De Anza College, Communication Studies Department
COMM01, 57Z, 62Z, Public Speaking, Fall quarter 2024

Instructor:	Roxanne Cnudde
Email:	cnudderoxanne@fhda.edu Please use subject line "DA COMM01" when emailing
Canvas messages:	To expedite our communication, please send questions directly within assignments. If your query is not directly related to an assignment, use the Canvas inbox or email.
Class days/time and location:	Asynchronous, except 3 one-hour speech sessions Weekly due dates are **Wednesday and Sunday by 11:59PM**
Office hour times/location:	**Tuesdays and Thursdays 2p - 2:30p** via Zoom (https://sjsu.zoom.us/j/96012158888) or by appointment I use the waiting room feature in Zoom. Please make sure your first and last name as I know you are visible so I can let you in without the fear of Zoom bombers :) If I'm working with another student, I'll send you a message in the waiting room.

Course Description

Effective public speaking skills are essential for members of a democratic society. In this course, you will develop strategies for designing well-organized, researched, *extemporaneous* speeches on topics of social significance adapted to a diverse audience. The speaking engagements, class activities, small group discussions, and speeches allow you to practice and critique your oral communication skills as well as observe and evaluate those of others. Readings, lectures, written assignments and class discussions serve as resources for you as you develop your public speaking abilities and become more at ease when addressing an audience.

Student Learning Outcomes

After successfully completing this course, you should:

1. Organize, compose, present, and critically evaluate informative and persuasive presentations appropriate in content and style to the audience and situation.
2. Display increasing confidence in speaking extemporaneously.
3. Demonstrate effective listening skills in various public speaking contexts.
4. Identify, locate, evaluate and use information technologies and information sources.

Communicating with Roxanne

Office Hours:
Please take advantage of this one-on-one time! Individual questions about assignments and speech queries are better addressed in this time. I'll have audio and video enabled in Zoom and ask that you do the same. I am also trained in Mental Health First Aid, which means that, although I'm not a substitute for a licensed counselor, I'm happy to listen non-judgmentally and connect you with helpful resources to promote your health and success.

Email/Canvas messages:

During the week, allow 24-48 hours for a response. I stop checking email after 6:00PM and do not respond on the weekends. This means you need to look ahead at modules and contact me before 6p on Friday! That all said, when you have a question, concern, etc. about the course, contact me ASAP. This will put you at the top of the queue when I head to my mailbox. I send a "Welcome to the Week" announcement every Monday morning and each module has a weekly recap.

Asking Questions:

To expedite our communication, please send comments directly within assignments. If your query is not directly related to an assignment, use the Canvas inbox or email.

Communicating with YOU
Successful communication requires two active participants. *Your success is always my goal*, so it is imperative that you also respond in a timely manner to communication and feedback from me. Should I ask a question or send you a message via Canvas, I expect a response from you within 24 - 48 hours. To ensure you receive timely messages about feedback, announcements, reminders, and other alerts:
- Personalize **Canvas settings** the first week of classes (I have more details about how to do this on Canvas)
  - I highly suggest having Canvas contact you **immediately** about **announcements, grade alerts, and comments** to an *email or phone number* you check on a *daily basis*.
  - I will message you using Canvas messages and through assignment comments.

● Follow the modules, read the textbook and assignment descriptions, **and read/listen to my feedback.**

Required Course Materials

Textbook:

Our textbook is zero-cost to you! Bookmark the website provided below AND download the file:

University of Minnesota. (2016). *Stand up, speak out: The practice and ethics of public speaking.* Retrieved from
https://open.lib.umn.edu/publicspeaking/

Other Readings:

We will also have reading from other sources; you can find these on the course calendar in accessible PDF format. To view Portable Document Format (PDF) files, you must have the free Adobe Reader installed on your computer.

Other Required Materials:

● 4x6 speech notes
● an active library account (to any library)
● a Gmail account (we will use Google Forms)
● a laptop or desktop computer with internet access
    o a webcam,
    o microphone (built-in microphone on your device is fine)

Per the college, **I don't recommend solely using a smartphone with the Canvas app** as not all Canvas features are accessible that way.

Technology Requirements and Success in this Online Course

You will find the course syllabus, assignments, and other resources in our Canvas course site, which you may access beginning the first week of classes. It is your responsibility to regularly access Canvas throughout the term. As this class is online and assignments require you to use online technology environments, you must be able to access the internet on a regular basis; a lack of internet access is not an excuse for late or incomplete work. It is expected that you learn how to navigate these environments effectively as part of completing the assignments. Technical difficulties, which are a fact of life in the modern world, are not an excuse for late or incomplete work. For these assignments, be sure to leave yourself time to learn the technology so that you can successfully post your work. If you encounter technical difficulties that you cannot solve, please contact the HELP feature in Canvas. *Again, leave yourself enough time to troubleshoot unexpected (and inevitable) technical problems before the assignment comes due.* You will be invited to the class Canvas site; if you do not get the invitation please log in to the MyPortal Log-in page and you should find our page there.

