

COMM 1110: Introduction to Public Speaking

A. Course Title and Instructor Information

Mik Davis (she/they)
Caldwell 513 (Graduate student offices)
Office hours: T/R 8:00am-9:00am
mik.davis@uga.edu
Course website: elc.uga.edu
(See section T for more information)

B. Course Description:

The fundamental principles and practices of public speaking, including systematic library research, creative analysis and synthesis of topics, organization, language, delivery, audience adaptation, reasoning, arguments, and supporting materials.

C. Pre-requisites:

COMM 1110 is open to all UGA undergraduates. Equivalent credit is given for those enrolled in COMM 2150H.

D. Course Objectives and Learning Outcomes:

1. Students will understand the need for effective public speaking skills in contemporary society.
2. Students will develop research, organizational, and delivery skills for the preparation and presentation of speeches.
3. Students will enlarge their ability to listen critically and analyze public speeches.
4. Students will be able to articulate and practice an ethical approach to public speaking.
5. Students will be able to analyze and articulate differing rhetorical situations and create speeches that are appropriate to the situation.
6. Students will complete research assignments which will involve computer-based research and paper preparation.
7. Students will consider the moral and ethical implications of a variety of communication situations.

E. Topical Outline:

Intro to Public Speaking, "My name" Speech, Selecting Appropriate Speech Topics, Conducting Research, Responding to Speeches, Toasts, Speech Anxiety, Constructing Oral Stories, Outlining Speeches, Audience Analysis, Ethics, Listening, Informative Speeches, Constructing Ceremonial Speeches, Speech Delivery, Speaking on Special Occasions, Watching a Speech, Guidelines for Motivational Speeches, Speaking to Persuade, Methods of Persuasion, The Use of Language, Guidelines for a Policy Speech, Argumentation, Using Multi-Media

F. University Honor Code and Academic Honesty Policy:

As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, "A Culture of Honesty," and the Student Honor Code. All academic work must meet the standards described in "A Culture of Honesty." Lack of knowledge of the

academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor. For more detailed information about academic honesty: [UGA Academic Honesty Policy](#). Public speaking academic honesty issues are also discussed in the course workbook (pp. 3-4).

G. Syllabus Statement:

This course syllabus is a general plan for the course; deviations announced to the class (in person and/or electronically) by the instructor may be necessary.

H. Principal Course Assignments:

The core of this course revolves around the **live, in-person delivery of four speeches**. Detailed guidelines (e.g., time and research requirements, and rubrics will also be discussed in class and posted to eLC throughout the semester.

Speech of Introduction

This assignment is a low stakes opportunity to get over the “first speech jitters,” introduce yourself to the class, and familiarize yourself with our course’s basic delivery and evaluation processes.

Informative Speech

In this speech, you will inform the audience about something novel. This assignment is designed to engage foundational research methods and the principles of speech composition and extemporaneous delivery.

Persuasive Speech

This speech is designed to engage foundational principles of argumentation. In addition to composing your own logically sound argument, you will also need to refute counterarguments and further develop your extemporaneous delivery skills.

Ceremonial Speech

In this speech, you will practice manuscript delivery and aim to entertain, such as one does with a wedding toast or award acceptance speech. This speech should attend to something that is personal to you but that also resonates with your audience.

In addition to these four speeches, the course will also consist of two exams, workbook assignments, application activities (completed in class & for homework; see Grading Policy), and a research requirement.

Exams

Each exam will be comprised of two equally-weighted portions:

1. A multiple choice portion administered on a scheduled date in class.
2. A reflection essay portion that will be available to complete on your own time starting one week before the exam date.

The multiple choice section will cover material from the assigned readings and lectures, and the final exam multiple choice section will be comprehensive. Students will write

reflection essays in response to a prompt released one week before the exam date. Each class will collectively select a prompt by voting from a selection of prompts provided by the instructor. The reflection essay is intended to challenge students to critically evaluate their performance and progress in the class. Essays will be graded with a rubric tailored to the selected prompt and posted by the instructor the day after prompt selection (see course schedule for details).

