



UNIVERSITY OF MINNESOTA

University of Minnesota- Twin Cities

Spring 2024

COMM 1101

Introduction to Public Speaking

Credits: 3

U of M Liberal Education requirements met: Civic Life and Ethics

Instructor name: Mrs. Magel

Contact information: 320-629-4143 & jmagel@isd578.org

Class times and location: 1st hour–Room 132

Office hours: 4th and 6th hour

Course Details and Goals

This course is designed to provide both a practical introduction to public speaking and a forum for practicing public speaking. The objectives are to familiarize you with some basic principles of effective, ethical public speaking, to give you practice enacting those principles, to instill a sense of the importance of public communication in shaping our lives, and to develop your awareness of the ethical obligations involved in the communication process. You will learn about your own speaking skills and become an insightful observer of other speakers. COMM 1101 also addresses the following Department Student Learning Outcomes:

- Create messages appropriate to the audience, purpose, and context
- Locate and use information relevant to the goals, audiences, purposes, and contexts
- Select creative and appropriate modalities and technologies to accomplish communicative goals
- Adapt messages to the diverse needs of individuals, groups, and contexts
- Present messages in multiple communication modalities and contexts
- Adjust messages while in the process of communicating
- Critically reflect on one's own messages after the communication event

As such, you will create and deliver graded speeches on non-trivial topics, with particular attention paid to an audience-centered approach. You will also critique speeches given by public figures, your peers, and yourself. The majority of the course grade is based upon your performance on assignments related to speech preparation, presentation, and evaluation. Speech grading criteria are directly connected to these student learning outcome goals. Although these are U of M outcomes, many of the National Standards are addressed in the CIS course.

Class time will be centered on the learning and practice of text material. Students will have ample chances to speak in a non-graded, informal manner. Discussion and group conversation will be emphasized. This classroom will be a safe zone where RESPECT for one another is expected daily. All students have the right to receive an education free from intimidation and harassment. Therefore, I encourage all students to express viewpoints while maintaining ethical communication through the following: discussing and arguing about IDEAS, not individuals, groups, or personalities, making claims based upon REASONS and EVIDENCE, not unwarranted pleas to fear or prejudice, and attempting to

LISTEN and UNDERSTAND viewpoints that differ from our own.

Course Prerequisites

Students must be in the top 50% of their class and be a junior or senior who has taken or is enrolled in College Prep I and II.

Required and Recommended Materials

Lucas, Stephen E. *The Art of Public Speaking* (10th ed.). McGraw Hill, 2009. (provided)

Other supplies that are needed: notebook, folder, writing utensil, 4 x 6 white note cards, and access to computer and turnitin.com.

General Description of Student Work

Major Work: 75% of your final grade

This will include two personal speeches, an informative historical analysis speech, an informative speech, a persuasive speech, a ceremonial address, an impromptu speech, and a group campaign speech or pecha kucha. Students will receive a detailed assignment speech for each of these pieces of major work.

In order to earn credit for this class, you must turn in all major work and perform all major speeches. A detailed outline must be submitted as assigned prior to presenting the main speeches, or you will not be allowed to give the speech for a grade. All written assignments will be graded for grammar, mechanics, organization, and content. All work submitted for a grade, including speech outlines and works cited, must be in MLA format: word processed in Times New Roman font with one-inch margins. All word processed work is due at the beginning of the class period on the scheduled due date in Google Classroom, and **it must be submitted to Turnitin.com on time** regardless of if you are in class or not.

Work that is late will lose points: 25% will be deducted the first day late, 50% will be deducted the second day late, and 75% will be deducted the third day late. After 3 days it is worth no credit, but you still must compete it. Speeches must be delivered on the day for which they are scheduled.

Extensions will be granted only in the case of severe illness or family emergency. These will be granted on an individual basis at my discretion, and documentation will be required.

