your speeches

Outlines will always be due the first day of speeches for everyone .

Outlines will be graded on preparation and completeness.

Key criteria include

- Are the conclusion and introduction written out?
- Are all parts of the introduction present
- Does the body follow an outline format, including 2 levels of headings, transitions, and labeled support.
- When used, references are clearly labeled and a bibliography is present following an academic format.

Rubrics, outlines/templates, and more detailed explanations of each assignment will be provided. I will do my best to make things transparent and help you as much as needed.

GRADE BREAKDOWN

Total Points: 1000

Introduction Speech	
Outline	25
Speech.....	50
Process Speech	
Outline.....	50
Speech.....	125
Community Pitch	
Outline.....	50
Speech.....	100
Persuasive Speech	
Outline and works cited.....	75
Speech and Slides.....	200
Peer Review.....	25
Midterm.....	75
Final.....	100
Participation.....	125

A=90-100, B= 80-89 C 70-79
D 60-69, F 59 and below.

SPEECHES

Introduction Speech (2-4 minutes): The goal of this speech is to introduce yourself to the class so that we may all get to know you better. This speech functions to teach you the basic components of what goes into giving a speech, such as knowing how to create a proper outline that includes the effective speech components of content, structure, and delivery.

Cultural Informative 4-7 Minutes): A process speech is a form of informative speech where **the speaker's primary purpose is to teach the audience about some element of a culture of which you are a part.** This speech will be recorded as a video and turned in online in advance.

Community Pitch (2-4 Minutes): Following Monroe's Motivated Sequence, you will develop a speech that makes a pitch for something that your classmates to promote an atmosphere of Integrative Learning (we will discuss this more in class).

Persuasive Speech (7-9 Minutes): this assignment is about providing the audience with ways to act upon those newfound ideals with solutions to whatever problem you are addressing. When choosing a political and/or social topic for this speech, you must consider the following questions: (1) What is something you believe needs to change in the world? (2) What solutions do you have to fix the problem? You will then consider how to employ ethos, pathos, and logos, alongside various argument types to move your audience to action. The speech also focuses on the effective use of slides as presentational aids.

For the community pitch, you will be required to complete a short response to evaluate your critical listening skills. Templates will be made available in GeorgiaView

How to Take This Course	In Class	Outside Class	Writing
	Come to class and be fully engaged	Engage the material	Use outlines
	Ask questions and offer opinions	Apply the Material in your media consumption	Engage outside research
	Take Notes	Plan Ahead	Give your self time for multiple drafts/ proofreading

Formatting Tips: *All assignments in this course be word-processed in 12-point Times New Roman font with 1 inch margins. Documents should be double-spaced, spell-checked, . All papers are turned in online. All citations should be documented consistently using the most recent guidelines for citing research outlined by any academic style guide (APA, MLA or Chicago)*

MIDTERM

In lieu of an traditional exam, the midterm will be a creative project that asks you to visually teach us a concept from one of your other classes. These projects can take the form of infographics, short videos, a series of memes, or some other media that privileges visual design.

FINAL EXAM

The final exam will be a combination of multiple choice, and short answer questions to asses your knowledge of and ability to apply class concepts.

PARTICIPATION

Given that this class is about overcoming difficulties with speaking, you earn points whenever you participate in an activity in class. Because of this, regular attendance is needed to participate in activities. Each instance of participation is worth 10 points. Your average for the semester will then be adjusted to the 100 point scale Some activities (Like Peer Review Days or days with particularly large activities) are worth double points because your participation is essential to their functioning.

If you are unable to make it to class, there are ways to make up participation. These can be done by engagigg in activities that help the class outside of normal class participation. Details are in GA View. Being a poor audience member on speech days, walking in during a peer's speech, violations of the class code of conduct may result in the negation of one day's worth of participation All points must be accumulated by December 6th

CLASS POLICIES

CLASS ROOM ENVIRONMENT

This course provides students with the opportunity to be part of a community. Expect a mixture of lecture, discussion, activities, and media examples intended to deepen and expand understanding of course concepts. You are expected to come to class having read and able to summarize the key points in each reading. I encourage an open environment where everyone feels comfortable to express their ideas, experiences, questions, and concerns. Extend charity when listening to others' opinions, but never be afraid to challenge ideas.

ATTENDANCE

Attendance will be taken at the beginning of every class. You do not receive a grade for attendance but attendance records are kept per University policy.

You are expected to follow the schedule posted for readings and assignments needing to be done each day. As always, if you have any questions or concerns, please set up an appointment to discuss or email me. If you have to miss class for any reason, please let me know in advance. **DO NOT COME TO CLASS IF YOU DO NOT FEEL WELL** I will not ask you why (the one exception is that students are expected to attend all speech days, failure to attend without prior conversations/documentation will result in a 10% deduction from your grade). I simply want to start a conversation about how to make up the materials that you might miss. Neither lectures nor lecture notes will be posted online. Work missed during absences can be made up if you notify me beforehand.

LATE WORK

All work is due at the time listed in Georgia View. If you have concerns about an assignment being received, email it to me as an attachment before the deadline. For any questions talk to me as early as possible. Late work will be accepted with a 20% penalty. All work must be submitted by December 6th to be graded. **Technology is never an excuse.** Give yourself enough time for anything that might go wrong.

TECHNOLOGY IN THE CLASSROOM

According to [an article](#) in the *New York Times*, it takes individuals, on average, 15 minutes to return to "serious mental tasks" after responding to a single email or instant message. [Another study](#) found that students who used laptops in class AND their nearby peers scored lower on tests than those who chose to forgo screen time in class. However, I recognize that you are adults and all learn in different fashions. Therefore, while I recommend taking notes by hand (with technology to look up different ideas etc..) you may use technology as you see fit. However, if your use is a distraction to me or your classmates, I may ask you to cease using it for the duration of the class. Continued distractions will be counted as penalties against your in class points.

COPYRIGHT AND POSTING OUTSIDE OF CLASS

The selling, sharing, publishing, presenting, or distributing of instructor prepared course lecture notes, videos, audio recordings, or any other instructor-produced materials from any course for any commercial purpose is strictly prohibited unless explicit written permission is granted in advance by the course instructor. This includes posting any materials on websites such as Chegg, Course Hero, OneClass, Stuvia, StuDocu and other similar sites. Unauthorized sale or commercial distribution of such material is a violation of the instructor's intellectual property and the privacy rights of students attending the class, and is prohibited.

HEALTH AT GSW

While Masks are not required in class, while COVID numbers are high I both welcome them and would appreciate it if you wore one for the health of your classmates and folks in the community.

If you are sick, do not feel pressured to come to class.

COMMUNICATION

If you have questions about assignments, course material, or the class in general, never hesitate to get in touch.

In Person/Zoom Appointment

Often, a short conversation can resolve an issue more quickly than several emails. Feel free to stop by my office hours at any point throughout the semester to discuss any concerns that come up.

Other means

Email is by far the best way to get ahold of me outside of class. I will do my best to respond as quickly as possible.

All digital communication must be through GaView or your official GSW email (GSW preferred).

Sign up for [text or email notifications](#) of grades or to download the [D2L Brightspace Pulse mobile app](#) to easily view grades.

GRADE CONCERNS

I try to make grades as transparent as possible. I am always willing to discuss your performance on an assignment and the feedback I provided you. In the event that you receive a grade that you would like to discuss with me, you must wait 24 hours to raise your concerns. This time is provided for you to carefully review all comments that I made. After this time but within seven days of receiving your grade, please make an appointment with me to discuss your concerns.

If you would like to argue for more points on the assignment, please write out your argument to give to me during our meeting. Use the assignment's rubric to explain where you think you earned more points than I assigned your work. I am absolutely willing to reconsider grades; however, I cannot accept "I think I did better."

POLICIES CONT.

STUDENT RESOURCES

Students facing food insecurity can utilize The Canes Harvest food pantry, located on the 3rd floor of the Student Success Center.

The writing center is a great resource for helping develop assignments in this class. <https://www.gsw.edu/academic-resources/writing-center/>

Tutoring is also available in person and online <https://www.gsw.edu/academic-resources/tutoring>.

Need research help? Schedule an appointment with the reference librarian today and learn how to find reliable information with ease! Contact libref@gsw.edu to schedule an appointment today.

ASSISTANCE FOR STUDENT NEEDS

A student requesting classroom accommodations or modifications due to a documented disability must notify me within the first two weeks of the semester. If the student has not already done so, they must contact the Center for Accommodations and Access located in 302 of Stanford Hall. The phone number is 229-931-2661.

MENTAL HEALTH SUPPORT

Mental Health Services: GSW provides many mental health resources for students. You can rest assured that confidentiality is a top priority. Counseling information and other mental health resources may be found online, <https://www.gsw.edu/student-life/care>.

CARE@GSW, students have access to the following valuable resources:

- **Christie Campus Health** (*new resource*) - A **24/7/365 mental health support line** for in-the-moment support and linkages to next steps, regardless of time of day or your location. Call anytime, anyplace at **833-855-0079**.
 - o No cost telehealth and in-person treatment sessions provided by a diverse network of licensed mental health clinicians.
 - o Virtual Psychiatric Clinics to offer assessment and medication management. Referral to Psychiatric Clinics comes from Student Counseling Services.
- **GSW Counselor – Onsite counseling services** for scheduled appointments and emergencies Monday through Friday from 8 a.m. – 5 p.m. Call **229- 931-2708** or email counselor@[gsw.edu](mailto:counselor@gsw.edu).
- **Protocol – After hours emergency services** through Student Counseling Services. Call **229-931-2708**. Protocol is a telephonic behavioral health service, for seamless access to crisis assessment, intervention, and stabilization.

WITHDRAWAL POLICY

The last day to withdraw and receive a “PW” is March 11, 2024 Withdrawals after the semester midpoint are automatically given a grade of “WF.” **Incompletes will not be given.**

DIVERSITY STATEMENT

This course engages different perspectives related to gender, race, nationality, ethnicity, sexual orientation, religion, and other relevant cultural identities. You will learn best by listening to those voices that have historically been silenced, making room for discomfort, and opening yourself up to change. I will foster an anti-racist/sexist/able-ist classroom where we strive for equity and justice for all. This is reflected in our readings, discussions, and other classroom materials. Opinions are respected until they deny the humanity of a person. These attitudes and behaviors will not be tolerated in the classroom (in person, virtual, or otherwise).

TITLE IX

Georgia Southwestern State University faculty are committed to supporting students and upholding the University's Sexual Misconduct and Interpersonal Violence policy. Under Title IX, discrimination on the basis of sex is prohibited. If you experience an incident of sex discrimination (such as sexual assault, sex- or gender-based harassment, intimate-partner violence or stalking), we encourage you to report it. GSW's Title IX Coordinator is Gena Wilson and her office is located in 101 of Stanford Hall. You may contact her directly at (229) 931-2026 or at gena.wilson@gsw.edu if you need help. <https://www.gsw.edu/human-resources/titleIXcompliance>.

As an GSW faculty member, I serve as a Title IX Responsible Employee and thus must report any incidents of gender discrimination, sexual misconduct and interpersonal violence involving GSW students, faculty or staff to the Title IX Coordinator regardless of whether the incident occurs on or off campus. Title IX requires reporting to ensure that universities protect and accommodate victims/survivors.

If you wish to discuss an incident confidentially without notifying the Title IX Coordinator, you may contact the **Office of Student Health & Counseling Services** counseling@gsw.edu or 229-931-2708

ACADEMIC DISHONESTY

Georgia Southwestern State University students are expected to uphold standards of the highest level of integrity. Students are also responsible for making themselves aware of how the principles of academic integrity apply in each academic setting they enter. See the following link for the complete description of the policy: <https://www.gsw.edu/Assets/Campus%20Life/StudentHandbook/2012/Appendix%20W.pdf>

The following actions are prohibited and constitute a violation of the Student Code of Conduct:

A. Plagiarism--Plagiarism includes, but is not limited to, asking someone to write part or all of an assignment, copying someone else's work (published or unpublished), inadequately documenting research, downloading material from electronic sources without appropriate documentation, or representing others' works or ideas as one's own.

B. Cheating on Examinations--Cheating on an exam includes, but is not limited to, giving or receiving unauthorized help before, during, or after an in-class, out-of-class, or online exam. Examples of unauthorized help include using unauthorized books or notes in either hard copy or electronic form, viewing another student's exam, taking pictures of exams with cell phones or other electronic devices, accessing unauthorized browsers or software programs during an exam, allowing another student to view one's exam, and discussing an exam or sharing information on an exam's content with other students after the exam has occurred in one section but not in another.

C. Unauthorized Collaboration--Unauthorized collaboration includes giving or receiving unauthorized help for work that is required to be the effort of a single student, such as the receiving or giving of unauthorized assistance in the preparation of a laboratory or writing assignment, on-line exams, etc.

D. Falsification--Falsification includes, but is not limited to the fabrication of citations or sources, of experimental or survey results, and of computer or other data.

E. Multiple Submissions--A student may not submit substantial portions of the same work for credit more than once without the explicit consent of the faculty to whom the work is submitted for additional credit. If a work product is to be substantially revised or updated, the student must contact the faculty member in advance to discuss necessary revisions. In cases where multiple submissions are approved, faculty members will require copies of the original documents for comparison.

Failure to follow these policies can result in failing the assignment and/or course and will be reported to Student Affairs. Because of the design and nature of this course, it will take as much (or more) work for you to plagiarize in it than it will to actually complete the work of the class.

Plagiarism is different from misuse of sources, occasions when a writer does not properly cite a source, misuses quotations, includes too much of an original source in a paraphrase or summary, or commits similar unintentional violations of academic protocol. If you misuse sources, we will work together on appropriately incorporating and/or citing the sources. Note that some audiences/instructors will consider misuse of sources to be plagiarism; for this reason, it is extremely important for you to identify the conventions associated with source use and citations in any class (or writing situation).

Use of AI to generate materials for the class is both Unauthorized Collaboration and (if not cited) plagiarism. We will discuss the ethical use of AI during class.

This class uses ideas from: Ashley Jones, Jamie Downing, Nick Romerhausen, Megan Houge, Cheri Simonds, Steve Hunt, and others from various writing groups and professional development groups.

Images on the front page:

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MY PROMISE TO YOU

I understand that all students are not looking to get the same things out of these classes. I will work with as far as you want to go.

If you are just looking to get through the class, I will do all I can to help you get there.

If you want to discuss extra readings, topics, professional advising etc., I am happy to.

If you want me to read your campaign speech, I will (assuming you are caught up on basic class assignments.).

Let me know how I can help and I will try my hardest. I cannot help if I do not know what you need.

TENTATIVE SCHEDULE

Week 1	Topic	Reading	Assignment
Wednesday, Jan 10	Intro to the Class		Assign Introduction
Week 2			
Monday, January 15	MLK Day - No Class		
Wednesday, January 17	What is Communication?	Chapter 1	
Week 3			
Monday, January 22	Intros/Conclusions	Chapter 8	
Wednesday, January 24	Outlining	Chapter 6	
Week 4			
Monday, January 29	Ethics and Listening	Chapter 3	
Wednesday, January 31	Introduction Speeches		Introduction Speech Outline Due
Week 5			
Monday, February 5	Introduction Speeches		
Wednesday, February 7	Audience & Culture	Chapter 2	Assign Culture Speech/Peer Reviews
Week 6			
Monday, February 12	Topics	Chapter 4	
Wednesday, February 14	Visual Aids	Chapter 9	Assign Midterm Project
Week 7			
Monday, February 19	Speech Workshop		Culture Speech Outline Due
Wednesday, February 21	Delivery	Chapter 11	
Week 8			
Monday, February 26	Culture Speeches		
Wednesday, February 28	Culture Speeches		Assign Community Pitch
Week 9	Topics	Reading	Assignments
Monday, March 4	Midterm Work Day		Midterm Project Due
Wednesday, March 6	Language	Chapter 10	

TENTATIVE SCHEDULE

Week 10			
Monday, March 11	Persuasion	Chapter 13	Last Day to Withdraw
Wednesday, March 13	Research	Chapter 5	
SPRING BREAK March 18-22			
Week 11			
Monday, March 25	Speech Workshop		Community Pitch Outline Due
Wednesday, March 27	Pathos		
Week 12			
Monday, April 1	Community Pitch		
Wednesday, April 3	Community Pitch		Assign Persuasion
Week 13			
Monday, April 8	Argument 1	Chapter 14	
Wednesday, April 10	Argument 2		Peer Review due
Week 14			
Monday, April 15	Humor	Appendix D	
Wednesday, April 17	Speech Workshop		Persuasive Outline Due
Week 15			
Monday, April 22	Communication in Your Future		
Wednesday, April 24	Persuasive Speeches		
Week 16			
Monday, April 29	Persuasive Speeches		
Wednesday, May 1	Persuasive speeches		
Finals Week			
TBA			Final Exam Due

COMM 1110: Fundamentals of Public Speaking
Spring 2025
T/Th 9:30-10:45 AM
Admin 135

Instructor: Dr. Elizabeth Shiller	Office: Collum 110
Contact: elizabeth.shiller@gsw.edu	Office Hours: T/Th 11 AM - 12:15 PM & W 10 AM - 12 PM or by appointment

Course Overview: This course surveys the fundamental concepts of interpersonal and public communication, including the teaching and practice of some basic skills for both communication contexts.

This is a Core IMPACTS course that is part of the Institution area. Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help master course content, and support students' broad academic and career goals.

This course directs students toward the broad Orienting Question: How does my institution help me to navigate the world?

This course enables students to demonstrate the ability to think critically and solve problems related to academic priorities at their institution.

Course content, activities and exercises in this course will help students develop the following Career-Ready Competencies: Critical Thinking, Teamwork, and Time Management.

Learning Outcomes

1. Create and present well-organized, well-delivered speeches.
2. Use effective audience analysis to communicate in interpersonal, group, and public situations.
3. Use research support to make a persuasive argument.
4. Use appropriate visual aids and/or technology to enhance communication.
5. Demonstrate an awareness of the ethical responsibilities of communicators in public, interpersonal, and group situations.
6. Identify how the process of perception works in everyday life.
7. Critically analyze and interpret verbal and nonverbal messages.
8. Demonstrate an understanding of language bias/prejudice and its impact on the communication process.

Required Materials

EXPLORING PUBLIC SPEAKING, 4TH EDITION TUCKER, BARTON, BURGER, ET AL.

[HTTPS://OER.GALILEO.USG.EDU/COMMUNICATIONTEXTBOOKS/1/](https://oer.galileo.usg.edu/communicationtextbooks/1/)

Reading material will be available on GeorgiaVIEW.

Contacting Your Professor

The best way to get a hold of me is either by email or by stopping by my office during my office hours. Please note that while I check my email regularly, I do not check my email on weekends or after 8pm on weekdays. If your email is urgent (e.g., regarding assignments and extensions), be sure to email me before 8pm on a weekday, otherwise, I will return your email on the following business day.

Please call me either Dr. Shiller or Professor Shiller both in person and via email.

Class Participation and Attendance

COMM 1110 is a performance-based course and utilizes a flipped classroom approach that emphasizes experiential learning as well as cognitive learning; therefore, it is important that you attend every class. Your attendance is not only important to your own success, but also to that of your class community, as you will work with and provide feedback for your peers during their speeches. I will keep a record of attendance for each student. Each class session is worth 5 points. Be advised that to be marked as present, you must be present. This includes reading assigned readings prior to class and engaging in classroom discussions and activities. If you are sleeping or doing other work, you will receive 2.5 out of 5 points for that class session.

If you need to miss a class, regardless of the reason, send me an email to let me know and I will excuse your absence. If I do not hear from you, the absence will not be excused. Please do not come to class if you are ill. I reserve the right to contact your advisor for excessive absences.

If you must be absent for religious reasons, because you are involved in University-level athletics, or some other excused reason, inform me of the conflict BEFORE your absence.

Assignment Policies

With the exception of in-class presentations, all assignments are to be submitted through Georgia VIEW as either a Word Doc or PDF, unless otherwise specified. If an assignment is turned in and I cannot open it or the file is corrupted upon receipt, it will count as a zero. I will not email you; you will just see a zero in the gradebook. Do Not try to get an unofficial extension by corrupting a file. I will not give you one.

Late work will be accepted with a 25% penalty up to seven days past the deadline. Assignments submitted more than 1 week past the deadline will be given a zero. I give you the course schedule with assignment deadlines on the first day of the semester and you are responsible for meeting these deadlines.

I am able to grant extensions. In order to receive an extension, you MUST ask for an extension BEFORE the assignment's deadline. I will not grant "day of" extension requests or requests made after the assignment's deadline. This policy also extends to presentation days. Keep in mind that the extension is at the discretion of the instructor and that some assignments will not be eligible for extensions.

Grade Breakdown

Total Points: 875

Assignment	Point Value
Syllabus Scavenger Hunt**	15 points
Who Are You Speech	50 points
Value Speech	75 points
Informative Speech	100 points
Persuasive Speech	150 points
Impromptu Speech (2 @ 50 pts each)	100 points
Topic Selection	10 points
Source Support (2 @ 25 pts each)	50 points
Speech Practice (2 @ 25 pts each)	50 points
Speech Critique**	100 points
Writing Center Appointment**	25 points
Attendance and Participation (5 pts per class, 10 pts per week)	150 points

A= 90%-100%, B= 80%-89%, C= 70%-79%, D= 60%-69%, F= < 59%

**not eligible for extensions

Rubrics, outlines/templates, examples, and more detailed explanations of each assignment will be provided. I will do my best to make things transparent and help you as much as needed. These materials will be on Georgia VIEW.

Extra credit opportunities are left up to instructor discretion.

Assignments

Assignments are to be submitted to Georgia VIEW as either a Word Doc or PDF file unless otherwise specified. Assignments are to be double-spaced and use Times New Roman 12pt font in black ink.

Additionally, in this COMM class, we will use APA style 7th edition. This includes the APA title page and References page. I will not accept assignments done in MLA.

Speech Assignments

Who Are You? Speech (50 points): Speech length: 1-2 minutes

The goal of this speech is to introduce yourself to the class so that we may all get to know you better. This speech functions as an introduction to the basic components of what goes into giving a speech, such as outline creation, speech structure, and delivery. You will be provided an outline template to fill out to help you create your introductory speech. This speech will be delivered extemporaneously. The outline template can be found on Georgia VIEW. To receive full credit, you must submit the outline to Georgia VIEW and present your speech in front of the class. More information about this assignment can be found on Georgia VIEW.

