COMM 301: HYBRID Public Speaking Syllabus
Spring 2019

(At SCC, this class is COMM 301; at CSUS, it is COMS 004. With minor exceptions, this class is taught identically at both colleges, with exceptions as noted below.)

Patricia Harris-Jenkinson
harrispa@scc.losrios.edu; (916) 558-2247; Office PAC 135C, Skype Account: profphj;
If you plan to contact me via phone or Skype during my office hours, please email me in advance, along with the estimated time you wish to "meet."

I know this document is long; it is important that you understand some of the nuances in this course. You will be *quizzed on this information*, so please make sure you read it. The *Table of Contents* is not meant to scare you, but to help you find information when you need to find it. Hover your cursor over the content area and click on it (or *Control + Click*—your computer should tell you what to do), you will automatically be taken to the desired section. Also, at the end of each section, there is a link to bring you back to the table of contents (**Control + Click**).

### Contents

- **About Prof PJ** ........................................................................................................................................... 2
- **Specific Course Information** ................................................................................................................... 2
  - Catalog Description ................................................................................................................................ 2
  - Course Objectives ................................................................................................................................. 3
  - Pre-Requisites ...................................................................................................................................... 3
  - Required Materials ............................................................................................................................ 3
  - What Does “Hybrid” Mean for this Course? ......................................................................................... 4
- **Technology Requirements** .................................................................................................................. 4
  - Learning Management System (LMS) ................................................................................................. 4
  - Equipment ........................................................................................................................................ 5
  - Other Technology Requirements ..................................................................................................... 5
- **Assignment Information** ................................................................................................................... 6
  - Typical assignments .......................................................................................................................... 6
  - Assignment Timing .......................................................................................................................... 6
  - Late Assignments ............................................................................................................................ 6
  - Options for Turning in Assignments ............................................................................................... 8
  - Quizzes & Tests .............................................................................................................................. 8
  - Groupwork ...................................................................................................................................... 9
- **Important Notes** ............................................................................................................................... 9
- **Course Policies/Behaviors** .................................................................................................................. 10
  - General Overview ........................................................................................................................... 10
  - Technology in the Classroom ........................................................................................................... 11
  - Attendance ...................................................................................................................................... 11
  - Punctuality ...................................................................................................................................... 12
  - Netiquette Guidelines ...................................................................................................................... 12
- **Accessibility** ..................................................................................................................................... 13
- **Additional Information** .................................................................................................................... 13
  - Helpful Hints .................................................................................................................................... 13
  - Right to Change .............................................................................................................................. 13
  - Final Notes ..................................................................................................................................... 13
- **Grading Policies and Assignments** .................................................................................................. 14
  - Grading Schematic .......................................................................................................................... 14
  - Beware: Speech Pitfalls (& How to Avoid Them) ............................................................................. 16
  - Extra Credit Opportunities ............................................................................................................. 17
### About Prof PJ

**Nickname:** Professor PJ (yes, students really call me that)

**Email:** harrispa@scc.losrios.edu (email is my preferred method of contact)

**SCC Office:** PAC 135C, (916) 558-2247

**ConferZoom:** Personal Meeting ID: 961-478-2047  
Join URL: https://cccconfer.zoom.us/j/9614782047  
If you plan to contact me via ConferZoom during my office hours, please email me in advance, along with the estimated time you wish to “meet.”

When communicating with me in written form (e.g., email), please use Standard English (not “textspeak”).

### Class Times & Locations:

<table>
<thead>
<tr>
<th>Day</th>
<th>Class Times</th>
<th>Class Location</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>MW</td>
<td>10:00 – 10:30 a.m.</td>
<td>PAC 124</td>
<td>(another class I’m teaching this semester)</td>
</tr>
<tr>
<td>TTh</td>
<td>10:00 – 10:30 a.m.</td>
<td>PAC 124</td>
<td>(another class I’m teaching this semester)</td>
</tr>
<tr>
<td>TTh</td>
<td>9:00 – 10:20 a.m.</td>
<td>PAC 202</td>
<td>(another class I’m teaching this semester)</td>
</tr>
<tr>
<td>F</td>
<td>9:00-10:30 a.m.</td>
<td>PAC 133</td>
<td>(this class)</td>
</tr>
<tr>
<td>F</td>
<td>1:00-2:30 a.m.</td>
<td>PAC 133</td>
<td>(this class)</td>
</tr>
</tbody>
</table>

### Office Hours & Locations:

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>12:00-12:50 p.m.</td>
<td>PAC 135C</td>
</tr>
<tr>
<td>Tuesday</td>
<td>12:00-12:50 p.m.</td>
<td>PAC 135C</td>
</tr>
<tr>
<td>Wednesday</td>
<td>12:00-12:50 p.m.</td>
<td>PAC 135C</td>
</tr>
<tr>
<td>Thursday</td>
<td>12:00-12:50 p.m.</td>
<td>PAC 135C</td>
</tr>
<tr>
<td>Friday</td>
<td>2:30-3:20 p.m.</td>
<td>PAC 135C</td>
</tr>
</tbody>
</table>

*For the most up-to-date teaching schedule and office hours, please go to PJ’s Schedule.*

### Specific Course Information

### Catalog Description

This course prepares students to speak in a variety of rhetorical situations: academic, professional, social, and political. Students develop skills in ethical research, analytical thinking and listening, organization and outlining, and effective verbal and nonverbal delivery of messages for diverse audiences. Each student will complete a minimum of twenty-two minutes of evaluated speaking time.

