

BELLEVUE COLLEGE
CMST 220, Public Speaking (5 credit hours)
Syllabus & Class Schedule, Fall Quarter 2010
M/W, 5:30-7:40 p.m. Location: R-211
Instructor: Debbie Pope Office: R-230
Office hours: By appointment only
 Office Phone: 425-564-3064
debbie.pope@bellevuecollege.edu

Note: Before you begin reading the course syllabus for CMST 220, you should know that your instructor is pathologically organized and detail-oriented. That's why this thing is 14 pages long. It contains **EVERYTHING** – including the class schedule and all assignment due dates -- you need to know about CMST 220. Don't let it petrify you. I'm relatively harmless in real life. I'm just crazy about writing and organization. And I love bolding, underlining, highlighting, and using color for dramatic impact. Why? I'm a Southerner; it comes with the psychological territory. Looking forward to meeting you!

COURSE DESCRIPTION

This course provides both a practical introduction to the fundamental principles of public speaking and a forum for practicing public speaking skills. Through a variety of instructional strategies -- discussion, class workshops, readings, lectures, presentations, and peer critiques -- students learn to prepare and deliver effective speeches. By the end of the course, students are enabled to address an audience with confidence, competence, and creativity.

COURSE OBJECTIVES

1. To banish the fear of public speaking from your mind.
2. To help you realize that you have something unique and worthy to say.
3. To reinforce your existing speaking skills and identify areas for improvement.
4. To help you recognize that public speaking is not a chore to be dreaded, but an opportunity to capture and engage the attention of your audience, to develop a relationship with them via effective presentation of not only your topic and material -- but of yourself, as well.
5. To help you appropriately apply public speaking skills to a variety of speech contexts.

COURSE TEXTBOOK:

The Natural Speaker, 6th edition, by Randy Fujishin.

BELLEVUE COLLEGE E-MAIL and ACCESS TO MyBC:

All students registered for classes at Bellevue College are entitled to a network and e-mail account. Your student network account can be used to access your student e-mail, log in to computers in labs and classrooms, connect to the BC wireless network, and log in to MyBC. To create your account, go to: <https://bellevuecollege.edu/sam>

BC offers a wide variety of computer and learning labs to enhance learning and student success. Find current campus locations for all student labs by visiting the [Computing Services website](#).

COURSE REQUIREMENTS & POLICIES:

Readings: It is impossible to successfully complete this course without purchasing and reading *the required text*. Furthermore, *it is essential that you complete the assigned readings before the classes during which we will discuss them*. You cannot expect to keep up with the course development or intelligently contribute to class

discussion if you haven't completed the readings. While I realize that many students attempt to save money by borrowing textbooks from friends, doing so presents more problems than benefits, especially when your friend is still trying to finish a book (for example) on Monday that you need to have read by class time that night. [Buy your book now. Stay caught up with your reading assignments.](#)

CLASS PARTICIPATION:

Bertrand Russell once said, "Most people would rather die than think--and most do!" Thinking and reflecting are essential for the development of optimal public speaking skills, and the best way for you to sharpen your capacity to think is for you to be *actively involved* in class. This means not only that you *show up* for class but also that you are *attentive* once arrive, that you *participate* in class discussion and other assigned activities. Failure to do so will negatively affect your final grade. *You may earn – or lose – 100 points of your final grade for your active participation – or your lack of same.*

As you participate, do all that you can to make everyone's experience positive. Unacceptable behavior in this class includes: doing [anything cell-phone related in class](#); working on non-class materials; eating or drinking disruptively; using tobacco; putting your head down for a nap; talking or whispering when someone else is trying to talk; and making comments that are intentionally disrespectful to another student. If I tell you that you are disrupting the class in some way, I expect you to change your behavior immediately. If you do not, I will ask you to leave the classroom.

ATTENDANCE:

My attendance policy is short, sweet, and non-negotiable. I allow you three (2) absences only for this class. Additional absences, [regardless of the reason](#), result in the following penalties:

3rd absence?	=	25-point reduction
4th absence?	=	additional 50-point reduction
5th absence	=	<u>Automatic course failure.</u> At this point, your best option is to officially drop CMST 220 in order to avoid permanently marring your transcript with a grade of "F."