Value Speech (75 points): Speech length: 3-5 minutes

This speech is about telling a story of something that is important to you, something that you value. This speech will be delivered extemporaneously. A visual aid is required for this speech. To receive full credit, you must submit the outline and visual aid to Georgia VIEW and present your speech in front of the class. More information about this assignment can be found on Georgia VIEW.

Informative Speech (100 points): Speech length: 3-5 minutes.

This speech teaches the audience about some element of your topic that interests you. This speech will be delivered extemporaneously. A visual aid is required for this speech. You will incorporate 3 sources within your speech presentation and visual aid. To receive full credit, you must submit the outline and visual aid to Georgia VIEW and present your speech in front of the class. More information about this assignment can be found on Georgia VIEW.

Informative Speech Practice (25 points): Before you present your Informative Speech to your class, you will record yourself practicing the speech. You are to record your speech using Zoom with a video overlay. This low stakes assignment provides you with time to practice your speech as well as give you experience presenting a speech virtually. To submit this assignment, you will first upload your speech recording to YouTube, then you will copy and paste the URL to a Word Doc and submit the Word Doc to Georgia VIEW.

Persuasive Speech (150 points): Speech length: 5-7 minutes

This speech is about convincing your audience to solve a problem by providing them with a solution to whatever problem you are addressing. When creating this speech, you must consider the following questions:

- What is something you believe needs to change in the world?
- What solutions do you have to fix the problem?

You will then consider how to employ ethos, pathos, and logos, alongside various argument types to move your audience to action. This speech will be delivered extemporaneously. A visual aid is required for this speech. You will incorporate 5 sources within your speech presentation and visual aid. To receive full credit, you must submit the outline and visual aid to Georgia VIEW and present your speech in front of the class. More information about this assignment can be found on Georgia VIEW.

Persuasive Speech Practice (25 points): Before you present your Persuasive Speech to your class, you will record yourself practicing the speech. You are to record your speech using Zoom with a video overlay. This low stakes assignment provides you with time to practice your speech as well as give you experience presenting a speech virtually. To submit this assignment, you will first upload your speech recording to YouTube, then you will copy and paste the URL to a Word Doc and submit the Word Doc to Georgia VIEW.

Impromptu Speeches (50 points each): Speech length: 1-2 minutes each

You will present two impromptu speeches this semester, one at midterms and one during finals week. These speeches are to provide extra presentation and delivery practice. You will be given a list of prompts ahead of time, however, you will not know your exact prompt until it is your time to present. Each impromptu speech is worth 50 points. There is nothing to submit for these speeches.

All speeches will be given a 15 second grace period. Those that go over/under 16-29 seconds will be docked 3 points and those that go over/under 30 seconds will be docked 5 points.

Additional assignments

Syllabus Scavenger Hunt (15 points): Use the syllabus to complete the syllabus scavenger hunt worksheet. The worksheet can be found on Georgia VIEW.

Writing Center Appointment (25 points): You are to visit the writing center and receive help with anything COMM 1110 related. To receive the 25 points, you must tell the Writing Center to send me a confirmation email that you attended the appointment.

Topic Selection (10 points): You will be using the same topic for your Value, Informative, and Persuasive Speeches. This assignment is a brief one-page rationale of the topic you will use for the above speeches. The worksheet can be found in Georgia VIEW.

Source Support x2 (25 points each): You will need to provide source support for your informative and persuasive speeches. You will complete a worksheet ahead of your informative and persuasive speech where you will provide a rationale for each source you plan to use in your speeches along with the APA citations for each source. The worksheets can be found in Georgia VIEW.

Speech Critique (100 points): In lieu of a final exam, you will submit a 3 full page essay to assess your knowledge of and ability to apply class concepts. You will watch a current (within the last year) presentational speaking event online or in person that was/is delivered to a live audience or attend a live presentational speaking event. Then you will write 3 full pages analyzing the speech using concepts, ideas, and theories from your text and class discussion. Additional materials regarding this assignment will be found on Georgia VIEW.

Class Policies

Respect in the Classroom: This course engages different perspectives related to gender, race, nationality, ethnicity, sexual orientation, religion, and other relevant cultural identities. You will learn best by listening to those voices that have historically been silenced, making room for discomfort, and opening yourself up to change. I will foster an anti-racist/sexist/ableist classroom where we strive for equity and justice for all. This is reflected in our readings, discussions, and other classroom materials. Opinions are respected until they deny the humanity of a person. These attitudes and behaviors will not be tolerated in the classroom (in person, virtual, or otherwise).

To ensure the free exchange of ideas and productive communication, students are reminded that the Code of Conduct calls for all students to show respect and civility for all members of the GSW community. These expectations are outlined in the Disorderly Conduct and Personal Safety sections of the Code of conduct. I will work with you to

develop habits of civil communication. However, excessive or severe violations of these expectations can result in referral to the Office of Student Affairs.

Academic Dishonesty: Georgia Southwestern State University students are expected to uphold standards of the highest level of integrity. Students are also responsible for making themselves aware of how the principles of academic integrity apply in each academic setting they enter. See the following link for the complete description of the policy:

<https://www.gsw.edu/Assets/Campus%20Life/StudentHandbook/2012/Appendix%20W.pdf>

The following actions are prohibited and constitute a violation of the Student Code of Conduct:

A. Plagiarism– Plagiarism includes, but is not limited to, asking someone to write part or all of an assignment, copying someone else's work (published or unpublished), inadequately documenting research, downloading material from electronic sources without appropriate documentation, or representing others' works or ideas as one's own.

B. Cheating on Examinations– Cheating on an exam includes, but is not limited to, giving or receiving unauthorized help before, during, or after an in-class, out-of-class, or online exam. Examples of unauthorized help include using unauthorized books or notes in either hard copy or electronic form, viewing another student's exam, taking pictures of exams with cell phones or other electronic devices, accessing unauthorized browsers or software programs during an exam, allowing another student to view one's exam, and discussing an exam or sharing information on an exam's content with other students after the exam has occurred in one section but not in another.

C. Unauthorized Collaboration– Unauthorized collaboration includes giving or receiving unauthorized help for work that is required to be the effort of a single student, such as the receiving or giving of unauthorized assistance in the preparation of a laboratory or writing assignment, online exams, etc.

D. Falsification– Falsification includes, but is not limited to the fabrication of citations or sources, of experimental or survey results, and of computer or other data.

E. Multiple Submissions Without Instructor Consent– A student may not submit substantial portions of the same work for credit more than once without the explicit consent of the faculty to whom the work is submitted for additional credit. If a work product is to be substantially revised or updated, the student must contact the faculty member in advance to discuss necessary revisions. In cases where multiple submissions are approved, faculty members will require copies of the original documents for comparison.

Failure to follow these policies can result in failing the assignment and/or course and will be reported to Student Affairs. Because of the design and nature of this course, it will take as much (or more) work for you to plagiarize in it as it will to actually complete the work of the class.

Plagiarism is different from misuse of sources, occasions when a writer does not properly cite a source, misuses quotations, includes too much of an original source in a paraphrase or summary, or commits similar unintentional violations of academic protocol. If you misuse sources, we will work together on appropriately incorporating and/or citing the sources. Note that some audiences/instructors will consider misuse of sources to be plagiarism; for this reason, it is extremely important for you to identify the conventions associated with source use and citations in any class (or writing situation).

Use of AI to generate materials for the class is both Unauthorized Collaboration and (if not cited) plagiarism. We will discuss the ethical use of AI during class.

Professorial Ownership of Content: The selling, sharing, publishing, presenting, or distributing of instructor prepared course lecture notes, videos, audio recordings, or any other instructor-produced materials from any course for any commercial purpose is strictly prohibited unless explicit written permission is granted in advance by the course instructor. This includes posting any materials on websites such as Chegg, Course Hero, OneClass, Stuvia, StuDocu and other similar sites. Unauthorized sale or commercial distribution of such material is a violation of the instructor's intellectual property and the privacy rights of students attending the class, and is prohibited.

Student Resources

Accommodations: A student requesting classroom accommodations or modifications due to a documented disability must notify me within the first two weeks of the semester. If the student has not already done so, they must contact the Center for Accommodations and Access located in 302 of Stanford Hall. The phone number is 229-931-2661.

Withdrawal Policy: The last day to withdraw and receive a "PW" is Friday March 14, 2025. Withdrawals after the semester midpoint are automatically given a grade of "WF." Incompletes will not be given.

Canes Harvest Food Pantry: Students facing food insecurity can utilize Located on the 3rd floor of the Student Success Center, the Canes Harvest stocks a variety of items year-round including, frozen food, non-perishable food, and personal care items. Canes Harvest is open from 8am - 5pm <https://www.gsw.edu/campus-services/>

The University Writing Center: A helpful resource for all students through all stages of the writing process, from generating ideas to proofreading. At the Writing Center, undergraduate peer writing consultants use discussion-based strategies to help you improve your writing at any level and in any subject. Appointments are held either online or in person, and walk-ins are welcome. The Center is located on the first floor of Collum Hall, room 102. You can find more information and hours at <http://gsw.edu/writingcenter>

Tutoring Center: Students can choose in-person or online instruction to assist in their challenging courses. Peer tutoring and supplemental instruction provides students with extra opportunities to learn study skills and develop good study habits. The Tutoring Center is a walk-in tutoring center for students needing extra support in math and science courses. Online tutoring is available through GeorgiaView. <https://www.gsw.edu/academic-resources/tutoring/>

COVID-19 Statement: Your health and well-being and the health and well-being of others matter. If you have been exposed to COVID-19, or have symptoms of COVID-19, please prioritize getting tested for COVID-19. Such testing is available free of charge at the Herschel A. Smith health clinic here on campus. If you test positive or continue to have symptoms, I will work with you to navigate missing class and making up work, extending deadlines as needed.

Mental Health & Wellness Support: College can be both exciting and challenging, and it's okay to admit you need help along the way. No matter what you are going through, know that help is available. Whether you're facing stress, personal struggles, or mental health concerns, it's important to know you're not alone and support is available. At GSW, we are here to help you succeed—both academically and personally.

GSW offers a variety of confidential resources to support your mental health and well-being:

- **Uwill:** provides free, easy-to-use, confidential teletherapy for students, offering immediate access to counseling, a direct crisis connection, and wellness resources anytime you need them. To get started, visit: [Uwill Teletherapy](#).
- **Mental Health Crisis Support from Uwill:** If you're experiencing a mental health crisis, help is available 24/7. Call (833) 646-1526 for immediate support.
- **988 Suicide and Crisis Lifeline:** If you or someone else is in crisis, you can call or text **988** or visit 988lifeline.org. Offers 24/7 call, text and chat access to trained crisis counselors who can help people experiencing suicidal, substance use, and/or mental health crisis, or any other kind of emotional distress. People can also dial 988 if they are worried about a loved one who may need crisis support.

- **GSW Counseling Services:** On-campus counseling services are available for scheduled appointments or urgent concerns with our counselor, Andrea Kromminga. Andrea is here to support you Monday through Friday, 8 a.m. to 5 p.m. To schedule an appointment or for immediate assistance, contact 229-931-2708 or email counselor@gsw.edu.
- **Virtual Psychiatric Clinics:** For students needing psychiatric assessment or medication management, we offer access to virtual psychiatric services. Referrals are made through GSW Counseling Services.

We encourage you to **reach out** whenever you need help—whether it’s a big challenge or just a moment of uncertainty. Seeking support is a sign of strength, and we are here to help you navigate whatever comes your way. For more information on all of our mental health resources, visit: [GSW Mental Health Resources](#).

TITLE IX: Georgia Southwestern State University faculty are committed to supporting students and upholding the University’s Sexual Misconduct and Interpersonal Violence policy. Under Title IX, discrimination on the basis of sex is prohibited. If you experience an incident of sex discrimination (such as sexual assault, sex- or gender-based harassment, intimate-partner violence or stalking), we encourage you to report it. GSW’s Title IX Coordinator is located in the Student Success Center, 3429. You may contact them at 229-928-1387 <https://www.gsw.edu/human-resources/titleIXcompliance>.

If you wish to discuss an incident confidentially without notifying the Title IX Coordinator, contact the Office of Student Health & Counseling Services at counseling@gsw.edu.

Course Schedule

(Schedule is subject to change)

Week 1		
Date	Content	Assignments
Th January 9	Course Introduction - Assign: Syllabus Scavenger Hunt	Read CH. 1 & 11 for Tues

Week 2		
Date	Content	Assignments
T January 14	The Basics of Public Speaking & Delivery Speech Anxiety - Assign Who Are You? Speech	Syllabus Scavenger Hunt due by 11:59 PM Tues Jan. 14 Read CH. 2 & 3 for Thurs
Th January 16	Ethics, Audience Analysis, and Listening	Who Are You? Speech Outline due by 11:59 PM Fri Jan.17

Week 3		
Date	Content	Assignments
T January 21	Who Are You? Speech Presentations - Presented in alphabetical order	Read CH. 6 for Thurs
Th January 23	Speech Organization + Outlining - Bring Who Are You? Speech Outline to class	Read CH. 4 for Tues

Week 4		
Date	Content	Assignments
T January 28	Topic Selection - Assign: Topic Selection Worksheet - Assign: Value Speech	Read CH. 7 for Thurs
Th January 30	Supporting Materials - Bring Value Speech ideas to class	Topic Selection due by

		11:59 PM Fri Jan. 31 Read CH. 8 for Tues
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Week 5		
Date	Content	Assignments
T February 4	Introductions and Conclusions - Bring Value Speech ideas to class	Read CH. 9 for Thurs
Th February 6	Visual Aids - Bring Value Speech ideas to class - Choose Value Speech Order	

Week 6		
Date	Content	Assignments
T February 11	Outlining and Visual Aids Workshop - Bring Value Speech ideas to class	
Th February 13	Value Speech Workshop - Bring your Value Speech outlines and visual aids to class	Value Speech Outlines & Visual Aids due by 11:59 PM Fri Feb. 14

Week 7		
Date	Content	Assignments
T February 18	Value Speech Presentations	
Th February 20	Value Speech Presentations	Read CH. 5 & 12 for Tues

Week 8		
Date	Content	Assignments
T February 25	Informative Speeches Organizing an Informative Speech - Assign: Informative Speech - Assign: Informative Speech Practice - Assign: Source Support 1	

Th February 27	Source Support	Read Appendix E for Tues
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Week 9		
Date	Content	Assignments
T March 4	Impromptu Speech #1 Presentations APA Workshop - Bring Source Support sources to class	
Th March 6	Choose Informative Speech Order In-Text and Oral Citations - Bring Source Support sources to class	Source Support 1 due by 11:59 PM Fri Mar. 7

Week 10		
Date	Content	Assignments
T March 11	Informative Speech Outlining and Visual Aid Workshop - Bring Informative ideas to class	
Th March 13	Informative Speech Workshop - Bring Informative outlines and visual aids to class	Informative Speech Outlines & Visual Aids due by 11:59 PM Fri Mar. 14

Spring Break March 17-21, 2025

Week 11		
Date	Content	Assignments
T March 25	Informative Speech Presentations	Informative Speech Practice due by 11:59 PM Tues Mar. 25
Th March 27	Informative Speech Presentations	Read CH. 13 & 14 for

		Tues
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Week 12		
Date	Content	Assignments
T April 1	Persuasive Speeches Making a Persuasive Argument <ul style="list-style-type: none"> - Assign: Persuasive Speeches - Assign Persuasive Speech Practice - Assign: Source Support 2 	
Th April 3	No Class (CSCA Conference) <ul style="list-style-type: none"> - Use time to work on speeches or go to Writing Center 	Source Support 2 due by 11:59 PM Fri Apr. 3

Week 13		
Date	Content	Assignments
T April 8	Choose Persuasive Speech Order Organizing a Persuasive Speech <ul style="list-style-type: none"> - Bring Persuasive ideas to class 	
Th April 10	Persuasive Speech Outlining and Visual Aid Workshop <ul style="list-style-type: none"> - Bring Persuasive ideas to class 	

Week 14		
Date	Content	Assignments
T April 15	Persuasive Speech Workshop <ul style="list-style-type: none"> - Bring Persuasive outlines & visual aids to class 	
Th April 17	No Class (PCA Conference) <ul style="list-style-type: none"> - Use time to work on speeches or go to Writing Center 	Persuasive Speech Outline, Visual Aid & Practice due by 11:59 PM Fri Apr. 18

Week 15		
Date	Content	Assignments
T April 22	Persuasive Speech Presentations	
Th April 24	Persuasive Speech Presentations	

Week 16		
Date	Content	Assignments
T April 29	Last day of class Persuasive Speech Presentations	Speech Critique due by 11:59 PM Weds Apr. 30 Writing Center Appointment due Weds Apr. 30

Finals Week		
Date	Content	
TBD	Impromptu Speech 2 presentations	

FUNDAMENTALS OF SPEECH

Dr. Ashley P. Jones
ashley.jones@gsw.edu
Collum 109

Office Hours: MW 1-2:30
Tuesday: 9-11 a.m.

About This Class:

This course is a survey course designed to assist you in increasing your knowledge and skills in employing verbal and nonverbal communication messages in a variety of settings (e.g., intrapersonal, interpersonal, group, and public contexts). By studying the process of communication and applying communication theory and principles to diverse real-life situations, you will have an opportunity to practice and analyze communication skills in various communication contexts. In order to do this, this course involves both speaking and writing assignments throughout the semester.

Student Learning Outcomes:

At the conclusion of the course, it is expected that students will demonstrate knowledge and skills in several core areas. Specifically, students should be able to:

1. Create and present well-organized, well-delivered speeches.
2. Use effective audience analysis to communicate in interpersonal, group, and public situations.
3. Use research support to make a persuasive argument.
4. Use appropriate visual aids and/or technology to enhance communication.
5. Demonstrate an awareness of the ethical responsibilities of communicators in public, interpersonal, and group situations.
6. Identify how the process of perception works in everyday life.

7. Critically analyze and interpret verbal and nonverbal messages.
8. Demonstrate an understanding of language bias/prejudice and its impact on the communication process
9. Demonstrate an understanding of culture and its impact on the communication process.
10. Demonstrate effective listening in a variety of contexts.

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This is a Core IMPACTS course that is part of the Institution area.

Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas.

This course will help master course content, and support students' broad academic and career goals.

This course should direct students toward a broad Orienting Question:

- How does my institution help me to navigate the world?

Completion of this course should enable students to meet the following Learning Outcome:

- Students will demonstrate the ability to think critically and solve problems related to academic priorities at their institution.

Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies:

- Critical Thinking · Teamwork · Time Management
-

Diversity Statement:

This course engages different perspectives related to gender, race, nationality, ethnicity, sexual orientation, religion, and other relevant cultural identities. You will learn best by listening to those voices that have historically been silenced, making room for discomfort, and opening yourself up to change. I will foster an anti-racist/sexist/ableist classroom where we strive for equity and justice for all. This is reflected in our readings, discussions, and other classroom materials. Opinions are respected until they deny the humanity of a person. These attitudes and behaviors will not be tolerated in the classroom (in person, virtual, or otherwise).

Required Texts:

There is one required text for this course, but it is free to access via Georgia View.

Exploring Public Speaking, 4th Edition

Tucker, Barton, Burger, et al.

<https://oer.galileo.usg.edu/communication-textbooks/1/>

Georgia View & Attendance Policy

We will access our course materials using Georgia View. I suggest that you make sure you can sign into Georgia View and see our course in your available classes. Please email me if you cannot find our course (it may be in your unpinned courses). You will want to double check you are signed up for the correct section of the course. Attendance will be taken at the beginning of every class. New this semester: Attendance counts toward your grade. If you need to miss a class, an email to let me know will suffice. Do not abuse this or I will annoy both you and your advisor about missing class.

You are expected to follow the schedule posted for readings and assignments needing to be done each day. As always, if you have any questions or concerns, please set up an appointment to discuss or email me.

Makeup Work/Exams:

Makeup work is allowed if previous arrangements have been made with the course instructor or extenuating circumstances require it. This will be approved on a case-by-case basis with the instructor. Incompletes will not be given.

Always remember that, if necessary, an emergency withdrawal is an option for students who find they will not be able to earn the grades they need for the semester. Please email me with questions or concerns before you get to that point.

Assignments & Grading:

- Any Old Bag Speech: 1-2-minute speech. Using three items, this speech is a personal reflection and an opportunity for you to share information about yourself.

- Cultural Speech:: 2-3 minute speech in which you speak about a tradition or aspect of a culture that you belong to.

- Informative Speech: 4-6 minute speech. You will choose a topic on which you will inform the audience.

- Persuasive Speech: 5-7 minutes. You will take a position on a controversial topic and persuade your audience to change their attitudes, values, and/or beliefs. This will also include a critical response to an assigned speech.

- Midterm: There will be one midterm assignment. This assignment will have you flex your creativity a bit through the creation of an infographic depicting best practices for one of the following: writing strong introductions and conclusions, best speech delivery practices, best ethical practices for public speaking, speech research tips and tricks, or best practices for avoiding language bias or using rhetoric to enhance speeches.

- Quizzes: This is in lieu of a final comprehensive exam. This assessment will be a combination multiple-choice, short answer assessment that will test your ability to understand the theoretical concepts covered in class.

YOU MUST COMPLETE ALL THE ASSIGNED SPEECHES TO PASS THIS CLASS.

If you require accommodations, reach out to the Office of Accommodations and Access.

Grading:

Any Old Bag Speech: 25 Points
Cultural Outline: 25 Points
Cultural Speech: 50 Points
Informative Outline: 25 points
Informative Speech: 75 Points
Persuasive Outline: 25 points
Persuasive Speech: 100 points
Persuasive Speech Critical Response: 50 points
Midterm: 50 Points
Four Quizzes: 25 points each (100 points total)
Attendance: 140 points (5 points per class period)

Total Points: 655 Points possible

A: 100-90% (Exceptional Work)
B: 89-80% (Above Average Work)
C: 79-70% (Average Work)
D: 69-60% (Below Average Work)
F: 59-0% (Sub-Standard Work)

TECHNOLOGY POLICY

No earbuds/headphones in class. Unless there is a life-changing event that you are waiting on a phone call (for example, an organ transplant), your communication devices should not be heard. At the very least, keep them on silent or turn them off.

Laptops are allowed in class only for note-taking purposes. If you are caught using your laptop for any other use (social media, Internet browsing, etc.) you will be prohibited from having a laptop in class.

