

New York City College Of Technology  
Humanities Department  
Course Title: **Public Speaking**  
COM 1330; Section \_\_\_\_\_

**Instructor's Name:**  
Contact Email:  
Office: L636; 718-260-5018  
Office Hours:

3 Credit Hours; Course Prerequisite: ENG 1101 OR corequisite of ENG 1101CO or ENG 1101ML  
PATHWAYS: Individual and Society

### **Course Description**

Fundamental principles of speaking in public situations and the preparation and delivery of informative and persuasive presentations. Subjects include ethics in public speaking, audience analysis, selecting and researching speech topics, constructing well-reasoned arguments, extemporaneous delivery, and peer evaluation. Students are expected to develop outlines and speaking notes, use visual aids, and improve on verbal and nonverbal delivery skills.

The minimum technological requirements for fully online sections of this course are a working camera and microphone. Students are expected to turn on cameras and microphones at their instructor's request. Students must be verifiably present throughout the class session with cameras on the entire time. [IF YOU'RE NOT ONLINE, REMOVE THIS LANGUAGE]

**Standard Textbook:** Dan O'Hair; Rob Stewart; Hannah Rubenstein. A Speaker's Guidebook (1-Term Online through MacMillan Learning) 8 ed. for New York City College of Technology.  
A Speaker's Guidebook Spiral-Bound Text + 1-Term Achieve Access Card. ISBN 9781319529260;  
**As a City Tech COM 1330 Student, you have a discounted price of \*\$49.99 for *Achieve/A Speaker's Guidebook* 1-term Access.**

NOTE: Texts and supplemental material may vary from course to course. Please check your professor's requirements before purchasing. [WRITE IN ANY SUPPLEMENTAL MATERIAL HERE. IF NONE, REMOVE THIS LANGUAGE]

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eBook and Achieve Access for A Speaker's Guidebook  
**Registration Required**

You are required to use Macmillan Learning's digital platform, **Achieve**, to access your e-book and online assignments. **As a City Tech COM 1330 Student, you have a discounted price of \*\$49.99 for *Achieve/A Speaker's Guidebook* 1-term Access.**

Please watch this video on accessing Achieve and then read the information below: [Video: COM 1330 - Achieve Registration link](#)

**\*\*IMPORTANT\*\***

- The options listed below are the only way to purchase Achieve access for COM 1330. Achieve is not sold on Amazon or on 3rd party websites.
- The Achieve Course ID will be provided by your Instructor.

## **Purchase Options & Instructions:**

- Purchase Achieve Access directly from [the Macmillan Student Store via this direct link](#).
  - [Instructions: Access Achieve via Macmillan Student Store link](#)
  - Cost: \$49.99
- Purchase an Achieve Access Code from the CityTech campus Bookstore (ISBN: 9781319572815)
  - [Instructions: Access Achieve via your Bookstore Access Card](#)
  - Cost: \$78.94

**If you would like a physical textbook with Achieve Access, you can purchase it directly from MacMillan for \$114.**

### **Note:**

- You will \*only\* be able to purchase Achieve access through the Macmillan site when the instructor's Achieve course is live. All courses will be live at the start of Spring 24 classes.
- If you purchase an Access Card from the Bookstore, you will only be able to use the Access Code when the instructor's Achieve course is live.

### **ACHIEVE TECHNICAL SUPPORT:**

[Achieve Student Getting Started Guide](#) - please reference this library of help articles designed to help students use the Achieve platform.

**Tech Support:** Students may contact our support team directly with technical issues: [please contact our Customer Support team via our chat feature](#).

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## **Assessment Methods**

Assessment is based on oral presentations that are supported by specific requirements of the speaking assignment, such as credible oral citations, organization of thoughts, reasoning, and arguments, the appropriateness of the arrangement and style, and the effectiveness of the delivery. In addition, a more global assessment will be made on minimally prepared or unprepared speeches and on participation. Assessment is based on the written work including outlines, exams, and quizzes that demonstrate your understanding of theoretical approaches to the field of communication and public speaking. Finally, detailed evaluation of prepared speeches by the professor and classmates (this assesses the evaluators'—not the speaker's—abilities to observe, analyze and record the differences between effective and ineffective speeches).