Participation: 10% of your final grade

Participation grades will be given based on active involvement in discussions and activities, completion of non-speech assignments, and respectful engagement as an audience member. Participation points can be earned by attending class regularly, by actively and respectfully participating in class discussion and activities, by completing non-speech assignments for class, and by attentively listening to and giving appropriate feedback to all classroom speakers, including yourself. Participation points will be lost for absences, tardiness, and talking while someone else in the room is speaking; this includes the instructor, student speakers, and the students participating in class discussion.

Tests/Quizzes/Chapter Work: 15% of your final grade

Tests will be scheduled; quizzes may be scheduled or simply occur. To ensure that you are prepared for all quizzes and exams, keep up with all assignments and assigned readings and take detailed notes. You will have **one week** from the day the test or quiz is given to make it up. All chapter/daily work should be turned in **on time for credit. Late daily work will receive no points.**

Statement on Extra Credit

No extra credit will be given.

Final Exam Details

No final exam will be given for this course.

U of M Grades

The grade you receive in a CIS course is recorded on a University of Minnesota transcript and automatically becomes part of your permanent U of M academic record. The University of Minnesota uniform grading policy states that "University grade definitions establish the qualities of performance expected at different grade levels. Instructors define grade standards for their courses in conformity with their departmental policies."

Attendance Policy

Daily class attendance is expected and critical to your success in this course. If you plan to miss class often, whether excused or not, this is not the class for you. Much of our work in the class will depend on everyone's presence; as the nature of public speaking requires an audience, attendance is expected on all presentation days, whether you are speaking or not. If you are absent on a presentation day, you will be expected to make up daily points. If you are absent on the day you are assigned to give a speech, your grade for that assignment will drop 25% the first day, 50% the second day, and 75% the third day. Therefore, attendance is expected unless clear and compelling arrangements are made with me. Each absence is your responsibility. You should contact another student for notes and speak with me if you have further questions. Always contact someone **before** you come to the next class session so you can complete any assignments given the day you were gone. It is your responsibility to be an active participant at all times. **Poor attendance may result in loss of University credit and, according to University policy, will result in a grade reduction. Students should not go over 12 total absences per semester for college credit in the class; this includes School Authorized activities and absences (exception will be given for U of M sponsored activities). For those who do go over, every 3 days after the 12 days maximum will result in a 1/3 grade reduction (example B+ will be dropped to a B). Please note the University timeline for withdrawal.** Students should be on time for class. Three tardies equals one unexcused absence as well as a detention.

The class has been set up so as to mirror more of a college schedule. Generally, we will only meet as a full class on average three days a week. Two of the days during the week will be considered a FLEX day; FLEX days allow time to collaborate with others, complete online discussion work, conference and get help from me, write, get peer feedback, peer edit, and complete assignments. On FLEX days, students who hold **at least a C- in my class and have attended all required days of class** will have the option of doing the work outside of class (make sure your parents have signed the FLEX Day Concurrent Permission Form). If not, the student will be required to come in on FLEX days and work in the classroom setting; those who don't attend will receive unexcused absences. Students have a tentative schedule of the entire course that they should follow very closely. If you are absent on a required day of class, I will expect to see you on the next scheduled FLEX day.

CIS Public Speaking Daily Agenda

 PS Google Stream 2023

Reminder: General Classroom Expectations

PROMPT

- *Be *seated* in your assigned seat when the bell rings.
- *Complete quality work in a timely manner and turn in *on time*.

RESPONSIBLE

- *Be prepared: have all appropriate materials/supplies at your desk or work area (class book, chromebook or device, paper, pencil or pen).

*Be on task at all times.

*Check your email and our Google Classroom Site *daily*. Check scores in Studenview often as well.

ATTENTIVE

*Participate positively and daily in the educational system, classroom activities, and in an online setting by working individually and cooperatively.

*Be a learner. Keep an open mind when introduced to new ideas that may challenge your perceptions.

*Phones should be put away at all times, so you can fully engage in classroom activities.