Workbook assignments

Some workbook assignments will be completed before class and submitted at the start of class. Others will be completed during class. See course schedule for details. **All workbook assignments must be completed directly on the workbook pages.**

Application activity

These assignments include but are not limited to: group discussions, responses to warm-up questions or prompts, and group activities. Application activities will be assigned, completed, and submitted in class. Application activities involve in-class participation and students must attend class to complete them. In the event of an excused absence, an alternative assignment will be given at the instructor's discretion.

Each class period there will either be a workbook assignment or an application activity (denoted on the attached course schedule).

Final Exam Dates

9:35 section: Thursday, December 8; 8:00 - 11:00 am

11:10 section: Tuesday, December 13^t; 12:00pm-3:00pm

See <https://reg.uga.edu/general-information/calendars/final-exam-schedule/> for full exam schedule.

J. Grading Policy:

Speeches:

| | |
|------------------------|-----|
| Speech of Introduction | 5% |
| Informative | 15% |
| Persuasive | 15% |
| Ceremonial | 15% |

Exams:

| | |
|---------|-----|
| Midterm | 10% |
| Final | 10% |

Other assignments:

| | |
|--|-------|
| Workbook activities: | 15% |
| Application activities: | 15% |
| Research Requirement (0% but required for grade) | <hr/> |
| | 100% |

Grades will be kept up to date on eLC throughout the semester. eLC automatically drops any blank grades from the final grade calculation, so if you have been *excused* from an assignment, it will appear on eLC as a blank grade with a comment to that effect. Alternatively, missed or incomplete assignments that are *unexcused* will be marked as zeroes.

Important: Students will not receive a grade for the research requirement, but it must be satisfied for the student to receive a grade in the course. If a student fails to complete the research requirement, they will receive an incomplete for the course.

For full details on the research requirement, please see section R.

Grading Scale, A-F (Grades will not be rounded):

| | | |
|-----|------------------|---|
| A | 93-100% | An “A” is the highest grade you can earn in any UGA class. It is a mark of distinction and is therefore reserved for truly exceptional work. |
| A - | 90-92.99% | |
| B | 87-89.99% | A “B” is generally an indication that you not only met all assignment and/or course expectations but that you exceeded some of them in notable ways. It is a very good grade. |
| + | | |
| B | 83-86.99% | |
| B - | 80-82.99% | A “C” is generally an indication that you met all assignment and/or course expectations satisfactorily. It is a mark of proficiency. A “C” performance indicates room for improvement but should not be considered a failure. |
| C | 77-79.99% | |
| + | | |
| C | 73-76.99% | |
| C - | 70-72.99% | A “D” is generally an indication that you completed an assignment and/or the course but did not meet all expectations. It is a mark of work that has problems and/or performances that need considerable improvement. |
| D | 60-69.99% | |
| F | 59.99% and below | An “F” indicates failure to meet basic assignment/course requirements. |

Information about the criteria used for evaluating and grading assignments will be posted to eLC throughout the semester. Rubrics also contain detailed information about what constitutes excellent, satisfactory, and developing work.

K. Attendance Policy:

The attendance policy in this class is intended to help you earn points by being present. If you are unable **or** elect not to attend class for any reason, reach out via email and communicate with the instructor regarding your absence. This open communication is important for planning purposes and ensuring that you get any necessary accommodations or alternative arrangements in a timely manner.

The opportunity to make-up in-class work depends on timely communication and compelling reasons. Timely communication means but is not limited to emailing *prior* to the missed class or at the earliest plausible opportunity. Compelling reasons include but are not limited to university-sponsored athletic events, religious observation, and documented illness.

Remember that the stakes are different if you miss a lecture day as opposed to missing your speech. Because the stakes are higher for the latter, the standards for timeliness and compelling reasons also increase. Arrangements concerning absences are at the instructor's discretion.

In other words: do not, if at all possible, “no call no show.” Emergencies arise and will be handled appropriately, but if you know you will be absent in advance or elect not to attend class one morning, please communicate that in advance of class starting.

