



COMM 204: Public Speaking 4 Units

Spring 2021 – T/TH – 4:00–5:20 pm PT

Section: 20382

Location: ONLINE (Zoom link accessible via Blackboard)

Instructor: Olivia González

Office: Online (Zoom)

Office Hours: Wednesdays 1-2 pm PT, and by appointment

Contact Info: oagonzal@usc.edu

Land Acknowledgement: The University of Southern California's (USC) University Park campus is located on the traditional land of the Tongva People. You can visit <https://mila.ss.ucla.edu/> to learn about the history of Indigenous peoples in Los Angeles and read stories shared by the Tongva community. To learn about the Indigenous land on which your remote learning location resides, you can visit <https://native-land.ca>.

Labor Acknowledgement: Many thanks to Annenberg doctoral student Jessica Hatrick, who generously contributed to the development of this syllabus, and to Rossier instructors Dr. Tatiana Melguizo and Aireale Rodgers, after whose EDUC 650 syllabus these land and labor acknowledgements were modeled.

I. Course Description

This course is designed to help students develop their skills as effective, ethical, and engaging public speakers. Students will learn about the foundations of public speaking, how to put key public speaking theories, principles, and strategies into practice, and how to prepare for and deliver different types of speeches (e.g., informative, persuasive, special occasion) in a variety of contexts (e.g., academic, activist, business, social). Combining theory-based, skill-building, and self-reflection activities, students will identify the public speaking practices that work best for them and work toward cultivating their confidence as communicators. Students will also develop their skills as active audience members, learning to engage in critical listening and provide speakers with constructive feedback.

II. Student Learning Outcomes

By the end of this course, students will:

- Understand fundamental speech concepts and strategies and apply them in practice
- Develop their skills conducting research and presenting evidence to support their ideas
- Learn how to effectively create, organize, and utilize speech materials
- Practice supplementing speeches with multimedia tools and visual aids
- Learn strategies for critically and creatively expressing themselves through public speaking
- Develop critical, constructive, and compassionate listening skills as audience members
- Learn strategies for making their speeches accessible, inclusive, and ethical
- Build their confidence as public speakers

III. Course Notes

Course information and materials will be posted on Blackboard. Please note that this syllabus may change based on student feedback, the progress of the class, events, and/or guest speaker availability. I will communicate any syllabus and content changes via email and Blackboard.

Remote learning resources and information about accessing and navigating Blackboard and Zoom can be found through USC Keep Teaching (<https://keepteaching.usc.edu/students/student-toolkit/>) and the Annenberg Digital Lounge (<http://www.annenbergdl.org/>)

IV. Course Policies and Procedures

Creating a Respectful and Inclusive Digital Classroom Environment

Be respectful. Some of the topics we discuss may be sensitive. It is okay for you to disagree with me or each other, but please do so respectfully. One of our goals is to make the class a place where we can explore topics that are at times difficult with respect, openness, and empathy for others who may not share your views or experiences. Our notion of respect in this classroom will follow Robert James Jr.'s (@SonOfBaldwin) belief that "We can disagree and still love each other unless your disagreement is rooted in my oppression and denial of my humanity and right to exist."

Basic Needs

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students for support. Furthermore, please notify me if you are comfortable in doing so. This will enable me to connect you with resources.

Communication with Instructor

If you have any questions about the course, please reach out to me via email and/or attend office hours. I am available via email (oagonzal@usc.edu) Monday through Friday, from 9 am - 6 pm PT. I should reply to your emails within 48 hours. If I have not responded within that period, please resend your email.

Office hours will be held on Wednesdays from 1 - 2 pm PT. If you cannot attend these office hours, please email me to schedule an appointment at an alternative time.

Technological Proficiency and Hardware/Software Required

All undergraduate and graduate Annenberg majors and minors are required to have a laptop that can be used in Annenberg classes. USC students can apply to rent a laptop or internet hotspot from The Student Basic Needs department (<https://studentbasicneeds.usc.edu/resources/technology-assistance/>). Please check your laptop's camera and microphone capabilities—which will be critical for this course—and let me know about any technological questions or concerns that may arise.

