

We create a psychologically safe community where people feel valued, included, and respected when we:

- Show up to class regularly to participate in class discussions and exercises.
- Make attendance on speaking days a priority unless illness or an unforeseen situation occurs.
- Listen actively and respond respectfully.
- Express ideas in ways that build people up and have fun in ways that bring joy and don't put others down.
- Avoid microaggressions that may be at the expense of others. and will use the "oops" and "ouch" approach to acknowledge the microaggression.
- Talk to each other to resolve issues or seek assistance from Dr. Westmyer to help mediate the situation.
- Put away cell phones and laptops when people are speaking so not to distract or disrupt us or the speaker or record other people's presentations.
- Arrive to class on time. If we are late on speaking days, we will wait to enter the room when the person has finished speaking.
- Dress in smart casual attire on the days we are scheduled to speak to honor ourselves, the topic, and the audience.
- Accept responsibility for our actions by submitting assignments on time, and the consequences of missed assignments.
- Take notes on computers or in notebooks since the PowerPoints will not be posted on Blackboard. Compute responsibly for class purposes and not for personal use.
- Submit written assignments on Blackboard the day they are due. See schedule for due dates. Assignments submitted after stated time are late and will receive a five point deduction for each day it is late. Late assignments may receive credit if a legitimate reason with documentation is presented.
- Wait patiently for assignments to be returned. The goal is to return outlines back the next class session, post quizzes, tests, and paper a week after the due date, and give speech grades back a week after the assigned speeches are complete.

Laptop Policy

All undergraduate and graduate Annenberg majors and minors are required to have a PC or Apple laptop that can be used in Annenberg classes. If the need arises to borrow a laptop, connect with the [USC Computing Center Laptop Loaner Program](#).

Technological Proficiency and Hardware/Software Required

USC and Annenberg provide resources to access software programs and technology support services that can help complete class assignments. The Microsoft Office computer program available to us free is needed to complete assignments. Click the link for more information on [Software available to USC Campus](#). Annenberg Digital Lounge also provides programs that may help with assignments. Visit [Annenberg Digital Lounge](#) for information on resources available.

Class information will be posted, and assignments submitted on Blackboard. Please check Blackboard and your email inbox regularly for information. The link also provides information on accessing Blackboard, [Blackboard help for students](#). There may be times when we use Zoom for class meetings. To learn more about Zoom, click on the [Zoom information for students](#). To connect to USC's Secure Wireless network, please visit USC's [Information Technology Services](#) website.

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Required Readings and Supplementary Materials

The textbook used for this class is offered as public domain material.

Harris, Leslie J., "Stand Up, Speak Out: The Practice and Ethics of Public Speaking" (2017).
 Communication Faculty Books. 1. https://dc.uwm.edu/comm_facbooks/1

A free digital copy of the book is available at [Digital Textbook](#) or [Stand Up, Speak Out: The Practice and Ethics of Public Speaking](#)

Written assignments will follow the APA 7th edition Publication guidelines for source citation and reference pages. You can purchase the book as a useful college resource, or you can use website resources for examples on how to cite sources in papers and outlines and create a reference page.

American Psychological Association (2019). *Publication Manual of the American Psychological Association, Seventh Edition*. American Psychological Association.

<https://apastyle.apa.org/products/publication-manual-7th-edition>

[North West Arkansas Community College APA Citation Guidelines.](#)

[USC Libraries Sample Annotated Student Paper in APA Style](#)

[USC Libraries APA 7th Edition APA Research Guides](#)

Attendance and Participation

Presence in class is important for discussion, activities, and especially on speaking dates as a speaker and audience member. Being present in class also contributes to participation grade.

Each class day is worth three participation points for a total of 90 points for the semester. If you are absent, there are ways to earn participation points.

Points	Class Attendance	Class Absence
3	<ul style="list-style-type: none"> Contribute to class discussion. Bring materials. Show up on time. 	Official documentation regarding absence for: <ul style="list-style-type: none"> school related activity doctor appointment or illness jury duty religious holiday
2	<ul style="list-style-type: none"> Bring materials. Show up on time. 	<ul style="list-style-type: none"> Email me about absence before class starts
1	<ul style="list-style-type: none"> Show up to class on time. 	<ul style="list-style-type: none"> . Email me if running late to class or absent. No email on day of absence, no credit.

Description and Assessment of Assignments

Introduction Speech Outline and Speech

When attending functions and meeting new people, someone may ask the question, “So, tell me about yourself.” Speaking about a topic that you know well will provide practice in writing an outline to organize your thoughts using the parts of the informative speech – introduction, body, and conclusion. This presentation will also give time to practice using references. Incorporate a quote that represents you and one fact or statistics from research that applies to you or your life into the speech.

