COMM 204: Public Speaking

4 units
Fall 2024
Section __
Meeting Days and Time:
Meeting Location: Wallis Annenberg Hall (ANN), Room __

Instructor: Julianna Kirschner, Ph.D.
Pronouns: she/her/hers
Email: jjkirsch@usc.edu
Note about email responses: I usually respond to emails expeditiously, but there are times when I may need 48 hours to get back to you. I generally stop or slow down in responding to emails after 7:00pm on weekdays. If you send an email over the weekend, I may not have the opportunity to respond until Monday.
Office: My office is located in ASC, suite G21B (Located on the lower level near the loading dock).
Office Hours: TBD

I. Course Description
Welcome to COMM 204, Public Speaking! This course is intended to help you become a more effective, confident, and competent communicator. You will gain experience with public speaking in a variety of contexts and forms. The course emphasizes the development of skills that will enable you to prepare and deliver various types of speeches and participate effectively in public discourse. More specifically, this course will cover the following: "*Principles and practices of effective oral communication; analysis of the speaking-listening process; selection and organization of speech materials; use of new presentation technologies*" *(University Catalogue).*

II. Student Learning Outcomes
This course was designed with these objectives in mind:
- Design speeches for a variety of contexts.
- Evaluate the importance of communication theory and public discourse in society.
- Explain ethical responsibilities in public speaking.
- Evaluate the barriers to effective listening and methods to overcome ineffective listening.
- Analyze an audience using demographic, situational, and psychological characteristics.
- Compare and contrast the use of effective and ineffective language.
- Demonstrate proficiency in methods and techniques of delivery, such as extemporaneous and impromptu speaking.
- Analyze evidence and assess methods of reasoning for informative and persuasive speeches.
- Evaluate the role of public speaking in connection with diversity, equity, inclusion, and access.

III. Required Readings and Additional Course Notes
We will be using *Stand Up, Speak Out: The Practice and Ethics of Public Speaking* throughout the course, which is an open educational resource (OER). This book is free. I recommend bookmarking the following

link. The entire textbook we will use can be accessed here:
https://dc.uwm.edu/cgi/viewcontent.cgi?article=1000&context=comm_facbooks

You do not need to purchase a physical textbook for this class. However, I do recommend having a printer with a full ink cartridge in the event that you want to print the readings.

I don't post my slides on Brightspace, because they are not very helpful out of context. I design it this way on purpose to promote greater learning, rather than students just copying slides. I recommend reaching out to peers, so you can share notes.

You will want to bookmark this research guide designed for our class by our subject librarian, Chimene Tucker. These resources will be beneficial for research:
https://libguides.usc.edu/c.php?g=235114&p=1560375

All undergraduate and graduate Annenberg majors and minors are required to have a PC or Apple laptop that can be used in Annenberg classes. Please refer to the Annenberg Digital Lounge for more information. To connect to USC's Secure Wireless network, please visit USC's Information Technology Services website.

IV. Description and Assessment of Assignments
We will be framing these speeches in a professional environment, so you will gain practice in a skill that you will use in the future. You should plan to dress accordingly on your speech day.

Introduction Speech (25 points)
In this 1-2 minute credit/no credit presentation, you will introduce another member of the class. These speeches are typically completed on the first day of class.

Special Occasion Speech Project (125 points)
Throughout our lives, we are asked to deliver a speech during a special occasion (e.g., a wedding, a retirement party). In 4-5 minutes, you will deliver such a speech to the class. You may use this opportunity for an event coming up soon or in the future. The requirements for this assignment include:
- *Topic Approval:* You will have the opportunity to gain early feedback from me through the topic approval process. Topic approvals will be completed in class, and gaining approval is required before advancing to the next stage.
- *Outline:* Using the process and structure we discuss in class, you will develop a detailed outline that covers the content of your speech. You will designate sections for the introduction, body, and conclusion. Do not write an essay or script. The outline is due on the day you are scheduled to deliver your speech.
- *Delivery:* You will deliver your speech on the day you are scheduled. More details about speech date selection will be provided later in the syllabus and in class.

A more developed version of the special occasion speech guidelines will be provided on Brightspace.

