

**COMM-101 Fundamentals of Oral Communication**  
**MoWe 12:30PM - 1:45PM**  
**CAC 202**  
**3 Credits**

Professor: Kelly Wilz

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Office Hours: MW 11:30-12:30; 1:45-2:45

**Course Description**

Oral communication or public speaking is of central concern for human communication. This course explores the practice of public speaking as a central component of American citizenship and participation in the public sphere. Using the principles of rhetoric as a guiding lens, this course allows students to gain practical experience in speech composition, delivery and critique.

**Course Objectives**

1. Students will demonstrate an ability to conduct research, synthesizing this information and presenting it to targeted audiences.
2. Students will develop critical thinking skills to make ethical and informed choices on how to effectively communicate with others.
3. Students will create public discourse that creates a sense of political awareness of current affairs.
4. Students will demonstrate an ability to deliver effective extemporaneous speeches.
5. Students will foster listening skills that allow them to evaluate communication acts from their peers.

**Division of Communication Learning Objectives for Communication Majors**

This course will help you achieve the Division's objectives for all majors.

1. Communicate effectively using appropriate technologies for diverse audiences. (e.g., Speeches)
2. Plan, evaluate and conduct basic communication research. (e.g., speeches).
3. Use communication theories to understand and solve communication problems.
5. Apply principles of ethical decision making in communication contexts. (e.g., Each class session)

**Required Texts, Tools, and Materials:**

Gunn, Joshua. *Speech Craft*, 2017.

**ISBN-13:** 978-0312644888

**ISBN-10:** 0312644884

\*\*Check for LaunchPad integration for Speech Craft in Canvas

**Course Policies and Expectations**

*Attendance:*

Attendance is required. I do not discriminate between "excused" and "unexcused" absences except in the case of university-sanctioned events or religious holidays. It is your responsibility to contact me well in advance regarding any circumstances that may affect your ability to complete an assignment on the day it is due. Because your presence in class is vital, you may have **only three absences** from class without incurring a penalty against your final course grade. Please save these three days for sicknesses and other emergencies.

Your fourth absence will result in a **reduction of your final course grade** by 1/3 (e.g. from a B to a B-). Your fifth absence will result in a reduction of your final grade by a full letter grade (e.g. from a B to a C). Your sixth absence will result in an F for the course. Plan now to miss no classes and you will have a buffer reserved for emergencies. See me in advance about extenuating circumstances.

You are expected to listen attentively while your fellow classmates and I are speaking, and to actively participate in class discussions. You are *not* expected to know all the answers. Questions, tangents, and incomplete thoughts are welcome. **Please note, however, that disrupting the class, surfing the internet, texting, interrupting others while they are talking, or being disrespectful to your classmates or myself will count against your**

**participation grade. Absences will also affect your participation grade in that if you are absent, you are not actively participating in class.**

#### *Excuses for Missed Work*

Permission to make up missed work will be granted only in the most unusual of circumstances, and only for excused absences. **Any work missed due to an unexcused absence cannot be made up.** These requirements are necessarily strict and enforced in order to provide fairness to all class participants.

To be eligible for permission to make up an assignment due to a verified absence, you must provide:

- Written evidence of the absolute need for you to be absent (emails are not acceptable)
- This evidence must be from an appropriate, verifiable source.
- Evidence must be presented to your instructor no later than one week after the missed assignment. Except in the cases of extreme emergency, however, students who need to be absent should contact me at least one week **prior** to the date they will be absent. The primary requirement of the evidence for the absence is that it must demonstrate that a circumstance beyond your control required you to miss class on that day. Not being able to find a parking space is not a circumstance beyond your control, nor is oversleeping. On the other hand, if you have a note from a doctor verifying that you had an illness that prevented you from attending class, that would count as a circumstance beyond your control, as would being called up for military service or jury duty, as long as you provide the appropriate documentation.