Time Commitment

Time to complete each module may vary from week to week. If you want to get the most out of the materials presented and earn the best grade you can, you should plan to spend at least 5 hours on the reading and assignments each week. **Three** of your speeches will be presented synchronously, online using Zoom **(weeks 5, 8, and 11) on a Wednesday**. You will learn about how to present in an online environment including how to prepare to use the technology. You must be available to present during a 1-hour window on these days (you'll choose your times in Week 2). ***This is mandatory and not negotiable.*** If you cannot meet at these times you should look to another COMM 01 course.

Assignments and Grading Policy

The **"Modules"** is the primary place where you will find the course content. It is imperative you go there each time you complete work. If you try to only go to individual assignments, you will miss the connective content of the course. Other assignments count toward participation unless otherwise noted, and may be assigned without being listed on the class schedule at the end of this syllabus or on Canvas. **Expect to receive feedback on assignments within one to two weeks of the due date.**

In order to achieve the student learning outcomes you will be evaluated through the following assignments:

Speeches and Outlines: This is a public speaking (a.k.a. PS) class! Outlines will help you to slow down the PS (public speaking) process and prepare for upcoming speeches. The speeches provide you with a variety of PS experiences you may face outside of this class. **Three of your speeches are presented live, via Zoom (weeks 5, 8, 11, see schedule below) on a Wednesday.**

● You must turn in a full-sentence outline (with a reference page in APA-style if applicable) for each speech assignment prior to delivering your speech.

    o *You WILL NOT be permitted to present a speech without turning in an outline at least 5 days PRIOR to the speech. This is to support your learning outcome 2.*

- You must stand (if able-bodied to do so), show 50% of your body from about the waist up, and follow all the other guidelines as described on our "Effective Presentations in an Online Environment" page on Canvas when presenting your speech.

Video responses: As part of the course information literacy requirement, you'll watch videos about research and complete a response about what you learned. Completion of these is mandatory and counts towards your online attendance.

Online Class Discussions: You will engage each other over the material, you will be graded on your discussion participation every week. These posts must be professional, meaningful, and incorporate specific examples from the text or outside sources as assigned. Completion of these is mandatory and counts towards your online attendance.

Supporting Assignments and Participation: TTo help support your skill-building and preparation for the speeches and to support our community of learners, you have a variety of assignments to complete, including self-reflections, peer feedback, audience participation, and more. These are typically low-stakes (low point value) but high impact on your overall skill-building (said another way, they help prepare you for the more high-stakes, high-point value speech assignments).

Your final grade is based on the following standard scale. You have various opportunities to earn limited extra credit. Please note that there is extra credit because I DO NOT round up grades. An 89.9% is still a B+.

A = 94%-100%, A- = 90%-93%, B+ = 87%-89%, B = 84%-86%, B- = 80%-83%, C+ = 77%-79%, C = 70%-76%, D+ = 67%-69%, D = 64%-66, D- = 60%-63%, F = 59% and less

You may monitor your assignment and cumulative grades at any time by viewing the "Grades" pages on Canvas. You can also use the "What if" feature in Canvas to enter hypothetical grades for your assignments, which gives you the ability to check what grades you will need on upcoming assignments in order to get the final course grade that you are aiming for.

I cannot discuss grades over email (it's actually against the law!). If you would like to discuss your grade, I am more than happy to do so during office hours on Zoom, or we can schedule an appointment. Once a grade is posted, give yourself 24 hours to thoroughly **read my feedback** and revisit the assignment details and rubric before we discuss your grade.

Interpreting Grades

Consider the following guidelines when reviewing your grades:

A: Excellent (exceeds expectations in multiple ways, i.e., creative, intelligent, committed and prepared).

General rule: If you want an A, work to make the speech/outline your own. An A speech is *fully extemporaneous*, committed, energized, and it leaves the audience seeing the world just a little bit differently. It has a clear point of view, evidence to support the argument, a progression (organization) that is easy to follow, and addresses counter arguments. Delivery and content at this level are polished and powerful; they often provoke new questions or areas of inquiry rather than shutting down reflection on a certain topic.

B: Very Good (demonstrates work beyond the expected level of competence and preparation).