Informative Speech Project (225 points)
Informative speeches serve to educate your audience about something with which they are unfamiliar. This 6-7 minute speech should focus on a general topic area. For this assignment, the requirements consist of the following:
- *Topic Approval:* You will have the opportunity to gain early feedback from me through the topic approval process. Topic approvals will be completed in class, and gaining approval is required before advancing to the next stage.

- *Outline:* Using the process and structure we discuss in class, you will develop a detailed outline that covers the content of your speech. You will designate sections for the introduction, body, and conclusion. The outline is due on the day you are scheduled to deliver your speech.
- *Delivery:* You will deliver your speech on the day you are scheduled. More details about speech date selection will be provided later in the syllabus and in class.
- *Visual Aid:* These are optional for the informative speech. I encourage you to reach out to me in advance if you plan to use one for this speech, so you can have some advance feedback.

A more developed version of the informative speech guidelines will be provided on Brightspace.

Persuasive Speech Project (300 points)

This 8-9 minute speech should advocate the support of or change in a current attitude and/or social behavior. Your position might be one that has substantial opposition in the general population, or even one that you do not personally agree with.

- *Topic Approval:* You will have the opportunity to gain early feedback from me through the topic approval process. Topic approvals will be completed in class, and gaining approval is required before advancing to the next stage.
- *Outline:* Using the process and structure we discuss in class, you will develop a detailed outline that covers the content of your speech. You will designate sections for the introduction, body, and conclusion. The outline is due on the day you are scheduled to deliver your speech.
- *Delivery:* You will deliver your speech on the day you are scheduled. More details about speech date selection will be provided later in the syllabus and in class.
- *Visual Aid:* This is the only speech in which a visual aid will be required. Prior to the delivery of this speech, we will have a discussion about effective visual aids, but you have the opportunity to be creative in how you fulfill this part of the assignment.

A more developed version of the persuasive speech guidelines will be provided on Brightspace.

Impromptu Speech (50 points)

Using 3 minutes to prepare, you are expected to deliver a speech based on the prompt given. This speech allows students to practice delivery and quick thinking, and it is credit/no credit. The speech itself should be 2 minutes.

In-Class Assignments (150 points)

In-class assignments include but are not limited to the following:
- Check-in responses
- Team and/or pair exercises
- Problem-solving exercises
- Research scaffolding exercises
- Written responses to lecture content
- Impromptu speeches
- Extemporaneous and impromptu debates
- Creative collaborative assignments
- Peer evaluations

As noted above, you will be asked to complete peer evaluations. As an active member of the audience, the peer evaluation assignments give you the opportunity to provide thoughtful feedback to your classmates' prepared speeches. You may comment on areas students did well, instances where they might improve, and offer suggestions for future delivery. The objective of this assignment is to be helpful to your classmates, so of course, I trust that you will approach these evaluations with respect and care. Peer

evaluations will be completed and turned in during class. More details about this process will be announced in class.

These building block exercises we complete in class will be integral to your success and understanding of the practice of effective public speaking. In-class assignments also refer to your engagement in class. Lectures, presentations, class discussions, and class exercises are not the same without you. Furthermore, you should be willing to offer constructive feedback and receive it. Respect everyone in class and be willing to listen to a side of an argument with which you might not agree. See the class policies for more information on in-class conduct.

Midterm Exam (75 points)
There will be a midterm exam that covers a great deal of the main course concepts. The reading is front-loaded on our calendar, which means there will be more content to learn for the midterm rather than the final. I set it up this way not be adversarial, but to adequately prepare you for the upcoming speeches. You'll likely see this as a positive thing when finals come around, because you will be comfortable with the course concepts by then! As another reassurance to you, I will provide a study guide in advance.

Final Exam (50 points)
The final exam is semi-cumulative, but don't let that scare you. The majority of the final exam will focus on the content we learn after the midterm, but there will be some questions on the exam that will revisit important material from the first half of the semester. The latter refers to major concepts, specifically things that are imperative for speakers to know. Like the midterm, you will also be provided with a final exam study guide.