### **Communication Curriculum: Scope of Assignments**

The course curriculum requires students to complete at least one impromptu speech, and two formal speeches—informative and persuasive in nature. The required speeches must be completed with a passing grade of a C or better. Other speeches or oral exercises may be assigned at the instructor's discretion. The assignments required for this class are designed to provide practical communication skills and an introduction to public speaking theory and techniques. Each speech will build upon the previous one and will serve as a foundation for upcoming units. Length, research, audience analysis,

writing, oral citations, visual aids, and delivery requirements vary for each speech. In addition, there are exams/quizzes, written assignments and evaluations, and class discussion.

**1. The Informative Speech:** Students will research, write and perform a five- to seven-minute speech designed to share information on an area of public interest. Students will also be required to complete and turn in a preliminary draft to be submitted as scheduled and a final outline by the speech date. Outlines must include a bibliography with 3-5 sources. Visual aids are required.

**2. The Persuasive speech:** Students will research, write and deliver a six- to eight-minute speech in support of a position on a controversial issue. The goal will be to persuade the audience to change its attitudes, values or beliefs, or convince the audience to act on a proposed policy change. Students will also be required to complete and turn in a preliminary draft to be submitted as scheduled and a final outline by the speech date. Outlines must include a bibliography with 5-7 sources. Visual aids are required.

**3. Impromptu Speeches:** These are short speeches prepared and delivered in class. They are aimed at improving delivery style and increasing comfort in unprepared public address situations.

**4. Instructor Choice Speeches:** Examples include inspirational, commemorative, or entertainment speaking. Speeches can be either prepared or unprepared in format. [REPLACE WITH THE SPEECH YOU ARE ACTUALLY ASSIGNING]

**5. Peer Evaluations:** Students are required to provide oral and written critiques of classmate's speeches. This assignment is designed to help both the speaker, by providing additional feedback, and the observer, by encouraging audience members to pay close attention to speeches and to reflect on similarities with, and differences from, their own style. Students will demonstrate cultural sensitivity and ethical behavior when assessing their peer's presentations.

**6. Outlines:** All speech outlines will conform to the structure discussed in class and include a reference page. The final outline is to be turned in the day of the presentation; preliminary drafts as scheduled. All material must be properly documented in a bibliography. Students may use APA, MLA, or Chicago citation style for the bibliography page. Oral citations are expected, too.

**7. Reading and Listening Exercises:** In addition to weekly reading from the textbook, students may be required to read or listen to supplemental material and speech texts, such as historical speeches. **May Vary Among Instructors and teaching mode** [REMOVE THIS SENTENCE AND WRITE IN YOUR PERSONALIZED INSTRUCTIONS]

**8. Speech Analysis:** One of the ways to learn to create better speeches is to read, listen and/or view important speeches from the past. By studying historical situations, students can appreciate how speakers have responded to speaking situations. These exercises are designed to teach students how to identify themes, analyze rhetorical devices and stylistic devices, language style, and the context of the speech (audience, occasion, purpose, setting, speaker, culture). **May Vary Among Instructors and teaching mode** [REMOVE THIS SENTENCE AND WRITE IN YOUR PERSONALIZED INSTRUCTIONS]

**9. Outside Speaker Observation:** Students observe and critique a public speaker outside the classroom. The speech must be live, not televised or online. Speakers can come from any public forum—academic, religious, artistic, etc. Students must provide documentation of the event—program,

poster, or invitation, for instance. **May Vary Among Instructors and teaching mode)** [REMOVE THIS SENTENCE AND WRITE IN YOUR PERSONALIZED INSTRUCTIONS]