Your active participation and attentive engagement will be an important part of this course, especially during speeches. Please be mindful of your technology use and avoid utilizing laptops and other technologies for non-course purposes during class time. To create a connected learning community and a virtual classroom environment with optimal public speaking conditions, you are encouraged to turn your camera on during each class session and to mute your microphone when you are not speaking. Videos will be required during speech days. To reduce the potential for disruption, particularly on speech days, please ensure that you join our class sessions on time.

Synchronous Session Recording Notice

Live class sessions will be recorded and made available to students through Blackboard (including transcriptions). You will be advised before the recording begins, and can ask to pause the recording during the session if you are sharing personal information that you do not wish to be recorded.

Please remember that USC policy prohibits sharing of any synchronous and asynchronous course content outside of the learning environment. As a student, you are responsible for the appropriate use and handling of these recordings under existing SCampus policies regarding class notes (<https://policy.usc.edu/files/2020/07/SCampus-Part-C-1.pdf>). These rules will be strictly enforced, and violations will be met with the appropriate disciplinary sanction.

Accommodations

The Office of Disability Services and Programs (DSP) provides support and services for students with disabilities. Students seeking academic accommodations should register with DSP (<https://dsp.usc.edu>) and obtain a letter of verification for accommodations. Please share your letter with me as early in the semester as possible.

The DSP office is open Monday through Friday from 8:30 am – 5:00 pm PT, and can be reached via phone (213-740-0776) or email (DSPFrontDesk@usc.edu).

Information about registering with DSP: <https://dsp.usc.edu/new-to-dsp/when-how-to-register/>

Information about remotely accessing accommodations: <https://dsp.usc.edu/coronavirus-update-students/>

V. Required Readings and Supplementary Materials

Mapes, M. (2019). *Speak out, Call in: Public speaking as advocacy (SOCl)*.
Accessible via: <https://speakupcallin.pressbooks.com/>

The Public Speaking Project. (2011). *Public speaking: The virtual text (PSVT)*.
Accessible via: <http://publicspeakingproject.org/psvirtualtext.html>

Additional readings and course materials will be available on Blackboard.

VI. Assignment Descriptions, Assessments, and Submission Policy

Unless otherwise discussed and agreed upon with the instructor in advance, all speeches should be delivered during our class period via Zoom.

Introduction Speech (5%)

Due: January 26th

Length: 2 - 3 minutes

Through this short speech, you will introduce yourself to the class. You can tell us about who you are, what you do, your interests, passions, aspirations, etc. This assignment is designed to help you get more comfortable speaking in front of your peers, exercise your active listening skills, and get to know the audience that you will be engaging this semester.

Informative Speech (10%)*Due: February 16th or 18th**Length: 5 - 7 minutes*

Through this speech, your goal is to inform the class about a topic of your choice. This assignment is designed to help you hone your skills conducting research and identifying and presenting credible evidence to support your claims. To develop your speech, you will conduct research on a topic that you want us to know (more) about, create an annotated bibliography outlining your key sources, and develop a speech outline in which you organize your main points and supporting evidence. During your speech, you should cite at least three different sources that support your claims. In addition to presenting your speech, you will submit your speech outline and annotated bibliography via Blackboard (due by 11:59 pm PT on the day that you deliver your speech).

Persuasive Speech (10%)*Due: March 9th or 11th**Length: 5 - 7 minutes*

Through this speech, your goal is to present an argument to the class, persuade them to consider the perspective(s) that you present, and to (potentially) shift their beliefs, attitudes, actions, and/or behaviors. You are expected to craft a compelling argument through identifying and presenting evidence to support it, and addressing and refuting potential counterarguments. You will create and submit an annotated bibliography outlining your key sources and a speech outline in which you organize your main points and supporting evidence (due by 11:59 pm PT on the day that you deliver your speech). You should cite at least three of your sources during your speech to support your claims.