Grading

Points Possible	% of Final Grade	Assignment
25 points	2.5%	Introduction Speech
125 points	12.5%	Special Occasion Speech Project
225 points	22.5%	Informative Speech Project
300 points	30%	Persuasive Speech Project
50 points	5%	Impromptu Speech
150 points	15%	In-Class Assignments
75 points	7.5%	Midterm Exam
50 points	5%	Final Exam
1000 points	**100%**	**Total Possible Points**

We will use the +/- system, and course grades will be determined using the following scale:

Earned Points	Percentage (%)	Grade
940-1000	94-100%	A
900-939.99	90-93.99%	A-
870-899.99	87-89.99%	B+
840-869.99	84-86.99%	B
800-839.99	80-83.99%	B-
770-799.99	77-79.99%	C+
740-769.99	74-76.99%	C
700-739.99	70-73.99%	C-
670-699.99	67-69.99%	D+

640-669.99	64-66.99%	D
600-639.99	60-63.99%	D-
0-599.99	0-59.99%	F

Grading Standards
Each assignment will have their own rubric, which will explain assessment in more detail how grades are calculated. In general, grades will generally reflect the following:

Grades	Quality of Assignment
A/A-	Excellent; demonstrates extraordinarily high achievement; comprehensive knowledge and understanding of subject matter; all expectations met and exceeded.
B+/B/B-	Good; moderately broad knowledge and understanding of subject matter; explicitly or implicitly demonstrates good, if not thorough understanding; only minor substantive shortcomings.
C+/C/C-	Satisfactory/Fair; reasonable knowledge and understanding of subject matter; most expectations are met; despite any shortcomings, demonstrates basic level of understanding.
D+/D/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 Timeframe and Missing or Inaccurate Score Inquiries/Disputes
I make a sincere effort to grade your assignments expediently. Every attempt will be made to grade assignments/exams and post grades within two weeks. Scores for all assignments and exams are regularly updated on Brightspace. You are responsible for notifying me, the instructor, 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/exam. 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.

VI. Course Policies
Before I share what is expected of you, let me first share how I see my role. My goal is to help you reach your potential and fully realize your own humanity. Part of that realization also includes the acknowledgement of other people's agency. I want you to learn how to better communicate with other people and empathize with different positions than your own. I know these are lofty goals, but I see this class as a piece of the ever-evolving puzzle that is your university experience. I am here to help you navigate it to the best of my ability.

I also consider it my responsibility, indeed higher education's responsibility, to guide you to mastery of the professionalism you need to get, keep, and excel in the jobs you seek. In my work within and outside of academia, I have seen many talented people passed up for promotions, and others who have lost their positions because they did not know what was needed to succeed. I don't want that to be you. My policies are meant to help you avoid ending up like those who did not know how to work with rigor, adhere to standards, and/or comply with job requirements. I want you to succeed, so please contact me if you need further clarification on course concepts, assignments, and/or policies.

Read the following policies carefully. Enrollment in the class constitutes agreement with and understanding of these policies. Ignorance of these policies does not excuse their violation.

Due Dates
It is important that you keep up with the due dates, because we work together best when everyone is on the same page. Assignments are due on assigned days. Documented illnesses or emergencies are the only exception to this policy, and you will need to contact me *before* class begins whenever possible. Please bring documentation when applicable.

Speech Due Dates: When announced in class, you will have the opportunity to sign up for the dates you will deliver speeches based on the syllabus schedule. As a class, we will try to accommodate everyone's request, but it is not guaranteed. The schedule will be provided after the sign-up process is complete. If a presentation is not delivered when scheduled, the highest percentage one can earn is 50% (e.g., if a student misses the persuasive speech, which is normally worth 300 points, a maximum of 150 points can be earned for late delivery. Also, this example assumes we will have time in class for make-ups, which is not always possible). Extenuating circumstances should be brought to my attention immediately.

Late Assignments and Other Work: Assignments not turned in on the day due will be given one grade lower than the one deserved for each day the assignment is late (for example, a "B" for an "A" quality assignment if an outline is one day late, a "C" for an "A" quality assignment if it is two days late). If you submit an assignment late, you will have to contact me. Brightspace is not set to accept late assignments.