This course is designed for students who already have college-level writing skills. Students conduct primary and secondary research to create informative and persuasive oral presentations and incorporate this research into formal outlines using APA or MLA style citations. Recording equipment may be used as an aid to the student’s self-analysis and improvement. Access to a computer with online capabilities may be required and is available on campus.

This course fulfills the A1 (Oral Communication) Graduation Requirement for the SCC Associate of Arts and the CSUS baccalaureate degree.
Course Objectives
This course is designed to be a practical course in public speaking. The emphasis will be on the practical application of the basic principles and techniques of public speaking.

As a result of taking this class, students should be able to:

• demonstrate the skills necessary to compose/create and present informative and persuasive messages, with an emphasis on an extemporaneous delivery style.
• demonstrate competence in active listening skills and provide appropriate constructive feedback.
• compose and present appropriate oral messages to diverse audiences in diverse contexts, including selection and use of supporting material and presentation aids, organizational structure, language choice, and delivery style.
• analyze, develop, and implement strategies to productively manage oral communication apprehension to minimize its impact on the message.
• apply ethical standards to every phase of the communication process (e.g., selection of arguments, support, and delivery).
• demonstrate knowledge of classical rhetorical theories, communication theories, motivational theories, and psychosocial theories.

Pre-Requisites
Basically, you need to be eligible for at least ENGWR 300/308:

• ENGWR 101 (College Writing) or ESLW 320 (Advanced-Low Writing)—or higher level writing course—with a grade of "C" or better; or
• Placement into ENGWR 300/308 through the assessment process.

Students should be prepared to demonstrate proof of eligibility through assessment scores, transcripts, or counselor verification.

Required Materials


• Older editions are okay, but you are responsible for making sure the chapters assigned are equivalent to the chapters in the edition you have.
• You do not need to purchase the Revel that may be packaged with the book.
• NOTE: There may be financial and convenience advantages of purchasing the Revel version.
  • The Revel version gives you an electronic version of the textbook for $69 (you can access it on a computer, a tablet, your phone—so you can always have the textbook with you). It also has some videos that may be helpful for you. And, for $20 more, they will send you a paper copy of the book.
  • Revel will give you two weeks free electronic access until you can pay for the book.
• If you choose the Revel option,
  1. Go to: https://console.pearson.com/enrollment/pusv0i
  2. Sign in or create a Pearson Account.
  3. Click 'View access options' to redeem your access code or buy instant access. (Temporary access option for financial aid available.)
4. Oh, and Revel has an app so you can access the textbook online (and offline).
   - You do not need to bring the textbook to class every day—but you are expected to read it.

NOTE: Some lectures will be delivered via YouTube links. You will be expected to access this content (e.g., view the material) **before** the class session for which it is assigned (there will be an accountability measure, such as an in-class quiz).

**What Does “Hybrid” Mean for this Course?**

This class is designed as a hybrid class, meaning some course content is delivered via online and some course content is delivered in a traditional face-to-face format.

The underlying concept is that a hybrid class is comparable to a traditional face-to-face class in terms of content, assessment, and academic standards.

This course involves the same amount of time and work as a traditional face-to-face class. That means that, in addition to reading the textbook and completing the typical homework assignments you would normally expect as out-of-classroom work in a traditional face-to-face class (including delivering and recording speeches), you will also be watching and reading lecture material, participating in discussions, taking assessments (such as quizzes and exams) in the same amount of time you would typically spend in the classroom.

And, of course, you will be attending a face-to-face class on campus during a regular scheduled class at least once a week which includes additional lectures, activities, and public speaking assignments.

The expectation is that you will spend **approximately nine (9) hours a week** split between in-class and out of class work. Your tech skills will be important for this course and for Canvas. You will be required to video record your speeches and post draft speeches online for peer feedback. Please refer to the Technology Requirements section of this syllabus.