L. Required Course Material:

Course Textbook

The Art and Craft of Public Speaking (PDF available for free on eLC)

Course Workbook

COMM 1110 Workbook 2022-2023 (available at the University Bookstore)

M. Policy for Make-Up Examinations:

Make-up examinations must meet the standard for communication and evidence specified in the attendance section (see section K). Make-up examinations may use alternate questions and formats and are offered at the discretion of your instructor.

N. Non-Discrimination and Anti-Harassment Policy:

The University of Georgia is committed to maintaining a fair and respectful environment for living, work, and study. To that end, and in accordance with federal and state law, Board of Regents' policy, and University policy, the University prohibits any member of the faculty, staff, administration, student body, volunteers or visitors to campus, whether they be guests, patrons, independent contractors, or clients, from harassing and/or discriminating against any other member of the University community because of that person's race, sex (including sexual harassment), sexual orientation, ethnicity or national origin, religion, age, disabled status, or status as a disabled veteran or veteran of the Vietnam era. Incidents of harassment and discrimination will be met with appropriate disciplinary action, up to and including dismissal from the University.

O. Learning Accommodations:

Any students who need special accommodations for learning or who have particular needs are invited to share these concerns or requests with their instructor as soon as possible. The Disability Resource Center provides electronic documentation that specifies the needed modifications (i.e., note taker, extra time for tests) to the instructor. Formal requests for accommodations must be completed *before* the scheduled assignment.

P. Emergency Policy:

If an emergency arises that impacts your ability to participate in the course, please let your instructor know as soon as possible via email. If your emergency requires missing an extensive number of classes and/or assignments, then you should also contact Student Care and Outreach ([UGA Student Care & Outreach](#)).

If you have special circumstances that your instructor should know about in the case of an emergency, please communicate these needs during the first week of class. If you have

concerns about any other emergency related policies, UGA's Office of Emergency Preparedness ([UGA Emergency Preparedness](#)) has a lot of helpful resources.

Q. HB 280 – Conceal & Carry on Campus

Students are obligated to know the state laws that apply to them while on campus. For more information on HB 280, as per the University System of Georgia, please visit [USG HB 280](#).

R. Research Requirement

The Communication Studies Department requires all students taking COMM1110 to satisfy a departmental research requirement ([2 research credits per Comm. class](#)). Students must earn research credit for each Communication Studies class that requires or offers research participation (e.g., students cannot use one research opportunity to apply to two classes).

The Research Requirement must be completed on or before the Friday before Reading Day. Failure to fulfill the research requirement by the due date will result in a grade of Incomplete. In order to remove the Incomplete (I), you must complete the research requirement in a future semester on SONA, noting the instructor is “from a previous semester,” and then email that instructor.

Four research options are offered to fulfill this requirement. Students may complete any combination of the options to earn the 2 credits required.

- Option 1: Participation in a lab-based research study (2 credits)
- Option 2: Participation in an online study (1 credit)
- Option 3: Summarize a Communication research article (2 credits)
- Option 4: Attendance and reflection at a designated Communication Studies Speaking Presentation (2 credits)

Detailed explanations of each option can be found in the course workbook (pp. 5-10).

Research opportunities will be posted regularly during the semester at: <https://uga-comm.sona-systems.com>. Once you are registered with this website, you need to (1) log into the system to view the list of available studies, (2) sign up for studies you are interested in and qualify for, and (3) track your progress throughout the semester. The system will also track when you receive credit for a study. A detailed instruction manual for using the system can be found on the Department website at <https://comm.franklin.uga.edu/research-opportunities>.

S. Additional Policies

Registration:

Only students who are officially enrolled in the class may attend.

Communication:

Course communication will occur in person, via email, and via eLC. Please check your official UGA email and eLC announcements on a regular basis for such communication. When emailing, **include the course name and time (e.g., “COMM 1110 8AM class”) and your full name in the message**. I will do my best to respond to emails promptly, generally M-F within 48 hours.

Audio and Video Recording:

Course discussions, lectures, and presentations may not be video/audio recorded or photographed without the express written consent of the instructor.