Missing an Exam: The midterm and final exams need to be completed when scheduled, and they cannot be made up.

Attendance and Participation
Much of the learning in a communication class comes from lectures, observing presentations, and participating in class discussions, so it is very important that you attend class. The University of Southern California prohibits the awarding of points solely on a student's physical presence in a class. However, they allow the use of unexcused absences and excessive tardiness to count against a grade. This includes leaving class early.

Although I recognize that we all have other obligations outside of class, we will all benefit from everyone attending regularly. Changes in work schedule, personal celebrations (e.g., birthdays), transportation problems, etc. are not considered legitimate reasons to excuse an absence. If you do miss a class, it is important for your success to catch up on anything you might miss. Your success is partly due to having knowledge of all material covered in class, whether an absence is excused or not.

If you find yourself experiencing COVID-19 related symptoms, in keeping with university recommendations, you should:
- Stay home! This is the best way to prevent spreading COVID-19 as supported by scientific evidence; Please do not come to an in-person class if you are feeling ill, particularly if you are experiencing symptoms of COVID-19. Nothing we do in our class is worth risking your health, my health, or the health or your peers.
- Contact your instructor to identify options available for keeping up with course requirements and content.

Documentation of your presence will be taken at the beginning of each class via Qwickly. If a student is present during class but does not check in using Qwickly, the student will be marked absent for that day. Keep in mind that signing in is simply not enough; you must actively participate and complete in-class assignments (see the in-class assignment description above for more details).

Your religious practices are supported and honored. If religious observances will prevent you from completing assigned work on a scheduled date, you are responsible for discussing this matter with me,

your instructor, as soon as possible, and no later than the second week of classes. For the University Office of Religious Life policy regarding religious observations, see: https://orl.usc.edu/life/calendar/absences/ Accommodations will be made for such circumstances in accordance with University policies and guidelines.

Participation is part of your grade, but it is measured through in-class assignments. Engaging in discussion, completing in-class written work, collaborating in teamwork, etc. are some of the ways this portion is measured.

Grade Calculations
See grading breakdown in the earlier section on grading. More details about grade calculations are provided below.

If a student's final grade is on the cusp between one grade and another, I reserve the right to adjust grades up based on engagement in class. For example, students with a final grade of 89.99% may earn an A- (instead of a B+ grade) if they have made a significant contribution in class activities and discussions. However, if that is not the case, the grade will remain as is. I will never lower a student's grade below what he, she, or they have earned. To protect your privacy, please note that I will not send grades or grade-specific information via email. Grades and feedback will be available on Brightspace.

If you have a problem or question about performance on an assignment, you must contact me within a week of receiving your grade. I give you a great deal of feedback on your assignments, so please review these comments before attempting to dispute a grade. If you are disputing a grade for an assignment (see earlier note about grade disputes in the grading section above), you must reference the assignment guidelines I have provided, and put your concerns in writing. Consider also these questions:
- Was your assignment submitted on time?
- Did you follow the directions of the assignment?
- Did you turn in your best work? If it was a written assignment, did you use proper grammar and syntax? Did you misspell words? Was your work neat and professional? Did you use weird spacing to make the paper appear longer than it really was?
- Did you practice your presentation? If the work was an oral assignment, did you complete the presentation within the allotted time limit? Did you read your presentation as opposed to presenting it?
- Did you credit your sources? Are your references properly formatted?
- Did you wait until the last minute to complete the assignment?

Again, please come see me within a week of receiving feedback on an assignment if you have questions about how it was evaluated. I am more than happy to meet with you to discuss ways you can improve. The earlier you ask for help, the better!

Guest Speakers
Whenever possible, I invite guests to visit and speak with our class. Guest speakers take time out of their schedules to come speak with you on important topics related to this class. Please focus on the guest speaker when they are present. Ask them questions and participate in discussion, which will count toward your in-class assignments grade.

Courtesy to Others
Promptness is expected as a general rule. If you should happen to be late on a presentation day, wait in the hall until you hear applause and then enter. I cannot stress this enough—DO NOT walk in during another team's presentation. If we are having a lecture or discussion, come in only when appropriate. Public speaking in general can create a lot of anxiety for people, and the classroom must remain a safe place for everyone.