Outline: The outline will follow the informative speech format. Full sentence outlines with APA citations and reference pages are submitted about a week before the speeches are given. Accomplishes learning objectives 1 and 3.

Speech: The presentation will be 2-4 minutes in length. Under or over time will result in point deduction. Dress in smart casual attire on the day of the speech. Learn more about smart casual attire at [Smart Casual Dress Code Examples](#) . On the day of the speech, you may use 3-5 slide PowerPoint, 3- 3 by 5 inch note cards, or one typed written sheet of paper for notes which will be turned in the day of the presentation. The presentation accomplishes learning objectives 1, 4, and 5.

Informative Outline and Speech

The informative speech is designed to share facts and information on a topic, not to persuade. Select a topic based upon one of the types of informative speeches listed on pages 109 – 116 of the textbook. A minimum of three sources must be cited in the presentation.

Outline: The outline will follow the informative speech format. Full sentence outlines with APA citations and reference pages are submitted about a week before the speeches are given. The outline achieves learning objectives 1, 2, and 3.

Speech: The presentation will be 5-7 minutes in length. Under or over time will result in point deduction. Dress in smart casual attire on the day of the speech. Learn more about smart casual attire at [Smart Casual Dress Code Examples](#) . The speech may include the use of a visual aid. On the day of the speech, you may use 4-5 slide PowerPoint, 3- 3 by 5 inch note cards or one typed written sheet of paper for notes which will be turned in the day of the presentation. The presentation achieves learning objectives 1, 4, 5, and 6.

Persuasive Speech Outline and Speech

Different values, views, and voices encourage personal growth. The persuasive speech is an opportunity to select a topic that can call people to action. Select a topic or position that advocates for change. Use the Monroe Motivated Sequence method to organize the speech. A minimum of three sources must be cited in the presentation.

Outline: The outline will follow the informative speech format. Full sentence outlines with APA citations and reference pages are submitted about a week before the speeches are given. The outline completes learning objectives 1, 2, and 3.

Speech: The presentation will be 5-7 minutes in length. Under or over time will result in point deduction. Dress in smart casual attire on the day of the speech. Learn more about smart casual attire at [Smart](#)

[Casual Dress Code Examples](#) . The speech may include the use of a visual aid. On the day of the speech, you may use 4-6 slide PowerPoint, 3- 3 by 5 inch note cards or one typed written sheet of paper for notes which will be turned in the day of the presentation. The presentation completes learning objectives 1, 4, 5, and 6.

Special Occasion Speech Outline and Outline

A special occasion speech is designed to acknowledge, inspire, motivate, or award a group or individual. As a way to celebrate differences, support inclusion, and ensure equity, select a person, group, or movement that you would like to honor for promoting diversity, equity, and inclusion in the world. There is freedom to choose the informative or persuasive speech format that works best for the topic. A minimum of three sources must be cited in the presentation.

Outline: The outline will follow the informative speech or Monroe's Motivated Sequence format. Full sentence outlines with APA citations and reference pages are submitted about a week before the speeches are given. The outline accomplishes learning objectives 1, 2, and 3.

Speech: The presentation will be 5-7 minutes in length. Under or over time will result in point deduction. Dress in smart casual attire on the day of the speech. Learn more about smart casual attire at [Smart Casual Dress Code Examples](#) . The speech may include the use of a visual aid. On the day of the speech, you may use 4-6 slide PowerPoint, 3- 3 by 5 inch note cards or one type of written sheet of paper for notes which will be turned in the day of the presentation. The presentation accomplishes learning objectives 1, 4, 5, and 6.

Sensory Aid Speech

The focus of the sensory aid speech is to practice using technology in a presentation. Students will receive a topic to develop a 3-5 minute presentation that integrates videos, polls, or other technologies in the PowerPoint. PowerPoint is required for the presentation. Follow the informative speech structure.

PowerPoint. Submit 3-5 slide PowerPoint instead of written outline. The PowerPoint fulfills learning objectives 1, 2, and 3.

Speech: The presentation will be 5-7 minutes in length. Under or over time will result in point deduction. Dress in smart casual attire on the day of the speech. Learn more about smart casual attire at [Smart Casual Dress Code Examples](#) . The speech may include the use of a visual aid. On the day of the speech, you may use 3- 3 by 5 inch note cards or one typed written sheet of paper for notes which will be turned in the day of the presentation. The presentation fulfills learning objectives 1, 4, 5, and 6.

Quizzes

The textbook is the public speaking playbook that we will use to develop and present speeches. Therefore, we need to be tested on the plays with quiz. The quiz will cover material from the text and from class discussion. The quizzes complete learning objective 2 and 3.