Sensory Aid Speech (10%)*Due: March 30th or April 1st**Length: 5 - 7 minutes*

For this assignment, you will deliver an informative or persuasive speech on a topic of your choice and incorporate sensory aids to enhance the information or arguments that you present. Sensory aids include tools such as slideshows, videos, audio clips, and demonstrations. You are welcome to speak about the same topic or argument that you addressed in your informative or persuasive speech, but you may not deliver the same speech. You will create and submit an annotated bibliography outlining your key sources and a speech outline in which you organize your main points and supporting evidence (due by 11:59 pm PT on the day that you deliver your speech). During your speech, you should cite at least three of your sources to support the information or arguments that you are presenting.

Special Occasion Speech (10%)*Due: April 27th or 29th**Length: 2 - 3 minutes*

For this assignment, you will develop and deliver a short speech modeled after a real or fictional special occasion of your choice, such as a graduation ceremony, an awards ceremony, a research symposium, a wedding, etc. For example, you could deliver a commencement speech, a speech accepting an award or introducing an awardee, a keynote address, or a toast. After you have determined the scenario in which your speech would be delivered, you should adapt your delivery, content, and speaking strategies according to the anticipated audience and setting. You do not have to conduct external research or

produce an annotated bibliography for this assignment; however, as with the previous assignments you will create and submit a speech outline (due by 11:59 pm PT on the day that you deliver your speech).

Peer Feedback (5%)

Due: 1 week after selected speech day

Length: 1 – 2 pages

For this assignment, you will be paired with a classmate to provide one another with feedback on your informative, persuasive, or sensory aid speeches (select one). This assignment is designed to provide you with the opportunity to exercise your skills actively listening to, analyzing, and constructively critiquing speeches. When you are writing your feedback, draw from the concepts that we have covered in class to discuss strengths and potential areas for improvement that you identified during the speech, as well as questions that the speech provoked. You will share your feedback with your partner via email (please cc me at oagonzal@usc.edu).

Written Reflections (15%; 5 total, worth 3% each)

Due: To be determined and communicated as the course progresses.

Length: ~ 1 page

Over the course of the semester, you will write four (4) short self-reflection papers on your experiences delivering your introduction, informative, persuasive, and sensory aid speeches. Additionally, you will write one (1) short reflection in which you identify and engage with an additional public speaking resource of your choice (e.g., a podcast, video, article, etc. that is not listed on this syllabus). Additional instructions will be communicated in class and via email and Blackboard when each reflection is assigned.

Recorded Speech Analysis (5%)

Due: March 4th

Length: 2 – 3 pages (+references)

For this assignment, you will watch and analyze a recorded speech of your choosing. For example, you can select a TED talk (video selection accessible via <https://www.ted.com/talks>), a political speech, a historical speech, an activist speech (some examples available at <https://fridaysforfuture.org/what-we-do/activist-speeches/>), etc. Select a speech that is at least eight (8) minutes long, and write an analysis in which you: 1) summarize the speech (the topic, the speaker, the main arguments/claims/information presented, etc.); 2) critique the content and delivery of the speech based on concepts that we have covered in class thus far; and 3) reflect on your personal reactions to the speech, what you found effective or ineffective about the speaker's approach(es), and what you might apply or do differently in your own speeches this semester. Your analysis should be 2 - 3 pages double-spaced, and include an additional page with a works cited (in APA style).

Participation (15%)

You are highly encouraged to actively participate in class to help you thoughtfully engage with the course material and become more comfortable and confident speaking in front of others. Forms of participation include: speaking up during class (e.g., to raise questions, to offer insights, to address/answer questions), engaging in class activities (e.g., short surveys, breakout discussions) and actively listening and taking notes. You are expected to come to class having read/watched/listened to

the assigned materials, and will be evaluated on your preparedness for the section and your contributions to class discussions and activities.

