

COM 265: Effective Presentations

■ Fall 2014 ■ Saturdays - November 22, December 6 ■ 9am-5pm ■ REA 2317 ■

Instructor: Deborah Rutt, PhD, MSW, MS
E-mail: deborah.rutt@rrcc.edu

Office Hours: By Appointment
Phone: 720.515.3522

Course Information

Drop Date: November 22
Withdrawal Date: December 3

Required Materials:

Textbook: Steele, William R. (2009) *Presentation Skills 201*. Denver, CO: Outskirts Press.

Other Required Materials. Bring to class the first day:

1. Printed copies of additional course supplements as requested from *Desire2Learn* (worksheets, grading rubrics, etc.).
2. Method of physically taking notes. Laptop if possible for in class research.
3. USB [flash/stick/memory] drive.
4. 3 x 5 OR 4 x 6 notecards.

Course Description

This course is designed to develop and enhance oral communication skills necessary for effective public speaking. I am fond of saying that *everyone* has something important to say and share, however without an effective way of presenting one's thoughts, ideas or opinions, unfortunately it may simply remain dormant. This class is a great opportunity to hone your skills as a public speaker, give voice to your ideas, thoughts and opinions, and make a memorable oral presentation for an audience in professional settings including conferences, briefings, training sessions, and sales presentations. Note this class is a combination of lecture, student involvement in learning activities and discussion, and class presentations. Students should become familiar with using D2L before class.

INSTRUCTIONS FOR FIRST DAY OF CLASS:

Please come prepared the first day of class, November 22. Bring textbook, laptop if you have one, that has a USB port, writing tools for taking notes, note cards and USB Flash drive. BRING TO CLASS AT LEAST ONE IDEA FOR AN INFORMATIVE, INSPIRATIONAL OR PERSUASIVE SPEECH THAT YOU WILL WORK ON IN CLASS (Nov 22) and FOR PRESENTATION ON DECEMBER 6th CLASS.

COURSE OBJECTIVES: Upon successful completion of this course, the student will be expected to:

1. Analyze an audience and adapt presentations accordingly.
2. Apply principles of composition such as effective organization and outlining to the development of oral presentations.
3. Develop ideas with credible forms of support and documentation.
4. Recognize and demonstrate nonverbal communication appropriate in effective delivery.
5. Utilize visual aids/technology (power point slides) to enhance oral presentations.
6. Actively listen to and critically evaluate oral communication.
7. Apply the fundamental concepts of effective public speaking through oral presentations, as presented in the text.

Course Policies, Procedures, Guidelines

CLASS EXPECTATIONS

Class Participation and Class Climate

Class participation (in class discussions and class activities) is expected and constitutes 10% of final grade, or ____ points. Class participation will be assessed based on meaningful and **unsolicited** contribution during class discussions, preparation for class activities, completion of worksheets and activities for speech presentations. Any absence will result in reduction to final letter grade as will lack of class participation. This necessitates that you come to class prepared for discussion and participation. Refer to the rubric on Class Participation below and in the Content Tab of D2L.

As this is a communication class, students are expected to participate in live discussion in class in an **appropriate respectful manner**. Students are expected to comply with the *Student Code of Conduct* during class. We will not discriminate against or criticize members of this classroom or community based on gender, ethnicity, sexual orientation, disability or any other difference. Students who engage in such behavior or who are considered disruptive, will be asked to leave the class at the instructor's discretion. **Eating is not allowed** during class time to maintain active participation and foster respect to speakers. Morning, afternoon breaks as well as a 1-hour lunch break are provided for both classes.

Cell Phones and Computer Use Guidelines

The use of a cell phone, tablets, laptops or other electronic devices are permitted only at particular times with permission of the instructor. Cell phones should be turned off during class time. DO NOT check email, read or text messages during class time. Any electronic media that causes interference during class or speeches will result in a grade penalty. Students using cell phones or laptops for purposes other than course related activities may be asked to leave class, which could result in grade penalty for class absence.

Attendance & Tardiness

Attendance on class meeting dates is mandatory. Class attendance and class participation is mandatory. Only 1 hour of absence from class is allowed without assessing a grade penalty. Class attendance is necessary for both audience and presenters. Missed speeches can NOT be made up.

Leaving Early or Arriving Late

A student may arrive late or leave early **once** without penalty (+/- 15 minutes). Every additional tardy/early dismissal will result in a -30 point penalty. In the case of a late arrival on a speech presentation day, student should not enter the class if a speech is in progress, or they will receive a penalty on their own speech presentation.

PARTICIPATION GRADE GUIDELINES USED BY INSTRUCTOR

A+=Consistently exceeds expectations, often leads class discussion. Very actively engaged.

A=Consistently participates above expectations. Contributes to classroom learning climate by offering unsolicited meaningful comments to class discussion and discussion boards. Adopts attitude supportive to learning environment showing high interest in course material, engaged in learning. Adheres to class conduct policies as in syllabus and Student Conduct Manual.