**Do not take this class if:**
- your expectation is that it will be less time and easier than if you took this in a traditional face-to-face format.
- you think you will not have to deliver your oral presentations to a live audience
- you cannot commit to being in every scheduled face-to-face class session, prepared to be ready to speak when scheduled
- you do not currently have (or cannot develop) appropriate time management skills.
- you are not willing to learn how to record and post video recordings of your speeches or are not willing to be recorded
- you do not have the necessary technology or tech skills needed to do the work in the course

**Technology Requirements**

**Learning Management System (LMS)**

Los Rios is currently using Canvas as the learning management system, which can be accessed at [canvas.losrios.com](https://canvas.losrios.com). You will need to be officially enrolled in the class (or temporarily added by the instructor) to access our class in the LMS.
Equipment

You will need to have the following equipment for this class:

- Use of a computer with Internet access
- Headphones or speakers (some content will require audio access)
- Use of a printer
  Note: There are many computer labs on campus, many of which have resources for students with disabilities (please see Accessibility section later in this document). Additionally, many public libraries have computers with internet access for public use.
- **Recording device that will record to an mp4 file** (for recording speeches to upload to the course website for peer and instructor review); *if you have a smart phone that can record up to 10 minutes of video, you will be fine.*
- Please have a back-up plan if your technology breaks down (remember Murphy’s Law and technology). If you can’t complete your assignment by the deadline, you will not be able to make up the assignment and you will lose access to those points.
- Optional:
  - Tablet or smart phone (some homework activities may be performed via these electronic devices).
  - Some sort of media storage (flash drive, online storage such as Google Drive, One Drive, or Dropbox)

Other Technology Requirements

- An active Los Rios email account (your W number, followed by “@apps.losrios.edu”).
  - You must check this email at least twice a week (in the Monday-Friday time frame).
  - If you prefer to use another personal email account, please set up forwarding to ensure you receive announcements and emails. (Excuses for not being aware of information sent via email because you forgot to check your email will not be honored.)
- Computer programs (and associated knowledge and ability to use the programs):
  - Some sort of word processing program (Microsoft Word, Apple’s Pages, Google Docs) with ability to save the document in rtf (rich text format), doc or docx (Microsoft Word format), pdf (Acrobat format). **My computer does not have the ability to open and read Pages (.pages or .odt) documents.**
    You can consider the following options:
    - Apache Open Office
    - For Google Drive, you will need to have a gmail account
    - College students can usually get a drastically reduced price on the Microsoft Office Suite at College Buys (community college students only), or JourneyEd.
    - Sac State students may find discounts at Sac State’s software website
  - Adobe Acrobat documents (you can get the free Adobe Acrobat Reader (it works on both Windows and Mac computers)
- Optional:
  - Skype (if desiring to communicate virtually face-to-face; note that Skype can also be used to make/receive voice calls)
  - Telephone (if desiring to communicate via voice)
  - Note that there are a variety of ways you can set reminders for yourself so that you don’t forget a deadline (alarms on your phone, apps such as Badger, setting up reminders in the LMS, etc.)

[Return to Table of Contents]
Assignment Information

Typical assignments

- Textbook readings (and other readings as assigned); you may purchase the textbook in either online or hard copy format, but you must have the textbook
- Lectures in video format and written format (links to video and lecture notes in our Canvas online portion of the course)
- Written assignments (worksheets, outlines, etc.), typed/word-processed and submitted in Canvas or (if specified) hard copy turned in at the beginning of the face-to-face session
- Oral presentations (speeches), performed in class with draft presentations recorded and submitted as videos for peer review
- Online quizzes on lecture content (video and written lectures)
- Online examinations on course content
- Optional online chapter quizzes (the percentage you earn of the available points for online chapter quizzes can be used to replace your lowest exam score—See the Late Assignments section)

Assignment Timing

The assumption is that the class “work” week runs from Monday morning (6:00 a.m.) to Sunday evening (11:55 p.m.). Further, the assumption is that this class “meets” more than one time a week (meaning that not all work is expected to be completed in a single long block of time; you will have to “attend” class online more than once a week)—you will also be meeting in class once a week.

I’ve tried to make the dates for various assignments consistent, but there will be some variation. Please refer to the LMS for specifics.

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Due Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Assignments (online)</td>
<td>Wednesday</td>
<td>11:59 p.m.</td>
</tr>
<tr>
<td>Written Assignments (in class) – if any</td>
<td>Friday</td>
<td>Beginning of class session</td>
</tr>
<tr>
<td>Discussion Board Initial Post</td>
<td>Monday</td>
<td>11:59 p.m.</td>
</tr>
<tr>
<td>Discussion Board Replies*</td>
<td>Wednesday</td>
<td>11:59 p.m.</td>
</tr>
<tr>
<td>Online quizzes on video lectures</td>
<td>Wednesday</td>
<td>11:59 p.m.</td>
</tr>
<tr>
<td>Online examinations</td>
<td>Sunday</td>
<td>11:59 p.m.</td>
</tr>
<tr>
<td>Oral presentations - drafts (video submission)</td>
<td>Wednesday</td>
<td>11:59 p.m.</td>
</tr>
<tr>
<td>Peer Review on video draft presentations</td>
<td>Monday</td>
<td>11:59 p.m.</td>
</tr>
<tr>
<td>Oral presentations in class</td>
<td>Friday</td>
<td>Beginning of class session</td>
</tr>
<tr>
<td>In-class activities</td>
<td>Friday</td>
<td>Beginning of class session</td>
</tr>
<tr>
<td>Online chapter quizzes (optional)</td>
<td>Sunday (end of semester)</td>
<td>11:59 p.m.</td>
</tr>
</tbody>
</table>

* Canvas only allows me to indicate one due date for Discussion Boards, so you’ll have to remember the reply date.
Late Assignments

Late assignments (including Discussion Board postings and Exams) will not be accepted for any reason. Even if you have a valid reason for missing an item, just plan on doing an extra credit assignment to make up for missed points.