Recording
This class will be entirely in person, so we will not be recording class. The only time I anticipate holding class on Zoom is in the off chance that I am ill or COVID-positive. Should that be the case, I will give you as much notice as possible. I may need to change this policy if the need arises.

Please remember that USC policy prohibits sharing of any course content outside of the learning environment. As a student, you are responsible for the appropriate use and handling of course material under existing student handbook policies regarding class notes (https://policy.usc.edu/studenthandbook/). These rules will be strictly enforced, and violations will be met with the appropriate disciplinary sanction.

Diversity, Equity, and Inclusion
- My priority as your professor is to ensure a safe, respectful education environment where all students can learn and thrive. The University does not tolerate any form of protected class discrimination or harassment (e.g., discrimination or harassment on the basis of race, disability, ethnicity, sex, gender identity, sexual orientation, religion, pregnancy, etc.). This includes sexual assault, dating and domestic violence, stalking, or related retaliation.
- The university values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or accurate assessment or achievement, please notify the instructor as soon as possible.
- As your professor, I hold the fundamental belief that everyone in the class is fully capable of engaging and mastering the material. My goal is to meet everyone at least halfway in the learning process. Our classroom should be an inclusive space, where ideas, questions, and misconceptions can be discussed with respect. There is usually more than one way to see and solve a problem and we will all be richer if we can be open to multiple paths to knowledge. I look forward to getting to know you all, as individuals and as a learning community.
- As your instructor, I am committed to creating a classroom environment that welcomes all students, regardless of race, gender, religious beliefs, etc. We all have implicit biases, and I will try to continually examine my judgments, words, and actions to keep my biases in check and treat everyone fairly. I hope that you will do the same, that you will let me know if there is anything I can do to make sure everyone is encouraged to succeed in this class.
- The topics that we're covering in this class are often difficult, not just intellectually but emotionally. While I expect there to be rigorous discussion and even disagreement in the course of our class discussions, I ask that you engage in discussion with care and empathy for the other members in the classroom. Aim to disagree without becoming disagreeable. In this class we will not shy away from the uncomfortable. Critically examining and assessing our most basic assumptions and values is not just one of the tasks of philosophy but is an activity vital to living an authentic life. I urge you to have the courage to be uncomfortable in this class. In exchange for your courage, I will work to ensure a classroom environment that supports your taking these intellectual and emotional risks.

Gender Pronouns and Language Use
USC students can change their name or gender pronouns online through myUSC. Student choices may reflect nicknames, middle names, or names that better align with their gender identities.
- A critical part of building a learning environment that is inclusive of sexual orientation and gender identity is asking and correctly using someone's name and pronouns. You can add your pronouns in the myUSC system. Names and pronouns may change during the term, so feel free at any point to let me know that you would like to be addressed differently. As a community, we will strive to

address each other with the names and pronouns identified. If we make mistakes or are corrected, we will briefly apologize and correct ourselves.
- I will gladly honor your request to address you by your chosen name or gender pronoun. Please advise me of this at any point in the semester so I can make the appropriate changes. If I accidentally use an incorrect gender pronoun when addressing you, please feel free to let me know, in whatever manner makes you comfortable, what pronouns you use so that I can make every effort to correct that error.
- It is important to establish mechanisms to acknowledge and support individuals' self-identification. One way we can support self-identification is by honoring the name and pronouns that each of us go by. In this classroom, we seek to refer to people by the names they go by.

Please use gender-neutral language in your speaking and writing. Because the language we speak and write leads us to perceive in certain ways, gender-neutral language will help all of us perceive women, men, trans women, trans men, and non-binary/third gender folks on equal terms, participating equally in the world. For example, use *he, she, or them* instead of *he* when the person to whom you are referring could be of any gender. Similarly, use *people* or *humanity* or *individuals* instead of *man* or *mankind*, *you* or *you all* instead of *you guys*, and *chair* or *sales representative* instead of *chairman* or *salesman*. If you need more clarification on this policy, please ask me! Here is a syllabus treat: If you see this message on or before September 6, 2024, send me an email listing the title of your favorite book and the author who wrote it. If you do this by the deadline, you will receive 5 extra credit points.