General rule: If you want a B shoot to cover everything the assignment asks you to do as competently as possible. Dot your i's, cross your t's. Make sure that you hit every element of the speech or outline/paper assignment guideline and that you clearly demonstrate your understanding of the concepts and/or ability in the skills asked for. Make sure to point your audience in the right direction every step of the way so that they have a pretty good idea where you are taking them and how all the pieces fit together.

C: Satisfactory (fulfills requirements with average competence and preparation).

General rule: If you want a C, check off everything on the assignment guidelines. Make sure that you have a working knowledge of the concepts and/or skills involved. In delivery: Be memorized. Rehearse enough that you can get through the piece without blanking. Make at least a couple of strong committed choices.

D: Needs Improvement (falls short of several criteria and/or presents major deviation from assignment).

General Rule: If you want a D, do your work at the last minute when you don't have enough time to cover everything the assignment asks for. Don't practice (or if you do, make sure to do it alone and not with someone to watch and give you feedback or do it all the day before or of the speech). Make weak choices and don't commit to them. Make sure that your content meanders and leaves the audience unsure of your purpose and goal. For an outline, don't proofread or complete all requirements.

F: Failing/Unsatisfactory (work that fails the requirements of the assignment or course).

General Rule: If you want an F, do nothing. It will take care of itself.

Course Policies

Formatting Assignments

Unless instructed otherwise, all written work should be typed, double-spaced, with one-inch margins all around, and in standard 12-point Times New Roman font. The citations and reference list should be formatted in accordance with APA 7th edition guidelines (when research is necessary), with a "Student title page"

- Only .doc, .docx, pdf, or Google files are permitted (I will not accept it otherwise).
- If using Google docs please set the share settings to "anyone with the link" is a "commenter" so I can write feedback in margins.

Submitting Assignments on Canvas

- Typically, all discussions follow a *Wednesday/Sunday* format. Initial posts are due by 11:59PM Wednesday. **You have until 11:59PM Sunday to reply.** It is your responsibility to read the discussion descriptions ahead of time for due dates and posting requirements. *Canvas, unfortunately, will not remind you of the Sunday requirement.* Completion of these is mandatory and counts towards your online attendance.
  - You are expected to reply to the initial posts made by **three** of your classmates. Only then will you earn complete credit for your discussions.
  - While I won't respond to every post in every discussion, *I do read them.* If there is a particular question you have within the discussion please write my name so I know to respond.
- Most written and self-paced assignments require a direct upload and are due *by 11:59PM on Wednesday or Sunday nights*, only .doc, .docx, or pdf files are permitted (I will not accept it otherwise).
- You can go back and resubmit your assignment as many times as you'd like before the due date. Any submissions after the deadline are LATE.
- If you neglect to submit an assignment, **do not** email, fax, or send it by carrier pigeon.

Late Work Policy

All Week 1 assignments need to be completed and submitted by the due date to avoid possibly being dropped from the class. Please be aware that I will only accept late work in cases of *extreme personal emergency that can be verified*; furthermore, such work will be subject to a *fifty percent* grade penalty. If you have a college-sanctioned absence you must notify me *prior* to the absence and make arrangements for missed assignments/activities. *If a due date on Canvas looks erroneous or doesn't correspond to this schedule, contact me—do not assume it's not due. This is your opportunity to problem solve.* **In other words: No late work will be accepted.**
The end of term temporary empathy lapse: The last few days of the term are stressful for us all. While I will always do my best to help you out of a jam, please keep in mind that **I am significantly more able to help you raise your grade early in the term than later on.** *A lack of planning on your part does not constitute an emergency on mine.*

Attendance and Participation

This is an intensive, skills-building class for most students—a class that involves and evolves from our collective discussions and risk-taking. This means that it is in your best interest to actively participate in each and every interaction. Not only is your on time, focused and engaging presence a portion of your grade, it will also make you a better learner, speaker, and community member in this class. However, should an emergency arise, please do everything in your power to contact me prior to missing class so that we might try to make alternative arrangements. *If you are absent (do not participate in discussions, peer feedback) within the first two weeks or more than twice before the "W" date I may drop you from the course.*
You need to be organized, self-motivated, and able to practice your speeches ahead of time.