All times listed are PST (Pacific Standard Time). If you are completing assignments in a different time zone, please adjust your timing accordingly. You can use this time and date converter.

Time management skills are important: You will have plenty of time to complete the assignment; if you wait until the last minute and life—or technology—gets in the way, treat it as a learning experience and get your work completed earlier next time.

- Exams: Online chapter quizzes are available and can be used to make up for a missed exam or to replace your lowest exam score. Anyone can take advantage of these quizzes and your scores on them cannot harm your grade. (In fact, they can help your grade; it is highly recommended to keep up on those quizzes during the semester.)

- In-Class Oral Presentations (speeches) are due on the day assigned.
  - Students who are not able to perform their oral presentations on their scheduled face-to-face presentation day (for any student-initiated reason, including illness) MAY have the opportunity to make up the speech at the end of the semester on the Make-Up Day scheduled (no guarantees that you will be able to make up a speech). Please pay attention to the following conditions:
    - Students may only make up one (1) speech (if you miss more than one speech, you will not be able to make up any speeches; since you cannot pass the class without doing all the speeches, this will result in a failing grade).
    - Make-up speeches will be assessed a 35% penalty (right off the top), meaning that even if you earn a perfect score of 100% (not very likely because, as a rule, I don’t give 100% on speeches), the highest grade you can get on the speech would be a 65%.
    - There is a limited time available for make-up speeches; when the time is filled, no other make-up speeches will be scheduled (so, no guarantees that you will be able to make up a speech).
    - If I end up having to push the schedule back (e.g., I must cancel class or run behind on the schedule), the time scheduled for make-ups will be canceled (again, no guarantees that you will be able to make up a speech).
    - Remember: If you choose to take a make-up, you are running a risk that you might not be able to make it up!
  - While punctuality is always important, it is especially important on presentation days.
    - If you are scheduled to speak and you arrive after the first speaker has begun/finished speaking (you shouldn’t be walking in on a speaker who is presenting for a grade), you will be allowed to present your speech that day, but minus a 10% penalty.
    - If you arrive after the second speaker has begun/finished speaking, you will not be able to present that day and will need resign yourself to a make-up speech (again, no guarantees that you will be able to make up a speech).

- Online Oral Presentations (draft video speeches) are due on the day assigned.
  - Students who are not able to submit their draft video speeches by the due date will be able to submit late. However, no points will be earned for the late submission.
  - The latest time the draft video speech may be submitted is by 11:55 p.m. the night before the in-class oral presentation is scheduled. If you do not submit your draft video speech, you will not be able to present in class and you will fail the class.
Options for Turning in Assignments

Assignments expected to be turned in online in Canvas or submitted in our face-to-face session (read the assignments to determine which assignments are to be turned in via which method):

- Submit online assignments as identified on the assignment page or, if due in class, turned into me (hard copy) at the beginning of class
- If you run into trouble submitting an assignment, you may always email your assignment to me (harrispaa@scc.losrios.edu) with course and assignment titles in the subject line.
- If you run into trouble submitting an assignment, you may turn it in in-person to my mailbox in the Humanities and Fine Arts Division office in PAC 137 (assignments must be typed and time/date stamped by the office staff).
- In person to my office (PAC 135C).
- If the assignment is to be turned in via Canvas, you may be docked points for not turning in the assignment in the specified manner.

PLEASE NOTE: It is your responsibility to make sure that your email was sent to the correct email address, that you attached the document, etc. If I don’t get the document by the time it is due (or by the late deadline), I won’t grant you an exemption because your tech messed up. (Tech works great…except when it doesn’t.)