Because this course emphasizes live performance, [attendance at all class sessions is truly imperative](#). I mark *attendance promptly at the beginning of class*. If you arrive late, you will need to check with me at the end of class to *ensure* I record your presence. I do not go back later on and mark you present if you do not notify me before the end of class that you are, indeed, present.

We're going to be moving rapidly through a lot of material this quarter, and each class will be important. Ultimately, you're the one paying for the course, and it's your choice whether or not to show up. If you choose not to attend class, know that it is your responsibility to *act*-- to find out what you missed and be on target, on track with the rest of us when you resurface. No one else will do it for you. **"But I wasn't here that day," is never an excuse. Do not use it.**

Remember: Your **FIRST TWO** absences are without penalty – *unless* you are absent on the night of a quiz, exam, or speech. **If you fail to come to class on those nights, you permanently lose the points for those assignments.**

TARDINESS and EARLY DEPARTURE:

Coming late to class or leaving class early is unacceptable. Two (2) instances of tardiness or early departure will be considered one (1) absence. [I expect you to be in your seat and ready to begin class at 5:30 p.m.](#) This means – **if you drive to campus** -- arriving at BC early enough to not only snag your parking spot (*always a challenge, so keep that in mind, please*) but also to then make your way to the classroom. Additionally, it means – **if you commute by bus** – that you need to keep in mind a sad truth: the bus schedule is not always a timely one. Make sure you take the bus early enough to arrive on campus and get to class before 5:30 p.m.

If you think that's going to be difficult for you to do because of work/job/sports practice

commitments, then you need to drop this section of Public Speaking and take the class later when your schedule offers no conflicts.

In other words, late entry is absolutely forbidden, especially on speech dates. Late entry will affect your final grade for the course negatively.

OUTLINES

I require you to submit a typed outline of your speech to me *before* you present the speech in class. **BRING TWO COPIES** of your outline to class -- one for me, one for your own use during the speech. Failure to submit your outline *before* your speech results in a point reduction for that particular speech.

Further, outlines must follow the sample speech outline on page 97 of your textbook. Your outline should look exactly like that.

SPEECH ATTIRE

Dress for public presentations must be appropriate. Your appearance makes an important nonverbal statement to your audience regarding your attitude toward them and about the speaking engagement. For this class, you are required to *dress formally* for each presentation you make. Furthermore, I must be able to *recognize* that you have done so. If I cannot tell -- in one glance -- that you have dressed up appropriately for your presentation, your grade for the speech will suffer. **I lower speech grades one full letter in this instance.**

What's appropriate attire for men? Dress pants, buttoned shirt (no jerseys, oversized t-shirts, etc. -- shirt must be tucked in) and nice shoes. While not required, jackets and ties are strongly recommended. Appropriate attire for women? A dress or nice pants with professional top, matching skirt and jacket. **Both genders: Think professional job interview after graduation with a major corporation.**

Inappropriate attire: Shorts, jeans, t-shirts, hats, caps, sweats, sweatshirts, flip flops, *athletic shoes of any kind.*

I'm very serious about the dress code for public presentations. If you're gunning for an "A" in this class, you must be also. *Remember: Your "dressed-up" appearance has to be immediately, clearly recognizable to all who feast their eyes upon you. I must be able to obviously recognize you've gone to some extra pain in presenting not only your speech but also YOURSELF.*

Note: This requirement does not mandate that you speedily go out and purchase an entire new wardrobe. You may beg, borrow, but not steal (!) from friends and family members if you feel you need something more professional to wear than what you find in your own closet. So, retire the credit card; panic not.

SPEECH TIME LIMITS

Public speaking is *deliberate*. It is *planned, rehearsed*. It is *not* conversation. It is *not* spontaneous and free-flowing. In other words, you will not stand before the people in this class and have a *talk with* them. Because of the deliberate nature of public speaking, each speech you deliver in this class has a specific time requirement. Point deductions will be made if your speech is too long or too short. You have a responsibility to your audience to adhere to all speech time limits. Failure to do so -- even if you deliver an excellent speech in terms of content and technique -- will lower your grade for the presentation substantially. ***Take this statement seriously.*** It means that you must **PRACTICE, PRACTICE, PRACTICE** your speech before your delivery date and that you must **TIME IT**.

