

Hon 101 – Honors Public Speaking

Section 1001 meets Monday & Wednesday from 8:30 – 9:45 AM

Section 1002 meets Monday & Wednesday from 1:00 – 2:15 PM

Section 1003 meets Monday & Wednesday from 2:30 – 3:45 PM

Instructor:

Office: RLL 150 (in the Honors College)

Office Hours: MW 11:30 – 12:45; and by appointment

Office Phone: (702) 895-1001

Email:

Classroom: Remote Learning via Zoom

Course Description

Presented from a rhetorical perspective, this course offers its participants many opportunities to refine their speaking abilities. Our shared assumption throughout is that words can and do nudge the world a little. Accordingly, emphasis will be placed on learning how to engage the attention, attitudes, and actions of others in regard to issues of personal, communal, and civic importance.

The fundamental assumption underlying this course is that we learn best by doing. Thus, instead of relying heavily on written assignments, students will give speeches regularly. Students will be graded on several mini speeches, an informative speech, and a persuasive policy speech. Grading for all speeches will be based on your synthesis of course material and quality of extemporaneous delivery.

Course Goals

Students who complete Honors Public Speaking should be able to:

1. Identify, prepare, and develop support materials for a specific speech type.
2. Effectively manage their speech anxiety.
3. Create speeches that demonstrate special attention to the verbal and nonverbal aspects of extemporaneous delivery.
4. Analyze and evaluate speeches.
5. Explain the connection between public speaking and civic engagement.

Required Text

Rothwell, J. Dan. (2017). *Practically speaking* (2nd ed.). New York: Oxford University Press.

In addition to your textbook, there will be PDFs and links to other readings on Canvas.

Seminar Assignments

Throughout the semester, students will give a variety of speeches. In each instance, you will have a more in-depth assignment description posted on Canvas.

You will need to submit a **preparation outline** on each of your speech days. This outline must be full sentence and in traditional outline format with all the portions clearly identified. If I do not receive a preparation outline before class starts on your speech date, you will not be able to deliver your speech. When you give your speech, however, you will need to use a **presentation outline** (a.k.a. **keyword outline**). See pages 147-148 of your textbook for examples of these outlines.

Most of the speeches you will give this semester will be extemporaneous. Extemporaneous delivery relies on a presentation outline (usually written on a piece of paper or index cards). **Students who use a preparation outline while speaking will not receive an A on their speech, regardless of its quality otherwise.** Likewise, **do not** try to memorize your entire speech word for word.

Mini speeches

Throughout the semester you will give four 2–3 minute extemporaneous speeches (speech of introduction, fable, narrative, and maxim). The speech will be worth 50 points (20 for content; 20 for delivery; 10 for outline). Visual aids are not allowed for these speeches. At semester's end, I will drop the score of your lowest mini speech grade.

Impromptu Speech

You will deliver a 2–3 minute impromptu speech near the end of the semester. Students will be given a prompt and 2 minutes to prepare a response. We will practice delivering impromptu speeches the class before.

Informative Speech

This 5-8 minute extemporaneous speech should inform the class about a concept, event, issue, object, process, or trend. Whatever topic you choose, think of yourself as a teacher who is sharing **new** knowledge on a specific topic with others. You will need to narrow your topic down so that you can do it justice in the time allotted. You must use visual aids and include a minimum of 4 verbal citations. Generally speaking, these citations will require the author, date, and source (see page 90 in your textbook for examples).

Persuasive Speech

This 7-10 minute extemporaneous speech should focus on a question of policy. You will need to describe a significant problem of a social, economic, political, and/or cultural nature and then advocate a solution to that problem. Your solution must be a government, organizational, or industry-wide policy. Your ultimate goal is to convince the audience that your proposed policy is the best solution to the problem (as such, you are seeking agreement and/or support from audience members, NOT individual action). Your persuasive speech must have a Problem-Solution OR Problem-Cause-Solution organizational format. You will also need to use a visual aid and at least 5 verbal citations.

Participation

Students are expected to come to each class prepared to discuss the reading. To this end, I have provided prompts in italics for you to consider *before* coming to class. You do not need to turn anything in, though I would encourage you to write down your thoughts and responses to the prompt. Moreover, I would encourage you to jot down any further ideas, comments, or questions about the reading. These prompts are designed to encourage critical thought and retention of the material.

A note on **ghosting**. I recognize that completing work remotely can be challenging for a wide array of reasons. There are many distractions that we may face, whether from family, temptation to browse social media/internet during class, or sheer boredom from having all of your classes in (the comfort of) your home. As noted in my attendance policy, students who do not have their webcams on or actively engage the material may be considered absent.

Exam

Students will be given a take-home final exam. More details to come.