Quizzes & Tests

- Video Lecture Quizzes are conducted online in the LMS
  - Some quizzes cover a single online lecture, while some cover a combination of video lectures.
  - Quizzes are multiple choice and true/false questions (perhaps one or two short answer questions).
  - You may use your textbook or lecture notes for the quizzes.
  - There is no time limit for these quizzes.
  - You may take the quiz up to two (2) times with the highest grade remaining in the gradebook.
- Exams (online, in the LMS):
  - There are two exams and a comprehensive final exam (contains all of the chapters and lectures from the entire course) at the end of the term.
  - Questions included in the exam are a combination of multiple-choice, true/false, and short answer-type questions, and come from the both textbook and lectures.
  - Some exam questions will come from the quizzes you may have already taken (textbook and lectures), and some may be completely new questions, but on content you have already been exposed to and tested on.
  - Exams will be timed; you must take the exam all in one sitting (you can’t take a break and come back an hour later and start back up where you left off). Unlike the quizzes, you may only take the exam one (1) time.
  - You are allowed to use your textbook and your lecture notes for the exams, but you need to consider the exam’s time limit. If you look everything up, you may not complete the test. So, the best practice is to study for the exams and only look up information you don’t recall or want to confirm.
  - You should not be Googling your answers. All of your answers can be found in the textbook, lecture notes (yours and mine), and in your brain.
  - NOTES:
    - Technological glitches are inevitable. Please take the exam early enough so that if you have technical difficulties (e.g., you get kicked out, the system goes down, etc.), you can email me and I can make the necessary adjustments.
• I do understand that life gets in the way, which is why I have the online chapter quiz option (to replace a lower scoring or missed exam—see discussion above) and limited bonus points opportunities. Please read both those sections.

• Optional Online Chapter Quizzes (online, in Canvas):
  o There are online quizzes associated with each of the chapters in the textbook.
  o **You are not required to take the online chapter quizzes**, but as many exam questions are based upon the textbook questions, it is in your best interest to take these quizzes (you will see some of the types of questions that will show up on the exams, as well as test yourself to see how well you know the content). Past experience shows that students who take advantage of the online chapter quizzes generally do better on the exams.
  o Online chapter quizzes are multiple choice and true/false questions.
  o Time and repetition limitations:
    ▪ You may take as long as you want on each quiz.
    ▪ You can take each quiz up to five (5) times (the highest grade stays in my gradebook).
    ▪ You may use your textbook for the quizzes.
    ▪ Online chapter quizzes are due by 5:00 p.m. on the day the final exam is scheduled.
  o **Scores on the online chapter quizzes can be used to make up for a missed exam or replace your lowest exam grade.**
    ▪ While the number of points allocated for the online chapter quizzes do not equal 100%, your scores will be converted to a percentage of the maximum number of points. (For example, if 50 points are available in online chapter quizzes and you earn 40 of those 50 points, which converts to 80%, so 80 points could replace an exam score lower than 80 points.) That score can be used to make up for a missed exam or replace your lowest exam score—including the final exam.
    ▪ Taking the online chapter quizzes will not harm your grade.

Groupwork

This course involves some working in groups, facilitated by the LMS.
• You will participate in a peer review group (randomly assigned), where you will review each other’s speeches, providing feedback to help each other get the best grade possible on your speeches.
• That feedback (or at least a portion of it) will be conducted via a group discussion board (limited to the members of the group) so that I can see that appropriate feedback is being given.

Important Notes

• All major assignments and tests must be completed in order for you to pass this class.
• To meet the oral communication graduation and transfer requirements, students are required to successfully complete twenty-two minutes of oral presentation time with feedback. If you do not meet these criteria (both the number of minutes and the instructor’s assessment of “successful”), regardless of grades on other assignments, you will not be able to pass this course.
• If I quiz you on this Syllabus and Class Policies (both this document and what we have discussed in class), you’ll need to know that I graduated from Elk Grove Senior High School.
Course Policies/Behaviors

Please refer to the Class Policies/Behavior document online.

General Overview

Basically: I expect you to be good citizens and active participants in the learning process, which means you should use common sense as to what is and is not acceptable in the classroom. Please come to class prepared for the day’s activities. Please respect the opinions of others. You may not always agree with the views of your classmates and/or instructor, but we must all agree to respect diversity in experiences, thoughts, and comments. Such respect strengthens us as a class, a college, and a people.

In brief, however, please consider the following:

- Attendance is key in this class. Plan to be here every class period—for the whole time. (See policy below)
- Tardiness is a distraction for us all, especially on presentation days. When it is impossible to be to class on time, NEVER walk in during a presentation by your peers. Kindly wait for the sound of applause as your cue to enter class.
- All cell phones, pagers and the like need to be on silent, meeting, or off during class. (Please: No texting or surfing during class!) If you must use your phone, please step out of class to do so.
- Be professional—show courtesy and listen attentively. Doing other class assignments, sleeping, or talking during presentations will affect your grade.
- Academic Integrity – Policies against plagiarism & cheating will be enforced. In this class, a plagiarized assignment will result in a 0 (F) on that assignment.

You are expected to do your own work. This means do not cheat and do not plagiarize. I do check for plagiarism (and have caught it). And I've also caught students cheating. If you cheat, you really cheat yourself.

As James E. Faust observed, "Cheating in school is a form of self-deception. We go to school to learn. We cheat ourselves when we coast on the efforts and scholarship of someone else."