Assignment Guidelines:

Formatting: Workbook activities should be completed directly on the workbook pages. Other written assignments (e.g., topic proposals) must be typed, double spaced, use 12 pt. Times New Roman font, have 1" margins, and be saved as .doc, .docx, or .pdf files. Other file formats (e.g., pages or Google doc links) are not compatible with eLC and will not receive credit. In-text citations and references are to be consistent with APA format. If you are unfamiliar with APA formatting, see the "APA Guides" content folder on eLC. Failure to meet these formatting criteria may negatively impact your grade.

Missed & Late Assignments: Hard copy assignments, such as workbook activities, are due at the beginning of the class for which they are assigned. Assignments turned in late without an excused absence or prior arrangement with your instructor will receive a score of zero. Do not turn in late assignments to your instructor's mailbox or via email unless you have arranged to do so with them in advance. Arrangements concerning missed and late assignments are determined at the instructor's discretion on the basis of students' timely correspondence, situation, and university-approved documentation (e.g., doctor's notes, DRC accommodations, athletic letters, correspondence from Student Care & Outreach, etc.).

Speeches:

Speech presentations are clearly scheduled on the syllabus, and you will be assigned specific times and dates to present your speeches. On speech days, you must be on time and prepared to deliver your speech. If you are not speaking on a speech day, you are still expected to attend class. There will be application activities assigned on speech days that cannot be made up if you miss a speech day.

Missed Speeches: To keep the course on schedule, makeup speeches will only be available to students who communicate well in advance of a planned absence, experience an emergency that fully prevents them from attending class and delivering their speech, or experience illness. Makeup speeches must be scheduled with the instructor either in advance of a planned absence or at the earliest plausible time in the case of an emergency. Timeliness of a makeup speech will depend on factors including but not limited to: timeliness of communication with the instructor, course schedule and planned assignments, and nature of the absence that prevented the student from delivering the speech as scheduled.

Additionally, the following policies will apply to the grade for a missed speech:

*If a speech is not given on the assigned day due to an **excused absence** (e.g., when you are absent due to a university sanctioned activity where prior notice has been provided, an emergency has been documented through your advisor or Student Affairs, etc.), then the speech may be made up and full credit will be available. In these cases, you should alert the instructor about the absence as soon as is reasonable so the best use can be made of available class time.*

*If a speech is not given on the assigned day due to an **unexcused absence**, the speech may be made up, but partial or no credit will be given. Unexcused absences include but are not limited to missing class to study for a test, oversleeping, not being ready to speak, and having to work at an outside job. Students who do not provide a timely and acceptable reason for not giving their speech on the assigned date will make up the assignment at their instructor's discretion. No credit will be given for missed speeches if the student does not take appropriate action to communicate with the instructor about the nature of the absence and appropriate rescheduling.*

Grievance Procedure:

If you have a concern at any time during the course, please don't hesitate to speak with your instructor. If you want to appeal a grade, the department policy is that you must make the grade appeal in writing. Submit this to your instructor within two business days of receiving the grade and feedback. Your instructor will not talk about grades during or after class. Grades are considered final two business days after the assignment has been returned, including grades that are returned electronically. Accordingly, it is your responsibility to regularly check eLC for grades and feedback. To submit an appeal, prepare and submit a one-page typed argument indicating what your specific appeal is and what grade you believe you deserved. Turn in the appeal before or after class, during office hours, or at a scheduled appointment with your instructor.

If you have employed these measures and are still dissatisfied or feel that an appropriate resolution may not be reached by working with your instructor, then you are encouraged to contact the Public Speaking Course Director, Dr. Hillary Palmer. Prior to contacting Dr. Palmer, carefully review the appeals process here: <http://comm.uga.edu/grade-appeals>.

Classroom Citizenship:

Everyone needs to have respect for one another. Our classroom will be a safe environment where everyone should be comfortable speaking and learning together. No disruptions to this environment will be tolerated.