Midterm

The midterm will be administered in class and include multiple choice and essay answers. Attendance is important for the midterm. If an emergency, illness, or campus event occurs the day of the midterm, email me before the exam begins. Valid written document must be submitted to me to complete the

exam and the midterm must be completed as soon as possible after the life event. The midterm realizes learning objective 3.

Final Exam

We will end the class by celebrating and honoring each other with an awards ceremony. Each person will be assigned a student to present an award and give a 2 minute introduction of the award and the recipient will give a 2 minute acceptance speech for the award.

Speech: Each person will give two presentations that are 2 minutes each. Over time will result in point deduction from final grade. Dress in business professional on the day of the speech. On the day of the speech, you may use 3- 3 by 5 inch note cards or one typed written sheet of paper for notes for both presentations which will be turned in the day of the presentation. The presentation accomplishes learning objectives 1, 2, 3, 4, and 5.

Grading Breakdown

Description of assessments and corresponding points and percentage of grade.

Assignment	Date Due	Points	% Of Grade
Participation	3 points a day for 25 days	75	15%
Introduction Outline	Thurs. 2/2 by 11:00 PM on Blackboard	20	4%
Introduction Speech	2/13-2/15	30	6%
Informative Outline	Thurs. 2/23 by 11:00 PM on Blackboard	25	5%
Informative Speech	3/6-3/8	50	10%
Sensory Aid Speech	Thurs. 3/22 by 11:00 PM on Blackboard	30	6%
Persuasive Outline	Thurs. 4/4 by 11:00 PM on Blackboard	25	5%
Persuasive Speech	4/10 – 4/12	50	10%
Special Occasion Outline	Thurs. 2/2 by 11:00 PM on Blackboard	25	5%
Special Occasion Speech	4/24-4/26	50	10%
Quizzes	Four quizzes throughout the semes	20	4%
Midterm	Wed. 3/1	50	10%
Final Presentation	Mon. 5/8 from 11-1	50	10%
TOTAL		500	100%

Course Grading Scale and Description

Letter grades and corresponding point value ranges.

Letter grade and corresponding numerical point range

95% to 100%: A	80% to 83%: B- (B minus)	67% to 69%: D+ (D plus)
90% to 94%: A- (A minus)	77% to 79%: C+ (C plus)	64% to 66%: D
87% to 89%: B+ (B plus)	74% to 76%: C	60% to 63%: D- (D minus)
84% to 86%: B	70% to 73%: C- (C minus)	0% to 59%: F

Letter Grade	Description
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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.

Add/Drop Dates for Session 001

(15 weeks: 1/9/2023 – 4/28/2023; Final Exam Period: 5/3-10/2023)

Link: <https://classes.usc.edu/term-20231/calendar/>

Last day to add: Friday, January 27, 2023

Last day to drop without a mark of "W" and receive a refund: Friday, January 27, 2023

Last day to change enrollment option to Pass/No Pass or Audit: Saturday, January 28, 2023 [All major and minor courses must be taken for a letter grade.]

Last day to add/drop a Monday-only class without a mark of "W" and receive a refund or change to Audit: Tuesday, January 31, 2023

Last day to withdraw without a "W" on transcript or change pass/no pass to letter grade: Friday, February 24, 2023 [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 for session 001 (or the 20 percent mark of the session in which the course is offered) to avoid tuition charges.]

Last day to drop with a mark of "W": Friday, April 7, 2023

Tentative Course Schedule

Important note to students: *Be advised that this syllabus is subject to change - and probably will change - based on the progress of the class, news events, and/or guest speaker availability.*

Week/Date	Topics/ Activities	Reading Due	Assignments Due
Wk1: Mon. 1/9	Introduction to Class		
Wk. 1: Wed.1/11	Listen and Analyze Audience	Chapter 2: pp. 44-59 Chapter 15: pp. 450-472	Quiz 1: Syllabus, Chapters 2, and 15
Wk 2: Mon. 1/16	Martin Luther King Jr.	Holiday	Holiday
Wk 2: Wed.1/18	Ethics and Informative Speaking	Chapter 3: pp. 70-94 Chapter 4: pp. 109 -121	
Wk 3: Mon. 1/23	Topic and Research	Chapter 5: pp. 127-161, 168-177	
Wk 3: Wed.1/25	Organizing Speech	Chapter 7: pp.206-222	Quiz 2: Chapter 7
Wk 4: Mon. 1/30	Introduction and Conclusions	Chapter 8: pp. 224-248	
Wk 4: Wed. 2/1	Outline Writing Workshop		Submit Introduction