Content Notifications
In this course, we will discuss a variety of sensitive topics. It is important that we discuss these issues respectfully, avoiding stereotypes and the impulse to diagnose ourselves and those around us. If at any point, you have concerns about class content or want to discuss your personal reactions, I encourage you to email me, come to office hours, or schedule an appointment.

Please prepare for sensitive topics accordingly and employ self-care throughout in-class discussion. One self-care option is to make use of Counseling and Mental Health Services (in USC Student Health). Given the nature of topics covered, some course materials may include uncensored content, which some class members may find offensive. I will provide forewarning of such instances.

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.

Land Acknowledgement
This statement has been adapted from Van Hunnick History Department of USC:
We acknowledge our presence on the ancestral and unceded territory of the Tongva people and their neighbors: (from North to South) the Chumash, Tataviam, Kitanemuk, Serrano, Cahuilla, Payomkawichum, Acjachemen, Ipai-Tipai, Kumeyaay, and Quechan peoples, whose ancestors ruled the region we now call Southern California for at least 9,000 years. We pay respects to the members and elders of these communities, past and present, who remain stewards, caretakers, and advocates of these lands, river systems, and the waters and islands of the Santa Barbara Channel.

Statement on Academic Conduct
The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the [USC Student Handbook](). All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), 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 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]()

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.

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.
Sources *must* be cited properly. MLA or APA are acceptable citation formats for this class, but if you would prefer another style, please notify me in advance. Also, if you are unclear about proper citation, please ask. It is better to ask than to assume, especially in this case.

Artificial Intelligence Policy
Students must obtain permission from me before using AI composition software (like ChatGPT) for any assignments in this course. Using these tools without my permission puts your academic integrity at risk.

The use of generative AI tools (e.g. ChatGPT, Dall-e, etc.) is permitted in this course for the following activities:
- Brainstorming and refining your ideas;
- Fine tuning your research questions;
- Finding information on your topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:
- Impersonating you in classroom contexts, such as by using the tool to compose written assignments assigned to you.
- Completing group work that your team has assigned to you, unless it is mutually agreed upon that you may utilize the tool (this agreement must be made with your team and the instructor).
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty. Any assignment that is found to have used generative AI tools in unauthorized ways will receive a zero. When in doubt about permitted usage, please ask for clarification.

Please Note: I will not be using any AI tools in writing the feedback I provide you. All comments will be mine and written personally by me.

VII. Support Systems

Annenberg Student Success 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.

Annenberg Student Emergency Aid Fund
https://annenberg.usc.edu/current-students/resources/annenberg-scholarships-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.

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.

988 Suicide and Crisis Lifeline - 988 for both calls and text messages – 24/7 on call
http://988lifeline.org/
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 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 for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086
http://eeotix.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.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
http://usc-advocate.symplicity.com/care_report
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title IX for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS; formerly Disability Services and Programs) - (213) 740-0776
osas.usc.edu
Support and accommodations for students. 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) 740-0411
http://campussupport.usc.edu/
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
http://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
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) 442-1200 – 24/7 on call
dps.usc.edu
Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)
http://ombuds.usc.edu/
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
http://chan.usc.edu/patient-care/faculty-practice
Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

TrojansAlert
https://dps.usc.edu/services/trojans-alerts/

TrojansAlert is an alert system that allows university officials to contact you during an emergency. It is your connection to real-time updates, instructions on where to go, what to do, or what not to do, who to contact and other important information. Visit the website to sign up.

Emergency Preparedness/Course Continuity in a Crisis
https://safety.usc.edu/
In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Brightspace, teleconferencing, and other technologies. See the university's site on Campus Safety and Emergency Preparedness.

ITS Customer Support Center (CSC): (213) 740-5555
https://itservices.usc.edu/students/
The ITS Customer Support Center (CSC) provides support to the USC community for connecting to the USC Network and using supported applications. For help with network connectivity and software, contact CSC. Walk-in support is available in Leavey Library's Information Commons.

