

Chaminade University
COM 320 Professional Presentations
Spring 2024

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COM 320 Professional Presentations (3 credits)

Theory and practice in the more advanced forms of informative and persuasive speaking. Incorporation of visual communication aids and presentation graphics. Critical analysis of principal speakers and text/speeches.

Learning Outcomes:

- A. To increase your skills and knowledge in the oral delivery of information in professional presentations using technology.
- B. To demonstrate confidence in the effective delivery of presentations; providing a thorough research of the topic including impromptu speeches
- C. To apply understanding of the communication context, audience diversity and time when presenting information to the public under different circumstances.

Reading Materials: Textbooks and links to journals and vlogs

Textbook: Crick, N. (2018). *Rhetorical Public Speaking*

“The purpose of this book is to give students. A practical understanding of how public speaking can function as a rhetorical intervention – as an act of persuasion designed to alter how. Other people think about and respond to public affairs that affect their lived. The audience of this book is the engaged citizen – that individual who is an active participant in the democratic process of debate, deliberation and persuasion as it relates to issues of public concern.”

Gee, James Paul (2011). *An Introduction to Discourse Analysis*

Discourse analysis considers how language, both spoken and written, enacts social and cultural perspectives and identities. Assuming no prior knowledge of linguistics, *An Introduction to Discourse Analysis* examines the field and presents James Paul Gee’s unique integrated approach, which incorporates both a theory of language-in-use and a method of research.

Course Policies:

Class Attendance. This is a presentation-oriented class, therefore, attendance is essential. For your attendance percentage, note that when a student incurs three (3) unexcused absences, 10 % will be deducted from the overall grade. There will be days when we will use Ipads, laptops or smartphones in class.

- There are NO MAKE-UP EXAMS OR SPEECHES (unless absences are excused and prior arrangements have been made with the Professor)
- If there is a major emergency and you cannot take an exam or deliver a speech it is standard policy that you MUST: 1.) Email or Call BEFOREHAND if possible, to let the instructor know about the emergency, and 2.) Provide valid documentation. (Picking up someone at the airport, going to work or not being ready for an assignment do not constitute an emergency).
- Schedule meetings and conference to meet virtually or in person via email.

Email Use and Feedback. Your emails will be responded to within 1 to 3 days from receipt.

Texting, opening of laptops and any other electronic use. When not requested to aid discussion work, using these in class will be considered a tardy arrival. Three tardy deductions will equal one unexcused absence.

Zoom Meetings/Classes. There will be days when the class will meet virtually or work virtually using **CANVAS**. Invitations will be emailed and announced through the CANVAS modules set ahead of time. Please check your email regularly for announcements. Please respond with a confirmation that you received the invitation.

A few reminders when meeting on ZOOM:

- a) Choose a quiet place in your home/dorm where you have privacy.
- b) Be ready to attend class 5 minutes before the virtual meeting begins.
- c) Mute your microphone until the hosts begins the class.
- d) Have your pens, notebooks and study table ready for notetaking.
- e) Open your video cameras to earn full attendance points.

Speeches. Attendance during speeches, even if you are not the speaker, is accorded double points.

- a) Dress appropriately for class on the day of your speech presentation.
- b) No gum chewing or wearing of hats during presentations.
- c) All outlines must be uploaded to CANVAS, emailed or handed on time.

Assignments and Grading. Your homework is written in your daily schedule. Read **ahead** of the week assignment. Some of the work you need to do include online CANVAS submissions,

outlines and research you turn in on assigned dates. Homework will include online discussions, library work and outline preps. ALL SUBMISSIONS SHOULD BE TYPEWRITTEN.

Late homework will receive point deductions. When absences are excused (**with medical certificates or official school function documentation**) make up for homework or the student should schedule exams with the instructor. All make-up work should be completed within the week following the excused absence only. There is no make-up for unexcused absence for tests, homework and presentations.

All written assignments must be typed with attention to spelling and grammar. Adhere to standards set by acceptable Reference and Citation Format (i.e. MLA, Chicago, and APA).

Reading your Textbook. You are required to read assigned materials and take notes so you are prepared to contribute to class discussion. Guides to your reading are also exam guides. Reading in advance will allow everyone to share ideas and ask questions regarding the material. Please access CANVAS on the web and log into your COM 101 time schedule. Enter your student number and log in with your school password. Access through the Chaminade Web or go to www.chaminade.ecollege.com

Participation. This is based on your attendance and contribution to building a positive classroom climate and community. No full attendance/participation points can be achieved if you do not participate in class, even if you are always present in class. You will be evaluated on your disposition of openness and active participation in dialogues and discussions. Aim to elevate critical inquiry into the topics discussed in class. This does not mean that you have to agree with the instructor or your classmates, but you conduct yourself in a manner that is positive and constructive rather than negative, demeaning or confrontational. Developing full paragraph recitations and basing information on research are goals to aim for in speaking discussions. Listening is another form of classroom participation.

Academic Honesty

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty to an instructor or to a university official. Academic dishonesty may include theft of records, or examinations, alteration of grades and plagiarism.

Title IX Compliance. Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following the Chained Counseling Center| 808 735-4845.