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			Outline on Blackboard on Thurs. 2/2 by 11:00 PM
Wk 5: Mon. 2/6	Foundations of Public Speaking	Chapter 1: pp. 5-40	
Wk 5: Wed.2/8	Language and Style	Chapter 11: pp. 309-339	Informative Topic Due
Wk 6: Mon. 2/13	Introduction Speeches		Introduction Speeches
Wk 6: Wed.2/15	Introduction Speeches		Introduction Speeches
Wk 7: Mon. 2/20	Presidents Holiday	Holiday	Holiday
Wk 7: Wed.2/22	Delivery & Presentation Aids	Chapter 12: pp. 343-374 Chapter 13: pp. 386-422	Quiz 3 Submit Informative Outline on Blackboard on Thurs. 2/23 by 11:00 PM
Wk 8: Mon. 2/27	Midterm Review		
Wk 8: Wed.3/1	Midterm		Midterm
Wk 9: Mon. 3/6	Informative Speeches		Informative Speeches
Wk 9: Wed.3/8	Informative Speeches		Informative Speeches
Spring Break 3/13-17	Spring Break		Spring Break
Wk 10: Mon. 3/20	Persuasive Speaking	Monroe's Motivated Sequence	
Wk 10: Wed 3/22	Persuasive Speaking	Chapter 9: pp. 253 - 275	Submit Sensory Aid PowerPoint on Blackboard on Thurs. 3/23 by 11:00 PM
Wk 11: Mon. 3/27	Developing Strong Arguments	Chapter 10: pp. 277 - 308	Quiz 4
Wk 11: Wed.3/29	Sensory Aid Presentations		
Wk 12: Mon. 4/3	Sensory Aid Presentation		Submit Persuasive Speech Outline on Blackboard on Tue. 4/4 by 11:00 PM

Wk 12: Wed.4/5	Ceremonial Speaking	Chapter 14: pp. 423-449	Ceremonial Topic Due
Wk 13: Mon. 4/10	Persuasive Speeches		Persuasive Speeches
Wk 13: Wed. 4/12	Persuasive Speeches		Persuasive Speeches
Wk 14: Mon. 4/17	Speaking Activity		Submit Ceremonial Speech Outline on Blackboard on Tue. 4/18 by 11:00 PM
Wk 14: Wed.4/19	Review and Reflection		
Wk15: Mon. 4/24	Ceremonial Speech		Ceremonial Speech
Wk 15: Wed.4/26	Ceremonial Speech		Ceremonial Speech
Final: Mon. 5/8 11 am – 1 pm	Awards Acceptance Speech		Acceptance Award Speech

Statement on Academic Conduct and Support Systems

Academic Integrity:

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, compromises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university’s mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or “recycle” work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see [the student handbook](#) or the [Office of Academic Integrity’s website](#), and university policies on [Research and Scholarship Misconduct](#).

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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 or Learning Lab, without approval of the instructor.

Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems:

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

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

988 Suicide and Crisis Lifeline - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086

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.

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

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

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The Office of Student Accessibility Services (OSAS) - (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

USC Campus Support and Intervention - (213) 740-0411

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

Diversity, Equity, and Inclusion - (213) 740-2101

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

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) 442-1200 – 24/7 on call

Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice - (323) 442-2850 or otfp@med.usc.edu

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

Annenberg Student Success Fund

<https://annenbergscholarships.usc.edu/current-students/resources/annenbergscholarships-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.

Annenberg Student Emergency Aid Fund

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

Awards are distributed to students experiencing unforeseen circumstances and emergencies impacting their ability to pay tuition or cover everyday living expenses. These awards are not intended to cover full-tuition expenses, but rather serve as bridge funding to guarantee students' continued enrollment at USC until other resources, such as scholarships or loans, become available. Students are encouraged to provide as much information in their application, as well as contact their academic advisor directly with questions about additional resources available to them.

About Your Instructor

Stephanie A. Westmyer, Ph.D. uses her communication, mediation, and corporate training background to develop communication skills, conflict resolution, and mediation training workshops for college students, corporate executives, and community members. She earned a doctorate degree in Communication from Kent State University and a master's degree in Dispute Resolution for USC's Gould School of Law.

She has taught undergraduate and graduate communication classes for state universities and private colleges. She worked as a corporate trainer for In-N-Out Burger and Associated Students, Incorporated. She currently works as the Training Specialist for the Experiential Learning Center at USC's Marshall School of Business, and recently returned to the classroom as an adjunct faculty teaching public speaking for USC's Annenberg School of Communication and Journalism.

Stephanie is a Certified Trainer in Workplace Conflict through Eckert College's Mediation Training Institute. She has co-created curriculum on the biblical principles of conflict resolution and presents the training workshop to churches and community members.