Course Policies

Assignments

I will be collecting all your homework online via Canvas. Please submit your homework as a Word .doc or PDF. If I need to ask you to resubmit it because the file is wrong or corrupt, I consider it late. All late assignments will receive a 10% deduction. Assignments turned in after the due date will receive a 20% deduction for every DAY (not every class day) they are late.

Students must deliver their speeches on their assigned day. If you are late to class and miss your scheduled presentation slot, you will be allowed to present that day if time permits. You will also receive a 10% penalty. Students who are absent the day of their speech will receive a zero on the assignment. If a scheduling conflict arises, students must let me know in advance or within 24 hours after *and* receive my permission to reschedule. You will still receive a 10% penalty. I do not listen to “make-up” speeches during office hours.

Attendance

Students are expected to attend each class. That said, I recognize that emergencies and appointments sometimes conflict with our schedules. Thus, students are allowed to miss one class without any grade deductions. Each absence after the one permitted, however, will result in a 3% grade deduction. At four absences (including the one permitted), your final grade will be a D. If you are absent six times (including the one permitted), you will fail the course.

Please note that students who are consistently late to class will also receive a grade deduction—I will consider three “lates” to qualify as an absence. You are considered late if you are not present when I begin taking attendance or the official start time of class, whichever occurs last. If you miss more than half of the class without advance notice and permission, I will consider you absent for the day.

Students must have their webcams on to be considered present. If situations in your home make this untenable, you must speak with me before the start of the third class to let me know why. While I can be accommodating in instances of genuine need, I reserve the right to note which excuses are not appropriate.

Office Hours

If you need assistance, have questions, or need clarification on an assignment, please feel free to send me an email or catch me after class. I check my email during work hours, which runs from 9-5 on Mondays through Fridays. Anticipate that a response may take 24 hours. Please do not expect an email sent the morning before class to have been read prior to class. **I do not have my phone synced with my school email account.**

Course Evaluation

Assignment	Points
Mini speeches (Speech of Introduction, Fable, Narrative, Maxim)	50 points each; lowest score dropped [total 150]
Impromptu	50
Informative Topic Memo	10
Informative Speech	150
Policy Topic Memo	15
Policy Speech	200
Participation	50
Outline Workshops	25 points each [total 75]
Final Exam	50
Total	750 points

Grades will be determined on the following scale

93-100% = A

80-82% = B-

67-69% = D+

90-92% = A-

77-79% = C+

63-66% = D

87-89% = B+

73-76% = C

60-62% = D-

83-86% = B

70-72% = C-

0-59% = F

UNLV Policies

Public Health Directives

Face coverings are mandatory for all faculty and students in the classroom. Students must follow all active UNLV public health directives while enrolled in this class. [UNLV public health directives](#) are found at . Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the [UNLV Code of Student Conduct](#), including being administratively withdrawn from the course.

Academic Misconduct

Academic integrity is a legitimate concern for every member of the University community. We all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the [Student Conduct Code](#).

Auditing Classes

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as

students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

Classroom Conduct

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn, or of instructors to teach. Use of devices such as pagers and cellular phones, or potentially disruptive activities are only permitted with the prior explicit consent of the instructor. Students are specifically prohibited to record classes without instructor authorization, including online/remote classes (either audio only, or video and audio). The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative withdrawal of the student from the course.

Since the COVID-19 pandemic forced most instruction to be delivered remotely starting on March 2020, numerous students have asked instructors to record their synchronous classes, so that they can access them at their convenience. Instructors who agree to record their classes (audio only, or video and audio) should inform students in advance. Recorded lectures may not be broadly released to anyone, but made available exclusively to those students enrolled in the class during the particular academic term. Recorded lectures must be stored securely, and are subject to the Nevada System of Higher Education's Records Retention Policy, meaning that the recordings can only be deleted 120 days after the end of class (i.e., after grades are posted). Once this requirement is met, the recordings should be deleted. Class recordings are protected from disclosure, as they are deemed part of an educational record under the Family Educational Rights and Privacy Act (FERPA).

Copyright

The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional [copyright policy information](#).

Disability Resource Center (DRC)

The [UNLV Disability Resource Center](#) (SSC-A, Room 143, <https://www.unlv.edu/drc>, telephone 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to injury, disability, or due to pregnancy should contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours, so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Final Examinations

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the [Final Exam Schedule](#).

Identity Verification in Online Courses

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the [Student Academic Misconduct Policy](#), which states that “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” is a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the [Acceptable Use of Computing and Information Technology Resources Policy](#), which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades

The grade of “I” (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student’s control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of “F” will be recorded, and the student’s GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the “I” grade.

