



COMM 3301 • Public and Professional Speaking

Spring 2013 • Tuesdays and Thursdays • 1:00-2:15 • JO 4.502

Instructor: Lisa Bell
lisa.bell@utdallas.edu
@subcontrary
Class hashtag: #C3301

Office hours: TR 4:00 – 5:30
and by appointment
Office location: JO 3.544
Office phone: 972.883.2052¹

General Course Information

Pre-/Co-requisites COMM 3301 carries no pre- or co-requisites.

Course Description As a future professional, you will need to demonstrate an effective speaking style, clear organization, and concise and interesting presentations. This course prepares you for these professional communication opportunities and challenges by developing analytical, organizational, and stylistic skills that will help you become a more confident and savvy communicator.

Learning Outcomes Students who successfully complete COMM 3301 will develop the ability to:

- Adapt content and delivery strategies to different contexts and audiences
- Synthesize arguments to create logically organized, audience-oriented presentations
- Speak competently, fluidly, and appropriately for professional contexts
- Use nonverbal messages to modify meaning and build credibility
- Integrate context-appropriate technology into presentation delivery

Text Instead of a required textbook, this course relies on scanned readings posted to eLearning. If you would like a single book to use as a reference, you can easily find used copies on line or at Half Price Books, but you do not need to buy a book for this course. I recommend David Zarefsky's *Strategic Public Speaking* if you choose to look for an alternate resource.

Assignments & Academic Calendar

ASSIGNMENT	VALUE	DUE DATE
Wet Feet Speech	25	January 22 & 24
Impromptu Speech	25	February 14
Administrative Speech	100	March 5 & 7
Enrichment Speech	150	March 26 & 28
Solicitation Speech	200	April 16, 18 & 23
Advocacy Speech	300	May 2 & 9
Critiques	150	Ongoing
Course Citizenship	50	Ongoing
TOTAL POINTS	1000	

- You will reserve speaking dates in advance, but I don't permit make-up speeches.
- With the exception of the impromptu presentation, all presentations will use extemporaneous delivery (speaking conversationally from limited notes rather than memorizing or reading a manuscript).
- You will watch a video of each of your presentations and evaluate yourself.

¹ Calling me is the *worst* possible way to contact me. You will get a better response if you use email or Twitter.

Course Policies

The following course-specific policies supplement the standard UT Dallas policies that you must know and follow (available at <http://go.utdallas.edu/syllabus-policies>).

I use a criteria-based rather than norm-based (curved) grading system. Each assignment includes specific criteria, but I generally assess your work according to the resourcefulness with which it:

- fulfills the criteria established in the assignment specifications,
- demonstrates an insightful understanding of the practical and theoretical implications of persuasive strategies, and
- employs rhetorical strategies that develop logical arguments, strong claims, and compelling evidence.

All work should conform to professional and ethical standards, so proofread and edit all written work that you submit in this class for clarity, mechanics, and style issues.

Professionalism also means that you use appropriate source citation wherever and whenever necessary to enhance credibility and avoid violations of copyright – even if you make those violations inadvertently. In the interest of clarity, you should cite your source not just when you quote directly or paraphrase but also when you replicate the sequence of ideas from a source. You should also cite any source from which you borrow images, tables, charts, screen shots, or other visual information.

You should not submit any work for this course that you developed for another course without first coordinating this approach with me. While you may explore topics across courses, the work you submit for COMM 3301 should be substantially different from the work that you submit in any other course.

Grading Criteria

Grades reflect the quality of the work product you submit as reflected in the following descriptions.

- A Exceptional** work that demonstrates superior aptitude and initiative in coursework, evidenced by a polished, professional style, insightful analysis, and strong argument development. In other words, you developed an interesting argument that frontloaded strong claims and supported them with compelling evidence that helps the reader gain a new perspective or understanding.
- B High quality** work misses one of the criteria for excellent work while still demonstrating consistently strong qualities in the other two. B-level work may also contain minor problems in understanding or applying concepts that would not appear in an exceptional work product.
- C Acceptable** work meets all assignment requirements but demonstrates weaker use of theoretical concepts or serious flaws that prevents it from satisfying one or more categories. This satisfactory work product meets minimal assignment requirements but does not provide sufficient evidence or fails to implement concepts effectively.
- D Unsatisfactory** work product that does not meet particular assignment requirements and contains significant problems in content, organization, style, or mechanics that distract the audience or interfere with the reception of the message.
- F Unacceptable** work.

**Late and
Make-up
Work**

Late, incomplete, or improperly submitted work is unacceptable in this course. I reserve make-up privileges for university-specified circumstances because make up speeches are logistically difficult to administer. If you must miss class or deadlines for such reasons, you should make arrangements with me in advance. If you anticipate court appearances (whether as plaintiff or defendant), hurricanes or other cataclysmic acts of God, Facebook crises, red carpet step and repeats, zombie attacks, twenty-first birthdays, Twitter wars, Assassin Creed III's drop date, Woot! Offs, unreasonable bosses, Carly Ray Jepsen calling you (maybe), general loss of mojo, or other calamities whether foreseen or not, start your work early and save it often – ideally in several places. *I will not accept late submissions for self-critiques.*

**Special
Consideration**

Even if you become my new best friend and you move next door to me so that we may grow old together, I do not curve individual items, nor do I offer “special consideration” to allow students a chance to raise their grade. If a personal situation arises during the semester that may affect your classroom performance, please talk to me sooner rather than later. If you wait until the end of the semester, I won't be able to help you. I can work with you more easily if you speak to me when the situation arises. I can't help you if I don't know you need help.