#### *Special Needs/Accommodations:*

If you have a disability and require accommodation, please register with the Disability and Assistive Technology Center (6th floor of the Learning Resource Center – that is, the Library) and contact me at the beginning of the course. More information is available here: <http://www4.uwsp.edu/special/disability/>

#### *Emergency Procedures*

In the event of an emergency, this course complies with UWSP's outline for various situations. A full list of these emergency plans is available here: <http://www.uwsp.edu/rmgt/Pages/em/procedures/default.aspx>

#### *Participation/Classroom Citizenship*

Each class meeting is an opportunity to participate in lecture-discussions and exploring ways these principles apply in our own lives. By being present and on time, reading the assigned material, making study notes, and participating in discussions, you will increase your opportunities to learn and understand the course material. I expect participation in **every session** and see participation as the “practical” part of the course. Just as you are graded on your laboratory skills in a chemistry class, you will be graded on your **ability to speak to other members of the class** clearly and constructively this seminar. You will be expected to be an effective communicator in general discussion, in prepared presentations, and interpersonally with your classmates. Active participation is critical to learning; passive learning is quickly forgotten and does not help you understand the practical applications of interpersonal communication theory. The first step in participating is reading your textbook. By doing the assigned reading, you can use class time to increase your understanding of course concepts. If you have not read the material prior to class discussion, then you will be more likely to be confused. Class discussion should be **your second, not your first, exposure to this material.**

In addition, I expect you to be respectful of your peers and me when I am lecturing and when they are presenting their speeches or participating in class discussion. If while I am speaking or your classmate is speaking, your attention should be there. Using cell phones during this time is prohibited and you will be asked to leave the classroom if you engage in this behavior.

#### *Formatting*

I expect all written assignments (including **ALL preparation outlines**) to be typed, double-spaced, printed on paper, with one-inch margins all around, stapled, and in 12-point Times New Roman font. You should use MLA citation formatting for all assignments in this class.

- **Typeface and Line Spacing:** Use a standard typeface (such as Times), font size (12 or 10-point font) and double-space your entire paper.
- **Margins:** One inch on all sides.
- **Quotations:** Any material that you use verbatim from other sources must be placed between quotation marks and properly cited in MLA style with in-text or parenthetical citations. Please also use proper documentation style when paraphrasing sources. See <http://www.indiana.edu/~citing/MLA.pdf> for a quick guide to MLA style.
- **References:** All writing that cites references should include a list of those references at the end of the paper, prepared according to MLA style.
- **Page Numbering:** Each page should have a page number.

*Incompletes*

A grade of incomplete can be assigned only after the student and instructor mutually agree that this is the best course of action under the circumstances.

*Academic Honesty:*

The Board of Regents, administrators, faculty, academic staff, and students of the University of Wisconsin System believe that academic honesty and integrity are fundamental to the mission of higher education and of the University of Wisconsin System. The University has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.

Using someone else's work as your own without careful citation is unethical. Similarly, letting someone else use your work is also unethical. If you find yourself in a position where you are unsure as to whether or not you will be able to complete an assignment, *please* contact me so that we can make appropriate arrangements.

From the UWSP 14.01 STATEMENT OF PRINCIPLES – Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions. For more info: <http://www.uwsp.edu/dos/Pages/Academic-Misconduct.aspx>

Note: Submissions via CANVAS will be automatically screened for plagiarism.

*Time Management:*

It is imperative for you to keep up with your work and budget your time carefully in order to succeed in this course. The syllabus indicates when readings and assignments are due. Use the syllabus to plan your weekly schedule. A good rule of thumb for university-level courses is that students who wish to earn an average grade should plan to devote about two (2) hours each week outside of class for each credit hour taken. During some weeks, of course, the workload will be heavier than others. Plan on more than six hours a week of homework time if you want to earn a grade of B or A.

*Email: CHECK EMAIL EVERYDAY!!!*

I will often send important information to you (due dates, changes in schedule or readings, or request for you to print something off) via email. I expect that you will check email every day and that you will be prepared for class.

\*\*\*When you email me, **please do not send text-like messages.** A good rule of thumb is to draft any email like this:

*Dear [1] Professor [2] Last-Name [3],*

*This is a line that recognizes our common humanity [4].*

*I'm in your Class Name, Section Number that meets on This Day [5]. This is the question I have or the help I need [6]. I've looked in the syllabus and at my notes from class and online and I asked someone else from the class [7], and I think This Is The Answer [8], but I'm still not sure. This is the action I would like you to take [9].*

*Signing off with a Thank You is always a good idea [10],  
Favorite Student*

Why is this important? See here:

<https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087>

*Email policy:*

Teaching is very important to me. So is this course; however, this course is not my only responsibility during the semester. I teach other courses during the semester, as well as conduct research and perform service as part of my job responsibilities, in addition to my personal responsibilities. Email consumes a great deal of my time.