ACADEMIC HONESTY:

Plagiarism, or academic dishonesty, is the act of using another writer's words or ideas as your own. According to the Bellevue College Arts & Humanities website, plagiarism "may take many forms, including, but not limited to, using a paper written by someone else, using printed sources word-for-word without proper documentation, and paraphrasing or summarizing the ideas of others without acknowledging the source. Plagiarism can also occur when non-written ideas are taken without documentation--using someone else's design or performance idea, for example. In short, plagiarism is passing off someone else's ideas, words, or images as your own; it amounts to intellectual theft--

whether or not it was your intention to steal.” **In this class, any student who plagiarizes fails the course automatically.** I have no tolerance for this behavior.

DISABILITY RESOURCE CENTER:

The Disability Resource Center serves students with a wide array of learning challenges and disabilities. Please visit the DRC if you have any questions about classroom accommodations.

If you are a student who has a disability or a learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact the DRC staff as soon as possible.

The DRC office is located in **B132** or you can call the reception desk at **425-564-2498**. **Deaf students** can reach the DRC **by video phone** at **425-440-2025** or by **TTY** at **425-564-4110**. Please visit our website for application information into the DRC program and other helpful links at www.bellevuecollege.edu/drc . The e-mail address for the Disability Resource Center is drc@bellevuecollege.edu

Remember, if you have either an apparent or non-apparent disability and you require assistance in case of an emergency situation, such as a fire, earthquake, etc., please meet with me to develop a safety plan within the first week of the quarter.

INCOMPLETE GRADES

I do not assign incomplete grades for any course, for any reason.

LAPTOPS, CELL PHONES & SIMILAR INSTRUMENTS OF DISTRACTION

As much as I've resisted doing so, I am banning laptops from the classroom this quarter. Why? Because, quite simply, I don't want you checking email, surfing the Internet, scrolling through Facebook, or writing an assignment for another class as you pretend to be taking notes in mine. End of story. I've tried getting around this problem and am tossing in the towel. I admit defeat. **NO LAPTOPS OPEN IN CLASS**. The only exception to this rule is if/when I give you a specific assignment to work on in class.

Cell phones, as well, are an increasing problem in classroom culture, due to incoming calls and text messaging. I approach this problem simply and directly:

- Your cell phone is to be **stored** in your backpack and/or purse. I don't want to see it on your desk, in your lap, in your hands. **A cell phone has no place in the classroom.**
- Additionally, your **stored** cell phone is to be turned **completely off** – not just on vibrate. If I discover you using your cell phone during class to send or receive texts, or if you are responsible for more than one “in-class ringing” incident, **I will reduce your final grade by one full letter.**

[Yes, I am that serious about the cell phone ban.](#)

Bottom line: No cell phones, Blackberries, etc. in class. No calls. No texting. I expect you to be fully engaged with the material at hand and fully involved in the moment – *and the moment belongs to CMST 220.*

LEARNING ENVIRONMENT:

What follows is the Bellevue College Arts & Humanities Division policy on classroom behavior:

The college's 'Affirmation of Inclusion' is posted in each classroom and sets forth the expectation that we will all treat one another with respect and dignity regardless of whether or not we agree philosophically. This expectation is in line with the principle of free speech in a free society: we have the right to express unpopular ideas as long as we don't show disrespect for reasonable people who might believe otherwise. In

an on-line [or hybrid] course, you will be expressing ideas through the medium of the course site rather than face to face in the classroom. In that case, these expectations refer to the courtesy with which you communicate with one another through e-mails and e-discussions.

Part of this respect involves professional behavior toward the instructor, colleagues, and the class itself. Disruptive behavior is disrespectful behavior. The Arts and Humanities Division honors the right of its faculty to define "disruptive behavior," which often involves such things as arriving late, leaving early, leaving class and then returning, talking while others are trying to hear the instructor or their group members, doing other homework in class, wearing earphones in class, bringing activated beepers, alarm watches, or cell phones into class, inappropriate comments or gestures, etc. In on-line courses, "flaming" anyone in the class is also considered disruptive behavior. Such behavior interrupts the educational process. When you are in doubt about any behavior, consult your instructor during office hours. We recognize the judgment of the instructor as the final authority in these matters.

