



Public Speaking

3 Credits

COMM 1130

SPRING 2022

All classes will meet twice weekly in person.

See Additional Information for further information

Instructor:	Julie Bales	Email:	jbales@navajotech.edu
		Office	
		Phone:	
Office	Mod 6	Cell:	505-544-0152 Call and/or
location and	Mon: 11:00–12:00		text
hours:	Tues: 11:30 – 1:30		
	Wed and Thurs. 10:00 –		
	1:30		

Preferred method of communication: Email or text (PLEASE include your name in any messages). I do NOT use Blackboard so please do NOT attempt to send me messages using Blackboard as I am unable to view them.

Class Location: Mod 6

Meeting Times: Section 01: M/W 9:30 – 10:50; Section 02 T/R 2:00 – 3:15

Study Requirements for a 3 credit lecture course: For every credit hour spent in a class, a student is expected to spend two (2) hours outside of class studying the course materials.

Required Materials:

Text: *Inviting Transformation: Presentational Speaking for a Changing World, 3rd*

Ed. by Foss, S. and Foss, K. ISBN: 978-1-57766-252-5

Suggested text: Pocket Dictionary

Tools: Flash (jump) drive

Lab Fee: None

ADDITIONAL INFORMATION

Given the current, ever-changing challenges related to COVID-19 pandemic, if it becomes necessary to move from in-person classes to strictly online classes, in-person lectures will be conducted via Zoom and will require students to have access to a computer or laptop, Zoom and the internet.

NTU Mission Statement:

Navajo Technical University's mission is to provide college and career readiness programs, certificates, associate, baccalaureate, and graduate degrees. Students, faculty, and staff will provide value to the Diné community through research, community engagement, service learning, and activities designed to foster cultural and environmental preservation and sustainable economic development. The University is committed to a high quality, student-oriented, hands-on-learning environment based on the Diné cultural principles: *Nitsáhákees, Nahátá, Íina, Siihasin.*

Course Description:

This course introduces the theory and fundamental principles of public speaking, emphasizing audience analysis, reasoning, the use of evidence, and effective delivery. Students will study principles of communication theory and rhetoric and apply them in the analysis, preparation, and presentation of speeches, including informative, persuasive, and impromptu speeches.

Course Objectives:

1. Students will demonstrate effective speech preparation
2. Students will demonstrate effective speech delivery through use of language, nonverbal elements, and the creation of presentation aids.
3. Students will analyze a potential audience and tailor a speech to that audience.
4. Students will evaluate presentations according to specific criteria.
5. Explain common propaganda techniques and logical fallacies, and identify them in the speeches of others.
6. Students will recognize diversity and ethical considerations in public speaking.

COURSE OUTCOMES	COURSE MEASUREMENTS
A. Students will prepare and present 3 major speeches related to their chosen profession/trade.	A. Students will be assessed using classroom observation, participation, and a grading rubric

B. Students will participate in un-graded classroom speaking activities and a number of impromptu presentations	B. Students will be assessed using classroom observation and participation.
C. Students will ask appropriate questions about and provide constructive criticism for recorded speeches shown in class as well as their peers' presentations.	C. Students will be assessed using classroom observation and participation.
D. Students will create and use one or more presentational aids for at least one of their speeches.	D. Students will be assessed using a rubric.
E. Students will complete a written exam to demonstrate their ability to make reasoned choices based upon provided criteria and to apply a variety of course components to specified situations.	E. Students will be assessed using a written exam and grading rubric.

Grading Plan:

Weekly homework handouts (25 pts. each): Homework will be assigned (via handout) every week on Monday/Tuesday (depending on which section you are in) at the end of the class and is DUE by the next Monday/Tuesday class session. Homework is to be submitted in hardcopy format in class. The instructor will NOT accept emailed homework unless prior arrangements have been made. The homework handouts are designed as study guides for the one semester exam in addition to earning homework points and many of the answers on the homework may be covered during lectures.

In-class activities (10 pts. each): There will be four (4) in-class activities related to the reading/homework assignments and the lecture. These activities **CANNOT** be made up and are part of your participation grade. The activities were created to allow you to practice and apply ideas and information covered in the reading, homework and lectures.

Professional orientation presentation (10 points): A presentation in which you discuss the profession you plan to speak about throughout the semester. The presentation should be **1-2 minutes** long and is designed to introduce the occupational context from which you will be speaking for the remainder of the semester.

Two major presentations (72 points): The two presentations will be based upon the type of speaking situations you are likely to need in your chosen occupation/profession. **You are EXPECTED to deliver your speech on your assigned speaking date; therefore, make-up speeches will be allowed ONLY at the discretion of the instructor.**

The presentations increase in length and point value as follows:

Presentation #1: 6-8 minutes (24 points)

Presentation #2: 7-9 minutes (48 points)

Impromptu presentations (15 points): A presentation for which you will have little preparation time. We will have three (3) rounds of impromptu speeches throughout the semester; each round you participate in is worth five (5) points. Your particular topic will be provided in class.

Semester speaking plan (20 points): The semester speaking plan is a written plan for the semester in which you detail the three major individual presentations you intend to do. You will be provided with further information prior to due date of this assignment.

Individual speaking plans (11 points each): A speaking plan for each of your two major presentations **MUST** be turned in at the beginning of the class period on the day you speak and will **NOT** be accepted late. Chapter 10 provides further detail and examples of speaking plans. Points will be deducted for failure to follow the proper format detailed in Chapter 10 and covered in lecture.