Classroom Community Climate

Not only are you learning how to be a good speaker but a good audience member as well. It is not easy to stand up in front of a group of your peers and deliver a speech. Therefore please be aware of your non-verbal behavior on speech days. It can be difficult to deliver a speech when your audience members are texting, writing notes, doing other homework, or otherwise looking off screen. Please be a good audience member and respectfully listen to speeches. We all build and contribute to our classroom community. *The sun shines brightly on those who are kind-hearted and nice to others.*

In addition, the class will create a *Guidelines for Community*—refer to this document as needed. *If you do not follow this classroom protocol or guidelines you will be asked to leave (such as on Zoom) or your discussion post deleted and will not earn credit for participation.* It is my expectation that you treat the classroom and higher education space as a professional environment and exercise professional courtesy in all our interactions, including online correspondence.

Academic Integrity

Your own commitment to learning, as evidenced by your enrollment in college, and the Student Honesty Policy, requires you to be honest in all your academic coursework. You should, therefore, submit your own, original work for this course. I will uphold the college's policy on academic honesty. Consequently, an instance of academic misconduct (e.g., plagiarism, cheating, taking credit for others' work, submitting work for another course as work for this one, etc.) will likely result in disciplinary action, which may include recommendation for dismissal and a failing course grade.

Generative Artificial Intelligence Policy

Generative artificial intelligence (GAI) tools—software that creates new text, images, audio, video, and other content—have become widely available. For example, ChatGPT, Google Gemini, DALL•E 2, and others, are currently used to enhance work in academia, business, and across industries. While there are benefits, inappropriate and/or unethical use of GAI can negatively impact your education and professional development. Therefore, it is important to understand the inherent limitations of using GAI, when it is appropriate to use it in this class, and how to use the tools effectively.

Limitations of GAI

o   Inaccurate Output: Content generated may originate from out-of-date datasets making your content inaccurate
o   Copyright Infringement: Material generated may contain copyrighted material, which could lead to inadvertent copyright violations
o   Plagiarism: Output generated through AI is not considered original work as it's gathered from previously created sources that the models were trained on. Since GAI doesn't cite the sources for the information, you could be plagiarizing content.
o   Hallucinations: Some results can be completely false. I have seen this is particularly true for references, quotations, and citations.
o   Built-in Bias: GAI tools are trained on limited underlying sources and tend to reproduce biases in the data rather than challenge them.
o   Lack Critical Thinking: The tools do not evaluate the content generated; they simply produce output based on the data without thought or reflection.

Appropriate Use In This Class

o   When I explicitly permit you to do so
o   Gather background information on a topic
o   Start and/or fine tune your research
o   Brainstorm ideas
o   Draft an outline to clarify your ideas
o   Check Grammar

**Please note that it is NOT appropriate to use any GAI tool when completing discussion posts or responses to your classmates, for reflection papers, or for speech outlines.
Because of the limitations listed, it is important that you carefully review any GAI output you include in an assignment. You are responsible for the accuracy, quality, and integrity of all work you submit in this class (and all other classes here).

Review and Documentation Requirements

o   If you do use generative AI tools on assignments in this class, you must review for accuracy, quality, and to ensure the content is free from copyright or intellectual property violations. In addition, you must document and credit the tools themselves.
  o   Cite the tool you used following APA-style for computer software
  o   Include the specific prompt you used to generate the content
  o   Create an appendix where you describe how you used the tool and the value it added to your learning and the final assignment.

As specified elsewhere in the syllabus, this course may require electronic submission of essays, papers, or other written projects through the originality assessment service Turnitin. Turnitin will also attempt to detect AI-generated text. If you use generative AI tools to complete assignments in this course in ways that I have not explicitly authorized, I will follow the college's academic integrity protocol. This could result in a "0" for the assignment.

GAI is an emerging technology and there is much to learn: this policy is intended to support student's understanding of the tools available and their limitations, and they're ability to experiment and incorporate the tools appropriately in a way that enhances their academic development and learning. If you have any questions about this policy, please reach out via email, or in class.

Because I Believe in Inclusivity, Equity, and Accessible Education

Accessibility Education (Accomodations)

I am committed to creating an inclusive learning environment that meets the needs of all students. If you have a disability or personal circumstance (whether apparent or non-apparent, mental, physical, or cognitive disability, illness, injury, impairment, or any other condition or circumstance) that might affect your learning in this class or your broader access to education, you are welcome (but not required) to reach out to me at any time to discuss your specific needs.

I also encourage you to contact the Disability Support Services (DSS). If you have a diagnosis, DSS can help you document your needs and create an accommodation plan. By making a plan through DSS, you can ensure appropriate accommodations without disclosing your condition or diagnosis to course instructors. If you find yourself not able to fully access any aspects of this course (e.g., physical or virtual space, technology, course readings or content, etc.), I am happy to meet with you to discuss ways of expanding access beyond what is mandated by law.