**10. Research:** Research skills are one of the most important things students get out of this class. Research may sound like something that is hard to do, but we all conduct research almost everyday, with our smart phones and other forms of technology. Conducting research in a college class is different from conducting research in everyday life because students are expected to present that research formally in a speech or in a report. Students should understand that learning how to do “college level research” means, in part, learning the culture of research. We will explore the reasoning and application of conducting research. Below are some valuable tools that college students can use:

- CityTech Databases (newspapers and journal articles, Gale encyclopedias)
- CUNY Library (inter-campus borrowing)
- The National Archives
- NY Public Libraries

**10. Visual Aids:** Students will be required to include visual aids for at least one of the speeches. Students will be graded on how well they choose the visual aids to support the information they are conveying, how well they are prepared, and how well they are used.

**11. Midterm/Final Exam(s) and Quizzes:** Exams and quizzes are designed to test students’ knowledge of principles of the communication process and the fundamental concepts of the communication field discussed throughout the semester. Exams will entail both writing and speaking.

**12. Participation and Professionalism:** A significant portion of your grade depends on your active participation and how you conduct yourself in the class. Classroom participation applies to online behavior as well as in-person classroom behavior. This requirement consists of the following components: (a) active and timely participation during virtual or in-person class discussions (b) active and timely participation during virtual or in-person group work or peer feedback (c) punctual submission of graded assignments, including those assigned to an online platform or presented orally during a virtual lesson (d) the quality of your written and spoken assignments (e) the quality of online self-presentation including appropriate attire, seating, lighting, and background (f) overall classroom interactions and communication ethics.

#### Grading Distribution

|   |     |
|---|-----|
| Informative/Persuasive presentations & speaking outlines                                | 40% |
| Oral assignments [SPECIFY NAME OF SPEECH AND WEIGHT]                                    | 20% |
| Written assignments [SPECIFY – IS THIS THE SPEECH EVALUATION ASSIGNMENT? FREE WRITING?] | 10% |
| Macmillian Achieve quizzes  | 10% |
| Midterm/Final exam (Achieve 5%, Instructor-specific assessment 5%)                      | 10% |
| Participation/Professionalism   | 10% |

Oral (20%) and written assignments (10%) may include shorter speeches (impromptu, introductory, special occasion, etc.), in-class and homework assignments, and final exam, and are assigned at the discretion of the instructor. [SPECIFY ACCORDING TO YOUR ACTUAL PLAN]

#### **Humanities Department Attendance Policy**

It is the conviction of the Humanities department that a student who is not in a class for any reason is not receiving the benefit of the education being provided. Missed class time includes not just absences

but also latenesses, early departures, and time outside the classroom taken by students during class meeting periods. Missed time impacts any portion of the final grade overtly allocated to participation and/or any grades awarded for activities that relate to presence in class.

### **School of Arts and Sciences Attendance Statement**

When students miss class, they do not receive the full benefit of their education. Missing class includes absence, lateness, early departure and stepping out for prolonged periods during the session. Students must attend class consistently and on time: Failure to do so will negatively affect the final grade and could lead to an 'F' in the course.

### **Plagiarism and NYCCT Academic Integrity Policy:**

“Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion.” (See pp. 73-76 in the student handbook). The following are some examples of plagiarism:

- Copying another person’s actual words without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person’s ideas or theories in your own words without acknowledging the source.
- Using information that is not common knowledge without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.
- Internet Plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and “cutting and pasting” from various sources without proper attribution.
- Speech assignments must be paraphrased into your own language and properly cited. All major writing speeches and exams will be run through Safe Assign.

### **Accessibility/Medical Accommodations Statement**

City Tech is committed to supporting the educational goals of enrolled students with disabilities in the areas of enrollment, academic advisement, tutoring, assistive technologies and testing accommodations. If you have or think you may have a disability, you may be eligible for reasonable accommodations or academic adjustments as provided under applicable federal, state and city laws. You may also request services for temporary conditions or medical issues under certain circumstances. If you have questions about your eligibility or would like to seek accommodation services or academic adjustments, please contact the Center for Student Accessibility at 300 Jay Street room L-237, 718 260 5143, or <http://www.citytech.cuny.edu/accessibility/>

Students who miss a scheduled presentation or exam due to illness or medically-related emergencies will be referred to the Center for Student Accessibility. The CSA will review any documentation requested and give the student a letter to share with the relevant instructor if accommodations need to be made.