*Pay attention, listen to instruction, and stay awake :)

CONSIDERATE

*Consider yourself a member of a community. A community is a group of individuals who work together to support a common goal or interest. We are working together to support the successful achievement of our learning outcomes. Be kind and respectful to one another.

*Treat the diverse contributions made by other community members with respect.

*Understand that communications shared through text have a higher likelihood of being misinterpreted than words that are spoken. Therefore, when you type a thought or a comment, read it carefully before you submit it. If you question the way it is worded, read it out loud to yourself. If you still question the way it's phrased, rewrite it.

*Ask for help when you need it, and assist others when possible.

University of Minnesota Policies

Student Conduct Code

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected to adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see:

https://regents.umn.edu/sites/regents.umn.edu/files/2019-09/policy_student_conduct_code.pdf

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach and/or a student's ability to learn." The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities.

Use of Personal Electronic Devices in the Classroom

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each instructor to determine if and how personal electronic

devices are allowed to be used in the classroom. For complete information, please reference: <https://policy.umn.edu/education/studentresp>.

Scholastic Dishonesty & Use of AI

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. If it is determined that a student has cheated, the student may be given an "F" or an "N" for the course, and may face additional sanctions from the University. The Office for Community Standards has compiled a helpful page about how to avoid scholastic dishonesty. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class, e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Artificial intelligence (AI) language models, such as ChatGPT, and online assignment help tools, such as Chegg®, are examples of online learning support platforms: they can not be used for course assignments except as explicitly authorized by the instructor. The following actions are prohibited in this course:

- Submitting all or any part of an assignment statement to an online learning support platform
- Incorporating any part of an AI generated response in an assignment
- Using AI to summarize or contextualize source materials
- Submitting your own work for this class to an online learning support platform for iteration or improvement

If you are in doubt as to whether you are using an online learning support platform appropriately in this course, I encourage you to discuss your situation with me. In addition, any assignment content composed by any resource other than you, regardless of whether that resource is human or digital, must be attributed to the source through proper citation. Examples of citing content composed by digital tools are presented in:

<https://libguides.umn.edu/c.php?g=1314591&p=9664746>

Unattributed use of online learning support platforms and unauthorized sharing of instructional property are forms of scholastic dishonesty and will be treated as such.

Makeup Work for Legitimate Absences

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: <https://policy.umn.edu/education/makeupwork>.

Appropriate Student Use of Class Notes and Course Materials

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: <https://policy.umn.edu/education/studentresp>.

University Grading Scales

The University has two distinct grading scales: A-F and S-N (S/N not available with CIS enrollment)

A-F grading scale. The A-F grading scale allows the following grades and corresponding GPA points:

Grade	GPA Points	Definitions for undergraduate credit
A	4.000	Represents achievement that significantly exceeds expectations in the course.
A-	3.667	
B+	3.333	
B	3.000	Represents achievement that is above the minimum expectations in the course.
B-	2.667	
C+	2.333	
C	2.000	Represents achievement that meets the minimum expectations in the course.
C-	1.667	
D+	1.333	
D	1.000 -	Represents achievement that partially meets the minimum expectations in the course. Credit is earned but it may not fulfill major or program requirements.
F	0.000	Represents failure in the course and no credit is earned.

S/N grading option is not available for U of M sections taught through College in the Schools.

For additional information, please refer to: <https://policy.umn.edu/education/gradingtranscripts>.

Sexual harassment, sexual assault, stalking and relationship violence

The University prohibits sexual misconduct, and encourages anyone experiencing sexual misconduct to access resources for personal support and reporting. If you want to speak confidentially with someone about an experience of sexual misconduct, please contact your campus resources including the Aurora Center, Boynton Mental Health or Student Counseling Services (<https://eoaa.umn.edu/report-misconduct>). If you want to report sexual misconduct, or have questions about the University's policies and procedures related to sexual misconduct, please contact your campus Title IX office or relevant policy contacts.