Official College message: If you have a disability-related need for reasonable academic accommodations or services in this course, provide me with a Test Accommodation Verification Form (also known as a TAV form) from Disability Support Services (DSS) or the Educational Diagnostic Center (EDC). Students are expected to give five-day notice of the need for accommodations. Students with disabilities can obtain a TAV form from their DSS counselor (864-8753 DSS main number TTY:408.864.8748) or EDC advisor (864-8839 EDC main number).

It is never too late to request accommodations—our bodies and circumstances are continuously changing--but I do encourage you to reach out to me sooner than later.

Your name and how you identify

Please let me know the name that you go by so that I will know to call you by that name. Feel free to message me before the first day of classes if you would rather that I not use the name that appears on my roster. I also invite you to let me know the gender pronouns that you use. Again, you can message me before class or let me know in class or during office hours. I identify with the pronouns she, her, and hers. I am also comfortable with the pronouns they, them, and theirs. You can refer to me using either one. You may also complete a form with the school to display your preferred name on Canvas and other unofficial documents.

Veterans

We are honored to have you on campus and look forward to your continued success here. For some returning veterans, coming back to school may present unique challenges; if that is true for you, *remember that you do not have to face these challenges on your own*. Please feel free to discuss with me any questions or concerns you may have about the course, assignments, or your academic program. Veteran services are also available to you. Thank you for your service and welcome home!

Tentative Class Schedule

Subject to change with fair notice: changes will be announced on Canvas. Due dates are detailed on the schedule below; specific instructions are described on our Canvas space.

Week/ Module	Date	Topic, Reading	Assignment(s) Due
1	W, 9/25	**Visit the class Canvas and get started on the Week 1 module** **Read the syllabus** *Q&A about the My Name speech*	Canvas Settings Course Quiz Discussion 1 post
	Su, 9/29	Reading: Appendix: Your first speech **Make sure you've completed all your assignments through this date or risk being dropped.**	PRPSA paper Discussion 1 replies Extemporaneous style video Choose your speech time ***My Name outline***
2	W, 10/2	Reading: Effective presentations online *Q&A about the Value Speech*	Discussion 2 post Technology Check Information Literacy Video
	Su, 10/6	Topics: PS Today, Listening, Confidence, Delivery Reading: Chapters 1, 3, 4, 14 Last day to drop classes without a W	Discussion 2 replies ***Submit My Name speech recording***
3	W, 10/9	Topics: Introductions, Body content, Conclusions, Outlining Reading: Chapters 9, 10, 11, 12	My Name Peer feedback Discussion 3 post Information Literacy Videos
	Su, 10/13		Discussion 3 replies My Name self-reflection ***Value speech outline***
4	W, 10/16	Topics: Attention and Interest Techniques, Language Reading: Chapters 13 and Attention and Interest Techniques Practice your Value speech all week	Discussion 4 post Information Literacy Videos
	Su, 10/20		Discussion 4 replies Information Literacy Video
5	W, 10/23	***Present Value speech live*** *Q&A about the Informative speech*	***Present Value speech live on Zoom*** Audience participation
	Su, 10/27	Topics: Topics, Informative speeches Reading: Chapters 6, 16	Value self-reflection Informative speech topic proposal
6	W, 10/30	Topics: Supporting Ideas and Research Reading: Chapters 7, 8	Value speech peer feedback Discussion 5 post
	Su, 11/3		Discussion 5 replies ***Informative speech outline***
7	W, 11/6	*Practice your informative speech all week* *Q&A about the Persuasive speech*	
	Su, 11/10	Topic: Audience Analysis, Persuasive speeches Reading: Chapters 5, 17	Persuasive speech topic proposal
8	W, 11/13	***Present Informative speech*** Friday: Last day to drop classes with "W" *Q&A about the Special Occasion speech*	***Present Informative speech live on Zoom*** Audience participation Persuasive Audience Analysis survey
	Su, 11/17		Informative peer feedback Informative self-reflection Persuasive audience analysis responses
9	W, 11/20	Topic: Presentation Aids and Slideshows Reading: Chapter 15, PDF	Persuasive survey results
	Su, 11/24		***Persuasive outline***
10	W, 11/27	Topic: Special Occasion Speeches Reading: Chapter 18	
	Su, 12/1		

Week/ Module	Date	Topic, Reading	Assignment(s) Due
11	W, 12/4	*Present Persuasive speech live*	*Present Persuasive speech live on Zoom* Audience participation
	Su, 12/8		Persuasive peer feedback *Special Occasion outline*
12	W, 12/11		*Submit Special Occasion speech*
	Fr, 12/13	*Celebrate, you've completed the course!*	Special Occasion peer feedback *Final reflection*