### **Humanities Department Commitment to Student Diversity**

The Humanities Department complies with the college wide nondiscrimination policy and seeks to foster a safe and inclusive learning environment that celebrates diversity in its many forms and enhances our students' ability to be informed, global citizens. Through our example, we demonstrate an appreciation of the rich diversity of world cultures and the unique forms of expression that make us human.

### **Basic Public Speaking Classroom Etiquette (May Vary Among Instructors and teaching mode)**

[REMOVE THIS SENTENCE AND WRITE IN YOUR PERSONALIZED INSTRUCTIONS]

- Stay for the entire class with your camera on. An early exit will count as an official absence.
- Classes begin punctually. Please arrive on time and be prepared to participate at every session.

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#### **Presenting in Person:**

- Maintain good posture and wear formal clothing (i.e., (a) no hats or shirts with printed words or images and (b) clean, neat clothing that you (as you might wear to a job interview).

**Presenting online:** [IF YOU ARE IN-PERSON, REMOVE/REWRITE INSTRUCTIONS FOR ONLINE PRESENTING]

In addition to formal posture and clothing,

- Open your visual aid files and organize your speaking notes before the start of class.
- Presenting in video conferences is not the same as everyday conversation. Online presentations should be conducted in a professional manner. Make sure your background is neutral. Nothing personal should be seen in the background. If you need to obscure the background, choose a virtual background.
- Check your lighting in advance. Make sure your eyes and expressions can be clearly seen. Your face needs to be more brightly lit than the background.
- Your entire head and upper torso should be in view and take up most of the space of the video frame. The appropriate angle of the camera is at eye level.

#### **Presentation Days: Listeners**

- Give each speaker your full attention.

All oral assignments must be presented on the date scheduled. If you know of a scheduling conflict that will cause you to be absent from class, you must inform your professor well in advance of the date so that the schedule can be reworked. If you miss your assigned presentation date, you will either receive a zero for that presentation or be given an INC for the course. Late presentations may be rescheduled, but only at the discretion of the professor.

### **Communication Discipline-Specific Policies & Guidelines for Generative Artificial Intelligence (GenAI)**

Analytical and critical thinking skills are part of the learning outcomes of this course and the Communication discipline; therefore, all written and oral assignments must be prepared by the student. The instructor may allow for the limited use of generative artificial intelligence (GenAI). Students will learn both when and how these tools may be used, and when and how to provide attribution. Generative AI can produce inaccurate or biased information, based on limited knowledge or citing fake

references, and resulting in copyright and confidentiality infringement. Therefore, you will be held accountable for work that includes:

- Incorrect, fake, and fabricated sources, or information misattributed to sources
- AI-generated work presented as original work (including essays, research papers, speech outlines, discussion boards, PowerPoints, etc.)
- Any AI generated text copied/pasted without attribution.
- Assessments, quizzes, and exams completed using AI
- AI generated imagery or multimedia without acknowledgement and citation of AI platform as creator
- AI-generated misinformation, including incorrect, biased, misinformed, or misleading claims

Any use of generative AI tools as described above will be treated as academic dishonesty and/or plagiarism and will be reported to the College Academic Integrity Committee. While understanding how and when to use generative AI tools may be emerging as a professional job skill, ethics still matter and being careful not to spread misinformation is foremost. Developing strong ethics and a sense of responsibility in this area will prepare you for graduation and a competitive workplace. If you allow AI to think for you, then you may not be able to do the kind of thinking that leads to success.