B=Often participates above expectations. Usually contributes to classroom learning climate offering meaningful comments when called on (solicited), sometimes volunteers. Contributes to discussion boards. Generally, adopts attitude supportive to learning environment showing interest in course material, moderately engaged in learning. Adheres to class conduct policies.

C=Meets minimal participation expectations. Contributes to classroom learning climate by responding to questions when prompted by instructor. Mostly adopts attitude supportive to learning environment with moderate interest in course material. Generally adheres to class conduct guidelines.

D=Often participates below expectations. Rarely contributes to class discussion. Adopts attitude often unsupportive to learning environment and with disinterest in course material, often disengaged. May not adhere to classroom policies and/or engage in disruptive behavior.

F=Regularly participates below expectations. Generally does not contribute or attempts to avoid contributing to classroom learning climate, including class discussion. Generally adopts attitude unsupportive to learning environment regularly showing disinterest and/or disruptive behavior.

Communication Lab

Using the Communication Lab is one way to improve your grade on speech presentations. The Communication Lab is located upstairs inside the school library. No appointment is necessary. Please check the COM Lab website at: <http://www.rccc.edu/communication/lab.html> for hours of operation. Students can receive help with topic selection, speech outlining, research and source documentation, visual aid preparation, speech rehearsal, speech delivery, and general speech techniques. Please bring your assignment and outline. Also see the "Communication Lab" folder on D2L Content Tab.

Academic Honesty

All graded work must be the **original work of the student** claiming credit for it. Students guilty of knowingly using or attempting to use another person's work as though that work were their own, and students guilty of knowingly permitting or attempting to permit another student to use their work, will receive the grade of "F" for the entire assignment, and may receive a grade of "F" for the course. Students should also be familiar with the official RRCC policy on academic dishonesty that appears in the most recent edition of the Student Catalog. Cheating and plagiarism will be reported. See tutorial on plagiarism in D2L tab "Writing Aids".

GRADING and CLASS ASSIGNMENTS

Speeches	Possible Points	Grade %
Speech #1: First Speech Presentation	50 Points	10 %
Speech #2: Final Speech Presentation	<u>150 Points</u> 200 Points	30%
Class Participation	82.5 Points	15%
Speech Critique Paper	82.5 Points	15%
Exams		
Final Comprehensive Exam, Taken in class last day. 35 Objective Questions + 4 Essay Questions	150 Points	30%

Total Possible Points from All Assignments = 550 Points

GRADING SCALE

90-100 = A	495-550 pts
80- 89 = B	440-495 pts
70- 79 = C	370-440 pts
60- 69 = D	330-370 pts
59- 0 = F	Below 330

Extra Credit Options

Com Lab (Additional use of Com Lab)	20 Points
Outside Live Speech Evaluations (1 Possible)	20 Points

40 Points Possible

Students may earn up to, and not exceeding, 40 points of extra credit. Extra credit opportunities are available during the course and posted to the *Extra Credit* tab on D2L. Extra credit assignments must be typed. **DUE Saturday, December 6. Submit to Dropbox in D2L.** No late submissions allowed.

ADDITIONAL GRADING INFORMATION

Final Exam (150 Points):

The final comprehensive exam will be administered in class the final day of class. This will consist of 35 objective questions (T/F and Multiple Choice 2pts each) plus 4 essay questions (20 pts each) based on lecture and textbook.

Speeches (200 Points)

Details provided in class on November 22nd and in D2L

- **Speech Topic** - Both speaking assignments will address related /similar topic approved by the instructor, and to be established in the first class. Students will want to reflect on, and if possible, decide on a speech they wish to work on in this class -- prior to coming to the first day of class. Thus having a vision of the one speech you would like to present on the second/last day of class will best help utilize the course materials and presentation coaching opportunities. This could be something students can actually use in either work or personal life, now or in the future.

1) First Speech (50pts): To be presented the first day of class. This will be a short informative speech on an approved topic, related to the topic of the Second/Final Speech. This 3-5 minute speech will be developed in class and given the same day. This works well for students who have a presentation they would like to make in their work or personal life. This first speech provides students with practice experience, opportunity to receive audience feedback on content and delivery, and to initiate work on development of the primary Second/Final Speech. More details to follow in class November 22nd.

2) Second Speech (150pts): To be presented the second/last day of class. This speech will an informative, inspirational or persuasive speech developed and/or refined from the first speech presentation topic. Students will be required to incorporate Power Point slides in a formal delivery. Details to be announced first day of class, November 22nd.

NOTE: No make up opportunities are available for speech presentations.