**Course
Citizenship**

Woody Allen might argue that 80% of success is showing up, but simply showing up won't generate 80% of the possible course citizenship points. This grade explicitly includes civility and professionalism in all course communication and behavior. This civility includes contributing to conversations, respecting others' opinions, working together in a spirit of cooperation, and actively listening to those who are speaking. Some of the ways you can demonstrate your skills in this area include (but certainly are not limited to):

- Keeping the class in the foreground of your attention.
- Showing respect to your peers and to the instructor in your listening and communicating behaviors.
- Participating actively in class rather than simply waiting to be called on.
- Adding value with your contributions to discussion, such as connecting disparate ideas, bringing topical information to the table, and asking insightful questions.
- Taking responsibility for the consequences of your choices and actions.
- Demonstrating a strong work ethic by engaging all ungraded work (such as in-class exercises or minor homework to prepare for class activities) with a mindfulness and timeliness to reflect a professional approach to the class.

The preceding points frame communication competency in a positive light, but I also note violations of the implied classroom contract even though I may not call you on them.

**Class
Attendance**

You should attend class regularly, prepare the assigned readings, and actively participate in class, which is the only way to gain the full impact of the course. Work assigned for this class carries no less priority than work you may have to complete for any other class or job. Classroom lectures, discussions, and activities do not generally lend themselves to summary after the fact. Moreover, class participation is a vital part of your learning process. Indeed, studies show that regular class attendance is the single best predictor of academic performance – more so than study habits, study skills,

or standardized tests.²

You may miss up to two classes for any reason without penalty, but each subsequent absence will decrease your final grade in the course, with excessive absences potentially resulting in failure of the course. Notice that no adjectives modify “absence.” I make no distinction between “excused” and “unexcused” absences, so you neither need to ask my permission nor provide documentation. I am not interested in excuses – only solutions. Unless you have a disability or other university-specified accommodation, the excellence of your excuse is not a factor; you either attend class or not. If you know this policy conflicts with other commitments you have, please discuss this with me during the first week of classes.

**Digital
Devices**

You may use laptops, tablets, cell phones, and other digital devices so long as you use them responsibly and respectfully. If your digital device disturbs other students or interferes with your ability to participate meaningfully in class activities, you may be asked to remove the distraction and/or leave class, thus losing credit for any of the day’s activities.

**Nigging
Details**

- Monitor eLearning regularly for updates and assignments.
- Silence electronic device notification settings before class begins and refrain from accepting calls in class.
- Use your UT Dallas email address when you email me.

² Crede, Marcus; Roch, Sylvia G.; and Kieszczynka, Urszula M. 2010. Class Attendance in College: A meta-analytic review of the relationship of class attendance with grades and student characteristics. *Review of Educational Research* 80: 272-295.

SPRING 2013 COMM 3301 COURSE SCHEDULE

Any schedule changes that may become necessary during the term will be posted in eLearning announcements.

DATE	TOPIC	COMPLETE BEFORE CLASS
January 15	Course Overview	
January 17	Introduction to Public Speaking	
January 22	Wet Feet Speeches	
January 24	Wet Feet Speeches	
January 29	Strategy: Topic and Purpose	
January 31	Strategy: Topic and Purpose	
February 5	Strategy: Audience Analysis	
February 7	Arrangement: Speech Structure	Finding Your Flow
February 12	Arrangement: Introductions and Conclusions	Capturing Your Audience Immediately
February 14	Impromptu Speeches	
February 19	Arrangement: Keeping Things Organized	
February 21	Informative Genres: Administration and Enrichment	Informative Presentations
February 26	Style: Keeping Things Interesting	Attention and Interest
February 28	Style: Presenting the Speech	
March 5	Administrative Speeches	
March 7	Administrative Speeches	
March 12-14	<i>SPRING BREAK</i>	
March 19	Style: Developing Visual Style	Reading TBA
March 21	Style: Developing Visual Style	
March 26	Enrichment Speeches	
March 28	Enrichment Speeches	
April 2	Persuasive Genres: Solicitation and Advocacy	Persuasive Presentations
April 4	Style: Creating Impact through Language	Achieving Style through Language
April 9	Reasoning: General Reasoning Strategies	Reasoning
April 11	Reasoning: Connecting through Narrative	
April 16	Solicitation Speeches	
April 18	Solicitation Speeches	
April 23	Solicitation Speeches	
April 25	Advocacy Speech Prep Meetings	
April 30	Advocacy Speech Prep Meetings	
May 2	Advocacy Speeches	
May 9	Advocacy Speeches (final exam session meets 11:00-1:45 in JO 4.502)	