(The following is taken from SCC’s Students Standard of Conduct page.)

Cheating:

Cheating is the act of obtaining or attempting to obtain credit for academic work through the use of dishonest, deceptive, or fraudulent means.

Cheating includes the following:

- Copying from someone else’s test.
- Submitting work that is not your own.
- Submitting work presented previously in another course, if contrary to the rules of either course.
- Altering or interfering with grading.
- Using material during an exam that is not allowed.
- Consulting with someone other than the instructor during an exam.
- Committing other acts that defraud or misrepresent.

Plagiarism:

Plagiarism is representing the work of someone else as your own and submitting it for any purpose.

Plagiarism includes the following:
Incorporating the ideas, works, sentences, paragraphs, or parts of another person's writings, without giving appropriate credit, and representing the product as your own work.

Representing another's artistic/scholarly work as your own.

Submitting a paper purchased from a research or term paper service.

**Consequences of Cheating or Plagiarizing**

- If you are caught plagiarizing, you will earn a 0 on the assignment (and will receive a blistering email from me).
- If I catch a second instance of plagiarism, I will follow SCC’s disciplinary process as identified in SCC’s Students Standard of Conduct (Links to an external site.)Links to an external site.. This includes referring you to the Student Discipline Officer, which could result in you being placed on disciplinary probation or suspension, be required to attend an Academic Integrity Workshop, and potentially even result in expulsion.

*Just do your own work and you’ll be fine!*

**Technology in the Classroom**

While technology and social networking (e.g., texting, Facebooking, cell phone calls, etc.) have become part of our culture, it is distracting in an academic environment. The distraction is not limited to the individual involved in the technology; it extends to students in the surrounding area, as well as to the speaker. Additionally, it implies that the social networking is more important than the classroom learning.

Thus, I request that if you need to text, call, FB, please unobtrusively step out of the classroom to conduct your business and return (again, unobtrusively) when you are done. If I notice you texting while in the classroom, I will deduct 5 points from your grade for each offense. During the in-class speech presentations, your phone should not be out on the desk.

**Attendance**

Attendance is defined as being in and participating in the class. This refers to the online portion of the class as well. You demonstrate your attendance in the online environment by accessing any portion of the course (watching videos, participating in discussion boards, etc.).

If you miss a face-to-face class session or a portion of one (due to tardiness or stepping out to respond to a text or phone call), you will need to contact another classmate to determine what you missed, any changes in assignments, schedules, etc. Failure to log into the online version of the class at least once in the week counts as an absence.

Do not ask me to make exceptions for you (e.g., accept late homework, give you the opportunity to make up work/activity points). If you miss class, you must manage the consequences yourself.

According to SCC’s catalog, the attendance policy is clear:

“Students are expected to attend all sessions in which they are enrolled. A student having excessive absences may be dropped from any course by the instructor at any time during the semester. Excessive absences are defined as 6% of the total hours of class time.”

A 3-unit class equates to 54 hours of classroom time; 6% is 3.24 hours – a little more than two of our in-classroom sessions!

I will drop students from the class for excessive absences. If you think you have a valid reason for not being dropped, submit that reason in writing via email and I will consider reinstating you.
If you miss more than two consecutive class sessions without contacting me, I will assume that you are not planning to complete the class and will make adjustments accordingly.

Regardless, if you are not in class, you do not get the class content and may miss some activity/participation points—in other words, your grade will probably suffer from excessive absences.

NOTE: SCC allows you to drop a course (without a notation being placed on your permanent record) during a full-length semester class prior to the beginning of the 3rd week of the semester. You can drop between the 3rd and the 13th week of the semester, but a “W” will be noted on your permanent academic record.

Punctuality

The face-to-face class sessions will start promptly at the appointed hour. You are expected to be in class until the end of the scheduled class time. Arriving late or leaving early will be noted.

Please be considerate of others; walking in late disrupts concentration and unnecessarily draws attention away from productive class discussion/activities. If you are tardy, please enter quietly if the instructor is lecturing.

If you arrive after attendance is taken, please wait until after class to ask me to change your attendance history from “absent” to “tardy.” Three tardies/early departures = 1 absence.

Netiquette Guidelines

Distance education can give a false sense of anonymity. Many people feel less inhibited online than in every day conversation. This can lead people to be more disrespectful when communicating online. To help our online classroom maintain a high level of respect, please abide by the following “Netiquette Guidelines.”