You are expected to attend all of our course sessions, other than excused absences (e.g., illness, religious observance, university-sanctioned activities) or emergencies. If you are unable to attend lecture, you can complete an assignment engaging with the lecture materials to make-up your participation points (contact me via email for details on these make-up assignments). If you have an unexcused absence on a speech day, your speech grade will be reduced by 10%. Please notify me of any absence(s) as soon in advance as possible.

Final (15%)

Due: Wednesday, May 12th

Length: 4 – 5 pages (+references)

In lieu of a final exam, you will write a reflection paper that traces your journey developing your public speaking skills over the course of the semester. Through this assignment, you will discuss what you have learned, what progress you have made as a public speaker, and the course concepts and readings that you found particularly helpful or unhelpful in practice. You can draw from your short written reflection papers, class activities/discussions, and feedback that you received on previous assignments.

To guide your writing, consider the following questions:

- How would you assess your current confidence and capabilities as a public speaker compared to the beginning of the course?
- In what ways did you strengthen your public speaking skills this semester? Which public speaking skills would you like to develop further?
- Which concepts and readings did you find to be particularly effective/meaningful/productive? Which concepts and readings do you believe should be critiqued/changed/improved upon?
- Do you enjoy/prefer delivering some types of speeches over others? Why?
- How could you draw from your experiences in this class and the concepts that we have covered in your future virtual and in-person public speaking engagements. How might you apply, build from, adapt and/or modify what you have learned?

Extra Credit (1%)

There will be opportunities to earn extra credit throughout the semester. Examples of extra credit assignments may include virtually attending a public speaking engagement and writing a short reflection, or analyzing one of your own speeches. Details about these assignments and their respective deadlines will be discussed in class.

Assignment Submission Policy

Written assignments must be submitted via Blackboard by 11:59 pm PT on the due date (unless otherwise specified in the assignment instructions). If you encounter any technical difficulties submitting your assignment, please email it to me (oagonzal@usc.edu).

If circumstances arise that prevent you from completing an assignment before its specified deadline, please let me know as soon as possible. Unless we have discussed and agreed upon an alternative due date, late submissions will receive a 10% grade deduction for each day that they are late.

Written assignments should be double-spaced, use 1-inch margins and 12-point Times New Roman font, and follow APA style (APA resource: https://owl.purdue.edu/owl/research_and_citation/apa_style/).

VII. Grading

Breakdown of Grade

Assignment	Points	% of Grade
Introduction Speech	20	5%
Informative Speech	40	10%
Persuasive Speech	40	10%
Sensory Aid Speech	40	10%
Special Occasion Speech	40	10%
Peer Feedback	20	5%
Written Reflections (5 total, worth 3% each)	60	15%
Recorded Speech Analysis	20	5%
Participation	60	15%
Final	60	15%
TOTAL	400	100%

Grading Scale

93 to 100%: A	80% to 82%: B-	67% to 69%: D+
90% to 92%: A-	77% to 79%: C+	63% to 66%: D
87% to 89%: B+	73% to 76%: C	60% to 62%: D-
83% to 86%: B	70% to 72%: C-	0% to 59%: F

Grading Standards

Letter Grade	Description
A	Excellent; demonstrates extraordinarily high achievement; comprehensive knowledge and understanding of subject matter; all expectations met and exceeded.

B	Good; moderately broad knowledge and understanding of subject matter; explicitly or implicitly demonstrates good, if not thorough understanding; only minor substantive shortcomings.
C	Satisfactory/Fair; reasonable knowledge and understanding of subject matter; most expectations are met; despite any shortcomings, demonstrates basic level of understanding.
D	Marginal; minimal knowledge and understanding of subject matter; more than one significant shortcoming; deficiencies indicate only the most rudimentary level of understanding.
F	Failing; unacceptably low level of knowledge and understanding of subject matter; deficiencies indicate lack of understanding.