- **Outline and Note Cards**
Final speech requires a typewritten, full sentence outline. Outline can be submitted for review of the instructor prior to the speech presentation; however due the day of the speech presentation, and account for a percentage speech grade. Students will not be allowed to deliver speeches if they have not submitted an outline. Also delivery note-cards will be checked to see if they are in words and phrases and not excessive. (Excessive notecards prevent students from making their presentation.)
- **Allowed Presentation Time**
All speeches have a *target time*. Speakers are granted an additional "grace period" of 30-seconds over or under the target time. Speeches that exceed the "grace period" will result in a grade penalty.
- **Research for Final Speech and Citations**
It is expected that students will conduct research using appropriate, credible, college-level sources, and cite at least 2 sources final speech. **Students are warned not to use Wikipedia, About.com, Ehow.com or other non-credible sites.** Students will be penalized for using sources that are not credible, and for incorrect citation of sources (verbal or written). Outlines must also include proper internal citations and external bibliography, APA or MLA format.
- **Evaluation of Speeches**
Evaluation rubrics for both speeches are provided on D2L used by the instructor. In addition, all speeches are video recorded and reviewed in class for supportive feedback from class participants. This class offers students an opportunity to learn how to provide useful and meaningful critique of speeches.

General Criteria for Evaluating Speeches:

An Adequate Speech: 'C' range – 70-80%

- > Fulfill the basic requirements for the assignment, but demonstrate little creativity or research
- > Have a clear central idea, as well as an identifiable introduction, body, and conclusion, but these components may appear muddled, disorganized, or choppy
- > Delivery of speech is competent, but may need more rehearsal time as evidenced by too much reading from notes, a monotone voice and/or few gestures.
- > Overall a decent speech, but could have been much better with more preparation and practice.

A Strong Speech: 'B' range – 80 – 90%

- Display solid organization by making helpful use of transitions, but lacks the clarity and style of an "A" speech
- > Support main points with sufficient and credible supporting materials, but could perhaps strengthen the speech with additional research or more variety of sources.
 - > Have a introduction and conclusion which achieves the major goals for each component, but could perhaps be more creative and/or provide more insight into the speech topic.
 - > Speech is delivered with skill and effectiveness, but could still use a little more dynamism to connect with the audience. On the way to an "A" speech, but needs more polishing.

An Excellent Speech: 'A' range – 90 – 100%

- > Cultivate a high degree of interest, emotion, and/or commitment among the audience
- > Contain and demonstrate exceptionally high quality research that seeks out a variety of sources and perspectives
- > Have a gripping and memorable introduction, conclusion, and main points
- > Present supporting materials with exceptional clarity, power, and vividness
- > Be delivered with special skill and dynamism by moving naturally, maintaining eye contact, demonstrating confidence, and making strong connections with the audience

OTHER COURSE INFORMATION

RRCC Library Research

Students can access electronic databases via campus computers, or from home. In order to access databases from home, students must establish a library account. Information about RRCC Library Services is available at <http://www.rccc.edu/library/> Should you need access to physical books and periodicals, students should use the RRCC library, local college libraries, or local County libraries. This information will be discussed further during class.

Students With Different Needs

ADAAA (Americans with Disabilities Act Amendments Act of 2008) and Section 504 of the Rehabilitation Act of 1973: Red Rocks Community College is committed to access for students with disabilities. If you are a student with a disability and need assistance or are interested in requesting accommodations, please contact the Office of Disability Services (ODS). Faculty is not obligated to provide accommodations without proper notification by the ODS. Students may contact the ODS staff by telephone or email to make an intake appointment at 303-914-6733 or ods@rccc.edu. The ODS is located in Suite 1182 at the Lakewood campus. More information is available at www.rccc.edu/disabilityservices.

Connect to Success

Connect to Success is a learning support service that assists students with study tips and success strategies, learning styles, goal setting, and interest inventories while also providing information about college services and community resources. Students can stop by the office in the LARC, room 1264, call for information at (303) 914-6317 or visit www.rccc.edu/success.

Print and Bring to Class

I, (Print Name) _____, have read and comprehend the syllabus for COM 265: Effective Presentations. I fully understand the attendance policy, grading procedures, and assignment requirements as stipulated in the syllabus. I recognize that it is my responsibility to complete the reading assignments before the lecture, and to participate in class discussions and practice activities to achieve the best grade possible. I realize that I am responsible for my academic success or failure, and I will seek the help of the instructor immediately should I become lost in the material or experience problems. Any confusion I may have experienced through reading the course policies stated in the syllabus has been clarified through either the explanations of the instructor or questions I have asked. As a student member of this class, I acknowledge and agree to adhere to these policies.

Signature of Student

Date: _____

FERPA WAIVER (OPTIONAL)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. Generally, schools must have written permission from the student in order to release any information from a student's education record. Thus, the instructor of this course cannot disclose or discuss grades via telephone, internet or other media due to the *un-secure* nature of the medium.

If you wish to discuss your grade via email, phone, etc., you must opt to waive your right to electronic privacy under FERPA. Information will be released to the student only, and after it has been verified that the requesting individual is the actual student enrolled in the course—no information will be released to friends, spouses, or other family members without the additional handwritten, free-will consent of the student.

The waiver of your right to electronic privacy is optional and has no bearing on your success in this class. If you choose to waive select FERPA protections, the instructor of this course is not responsible for information disclosed to someone using the student's email, phone, etc., or by someone other than the student accessing the messages therein.

I, _____, have chosen to waive the above stated FERPA protections so that I may discuss
(Print Name)
my class standing, including grades, with my instructor via electronic media.

STUDENT SIGNATURE

DATE