Considering this, I ask that you consider carefully before emailing me, and please adhere to the following guidelines:

1. Emails should be reserved for setting up appointments with me.
2. Emails should not ask general questions about assignments, deadlines, etc. All policies, assignment guidelines and rubrics are posted to CANVAS, or on the course syllabus. If you cannot find the answer to your questions in those places first, ask a classmate.
3. Emails should not ask grade questions. Please see the grade reassessment policy below. I will not discuss grades over email.
4. I will respond to emails within 2 business days, during regular business hours. I can typically respond to emails fairly quickly; however, there are times when I am unable to do so. I will do my best to respond as quickly as I am able, but please allow 2 business days for a response before sending a follow-up email.
5. Emails should be professional and respectful. Emails should be written in full sentences with appropriate greetings (**my official title Professor Wilz**) and salutations. Please include the course number in the subject line.

*Grade reassessment:*

If you disagree with a grade you are assigned, you have the right to request a grade reassessment. I will not answer questions about grades before, during, or immediately after class. Any grade inquiry must be made through a written grade reassessment request. Please be aware that a reassessment of your work means it will be regarded. Reassessments may result in a grade change, and reassessment grades may be lower or higher than the original grade. Once reassessed, the new grade will be entered in the grade book, cancelling out the original grade. If you would like to request a grade reassessment, please adhere to the following guidelines:

1. Grade reassessment requests can be submitted beginning 24 hours after grades have been posted.
2. To request a grade reassessment, you must provide a 1-2 page, typed justification for the reassessment, and must indicate how the work met the requirements of the assignment.
3. Grade reassessment requests must be received within one week of grades being posted and should be submitted via email.

*Office Hours:*

You are encouraged to discuss your work and progress in this course with me throughout the semester. Please email me with questions when we are not in class. E-mail can be a convenient way to ask some questions, but keep in mind that a response may not be immediately forthcoming, so plan accordingly and always try to answer your question first by going to Canvas and looking at your syllabus. **Most answers to any questions can be found there.**

*Inclement weather:*

In the event of inclement weather, a weather cancellation page will be activated on the UWSP Web site. It will be updated as needed from 6 a.m.-10 p.m. daily. During "weather episodes" students are advised - via email, computer lab screens and TVs - to check the current student Web site for cancellation updates.

*Technology in the Classroom*

Laptops or tablets may be used to take notes and for collaborative in-class assignments. Cell phones should be silenced and **not used** in the classroom. If you are expecting a phone call or text message that is absolutely urgent,

please let me know ahead of time, and then quietly excuse yourself from the room to take care of the matter.

**Technology Requirements:**

Written work must be posted to CANVAS in Microsoft Word (.doc or .docx) formats only. No other formats will be accepted. If I cannot open your document, it will not count as being turned in, and you must reformat and repost. Late penalties will apply. Be sure to keep copies of your work and the feedback for the entire duration of the class. When necessary, I will communicate with the class and/or individual students via the email address listed in Canvas. It is your responsibility to check that email account regularly.

**Grading:**

**The following Speaking Challenges are *required* and weighted as follows:**

Speaking Challenge #1—Self Introduction w/a Prop	50pts
Speaking Challenge #2— Speech to <b>Inform</b>	100pts
Speaking Challenge #3— Speech to <b>Persuade</b>	150pts
Speaking Challenge #4— Speech to <b>Commemorate</b>	100pts
Peer Evaluations	150pts
Classroom Citizenship/Participation	100pts
Syllabus Quiz	10pts
Single Story/Fact Checking Assignment	50pts
Fallacy Quiz	33pts

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**Total:** 743

**\*Preparation Outline required for Challenges #2, #3, #4.**

To insure full credit, speaking challenges **must be delivered on the date scheduled**. **There will be no make-ups for speeches**. Speaking orders will rotate and you will always know in advance the day on which you are scheduled to present your speaking challenge. Failure to present your speech the day it is due will result in a zero for that speech. You must also bring a hard copy of your speech (speaking outline and bibliography) on days for Peer Review.

