



COM 110: Public Speaking Summer 2020 Barcelona



COURSE INFORMATION

Instructor: Dr. Mary Lee Cunill

Email: Dr.Cunill@gmail.com (please use email instead of messaging via Moodle)

Meeting time: 11:15 a.m. – 1:15 p.m., Monday - Thursday

Meeting place: Classroom D & Online via Moodle

Course Description

This introductory-level course is designed to enable students to develop their public speaking skills. Students will learn the fundamentals of effective communication in a variety of formats and settings, and will be evaluated based on the quality of their written materials and oral presentations, as well as on their class participation. Effective public speaking is vital in today's society. This course aims to improve students' performance and confidence by providing a firm grounding in the fundamentals of speech communication, along with the necessary practice in delivering both prepared and impromptu speeches. The goal is to become a more polished and confident speaker.

Course Objectives

At the end of the semester, students will be able to:

1. Research, prepare, and deliver a clear, compelling speech.
2. Adapt communication style and content to diverse audiences.
3. Utilize critical thinking and active listening skills to evaluate the public speaking of other individuals.
4. Develop confidence in their ability to communicate effectively in personal and professional contexts.

LeadAbroad Mission and Values

LeadAbroad is committed to leveraging the international experience for a student's personal growth and development. Each course is specifically designed to challenge students, expose them to the local culture and help them become more globally minded citizens. During class and throughout the program, our expectation is that students will be gracious guests in the host country, which means

- Being polite to the locals
- Providing a kind salutation when entering a building with a guard or front desk attendant on duty
- Attempting to use the local language for requests, salutations and thanks
- Being patient with different customs and traditions

During the program we will also touch on these five core values of LeadAbroad

- *Breaking through boundaries* abroad and at home
- *Creating trusting relationships* with those from different cultures
- *Identifying your purpose and path* while abroad
- *Serving others* abroad and at home
- *Maximizing your potential* by taking what you learned back home

Classroom Policies

- **Attendance:**

LeadAbroad is committed to the academic integrity of our programs. All students participating in a for credit program (LEAD and GO) will be subject to academic and programmatic consequences for missing class. Excused absences are approved only if the student has

- a doctor's note that includes the diagnosis and confirmation that the student needed to be seen immediately or
- a note from the program staff verifying a medical or personal emergency with the student

Unexcused absences will impact a student's final grade in the course. Refer to your course syllabi for specifics regarding how absences will impact your participation and/or final grade.

Academically, if a student misses class there will be a loss in participation points with each absence as well as consequences to the overall grade. For a traditional class (2 hours/4 days a week) -

- 2nd absence 2.5% deduction from overall grade
- 3rd absence additional 2.5% deduction from overall grade
- 4th absence additional 5% deduction from overall grade
- 5th absence student fails the course

Programmatically, if a student misses 15% of their classes (3 courses in a traditional course) a notification will be sent to them and their emergency contact letting them know that they are on probation. More than 4 absences from a traditional class (20% of program) will result in dismissal and an automatic failing grade.

Personal travel is not an excused absence. Students should review their course syllabi and reach out to LeadAbroad to confirm their class schedule before booking any personal travel

Participation: You are expected to be a regular and active participant in lecture, large class discussions, and small group work and activities and to contribute to these areas of the course in meaningful ways. Not all participation is equal: to say something just to say something is not a meaningful contribution.

Here are some expectations to note regarding participation in this course and how your participation is assessed:

- Making a substantive oral contribution during class lecture or large-class discussion at least once a class (e.g., answering questions posed by the instructor, bringing up related and relevant information, linking classroom discussions to assigned readings).
- Staying on task in dyads, small groups, and activities. When given a task or question to discuss, work to make meaningful and course content-driven contributions, ask group-mates questions, and brain-storm additional ideas. Do not shortchange discussions or activities by finishing early.
- **Make-up Exams and Late Work:** Make-up exams will not be given except in the case of a documented illness or family emergency. If you have extenuating personal or medical circumstances, contact me as soon as possible via e-mail. You will be required to submit valid documentation within one week. Furthermore, late assignments will be penalized 3 points per day late.
- **Technology:** The use of cell phones, laptops, tablets, and other electronic devices is prohibited unless explicitly required by the instructor in order to complete class-related work. All cell phones will be collected

at the beginning of every class period, so please make sure that they are turned off or set to vibrate. Failure to follow these policies will result in a ZERO for that day's participation grade (which is the equivalent of being counted absent and will be recorded as such).