Well-being, Mental Health, and Student Support:

If you or someone you know needs assistance, you are encouraged to contact Student Care & Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu/>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services. UGA has several resources to support your well-being and mental health: <https://well-being.uga.edu/>

Counseling and Psychiatric Services (CAPS) is your go-to, on-campus resource for emotional, social & behavioral-health support (<https://caps.uga.edu/> and 24/7 support at 706-542-2273). For after-hours illness and injury advice, you can also speak with a UGA Health Center nurse at 855-622-1909 or <https://healthcenter.uga.edu/emergencies/>. During regular clinic hours, the Health Center can be reached at 706-542-1162.

T. Instructor Bio and Teaching Philosophy

Email and Communication Policy:

I answer emails Monday-Friday between 8am and 6pm EST. In general, my response time ranges from 1-3 hours depending on the day. On the weekends I check and answer emails in the evening, however response times tend to be longer. I strive to respond to all student emails with 24 hours M-F and within 48 hours on the weekend.

Who Am I?

I am from Nashville, Tennessee. I did my undergraduate degrees at Tennessee Technological University in communication and political science. At Tennessee Tech, I competed in NPDA and IPDA debate, earning 3 national titles across both formats. I continue to stay involved in the debate community as a coach, judge, and tournament administrator.

I attended Wake Forest as a Master's student in Communication and graduated with my MA in May of 2022. At Wake, I worked as a teaching assistant for public speaking courses, and as the graduate student coordinator for the Wake Speaks speaking center. Now, I am a PhD student and doctoral fellow in communication here at the University of Georgia. I teach COMM 1110 Introduction to Public Speaking.

I study rhetoric, critical theory, and the rhetoric of science. My research interests include how expertise and credibility are rhetorically constructed by scientific communities to better communicate with the public. My Master's thesis focused on how expertise is rhetorically constructed by researchers, physicians, and industry scientists who study psychedelic drugs, and how that rhetorical construction functions to exclude Indigenous stakeholders in policy-making spaces.

Fun Facts About Me

My hobbies include reading, collecting fountain pens, and running my TikTok page about fountain pens (@mikspens but following me isn't required 😊). I have a black cat named Cybil, I'm a Leo, and my favorite color is purple.

What Are My Priorities As An Educator?

I conceptualize my priorities like vowels. Without these priorities, understanding my students and being understood *by* my students is possible but difficult. I think about it like this: I could, as an educator, ask "stndts t mk sns f m tchnng wtht th vwls," but doing so would allow too much of the learning experience to fall in the gaps where the vowels should be.

The priorities as an educator are: Accessibility, Engagement, Inclusivity, Opportunity for self-directed learning, Uniquely contributing to your educational experience, and Encouraging a life-long attitude of learning. I believe in creating inviting and supportive educational spaces for students from all walks of life, including LGBTQ, disabled, neurodivergent, non-traditional, and marginalized students. My #1 goal is to meet you where you are and help you get where you want to go. In my role as the instructor for this course, I strive to evaluate each student's work fairly, transparently, and in a manner that best facilitates growth over the course of the term.