**Sample Course Schedule**  
**Tuesday/Thursday**

(Schedule will vary by Instructor and School Calendar.) [REMOVE THIS SENTENCE]

| Week | Date   | Topics and Assignments                              | Lectures, Activities & Exercises | Achieve Reading/Quizzes |
|------|--------|---|----------------------------------|-------------------------|
| 1    | 8/___  | Review Syllabus/Getting Started with Confidence     | Course Contract                  | Chapter 1               |
| 1    | 9/___  | Preparing Your First Speech                         | In Class Activity                | Chapter 2               |
| 2    | ..etc. | <b>Introductions Speeches</b>                       | Oral Exercises                   |                         |
| 2    |        | Managing Anxiety                                    | In Class Activities              | Chapter 3               |
| 3    |        | Ethics and Listening Presenting the Speech          | Oral Exercises                   | Chapters 4-5            |
| 3    |        | Delivering the Speech                               | Oral Exercises                   | Chapters 17-19          |
|      |        | <b>No Classes: Conversion Dates</b>                 |                                  |                         |
| 4    |        | <b>Impromptu Speeches</b>                           | Oral Critiques                   | Pages 241-242           |
| 4    |        | <b>Impromptu Speeches</b>                           | Oral Critiques                   |                         |
| 5    |        | Audience Analysis                                   | In class activities              | Chapter 6               |
| 5    |        | Selecting Topics and Purpose                        | In class activities              | Chapter 7               |
| 6    |        | Supporting Your Ideas                               | Writing Activity                 | Chapter 8               |
| 6    |        | Finding Credible Print and Online Materials         | <i>Library Lesson</i>            | Chapters 9-10           |
| 7    |        | Organizing the Speech                               | In Class Activity                | Chapters 11-12          |
| 7    |        | Outlining the Speech                                | In Class activities              | Chapter 13-14           |
| 8    |        | Midterm Review                                      | Discussion/groups                | Chapters 1-14           |
| 8    |        | <b>Midterm</b>                                      |                                  |                         |
| 9    |        | Speaking to Inform<br>Assigning Informative Speech  | Lecture/topic activities         | Chapters 14-16, 23      |
| 9    |        | Informative Workshop                                | Groups/Video                     | Selected material       |
| 10   |        | <b>Informative Speeches</b>                         | <b>Peer Critiques</b>            |                         |
| 10   |        | <b>Informative Speeches</b>                         | <b>Peer Critiques</b>            |                         |
| 11   |        | Special Occasion Speaking<br>OR Small Groups        | <b>Oral Exercises</b>            | Chapter 27              |
| 11   |        | Special Occasion Speaking<br>OR Small Groups        | <b>Oral Exercises</b>            |                         |
| 12   |        | Speaking to Persuade<br>Assigning Persuasive Speech | In class activities              | Chapters 24-26          |
| 12   |        | Persuasive workshop                                 | Groups/video                     | Selected Material       |
| 13   |        | <b>Persuasive Speeches</b>                          | <b>Peer Critiques</b>            |                         |
| 13   |        | <b>Persuasive Speeches</b>                          | <b>Peer Critiques</b>            |                         |
| 14   |        | <b>Persuasive Speeches</b>                          | <b>Peer Critiques</b>            |                         |
| 14   |        | Review Final Exam or Speech                         | <b>Self Critiques</b>            | Selected material       |
| 15   |        | <b>Final Exam or Speech</b>                         |                                  |                         |