- Always think before you write. Remember that there is a human being on the other end of your communication.
- Treat everyone with respect. Be polite. Do not transmit any message that you wouldn’t be willing to communicate face to face.
- Never use foul or offensive language.
- Avoid putting words into full capitals. In an online environment, all-caps is considered SHOUTING.
- Do not respond with sentences like "I agree" or "Me too." These add nothing to the discussion and will earn zero points.
- Keep it relevant. Do not stray from the discussion in the assigned questions.
- Make sure that you are using appropriate grammar and structure. “R u able 2 c this” is not appropriate. There are people in the class that may not understand this type of abbreviation, not to mention it does nothing to help expand your writing and vocabulary skills.
- Remember that nonverbal messages aren’t communicated well in an online environment. If something can be taken wrong, it will be. Sarcasm, especially, doesn’t transfer well. Emoticons are fine as long as they are appropriate. A smile 😊 is welcome, anything offensive is not.
- Review your comments before you click Post or Send.
Accessibility

- The college’s Learning Management System should meet all ADA requirements.
- Written materials in this course are provided to you in multiple formats. If you access a document in .pdf format, it is likely available in .rtf format as well (just change the extension of the URL from .pdf to .rtf). The pdf should be tagged for accessibility.
- Video lectures, in most cases, are already closed-captioned on YouTube (most have been cleaned up by me). If you come across a video that requires closed-captioning, please let me know and I will work on it.
- Please let me know if you encounter a required element or resource in the course that is not accessible to you.
- Also, I am open to suggestions about changes to make it more welcoming, accessible to, or usable by students who take this course in the future.
- Many of the computer labs on campus have computers that are equipped with assistive technology.
- If you require accommodations, please provide the paperwork from the Disability Resource Center and I will make every attempt to make reasonable accommodations. The DSPS Office is in the Student Services Building STS 104 on Sacramento City College’s Main Campus. They can be reached at (916) 558-2087 phone, (916) 650-2781 fax, and (916) 374-7218 VP.

Additional Information

Helpful Hints

- Do not wait until the last minute to write your papers or prepare your assignments. When you procrastinate, you are gambling on a best case scenario. Sometimes, when you gamble, the odds are against you. I will not grant you an extension or excuse an assignment because your printer stopped working, something came up, etc. Start your assignments EARLY!
- Read your paper/assignment when you feel it is complete, then use spell-check and read it again.
- You are expected to perform at a college level in your written work. Misspelling simple words and ignoring obvious typographical errors will cause your grade to be lowered. Take pride in your work.

Right to Change

As the instructor, I reserve the right to modify or change the syllabus, class schedule, assignments, and/or point values if deemed necessary.

Final Notes

It is important that you thoroughly review this information, as well as the course policies, grading policies & assignments, etc. It is your “contract” with me. (You probably want to print them out for your files.) If you have any questions, bring them to my attention the first week of class. Ignorance of class policies and assignments is not an excuse for unsatisfactory work.

Some course materials used in this course may be protected by copyright. Additionally, you expected to use course material (including speeches posted by your classmates) appropriately;
do not take another student’s video and post it on your Facebook page, YouTube, etc. without that student’s written permission.

Grading Policies and Assignments

IMPORTANT: You must read the assignment specifics and be in class for any clarifications (this means checking the class announcements, reading/watching PJ in pj’s, etc.). Ignorance of the assignment requirements (e.g., minimum page requirements, research requirements, speech time limits) is not an excuse for an incorrectly completed assignment.

Unless otherwise specified, all written assignments must be TYPED and be prepared in a professional manner.

Grades will be assigned based upon a student’s percentage of the total possible points in the class. (Note that extra credit points may be available; no guarantees. If extra credit becomes available during the semester, announcements will be made during class.)

Participation points are for participation in class activities/discussions. In this class, participation is defined as exhibiting behaviors that help create a favorable learning environment. This could include being involved (appropriately) in classroom discussion, performing tasks as assigned by the instructor, projecting the appearance of a positive attitude, etc. Although you are not graded on attendance, if you are not in class on days a participation activity takes place, you are unable to participate (and you are unable to earn the participation points).

SCC uses a “straight” scale for grades, meaning a 91% is an A, not an A-, and an 89% is a B, not a B+.

Percentage Breakdowns:
A = 90% of total possible points
B = 80% of total possible points
C = 70% of total possible points
D = 60% of total possible points
F = 0-59% of total possible points

The following page identifies the grading schematic for this semester.

Grading Schematic

<table>
<thead>
<tr>
<th>Type of Assessment</th>
<th>Example</th>
<th>Points*</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Presentations</td>
<td>Face-to-face speeches, draft video speeches</td>
<td>600</td>
<td>47%</td>
</tr>
<tr>
<td>Written Work</td>
<td>Worksheets, Outlines</td>
<td>140</td>
<td>11%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>Video Lecture Quizzes</td>
<td>75</td>
<td>6%</td>
</tr>
<tr>
<td>Exams</td>
<td>Online tests &amp; final</td>
<td>300</td>
<td>24%</td>
</tr>
<tr>
<td>Disc Board</td>
<td>Discussion Board</td>
<td>92</td>
<td>7%</td>
</tr>
<tr>
<td>Other</td>
<td>Activities, Participation</td>
<td>70</td>
<td>5%</td>
</tr>
<tr>
<td>TOTAL:</td>
<td></td>
<td>1277</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Please note that point values may change as assignments/participation get added, changed, or deleted.
Beware: Speech Pitfalls (& How to Avoid Them)  
(e.g., Automatic Failures)