- **Etiquette:** Please remember to be courteous and respectful at all times. If you do not understand something, please ask. (Chances are pretty good that somebody else has the exact same question.)

Required Textbook

O'Hair, D., Stewart, R., & Rubenstein, H. (2017.) *A Speaker's Guidebook* (7th ed.). Boston, MA: Bedford/St. Martin's.

Additional handouts and links to web-based resources will be posted to Moodle.

Course Assignments

Speeches (250 points total): Students will be required to create and deliver a total of FOUR speeches throughout the course of the semester; these speeches will consist of one of each of the following: an Introductory Speech (25 points), an Impromptu Speech (25 points), an Informative Speech (100 points), and a Persuasive Speech (100 points). Additional details regarding the parameters of each assignment will be discussed in class.

Exams (100 points each; 200 points total): There will be a midterm exam and a final exam; each exam is worth 100 points.

Attendance and Participation (50 points): Attendance and participation are vital to your success in this course; furthermore, participation increases the likelihood that you will do well on the exams and course assignments, so it is in your best interest to participate (and you may even enjoy it!). Students are expected (and required) to participate in class discussions/activities every class; the goal is to dialogue about course topics and actively engage with ideas. As stated above, due to the extremely condensed nature of the course, there is a ZERO ABSENCE policy in this class. For each absence, 20 points will be subtracted from your participation grade. If you are absent, it is your responsibility to find out what you missed from another student.

Grading

Assignment	Points
Introductory Speech	25
Impromptu Speech	25
Informative Speech	100
Persuasive Speech	100
Midterm	100
Final Exam	100
Participation	50
TOTAL	500

Points Earned	Letter Grade
465-500	A
450-464	A-
435-449	B+
415-434	B
400-414	B-
385-399	C+
365-384	C
350-364	C-
300-349	D
299 and lower	F

OU Policies

Withdrawals and Incomplete Grades: Standard university policies on withdrawals/incompletes as outlined in the most current edition of the Bulletin apply to this course.

Disability Services: In accordance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973, all LeadAbroad programs promote non-discrimination of disabled individuals and provide reasonable academic accommodations when appropriate. An academic accommodation is a modification that enables students to participate in a program of study by incorporating adjustments to ensure their rights, access, and privileges are equal to those without disabilities. Some examples of academic accommodations may include extended time on tests and quizzes, testing in a distraction free environment, the ability to tape-record lectures, or note-taking assistance in the classroom.

Any participant who needs academic accommodations in a program of study must contact LeadAbroad at least 90 days prior to the program start date. Please note, LeadAbroad cannot guarantee that late requests will be honored. To initiate the accommodation process, please contact the director of international programming at info@LeadAbroad.com

In order to be approved for accommodations, students will be asked to complete the disabilities form in their student portal and provide documentation that supports registration with the disability services office at their home institution. Once documentation has been received, Oglethorpe's Disability Services and LeadAbroad will work together to identify accommodation possibilities. Please keep in mind that LeadAbroad will not approve any accommodations that alter the fundamental nature of our curricula. If an accommodation request cannot be fulfilled, LeadAbroad will work with the student to identify other program opportunities.

Once approved, the student will receive a Letter of Accommodation (LOA) prior to his or her program start date. From there, it is the student's responsibility to self-advocate by delivering the LOA directly to his or her instructors. LeadAbroad instructors are accustomed to accommodating students in the classroom. By delivering the LOA personally, this will alert the student's instructor to initiate a conversation about his or her classroom needs. Finally, the instructor will be responsible for implementing any classroom accommodations, such as recruiting another student in the class to take notes or proctoring an exam for a student that requires extended time.

A student is responsible for providing documentation that supports his or her request for academic adjustments. LeadAbroad requires that the documentation demonstrates the student's current enrollment in a disability services program at his or her home institution, specifies a list of the student's approved accommodations, and has been signed by the school's disability services professional. Please note, the documentation does not need to specify the student's diagnosis given that this type of paperwork has already been supplied to his or her current disability services professional.