**Grade Distribution/Percentage Letter Grade:**

97-100%	A+
93-96.9%	A
90-92.9%	A-
87-89.9%	B+
83-86.9%	B
80-82.9%	B-
77-79.9%	C+
73-76.9%	C
70-72.9%	C-
67-69.9%	D+
63-66.9%	D
60-62.9%	D
59% or less	F

Grade	Weight		Final Scale	From	To
A	4.0		A	3.85	4.0
A-	3.7		A-	3.5	3.84
B+	3.3		B+	3.15	3.49
B-	3.0		B-	2.85	3.14
B	2.7		B	2.5	2.84
C+	2.3		C+	2.15	2.49
C	2.0		C	1.85	2.14

C-	1.7		C-	1.5	1.84
D+	1.3		D+	1.15	1.49
D	1.0		D	.85	1.14
D-	0.7		D-	.5	.84
F	0.0		F	.15	.49

\*Calendar subject to revision

<b>Week 1</b> Jan. 23	Syllabus review and course requirements. Grade distribution and weighting. Introduce Speaking <b>Challenge #1—Introduction w/Prop</b> : Assign Speaking Order
<b>Week 2</b> Jan. 29	<b>Read Chapter 1</b> “Building Confidence in the Craft” <b>Read Chapter 2</b> “Listening and the Ethics of Speech”
Jan. 30	Present <b>Speaking Challenge #1—Introduction w/Prop</b>
<b>Week 3</b> Feb. 4	Present <b>Speaking Challenge #1—Introduction w/Prop</b>
Feb. 6	<b>Read Chapter 14</b> “Informative Speaking” <b>Read Chapter 4</b> “Choosing a Speech Topic and Purpose” Go over speaking outlines which are due for <u>every speech</u> ; Introduce <b>Challenge #2 Speech to Inform</b> : Watch sample informative speeches; Assign Speaking Order
<b>Week 4</b> Feb. 11	<b>Read Chapter 3</b> “Audience Analysis” Watch Bryan Stevenson Sample Speech; Go over types of policy speeches
Feb. 13	<b>Read Chapter 11</b> “Presentation Aids” Watch sample speeches and critique; <b>Read Chapter 8</b> “Transitions, Introductions, Conclusions” <b>Due: Sample Policy Topics/Headlines from Credible News Sources</b>
<b>Week 5</b> Feb. 18	<b>Read Chapter 5</b> “Researching Your Speech Topic” <b>Read Chapter 6</b> “Supporting Material and Contextual Reasoning” Library to find sources (CQ Researcher, Points of View Reference Center, Lexis Nexus, Films on Demand, EbscoHost) <b>Library Day</b> : Know how to find Sources at UWSP led by Academic Librarian <b>Due: Single Story/Fact Checking Assignment; Due: Launchpadworks 3 Heck Questions for Chapter 5</b> <b>**Meet in Library ALB 316</b> <b>Due: 3 Possible Topic Choices</b>
Feb. 20	Peer Evaluations: 50pts <b>Due: Completed Draft of Outline (you will work with a partner to deliver your presentation and get feedback. For full credit, you must bring a completed outline to class. Feel free to bring laptops to workshop your speeches).</b>
<b>Week 6</b> Feb. 25	<b>Read Chapter 10</b> “Style and Delivery”
Feb. 27	Research Day
<b>Week 7</b> March 4	Begin Speaking <b>Challenge #2—Speech to Inform</b> Preparation outline due at time of presentation (you will also submit an electronic copy to CANVAS prior to speech)