EMAIL ETIQUETTE

In the event that you need to email the professor, please follow these guidelines for email correspondence:

- Begin with a salutation. (ex: "Greetings Dr. Jones")
- Use good grammar and punctuation in the body of your email. (i.e., this is NOT a text message to a friend. Write clearly and concisely; in other words, write well.)
- Use a closing. (ex: "Sincerely" or "Thank you for your time")
- Think about what you will write before you write. Emotional outbursts or stream-of-consciousness ramblings are not welcome and should be avoided.
- At the very LEAST, give your name and the time and day of your class.

WITHDRAWAL POLICY

The last day to withdraw and receive a “PW” is March 11, 2024.
Withdrawals after the semester midpoint are automatically given a grade of “WF.”
Incompletes will not be given.

COURSE SCHEDULE

DATE TOPIC READING DUE ASSIGNMENT DUE

1/11	COURSE INTRO/SYLLABUS ANY OLD BAG SPEECH ASSIGNED	SYLLABUS & GEORGIA VIEW	
1/16	ANY OLD BAG SPEECHES		ANY OLD BAG SPEECH
1/18	PERCEPTION AND THE SELF		
1/23	ETHICS OF PUBLIC SPEAKING	CHAPTER 1	
1/25	DEVELOPING SPEECH TOPICS QUIZ 1 ASSIGNED CULTURAL SPEECH & OUTLINE ASSIGNED	CHAPTER 4	
1/30	VERBAL & NONVERBAL COMMUNICATION		QUIZ 1

2/1	ORGANIZING & OUTLINING SPEECHES	CHAPTER 6	
2/6	CULTURAL SPEECH OUTLINES QUIZ 2 ASSIGNED		CULTURAL SPEECH OUTLINE (DUE IN CLASS)
2/8	LANGUAGE & BIAS	CHAPTER 10	
2/13	CULTURAL SPEECH WORK DAY		QUIZ 2
2/15	CULTURAL SPEECHES IN CLASS		CULTURAL SPEECHES DUE
2/20	HOW TO DO RESEARCH		
2/22	INFORMATIVE SPEAKING INFORMATIVE SPEECH ASSIGNED	CHAPTER 12	
2/27	WRITING INTROS & CONCLUSIONS MIDTERM ASSIGNED	CHAPTER 8	

2/29	CREATING A WORKS CITED PAGE		
3/5 (MIDTERM)	MIDTERM/INFORMATIVE SPEECH WORK DAY		MIDTERM INFOGRAPHIC DUE ON GEORGIA VIEW
3/7	INFORMATIVE OUTLINES		INFORMATIVE SPEECH OUTLINES DUE IN CLASS
3/12	DELIVERY & PRESENTATIONAL AIDS QUIZ 3 ASSIGNED	CHAPTER 11	
3/14	INFORMATIVE SPEECHES DAY 1 FULL ATTENDANCE REQUIRED		
3/18-3/22	SPRING BREAK- NO CLASSES		
3/26	INFORMATIVE SPEECHES DAY 2 FULL ATTENDANCE REQUIRED		
3/28	NO CLASS- PCA *WORK ON ANY OUTSTANDING WORK*		

4/2	INFORMATIVE SPEECH DAY 3 FULL ATTENDANCE IS REQUIRED		INFORMATIVE SPEECHES QUIZ 3
4/4	PERSUASIVE SPEAKING & LOGOS/PATHOS/ETHO S	CHAPTER 13	
4/9	MEDIA AS COMMUNICATION & COMMEMORATIVE SPEAKING QUIZ 4 ASSIGNED		
4/11	PERSUASIVE SPEECH WORK DAY/ GRADE CHECK-IN		
4/16	PERSUASIVE SPEECH OUTLINES		PERSUASIVE SPEECH OUTLINES DUE IN CLASS
4/18	PERSUASIVE SPEECH WORK DAY		
4/23	PERSUASIVE SPEECHES DAY 1 FULL ATTENDANCE REQUIRED		

4/25	PERSUASIVE SPEECH DAY 2 FULL ATTENDANCE REQUIRED		
4/30	PERSUASIVE SPEECH DAY 3 FULL ATTENDANCE REQUIRED		PERSUASIVE SPEECHES DUE PERSUASIVE CRITICAL RESPONSE DUE QUIZ 4 DUE

Student Resources

GSW Library: <https://www.gsw.edu/library/index>

Writing Center Information:

<https://www.gsw.edu/academics/academicresources/writing-center/index>

Tutoring & Supplemental Instruction:

<https://www.gsw.edu/academics/academicresources/first-year-experience/tutoring>

Testing Center:

<https://www.gsw.edu/academics/academicresources/testingcenter/index>

Library Research Help: <https://www.gsw.edu/library/library-services>

Counseling Services/Mental Health:

<https://www.gsw.edu/CampusLife/CampusServices/CounselingServices/>

Office of Accommodation and Access:

<https://www.gsw.edu/accommodations/>

The mission of the Office of Accommodation and Access is to work with Georgia Southwestern State University and community to provide opportunities for students with disabilities and empowers them to participate in the benefits of higher education. We support the educational environment by collaborating with instructors, staff and community members to build and maintain partnerships across the university. The Office coordinates the compliance of Georgia Southwestern State University with the Americans with Disability Act (ADA) of 1990, p.l.101-336(July 26, 1990), as amended by P.L. 110-325 (September 25, 2008) and Section 504 of the Rehabilitation Act of 1973, to achieve legality and academic potential through individualized plans tailored to particular needs of students with disabilities.

The Office of Accommodations and Access and Testing center is located in Sanford Hall, third floor across from the Education building (elevator 3R or stairs located on first floor). Parking and entrance is around the back of Sanford Hall.

Title IX Policy

Georgia Southwestern State University faculty are committed to supporting students and upholding the University's Sexual Misconduct and Interpersonal Violence policy. Under Title IX, discrimination on the basis of sex is prohibited. If you experience an incident of sex discrimination (such as sexual assault, sex- or gender-based harassment, intimate-partner violence or stalking), we encourage you to report it. GSW's Title IX Coordinator is Gena Wilson and her office is located in 101 of Stanford Hall. You may contact her directly at (229) 931-2026 or at gena.wilson@gsw.edu if you need help. Your paragraph text.

As an GSW faculty member, I serve as a Title IX Responsible Employee and thus must report any incidents of gender discrimination, sexual misconduct and interpersonal violence involving GSW students, faculty or staff to the Title IX Coordinator regardless of whether the incident occurs on or off-campus. Title IX requires reporting to ensure that universities protect and accommodate victims/survivors.

If you wish to discuss an incident confidentially without notifying the Title IX Coordinator, you may contact the Office of Student Health & Counseling Services counseling@gsw.edu.

Mental health @ GSW

Mental Health Services: GSW provides many mental health resources for students. You can rest assured that confidentiality is a top priority. Counseling information and other mental health resources may be found online.

CARE@GSW- Students have access to the following valuable resources:

- Christie Campus Health (new resource) - A 24/7/365 mental health support line for in-the-moment support and linkages to next steps, regardless of time of day or your location. Call anytime, anyplace at 833-855-0079.
 - o No cost telehealth and in-person treatment sessions provided by a diverse network of licensed mental health clinicians.
 - o Virtual Psychiatric Clinics to offer assessment and medication management. Referral to Psychiatric Clinics comes from Student Counseling Services.
- GSW Counselor – Onsite counseling services for scheduled appointments and emergencies with Ms. Andrea Kromminga Monday through Friday from 8 a.m. – 5 p.m. Call 229- 931-2708 or email counseling@gsw.edu.
- GSW Talkspace – An online therapy service that connects you to a dedicated therapist from a secure, HIPAA compliant platform. You can send your therapist text, voice or video messages— anytime, anywhere— including from the comfort of your home. Register with your GSW email address at www.talkspace.com/GSW.
- Protocol - After hours emergency services through Student Counseling Services. Call 229-931-2708. Protocol is a telephonic behavioral health service, for seamless access to crisis assessment, intervention, and stabilization.

FERPA Policy

In keeping with USC and university policy, this course website will make every effort to maintain the privacy and accuracy of your personal information. Specifically, unless otherwise noted, it will not actively share personal information gathered from the site with anyone except university employees whose responsibilities require access to said records. However, some information collected from the site may be subject to the Georgia Open Records Act. This means that while we do not actively share information, in some cases we may be compelled by law to release information gathered from the site. Also, the site will be managed in compliance with the Family Educational Rights and Privacy Act (FERPA), which prohibits the release of education records without student permission.

Sexual Harassment policy

In instances of sexual misconduct, the present instructor(s) and teaching assistants, are designated as Responsible Employees who are required to share with administrative officials all reports of sexual misconduct for university review. If you wish to disclose an incident of sexual misconduct confidentially, there are options on campus for you to do so. For more information on this policy, please refer to the Sexual Misconduct Policy which is included in the GSW Student Code of Conduct.

Basic Needs Statement

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the GSW Foundation for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable us to provide resources that we may possess.

Academic Integrity Policy

I. Academic Integrity

Georgia Southwestern State University students are expected to uphold standards of the highest level of integrity. Students are also responsible for making themselves aware of how the principles of academic integrity apply in each academic setting they enter.

The following actions are prohibited and constitute a violation of the Student Code of Conduct:

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B. Cheating on Examinations--Cheating on an exam includes, but is not limited to, giving or receiving unauthorized help before, during, or after an in-class, out-of-class, or online exam. Examples of unauthorized help include using unauthorized books or notes in either hard copy or electronic form, viewing another student's exam, taking pictures of exams with cell phones or other electronic devices, accessing unauthorized browsers or software programs during an exam, allowing another student to view one's exam, and discussing an exam or sharing information on an exam's content with other students after the exam has occurred in one section but not in another.

C. Unauthorized Collaboration--Unauthorized collaboration includes giving or receiving unauthorized help for work that is required to be the effort of a single student, such as the receiving or giving of unauthorized assistance in the preparation of a laboratory or writing assignment, on-line exams, etc.

D. Falsification--Falsification includes, but is not limited to the fabrication of citations or sources, of experimental or survey results, and of computer or other data.

E. Multiple Submissions--A student may not submit substantial portions of the same work for credit more than once without the explicit consent of the faculty to whom the work is submitted for additional credit. If a work product is to be substantially revised or updated, the student must contact the faculty member in advance to discuss necessary revisions. In cases where multiple submissions are approved, faculty members will require copies of the original documents for comparison.

Acts of Dishonesty

Georgia Southwestern State University students are expected to be a part of a community that creates a campus climate that supports excellence in teaching and learning, personal growth and development, and an atmosphere that is safe for, and respectful to, all students, faculty, and staff.

The following actions are prohibited and constitute a violation of the Student Code of Conduct:

A. Furnishing false information to any University official, office, or other law enforcement officer.

B. Forgery, alteration, or misuse of any document, record, or instrument of identification, or possession of any false identification or identification belonging to another person with dishonest intent.

C. Lending, selling, or otherwise transferring a student identification card or any official University materials.

D. The use of a student identification card by anyone other than its original holder is prohibited.

E. No student or student group shall obtain under false pretenses any official University materials or student identification cards.

F. Causing, condoning, or encouraging the completion of any University record, document, or form dishonestly, including but not limited to omitting facts which are material for the purpose of which the record, document, or form is submitted.

G. Offering or causing to be offered any bribe or favor to a University official, office, or other law enforcement officer in order to influence a decision.

H. Tampering with the election of any University-recognized organization.

I. Casting or attempting to cast more than one ballot in any election or referendum on campus.

Any case of Academic Dishonesty, Cheating, or Plagiarism will be reported to the University and will result in a 0 on the assignment and possibly a 0 in the course.

Class Evaluations

Your constructive assessment of this course plays an indispensable role in shaping education at GSW. Upon completing the course, please take time to fill out the online course evaluation.

Copyright and Posting outside of class policy

The selling, sharing, publishing, presenting, or distributing of instructor prepared course lecture notes, videos, audio recordings, or any other instructor-produced materials from any course for any commercial purpose is strictly prohibited unless explicit written permission is granted in advance by the course instructor. This includes posting any materials on websites such as Chegg, Course Hero, OneClass, Stuvia, StuDocu and other similar sites.

Unauthorized sale or commercial distribution of such material is a violation of the instructor's intellectual property and the privacy rights of students attending the class and is prohibited.

WHAT ANIMAL (ASSUMING YOU COULD ADJUST IT TO HORSE SIZE) WOULD YOU WANT TO RIDE AROUND?

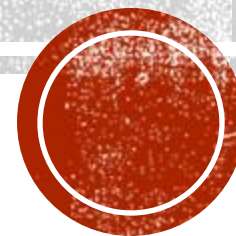
- Questions
- Announcements



VOTE



MAKING GOOD ARGUMENTS!



PERSUASIVE SPEECH

- 5-8 Min
- Solving a problem that requires institutional action
- Problem/Cause/Solution Structure
 - With transitions and substructure
- Minimum of three credible sources
- 5-8 slides with content (blank slides are useful but do not count)
 - Remember design principles (show don't write)
 - Turned in with your outline so I can have them pulled up for the speech.



WHAT IS AN ARGUMENT?

- Reasoned discourse?
- Seeks to persuade by proof?
- A disagreement?
- Argument₁ – a thing, the particular speech act in which one presents a claim and provides sufficient reasons to warrant assent to that claim
- Argument₂ – a form of interaction, the way in which arguments-as-things and the people using them interact with each other



WHAT

**WAIT. HOLD ON. STOP
TALKING.**

?

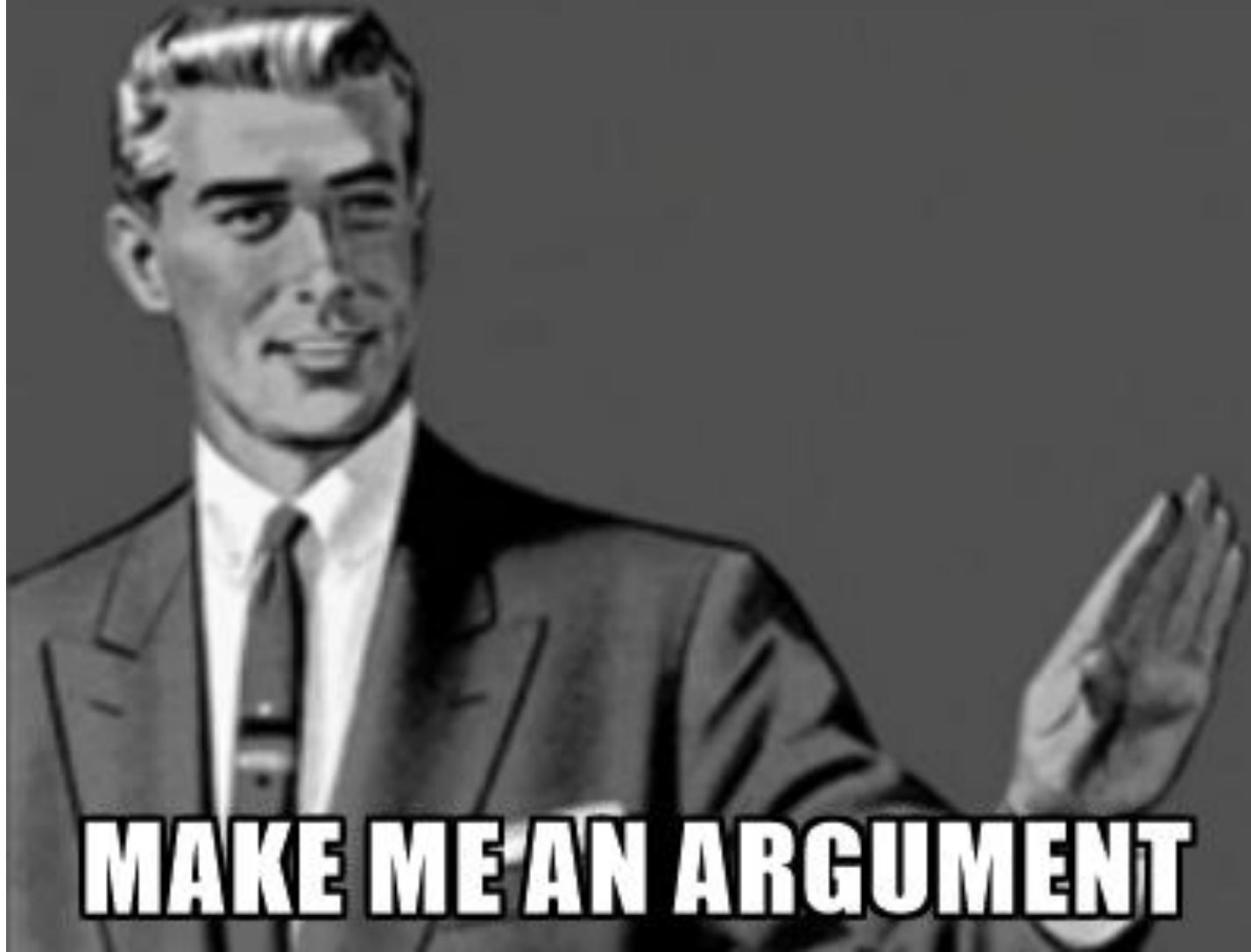


**SHOW ME THE
DATA**

memegenerator.net



**YOUR DATA IS MEANINGLESS IN
ISSOLATION**



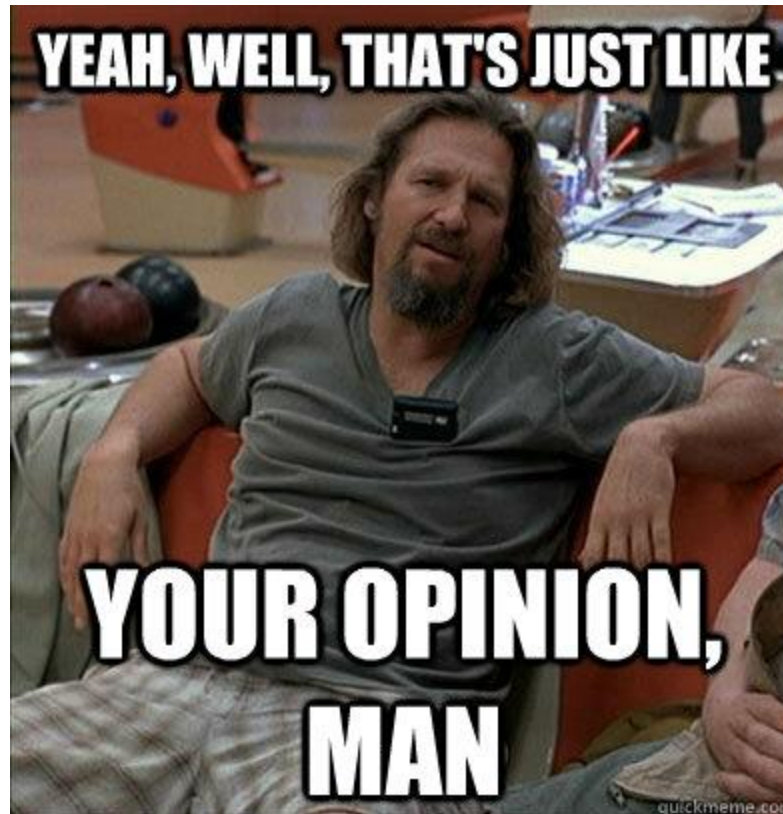
MAKE ME AN ARGUMENT



ARGUMENT AND OPINION

Episteme

Certainty

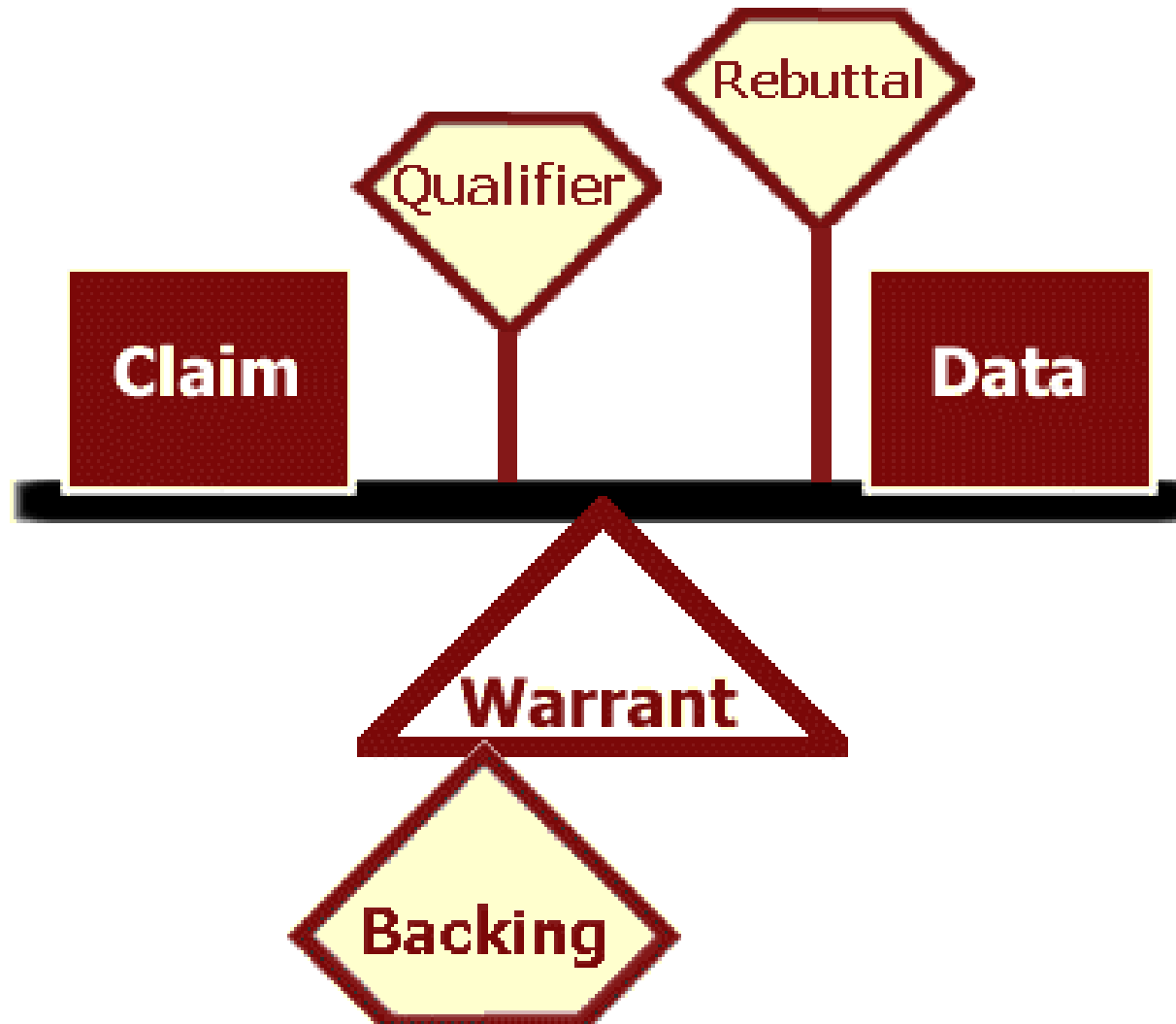


Doxa

Probability



THE TOULMIN MODEL



CLAIM:

- The argument you are trying to advance



DATA: PROVING YOUR CLAIM

- Facts
- Statistics
- Examples
- Testimony



DATA DO NOT SPEAK FOR

- Warrants – the processes
 - Deduction
 - Induction
- Syllogism
- Enthymeme

could be better



- Major Premise
- Minor Premise
- Conclusion



TYPES OF INDUCTIVE REASONING

- Generalization
- Causal Reasoning
- Sign Reasoning
- Analogical Reasoning



BACKING — WHY YOUR WARRANT MAKES SENSE

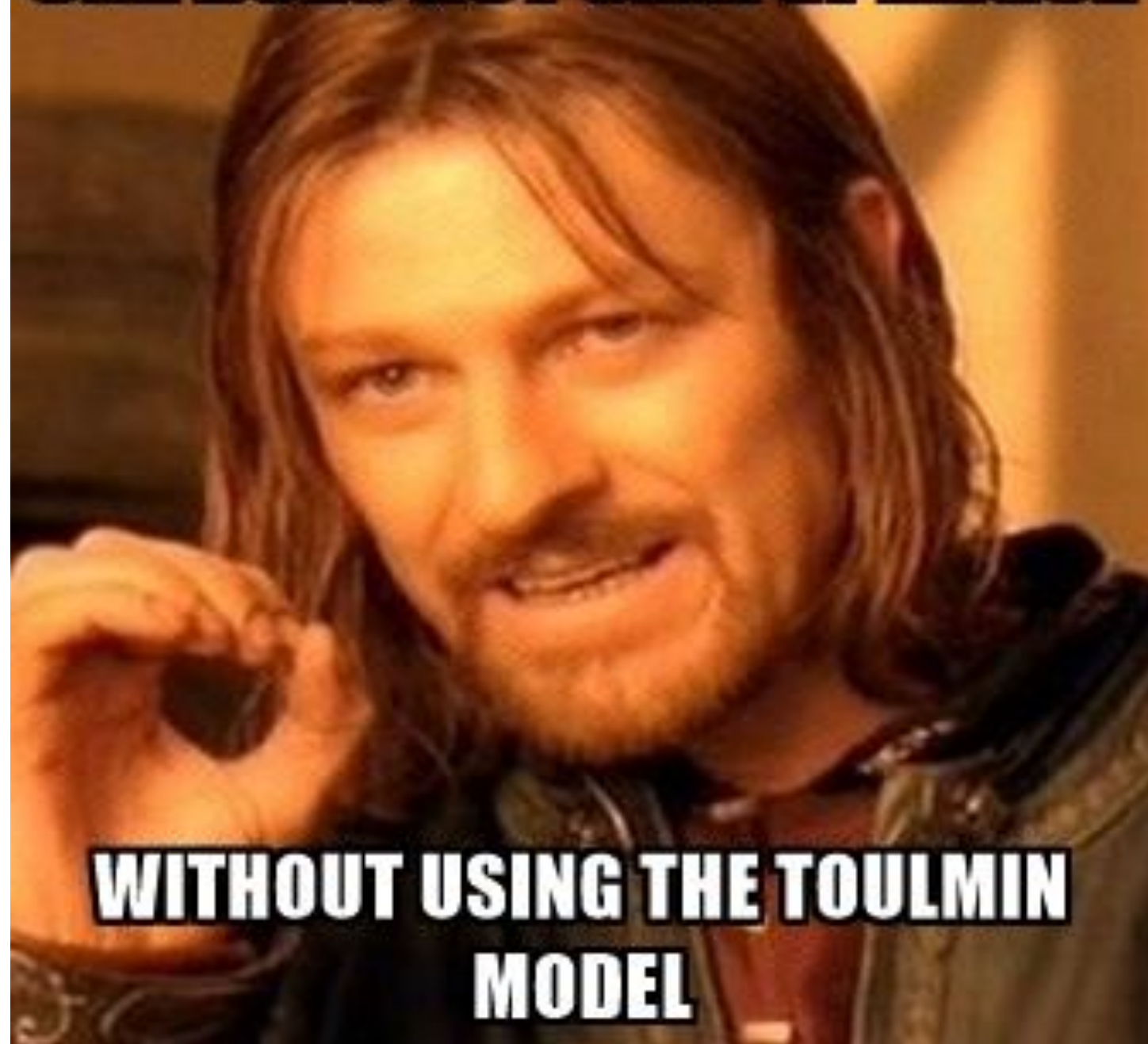


ROUNDING OUT YOUR ARGUMENT

- Rebuttals
- Qualifiers



ONE DOES NOT SIMPLY ARGUE



**WITHOUT USING THE TOULMIN
MODEL**



TIPS FOR PERSUASIVE TOPICS



FOCUSING YOUR TOPIC

- What is the specific issue?



STOCK ISSUES OF PERSUASION

Significance, Harms, Inherency, Solvency,



SIGNIFICANCE

- Why your audience cares



HARMS / PROBLEMS

- Need to be tangible
- Best to balance scope and severity of problems
- Examples and statistics



INHERENCY / CAUSES

- Why it is not going to solve its self
- Legal/Political/Personal



SOLVENCY/SOLUTIONS

- Specific Policies for change
- Institutional and Personal
- Should line up with Causes





Public Speaking

Comm 1110 (20792)
M/W 12:30-2:45PM
Room: Admin 135

COURSE DESCRIPTION

Surveys the fundamental concepts of interpersonal and public communication, including the teaching and practice of some basic skills for both communication contexts.

This is a Core IMPACTS course that is part of the Institution area.

Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help master course content, and support students' broad academic and career goals.

This course should direct students toward a broad Orienting Question:

- How does my institution help me to navigate the world?

Completion of this course should enable students to meet the following Learning Outcome:

- Students will demonstrate the ability to think critically and solve problems related to academic priorities at their institution.

Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies:

- Critical Thinking
- Teamwork
- Time Management

Learning Outcomes

1. Create and present well-organized, well-delivered speeches.
2. Use effective audience analysis to communicate in interpersonal, group, and public situations.
3. Use research support to make a persuasive argument.
4. Use appropriate visual aids and/or technology to enhance communication.
5. Demonstrate an awareness of the ethical responsibilities of communicators in public, interpersonal, and group situations.
6. Identify how the process of perception works in everyday life.
7. Critically analyze and interpret verbal and nonverbal messages.
8. Demonstrate an understanding of language bias/prejudice and its impact on the communication process.

CONTACT INFORMATION

DR. JONATHAN CARTER

JONATHAN.CARTER@GSW.EDU
 (EMAIL IS BY FAR THE BEST WAY TO REACH ME)

PH : 229-931-2342 (OFFICE)
 (229)-234-7446 (CELL)

OFFICE: COLLUM 107

OFFICE HOURS:

M-W 9AM-9:30 AM
 11AM-12:30 PM
 OR BY APPOINTMENT
 (JUST EMAIL ME)

REQUIRED MATERIALS

EXPLORING PUBLIC SPEAKING,
 4TH EDITION TUCKER, BARTON,
 BURGER, ET AL.

[HTTPS://OER.GALILEO.USG.EDU/
 COMMUNICATION-
 TEXTBOOKS/1/](https://oer.galileo.usg.edu/communication-textbooks/1/)

ADDITIONAL READINGS MAY BE
 MADE AVAILABLE ON
 GEORGIAVIEW: [HTTPS://
 GSW.VIEW.USG.EDU/D2L/
 HOME/3145921](https://gsw.view.usg.edu/d2l/home/3145921)

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MAJOR ASSIGNMENTS

OUTLINES

Outlines are a key part of speech organization and preparation. Therefore, you will be required to turn them in for all of your speeches

Outlines will always be due the first day of speeches for everyone .

Outlines will be graded on preparation and completeness.

Key criteria include

- Are the conclusion and introduction written out?
- Are all parts of the introduction present
- Does the body follow an outline format, including 2 levels of headings, transitions, and labeled support.
- When used, references are clearly labeled and a bibliography is present following an academic format.

Rubrics, outlines/templates, and more detailed explanations of each assignment will be provided. I will do my best to make things transparent and help you as much as needed.

GRADE BREAKDOWN

Total Points: 1000

Introduction Speech	
Outline	25
Speech.....	50
Process Speech	
Outline.....	50
Speech.....	125
Community Pitch	
Outline.....	50
Speech.....	100
Persuasive Speech	
Outline and works cited.....	75
Speech and Slides.....	200
Midterm.....	75
Final.....	100
Participation.....	150

A=90-100, B= 80-89 C 70-79
D 60-69, F 59 and below.

SPEECHES

Introduction Speech (2-4 minutes): The goal of this speech is to introduce yourself to the class so that we may all get to know you better. This speech functions to teach you the basic components of what goes into giving a speech, such as knowing how to create a proper outline that includes the effective speech components of content, structure, and delivery.

Cultural Informative 4-7 Minutes): A process speech is a form of informative speech where **the speaker's primary purpose is to teach the audience about some element of a culture of which you are a part.** This speech will be recorded as a video and turned in online in advance.

Community Pitch (2-4 Minutes): Following Monroe's Motivated Sequence, you will develop a speech that makes a pitch for something that your classmates to promote an atmosphere of Integrative Learning (we will discuss this more in class).

Persuasive Speech (7-9 Minutes): this assignment is about providing the audience with ways to act upon those newfound ideals with solutions to whatever problem you are addressing. When choosing a political and/or social topic for this speech, you must consider the following questions: (1) What is something you believe needs to change in the world? (2) What solutions do you have to fix the problem? You will then consider how to employ ethos, pathos, and logos, alongside various argument types to move your audience to action. The speech also focuses on the effective use of slides as presentational aids.

How to Take This Course	In Class	Outside Class	Writing
	Come to class and be fully engaged	Engage the material	Use outlines
	Ask questions and offer opinions	Apply the Material in your media consumption	Engage outside research
	Take Notes	Plan Ahead	Give your self time for multiple drafts/ proofreading

Formatting Tips: *All assignments in this course be word-processed in 12-point Times New Roman font with 1 inch margins. Documents should be double-spaced, spell-checked, . All papers are turned in online. All citations should be documented consistently using the most recent guidelines for citing research outlined by any academic style guide (APA, MLA or Chicago)*

MIDTERM

In lieu of an traditional exam, the midterm will be a creative project that asks you to visually teach us a concept from one of your other classes. These projects can take the form of infographics, short videos, a series of memes, or some other media that privileges visual design.

FINAL EXAM

The final exam will be a combination of multiple choice, and short answer questions to asses your knowledge of and ability to apply class concepts.

PARTICIPATION

Given that this class is about overcoming difficulties with speaking, you earn points whenever you participate in an activity in class. Because of this, regular attendance is needed to participate in activities. Each instance of participation is worth 10 points. Your average for the semester will then be adjusted to the 150 point scale Some activities (Like Peer Review Days or days with particularly large activities) are worth double points because your participation is essential to their functioning. Some reflective/peer review activities may require some work outside of class.

If you are unable to make it to class, there are ways to make up participation. These can be done by engaging in activities that help the class outside of normal class participation. Details are in GA View. Being a poor audience member on speech days, walking in during a peer's speech, violations of the class code of conduct may result in the negation of one day's worth of participation All points must be accumulated by December 4th

CLASS POLICIES

CLASS ROOM ENVIRONMENT

This course provides students with the opportunity to be part of a community. Expect a mixture of lecture, discussion, activities, and media examples intended to deepen and expand understanding of course concepts. You are expected to come to class having read and able to summarize the key points in each reading. I encourage an open environment where everyone feels comfortable to express their ideas, experiences, questions, and concerns. Extend charity when listening to others' opinions, but never be afraid to challenge ideas.

ATTENDANCE

Attendance will be taken at the beginning of every class. You do not receive a grade for attendance but attendance records are kept per University policy.

You are expected to follow the schedule posted for readings and assignments needing to be done each day. As always, if you have any questions or concerns, please set up an appointment to discuss or email me. If you have to miss class for any reason, please let me know in advance. **DO NOT COME TO CLASS IF YOU DO NOT FEEL WELL** I will not ask you why (the one exception is that students are expected to attend all speech days, failure to attend without prior conversations/documentation will result in a 10% deduction from your grade). I simply want to start a conversation about how to make up the materials that you might miss. Neither lectures nor lecture notes will be posted online. Work missed during absences can be made up if you notify me beforehand.

LATE WORK

All work is due at the time listed in Georgia View. If you have concerns about an assignment being received, email it to me as an attachment before the deadline. For any questions talk to me as early as possible. If you miss an assignment it can be turned in late if you meet with me to make a plan for making it up and set a new deadline. Work cannot be made up after the second deadline. **Technology is never an excuse.** Give yourself enough time for anything that might go wrong.

TECHNOLOGY IN THE CLASSROOM

According to [an article](#) in the *New York Times*, it takes individuals, on average, 15 minutes to return to "serious mental tasks" after responding to a single email or instant message. [Another study](#) found that students who used laptops in class AND their nearby peers scored lower on tests than those who chose to forgo screen time in class. However, I recognize that you are adults and all learn in different fashions. Therefore, while I recommend taking notes by hand (with technology to look up different ideas etc..) you may use technology as you see fit. However, if your use is a distraction to me or your classmates, I may ask you to cease using it for the duration of the class. Continued distractions will be counted as penalties against your in class points.

COPYRIGHT AND POSTING OUTSIDE OF CLASS

The selling, sharing, publishing, presenting, or distributing of instructor prepared course lecture notes, videos, audio recordings, or any other instructor-produced materials from any course for any commercial purpose is strictly prohibited unless explicit written permission is granted in advance by the course instructor. This includes posting any materials on websites such as Chegg, Course Hero, OneClass, Stuvia, StuDocu and other similar sites. Unauthorized sale or commercial distribution of such material is a violation of the instructor's intellectual property and the privacy rights of students attending the class, and is prohibited.

COMMUNICATION

If you have questions about assignments, course material, or the class in general, never hesitate to get in touch.

In Person/Zoom Appointment

Often, a short conversation can resolve an issue more quickly than several emails. Feel free to stop by my office hours at any point throughout the semester to discuss any concerns that come up.

Other means

Email is by far the best way to get ahold of me outside of class. I will do my best to respond as quickly as possible.

All digital communication must be through GaView or your official GSW email (GSW preferred).

Sign up for [text or email notifications](#) of grades or to download the [D2L Brightspace Pulse mobile app](#) to easily view grades.

GRADE CONCERNS

I try to make grades as transparent as possible. I am always willing to discuss your performance on an assignment and the feedback I provided you. In the event that you receive a grade that you would like to discuss with me, you must wait 24 hours to raise your concerns. This time is provided for you to carefully review all comments that I made. After this time but within seven days of receiving your grade, please make an appointment with me to discuss your concerns.

If you would like to argue for more points on the assignment, please write out your argument to give to me during our meeting. Use the assignment's rubric to explain where you think you earned more points than I assigned your work. I am absolutely willing to reconsider grades; however, I cannot accept "I think I did better."

POLICIES CONT.

STUDENT RESOURCES

Students facing food insecurity can utilize The Canes Harvest food pantry, located on the 3rd floor of the Student Success Center.

The writing center is a great resource for helping develop assignments in this class. <https://www.gsw.edu/academic-resources/writing-center/>

Tutoring is also available in person and online <https://www.gsw.edu/academic-resources/tutoring>.

Need research help? Schedule an appointment with the reference librarian today and learn how to find reliable information with ease! Contact libref@gsw.edu to schedule an appointment today.

ASSISTANCE FOR STUDENT NEEDS

A student requesting classroom accommodations or modifications due to a documented disability must notify me within the first two weeks of the semester. If the student has not already done so, they must contact the Center for Accommodations and Access located in 302 of Stanford Hall. The phone number is 229-931-2661.

MENTAL HEALTH SUPPORT

Mental Health Services: GSW provides many mental health resources for students. You can rest assured that confidentiality is a top priority. Counseling information and other mental health resources may be found online, <https://www.gsw.edu/student-life/care>.

UWill, GSW students are offered the following free resources via Uwill: <https://www.gsw.edu/health-counseling/> telecounseling Teletherapy with a licensed counselor based on needs and preferences

- Crisis support by providing a direct link to a licensed counselor trained in trauma by calling (833) 646-1526
- Wellness programming to include yoga, meditation, mindfulness, and more

GSW Counselor – Onsite counseling services for scheduled appointments and emergencies Monday through Friday from 8 a.m. – 5 p.m. Call **229- 931-2708** or email counselor@gsw.edu.

If a student is experiencing a mental health crisis, help is available 24/7/365 by calling (833)646-1526. If you are experiencing a medical emergency, please call 911.

WITHDRAWAL POLICY

The last day to withdraw and receive a “PW” is October 16, 2024 Withdrawals after the semester midpoint are automatically given a grade of “WF.” **Incompletes will not be given.**

DIVERSITY STATEMENT

This course engages different perspectives related to gender, race, nationality, ethnicity, sexual orientation, religion, and other relevant cultural identities. You will learn best by listening to those voices that have historically been silenced, making room for discomfort, and opening yourself up to change. I will foster an anti-racist/sexist/able-ist classroom where we strive for equity and justice for all. This is reflected in our readings, discussions, and other classroom materials. Opinions are respected until they deny the humanity of a person. These attitudes and behaviors will not be tolerated in the classroom (in person, virtual, or otherwise).

TITLE IX

Georgia Southwestern State University faculty are committed to supporting students and upholding the University's Sexual Misconduct and Interpersonal Violence policy. Under Title IX, discrimination on the basis of sex is prohibited. If you experience an incident of sex discrimination (such as sexual assault, sex- or gender-based harassment, intimate-partner violence or stalking), we encourage you to report it. GSW's Title IX Coordinator is Gena Wilson and her office is located in 101 of Stanford Hall. You may contact her directly at (229) 931-2026 or at gena.wilson@gsw.edu if you need help. <https://www.gsw.edu/human-resources/titleIXcompliance>.

As an GSW faculty member, I serve as a Title IX Responsible Employee and thus must report any incidents of gender discrimination, sexual misconduct and interpersonal violence involving GSW students, faculty or staff to the Title IX Coordinator regardless of whether the incident occurs on or off campus. Title IX requires reporting to ensure that universities protect and accommodate victims/survivors.

If you wish to discuss an incident confidentially without notifying the Title IX Coordinator, you may contact the **Office of Student Health & Counseling Services** counseling@gsw.edu or 229-931-2708

ACADEMIC DISHONESTY

Georgia Southwestern State University students are expected to uphold standards of the highest level of integrity. Students are also responsible for making themselves aware of how the principles of academic integrity apply in each academic setting they enter. See the following link for the complete description of the policy: <https://www.gsw.edu/Assets/Campus%20Life/StudentHandbook/2012/Appendix%20W.pdf>

The following actions are prohibited and constitute a violation of the Student Code of Conduct:

A. Plagiarism--Plagiarism includes, but is not limited to, asking someone to write part or all of an assignment, copying someone else's work (published or unpublished), inadequately documenting research, downloading material from electronic sources without appropriate documentation, or representing others' works or ideas as one's own.

B. Cheating on Examinations--Cheating on an exam includes, but is not limited to, giving or receiving unauthorized help before, during, or after an in-class, out-of-class, or online exam. Examples of unauthorized help include using unauthorized books or notes in either hard copy or electronic form, viewing another student's exam, taking pictures of exams with cell phones or other electronic devices, accessing unauthorized browsers or software programs during an exam, allowing another student to view one's exam, and discussing an exam or sharing information on an exam's content with other students after the exam has occurred in one section but not in another.

C. Unauthorized Collaboration--Unauthorized collaboration includes giving or receiving unauthorized help for work that is required to be the effort of a single student, such as the receiving or giving of unauthorized assistance in the preparation of a laboratory or writing assignment, on-line exams, etc.

D. Falsification--Falsification includes, but is not limited to the fabrication of citations or sources, of experimental or survey results, and of computer or other data.

E. Multiple Submissions--A student may not submit substantial portions of the same work for credit more than once without the explicit consent of the faculty to whom the work is submitted for additional credit. If a work product is to be substantially revised or updated, the student must contact the faculty member in advance to discuss necessary revisions. In cases where multiple submissions are approved, faculty members will require copies of the original documents for comparison.

Failure to follow these policies can result in failing the assignment and/or course and will be reported to Student Affairs. Because of the design and nature of this course, it will take as much (or more) work for you to plagiarize in it than it will to actually complete the work of the class.

Plagiarism is different from misuse of sources, occasions when a writer does not properly cite a source, misuses quotations, includes too much of an original source in a paraphrase or summary, or commits similar unintentional violations of academic protocol. If you misuse sources, we will work together on appropriately incorporating and/or citing the sources. Note that some audiences/instructors will consider misuse of sources to be plagiarism; for this reason, it is extremely important for you to identify the conventions associated with source use and citations in any class (or writing situation).

Unattributed use of AI to generate materials for the class is both Unauthorized Collaboration and (if not cited) plagiarism. We will discuss the ethical use of AI during class.

This class uses ideas from: Ashley Jones, Jamie Downing, Nick Romerhausen, Megan Houge, Cheri Simonds, Steve Hunt, and others from various writing groups and professional development groups.

Images on the front page:

"A Punny Public Speech" by [mgerskup](#) is licensed under [CC BY-NC-SA 2.0](#)

"BJ FOGG, Guest Speaker 25-09-2009 @ 'Meet the Media Guru' Milan/Italy, Persuasive Technology Lab/ Stanford University." by [Meet the Media Guru](#) is licensed under [CC BY-SA 2.0](#)

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"Listen, Understand, Act" by [highersights](#) is licensed under [CC BY-NC-SA 2.0](#)

"Locker room speech" by [The U.S. Army](#) is licensed under [CC BY 2.0](#)

MY PROMISE TO YOU

I understand that all students are not looking to get the same things out of these classes. I will work with as far as you want to go.

If you are just looking to get through the class, I will do all I can to help you get there.

If you want to discuss extra readings, topics, professional advising etc., I am happy to.

If you want me to read your campaign speech, I will (assuming you are caught up on basic class assignments.).