<table>
<thead>
<tr>
<th>Automatic failure:</th>
<th>How to avoid:</th>
</tr>
</thead>
</table>
| Plagiarism                             | • Do your own work (isn’t this obvious?)  
• Cite your sources  
• Avoid reading word for word (see Public Reading below) as it implies that, since you have to rely on notes so much, you didn’t write the speech |
| Public Reading                         | • Practice your speech so you can deliver it without “reading” your notes  
• Limit your notes to outlines and key phrases so you won’t be tempted to read  
• Practice sounding “spontaneous” or “conversational” rather than reading |
| No sources cited (in a speech where research is assigned) | • Know the assignment  
• Determine how many sources are required, then add a few more in—just in case  
• Cite several sources in the first part of your speech, maybe even in the introduction  
• Make sure you have at least one source for every main point  
• Make the source citations an integral part of your speech, rather than just being an add-on phrase (e.g., "Many of us would rather die than give a speech in public. In 1973, the London *Sunday Times* noted that more people fear public speaking than fear death." vs. "Fear of public speaking is the number one phobia, according to the 1973 *Sunday Times*."). Remember, state the Claim, identify the Source, and provide the Support from that source.  
• Practice the speech—out loud—with the source citations |
| No presentation aid (in a speech were the presentation aid is assigned) | • Know the assignment  
• Create more than one aid (perhaps at least one for each main point), so if you forget to show one, you’ll still have used an aid.  
• Integrate the aids into the speech (e.g., make one point so that you have to refer to the aid)  
• Practice with the aids (you will be less likely to forget them if you’ve practiced with them) |
| Wrong type of speech (e.g., doing a persuasive speech when the assignment was an informative speech) | • Know the assignment  
• Ask for feedback from others on your topic (make sure you tell them the speech assignment)  
• Take a devil’s advocate position (e.g., if you’re doing an informative speech, ask yourself how the audience might think the speech is persuasive)  
• Practice the speech in front of others who are aware of the assignment, and ask for feedback |

Return to Table of Contents
Extra Credit/Bonus Point Opportunities

There are some extra credit opportunities available. **Extra credit cannot exceed 5% of the total points available in the class** (about half a letter grade).

**Attend a local Toastmasters’ meeting** (and do Table Topics, if asked). 10 points each
- Go to a Toastmasters meeting (lasts 45 to 90 minutes, depending upon the Toastmasters’ group). You can find several groups nearby at the [Toastmasters International website](http://www.toastmasters.org) (if the url doesn’t work, go to http://www.toastmasters.org). Some meet early in the morning, some later in the day, some in the evening. (Some meetings are held at a restaurant, so you may want to bring some money for food or drink; some are “closed” meetings where only members can come; check online for specifics.)
- Have a Toastmaster (Sargent-at-Arms, the Presiding Officer, or the Toastmaster of the Meeting) sign something saying you were there (I need the TM group name, meeting location, meeting time, and a club officer’s name and signature). If you are turning this into me electronically, scan it.
- Write up at 1-2 page reaction paper (typed) about what you thought of the meeting, what worked for you (and didn’t work for you).

**Response Paper** to *The King’s Speech*:
- Watch the Academy Award-Winning movie, *The King’s Speech* (2010), set in pre-World War II Britain.
- Write a 3-5 page typed paper about three different concepts addressed in class (various aspects of public speaking, speech anxiety, etc.), identifying, explaining, and analyzing how they are addressed in the movie.
- This is graded on completeness, appropriateness of (your) arguments, and English-writing style. Completing the paper will not guarantee you the full 25 points for the extra credit assignment.

**Participation in Intramural Speech Tournament**: 50 points maximum
- If Sacramento City College is offering an Intramural Speech Tournament this term, you may participate in this and earn Extra Credit points. More information will be available in class.

**Response Paper** to an appropriate TED Talk:
- Find a TED Talk that you think applies to the content in this course (you can find lots of TED Talks at the [TED Talk website](http://www.ted.com) or on [YouTube](http://www.youtube.com).
- Watch the TED Talk and write a 2-3 page paper on it.
- The first paragraph should introduce the TED Talk (who did it, when it took place, where it took place, what it was about how long it was, the link to the video, etc.) and explain your rationale for why the TED Talk applies to this course.
- The remainder of the paper should develop your argument as to its value to this class (extend the rationale, analyze the talk, etc.)

**REMEMBER:**
- There is a limit on how many bonus points you can earn; although you can go to more than one Toastmasters’ meeting, find more than one TED Talk (and are encouraged to), you can’t just rack up the points here.
- Completion of an Extra Credit assignment does not guarantee you will earn all the associated points. You must do a good job on this as well.