March 6	Continue Speaking <b>Challenge #2</b> —Speech to Inform Preparation outline due at time of presentation
<b>Week 8</b> March 11	Continue Speaking <b>Challenge #2</b> —Speech to Inform Preparation outline due at time of presentation
March 13	Wrap-up Speaking <b>Challenge #2</b> —Speech to Inform Preparation outline due at time of presentation
<b>Week 9</b> March 15-25	<b>No Class: Spring Break</b>
<b>Week 10</b> March 25	<b>Read Chapter 15</b> “Persuasive Speaking” Introduce <b>Speaking Challenge #3</b> — <b>Speech to Persuade</b> : Assign Speaking Order Go over “Refutative Design:”
March 27	<b>Read Chapter 16</b> “Making Arguments” <b>Watch: 30 Days Season 2 Episode 6: Jail</b> (1hr) Discuss persuasive appeals (logos, pathos, ethos); <b>Assign Fallacy Quiz</b> : <b>Sign up for Office Conferences on Canvas</b>
<b>Week 11</b> Apr. 1	Peer Evaluations: 50pts <b>Due: Completed Draft of Outline (you will work with a partner to deliver your presentation and get feedback. For full credit, you must bring a completed outline to class. Feel free to bring laptops to workshop your speeches).</b>
Apr. 3	Research Day
<b>Week 12</b> Apr. 8	Begin Speaking <b>Challenge #3</b> —Speech to Persuade Preparation Outline due at time of speech presentation
Apr. 10	Continue Speaking <b>Challenge #3</b> —Speech to Persuade Preparation Outline due at time of speech presentation
<b>Week 13</b> Apr. 15	Continue Speaking <b>Challenge #3</b> —Speech to Persuade Preparation Outline due at time of speech presentation
Apr. 17	Wrap-up Speaking <b>Challenge #3</b> —Speech to Persuade Preparation Outline due at time of speech presentation
<b>Week 14</b> Apr. 22	<b>Read Chapter 12</b> “Understanding Speech Genres” <b>Read Chapter 13</b> “Celebratory Speaking” Introduce Speaking <b>Challenge #4</b> — <b>Speech to Commemorate</b> : Assign Speaking Order
Apr. 24	In Class Work Day Speech to Commemorate
<b>Week 15</b> Apr. 29	Peer Evaluations: 50pts <b>Due: Completed Draft of Outline (you will work with a partner to deliver your presentation and get feedback. For full credit, you must bring a completed outline to class. Feel free to bring laptops to workshop your speeches).</b>
May 1st	Begin Speaking <b>Challenge #4</b> —Speech to Commemorate Preparation Outline due at time of speech presentation <b>Speaking Challenge #4</b> —

May 6	Continue Speaking <b>Challenge #4</b> —Speech to Commemorate Preparation Outline due at time of speech presentation
May 8	Last day of Classes/Wrap up Speaking <b>Challenge #4</b> —Speech to Commemorate Preparation Outline due at time of speech presentation
Final TBA	

Please email me a picture of Gary Busey or Beyonce to confirm that you've completely read the syllabus.



## Speaking Challenge #1—Self Introduction w/a Prop 50pts

### Description:

In this speech, you will introduce yourself using a prop which you feel best represents you. You will introduce yourself and the prop, and briefly offer 2-3 ways which you feel the prop represents you.

### Requirements:

2-3 Minutes maximum. Time yourself! It needs to be long enough to briefly explain the prop and 2-3 ways it represents you, but no longer than 3 minutes. Please prepare. Do not just 'wing it.'

No more than 1 notecard (3" X 5", one side only) (if you even need any at all). You must be making significant eye contact with the audience and using vocal variety and gestures to support your message.

Clear introduction that grabs the audience's attention followed by a clear thesis statement, and a preview of the main points you will be discussing in this speech.

Clear organization. Do NOT just get up there and ramble for 3 minutes. I need to tell you actually worked on this before giving the speech.

Clear conclusion reiterating main points of speech.

Strive for your most polished and professional delivery. Convey passion for your topic, engage the audience through eye contact and physical proximity keep them involved with your natural gestures and purposeful movement, and use your voice to emphasize the significance of your points. To appear as professional as possible, use your notes sparingly throughout the presentation.

\*Grading Sheets are available on Canvas. Please look these over BEFORE giving your speech.

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Self-Introduction with a Prop Grade Sheet: 50 points total

Name: \_\_\_\_\_

Time:

Introduction: (15pts)

\_\_\_ Clear introduction that grabs the audience's attention (5pts)

\_\_\_ Clear thesis statement (clearly presents topic at hand) (5pts)

\_\_\_ Clear preview of main points of speech (5pts)

Body: (10pts)

\_\_\_ Organization (clear design we can follow; use of prop makes sense with speech) (5pts)

\_\_\_ Appropriateness of topic (topic well suited for COMM-101 class) (5pts)

Conclusion: (5pts)

\_\_\_ Clear reiteration of main points/reviews main portions of speech; meaningful conclusion (5pts)

Delivery (20pts)

\_\_\_\_\_ Eye contact: looked in eyes, focused on all listeners, not focused on notes, floor, ceiling, or Visual Aids (5pts)

\_\_\_\_\_ Facial expression: comfortable, enthusiastic, varied (5pts)

\_\_\_\_\_ Gestures and Body Movement: natural, empty hands, open arms, no fidgeting; motivated, open, no barriers/swaying/pacing/leaning; didn't just stand in one spot the entire time (5pts)

\_\_\_\_\_ Voice: natural & conversational inflection, appropriate rate & volume, clear articulation, energetic, varied tone, used pause well, avoided fillers (5pts)