Grading Timeline

For effective learning, students should receive timely feedback on assignments and exams. Therefore, every attempt will be made to grade assignments and post grades within two weeks after the due date. Scores for all assignments will be regularly updated on Blackboard. You are responsible for notifying me **within one (1) week** of a score posting if you think a score is missing or inaccurate. Moreover, you only have this period of time to contest a score on an assignment. If you fail to inquire/notify me of any discrepancy, missing score, or contest a score within one week of the date the score is posted, no further changes will be made.

VIII. Add/Drop Dates for Session 001 (1/15/2021 – 4/30/2021)

Friday, February 5: Last day to register and add classes for Session 001

Friday, February 5: Last day to drop a class without a mark of “W,” except for Monday-only classes, and receive a refund for Session 001

Tuesday, February 9: Last day to drop a Monday-only class without a mark of “W” and receive a refund for Session 001

Friday, March 5: Last day to drop a course without a mark of “W” on the transcript for Session 001. Mark of “W” will still appear on student record and STARS report and tuition charges still apply. [Please drop any course by the end of week three (or the 20 percent mark of the session) to avoid tuition charges.]

Friday, March 5: Last day to change pass/no pass to letter grade for Session 001. [All major and minor courses must be taken for a letter grade.]

Friday, April 9: Last day to drop a class with a mark of “W” for Session 001

IX. Course Schedule

Week 1: Introduction to Public Speaking

- Tuesday, 1/19 Course Overview
- Thursday, 1/21 **Readings:** 1) SOCI Chapter 1: Public Speaking as Advocacy
2) PSVT Chapter 1: Introduction to Public Speaking

Week 2: Audiences, Active Listening, and the Art of Delivery

- Tuesday, 1/26 **Present Introduction Speeches**
Readings: 1) SOCI Chapter 7: Creating an Aesthetic Experience
2) PSVT Chapter 12: Delivering Your Speech
- Thursday, 1/28 **Readings:** 1) SOCI Chapter 2: Centering Audiences
2) PSVT Chapter 4: Listening Effectively
- Watch/Listen:** “How I Beat Stage Fright” by Joe Kowan:
https://www.ted.com/talks/joe_kowan_how_i_beat_stage_fright?language=en

Week 3: Speaking to Inform

- Tuesday, 2/2 **Readings:** 1) SOCI Chapter 12: Informative Speaking
2) PSVT Chapter 7: Supporting Your Ideas
- Watch/Listen:** “You are a molecular masterpiece” by Dr. Samantha Yammine:
<https://youtu.be/oXdd6Spckio>
- Thursday, 2/4 **Readings:** 1) PSVT Chapter 8: Organizing and Outlining
2) PSVT Chapter 11: Speaking with Confidence
- Finalize Informative Speech Topic

Week 4: Making Your Speeches Accessible, Inclusive, and Ethical

- Tuesday, 2/9 **Readings:** 1) PSVT Chapter 4: Speaking to a Global Audience
2) Rosen, R. (n.d.). Be an inclusive speaker.
<https://www.rachelvroosen.com/2017/10/speaking-with-inclusion/>
- Thursday, 2/11 **Readings:** 1) PSVT Chapter 3: Public Speaking Ethics
2) DO IT (2019). How can you make your presentation accessible?
<https://www.washington.edu/doiit/how-can-you-make-your-presentation-accessible>
- Watch/Listen:** “The courage to be inclusive” by Jaimi Lard:
<https://youtu.be/F50pKp06XqA>

Additional resources: IFES (2020, April 9). Inclusion insights: Holding accessible and inclusive virtual meetings.

https://www.ifes.org/sites/default/files/inclusion_insights_holding_accessible_and_inclusive_virtual_meetings.pdf

Week 5: Informative Speeches

Tuesday, 2/16 **Present Informative Speeches (Group 1)**

Thursday, 2/18 **Present Informative Speeches (Group 2)**

Week 6: Speaking to Persuade

Tuesday, 2/23 **Readings:** 1) SOCI Chapter 13: Persuasive Speaking
2) PSVT Chapter 16: Persuasive Speaking