When disruptive behavior occurs, instructors will speak to or e-mail the students concerned. Those students are then responsible for ending the disruptions at once. Failure to do so may result in removal of the disruptive student from class.

All students should check BC Student Procedures & Expectations web address at <http://www.bellevuecollege.edu/artshum/studentinfo.html>

PUBLIC SAFETY:

The Bellevue College (BC) Public Safety Department's well trained and courteous non-commissioned staff provides personal safety, security, crime prevention, preliminary investigations, and other services to the campus community, 24 hours per day, 7 days per week. Their phone number is 425.564.2400. The Public Safety website is your one-stop resource for campus emergency preparedness information, campus closure announcements and critical information in the event of an emergency. Public Safety is located in K100 and on the web at: <http://bellevuecollege.edu/publicsafety/>

INCLEMENT WEATHER: Where to Check for Closure Information

BC provides a number of distribution methods for getting this information to you. You are encouraged to use one or more of these services or tools to check for campus status.

- Visit this website to view the most updated status message posted at www.bellevuecollege.edu/publicsafety/status
- Call BC's 24-hour recorded hotline at (425) 401-6680.
- Your e-mail, phone or mobile device! Students and employees may sign up to receive emergency e-mail or text message alerts directly from BC as soon as changes are made to the campus status during emergency situations. Go to the BC Alert System sign-up page to learn more or sign in to edit your profile.
- Use Schoolreport.org—BC also provides emergency information to this website during inclement weather-related closures. This resource also provides an e-mail notification service you may sign up for if you are not eligible to use BC's Alert System. With Schoolreport.org you will receive emergency information for Bellevue College as well as 125 other Puget Sound-area schools and school districts.

OTHER ISSUES:

• **Stapled Papers:** You must staple all papers before you turn them in to me. **No**, I won't bring a stapler to class for you to use. **Yes**, you must buy one if you don't have one. **Yes**, you should keep it with you at all times. **Yes**, I will subtract **ten (10) points** from your score for the paper if you turn in an unstapled paper. **Yes**, this applies to rough drafts as well as final ones. **Yes**, this is a pet peeve of mine. **Yes**, it is a huge one. **Yes**, I am serious.

● **MLA format:** *I require you to use proper MLA format for all papers.*

● **Final Grades:** I assign the final grade each student earns, and I do not re-visit or change final grades. As well, when a student who has failed to do adequate work approaches me during the last two weeks of the quarter to ask, "Miss Pope, what can I do to get at least a B in this class?" my reply is "Nothing. We're at the end of the quarter, and your performance thus far has earned you a grade of C. What you must do now is work hard to *maintain* that grade, not lower it." *Bottom line? You must do your very best from the first assignment and keep up that pace.* When you receive a grade for an assignment and you wish to discuss that grade with me, please see me immediately. *That* is the time to express your concern.

Again, please understand that once I record final grades at the end of the quarter, I do not re-visit them for any reason. I do not negotiate. I do not entertain requests for extra credit. I do not accept late work. At that point, it's over. It's done with. It's finished. I'm not trying to sound harsh and unbending. I make these statements to be perfectly clear, and because in the past I have had students who did not understand the nature of the **final grade**. It is just that, and I want all of us to be on the same page from the start.

ASSIGNMENTS & EVALUATION

NOTE: Occasionally it is necessary to **drop** one speech assignment due to lack of time during the quarter. On the other hand, it is sometimes necessary to **add** a speaking assignment if a class is small in number. In either event, the total number of points you may accumulate for the quarter **changes**.

I do always reserve the right to modify the number and kind of assignments for the course, depending on our progress and the number of students in the class. If I do make changes, the final grade scale will be modified to reflect any such adjustments.

Speech #1: Self-Introductory Speech, "Me, Myself, and I"	100 pts.
Speech #2: Informative, Persuasive, or Demonstration Speech	100 pts.
Speech #3: Commemorative or Humorous (Entertaining) Speech	100 pts.
Speech #4: The Academy Awards (final exam period)	100 pts.
Exam 1, Class Lectures 1-7	100 pts.
Exam 2, Class Lectures 8-14	100 pts.
<i>The Natural Speaker</i> Quizzes (5)	100 pts.