Violence-Free Campus
https://policy.usc.edu/violence-free-campus/
Visit the website to read more about prohibited behaviors, reporting responsibilities and where to report.

Student-Athlete Travel Excuse Letters
https://saas.usc.edu/academic-support-services/travel/
Prior to a university-sponsored away competition, Student-Athletes are responsible for providing their Instructor with a Competition Excuse Letter (provided by their academic counselor) for the classes missed while on the road (i.e., excused absence). It is the responsibility of the Student-Athlete to provide the letter prior to leaving on their trip and to make arrangements for a make-up of any missed assignments or exams. Please refer to the SAAS site where they detail travel and travel excuse letters.

VIII. Important University Dates to Note
The below schedule is subject to change by the university. Stay up to date by accessing the calendar on the schedule of classes: https://classes.usc.edu/

TBD

IX. COMM 204 Course Schedule

Be advised that this calendar is subject to change—and probably will change—based on the progress of the class, news and world events, and/or guest speaker availability. An updated version will be provided on Brightspace if and when changes occur.

Note: All readings will be available on Brightspace.

Week	Date	In-Class Activities & Topics	Required Reading	Assignments Due
1	Tues.,	Course Introduction *Introduction Speeches*		
	Thurs.,	Defining Communication and Public Speaking	Chapter 1: Public Speaking Today	
2	Tues.,	Audience Analysis	Chapter 2: Engaging Your Audience	
	Thurs.,	Ethics	Chapter 3: Understanding the Ethics of Public Speaking	
3	Tues.,	Outlining Topic Approvals for Special Occasion Speeches	Chapter 7: Building and Organizing Your Speech	
	Thurs.,	Outlining Schedule Special Occasion Speeches	Chapter 14: Ceremonial Speaking	
4	Tues.,	Structure and Speech Anxiety	Chapter 5: Topic, Purpose, and Thesis	
	Thurs.,	*Special Occasion Speeches*		For those speaking today, outlines are due
5	Tues.,	*Special Occasion Speeches*		For those speaking today, outlines are due
	Thurs.,	*Special Occasion Speeches*		For those speaking today, outlines are due
6	Tues.,	Supporting Material Topic Approvals for Informative Speeches	Chapter 4: Informative Speaking	
	Thurs.,	Citations Schedule Informative Speeches	Chapter 6: Researching Your Speech	
7	Tues.,	Language Use	Chapter 8: Effective Introductions and Powerful Conclusions	
	Thurs.,	Delivery and Visual Aids	Chapter 13: Presentation Aids	
8	Tues.,	*Informative Speeches*		For those speaking today, outlines are due
	Thurs.,	*Informative Speeches*		For those speaking today, outlines are due

Week	Date	In-Class Activities & Topics	Required Reading	Assignments Due
9	Tues.,	*Informative Speeches*		For those speaking today, outlines are due
	Thurs.,	*Informative Speeches*		For those speaking today, outlines are due
10	Tues.,	The Role of Impromptu Speaking Topic Approvals for Persuasive Speeches	Chapter 12: Delivery: A Recipe for Great Speaking	
	Thurs.,	Midterm Review Schedule Persuasive Speeches	Chapter 11: The Importance of Language and Style	
11	Tues.,	*Impromptu Speeches*	Chapter 15: Critical Listening	
	Thurs.,	*Impromptu Speeches*		*Complete Midterm Exam*
12	Tues.,	Persuasion in Public Speaking	Chapter 9: Persuasive Speaking	
	Thurs.,	Argumentation	Chapter 10: Developing Strong Arguments	
13	Tues.,	*Persuasive Speeches*		For those speaking today, outlines and visual aids are due
	Thurs.,	*Persuasive Speeches*		For those speaking today, outlines and visual aids are due
14	Tues.,	*Persuasive Speeches*		For those speaking today, outlines and visual aids are due
	Thurs.,	*Persuasive Speeches*		For those speaking today, outlines and visual aids are due
15	Tues.,	*Persuasive Speeches*		For those speaking today, outlines and visual aids are due
	Thurs.,	Final Review		
Study Days	TBD			
Finals Week	TBD	*Complete Final Exam*		