Watch/Listen: Xiuhtezcatl Martinez's speech at the United Nations General Assembly on Climate Change: <https://youtu.be/27gtZ1oV4kw>

Thursday, 2/25 **Readings:** 1) SOCI Chapter 4: Researching Arguments
2) PSVT Chapter 6: Critical Thinking and Reasoning

Finalize Persuasive Speech Topic

Week 7: Speaking to a Virtual Audience

Tuesday, 3/2 **Readings:** 1) SOCI Chapter 14: Online Public Speaking

Thursday, 3/4 **Readings:** 1) Jewell, M. (2020, October 2). Tips for giving a great online presentation. <https://cals.ncsu.edu/applied-ecology/news/tips-for-giving-a-great-online-presentation/>
2) DiFranza, A. (2020, May 3). 8 tips for acing your next virtual interview. <https://www.northeastern.edu/graduate/blog/virtual-interview-tips/>

Week 8: Persuasive Speeches

Tuesday, 3/9 **Present Persuasive Speeches (Group 2)**

Thursday, 3/11 **Present Persuasive Speeches (Group 1)**

Week 9: Speaking with Sensory Aids and Technologies

Tuesday, 3/16 **Readings:** 1) SOCI Chapter 10: Presentation Aids
2) UNSW. (2018). Common mistakes made using PowerPoint. <https://student.unsw.edu.au/common-mistakes>

Thursday, 3/18 **Due: Recorded Speech Analysis**

Reading: 1) PSVT Chapter 13: Visual Aids

Watch: “Museums should honor the everyday, not just the extraordinary” by Ariana Curtis:

https://www.ted.com/talks/ariana_curtis_museums_should_honor_the_everyday_not_just_the_extraordinary?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare

Finalize Sensory Aid Speech Topic

Week 10: Power and the Politics of Voice (Part 1)

Tuesday, 3/23

NO CLASS - Wellness Day

Thursday, 3/25

Readings: 1) Lightheart, M. A. (2017). Our fear of public speaking is not simple. <http://megalightheart.com/blog//our-fear-of-public-speaking-is-not-simple>

2) Yosso, T. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race, Ethnicity and Education*, 8(1), 69–91.

3) Lee, M. J. (2019, May 20). Breaking my own silence. <https://www.nytimes.com/2019/05/20/opinion/confidence-public-speaking.html>

Week 11: Sensory Aid Speeches

Tuesday, 3/30

Present Sensory Aid Speeches (Group 1)

Thursday, 4/1

Present Sensory Aid Speeches (Group 2)

Week 12: Speaking for Social Justice - Protests, Student Activism, and Freedom of Speech

Tuesday, 4/6

Readings: 1) University of Minnesota. (2016). Free speech. In *Stand Up, Speak Out: The Practice and Ethics of Public Speaking*. <https://open.lib.umn.edu/publicspeaking/chapter/2-3-free-speech/>

2) Graveline, D. (2017). 6 public speaking tips for your next protest rally speech. <https://denisegraveline.org/2017/08/6-public-speaking-tips-for-your-next.html>

3) ACLU. (n.d.). FREE SPEECH: Protests and demonstrations pamphlet. <http://www.riaclu.org/know-your-rights/pamphlets/know-your-rights-protests-and-demonstrations>

Additional resources: ACLU. (2020). Know your rights - protestors. <https://www.aclunc.org/kyrtodemonstrate>

Thursday, 4/8

Guest Speaker: Jessica Hatrick, doctoral student studying higher education student activism

Readings: 1) Cohen, R. (1985). Berkeley Free Speech Movement: Paving the Way for Campus Activism. *Organization of American Historians Magazine of History*, 1(1), 16–18.