### Course Intended Learning Outcomes and Assessment Details

| LEARNING OUTCOMES   | ASSESSMENT METHODS  |
|---|---|
| Compose and present appropriate verbal and nonverbal messages to diverse audiences.   | Students will have presented several Individual speeches and participated in oral exercises throughout the semester, each one building on previous in-class experiences and oral/written feedback from both the instructor and class peers.   |
| Display observational and critical evaluation skills by critiquing speeches in a professionally appropriate fashion in oral/written format. | Students will critique speeches throughout the semester. Assessment can include both oral and/or written format. Students typically view other student speeches during class and speeches available through various forms media formats. Students also observe speakers outside of the traditional classroom setting. |
| Demonstrate competence in active listening skills.  | Assessment will be based on in-class activities or homework assignments. They set listening goals, take notes, locate speaker's main ideas and detect organizational patterns. They also pay attention to verbal and nonverbal cues. Written and oral critiques demonstrate their ability to listen effectively.      |
| Demonstrate the skills necessary to compose/create and present informative and persuasive messages.   | Assessment will be based on oral presentations supported by specific research, outlining, and delivery skills.  |
| Learn to use presentation aids and technologies to enhance their speeches.  | Assessment will be based on the effective and purposeful use of visual aids throughout the semester.  |

### GENERAL EDUCATION INTENDED LEARNING OUTCOMES/ASSESSMENT METHODS

| PATHWAYS LEARNING OUTCOMES:<br>INDIVIDUAL AND SOCIETY   | ASSESSMENT METHODS  |
|---|---|
| <b>1.</b> Gather, interpret, and assess information from a variety of sources and points of view. | <b>1.</b> Students are provided with the necessary historical and reading materials, such as speeches that changed the world, and discuss communication from various perspectives. Second, students participate in oral and written assignments that require them to use sources to formulate their speeches. Students are expected to consult a wide range of sources and are encouraged to take advantage of information available through libraries, media, internet, and special interest organizations. Data gathered for prepared speeches must be supported by relevant, timely, and credible sources that appeal to diverse audience members. |
| <b>2.</b> Evaluate evidence and arguments critically or analytically.                             | <b>2.</b> Every speech assignment consists of communication concepts and arguments that must be analyzed within the scope of the effective public speaking criteria. Students are required to think critically about the authors claims as well as the arguments made by fellow students. They also must construct their arguments using credible, timely, and relevant evidence gathered from readings, links, or personal experience. Students are expected to use of reasoning, logic, and audience analysis for both prepared and unprepared speeches. In-class activities for developing arguments and persuasive speaking.                      |
| <b>3.</b> Produce well-reasoned written or oral arguments using evidence to support conclusions.  | <b>3.</b> Students demonstrate their ability to produce well-reasoned written arguments using evidence to support conclusions for all speaking assignments. The instructor assesses how the student incorporates selected information into their argument, and uses information effectively to accomplish a specific speech purpose. In addition, students provide critical feedback and responses to other   |

|   |  |
|---|--|
|   | <p>students. The instructor monitors these responses and evaluates their development and substance. Students prepare a written component for each prepared speech, called a speaking outline. Outlines include well-developed arguments with supporting evidence, and a bibliography. Speaking outlines are used to prepare students for the oral component of their work.</p>   |
| <p><b>4.</b> Demonstrate knowledge of the communication field and public speaking theories, such as classical rhetorical theories, motivational theories, and psychosocial theories by exploring the relationship between the individual and society.</p> | <p><b>4.</b> Students are introduced to global issues by examining major theories that contributed to the communication field, such as classical and contemporary persuasion theories, inoculation theory, Hofstede's value dimensional theory and cross cultural theories. Students apply their knowledge of these concepts through speech assignments. Exams are also designed to test student's knowledge of principles of the communication process and the fundamental concepts of the communication field discussed throughout the semester.</p> |
| <p><b>5.</b> Articulate and assess ethical views and their underlying premises by examining every phase of the communication process (e.g., selection of arguments, support, and delivery).</p>   | <p><b>5.</b> Reading exercises, such as speech text, and in-class activities on ethical researching, citing, and speaking. Peer evaluations assignment requires students to pay close attention to speeches and to reflect on similarities.</p>  |
| <p><b>6.</b> Articulate ethical uses of data and other information resources to respond to problems and question</p>  | <p><b>6.</b> Students must demonstrate ethical research skills and appropriate uses of citations, including gathering, evaluating, and synthesizing primary/secondary sources and use of technology.</p>   |

Updated Jan 1 2023

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