Instructors are required to share information they learn about possible sexual misconduct with the campus Title IX office that addresses these concerns. This allows a Title IX staff member to reach out to those who have experienced sexual misconduct to provide information about personal support resources and options for investigation. You may talk to instructors about concerns related to sexual misconduct, and they will provide support and keep the information you share private to the extent possible given their University role.

https://regents.umn.edu/sites/regents.umn.edu/files/2019-09/policy_sexual_harassment_sexual_assault_stalking_and_relationship_violence.pdf

Equity, Diversity, Equal Opportunity, and Affirmative Action

The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, membership or activity in a local commission created for the purpose of dealing with discrimination, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy:

https://regents.umn.edu/sites/regents.umn.edu/files/2019-09/policy_equity_diversity_equal_opportunity_and_affirmative_action.pdf.

Disability Accommodations

The University views disability as an important aspect of diversity, and is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

- If you have, or think you have, a disability in any area such as, mental health, attention, learning, chronic health, sensory, or physical, please contact the DRC office on your campus (UM Twin Cities - 626.1333) to arrange a confidential discussion regarding equitable access and reasonable accommodations.

- Students with short-term disabilities, such as a broken arm, can often work with instructors to **minimize** classroom barriers. In situations where additional assistance is needed, students should contact the DRC as noted above.
- If you are registered with the DRC and have a disability accommodation letter dated for this semester or this year, please contact your instructor early in the semester to review how the accommodations will be applied in the course.
- If you are registered with the DRC and have questions or concerns about your accommodations please contact your (access consultant/disability specialist).

Additional information:

Twin Cities - <https://diversity.umn.edu/disability/>, drc@umn.edu)

Mental Health and Stress Management

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>.

Academic Freedom and Responsibility: *for courses that do not involve students in research*

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contacts include: the CIS instructor, CIS faculty coordinator (look up under [courses](#)), E. Hanson, CIS director at hans0996@umn.edu and/or J. Erickson, CIS associate director at j-eric1@umn.edu.

** Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".*

<https://policy.umn.edu/education/syllabusrequirements-appa> as of June 20, 2022

CLE Civic Life & Ethics Theme

This course satisfies the Council of Liberal Education's Civic Life & Ethics theme. Every act of public

communication is an ethical act that advances some values and resists others. The course assignments involve public advocacy and thus requires you to engage two sets of ethical challenges:

1. What are the ethical entailments of one's public speaking choices?
2. How does one balance the need for "effective" (i.e. persuasive) speaking with the need to address one's audience ethically?

To engage these questions, you will work with the instructor and your fellow classmates to define ethics, understand the role of ethics in civic life, and explore how ethical principles of society emerge as a result of public advocacy and deliberation. The course requires you to develop, defend, or challenge your personal values, beliefs, and actions as they relate to your life as a resident in the United States and as a member of a global society. You will have concrete public speaking opportunities to identify and apply your knowledge of ethical advocacy, both in solving short-term problems of persuasion and in creating long-term character as engaged citizens.

Dear Parent or Guardian:

Your student is registered for COMM 1101: Introduction to Public Speaking. Please review the following material with your son or daughter and sign below. Keep in mind that this course is a University of Minnesota course offered in the high school, and as such the academic rigor, content, and assessment used at the high school is comparable to the rigor, content, and assessment used in on-campus sections of the same course. The University of Minnesota is a large, prestigious, public research university. Many of the assignments are extremely challenging on a number of levels. This course will adhere to all University of Minnesota rules and guidelines for collegiate coursework, academic integrity, grading, data privacy, and grade reporting. Students are responsible for keeping returned, graded assignments. The below signatures indicate that students and parents have read the course syllabus, are aware of the academic structure and content, are aware of the mandate of increased student ownership, and are willing to adhere to all course policies and procedures. I am looking forward to an exciting, rigorous course, and I am anxious to help students as they undertake college level challenges.

Sincerely,

Mrs. Magel

Mrs. Magel

I have read and understand the expectations and information of this class.

Student Signature: _____ Date _____

Parent Signature: _____ Date _____