Exam (80 points): There will be only **ONE** closed book exam for this course. This exam is designed to test your ability to make choices among the options for speaking, to assess your understanding of course materials from both the text and from lectures and to allow for the application of various components of a presentational speech. Make-up exams are given only in **EXTREME** circumstances and at the discretion of the instructor. If you must miss the exam, you are expected to make prior arrangements with the instructor or at least call and leave a message regarding your emergency.

Extra Credit (15 points): A possible 15 points of extra credit may be earned by submitting a typed, double-spaced (12 point font, 1.25 margins) 2 – 3 page paper which will be a self reflection incorporating material covered in class as well as the following 3 areas: 1) skills you have learned in this class; 2) improvements you have made in presentational speaking; and 3) aspects of your speaking you feel need further improvement. All three areas (above) **MUST** be addressed in order to get the entire 15 points.

Grading Point Values:

8 weekly homework handouts	200 (25 pts. each)
4 in-class activities	40 (10 pts each)
Orientation presentation	10
Semester plan	20
Presentation #1	24
Presentation #2	48
Impromptu speeches	15
2 Speaking plans	22 (11 pts each)
Exam	80
<u>Attendance/Participation</u>	<u>100</u>
TOTAL	559

Grading: There are 559 points possible in this course. Subjective factors such as participation, attendance and overall improvement will be used to make decisions in borderline cases. The final letter grade equivalence is as follows:

Grading Scale:	100 – 90	(559 - 503 pts.)	A
	89 - 80	(502 - 447 pts.)	B
	79 – 70	(446 - 391 pts.)	C

69 – 60 (390 - 335 pts.) D

59 – Below (334 - Below) F

Course Policies:

Participation: A major portion of the learning process consists of your active participation in class and the observation of others. Keeping up with the assigned reading will allow you to be able to contribute to class discussions. Listening to your classmates' presentations and providing them with appropriate feedback will also enhance your class participation.

Tardiness: As a courtesy to your fellow classmates, as well as the instructor, you are expected to arrive to class on time each day—especially on presentation days. If you are tardy on a presentation day, please do **NOT** enter the class area while another student is presenting—wait **OUTSIDE** the mod or in the classroom computer area until you hear the applause signaling the end of their speech and then find your seat in the class area. Attendance will be taken at the beginning of class. It is **YOUR** responsibility to make sure you are marked “present” if you arrive for class late.

Additional classroom policies: Please turn off your cell phones (or they will be confiscated during class time) and save your batteries by shutting down ALL music devices prior to start of class. Turn in all your homework **on time** and be present and prepared to speak on speech days (see **Grading Plan** above for further detail about individual assignments/due dates and make-up policies).

Attendance Policy: The nature of this class causes your attendance to be most crucial. ***Each day of class is worth two (2) attendance points; conversely, each day absent costs you two (2) points!*** In addition, given the challenges from the pandemic situation, communication with your instructor is absolutely required regarding absences. **If you miss 3 class sessions and have NOT communicated with the instructor about those absences, you will be dropped from the class.**

Absence from class, regardless of the reason, does not relieve you of your responsibility to complete all course work by the required deadlines. Furthermore, it is your responsibility to obtain notes, handouts, and any other information covered when absent from class and to arrange to make up any in-class assignments or tests *if permitted by the instructor*. Incomplete or missing assignments will necessarily affect the student's grades. Instructors are required to report excessive and/or unexplained absences to the academic counselor for investigation and potential intervention.

Academic Integrity: Integrity (honesty) is expected of every student in all academic work. The guiding principle of academic integrity is that a student's submitted work must be the student's own. Students who engage in academic dishonesty diminish their education and bring discredit to the university community. Avoid situations likely to compromise academic integrity such as: cheating, facilitating academic dishonesty, and plagiarism; modifying academic work to obtain additional credit in the same class unless approved in advance by the instructor, failure to observe rules of academic integrity established by the instructor.

Diné Philosophy of Learning: The Diné Philosophy of Education (DPE) is incorporated into every class for students to become aware of and to understand the significance of the four Diné philosophical elements, including its affiliation with the four directions, four sacred mountains, the four set of thought processes and so forth: Nitsáhákees, Nahát'á, Íina and Siih Hasin which are essential and relevant to self-identity, respect and wisdom to achieve career goals successfully.

The Diné Philosophy of Education, as it pertains to the material and assignments in this course, is expressed as follows: ***nitsáhákees***—think about the information as you read and complete the weekly homework assigned, think about what you'll need to do to put the information into practice for your speech; ***nahátá***—create a plan to help you accomplish the tasks assigned, plan how assignments should be completed as we go over the information from the readings /homework in class and discuss examples in lecture, plan what you'll need and how long it might take to create your speech; ***íina***—do the work required to learn and practice your new skills, put into practice what you've read and what we've discussed by delivering your well-prepared and rehearsed speeches on the day they are scheduled; ***sih hasin***—reflect upon and evaluate your skills by reading the comments on your speech feedback forms so that you understand what you did correctly and what you need to work harder at mastering, consider how to use what you've already learned in future speeches, envision how your new skills can be used to achieve desired results in the workplace or other communicative situations.

Students with Disabilities: Navajo Technical University and the School of Arts & Humanities are committed to serving all enrolled students in a non-discriminatory and accommodating manner. Any student who feels he/she may need an accommodation based on the impact of disability, or needs special accommodations should inform the instructor privately of such so that accommodations arrangement can be made. Students who need an accommodation should also contact the Special Needs Counselor, Virginia Edgewater, in the SUB or by phone at 786-4138.