Participants should be aware that some LeadAbroad programs involve voluntary activities that require moderate exercise, such as hiking and biking; these activities are voluntary. In addition, some of the site locations may not be compliant with ADA standards of accessibility given their geographic location and different governing systems. Last, accommodations cannot be applied retroactively, accommodations begin in the classroom once the LOA is received by the instructor.

If any program participant feels that he or she is being treated unfairly in any way, please notify the supervising faculty member or LeadAbroad office immediately at info@LeadAbroad.com.

Honor Code

Persons who come to Oglethorpe University for work and study join a community that is committed to high standards of academic honesty. The honor code contains the responsibilities we accept by becoming members

of the community and the procedures we will follow should our commitment to honesty be questioned.

The students, faculty and staff of Oglethorpe University expect each other to act with integrity in the academic endeavor they share. Members of the faculty expect that students complete work honestly and act toward them in ways consistent with that expectation. Students are expected to behave honorably in their academic work and are expected to insist on honest behavior from their peers.

Oglethorpe welcomes all who accept our principles of honest behavior. We believe that this code will enrich our years at the University and allow us to practice living in earnest the honorable, self-governed lives required of society's respected leaders.

Our honor code is an academic one. The code proscribes cheating in general terms and also in any of its several specialized sub-forms (including but not limited to plagiarism, lying, stealing and interacting fraudulently or disingenuously with the honor council). The Code defines cheating as "the umbrella under which all academic malfeasance falls. Cheating is any willful activity involving the use of deceit or fraud in order to attempt to secure an unfair academic advantage for oneself or others or to attempt to cause an unfair academic disadvantage to others. Cheating deprives persons of the opportunity for a fair and reasonable assessment of their own work and/or a fair comparative assessment between and among the work produced by members of a group. More broadly, cheating undermines our community's confidence in the honorable state to which we aspire."

The honor code applies to all behavior related to the academic enterprise. Thus, it extends beyond the boundaries of particular courses and classrooms *per se*, and yet it does not extend out of the academic realm into the purely social one.

Examples of cheating include but are not limited to:

- 1.1** The unauthorized possession or use of notes, texts, electronic devices (including, for example, computers and mobile phones), online materials or other such unauthorized materials/devices in fulfillment of course requirements.
- 1.2** Copying another person's work or participation in such an effort.
- 1.3** An attempt or participation in an attempt to fulfill the requirements of a course with work other than one's original work for that course.
- 1.4** Forging or deliberately misrepresenting data or results.
- 1.5** Obtaining or offering either for profit or free of charge materials one might submit (or has submitted) for academic credit. This includes uploading course materials to online sites devoted, in whole or in part, to aiding and abetting cheating under the guise of providing "study aids." There is no prohibition concerning uploading exemplars of one's work to one's personal website or to departmental, divisional, University or professional society websites for purposes of publicity, praise, examination or review by potential employers, graduate school admissions committees, etc.
- 1.6** Violating the specific directions concerning the operation of the honor code in relation to a particular assignment.
- 1.7** Making unauthorized copies of graded work for future distribution.
- 1.8** Claiming credit for a group project to which one did not contribute.
- 1.9** Plagiarism, which includes representing someone else's words, ideas, data or original research as one's own and in general failing to footnote or otherwise acknowledge the source of such work. One has the responsibility of avoiding plagiarism by taking adequate notes on reference materials (including material taken off the internet or other electronic sources) used in the preparation of reports, papers and other coursework.
- 1.10** Lying, such as: Lying about the reason for an absence to avoid a punitive attendance penalty or to receive an extension on an exam or on a paper's due date; fraudulently obtaining Petrel Points by leaving an event soon after registering one's attendance and without offering to surrender the associated Petrel Point, or by claiming fictitious attendance for oneself or another; forging or willfully being untruthful on documents related to the academic enterprise, such as on an application for an independent

study or on a registration form.

1.11 Stealing, such as: Stealing another's work so that he/she may not submit it or so that work can be illicitly shared; stealing reserve or other materials from the library; stealing devices and materials (such as computers, calculators, textbooks, notebooks and software) used in whole or in part to support the academic enterprise.