COURSE SCHEDULE

| Date | Topic | Assigned Reading | Assignment Due (Start of Class) | Complete In Class |
|-----------|---|------------------|---|---|
| R Aug. 18 | Introduction to 1110 | Course syllabus | Purchase workbook | |
| T Aug. 23 | Assign Speech 1 and Topic Selection | | | WB #1 (pg. 19-20) "Constructing A Theme" |
| R Aug. 25 | Audience Analysis and The Rhetorical Situation | Ch. 2 | | WB #2 (pg. 21) "Audience Analysis" AND WB #3 (pg. 22) "Adapting To Your Audience" |
| T Aug. 30 | Outlining & Managing Speech Anxiety | Ch. 1 and Ch. 6 | | In-class application activity (from WB pg. 79) |
| R Sep. 1 | Introduction Speech Presentation Day | | Finalized Speech 1 Outline & Notecards | Introduction To Peer Evaluation |
| T Sep. 6 | Speech 1 Debrief and Speech 2 Topic Selection | | | WB #7 (pg. 33) "Researching Speech Topics" |
| R Sep. 8 | Informative Speaking | Ch. 7 | | WB #4 (pg. 25) "Speech Topic Audience Analysis" |
| T Sep. 13 | Introductions and Organizing Your Main Points | Ch. 4 AND Ch. 5 | | WB #5 (pg. 29-30) AND WB #10 (pg. 39-40) |
| R Sep. 15 | Conclusions and Delivery | Ch. 3 | | In-class application activity ("Brining It Full Circle") |
| T Sep. 20 | Oral Citations and Presentation Aids | Ch. 10 | | WB #22 (pg. 71-72) "Delivering Verbal Citations" |
| R Sep. 22 | Speech 2 Outlining Workshop | | Speech 2 Draft Outline | WB #6 (pg. 31-32) "Testing Evidence" |
| T Sep. 27 | Informative Speech Presentation Day | | Finalized Speech 2 Outline and Notecards | |
| R Sep. 29 | Informative Speech Presentation Day | | Finalized Speech 2 Outline and Notecards | |
| T Oct. 4 | Informative Speech Presentation Day | | Finalized Speech 2 Outline and Notecards | |
| R Oct. 6 | Informative Speech Presentation Day | | Finalized Speech 2 Outline and Notecards | |
| T Oct. 11 | Speech 2 Debrief and Speech 3 Topic Selection | | Two Peer Evals from WB pg.81-84 | |
| R Oct. 13 | Reasoning and Fallacies | Ch. 8 | WB #8 (pg. 35-36) "Supporting Materials" | Reflection Essay Prompt class-wide vote; Prompt posted to eLC at end of class. Rubric posted by instructor on Oct. 14 |
| T Oct. 18 | Midterm Exam Review | | | |
| R Oct. 20 | Midterm Exam | | Reflection Essay due to eLC | |
| T Oct. 25 | Practice With Persuasive Speaking Activity: Mini Debates | | | In-class application activity ("Evaluating Arguments") |
| R Oct. 27 | Speech 3 Outline Workshop | | Speech 3 Draft Outline AND WB #13 "Full-Sentence Outline Peer Critique" | |
| T Nov. 1 | Persuasive Speech Presentation Day | | Finalized Speech 3 Outline and Notecards | |
| R Nov. 3 | Persuasive Speech Presentation Day | | Finalized Speech 3 Outline and Notecards | |
| T Nov. 8 | Persuasive Speech Presentation Day | | Finalized Speech 3 Outline and Notecards | |
| R Nov. 10 | Persuasive Speech Presentation Day | | Finalized Speech 3 Outline and Notecards | |
| T Nov. 15 | Speech 3 Debrief and Speech 4 Topic Selection; Ceremonial Speaking: Decorum and Creating A Message That Resonates | Ch. 9 | Peer Eval from WB "Supporting Materials" (pg. 91-92) | WB #17 "Free Speech, Decorum, and Ceremonial Speaking" (pg. 61-62) |
| R Nov. 17 | Practice With Ceremonial Speaking and Speech 4 Manuscript Workshop | | Speech 4 Draft Manuscript | In-class application activity "Workshop Peer Eval" |
| T Nov. 22 | Ceremonial Speech Presentation Day | | Finalized Speech 4 Outline and Notecards | Class-wide vote on Final Exam Reflection Essay Prompt; Prompt Posted to eLC at end of class. Rubric posted by instructor on Nov. 23 |
| R Nov. 24 | THANKSGIVING BREAK NO CLASS | | | |
| T Nov. 29 | Ceremonial Speech Presentation Day | | Finalized Speech 4 Outline and Notecards | |
| R Dec. 1 | Last Day of Class; Final Exam Review | | Peer eval from WB (pg. 93-94) "Language" | |
| T Dec. 6 | FRIDAY SCHEDULE DAY; NO CLASS | | | Final Exam Reflection Essay Prompt Due (all sections) |
| R Dec. 8 | 9:35am section final exam; 8:00am-11:00am | | | |
| T Dec. 13 | 11:10am section final exam; 12:00pm-3:00pm | | | |