Let me know how I can help and I will try my hardest. I cannot help if I do not know what you need.

TENTATIVE SCHEDULE

Week 1	Topic	Reading	Assignment
Wednesday, Aug 14	Intro to the Class		Assign Introduction
Week 2			
Monday, Aug 19	What is Communication?	Chapter 1	
Wednesday, Aug 21	Ethics and Listening	Chapter 3	
Week 3			
Monday, Aug 26	Intros/Conclusions	Chapter 8	
Wednesday, Aug 28	Outlining	Chapter 6	
Week 4			
Monday, Sept 2	Labor Day -No Class		
Wednesday, Sept 4	Introduction Speeches		Introduction Speech Outline Due
Week 5			
Monday, Sept 9	Introduction Speeches		
Wednesday, Sept 11	Audience & Culture	Chapter 2	Assign Culture Speech/Peer Reviews
Week 6			
Monday, Sept 16	Topics	Chapter 4	
Wednesday, Sept 18	Visual Aids	Chapter 9	Assign Midterm Project
Week 7			
Monday, Sept 23	Speech Workshop		Culture Speech Outline Due
Wednesday, Sept 25	Delivery	Chapter 11	
Week 8			
Monday, Sept 30	Culture Speeches		
Wednesday, Oct 2	Culture Speeches		Assign Community Pitch
Week 9	Topics	Reading	Assignments
Monday, Oct 7	Midterm Work Day		Midterm Project Due
Wednesday, Oct 9	Language	Chapter 10	

TENTATIVE SCHEDULE

Week 10			
Monday, Oct 14	Persuasion	Chapter 13	
Wednesday, Oct 16	Research	Chapter 5	Last Day to Withdraw
Week 11			
Monday, Oct 21	Speech Workshop		Community Pitch Outline Due
Wednesday, Oct 23	Pathos		
Week 12			
Monday, Oct 28	Community Pitch		
Wednesday, Oct 30	Community Pitch		Assign Persuasion
Week 13			
Monday, Nov 4	Argument 1	Chapter 14	
Wednesday, Nov 6	Argument 2		Peer Review due
Week 14			
Monday, Nov 11	Humor	Appendix D	
Wednesday, Nov 13	Speech Workshop		Persuasive Outline Due
Week 15			
18-Nov	Communication in Your Future		
Wednesday, Nov 20	Persuasive Speeches	NCA	
Thanksgiving Break Nov 25-29			
Week 16			
Monday, Dec 2	Persuasive Speeches		
Wednesday, Dec 4	Persuasive speeches		
Finals Week			
12/6/2024 13:00			Final Exam Due



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M/W 12:30-2:45PM
Room: Admin 135

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ADDITIONAL READINGS MAY BE
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D 60-69, F 59 and below.

SPEECHES

Introduction Speech (2-4 minutes): The goal of this speech is to introduce yourself to the class so that we may all get to know you better. This speech functions to teach you the basic components of what goes into giving a speech, such as knowing how to create a proper outline that includes the effective speech components of content, structure, and delivery.

Cultural Informative 4-7 Minutes): A process speech is a form of informative speech where **the speaker's primary purpose is to teach the audience about some element of a culture of which you are a part.** This speech will be recorded as a video and turned in online in advance.

Community Pitch (2-4 Minutes): Following Monroe's Motivated Sequence, you will develop a speech that makes a pitch for something that your classmates to promote an atmosphere of Integrative Learning (we will discuss this more in class).

Persuasive Speech (7-9 Minutes): this assignment is about providing the audience with ways to act upon those newfound ideals with solutions to whatever problem you are addressing. When choosing a political and/or social topic for this speech, you must consider the following questions: (1) What is something you believe needs to change in the world? (2) What solutions do you have to fix the problem? You will then consider how to employ ethos, pathos, and logos, alongside various argument types to move your audience to action. The speech also focuses on the effective use of slides as presentational aids.

How to Take This Course	In Class	Outside Class	Writing
	Come to class and be fully engaged	Engage the material	Use outlines
	Ask questions and offer opinions	Apply the Material in your media consumption	Engage outside research
	Take Notes	Plan Ahead	Give your self time for multiple drafts/ proofreading

Formatting Tips: All assignments in this course be word-processed in 12-point Times New Roman font with 1 inch margins. Documents should be double-spaced, spell-checked, . All papers are turned in online. All citations should be documented consistently using the most recent guidelines for citing research outlined by any academic style guide (APA, MLA or Chicago)

MIDTERM

In lieu of an traditional exam, the midterm will be a creative project that asks you to visually teach us a concept from one of your other classes. These projects can take the form of infographics, short videos, a series of memes, or some other media that privileges visual design.

FINAL EXAM

The final exam will be a combination of multiple choice, and short answer questions to asses your knowledge of and ability to apply class concepts.

PARTICIPATION

Across the semester there will be a range of participation activities. These will be averaged to 150 points at the end of the semester.

Activities will include

Video discussion posts: Make 1 video post and respond to 2 classmates.

Reflection writing: short writing assignments reflecting on your own skills development

Peer review: you will share your videos with some classmates and practice good listening and offering feedback

CLASS POLICIES

CLASS ROOM ENVIRONMENT

This course provides students with the opportunity to be part of a community. Expect a mixture of lecture, discussion, activities, and media examples intended to deepen and expand understanding of course concepts. You are expected to come to class having read and able to summarize the key points in each reading. I encourage an open environment where everyone feels comfortable to express their ideas, experiences, questions, and concerns. Extend charity when listening to others' opinions, but never be afraid to challenge ideas.

ATTENDANCE

Although this is an asynchronous class, regular participation is essential.

I recommend logging in 2-3 times a week to make sure you are participating and keeping up with the class schedule

New content will be released on Mondays and due the Friday following

Make sure you give yourself enough time to participate in discussions and respond to your peers.

LATE WORK

All work is due at the time listed in Georgia View. If you have concerns about an assignment being received, email it to me as an attachment before the deadline. For any questions talk to me as early as possible. If you miss an assignment it can be turned in late if you meet with me to make a plan for making it up and set a new deadline. Work cannot be made up after the second deadline. **Technology is never an excuse.** Give yourself enough time for anything that might go wrong.

TECHNOLOGY IN THE CLASSROOM

This class is digital, you will need regular internet access and the ability to video record and upload those files.

Uploading can take time, so make sure you have a plan in advance.

Technology is not an excuse for late work, so please give yourself time to upload and participate

COPYRIGHT AND POSTING OUTSIDE OF CLASS

The selling, sharing, publishing, presenting, or distributing of instructor prepared course lecture notes, videos, audio recordings, or any other instructor-produced materials from any course for any commercial purpose is strictly prohibited unless explicit written permission is granted in advance by the course instructor. This includes posting any materials on websites such as Chegg, Course Hero, OneClass, Stuvia, StuDocu and other similar sites. Unauthorized sale or commercial distribution of such material is a violation of the instructor's intellectual property and the privacy rights of students attending the class, and is prohibited.

COMMUNICATION

If you have questions about assignments, course material, or the class in general, never hesitate to get in touch.

In Person/Zoom Appointment

Often, a short conversation can resolve an issue more quickly than several emails. Feel free to stop by my office hours at any point throughout the semester to discuss any concerns that come up.

Other means

Email is by far the best way to get ahold of me outside of class. I will do my best to respond as quickly as possible.

All digital communication must be through GaView or your official GSW email (GSW preferred).

Sign up for [text or email notifications](#) of grades or to download the [D2L Brightspace Pulse mobile app](#) to easily view grades.

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I try to make grades as transparent as possible. I am always willing to discuss your performance on an assignment and the feedback I provided you. In the event that you receive a grade that you would like to discuss with me, you must wait 24 hours to raise your concerns. This time is provided for you to carefully review all comments that I made. After this time but within seven days of receiving your grade, please make an appointment with me to discuss your concerns.

If you would like to argue for more points on the assignment, please write out your argument to give to me during our meeting. Use the assignment's rubric to explain where you think you earned more points than I assigned your work. I am absolutely willing to reconsider grades; however, I cannot accept "I think I did better."

POLICIES CONT.

STUDENT RESOURCES

Students facing food insecurity can utilize The Canes Harvest food pantry, located on the 3rd floor of the Student Success Center.

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Tutoring is also available in person and online <https://www.gsw.edu/academic-resources/tutoring>.

Need research help? Schedule an appointment with the reference librarian today and learn how to find reliable information with ease! Contact libref@gsw.edu to schedule an appointment today.

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UWill, GSW students are offered the following free resources via Uwill: <https://www.gsw.edu/health-counseling/> telecounseling Teletherapy with a licensed counselor based on needs and preferences

- Crisis support by providing a direct link to a licensed counselor trained in trauma by calling (833) 646-1526
- Wellness programming to include yoga, meditation, mindfulness, and more

GSW Counselor – Onsite counseling services for scheduled appointments and emergencies Monday through Friday from 8 a.m. – 5 p.m. Call **229- 931-2708** or email counselor@gsw.edu.

If a student is experiencing a mental health crisis, help is available 24/7/365 by calling (833)646-1526. If you are experiencing a medical emergency, please call 911.

WITHDRAWAL POLICY

The last day to withdraw and receive a "PW" is October 16, 2024 Withdrawals after the semester midpoint are automatically given a grade of "WF." **Incompletes will not be given.**

DIVERSITY STATEMENT

This course engages different perspectives related to gender, race, nationality, ethnicity, sexual orientation, religion, and other relevant cultural identities. You will learn best by listening to those voices that have historically been silenced, making room for discomfort, and opening yourself up to change. I will foster an anti-racist/sexist/able-ist classroom where we strive for equity and justice for all. This is reflected in our readings, discussions, and other classroom materials. Opinions are respected until they deny the humanity of a person. These attitudes and behaviors will not be tolerated in the classroom (in person, virtual, or otherwise).

TITLE IX

Georgia Southwestern State University faculty are committed to supporting students and upholding the University's Sexual Misconduct and Interpersonal Violence policy. Under Title IX, discrimination on the basis of sex is prohibited. If you experience an incident of sex discrimination (such as sexual assault, sex- or gender-based harassment, intimate-partner violence or stalking), we encourage you to report it. GSW's Title IX Coordinator is Gena Wilson and her office is located in 101 of Stanford Hall. You may contact her directly at (229) 931-2026 or at gena.wilson@gsw.edu if you need help. <https://www.gsw.edu/human-resources/titleIXcompliance>.

As an GSW faculty member, I serve as a Title IX Responsible Employee and thus must report any incidents of gender discrimination, sexual misconduct and interpersonal violence involving GSW students, faculty or staff to the Title IX Coordinator regardless of whether the incident occurs on or off campus. Title IX requires reporting to ensure that universities protect and accommodate victims/survivors.

If you wish to discuss an incident confidentially without notifying the Title IX Coordinator, you may contact the **Office of Student Health & Counseling Services** counseling@gsw.edu or 229-931-2708

ACADEMIC DISHONESTY

Georgia Southwestern State University students are expected to uphold standards of the highest level of integrity. Students are also responsible for making themselves aware of how the principles of academic integrity apply in each academic setting they enter. See the following link for the complete description of the policy: <https://www.gsw.edu/Assets/Campus%20Life/StudentHandbook/2012/Appendix%20W.pdf>

The following actions are prohibited and constitute a violation of the Student Code of Conduct:

A. Plagiarism--Plagiarism includes, but is not limited to, asking someone to write part or all of an assignment, copying someone else's work (published or unpublished), inadequately documenting research, downloading material from electronic sources without appropriate documentation, or representing others' works or ideas as one's own.

B. Cheating on Examinations--Cheating on an exam includes, but is not limited to, giving or receiving unauthorized help before, during, or after an in-class, out-of-class, or online exam. Examples of unauthorized help include using unauthorized books or notes in either hard copy or electronic form, viewing another student's exam, taking pictures of exams with cell phones or other electronic devices, accessing unauthorized browsers or software programs during an exam, allowing another student to view one's exam, and discussing an exam or sharing information on an exam's content with other students after the exam has occurred in one section but not in another.

C. Unauthorized Collaboration--Unauthorized collaboration includes giving or receiving unauthorized help for work that is required to be the effort of a single student, such as the receiving or giving of unauthorized assistance in the preparation of a laboratory or writing assignment, on-line exams, etc.

D. Falsification--Falsification includes, but is not limited to the fabrication of citations or sources, of experimental or survey results, and of computer or other data.

E. Multiple Submissions--A student may not submit substantial portions of the same work for credit more than once without the explicit consent of the faculty to whom the work is submitted for additional credit. If a work product is to be substantially revised or updated, the student must contact the faculty member in advance to discuss necessary revisions. In cases where multiple submissions are approved, faculty members will require copies of the original documents for comparison.

Failure to follow these policies can result in failing the assignment and/or course and will be reported to Student Affairs. Because of the design and nature of this course, it will take as much (or more) work for you to plagiarize in it than it will to actually complete the work of the class.

Plagiarism is different from misuse of sources, occasions when a writer does not properly cite a source, misuses quotations, includes too much of an original source in a paraphrase or summary, or commits similar unintentional violations of academic protocol. If you misuse sources, we will work together on appropriately incorporating and/or citing the sources. Note that some audiences/instructors will consider misuse of sources to be plagiarism; for this reason, it is extremely important for you to identify the conventions associated with source use and citations in any class (or writing situation).

Unattributed use of AI to generate materials for the class is both Unauthorized Collaboration and (if not cited) plagiarism. We will discuss the ethical use of AI during class.

This class uses ideas from: Ashley Jones, Jamie Downing, Nick Romerhausen, Megan Houge, Cheri Simonds, Steve Hunt, and others from various writing groups and professional development groups.

Images on the front page:

"A Punny Public Speech" by [mgerskup](#) is licensed under [CC BY-NC-SA 2.0](#)

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"Locker room speech" by [The U.S. Army](#) is licensed under [CC BY 2.0](#)

MY PROMISE TO YOU

I understand that all students are not looking to get the same things out of these classes. I will work with as far as you want to go.

If you are just looking to get through the class, I will do all I can to help you get there.

If you want to discuss extra readings, topics, professional advising etc., I am happy to.

If you want me to read your campaign speech, I will (assuming you are caught up on basic class assignments.).

Let me know how I can help and I will try my hardest. I cannot help if I do not know what you need.

TENTATIVE SCHEDULE

Week 1	Topic	Reading	Assignment
Due Friday Aug 16	Intro to the Class		Assign Introduction
Week 2			
Due Friday Aug 23	What is Communication?	Chapter 1	
	Ethics	Chapter 3	
Week 3			
Due Friday, Agu 30	Intros/Conclusions	Chapter 8	
	Outlining	Chapter 6	
Week 4			
Due Friday Sept 6	Introduction Speeches		Introduction Speech Outline Due
			Assign Process Speech
Week 5			
Due Friday, Sept 13	Audience	Chapter 2	
Week 6			
Due Friday, Sept 20	Topics	Chapter 4	
	Visual Aids	Chapter 9	Assign Midterm Project
Week 7			
Due Friday, Sept 27	Delivery	Chapter 11	
	Language	Chapter 10	
Week 8			
Due Friday, Oct 4	Midterm and Outline Work		Midterm Project Due
			Process Speech Outline Due
Week 9			
Due Friday, Oct 11	Process Speeches		Assign Community Pitch
Week 10			
Due Friday, Oct 18	Persuasion	Chapter 13	
	Research	Chapter 5	
Week 11			
Due Friday, Oct 25	Speech Workshop		Community Pitch Outline Due
Week 12			
Due Friday, Nov 1	Community Pitch		Assign Persuasion
Week 13			
Due Friday, Nov 8	Argument	Chapter 14	
Week 14			
Due Friday, Nov 15	Pathos and Humor	Appendix D	
Week 15			
Due Friday, Nov 22	Speech Workshop		Persuasive Outline Due
Week 16			
Due Friday, Dec 6	Persuasive Speeches		
Finals Week			
TBA			Final Exam Due

TENTATIVE SCHEDULE

Week 10			
Monday, Oct 14	Persuasion	Chapter 13	
Wednesday, Oct 16	Research	Chapter 5	Last Day to Withdraw
Week 11			
Monday, Oct 21	Speech Workshop		Community Pitch Outline Due
Wednesday, Oct 23	Pathos		
Week 12			
Monday, Oct 28	Community Pitch		
Wednesday, Oct 30	Community Pitch		Assign Persuasion
Week 13			
Monday, Nov 4	Argument 1	Chapter 14	
Wednesday, Nov 6	Argument 2		Peer Review due
Week 14			
Monday, Nov 11	Humor	Appendix D	
Wednesday, Nov 13	Speech Workshop		Persuasive Outline Due
Week 15			
18-Nov	Communication in Your Future		
Wednesday, Nov 20	Persuasive Speeches	NCA	
Thanksgiving Break Nov 25-29			
Week 16			
Monday, Dec 2	Persuasive Speeches		
Wednesday, Dec 4	Persuasive speeches		
Finals Week			
12/6/2024 13:00			Final Exam Due



Fundamentals of Speech

Comm 1110 (20792)
M/W 12:30-2:45PM
Room: Admin 135

COURSE DESCRIPTION

Surveys the fundamental concepts of interpersonal and public communication, including the teaching and practice of some basic skills for both communication contexts.

This is a Core IMPACTS course that is part of the Institution area.

Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help master course content, and support students' broad academic and career goals.

This course should direct students toward a broad Orienting Question:

- How does my institution help me to navigate the world?

Completion of this course should enable students to meet the following Learning Outcome:

- Students will demonstrate the ability to think critically and solve problems related to academic priorities at their institution.

Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies:

- Critical Thinking
- Teamwork
- Time Management

Learning Outcomes

1. Create and present well-organized, well-delivered speeches.
2. Use effective audience analysis to communicate in interpersonal, group, and public situations.
3. Use research support to make a persuasive argument.
4. Use appropriate visual aids and/or technology to enhance communication.
5. Demonstrate an awareness of the ethical responsibilities of communicators in public, interpersonal, and group situations.
6. Identify how the process of perception works in everyday life.
7. Critically analyze and interpret verbal and nonverbal messages.
8. Demonstrate an understanding of language bias/prejudice and its impact on the communication process.

CONTACT INFORMATION

DR. JONATHAN CARTER

JONATHAN.CARTER@GSW.EDU
(EMAIL IS BY FAR THE BEST WAY TO REACH ME)

PH : 229-931-2342 (OFFICE)
(229)-234-7446 (CELL)

OFFICE: COLLUM 107

OFFICE HOURS:

M-W 10AM-12:30 PM
OR BY APPOINTMENT
(JUST EMAIL ME)

REQUIRED MATERIALS

EXPLORING PUBLIC SPEAKING,
4TH EDITION TUCKER, BARTON,
BURGER, ET AL.

[HTTPS://OER.GALILEO.USG.EDU/
COMMUNICATION-
TEXTBOOKS/1/](https://oer.galileo.usg.edu/communication-textbooks/1/)

ADDITIONAL READINGS MAY BE
MADE AVAILABLE ON
GEORGIAVIEW: [HTTPS://
GSW.VIEW.USG.EDU/D2L/
HOME/2983680](https://gsw.view.usg.edu/d2l/home/2983680)

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MAJOR ASSIGNMENTS

OUTLINES

Outlines are a key part of speech organization and preparation. Therefore, you will be required to turn them in for all of your speeches

Outlines will always be due the first day of speeches for everyone .

Outlines will be graded on preparation and completeness.

Key criteria include

- Are the conclusion and introduction written out?
- Are all parts of the introduction present
- Does the body follow an outline format, including 2 levels of headings, transitions, and labeled support.
- When used, references are clearly labeled and a bibliography is present following an academic format.

Rubrics, outlines/templates, and more detailed explanations of each assignment will be provided. I will do my best to make things transparent and help you as much as needed.

GRADE BREAKDOWN

Total Points: 1000

Introduction Speech	
Outline	25
Speech.....	50
Process Speech	
Outline.....	50
Speech.....	125
Community Pitch	
Outline.....	50
Speech.....	100
Persuasive Speech	
Outline and works cited.....	75
Speech and Slides.....	200
Peer Review.....	25
Midterm.....	75
Final.....	100
Participation.....	125

A=90-100, B= 80-89 C 70-79
D 60-69, F 59 and below.

SPEECHES

Introduction Speech (2-4 minutes): The goal of this speech is to introduce yourself to the class so that we may all get to know you better. This speech functions to teach you the basic components of what goes into giving a speech, such as knowing how to create a proper outline that includes the effective speech components of content, structure, and delivery.

Cultural Informative 4-7 Minutes): A process speech is a form of informative speech where **the speaker's primary purpose is to teach the audience about some element of a culture of which you are a part.** This speech will be recorded as a video and turned in online in advance.

Community Pitch (2-4 Minutes): Following Monroe's Motivated Sequence, you will develop a speech that makes a pitch for something that your classmates to promote an atmosphere of Integrative Learning (we will discuss this more in class).

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For the community pitch, you will be required to complete a short response to evaluate your critical listening skills. Templates will be made available in GeorgiaView

How to Take This Course	In Class	Outside Class	Writing
	Come to class and be fully engaged	Engage the material	Use outlines
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FINAL EXAM

The final exam will be a combination of multiple choice, and short answer questions to asses your knowledge of and ability to apply class concepts.

PARTICIPATION

Given that this class is about overcoming difficulties with speaking, you earn points whenever you participate in an activity in class. Because of this, regular attendance is needed to participate in activities. Each instance of participation is worth 10 points. Your average for the semester will then be adjusted to the 100 point scale Some activities (Like Peer Review Days or days with particularly large activities) are worth double points because your participation is essential to their functioning.

If you are unable to make it to class, there are ways to make up participation. These can be done by engagigg in activities that help the class outside of normal class participation. Details are in GA View. Being a poor audience member on speech days, walking in during a peer's speech, violations of the class code of conduct may result in the negation of one day's worth of participation All points must be accumulated by December 6th

CLASS POLICIES

CLASS ROOM ENVIRONMENT

This course provides students with the opportunity to be part of a community. Expect a mixture of lecture, discussion, activities, and media examples intended to deepen and expand understanding of course concepts. You are expected to come to class having read and able to summarize the key points in each reading. I encourage an open environment where everyone feels comfortable to express their ideas, experiences, questions, and concerns. Extend charity when listening to others' opinions, but never be afraid to challenge ideas.

ATTENDANCE

Attendance will be taken at the beginning of every class. You do not receive a grade for attendance but attendance records are kept per University policy.