TOTAL POINTS POSSIBLE.....700

FINAL GRADE SCALE

94-100%=	A	658-700 points
91-93% =	A-	637-657 points
88-90% =	B+	616-636 points
84-87% =	B	588-615 points
81-83% =	B-	567-587 points
78-80% =	C+	546-566 points
74-77% =	C	518-545 points
71-73% =	C-	497-517 points
68-70% =	D+	476-496 points
64-67% =	D	448-475 points
60-63% =	D-	420-447 points
59% & below	= F	419 & below

ALSO, PLEASE UNDERSTAND THE FOLLOWING CLEARLY:

Never enter the classroom when a fellow student is presenting his/her speech.

If you are late getting to class:

1. **STOP** -- outside the classroom door!
2. **ASK** yourself: "Are speeches being presented in class today?"
3. **ANSWER** your own question: "Yes, I believe they are."
4. **LISTEN**: Do you **HEAR** someone giving a speech? If so....
5. **WAIT** until you **HEAR** our wild and enthusiastic applause. That sound will tell you the speech has concluded.
6. **THEN** -- and **ONLY THEN** -- quietly enter the classroom and take your seat before the next speech begins.

If you enter the classroom while a fellow classmate is presenting a speech, your final grade for the course automatically drops one full letter. No excuses, no compromise.

WHY?

Because when you walk into the room in the middle of someone's speech, you effectively destroy whatever is happening between the speaker and the audience.

Attention immediately shifts to you, away from the speaker, and audience members stop listening.

Be forewarned that you will be penalized if you create that kind of disruption for one of your fellow speakers.

Public Speaking

Tentative Course Schedule

Fall 2010

Please note that "tentative" is the operative word.

I always reserve the right to modify the schedule depending upon course progress.

WEEK 1

**Sept. 20
Monday**

Partner interviews in preparation for Introductions;

Student Introductions; Distracting Behaviors;

Speech #1 assigned in-class: "Me, Myself, and I"

Class Lecture #1: The Role of Self-Concept in Public Speaking

Sept. 22
Wednesday

Class Lecture #2: Conquer Your Fear & Miscellaneous Tips

View Sample “Me, Myself, and I” speeches

Class Lecture #3: Essential Elements of Effective Speakers

WEEK 2

Sept. 27
Monday

Quiz: *The Natural Speaker*, Chapters 1 & 2

Class Lecture #4: Introductions & Conclusions

Impromptu Speeches (not graded)

Sept. 29
Wednesday

Due: Manuscript for “Me, Myself, and I” speech (correct MLA format required)

Small group rehearsals and critique, “Me, Myself, and I” speeches.

Impromptu Speeches (not graded)

WEEK 3

October 4
Monday

Due in class: Revised Manuscript for “Me, Myself, and I” speech

Class Lecture #5: All About Your Audience

October 6
Wednesday

Quiz: *The Natural Speaker*, Chapters 3 & 4

Assign Speech #2: Informative, Persuasive, or Demonstration

Animation exercises

Class Lecture #6: The Age-Gap Problem

Class Lecture #7: What Audience Members Know Without Being Told

WEEK 4

October 11
Monday

Round 1: “Me, Myself, and I” speeches

Don't forget your outline. You must submit it to me before you speak. You lose points on the assignment if you do not submit your outline *first*. As well, remember that your outline must model the sample outline on page 97 of your text – *exactly*.

SPEAKERS: TBA, after Add-Drop

October 13
Wednesday

Round 2: “Me, Myself, and I” speeches

Don't forget your outline. You must submit it to me before you speak. You lose points on the assignment if you do not submit your outline *first*. As well, remember that your outline must model the sample outline on page 97 of your text – *exactly*.

SPEAKERS: TBA, after Add-Drop

WEEK 5

October 18
Monday

Round 3: “Me, Myself, and I” speeches

Don't forget your outline. You must submit it to me before you speak. You lose points on the assignment if you do not submit your outline *first*. As well, remember that your outline must model the sample outline on page 97 of your text – *exactly*.