Library Resources

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the [Libraries’ Research Consultation](#) website. You can also [ask the library staff](#) questions via chat and text message.

Missed Classwork

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the

responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Work policy, under Registration Policies, on the [Academic Policies](#) webpage.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student provides official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a “Drop one” option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate’s policy, and an infringement on the student’s right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to: academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

Rebelmail

Rebelmail is UNLV’s official email system for students and by University policy, instructors and staff should only send emails to students’ Rebelmail accounts. Rebelmail is one of the primary ways in which students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Emailing within WebCampus-Canvas is also acceptable.

Tutoring and Coaching

The Academic Success Center (ASC) provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the [ASC website](#), or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the [Writing Center](#), located in the Central Desert Complex, Building 3, Room 301 (CDC 3–301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, telephone 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

Diversity Statement

As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation. Please see [University Statements and Compliance](#).

A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another's points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.

[Academic Policies](#)

[Student Services & Activities](#)

[University Policies](#)

[University Community & Libraries](#)

Course Schedule

Date	Day	Lecture Content	Reading and Work Due
Week 1			
1-18	M	<i>No Class: MLK Holiday</i>	
1-20	W	Course overview Audience Analysis	
Week 2			
1-25	M	Invention: Aligning Evidence with Purpose	Crick, "Invention"
1-27	W	Speeches of Introduction	Chapter 2
Week 3			
2-1	M	Arrangement/Transitions <i>Q: What techniques can you use to keep your audience's attention when you give your informative speech?</i>	Chapter 8 Read FDR's First Fireside Chat Informative Speech Topic Memo Due
2-3	W	Fable	
Week 4			
2-8	M	Style Designing effective introductions and conclusions <i>Q: Are you good at writing conclusions? Why or why not?</i>	Chapters 7 & 9
2-10	W	Show and Tell – Using visual aids and imagery <i>Q: When would you want to use imagery instead of a visual aid (and vice versa)?</i>	Chapter 11 & Stephen King's "Imagery and the Third Eye"
Week 5			
2-15	M	<i>No Class: President's Day Recess</i>	
2-17	W	Putting it all together Establish speaking order for informative speech	Read Martin Luther King's "I Have a Dream Speech"
Week 6			
2-22	M	Outline Workshop #1	Be prepared to share a complete informative speech outline and PPT with your assigned groups.
2-24	W	Narrative	

Week 7			
3-1	M	Informative Speech	
3-3	W	Informative Speech	
Week 8			
3-8	M	Informative Speech	
3-10	W	Informative Speech	**You will receive half of your participation grade today**
Week 9			
3-15	M	<i>No Class: Spring Break Recess</i>	
3-17	W	<i>No Class: Spring Break Recess</i>	
Week 10			
3-22	M	Rhetorical Situations Assign Policy Speech <i>Q: What is Vatz's critique of Bitzer?</i>	Read Bitzer's "The Rhetorical Situation" pgs 1-8 and Vatz's "The Myth of the Rhetorical Situation"
3-24	W	Crafting a strong policy Naming your policy <i>Q: Identify three existing policy names/slogans. How do they function rhetorically?</i>	Read "All Gender & Family Bathrooms"
Week 11			
3-29	M	Formal Logic: Argument, Reasoning, and Evidence Enthymemes Fallacies <i>Q: How can we avoid fallacies?</i>	Read pages 219-221, 223-234 Persuasive Speech Topic Memo Due
3-31	W	Informal Logic: Toulmin Model <i>Q: Be prepared to explain two of these songs according to the Toulmin model.</i>	Read pages 219-222 Listen to "Fight the Power" by Public Enemy [analyze verse 3 esp], "Fuck tha Police" by N.W.A. [analyze verse 2 esp], "Birth" by Nefertiti, & "Wolves" by Dead Prez. Lyrics available on genius.com
Week 12			
4-5	M	Persuasive Speaking Strategies <i>Q: What persuasive speaking strategies does Mary Fisher use?</i>	Read pages 267-278 and Mary Fisher's "A Whisper of Aids"

4-7	W	Outline Workshop #2 Establish speaking order for policy speech	Be prepared to share a complete persuasive speech outline and PPT with your assigned groups.
Week 13			
4-12	M	How to deliver an impromptu speech	
4-14	W	IMPROMPTU SPEECH DAY	
Week 14			
4-19	M	Outline Workshop #3	Be prepared to share an updated persuasive speech outline and PPT with your assigned groups.
4-21	W	Maxim	
Week 15			
4-26	M	Policy Speech	
4-28	W	Policy Speech	
Week 16			
5-3	M	Policy Speech	
5-5	W	Policy Speech	
		Take Home Final Exam Due by TBD	