You are expected to follow the schedule posted for readings and assignments needing to be done each day. As always, if you have any questions or concerns, please set up an appointment to discuss or email me. If you have to miss class for any reason, please let me know in advance. **DO NOT COME TO CLASS IF YOU DO NOT FEEL WELL** I will not ask you why (the one exception is that students are expected to attend all speech days, failure to attend without prior conversations/documentation will result in a 10% deduction from your grade). I simply want to start a conversation about how to make up the materials that you might miss. Neither lectures nor lecture notes will be posted online. Work missed during absences can be made up if you notify me beforehand.

LATE WORK

All work is due at the time listed in Georgia View. If you have concerns about an assignment being received, email it to me as an attachment before the deadline. For any questions talk to me as early as possible. Late work will be accepted with a 20% penalty. All work must be submitted by December 6th to be graded. **Technology is never an excuse.** Give yourself enough time for anything that might go wrong.

TECHNOLOGY IN THE CLASSROOM

According to [an article](#) in the *New York Times*, it takes individuals, on average, 15 minutes to return to "serious mental tasks" after responding to a single email or instant message. [Another study](#) found that students who used laptops in class AND their nearby peers scored lower on tests than those who chose to forgo screen time in class. However, I recognize that you are adults and all learn in different fashions. Therefore, while I recommend taking notes by hand (with technology to look up different ideas etc..) you may use technology as you see fit. However, if your use is a distraction to me or your classmates, I may ask you to cease using it for the duration of the class. Continued distractions will be counted as penalties against your in class points.

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HEALTH AT GSW

While Masks are not required in class, while COVID numbers are high I both welcome them and would appreciate it if you wore one for the health of your classmates and folks in the community.

If you are sick, do not feel pressured to come to class.

COMMUNICATION

If you have questions about assignments, course material, or the class in general, never hesitate to get in touch.

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Need research help? Schedule an appointment with the reference librarian today and learn how to find reliable information with ease! Contact libref@gsw.edu to schedule an appointment today.

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CARE@GSW, students have access to the following valuable resources:

- **Christie Campus Health** (*new resource*) - A **24/7/365 mental health support line** for in-the-moment support and linkages to next steps, regardless of time of day or your location. Call anytime, anyplace at **833-855-0079**.
 - o No cost telehealth and in-person treatment sessions provided by a diverse network of licensed mental health clinicians.
 - o Virtual Psychiatric Clinics to offer assessment and medication management. Referral to Psychiatric Clinics comes from Student Counseling Services.
- **GSW Counselor – Onsite counseling services** for scheduled appointments and emergencies Monday through Friday from 8 a.m. – 5 p.m. Call **229- 931-2708** or email counselor@[gsw.edu](mailto:counselor@gsw.edu).
- **Protocol – After hours emergency services** through Student Counseling Services. Call **229-931-2708**. Protocol is a telephonic behavioral health service, for seamless access to crisis assessment, intervention, and stabilization.

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TITLE IX

Georgia Southwestern State University faculty are committed to supporting students and upholding the University's Sexual Misconduct and Interpersonal Violence policy. Under Title IX, discrimination on the basis of sex is prohibited. If you experience an incident of sex discrimination (such as sexual assault, sex- or gender-based harassment, intimate-partner violence or stalking), we encourage you to report it. GSW's Title IX Coordinator is Gena Wilson and her office is located in 101 of Stanford Hall. You may contact her directly at (229) 931-2026 or at gena.wilson@gsw.edu if you need help. <https://www.gsw.edu/human-resources/titleIXcompliance>.

As an GSW faculty member, I serve as a Title IX Responsible Employee and thus must report any incidents of gender discrimination, sexual misconduct and interpersonal violence involving GSW students, faculty or staff to the Title IX Coordinator regardless of whether the incident occurs on or off campus. Title IX requires reporting to ensure that universities protect and accommodate victims/survivors.

If you wish to discuss an incident confidentially without notifying the Title IX Coordinator, you may contact the **Office of Student Health & Counseling Services** counseling@gsw.edu or 229-931-2708

ACADEMIC DISHONESTY

Georgia Southwestern State University students are expected to uphold standards of the highest level of integrity. Students are also responsible for making themselves aware of how the principles of academic integrity apply in each academic setting they enter. See the following link for the complete description of the policy: <https://www.gsw.edu/Assets/Campus%20Life/StudentHandbook/2012/Appendix%20W.pdf>

The following actions are prohibited and constitute a violation of the Student Code of Conduct:

A. Plagiarism--Plagiarism includes, but is not limited to, asking someone to write part or all of an assignment, copying someone else's work (published or unpublished), inadequately documenting research, downloading material from electronic sources without appropriate documentation, or representing others' works or ideas as one's own.

B. Cheating on Examinations--Cheating on an exam includes, but is not limited to, giving or receiving unauthorized help before, during, or after an in-class, out-of-class, or online exam. Examples of unauthorized help include using unauthorized books or notes in either hard copy or electronic form, viewing another student's exam, taking pictures of exams with cell phones or other electronic devices, accessing unauthorized browsers or software programs during an exam, allowing another student to view one's exam, and discussing an exam or sharing information on an exam's content with other students after the exam has occurred in one section but not in another.

C. Unauthorized Collaboration--Unauthorized collaboration includes giving or receiving unauthorized help for work that is required to be the effort of a single student, such as the receiving or giving of unauthorized assistance in the preparation of a laboratory or writing assignment, on-line exams, etc.

D. Falsification--Falsification includes, but is not limited to the fabrication of citations or sources, of experimental or survey results, and of computer or other data.

E. Multiple Submissions--A student may not submit substantial portions of the same work for credit more than once without the explicit consent of the faculty to whom the work is submitted for additional credit. If a work product is to be substantially revised or updated, the student must contact the faculty member in advance to discuss necessary revisions. In cases where multiple submissions are approved, faculty members will require copies of the original documents for comparison.

Failure to follow these policies can result in failing the assignment and/or course and will be reported to Student Affairs. Because of the design and nature of this course, it will take as much (or more) work for you to plagiarize in it than it will to actually complete the work of the class.

Plagiarism is different from misuse of sources, occasions when a writer does not properly cite a source, misuses quotations, includes too much of an original source in a paraphrase or summary, or commits similar unintentional violations of academic protocol. If you misuse sources, we will work together on appropriately incorporating and/or citing the sources. Note that some audiences/instructors will consider misuse of sources to be plagiarism; for this reason, it is extremely important for you to identify the conventions associated with source use and citations in any class (or writing situation).

Use of AI to generate materials for the class is both Unauthorized Collaboration and (if not cited) plagiarism. We will discuss the ethical use of AI during class.

This class uses ideas from: Ashley Jones, Jamie Downing, Nick Romerhausen, Megan Houge, Cheri Simonds, Steve Hunt, and others from various writing groups and professional development groups.

Images on the front page:

"A Punny Public Speech" by [mgerskup](#) is licensed under [CC BY-NC-SA 2.0](#)

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MY PROMISE TO YOU

I understand that all students are not looking to get the same things out of these classes. I will work with as far as you want to go.

If you are just looking to get through the class, I will do all I can to help you get there.

If you want to discuss extra readings, topics, professional advising etc., I am happy to.

If you want me to read your campaign speech, I will (assuming you are caught up on basic class assignments.).

Let me know how I can help and I will try my hardest. I cannot help if I do not know what you need.

TENTATIVE SCHEDULE

Week 1	Topic	Reading	Assignment
Wednesday, Jan 10	Intro to the Class		Assign Introduction
Week 2			
Monday, January 15	MLK Day - No Class		
Wednesday, January 17	What is Communication?	Chapter 1	
Week 3			
Monday, January 22	Intros/Conclusions	Chapter 8	
Wednesday, January 24	Outlining	Chapter 6	
Week 4			
Monday, January 29	Ethics and Listening	Chapter 3	
Wednesday, January 31	Introduction Speeches		Introduction Speech Outline Due
Week 5			
Monday, February 5	Introduction Speeches		
Wednesday, February 7	Audience & Culture	Chapter 2	Assign Culture Speech/Peer Reviews
Week 6			
Monday, February 12	Topics	Chapter 4	
Wednesday, February 14	Visual Aids	Chapter 9	Assign Midterm Project
Week 7			
Monday, February 19	Speech Workshop		Culture Speech Outline Due
Wednesday, February 21	Delivery	Chapter 11	
Week 8			
Monday, February 26	Culture Speeches		
Wednesday, February 28	Culture Speeches		Assign Community Pitch
Week 9	Topics	Reading	Assignments
Monday, March 4	Midterm Work Day		Midterm Project Due
Wednesday, March 6	Language	Chapter 10	

TENTATIVE SCHEDULE

Week 10			
Monday, March 11	Persuasion	Chapter 13	Last Day to Withdraw
Wednesday, March 13	Research	Chapter 5	
SPRING BREAK March 18-22			
Week 11			
Monday, March 25	Speech Workshop		Community Pitch Outline Due
Wednesday, March 27	Pathos		
Week 12			
Monday, April 1	Community Pitch		
Wednesday, April 3	Community Pitch		Assign Persuasion
Week 13			
Monday, April 8	Argument 1	Chapter 14	
Wednesday, April 10	Argument 2		Peer Review due
Week 14			
Monday, April 15	Humor	Appendix D	
Wednesday, April 17	Speech Workshop		Persuasive Outline Due
Week 15			
Monday, April 22	Communication in Your Future		
Wednesday, April 24	Persuasive Speeches		
Week 16			
Monday, April 29	Persuasive Speeches		
Wednesday, May 1	Persuasive speeches		
Finals Week			
TBA			Final Exam Due

FUNDAMENTALS OF SPEECH

Dr. Ashley P. Jones
ashley.jones@gsw.edu
Collum 109

Office Hours: MW 1-2:30
Tuesday: 9-11 a.m.

About This Class:

This course is a survey course designed to assist you in increasing your knowledge and skills in employing verbal and nonverbal communication messages in a variety of settings (e.g., intrapersonal, interpersonal, group, and public contexts). By studying the process of communication and applying communication theory and principles to diverse real-life situations, you will have an opportunity to practice and analyze communication skills in various communication contexts. In order to do this, this course involves both speaking and writing assignments throughout the semester.

Student Learning Outcomes:

At the conclusion of the course, it is expected that students will demonstrate knowledge and skills in several core areas. Specifically, students should be able to:

1. Create and present well-organized, well-delivered speeches.
2. Use effective audience analysis to communicate in interpersonal, group, and public situations.
3. Use research support to make a persuasive argument.
4. Use appropriate visual aids and/or technology to enhance communication.
5. Demonstrate an awareness of the ethical responsibilities of communicators in public, interpersonal, and group situations.
6. Identify how the process of perception works in everyday life.

7. Critically analyze and interpret verbal and nonverbal messages.
8. Demonstrate an understanding of language bias/prejudice and its impact on the communication process
9. Demonstrate an understanding of culture and its impact on the communication process.
10. Demonstrate effective listening in a variety of contexts.

·
This is a Core IMPACTS course that is part of the Institution area.

Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas.

This course will help master course content, and support students' broad academic and career goals.

This course should direct students toward a broad Orienting Question:

- How does my institution help me to navigate the world?

Completion of this course should enable students to meet the following Learning Outcome:

- Students will demonstrate the ability to think critically and solve problems related to academic priorities at their institution.

Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies:

- Critical Thinking · Teamwork · Time Management
-

Diversity Statement:

This course engages different perspectives related to gender, race, nationality, ethnicity, sexual orientation, religion, and other relevant cultural identities. You will learn best by listening to those voices that have historically been silenced, making room for discomfort, and opening yourself up to change. I will foster an anti-racist/sexist/ableist classroom where we strive for equity and justice for all. This is reflected in our readings, discussions, and other classroom materials. Opinions are respected until they deny the humanity of a person. These attitudes and behaviors will not be tolerated in the classroom (in person, virtual, or otherwise).

Required Texts:

There is one required text for this course, but it is free to access via Georgia View.

Exploring Public Speaking, 4th Edition

Tucker, Barton, Burger, et al.

<https://oer.galileo.usg.edu/communication-textbooks/1/>

Georgia View & Attendance Policy

We will access our course materials using Georgia View. I suggest that you make sure you can sign into Georgia View and see our course in your available classes. Please email me if you cannot find our course (it may be in your unpinned courses). You will want to double check you are signed up for the correct section of the course. Attendance will be taken at the beginning of every class. New this semester: Attendance counts toward your grade. If you need to miss a class, an email to let me know will suffice. Do not abuse this or I will annoy both you and your advisor about missing class.

You are expected to follow the schedule posted for readings and assignments needing to be done each day. As always, if you have any questions or concerns, please set up an appointment to discuss or email me.

Makeup Work/Exams:

Makeup work is allowed if previous arrangements have been made with the course instructor or extenuating circumstances require it. This will be approved on a case-by-case basis with the instructor. Incompletes will not be given.

Always remember that, if necessary, an emergency withdrawal is an option for students who find they will not be able to earn the grades they need for the semester. Please email me with questions or concerns before you get to that point.

Assignments & Grading:

- Any Old Bag Speech: 1-2-minute speech. Using three items, this speech is a personal reflection and an opportunity for you to share information about yourself.

- Cultural Speech:: 2-3 minute speech in which you speak about a tradition or aspect of a culture that you belong to.

- Informative Speech: 4-6 minute speech. You will choose a topic on which you will inform the audience.

- Persuasive Speech: 5-7 minutes. You will take a position on a controversial topic and persuade your audience to change their attitudes, values, and/or beliefs. This will also include a critical response to an assigned speech.

- Midterm: There will be one midterm assignment. This assignment will have you flex your creativity a bit through the creation of an infographic depicting best practices for one of the following: writing strong introductions and conclusions, best speech delivery practices, best ethical practices for public speaking, speech research tips and tricks, or best practices for avoiding language bias or using rhetoric to enhance speeches.

- Quizzes: This is in lieu of a final comprehensive exam. This assessment will be a combination multiple-choice, short answer assessment that will test your ability to understand the theoretical concepts covered in class.

YOU MUST COMPLETE ALL THE ASSIGNED SPEECHES TO PASS THIS CLASS.

If you require accommodations, reach out to the Office of Accommodations and Access.

Grading:

Any Old Bag Speech: 25 Points
Cultural Outline: 25 Points
Cultural Speech: 50 Points
Informative Outline: 25 points
Informative Speech: 75 Points
Persuasive Outline: 25 points
Persuasive Speech: 100 points
Persuasive Speech Critical Response: 50 points
Midterm: 50 Points
Four Quizzes: 25 points each (100 points total)
Attendance: 140 points (5 points per class period)

Total Points: 655 Points possible

A: 100-90% (Exceptional Work)
B: 89-80% (Above Average Work)
C: 79-70% (Average Work)
D: 69-60% (Below Average Work)
F: 59-0% (Sub-Standard Work)

TECHNOLOGY POLICY

No earbuds/headphones in class. Unless there is a life-changing event that you are waiting on a phone call (for example, an organ transplant), your communication devices should not be heard. At the very least, keep them on silent or turn them off.

Laptops are allowed in class only for note-taking purposes. If you are caught using your laptop for any other use (social media, Internet browsing, etc.) you will be prohibited from having a laptop in class.

EMAIL ETIQUETTE

In the event that you need to email the professor, please follow these guidelines for email correspondence:

- Begin with a salutation. (ex: "Greetings Dr. Jones")
- Use good grammar and punctuation in the body of your email. (i.e., this is NOT a text message to a friend. Write clearly and concisely; in other words, write well.)
- Use a closing. (ex: "Sincerely" or "Thank you for your time")
- Think about what you will write before you write. Emotional outbursts or stream-of-consciousness ramblings are not welcome and should be avoided.
- At the very LEAST, give your name and the time and day of your class.

WITHDRAWAL POLICY

The last day to withdraw and receive a “PW” is March 11, 2024.
Withdrawals after the semester midpoint are automatically given a grade of “WF.”
Incompletes will not be given.

COURSE SCHEDULE

DATE TOPIC READING DUE ASSIGNMENT DUE

1/11	COURSE INTRO/SYLLABUS ANY OLD BAG SPEECH ASSIGNED	SYLLABUS & GEORGIA VIEW	
1/16	ANY OLD BAG SPEECHES		ANY OLD BAG SPEECH
1/18	PERCEPTION AND THE SELF		
1/23	ETHICS OF PUBLIC SPEAKING	CHAPTER 1	
1/25	DEVELOPING SPEECH TOPICS QUIZ 1 ASSIGNED CULTURAL SPEECH & OUTLINE ASSIGNED	CHAPTER 4	
1/30	VERBAL & NONVERBAL COMMUNICATION		QUIZ 1

2/1	ORGANIZING & OUTLINING SPEECHES	CHAPTER 6	
2/6	CULTURAL SPEECH OUTLINES QUIZ 2 ASSIGNED		CULTURAL SPEECH OUTLINE (DUE IN CLASS)
2/8	LANGUAGE & BIAS	CHAPTER 10	
2/13	CULTURAL SPEECH WORK DAY		QUIZ 2
2/15	CULTURAL SPEECHES IN CLASS		CULTURAL SPEECHES DUE
2/20	HOW TO DO RESEARCH		
2/22	INFORMATIVE SPEAKING INFORMATIVE SPEECH ASSIGNED	CHAPTER 12	
2/27	WRITING INTROS & CONCLUSIONS MIDTERM ASSIGNED	CHAPTER 8	

2/29	CREATING A WORKS CITED PAGE		
3/5 (MIDTERM)	MIDTERM/INFORMATIVE SPEECH WORK DAY		MIDTERM INFOGRAPHIC DUE ON GEORGIA VIEW
3/7	INFORMATIVE OUTLINES		INFORMATIVE SPEECH OUTLINES DUE IN CLASS
3/12	DELIVERY & PRESENTATIONAL AIDS QUIZ 3 ASSIGNED	CHAPTER 11	
3/14	INFORMATIVE SPEECHES DAY 1 FULL ATTENDANCE REQUIRED		
3/18-3/22	SPRING BREAK- NO CLASSES		
3/26	INFORMATIVE SPEECHES DAY 2 FULL ATTENDANCE REQUIRED		
3/28	NO CLASS- PCA *WORK ON ANY OUTSTANDING WORK*		

4/2	INFORMATIVE SPEECH DAY 3 FULL ATTENDANCE IS REQUIRED		INFORMATIVE SPEECHES QUIZ 3
4/4	PERSUASIVE SPEAKING & LOGOS/PATHOS/ETHO S	CHAPTER 13	
4/9	MEDIA AS COMMUNICATION & COMMEMORATIVE SPEAKING QUIZ 4 ASSIGNED		
4/11	PERSUASIVE SPEECH WORK DAY/ GRADE CHECK-IN		
4/16	PERSUASIVE SPEECH OUTLINES		PERSUASIVE SPEECH OUTLINES DUE IN CLASS
4/18	PERSUASIVE SPEECH WORK DAY		
4/23	PERSUASIVE SPEECHES DAY 1 FULL ATTENDANCE REQUIRED		

4/25	PERSUASIVE SPEECH DAY 2 FULL ATTENDANCE REQUIRED		
4/30	PERSUASIVE SPEECH DAY 3 FULL ATTENDANCE REQUIRED		PERSUASIVE SPEECHES DUE PERSUASIVE CRITICAL RESPONSE DUE QUIZ 4 DUE

Student Resources

GSW Library: <https://www.gsw.edu/library/index>

Writing Center Information:

<https://www.gsw.edu/academics/academicresources/writing-center/index>

Tutoring & Supplemental Instruction:

<https://www.gsw.edu/academics/academicresources/first-year-experience/tutoring>

Testing Center:

<https://www.gsw.edu/academics/academicresources/testingcenter/index>

Library Research Help: <https://www.gsw.edu/library/library-services>

Counseling Services/Mental Health:

<https://www.gsw.edu/CampusLife/CampusServices/CounselingServices/>

Office of Accommodation and Access:

<https://www.gsw.edu/accommodations/>

The mission of the Office of Accommodation and Access is to work with Georgia Southwestern State University and community to provide opportunities for students with disabilities and empowers them to participate in the benefits of higher education. We support the educational environment by collaborating with instructors, staff and community members to build and maintain partnerships across the university. The Office coordinates the compliance of Georgia Southwestern State University with the Americans with Disability Act (ADA) of 1990, p.l.101-336(July 26, 1990), as amended by P.L. 110-325 (September 25, 2008) and Section 504 of the Rehabilitation Act of 1973, to achieve legality and academic potential through individualized plans tailored to particular needs of students with disabilities.

The Office of Accommodations and Access and Testing center is located in Sanford Hall, third floor across from the Education building (elevator 3R or stairs located on first floor). Parking and entrance is around the back of Sanford Hall.

Title IX Policy

Georgia Southwestern State University faculty are committed to supporting students and upholding the University's Sexual Misconduct and Interpersonal Violence policy. Under Title IX, discrimination on the basis of sex is prohibited. If you experience an incident of sex discrimination (such as sexual assault, sex- or gender-based harassment, intimate-partner violence or stalking), we encourage you to report it. GSW's Title IX Coordinator is Gena Wilson and her office is located in 101 of Stanford Hall. You may contact her directly at (229) 931-2026 or at gena.wilson@gsw.edu if you need help. Your paragraph text.

As an GSW faculty member, I serve as a Title IX Responsible Employee and thus must report any incidents of gender discrimination, sexual misconduct and interpersonal violence involving GSW students, faculty or staff to the Title IX Coordinator regardless of whether the incident occurs on or off-campus. Title IX requires reporting to ensure that universities protect and accommodate victims/survivors.

If you wish to discuss an incident confidentially without notifying the Title IX Coordinator, you may contact the Office of Student Health & Counseling Services counseling@gsw.edu.

Mental health @ GSW

Mental Health Services: GSW provides many mental health resources for students. You can rest assured that confidentiality is a top priority. Counseling information and other mental health resources may be found online.

CARE@GSW- Students have access to the following valuable resources:

- Christie Campus Health (new resource) - A 24/7/365 mental health support line for in-the-moment support and linkages to next steps, regardless of time of day or your location. Call anytime, anyplace at 833-855-0079.
 - o No cost telehealth and in-person treatment sessions provided by a diverse network of licensed mental health clinicians.
 - o Virtual Psychiatric Clinics to offer assessment and medication management. Referral to Psychiatric Clinics comes from Student Counseling Services.
- GSW Counselor – Onsite counseling services for scheduled appointments and emergencies with Ms. Andrea Kromminga Monday through Friday from 8 a.m. – 5 p.m. Call 229- 931-2708 or email counseling@gsw.edu.
- GSW Talkspace – An online therapy service that connects you to a dedicated therapist from a secure, HIPAA compliant platform. You can send your therapist text, voice or video messages— anytime, anywhere— including from the comfort of your home. Register with your GSW email address at www.talkspace.com/GSW.
- Protocol - After hours emergency services through Student Counseling Services. Call 229-931-2708. Protocol is a telephonic behavioral health service, for seamless access to crisis assessment, intervention, and stabilization.