SPEAKERS: TBA, after Add-Drop

October 20
Wednesday

Quiz: *The Natural Speaker*, Chapters 5 & 6

Class Lecture #8: Questions that Float Through the Minds Of Audiences

Class Lecture #9: Read Your Listeners as You Speak

Class Lecture #10: Four Stances from Which We Speak

**Class Lecture #11: How to Avoid Offending Your
Audience With Sexist Language**

WEEK 6

October 25
Monday

Exam 1: Class Lectures #1-7 (first hour of class)

**Due: Topic & two published sources for informative,
persuasive, or demonstration speech**

Topic check and research

Class Lecture #12: Persuasive Speaking

Class Lecture #13: Orchestrating the Environment

October 27
Wednesday

NO CLASSES at BC

WEEK 7

November 1
Monday

**DUE: Manuscript for Speech #2
(correct MLA format required)**

Manuscript critique; Small group rehearsals

Class Lecture #14: Ceremonial Speaking

(Assignments made for "The Academy Awards")

November 3
Wednesday

Quiz: *The Natural Speaker*, Chapter 7 & 8

Class Lecture #15: Persuasive Speaking

Assignment #3: Commemorative or Humorous Speech

WEEK 8

November 8
Monday

**ROUND 1: Speech #2 (Informative, Persuasive or
Demonstration)**

Don't forget your outline. You must submit it to me before you speak. You lose points on the assignment if you do not submit your outline *first*. As well, remember that your outline must model the sample outline on page 97 of your text – *exactly*.

SPEAKERS: TBA, after Add-Drop

Nov. 10
Wednesday

**ROUND 2: Speech #2 (Informative, Persuasive or
Demonstration)**

Don't forget your outline. You must submit it to me before you speak. You lose points on the assignment if you do not submit your outline *first*. As well, remember that your outline must model the sample outline on page 97 of your text – *exactly*.

SPEAKERS: TBA, after Add-Drop

WEEK 9

Nov. 15
Monday

**ROUND 3: Speech #2 (Informative, Persuasive or
Demonstration)**

Don't forget your outline. You must submit it to me before you speak. You lose points on the assignment if you do not submit your outline *first*. As well, remember that your outline must model the sample outline on page 97 of your text – *exactly*.

SPEAKERS: TBA, after Add-Drop

Nov. 17
Wednesday

Quiz: *The Natural Speaker*, Chapters 9 & 10

**Due: Manuscript for Speech #3 (Commemorative or
Humorous)**

Small group rehearsals and critique, Speech #3

WEEK 10

Nov. 22

Monday

ROUND 1: Speech #3 (Commemorative or Humorous)

Don't forget your outline. You must submit it to me before you speak. You lose points on the assignment if you do not submit your outline *first*. As well, remember that your outline must model the sample outline on page 97 of your text – *exactly*.

SPEAKERS: TBA, after Add-Drop

Nov. 24

Wednesday

Exam 2: Class Lectures #8-15 (first hour of class)

WEEK 11

Nov. 29

Monday

ROUND 2: Speech #3 (Commemorative or Humorous)

Don't forget your outline. You must submit it to me before you speak. You lose points on the assignment if you do not submit your outline *first*. As well, remember that your outline must model the sample outline on page 97 of your text – *exactly*.

SPEAKERS: TBA, after Add-Drop

Dec. 1

Wednesday

ROUND 23: Speech #3 (Commemorative or Humorous)

Don't forget your outline. You must submit it to me before you speak. You lose points on the assignment if you do not submit your outline *first*. As well, remember that your outline must model the sample outline on page 97 of your text – *exactly*.

Speakers: TBA, after Add-Drop

WEEK 12

Dec. 6

Monday

ROUND 3: Speech #3 (Commemorative or Humorous)

Don't forget your outline. You must submit it to me before you speak. You lose points on the assignment if you do not submit your outline *first*. As well, remember that your outline must model the sample outline on page 97 of your text – *exactly*.

SPEAKERS: TBA, after Add-Drop

Dec. 8

Wednesday

The Academy Awards (Final Exam Period)