<https://doi.org/10.1093/maghis/1.1.16>

2) Jenkins, H. & Lopez, R. (2018). On Emma Gonzalez's Jacket and Other Media: The Participatory Politics of the #NeverAgain Movement. *The Brown Journal of World Affairs*, 25(1), 117–134.

Watch/Listen: Emma Gonzalez's speech at March for Our Lives:

<https://www.youtube.com/watch?v=u46HzTGVQhg>

Additional resources: UC Berkeley. (2021). Visual history: Free speech movement, 1964. <https://fsm.berkeley.edu/free-speech-movement-timeline/>

Week 13: Speaking for Special Occasions

Tuesday, 4/13

Readings: 1) SOCI Chapter 15: Ceremonial Speaking

2) McDermon, D. (2018). How to tell a story.

<https://www.nytimes.com/guides/smarterliving/how-to-tell-a-good-story>

Thursday, 4/15

Reading: 1) PSVT Chapter 17: Special Occasion Speaking

Watch/Listen: Harvard School of Education Commencement Speech by Donovan Livingston: <https://youtu.be/9XGUpKITEJM>

Finalize Special Occasion Speech Topic

Week 14: Power and the Politics of Voice (Part 2)

Tuesday, 4/20

Readings: 1) Henley, N. M. (1995). Ethnicity and gender issues in language. In H. Landrine (Ed.), *Bringing cultural diversity to feminist psychology: Theory, research, and practice* (p. 361–395). American Psychological Association.

2) McCluney, C., Robotham, K., Lee, S., Smith, R., & Durkee, M. (2019, November 15). The costs of code switching:

<https://hbr.org/2019/11/the-costs-of-codeswitching>

Watch/Listen: “The danger of a single story” by Chimamanda Ngozi Adichie [TW: mention of SA between ~ 13:25 - 13:31]:

<https://www.youtube.com/watch?v=D9lhs241zeg>

Thursday, 4/22

NO CLASS – Wellness Day

Week 15: Special Occasion Speeches

Tuesday, 4/27

Present Special Occasion Speeches (Group 2)

Thursday, 4/29 **Present Special Occasion Speeches (Group 1)**

5/1 – 5/4 Study Days

Wednesday, 5/12 **Final Due**

X. Statement on Academic Conduct and Support Systems

a. Academic Conduct

Plagiarism

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

The School of Communication maintains a commitment to the highest standards of ethical conduct and academic excellence. Any student found responsible for plagiarism, fabrication, cheating on examinations, or purchasing papers or other assignments will be reported to the Office of Student Judicial Affairs and Community Standards and may be dismissed from the School of Communication. There are no exceptions to the school’s policy.

In addition, it is assumed that the work you submit for this course is work you have produced entirely by yourself, and has not been previously produced by you for submission in another course, without approval of the instructor.

b. Support Systems

Counseling and Mental Health - (213) 740-9355 – 24/7 on call

studenthealth.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call

suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention and Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call

studenthealth.usc.edu/sexual-assault

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED)- (213) 740-5086 | Title IX – (213) 821-8298

equity.usc.edu, titleix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and

applicants. The university prohibits discrimination or harassment based on the following *protected characteristics*: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

usc-advocate.symplicity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs - (213) 740-0776

dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Campus Support and Intervention - (213) 821-4710

campussupport.usc.edu

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101

diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

dps.usc.edu

Non-emergency assistance or information.

Annenberg Student Success Fund and Annenberg Student Emergency Aid Fund

<https://annenberg.usc.edu/current-students/resources/annenberg-scholarships-and-awards>

The Annenberg Student Success Fund is a donor-funded financial aid account available to USC Annenberg undergraduate and graduate students for non-tuition expenses related to extra- and co-curricular programs and opportunities. Apply [here](#).

The Annenberg Student Emergency Aid Fund is available to USC Annenberg undergraduate and graduate students experiencing unforeseen circumstances and emergencies impacting their ability to pay tuition or cover everyday living expenses. Apply [here](#).