FERPA Policy

In keeping with USC and university policy, this course website will make every effort to maintain the privacy and accuracy of your personal information. Specifically, unless otherwise noted, it will not actively share personal information gathered from the site with anyone except university employees whose responsibilities require access to said records. However, some information collected from the site may be subject to the Georgia Open Records Act. This means that while we do not actively share information, in some cases we may be compelled by law to release information gathered from the site. Also, the site will be managed in compliance with the Family Educational Rights and Privacy Act (FERPA), which prohibits the release of education records without student permission.

Sexual Harassment policy

In instances of sexual misconduct, the present instructor(s) and teaching assistants, are designated as Responsible Employees who are required to share with administrative officials all reports of sexual misconduct for university review. If you wish to disclose an incident of sexual misconduct confidentially, there are options on campus for you to do so. For more information on this policy, please refer to the Sexual Misconduct Policy which is included in the GSW Student Code of Conduct.

Basic Needs Statement

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the GSW Foundation for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable us to provide resources that we may possess.

Academic Integrity Policy

I. Academic Integrity

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B. Cheating on Examinations--Cheating on an exam includes, but is not limited to, giving or receiving unauthorized help before, during, or after an in-class, out-of-class, or online exam. Examples of unauthorized help include using unauthorized books or notes in either hard copy or electronic form, viewing another student's exam, taking pictures of exams with cell phones or other electronic devices, accessing unauthorized browsers or software programs during an exam, allowing another student to view one's exam, and discussing an exam or sharing information on an exam's content with other students after the exam has occurred in one section but not in another.

C. Unauthorized Collaboration--Unauthorized collaboration includes giving or receiving unauthorized help for work that is required to be the effort of a single student, such as the receiving or giving of unauthorized assistance in the preparation of a laboratory or writing assignment, on-line exams, etc.

D. Falsification--Falsification includes, but is not limited to the fabrication of citations or sources, of experimental or survey results, and of computer or other data.

E. Multiple Submissions--A student may not submit substantial portions of the same work for credit more than once without the explicit consent of the faculty to whom the work is submitted for additional credit. If a work product is to be substantially revised or updated, the student must contact the faculty member in advance to discuss necessary revisions. In cases where multiple submissions are approved, faculty members will require copies of the original documents for comparison.

Acts of Dishonesty

Georgia Southwestern State University students are expected to be a part of a community that creates a campus climate that supports excellence in teaching and learning, personal growth and development, and an atmosphere that is safe for, and respectful to, all students, faculty, and staff.

The following actions are prohibited and constitute a violation of the Student Code of Conduct:

A. Furnishing false information to any University official, office, or other law enforcement officer.

B. Forgery, alteration, or misuse of any document, record, or instrument of identification, or possession of any false identification or identification belonging to another person with dishonest intent.

C. Lending, selling, or otherwise transferring a student identification card or any official University materials.

D. The use of a student identification card by anyone other than its original holder is prohibited.

E. No student or student group shall obtain under false pretenses any official University materials or student identification cards.

F. Causing, condoning, or encouraging the completion of any University record, document, or form dishonestly, including but not limited to omitting facts which are material for the purpose of which the record, document, or form is submitted.

G. Offering or causing to be offered any bribe or favor to a University official, office, or other law enforcement officer in order to influence a decision.

H. Tampering with the election of any University-recognized organization.

I. Casting or attempting to cast more than one ballot in any election or referendum on campus.

Any case of Academic Dishonesty, Cheating, or Plagiarism will be reported to the University and will result in a 0 on the assignment and possibly a 0 in the course.

Class Evaluations

Your constructive assessment of this course plays an indispensable role in shaping education at GSW. Upon completing the course, please take time to fill out the online course evaluation.

Copyright and Posting outside of class policy

The selling, sharing, publishing, presenting, or distributing of instructor prepared course lecture notes, videos, audio recordings, or any other instructor-produced materials from any course for any commercial purpose is strictly prohibited unless explicit written permission is granted in advance by the course instructor. This includes posting any materials on websites such as Chegg, Course Hero, OneClass, Stuvia, StuDocu and other similar sites.

Unauthorized sale or commercial distribution of such material is a violation of the instructor's intellectual property and the privacy rights of students attending the class and is prohibited.

COMM 1110: Fundamentals of Public Speaking
Spring 2025
T/Th 9:30-10:45 AM
Admin 135

Instructor: Dr. Elizabeth Shiller	Office: Collum 110
Contact: elizabeth.shiller@gsw.edu	Office Hours: T/Th 11 AM - 12:15 PM & W 10 AM - 12 PM or by appointment

Course Overview: This course surveys the fundamental concepts of interpersonal and public communication, including the teaching and practice of some basic skills for both communication contexts.

This is a Core IMPACTS course that is part of the Institution area. Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help master course content, and support students' broad academic and career goals.

This course directs students toward the broad Orienting Question: How does my institution help me to navigate the world?

This course enables students to demonstrate the ability to think critically and solve problems related to academic priorities at their institution.

Course content, activities and exercises in this course will help students develop the following Career-Ready Competencies: Critical Thinking, Teamwork, and Time Management.

Learning Outcomes

1. Create and present well-organized, well-delivered speeches.
2. Use effective audience analysis to communicate in interpersonal, group, and public situations.
3. Use research support to make a persuasive argument.
4. Use appropriate visual aids and/or technology to enhance communication.
5. Demonstrate an awareness of the ethical responsibilities of communicators in public, interpersonal, and group situations.
6. Identify how the process of perception works in everyday life.
7. Critically analyze and interpret verbal and nonverbal messages.
8. Demonstrate an understanding of language bias/prejudice and its impact on the communication process.

Required Materials

EXPLORING PUBLIC SPEAKING, 4TH EDITION TUCKER, BARTON, BURGER, ET AL.

[HTTPS://OER.GALILEO.USG.EDU/COMMUNICATIONTEXTBOOKS/1/](https://oer.galileo.usg.edu/communicationtextbooks/1/)

Reading material will be available on GeorgiaVIEW.

Contacting Your Professor

The best way to get a hold of me is either by email or by stopping by my office during my office hours. Please note that while I check my email regularly, I do not check my email on weekends or after 8pm on weekdays. If your email is urgent (e.g., regarding assignments and extensions), be sure to email me before 8pm on a weekday, otherwise, I will return your email on the following business day.

Please call me either Dr. Shiller or Professor Shiller both in person and via email.

Class Participation and Attendance

COMM 1110 is a performance-based course and utilizes a flipped classroom approach that emphasizes experiential learning as well as cognitive learning; therefore, it is important that you attend every class. Your attendance is not only important to your own success, but also to that of your class community, as you will work with and provide feedback for your peers during their speeches. I will keep a record of attendance for each student. Each class session is worth 5 points. Be advised that to be marked as present, you must be present. This includes reading assigned readings prior to class and engaging in classroom discussions and activities. If you are sleeping or doing other work, you will receive 2.5 out of 5 points for that class session.

If you need to miss a class, regardless of the reason, send me an email to let me know and I will excuse your absence. If I do not hear from you, the absence will not be excused. Please do not come to class if you are ill. I reserve the right to contact your advisor for excessive absences.

If you must be absent for religious reasons, because you are involved in University-level athletics, or some other excused reason, inform me of the conflict BEFORE your absence.

Assignment Policies

With the exception of in-class presentations, all assignments are to be submitted through Georgia VIEW as either a Word Doc or PDF, unless otherwise specified. If an assignment is turned in and I cannot open it or the file is corrupted upon receipt, it will count as a zero. I will not email you; you will just see a zero in the gradebook. Do Not try to get an unofficial extension by corrupting a file. I will not give you one.

Late work will be accepted with a 25% penalty up to seven days past the deadline. Assignments submitted more than 1 week past the deadline will be given a zero. I give you the course schedule with assignment deadlines on the first day of the semester and you are responsible for meeting these deadlines.

I am able to grant extensions. In order to receive an extension, you MUST ask for an extension BEFORE the assignment's deadline. I will not grant "day of" extension requests or requests made after the assignment's deadline. This policy also extends to presentation days. Keep in mind that the extension is at the discretion of the instructor and that some assignments will not be eligible for extensions.

Grade Breakdown

Total Points: 875

Assignment	Point Value
Syllabus Scavenger Hunt**	15 points
Who Are You Speech	50 points
Value Speech	75 points
Informative Speech	100 points
Persuasive Speech	150 points
Impromptu Speech (2 @ 50 pts each)	100 points
Topic Selection	10 points
Source Support (2 @ 25 pts each)	50 points
Speech Practice (2 @ 25 pts each)	50 points
Speech Critique**	100 points
Writing Center Appointment**	25 points
Attendance and Participation (5 pts per class, 10 pts per week)	150 points

A= 90%-100%, B= 80%-89%, C= 70%-79%, D= 60%-69%, F= < 59%

**not eligible for extensions

Rubrics, outlines/templates, examples, and more detailed explanations of each assignment will be provided. I will do my best to make things transparent and help you as much as needed. These materials will be on Georgia VIEW.

Extra credit opportunities are left up to instructor discretion.

Assignments

Assignments are to be submitted to Georgia VIEW as either a Word Doc or PDF file unless otherwise specified. Assignments are to be double-spaced and use Times New Roman 12pt font in black ink.

Additionally, in this COMM class, we will use APA style 7th edition. This includes the APA title page and References page. I will not accept assignments done in MLA.

Speech Assignments

Who Are You? Speech (50 points): Speech length: 1-2 minutes

The goal of this speech is to introduce yourself to the class so that we may all get to know you better. This speech functions as an introduction to the basic components of what goes into giving a speech, such as outline creation, speech structure, and delivery. You will be provided an outline template to fill out to help you create your introductory speech. This speech will be delivered extemporaneously. The outline template can be found on Georgia VIEW. To receive full credit, you must submit the outline to Georgia VIEW and present your speech in front of the class. More information about this assignment can be found on Georgia VIEW.

Value Speech (75 points): Speech length: 3-5 minutes

This speech is about telling a story of something that is important to you, something that you value. This speech will be delivered extemporaneously. A visual aid is required for this speech. To receive full credit, you must submit the outline and visual aid to Georgia VIEW and present your speech in front of the class. More information about this assignment can be found on Georgia VIEW.

Informative Speech (100 points): Speech length: 3-5 minutes.

This speech teaches the audience about some element of your topic that interests you. This speech will be delivered extemporaneously. A visual aid is required for this speech. You will incorporate 3 sources within your speech presentation and visual aid. To receive full credit, you must submit the outline and visual aid to Georgia VIEW and present your speech in front of the class. More information about this assignment can be found on Georgia VIEW.

Informative Speech Practice (25 points): Before you present your Informative Speech to your class, you will record yourself practicing the speech. You are to record your speech using Zoom with a video overlay. This low stakes assignment provides you with time to practice your speech as well as give you experience presenting a speech virtually. To submit this assignment, you will first upload your speech recording to YouTube, then you will copy and paste the URL to a Word Doc and submit the Word Doc to Georgia VIEW.

Persuasive Speech (150 points): Speech length: 5-7 minutes

This speech is about convincing your audience to solve a problem by providing them with a solution to whatever problem you are addressing. When creating this speech, you must consider the following questions:

- What is something you believe needs to change in the world?
- What solutions do you have to fix the problem?

You will then consider how to employ ethos, pathos, and logos, alongside various argument types to move your audience to action. This speech will be delivered extemporaneously. A visual aid is required for this speech. You will incorporate 5 sources within your speech presentation and visual aid. To receive full credit, you must submit the outline and visual aid to Georgia VIEW and present your speech in front of the class. More information about this assignment can be found on Georgia VIEW.

Persuasive Speech Practice (25 points): Before you present your Persuasive Speech to your class, you will record yourself practicing the speech. You are to record your speech using Zoom with a video overlay. This low stakes assignment provides you with time to practice your speech as well as give you experience presenting a speech virtually. To submit this assignment, you will first upload your speech recording to YouTube, then you will copy and paste the URL to a Word Doc and submit the Word Doc to Georgia VIEW.

Impromptu Speeches (50 points each): Speech length: 1-2 minutes each

You will present two impromptu speeches this semester, one at midterms and one during finals week. These speeches are to provide extra presentation and delivery practice. You will be given a list of prompts ahead of time, however, you will not know your exact prompt until it is your time to present. Each impromptu speech is worth 50 points. There is nothing to submit for these speeches.

All speeches will be given a 15 second grace period. Those that go over/under 16-29 seconds will be docked 3 points and those that go over/under 30 seconds will be docked 5 points.

Additional assignments

Syllabus Scavenger Hunt (15 points): Use the syllabus to complete the syllabus scavenger hunt worksheet. The worksheet can be found on Georgia VIEW.

Writing Center Appointment (25 points): You are to visit the writing center and receive help with anything COMM 1110 related. To receive the 25 points, you must tell the Writing Center to send me a confirmation email that you attended the appointment.

Topic Selection (10 points): You will be using the same topic for your Value, Informative, and Persuasive Speeches. This assignment is a brief one-page rationale of the topic you will use for the above speeches. The worksheet can be found in Georgia VIEW.

Source Support x2 (25 points each): You will need to provide source support for your informative and persuasive speeches. You will complete a worksheet ahead of your informative and persuasive speech where you will provide a rationale for each source you plan to use in your speeches along with the APA citations for each source. The worksheets can be found in Georgia VIEW.

Speech Critique (100 points): In lieu of a final exam, you will submit a 3 full page essay to assess your knowledge of and ability to apply class concepts. You will watch a current (within the last year) presentational speaking event online or in person that was/is delivered to a live audience or attend a live presentational speaking event. Then you will write 3 full pages analyzing the speech using concepts, ideas, and theories from your text and class discussion. Additional materials regarding this assignment will be found on Georgia VIEW.

Class Policies

Respect in the Classroom: This course engages different perspectives related to gender, race, nationality, ethnicity, sexual orientation, religion, and other relevant cultural identities. You will learn best by listening to those voices that have historically been silenced, making room for discomfort, and opening yourself up to change. I will foster an anti-racist/sexist/ableist classroom where we strive for equity and justice for all. This is reflected in our readings, discussions, and other classroom materials. Opinions are respected until they deny the humanity of a person. These attitudes and behaviors will not be tolerated in the classroom (in person, virtual, or otherwise).

To ensure the free exchange of ideas and productive communication, students are reminded that the Code of Conduct calls for all students to show respect and civility for all members of the GSW community. These expectations are outlined in the Disorderly Conduct and Personal Safety sections of the Code of conduct. I will work with you to

develop habits of civil communication. However, excessive or severe violations of these expectations can result in referral to the Office of Student Affairs.

Academic Dishonesty: Georgia Southwestern State University students are expected to uphold standards of the highest level of integrity. Students are also responsible for making themselves aware of how the principles of academic integrity apply in each academic setting they enter. See the following link for the complete description of the policy:

<https://www.gsw.edu/Assets/Campus%20Life/StudentHandbook/2012/Appendix%20W.pdf>

The following actions are prohibited and constitute a violation of the Student Code of Conduct:

A. Plagiarism– Plagiarism includes, but is not limited to, asking someone to write part or all of an assignment, copying someone else's work (published or unpublished), inadequately documenting research, downloading material from electronic sources without appropriate documentation, or representing others' works or ideas as one's own.

B. Cheating on Examinations– Cheating on an exam includes, but is not limited to, giving or receiving unauthorized help before, during, or after an in-class, out-of-class, or online exam. Examples of unauthorized help include using unauthorized books or notes in either hard copy or electronic form, viewing another student's exam, taking pictures of exams with cell phones or other electronic devices, accessing unauthorized browsers or software programs during an exam, allowing another student to view one's exam, and discussing an exam or sharing information on an exam's content with other students after the exam has occurred in one section but not in another.

C. Unauthorized Collaboration– Unauthorized collaboration includes giving or receiving unauthorized help for work that is required to be the effort of a single student, such as the receiving or giving of unauthorized assistance in the preparation of a laboratory or writing assignment, online exams, etc.

D. Falsification– Falsification includes, but is not limited to the fabrication of citations or sources, of experimental or survey results, and of computer or other data.

E. Multiple Submissions Without Instructor Consent– A student may not submit substantial portions of the same work for credit more than once without the explicit consent of the faculty to whom the work is submitted for additional credit. If a work product is to be substantially revised or updated, the student must contact the faculty member in advance to discuss necessary revisions. In cases where multiple submissions are approved, faculty members will require copies of the original documents for comparison.

Failure to follow these policies can result in failing the assignment and/or course and will be reported to Student Affairs. Because of the design and nature of this course, it will take as much (or more) work for you to plagiarize in it as it will to actually complete the work of the class.

Plagiarism is different from misuse of sources, occasions when a writer does not properly cite a source, misuses quotations, includes too much of an original source in a paraphrase or summary, or commits similar unintentional violations of academic protocol. If you misuse sources, we will work together on appropriately incorporating and/or citing the sources. Note that some audiences/instructors will consider misuse of sources to be plagiarism; for this reason, it is extremely important for you to identify the conventions associated with source use and citations in any class (or writing situation).

Use of AI to generate materials for the class is both Unauthorized Collaboration and (if not cited) plagiarism. We will discuss the ethical use of AI during class.

Professorial Ownership of Content: The selling, sharing, publishing, presenting, or distributing of instructor prepared course lecture notes, videos, audio recordings, or any other instructor-produced materials from any course for any commercial purpose is strictly prohibited unless explicit written permission is granted in advance by the course instructor. This includes posting any materials on websites such as Chegg, Course Hero, OneClass, Stuvia, StuDocu and other similar sites. Unauthorized sale or commercial distribution of such material is a violation of the instructor's intellectual property and the privacy rights of students attending the class, and is prohibited.

Student Resources

Accommodations: A student requesting classroom accommodations or modifications due to a documented disability must notify me within the first two weeks of the semester. If the student has not already done so, they must contact the Center for Accommodations and Access located in 302 of Stanford Hall. The phone number is 229-931-2661.

Withdrawal Policy: The last day to withdraw and receive a "PW" is Friday March 14, 2025. Withdrawals after the semester midpoint are automatically given a grade of "WF." Incompletes will not be given.

Canes Harvest Food Pantry: Students facing food insecurity can utilize Located on the 3rd floor of the Student Success Center, the Canes Harvest stocks a variety of items year-round including, frozen food, non-perishable food, and personal care items. Canes Harvest is open from 8am - 5pm <https://www.gsw.edu/campus-services/>

The University Writing Center: A helpful resource for all students through all stages of the writing process, from generating ideas to proofreading. At the Writing Center, undergraduate peer writing consultants use discussion-based strategies to help you improve your writing at any level and in any subject. Appointments are held either online or in person, and walk-ins are welcome. The Center is located on the first floor of Collum Hall, room 102. You can find more information and hours at <http://gsw.edu/writingcenter>

Tutoring Center: Students can choose in-person or online instruction to assist in their challenging courses. Peer tutoring and supplemental instruction provides students with extra opportunities to learn study skills and develop good study habits. The Tutoring Center is a walk-in tutoring center for students needing extra support in math and science courses. Online tutoring is available through GeorgiaView. <https://www.gsw.edu/academic-resources/tutoring/>

COVID-19 Statement: Your health and well-being and the health and well-being of others matter. If you have been exposed to COVID-19, or have symptoms of COVID-19, please prioritize getting tested for COVID-19. Such testing is available free of charge at the Herschel A. Smith health clinic here on campus. If you test positive or continue to have symptoms, I will work with you to navigate missing class and making up work, extending deadlines as needed.

Mental Health & Wellness Support: College can be both exciting and challenging, and it's okay to admit you need help along the way. No matter what you are going through, know that help is available. Whether you're facing stress, personal struggles, or mental health concerns, it's important to know you're not alone and support is available. At GSW, we are here to help you succeed—both academically and personally.

GSW offers a variety of confidential resources to support your mental health and well-being:

- **Uwill:** provides free, easy-to-use, confidential teletherapy for students, offering immediate access to counseling, a direct crisis connection, and wellness resources anytime you need them. To get started, visit: [Uwill Teletherapy](#).
- **Mental Health Crisis Support from Uwill:** If you're experiencing a mental health crisis, help is available 24/7. Call (833) 646-1526 for immediate support.
- **988 Suicide and Crisis Lifeline:** If you or someone else is in crisis, you can call or text **988** or visit 988lifeline.org. Offers 24/7 call, text and chat access to trained crisis counselors who can help people experiencing suicidal, substance use, and/or mental health crisis, or any other kind of emotional distress. People can also dial 988 if they are worried about a loved one who may need crisis support.

- **GSW Counseling Services:** On-campus counseling services are available for scheduled appointments or urgent concerns with our counselor, Andrea Kromminga. Andrea is here to support you Monday through Friday, 8 a.m. to 5 p.m. To schedule an appointment or for immediate assistance, contact 229-931-2708 or email counselor@gsw.edu.
- **Virtual Psychiatric Clinics:** For students needing psychiatric assessment or medication management, we offer access to virtual psychiatric services. Referrals are made through GSW Counseling Services.

We encourage you to **reach out** whenever you need help—whether it's a big challenge or just a moment of uncertainty. Seeking support is a sign of strength, and we are here to help you navigate whatever comes your way. For more information on all of our mental health resources, visit: [GSW Mental Health Resources](#).

TITLE IX: Georgia Southwestern State University faculty are committed to supporting students and upholding the University's Sexual Misconduct and Interpersonal Violence policy. Under Title IX, discrimination on the basis of sex is prohibited. If you experience an incident of sex discrimination (such as sexual assault, sex- or gender-based harassment, intimate-partner violence or stalking), we encourage you to report it. GSW's Title IX Coordinator is located in the Student Success Center, 3429. You may contact them at 229-928-1387 <https://www.gsw.edu/human-resources/titleIXcompliance>.

If you wish to discuss an incident confidentially without notifying the Title IX Coordinator, contact the Office of Student Health & Counseling Services at counseling@gsw.edu.