1.12 Fraudulent interaction on the part of students with the honor council, such as: Willfully refusing to testify after having been duly summoned; failing to appear to testify (barring a *bona fide* last-minute emergency) after having been duly summoned; testifying untruthfully.

Students pledge that they have completed assignments honestly by attaching the following statement to each piece of work submitted in partial fulfillment of the requirements for a course taken for academic credit:

"I pledge that I have acted honorably." (Followed by the student's signature)

The honor code is in force for every student who is enrolled (either full- or part-time) in any of the academic programs of Oglethorpe University at any given time. All cases of suspected academic dishonesty will be handled in accordance with the provisions established in this code. The honor council has sole jurisdiction in matters of suspected academic dishonesty. Alternative ways of dealing with cases of suspected academic fraud are prohibited. In cases of alleged academic dishonesty on the part of students, the honor council is the final arbiter.

The full Honor Code is Section 11 of the current University Bulletin.

Title IX

LeadAbroad faculty and staff are not confidential resources. In accordance with Title IX, any report of sexual misconduct that has occurred during a student's time at a university will be reported back to Oglethorpe University and a students' home university in order to ensure that the student has access to all resources and support needed.

This syllabus provides a general plan for the course; deviations may be necessary and will be made at the discretion of the instructor.

Course Calendar – Summer 2020 Barcelona

Date	Topic	Reading/Activity (to be read before coming to class)	Other important info
Tuesday, July 7	Course Introduction & Public Speaking Basics	Ch 1-2	
Wednesday, July 8	Introductory Speeches	Ch 3	
Thursday, July 9	The Role of Context in Speaking	Ch 4-5	<p>Field Trip: Museu d'Història de la Ciutat (MUHBA) - Museum of Urban History</p> <p>Meet in Classroom—8 minute walk</p>
Monday, July 13	Audience Analysis & Topic Selection	Ch 6-7, 23 Prepare Questions for Tomorrow's Field Trip	Choose Informative Topic & Create Audience Analysis Survey
Tuesday, July 14	Supporting the Speech	Ch 8-10 & Article on Catalan	<p>Field Trip: Plaça de Catalunya</p> <p>Meet in classroom and walk 18 minutes.</p>
Wednesday, July 15	Organizing, and Outlining	Ch 11-13	
Thursday, July 16	Introduction, Conclusion, and Language	Ch 14-16	<p>Field Trip: Benvinguts a la Biblioteca Barceloneta-La Fraternitat</p> <p>Meet in the classroom and walk 18 minutes</p>
Monday, July 20	Workshop Speech		Be prepared to deliver your Informative Speech in class. Practice your delivery in groups of 3 & provide written feedback. Paragraph about what you learned and your adaptation based on feedback.
Tuesday, July 21	Vocal and Nonverbal Delivery	Ch 17-19	<p>Field Trip: Palau de la Basica Catalana</p> <p>Meet in class and a 12 minute walk.</p>
Wednesday, July 22	Informative Speeches		Deliver Informative speeches in class

Thursday, July 23	The Persuasive Speech		Field Trip: Museu d'Història de Catalunya - History of Catalonia Meet in the classroom and walk 13 minutes
Monday, July 27	Midterm Exam	(Ch 1-19, 23)	
Tuesday, July 28	The Persuasive Speech	Ch 24-26	Speech Workshop for Plan X and Plan Y
Wednesday, July 29	Using Visual Aids & Technology Effectively & Speech Workshop	Ch 20-22	Submit a 4 slide power point using: Intro Slide Slide with Text Only Slide with Image Slide with Video Clip
Thursday, July 30	Other Formats & Settings	Ch 27	Field Trip: Casa Mila 30 minute walk (if possible get a bus- 10 minute bus ride)
Monday, August 3	Persuasive Speeches		Deliver Persuasive speeches in class
Tuesday, August 4	Persuasive Speeches		Deliver Persuasive speeches in class
Wednesday, August 5	Final Exam	(Ch 24-27, 29-31)	
Thursday, August 6	Public Speaking in the Real World	Ch 27 (p. 445 & 448)	Deliver 2-3 minute Speeches of Inspiration in Class