Chaminade University complies with federal laws regarding Title IX non-discriminatory policies. For more information, go to page 3 of the Chaminade Undergraduate catalog, found here: https://www.chaminade.edu/sites/default/files/document/2016/2016-2017_undergraduate_catalog.pdf

Marianist and Pacific Hawaiian Values: 1. Educate for Formation in Faith. 2. Educate in Family Spirit. 3. Educate for Adaptation and Change. 4. Provide and Integral Quality Education. 5. Educate for Service, Justice and Peace. Please refer to this link for more information: <https://onhp.chaminade.edu/marianist-characteristics-and-native-hawaiian-values/> <https://chaminade.edu/onhp/marianist-characteristics-native-hawaiian-values/>

This course fulfills the Gen Ed requirements for:

3. Educate for Adaptation and Change. Students will evaluate the ways in which adaptation and change are essential to understanding the past, analyzing the present, and applying critical thinking to meet future challenges and needs.

5. Educate for Service, Justice and Peace. Students will evaluate and articulate the social, environmental and ethical dimensions of service, justice, and peace in the context of their particular course and field or discipline of study.

GRADED REQUIREMENTS	Percentage	Possible points
Impromptu Speeches	10%	20
Persuasion	20%	100
Press Conference (Role Play)	25%	200
Critical Discourse Analysis	05%	20
Research, Outlines/Written Reflection	10%	75
Attendance and Participation	10%	100
Assignments, Midterm and Final	20%	200
TOTAL	100%	

Extra Credit: Anyone who attends every class on time and turns on their video consistently throughout the semester will receive 10 points extra credit.

Credit Deduction: Being present through video means you can participate non-verbally. Students who turn off their videos will be asked to turn on their videos and given time to explain the reason for the issues related to turning on their videos. If unmitigated, students will receive a deduction of 2 points for each occasion.

Mutual Respect: Please treat each other with mutual respect. Negativity towards each other will not be tolerated. Our class is made up of a diverse population and it must be respected regardless of our differences. Embrace diversity!

Cell phones and other gadgets during class: Whether we are on zoom or face to face, cell phones must be turned off unless the class has been asked to use cellphones as part of the class content. Texting is unacceptable behavior.

ON CLASSWORK AND ASSIGNMENTS

Always try to do your work on time.

For official trips and excused absences, we can work ahead of time. Please bring an official note from the offices, medical clinics, professors or coaches for verification.

Make-up work for Excused Absences: Guide to Reading Notes:

Must be typewritten.

1. Read the assigned Chapter that you missed and submit your reading notes in the form of paragraphs. Submit assigned number of concepts from each chapter. Write and label your paragraphs according to the following:

a) Write the name of the element/concept and book definition

b) Explain our own understanding/definition of the element/concept and

c) A sample from a communicative event: participants and messages are sent, received and responded to from your own experiences. You can also find examples from other readings outside of your textbook.

WK	Date	Activity/Assignment	Reading
1	Week 1	What is the meaning of a rhetorical speaker? Overview Discussion of the projects for the semester Artificial Intelligence and Public Speaking	PREFACE Rhetorical Public Speaking

		Review of COM 101: Dealing with Speech Anxiety	
2	Week 2	Discussion of Reading	Digital Rhetoric P. 16- 22 <i>People Don't buy your product, they buy your story</i> https://medium.com/@getstoriend/people-dont-buy-your-product-they-buy-your-story-ea014b3a621c
3	Week 3	Types of Speeches: Major and Minor Speeches	Chapter 1. Genres of Public Speaking
4	Week 4	Analyzing Speeches Practice and Identify: Introduction, Body and Conclusion of Speeches	Chapter 3. Arrangement: Monroe's Motivated Sequence Approach, Thesis, Purpose
5	Week 5	Critical Discourse Theory and Critical Discourse Analysis Group Analysis Submission on text re: Delivery and Signs http://www.politicseastasia.com/studying/how-to-do-a-discourse-analysis/	Chapter 4: Invention: Public Memory, Maxim, Myth, Resources of Invention p. 95 Chapter 5:

			STYLE Aesthetic Wholeness The Meaning of Signs p. 112-
6	Week 6	Planning presentations using AI and learning ways to review research using technology	
7	Week 7	Midterm Review MIDTERM	
8	Week 8	Students analyze Speeches to evaluate: Appearance, Gesture, Position, Eye Contact, Articulation, Pronunciation, Dialect, “Slang”, Pitch, Volume Pauses, Rate	Chapter 2 Delivery and Memory p. 48- 61 Eloquence p. 235-257
9	Week 9	Guest Speakers on Press Conferences <a href="https://www.pagecentertraining.psu.edu/public-relations-ethics/transparency/transparenc
y/limited-disclosure/">https://www.pagecentertraining. psu.edu/public-relations- ethics/transparency/transparenc y/limited-disclosure/	Read: Preparing for Delivery
10	Week 10	Planning with Groups Students choose topics for a forum context: Climate Crisis, COVID and Vaccine Situational Forums, Elections or a Terroristic Emergency Final Project: Mock Press Conference Work on roles to play	Arrangement and Monroe’s Motivated Sequence Approach p. 63- 81
11	Week 11	CDA on Final Project: Mock Press Conferences	Outlining p. 102- 107

		Sample Press Conference Arrangements and Speeches	
12	Week 12	Anticipating Contexts Viewing/Critique of Press Conferences	
13	Week 13	FINAL PROJECT Presentations Mock Press Conference Submit: Responses and Analysis	p. 95- narrative fidelity and narrative probability
14	Week 14	Review and Reflections Review for Finals	
15	FINALS	TBA	

Resources:

<https://www.pagecentertraining.psu.edu/>

<https://www.bellisario.psu.edu/page-center/crisis-management-mi>