Course Schedule

(Schedule is subject to change)

Week 1		
Date	Content	Assignments
Th January 9	Course Introduction - Assign: Syllabus Scavenger Hunt	Read CH. 1 & 11 for Tues

Week 2		
Date	Content	Assignments
T January 14	The Basics of Public Speaking & Delivery Speech Anxiety - Assign Who Are You? Speech	Syllabus Scavenger Hunt due by 11:59 PM Tues Jan. 14 Read CH. 2 & 3 for Thurs
Th January 16	Ethics, Audience Analysis, and Listening	Who Are You? Speech Outline due by 11:59 PM Fri Jan.17

Week 3		
Date	Content	Assignments
T January 21	Who Are You? Speech Presentations - Presented in alphabetical order	Read CH. 6 for Thurs
Th January 23	Speech Organization + Outlining - Bring Who Are You? Speech Outline to class	Read CH. 4 for Tues

Week 4		
Date	Content	Assignments
T January 28	Topic Selection - Assign: Topic Selection Worksheet - Assign: Value Speech	Read CH. 7 for Thurs
Th January 30	Supporting Materials - Bring Value Speech ideas to class	Topic Selection due by

		11:59 PM Fri Jan. 31 Read CH. 8 for Tues
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Week 5		
Date	Content	Assignments
T February 4	Introductions and Conclusions - Bring Value Speech ideas to class	Read CH. 9 for Thurs
Th February 6	Visual Aids - Bring Value Speech ideas to class - Choose Value Speech Order	

Week 6		
Date	Content	Assignments
T February 11	Outlining and Visual Aids Workshop - Bring Value Speech ideas to class	
Th February 13	Value Speech Workshop - Bring your Value Speech outlines and visual aids to class	Value Speech Outlines & Visual Aids due by 11:59 PM Fri Feb. 14

Week 7		
Date	Content	Assignments
T February 18	Value Speech Presentations	
Th February 20	Value Speech Presentations	Read CH. 5 & 12 for Tues

Week 8		
Date	Content	Assignments
T February 25	Informative Speeches Organizing an Informative Speech - Assign: Informative Speech - Assign: Informative Speech Practice - Assign: Source Support 1	

Th February 27	Source Support	Read Appendix E for Tues
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Week 9		
Date	Content	Assignments
T March 4	Impromptu Speech #1 Presentations APA Workshop - Bring Source Support sources to class	
Th March 6	Choose Informative Speech Order In-Text and Oral Citations - Bring Source Support sources to class	Source Support 1 due by 11:59 PM Fri Mar. 7

Week 10		
Date	Content	Assignments
T March 11	Informative Speech Outlining and Visual Aid Workshop - Bring Informative ideas to class	
Th March 13	Informative Speech Workshop - Bring Informative outlines and visual aids to class	Informative Speech Outlines & Visual Aids due by 11:59 PM Fri Mar. 14

Spring Break March 17-21, 2025

Week 11		
Date	Content	Assignments
T March 25	Informative Speech Presentations	Informative Speech Practice due by 11:59 PM Tues Mar. 25
Th March 27	Informative Speech Presentations	Read CH. 13 & 14 for

		Tues
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Week 12		
Date	Content	Assignments
T April 1	Persuasive Speeches Making a Persuasive Argument <ul style="list-style-type: none"> - Assign: Persuasive Speeches - Assign Persuasive Speech Practice - Assign: Source Support 2 	
Th April 3	No Class (CSCA Conference) <ul style="list-style-type: none"> - Use time to work on speeches or go to Writing Center 	Source Support 2 due by 11:59 PM Fri Apr. 3

Week 13		
Date	Content	Assignments
T April 8	Choose Persuasive Speech Order Organizing a Persuasive Speech <ul style="list-style-type: none"> - Bring Persuasive ideas to class 	
Th April 10	Persuasive Speech Outlining and Visual Aid Workshop <ul style="list-style-type: none"> - Bring Persuasive ideas to class 	

Week 14		
Date	Content	Assignments
T April 15	Persuasive Speech Workshop <ul style="list-style-type: none"> - Bring Persuasive outlines & visual aids to class 	
Th April 17	No Class (PCA Conference) <ul style="list-style-type: none"> - Use time to work on speeches or go to Writing Center 	Persuasive Speech Outline, Visual Aid & Practice due by 11:59 PM Fri Apr. 18

Week 15		
Date	Content	Assignments
T April 22	Persuasive Speech Presentations	
Th April 24	Persuasive Speech Presentations	

Week 16		
Date	Content	Assignments
T April 29	Last day of class Persuasive Speech Presentations	Speech Critique due by 11:59 PM Weds Apr. 30 Writing Center Appointment due Weds Apr. 30

Finals Week		
Date	Content	
TBD	Impromptu Speech 2 presentations	

FUNDAMENTALS OF SPEECH

Dr. Ashley P. Jones
ashley.jones@gsw.edu
Collum 109

Office Hours: MW 1-2:30
Tuesday: 9-11 a.m.

About This Class:

This course is a survey course designed to assist you in increasing your knowledge and skills in employing verbal and nonverbal communication messages in a variety of settings (e.g., intrapersonal, interpersonal, group, and public contexts). By studying the process of communication and applying communication theory and principles to diverse real-life situations, you will have an opportunity to practice and analyze communication skills in various communication contexts. In order to do this, this course involves both speaking and writing assignments throughout the semester.

Student Learning Outcomes:

At the conclusion of the course, it is expected that students will demonstrate knowledge and skills in several core areas. Specifically, students should be able to:

1. Create and present well-organized, well-delivered speeches.
2. Use effective audience analysis to communicate in interpersonal, group, and public situations.
3. Use research support to make a persuasive argument.
4. Use appropriate visual aids and/or technology to enhance communication.
5. Demonstrate an awareness of the ethical responsibilities of communicators in public, interpersonal, and group situations.
6. Identify how the process of perception works in everyday life.

7. Critically analyze and interpret verbal and nonverbal messages.
8. Demonstrate an understanding of language bias/prejudice and its impact on the communication process
9. Demonstrate an understanding of culture and its impact on the communication process.
10. Demonstrate effective listening in a variety of contexts.

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This is a Core IMPACTS course that is part of the Institution area.

Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas.

This course will help master course content, and support students' broad academic and career goals.

This course should direct students toward a broad Orienting Question:

- How does my institution help me to navigate the world?

Completion of this course should enable students to meet the following Learning Outcome:

- Students will demonstrate the ability to think critically and solve problems related to academic priorities at their institution.

Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies:

- Critical Thinking · Teamwork · Time Management
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Diversity Statement:

This course engages different perspectives related to gender, race, nationality, ethnicity, sexual orientation, religion, and other relevant cultural identities. You will learn best by listening to those voices that have historically been silenced, making room for discomfort, and opening yourself up to change. I will foster an anti-racist/sexist/ableist classroom where we strive for equity and justice for all. This is reflected in our readings, discussions, and other classroom materials. Opinions are respected until they deny the humanity of a person. These attitudes and behaviors will not be tolerated in the classroom (in person, virtual, or otherwise).

Required Texts:

There is one required text for this course, but it is free to access via Georgia View.

Exploring Public Speaking, 4th Edition

Tucker, Barton, Burger, et al.

<https://oer.galileo.usg.edu/communication-textbooks/1/>

Georgia View & Attendance Policy

We will access our course materials using Georgia View. I suggest that you make sure you can sign into Georgia View and see our course in your available classes. Please email me if you cannot find our course (it may be in your unpinned courses). You will want to double check you are signed up for the correct section of the course. Attendance will be taken at the beginning of every class. New this semester: Attendance counts toward your grade. If you need to miss a class, an email to let me know will suffice. Do not abuse this or I will annoy both you and your advisor about missing class.

You are expected to follow the schedule posted for readings and assignments needing to be done each day. As always, if you have any questions or concerns, please set up an appointment to discuss or email me.

Makeup Work/Exams:

Makeup work is allowed if previous arrangements have been made with the course instructor or extenuating circumstances require it. This will be approved on a case-by-case basis with the instructor. Incompletes will not be given.

Always remember that, if necessary, an emergency withdrawal is an option for students who find they will not be able to earn the grades they need for the semester. Please email me with questions or concerns before you get to that point.

Assignments & Grading:

- Any Old Bag Speech: 1-2-minute speech. Using three items, this speech is a personal reflection and an opportunity for you to share information about yourself.

- Cultural Speech:: 2-3 minute speech in which you speak about a tradition or aspect of a culture that you belong to.

- Informative Speech: 4-6 minute speech. You will choose a topic on which you will inform the audience.

- Persuasive Speech: 5-7 minutes. You will take a position on a controversial topic and persuade your audience to change their attitudes, values, and/or beliefs. This will also include a critical response to an assigned speech.

- Midterm: There will be one midterm assignment. This assignment will have you flex your creativity a bit through the creation of an infographic depicting best practices for one of the following: writing strong introductions and conclusions, best speech delivery practices, best ethical practices for public speaking, speech research tips and tricks, or best practices for avoiding language bias or using rhetoric to enhance speeches.

- Quizzes: This is in lieu of a final comprehensive exam. This assessment will be a combination multiple-choice, short answer assessment that will test your ability to understand the theoretical concepts covered in class.

YOU MUST COMPLETE ALL THE ASSIGNED SPEECHES TO PASS THIS CLASS.

If you require accommodations, reach out to the Office of Accommodations and Access.

Grading:

Any Old Bag Speech: 25 Points
Cultural Outline: 25 Points
Cultural Speech: 50 Points
Informative Outline: 25 points
Informative Speech: 75 Points
Persuasive Outline: 25 points
Persuasive Speech: 100 points
Persuasive Speech Critical Response: 50 points
Midterm: 50 Points
Four Quizzes: 25 points each (100 points total)
Attendance: 140 points (5 points per class period)

Total Points: 655 Points possible

A: 100-90% (Exceptional Work)
B: 89-80% (Above Average Work)
C: 79-70% (Average Work)
D: 69-60% (Below Average Work)
F: 59-0% (Sub-Standard Work)

TECHNOLOGY POLICY

No earbuds/headphones in class. Unless there is a life-changing event that you are waiting on a phone call (for example, an organ transplant), your communication devices should not be heard. At the very least, keep them on silent or turn them off.

Laptops are allowed in class only for note-taking purposes. If you are caught using your laptop for any other use (social media, Internet browsing, etc.) you will be prohibited from having a laptop in class.

EMAIL ETIQUETTE

In the event that you need to email the professor, please follow these guidelines for email correspondence:

- Begin with a salutation. (ex: "Greetings Dr. Jones")
- Use good grammar and punctuation in the body of your email. (i.e., this is NOT a text message to a friend. Write clearly and concisely; in other words, write well.)
- Use a closing. (ex: "Sincerely" or "Thank you for your time")
- Think about what you will write before you write. Emotional outbursts or stream-of-consciousness ramblings are not welcome and should be avoided.
- At the very LEAST, give your name and the time and day of your class.

WITHDRAWAL POLICY

The last day to withdraw and receive a “PW” is March 11, 2024.
Withdrawals after the semester midpoint are automatically given a grade of “WF.”
Incompletes will not be given.

COURSE SCHEDULE

DATE TOPIC READING DUE ASSIGNMENT DUE

1/11	COURSE INTRO/SYLLABUS ANY OLD BAG SPEECH ASSIGNED	SYLLABUS & GEORGIA VIEW	
1/16	ANY OLD BAG SPEECHES		ANY OLD BAG SPEECH
1/18	PERCEPTION AND THE SELF		
1/23	ETHICS OF PUBLIC SPEAKING	CHAPTER 1	
1/25	DEVELOPING SPEECH TOPICS QUIZ 1 ASSIGNED CULTURAL SPEECH & OUTLINE ASSIGNED	CHAPTER 4	
1/30	VERBAL & NONVERBAL COMMUNICATION		QUIZ 1

2/1	ORGANIZING & OUTLINING SPEECHES	CHAPTER 6	
2/6	CULTURAL SPEECH OUTLINES QUIZ 2 ASSIGNED		CULTURAL SPEECH OUTLINE (DUE IN CLASS)
2/8	LANGUAGE & BIAS	CHAPTER 10	
2/13	CULTURAL SPEECH WORK DAY		QUIZ 2
2/15	CULTURAL SPEECHES IN CLASS		CULTURAL SPEECHES DUE
2/20	HOW TO DO RESEARCH		
2/22	INFORMATIVE SPEAKING INFORMATIVE SPEECH ASSIGNED	CHAPTER 12	
2/27	WRITING INTROS & CONCLUSIONS MIDTERM ASSIGNED	CHAPTER 8	

2/29	CREATING A WORKS CITED PAGE		
3/5 (MIDTERM)	MIDTERM/INFORMATIVE SPEECH WORK DAY		MIDTERM INFOGRAPHIC DUE ON GEORGIA VIEW
3/7	INFORMATIVE OUTLINES		INFORMATIVE SPEECH OUTLINES DUE IN CLASS
3/12	DELIVERY & PRESENTATIONAL AIDS QUIZ 3 ASSIGNED	CHAPTER 11	
3/14	INFORMATIVE SPEECHES DAY 1 FULL ATTENDANCE REQUIRED		
3/18-3/22	SPRING BREAK- NO CLASSES		
3/26	INFORMATIVE SPEECHES DAY 2 FULL ATTENDANCE REQUIRED		
3/28	NO CLASS- PCA *WORK ON ANY OUTSTANDING WORK*		

4/2	INFORMATIVE SPEECH DAY 3 FULL ATTENDANCE IS REQUIRED		INFORMATIVE SPEECHES QUIZ 3
4/4	PERSUASIVE SPEAKING & LOGOS/PATHOS/ETHO S	CHAPTER 13	
4/9	MEDIA AS COMMUNICATION & COMMEMORATIVE SPEAKING QUIZ 4 ASSIGNED		
4/11	PERSUASIVE SPEECH WORK DAY/ GRADE CHECK-IN		
4/16	PERSUASIVE SPEECH OUTLINES		PERSUASIVE SPEECH OUTLINES DUE IN CLASS
4/18	PERSUASIVE SPEECH WORK DAY		
4/23	PERSUASIVE SPEECHES DAY 1 FULL ATTENDANCE REQUIRED		

4/25	PERSUASIVE SPEECH DAY 2 FULL ATTENDANCE REQUIRED		
4/30	PERSUASIVE SPEECH DAY 3 FULL ATTENDANCE REQUIRED		PERSUASIVE SPEECHES DUE PERSUASIVE CRITICAL RESPONSE DUE QUIZ 4 DUE

Student Resources

GSW Library: <https://www.gsw.edu/library/index>

Writing Center Information:

<https://www.gsw.edu/academics/academicresources/writing-center/index>

Tutoring & Supplemental Instruction:

<https://www.gsw.edu/academics/academicresources/first-year-experience/tutoring>

Testing Center:

<https://www.gsw.edu/academics/academicresources/testingcenter/index>

Library Research Help: <https://www.gsw.edu/library/library-services>

Counseling Services/Mental Health:

<https://www.gsw.edu/CampusLife/CampusServices/CounselingServices/>

Office of Accommodation and Access:

<https://www.gsw.edu/accommodations/>

The mission of the Office of Accommodation and Access is to work with Georgia Southwestern State University and community to provide opportunities for students with disabilities and empowers them to participate in the benefits of higher education. We support the educational environment by collaborating with instructors, staff and community members to build and maintain partnerships across the university. The Office coordinates the compliance of Georgia Southwestern State University with the Americans with Disability Act (ADA) of 1990, p.l.101-336(July 26, 1990), as amended by P.L. 110-325 (September 25, 2008) and Section 504 of the Rehabilitation Act of 1973, to achieve legality and academic potential through individualized plans tailored to particular needs of students with disabilities.

The Office of Accommodations and Access and Testing center is located in Sanford Hall, third floor across from the Education building (elevator 3R or stairs located on first floor). Parking and entrance is around the back of Sanford Hall.

Title IX Policy

Georgia Southwestern State University faculty are committed to supporting students and upholding the University's Sexual Misconduct and Interpersonal Violence policy. Under Title IX, discrimination on the basis of sex is prohibited. If you experience an incident of sex discrimination (such as sexual assault, sex- or gender-based harassment, intimate-partner violence or stalking), we encourage you to report it. GSW's Title IX Coordinator is Gena Wilson and her office is located in 101 of Stanford Hall. You may contact her directly at (229) 931-2026 or at gena.wilson@gsw.edu if you need help. Your paragraph text.

As an GSW faculty member, I serve as a Title IX Responsible Employee and thus must report any incidents of gender discrimination, sexual misconduct and interpersonal violence involving GSW students, faculty or staff to the Title IX Coordinator regardless of whether the incident occurs on or off-campus. Title IX requires reporting to ensure that universities protect and accommodate victims/survivors.

If you wish to discuss an incident confidentially without notifying the Title IX Coordinator, you may contact the Office of Student Health & Counseling Services counseling@gsw.edu.

Mental health @ GSW

Mental Health Services: GSW provides many mental health resources for students. You can rest assured that confidentiality is a top priority. Counseling information and other mental health resources may be found online.

CARE@GSW- Students have access to the following valuable resources:

- Christie Campus Health (new resource) - A 24/7/365 mental health support line for in-the-moment support and linkages to next steps, regardless of time of day or your location. Call anytime, anyplace at 833-855-0079.
 - o No cost telehealth and in-person treatment sessions provided by a diverse network of licensed mental health clinicians.
 - o Virtual Psychiatric Clinics to offer assessment and medication management. Referral to Psychiatric Clinics comes from Student Counseling Services.
- GSW Counselor – Onsite counseling services for scheduled appointments and emergencies with Ms. Andrea Kromminga Monday through Friday from 8 a.m. – 5 p.m. Call 229- 931-2708 or email counseling@gsw.edu.
- GSW Talkspace – An online therapy service that connects you to a dedicated therapist from a secure, HIPAA compliant platform. You can send your therapist text, voice or video messages— anytime, anywhere— including from the comfort of your home. Register with your GSW email address at www.talkspace.com/GSW.
- Protocol - After hours emergency services through Student Counseling Services. Call 229-931-2708. Protocol is a telephonic behavioral health service, for seamless access to crisis assessment, intervention, and stabilization.

FERPA Policy

In keeping with USC and university policy, this course website will make every effort to maintain the privacy and accuracy of your personal information. Specifically, unless otherwise noted, it will not actively share personal information gathered from the site with anyone except university employees whose responsibilities require access to said records. However, some information collected from the site may be subject to the Georgia Open Records Act. This means that while we do not actively share information, in some cases we may be compelled by law to release information gathered from the site. Also, the site will be managed in compliance with the Family Educational Rights and Privacy Act (FERPA), which prohibits the release of education records without student permission.

Sexual Harassment policy

In instances of sexual misconduct, the present instructor(s) and teaching assistants, are designated as Responsible Employees who are required to share with administrative officials all reports of sexual misconduct for university review. If you wish to disclose an incident of sexual misconduct confidentially, there are options on campus for you to do so. For more information on this policy, please refer to the Sexual Misconduct Policy which is included in the GSW Student Code of Conduct.

Basic Needs Statement

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the GSW Foundation for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable us to provide resources that we may possess.

Academic Integrity Policy

I. Academic Integrity

Georgia Southwestern State University students are expected to uphold standards of the highest level of integrity. Students are also responsible for making themselves aware of how the principles of academic integrity apply in each academic setting they enter.

The following actions are prohibited and constitute a violation of the Student Code of Conduct:

A. Plagiarism--Plagiarism includes, but is not limited to, asking someone to write part or all of an assignment, copying someone else's work (published or unpublished), inadequately documenting research, downloading material from electronic sources without appropriate documentation, or representing others' works or ideas as one's own.

B. Cheating on Examinations--Cheating on an exam includes, but is not limited to, giving or receiving unauthorized help before, during, or after an in-class, out-of-class, or online exam. Examples of unauthorized help include using unauthorized books or notes in either hard copy or electronic form, viewing another student's exam, taking pictures of exams with cell phones or other electronic devices, accessing unauthorized browsers or software programs during an exam, allowing another student to view one's exam, and discussing an exam or sharing information on an exam's content with other students after the exam has occurred in one section but not in another.

C. Unauthorized Collaboration--Unauthorized collaboration includes giving or receiving unauthorized help for work that is required to be the effort of a single student, such as the receiving or giving of unauthorized assistance in the preparation of a laboratory or writing assignment, on-line exams, etc.

D. Falsification--Falsification includes, but is not limited to the fabrication of citations or sources, of experimental or survey results, and of computer or other data.

E. Multiple Submissions--A student may not submit substantial portions of the same work for credit more than once without the explicit consent of the faculty to whom the work is submitted for additional credit. If a work product is to be substantially revised or updated, the student must contact the faculty member in advance to discuss necessary revisions. In cases where multiple submissions are approved, faculty members will require copies of the original documents for comparison.

Acts of Dishonesty

Georgia Southwestern State University students are expected to be a part of a community that creates a campus climate that supports excellence in teaching and learning, personal growth and development, and an atmosphere that is safe for, and respectful to, all students, faculty, and staff.

The following actions are prohibited and constitute a violation of the Student Code of Conduct:

A. Furnishing false information to any University official, office, or other law enforcement officer.

B. Forgery, alteration, or misuse of any document, record, or instrument of identification, or possession of any false identification or identification belonging to another person with dishonest intent.

C. Lending, selling, or otherwise transferring a student identification card or any official University materials.

D. The use of a student identification card by anyone other than its original holder is prohibited.

E. No student or student group shall obtain under false pretenses any official University materials or student identification cards.

F. Causing, condoning, or encouraging the completion of any University record, document, or form dishonestly, including but not limited to omitting facts which are material for the purpose of which the record, document, or form is submitted.

G. Offering or causing to be offered any bribe or favor to a University official, office, or other law enforcement officer in order to influence a decision.

H. Tampering with the election of any University-recognized organization.

I. Casting or attempting to cast more than one ballot in any election or referendum on campus.

Any case of Academic Dishonesty, Cheating, or Plagiarism will be reported to the University and will result in a 0 on the assignment and possibly a 0 in the course.

Class Evaluations

Your constructive assessment of this course plays an indispensable role in shaping education at GSW. Upon completing the course, please take time to fill out the online course evaluation.

Copyright and Posting outside of class policy

The selling, sharing, publishing, presenting, or distributing of instructor prepared course lecture notes, videos, audio recordings, or any other instructor-produced materials from any course for any commercial purpose is strictly prohibited unless explicit written permission is granted in advance by the course instructor. This includes posting any materials on websites such as Chegg, Course Hero, OneClass, Stuvia, StuDocu and other similar sites.

Unauthorized sale or commercial distribution of such material is a violation of the instructor's intellectual property and the privacy rights of students attending the class and is prohibited.